

— 2025 ACCS ANNUAL CONFERENCE —  
**REPAIRING *the* RUINS**  
— FOR CHRIST AND HIS KINGDOM —

JUNE 18–21, 2025 | DALLAS, TEXAS



HOW  
*the* MEDIEVAL  
TRADITION CAN  
RE-ENCHANT  
*the* CLASSROOM



# GENERAL ANNOUNCEMENTS



## WELCOME!

Many of us say that we want our students to approach learning with “wonder,” but how does the classical tradition equip us to do this?

At Repairing the Ruins 2025, we will look to the medieval tradition for inspiration as we contemplate ways to re-enchant the classroom while working “for Christ and His Kingdom.”

- 1 Beverages are located in the vendor area on the lobby level (Garden Court). Other food offerings in this hotel are listed among the following pages.
- 2 Please make time to visit each of the vendors. Vendors are available from 9-5 on Thursday and Friday and 9 to noon on Saturday.
- 3 On **Thursday at 12:15**, the head of each ACCS-accredited and accreditation candidate school is invited to join David Goodwin for lunch in the Malachite showroom. Lunch will be provided.
- 4 On **Friday at 12:15**, each head of school plus one guest are invited to an important ACCS update in the Malachite Showroom with David Goodwin and Devin O'Donnell. Heads of school will receive two coupons for lunch.
- 5 If you need to fill a position at your school, please leave a card with the job description and contact information on the bulletin board near the registration booth. Likewise, if you are looking for a job, check the bulletin board or post a card to inform schools of your area of expertise and contact information.
- 6 The registration booth will also double as the conference “Lost and Found.”
- 7 Plenary sessions and workshops are being recorded. Member schools will receive full access to all conference recordings in the Member Resource Center.
- 8 We thank our sponsors, advertisers, and speakers for their help bringing us the Repairing the Ruins conference. The ACCS welcomes our friends and reminds attendees that their views are their own and do not necessarily represent those of the ACCS or our members.
- 9 Please plan to join us again next year from June 25 to 27, 2026, at the Renaissance Waverly Hotel in Atlanta, Georgia.



### NEW THIS YEAR!

Attendees are encouraged to sign up for the ZipCast Daily Briefing. The four-minute briefing arrives each morning by text and includes timely updates, interviews, giveaways, and more. Scan the QR code to sign up!



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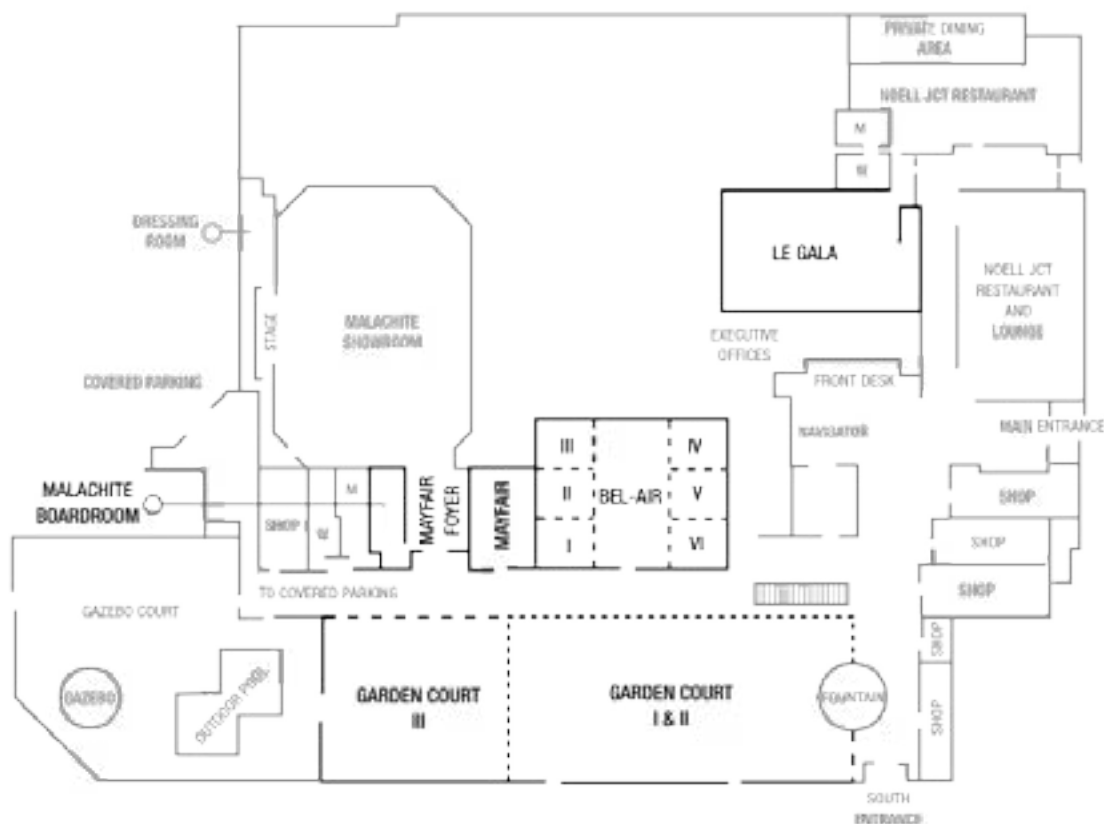
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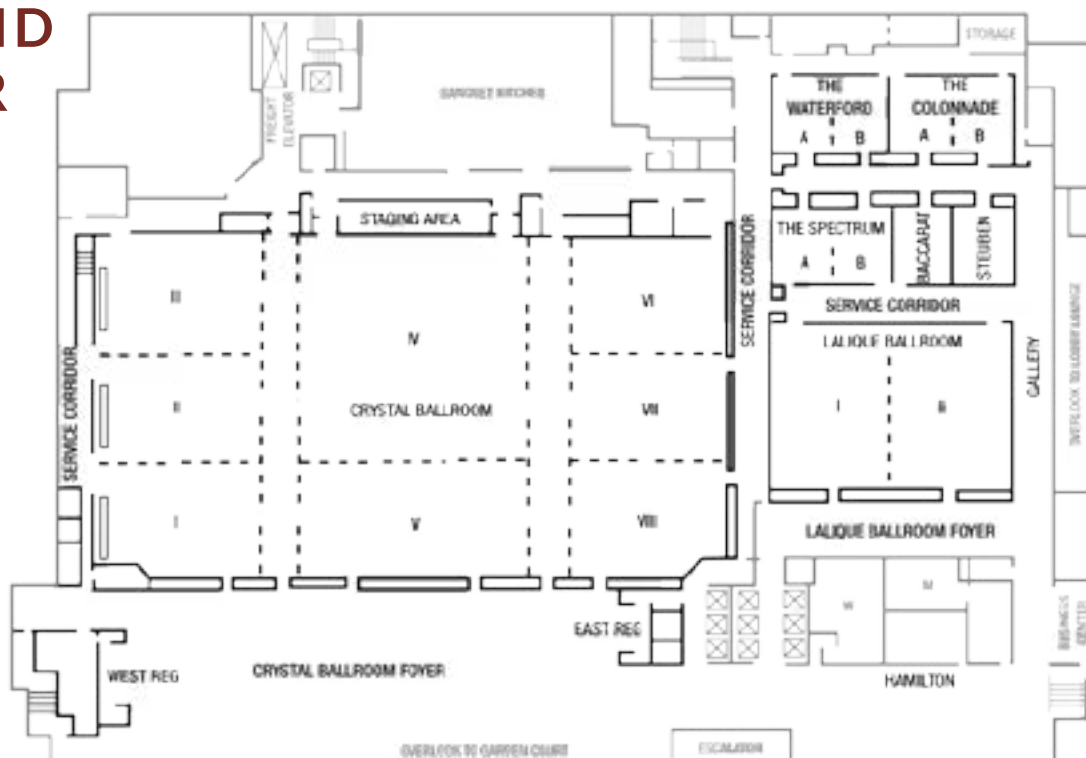


# MEETING ROOMS: RENAISSANCE DALLAS ADDISON

## LOBBY LEVEL



## SECOND FLOOR



## NEARBY DINING

### RENAISSANCE DALLAS ADDISON

NOELL JCT Hours ..... 6:30 AM-2:00 PM  
5:00 PM-10:00 PM

NOELL JCT LOUNGE Hours ..... 2:00 PM-12:00 AM

### OTHER NEARBY DINING

Restaurant	Dallas Address
IN-N-OUT BURGER: Hamburgers • \$1-10/person	15260 Dallas Pkwy
IDA CLAIRE: Southern • \$20-30/person	5001 Belt Line Rd
PANVIENO OSTERIA: Italian • \$30-50 per person	5000 Belt Line Rd
LITTLE GREEK FRESH GRILL: Greek • \$10-20/person	5290 Belt Line Rd, 103
CHIPOTLE: Mexican • \$10-20/person	5290 Belt Line Rd
FLOWER CHILD: American • \$10-20/person	5290 Belt Line Rd, #100
WHOLE FOODS MARKET: Grocery & deli • \$\$\$	5100 Belt Line Rd, #102
BUFFALO WILD WINGS: Chicken wings • \$10-20/person	5000 Belt Line Rd, #100
CHICK-FIL-A: Chicken fast food • \$10-20/person	15235 Montfort Dr
HAWKERS ASIAN STREET FOOD: Pan-Asian • \$20-30/person	5100 Belt Line Rd, #430
LORO ASIAN SMOKEHOUSE & BAR: Fusion • \$20-30/person	14999 Montfort Dr
VELVET TACO: Taco restaurant • \$\$	15104 Dallas Pkwy
KENNY'S WOOD FIRED GRILL: Steak House • \$\$	5000 Belt Line Rd, #775
PIE TAP PIZZA WORKSHOP & BAR: Pizza • \$20-30/person	5100 Belt Line Rd, #796
LA MADELEINE: French bakery & cafe • \$10-20/person	15125 Montfort Dr
LAZY DOG RESTAURANT & BAR: American • \$20-30/person	5100 Belt Line Rd, #50
KENNY'S ITALIAN RESTAURANT: Italian • \$20-30/person	5100 Belt Line Rd, #764
CAVA: Mediterranean • \$10-20/person	5100 Belt Line Rd, #1056
THE ORIGINAL PANCAKE HOUSE: Pancakes • \$10-20/person	5220 Belt Line Rd



# ADDISON VISITOR & RESTAURANT GUIDE

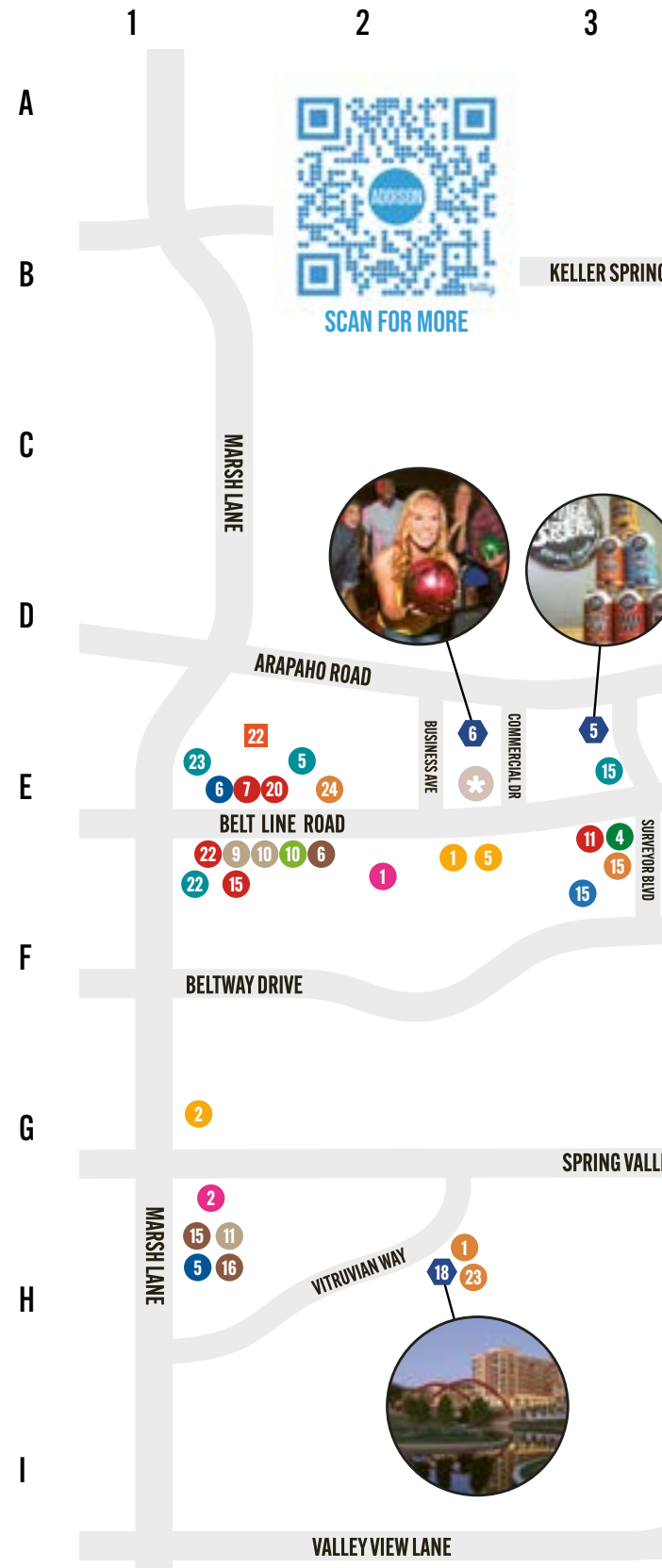
## HOTELS

1	America's Best Value Inn	E3	4005 Belt Line Road	972-770-0070
2	Best Western Plus	F5	14975 Landmark Boulevard	972-701-0881
3	Courtyard by Marriott (Midway)	F4	4165 Proton Road	972-490-7390
4	Courtyard by Marriott (Quorum)	D7	15160 Quorum Drive	972-404-1555
6	Hilton Garden Inn	E4	4090 Belt Line Road	972-233-8000
7	Holiday Inn & Suites	E5	4355 Beltway Drive	972-503-7800
8	Holiday Inn Express & Suites	E7	14960 Landmark Boulevard	972-239-5010
9	Home2 Suites	D6	4875 Belt Line Road	972-980-4816
10	Homewood Suites by Hilton	E5	4451 Belt Line Road	972-788-1342
11	Hyatt House	D6	4900 Edwin Lewis Drive	972-661-3113
12	La Quinta Inn & Suites	F6	14925 Landmark Boulevard	972-404-0004
13	MainStay Suites	D6	15200 Addison Road	972-363-4800
15	Motel 6	E5	4325 Belt Line Road	972-386-4577
16	Quality Suites	E5	4555 Belt Line Road	972-503-6500
17	Radisson Hotel	D7	4960 Arapaho Road	972-490-1212
18	Red Roof Inn & Suites	E4	4103 Belt Line Road	972-991-8888
19	Renaissance Dallas Addison	C7	15201 Dallas Parkway	972-386-6000
20	Residence Inn by Marriott	F7	14975 Quorum Drive	972-866-9933
21	SpringHill Suites by Marriott	D7	15255 Quorum Drive	972-774-1010
22	Suites of America	E2	15130 Marsh Lane	972-280-0606
5	The Addison Hotel	F5	4505 Beltway Drive	972-991-2800

## ATTRACTIONS

1	Addison Circle Park	C7	4970 Addison Circle	972-450-2851
2	Addison Improv Comedy Theatre	E7	4980 Belt Line Road #250	972-404-8501
3	Addison Theatre Centre	C6	15650 Addison Road	972-450-6232
4	AMC Movie Theatre	F8	5100 Belt Line Road	214-306-4326
5	Bat Box	F8	5100 Belt Line Rd #620	COMING SOON
6	Bitter Sisters Brewery	E3	15103 Surveyor Blvd	972-479-0949
7	Bowlero	E3	3805 Belt Line Road	972-620-7700
8	Buff City Soaps	E9	5294 Belt Line Rd Suite 106	
9	Epic Helicopter Tours	B5	4400 Glenn Curtiss Drive	214-296-2289
10	Fuzz Lab Craft Store	F8	5100 Belt Line Rd Suite #514	214-699-7533
11	Galleria Dallas	I8	13350 Dallas Parkway	972-702-7100
12	Mary Kay Museum	E7	16251 Dallas Parkway	972-687-5720
13	PanelQ Escape Room	E9	5302 Belt Line Road #B	214-647-1486
14	Puttshack	F8	5100 Belt Line Road #600	COMING SOON
15	The American Fallen Soldiers Project	G4	14131 Midway Rd. #100	214-387-7769
16	The Alley Music House	E7	4980 Belt Line Road Suite 200	469-230-7124
17	The Cigar Lounge at Chamberlains	E9	5330 Belt Line Road	972-934-2467
18	TK's	F8	14854 Montfort Drive	945-800-7668
19	Vitruvian Park	H2	3875 Ponte Avenue	866-298-3282
20	Zero Latency DFW	F8	5100 Belt Line Road #510	972-685-3600

1	Venue Forty50	E4	4050 Belt Line Road	972-715-3232
2	Addison Airport	B6	4545 Jimmy Doolittle#200	972-392-4850



# ADDISON VISITOR & RESTAURANT GUIDE



# PRE-CONFERENCE SCHEDULE

## WEDNESDAY, JUNE 18 LEADER'S DAY

8:00–8:30 Lalique	COFFEE	
8:30–8:45 Crystal IV-V	WELCOME	David Goodwin
8:45–9:30 Crystal IV-V	PLENARY: Leadership as “Compelling Human Excellence”	Clifford Humphrey
9:45–10:30	WORKSHOPS	
Lalique	The Classical Disconnect: Movement Ideals versus Classroom Realities	Anthony Urti
Crystal IV-V	Via Collegium #1: Upstream Harkness	Dan Peterson
10:45–11:30	WORKSHOPS	
Lalique	Safeguarding the Culture of Your School: The Greatest Challenge of Growth	Chad Gallagher
Crystal IV-V	Via Collegium #2: Developing a Team of Leaders	Josh Simmons
11:30–1:00	LUNCH (on your own)	
1:00–1:50 Crystal IV-V	PLENARY: Panel: Aristocratic Education and the American Tradition	Gibbs, Hammill, Humphrey & Redemer
2:00–2:50	WORKSHOPS	
Lalique	The Classical Christian Admissions Director: Doberman or Golden Retriever	Anita Lyshol
Crystal IV-V	Via Collegium #3: Sustainable Budgeting and Strategic Tuition Setting	Lee Jones
3:00–3:50	WORKSHOPS	
Lalique	Heads of School: “This Isn’t Easy—Help, Anyone?”	Congdon, Fischer, & Phillips
Crystal IV-V	Via Collegium #4: Partnering Well with Parents	Ronnie Long
4:00–4:50	WORKSHOPS	
Lalique	The Goal of an Advancement Department: Moving Forward the Culture ...	Kirk Avery
Crystal IV-V	Via Collegium #5: Cybersecurity on a Shoestring Budget	Bryan Gustin
4:50–5:30	REGIONAL GATHERINGS FOR PRAYER	
Lalique	South: FL, GA, AL, KY, MS, and TN (Front of Room)	
Lalique	East: DE, MD, NC, SC, VA, WA D.C., and WV (Back of Room)	
Lalique	West: AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HI, OR, and WA (Middle of Room)	
Crystal IV-V	South Central: AR, LA, OK, and TX (Front of Room)	
Crystal IV-V	Northeast: CT, ME, MA, NH, RI, VT, NJ, NY, and PA (Middle of Room)	
Crystal IV-V	Midwest: IL, IN, IA, KS, MI, MN, MO, NB, ND, OH, SD, and WI. (Back of Room)	
6:30–8:30 Crystal IV-V	REHEARSAL: ACCS National Honor Choir	
7:30–9:00 Malachite	RECEPTION FOR HEADS OF SCHOOLS Sponsored by: Residency at Regents and Veritas Press	



