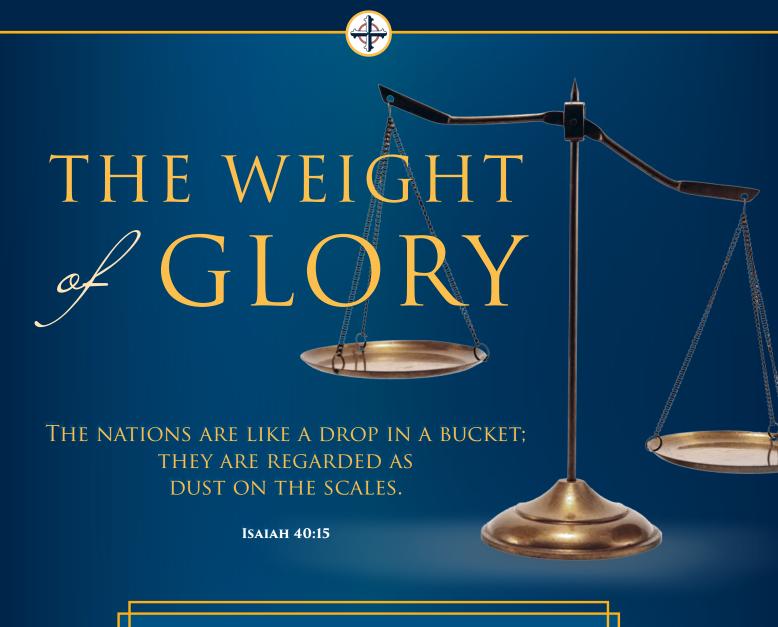
# REPAIRING THE RUINS ACCS ANNUAL CONFERENCE



REPAIRING THE RUINS. ORG



FRISCO (DALLAS), TX JUNE 15–18, 2021

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#### GENERAL ANNOUNCEMENTS

- Beverages are located in the center of the vendor area in Frisco 6. Other food offerings in this hotel are listed among the following pages.
- 2 The head of each ACCS-accredited and ACCS-candidate school is invited to join David Goodwin Wednesday in the Bass-Bush room, The meeting begins at 12:15.
- 3 Each head of school is invited to learn more about upcoming ACCS efforts, Thursday in Frisco 8. The meeting will begin at 12:15.
- 4 Please make time to visit each of the vendors. We have a large number and broad range of vendors at this conference, and we are very thankful for their interest and support. We have observed that a lot of folks like to buy their books just before they leave; we have included a vendor time from noon-1:30 on Friday. Not all vendors have products for sale. Some vendors are from colleges, and this would be a great opportunity to speak with each college representative to find out what their college can offer your students.
- If you are a school looking for someone to fill a position at your school, please leave a 3x5 card with the job description and your contact information on the bulletin board near the registration booth. Likewise, if you are a "someone" looking for a position to fill, you may check the bulletin board or post a 3x5 card to let schools know of your area of expertise and contact information. Cards may be obtained at the registration booth.
- **6** The registration booth will also double as the conference "Lost and Found."
- Plenary sessions and workshops are being recorded. Member schools will receive full access to all conference recordings in the Members Resource Center.
- Onference evaluation surveys will be emailed to you after the conference. It is of great importance to us that we receive your feedback on this conference. We read all of the comments, and they do have an influence on future planning.



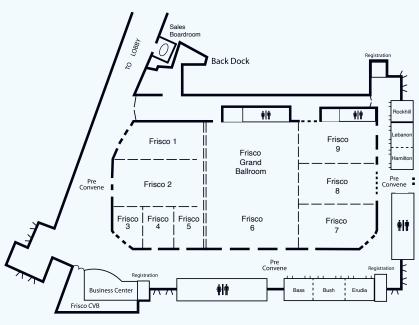
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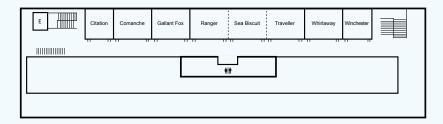




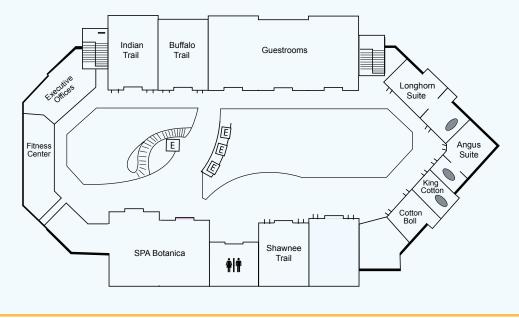
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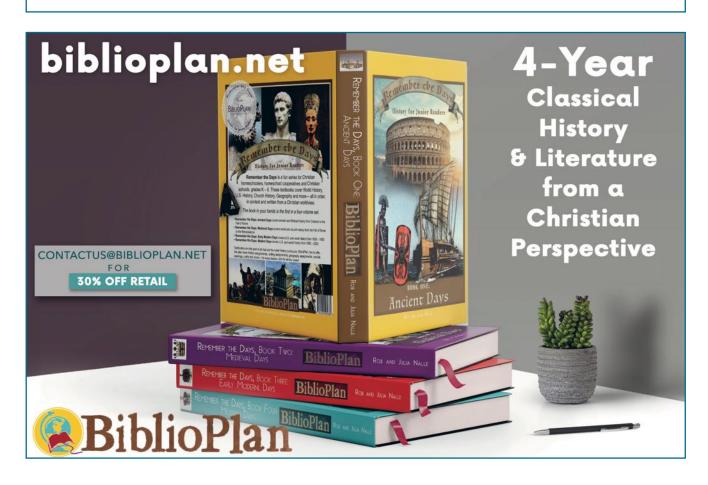


#### IS YOUR MINISTRY PREPARED?

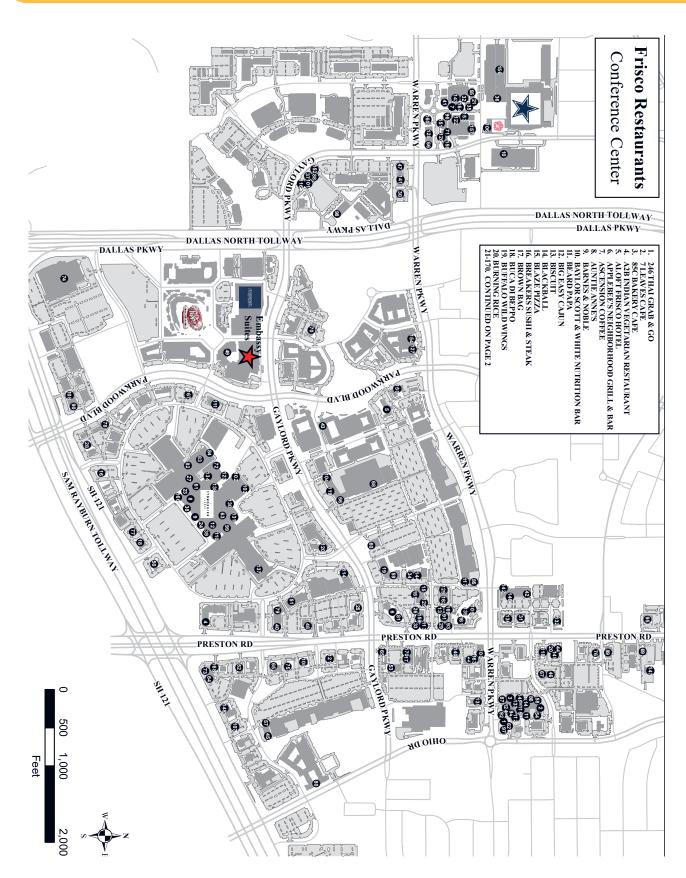


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#### **EMBASSY SUITES FOOD SERVICES**

Facility	Hours	Location
CAFFEINA'S CAFE	Breakfast6:00 AM-11:00 AM Lunch11:00 AM-2:00 PM Dinner5:00 PM-8:00 PM	Lobby Level
CYPRUS GRILLE & LOUNGE	Bar Service4:30 PM-11:00 PM Dinner5:00 PM-9:00 PM	Lobby Level
MANAGER'S RECEPTION	5:30 PM=7:00 PM	Lobby Level



#### LEADER'S DAY PRE-CONFERENCE: SCHEDULE

#### **TUESDAY, JUNE 15**

TIME/ROOM	EVENT	SPEAKER
8:00-8:30		
Frisco 2	COFFEE	
8:30-8:45		
Frisco 2	WELCOME	David Goodwin
8:45-9:45	PLENARY:	
Frisco 2	The \$68 Trillion Wealth Transfer: The Greatest Opportunity for Christian	Bill High
10:00-10:45	WORKSHOPS:	
Frisco 2	Finding Major Donors and Landing Major Gifts—A Roadmap	Bill High
Frisco 1	<b>Via Collegium: Streamlining Goals from Anchor Documents</b> The Via Collegium track is designed as one continuous whole. Each session builds upon content covered in the previous session.	Andrew Smith
11:00-11:45	WORKSHOPS:	
Frisco 2	Observing and Evaluating Class. Instruction: From Praise to Penance	Robert Armstrong
Frisco 1	Via Collegium: The First Seven Years in Detail	Jim Reynolds
12:00-1:00	LUNCH (On Your Own)	
1:00-1:50	PLENARY:	
Frisco 2	Inspiring Courage: Patient Leadership in Troubled Times	Katharine Savage
2:00-2:50	WORKSHOPS:	
Frisco 2	Building School Culture: The joy of Biblical Discipline	Carl Warmouth
Frisco 1	Via Collegium: Training in Classical Christian Education—The Big Picture	Andrew Smith
3:00-3:50	WORKSHOPS:	
Frisco 2	The Institutional Apprenticeship: Understanding Organizational Growth	David Seibel
Frisco 1	Via Collegium: Evaluation and Support in Real Time	Robyn Burlew
4:00-4:50	WORKSHOPS:	
Frisco 2	The Situation Room: Answers for Common Problems	Ty Fischer
Frisco 1	Via Collegium: Recruitment and Retention	Keith Nix
4:50-5:30	CLOSING & PRAYER: GATHER BY GEOGRAPHIC REGION	Bill Stutzman
Frisco 1	Northeast. Gather in the front of the room.	Ty Fischer
Frisco 1	<b>Southeast</b> . Gather in the back of the room	Scott Taylor
Frisco 2	<b>Midwest</b> . Gather in the front (stage) of the room.	Matt Beatty
Frisco 2	<b>South Central</b> . Gather in the back of the room.	Richard Halloran
Frisco 2	West. Gather in the middle of the room.	Ryan Evans
1:00-9:00	PRACTICUMS	Factor Cultiple C. 14
Frisco 7	Latin	Foster, Griffith, & Moore
Frisco 8	Italy Tachina Lab	Grant Horner
Frisco 9	Teaching Lab	Bryan Lynch & Chris Schlect



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#### LEADERS DAY PRE-CONFERENCE

#### The \$68 Trillion Wealth Transfer: The Greatest Opportunity for Christian Education, *Bill High*

We are in the midst of a period of historic wealth transfer, and Christian schools must capture the moment. Understand the current giving landscape, the major gift opportunities, and the key elements of successful major gift programs.

10:05-10:45 ...... WORKSHOPS

## Finding Major Donors and Landing Major Gifts—A Roadmap, Bill High

As the number of donors continues to trend downward, nonprofits increasingly rely on major donors for substantial funding. But who are these major donors, and how can we connect meaningfully with them? Learn to discover the major donors you didn't know you had, understand asset-based gifts, and adopt the strategies to land these gifts.

## Via Collegium: Streamlining Goals from Anchor Documents, Andrew Smith

A plan for faculty development should not be created in isolation from the anchor documentation that a school has already formed to explain its mission, vision, and values. At Veritas, we have intentionally used our Portrait of a Graduate, Portrait of a Faculty Member, Principles of Partnership, and explanation of CCE in explaining goals and benchmarks for our faculty. Attendees of this session will see how all of this fits together, thus making faculty development a seamless part of school culture.

11:00-11:45...... WORKSHOPS

Observing and Evaluating Classroom Instruction: From Praise to Penance, Robert Armstrong

The traditional approach of observing classrooms often gravitates to an easy numerical value-based system where items on a check list are observed and ranked. In this system the teachers often

dread the observation and become discouraged, and the observers can become focused on the form rather than the ideal. In this workshop we will look at the type of tools being used, the value that observations should provide, the primary role of the observer, the key traits of a good evaluation, and offer an evaluating tool based on Gregory's work, *The Seven Laws of Teaching*.

#### Via Collegium: The First Seven Years in Detail, Jim Reynolds

The first three years are crucial for determining whether or not a teacher is a good fit at your school. The following four are crucial for giving that teacher the right kind of support. Attendees of this session will see in detail how our Via Collegium works, year-by-year, for the first seven years. They will receive a thorough explanation of how and why we have built this program.

12:00-1:00.....LUNCH (ON YOUR OWN)

## Inspiring Courage: Patient Leadership in Troubled Times, Katharine Savage

Has this last year brought to light unexpected divisions in your school? Have recent challenges revealed besetting weaknesses in local Christian communities? Has this year made you more vigilant because of the troubled cultural landscape where your school is rooted? The issues which have been long-standing hurdles for city schools are now rising to the surface in other parts of the country as well. Join Katharine Savage as she shares stories and insights gleaned from growing a school in rocky soil. Find encouragement to lead in difficult terrain with clarity, strategy, and patience.

2:00-2:50...... WORKSHOPS

## **Building School Culture: The Joy of Biblical Discipline,** *Carl Warmouth*

In a culture that is increasingly becoming hostile toward biblical principles for living, words like authority, obedience, and discipline are being seen as "trigger words." As Christians our teachers have a

#### PLENARY & WORKSHOP SYNOPSES

great responsibility to the eternal souls that show up in their classrooms every day to teach and train them in responding joyfully to correction. As administrators we bear the weight of that responsibility in training and supporting teachers and families. In this workshop, Carl Warmouth will offer a philosophical and practical perspective on building a school and family culture that has a unified approach to biblical discipline.

#### Via Collegium Training in CCE— The Big Picture, Andrew Smith

Along with emphasizing how training fits into the Via Collegium, this session will focus on our approach to ensuring that teachers understand the CC model of education. It will examine the big picture, and attendees will be able to see and understand how all of the parts of the model fit together and form a strategy for training.

3:00-3:50...... WORKSHOPS

# The Institutional Apprenticeship: Understanding Organizational Growth through a Multiple Case Study of Classical Christian Schools, David Seibel

By studying five classical Christian schools of different ages and at different stages of the organizational life cycle, a framework is offered for heads of school, administrators, and board members to understand how to guide their school from entrepreneurial to enduring. The five schools in this study range from 90 students to 650 students; come learn the stage-based wisdom needed to faithfully lead the school God has placed in your care.

#### Via Collegium: Evaluation and Support in Real Time, Robyn Burlew

While Via Collegium is a robust, integrated masterplan for faculty development, understanding its structure, parts, and goals does not tell the whole story. This session will explain what it is like "on the ground" to implement this plan. The attendee will hear how the theory of this plan meets practice, including how it helps with difficult issues and conversations with teachers.

The Situation Room: Answers for Common Problems, Ty Fischer
Via Collegium: Recruitment and Retention, Keith Nix

Veritas has had much success in the areas of faculty recruitment and retention. Via Collegium is both a result of that success and also a tool for continuing to refine it. Attendees of this session will receive particular advice on how to recruit and how to retain the right faculty members.

