

ANCIENT AND CHRISTIAN EPIC

—A Restful Rigor Preceptorial—

Thursdays at Noon CT

2026-2027

Led by Mrs. Marie MacPherson

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507-304-1674

Overview

This preceptorial offers support for Lutheran students reading through the Homeric and Virgilian epics as well as the Christian epics of Dante and Milton. Focused on faith-based dialogue, students will be immersed in the literary concepts relevant to these great works of literature which have stood the test of time. We will examine how these plays have influenced Western culture, as well as apply lessons learned from the readings to our own lives. This preceptorial will have once-a-week live sessions online for one hour.

Preceptorial Objectives

This curriculum features many objectives, including those that follow. The student will...

- ...read the Homer's *Illiad* and *Odyssey*, Dante's *The Divine Comedy*, and Milton's *Paradise Lost*.
- ...analyze these epics from a Christian worldview.
- ...compare and contrast various authors and works
- ...grow in an understanding of Greek, Roman, Italian, and English culture and their influence on greater Western culture.
- ...practice and recite selections from these works.
- ...choose, memorize, and recite pertinent Scripture verses.
- ...hone in on themes in these epics.
- ...practice leadership skills with class discussion and prayer.
- ...make life applications from lessons learned from the readings.
- ...be immersed in a classically Lutheran learning dialogue.
- ...participate and collaborate in a liturgical model of learning.
- ...learn through leisure and contemplation.

What Does a Live Session Look Like?

Live sessions for this preceptorial will meet once a week for one hour. Students will come to the session having already completed the reading and having answered questions on a worksheet about the reading, prepared for discussion. Class will begin with prayer and catechesis relevant to the reading. A student will be selected to read a prepared recitation or monologue from the week's reading. The instructor will share some tasteful classical works of art inspired by the reading and pose a few discussion questions. Dialogue will ensue regarding several repeating features from the readings. Class will culminate with faith-based application to the students' lives, including the Lutheran doctrines of original sin, law and gospel, revealed and natural law, two kingdoms, theology of the cross and theology of glory, baptism, the Lord's Supper, faith and reason, and vocation. The live session will wrap up with a preview of the reading for the next session.

Relationship with Restful Rigors Preceptorials

As of Fall 2025, each “Restful Rigor Preceptorial” is run by an independent teacher. However, each teacher has in mind the following criteria below, written by Mrs. Kate Deddens, who piloted the first “Restful Rigor Preceptorial” program. Special thanks to Mrs. Deddens for all allowing the use of her wording on this page.

Restful Rigor Preceptorials offers Lutheran families many significant distinctives that are not found *in toto* elsewhere. Some of the components highlighted below may certainly be present for, in some cases, lower cost—but they will not be found in combination and in the dedicated distinctly classical Lutheran framework that these preceptorials provide.

#1 Uniquely Lutheran Distinctives. These courses are unabashedly and intentionally Lutheran, and are being offered only to Lutherans students.

- Original Sin
- Law and Gospel
- Vocation
- Stewardship
- Ministerial Use of Reason
- Theology of the Cross
- Sacraments
- Creeds
- Five Solae: Gratia, Fide, Christus, Scriptura, Deo Gloria

#2 Liturgical Model of Learning. Pedagogy that is, with intentional form and structure, designed to enculturate students not just in worldly academics but in the support of and undergirding of faith. ... In addition, classical catechetical instruction (“instruction by word of mouth”) will be emphasized in favor of instruction through use of means such as PowerPoints, videos, and derivative, explanatory texts.

#3 Logocentric and Integrated Instruction. These courses will be looking for and identifying the *logos*—the Word, Christ—in all subjects, not simply teaching with a “biblical worldview.” ... In addition, when studying subjects that many teachers, even Christians, do not identify as having theological implication or meaning—such as Logic, for example—similar discernment and experience in drawing out Christian Truth are important. In these preceptorials, no topic will be taught in a fragmented way; they will all be integrated with the *logos*, with each other, and with Lutheran doctrine.

#4 Teaching from Rest and Contemplation Vs. Survey of Content. The following principles are paramount in the pedagogy of these preceptorials:

- *Optimus Magister Bonus Liber* and *Ad Fontes*: “The best teacher is a good book” and “back to the source.”
- *Repetitio Mater Memoriae*: “Repetition is the Mother of Memory.”
- *Festina Lente* and *Multum Non Multa*: “Make haste slowly” and “Much, not many.”
- *Docendo Discimus*: “By teaching, we learn.”
- *Ekstasis and Studium*: “Wonder and study.”