# PRE-CONFERENCE SCHEDULE

## WEDNESDAY, JUNE 18 ACADEMIC LEADER'S DAY

8:00–8:30 Colonnade	COFFEE	
9:00–9:15 Colonnade	WELCOME	David Diener & David Goodwin
9:15–10:00 Colonnade	WORKSHOP The Tasks of the Orator in Light of Christ	Phillip Donnelly
10:00–11:00 Colonnade	WORKSHOP Progymnasmata I: “The Whole Force of the Art”: Learning How to Find Arguments and Perceive Both Sides of a Dispute	Andrew Selby
11:00–12:00 Colonnade	WORKSHOP Declamation I – Introduction	Christopher Schlect
12:00–1:00	LUNCH (on your own)	
1:00–2:00 Colonnade	WORKSHOP Declamation II – Practice	Christopher Schlect
2:00–3:00 Colonnade	WORKSHOP Progymnasmata II: “Subcreating’ with the Word”: Narrative	Andrew Selby
3:00–4:00 Colonnade	WORKSHOP Rhetorical Education in a Digital Age	Phillip Donnelly

## WEDNESDAY, JUNE 18 PRACTICUMS

8:00–8:30 Colonnade	COFFEE	
9:00–12:00 Crystal II-III	PRACTICUM: Teaching Latin	Griffith, Moore, & Bradshaw
9:00–12:00 Spectrum	PRACTICUM: Coaching Struggling Students	Concordis Education Partners
9:00–12:00 Waterford	PRACTICUM: Starting a Classical Christian School	Concordis Education Partners
12:00–1:00	LUNCH (on your own)	
1:00 - 4:00 Crystal II-III	PRACTICUM: Teaching Latin	Griffith, Moore, & Bradshaw
1:00 - 4:00 Spectrum	PRACTICUM: Coaching Struggling Students	Concordis Education Partners
1:00 - 4:00 Waterford	PRACTICUM: Starting a Classical Christian School	Concordis Education Partners

# CONFERENCE SCHEDULE | DAY 1

THURSDAY, JUNE 19

Crystal Ballroom 8:00–8:30	DEVOTIONS	George Grant
9:00–9:15	WELCOME & OPENING	Tim Dernlan
9:20–10:20	PLENARY: Where Was Your Face Before You Washed It?	Douglas Wilson
10:45–11:00	SINGING AND ANNOUNCEMENTS	
11:00–12:00	PLENARY: Boys Adrift: Boosting Boys' Motivation and Achievement	Leonard Sax
12:00–1:15	LUNCH & VENDOR TIME	
12:15–1:00 Malachite	LUNCH MEETING for Heads of ACCS Accredited and Candidate Schools	David Goodwin
1:15–2:15	WORKSHOPS	
Crystal IV-V	TRACK PLENARY	Shaping Culture: Conflict Resolution and Identity Formation Keith McCurdy
Malachite	All	A Brief History of CCE Douglas Wilson
Lalique	G	Building Consistent Best Practices in the Grammar Classroom Charis Hampel
Crystal II-III	G	Mimetic Teaching: The Path to Wisdom in the Grammar Stage Andrea Lipinski
Crystal VI-VII	Ad	Marketing 101: Telling Your Story, Growing Your School Caddow & Dixon
Le Gala	All	Teaching with Eyes on the Sun: The Doxological Pedagogy of Dante's ... Joe Carlson
Crystal I	All	Who, me? Draw? (Drawing for Teachers) Robin Johnston
Crystal VIII	All	Euclid and Beyond: Using Primary Sources in the Mathematics Classroom James Seidel
Colonnade	L/R	Giving Legs to Logic: Maximizing the Pay-Off of Logic Instruction in ... Caroline Leo
Waterford	L/R	Unlocking Music for the Study of Literature and Philosophy Junius Johnson
2:30–4:00 Presidential Suite	HEAD OF SCHOOL WIVES' TEA	
2:30–3:30	WORKSHOPS	
Crystal IV-V	TRACK PLENARY	The Glory of Mimetic Teaching Andrew Kern
Malachite	All	The Classical Christian Story David Goodwin
Lalique	G	Don't Stop Plundering the Egyptians! Make the Most of Singapore Math Ranya Bailey
Crystal II-III	Ad	Defending Your Flock Jason Perry
Crystal VI-VII	All	Creating "Seven Laws" Lesson Plans Mandi Gerth
Le Gala	G	How To Use Picture Studies to Enrich Latin Learning Nicole Henry
Crystal I	L/R	Effective History Lessons Chris Schlect
Crystal VIII	L/R	Preparing for the Climb to Mt. Thesis: Building a Thesis Program Tyler Howat
Colonnade	L/R	This is My Father's World—Reuniting Science and Worship Diane Carter
Waterford	All	Hugh of St. Victor: Nourishing the Soul of the Teacher Joshua Herring
3:45–4:45	WORKSHOPS	
Crystal IV-V	TRACK PLENARY	The Music of the Spheres: Dante's Pre-Copernican Universe Louis Markos
Malachite	All	I Lived in C.S. Lewis's House for Eight Years ... Ty Rallens
Lalique	Ad	Funding Your Vision, Growing Your Fundraising Culture ... Layland & Smith
Crystal II-III	G	Meet Your Peers: K, 1, & 2 Christina Simonetti, Regents School of Austin (RSA)
Crystal VI-VII	G	Meet Your Peers: 3, 4, & 5 Liz Morgan, RSA
Le Gala	G	Meet Your Peers: 6, 7, & 8 Becky Roberson, RSA
Crystal I	L/R	Meet Your Peers: Humanities Grafton-Cardwell & Eaton, RSA
Crystal VIII	L/R	Meet Your Peers: Math & Science Math: Zepeda, Schinetsky, & Jackson Science: Finklea
Colonnade	L/R	Meet Your Peers: Latin Leslie Sherrick, RSA
Waterford	All	Meet Your Peers: Fine Arts B. Sterling Archer, RSA
7:30–8:30 Crystal IV-V	ACCS NATIONAL HONOR CHOIR presented by the New Saint Andrews College Conservatory of Music	

# CONFERENCE SCHEDULE | DAY 2

## FRIDAY, JUNE 20

Lalique 8:15	PRESENTATION: Veritas Collegiate Academy Budapest		Dr. Grébecz-Dula
Crystal Ballroom 9:00–9:10	ANNOUNCEMENTS & INTRODUCTION		
9:10–9:30	PRESENTATION: First Prize, 2025 Chrysostom Oratory Contest		
9:30–10:30	PLENARY: The Heavens are Telling the Glory of God: C.S. Lewis, Narnia ...		Michael Ward
10:45–11:00	PRESENTATION: The Boniface Award		
11:00–Noon	PLENARY: Returning to Prayer is the Only Way to Save the West		Fr. Calvin Robinson
12:00–1:00	LUNCH & VENDOR TIME		
12:15–1:00 Malachite	LUNCH MEETING: ACCS Member Update for All Heads of School		Goodwin & O'Donnell
1:15–2:15	WORKSHOPS		
Crystal IV-V	TRACK PLENARY	Ten Essential Pedagogies of Classical Education: Principles not Techniques	Chris Perrin
Malachite	G	Laying a Foundation in Reading: Effective Reading Instruction	Easter & Lockyer
Lalique	All	The Tech Exit	Clare Morell
Crystal II-III	All	The Seven Laws of Teaching: Laws I-III	Christie Wright
Crystal VI-VII	L/R	Plundering the Treasures of the Past: The Value of Studying History ...	Lucas Vieira
Le Gala	G	Cultivating Curiosity: Incorporating Nature Studies the Charlotte ...	Elizabeth Carlson
Crystal I	L/R	Mimetic Teaching: The Path to Wisdom in the Logic Stage	Andrea Lipinski
Crystal VIII	Ad	The Paideia of Athletics	Jeff Poore
Colonnade	All	ACCS Accreditation from the School's Perspective	Spee & Stacey
Waterford	C	Collaborative Parent Roles Applied to the Trivium	Pam Dollins
2:30–3:30	WORKSHOPS		
Crystal IV-V	TRACK PLENARY	Spiritual Symbols According to C.S. Lewis: What They Are, Why They're ...	Michael Ward
Malachite	All	Grammar Matters	Johnny Holcomb
Lalique	All	Seven Laws of Teaching: Laws IV-VII	Christie Wright
Crystal II-III	Ad	Red to Black - Lessons Learned in Setting Tuition Rates	Robert Arritt
Crystal VI-VII	C	Importance of Narration in Collaborative Schools	Mandi Moore
Le Gala	All	Rethinking How to Teach the Biblical Flood	Tim Anstine
Crystal I	All	Get Medieval on Them: Training Teachers into the Classical Tradition	Sean Hadley
Crystal VIII	All	Event Planning: Building Community and Support for Your School	Fanelli & Hinton
Colonnade	Ad	Building a Successful Latin Program	Tim Griffith
Waterford	L/R	The Art of Topics: Recovering Common Sense and Ingenuity in the ...	Brent Pinkall
3:45–4:45	WORKSHOPS		
Crystal IV-V	TRACK PLENARY	Where Athens and Jerusalem Meet: Why Dante Chose Virgil as His Guide	Louis Markos
Malachite	All	A Grand Time: Multi-Generational Succession Planning	George Grant
Lalique	G	Beyond the Timeline: Myths, Mysteries, and Meanderings	Megan Shepard
Crystal II-III	All	Perspective is Everything	Grant Horner
Crystal VI-VII	All	Mentorship and Dialectic: A Shared Path to Wisdom for All Ages	Buck Holler
Le Gala	Ad	The Rhetoric & Aesthetics of School Marketing & Communications	Halbrook & Liechty
Crystal I	All	Bonaventure: Medieval Education for the Modern World	Kyle Rapinchuk
Crystal VIII	Ad	Beginning and Enhancing Your College and Career Counseling Program	Ursela Trantham
Colonnade	L/R	Billy Collins is Laughing at Our Lessons: Let's Join Him	Marcus Schwager
Waterford	L/R	The Value of the Medieval Style of Disputation	Jacob Allee

# CONFERENCE SCHEDULE | DAY 3

**SATURDAY, JUNE 21**

9:00–10:00		WORKSHOPS	
Crystal IV-V	PLENARY	Who and What Is Da Vinci’s “Vitruvian Man,” and Why Should you Care?	Grant Horner
Malachite	All	How to Lead a Discussion	Eliot Grasso
Lalique	All	How Rowdy Boys Become Good Men	Christie Wright
Crystal I-III	All	Re-enchanting the Modern Imagination: C. S. Lewis and the Medieval ...	Christiana Hale
Crystal VI-VIII	All	How to Teach Like a Medieval	Devin O’Donnell
Le Gala	L/R	Why Greek: Toward a Wholistic Apologetic for the Place of Ancient Greek	Colby Jones
Colonnade	Ad	Beyond Prom ... Generational Celebration and the Marriage Feast of the Lamb	David Givens
Waterford	L/R	Structuring Your School Music Program for Success, Even with Logic ...	Edward Varela
10:00–10:15 Crystal Ballroom		ANNOUNCEMENTS AND SCHOOL ACCREDITATION PRESENTATIONS	
Augustine School Jackson, Tennessee Dr. Robert Stacey, Head of School		Legacy Academy Branson, Missouri Nathan Hennessee, Headmaster	Summit Classical Academy Broomfield, Colorado Teresa Fraser, Head of School
Austin Classical School Austin, Texas Cici Scott, Executive Director		Paideia Academy Knoxville, Tennessee Doug Carr, Head of School	Two Rivers Classical Academy Des Moines, Iowa Dr. Nathan Oppman, Headmaster
Hunter Classical Christian School Richmond, Virginia Jeffrey Brown, Headmaster		Sheridan Hills Christian School Hollywood, Florida Eric Spee, Head of School	Veritas Classical School St. Augustine, Florida Dr. Andrew Smalley, Head of School
10:15–11:00 Crystal Ballroom		PLENARY: Columbus the Crusader: A Window into the Medieval Reforming Traditions	
		George Grant	

Ad: Administrators | C: Collaborative | P: Practicum  
G: Grammar | LR: Logic/Rhetoric | TP: Track Plenary



# PRE-CONFERENCE (LEADER'S DAY)

WEDNESDAY, JUNE 18

8:00–8:30 ..... COFFEE

8:30–8:45 ..... WELCOME

8:45–9:30 ..... PLENARY SESSION

## Leadership as “Compelling Human Excellence,” *Clifford Humphrey*

Interest in “leadership” as a peculiar technique exploded in the latter half of the 20th century, and with it, a perverting of the traditional understanding of what leadership really is. The rise of the classical education movement is itself a recognition of this perversion and an attempt to recover a right understanding of education for preeminence in community and civic life. This talk will provide the information you need to avoid accepting unwanted, corrupting premises about leadership and enable you to practice and help educate your students and staff to pursue real leadership as compelling human excellence.

9:45–10:30 ..... WORKSHOPS

## The Classical Disconnect: Movement Ideals versus Classroom Realities, *Anthony Urti*

Drawing from observations about the marketing of the current classical Christian movement and contrasting that with what we experience in the schools day to day, I submit that there is a disconnect between movement ideals and classroom realities. Some of this is to be expected, of course. We all say we seek for students to know the true, the good, and the beautiful. And we tell potential families that this is what and who our students are and who they end up being. But is that accurate? When we speak of pursuing the true, good, and beautiful in the context of reading a text, is that what most students are doing? Is it true that all our students are helping advance this cause? This ideal?

If not, is this a pedagogical failure with the teacher or the school, or is there something culturally and in students that is not amenable to the pursuit of truth, goodness, and beauty? Can schools remedy it? In this talk, I want to explore the disconnect and argue that while there is probably more than we care to admit that is outside our control, there are ways to combat the disconnect.

## Via Collegium #1: Upstream Harkness, *Dan Peterson*

How many of us as leaders live day-to-day under the tyranny of the urgent? This workshop is designed to help you understand your role as leaders in thinking about issues upstream and how those upstream issues affect you in the daily operations of a school. There needs to be a group of people thinking about the school in decades, not just week-to-week or year-to-year periods. This will be a practical workshop, so be ready to engage!

10:45–11:30 ..... WORKSHOPS

## Safeguarding the Culture of Your School – The Greatest Challenge of Growth, *Chad Gallagher*

Maintaining a strong and mission-driven culture as schools grow becomes one of the most significant challenges leaders face. This session will explore school leaders' critical role in preserving their institutions' identity, values, and excellence while navigating expansion. We will discuss practical strategies for engaging parents as partners, cultivating a healthy student body, and fostering staff alignment to ensure that growth enhances—rather than erodes—your school's culture. Attendees will gain insights into proactively addressing cultural drift, setting clear expectations, and implementing policies that uphold institutional integrity. Above all, this session focuses on every school's most important battleground: the human heart.

## Via Collegium #2: Developing a Team of Leaders, *Josh Simmons*

This session will focus on ways to develop leaders within your team, both for your school and the broader classical movement. Training ideas, book ideas, and finding opportunities to build leaders will all be discussed. Attendees will also brainstorm examples for your schools.

11:30–1:00 ..... LUNCH (ON YOUR OWN)

1:00–1:50 ..... PLENARY SESSION



# THE REBUILD IN FRONT OF US IS NOT FOR THE FAINT OF HEART

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NEW SAINT  
ANDREWS  
COLLEGE

# PRE-CONFERENCE (LEADER'S DAY)

## Panel Discussion: Aristocratic Education and the American Tradition, *Gibbs, Hammill, Humphrey, & Redemer*

At this panel, key signers of the AGOGE statement engage with Matthew Freeman's provocative essay "Toward a Classical Counter-Elite," exploring its implications for the classical education movement in America. Freeman's call for an education that forms a new aristocracy—rooted in Greek and Roman vision of virtue—raises questions about the role of classical education in shaping a nation's future.

Is this vision compatible with the American tradition? How can classical educators balance the ideals of hierarchy and civic virtue with America's historical commitments to democratic self-government? Can classical schools serve as the training grounds for a counter-elite capable of restoring cultural and political order?

This panel will discuss these themes, addressing both the challenges and opportunities of integrating Freeman's ideas into classical education today. Panelists will offer insights on how classical institutions can foster a generation of leaders prepared to navigate and reshape the modern world without compromising the core of the American experiment.

## 2:00–2:50 ..... WORKSHOPS

### The Classical Christian Admissions Director: Doberman Pinscher or Golden Retriever, *Anita Lyshol*

The role of an admissions director at a classical Christian school involves more than just giving tours, showing off your school to its best advantage, or even registering new families. It is a balancing act to welcome warmly yet thoroughly vet prospective families on behalf of the school. Since it would be unwise to admit everyone who comes our way, what is our process? How do we winsomely represent Christ and our school and support our leadership as they make important decisions about who enters our community?

### Via Collegium #3: Sustainable Budgeting and Strategic Tuition Setting, *Lee Jones*

The focus would be to address these questions:

1. **Why** are finances important?
2. What is **distinctive** in our approach to school finance?

3. What annual **timeline** should we follow?
4. How should the **budget** be created?
5. How should we set **tuition** and **financial aid**?
6. How should schools handle **inflation**?

## 3:00–3:50 PM ..... WORKSHOPS

### Heads of School: "This Isn't Easy—Help, Anyone?", *Panel Discussion: Congdon, Fischer, and Phillips*

The position of school administrator requires many skill sets. One must be an organizer, an inspirer, a visionary, a planner, and a prayerful servant-leader. There are many unique situations to navigate along the way. Three panelists who have each served as administrators of their schools for over 20 years will share some of the lessons learned throughout their tenures. Mistakes made along the way and 'best pieces of advice' will be among the topics shared. Question and answer time will be provided to pursue the ideas in more detail.

### Via Collegium #4: Partnering Well with Parents, *Ronnie Long*

This workshop will focus on establishing and encouraging open and frequent communication with parents.



## PRE-CONFERENCE (LEADER'S DAY)

In this session, we will explore opportunities to foster transparent discussions with parents to partner well with them and stay ahead of the curve on important issues and concerns. This requires fortitude and honesty and depends on built trust with the parent community and the school.

### 4:00-4:50 ..... WORKSHOPS

#### **The Goal of an Advancement Department: Moving Forward the Culture and Generosity of Your School,** *Kirk Avery*

Every school has someone tasked with advancement. The question implicit in having an Advancement Department is, what exactly are you seeking to “move forward”? Two important aspects to advance at any school are culture and generosity. Left unattended, culture will degrade as it does not stay neutral. An intentional effort must be made to sustain your mission, vision, and values. Likewise, generosity must advance for your school to flourish. A healthy advancement initiative

seeks to move both the culture and generosity forward.

#### **Via Collegium #5: Cybersecurity on a Shoestring Budget,** *Bryan Gustin*

In today's digital landscape, cybersecurity is critical, yet many schools and individuals struggle with limited resources. This session, Cybersecurity on a Shoestring Budget, will provide practical, low-cost strategies to enhance digital security without breaking the bank.

##### **Key Takeaways:**

- Understanding common cybersecurity threats
- Free and low-cost tools to improve security
- Simple policies and best practices to reduce risks
- How to engage faculty and staff in cybersecurity awareness

### 4:50-5:30 ..... REGIONAL GATHERINGS FOR PRAYER

Attendees will gather for prayer. This will allow you to meet some of your colleagues working near you.

**See locations on schedule.**



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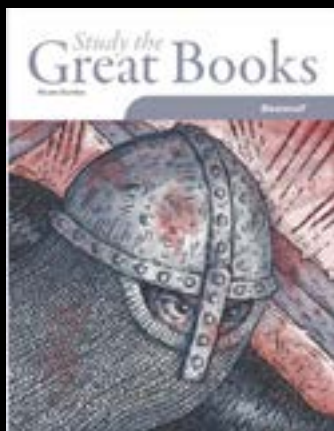
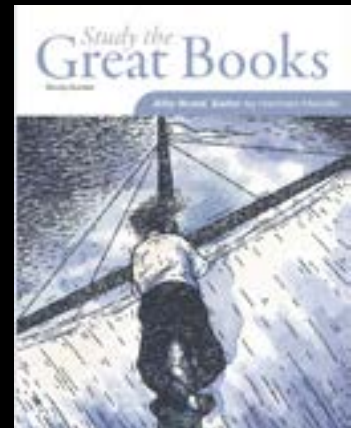
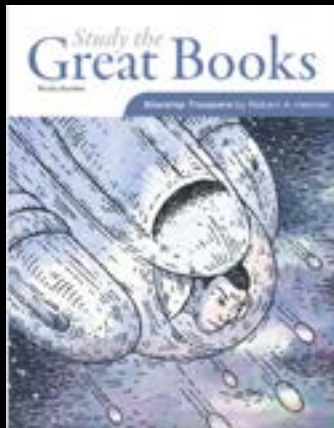
  
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# CONFERENCE | DAY 1

THURSDAY, JUNE 19

8:00–8:30 AM ..... DEVOTIONS

9:00–9:15 AM ..... WELCOME AND OPENING

9:20–10:20 AM ..... PLENARY SESSION

## Where Was Your Face Before You Washed It?, *Douglas Wilson*

One of the mistaken assumptions made by modern Protestants is that their faith began at the Reformation. While many good things started there, the Christian church was not one of them. Our task, therefore, is to learn how to appreciate our medieval brothers without minimizing the need for the Reformation. The Reformation was a reformation and not a do-over.

