



# MAIN CONFERENCE: DAY 1

**THURSDAY, JUNE 23**

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

TIME/ROOM	EVENT	SPEAKER
8:00–8:30 Frisco 6	DEVOTIONS	Douglas Wilson
9:00–9:30 Frisco 6	WELCOME & OPENING	
9:30–10:30 Frisco 6	PLENARY: The Necessity of Cultural Engagement	Douglas Wilson
10:50–11:50	WORKSHOPS:	
Bass-Bush	Ad Organizational Culture & Mission Alignment: Keeping Faculty & Staff	Dixon & Seibel
Frisco 9	All Partnering with Parents	Carlson & Meadowcroft
Frisco 3-4-5	F (A) The Nature and Vision of Classical Christian Education	Nick Duncan
Frisco 7	G The Crack in the Marble Jar: Focusing on Character over Conduct	Feeney & Kilmer
Lebanon-Hamilton	G Setting Students up for Success in the Classroom	Alice Kniss
Frisco 8	L/R Momentary to Mastery: The Implementation of Mastery-Based Learning	Kelly Songer
Ranger-Sea-Traveler	L/R Logic Math—It Isn't Just a Lecture!	Shelley Lessert
Whirlaway	L/R A Dialectic Toolkit	Mark Wilson
Frisco 6	TP TRACK PLENARY: Beauty Will Save the Child	Andrew Kern
12:00–1:15	LUNCH & VENDOR TIME	
12:15–1:00 Bass-Bush	LUNCH MEETING for Heads of ACCS-Accredited Schools	David Goodwin
1:15–1:30 Frisco 6	SINGING AND ANNOUNCEMENTS	
1:30–2:30 Frisco 7	PLENARY: Battle for the American Mind	David Goodwin & Panel
2:30–4:00 Longhorn Hospitality Suite	HEAD OF SCHOOL WIVES TEA	
2:50–3:50	WORKSHOPS:	
Bass-Bush	Ad Beginning with the End in Mind	Leslie Collins
Frisco 3-4-5	F (A) The Paideia of God	Joe Rigney
Frisco 9	Ad Adversity is a Gift, Peacemaking is Indispensable	Liz Caddow
Frisco 8	G God's Story—Teaching Bible in the Grammar School Classroom	Jacie Sytsma
Ranger-Sea-Traveler	Ad How to Maximize Your School's Annual Fund	Calhoun & MacAdam
Whirlaway	L/R Five Ways to Practice Discussion: The Seven Laws' Blend	Christine Norvell
Lebanon-Hamilton	All Speaking Latin in the Classroom: Why & How	Joshua Smith
Frisco 7	L/R Teaching in the Great Works	Danielle Dillenschneider
Frisco 6	TP TRACK PLENARY: Scripture at the Center	Douglas Wilson
4:10–5:10	WORKSHOPS:	
Whirlaway	Ad Navigating the Changing Culture and How to Protect Your Ministry	Dana Harris
Frisco 3-4-5	F (A) Beauty Is Greater Than Aesthetics: Recovering the Lost Transcendental	Nick Duncan
Frisco 7	All Educating for Maturity: Priest, King, Prophet	Joe Rigney
Frisco 8	All The Liberal Arts and Play	Chris Schlect
Frisco 9	G Narration as a Progymnasmata: Turning a Text into a Student Speech	Jason Barney
Ranger-Sea-Traveler	Ad Are You Ready for a Capital Campaign?	Calhoun & MacAdam
Bass-Bush	L/R How Not to Teach Poetry	Christine Norvell
Lebanon-Hamilton	P The Encouraging Challenge of Biblical Cosmology: A Scientist . . .	Dr. Mark Phillips
Frisco 6	TP TRACK PLENARY: Paideia: How the Ancient Greeks Shaped Virtuous Citizens	Louis Markos



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## THURSDAY, JUNE 23

8:00–8:30 AM .....DEVOTIONS

9:00–9:30 AM .....WELCOME AND OPENING FRISCO

9:30–10:30 AM .....PLENARY SESSION

### **The Necessity of Cultural Engagement, *Douglas Wilson***

The central reason why we want the education we provide to be culturally grounded is because we want our graduates to be culturally engaged. If they do not learn to engage, then what we are doing is graduating art critics and snobs. What is cultural engagement then?

10:50–11:50 AM .....WORKSHOPS

### **Organizational Culture & Mission Alignment: Keeping Faculty and Staff on Mission, *Matthew Dixon & David Seibel***

Many classical, Christian schools are worried about curriculum to ensure they are teaching the best things to their students. And, rightfully so. But when it comes to organizational health and cultural values or virtues (beliefs and practices we all do in order to best accomplish our mission) little is said in the classical, Christian educational movement. However, if we want to impact the kingdom we better make sure we know what it looks like as a faculty and staff to accomplish beyond curriculum, but work to recognize habits, beliefs, and practices (culture) as well.

### **Partnering with Parents, *Sue Carlson & Diana Meadowcroft***

Two veteran teachers partner to give grammar school through upper school teachers the principles and practices for effective partnership with parents that goes beyond communicating only at report card time. Sue, the third-grade teacher, and Diana, the high school teacher, will show how shared principles look different depending upon the stage of the child, explaining what's appropriate, and what isn't.

### **The Nature and Vision of Classical Christian Education, *Nick Duncan***

The river of classical Christian education is long, deep, and full of twists and turns. It winds back into the ages with its many creeks and tributaries that offshoot here and there. We're all floating down this river together, but how did we get here? Where has this river come to us from, and where is it taking us? More importantly, where are we sending our students off to in the boats around us?