#### 4:50-5:30...... CLOSING AND PRAYER

#### Gather by Geographic Region, Bill Stutzman

Attendees will gather for prayer by geographic regions. This will allow you to meet some of your colleagues working in an area near you.

#### I. Frisco 1 (Front)

#### **Northeast,** *Prayer leader: Ty Fischer*

Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont and International

#### II. Frisco 1 (Back)

#### **Southeast,** *Prayer leader: Scott Taylor*

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

#### III. Frisco 2 (Front-stage)

#### Midwest, Prayer leader: Matt Beatty

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

#### IV. Frisco 2 (Back-entrance)

**South Central**, *Prayer leader: Richard Halloran* Arkansas, Louisiana, Oklahoma, Texas

#### V. Frisco 2 (Middle)

#### West, Prayer leader: Ryan Evans

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming



#### LEADER'S DAY PRE-CONFERENCE: SPEAKERS

#### **SPEAKER BIOGRAPHIES**



Dr. **ROBERT ARMSTRONG** currently serves as the Campus Administrator and Rhetoric School Principal at the Collin County campus of Coram Deo Academy in Plano, Texas. He has been involved in Classical Christian education for more than 35 years. For over 20 years' he has served as a Head of School where he evaluated and trained faculty in classical pedagogy, enhanced classrooms as communities of learners, and guided mission driven evaluations.



**ROBYN BURLEW** came to Veritas as the head of upper school in 2014, after serving in a classical and Christian school in Harrisburg, Pennsylvania for fifteen years. Mrs. Burlew's childhood in rural upstate New York laid the foundation for a love of the outdoors and the created world. She earned a bachelor's degree in biology at Houghton College and a master's degree in integrated curriculum and instruction from Covenant College. She is a member of the national council of the Alcuin Fellowship and serves in the Mid-Atlantic chapter. Mrs. Burlew has three grown daughters. In her free time, she enjoys the piano, hiking, and her golden retrievers.



**TY FISCHER** has been the head of school at Veritas Academy in Lancaster Country, Pennysylvania, since 1997. He received a BA in history from Grove City College and a master of divinity from Reformed Theological Seminary in Jackson, Mississippi. He serves on the board of the Association of Classical Christian Schools. He has been involved in numerous curricular projects. Recently, he edited the book *Teaching Beauty: A Vision for Muisc & Art in Christian Education*. He was the managing editor of Veritas Press' Omnibus Project. He was a contributor to *Perspectives on Family Ministry* and *Perspectives on Your Child's Education* which were published in October 2009. Ty and his wife, Emily, are the parents of four daughters: Madelyn, Layne, Karis, and Elyse and the proud owners of one "periodically good" puggle, Roxy



**DAVID GOODWIN** has served as the president of the Association of Classical Christian Schools (ACCS) since 2015. Formerly, he was the head of the Ambrose School, a classical Christian school in Boise, ID, from 2003 through 2014. He served on the ACCS Board as an elected member from 2010 to 2014, and helped develop the strategic plan for the ACCS. Prior to his work in classical Christian education, Mr. Goodwin spent 13 years in marketing and new business development for a large computer products manufacturer. He holds an MBA and BIS from Boise State University. He and his wife, Stormy, work as a team on many ACCS projects and attend All Saints Presbyterian Church in Boise, Idaho. They are the parents of three children, one who attends New Saint Andrews College in Moscow, ID, and two who attend the Ambrose School.



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#### LEADER'S DAY PRE-CONFERENCE: SPEAKERS



BILL HIGH is the Executive Chairman & Founder of The Signatry: A Global Christian Foundation. His mission is to empower families in building multi-generational legacies of generosity. Bill works with families, individual givers and financial advisors, with expertise in guiding business owners looking to sell or transition their business to the next generation. Bill practiced law for 12 years before embarking on a new adventure, starting up The Signatry. Since 2000, The Signatry has received contributions of over \$4 billion and facilitated over \$3 billion in charitable grants. A forward-thinking entrepreneur, Bill also helped found iDonate, an integrated online donation platform serving the nonprofit community. Bill is an author and a sought-after conference speaker on topics relating to family legacy, philanthropy, and the transforming power of biblical generosity. He was named one of the Top 25 Philanthropy Speakers in the U.S. by Philanthropy Media. Recent books include Giving It All Away...And Getting It All Back Again: The Way of Living Generously, coauthored with David Green, Founder & CEO of Hobby Lobby, and Charity Shock: Ten Critical Trends Revolutionizing the Fundraising World, coauthored with iDonate CEO Ray Gary. Bill has been married to his wife Brooke for more than 30 years. They have four children, two sons-in-law, and three grandchildren. Learn more about Bill at billhigh.com.



KEITH NIX has served as the head of school at Veritas since 2010. Mr. Nix serves as the vice chairman of the Association of Classical and Christian Schools (ACCS) and president of the Board of Academic Advisors for the Classic Learning Initiatives, and was the prior chairman of the Society for Classical Learning. He frequently consults with classical Christian school boards and leaders, and has served on the board of the Virginia Council for Private Education. Prior to moving to Veritas in 2010, Keith was a board member, and then later head of school at the Westminster School in Birmingham, Alabama from 2004–2010. He is a founding Arête Fellow and has facilitated the Arete Fellowship gatherings since 2009. Prior to working in classical Christian schools, Keith was president of Nixgroup, a boutique consulting firm working with start-up and early stage organizations and businesses. Mr. Nix plays tennis competitively, hopes to improve his golf game, and loves to read great books. He is married to Kim, an accomplished artist; the Nixes have two grown sons and a daughter in college.



JIM REYNOLDS and his wife, Nancy, moved to Richmond from Orlando in the summer of 2018. Previously, Jim was serving as the dean of faculty at the Geneva School, a Christian, classical school in Orlando, Florida. When Jim and Nancy first learned about Christian, classical education, they experienced it as a homecoming. Many years back, they had helped begin a Christian school with many of the ideals they now see bearing fruit in Christian classical schools. Jim has a BBA from the University of Michigan and an MA in education from Eastern Michigan University. Before working at the Geneva School, he was with Houghton-Mifflin Harcourt School Publishing for 19 years as an educational consultant, marketing manager, and vice president/editor-in-chief. Jim enjoys live music—both listening and playing, spending time with his family, and getting out in nature.





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Grammar School Headmaster, Geneva School of Boerne

in a pen store and purchased a copy.

At the Geneva School of Boerne, we deeply value cursive handwriting. Yet we had not found a program that delivered acceptable results. We felt our best option was to create our own materials. Our success rates were not as good as we would have liked, but none of the many programs with which

I decided to implement CursiveLogic as an after-school tutoring subject with a group of recent transfer students whose teachers referred them because of their poor writing. The results were stunning. First, I was surprised by how engaged these boys were in the process. They were eager to come each day and were excited by what they were learning. Second, their handwriting improved tremendously.

I first learned of CursiveLogic in 2015 when Each year we present a "John Hancock" I came across the CursiveLogic curriculum award to the student with the best handwriting. One of the boys from my tutoring group—a young man whose handwriting had been all but illegible before Cursive-Logic—was chosen as a finalist for the award. Our handwriting lessons with CursiveLogic also created a lot of positive momentum for these students. They were coming to tutoring eager every day, they I was familiar presented a more desirable started writing quickly, and the positive momentum spilled over into classroom success in other areas.

> Having seen how well CursiveLogic worked for struggling students, I knew it would be an excellent solution for typical learners as well.... There is no other method out there like CursiveLogic that connects with students the way CursiveLogic does. Having seen these results, CursiveLogic is the only cursive handwriting method that I use or recommend



#### LEADER'S DAY PRE-CONFERENCE: SPEAKERS



KATHARINE SAVAGE is the founder and head of Philadelphia Classical School. She and her husband have three children ranging from nine to 16 years old. She also serves as a representative member on the board for the Association of Classical Christian Schools. Originally a Southerner, Katharine graduated from Belhaven University before trekking up to Philadelphia for her husband to attend Westminster Seminary. Her most widely used leadership resources have come from counseling classes at Westminster Seminary plus the pure grit from 30 years of ballet. She enjoys solving problems, creating new systems, reading great books, and having friends over for Saturday morning brunch.



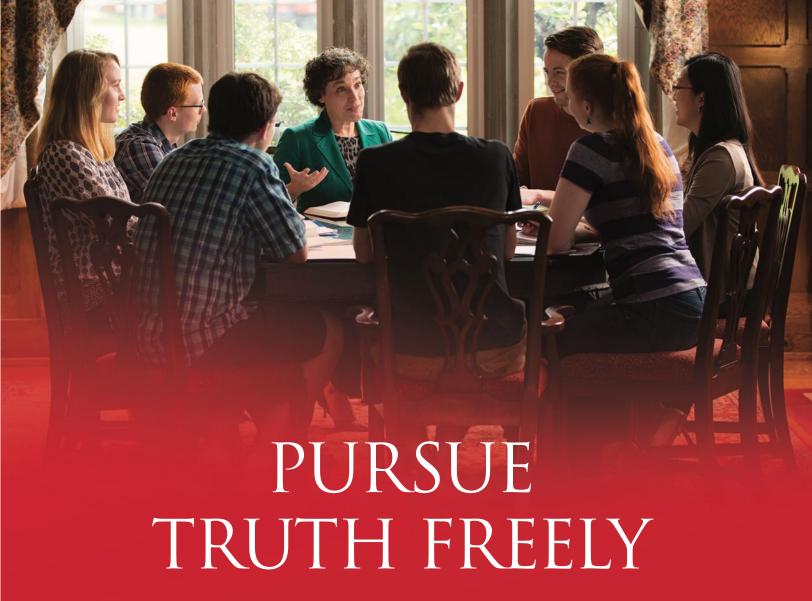
DAVE SEBIEL is the father of five, the husband of Brooke, and a rider of bikes. When he's not working on his doctorate from Southern on organizational leadership, he is playing baseball with his sons or chasing kids at recess. He is the head of school at Coram Deo Academy in Carmel, IN. Carmel is one of the top places to raise a family in the country.



ANDREW SMITH has been a teacher and administrator in Christian classical schools since 2003. Prior to joining Veritas in 2017, he was director of upper school at the Geneva School, in Orlando, Florida, and before that, head of upper school at Westminster Academy, in Memphis, Tennessee. Andrew's academic work has focused primarily on rhetoric, and he is regularly involved in consulting and teacher training for various schools in the classical Christian renewal. He is a member of the national council of the Alcuin Fellowship and currently serves as the director of the Mid-Atlantic chapter. Andrew has a BA in history and an MA in philosophy from the University of Memphis, and an MDiv from Samford University. He and his wife, Keri, have four children.



CARL WARMOUTH began his career in classical Christian education in 2008. He is the grammar school dean at The Ambrose School in Meridian, Idaho and previously served as a teacher across several grades, a high-school principal, and then headmaster at Trinity Christian School in Opelika, Alabama. He also served as interim head of school at Ambrose from 2018-2020. Carl has presented several workshops at ACCS conferences and serves as a member of school accreditation committees regularly. He enjoys building a confessional school culture based on joyful obedience. He has been married to his wife Janine for 27 years and has two grown children. Janine has been teaching at classical Christian schools for 22 years and his daughter teachers upper-school Latin at Ambrose.





Stand at the crossroads and look, ask for the ancient paths, ask where the good way is, and walk in it. – Feremiah 6:16

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#### **WEDNESDAY, JUNE 16**

TIME/ROOM	EVEN	NT	SPEAKER
8:00-8:30	DEVO	OTIONS (Frisco 2)	Jarrod Richey
9:00-9:30	WELC	COME & OPENING (Frisco 1-2-3-4-5)	Goodwin & Stutzman
9:30-10:30	PLEN	ARY: The Christian Imagination	Douglas Wilson
10:50-11:50	WOR	KSHOPS:	
Frisco 3-4-5	G	Creating a Classical Aesthetic: Classrooms*	Yvette Cavender
Frisco 8	L/R	Real World Assessment for the Classical Classroom	Heitschmidt & Powel
Frisco 1	F	The Nature and Vision of Classical Christian Education	Chris Schlec
Frisco 7	L/R	Augustine Weeping for Dido: Empathy for the Pagans or Sympathy for the	Grant Horner
Lebanon-Hamilton	L/R	Science: From Boring to Roaring	Lynn Marcoux
Ranger-Sea-Traveler	L/R	How to Build a Mock Trial Program	Rose Usry
Frisco 9	Ad	Integrated Servant Leadership Model for Classical Christian Students	Alan Marshal
Bass-Bush	Ad	Preparing a Case Statement	Sindy Beckerle
Frisco 2	TP	PLENARY: The Problem of Dead White Guys	Douglas Wilsor
12:00-1:15	LUN	CH & VENDOR TIME	
12:15-1:00	LUN	CH MEETING for Heads of ACCS-Accredited and Candidate Schools	David Goodwir
(Bass-Bush)			24114 20041111
1:15-1:30 (Frisco 1-2-3-4-5)	Prese	entation of the Boniface Award	
1:30-2:30	PLEN	IARY: Stopping the Assault on God & Man	Michael Farris
2:50-3:50	WOR	KSHOPS:	
Frisco 7	All	Creating a Classical Aesthetic: Campus*	Polly Dwye
Frisco 3-4-5	G	The Curriculum Tie That Binds: The Value of Laying the Foundation in Grammar	Foldesy & Slade
Frisco 1	F	The Shema and the Paideia of God	George Gran
Lebanon-Hamilton	L/R	How Literature Springs Into Music	Carol Reynolds
Frisco 9	L/R	Teaching History and Story	Chris Schlec
Ranger-Sea-Traveler	Ad	Considering the Collaborative Approach	Shannon Morrisor
Frisco 8	Ad	Protecting Your Schools Religious Freedom	Sherri Hustor
Bass-Bush	Р	Escape the Fundraising Hamster Wheel Part I**	Eldredge & Laylana
Frisco 2	TP	PLENARY: Sacred Synthesis: Finding and Filtering the True, Good, and Beautiful	Chris Perrir
4:10-5:10	WOR	KSHOPS:	
Frisco 3-4-5	G	Biblical Worldview in the Grammar School	Terri Covi
Ranger-Sea-Traveler	All	Education Under His Lordship	Scott Taylor
Frisco 1	F	Beauty Matters: Creating a High Aesthetic in School Culture	Steve Turley
Frisco 8	L/R	Teaching Algebra via Classic Texts of Mathematics	William Carey
Lebanon-Hamilton	L/R	The Joys of Interpretation	Seth Snow
Frisco 9	L/R	The Law of the (Postmodern) Learner: Updating Gregory for the iGen	Bradley Finkbeine
Frisco 7	Ad	Strategic Planning: The Rise and Fall of Leadership	Dan Petersor
Bass-Bush	P	Escape the Fundraising Hamster Wheel Part II**	Eldredge & Layland
Frisco 2	TP	PLENARY: Classical Christian Education: Unplugged	Cothran, Kern, Perrin Pudewa & Reynolds
			-9 //***

Ad: Administrators | LR: Logic/Rhetoric | P: Practicum | TP: Track Plenary

<sup>\*</sup>These workshops will explain the vision and implementation of the aesthetic plan for Coram Deo Academy.

<sup>\*\*</sup>Only those who register for the Fundraising Practicum may attend these workshops.

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#### **WEDNESDAY, JUNE 16**

8:00-8:30	DEVOTIONS
9:00-9:30V	VELCOME & OPENING
9:30-10:30	PLENARY SESSION

#### **Plenary: The Christian Imagination**, Douglas Wilson

The apostle John tells us that faith is what overcomes the world, but in order to have such faith in Christ and His Word, we have to be careful not to substitute in a desiccated faith. A biblical faith involves the heart, mind, imagination, soul, out to the tips of our fingers. And classical Christian education is the process of passing this on to the next generation.