#5 Classical Feedback. Instructor feedback to each student will be classical in nature (not quantitative) through assessment of student recitation, narration, dialogue, and rhetoric (such as composition). It will be detailed and individualized. This is far more time-consuming than quantitative assessment and will require—over and above knowledge of the classical content and pedagogy—relational discernment, attention, and commitment from the instructor.

#6 Relational Teaching. These courses will mirror a discipleship model, with extremely small class sizes.

#7 Classical Experience, and Deep Commitment to the Lutheran Faith on the part of the instructors.

Tuition for 2026-2027

This tuition guarantees at least 15 meeting during each semester. (16 meetings are planned for each semester; the guarantee of 15 meetings allows me to cancel or post-pone due to family illness or emergency.) If, for some unforeseeable reason, I am not able to provide 15 meetings, I will prorate a refund to each family.

First Semester	\$400
Second Semester	\$400
Sibling Discount Discount (per semester)	\$100

Example: A student signing up for both semesters would pay \$800 total for the year, and his younger sibling doing the same would pay \$600. A student signing up only for first semester would pay \$400, and his younger sibling doing the same would pay \$300.

Charging tuition allows me to offer a sustainable and professional preceptorial for students. However, if cost is the only barrier to your family for participation, please let me know privately to see if we can work something out. As an instructor, I am willing to write letters of recommendation for participants as they prepare for jobs, scholarships, or college applications.

Registration and payment in full is due one week prior to each semester's beginning.

Refunds

Unfortunately, there will be no refund offered for students who miss due to illness or vacation; however, I will do my best to accommodate students missing meetings (through zoom or email) as long as this is communicated in advance. If for some reason, a member wishes to withdraw prior to the 8th week of the semester, I will refund one-third of the tuition via check to the family. If a student is considering withdrawal, please let me know in advance to see if we can change something to accommodate the student or family.

Liability

This preceptorial is run as a facet of Into Your Hands, LLC (IYH), our family business. Please know that our family and our business cannot fiscally handle being held responsible or sued. We ask that you agree to this and will not hold us or our business liable in any way. We ask that you sign as such on your registration form. Thanks for your understanding!

Course Description for Transcript

This preceptorial is designed to be completed in thirty weeks, with the student spending a total of about one hour each day working, approximately 5 days a week. This amounts to 100-120 hours spread out over an average school year. In many states, a two-semester course like this is considered one credit on a high school transcript, or a half credit for one semester. Check the state requirements for the state in which the student lives.

Homeschooling parents who are keeping a transcript for a child are welcome to include this course on that transcript, based on their state's laws and requirements. The following is a possible description, to be edited at will, for a high-school transcript:

“The student will read the ancient and Christian epic poems in the classical tradition by Homer, Virgil, Dante, and Milton, analyzing the plays for recurring themes, as well as the concepts of traits unique to the genre of epic. Students will grow public speaking and leadership skills through recitation of monologues, leading discussions, and giving and receiving feedback. Life application and theology will be integrated into this course through dialogue and consideration of hallmarks of the Lutheran faith.”

Calendar: Thursdays, Noon CT

Semester One (Fall 2026)		
Week	Date	Discussion Topic/Reading Due
1	8/20	Introduction to the course and readings. (No reading assignment due.)
2	8/27	Homer's <i>Illiad</i> , Books 1-6
3	9/3	Homer's <i>Illiad</i> , Books 7-12
4	9/10	Homer's <i>Illiad</i> , Books 13-18
5	9/17	Homer's <i>Illiad</i> , Books 19-24
6	9/24	Homer's <i>Odyssey</i> , Books 1-5
7	10/1	Homer's <i>Odyssey</i> , Books 6-10
10/8		Break: Happy Fall!
8	10/15	Homer's <i>Odyssey</i> , Books 11-15
9	10/22	Homer's <i>Odyssey</i> , Books 16-20
10	10/29	Homer's <i>Odyssey</i> , Books 21-24
11	11/5	Virgil's <i>Aeneid</i> , Books 1-2
12	11/12	Virgil's <i>Aeneid</i> , Books 3-4
13	11/19	Virgil's <i>Aeneid</i> , Books 5-7
11/26		Break: Happy Thanksgiving!
14	12/3	Virgil's <i>Aeneid</i> , Books 8-10
15	12/10	Virgil's <i>Aeneid</i> , Books 11-12
(16)	12/17	Flex Week: Used only if a prior class is cancelled
12/24, 12/31, 1/7		Break: Merry Christmas and Happy New Year!