We need to be able to look back and clearly see what classical Christian education is, how the tradition has come to us, and why we believe it is still effective today. After all, many of us hope to give away an education to our students that we did not receive ourselves. This talk aims to help us better understand what classical Christian education is and give us a clear vision for how it can continue to shape the students of the future.

### **The Crack in the Marble Jar: Focusing on Character over Conduct, *DeeDee Feeney & Julie Kilmer***

As the world searches aimlessly for behavior modification systems, we rest in joy of training our children in habits of the heart. We recognize we are shepherding hearts, not merely managing classrooms.

### **Setting Students up for Success in the Classroom, *Alice Kniss***

Students are the most successful in a classroom where the teacher is personally organized, has clearly expressed his or her expectations for behavior, has identified and rehearsed procedures and routines, and consistently maintains the standards and expectations set forth at the beginning of the year.

### **Momentary to Mastery: The Implementation of Mastery Based Learning, *Kelly Songer***

As a long time Latin teacher, I am all too familiar with students who say, "I took five years of Latin and all I

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remember is *amo, amas, amat*.” Although usually said for a laugh, I have always known that past the humor there was a thread of truth. As a public school survivor, I recognize all too readily the “cram-pass-forget” cycle posited by John Mays. Our school—particularly the math, science, and foreign language departments—is on a journey to implement mastery based learning that we have learned from John Mays. We hope to inspire and enable other schools as well.

### **Logic Math—It Isn’t Just a Lecture!**, *Shelley Lessert*

Do you get bogged down in thoughts of “I need to teach them x, y, and z?” No pun intended! So you fall into lecturing in your math classes each day? Do you teach a lesson, show a few examples, but wish for more interaction within your class? Do you want simple ideas that will challenge your students to think and push you away from the lecture bug?

### **A Dialectic Toolkit**, *Mark Wilson*

While there are a range of activities and tools that can aid everyday teaching at the grammar and rhetoric level, some teachers can feel at a loss for similar dialectic level activities that can be employed outside of “special events” like formal debates or presentations. In this workshop, we will discuss some techniques to promote reasoning in the everyday dialectic level classroom.

### **Beauty Will Save the Child**, *Andrew Kern*

Late in the nineteenth century, Fyodor Dostoevsky’s Prince Myshkin famously proclaimed, “Beauty will save the world.” Since then, the world has endured two global wars and many local ones, historically unparalleled prosperity, pandemics, unfathomable improvements in health care, and a multitude of hopeful, and a kaleidoscope of nerve-shattering, developments. Is it Beauty’s fault, or might the world she loves have driven her into the wilderness? In this talk, Kern makes the case that the Christian classical tradition—from Homer to Augustine to Tolkien—sees Beauty as the

wonderworker among healers. But she is quiet and humble and enters only the home that invites her. If Beauty will save the world, she must save the child first. Will you welcome her? To prepare: read JRR Tolkien’s essay “On Fairy Stories.”

### **12:00-1:15 PM .....LUNCH AND VENDOR TIME**

### **12:15-1:00 PM .....LUNCH MEETING FOR HEADS OF ACCS-ACCREDITED SCHOOLS**, *David Goodwin*

### **1:15-1:30 PM .....SINGING & ANNOUNCEMENTS**

### **1:30 PM .....PLENARY SESSION**

#### **Battle for the American Mind**, *David Goodwin, Louis Markos, Jeremy Tate, Ty Fischer*

Join a panel of experts on the history and trajectory of American education, and what Christians are called to do about it. This panel will discuss the new book from Harper Collins, *Battle for the American Mind*.

### **2:50 PM .....WORKSHOPS**

#### **Beginning with the End in Mind or Who’s Really in Charge in your Classrooms?** *Leslie Collins*

This workshop will review the purpose and practice of writing a curriculum guide. It will investigate the why behind the what of curriculum guides.

#### **The Paideia of God**, *Joe Rigney*

In this Foundation of Classical Christian Excellence workshop, we will explore the richness of the biblical vision of paideia. As classical Christian educators, we want our students to be thoroughly converted, that is, real Christians, all the way down. The paideia of God refers to the immersive process by which children are enculturated into the Christian faith. It covers everything from the habits of heart and mind that we seek to impart to our students, as well as to the air that they breathe in our classrooms and in our homes as we seek to help them grow up into maturity in Christ.



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### **Adversity Is a Gift, Peacemaking Is Indispensable, *Liz Caddow***

"Blessed are the peacemakers, for they shall be called sons of God" (Matthew 5:9). The work we do in our schools is kingdom work. And it is easy to become distracted by divisions that will inevitably arise. So, being intentional about making peace, about having the conversation (or sometimes conversations), and about striving for unity is imperative. It's always worth the effort! Learn the why and how of intentional peacemaking and gain the practical tools essential to biblical peacemaking with students, faculty/staff, and parents.

### **God's Story—Teaching Bible in the Grammar School Classroom, *Jacie Sytsma***

Story is one of the chief ways humans make meaning of the world. What is the significance of God revealing Himself to us in a story? How do we help students in an increasingly biblically illiterate culture learn to know and love God's story? In this workshop we will explore these questions, generate ideas for teaching Bible as a classroom subject, and explore ways to integrate Bible in our teaching across the curriculum.

### **Are You Ready for a Capital Campaign?, *Askala Harris Calhoun & Tom MacAdam***

The classical Christian education movement continues to flourish! If your growing school is ready to go to the next level by acquiring property, expanding your facilities, or funding key strategic initiatives, then it may be time to consider a capital campaign.

This session will cover when it's appropriate to launch a capital campaign, how campaigns are different from your annual fund, and the key "must-haves" for preparing for, launching, and conducting a successful capital campaign. This session is geared towards heads of school and board members; time will be available to discuss attendees' specific questions.