10:45–11:00 AM ..... SINGING & ANNOUNCEMENTS

11:00–NOON ..... PLENARY SESSION

## Boys Adrift: Boosting Boys' Motivation and Achievement, *Leonard Sax*

On average, boys lag behind their sisters in every content area K through 12—not because girls are doing so much better, researchers find, but because boys are doing worse. Over the past 24 years, I have visited more than 500 schools. In this presentation, I provide an overview of gender-aware instructional strategies to boost boys' motivation and achievement so that the same boy who loves football and video games will also love *Jane Eyre* and Emily Dickinson. You can make your school more boy-friendly without making it unfriendly to girls!

12:00–1:15 PM ..... LUNCH AND VENDOR TIME

12:15–1:00 PM ..... LUNCH MEETING FOR HEADS OF  
ACCS ACCREDITED AND CANDIDATE  
SCHOOLS, *David Goodwin*

1:15–2:15 PM ..... WORKSHOPS

## Track Plenary: Shaping Culture—Conflict Resolution and Identity Formation, *Keith McCurdy*

There are many components of shaping school and family culture. Two that are often overlooked in practical ways are how we deal with conflict and developing

a consumer to contributor culture that informs Identity Formation.

C.S. Lewis stated “Surely what a man does when he is taken off his guard is the best indicator of what sort of man he is.” How we as a school community engage parents when they are frustrated or students when struggling communicates a great deal about who we are. When we have a unified approach across all grades it provides a wonderful context for clarity in our community.....you learn a lot about a person or organization by how they respond to conflict.

Healthy Struggle is the engine to growth and maturity” is a key part of raising sturdy kids in our homes, engaging early stages of Identity Formation, and developing a health culture in our schools. When we onboard our kids and students to responsibility early and along the way in life, we ignite this growth mindset.

## A Brief History of Classical Christian Education, *Douglas Wilson*

We are now into the second full generation of the classical Christian resurgence in education, and we cannot be so busy doing what we are doing that we neglect to tell the story of how all of this came about. This will be a brief attempt to sketch the genesis of a resurgent classical Christian education in North America.

## Building Consistent Best Practices in the Grammar Classroom, *Charis Hampel*

My goal is to equip grammar-level teachers to glorify God in the classroom. To this end, I propose to provide tools that will shape a teacher's desire and attitude toward excellence and professionalism. We will look at what a day looks like in my kindergarten classroom: my objectives, the methods I employ, the physical actions that affect the mind, and the way that reflects our soul and God's purposes. (Yes, in the kindergarten classroom). Central to my teaching is etiquette, which leads to a well-ordered classroom and shows respect to peers, teachers, parents, and most importantly, God. Excellence and professionalism both reach outside the classroom. A teacher's communication with parents and the parent's involvement in the learning process is critical whether they are volunteering or partnering from home. We are responsible for



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establishing and nurturing *in loco parentis*-type relationships with our parents.

## **Mimetic Teaching: The Path to Wisdom in the Grammar Stage, *Andrea Lipinski***

People become what they behold. What is our gaze beholding? How can we cultivate perception?

Observe Andrea Lipinski as she leads a couple of short lessons, then compare them to one another and identify what was happening. Mimetic instruction guides students to contemplate types to understand ideas in embodied form. This instruction enables students to perceive truth and then apply it, enabling teachers to prepare students to grow in wisdom and virtue. Join Andrea in contemplating mimetic teaching's mode to chart the path.

## **Marketing 101: Telling Your Story, Growing Your School, *Matt Dixon & Wally Caddow***

Do you have the greatest little school no one's ever heard of!? How can you best tell your story and grow your school while not compromising your mission? Join long-time classical school veterans Wally Caddow and Matt Dixon from Trinity Classical Academy to learn some of the basic best practices to ensure the right, mission-fit families find your school.

## **Teaching with Eyes on the Sun: The Doxological Pedagogy of Dante's *Paradiso*, *Joe Carlson***

Man's chief end is to glorify God and enjoy Him forever; the chief end of education must be to equip students to do just that. Therefore, the classroom's primary purpose is to train students to worship God in all things and strengthen their allegiance to Christ through the subjects they learn and the lessons they receive. This workshop will focus on several key passages from Dante's *Paradiso* to unpack what I call a doxological pedagogy and give educators a practical model to imitate.

## **Who, me? Draw?: Drawing for Teachers, *Robin Johnston***

Ever felt inadequate when doing nature study or attempting to draw something? Would you like to know some simple steps to improve your drawing abilities? "Drawing for Teachers" will help! In this workshop, we



will cover several surprisingly simple steps to help you begin to master the skill—entirely learnable—of drawing. These tips can be passed on to your students, as well. The workshop includes several practical hands-on activities and a handout to keep. Bring a pencil and an eraser! Paper and rulers will be provided.

## **Euclid and Beyond: Using Primary Sources in the Mathematics Classroom, *James Seidel***

The use of primary sources is a hallmark of classical Christian education. However, in mathematics classes, the use of primary sources has lagged considerably, other than some usage of Euclid's *Elements*. This workshop explores the usage of primary sources in mathematics classes. Attendees will better understand the value of primary sources, learn various ways to incorporate primary sources into their instruction, and receive a starting list of possible works from which to choose primary sources that are appropriate for their math classes.

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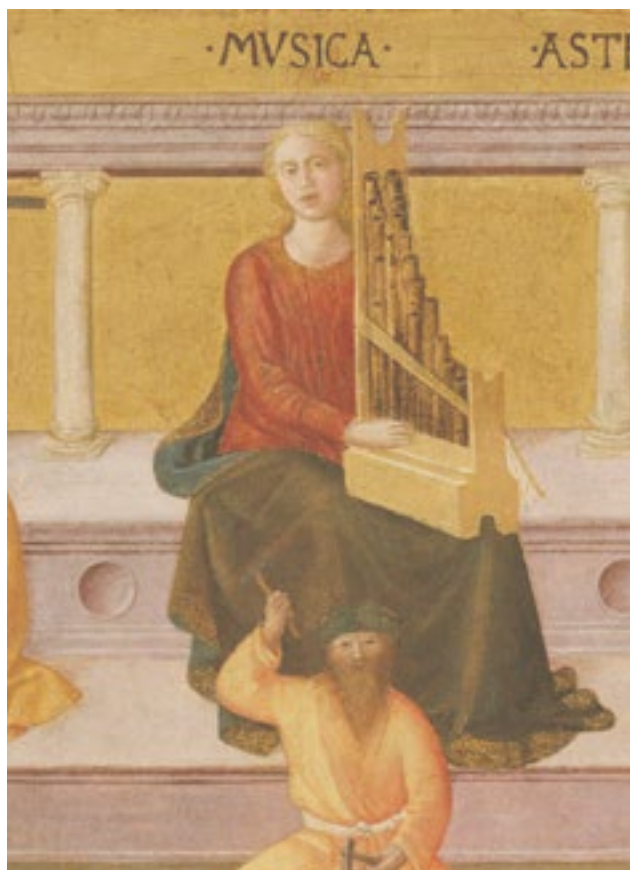


## **Giving Legs to Logic: Maximizing the Pay-Off of Logic Instruction in Your School, *Caroline Leo***

Even in a distinctly classical school, many courses in the sequence seem “normal” to families. Logic is of a different nature, and as such seems unreachable to parents and irrelevant to students. Do your students think Logic is just that weird class they take in eighth grade and never think about it again? Do your parents know why Logic instruction matters? In this talk, I want to share specific practices implemented both in and outside of the Logic classroom that help Logic instruction to be an engine that drives student success throughout the upper school.

## **Unlocking Music for the Study of Literature and Philosophy, *Junius Johnson***

Music does more than express our feelings: it conveys meaning and allows us to interact with that meaning in ways that differ from the verbal arts. Music provides a space of synthesis in which our thought develops and finds new paths forward. This session is a demonstration of what it would look like to bring Western



Classical music to bear on literary and philosophical texts, even if one has no formal musical training.

**2:30 PM ..... WORKSHOPS**

## **Track Plenary: The Glory of Mimetic Teaching, *Andrew Kern***

Why teaching in the form of Christ is so beautiful, so practical, and so effective.

## **The Classical Christian Story, *David Goodwin***

Did the medievals simply rename seven classical learning arts by grouping them into the Trivium and Quadrivium or do the names give us a clue to something more? Was rhetoric training in eloquence, or did it serve a higher and bigger purpose? Do we owe Western Civilization to the Greeks? The Romans? Or another group that you may only have heard of in passing? Through a deep dive into classical education's true origins, David Goodwin reveals an inverted narrative arc of Western history that was used to mask the power of the true Gospel to change the world. What if we really believed Christ is King? A group of men, led by two or three key figures, decided to build a civilization on this assumption. As it turns out, school was the driving force in their plan.

## **Don't Stop Plundering the Egyptians Now! Make the Most of Singapore Math in a CCE Framework, *Ranya Bailey***

Would you rather teach students to “do math” or teach them to “think (and speak) mathematically”? Surely, in the context of CCE, we would choose the latter. Yet, much of our math instruction is procedural. This session will examine the underlying tenets of the Singapore approach and its alignment with the CCE tradition. We will move from philosophy to practice to show how math instruction based on the Singapore method trains students in the skills of the Trivium and related aspects of the Quadrivium, and we will consider keys to successful implementation.

## **Defending Your Flock, *Jason Perry***

No matter where you are in your school's security journey, just getting started or refining well-established measures, this session offers practical, biblically

# CONFERENCE | DAY 1

grounded guidance to safeguard your campus. From crafting robust policies and realistic threat assessments to strengthening infrastructure, improving emergency communications, and delivering effective and comprehensive training, you'll learn strategies that foster a welcoming community, discipline, and discipleship. Equip your Classical Christian School with the tools to remain secure and welcoming, creating an environment where students and staff can flourish.

## **Creating "Seven Laws" Lesson Plans, *Mandi Gerth***

In this workshop, we will look at a blank lesson plan and a few different examples of actual curriculum and work together to complete a lesson plan that could actually be turned in to an administrator. We will talk about how to turn the seven laws of teaching into lesson plan objectives and executable actions.

## **How To Use Picture Studies to Enrich Latin Learning, *Nicole Henry***

Bring Latin alive through picture study, observation, and conversation! With a great work of art, a Latin dictionary (or list of vocab words), and a few simple questions, attendees will learn how to develop the habit of attention in their students and engage in basic Latin conversation with them that focuses on the objective of their lesson. We will start with "*Quid est in pictura?*" and go from there! By the end, attendees will be equipped with questions to ask their own students and will feel confident to lead a picture study time in their classroom.

## **Effective History Lessons, *Chris Schlect***

How do we teach history well? How can our students become learners of history in their own right rather than mere repeaters of whatever we explain to them? Our students should learn how to investigate sources, make connections, and relate events back to their causes—but too often, we do this work for them. This workshop presents actual lessons for the upper school that require students to undertake historical analysis. Attendees will come away with ideas and strategies to carry back to their schools and classrooms.

## **Preparing for the Climb to Mt. Thesis: Building a Thesis Program throughout Your Logic & Rhetoric Schools, *Tyler Howat***

If you're a classical Christian school, it's likely that your students write and deliver a senior thesis. Maybe even a junior thesis. Have you prepared them to start such an ascent, or just hope they have the tools? You should be scaffolding your approach, requiring multiple thesis projects throughout their time at your school and ensuring they have the education and preparation to be successful when senior year arrives. This workshop will present a Thesis Scope and Sequence that is built around years of success, with a clear structure and practical takeaways.

## **This is My Father's World: Reuniting Science and Worship, *Diane Carter***

As early as middle school, the training of the student's moral and supernatural imagination in the sciences is necessary to shore him up against the modern cultural trend toward scientism and naturalistic views that edge out the knowledge and worship of God. This lecture will demonstrate a path for students in the 7th through 12th-grade sciences designed to lay this Biblical foundational relationship between God and science at each level.

## **Hugh of St. Victor: Nourishing the Soul of the Teacher, *Joshua Herring***

Hugh of St. Victor's *Didascalion* is a beautiful reflection on a lifetime of teaching from the high Middle Ages and one of the best descriptions of the medieval liberal arts tradition. This workshop will draw lessons of encouragement from Hugh's tone and attitude towards students.



# CONFERENCE | DAY 1

3:45–4:45 PM..... WORKSHOPS

## **Track Plenary: The Music of the Spheres: Dante's Pre-Copernican Universe, *Louis Markos***

Dante's *Divine Comedy* presents a perfectly ordered, innately poetic cosmos of exquisite beauty, balance, and harmony. Join me as we journey, along with Dante, from Hell to Purgatory to Paradise.

## **I Lived in C.S. Lewis's House for Eight Years: The Practicalities of Carrying on a Tradition, *Ty Rallens***

The Kilns—the Oxford home where C.S. Lewis lived from 1930 until his death in 1963—is today a residential study center, museum, and icon for admirers of Lewis the world over. This talk reflects on my time as Warden (caretaker) of the Kilns. The classical tradition offers a profound inheritance, but how do we actually live with it? As stewards, we must preserve—of course—but we must also use and improve on the resources we have been given.

## **Funding Your Vision, Growing Your Fundraising Culture: A Relational Approach for Classical Christian Schools, *Brad Layland and Jason Smith***

At the heart of every Classical Christian school is a vision—to form students in wisdom, virtue, and truth. But realizing that vision requires more than excellent pedagogy; it requires a thriving culture of generosity rooted in deep, trusted relationships.

In this interactive seminar, Brad Layland, CEO of The FOCUS Group, and Jason Smith, seasoned fundraising consultant, will walk you through six time-tested, biblically grounded principles for engaging major donors in a way that honors them as partners in your mission—not just sources of funding. You'll learn how to shift from event-driven or transactional fundraising to a sustainable, relational model that fuels your school's growth and strengthens your community.

We'll dive into the "Taking Donors Seriously" framework—a practical approach built on decades of work with ministries and schools across the country—and focus especially on how to ask for gifts in a way that makes your donors gratefully you did. You'll leave with tools to fully fund your school's vision while also cultivating a culture where generosity is a joyful, shared calling.

Whether you're preparing for your next capital campaign, building your annual fund, or simply looking for a better way to connect with those who care most about your mission, this seminar is for you.

## **Meet Your Peers: Kindergarten, First and Second Grade Teachers, *Christina Simonetti, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

## **Meet Your Peers: Third, Fourth, and Fifth Grade Teachers, *Liz Morgan, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

## **Meet Your Peers: Sixth, Seventh, and Eighth Grade Teachers, *Becky Roberson, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

## **Meet Your Peers: Humanities Teachers, *Patrick Grafton-Cardwell, Daniel Eaton, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

## **Meet Your Peers: Math Teachers, *Rachael Zepeda, Josh Wilkerson, Megan Jackson, Regents School of Austin, Science Teachers, Beverly Finklea, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

## **Meet Your Peers: Latin Teachers, *Leslie Sherrick, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

## **Meet Your Peers: Fine Arts Teachers, *B. Sterling Archer, Regents School of Austin***

Come and meet your peers in discussion groups for each specific content area.

# Rachel Jankovic wants terrible teenage daughters.



Not a doomscrolling, foolish-crushes kind of terrible.

But a different kind of terrible: to be women who are genuine threats to the enemies of God, “fair as the moon . . . and terrible as an army with banners” (Song 6:10).



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# CONFERENCE | DAY 2

FRIDAY, JUNE 20

9:30–10:30 AM..... PLENARY SESSION

## The Heavens are Telling the Glory of God: C.S. Lewis, Narnia, and the Planets, *Michael Ward*

C.S. Lewis wrote extensively about the old geocentric model of the cosmos. He knew that it was not scientifically “true”, but valued it nonetheless for aesthetic and historical reasons, describing the seven heavens as spiritual symbols of permanent value that were especially worthwhile in his own generation. This talk examines how Lewis ingeniously used those spiritual symbols in his best-known works, the seven *Chronicles of Narnia*.

11:00–12:00 PM..... PLENARY SESSION

## Returning to Prayer is the Only Way to Save the West, *Fr. Calvin Robinson*

Prayer is being systematically removed from public life, from the classroom to the hospital bedside, and as a result, the West is spiritually sick. Europe is on its death knells. First, they attacked free speech, then freedom of worship and freedom of religion; now, they are arresting people for silently praying in their own heads. The enemy is gaining a foothold. The only way to turn things around is by returning to Jesus - putting Christ back into Christendom.

12:00–1:00 PM..... LUNCH

12:15–1:00 PM.....ACCS MEMBERSHIP MEETING FOR HEADS OF SCHOOL, *Goodwin/O'Donnell*

1:15–2:15 PM.....WORKSHOPS

## TRACK PLENARY: Ten Essential Pedagogies of Classical Education: Principles not Techniques, *Dr. Christopher Perrin*

How does one teach well? How would one ever master the art of teaching? In this seminar, we will note the difference between a principle of teaching and various techniques or methods. We will see how teaching techniques will come and go while essential teaching principles abide forever. We will then explore the following essential pedagogical principles handed down to us from a long tradition of teaching: 1) making haste slowly, 2) going deep to go wide, 3) meaningful

repetition and review, 4) singing and chanting, 5) wondering and musing, 6) embodying what is learned 7) resting and contemplating, 8) teaching to learn 9) discussing great books, 10) seeking virtue first and last. The seminar is keyed to *The Good Teacher: Ten Key Principles That Will Transform Your Teaching* by Christopher Perrin and Carrie Eben and will conclude with counsel on how to slowly master the art of teaching and by taking questions from the audience as well as providing resources to help at this time of crisis.

## Laying a Foundation in Reading: Effective Reading Instruction, *Denise Easter & Travis Lockyer*

There is a misconception that children “are wired” to learn reading like we learn to talk. We are not wired to read. We must be taught. And reading is complicated. VERY complicated. Teachers are wiring students’ reading brains and cracking the code for them. In this workshop, you will learn:

- To understand the research guiding reading program design and best teaching practices.
- To learn and generalize the design features of effective curriculum to everyday lessons.
- To adopt effective delivery practices that will increase academic learning time.

## The Tech Exit, *Clare Morell*

In this workshop, Clare Morell will offer an overview of her recently released book, *The Tech Exit: A Practical Guide to Freeing Kids and Teens from Smartphones* (Penguin Random House, June 2025), with practical takeaways for parents and educators on how to free kids from the harms of digital technology and to recover the beauty, wonder, and true purpose of childhood. *The Tech Exit* maps a doable pathway to freedom from digital technology for families, schools, local communities, and society. Drawing on dozens of interviews with experts and with families who have gone tech-free, as well as Morell’s own work as a policy expert, *The Tech Exit* shows how digital technology is anything but necessary for children to live happy, healthy, and socially full lives and walks through the core commitments families should adopt to opt out of these technologies for their kids. The book also offers practical steps for schools to create a phone-free, low-tech learning environment and culture amongst their families, as well



as actions for policy makers to take to help parents opt out successfully.

## **The Seven Laws of Teaching: Laws I-III, *Christie Wright***

John Milton Gregory's *Seven Laws of Teaching* remains a constant north star for classical pedagogy and a constant need for review among teachers and administrators. This talk aims to introduce the teaching-training dichotomy and the first of the three laws, taking a slower pace through Gregory's manual.

## **Plundering the Treasures of the Past: The Value of Studying History According to Augustine, Hugh of St. Victor, and the 15th Century Humanists, *Lucas Vieira***

As government schools continue to drop the study of history in exchange for social studies and activist-oriented courses, classical Christian educators would do well to understand the immense value and purpose behind teaching history. Drawing on insights from Augustine, Hugh of St. Victor, and the 15th-century humanists, this talk will provide attendees with a greater vision of the role of historical study. We shall also consider how teachers may use the insights of these thinkers in crafting lessons & assignments for the history classroom.

## **Cultivating Curiosity: Incorporating Nature Studies the Charlotte Mason Way into Your School Curriculum, *Elizabeth Carlson***

Legacy Classical Christian Academy (est. 2010) recently added the Charlotte Mason Model to their 2024-2025 curriculum. As a result, nature studies were added for PK-6th-grade students. Our new program has been wildly successful due to our students' passion and enthusiasm for exploring God's amazing creation. Incorporating nature studies into your school curriculum can greatly increase your student's curiosity and observational skills for all ages and doesn't have to be complicated or overwhelming.