#### 10:50 AM ......WORKSHOPS

#### **Creating a Classical Aesthetic:** Classrooms, Yvette Cavender

Classical Christian schools seek to cultivate wisdom and virtue through the contemplation of truth, goodness, and beauty and the acquisition of the liberal arts. Curricula and instructors impact students' love of learning and challenge thinking beyond lessons. But how do spaces within schools help us achieve our mission? The classical classroom requires a unique aesthetic. Workshop attendees will see photos and receive a list of artworks and other materials used by one school to create an environment that stimulates the mind and engages students in peaceful, calm spaces. Learn how to establish a classical aesthetic that supports your mission and model.

#### **Real World Assessment for** the Classical Classroom, Traci

Heitschmidt and Wendy Powell

Oriented for humanities classes, this workshop will begin with a basic description of the goals of assessments in the classical classroom. We will move to strategies for keeping students accountable for reading and improving student writing, yet not overwhelming teachers with grading. The workshop will end with a discussion, allowing teachers to share strategies from their own classrooms.

#### The Nature and Vision of Classical **Christian Education,** *Chris Schlect*

Classical and Christian educators claim home-field advantage over the history of Western instruction. We resist today's fads in education by grounding ourselves in earlier eras. We prepare our children for the future by taking our cues from educators in the past. But then we discover that witnesses from the past do not always speak with one voice what then? What is classical and Christian education? Such questions grow more perplexing when we see the adjective "classical" attached to a wide range of educational wares: classical day schools, home schools, online schools, and charter schools; classical curricula and publishing houses; classical ed degree programs; classical teaching strategies; classical standardized tests; classical blogs and podcasts. What is it about us that makes us classical? Is it the beliefs we espouse? -the books we read? -the methods we employ? -the arts we practice? -the virtues we commend? -the ideas we ponder? -the communities we serve? It's enough to give you vertigo. This presentation may not answer every question, but it will remind us of the past as we chart a way forward together.

#### **Augustine Weeping for Dido: Empathy** for the Pagans . . . or Sympathy **for the Devil?,** *Grant Horner*

How should we teach students to negotiate the divide between pagans and believers? Can we "love" pagan literature, authors, ideas? Just how dangerous is it to carefully read, enjoy, or love pagan works?

#### **Science: From Boring to** Roaring, Lynn Marcoux

This workshop will help teachers learn tools, tips, lessons and ideas to step away from textbook reliance and get back to the basics studying science using our five senses. The goal is to spark wonder and curiosity and utilize hands-on activities/opportunities to engage in science. We will also explore how science is actually multi-disciplinary and easy to

#### PLENARY & WORKSHOP SYNOPSES

implement at every grade level. This workshop will challenge us as educators to step outside the box and preset curriculum and step into God's creation.

## How to Build a Mock Trial **Program**, Rose Usry

This workshop instructs interested faculty in why and how to start or develop a mock trial program at their school. Ideas will be given on how to recruit students and attorney coaches, how to set up the program, what practices would look like and how to prepare for competition. Mock trial is well suited for classical schools which have a senior thesis program. The skills involved in both disciplines are very similar. It is also less taxing than a debate program and ideal for small schools who don't have many resources.

## Integrated Servant Leadership Model for Classical Christian Students, Alan Marshall

This practicum provides classical Christian schools and teachers with an integrated leadership model for students. A concise Servant Leadership model is integrated with the Inverted Pyramid Model of Organizational Leadership that any classical Christian student can use in any environment to successfully lead others to organizational success. Students trained in these models will be equipped to biblically lead both small and large organizations to success and will have an advantage over peers without such tools. Training materials will be made available.

#### **Preparing a Case Statement,** Sindy Beckerle

A case statement will help everyone in the non-profit be able to clearly share their mission and vision with the community. It is a powerful way for classical and Christian schools to have a focused board and to keep on track when asking for financial support. It becomes invaluable to employees to feel more confident when discussing the mission and vision of the school.

## The Problem of Dead White Guys, Douglas Wilson

The fact that we are seeking to reestablish a curriculum that was at the center of Western culture for

centuries is either a huge disaster, or an enormous opportunity, depending on why you got involved in our movement in the first place. When ACCS first started, cancel culture was not yet a thing, and having received a classical education was quite a feather in your cap. But now that is no longer the case, and we need to anticipate a time of winnowing.

12:00-1:15.....LUNCH 12:15-1:00......LUNCH MEETING

For Heads of ACCS-Accredited and Candidate Schools, David Goodwin

1:15-1:30...... ANNOUNCEMENTS & BONIFACE AWARD 1:30-2:30.......PLENARY SESSION

### Plenary: Stopping the Assault on God & Man, Michael Farris

Critical race theory and related efforts aim to devalue both God and man. Christians must address this destructive force with courage and passion—particularly in the area of education.

2:50-3:50......WORKSHOPS

## Creating a Classical Aesthetic: Campus, Polly Dwyer

Classical schools seek to cultivate wisdom and virtue through the contemplations of truth, goodness, and beauty and the acquisition of the liberal arts. Curricula and instructors impact students' love of learning and challenge their thinking beyond the lessons. But how do spaces within schools help us achieve our mission? Do visitors know who you are from initial interaction with your common spaces? Do hallways serve as vessels guiding students into the learning environment? Even budget-constrained schools can achieve mission-based, classical aesthetics.

## The Curriculum Tie That Binds: The Value of Laying the Foundation in Grammar School, Kathy Foldesy & Kourtney Sladek

Grammar school teachers can be overwhelmed by the breadth of the curriculum they must cover. Having a clear picture of the student they seek to develop, one characterized by wisdom, virtue, and eloquence allows teachers to confidently focus on

each lesson. From the arithmetic of division to the calculation of derivatives, from a three-point expository paragraph to senior thesis each lesson is a crucial building block to the steps in lifelong learning. Grammar school teachers will consider the building blocks toward an upper school student, recognize the sequence of learning and become equipped with practical strategies for application.

#### The Shema and the Paideia of God, George Grant

God's manner and means of imparting the True, the Good, and the Beautiful remains as unchanged and unchanging as His steadfast love and abounding grace. In this workshop we will explore the practical worldview implications of the great Old Testament covenantal profession of faith in Deuteronomy 6. We'll then make application to the way we teach and disciple students in our homes, our schools, and our churches in this day of disruption, deception, and disarray.

#### **How Literature Springs Into** Music, Carol Reynolds

Our Western cultural heritage owes much to the composer's embrace of literature. The principles for transforming text into music are fascinating and historically consistent. We will consider these principles using examples from the Old Testament, Shakespeare, and Cervantes' Don Quixote.

#### **Teaching History and Story,** Chris Schlect

Stories involve characters acting in time. We teachers too easily overlook this commonsensical observation as we design and deliver classroom lessons in history. It's one thing for us teachers to tell stories; it's another thing altogether to form our students into storytellers. This workshop moves from principles to practice, with concrete examples of classroom lessons that shape students into storytellers of history.

#### **Considering the Collaborative Approach,** Shannon Morrison

The pursuit of academic discipleship through classical, Christian education can take many forms,

each with advantages and disadvantages. This workshop will discuss the vision and logistical considerations behind a hybrid school/homeschool format (also known as blended-model, collegemodel, or collaborative-model schools). We'll take a look at the challenges and opportunities that come with involving parents at a higher level. This session would be of interest to those currently in collaborative-model schools, those considering starting a school, full-time schools wanting to boost parental involvement or improve remote learning, and homeschoolers.

#### **Protecting Your Schools Religious** Freedom, Sherri Huston

In the culture and in the courts, those who are working to raise up the next generation are on the front lines of the battle. For more than 25 years, Alliance Defending Freedom has advocated for and defended religious freedom. ADF won't stop, and neither should you. Come and learn how your ministry can become equipped and prepared to handle the challenges in the coming days. You will be refreshed in knowing that together we can create an atmosphere for spiritual boldness to thrive!

#### **Escape the Fundraising Hamster** Wheel I, Ame Eldredge & Brad Layland

In advance of the practicum, participants will be asked to complete a brief self-assessment survey related to their schools' fundraising efforts and results. These responses will be shared and discussed in our time together.

Following this discussion, the presenters will contrast the event-driven, tactical approach to fundraising—the "hamster wheel"—with a vision for a more strategic, relational, and sustainable approach. The Taking Donors Seriously® framework of Case, Leadership, Prospects, Strategy and Plan will be shared as the basis for painting the picture of a more ideal annual fund effort. Attendees will gain practical and actionable ideas for implementation at their schools.

#### PLENARY & WORKSHOP SYNOPSES

## Sacred Synthesis: Finding and Filtering the True, Good, and Beautiful Wherever It is Found, Chris Perrin

In the second century, Tertullian asked a profound question that endures today: "What does Jerusalem have to do with Athens?" Very little, he thought. Augustine, however, thought that Christians should plunder and "refine the gold" of the Egyptians. How do we as classical Christian educators acknowledge and appropriate what is good in our surrounding culture even as we reject that which is not? How do we find common ground with those outside of the faith even while we call them to the source of all that is true, good, and beautiful--Christ the Logos? How do we engage in a "sacred synthesis" without becoming syncretists? Following Augustine in this seminar, we will trace the ways we might wisely learn from past syntheses of the ancient and medieval church as we seek to cultivate virtue, holiness, and wisdom in our students.

4:10-5:10 PM ......WORKSHOPS

## Biblical Worldview in the Grammar School, Terri Covil

The most important responsibility and the greatest privilege we have been given as teachers is to present everything we teach from a biblical worldview. Our hearts long to praise God, and the Psalms remind us over and over again that praise should be continually on our lips. So how do we do it? How do we teach young children how to add and subtract, how to blend sounds to create words, how to properly label the parts of a fish or a bird, or to construct proper sentences, all the while teaching about the Creator? This session will suggest practical ways to ensure that our biblical worldview doesn't get lost in the day-to-day motions of our classrooms.

#### **Education Under His Lordship,** Scott Taylor

As classical Christian educators, we need firm convictions about why we do what we do. We must ask ourselves the fundamental questions. Why educate? Why have a school? Why teach our children for 13–14 years and go to all of this effort and expense? The answer is not about diplomas or college

admissions. The answer is found in the way God made the world. He made the world and everything in it. God made us in His image and gave us a mandate to rule over His creation. In our ruling as His image-bearers, we learn of His creation, imitate Him, and bring Him glory!

## **Beauty Matters: Creating a High Aesthetic in School Culture,** *Steve Turley*

From classroom decor, to poetic infusion, to music and art appreciation, classical Christian education recognizes that students can have a higher aesthetic, if teachers model a love of beauty. This workshop will explore what beauty actually is, and how it relates to ordering the loves of our students. We will then look at practical ways in which our schools can be spaces of beauty wherein our students' aesthetic sense flourishes.

## Teaching Algebra via Classic Texts of Mathematics, William Carey

The workshop will explore using Diophantus, Nicomachus, and Euclid as the foundation for an algebra scope and sequence, focusing on the middle school years. We will look at how the material in Diophantus's *Arithmetic* and Euclid (particularly book VII) map naturally to the pre-algebra and Algebra I curriculum, and talk through sample lessons to share those great texts with middle schoolers.

#### The Joys of Interpretation, Seth Snow

Workshop attendees will read and discuss a Robert Frost poem. During our exploration of Frost's poem, I will introduce principles of applied hermeneutics. In doing so, we shall see how Frost writes poems that deal with everyday situations (e.g., building a fence, mowing the grass, and so on) that raise profound questions about human existence.

## The Law of the (Postmodern) Learner: Updating Gregory for the iGen, Bradley Finkbeiner

Christian teachers are uniquely fit to answer the questions raised in "The Social Dilemma" documentary, What is Truth, and where is it? But what good

is that if our students don't care? Scripture teaches, and experience confirms, that our students' passion for Truth is disordered, a problem exacerbated by the introduction of an invasive species (the smartphone) into their cultural ecosystem. The law of the learner ("attending with interest") must have Truth as its end. We must cultivate a love for Truth as the means to that end. But is this even possible? If so, how?

## **Strategic Planning: The Rise and Fall of Leadership**, *Dan Peterson*

Strategic planning is biblical and there are several examples throughout Scripture indicating planning and purposed preparation. Not only are there examples of leaders acting and thinking strategically, but there are also patterns of planning. The objective of this workshop will be to build a case for the importance of strategic planning and share how to practically conduct a strategic planning process.

## **Escape the Fundraising Hamster Wheel II,** *Ame Eldredge & Brad Layland*

In advance of the practicum, participants will be asked to complete a brief self-assessment survey related to their schools' fundraising efforts and results. These responses will be shared and discussed in our time together. Following this discussion, the

presenters will contrast the event-driven, tactical approach to fundraising—the "hamster wheel"—with a vision for a more strategic, relational, and sustainable approach. The Taking Donors Seriously® framework of Case, Leadership, Prospects, Strategy and Plan will be shared as the basis for painting the picture of a more ideal annual fund effort. Attendees will gain practical and actionable ideas for implementation at their schools.

## Track Plenary: Classical Education Unplugged, Martin Cothran, Andrew Kern, Chris Perrin, Andrew Pudewa, & Carol Reynolds

In this high-energy panel discussion, Christopher, Andrew, and Carol journey from levity to gravity, from wisdom to whimsy, while exploring both big picture and nitty-gritty questions about Christian classical education. Some of the questions are prepared by the moderator ahead of time (usually to trip up the panelists), others come from the audience. Some of the answers are long, others short. If you come and participate in this transcendently practical discussion of all things classical, it will be even better.