### **Five Ways to Practice Discussion: The Seven Laws' Blend, *Christine Norvell***

John Milton Gregory describes discussion as "waking the questioning spirit"—so how are we doing in our classrooms? Are we arousing and maintaining interest? Are we letting the known explain the unknown and deepening the thought process? Are we leading young minds to truth? From teacher-led review and Socratic dialogue to student-led discussion, this workshop explores five techniques to enhance and supplement our everyday routines.

### **Speaking Latin in the Classroom: Why & How, *Joshua Smith***

This workshop will briefly offer a rationale for using spoken Latin in the classroom, then go on to provide concrete techniques and activities that can be used even by teachers who are not experienced in speaking Latin.

### **Teaching in the Great Works *Danielle Dillenschneider***

Modern teachers are often plagued with trivial matters that obscure the goal of classical Christian







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education: soul formation. It is easy to lose sight of the vision and wonder, “What is a master classical Christian teacher like, and how can I be one?” As teachers refine their craft, they should contemplate the great teachers found in the great works. By examining the works of Plato, Augustine, Boethius, and Dante, teachers will find inspiration for their classrooms and consolation in their trials.

### **Track Plenary: Scripture at the Center,** *Douglas Wilson*

At the beginning of our classical Christian school movement, we resolved that we wanted to teach all subjects as parts of an integrated whole, with Scripture at the center. This is an inspiring thought, but actually learning to think in biblically integrated ways presents a real intellectual challenge. How should we meet that challenge?

#### **4:10–5:10 PM .....WORKSHOPS**

### **Navigating the Changing Culture and How to Protect Your Ministry,** *Dana Harris*

As a Christian ministry, how do you address the changing cultural views on issues such as sexuality, marriage, and gender identity? How can your ministry love and serve everyone while not giving into the shifting morality of the day? This session will explore the recent cultural and legal challenges Christian schools are facing so you can become equipped to handle these trials in the coming days. At ADF, our mission is to stand with you so together we can keep the door open for the gospel.

### **Beauty Is Greater Than Aesthetics: Recovering the Lost Transcendental,** *Nick Duncan*

Beauty and aesthetics are, many times, words that are used interchangeably. However, they are and should remain distinct. Aesthetics is a branch of the theology of Beauty, but Beauty is so much more than aesthetics. Beauty is objective, based on the unchanging splendor and glory of God; aesthetics is the subjective human response to God's objective beauty. Unfortunately, by and large, we have reduced Beauty to the level of the subjective and only seem to focus on beautiful art, literature, music, cuisine, architecture, clothing, etc.

The tragedy of this is that we have made Beauty about our own self-expression, or personal taste. Just as the post-modern world has reduced truth and goodness to relativistic subjective interpretation, where individuals are the final arbiters of their own truth, reality, and morality, Beauty has been reduced down to the aesthetic of an individual, who then become the final arbiters of what they deem to be beautiful. Beauty is beyond the art we hang on our classroom walls or the music we expose to our students. These are important things and teachers should be intentional in exposing their students to great art, literature, and musical compositions.

Beauty as a transcendental needs to be recovered. The focus of this workshop will be to share ideas on how to bring Beauty as a transcendental to the classroom in real and practical ways. I will share my story in exploring Beauty and why it belongs with the True and the Good. I will discuss how objective Beauty has fallen to the level of subjective aesthetics, not only in our society, but also in our classrooms. Finally, I will discuss and share how I have incorporated teaching a theology of beauty to my 10th grade class for the last two years now, and what lessons I have learned from this time.

### **Educating for Maturity: Priest, King, Prophet,** *Joe Rigney*

All education, whether growth in knowledge of skill, aims at maturity. In this workshop, we will explore the biblical vision for maturation through the lens of the three key offices of priest, king, and prophet. This “biblical Trivium” not only offers a fruitful paradigm for education, but also offers intriguing parallels with the classical Trivium as presented by Dorothy Sayers and Douglas Wilson. The hope is that by focusing on this biblical progression, we can plant our classical vision of education in a richer and more biblically faithful soil.

### **The Liberal Arts and Play,** *Chris Schlect*

Play is a hallmark of the liberal arts. The Greeks and Romans promoted liberal arts instruction, which is an education uniquely tailored to a free people. Free people are those who know how to

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play, and to play well. And playful people invariably prove to be the most useful people.

### **Narration as a Progymnasmata: Turning a Text into a Student Speech,** *Jason Barney*

The teaching practice of narration is not only a prime way to absorb new content; it was originally a method used by rhetorical and grammatical teachers to train future orators. Learn how you can turn the content of your classes into impromptu speeches that not only improve your students' understanding, but also their public speaking skills. We will look briefly at the instructions for narration from Quintilian, John of Salisbury, Erasmus, Comenius and John Locke. Then we will work on a practical method for applying narration in the contemporary classical classroom.

### **Are You Ready for a Capital Campaign?,** *Askala Harris & Tom MacAdam*

The classical Christian education movement continues to flourish! If your growing school is ready to go to the next level by acquiring property, expanding your facilities, or funding key strategic initiatives, then it may be time to consider a capital campaign. This session will cover when it's appropriate to launch a capital campaign, how campaigns are different from your annual fund, and the key "must-haves" for preparing for, launching, and conducting a successful capital campaign. This session is geared towards heads of school and board members; time will be available to discuss attendees' specific questions.