## **Mimetic Teaching: The Path to Wisdom in the Logic Stage, *Andrea Lipinski***

People become what they behold. What is our gaze beholding? How can we cultivate perception?



Observe Andrea Lipinski as she leads a couple of short lessons, compare them to one another, and identify what is happening. Mimetic instruction guides students to contemplate types to understand ideas in embodied form. This instruction enables students to perceive truth and then apply it, enabling teachers to prepare students to grow in wisdom. Join Andrea in contemplating mimetic teaching's mode to chart the logic stage lesson path.

## **The Paideia of Athletics, *Jeff Poore***

A competitive athletic program is about more than just trying to win games and having fun with friends. Done strategically and intentionally, athletic competition provides a laboratory for training that compliments lessons learned in the classroom. Upon graduation students will be faced with living in a world that does not love them as much as we do. We will explore how we can prepare a student to emerge ready to flourish in the modern world! We will also discuss the trivium approach to a complete athletic program plus tips on conflict resolution.



## CONFERENCE | DAY 2

### ACCS Accreditation from the School's Perspective, *Eric Spee & Robert Stacey*

The ACCS accreditation program is "A School-Improvement Program for School Serving Christ through a Classical Christian Education." These panelists are school administrators who have recently worked through the accreditation process.

### Collaborative Parent Roles Applied to the Trivium, *Pam Dollins*

How can the collaborative model help parents reinforce the Trivium of grammar, logic, and rhetoric in the home setting? We will discuss parents as "co-teachers" in the grammar phase, "parent coaches" in the logic phase, and "active supporters" in the rhetoric phase. Parenting strategies need to adjust in all three phases just as the strategy in the classroom evolves. Classical Christian administrators can help equip parents in the same way that we support teachers in applying effective strategies for the intentional discipleship of the students as they mature.

2:30-3:30 PM.....WORKSHOPS

### TRACK PLENARY: Spiritual Symbols According to C.S. Lewis: What They Are, Why They're Needed, How they Work, *Michael Ward*

In this workshop, Michael Ward will explore Lewis's theological imagination and show how the ability to make and understand different metaphors for religious experience is necessary both for a healthy

spiritual life and for vibrant religious education.

### Grammar Matters, *Johnny Holcomb*

Grammar is the foundation for writing; that's a fact! In this session, we will discuss the value of teaching grammar fundamentals during language arts time. Along the way, we will explore several highly effective techniques and processes you can integrate into your language arts time. It's all about providing students with a solid foundation from which to build competent, confident communication skills. Participants will walk away with sample resources to help solidify the principles and topics discussed in the workshop.

### The Seven Laws of Teaching: Laws IV-VII, *Christie Wright*

John Milton Gregory's *Seven Laws of Teaching* remains a constant north star for classical pedagogy and a constant need for review among teachers and administrators. This talk aims to continue from a previous talk on Laws I-III and better illustrate and elaborate on Laws IV-VII, taking a slower pace through Gregory's manual.

### Red to Black: Lessons Learned in Setting Tuition Rates, *Robert Arritt*

The purpose of this workshop is to provide structure to the nebulous process of setting tuition rates. Lessons learned from past tuition mistakes will be presented along with a process that has resulted in encouraging results.





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## **Importance of Narration in Collaborative Schools, *Mandi Moore***

All classical teachers desire their students to be active and eager participants in daily learning. Narration is the best and most versatile tool for accomplishing this goal, no matter the subject area or age of the student. Nothing is superior for training attention, maximizing recall, and cultivating joy in the classroom. Therefore, all classical administrators and teachers must be trained in the art of narration. This workshop will lead educators to further their understanding of narration and inspire them to incorporate it into every lesson.

## **Rethinking How to Teach the Biblical Flood, *Tim Anstine***

The biblical flood is so much more than a children's story in Sunday school. It is an exceedingly rich event with symbolism yet surrounded by scientific mystery. This mystery sparks curiosity for those who believe the Bible to be historically and scientifically accurate and anyone interested in geology, chemistry, or physics. Most who have studied earth science have been introduced to the theory of plate tectonics. Still, few have been taught the flaws of this theory – how it struggles to explain even basic concepts regarding various features of the earth. Other prominent theories are taught, including those that attempt to include plate tectonics within a biblical narrative but are equally disappointing. Is there an alternative? Is there a way forward? Is there a scientifically, logically, and biblically consistent explanation for the biblical flood? The answer is yes. This seminar will explore many of the earth's and solar system anomalies and propose an exciting answer to how these mysteries can be explained. It will further consider a compelling scientific explanation for the biblical flood that will leave your mind sharpened and your soul strengthened.

## **Get Medieval on Them: Training Teachers into the Classical Tradition, *Sean Hadley***

Much pride of place is given to the modern education renewal movement, emphasizing introductory and summary texts to bring teachers around to the classical Christian method of teaching. But what if there is a better way? This proposal suggests an approach to teacher training drawn from the Medieval schools and their early

Modern imitators. Specific examples, such as Alfred the Great, Geert Groote, Erasmus, and John Colet, will shape the outline provided, and suggestions will be offered on accomplishing such a bold vision in the 21st century.

## **Event Planning Building Community and Support for Your School, *Bonnie Fanelli & Patsy Hinton***

Host special events for a class or larger events to engage with your local community on a budget with a small, dedicated team. Academic and engaging events for your students, like Fairy Tale Day, Monk Day, or an Upper School Soiree, can serve as a community builder for your school. Go big and engage your local community with an event with speakers like Ben Carson, Eric Metaxas, Allen West, and Andrew Peterson, where event costs are covered by event revenue. Events are memory-making moments that provide excellent internal and external marketing opportunities.

## **Building a Successful Latin Program, *Tim Griffith***

Latin is a core subject for a classical Christian education. When done well, it plays a significant role in creating joyfully literate students and careful thinkers who are well-equipped to become powerful leaders. But when done poorly, it becomes a stumbling block for students, parents, and teachers alike. In this workshop, administrators and head teachers will learn how to design or redesign their Latin programs to be fruitful and bring their students both skill and joy. It will cover 1) curriculum, 2) methodology, and 3) teacher development.

## **The Art of Topics: Recovering Common Sense and Ingenuity in the Rhetoric Classroom, *Brent Pinkall***

Few aspects of rhetoric are more neglected or misunderstood than invention. If it is taught at all, it tends to take the form of academic “research,” which is tedious and stifling. The medievals offer a better approach—the art of topics. Using Cicero's *Topica* as our guide, we will explore how topics help students to canvas a matter quickly and thoroughly while enabling them to devise copious arguments without the need for lengthy research or reflection, thus shifting our focus away from science, reason, and expert knowledge toward prudence, ingenuity, and common sense.



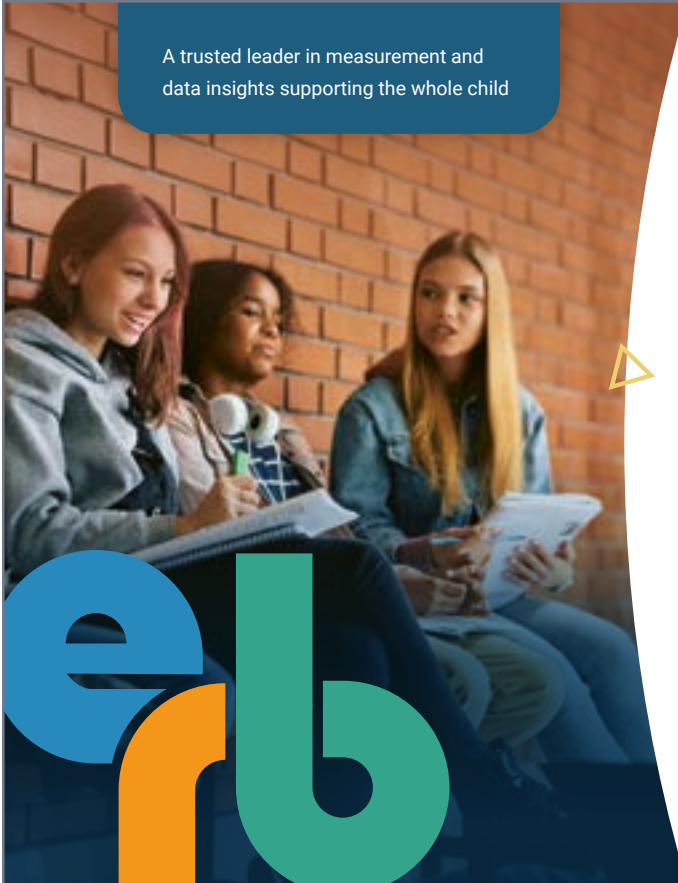


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## CONFERENCE | DAY 2

3:45-4:45 PM .....WORKSHOPS

### TRACK PLENARY: Where Athens and Jerusalem Meet: Why Dante Chose

Virgil as his Guide, *Louis Markos*

For Dante and his fellow Medievals, Virgil was not only the greatest epic poet; he was the exemplar of human reason and classical virtue and a proto-Christian whom God used to prepare the ancient world for Christ's coming.

### A Grand Time: Multi-Generational Succession Planning, *George Grant*

The most remarkable attribute of Classical Christian Education is not simply that it offers our children accelerated academics, moral discipling, and substantive worldview training. As valuable and as rare as all these things are, perhaps the greatest value of this approach to education is its enduring value—its effect across the

generations, beyond the present, and into the future. Ours is a vision for covenantal succession. But how can we practically prepare for it?

### Beyond the Timeline: Myths, Mysteries, and Meanderings, *Megan Shepard*

This workshop invites instructors to teach beyond the timeline by reverse engineering grammar history to align with a Great Books program. Instructors will be given examples and hear how students can gain a love of learning through the magic of myths, the mystery of the unknowns, the fun in veering off the path to ask good questions, the beauty of stories through artwork, and the importance of introducing epics early to create a foundation for the study of great books.

### Perspective is Everything, *Grant Horner*

A major achievement of the Florentine Renaissance is the understanding of the mathematical basis of



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perspective. Among other contributors, the two main figures who contributed to this difficult project were Filippo Brunelleschi and Leon Battista Alberti. They asked: How does one accurately imitate the three-dimensional world in a two-dimensional painting or drawing? The result was nothing less than a revolution in optics, vision theory, painting, and the relationship between science and art—and a new way of looking at the world.

## **Mentorship and Dialectic: A Shared Path to Wisdom for All Ages, *Buck Holler***

Socratic teaching and learning are not limited to older students. While high school students may read Plato's *Allegory of the Cave*, others might stumble upon Coleridge's poem, *Reflections on Having Left a Place of Retirement*, and nearly every elementary student will read Kenneth Grahame's *The Wind in the Willows*. Each of these sources—a philosophical text, a poem, and a children's story—takes the reader on a Socratic journey. These three texts teach us what the Socratic journey is and how to lead our students of all ages along its path.

## **The Rhetoric & Aesthetics of School Marketing & Communications, *Patrick Halbrook & Gene Liechty***

This talk will explore the theory and practice of school marketing and communications. Theoretically, we should be driven by the same principles of rhetoric and aesthetics that we already value in classical Christian schools. But how can these principles be applied to school marketing and communications? Combining a theoretical and practical approach, Patrick Halbrook (Rhetoric Teacher & Graphic Designer) and Gene Liechty (Development Director & Consultant) will share strategies for communicating truth, goodness, and beauty through school websites and print materials.

## **Bonaventure: Medieval Education for the Modern World, *Kyle Rapinchuk***

The writings of St. Bonaventure in the 13th century provide the framework for a good, true, and beautiful classical Christian education in the 21st century. This workshop will highlight Bonaventure's writings, draw conclusions about his project, and propose ways of implementing his educational conclusions in our modern context.

## **Beginning and Enhancing Your College and Career Counseling Program, *Ursela Trantham***

In this workshop, attendees will receive a very practical resource for college counselors or schools beginning a college and career program or alumni relations at their schools. We will go over testing at school or home using the CLT, SAT, or ACT. I'll share the schedule for high school and the binders we start freshmen out with. We'll discuss how to help students cast a vision with their parents that goes with our profile of a graduate. Bring your school's resources to look at or give away. I'll explain the scholarship seminar, career exploration, and other activities we do.

## **Billy Collins is Laughing at Our Lessons: Let's Join Him, *Marcus Schwager***

"What I am pointing out is that unless you are at home in the metaphor, unless you have had your proper poetical education in the metaphor, you are not safe anywhere" (Robert Frost).

"The Poet with the capital 'P' makes me itchy—makes my skin crawl" (Billy Collins).

Handling metaphors aptly and humbly produces strong thinking, writing, and teaching. We will consider this thesis together in our workshop through the insights of Robert Frost and Billy Collins, with particular emphasis on upper school course application.

## **The Value of the Medieval Style of Disputation, *Jacob Allee***

The scholastic method of inquiry, also known as the Medieval Disputation, is a very valuable tool that makes use of many of the skills we teach as classical educators. Learning to write medieval disputations gives students the opportunity to exercise their composition, logic, and rhetorical skills all in one place. This exercise is among the best ways to prepare for a debate topic. In this talk, I will teach the value of the method and the "how to" of the exercise.

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# CONFERENCE | DAY 3

SATURDAY, JUNE 21

9:00–10:00 AM.....WORKSHOPS

## TRACK PLENARY: Who and what Is Da Vinci's "Vitruvian Man," and Why Should you Care?, *Grant Horner*

Leonardo's 'Vitruvian Man' (ca. 1490) is among the most recognizable images in all of human history. It is not just a piece of Renaissance art; it has also become a sort of ultimate meme. This little drawing is also a marvelous metaphor for classical Christian learning, as it is built upon the Trivium, the Quadrivium, and the Nature of Man while pointing to the Being of a God of beauty, order, and design.

## How to Lead a Discussion, *Eliot Grasso*

In this session, Dr. Eliot Grasso will offer tools to help teachers lead meaningful discussions with their students. Dr. Grasso will explain how to prepare for discussion, how to create interpretive questions, and how to foster an environment of inquiry that encourages students to take ownership of their learning process.

## How Rowdy Boys Become Good Men, *Christie Wright*

In a culture where boys struggle for success at every level in the academic world, classical Christian educators must determine the boys in their classrooms will succeed. It is no mystery why boys are the most frequent visitors to the headmaster's office: school is necessarily an institution, yet boys are difficult to institutionalize. Should they be? How can we learn to look at our rowdy little boys with hope about their futures as godly, brave, and self-controlled young men? This talk aims to provide a vision for little boys and encourage their teachers.

## Re-enchanting the Modern Imagination: C. S. Lewis and the Medieval Cosmos, *Christiana Hale*

The modern imagination is driven, in large part, by materialistic reductionism, and the effects of this "evil enchantment" have seeped into every area of life, including the classroom. In both the imaginative and academic works of C. S. Lewis, he presents a potent antidote with which to awaken our imaginations from this deep sleep—the medieval cosmos. Lewis's love for medieval cosmology goes beyond the purely intellectual

and extends into the practical. By studying his use of the medieval cosmos in his writings, we can gain the tools to reshape our students' imaginations and break them out of the fog of this "evil enchantment."

## How to Teach Like a Medieval, *Devin O'Donnell*

There is no shortage of ways and strategies to help us teach the Great Books. From practicable tools to historical pedagogies, various techniques abound. But not all approaches to the Great Books (especially the "world-view" ones) are rooted in the medieval tradition. This may not matter to those who wish to preserve modernism in their instruction. But for those who want to teach the Great Books like a medieval—that is to say, like a Christian—this workshop will offer practices and principles to make your students unfit for the modern world.

## Why Greek: Toward a Wholistic Apologetic for the Place of Ancient Greek in a Classical Christian Curriculum, *Colby Jones*

In Seminaries or University Classics departments, the case for Ancient Greek study is easier to make, but classrooms of 14-18 year olds requires a more nuanced approach. Careful, holistic reflection on the aims of classical education aids us in providing such an





## CONFERENCE | DAY 3

apologetic, enabling us to move beyond the more commonly cited (largely pragmatic) reasons offered for the inclusion of Greek within our curricula. Ancient Greek not only helps us better understand English or more readily acquire other languages, but is part and parcel of a truly robust classical education.

### **Beyond Prom . . . Generational Celebration and the Marriage Feast of the Lamb, *David Givens***

For years, we fought the prom battle. It took some providential working and a refocusing on the purpose for us to land on an event that captures the goal of celebration and provides families with a formal opportunity to rejoice together in fellowship and recognition of our students . . . and yes, we dance (just don't let my Baptist church know).

### **Structuring Your School Music Program for Success, even with Logic School Boys, *Edward Varela***

Choirs, orchestras, bands, recorders, musicals, traveling

ensembles, music lessons, competitions? With so many options for the school music teacher, which path should your school go down to make your school successful? This talk will demonstrate what is possible with your school when you have a clear vision. Sometimes, less is more. Come see what is being done at Trinitas Christian School to make our school a singing school, including logic school boys.

**10:15–11:15 AM** ..... PLENARY

### **Columbus the Crusader: A Window into the Medieval Reforming Traditions, *George Grant***

The entire legacy of Christopher Columbus is all too easily obscured by the achievements of his Great Enterprise of exploration and discovery. His faith, his education, his worldview, his motivation, and his family all provide us with a window into the oft-forgotten tradition of Medieval reformers and reforms that presaged the Magisterial Reformation.

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**KIRK AVERY** ([kavery@regentsaustin.org](mailto:kavery@regentsaustin.org))

**"The Goal of an Advancement Department: Moving Forward the Culture and Generosity of Your School"**

Kirk Avery has enjoyed over twenty years of marriage to his wife Sheila and takes particular joy in parenting his three children, Mia (18), Weston (16), and Elizabeth (12). As Director of Advancement at Regents School of Austin, Kirk oversees development initiatives and engages with parents in efforts to advance the culture of the Regents community.



**MELODY CONGDON** ([mcongdon@cpls.org](mailto:mcongdon@cpls.org))

**"This Isn't Easy—Help, Anyone?"**

Melody Congdon serves as head of school at Cair Paravel Latin School in Topeka, Kansas. Before becoming head of school, she served as dean of students, counselor, and chief administrator during her 33 years of service with CPLS. She and her husband have been married for 48 years and are both active in the church, where he served as head pastor for 45 years. They have four children, all of whom graduated from CPLS and two of which are current CPLS teachers. Amongst the 420 students at the school are six of her eleven grandchildren. In her free time, she loves coordinating sets, costumes, and props for school musicals, painting houses, and spending time outdoors.



**TY FISCHER** ([tyfischer@veritasacademy.com](mailto:tyfischer@veritasacademy.com))

**"This Isn't Easy—Help, Anyone?"**

Ty Fischer has been the Head of School at Veritas Academy in Leola since 1997. He received a BA in history from Grove City College and a Master of Divinity from Reformed Theological Seminary in Jackson, Mississippi. He has also studied at Cambridge University at the Faraday Institute for Science and Religion. He is a permanent member of the Association of Classical and Christian Schools Board. He has been involved in numerous curricular projects. He was the Managing Editor of the Veritas Press Omnibus Project. Ty and his wife, Emily, are the parents of four daughters: Maddy, Laynie, Karis, and Elyse, and the proud owners of one "periodically obedient" Puggle, Roxy.



**CHAD GALLAGHER** ([chad.gallagher@legacymail.org](mailto:chad.gallagher@legacymail.org))

**"Safeguarding the Culture of Your School— The Greatest Challenge of Growth"**

Chad Gallagher is the Founder of Legacy Academy, a fully accredited K-12 classical Christian school serving families in rural Southwest Arkansas. What began as a deeply personal journey—homeschooling his two eldest children—soon became a calling. With a vision for restoring timeless academic excellence through a classical approach, Gallagher and his wife, Jessica, established Legacy Academy in 2008 with just three kindergarten students. Through his leadership, the school has grown steadily, adding a grade each year and graduating its first class in 2020. Today, Legacy Academy serves 150 students and continues to expand, now including a daycare program to support families in need of early childhood education.

Beyond Legacy Academy, Gallagher has been a driving force in shaping education policy in Arkansas, leveraging his extensive experience in governance, strategic consulting, and business. As a former mayor, political director, and advisor to former Arkansas Governor Mike Huckabee, he has played a key role in advancing initiatives that benefit Christian schools and educational choice across the state.

In addition to his work in education, Gallagher is the founder of a strategic consulting firm serving governors, high-profile individuals, and private-sector clients. He and Jessica, his wife



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of 28 years, are entrepreneurs with diverse business ventures, including a grass-fed beef farm, a restaurant, and a historic real estate investment firm. He is also a committed church elder and serves on multiple boards and commissions.