TENTATIVE: Semester Two (Spring 2027)		
Week	Date	Topic/Reading
1	1/14	Dante's <i>Inferno</i> , Cantos 1-11
2	1/21	Dante's <i>Inferno</i> , Cantos 12-22
3	1/28	Dante's <i>Inferno</i> , Cantos 23-34
4	2/4	Dante's <i>Purgatorio</i> , Cantos 1-11
5	2/11	Dante's <i>Purgatorio</i> , Cantos 12-22
2/18		Break
6	2/25	Dante's <i>Purgatorio</i> , Cantos 23-33
7	3/4	Dante's <i>Paradiso</i> , Cantos 1-11
8	3/11	Dante's <i>Paradiso</i> , Cantos 12-22
9	3/18	Dante's <i>Paradiso</i> , Cantos 23-33
3/25, 4/1		Break: Happy Holy Week, Easter, and Spring!
10	4/8	Milton's <i>Paradise Lost</i> , Books 1-2
11	4/15	Milton's <i>Paradise Lost</i> , Books 3-4
12	4/22	Milton's <i>Paradise Lost</i> , Books 5-6
13	4/29	Milton's <i>Paradise Lost</i> , Books 7-8
14	5/6	Milton's <i>Paradise Lost</i> , Books 9-10
15	5/13	Milton's <i>Paradise Lost</i> , Books 11-12
5/20 and beyond!		Summer Break!

Time Commitment and Pacing

The student is expected to attend weekly live sessions and complete the weekly readings and assignments over the course of the semester, up to about five hours per week. For pacing, the student should plan to spend 2-3 hours on the reading, 1 hour on other assignments, and 1 hour on the live session per week.

Student Prerequisites

There are a number of prerequisites that will help a parent/student know if this preceptorial is academically appropriate. These expectations are listed below.

- The student is Christian.
- The student is a fluent reader who does not need support understanding the basic plot line of the play. (The English translations to be read in this class should be accessible.)
- The student does not need comprehension questions in order to summarize the plotline or be held accountable for the reading. (Comprehension, in most cases, is assumed. Students are expected to be able to converse logically about the reading, and are encouraged/expected to mark comments in their book with a pen—or sticky notes in the case of a borrowed book—to show that the text was read and understood. The lack of study questions allows the student more time for reading and thoughtful contemplation.)
- The student can already write an organized essay. (The five-paragraph model is an excellent start, and [*Hake Writing 8*](#) is an excellent and simple place to start for help with writing. There are also some great tutorials for a five-paragraph essay and citations online.)
- The student should already be familiar with the contents of Luther's Small Catechism and be 13 years of age or older. (Adultery, murder, violence, and other depravities are featured in many of these works. Our discussion of these topics *will not* be graphic and *will* be discussed from a Biblical worldview. However, it will be helpful if the student already knows the basic Christian terminology.)

Will This Course Be A Good Fit?

Likely, this curriculum will be a wonderful fit for your student, especially if you like what you have read so far. However, this curriculum might **not** work well for you, if any of the following is true:

- You do not care for a Christian worldview, particularly from a conservative Lutheran perspective.
- The student is not a strong reader.
- You want a curriculum which features only Christian books. (This course features readings from Greek and Roman poets who were not Christian, analyzed from a Christian worldview.)

Supplies Needed

The following are supplies that would be helpful for the student completing this course.

- A binder with dividers for this syllabus and printouts; three-hole punch
- A dictionary and thesaurus, pencil or pen, and sticky tabs for marking pages
- A computer and word-processing program, a printer, and video and internet access
- The paper books listed below, purchased or borrowed. For the translations into English (Homer, Virgil), please choose a poetic/verse translation, not prose (using paragraphs). Each book is about \$15-\$30, or can be purchased used for much cheaper. These books are an investment, but I expect will be treasured by the student for a lifetime.