### **How Not To Teach Poetry,** *Christine Norvell*

Because I was taught to hunt for meaning above all, I in turn have taught many a poem the wrong way. I've frustrated my own students who were positive that teachers knew the secret formula to dissect meaning. But more importantly, I'm guilty of stealing the joy of the experience of reading a poem, all because I wanted my students to know parts and labels. Brooks and Warren say that reading poetry is not message-hunting, not an emotional experience, and not identifying a beautiful statement of high truth (*Understanding Poetry*, 1938). How, then, should we approach poetry?

### **The Encouraging Challenge of Biblical Cosmology: A Scientist and Oxford Theologian Reveals How Science Points to the God of the Bible,** *Mark Phillips*

Atheism is the fastest growing "religion" in the West, largely due to scientism. Those polled from this group are convinced that science conflicts with the Bible; but recent scientific discoveries reveal atheism and neo-Darwinian thought as scientifically challenged, even bankrupt. Cosmological predictions within numerous texts of the Bible are now known to be true: a two-edged sword verifying the biblical text, and challenging scientism's grip on culture. This presentation is a summary yet comprehensive teaching equipping the next generation in science apologetics.

### **Track Plenary: Paideia: How the Ancient Greeks Shaped Virtuous Citizens,** *Louis Markos*

In *Paideia: The Ideals of Greek Culture*, Vol I, Werner Jaeger identifies the Greeks as the founders of paideia (education/training/discipline/enculturation); its goal was to form and mold the next generation in accordance with universal patterns and ideals. In this speech, I will, following Jaeger, trace the development of that paideia from Homer and Hesiod to the Pre-Socratics to the philosophers and playwrights of the Golden Age of Athens.



# MAIN CONFERENCE: DAY 2

**FRIDAY, JUNE 24**

<b>Ad:</b> Administrators	<b>LR:</b> Logic/Rhetoric
<b>G:</b> Grammar	<b>P:</b> Practicum
<b>F:</b> Foundations	<b>TP:</b> Track Plenary

TIME/ROOM	EVENT	SPEAKER
<b>9:00-9:10</b> Frisco 6	<b>ANNOUNCEMENTS &amp; INTRODUCTION</b>	
<b>9:10-9:30</b> Frisco 6	<b>PRESENTATION:</b> First Prize, 2022 Chrysostom Oratory Contest	
<b>9:30-10:30</b> Frisco 6	<b>PLENARY:</b> Technology and Authority	<b>Carl Trueman</b>
<b>10:50-11:50</b>	<b>WORKSHOPS:</b>	
Ranger-Sea-Traveler	<b>All</b> 10 Traits of the Exemplary Teacher	Ryan Evans
Frisco 7	<b>All</b> Personal Holiness	Douglas Wilson
Whirlaway	<b>All</b> Maintaining the Balance: Varsity Athletics at an ACCS School	Emory Latta
Frisco 3-4-5	<b>F (G)</b> Creating Classroom Culture	Mandi Gerth
Frisco 9	<b>G</b> Review Games for the Win	Bronson & Mathews
Frisco 8	<b>F (S)</b> Socratic Discussion: Creating Conversations That Transform	Heather Jennings
Lebanon-Hamilton	<b>L/R</b> The Computus: Teaching Mathematics by Calculating Easter	James Seidel
Bass-Bush	<b>All</b> Why Worry about Worldview?	Katherine Schultz
Frisco 6	<b>TP</b> <b>TRACK PLENARY:</b> TBD	<b>Voddie Baucham</b>
<b>12:00-1:00</b>	<b>LUNCH &amp; VENDOR TIME</b>	
<b>12:15-1:00</b> Frisco 8	ACCS Membership Meeting	David Goodwin
<b>1:15-1:30</b> Frisco 6	<b>PRESENTATION OF THE BONIFACE AWARD</b>	
<b>1:30-2:30</b> Frisco 6	<b>PLENARY:</b> TBD	<b>Voddie Baucham</b>
<b>2:50-3:50</b>	<b>WORKSHOPS:</b>	
Bass-Bush	<b>Ad</b> Preparing Students with Disabilities for Service to God and Man	Susan Maher
Ranger-Sea-Traveler	<b>All</b> Developing a Culture of Leadership in Your Upper School	Christopher Webb
Frisco 9	<b>All</b> What Hath Leisure to Do with Education?	Devin O'Donnell
Frisco 3-4-5	<b>F (G)</b> Biblical Worldview in the Grammar School	Terri Covil
Frisco 7	<b>G</b> From Wonder to Wisdom: Planting a Seed for Fruit of the Future	Sarah Hadley
Whirlaway	<b>L/R</b> Logic: Inquiry Seeking Truth	Joelle Hodge
Lebanon-Hamilton	<b>L/R</b> How Science Fits in a Humanities Education	Nicholas DiDonato
Frisco 8	<b>F (S)</b> A Meaningful Education	Dell Cook
Frisco 6	<b>TP</b> <b>TRACK PLENARY:</b> How Did Sexual Desire Become Human Identity?	<b>Carl Trueman</b>
<b>4:10-5:10</b>	<b>WORKSHOPS:</b>	
Ranger-Sea-Traveler	<b>Ad</b> Now What Do I Do? Advice of a First-Year Elementary Administrator	Jim Becker
Whirlaway	<b>Ad</b> Walking through the ACCS Accreditation Process	Carmen Watson
Bass-Bush	<b>All</b> Beyond Vocation: Education as Spiritual Formation	Jonathon Woodyard
Frisco 8	<b>All</b> So Busy, So Noisy: Overthrowing the Tyranny of the Urgent	George Grant
Lebanon-Hamilton	<b>TBD</b> Three Legal Trends for Christian Schools in 2022	Kyle Johnson
Frisco 3-4-5	<b>F (G)</b> Memory in the Grammar School	Lynn White
Frisco 9	<b>G</b> Educational Efficiency through Purposeful Planning	Kim Warman
Frisco 7	<b>L/R</b> Notes Toward a Christian Rhetoric: From Displays of Power to . . .	Andrew Kern
Frisco 6	<b>TP</b> <b>TRACK PLENARY:</b> From Greek to Christian to Progressive Paidei	<b>Louis Markos</b>



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**FRIDAY, JUNE 24**

**9:30–10:30 AM .....PLENARY SESSION**

### **Plenary: Technology and Authority, *Carl Trueman***

This talk will look at how changes in technology always bring with them changes in structures of power, influence, and authority. It will also look at how the rapidity of technological change is destabilizing traditional institutions, including those of the family and those connected to education, and what we need to be aware of in formulating a response.