Gallagher is a graduate of Ouachita Baptist University, where he earned a bachelor's degree in political science and history. His passion for faith, education, and community continues to shape the next generation of leaders at Legacy Academy and beyond.



**JOSH GIBBS** ([jgibbs@tctinst.org](mailto:jgibbs@tctinst.org))

**"Panel: Aristocratic Education and the American Tradition"**

**Joshua Gibbs** is the director of The Classical Teaching Institute at The Ambrose School in Meridian, ID, and has nineteen years of experience teaching classic literature in Christian schools. He is a lecturer on pedagogy and great books and the author *Something They Will Not Forget, Love What Lasts* and *A Parley with Youth: Dialogues with High School Students about Virtue*. Gibbs has also authored the pamphlets "A Short Introduction to Classical Christian Education" and "So Your Parents Want to Send You to a Classical Christian School," and his books and pamphlets have received praise from figures that include Nebraska Senator Ben Sasse, David Hicks, and Dr. Christopher Perrin. In addition to writing, speaking, and consulting, he also teaches online through [GibbsClassical.com](http://GibbsClassical.com). Since becoming a teacher, Joshua Gibbs has been a frequent speaker at conferences for the CiRCE Institute and other classical organizations. He is the creator of the Proverbial podcast, the In the Trenches podcast, and has blogged for the CiRCE Institute for many years, been interviewed by Front Porch Republic and Culture Feed, and published on *First Things*.



**DAVID GOODWIN** ([dgoodwin@accsedu.org](mailto:dgoodwin@accsedu.org))

**Opening Welcome**

**David Goodwin** has served as the full-time president of the Association of Classical Christian Schools (ACCS) since 2015. He served on the ACCS Board as an elected member from 2010 to 2014 and helped develop the strategic plan for the ACCS. Formerly, he helped found The Ambrose School in Meridian, ID, and was headmaster there for 13 years, growing it from a struggling small school to over 500 students and building its current facility. He co-authored the #1 New York Times Bestseller, *Battle for the American Mind*, with Pete Hegseth and has been a speaker at various events around the country, as well as writing for publications such as *The Federalist*, *The Washington Times*, and others. He lives in Boise, ID, with his wife, Stormy. They have three adult children, one of whom teaches at a classical Christian school.



**BRYAN GUSTIN** ([bgustin@regentsaustin.org](mailto:bgustin@regentsaustin.org))

**"Via Collegium #5: Cybersecurity on a Shoestring Budget"**

**Bryan Gustin** serves Regents as the Chief Technology Officer. Prior to joining Regents, Bryan was spent the past 25 years in various technology positions including windows and web development, large scale network deployment, and managing development teams in large service organizations. Bryan moved to Austin in 2013 with his wife Angela and their two grown sons Sean and Sam. They live in the outskirts of Georgetown with their three Great Pyrenees and love the quiet of a small town.



**CLIFFORD HUMPHREY** ([cliffordhumphrey@gmail.com](mailto:cliffordhumphrey@gmail.com))

**"Leadership as 'Compelling Human Excellence'"**

**Clifford Humphrey** is the Executive Vice Chancellor in the Division of Florida Colleges at the Florida Department of Education. In 2020, he received a Ph.D. in Political Science from

## SPEAKERS | LEADER'S DAY PRE-CONFERENCE

the Van Andel Graduate School of Statesmanship at Hillsdale College. He then helped found Thales College in Raleigh, North Carolina, and also taught moral philosophy and rhetoric at Troy University in Troy, Alabama. Before graduate school, he spent two years teaching classical languages, philosophy, and rhetoric at Trinitas Christian School in Pensacola, Florida. He has written on the topics of classical education, higher education, Christian religion, and American politics at various publications including *American Reformer* and *First Things*. He is originally from Warm Springs, Georgia.



**LEE JONES** ([ljones@regentsaustin.org](mailto:ljones@regentsaustin.org))

**“Via Collegium #3: Sustainable Budgeting and Strategic Tuition Setting”**

Lee Jones serves as the Chief Financial Officer at Regents. Since joining Regents in 2011, Lee has worked to develop and implement a strategic financial planning model as part of the school's overall operational plan. She leads the day-to-day finance operations of the school, working closely with senior leadership to ensure that the finance function effectively supports mission-driven programming and that tuition and contribution dollars are stewarded well.

Prior to joining Regents, Lee's professional experience includes managing the business operations for a network of outpatient primary care clinics for UTMB in Galveston, serving as Director of her church school, and teaching at the elementary level for 15 years. Lee earned her B.B.A. in Finance at the University of Texas and completed graduate studies in Elementary Education at the University of Houston. In her free time, you'll find Lee spending time with her grandchildren and attending as many UT sporting events as possible.



**RONNIE LONG** ([rlong@regentsaustin.org](mailto:rlong@regentsaustin.org))

**“Via Collegium #4: Partnering Well with Parents”**

Prior to coming to Regents in August of 2001, Ronnie Long served as a Youth and Family Pastor for ten years. He spent sixteen years in the classroom at Regents teaching 5th grade for four years and SOL Bible for twelve. At the end of May 2017, he was named the Head of the School of Logic and in May 2019 he transitioned into the Head of Grammar role. Ronnie has been working with students since his days in college. He cannot imagine himself doing anything else. Ronnie loves spending his days working with and mentoring students.

Ronnie and his wife have been married since 1997. They have two sons who keep them busy. Both of their children love to play sports, be outside, and laugh. Ronnie's hobbies and activities revolve around his family. They love to camp, play ball in the front yard and play sports on neighborhood teams and at school. The Longs live in the country and raise chickens, goats, sheep, pigs, turkeys and a donkey. This is more often than not a comedy of errors.



**ANITA LYSHOL** ([anitalyshol@pccs.org](mailto:anitalyshol@pccs.org))

**“The Classical Christian Admissions Director: Doberman Pinscher or Golden Retriever”**

Anita Lyshol has been working in classical schools for the last 15 years, and has been serving as admissions director at Providence Classical Christian School for the last four years. She loves sharing classical, Christian distinctives with prospective families, and is passionate about being a liaison between families and the school in order to help find the perfect fit.

Anita has an elementary teaching degree from Goshen College and enjoys participating in ACCS conferences and other classical Christian learning opportunities. Both of her children graduated from Providence, and she now looks forward to her grandson attending Pre-K there in a few short years. When not in the admissions office or conducting tours and assessments, she can be found spending much of her time with her husband and family.

## SPEAKERS | LEADER'S DAY PRE-CONFERENCE



**DAN PETERSON** ([dpeterson@regentsaustin.org](mailto:dpeterson@regentsaustin.org))

**"Via Collegium #1: Upstream Harkness"**

Dr. **Dan Peterson** has served as the Head of School at Regents School of Austin since 2018. Originally from Tennessee, he obtained a M.Div. degree in theology from Southern Seminary in Louisville, Kentucky. He served for one year at Heritage Academy in Columbia, Missouri. He then served for six years as founding Head of School at Cornerstone Academy in Tennessee, while pursuing and earning his Ph.D. in Leadership and Christian Education in 2012. He began his tenure at Regents in 2012 serving as the Head of School of Logic until 2015. He served as the Head of School and President of Evangelical Christian School in Tennessee from 2015 to 2018 before returning to Regents. Dr. Peterson has presented at several national and regional conferences, and he has completed the Colson Fellows National Program. He serves as a Board member for the Association of Classical Christian Schools (ACCS), Classic Learning Test (CLT), Council on Educational Standards and Accountability, and Baylor University's Center for School Leadership.

Dr. and Mrs. Peterson have been married nearly 22 years and have four children; his son graduated from Regents in 2023, and his three daughters are current students. He enjoys reading, cycling, hiking, fly fishing, and playing soccer, but most of all spending time with his family.



**KEITH PHILLIPS** ([phillips.keith@schaefferacademy.org](mailto:phillips.keith@schaefferacademy.org))

**"This Isn't Easy—Help, Anyone?"**

**Keith Phillips** is Head of School at Schaeffer Academy in Rochester, Minnesota, where he has served for the past 26 years. Prior to Schaeffer Academy, Keith served as an administrator at Kauai Christian Academy on the beautiful north shore of Kauai and received an M. A. in Educational Policy and Leadership from The Ohio State University. Keith is a member of Trinity Presbyterian Church and a permanent member of the ACCS Board of Directors.



**JOSHUA SIMMONS** ([jsimmons@regentsaustin.org](mailto:jsimmons@regentsaustin.org))

**"Via Collegium #2: Developing a Team of Leaders"**

**Joshua Simmons** has been at Regents in a variety of capacities since 2006. Originally from the Houston area, he attended Grove City College and Westminster Theological Seminary in Pennsylvania before returning to Texas. He and his wife Erin have been married for 21 years and have three children together, the oldest of which just graduated from high school. Josh enjoys reading, hiking, and playing and watching soccer.



**ANTHONY URTI** ([aurti@dvclassical.org](mailto:aurti@dvclassical.org))

**"The Classical Disconnect: Movement Ideals versus Classroom Realities"**

**Anthony G. Urti** currently serves as Head of School at Delaware Valley Classical School, located in New Castle, DE, and has served as an administrator in CCE schools for the past 6 years. He has practiced law, worked in non-profit organizations, and served as both a teacher as well as a staff member in a major city's public schools. He was turned on to CCE when he took a degree in Classical and Christian studies from Knox Theological Seminary and has seen the value of teaching students to wrestle with challenging content. He is husband to Nicole (who works with young readers at the school and is an NILD Level 2 therapist) and father to Dominic, Lucia, and Leo, all of whom are students at DVCS. His own formative education pales compared to one being received by his children, and were he to shout one thing from rooftops, it would be for parents to read aloud early and often to their young (Read: In the crib) children!



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# SPEAKERS | ACADEMIC LEADER'S DAY PRE-CONFERENCE



**DAVID DIENER** ([ddiener@hillsdale.edu](mailto:ddiener@hillsdale.edu))

**Academic Leader's Day Welcome**

Dr. **David Diener** is an Assistant Professor of Education at Hillsdale College and the Executive Director of the Alcuin Fellowship. Previously he spent fifteen years in K-12 private education, eleven of those in administration and eight as headmaster of classical Christian schools. He regularly provides consulting services and teacher training to classical schools and is the author of *Plato: The Great Philosopher-Educator*. He also serves as the series editor for Classical Academic Press' series *Giants in the History of Education* and is an associate editor for the journal *Principia: A Journal of Classical Education*.



**PHILLIP J. DONNELLY** ([Phillip\\_Donnelly@baylor.edu](mailto:Phillip_Donnelly@baylor.edu))

**"The Tasks of the Orator in Light of Christ"**

**"Rhetorical Education in a Digital Age"**

**Phillip J. Donnelly, PhD**, is Professor of Literature for the Great Texts Program in the Honors College at Baylor University. He is the author of *The Lost Seeds of Learning: Grammar, Logic, and Rhetoric as Life-Giving Arts* (Classical Academic Press) and *Milton's Scriptural Reasoning* (Cambridge University Press). He has worked with Classical schools for about twenty years, helping faculty discern how a Christian understanding of the verbal arts can inform their daily work as educators.



**CHRISTOPHER SCHLECT** ([cschlect@nsa.edu](mailto:cschlect@nsa.edu))

**"Declamation I— Introduction"**

**"Declamation II—Practice"**

**Christopher Schlect, PhD**, has worked in classical and Christian education for over thirty years, including long experience with high school and college rhetoric. At his home institution, New Saint Andrews College, Chris is Head of Humanities and Director of the Classical and Christian Studies graduate program. He also teaches in Gordon College's graduate program in educational leadership. Chris is the author of a forthcoming text on declamation exercises, which will be a capstone text in Classical Academic Press's Writing and Rhetoric series. He serves CCE schools around the country through his writing, consulting, and training activities.



**ANDREW SELBY** ([aselby@trinityclassicalacademy.com](mailto:aselby@trinityclassicalacademy.com))

**"Progymnasmata I: 'The Whole Force of the Art': Learning How to Find Arguments and Perceive Both Sides of a Dispute"**

**"Progymnasmata II: 'Subcreating' with the Word": Narrative"**

**Andrew Selby, PhD**, is the language department chair and teaches humanities and Latin at Trinity Classical Academy in Valencia, CA. He has taught pre-rhetoric and senior thesis for many years. Currently, he is creating curriculum for Memoria Press in the Classical Composition program that his father started over 20 years ago. His research interests have included classical rhetoric and the way that Christians appropriated it through the centuries, which interest is represented in his book, *Ambrose of Milan's On the Holy Spirit: Theology, Rhetoric, and Sources* (Gorgias Press).

## SPEAKERS | MAIN CONFERENCE



**JACOB ALLEE** ([jacob.allee84@gmail.com](mailto:jacob.allee84@gmail.com))

**“The Value of the Medieval Style of Disputation”**

Dr. **Jacob Allee** serves as a teacher and upper-school dean at Caritas Classical Christian Academy in Chandler, AZ. He has been formally working in classical Christian education since 2014, but he and his wife homeschooled classically for several years before that. Dr. Allee is also the founder of Study The Great Books, which is committed to producing a classical Christian curriculum that is faithful to the Lordship of Jesus Christ for use in classrooms and homes across the country. He is happily married, and he and his wife, Susan, enjoy raising their four wonderful children. He earned his PhD in humanities from Faulkner University. His academic research focuses on the role stories play in developing the moral imagination and the power stories have to pass on and preserve virtue within a society.



**TIM ANSTINE** ([dtanstine@gmail.com](mailto:dtanstine@gmail.com))

**“Rethinking How to Teach the Biblical Flood”**

Dr. **Tim Anstine** is a distinguished chemistry professor with over 30 years of experience in teaching, research, and academic leadership. He has built a highly respected career in organic chemistry, having contributed significantly to both the scientific community and the development of future chemists. Dr. Anstine earned his PhD in chemistry from the University of Nevada and conducted research in photo organic chemistry at the University of California, Berkeley. He has since been a professor of chemistry at Northwest Nazarene University, where he has been instrumental in shaping the chemistry department's curriculum, research direction, and student mentorship. Throughout his career, Dr. Anstine has published multiple research papers in top-tier journals and has conducted groundbreaking work in synthetic organic chemistry. In the classroom, Dr. Anstine is known for his dynamic teaching style and commitment to student success. He has mentored and inspired hundreds of undergraduate students, many of whom have pursued successful careers in academia, industry, and research. His dedication to fostering a collaborative and challenging learning environment has earned him numerous teaching awards and honors, including Professor of the Year and the University Faculty Award Lecture. He and his wife, Suzanne, reside in Eagle, Idaho, and have three children.



**ROBERT ARRITT** ([arrittr@gmail.com](mailto:arrittr@gmail.com))

**“Red to Black: Lessons Learned in Setting Tuition Rates”**

**Bob Arritt** has been a board member at Paideia Academy (Knoxville, TN) since 2022. Before coming to Paideia, he served six years as a board member for another private Christian school. He has been married to his wife, Rochelle, for 24 years and has three daughters at Paideia: Elisabeth, Abbie, and Anna Leigh. Bob graduated with honors from West Virginia Tech in 2000 with a BS in electrical engineering. In 2004, he received a MS in electrical engineering from Worcester Polytechnic Institute in Worcester, MA. In 2023, Bob was inducted into the WV Tech Athletic Hall of Fame for football. Bob is presently a technical executive in Knoxville, Tennessee. Bob has authored dozens of published technical papers and has received multiple professional awards and patents for his contributions to the electrical industry. Bob has presented at many conferences and seminars, including the IEEE Power Conference, the prestigious American Geophysical Union Conference (AGU), and the US Nuclear Regulatory Commission.

## SPEAKERS | MAIN CONFERENCE



**RANYA BAILEY** ([rbailey@wilsonhillacademy.com](mailto:rbailey@wilsonhillacademy.com))

**“Don’t Stop Plundering the Egyptians Now! Make the Most of Singapore Math in a CCE Framework”**

Ranya Bailey joined Wilson Hill Academy eight years ago and was delighted to teach across the spectrum in those early years, teaching The Great Conversation: Ancient Period and math in the lower school and chemistry in the upper school. Drawn initially to classical Christian education as a model for homeschooling, she was drawn to Wilson Hill Academy for its vision of classical Christian education that intentionally cultivated a strong education in the humanities and the maths and sciences. More recently, as one of the headmasters at Wilson Hill, she worked with the math department to review and renew the vision for math instruction in the lower school. This strengthened a longstanding commitment to a Singapore-based approach in grammar school math as a fitting component of a wonder-filled, Christ-centered education. Ranya grew up in Halifax, Nova Scotia, Canada, where her parents worked as marine biologists after emigrating from Egypt. She holds a BS in biology with a focus in biochemistry, molecular biology, and genetic research and a doctor of medicine degree with a residency in family medicine. She left the practice of medicine when her first child was born. She and her husband now have five children and one grandchild. Before joining Wilson Hill, she taught in homeschool and homeschool co-op settings for 12 years. In addition to her role as the headmaster of the upper school, Ranya continues to teach AP Chemistry. Ranya is now living in Savannah, GA. She enjoys spending time with her family, reading, cooking, walking, cycling, kayaking, and watching international soccer tournaments and is nourishing a budding fan-hood for American football.



**WALLY CADDOW** ([wcaddow@trinityclassicalacademy.com](mailto:wcaddow@trinityclassicalacademy.com))

**“Marketing 101: Telling Your Story, Growing Your School”**

Wally (and Liz) Caddow founded Trinity Classical Academy in Santa Clarita, CA, in 2001. Wally and Liz make their home in Santa Clarita, CA. Their son, Ian, attended the United States Naval Academy and now serves as a 1st Lieutenant Logistics officer in the United States Marine Corps, married a Trinity Alumn. The Caddows were excited to celebrate their first grandchild this past fall. Their daughter, Hannah, graduated from Life-Pacific University this past spring with a master’s in leadership development. Their youngest daughter, Lily, just completed her freshman year at Wheaton College, where she also plays on the Wheaton Thunder women’s basketball team.



**ELIZABETH CARLSON** ([elizabeth.carlson@legacyclassical.org](mailto:elizabeth.carlson@legacyclassical.org))

**“Cultivating Curiosity: Incorporating Nature Studies the Charlotte Mason Way into Your School Curriculum”**

Elizabeth Carlson graduated Summa Cum Laude from Oklahoma State University with her BS in entomology and double minors in Latin and classical studies. Currently, she is teaching nature studies and Latin at Legacy Classical Christian Academy in Haslet, Texas. She has five years of teaching and educational experience as a TA of the largest entomology class at OSU, a tutor of 11 college-level courses, a teaching and outreach intern, and a teacher at LCCA. Before her bachelor’s degree, Elizabeth attended a classical Christian University Model school learning how important that form of education is for preparing students for college and life in the broader culture. She loves to travel, sew, and enjoy God’s creation (especially moths!).



## SPEAKERS | MAIN CONFERENCE



**JOE CARLSON** ([kingsabbey@gmail.com](mailto:kingsabbey@gmail.com))

**“Teaching with Eyes on the Sun: The Doxological Pedagogy of Dante’s Paradiso”**

**Joe Carlson** (PhD Literature) lives with his wife and son in Moscow, Idaho. He received his BA from New St Andrews College and his MA in humanities and PhD in literature from the University of Dallas. He has managed a chain of coffee shops, published (micro) epic poetry, co-pastored a church, co-founded a university campus ministry, and taught many different kinds of classes over the years. He is an adjunct lecturer at New St Andrews College, a humanities teacher with Logos Online School, and a curriculum developer at Roman Roads Press. He is the author of the *Dante Curriculum*, which includes an original blank verse translation of the *Divine Comedy* and a new *Reader’s Guide to Milton’s Paradise Lost and Paradise Regained*, all published by Roman Roads Press. His work can be found at [dantepoem.com](http://dantepoem.com) and [miltonpoem.com](http://miltonpoem.com).



**DIANE CARTER** ([dcarter@aca-cc.org](mailto:dcarter@aca-cc.org))

**“This is My Father’s World: Reuniting Science and Worship”**

**Diane Carter** is a Veteran (28 years) Science/Bible Teacher at Annapolis Christian Academy of Corpus Christi, Texas. She holds a BA in microbiology at the University of New Hampshire. Diane is an ACCS accredited teacher since 2014. She is also a recipient of the 2023 Herzog Foundation’s Christian Teacher of the Year Award.