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**BaseCamp Live** 



#### **THURSDAY, JUNE 17**

TIME/ROOM	EVEN	NT	SPEAKER	
8:00-8:30	VEND	OOR WORKSHOPS		
Frisco 7		Pitfalls and Policies: Is Your School Protected?	Brotherhood Mutual	
Frisco 8		Classical Academic Press	TBD	
9:00-9:10	ANN	OUNCEMENTS & INTRODUCTION		
9:10-9:30	PRES	ENTATION: First Prize, 2021 Chrysostom Oratory Contest	TBD	
9:10-9:30	PLEN	ARY: The Making of a Monster: Frankenstein, Transgenderism & Government Education	Rosaria Butterfield	
10:50-11:50	WOR	WORKSHOPS		
Frisco 1	F	Memory in the Grammar Stages	Lynn White	
Frisco 9	G	Creating Classroom Culture: Giving Your Students What Lasts	Mandi Gerth	
Frisco 7	F	Bridging Logic and Rhetoric with Socratic Discussion	Gary Hartenburg	
Frisco 8	Α	The Historical Basis for Sayers' Vision of Classical Education	Lauren Matheny	
Lebanon-Hamilton	L/R	Learning Latin with Hank the Cowdog and other Latin Novellas	Karen Moore	
Ranger-Sea-Traveler	Α	How Can I Keep from Singing? Using Christian Hymnody to Simultaneously	Jarrod Richey	
Frisco 3-4-5 (Remote)	G	How to Make "Hard to Read" Literary Texts Accessible for Struggling Readers	Rosaria Butterfield	
Bass-Bush	Α	How to Use ERB/CTP5 Scores to Evaluate Curriculum and Students	Kevin Thames	
Frisco 2	Α	Weight of Glory or Abolition?	Andrew Kern	
12:00-1:30	LUNC	CH & VENDOR TIME		
12:15-1:00	LUNC	CH MEETING ACCS Membership (Frisco 8)	David Goodwin	



### MAIN CONFERENCE: SCHEDULE



TIME/ROOM	EVENT	SPEAKER
1:00	Live Programming Begins in Frisco 2 and Continues Until 9:00 PM	
1:15-2:10	WORKSHOPS	
Lebanon-Hamilton	G A School Library That Serves	Kris Guensche
Frisco 1	F Practical Trivium Training	Covil & Gardner
Frisco 7	F A Vision for the Everyday Classroom	Chris Schlect
Frisco 8	A Classical vs. Modern Edu-cation: A Perspective from C.S. Lewis	Steve Turley
Ranger-Sea-Traveler	L/R Fostering an Environment for Vibrant Discussions	Sarah Pape
Frisco 3-4-5	A Self-Publishing and More Advice for Christian Authors	John Erickson
Frisco 9	A Energizing and Equipping Parents as Teachers: Co-teacher Development in a	Annette Kemp
Bass-Bush	A The Keys to a Successful Capital Campaign	Brad Layland
Frisco 2	A Unstring the Bow	George Grant
2:45-3:30 Frisco 1-2-3-4-5	<b>PLENARY:</b> Rehabilitating Beauty: How C. S. Lewis Fought the Cult of the Ugly in His Fiction, Part I	Louis Markos
3:45-4:30 Frisco 1-2-3-4-5	PLENARY: Christianity and "Wokeness": Are They Compatible?	Nei Shenvi
5:00-6:30	DINNER BREAK	
6:30-7:30 Frisco 1-2-3-4-5	PLENARY: Hank In Concert	John Erickson
8:30-9:30 Frisco 1-2-3-4-5	PLENARY: Classical Christian Education After Hours	Panel
	ogic/Rhetoric acticum rack Plenary	



#### THURSDAY, JUNE 17

8:00-8:30 AM......WORKSHOPS

#### **Pitfalls and Policies: Is Your School Protected?**, Brotherhood Mutual

In this session we'll discuss issues facing Christian schools and the steps administrators can take to protect their faculty and students, campus and programs, and reputation. Gain a deeper understanding of the issues, critical insurance coverages your school needs, and how Brotherhood Mutual can help you navigate this changing environment. Attendees will be able to:

- Learn and discuss current issues impacting schools
- Understand which insurance coverages are critical for your school
- Access the resources you need to get started

TBD, Classical Academic Press

**TBD** 

9:30-10:30 AM......PLENARY SESSION

#### Plenary: The Making of a Monster: Frankenstein, Transgenderism, and **Government Education,** Rosaria Butterfield

Mary Shelley's gothic 1818 novel, Frankenstein: Or The Modern Prometheus, is the antithesis of a true, good, or beautiful story. Penned on a dare, its 18-year-old author was a young unwed mother and a rebellious, but well-read and educated, runaway daughter. Victor Frankenstein, the protagonist of this story-within-a-story, is a frustrated bachelorscientist who, believing in biological immortality, creates and breathes life into a gigantic nameless creature, using body parts stolen from fresh graves. Victor abandons his creature at birth, but the creature seeks the promises of Renaissance humanism—he aspires a civilizing nature and a loving community. He teaches himself to read. He seeks companionship. But he is a soulless vagabond. Prohibited by birth from bearing God's image, the nameless creature's fruitless quest is both heartbreaking and murderous. Victor and the nameless creature become literary foils, and a murder follows them wherever they go. Frankenstein's creature has been the subject of stage plays and movies, almost since the book's first publication in 1818. And heartbreakingly, young people who identify as transgender and are de-transitioning today, have used the name of Frankenstein's monster to describe themselves. As heartbreaking as stories of de-transition are, government schools continue to promote transgenderism as a capstone of humanism and human dignity. We can gain insight into transgenderism from Mary Shelley's novel about a bachelor who wants to invent life in a laboratory.

10:50-11:50 AM......WORKSHOPS

#### Memory in the Grammar Stages, Lynn White

This workshop will present practical ideas for implementing grammar methodology in the classroom. Attendees will leave with tools for helping students memorize information effortlessly as they are filled with excitement, joy, and wonder. Whether this is your first year or your twenty-first, this conference will give you tips and tools for the journey.

#### **Creating Classroom Culture: Giving** Your Students What Lasts, Mandi Gerth

Classical educators are at war for the souls of their students amidst a culture that devalues history, tradition, routine, and ceremony. If education really is an atmosphere and worldview is caught more than taught, how do classical teachers create a classroom that is joyful, reverent, and inspires a true love of learning?

#### **Bridging Logic and Rhetoric with** Socratic Discussion, Gary Hartenburg

Socratic discussion (or "dialectic") is a powerful form of education but can also be frustrating to employ in a classroom. I discuss some common misconceptions about Socratic discussion, describe what it is, and then show how it can build a bridge from the logic stage of the trivium to the rhetoric stage. The session will conclude by describing how Socratic discussion can help students (and teachers)

#### PLENARY & WORKSHOP SYNOPSES

develop the internal and intrinsic motivation needed for a lifetime of learning.

## The Historical Basis for Sayers' Vision of Classical Education, Lauren Matheny

Dorothy Sayers's use of the trivium terminology—grammar, dialectic, and rhetoric—has introduced ambiguity into the conversation around classical education. According to Sayers, we understand the trivium to mean stages of learning. But according to writers on education throughout the centuries, the trivium refers not to stages but to domains of knowledge. If we as educators seek to recover the classical view of education, how are we to understand Sayers? She can appear to contradict the very thing for which we seek. This session will explore Sayers' vision for education—in the context of other writers on education—and find a place for her ideas in the current landscape of classical education.

## Learning Latin with *Hank the Cowdog* and other Latin Novellas, *Karen Moore*

Often the best way to embrace a language is through the wonder of stories. The framework and context of a well-wrought story can serve as a gentle guide towards understanding how words and grammar come together to create a good narrative, while at the same time engaging student interest on a deeper level than the typical grammar translation exercises. Such lessons also further proficiency in reading comprehension and oral language skills. This seminar will look at lesson plans involving stories for beginner, intermediate, and advanced readers alike. Each one is designed to further students' grasp of vocabulary and syntax through the joy of reading. Such reading should not be confined to the classroom, but can be an excellent tool for enrichment at home. Both teachers and parents of Latin students are encouraged to attend.

How Can I Keep from Singing? Using Christian Hymnody to Simultaneously Build Community and Music Literacy in our Schools, Jarrod Richey

Our schools should be shaping the affections of our students and training them to be literate musicians. In this session, hear how one music teacher has used some of the standard hymns of the faith to build a love for singing and making music together in a school community and use many of those same hymns to reinforce the music literacy lessons in the school curriculum. Whether you are a music/choir teacher or a board member, or an administrator, this session will leave you with practical tools and ideas to use in your school community.

## How to Make "Hard to Read" Literary Texts Accessible for Struggling Readers, Rosaria Butterfield

Special needs can be dehumanizing for children and parents, and the government educational programs offered to them often focus on reductionist or trendy ways to "catch up" to their peers (whatever that means). Government educational goals for children with special needs could not be lower. Often overlooked is classical Christian education, dismissed as elitist. But classical education is profoundly humanizing, and children with special needs are most worthy and in need of humanizing, systematic, logical, and beautiful programs of study. Classical education's integrative practices work especially well for children with cognitive difficulties. This workshop will address the teaching of writing, reading, and literary studies to children with dyslexia, with a special focus on the homeschool classroom, borrowing heavily from the great privilege it has been to homeschool my daughter with dyslexia in a classical Christian program.

## How to Use ERB/CTP5 Scores to Evaluate Curriculum and Students, Kevin Thames

This session is designed to instruct attendees on:

- How to read ERB/CTP5 scores
- How to track progress made by classes and by individuals
- How to identify weakness in curriculum/instruction



#### **Track Plenary: Weight of Glory** or Abolition?, Andrew Kern

Between 1941 and 1943, C.S. Lewis delivered a series of presentations in which he proposed two possible ends for humanity. In one, he argued that "nearly all men in all nations are at present laboring to produce" what he called "the world of post-humanity." In the other, he insisted that God intends to satisfy the deep human desire "for a far off country" where he will carry a weight of glory. In this talk, Kern explores how modern man is using education to abolish man while the Christian classical renewal must—and can—help each other to the glory of the far off country.

12:00-1:30.....LUNCH

12:15-1:00..... ACCS MEMBERSHIP MEETING

1:15-2:10 ......WORKSHOPS

#### A School Library That Serves, Kris Guensche

A high-quality school library adds immense value to the classical school and benefits more than just the students. Classical school libraries serve teachers, families of the school, and even prospective families. A school that values good literature is an advertisement in itself! The school library builds godly character, wisdom, and virtue in students by nurturing in them an appetite for great books which allow them to read well. Classical libraries exist to provide students with abundant choices of excellent literature to inspire them and enhance personal and classroom learning. This workshop will focus on specific ways to build such a library at a classical school.

#### **Practical Trivium Teaching,**

#### Terri Covil & Kelly Gardner

We've all read the books, written the papers, and fully support the mission of classical Christian education, so now what? How do you implement that philosophy in the classroom? This practicum will serve to give teachers the tools they need to bring it down to the classroom level. We will apply the trivium to a unit, show how our biblical worldview permeates every lesson we teach,

and give educators some practical tools to use in their classrooms.

#### A Vision for the Everyday Classroom, Chris Schlect

Most schools have adopted mission and vision statements. All teachers prepare daily lessons. Do the two ever meet? How can a school's mission and vision inform routine lesson planning? How can the big picture penetrate a teacher's everyday work? This practical workshop provides strategies and concrete examples of effective classroom lessons and assessments. It offers principles that can apply at every level, but the examples will be tailored to secondary (high school) classrooms. These principles reorient teachers away from the tyranny of "getting through the material" and toward recovering the lost tools of learning.

#### Classical vs. Modern Education: A Perspective from C.S. Lewis, Steve Turley

This workshop will explore the work Abolition of *Man* by one of the great literary minds of the twentieth century, C.S. Lewis. Lewis was concerned that modern education has in fact changed our conception of what it means to be human by robbing us of transcendent virtues. He was convinced that with the death of virtues, the only way to bring about moral consensus was through the coercive powers of the state. The workshop will present in-depth the constituents of classical conceptions of the world and education as a way to equip teachers and students to challenge the dominant and dehumanizing modern paradigm.

#### **Fostering an Environment for Vibrant Discussions,** Sarah Pape

This workshop will inspire and equip teachers to cultivate a classroom environment where students are eager to engage in Harkness discussions. Participants will explore ways to engage and intrigue high-school- aged students, helping them find their voice, develop confidence in communication, and ultimately believe that they are an integral part of the ecosystem of the classroom.

#### PLENARY & WORKSHOP SYNOPSES

## Self-Publishing and More Advice for Christian Authors, John Erickson

C.S Lewis wrote "The world does not need more Christian literature. What it needs is more Christians writing good literature." Classical Christian schools are training writers, students who will want to write stories that are counter to the trends of modern culture. In this workshop, John Erickson will share lessons and advice he's learned through writing and publishing stories filled with biblical virtues read and enjoyed by believers and unbelievers alike.

#### Energizing and Equipping Parents as Teachers: Co-teacher Development in a Blended Model School, Annette Kemp

Blended model schools rely on parents as co-teachers working under the guidance of the professional classroom teacher, and student success depends on quality instruction—both at school and home. But how can parents teach without training? How

can they persevere without encouragement? We'll explore a co-teacher development plan that starts with training and workshops, but also extends to support, including enriched lesson plans, connecting through gatherings, and mentoring. Turn your co-teachers into colleagues as you educate children cooperatively.

## The Keys to a Successful Capital Campaign, *Brad Layland*

As the classical Christian education movement continues to flourish, many growing schools are ready to go to the next level by acquiring property, expanding their facilities, or funding key strategic initiatives. If you are considering a capital campaign to fund these important projects, join us to learn when it's appropriate to launch a capital campaign, and the key factors that will help your campaign to succeed. Time will be available to discuss attendees' specific questions.





#### Unstring the Bow, George Grant

Learning to properly balance the two commands of the Fourth Commandment, work and rest, is an essential but oft neglected virtue. In this workshop we will explore the vital relationship between urgency and patience, creation and recreation, battlefield and hearthside. And then, we will apply that relationship to the real-world, hard-knocks, go-go environment in which we all live and teach today.

2:45-3:30......PLENARY

#### **Track Plenary: Rehabilitating Beauty:** How C. S. Lewis Fought the Cult of the Ugly in His Fiction, Louis Markos

In my first lecture, I will survey the causes and nature of our modern "Cult of the Ugly," and then counter that cult through an analysis of Lewis's science fiction trilogy. In my second lecture, I will continue this analysis by looking at The Chronicles of Narnia and Till We Have Faces. Though these two talks are best heard in sequence, they can each stand alone.

3:45-4:30.....PLENARY SESSION

#### Plenary: Christianity and "Wokeness": **Are They Compatible?**, Neil Shenvi

In the last few years, large segments of both our culture and the church have been captivated by "antiracism," "antisexism," "intersectionality," and "social justice." But what exactly do these words mean? In this talk, I'll sketch the core tenets of Critical Social Justice and explain how they undermine basic Christian doctrines. Christians can and should work for biblical justice without adopting ideas that are fundamentally incompatible with Scripture.

5:00-6:30.....BREAK

6:30-7:30.....PLENARY SESSION

#### Plenary: Hank In Concert, John Erickson

John Erickson will perform songs and readings from his Hank the Cowdog series. It will be an hour of fun and innocent laughter for people of all ages.