**10:50–11:50 AM .....WORKSHOPS**

### **10 Traits of the Exemplary Teacher, *Ryan Evans***

Teaching is more an art than a science. Yet the best teachers—those we remember with fondness and appreciation—share similar traits. What are these essential traits that move teachers beyond good to exemplary? We will examine key personal and professional traits, drawing from various sources: books, research, observations, anecdotes, and Scripture. Practical suggestions and ideas will be provided for new teachers, veteran teachers, and administrators as they seek to improve instruction and further develop a culture of excellence in their schools. A list of recommended books for each trait will be provided so attendees can pursue further study.

### **Personal Holiness, *Douglas Wilson***

The spiritual success of any Christian institution, including our schools, will be dependent on the spiritual condition of the staff and teachers. This talk will emphasize the fact that personal holiness is therefore not some ethereal goal, but rather is one of the most practical concerns we might have.

### **Maintaining the Balance: Varsity Athletics at an Accredited Classical and Christian School, *Emory Latta***

We encounter a culture that has a dysfunctional approach to sport. Yet, idolatry is everywhere in both our culture and our own hearts. We can fall

to idolatry in any achievement-oriented activity, and certainly athletics presents its own variety of challenges. There is a way competitive athletics can be a part of a healthy classical Christian school without compromising the school's vision. There are also benefits to the Christian regarding participation done well.

Christians can either produce a story of avoidance and separation that lives among the parallels of culture regarding categorization of sacred/secular and faith/learning, or it can produce an integrated whole that is healthy, aligned with vision, community-building, and God-honoring. This conference session will present a rationale for the inclusion of athletics at the classical Christian school.

This presentation will include a philosophical perspective and practical application of how PCS participates in competitive stadium sports without compromising the vision of CCE. Explanation will be given in developing program and communication structure, hiring practices, as well as coaches training, and parent, and student education that PCS utilizes to clarify expectations. Done well, we believe that competitive sports can be a vital part of a school community that honors the Lord and provides students with challenging competitive opportunities and the school with a community-building approach that is God-honoring.

### **Creating Classroom Culture, *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 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?

### **Review Games for the Win**

*Jenna Bronson & Cindy Mathews*

Join us for a fun interactive workshop based on Gregory's seventh law of teaching, the law of review. We will demonstrate a variety of classroom review activities which can be adapted for both



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grammar and logic students. Approximately 20 different games will be presented to help students prepare for assessments, as well as ways to review at the end of the year or quarter. Workshop discusses biblical foundations for the importance of including games in the paideia of God.

### **Socratic Discussion: Creating Conversations That Transform,** *Heather Jennings*

Intentional discussions about great ideas and great books can change how our students think, what they love, and how they live. But meaningful discussions are incredibly complex events. How can we become better at developing the abilities and habits that lead to rich, transformative discussions in our classrooms? After briefly considering the philosophical and historical underpinnings of Socratic discussion, this talk will focus on ten habits of good Socratic discussions and how to train students in those habits, with the goal of equipping students to become thoughtful discussion leaders themselves. We will also consider ways to transform our broader school and faculty cultures to create an environment in which Socratic discussion thrives.

### **The Computus: Teaching Mathematics by Calculating Easter,** *James Seidel*

Of all the uses of mathematics in history, the medieval Church viewed none as greater than the computus (the computation) of the date of Easter. The calculation of the date of the most important day of the liturgical year requires multi-step calculations and knowledge of lunar and solar calendars. This workshop explores the computus mathematically and historically. Attendees will gain an introductory understand of lunar and solar calendars, increase their knowledge of the history of mathematics, and learn how to teach mathematics via a real-world application.

### **Why Worry about Worldview?** *Katherine Schultz*

Are you saddened when your students' beliefs, behaviors, and attitudes don't line up with each other, or with the Bible? Perhaps teaching worldview feels old fashioned. Maybe grammar, logic, and rhetoric

seem easier. Or maybe it seems like it should happen automatically when the teachers are Christians. Christian worldview is central to ACCS. Let's revisit Christian worldview for classical Christian education.

### **Track Plenary: TBD,** *Voddie Baucham*

Voddie Baucham will speak in Frisco 6.

**12:00-1:00 PM..... LUNCH**

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

**1:30-2:30 PM..... PLENARY SESSION**

### **Plenary: TBC,** *Voddie Baucham*

Voddie Baucham will speak in Frisco 6.

**2:50-3:50 PM..... WORKSHOPS**

### **Preparing Students with Disabilities for Service to God and Man,** *Susan Maher*

In 2016, I was asked to develop a program for students with disabilities at Regents School of Austin K-12. I have received several calls from other classical Christian schools who want to learn more about how we serve this population by ensuring accessibility to an





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education at a classical Christian school while at the same time maintaining our accreditation standards for all students including those with disabilities. Our program is called the Learning Initiative.