Required Books, First Semester (Fall 2026)
Any verse/poetic translation of <i>The Illiad</i> by Homer. Choose a translation that is more modern and less archaic to aid in comprehension. Recommended translators include Robert Fagles, Emily Wilson, and Ian Johnston. Check to be sure you have a version that is unabridged.
Any verse/poetic translation of <i>The Odyssey</i> by Homer. Choose a translation that is more modern and less archaic to aid in comprehension. Recommended translators include Robert Fagles and Emily Wilson. Check to be sure you have a version that is unabridged.
Any verse/poetic translation of <i>The Aeneid</i> by Virgil. Choose a translation that is more modern and less archaic to aid in comprehension. Recommended translators include Robert Fagles, Emily Wilson, and Shady Bartsch. Check to be sure you have a version that is unabridged.
Required Books, Second Semester (Spring 2027)
<i>The Divine Comedy: The Inferno, The Purgatorio, The Paradiso</i> by Dante Alighieri translated by John Ciardi. Please purchase this exact translation.
<i>Milton's Paradise Lost (with Gustave Dore Illustrations): Retro Restored Edition.</i> Please purchase this exact edition. The 50+ illustrations will aid in comprehension.

The following texts are recommended for students who would like to expand their learning, but are **not** required for purchase.

- Edith Hamilton, *The Greek Way* (A Mentor Book, 1963), or any edition.
- Gene Edward Veith, *Reading Between the Lines: A Christian Guide to Literature* (Crossway Books, 1990).
- Morford, Lenardon, and Sham, *Classical Mythology* (Oxford University Press). *Earlier editions will be less “woke.”*
- *Dictionary of Classical Mythology*.
- *A Preface to Paradise Lost* by C.S. Lewis.
- *A Beginner’s Guide to Dante’s Divine Comedy* by Jason Baxter.
- Any other translations of these works you already have on hand. Comparing translations can often lead to interesting discussions, both in class and in the writing assignments for the discussion forum.

Weekly Instructions

There are many good ways to complete the assignments each week. Here is one optional way:

- Thursday: Attend the live-session.
- Friday-Monday: Read the selection and take notes on your worksheet.
- Tuesday-Wednesday: Review your notes, prepare your recitation and memory work, and consider your life application essay.

Humane and Classical Assessment

Classical and humane assessment is a foundational component of Restful Rigor Preceptorials. As such, the instructor does not offer a specific letter or percentage grade for students. Instead, the instructor will be offering immediate feedback to students during live sessions, as well as offering a summative written assessment and private live session to each student at the end of each semester. During live sessions, the instructor looks for a student's ability to articulate the facts from the reading, participate in conversation with classmates, develop ideas with previous weeks' readings and other areas of study, willingness to participate with questions and answers, and capacity to integrate the Lutheran faith.

Assignment Expectations

Each week, as well as each semester, students have a variety of tasks that they are expected to complete.

Each Week

Task #	Project
1	Complete Reading, with writing in the margins
2	Complete the Note-taking Worksheet
3	Semester-long Project Preparation
4	Consideration of leadership opportunities

Each Semester

Task #	Project
5	Recite Scripture Passage from Memory
6	Write and Turn in "Life Application" Essay
7	Complete a Personal Live Chat Regarding Written Assessment

Assignment Explanations

A more detailed description of each task for the week and for the semester are given below.

Task 1: Reading and Notes

Students should read the assigned reading each week, usually in one to two sittings. *Students are highly encouraged to underline, star, and take notes in the margins of their book.*

Task 2: Note-taking Worksheet

In addition to reading and notes in the margin of the book, a standard worksheet is provided for notes for each drama, which should be filled out by the student prior to class. Questions include items such as noting the traits of the genre “epic” in the reading, comparing and contrasting with other readings and poets, and finding connections to the faith.

Task 3: Semester-Long Project Preparation

Each week, the student should spend time in preparing their long-term projects, including choosing and preparing Scriptural memory work, and an essay, details below.

Task 4: Consideration of Leadership Opportunities

Aside from simply preparing the answers on their worksheet, students should take time to reflect on what topics they would like to contribute to the conversation in class, and how they might volunteer discussion each week.

Task 5: Recitation of Scripture Passage

Each semester, the student will be required to memorize and recite a pertinent Scripture Passage from Memory. KJV, NKJV or ESV translations are recommended. Students new to memory work are expected to recite the minimum; those with experience memorizing are encouraged to go beyond the minimum. The student should plan to memorize 1-3 verses a week, review previous weeks’ memory work frequently, and “front-load” more of the memory work earlier in the semester. These will be recited in our Summative Live Chat.