8:30-9:30 PM ..... CLASSICAL CHRISTIAN EDUCATION **AFTER HOURS** 







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#### FRIDAY, JUNE 18

8:00-8:30 Frisco 7 Frisco 8 Frisco 9 9:00-9:30	ANNO 2019-	Latin for Latin's Sake: Introducing the New CLT Latin Exam Grove City College Story Marketing: The Secret Sauce to School Growth & Retention DUNCEMENTS & SCHOOL ACCREDITATION PRESENTATIONS: -2020 Providence Christian School • Dothan, Alabama • Emory Latta, Head of School Trinity Classical School • Houston, Texas • Neil Anderson, Headmaster	Classic Learning Test TBD Schola Inbound
Frisco 8 Frisco 9	2019-	Grove City College Story Marketing: The Secret Sauce to School Growth & Retention  DUNCEMENTS & SCHOOL ACCREDITATION PRESENTATIONS:  2020 Providence Christian School • Dothan, Alabama • Emory Latta, Head of School	TBD
Frisco 9	2019-	Story Marketing: The Secret Sauce to School Growth & Retention  DUNCEMENTS & SCHOOL ACCREDITATION PRESENTATIONS: -2020  Providence Christian School • Dothan, Alabama • Emory Latta, Head of School	
	2019-	DUNCEMENTS & SCHOOL ACCREDITATION PRESENTATIONS: -2020 Providence Christian School • Dothan, Alabama • Emory Latta, Head of School	Schola Inbound
9:00-9:30	2019-	Providence Christian School • Dothan, Alabama • Emory Latta, Head of School	
	2020-	Trinity Classical School • Houston, Texas • Neil Anderson, Headmaster	
	2020-		
	2020-	<b>Veritas Classical Academy •</b> Beaumont, Texas • <i>Aaron Laenger, Head of School</i>	
	2020	2021	
		Coram Deo Academy • Alan Marshall, President	
		Coram Deo Academy • Collin County, Texas • Robert Armstrong, Campus Administ.	rator
		Coram Deo Academy • Dallas, Texas • Jon Jordan, Campus Administrator  Coram Deo Academy • Flower Mound, Texas • Polly Dwyer, Campus Administrator	•
0.20 40.20	DLEN		
9:30-10:30		ARY: The Power of Poetry in a Classical Christian Education (Remote)	Anthony Esolen
10:50-11:50	WORI	KSHOPS	
Frisco 9	G	Enhancing Early Grammar with Classical Art	Sarah Hadley
Lebanon-Hamilton	Α	Learning from Rodents: Images of Mentorship in The Wind in the Willows	Daniel Coupland
Frisco 8	L/R	Aristotle's Categories: A Bridge to Classical Math & Science?	Jones, Linhart, & Smith
Frisco 3-4-5	L/R	Teaching Frankenstein/Romanticism for Secondary Literature Teachers	Rosaria Butterfield
Frisco 1	FG	Great Expectations: Moving Beyond Mere Classroom Management	Martha Reed
Bass-Bush	FS	Hands-on Formative Assessment	Bryan Lynch
Frisco 7	Α	Dangers of an Almost Christian Education	Bob Donaldson
Ranger-Sea-Traveler	AD	A Credible Threat: Advice on Arming Staff and Dealing with a Security Crisis	Ron Jung
Frisco 2	TP	<b>PLENARY:</b> Rehabilitating Beauty: How C. S. Lewis Fought the Cult of the Ugly in Fiction	His Louis Markos
12:00-1:30	LUNC		
1:30-2:30	WOR	KSHOPS	
Frsico 7	G	Student Support in the Classical Christian School	Rose and Williams
Bass-Bush	L/R	Euclid's Elements: How to Teach Geometry as the Basis of Your Higher	Susan Smith
Frisco 8	L/R	"Fly Envious Time": Teach-ing as a Lei-surely Stroll Through the Ages	Sean Hadley
Ranger-Sea-Traveler	L/R	Theatrical Alchemy: Using the Stage to Form Student Affections	Betsy Nowrasteh
Lebanon-Hamilton	Α	Classical Educa-tion Foundation and Appli-cation	Katherine Smith
Frisco 1	F	C. S. Lewis and <i>The Abolition of Man</i>	David Diener
Frisco 3-4-5	F	The Seven Laws of Teaching as the Foundation for Lesson Planning	Johnnie-Ann Campbell
Frisco 9	L/R	Deconstructing Constructivism: The Case Against Teacher Neutrality	David Bryant
Frisco 2	TP	PLENARY: Follow the Thread: Cultivating Faith in an Age of Misbelief	Daniel Coupland
2:00-2:30	VEND	OR HALL: LAST CHANCE	
2:50-2:54		DUNCEMENTS & INTRODUCTION	Bill Stutzman
2:55-3:50		ARY: Resistance and Reformation	George Grant
3:50-4:00	CLOS		Bill Stutzman
<del>- 5.50 - 1.00 </del>	_ 6203		ministrators   LR: Logic/Rhetoric

Ad: Administrators | LR: Logic/Rhetoric
G: General | P: Practicum
F: Foundations | TP: Track Plenary







#### FRIDAY, JUNE 18

8:00-8:30......WORKSHOPS

#### Latin for Latin's Sake: Introducing the **New CLT Latin Exam**

Tracv Gardner & Karen Moore

Have you become disenchanted with the recent changes in direction and strong focus on culture and civilization on the National Latin Exam? Are you interested in administering a capstone Latin exam that measures reading proficiency using seminal texts of authors from the classical period, the middle ages, and the modern era? If so, then come learn about the new CLT Latin exam that will expose high school students to writings from great scholars, philosophers, writers, and scientists that have written on a wide range of topics, over a broad span of time and from all over the world. In addition to engaging with these beautiful texts, students will demonstrate competencies in the morphology of words, syntax with sentences, the ability to read and understand Latin within the larger context of a passage. We will also show a demo of this new beautiful assessment for measuring Latin and share how you, your schools, and your students can get involved in this movement!

**TBD**, Grove City College

**TBD** 

#### **Story Marketing: The Secret Sauce** to School Growth & Retention,

Schola Inbound Marketing

Did your school grow through the pandemic? Or are you tired of still being the best kept secret in town? Right now is a once in a generation opportunity to impact your community with classical Christian education in ways never imagined even just 2 years ago. Do you know how to keep the new families you obtained while continuing to grow, and even having a waiting list? Discover a proven and unique School Growth System which has helped countless schools increase the number of campus visits and retain current families. All attendees will get a FREE paperback copy of Ralph Cochran's book, Story Marketing for Christian Schools.

9:30-10:30 PLENARY

#### Plenary: The Power of Poetry in a Classical **Christian Education,** Anthony Esolen

I think that it is a matter of the utmost urgency that Christians reclaim the high ground of the imagination, and that they will not do so with any reliability or effectiveness if they neglect the universal human art, and the art that concentrates more power in a small space than does any other, and that is poetry. We are fortunate, in a way, that the enemies of the faith have also abandoned that mountaintop, so we have no competition.

10:50-11:50......WORKSHOPS

#### **Enhancing Early Grammar with** Classical Art, Sarah Hadley

Names like Rembrandt and Michelangelo are as recognizable as Aristotle and C.S. Lewis. They are legendary and classical, influential, and beautiful. They are worth both the time and the exploration at all stages of education and to that end we spent each month covering a different artist. The lessons included an introduction of works and the artist's life as well as projects that gave way to good conversations about history, science, and cultures. It enhanced the classroom experience for young students and engaged parents and the community at large.

#### **Learning from Rodents: Images** of Mentorship in The Wind in

the Willows, Daniel Coupland

The best kind of education involves mentoring at almost every level. This workshop will explore some powerful images of mentorship in Kenneth Grahame' classic children's story The Wind in the Willows that could inform the entire classical education community.

Aristotle's Categories: A Bridge to Classical Math & Science?, Daniel Jones, Gary Linhart, & Joshua Smith

#### PLENARY & WORKSHOP SYNOPSES

Aristotle's *Categories* was the main introductory text in the dialectic curriculum for centuries. If we return to a close study of it, it might provide a path for reintegrating math and science into the classical perspective. In this workshop, two humanities/logic teachers and a math teacher will introduce the work and discuss how they have begun to see its potential for laying common foundations for humanities, logic, math, and science in classical Christian education.

# **Teaching Frankenstein/Romanticism for Secondary Literature**

Teachers, Rosaria Butterfield

In the classical Christian homeschool co-op where my children attend (and where I teach rhetoric literature), we talk about the difference between a Romans 1 humanism and a Psalm 8 humanism, the former stealing glory from God and the latter giving glory to God. The historical epoch of Romanticism, a late eighteenth-century movement, falls squarely as a Psalm 8 reflection. Romanticism elevated personal feelings and impressions to an epistemology. It became a precursor to the late-modern and postmodern idea that a person invents himself out of feelings, desires, hopes, and dreams unhinged from a Holy God. Mary Shelley's Frankenstein is a difficult but important text to introduce to students at the secondary level. This workshop will discuss how to teach this text taking into account both its literary "story-within-a-story" form as well as its reflection of English Romanticism.

# **Great Expectations: Moving Beyond Mere Classroom Management**, *Martha Reed*

Excellent teachers do more than merely manage behavior in the classroom; they set high expectations and develop strong habits in their students. Come explore practical ways to train your students to thrive in an active, yet peaceful, classroom.

# Hands-on Formative Assessment, Bryan Lynch

Ongoing checking for student understanding—formative assessment—is an essential foundation of

great teaching. This workshop will give teachers an opportunity to try out several methods of checking for understanding, providing them practical tools they can use in their classrooms in September.

# **Dangers of an Almost Christian Education**, *Bob Donaldson*

We hear a lot about "virtue" in the context of classical Christian education, and I think all of us would agree that virtue is desirable. What happens, though, when we start making virtue a (or the) goal instead of a natural byproduct of the educational process? What happens when we start looking for examples of "virtue" to validate our approach? I plan to explore various dangers that may result from this overemphasis on virtue as a measurable outcome and suggest ways we can avoid a sort of educational pharisaism.

# A Credible Threat: Advice on Arming Staff and Dealing with a Security Crisis, Ron Jung

On February 14, 2018, a gunman in Parkland, FL, killed 17 students. The next day the board of Providence Academy (WI) voted to arm willing staff. In December of 2019, Providence Academy made national news when two armed men from a Hebrew Israelite cult attempted to attend our Christmas program after their leader had made credible threats to the school and to its headmaster. The story can be read here: https://www.si.com/tag/pray-for-kabeer. This workshop is to help administrators and board members think through how to handle credible threats and arming staff.

#### Track Plenary: Rehabilitating Beauty: How C. S. Lewis Fought the Cult of the Ugly in His Fiction, Part II, Louis Markos

In my first lecture, I will survey the causes and nature of our modern "Cult of the Ugly," and then counter that cult through an analysis of Lewis's science fiction trilogy. In my second lecture, I will continue this analysis by looking at *The Chronicles of Narnia* and *Till We Have Faces*. Though these two talks are best heard in sequence, they can each stand alone.

12:00-1:30.....LUNCH



#### MAIN CONFERENCE: DAY 3

1:30-2:30......WORKSHOPS

#### **Student Support in the Classical Christian** School, Lindsey Rose and Hallie Williams

Student support exists to assist teachers and parents of students with special needs/considerations by providing the support and intervention necessary for classroom success. The audience will see two examples of schools that are in vastly different places financially, facility wise, and in student population. Practical next steps for schools considering this as an option will be explored.

#### **Euclid's Elements: How to Teach Geometry as the Basis of Your Higher** Mathematics Classes, Susan Smith

This workshop has two priorities. We will encourage teachers who choose this method by giving practical tips for teaching geometry using Euclid's Elements. We will also look back from the perspective of the senior-level calculus classes, to see why this method is so valuable.

#### "Fly Envious Time": Teaching as a Leisurely **Stroll Through the Ages,** Sean Hadley

How does one cover an entire era? Do we go deep into a fewer works? Or is it better to make gains in breadth? These kinds of questions plague humanities departments in ACCS schools across the country. This practicum invites presenters who can speak towards restoring leisure in the humanities, offering experiential and theoretical advice on the benefits of covering fewer works in the humane classroom. Additionally, thoughts on integration of disciplines and the restoration of story into the STEAM classroom will be sought as well.

#### Theatrical Alchemy: Using the Stage to Form Student Affections, Betsy Nowrasteh

Working to form student affections is critical to theater and media studies because so much of contemporary culture has little redeeming value. It is vital that students experience rich works that convey eternal principles, but it is equally key that students engage critically with material that is less immediately trustworthy in order to help them develop discernment. By guiding students through thoughtfully chosen examples, teachers can help them prepare to critically engage with and transform culture.

#### **Classical Education Foundation** and Application, Katherine Smith

Classical Education Foundation and Application is a basic overview of the history of classical education along with the methodology application that was laid out in Dorothy Sayers' work entitled "The Lost Tools of Learning". Many of our new and even seasoned teachers benefit from a fresh look at the tried and true methods of truly classical education. Even with the many curriculums that are available to use today, it is extremely important that we hone our own artistry as classical teachers and do not neglect our trade.

#### C. S. Lewis and The Abolition of Man, David Diener

C. S. Lewis's 1944 book The Abolition of Man is widely considered to be a classic work in the history and philosophy of education. In this seminar we will examine the central themes of this important book and the key arguments Lewis makes throughout it for absolute values and the training of students' affections as well as their intellects. We will work sequentially through the book, discussing both the progression of Lewis's thought and the practical educational implications of his treatment of concepts like "men without chests," "the Tao," and "the abolition of man."

#### The Seven Laws of Teaching as the Foundation for Lesson Planning, Johnnie-Ann Campbell

The Seven Laws of Teaching by John Milton Gregory is an essential guide for classical Christian teachers, and Gregory's principles inform the curriculum, instruction, and methods of our schools. But how do the seven laws inform our lesson planning and preparation? This workshop will look at ways to incorporate the seven laws into lesson planning in order to cultivate a deeper understanding of

#### PLENARY & WORKSHOP SYNOPSES

classical teaching. This workshop is intended for all teachers (K-12), and participants will glean knowledge and tools to improve their lesson planning and implementation.

#### **Deconstructing Constructivism: The Case Against Teacher Neutrality** in the Classroom, David Bryant

Modern progressive education trains teachers to employ constructivism, the idea that students learn by constructing their own knowledge. Built on the educational methodology of John Dewey, constructivism has become pervasive. While it may sound appealing for teachers to step down as the authoritative "sage on the stage" and serve as a neutral "guide on the side," in fact, constructivism is built on assumptions that are inimical not only to classical Christian education but to a biblical view of truth and human knowledge. This workshop will unmask the faulty philosophical foundations of constructivism and point to the bitter fruit of teaching students that there is no absolute truth. When teachers reject the pretense of neutrality in the classroom, they are then free to embrace their role as a wise guide who leads students, through imitation and a shared worldview, to love the true, the good, and the beautiful.

#### Track Plenary: Follow the Thread: Cultivating Faith in an Age of Misbelief, Daniel Coupland

The larger culture calls us to believe—in ourselves, one another, or whatever we want. We are told that the object of our faith doesn't matter, as long as we believe in something. But if we put our faith in something other than Almighty God, our faith is misbelief.

2:00-2:30.....VENDOR HALL: LAST CHANCE

2:50-2:55...... ANNOUNCEMENTS & INTRODUCTION

2:55-3:50......PLENARY

#### **Plenary: Resistance and Reformation,** *George Grant*

The life and legacy of the sixteenth-century reformer Pierre Viret illustrates the two-fold task of discipleship for classical Christian schools. Viret took his cue from Romans 12:2: righteous resistance to the world ("Do not be conformed") must be accompanied by substantive reformation ("But be transformed by the renewing of your mind"). This "both-and" approach propounded by John Calvin's closest ally and friend, laid the foundations for a remarkable flowering during the Genevan Reformation. It is a "both-and" approach that can lay similar foundations in our own day.

3:50-4:00......CLOSING





#### SPEAKER BIOGRAPHIES



SINDY BECKERLE is a grant administrator who focuses her work in the fields of classical Christian education and crisis pregnancy centers. She has been writing grants for over 15 years. After homeschooling her two children for several years, she and a few friends began a homeschool co-op called Grand County Home Educators in Colorado. The co-op exploded in the small community and a desire for a Christian school was birthed. Through research and partnering with a local church who also had the desire to begin a Christian school, Sindy and her husband, Ed, with a group of excited parents and the local church began Winter Park Christian School. By the second year of WPCS, they moved to the classical method with a strong biblical worldview. Sindy became the school office administrator at WPCS working closely with the head of school. The need for funding for the school drove Sindy to learn about fundraising and grant writing. She began taking coursework and researching grant writing through local and state resources. As her skills developed, her success with grant writing improved. Her passion is to help others learn how to seek funding through grant writing. She desires to share her knowledge learned over the years to help make the paths of others smoother and more profitable. Having written over \$1,000,000 in grants, she believes she uses the skills God has given her to put the request to the funder, but He gives all blessings. Currently living in the Hill Country of Texas, she loves exploring new places, traveling, and working full time in the field of grant writing and fundraising in both Colorado and Texas.



DAVID BRYANT is headmaster at Providence Classical Christian School in Oxford, Georgia. He has served classical Christian schools in Florida, Virginia, and Texas, where he has also taught Great Books, rhetoric, Bible, and Greek. David's wife Ashley, who is a drama and art teacher at Providence, is the most creative person he knows. They have four grown children, all of whom graduated from classical Christian schools. He holds a BA in English from Troy University and an MDiv from Southwestern Baptist Theological Seminary. In his free time, he loves to read, hike, and watch football.