### **Developing a Culture of Leadership in Your Upper School, *Christopher Webb***

We often speak of “raising up” the next generation of leaders, but what does that practically look like within the daily rhythms of our school day? How do we create a culture where students desire to lead not for the attention or title but out of a heart to love God and their fellow man well? In this workshop, Christopher will specifically address how to leverage your house system as a vehicle of leadership development in your upper school. Sharing his experiences, Christopher will cover 1) the evolution of the Regents house system, 2) the specific process they use to select and train student leaders, and 3) the core principles that make up the foundation of their leadership development curriculum.

### **What Hath Leisure to Do with Education? *Devin O'Donnell***

Why the leisured human is better than the professional animal

Grammar. Logic. Rhetoric. Latin, and the Great Books. New curricula and pedagogies, world without end. We have the “information” of classical learning in great quantity today (thanks to greater access to the classical and medieval sources than perhaps at any other time in history). Indeed, today we have the opportunity to assemble a curriculum of books that would have made Erasmus envious. But our problem is not for want of information or even lack of books. Rather, it's the opposite: we have too many books, too many things to do, and too little time. Even in his day, C. S. Lewis said they taught too many subjects. Things have arguably gotten worse with computers and digital media. Our curse is that we've forgotten how to (re)create the best conditions for study. We have forgotten why our English word for “school” comes from the Greek word for “leisure” (*scholē*).

Why does Joseph Pieper, for instance, argue that “leisure,” not work, was the basis for that thing

healthy societies called “culture”? Why does C. S. Lewis, for instance, praise education as a way to “actualize the potentiality for leisure”? Why does he also say leisure is the thing which separates us from the animals? (Hint: it's not because these men thought work was bad or because they were just nerds and didn't care about real life.) Jesus admonishes Martha for being worried about many things but praises Mary for choosing the “best” activity. The reason for this has everything to do with a right understanding of education and to what we are doing in the classroom. Today we live in a time where even our classical Christian schools might look more like Martha, suffering from a commitment to utilitarian concerns and pragmatic goals. In the liberal arts tradition, these questions could be answered and the meaning of “leisure” and education uniformly understood. If we are to be faithful to our mission as classical Christian educators now, we too must return to a proper meaning of “leisure,” how it relates to formation of “culture,” and how that understanding might reframe our educational efforts in the renaissance of classical Christian learning.

### **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.

### **From Wonder to Wisdom: Planting a Seed for Fruit of the Future, *Sarah Hadley***

Wonder is magical. The twinkle of an eye engaged in a fairy tale, the bright smile of a student who masters a recitation or the sheer joy of learning

## PLENARY & WORKSHOP SYNOPSES

to read. The wonder we encourage and implant in young children lead to an endless possibility of growth and wisdom today and for the future.

### **Logic: Inquiry Seeking Truth, Joelle Hodge**

In Matthew 6:33, Jesus tells us, “But seek first the kingdom of God and his righteousness, and all these things will be added to you.” He commands us to be seekers: seekers of the kingdom—of the True, the Good, the Beautiful. “All these things will be added to you”—what will we find as we seek the kingdom? Godly wisdom, His Knowledge, His Understanding. This session will not only discuss why the study of logic is so important, but teach educators how to build their logic classes as seekers of the Truth. Logic should prepare our students to be truth-seekers.

### **How Science Fits in a Humanities Education (The Philosophical Underpinnings of Modern Science: Toward Reintegration with the Humanities), Nicholas DiDonato**

In our science-based culture, students often fail to appreciate—or even take seriously—the value of a humanities education. For them, the humanities are about “opinion,” which is only confirmed when taught Socratically. This plenary serves as an antidote, showing how science operates Socratically, is also vulnerable to the “opinion” charge, and has not made a clean break from natural philosophy (as shown by discussing some of its common philosophical underpinnings). The goal is not to attack science but to show the common rationality behind science and the humanities.

### **A Meaningful Education, Dell Cook**

A fragmented post-modern worldview has produced a fragmented, incoherent, disjointed education. Subjects taught independently of one another and transcendence lead to what Stratford Caldecott calls, “the elimination of meaning—except in the sense of a meaning that we impose by force upon the world.” This talk seeks to describe what a meaningful education looks like and how it is practically accomplished.

### **Track Plenary: How Did Sexual Desire Become Human Identity? Carl Trueman**

This talk will trace the issue of desire as identity in the modern West and point to the broader context which has made this move not simply plausible but compelling.

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

### **Now What Do I Do? Advice of a First Year Elementary Administrator, Jim Becker**

As we see not only the growth of Classical Christian schools but also the founding of many new ones, people are being asked to step into the role of principal or headmaster after relatively few years of teaching. What would be good advice, tips, tricks of the trade, and other helpful resources that may help a new administrator get through that first year and be successful? I will be including all of these and more in this workshop for relatively new elementary administrators.

### **Walking through the ACCS Accreditation Process, Carmen Watson**

This session walks school administrators through the steps of the ACCS accreditation process. Attendees will receive a suggested timeline and other helpful organizing documents, with clear steps to take to gather needed materials. This session will also provide counsel about evaluating the school's curriculum and teaching practice in-house to assess areas for improvement before the visit and will address how to communicate with teachers as the school walks through this process. Workshop attendees will have the opportunity to ask questions and share experience and wisdom with each other, as well.

### **Beyond Vocation: Education as Spiritual Formation, Jonathon Woodyard**

When it comes to thinking about educational choices, perhaps you shouldn't start with the question of “What do I want to do?” Instead, start with the question of “Who do I want to be?” Once you have a vision for what type of man or woman you want to grow up into, look for a curriculum or college that will shape you into that type of person. After all, a



## MAIN CONFERENCE: DAY 2

good education will move a person towards maturity, helping make them ready for the world, not merely work.