- 1st Semester: Choice of one entire Psalm. Choose from: Psalm 25, Psalm 27, Psalm 34, Psalm 46, Psalm 91, Psalm 105, or Psalm 144
- 2nd Semester: Choice of one section. Choose from: 1 Corinthians 15:35-58; 1 Thessalonians 4:13-5:24 Revelation 21:1-7 **and** 21:22-27; or Revelation 22: 1-7 **and** 22:13-21

Task 6: Life Application Essay

Over the course of the semester, each student should complete a “life application” essay, incorporating the themes and lessons learned in this preceptorial. The essay should be 1,000-1,500 words long, include a bibliography, and cite at least two of the books read during the semester. Essays should also include at least three Scriptural and/or Confessional references. Essays should make use of standard organization and include an introduction with a thesis statement, several body paragraphs, and a satisfying conclusion. The instructor is available as needed during the semester to assist the student in completing the essay, but live session time will not be used for essays. The essay will not be viewed by classmates, only by the instructor. The essay will be discussed during the Summative Live Chat.

- 1st Semester Deadline: Dec. 9, 2026, 11:59 pm
- 2nd Semester Deadline: May 05, 2026, 11:59 pm

Task 7: Summative Live Chat

Each student will have the opportunity to have a private live chat with the instructor at the end of the semester. Parents are welcome and encouraged to attend. At this live chat, the student will recite the semester's memory work, will receive feedback on his life application essay, and receive a written humane assessment from the instructor regarding his participation in the live sessions over the past semester. The instructor looks for a student's ability to articulate the facts from the reading, participate in conversation with classmates, develop ideas with previous weeks' readings and other areas of study, willingness to participate with questions and answers, and capacity to integrate the Lutheran faith. Dates and times of the Summative Live Chat will be arranged by email during the last few weeks of the semester.

Standard Discussion Questions

1. What are some similarities and/or differences between this section of reading and others you've read this year?
2. What are some examples of "epic" traits that you found in this week's reading (i.e. epic similies, invocation of the Muse, catalogs, supernatural forces, allusions, heroic valor, vast setting and scope, *in media res*, epithets?
3. Choose and analyze a character in the reading. Support your analysis by lines numbers from the text.
4. Name a few themes of this tragedy and note supporting line numbers from the text.
5. What are some Biblical concepts that this tragedy brings to light?
6. Where are truth, beauty, and goodness (sometimes hiding!) in this selection? Where is (*or isn't*) Christ?

The worksheet below may be printed (x 15 for one semester or x 30 for two semesters) and placed in a binder and filled out weekly. Please be sure the student still highlights these same discussions question ideas in the text as you come across them.

ANCIENT & CHRISTIAN EPIC

A Lifelong Lyceum Course/Restful Rigor Preceptorial * Thursdays, Noon CT *

Mrs. Marie MacPherson mmacpher@blc.edu

Week: _____ Author: _____ Epic/Book: _____

Each Week

Task #	Project
1	Complete Reading, with writing in the margins
2	Complete the Note-taking Worksheet
3	Semester-long Project Preparation
4	Consideration of leadership opportunities

Each Semester

Task #	Project
5	Recite Scripture Passage from Memory
6	Write and Turn in “Life Application” Essay
7	Complete a Personal Live Chat Regarding Written Assessment

1. What are some similarities and/or differences between this section of reading and others you’ve read this year?

2. What are some examples of “epic” traits that you found in this week’s reading (i.e. epic similes, invocation of the Muse, catalogs, supernatural forces, allusions, heroic valor, vast setting and scope, *in media res*, epithets)?

3. Choose and analyze a character in the reading. Support your analysis by lines numbers from the text.

4. Name a few themes of this tragedy and note supporting line numbers from the text.

5. What are some Biblical concepts that this tragedy brings to light?

6. Where are truth, beauty, and goodness (sometimes hiding!) in this selection? Where is *(or isn't)* Christ?

Preview for Next Week:

(Leave Blank Until Live-Session)

Recitation:

General Notes:

Teacher, Parent, and Student Expectations

Teacher Expectations:

- Instructor will generally reply to any communication with parents or students within 48 hours.
- Instructor will prepare adequately for each preceptorial, including text reading, reflection, research, and Biblical insight.
- Instructor will provide a minimum of fifteen meetings per semester.
- Instructor will provide written assessment of the student each semester, and offer an individual student/parent video call each semester.
- Instructor will show Christian love and patience with students.