ROSARIA BUTTERFIELD was once a tenured professor of English who identified as a lesbian and worked to advance the cause of LGBT equality. After her conversion to Christ in 1999, she came to see the sinfulness of having any identity apart from Him.

Rosaria is married to Kent Butterfield, pastor of the First Reformed Presbyterian Church of Durham, and is a homeschool mother, pastor's wife, author, and speaker. She is helping Christians to better understand their LGBT neighbors and loved ones so that we can lovingly look past labels of sexual identity and share the gospel effectively.

In 2012, she published her conversion memoir, The Secret Thoughts of an Unlikely Convert: An English Professor's Journey to Christian Faith. Her second book is Openness Unhindered: Further Thoughts of an Unlikely Convert on Sexual Identity and Union with Christ (2015). Her third book, The Gospel Comes with a House Key (2018) addresses the lost art of Christian hospitality. Rosaria writes about sexuality, identity, Christian hospitality and community, and seeks to encourage all in faithful Christian living and service.

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JOHNNIE-ANN CAMPBELL serves as the grammar school academic dean at Regents School of Charlottesville in Charlottesville, Virginia. She earned a bachelor of arts in English from the Baptist College of Florida. Additionally, she holds a master of education in curriculum and instruction with a concentration in Christian schools from Regent University in Virginia Beach, Virginia. Johnnie-Ann is a classical enthusiast and has been involved in classical education through teaching and administration for fifteen years. She is eager to share her love of learning and students with fellow teachers. In her free time, she can usually be found with a good book and her dog, Scout.



WILLIAM CAREY has been involved in the life of Ad Fontes Academy since he was in high school. He assisted his father at the weekly Latin Club and took Ad Fontes students to many certamina and conventions. At the University of Virginia he studied the classics, focusing on Latin. Fresh from college, he joined the Ad Fontes faculty where he taught Latin, calculus, formal logic, physics, and (for a few months) senior thesis. After five years of teaching, Bill took a sabbatical writing computer programs for a defense contractor to better understand how adults think about and use mathematics. Drawn back to the classroom, Bill is in his sixth year of his second tour at Ad Fontes teaching math and science. He is joyfully married to Maren Carey, also a teacher, and attends Shepherd of the Hills Lutheran Church in Haymarket, Virginia.



YVETTE CAVENDER serves as the grammar school principal at Coram Deo Academy's Flower Mound campus. She has over 20 years of experience in education as a teacher and administrator and holds a state of Texas teaching certificate for early childhood through sixth grade. Having worked in various school models, she is a firm believer that a classical Christian approach to learning and teaching best serves educators and students. Yvette and her husband Kendall are proud parents of two grown children.



Dr. DANIEL B. COUPLAND is a professor and chairman of the education department and dean of the faculty at Hillsdale College. He earned a BA in Spanish from Liberty University, an MA in linguistics from Oakland University, and a PhD in education from Michigan State University. He began his career in education as a high school teacher. At Hillsdale College, he teaches courses on English grammar and classic children's literature. In 2013, Dr. Coupland was named Hillsdale College's "Professor of the Year." In 2016, he was a resident scholar at the C. S. Lewis Study Centre (The Kilns) in Oxford, UK. In 2017, Dr. Coupland received the Emily Daugherty Award for Teaching Excellence. His research focuses on classic children's literature and English grammar instruction. He is a coauthor of an English grammar curriculum titled Well-Ordered Language: The Curious Child's Guide to Grammar (published by Classical Academic Press).

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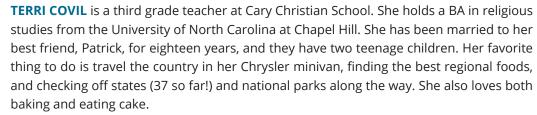


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Dr. DAVID DIENER holds a BA in philosophy and ancient languages from Wheaton College as well as an MA in philosophy, an MS in history and philosophy of education, and a dual PhD in philosophy and philosophy of education from Indiana University. In addition to working as a high-end custom trim carpenter for an Amish company and living as a missionary for three years in Bogotá, Colombia, he has taught at the Stony Brook School and Taylor University and has served as head of upper schools at Covenant Classical School in Fort Worth, TX, and head of school at Grace Academy in Georgetown, TX. He currently works at Hillsdale College where he is the headmaster of Hillsdale Academy and a lecturing professor of education. He also is an Alcuin Fellow, serves on the board of directors for the Society for Classical Learning and the board of academic advisors for the Classic Learning Test, and offers consulting services through Classical Academic Press. He is the author of Plato: The Great Philosopher-Educator and serves as the series editor for Classical Academic Press' series Giants in the History of Education. The Dieners have four wonderful children and are passionate about classical Christian education and the impact it can have on the church, our society, and the world.



BOB DONALDSON and his wife, Nancy are co-founders of Wilson Hill Academy, which provides an accredited classical Christian education to students worldwide through live, online classes. Bob teaches history and advanced composition classes, while also managing the technology infrastructure. He and Nancy were also among the founding families at Regents School of Austin, where their two now-grown children were both educated and where two of their four grandchildren now attend. Bob also served on the national board of the Association of Classical Christian Schools for almost two decades. He currently serves as a ruling elder at All Saints Presbyterian Church (PCA) in Austin.



POLLY DWYER began teaching math, science, and history at Coram Deo Academy in 2002. In 2005, Polly was promoted to be logic school principal. She was named the Flower Mound campus administrator and logic/rhetoric principal in 2007. Polly works with NAUMS (National Association of University-Model® Schools) on school accreditation committees and mentoring new schools. In 2016, Polly was named as the Distinguished Administrator of the Year for the Texas Private School Music Educators Association. She is thankful for the wonderful students, parents, and teachers at CDA.

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AME ELDREDGE, partner and senior consultant at The FOCUS Group, first discovered a talent for training and development during her fifteen-year career with Young Life, serving in several roles including area director, regional trainer, and assisting in national staff training events. As a regional trainer, she helped field staff in Florida become proficient in fundraising, building support teams, financial management, and donor relations. Ame has a broad array of experience in the nonprofit sector. Having served on staff with several organizations serving such populations as youth in crisis, the homeless, and the uninsured, she brings an intimate knowledge of management and advancement matters in this arena. She currently serves on the board of Global Teams International. Ame graduated from Flagler College in St. Augustine, Florida, with a BA in philosophy and religion and has done graduate work through Fuller Seminary. Ame and her husband, Mark, reside in Jacksonville, Florida.



**JOHN R. ERICKSON** has written and published 75 books and more than 600 articles, and is best known as the author of the Hank the Cowdog series of books, audio-books, and stage plays. His stories have won a number of awards, including the Audie, Oppenheimer, Wrangler, and Lamplighter Awards, and have been translated into Spanish, Danish, Farsi, Chinese, and Latin. In 2019, John was inducted into the Texas Literary Hall of Fame. The Hank the Cowdog series began as a self-publishing venture in his garage in 1982 and has endured to become one of the nation's most popular series for children and families. Through the eyes of Hank the Cowdog, a smelly, smart-aleck head of ranch security, Erickson gives readers a glimpse of daily life on a ranch in the West Texas Panhandle. USA Today calls the series "the best family entertainment in years."



Dr. **ANTHONY M. ESOLEN** is a writer, social commentator, translator of classical poetry, and professor and writer-in-residence at Magdalen College of the Liberal Arts. He graduated from Princeton University and received his PhD from the University of North Carolina at Chapel Hill. He has also taught at Furman University, Providence College, and the Thomas More College of Liberal Arts. Esolen's numerous books include: *Out of the Ashes: Rebuilding American Culture; Defending Boyhood: How Building Forts, Reading Stories, Playing Ball, and Praying to God Can Change the World; The Politically Incorrect Guide to Western Civilization; Ten Ways to Destroy the Imagination of Your Child; and Reflections on the Christian Life.* In addition to his books, he is the author of numerous articles in such publications as *Modern Age, Chronicles, Claremont Review of Books, Public Discourse, First Things, Crisis Magazine, The Catholic Thing,* and *Touchstone,* for which he serves as a senior editor, along with a host of other online journals.



MICHAEL P. FARRIS is president and CEO of Alliance Defending Freedom. Farris was founding president of both the Home School Legal Defense Association (HSLDA—1983) and Patrick Henry College (PHC—2000) and continues to serve as chairman of the board of HSLDA and chancellor emeritus of PHC. He graduated from Western Washington State College with a bachelor's degree in political science, followed by a Juris Doctor from Gonzaga University. He also earned an LLM in public international law from the University of London. Farris has specialized in constitutional appellate litigation. In that capacity, he has argued before the

appellate courts of 13 states, eight federal circuit courts of appeal, and the U.S. Supreme Court, where in 2018 he successfully argued NIFLA v. Becerra, resulting in a free speech victory for California's pro-life pregnancy centers. Farris has testified many times before both the House and Senate. He was an executive committee member of the Coalition for the Free Exercise of Religion that successfully lobbied Congress for the passage of the Religious Freedom Restoration Act of 1993. He also has substantial experience in international religious freedom advocacy. Farris is the author of over 15 books, as well as law review and other scholarly and popular articles. He and his wife, Vickie, have 10 children and many grandchildren.



BRADLEY FINKBEINER has taught in the ACCS since 1999, including courses in logic, debate, ancient history, European History I and II, Great Ideas I and II, ethics, and apologetics. He majored in Bible and theology at Washington Bible College, Lanham, MD, and received a master of arts in the liberal arts at St. John's College, Annapolis, MD. In addition to curriculum development, Brad authored a textbook, With All Your Mind: A Course on Logic and Argument for the Christian Classroom. He currently teaches at Providence Classical School in Spring, Texas, where he lives with his wife and four children.



KATHY FOLDESY is the upper-school director of curriculum and instruction at Westside Christian Academy in Westlake, Ohio, and teaches in the upper-school mathematics and English departments. Before coming to WCA in 2000, she began her career in public schools teaching grades four, five, and six, middle school mathematics, English as a second language and even pre-school. She also has extensive background leading youth ministry and is currently teaching marriage and parenting classes for her church.



KELLY GARDNER serves as assistant dean of lower school at Cary Christian School. She graduated from East Carolina University with a degree in elementary education and holds a master's certification from ACCS. She has over fifteen years of teaching experience, including teaching fourth grade at CCS and short-term in Kenya and Vietnam.



MANDI GERTH serves alongside a dedicated team of classical educators at Coram Deo Academy in Dallas, Texas, where she currently teaches fourth grade. She and her husband have labored for over twenty years to build a family culture for their five children that values books, baseball, museums, home-cooked meals, and conversation about ideas.



DAVID GOODWIN has served as the full-time president of the Association of Classical Christian Schools (ACCS) since 2015. Formerly, he was the head of the Ambrose School, a classical Christian school in Boise, ID, from 2003 through 2014. He served on the ACCS Board as an elected member from 2010 to 2014, and helped develop the strategic plan for the ACCS. Prior to his work in classical Christian education, Mr. Goodwin spent 13 years in marketing and new business development for a large computer products manufacturer. He holds an MBA and BIS from Boise State University. He and his wife, Stormy, work as a team on many ACCS projects and attend All Saints Presbyterian Church in Boise, Idaho. They are the parents of three children, one who attends New Saint Andrews College in Moscow, ID, and two who attend the Ambrose School.





GEORGE GRANT has started a lot of things and somehow or another he has even managed to finish a few of them. Currently, he is the pastor of Parish Presbyterian Church in Franklin, Tennessee, where he also serves as the director of the King's Meadow Study Center and teaches at the Franklin Classical School. He has planted four churches, established a fistful of schools and co-ops along with two colleges, accumulated a bottom drawer full of academic degrees, and is the author of enough out-of-print books to keep half the garage sales in the South fully stocked. But, by his own testimony, his greatest accomplishment is his ongoing role as husband of one, father of three, and grandfather of six (and counting).



KRIS GUENSCHE has been librarian at Whitefield Academy in Kansas City since 2012. Lower school students attend library class once each week for storytime and to check out books. She especially enjoys nurturing personal relationships with each student and getting to know which books each student loves. Furthermore, she serves as research librarian for upper-school students writing their thesis papers. Kris holds a bachelor of science degree (magna cum laude) in elementary, special, and German education from Bowling Green State University in Ohio which includes a year abroad at the University of Salzburg in Austria. She continued her graduate studies at the University of Wuerzburg in Germany. She has had various teaching experiences, including at military schools overseas. Mrs. Guensche has always been passionate about reading good books and the Whitefield library is her favorite place to be. She has one daughter who currently attends Whitefield and two who have recently graduated.



SARAH HADLEY has been teaching for the last fifteen years. She has taught homeschool, preschool, kindergarten, and Montessori classrooms both in the U.S. and abroad. She has also coached high-school basketball. Mrs. Hadley works hard in the junior kindergarten classroom at Trinitas to create a hands-on learning experience and to foster a love of learning, the same love of learning she and her husband Sean cultivate in their own four children.



SEAN C. HADLEY is a teacher, a lecturer, and an author. His essays have been published by FORMA Journal, The Journal of Baptist Faith & Ministry, and The Hemingway Review. Since 2009, Sean has taught humane letters, and over the last ten years he has directed the thesis program at two different schools. His experience in the classroom is coupled with experience as an administrator, having served as academic dean prior to his current role. Sean has been a speaker at the Association of Classical Christian Schools annual conference, and he has presented at other venues as well, such as Faulkner University's Institute of Faith and the Academy annual conference and the annual American Literature Association conference. Since 2014, Sean has taught at Trinitas Christian School located in Pensacola, Florida.



Dr. GARY HARTENBURG was born and raised in Ypsilanti, Michigan, moved to downtown Chicago for college, spent a year studying abroad in Glasgow, Scotland, sojourned for about twelve years in southern California, and now calls Texas home. He directs and teaches in the Honors College at Houston Baptist University. The Honors College is an educational community for undergraduate students at HBU that aims to educate students in wisdom and character. Built on the scholarly activities of reading, writing, questioning, thinking and discussing, the Honors College provides an experience perfect for students who want to challenge themselves academically. He has also provided teacher training for a variety of classical Christian schools.



Dr. TRACI COLSTON HEITSCHMIDT joined Coram Deo Academy 16 years ago, agreeing to teach just one section of tenth-grade English while her children were little. Won over by the impressive curriculum, students, and especially the Christian worldview, Dr. Heitschmidt joined the staff full-time in 2010. She currently teaches eleventh-grade A.P. European History, twelfth-grade A.P. United States History, and twelfth-grade American Literature. She also serves as the history department chair. Dr. Heitschmidt earned her PhD in modern European history from the University of California, Santa Barbara. She also holds a master's degree in modern European history from UNLV and a bachelor of arts in both English and history from Texas Tech University. She has been married for 30 years to her college sweetheart, Jason Heitschmidt, and they have two children, both attending Texas A&M University.