### **So Busy, So Noisy: Overthrowing the Tyranny of the Urgent, *George Grant***

The pace, the pressure, the stress! Is this really how we ought to be teaching and living? Is there a better, more biblical way? How do we begin to put into place a schedule that more accurately reflects the Kingdom? Does becoming a well-read, well-prepared, and well-informed teacher necessarily mean careening through an onerous life-time check-list of challenging books at the pace of a Spielberg film? Could there possibly be a way for us to actually enjoy this business of becoming classically trained? In this workshop we will explore practical strategies to help us all go deep and slow.

### **Three Legal Trends for Christian Schools in 2022, *Kyle Johnson***

Christian schools face rapidly developing threats on multiple fronts—threats that could erode their freedom to carry out their mission. Fortunately, your institution can take proactive steps to stand firm and protect itself from potential challenges.

### **Memory in the Grammar School, *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.

### **Educational Efficiency through Purposeful Planning, *Kim Warman***

Being an efficient teacher requires purposefully planning your environment, atmosphere, procedures, and lessons. That can be a lot to juggle, and you may struggle to know where to start. I will help new and seasoned teachers find budget-friendly ways to “upgrade” their classroom environment,

create a calm atmosphere, establish procedures which allow for tight transitions and management of student clutter, and lesson plan ahead for intentional rest. At the end, you will see how the purposeful set up and organization of a classroom are the wheels of educational efficiency.

### **Notes Toward a Christian Rhetoric: From Displays of Power to Proclamations of Peace, *Andrew Kern***

Sometimes we reduce rhetoric to a class at school. Sometimes we give it more room to roam, recognizing it as a stage in a child's development. And sometimes we set it free to be the liberating art that it is. When we do, it returns the favor by setting us free. The world around us tends to dismiss that hope and, in its more cynical moods, sees rhetoric as nothing more than a means to manipulate or overpower the audience. It is distressingly common to hear the charge that rhetoric is always already violent.

In this talk, Kern contends that if we restore the authority of Christ the Logos over rhetoric, we can escape the common, fear-driven obsession with power and renew the word as a ministry of peace. While this workshop includes applications to the classroom, one of its main points is that rhetoric understood in the light of Christ and in the classical tradition is an art of living and that it carries applications across the curriculum and throughout life. To prepare: read Genesis 1–3 and ask: What kinds of rhetoric are exercised in these chapters? For what purposes?

### **Track Plenary: From Greek to Christian to Progressive Paideia? *Louis Markos***

In *Early Christianity and Greek Paideia*, Werner Jaeger argues that the Church is the true heir of the universalized Hellenistic civilization established by Alexander the Great. In this session, I will, following Jaeger, trace how the early apologists combined Greek, Jewish, and Christian thought into a higher synthesis to forge a true philosophical theology that could be passed down through a uniquely Western Christian Paideia (WCP). I shall conclude by setting the WCP against modern progressivism, contrasting their views of man, virtue, and the role of education.





# MAIN CONFERENCE: DAY 3

**SATURDAY, JUNE 25**

Ad: Administrators | SU: Start-up Schools  
G: Grammar | L/R: Logic/Rhetoric

TIME/ROOM	EVENT	SPEAKER
8:00–9:00 Frisco 9	<b>STARTUP COLLOQUIUM</b>	<i>Panel Discussion</i>
9:00–10:00	<b>WORKSHOPS:</b>	
Whirlaway	Ad What to Do When You Fail: The Value of ACCS Accreditation	<i>Nick Duncan</i>
Bass-Bush	Ad The Separation of Church and School: How Can Two Distinct Ministries . . .	<i>Matt Greco</i>
Frisco 8	All That the Next Generation May Know: Implementing a Theological . . .	<i>Matthew Dixon</i>
Ranger-Sea-Traveler	L/R Unless the Lord Writes the Teacher: Scripture as Divine Priority in . . .	<i>Daniel Chrosniak</i>
Frisco 9	SU Start-Up Schools Continued Meeting and Discussion	<i>Panel Discussion</i>
Frisco 6	G Grading Narratively: The Story of the Student	<i>Rebekah Shaffer</i>
Frisco 3-4-5	G Teaching Tolkien to Children: Mythos in the Classroom	<i>Jeffrey Whittaker</i>
Frisco 7	L/R Do They Really Get It? Cultivating Virtue Through Oral Assessments	<i>Kristen Clarkson</i>
Lebanon-Hamilton	L/R The History of Science and Religion: A Classical Perspective	<i>James Ungureanu</i>
10:00–10:30 Frisco 6	<b>ANNOUNCEMENTS AND SCHOOL ACCREDITATION PRESENTATIONS:</b>	
	<b>The Ambrose Bridge</b> <i>Meridian, Idaho</i> <i>Wade Ortego, Head of School</i>	<b>Coram Deo Academy</b> <i>Carmel, Indiana</i> <i>David Seibel, Head of School</i>
	<b>Covenant School</b> <i>Huntington, West Virginia</i> <i>Craig Hefner, Head of School</i>	<b>Providence Classical School</b> <i>Williamsburg, Virginia</i> <i>Susan Oweis, Head of School</i>
	<b>The River Academy</b> <i>Wenatchee, Washington</i> <i>Eric Devries, Head of School</i>	<b>Regents School of Charlottesville</b> <i>Charlottesville, Virginia</i> <i>Courtney Palumbo, Head of School</i>
	<b>Covenant Academy</b> <i>Cypress, Texas</i> <i>Leslie Collins, Head of School</i>	
10:30–11:30 Frisco 6	<b>PLENARY: The Last Covenant: John Buchan and the Recovery of Christian Culture</b>	<i>George Grant</i>



# PLENARY & WORKSHOP SYNOPSES

## SATURDAY, JUNE 25

9:00–10:00 AM ..... WORKSHOPS

### **What to Do When You Fail: The Value of ACCS Accreditation, *Nick Duncan***

This talk will tell the story of Highland Rim Academy's experience with ACCS accreditation with the ultimate goal of inspiring other schools to pursue accreditation with ACCS. The story begins with HRA's failure in 2014 and subsequent efforts to grow into a better classical Christian school. Eventually HRA was accredited provisionally and now has been re-accredited. Without ACCS accreditation, HRA would likely still be floundering due to the inability to truly know if they were on the right path as a program.