**MATT DIXON** ([mdixon@trinityclassicalacademy.com](mailto:mdixon@trinityclassicalacademy.com))

**“Marketing 101: Telling Your Story, Growing Your School”**

**Matthew J. Dixon**, EdD, has been a part of classical Christian education since 2008. After graduating from The Master’s University, Matt began working at Trinity Classical Academy in Valencia, CA, while pursuing additional schooling through The Southern Baptist Theological Seminary in Louisville, KY. During his time at Trinity, Matt has been involved in different administrative roles, including overseeing Trinity’s department of athletics for nearly eight years. Additionally, he has taught various classes in the grammar, logic, and rhetoric schools, including math, physical education, music, and Bible, alongside helping develop a Christian World-view course for rhetoric school students as well as a dual-credit, apologetics course for those in their senior year. Matt’s primary role at Trinity is now fulfilled as the principal of grammar school overseeing the daily operations for the school’s TK-6th grades. Matt is happily married to his wife, Sarah, who also works in Christian education at The Master’s University in their department of music, and together they have two sons, Isaiah and Zachary.



**PAM DOLLINS** ([pdollins@secondbaptistschool.org](mailto:pdollins@secondbaptistschool.org))

**“Collaborative Parent Roles Applied to the Trivium”**





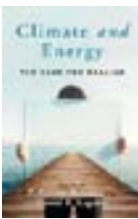

**Pam Dollins** and her husband, Dr. Beau Dollins, founded a classical Christian collaborative school in Houston, Texas, in 2012, which is now Second Baptist School University-Model. They lead six school campuses with Second Baptist Church and spend most of their time working together to train families and faculty in this unique education model. Pam is the mother of 11 children and enjoys teaching Bible study to all ages.



“When I received the Boniface Award at last year’s Repairing the Ruins conference for my book *Shepherds for Sale: How Evangelical Leaders Traded the Truth for a Leftist Agenda*, I told how the **Cornwall Alliance for**

**the Stewardship of Creation** foiled a massive campaign by Leftist billionaires and foundations to convince high-profile evangelical ministries to back greenhouse gas limits to fight catastrophic manmade climate change. Then and in my book, I commended the **Cornwall Alliance** for its fidelity to Scripture, its courage, its integrity in standing for the truth. It boldly combines Biblical worldview, theology, and ethics with excellent science and economics to promote Biblical Earth stewardship and economic development for the poor, right along with the gospel of Jesus Christ. Get to know the **Cornwall Alliance**! It offers outstanding educational materials for teachers, parents, and students, and its podcast, *Created to Reign*, its e-newsletter, its YouTube videos, and its social media platforms are gold mines of Biblical, scientific, and economic wisdom. Visit the **Cornwall Alliance’s** booth in the Repairing the Ruins exhibit hall. You’ll be glad you did!”—Megan Basham



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 <p><b>Creation Stewardship: Evaluating Competing Views:</b> Dr. Beisner compares the Cornwall Alliance’s perspective with that of a leading advocate of “creation care” who embraces environmental alarmism.</p>	 <p><b>What Is the Most Important Environmental Task ...?</b> In this introductory study, Dr. Beisner interweaves Biblical worldview, theology, and ethics with environmental science and economics</p>
 <p><b>Climate and Energy: The Case for Realism:</b> The definitive case against both alarmism and denialism, and for responsible realism, about climate change, fossil fuels, renewable energy, and the needs of the world’s poor, by 16 scientists, energy experts, economists, &amp; theologians.</p>	 <p><b>Social Justice vs. Biblical Justice:</b> This booklet teaches students how to define justice Biblically versus definitions common to Marxists, socialists, and progressives, and explains how those definitions obscure the gospel.</p>

## SPEAKERS | MAIN CONFERENCE



**DENISE EASTER** ([deaster@aca-cc.org](mailto:deaster@aca-cc.org))

**“Laying a Foundation in Reading: Effective Reading Instruction”**

**Denise Easter** teaches second grade at Annapolis Christian Academy in Corpus Christi, Texas. She is passionate about reading and strives to instill a lifelong love of learning in her students by building strong literacy foundations. As a dedicated advocate of classical Christian education, she profoundly values its transformative impact. Denise and her husband, Andrew, have been married for 20 years and have two children at Annapolis Christian Academy: their daughter, a senior, who will attend Baylor University in Waco, Texas, in the fall of 2025, and their son, a sophomore. Outside the classroom, she enjoys traveling, exploring great books, and fostering a love for truth, goodness, and beauty.



**BONNIE FANELLI** ([bfanelli@covenantcs.org](mailto:bfanelli@covenantcs.org))

**“Event Planning: Building Community and Support for Your School”**

**Bonnie Fanelli** is the dean at Covenant Classical Christian School, bringing twenty-two years of experience as an educator. Her journey into classical Christian education was ignited after witnessing a compelling senior thesis Defense. She has enjoyed serving alongside brilliant and Godly educators who share a passion for CCE. Bonnie has been happily married to her husband, Angelo, for 25 years. They have two children: Isaac, currently in the Classical Honors program at Palm Beach Atlantic, and Alysia, a Junior at Covenant. Their family also includes her niece Marley, a sophomore at Covenant. Outside of her professional and family life, Bonnie enjoys reading, being with her family, and visiting the beach at any and every opportunity.



**MANDI GERTH** ([mrsgerthteaches@gmail.com](mailto:mrsgerthteaches@gmail.com))

**“Creating ‘Seven Laws’ Lesson Plans”**

**Mandi Gerth** lives in Dallas, Texas, where she teaches and writes about classical education. For over twenty years, she and her husband have labored to build a family culture for their five children that values books, baseball, museums, home-cooked meals, and conversation about ideas.



**DAVID GIVENS** ([dgivens@eastwoodschoool.org](mailto:dgivens@eastwoodschoool.org))

**“Beyond Prom . . . Generational Celebration and the Marriage Feast of the Lamb”**

**David Givens** earned bachelor's degrees in classical studies and marketing management from Hillsdale College in 2002 as well as a Master's Degree in Latin from the University of Florida in 2017. He has taught humanities courses at Eastwood Christian School (Montgomery, AL) for 23 years. In 2017, he became the upper-school principal and continues to teach third and fourth-year Latin as well as a one-semester senior literature class called “Myth, Truth and the Gospel.” His wife, Ruth, teaches kindergarten at Eastwood. Together, they have directed the Eastwood Spring musical for the past 22 years and organized the cross-country program for the past three years. They have three children-- William (20), Lily (17), and Joseph (15).



**DAVID GOODWIN, ACCS President**

**“The Classical Christian Story”**

**David Goodwin** has served as the full-time president of the Association of Classical Christian Schools (ACCS) since 2015. He served on the ACCS Board as an elected member from 2010 to 2014 and helped develop the strategic plan for the ACCS. Formerly, he helped found The

## SPEAKERS | MAIN CONFERENCE

Ambrose School in Meridian, ID, and was headmaster there for 13 years, growing it from a struggling small school to over 500 students and building its current facility. He co-authored the #1 New York Times Bestseller, *Battle for the American Mind*, with Pete Hegseth and has been a speaker at various events around the country, as well as writing for publications such as *The Federalist*, *The Washington Times*, and others. He lives in Boise, ID, with his wife, Stormy. They have three adult children, one of whom teaches at a classical Christian school.



### GEORGE GRANT

**"A Grand Time: Multi-Generational Succession Planning"**

**"Columbus the Crusader: A Window into the Medieval Reforming Traditions"**

**George Grant** is the Pastor Emeritus of Parish Presbyterian Church and the founder of Franklin Classical School, the Comenius School, Bannockburn College, and New College Franklin. He is the director of the King's Meadow Study Center and the coordinator of the Chalmers Fund. His Christian history podcast, *Resistance and Reformation*, is available on the Fight, Laugh, Feast network, and his linguistic and etymology podcast, *Word Play*, is heard on World Radio's The World and Everything in It. Some of his recent books include: *Resistance and Reformation*; *Word Play*; and *Keystones: How Thomas Chalmers Mentored, Discipled, and Equipped*, available at [www.GeorgeGrant.net](http://www.GeorgeGrant.net) or on the Standfast app.



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## SPEAKERS | MAIN CONFERENCE



### ELIOT GRASSO

#### "How to Lead a Discussion"

Dr. Eliot Grasso is a tutor on the faculty of Gutenberg College, where he also serves as vice president. He teaches music, art, philosophy, history, literature, and hermeneutics courses in the Western tradition. He has taught higher education in Europe and North America for nearly 20 years. He holds a PhD in musicology from the University of Oregon, an MA in ethnomusicology from the Irish World Academy of Music and Dance at the University of Limerick, and a B. in music from Goucher College. Dr. Grasso has presented on culture, education, music, and the arts at institutions, conferences, and homeschooling communities worldwide. He has published articles on art, music, and culture in *The Encyclopaedia of Music in Ireland*, *World Music: A Global Journey*, *Journal of the Vernacular Music Institution*, CIRCE's *FORMA Journal*, Gutenberg College's *Colloquy*, *Iris na bPiobairí*, and *An Piobaire*. He is dedicated to training teachers in Socratic-style discussion.

In a parallel universe, Dr. Grasso is an award-winning performer, composer, and recording artist who plays Irish traditional music on the uilleann pipes, an eighteenth-century species of Irish bagpipe with which he performs internationally. He has appeared as a featured artist on NPR's "Prairie Home Companion" with Garrison Keillor, performed and taught for the William Kennedy Piping Festival in Armagh, and appeared as a soloist in the Glasgow Royal Concert Hall for Scotland's renowned National Piping Festival, Piping Live! Dr. Grasso has served as a music director, co-producer, and consultant for ballets and stage productions and has over a dozen recordings to his name. A fuller picture of his artistic endeavors is available at [eliotgrasso.com](http://eliotgrasso.com).



### TIM GRIFFITH ([timlgriffith@gmail.com](mailto:timlgriffith@gmail.com))

#### "Building a Successful Latin Program"

Tim Griffith is a Senior Fellow of Classical Languages at New Saint Andrews College, chairman of the Institute for Classical Languages, and director of the Universal Latin Exam. He has spent the last 17 years improving methods for teaching ancient languages in a modern context. Most recently he has developed *Picta Dicta* ([www.pictadicta.com](http://www.pictadicta.com)), an online learning platform specifically designed to assist parents and teachers with teaching ancient languages.



### SEAN HADLEY ([seanhadley@outlook.com](mailto:seanhadley@outlook.com))

#### "Get Medieval on Them: Training Teachers into the Classical Tradition"

Sean C. Hadley is a graduate of New Orleans Baptist Theological Seminary (MDiv, 2017) and Faulkner University's Great Books program (PhD, 2023). His writings have been published in outlets such as *The Imaginative Conservative*, *Touchstone* magazine, and *The Hemingway Review*. He has given conference talks in a variety of settings, such as the annual Repairing the Ruins education conference and the annual Spring conference of the Ciceronian Society. For fifteen years, he taught in the classical Christian classroom. Since 2023, he has worked as a postdoctoral research fellow with the Classical Education Research Lab at the University of Arkansas.



### PATRICK HALBROOK ([phalbrook@carychristianschool.org](mailto:phalbrook@carychristianschool.org))

#### "The Rhetoric & Aesthetics of School Marketing & Communications"

Patrick Halbrook is a rhetoric and humanities teacher at Cary Christian School. As the creative director of Paideia Graphic Design, he works with classical and Christian schools nationwide to deliver high-quality print and web design services. Patrick studied the Bible and great books at



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- *Cambridge Latin Course* (Cambridge University Press)
- *Latin Primer* and *Latin Grammar* (Picta Dicta)



## SPEAKERS | MAIN CONFERENCE

Florida College and earned his master's degree in history from North Carolina State University. He co-leads the Triangle Classical Forum, a community of classical educators in the Raleigh-Durham area, and has written for *The Imaginative Conservative*, *FORMA Journal*, and *The Classical Difference*. Patrick and his wife, Kaylie, live near Raleigh, North Carolina, with their four children.



**CHRISTIANA HALE** ([chale@logoschool.com](mailto:chale@logoschool.com))

**"Re-enchanting the Modern Imagination: C. S. Lewis and the Medieval Cosmos"**

**Christiana Hale** graduated Summa Cum Laude from New Saint Andrews College with an MA in Theology and Letters in 2017. Her graduate research focused on one of her favorite authors, C. S. Lewis, and his love of medieval cosmology and medieval and renaissance literature, particularly as seen through Lewis's *Space Trilogy*. She also holds a BA in liberal arts and culture and graduated with her second graduate degree, an MFA in creative writing, through New Saint Andrews College in 2022. She has taught at Logos School, a classical Christian school in Moscow, Idaho, as a secondary Latin and literature teacher since 2019. She also teaches writing and literature classes at her alma mater, New Saint Andrews College. Her book *Deeper Heaven: A Reader's Guide to C. S. Lewis's Ransom Trilogy*, the culmination of years of research, was released in January 2021 and has received praise from such Lewis scholars as Michael Ward and Holly Ordway. Christiana grew up in North Idaho and has lived in Moscow, Idaho, since 2011. She lives in a cheery house with her two sisters and enjoys walking downtown, haunting local coffee shops, hiking with friends, and eating Sunday dinners with the rest of her family.



**CHARIS HAMPEL** ([hampelcharis@gmail.com](mailto:hampelcharis@gmail.com))

**"Building Consistent Best Practices in the Grammar Classroom"**

**Charis Hampel** has been the kindergarten teacher at Veritas Christian Community School in Sierra Vista, Arizona, since 2011. This is my fourteenth year in the classroom. Homeschooling and running a home-based preschool/daycare helped equip me for the kindergarten classroom at Veritas. Classical Christian education has become my passion as I learned the essentials through the ACCS teacher certification process, Veritas teacher training, the ACCS Repairing the Ruins summer conferences, and personal book studies. Three favorite books whose concepts I use every day in the classroom are *The Seven Laws of Teaching*, *Wisdom and Eloquence*, and *The Paideia of God*. My study of classical and Christian education and its methodology will continue indefinitely. I earned a bachelor's degree in Christian Ministry at Wayland Baptist University. I am currently leading a staff book club, working on a master's certificate through ACCS, and mentoring staff through the requirements of the classical certification process. As a single mom, Charis homeschooled and raised two fine young men. Jacob is thirty-three and lives in Spokane, Washington, with his wife and two children. He is a SERE instructor for the Air Force. My younger son, Daniel, age thirty, is an Intel Specialist and Staff Sergeant in the Marine Corps. He is stationed in Hawaii at Kaneohe Bay.



**NICOLE HENRY** ([karennicolehenry@gmail.com](mailto:karennicolehenry@gmail.com))

**"How To Use Picture Studies to Enrich Latin Learning"**

**Nicole Henry** has been a passionate classical educator for over 25 years, specializing in the humanities. She has taught across the curriculum and at all age levels in various settings, including classical schools, university model programs, and homeschool co-ops. For over a decade, she homeschooled her four children, instilling (she hopes!) a love of learning and cultivating a deep appreciation for the classical tradition. For the past three years, Nicole has served as the logic school Latin teacher at Providence Classical School in Spring, TX, exploring ways to



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make this ancient, beautiful language come alive for her students. She holds both a BA and an MA in theological studies, which have enriched her teaching and writing. As the co-founder of Invictus Classical Press, she is dedicated to crafting high-quality, classical and Charlotte Mason-inspired resources that inspire students and support educators. When she's not teaching, reading, or writing, Nicole enjoys nurturing plants, marveling at bugs and fungi, and drinking coffee. Above all, she delights in sharing her enthusiasm for teaching and learning with others.



**JOSHUA HERRING** ([Josh.Herring@thalescollege.org](mailto:Josh.Herring@thalescollege.org))

**"Hugh of St. Victor: Nourishing the Soul of the Teacher"**

**Josh Herring**, PhD, received a doctorate in the humanities with a concentration in literature from Faulkner University in 2023. He also holds an MDiv from Southeastern Baptist Theological Seminary (2016) and a BA in history from Hillsdale College (2011). He taught humanities courses at Thales Academy for eight years. He was active in Thales Academy administration for three years as a dean of students, assistant administrator, and dean of classical education. He enjoys helping Thales College develop a new model of higher education, specifically with attention to shaping future teachers intending to join the classical renewal movement. He and his wife live in Wendell, NC. Dr. Herring is a voracious reader, a regular writer with the Acton Institute, and host of *The Optimistic Curmudgeon* podcast.



**PATSY HINTON** ([phinton@covenantcs.org](mailto:phinton@covenantcs.org))

**"Event Planning: Building Community and Support for Your School"**

**Patsy Hinton**, M.Ed. Having served in classical Christian education for more than twenty years as an administrator, Patsy Hinton has assisted boards, headmasters, and teachers as they navigate the challenges particular to classical Christian schools. Patsy is the headmaster at Covenant Classical Christian School in Columbia, South Carolina. She has also served as Headmaster of two other ACCS schools, Dean of Academics, Curriculum & Instruction Specialist, founding board member, and as the parent of a graduate from a classical Christian school in Tampa, Florida. Patsy and her husband, David, met in England during high school. They have been married for 36 years. Their daughter, English, lives with her husband in north Georgia. She is a graduate of The Paideia School, Hillsdale College, and the University of Georgia. The Hintons attend Blythewood Presbyterian Church. They also have the privilege of caring for Patsy's father, Jan, who lives with them. The Hintons have two large dogs, Lexi and Liberty, that bring them much delight.



**JOHNNY HOLCOMB** ([johnnyholcomb@shurley.com](mailto:johnnyholcomb@shurley.com))

**"Grammar Matters"**

For over 34 years, **Johnny Holcomb** has enjoyed serving his community as a teacher, athletic coach, principal, and superintendent of schools. Helping students and teachers achieve success is his passion! Johnny holds a master of education degree from Texas A&M University and now serves as a sales representative, consultant, and presenter for Shurley Instructional Materials, Inc.



**BUCK HOLLER** ([buck@circeinstitute.org](mailto:buck@circeinstitute.org))

**"Mentorship and Dialectic: A Shared Path to Wisdom for All Ages"**

**Buck Holler** is a former horse trainer and rodeo cowboy from Red Bluff, CA. Retiring from the rodeo circuit, Buck headed to New England to study theology and languages at Gordon-Conwell Theological Seminary in 2001. Since then, he has worked as an educator and administrator in CA, New York City, and eastern NC. Buck first joined The CiRCE Institute as an apprentice



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in 2007, became a head mentor for the East Coast III apprenticeship in 2017, began the Latin Apprenticeship in 2019, and now serves in Kannapolis, NC, as CiRCE's director of consulting.



**GRANT HORNER** ([ghorner@masters.edu](mailto:ghorner@masters.edu))

**"Perspective is Everything"**

**"Who and What is Da Vinci's 'Vitruvian Man,' and Why Should You Care?"**

**Grant Horner** (PhD) is a senior rank Full Professor of Humanities at The Master's University, just north of Los Angeles, where he specializes in the Renaissance, Reformation Historical Theology, Art History, and Classics. He was educated at Duke, UNC Chapel Hill, the University of Alabama, and Claremont Graduate University. He has been teaching at the university level for 30 years and has published numerous articles and books on Renaissance literature; 16th and 17th century theology; the Puritan John Milton; Classical learning; Bram Stoker's *Dracula*; and film and theology. He is a National Council Alcuin Fellow in the Society for Classical Learning, and is Founder and Director of two academic programs at Master's: The TMU in Italy summer abroad program based in Florence, and the BA program in Classical Liberal Arts. He lives in northern Tuscany every summer with his wife and a group of very eager students, in a villa built in 1409. He and his wife have three children and eight grandchildren.



**TYLER HOWAT** ([tyler.howat@theriveracademy.org](mailto:tyler.howat@theriveracademy.org))

**"Preparing for the Climb to Mt. Thesis: Building a Thesis Program throughout Your Logic & Rhetoric Schools"**

**Tyler Howat** has been a teacher for 17 years internationally and across the United States. He is the co-author of *Thoughts Clothed in Words* and *The Art of Fitting Expression*, a classical rhetoric curriculum. He is also the dean of academics at The River Academy in Wenatchee, WA, where he lives with his wife. They enjoy reading, writing, music, film, and fellowship together.



