**SPEAKERS**

**JULIE ARLISS**

Julie Arliss lectures at King’s College and works in close association with Oxford and Exeter Universities. She organises and lectures at the best attended student study days in the UK for 15-19 year olds. Internationally she works with students in Australia, NZ and Singapore and is the joint author of a number of books and academic articles including The Thinker’s Guide to Evil. She is regularly invited to be the keynote speaker at events and recently gave the Hobhouse Lecture. She is Principal Examiner in Cambridge combining a strong commitment to young people with academic rigour.

**JEFFREY HODGES**

Jeffrey Hodges M.Sc,(Hons), B.Ed. is a performance consultant with wide ranging experience helping young people realise their potential through success life management and superior thinking skills. He has a special interest in elite sports achievement and has successfully coached young athletes to medal winning performances at Olympic, World and National levels.

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**DETAILS AND BOOKING**

**Times:**
Registration is 8.45am for a 9.15am start and finish at 2.30pm. Students must bring their own morning tea and lunch (a water bottle is also recommended).

Morning tea and lunch is provided for accompanying teachers.

**Tuition Fees:**

- **Students**
  - $40.00 early bird if paid by 31st March
  - $45.00 if paid after 31st March.

- **Teachers**
  - One free staff place is available for every 12 students. Extra staff, and staff places if less than 12 accompanying students, at student rate – i.e. $40 / $45.

- Unaccompanied teachers for PD: $195.

**Bookings:**

Book online at: [www.academyconferences.com](http://www.academyconferences.com)

For information or problems with bookings, contact:

Office Manager: +44 797 952 4277
or Jeffrey Hodges: +61 7 5445 7994
Email: info@academyconferences.com

Cancellations will be accepted without penalty until 3 weeks prior to conference, after which a $100 admin fee is payable.

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**2017 SCHEDULE**

- **Perth** – Monday 8th May
  - St Hilda’s School

- **Christchurch** – Wednesday 10th May
  - Cashmere High School

- **Wellington** – Thursday 11th May
  - Scots College

- **Auckland** – Friday 12th May
  - St Cuthbert’s College

- **Brisbane** – Monday 15th May
  - Anglican Church Grammar School (Churchie)

- **Sydney** – Tuesday 16th May
  - Ascham School

- **Adelaide** – Wednesday 17th May
  - Concordia College

- **Melbourne** – Friday 19th May
  - Camberwell Grammar

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**THE ACADEMY CONFERENCES EXPERIENCE**

"Julie Arliss works closely with senior members of Oxford University, like myself, and her work in schools is highly valued by us."

Professor Keith Ward, Regius Professor Emeritus, Oxford University

"The energy Julie brings to her presentations is truly invigorating – the buzz from the boys was great afterwards. I really enjoy their enthusiasm at participating in something which challenges them to rethink their ordered view of the world. Many also commented on how wonderful it was to meet with other like-minded students."

Sarah Kirk, Christchurch Boys High School, NZ

"Thank you for three excellent and most impressive sessions, it really was a treat. I can understand why you go down so well with audiences far and near. I listened with awe to your command of so many diverse fields of exploration, as well as the ease of presentation. It was clear that no one wanted to go home, and one can’t say much better than that!"

Professor David Catchpole, Exeter University

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Bookings online at [academyconferences.com](http://academyconferences.com)
Who is best placed to make decisions on behalf of a country and how should such people be chosen? Democracy is widely presumed to be the only desirable system of government and yet there are few opportunities for young people to openly evaluate modern democratic systems. What hope, for example, is there that necessary steps will be taken to save the environment when the world’s democratic governments depend upon popular support? Is liberty the greatest good for civilisation? The philosopher Plato condemned democratic systems, but what alternatives are there? This session will outline the values and ideologies which lie behind different forms of government, the influence of key figures such as Thomas Moore, Karl Marx, Machiavelli, Thomas Hobbes and Jeremy Bentham and will examine our current political system and the influences upon it.

**Matters of Life and Death**

‘An unexamined life is not worth living’ – Socrates

It seems to be a fundamental part of being human to reflect on our lives and to try to work out how to live and die well. What would a life well lived actually look like? Is there anything fundamentally good about working for a living? Or is the ultimate goal to become a ‘grey nomad’? Would it be better to be ‘a chardonnay socialist’ or a ‘checkout chick’? What would it mean to ‘die well’? Is there anything more to life than this, or is it all just a wombat trail? This session will survey a number of the different answers to these questions and give students a map of the territory identifying the key issues which divide those who take up the Socratic challenge to live an examined life.

**Who should run a country?**

Who is best placed to make decisions on behalf of a country and how should such people be chosen? Democracy is widely presumed to be the only desirable system of government and yet there are few opportunities for young people to openly evaluate modern democratic systems. What hope, for example, is there that necessary steps will be taken to save the environment when the world’s democratic governments depend upon popular support? Is ‘liberty’ the greatest good for civilisation? The philosopher Plato condemned democratic systems, but what alternatives are there? This session will outline the values and ideologies which lie behind different forms of government, the influence of key figures such as Thomas Moore, Karl Marx, Machiavelli, Thomas Hobbes and Jeremy Bentham and will examine our current political system and the influences upon it.

**The Oxford Interview Question**

At Oxford and Cambridge Universities, two of the most prestigious educational institutions in the world, admission interview questions are designed to see if a candidate can think laterally, and apply their thinking to new ideas, and different contexts. Interviews are not about reciting what you already know, rather, they give candidates a chance to show their real ability and potential. There is no ‘right’ answer to many of the questions: the focus is on originality, creativity and how well you can think. This session will provide students with essential Oxbridge standard thinking tools: some basic rules of logic, deduction and reason, and ideas for developing high level lateral thinking skills. A number of interview questions will be examined including: Would you rather be a seedless or non-seedless grapefruit?, and What would you do if I were a magpie?

**The Science of Time**

The claim that the speed of light is constant led directly to Einstein’s theory of special relativity in which our perceptions of both space and time were turned upside down. This session will explore claims that time can bend, speed up or slow down and ask whether ultimately time really exists. If it does, does it flow? Can it be reversed? The science fiction dream of time travel will be dealt with and also the relationship between time and consciousness.

**The BIG Debate**

“This house believes that love is not a commodity to be traded”

A commodity is a useful or valuable thing that can reasonably be bought or sold. Many would argue that people also have an exchange value. In a world where everyone and everything has a price, this debate will ask if there is any reason to regard human love any differently?