### **The Separation of Church and School: How Can Two Distinct Ministries Exist Under the Same Roof?, *Matt Greco***

It seems like a match made in heaven; no pun intended. The church has a building that is used sparingly during the week. The property has classrooms, a sanctuary, a playground, and a parking lot. The new school has outgrown the co-op's space. It needs a building that has classrooms, an auditorium (sanctuary), a playground and some parking! Both ministries want to serve the Lord and direct students and families to Jesus. What could go wrong? Plenty! Drawing from over twenty years of school administration involving two different schools in two different countries and five different church buildings, Matt will explore:—the Good, the Bad, and the Ugly of ministries sharing space—The HAVE TO HAVE vs. Sure would be nice to have—the protective umbrella of the church And more!

### **That the Next Generation May Know: Implementing a Theological Catechism at Your Classical, Christian School, *Matthew Dixon***

What are the basic, theological truths we want our student to know? How would a typical student define God or sin or salvation? These basic truths should be clearly articulated and implemented in ways that can impact our schools as a whole—pointing

our school communities towards God, His Word, and connecting one another on basic truths. This workshop will walk us through both the why and the how of implementing a school-wide theological catechism at your classical, Christian school and how this can best be accomplished for buy-in from students, faculty, and parents alike.

### **Unless the Lord Writes the Teacher: Scripture as Divine Priority in Classroom Formation, *Daniel Chrosniak***

To find Scripture prominent in the classroom, the teacher must receive Scripture's reading of education rather than read Scripture into their own purposes. Scripture calls teacher, students, and school to account and establishes their identity in relation to the work of salvation wrought in the incarnation of the Son and the outpouring of his Spirit. This workshop engages educators in the spiritual and theological practices that turn to Scripture for its power to transform the classroom into a space submitted to and ready for the work God is doing in the world.

### **Start Up Schools Panel, Continued Discussion, *Liz Caddow, David Goodwin, Katharine Savage, & Ken Trotter***

The discussion for start up schools continues for a second hour.

### **Grading Narratively: The Story of the Student, *Rebekah Shaffer***

Grading narratively is a type of assessment that goes after the heart of learning, the process of learning, and not just the outcome of learning. Grading narratively gives a clear picture of where the child excels and needs practice rather than a subject line with a letter and number. Grading narratively emphasizes the importance of virtue formation, grading narratively is classical grading, grading narratively can be used in conjunction with quantitative grading or it can be used exclusively.



## MAIN CONFERENCE: DAY 3

### **Teaching Tolkien to Children: Mythos in the Classroom,** *Jeffrey Whittaker*

Why teach Tolkien to fifth graders? It's a good question and one I've been asked before, generally under the pretense of "clearly this is working! But . . . why?" Let's talk about that "why" and its importance—the importance of Joy and wonder at a young age—and dive into how a fairy story baptized CS Lewis's imagination.

I'll start with the philosophy behind teaching *The Lord of the Rings* and *The Silmarillion*, then move onto some best practices in the classroom.

### **Do They Really Get It? Cultivating Virtue Through Oral Assessments,** *Kristen Clarkson*

Have you ever read a vague student essay and wondered what your students really know? Written tests and essays have their place, yet the master teachers of the tradition evaluated their students through dialectic. We should imitate their example by mentoring our students through one-on-one assessments where the objective is cultivating intellectual and moral virtue. This practical workshop will offer teachers methods, examples, and rubrics to implement in their own classrooms. While the principles can apply at any level, the materials are designed for upper school teachers. Ultimately, oral assessments reorient students away from cramming for tests and towards a love for learning.

### **The History of Science and Religion: A Classical Perspective,** *James Ungureanu*

The story of the "conflict thesis"—the notion that there exists some fundamental and irrevocable conflict or warfare between science and religion—is part of our modern self-understanding. And yet,

despite its resilience in popular culture, historians today have largely debunked the conflict thesis. In this workshop we will discuss some of the most commonly cited moments of conflict between Christianity and science and show how such perceptions are misleading, if not entirely false. At the same time, a close reading of the history of theology will demonstrate a particular trajectory that made the "conflict thesis," and those who promoted it, possible. To understand these developments is to understand where the conflict really lies.

**10:30–11:30 AM** ..... **PLENARY**

### **Plenary: The Last Covenant:** **John Buchan and the Recovery of** **Christian Culture,** *George Grant*

John Buchan (1875-1940) was an historian, novelist, journalist, statesman, diplomat, soldier, spy, publisher, and churchman. From the battlefields of the Boer War and the two World Wars to the parliamentary halls at Westminster and Ottawa, from the Tweedside streams of the Scottish Borders to the Canuck wilderness of Western Canada, and from Oxford and Cambridge to Fleet Street and Pater-noster Square the scope and sequence of his career is almost impossible to fathom. But, his greatest accomplishments may well lie outside these endeavors as he sought to model reformational zeal for a whole new, and deeply troubled generation.