Dr. **GRANT HORNER** is the founder and director of the BA program in classical liberal arts at The Master's University (www.masters.edu/). His academic specialty is the literature, theology, visual art, and philosophy of the Renaissance and Reformation, with primary concentration in Milton, Shakespeare, Erasmus, Luther, Calvin and late sixteenth- and seventeenth-century intellectual and cultural history. His research and writing has focused on Christian humanism in the Reformation, particularly the complex relationship between developing Reformed thought and classical Graeco-Roman pagan mythology, rhetoric, and philosophy. At Duke University he was taught and mentored by Stanley Fish, America's leading literary theorist. His PhD dissertation was on the theological relationship between John Milton and John Calvin. He has written on the citation of classical Greek and Latin authorities by Renaissance writers, published academic essays on theology and the arts, and his first book, Meaning at the Movies, on film and theology (Crossway, 2010) was an Amazon bestseller and nominated for Book of the Year in Christianity and Culture by the Book Retailers Association. His second book, John Milton, Classical Learning, and the Progress of Virtue was published by Classical Academic Press in 2015. Two more books on John Milton are forthcoming. Professor Horner is the founder and director of the Master's University in Italy Program, a six-week summer intensive study abroad semester. Students live in an ancient villa near the city that was the birthplace of the modern world in the Renaissance, incomparable Florence, and also spend time in Rome and Venice. A variety of humanities courses revolve around the Renaissance humanist's question quid est homo?—"what is man?" We consider the basis of and goal for studying the humanities and explore what it means to be human. Visit //www.masters.edu/italy for more information.





SHERRI HUSTON serves as regional alliance director, church/ministry alliance, with Alliance Defending Freedom. In this role, Sherri develops relationships with churches and ministries to help them acquire the legal resources needed to defend against religious liberty challenges. The goal of the Church Alliance is to keep the legal door open for the gospel while protecting the right of churches to minister freely and to engage in defense of religious liberty. The Church Alliance is a critical and strategic initiative of Alliance Defending Freedom, the world's largest religious liberty organization. Over the past 30 years, Sherri's career has spanned numerous industries including retail, finance, healthcare, education, and executive recruitment. Sherri's roles include sales, operations, leadership, and consulting. Most recently she was in a sales director role with a financial services organization. Sherri earned her bachelor of science in business administration from the University of Phoenix. She currently attends Without Walls in Mesa, Arizona, where she serves on the board and the prayer team. Sherri has been married to her husband, Kerry, for 25 years. They have two children and an 11-year old grandson.



**DANIEL JONES** taught math at University High School in Fresno, California, for fifteen years before joining the Veritas School faculty three years ago. Daniel specializes in teaching geometry according to the classical tradition and teaches all of his math classes "debate-style." Daniel is married to Adina, a science teacher at Veritas, and has seven children. Both he and Adina grew up in Taipei, Taiwan, as missionary kids.



RON JUNG is headmaster at Providence Academy in Green Bay, WI. A native Californian, he and his wife, Wendy, have lived in Green Bay for 23 years and have been involved in classical Christian education for almost as long. Ron loves football and roots for the Packers and Badgers. He is also a ruling elder at Jacob's Well Church (PCA).



ANNETTE KEMP has served Providence Preparatory School in Belton, Texas since its inception in 2011, first as a third-grade teacher, and most recently as head of grammar school and assistant principal for the past eight years. Her introduction to classical education started many years ago, as she was educated in a classical pilot program within a public school setting. It wasn't until after she taught first grade briefly, stayed home with her girls, and helped found and direct a pregnancy center, that she re-engaged with a love for teaching and learning classically—this time with Christian principles as the foundation. Annette is a pastor's wife, mother of two daughter-friends, mother-in-law to a hero, and grandmother to the amazing Avery.



At the moment of writing, ANDREW KERN has seven grandchildren. More trivially, having founded the CiRCE Institute after coauthoring Classical Education: The Movement Sweeping America (with Dr. Gene Edward Veith), he has been compelled to serve as its president. Andrew also bears primary culpability for The Lost Tools of Writing, a classical rhetoric and writing resource. Since establishing CiRCE to serve classical educators through research

and consulting while developing and providing integrated resources, Andrew has trained and apprenticed innumerable home and school teachers, heads of school, and school boards. He has also defined, defended, practiced, and supported classical education at many conferences, conventions, and book retreats. Andrew helped start Providence Academy in Green Bay, WI, in 1993; Foundations Academy (now Ambrose School) in Boise, ID, in 1996; the Great Ideas Academy in Charlotte, North Carolina, in 2001; and Regents School of the Carolinas in 2006, and the CiRCE Apprenticeship around the same time. He and his wife, Karen, live in North Carolina, and their five more or less classically educated and more or less home-educated children and ever more grandchildren live in various places, ranging from Uganda to Georgia, depending on when you ask.



BRAD LAYLAND, CEO of The FOCUS Group, has over 25 years of fundraising and consulting experience to draw from as he partners with organizations to fulfill their mission through effective fundraising strategies. His expert fundraising counsel to nonprofit organizations incorporates major donor strategies, training workshops, planned gift marketing, and capital campaign counsel. Brad is a founding parent and serves on the board of trustees for Veritas Classical School. In addition, he serves on the boards of directors for Young Life St. Augustine, Christian Surfers US, the Reid Saunders Association, and Young Life of Greater New York, and is an elder at Good News Church. Brad received his BA in communications from the University of Florida and his MA in theology from Fuller Seminary. He and his wife, Wendy, love living in St. Augustine, Florida, and have four children: Max, Dakota, Jack, and Sydney.



GEARY LINHART has taught rhetoric, logic, and humanities at Veritas School in Newberg, Oregon, for the past 14 years. He has also developed and led the senior project, lovingly called The Poiesis. He has presented at numerous local teacher trainings and seminars. He enjoys time with his wife and three boys, and during the summer leads historical walking tours of Newberg.



BRYAN LYNCH is headmaster (since 2002) of Veritas School, a preK-12 classical and Christian school in Newberg, Oregon. Bryan was a founding board member of Veritas, and has been in private and public education for over 30 years. In addition to his administrative duties, Bryan teaches rhetoric and humane letters to eleventh grade students. Bryan has presented workshops on faculty development, formative assessment, and seminar discussions at Association of Classical and Christian Schools and Society for Classical Learning conferences, led many school-based teacher trainings, and has led numerous regional teaching conferences at Veritas. Bryan posts frequently on teaching and classical education at www.classicalteaching.com.



LYNN MARCOUX has a bachelor of science degree in zoology/marine biology with a minor in psychology. She has devoted 20 years to the education, conservation, and research of marine and exotic mammals (with extensive focus on cetaceans), reptiles and birds and their habitats. Lynn teaches science at Covenant Christian School in Panama City, Florida.





Dr. LOUIS MARKOS holds a BA in English and history from Colgate University and an MA and PhD in English from the University of Michigan. He is a professor of English and scholar-in-residence at Houston Baptist University, where he teaches courses on British Romantic and Victorian poetry and prose, the classics, C. S. Lewis and J. R. R. Tolkien, and art and film. Dr. Markos holds the Robert H. Ray Chair in Humanities and lectures on ancient Greece and Rome, the early church and Middle Ages, the Renaissance and romanticism for HBU's Honors College. He is the author of eighteen books, including From Achilles to Christ; On the Shoulders of Hobbits; Literature: A Student's Guide; C. S. Lewis: An Apologist for Education; three Canon Press Worldview Guides to the Iliad, Odyssey, and Aeneid; & two children's novels, The Dreaming Stone and In the Shadow of Troy, in which his kids become part of Greek mythology and the *Iliad* and *Odyssey*. His son Alex teaches Latin at the Geneva School in Boerne, TX.



Dr. ALAN MARSHALL currently serves as the president of Coram Deo Academy, comprised of three campuses located in the Dallas-Fort Worth metroplex. Dr. Marshall graduated from the United States Air Force Academy with honors and a double major in astronautical engineering and mathematics. He then went on to pilot training in Phoenix, Arizona, and was selected as a first assignment instructor pilot. After various flying assignments, he eventually became a U-2 pilot and served as the squadron commander of a U-2 combat flying squadrom supporting operations in Iraq, Afghanistan, and the Horn of Africa. Dr. Marshall completed his 27-year military career as the director of safety for Air Combat Command responsible for aircraft mishap safety investigation for combat aircraft in the U.S. Air Force. Dr. Marshall holds a master's degree in applied mathematics from the University of Washington and a master's degree in aeronautical sciences from Embry-Riddle Aeronautical University. He also holds a PhD in organization leadership from Regent University in Virginia Beach, Virginia. Dr. Marshall has been married to Mrs. Kendra Marshall for 29 years. They have two sons, Joshua and Nolan, who attend Coram Deo Academy.



LAUREN MATHENY serves as the dean of academics at Saint Augustine School in Jackson, Mississippi, where she teaches Latin and directs the school's language studies. Before moving to the upper school, she taught first grade for four years, refining the reading curriculum based on her degree in dyslexia therapy. She is currently pursuing a master's degree in Christian classical studies from New Saint Andrew's College. When she's not teaching or studying, Lauren enjoys arranging flowers, playing spades, and singing hymns.



KAREN T. MOORE is the classical chair at Grace Academy of Georgetown, nestled deep in the heart of Texas. Karen has taught Latin for more than twenty years in a variety of settings. She currently teaches classical language and ancient humanities at Grace Academy, where she built the third through twelfth grade classical language program. She is also the director for Grace Academy's senior tour of Italy, guiding students through the wonders of Rome, Naples, and Florence. Karen is the co-author of the Libellus de Historia and Latin Alive series, including the Latin Alive Reader: Literature from Cicero to Newton, published by

Classical Academic Press. Most recently she has published *Hancus ille Vaccanis*, the Latin interpretation of The Original Adventures of Hank the Cowdog with Logos Press. Karen also serves as the vice-president of the ACCS Institute for Classical Languages and the project manager for the CLT-Latin Proficiency Exam. She holds a BA in classics from the University of Texas at Austin and is currently pursuing an MSc in classical art and archaeology with the University of Edinburgh. She and her husband, Bryan, are the proud parents of three Grace Academy alumni. When not engaged in classical literature, Karen can be found in her garden, hiking with her family, or exploring Italy with her students.



SHANNON MORRISON is the director of operations and community engagement at Providence Preparatory School in Belton, Texas. Shannon and her husband, Josh, served on the founding launch team at Providence and have five children all enrolled there. Shannon has a degree in Spanish from Baylor University and extensive consulting experience in school start-ups, non-profit management, and fundraising. She loves reading and writing in her tiny bits of spare time and was published last year in Magnolia Journal.



BETSY DUPREE NOWRASTEH graduated from Grove City College in Pennsylvania where she studied theater. An accomplished performer, she also studied Shakespeare in Stratford, Ontario, with the Stratford Festival Company through the universities of Guelph and Waterloo. She has worked in many arenas including television and film as an executive talent producer and as a political campaign media advisor, but she enjoys working with young performers in her role at Regents School of Austin where she has been part of the faculty since 2002 writing, adapting, designing, and directing a wide range of plays for the school of rhetoric. Betsy lives in Austin with her husband Mark and her two children. Her son is a high-school junior who splits his time between football, Boy Scouts, and theater. Her five-year-old daughter still has a few years before she takes the stage.



SARAH SCOTT PAPE is Arkansan by birth but an Austinite by choice. Sarah studied English-creative writing and received her master's in teaching secondary education from the University of Arkansas in Fayetteville. Sarah's love for Jesus, literature, and academic discipleship all converged at Regents School of Austin in 2012. After marrying, relocating, and teaching elsewhere, Sarah was happy to move across the country to take an opportunity to teach again at Regents. In addition to teaching in the literature department in the school of rhetoric, Sarah also writes for a number of Christian publications including Deeply Rooted Magazine, Grit & Virtue, Fathom Magazine, and Pure Hope.



CHRISTOPHER PERRIN, MDiv, PhD, is the CEO with Classical Academic Press, and a national leader, author, and speaker for the renewal of classical education. He is the author of An Introduction to Classical Education: A Guide for Parents; Greek for Children: Primer A; and coauthor of the Latin for Children series. He serves as a consultant to classical Christian schools, schools converting to the classical model, and homeschool co-ops. He is the director of the Alcuin Fellowship, former co-chair of the Society for Classical Learning,





and an adjunct professor with the honor's program at Messiah College. Chris previously served for ten years as a headmaster of a classical Christian school in Harrisburg, PA.

Dr. DAN PETERSON serves as the head of school at Regents School of Austin. Originally from Tennessee, his mother was a school teacher and his father, a biologist. Athletics, specifically soccer, played a huge role in his life from age five, through high school and college, and even afterward. He graduated from Carson-Newman University, working during the summers at Kanakuk Kamps in Missouri. Through Kanakuk, Dan broadened his spiritual understanding of how faith can be integrated in every aspect of a Christian's life and ignited his heart for discipleship. This was a life-changing concept that shaped his worldview, the idea of seeing all things through the truth of Scripture. It was also at Kanakuk that Dan met Brooke who became his wife in 2001. Dr. Peterson obtained a MDiv degree in theology from Southern Baptist Theological Seminary in Louisville, Kentucky. He served for one year at Heritage Academy in Missouri. He then served for six years as founding head of school at Cornerstone Academy in Tennessee, while pursuing and earning his PhD in leadership and Christian education in 2012. He began his tenure at Regents School of Austin in 2012, serving as the head of school of logic until 2015. He served as the head of school and president of Evangelical Christian School in Tennessee from 2015 to 2018 before returning to Regents. Dr. Peterson has presented at several national and regional conferences, and he has completed the Colson Fellows National Program. Dr. and Mrs. Peterson are the parents of four children, all students at Regents. He enjoys reading, running, hiking, fly fishing, and playing soccer, but most of all, spending time with his family. The Peterson family attend Austin Stone Community Church.



WENDY POWELL joined the faculty of Coram Deo Academy in the fall of 2001. She currently serves as English chair and teaches English 10 and AP Literature and Composition 11. Although her degree from Baylor University focused on British literature, she later discovered (like Keats) an appreciation for the greatness of Homer. Wendy and her husband, Mark, have five children, all graduates of Coram Deo Academy. They also have three wonderful grandchildren and an overgrown golden retriever (Wulfric).



ANDREW PUDEWA is the founder and director of the Institute for Excellence in Writing and a father of seven. Traveling and speaking around the world, he addresses issues related to teaching, writing, thinking, spelling, and music with clarity, insight, practical experience, and humor. His seminars for parents, students, and teachers have helped transform many a reluctant writer and have equipped educators with powerful tools to dramatically improve students' skills.



MARTHA REED currently serves as the grammar school principal at Veritas Christian Academy in Fletcher, North Carolina. She's been involved in classical Christian education since 1995 in a variety of roles, including ten years as a sixth-grade teacher at Veritas School in Richmond, Virginia. Marty holds both BA and an MEd in English and is currently pursuing an MS in educational leadership. She enjoys reading, bird-watching, and hiking the beautiful mountains of Western North Carolina, which she now calls home.



Professor CAROL REYNOLDS is a uniquely talented and much sought-after public speaker for arts venues and general audiences. She combines her insights on music history, arts, and culture with her passion for arts education to create programs and curricula, inspire concert audiences, and lead arts tours. Never dull or superficial, Carol brings to her audiences a unique mix of humor, substance, and skilled piano performance to make the arts more accessible and meaningful to all. Carol has led arts tours to Russia, Poland, Austria, Germany, Hungary, Switzerland, the Czech Republic, Croatia, Slovakia, San Francisco, and Broadway on behalf of several arts organizations and has recently teamed with Smithsonian Journeys for cruises to the Holy Land, Mediterranean, Caribbean, Baltic Sea, Indian Ocean, and across the Atlantic. For more than 20 years, Carol was associate professor of music history at the Meadows School of the Arts, Southern Methodist University in Dallas, Texas. She now makes her home in North Carolina and maintains a second residence in Weimar, Germany—the home of Goethe, Schiller, Bach, and Liszt, and the focal point of much of Europe's artistic heritage.



