



# MAIN CONFERENCE: DAY 1

## WEDNESDAY, JUNE 16

8:00–8:30 .....DEVOTIONS

9:00–9:30 .....WELCOME & 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



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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, college-model, 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





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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.

6:00-8:00 ..... **TOGETHER AGAIN**

### **Gathering at Coram Deo Academy, Flower Mound**





# MAIN CONFERENCE: DAY 2

## 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 bachelor-scientist 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)

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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



# MAIN CONFERENCE: DAY 2

## 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.



  
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## MAIN CONFERENCE: DAY 2



### **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



# MAIN CONFERENCE: DAY 3

## FRIDAY, JUNE 18

### 8:00–8:30.....WORKSHOPS

#### Latin for Latin’s Sake: Introducing the New CLT Latin Exam

*Tracy 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’s 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*

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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 post-modern 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



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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**