Parent Expectations:

- Parent will register and pay for the year by check postmarked no later than **August 10, 2026**.
- Parent will ascertain that the technology and materials the student needs for the course are provided.
- Parent will communicate questions or concerns to the instructor by email or phone, and brainstorm resolutions together.
- Parent will not hold Marie MacPherson or Into Your Hands, LLC responsible for any accidents or injuries.
- Parents will read all communications and support their child with expectations and deadlines.

Student Expectations:

- Student will show Christian love to the instructor and fellow students.
- Student will try his or her best, persevering if the task is hard and showing patience if the task is easy, participating to the best of his or her ability.
- Student will bring the necessary supplies to each meeting.
- Student will spend an appropriate amount of time in preparation at home in order to participate to the fullest in live session.
- When not speaking during live sessions, student should be actively listening and engaged in the presentation of the instructor or other students.

About Your Instructor

Marie K. MacPherson is wife to [Ryan](#), homeschooling mother to their seven living children, and redeemed child of God. She is a licensed teacher in Minnesota and Wyoming, a certified Classical Lutheran Educator from CCLE, author of [*Meditations on the Vocation of Motherhood*, Volumes 1 and 2](#) (2018, 2023), and editor of [*Mothering Many: Sanity-Saving Strategies*](#) (2016). She is also the author of LFL's booklets [*The Story of Baby Shalom*](#) (2017) and [*Teaching Children Chastity: Talking Points for Christian Parents*](#) (2020). She has a bachelor's degree in Elementary Education from [Bethany Lutheran College](#), with Lutheran school certification and a specialty in communication arts and literature, having received special commendation for earning among the highest scores on teacher licensure exams. She has also completed a Master's of Arts in the Great Books through Memoria College online. Graduate classes Marie has completed include the Greek Tragedies, Greek Myth, Ancient Epic, Christian Epic, American Literature, and more. It has been Marie's joy and privilege to be a featured speaker at several classical education and homeschooling conferences.

Putting her education to use not just through homeschooling, Marie loves to develop curriculum and other educational resources, which can be found at www.lutheranhomeschool.com. Marie enjoys organizing and executing educational opportunities inside and outside her home, volunteering as a parent educator for mothers at a local pro-life clinic, serving as a La Leche League Leader for over six years, teaching art and debate in co-ops and at schools, and developing opportunities for music practice in plays, concerts, and camps. Homeschool moms across America have come to Marie for advice, which finally led her to suggest to her husband that they expand their service to their neighbors by establishing Lifelong Lyceum. The Lyceum is launching in the fall of 2026, with classes including Ancient and Christian Epic, Christian Composers, American History, Modern Christian Literature, and more. Check out their course offerings at www.lifelong-lyceum.com

Marie and her family lived 20 years in Mankato, MN before making the move to Casper, Wyoming for Ryan to launch Luther Classical College. Having completed the launch, they are in transition and excited to see what doors God opens for them. Ryan and Marie are blessed with 7 children, ranging in age from 20 years to 4 years old. They have homeschooled their children these many years, making use of various educational partnerships as they have emerged. When she's not homeschooling and caring for her children, Marie enjoys painting and photography, developing her skills through both regional and state grants. Marie also reads extensively, not just literature, but also non-fiction on natural health, homeschooling, evangelism, marriage, and parenting. Read her contributions to *Blest the House*; *The Hausvater Project*; *Sister, Daughter, Mother, Wife*; and *Lutherans for Life*. Follow her blog at: www.intoyourhandsllc.com/blog.

Registration for Ancient and Christian Epic: A Lifelong Lyceum Course/Restful Rigor Preceptorial

*Please print and fill out one form per student. Please postmark to
Into Your Hands LLC (address pending) no later than **August 10, 2026.***

Student Name: _____

Age as of August 10, 2026 (circle one): 13 14 15 16 17 18

Parent/Student Email Addresses: _____

Parent Emergency Contact Number: _____

Parent/Student Mailing Address: _____

Tell the Instructor About Yourself:

What are your personal interests outside of this course?

What are your personal goals for this course?

Greek Tragedies Restful Rigor Preceptorial Tuition:

Please put an X next to the appropriate row for registering this member and write the amount on left.

_____ 1 st Semester Tuition	\$400	_____
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_____ 2nd Semester Tuition \$400 _____

Sibling Discount	-\$100/Semester
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Amount Due (Cash or Check paid to **Into Your Hands LLC**) mailed to _____ Total: _____
 Into Your Hands, LLC
 (Address Pending)

Parent Signature and Date, agreeing that you will not hold Marie MacPherson or Into Your Hands, LLC liable for any accident, damage, or illness.