**ROBIN JOHNSTON** ([rjohnston@udallas.edu](mailto:rjohnston@udallas.edu))

**"Who, me? Draw? (Drawing for Teachers)"**

**Robin Ann Johnston** earned a Presidential Scholarship and obtained her bachelor's degree in cognitive psychology (with a minor in piano performance) at Loyola University of New Orleans in 1985, cum laude. She will finish her MA in humanities at UD in 2026. Robin has taught world and American history, English, literature, logic, debate, composition, Math, and Theology for grades 4-12. As the lead middle-school teacher for Mount St. Michael Catholic School (MSMCS) in south Dallas, she was instrumental in transitioning the school's culture and curriculum instruction to a classical model, in accordance with the Catholic intellectual tradition of education. Robin retired from teaching in 2015. Currently, she works for the University of Dallas, serving as the classical curriculum consultant. Robin's passion is to ignite students' hearts with a love for learning and provide teacher formation in the Catholic tradition through classical liberal arts pedagogical instruction. Robin was given the "Work of Heart" award for excellence in teaching—twice—by the Catholic Diocese of Dallas.



**JUNIUS JOHNSON** ([junius.johnson@gmail.com](mailto:junius.johnson@gmail.com))

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**Junius Johnson** is a writer, teacher, speaker, independent scholar, and musician. His work focuses on beauty, imagination, and wonder and how these are at play in the Christian and classical



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intellectual traditions. He is the executive director of Junius Johnson Academics, where he offers innovative classes for both children and adults that aim to ignite student hearts with wonder and intellectual rigor. An avid devotee of story, he is especially drawn to fantasy, science fiction, and young adult fiction. He performs professionally on the French horn and electric bass. He holds a BA from Oral Roberts University (English Lit), a MAR from Yale Divinity School (Historical Theology), an MA, two MPhils, and a PhD (Philosophical Theology) from Yale University. He is the author of five books, including *The Father of Lights: A Theology of Beauty* and *On Teaching Fairy Stories*, and has authored volumes and been a contributing writer for the Humanitas series of history textbooks with Classical Academic Press. An engaging speaker and teacher, he is a frequent guest contributor to blogs and podcasts on faith and culture. He is co-host of The Classical Mind podcast and the director of education for *The Cultivating Project*.



**COLBY JONES** ([cjones@graceclassical.com](mailto:cjones@graceclassical.com))

**“Why Greek: Toward a Wholistic Apologetic for the Place of Ancient Greek in a Classical Christian Curriculum”**

Dr. **Colby Jones** teaches Greek, rhetoric, and theology at Grace Classical Christian Academy in Granbury, Texas, where his four children also attend. Dr. Jones earned a BA from Southeastern Bible College (where he met his beautiful wife, Sarah), an MA from Trinity Evangelical Divinity School, and an MDiv and PhD from Southwestern Baptist Theological Seminary. Dr. Jones has taught Biblical Studies courses for several years at Texas Baptist College and Southwestern Seminary and has been privileged to teach in a Classical Christian school for four years. He and his wife are also active members of Redeemer Church (White Settlement, TX), where they have been members since 2013. When Dr. Jones isn't reading books on biblical studies, theology, and (of course) Greek, he enjoys more than anything spending time with his family, cheering on the Alabama Crimson Tide, and engaging in super-nerdy discussions about *The Lord of the Rings* and *Star Wars*.



**ANDREW KERN** ([akern@circeinstitute.org](mailto:akern@circeinstitute.org))

**“The Glory of Mimetic Teaching”**

**Andrew Kern** is the founder and president of the CiRCE Institute (Center for Independent Research on Classical Education), the husband of Karen, the father of five grown adults, and the grandfather of (so far) nine grandchildren. He has been researching, speaking, teaching, and consulting in the Christian classical renewal since 1993, during which he has been instrumental in the founding of three schools, consulted with over 100 schools and co-ops, and served as Director of Classical Instruction, Academic Dean, and Headmaster. Andrew speaks regularly at home school and classical conferences. In addition, he is the co-author with Dr. Gene Edward Veith of *Classical Education, The Movement Sweeping America* and, with Andrea Lipinski, of *The CiRCE Guide to Reading*. He also led the development of CiRCE's classical rhetoric program, *The Lost Tools of Writing*, and he loves Homer, Shakespeare, Anne of Green Gables, and Endeavour. Like Shakespeare, he knows a little Latin and less Greek. Except a lot less than Shakespeare. Andrew and Karen have settled in Concord, North Carolina where they attend Christ The Good Shepherd Orthodox Mission and watch their five grown children raise their children and pursue their callings.



**BRAD LAYLAND** ([blayland@thefocusgroup.com](mailto:blayland@thefocusgroup.com))

**“Funding Your Vision, Growing Your Fundraising Culture: A Relational Approach for Classical Christian Schools”**

**Brad Layland**, CEO, first learned how to raise money as a college student in 1993, while

## SPEAKERS | MAIN CONFERENCE

seeking to raise personal support as a part-time staff member for Young Life. Over the course of 20 years at Young Life, he developed his passion for and expertise in relational fundraising, to the point where he was asked to train other area directors around the country, and eventually became the Chief Development Officer for the entire organization. Brad joined The FOCUS Group in 2012 as a Senior Consultant and became the owner and CEO in 2015. In 2013, he launched the Taking Donors Seriously® e-learning and coaching program to make the firm's expertise accessible to individuals and smaller nonprofits. Brad's expertise providing high level fundraising counsel to nonprofit organizations incorporates major donor strategies, training workshops, planned gift marketing, and capital campaign counsel. In recent years he has led capital campaigns for Dallas Theological Seminary (\$160M), Intervarsity Christian Fellowship (\$89 million), Union Rescue Mission (\$83 million), The Bowery Mission (\$27 million) and Veritas School (\$5.3 million). Brad received his B.A. in Communications from the University of Florida and his M.A. in Theology from Fuller Theological Seminary. He and his wife, Wendy reside in St. Augustine, Florida and have four children. Brad enjoys running marathons, skiing, investing in real estate, entrepreneurship, and traveling with his family. Over the past 20 years, he has completed 50 marathons and recently completed two Ironman Triathlons. Brad is the founder of Endless Summer Realty, the largest residential real estate brokerage in St. Augustine, closing over \$240 million in transactions in 2021. He is a founder and board member of Veritas Classical School and launched an annual "Giving Day" in St. Augustine, which has become a platform for local nonprofits to raise hundreds of thousands of dollars and establish relationships with new donors. His entrepreneurial success has allowed Brad to experience the joy of generosity and gain a special understanding of the mindset of a major donor.



**CAROLINE LEO** ([leo@providenceclassicalchristian.org](mailto:leo@providenceclassicalchristian.org))

**"Giving Legs to Logic: Maximizing the Pay-Off of Logic Instruction in Your School"**

**Caroline Leo** teaches science, logic, and philosophy classes for Providence Classical Christian School (Oxford, GA), where she also serves as academic dean. She is also a grateful recipient of classical education herself. Caroline studied at Covenant College, where she received a BA in biology and philosophy, as well as an MAT in secondary education. Beyond the classroom, Caroline enjoys playing and coaching volleyball and spending time with her husband, Matt, and their wild toddler, Zeke.



**GENE LIECHTY** ([gliechty1@gmail.com](mailto:gliechty1@gmail.com))

**"The Rhetoric & Aesthetics of School Marketing & Communications"**

**Gene Liechty** is the director of advancement at Sandhills Classical Christian School in Pinehurst, North Carolina, and a school development consultant.



**ANDREA LIPINSKI** ([andrea@circeinstitute.org](mailto:andrea@circeinstitute.org))

**"Mimetic Teaching: The Path to Wisdom in the Grammar Stage"**

**"Mimetic Teaching: The Path to Wisdom in the Logic Stage"**

**Andrea Lipinski** is the vice president of training for the CiRCE Institute, where she also serves as a head mentor in their teacher training program, the Rocky Mountain Apprenticeship. She trains teachers and school leaders in the art of teaching through mimetic and Socratic forms, which are patterned on the foundation of Christ as the model for teaching. She has taught courses in the humanities and writing. She has presented talks from Charleston to Anchorage at conferences and workshops for SCL, CiRCE, Gutenberg College, Belmont Abbey College, and Great

## SPEAKERS | MAIN CONFERENCE

Homeschool Conventions. She is committed to a normative and dialectical mode of inquiry. This June, she will complete a master of arts in leadership, theology, and society at Regent College. She lives in the Pacific Northwest, where she enjoys growing fruit, backpacking the mountains, and sailing the Salish Sea. She is a co-author of *A CIRCE Guide to Reading*.



**TRAVIS LOCKYER** (tlockyer@aca-cc.org)

**“Laying A Foundation in Reading: Effective Reading Instruction”**

**Travis Lockyer** serves as the head of school for Annapolis Christian Academy. Travis has been in education for over 25 years. He has an undergraduate degree in education from Trinity International University, a reading endorsement from Creighton University, and a master's in educational leadership from Doane University. Travis serves as an accreditor with the Association of Classical and Christian Schools, a national accrediting body for classical schools. He served as a public school principal and special education director in Nebraska before God called him to Annapolis eight years ago. He is married to his lovely wife Megan and has two sons. One is a 10th grader at ACA, and the other graduated as the ACA class of 2024 salutatorian and is now attending LeTourneau University in Longview, Texas, in the aviation program.



**LOUIS MARKOS** (lmarkos@hbu.edu)

**“The Music of the Spheres: Dante’s Pre-Copernican Universe”**

**“Where Athens and Jerusalem Meet: Why Dante Chose Virgil as his Guide”**

**Dr. Louis Markos** holds a B. A. in English and history from Colgate University and an M. A. and Ph. D. in English from the University of Michigan. He is a professor of English and scholar-in residence at Houston Christian (formerly Houston Baptist) University, where he holds the Robert H. Ray Chair in Humanities and teaches courses on British Romantic and Victorian poetry and prose, the classics, C. S. Lewis and J. R. R. Tolkien, and art and film. He is the author of twenty-five books, including *The Myth Made Fact*; *From Plato to Christ*; *From Achilles to Christ*; *On the Shoulders of Hobbits*; *Ancient Voices: An Insider’s Look at the Early Church*; *Literature: A Student’s Guide*; *C. S. Lewis: An Apologist for Education*; three Canon Press Worldview Guides to the *Iliad*, *Odyssey*, and *Aeneid*; and two children’s novels, *The Dreaming Stone* and *In the Shadow of Troy*, in which his kids become part of Greek mythology and the *Iliad* and *Odyssey*. His son Alex teaches history at the Geneva School in Boerne, TX. IVP Academic will shortly be publishing his *Passing the Torch: The Case for Classical Christian Education*.



**KEITH MCCURDY** (keithmccurdytlc@gmail.com)

**“Shaping Culture—Conflict Resolution and Identity Formation”**

**Keith A. McCurdy**, M.A., Ed.S, is a Family and Parenting Educator and Consultant, as well as a Licensed Professional Counselor and Licensed Marriage and Family Therapist in the state of Virginia. He has worked with families, children, parents, and individuals for over 30 years in the field of mental health.

Keith provides consulting and coaching services nationally on improving parenting skills, building strong marriages, maintaining healthy relationships, leadership training, and addressing corporate stress management. He has developed and regularly offer parenting retreats entitled “Raising Sturdy Kids” to help parents operate from the correct paradigm with their children and have extended and customized this powerful program for schools and students. He also provides counseling services in person and via teletherapy throughout the state of Virginia at Total Life Counseling, Inc.

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Keith received a Master of Arts and Education Specialist degrees from James Madison University. He is currently the President and Founder of Live Sturdy, LLC, and President and CEO of Total Life Counseling, Inc. For many years he has been a consultant and speaker nationally to businesses, churches, and schools (public, private, faith based and within the world of Classical Education).

Keith previously served as Chairman of the Board at Faith Christian School, a Christian classical school in Roanoke, Virginia. He is a regular contributor on the “BaseCamp Live” podcast with multiple interviews and the “McCurdy Moment” segments, as well as being featured on the Circe Institute’s podcast “The Commons” and “Crosspolitic.”

Keith is an avid outdoorsman and enjoys living in the beautiful Roanoke Valley in the Blue Ridge Mountains with his wife.



**MANDI MOORE** ([Mmoore@theambroseschool.org](mailto:Mmoore@theambroseschool.org))

**“Importance of Narration in Collaborative Schools”**

**Mandi Moore** is the campus dean at the Ambrose Bridge Campus. While prayerfully researching education options for her oldest child, Mandi and her husband became convinced that classical Christian education is the most effective method for raising our children to love the Lord whole-heartedly, think deeply from a Biblical worldview, love truth, goodness, and beauty, and share the gospel winsomely. This conviction led them to serve on the founding board of Cross Classical Academy (CCA) in 2010. When her husband accepted a cardiology position in Boise in 2015, the Moores relocated to Idaho, where our two children continued their journey in classical Christian education at The Ambrose School. Mandi has been honored to serve at the Ambrose Bridge Campus since its inception in 2016. Mandi Moore has an MA in physical therapy from Texas Tech University Health Sciences Center; a BS multi-disciplinary science degree, Texas Tech University: College of Education; State of Texas secondary education teaching certification: composite science grades 6-12. As a family, we enjoy spending time outdoors: hiking, mountain biking, running, rafting, camping, and skiing, as well as cooking and enjoying time with family and friends. The Moores attend Christ the King Anglican Church in Meridian.



**CLARE MORELL** ([cmorell@eppc.org](mailto:cmorell@eppc.org))

**“The Tech Exit”**

**Clare Morell** is a fellow at the Ethics and Public Policy Center and director of its Technology and Human Flourishing Project. She is also the author of the book, *The Tech Exit: A Practical Guide to Freeing Kids and Teens from Smartphones*. Her work has been featured in *The New York Times*, *The Wall Street Journal*, *Fox News*, the *New York Post*, *First Things*, *Bloomberg News*, *National Review*, *Newsweek*, *The Hill*, *National Affairs*, *The Federalist*, *The American Conservative*, *Public Discourse*, *WORLD Magazine*, *American Affairs*, *The Washington Times*, and *The Daily Signal*. Morell frequently consults with legislators on technology policy and has helped draft legislation to protect children online, as well as put out resources for schools on how to go phone-free. She lives with her husband and three children in Washington, D.C.



**DEVIN O'DONNELL** ([dodonnell@accsedu.org](mailto:dodonnell@accsedu.org))

**“How to Teach Like a Medieval”**

**Devin O'Donnell** has served in classical Christian education for over 20 years as a teacher, leader, and writer. He is the author of *The Age of Martha: A Call to Contemplative Learning in a*

## SPEAKERS | MAIN CONFERENCE

*Frenzied Culture* (2019). He is also a contributor to *Salvo Magazine* and has published in *Touchstone*, *Forma* and the *CiRCE Blog*, *CLT Journal*, and others. He was the research editor at *Writ Press* in 2015 and worked to produce the award-winning *Bibliotheca*, which is now an exhibit at the Museum of the Bible. Though he earned his MA in the humanities in 2010, he still remains a classical hack who came up through the manhole covers of learned society. He has four adventurous children, and he lives with his wife in the Northwest, where he writes, fly fishes, and longs for the sea.



**CHRISTOPHER PERRIN** ([cperrin@classicalsubjects.com](mailto:cperrin@classicalsubjects.com))

**“Ten Essential Pedagogies of Classical Education: Principles not Techniques”**

**Christopher Perrin**, MDiv, PhD, is the CEO of Classical Academic Press, and a national leader, author, and speaker for the renewal of classical education. He is the author of *An Introduction to Classical Education: A Guide for Parents*, *Greek for Children Primer A*, *The Scholé Way: Bringing Restful Learning Back to School and Homeschool*, and co-author of *The Good Teacher: Ten Key Pedagogical Principles That Will Transform Your Teaching*, as well as the *Latin for Children* series. He serves as a consultant to classical Christian schools and schools converting to the classical model. He is the founder and board president of the Alcuin Fellowship, and an adjunct professor with the honor's program at Messiah College and with the Classical School Leadership master's program at Gordon College. Chris previously served for ten years as a headmaster of a classical Christian school in Harrisburg, PA.



**JASON PERRY** ([jasonp@tridentshield.net](mailto:jasonp@tridentshield.net))

**“Defending Your Flock”**

**Jason Perry** is a distinguished voice in both the Christian community and the realm of security and emergency preparedness. As the founder of Trident Shield, an emergency preparedness, security training, and consulting firm in Johnson City, TN, he masterfully integrates Biblical principles with practical safety training. Jason's approach to active shooter and workplace violence prevention, as well as emergency preparedness and personal safety, is deeply rooted in real-world experience and guided by his faith. His extensive background (33+ years) encompasses roles as a Navy SEAL/ IDC, SWAT Officer, executive protection specialist, and corporate security expert. Now, as a pastor, Jason's expertise in crisis management is enriched by his spiritual leadership, offering a perspective that encompasses both physical readiness and spiritual insight. His methodology extends beyond conventional security tactics, fostering a spirit of vigilance and resilience deeply anchored in biblical wisdom.



**BRENT PINKALL** ([bpinkall@nsa.edu](mailto:bpinkall@nsa.edu))

**“The Art of Topics: Recovering Common Sense and Ingenuity in the Rhetoric Classroom”**

**Brent Pinkall** is a Junior Fellow of Rhetoric at New Saint Andrews College. He has taught rhetoric for nearly a decade and serves as a judge for the ACCS Chrysostom Oratory Competition. He has spent many years ministering in China, training Chinese classical Christian educators, and helping to establish a classical Christian college there. He is the author of *Redeeming the Six Arts: A Christian Approach to Chinese Classical Education* (Roman Roads), and he is currently writing a series of textbooks on classical rhetoric.

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**JEFF POORE** ([jpoore@carychristianschool.org](mailto:jpoore@carychristianschool.org))

**“The Paideia of Athletics”**

**Jeff Poore** serves as the Athletic Director at Cary Christian School. Mr. Poore is from Birmingham, Alabama, and holds a B.S. in Business Finance from Auburn University and a B.A. in Education from the University of Alabama. He and his wife, Teresa, have two children (twins) named Abby and Alex.



**TY RALLENS** ([ty@rallens.com](mailto:ty@rallens.com))

**“I Lived in C.S. Lewis’s House for Eight Years: The Practicalities of Carrying on a Tradition”**

**Tyson Rallens** is the director of Classical Leadership Programs at the Templeton Honors College, Eastern University, and chairman of the board of directors for the CiRCE Institute. He first encountered classical education as a homeschooler in Boise, ID and subsequently attended both New Saint Andrews College and the University of Idaho simultaneously. He worked for fifteen years in the high-tech industry while also moonlighting as a rhetoric teacher and mock trial coach at The Ambrose School. He is currently working on his third degree from the University of Oxford—a doctorate in business strategy. Strategy, obviously, integrates the possibilities arising from technology and organization with the ideals of the good life and the good society. Tyson has led tours for thousands of visitors to the Kilns—C.S. Lewis’s historic house in Oxford, where he lived for eight years—and has taught the fundamentals of crew rowing to hundreds of Merton College freshmen.



**KYLE RAPINCHUK** ([kyle.rapinchuk@sageracademy.com](mailto:kyle.rapinchuk@sageracademy.com))

**“Bonaventure: Medieval Education for the Modern World”**

Dr. **Kyle Rapinchuk** is head of school at Sager Classical Academy in Siloam Springs, Arkansas. In 2017, Kyle founded The Classical Thistle, a website devoted to promoting classical Christian education in a 21st century context. Through The Classical Thistle, Kyle writes and publishes articles and resources on classical Christian education, as well as co-organizing an annual conference with School of the Ozarks for the past six years. In 2023, Kyle and his family—wife (Kristin) and three children (Karis, Anastacia, and Aviel)—also founded The Greenhouse: A Mere Christian Community, an intentionally inter-denominational ministry that exists to help men, women, and children embrace the historic Christian faith, grow up in Christ, and live out the Christian faith in generative ways that provide a broken world glimpses of the kingdom of God as it will one day be in its fullness. Kyle has more than 12 years of experience in the classroom, 11 years of vocational collegiate ministry experience, and has spoken at numerous professional and educational conferences and teacher trainings. Kyle has a BA in English from College of the Ozarks, an MDiv from Southwestern Baptist Theological Seminary, and a PhD in Biblical Studies—Old Testament from Golden Gate Baptist Theological Seminary (now Gateway Seminary).



**CALVIN ROBINSON** ([calvin@robinson.cr](mailto:calvin@robinson.cr))

**“Returning to Prayer is the Only Way to Save the West”**

**Fr. Calvin Robinson** is a priest and TV/radio broadcaster. His show, *Common Sense Crusade*, addresses current events from a Christian perspective. Fr. Robinson is the most-followed priest in England and, consequently, the most-cancelled, having been fired from the Church of England, GB News, and the Conservative Party for being too outspoken about traditional Christian values.