JARROD RICHEY has been teaching K4 through 12th-grade general music and choir classes at Geneva Academy in West Monroe, LA, since 2008. He is the founder and music director of the Delta Youth Chorale, a children's community choir that promotes music literacy through singing, folk dance, and activities in northeast Louisiana. Additionally, Mr. Richey previously taught voice, choir, and music appreciation classes at the University of Louisiana Monroe. He received his bachelor's degree at Louisiana Tech University before completing his masters of music at the University of Louisiana Monroe. Mr. Richey also completed his national Kodály music teacher certification from Wichita State University. He is currently pursuing a PhD in church music and worship at Southwestern Baptist Theological Seminary in Fort Worth, TX. He is the director of the New Saint Andrews Conservatory of Music at New Saint Andrews College in Moscow, Idaho. Additionally, he teaches solfege musicianship, folk-dancing, and folk song research and analysis courses each July-August for their Kodály music teacher training program (Chenaniah Summer Music Institute) at New Saint Andrews College. Mr. Richey is an active elementary and middle school choir clinician. He is the Jubilate Deo Summer Music Camp founder and director, a week-long choir and music camp open to kindergarten through first-year college students each June. Mr. Richey is the author of BACH to the Future: Fostering Music Literacy Today (2016). He is the general editor and contributing author to the ACCS publication Raise the Song: A Classical Christian Guide to Music Education (2019). Jarrod and his lovely wife, Sarah, have seven choristers in training ranging from newborn to 14.



LINDSEY ROSE is the student support director and lead seventh-grade teacher at Jonathan Edwards Classical Academy (JECA) in Nashville, TN. After obtaining her BS in elementary education, she spent several years teaching in the Virginia Public School System, rounding out her time there as a reading intervention teacher. Her involvement in classical education began in 2014, whereupon she quickly developed a passion for helping all K-12 students flourish in and benefit from the classical Christian model. This passion compelled her to start JECA's student support department in the fall of 2020. Her team focuses on assisting teachers and parents of students with special needs and considerations by providing the support and intervention necessary for classroom success. Lindsey lives in



Greenbrier, TN, with her husband Josh and their three daughters. In her spare time, she enjoys coaching JECA's high school volleyball team, camping on long weekends, reading good books, and scouring Nashville for the best local coffee shops.



CHRISTOPHER SCHLECT, PhD, has worked in classical and Christian education for thirty years. Chris is the director of the classical and Christian studies program at New Saint Andrews College, where he also teaches courses in history and classical rhetoric. He has also taught advanced courses in history at Washington State University, he has interpreted historical sites as a ranger for the U.S. National Park Service, and remains active with his historical research related to American Protestantism in the early twentieth century. Chris has taught many subjects in grades seven through 12 at Logos School in Moscow, Idaho, where he also coached a high-achieving mock trial team for 24 years. He now serves classical and Christian schools around the country through his teaching, consulting, and training activities. Chris and his wife, Brenda, have five grown children, all products of a classical and Christian education, as are all their spouses. They have seven delightful grandchildren who remind them of God's faithfulness.



Dr. NEIL SHENVI has a PhD in theoretical chemistry from UC Berkeley and an AB in chemistry from Princeton. He has published in Themelios, Eikon, and the Journal of Christian Legal Thought and has been interviewed by Allie Beth Stuckey, Summer Jaeger, Greg Koukl, Frank Turek, Alisa Childers, and Mike Winger. He homeschools his four children through Classical Conversations and can be found on Twitter at @NeilShenvi. His writing on critical theory from a Christian worldview perspective can be found at www.shenviapologetics. com.



KOURTNEY SLADEK is a third-grade teacher and the grammar school director of curriculum and instruction at Westside Christian Academy in Westlake, Ohio. She holds an additional license as a K-12 reading specialist. She enjoys ministering to international college students and has a heart for reaching teachers through international missions work. When she is not teaching or volunteering she is an avid martial artist and loves hiking with her family.



KATHERINE SMITH is a passionate educator from the Twin Cities who has been studying and practicing classical education since 1998. As a teacher and one of the founders of Liberty Classical Academy in White Bear Lake, MN, Katherine has taught classes from preschool-12th grade and is currently the curriculum director andt teacher trainer at Liberty where she is responsible for the content and implementation of the program and the training of their 40 teachers. Katherine received her bachelor of fine arts in music education from the University of Minnesota-Duluth and her master's of teaching and learning from Saint Mary's University. Her fervent desire for every child to have an excellent classical education has empowered her to assist over 20 classical schools across the nation in teacher training as well as a school in Titanyen, Haiti. She is married to Matt and is the mother of three children who ignite and sustain her interminable drive for the classical education movement.



After teaching in classical school, college, and homeschool settings in Chicago, JOSHUA SMITH joined Veritas School (Newberg, Oregon) in 2004. Since then he has taught Latin, Greek, and humane letters continuously; along the way he also taught theology for ten years, conducted a number of summer courses for students and faculty in logic and in Latin, and directed a number of drama productions, first as assistant and later as head director. Outside the usual school routine, he helped lead a student trip to Italy and Greece, studied Dante in Italy with the NEH, presented at local and national teaching conferences, guest taught in the honors program at nearby George Fox University, and self-published a dual-language edition of the *Aeneid*.



SUSAN SMITH has taught in the upper school at Ad Fontes Academy in Centreville, VA, for 13 years. She has taught every mathematics class from Pre-Algebra to AP Calculus BC, as well as a logic course, a Latin course, and a few science courses. Years ago she switched curricula in both calculus and geometry, and has enjoyed the challenge presented to reengineer overall plans for the year as well as the more important challenge to refocus the lessons to maximize benefits to the students. Susan desires a balance between the creative options for teaching and the rigor required to master concepts needed in the upper level classes.



**SETH SNOW** has a master's degree in English literature from The University of Akron. He is currently an adjunct professor at LeTourneau University and a teacher of literature at Alpha Omega Academy. His research interests include American literature, nineteenthcentury British literature, Dostoevsky, Shakespeare, and the relationship between theory and practice in literary criticism.



SCOTT TAYLOR has been the headmaster at Veritas Academy, an ACCS-accredited school, in Savannah, GA, since 2012. He has served as a headmaster in the ACCS for twenty-two years and as the founding headmaster of three ACCS schools. His wife of thirty-six years, Donna, teaches third grade at Veritas Academy. His three children, Josiah, Samuel, and Abigail are all graduates of Veritas Academy.



KEVIN THAMES is the director of academics and a grammar stage teacher at the Classical School of Wichita. He has over 20 years of experience in education in K-8 and K-12 schools as a teacher and an administrator. He and his wife, Susan, have three children who attend Classical School of Wichita.



STEPHEN RICHARD TURLEY (PhD, Durham University) is a theologian, social theorist, classical Christian educator, and prize-winning classical guitarist. He is the author of The Ritualised Revelation of the Messianic Age: Washings and Meals in Galatians and 1 Corinthians, and Awakening Wonder: A Classical Guide to Truth, Goodness, and Beauty. Steve blogs on the church, society and culture, education, and the arts at TurleyTalks.com. He is a faculty member at Tall Oaks Classical School in Bear, DE, where he teaches theology, Greek, and rhetoric, and is a professor of fine arts at Eastern University. Steve lectures at universities, conferences, and churches throughout the U.S. and abroad. His research and writings



have appeared in such journals as Christianity and Literature, Calvin Theological Journal, First Things, Touchstone, and the Chesterton Review. He and his wife, Akiko, have four children and live in Bear, DE, where they together enjoy fishing, gardening, and watching Duck Dynasty marathons.



ROSE USRY is currently the thesis director and chair of the rhetoric and theology department at Regents School of Austin. This is her ninth year teaching at Regents. She has been coaching mock trial for six years. In her six years as a coach, the Regents mock trial team has had great success at the state competition in Dallas, advancing from regionals five out of her six years and placing third, fifth, seventh, and eighth at state out of 28 public and private high schools from all around Texas. Her years of experience as a thesis teacher have also been invaluable as the mock trial and thesis programs have many similarities.



LYNN WHITE has been working in classical and Christian education for 18 years. She has served as a teacher in the grammar school at Covenant Academy in northwest Houston since its founding in 2003. Lynn has five children, the youngest of whom is finishing her bachelor's degree. Lynn holds a bachelor of science in speech and hearing from Stephen F. Austin University and is certified in elementary and special education.



HALLIE WILLIAMS is the director of student support at Covenant Classical School in Fort Worth, Texas. Since 2016, she has helped Covenant build and refine their student support department. Together with her student support coordinator, Anna Nave, they seek to meet the needs of a growing population of diverse learners by developing and implementing student support plans tailored to each individual student's diagnosis according to their current levels of academic performance, shepherding parents through the evaluation process, and training and coaching teachers in best instructional practices for a diverse classroom. Another one of Hallie's primary roles is accessing and utilizing Covenant's equitable services through its local school district. Prior to her role at Covenant, Hallie spent over a decade in urban, suburban, and rural public school districts as a teacher and instructional coach in special education. Hallie's love for students with learning difficulties and their families came early in her career, before knowing the Lord would bless her with her own child with a diagnosed learning difficulty. God has allowed her personal experiences with her son to encourage and love families like hers. Hallie and her husband, Jason, reside with their two boys in Aledo, Texas, and are actively involved in their local church, where Jason is the lead pastor. In her spare time, she enjoys traveling with family and close friends, watching her boys play sports, and being outside with a good book.



DOUGLAS WILSON is the minister of Christ Church in Moscow, Idaho. He is a founding board member of both Logos School and New Saint Andrews College, and serves as an instructor at Greyfriars Hall, a ministerial training program at Christ Church. He is the author of numerous books on classical Christian education, the family, and the Reformed faith.

# PSALM 136:1-9, 23-26

Oh, give thanks to the LORD, for He is good! For His mercy endures forever.

Oh, give thanks to the God of gods! For His mercy endures forever.

Oh, give thanks to the Lord of lords! For His mercy endures forever:

To Him who alone does great wonders, For His mercy endures forever;

To Him who by wisdom made the heavens, For His mercy endures forever;

To Him who laid out the earth above the waters, For His mercy endures forever;

To Him who made great lights, For His mercy endures forever—

The sun to rule by day, For His mercy endures forever;

The moon and stars to rule by night, For His mercy endures forever.

. . . Who remembered us in our lowly state, For His mercy endures forever; And rescued us from our enemies, For His mercy endures forever;

Who gives food to all flesh, For His mercy endures forever.

Oh, give thanks to the God of heaven! For His mercy endures forever.

Amen.



# **DR. MARTYN LLOYD JONES (1969)**

O Lord our God, have mercy upon us. Forgive us especially, we pray thee again, for our folly—for our foolish talking about our century and the "modern man", as if anything had changed.

Awaken us, we pray thee, and bring us to see that thy method is still the same, that the truth remains unchanged and unchanging, and that the power of the blessed Holy Spirit is in no sense diminished.

Lord, hear us. Revive thy work O Lord, thy mighty arm make bare. Speak with a voice that wakes the dead and make the people hear. And unto thee, and unto thee alone, shall we give all the praise and the honour and the glory, both now and forever, amen.

### **PSALM 5:3-8**

O Lord, in the morning you hear my voice;

in the morning I prepare a sacrifice for you and watch.

For you are not a God who delights in wickedness;

evil may not dwell with you.

The boastful shall not stand before your eyes;

you hate all evildoers.

will enter your house.

You destroy those who speak lies;

the Lord abhors the bloodthirsty and deceitful man.

But I, through the abundance of your steadfast love,

I will bow down toward your holy temple in the fear of you.

Lead me, O Lord, in your righteousness

because of my enemies;

make your way straight before me.

## **ANSELM (1033-1109)**

Lord, because you have made me, I owe you the whole of my love; because you have redeemed me, I owe you the whole of myself; because you have promised so much, I owe you my whole being. Moreover, I owe you as much more love than myself as you are greater than I, for whom you gave yourself and to whom you promised yourself. I pray you, Lord, make me taste by love what I taste by knowledge; let me know by love what I know by understanding. I owe you more than my whole self, but I have no more, and by myself I cannot render the whole of it to you. Draw me to you, Lord, in the fullness of your love. I am wholly yours by creation; make me all yours, too, in love.

#### **PSALM 51:1-8**

O Lord, in the morning you hear my voice;

in the morning I prepare a sacrifice for you and watch.

For you are not a God who delights in wickedness;

evil may not dwell with you.

The boastful shall not stand before your eyes;

you hate all evildoers.

You destroy those who speak lies;

the Lord abhors the bloodthirsty and deceitful man.

But I, through the abundance of your steadfast love,

will enter your house.

I will bow down toward your holy temple

in the fear of you.

Lead me, O Lord, in your righteousness

because of my enemies;

make your way straight before me.



# ST PATRICK (377)

I arise today

Through the strength of Christ's birth and His baptism,
Through the strength of His crucifixion and His burial,
Through the strength of His resurrection and His ascension,
Through the strength of His descent for the judgment of doom.

Christ with me,

Christ before me,

Christ behind me,

Christ in me,

Christ beneath me,

Christ above me,

Christ on my right,

Christ on my left,

Christ when I lie down,

Christ when I sit down,

Christ when I arise,

Christ in the heart of every man who thinks of me,

Christ in the mouth of everyone who speaks of me,

Christ in every eye that sees me,

Christ in every ear that hears me.

I arise today

Through a mighty strength, the invocation of the Trinity,

Through a belief in the Threeness,

Through a confession of the Oneness

Of the Creator of creation

# **I CHRONICLES 29:10–13 (ESV)**

Therefore David blessed the LORD in the presence of all the assembly.

And David said: "Blessed are you, O LORD, the God of Israel our father, forever and ever.

Yours, O LORD, is the greatness and the power and the glory and the victory and the majesty, for all that is in the heavens and in the earth is yours.

Yours is the kingdom, O LORD, and you are exalted as head above all.

Both riches and honor come from you, and you rule over all.

In your hand are power and might, and in your hand it is to make great and to give strength to all.

And now we thank you, our God, and praise your glorious name."

#### Now Thank We All Our God



Words: Martin Rinckart, 1636; trans. Catherine Winkworth, 1858 Music: Johann Crüger, 1648

NUN DANKET ALLE GOTT 67 67 66 66

# This Is My Father's World



Words: Maltbie D. Babcock, 1901 Music: English folk melody; adapt. Franklin L. Sheppard, 1915 TERRA BEATA



## Jesus Shall Reign Where'er the Sun



Words: Isaac Watts, 1719 Music: John Hatton, 1793 **DUKE STREET** LM

# All People That on Earth Do Dwell



Words: William Kethe, 1560, alt. Music: Louis Bourgeois, 1551 OLD HUNDREDTH LM



# Come, Thou Almighty King



Words: Anonymous, 1757 Music: Felice de Giardini, ca. 1762 TRINITY (ITALIAN HYMN) 66 4 66 64

### Let Israel Now Say in Thankfulness

#### PSALM 124



Music: Genevan Psalter, 1551; harm. Claude Goudimel, 1564

GENEVAN 124 10 10 10 10 10

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"THE END THEN OF LEARNING IS TO REPAIR
THE RUINS OF OUR FIRST PARENTS
BY REGAINING TO KNOW GOD ARIGHT,
AND OUT OF THAT KNOWLEDGE

TO LOVE HIM,
TO IMITATE HIM,
TO BE LIKE HIM,

AS WE MAY THE NEAREST BY POSSESSING OUR SOULS OF TRUE VIRTUE, WHICH BEING UNITED TO THE HEAVENLY GRACE OF FAITH MAKES UP THE HIGHEST PERFECTION."

-JOHN MILTON,

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