## SPEAKERS | MAIN CONFERENCE



**LEONARD SAX** ([leonardsax@gmail.com](mailto:leonardsax@gmail.com))

**“Boys Adrift: Boosting Boys’ Motivation and Achievement”**

Dr. **Leonard Sax**, MD PhD, attended public schools in Shaker Heights, Ohio, from kindergarten through grade 12. He enrolled in the Massachusetts Institute of Technology (MIT) in Cambridge Massachusetts in the fall of 1977; he graduated Phi Beta Kappa from MIT in January 1980, at the age of 19. He then went to the University of Pennsylvania, where he earned both a PhD in psychology and an MD. He did a three-year residency in family medicine in Lancaster, Pennsylvania. Dr. Sax has been continuously certified by the American Board of Family Medicine since 1989.



**CHRIS SCHLECT** ([cschlect@nsa.edu](mailto:cschlect@nsa.edu))

**“Effective History Lessons”**

**Christopher Schlect**, PhD, has worked in classical and Christian education for over thirty years. At his home institution, New Saint Andrews College, Chris is Head of Humanities and Director of the Classical and Christian Studies graduate program. He also teaches courses in history, education, and classical rhetoric. In addition to his work at NSA, Chris teaches for Gordon College’s program in Classical Graduate Leadership, and chairs the Accreditation Commission for the Association of Classical and Christian Schools (ACCS). Chris also has many years of classroom experience teaching grades 7 through 12 at Logos School in Moscow, Idaho, where he also coached a high-achieving Mock Trial team. Today he serves classical and Christian schools around the country through his teaching, consulting, and training activities. Chris and his wife, Brenda, have five grown children, all products of a classical and Christian education, as are all their spouses. The number of their grandchildren continues to grow—a testimony to God’s goodness.



**MARCUS SCHWAGER** ([marcusschwager@gmail.com](mailto:marcusschwager@gmail.com))

**“Billy Collins Is Laughing at Our Lessons: Let’s Join Him”**

**Marcus Schwager** is a husband and father of five who has taught for over twenty years and assists his father and brother in business. He is an adjunct professor in Camperdown, NSA’s low-residency MFA program. He serves on the board of St. Abraham’s, an ACCS K-12 academy in Aptos, CA. In the past, he served as an American English-style consultant for the poetic books and minor prophets in the Bibliotheca Bible project and wrote a handful of teaching guides for Canon Classics. Throughout his years, he has enjoyed poetry as a sharpening stone, tone teacher, and enduring delight.



**JAMES SEIDEL** ([jseidel@cpls.org](mailto:jseidel@cpls.org))

**“Euclid and Beyond: Using Primary Sources in the Mathematics Classroom”**

**James Seidel** is the academic dean at Cair Paravel Latin School in Topeka, KS. In addition to overseeing the curriculum, he currently teaches the junior- and senior-year mathematics classes. In his twenty-three years of teaching, he has taught all the traditional rhetoric-level mathematics classes and various courses in other disciplines. He is a self-confessed “knowledge nerd” who directs the school’s scholars bowl program. He enjoys coaching his daughter’s soccer team, playing games, and reading a good book, but his favorite hobby is spending time with his beautiful wife and four children. He holds a BS in meteorology from Iowa State and an MEd in curriculum and instruction from Dordt University.



## SPEAKERS | MAIN CONFERENCE



**MEGAN SHEPARD** ([mshepard@wilsonhillacademy.com](mailto:mshepard@wilsonhillacademy.com))

**“Beyond the Timeline: Myths, Mysteries, and Meanderings from Grammar History to the Great Books”**

Megan Shepard served in missions for three years and taught in classrooms abroad to reach the nations for Christ. She fell in love with the relationships cultivated through teaching and saw the fulfillment of the Great Commission in education. She graduated from Liberty University with a Bachelor of Education, and shortly after, she discovered classical Christian education and its role in preparing children for a life in Christ. She has since taught a range of subjects for grades K-12, served as a board member, and served as a headmaster. Megan currently teaches at Wilson Hill Academy.



**JASON SMITH** ([jsmith@thefocusgroup.com](mailto:jsmith@thefocusgroup.com))

**“Funding Your Vision, Growing Your Fundraising Culture: A Relational Approach for Classical Christian Schools”**

Jason Smith believes that fundraising can be a natural, life-giving process that helps organizations scale their impact. He is passionate about helping clients utilize effective strategies and principles to build relationships with generous partners to fund a mission and change the world. He brings 25 years of experience in nonprofit leadership and leading teams to be more fruitful in their fundraising efforts.

Jason graduated with a B.S. in communications from Miami University and an MDiv. from Trinity School for Ministry. When Jason isn't helping organizations fund their vision, you might find him in the woods, on a mountain or in the kitchen, delighted to make a meal for friends. Jason and his wife Kristin live in Grand Rapids, MI, have three children and two amazing granddaughters.



**ERIC SPEE** ([spee@shcssharks.com](mailto:spee@shcssharks.com))

**“ACCS Accreditation from the School's Perspective”**

Eric Spee became the headmaster of Sheridan Hills Christian School in 2016 and led their transition to a classical model. His previous educational experience includes humanities teacher, athletics coach, and theater director. Eric and his wife, Cathy, have three children, two of whom are SHCS graduates. He hosts the podcast Christ Centered Kingdom Consciousness in Classical Christian Education.



**ROBERT STACEY** ([rstacey@augustineschool.com](mailto:rstacey@augustineschool.com))

**“ACCS Accreditation from the School's Perspective”**

In 2021, Dr. Robert D. Stacey was tapped as the first full-time head of school at Augustine School in Jackson, Tennessee. Augustine is an independent classical Christian pre-K through 12 school that serves Christian families in west Tennessee. Until recently, Dr. Stacey was the provost at The Saint Constantine School in Houston, Texas—a unique kindergarten-through-college educational institution with a Christian Classical focus—and Professor of Government and Great Texts. He has taught a range of courses throughout his career in Great Books, American Political and Social Thought, History, Economics, and Constitutionalism. In addition, he has published a book in partnership with the Alliance Defending Freedom entitled *Sir William Blackstone and Common Law*, as well as a host of articles and reviews on topics ranging from philosophy of education to presidential elections.

Prior to helping start The Saint Constantine School, Dr. Stacey served as associate provost at Houston Baptist University and founding dean of the HBU Honors College, associate professor

## SPEAKERS | MAIN CONFERENCE

in Regent University's Robertson School of Government, and founding chairman of the Department of Government at Patrick Henry College where he also taught the college's flagship course, Freedom's Foundations.

Dr. Stacey took his BA (cum laude) in political science at the University of Pennsylvania in 1991 and his MA and PhD in government at the University of Virginia, completed in 1998. In his free time, Dr. Stacey is a dedicated endurance and obstacle racing competitor and enjoys camping, hiking, kayaking, and just about anything done in the wild. Robert and his wife Sherry have three sons.



**URSELA TRANTHAM** ([utrantham@cedartreeschool.org](mailto:utrantham@cedartreeschool.org))

**"Beginning and Enhancing your College and Career Counseling Program"**

For 21 years, **Ursela Trantham** has taught fifth grade at Cedar Tree Classical Christian School. She is certified as a College and Career Counselor through NACCAP and has been Cedar Tree's college and career counselor for the last eight years. Life circumstances prevented her from pursuing a continuous secondary education in one area, which is why she is dedicated to helping students as they prepare for college. Ursula has a certificate in Biblical Studies from Multnomah School of the Bible, a two-year certificate from Western Seminary, and an associate of arts degree. My husband, Tim, and I celebrated our 30th wedding anniversary this March. Tim has been a great support in my teaching and college counseling endeavors. Our two adult children, AJ and Erin, attended Cedar Tree from Kindergarten through 12th grade.



**EDWARD VARELA** ([EdwardLVarela@gmail.com](mailto:EdwardLVarela@gmail.com))

**"Structuring Your School Music Program for Success, even with Logic School Boys"**

**Ed Varela** is the chair of the music program at Trinitas Christian School in Pensacola, Florida, where he has been teaching for twelve of his nineteen years in music education. Ed graduated from Pensacola Christian College where he received his BA in church music and his MA in music. He has completed his Kodály music teacher certification from Chenaniah Summer Music Institute through New Saint Andrews College-Conservatory of Music. He serves on the executive board for Pensacola Music Teachers Association and Florida State Music Teachers Association. His days are filled with private piano and voice lessons, handbell choirs, musicianship classes, and choirs. When he is not teaching music, you can find him coaching soccer and baseball, walking his dog, Daisy, or, most of all, daydreaming about the next national park he will visit. He and his wife Miranda have been married for seventeen years and have three children: Olivia, Landon, and Lawson. They attend The Cross Church in Pensacola where Ed serves as music director.



**LUCAS VIEIRA** ([lucas@beaconhillclassical.org](mailto:lucas@beaconhillclassical.org))

**"Plundering the Treasures of the Past: The Value of Studying History According to Augustine, Hugh of St. Victor, and the 15th Century Humanists"**

**Lucas Vieira** serves as the head of upper school at Beacon Hill Classical Academy in Camarillo, California. There, he provides leadership for all aspects of the 6th-12th grade program and teaches several classes. Lucas has served in classical Christian education as an assistant principal, dean, athletic director, and school chaplain and taught humanities courses for 7th-12th grades. His proficiency and passion in the classroom have been acknowledged nationally, as evidenced by his receipt of the 2024 Christian Teacher of the Year Award from the Herzog Foundation. Lucas is also the founder and executive director of the Beza Institute for Reformed Classical Education. This organization seeks to promote classical education through publishing, podcasts, and teacher resources from a distinctly Reformed Protestant perspective. Lucas holds a graduate

## SPEAKERS | MAIN CONFERENCE

certificate in classical Christian studies from New Saint Andrews College, a master of legal studies from Trinity Law School, and his BA in philosophy and religious studies from Westmont College. He lives in Southern California with his lovely wife, Madelyn, and their two children, Evangeline and Moses. They attend Christ Church Carpinteria as a family, where Lucas serves as a deacon. He enjoys laughing with his wife and children and reading great books in his free time.



**MICHAEL WARD** ([michael.ward2@theology.ox.ac.uk](mailto:michael.ward2@theology.ox.ac.uk))

**“The Heavens Are Telling the Glory of God: C.S. Lewis, Narnia, and the Planets”**

**“Spiritual Symbols According to C.S. Lewis”**

**Michael Ward** is an associate member of the Faculty of Theology and Religion at the University of Oxford, a professor of Apologetics at Houston Christian University, and a distinguished visiting professor at Hillsdale College. Professor Ward is the author of the best-selling and award-winning *Planet Narnia: The Seven Heavens in the Imagination of C.S. Lewis* (Oxford University Press) and of *After Humanity: A Guide to C.S. Lewis's The Abolition of Man* (Word on Fire Academic). He co-edited *The Cambridge Companion to C.S. Lewis* (Cambridge University Press) and presented the BBC television documentary, *The Narnia Code*. On the fiftieth anniversary of Lewis's death, Dr Ward unveiled a permanent national memorial to him in Poets' Corner, Westminster Abbey, London. He has a keen interest in cinema, co-authoring *Popcorn with the Pope: A Guide to the Vatican Film List* (Word on Fire), playing the role of Vicar in the film *The Most Reluctant Convert: The Untold Story of C.S. Lewis*, and handing a pair of X-ray spectacles to Agent 007 in the James Bond movie *The World Is Not Enough*. In real life, Ward is a Catholic priest who assists at Holy Rood Church, Oxford, alongside his academic work. His website is [www.michaelward.net](http://www.michaelward.net)



**DOUGLAS WILSON** ([office@christkirk.com](mailto:office@christkirk.com))

**“Where Was Your Face Before You Washed It?”**

**“A Brief History of Classical Christian Education”**

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

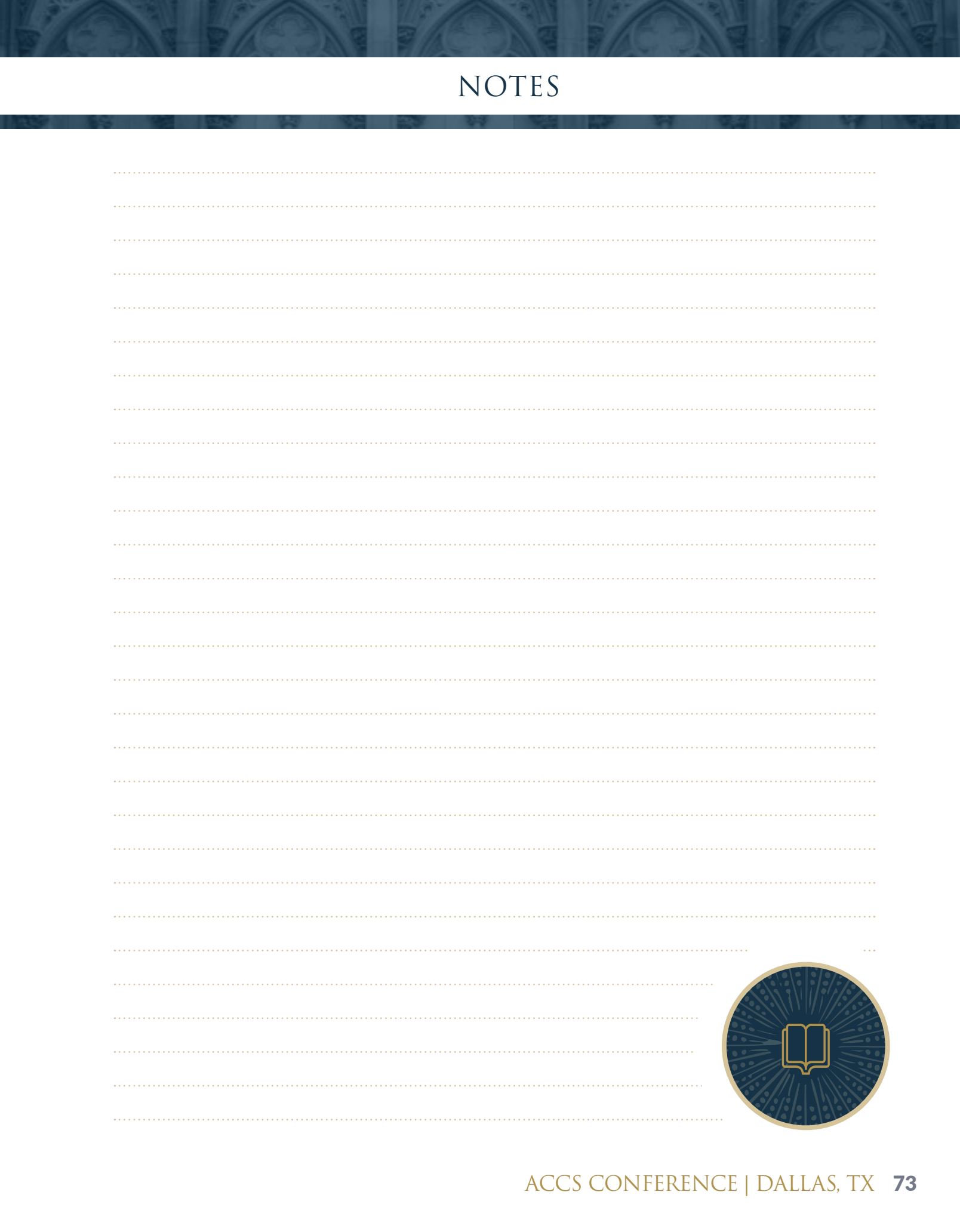


**CHRISTIE WRIGHT** ([cwright@highlandrimacademy.org](mailto:cwright@highlandrimacademy.org))

**“How Rowdy Boys Become Good Men”**

**“The Seven Laws of Teaching: Laws I-III” • “The Seven Laws of Teaching: Laws IV-VII”**

**Christie Wright** serves as the academic dean at Highland Rim Academy in Cookeville, TN. She was instrumental in founding the school in 2007 and has spent most of her instructional time in the humanities and rhetoric classes. She earned a BA in English Literature at the University of Tennessee, Knoxville, and an M.A. in curriculum and instruction from Tennessee Technological University. She enjoys her country home with her husband, Jeff, where the chickens and their six children are all free-range.

[illegible]



## NOTES



## PSALMS, HYMNS & PRAYERS

### Psalm 136:1–9, 23–26

Oh, give thanks to the LORD, for He is good! For His mercy endures forever.  
Oh, give thanks to the God of gods! For His mercy endures forever.  
Oh, give thanks to the Lord of lords! For His mercy endures forever:  
To Him who alone does great wonders, For His mercy endures forever;  
To Him who by wisdom made the heavens, For His mercy endures forever;  
To Him who laid out the earth above the waters, For His mercy endures forever;  
To Him who made great lights, For His mercy endures forever—  
The sun to rule by day, For His mercy endures forever;  
The moon and stars to rule by night, For His mercy endures forever.  
... Who remembered us in our lowly state, For His mercy endures forever;  
And rescued us from our enemies, For His mercy endures forever;  
Who gives food to all flesh, For His mercy endures forever.  
Oh, give thanks to the God of heaven! For His mercy endures forever.  
*Amen.*



## Dr. Martyn Lloyd Jones (1969)

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

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

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

## PSALM 5:3-8

O Lord, in the morning you hear my voice;

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

For you are not a God who delights in wickedness;

evil may not dwell with you.

The boastful shall not stand before your eyes;

you hate all evildoers.

You destroy those who speak lies;

the Lord abhors the bloodthirsty and deceitful man.

But I, through the abundance of your steadfast love,

will enter your house.

I will bow down toward your holy temple

in the fear of you.

Lead me, O Lord, in your righteousness

because of my enemies;

make your way straight before me.

# PSALMS, HYMNS & PRAYERS

## Anselm (1033-1109)

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

## PSALM 51:14–19

Deliver me from the guilt of bloodshed, O God,

**The God of my salvation,**

**And my tongue shall sing aloud of Your righteousness.**

O Lord, open my lips,

**And my mouth shall show forth Your praise.**

For You do not desire sacrifice, or else I would give it;

**You do not delight in burnt offering.**

The sacrifices of God are a broken spirit,

**A broken and a contrite heart—**

**These, O God, You will not despise.**

Do good in Your good pleasure to Zion;

**Build the walls of Jerusalem.**

Then You shall be pleased with the sacrifices of righteousness,

**With burnt offering and whole burnt offering;**

**Then they shall offer bulls on Your altar.**



## PSALMS, HYMNS & PRAYERS



### St Patrick (377)

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

Christ with me,  
Christ before me,  
Christ behind me,  
Christ in me,  
Christ beneath me,  
Christ above me,  
Christ on my right,

Christ on my left,  
Christ when I lie down,  
Christ when I sit down,  
Christ when I arise,  
Christ in the heart of every man who  
thinks of me,  
Christ in the mouth of everyone who  
speaks of me,  
Christ in every eye that sees me,  
Christ in every ear that hears me.

I arise today  
Through a mighty strength, the  
invocation of the Trinity,  
Through a belief in the Threeness,  
Through a confession of the Oneness  
Of the Creator of creation.

## I CHRONICLES 29:10–13

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

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

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

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

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

In your hand are power and might,

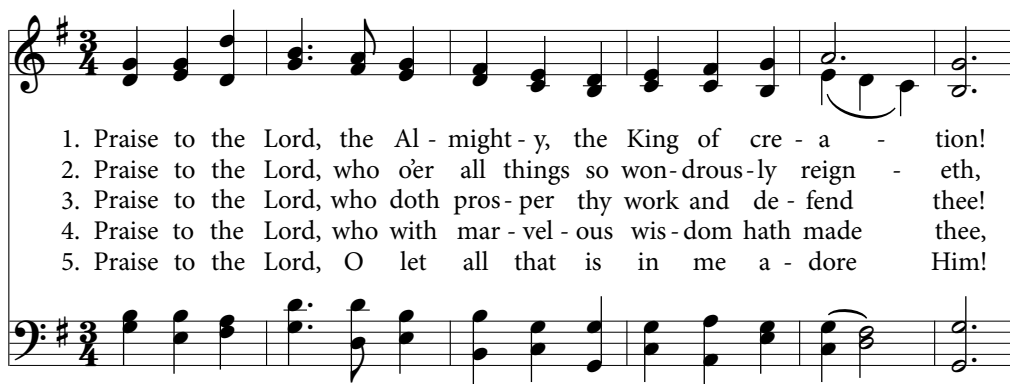
and in your hand it is to make great and to give strength to all.

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

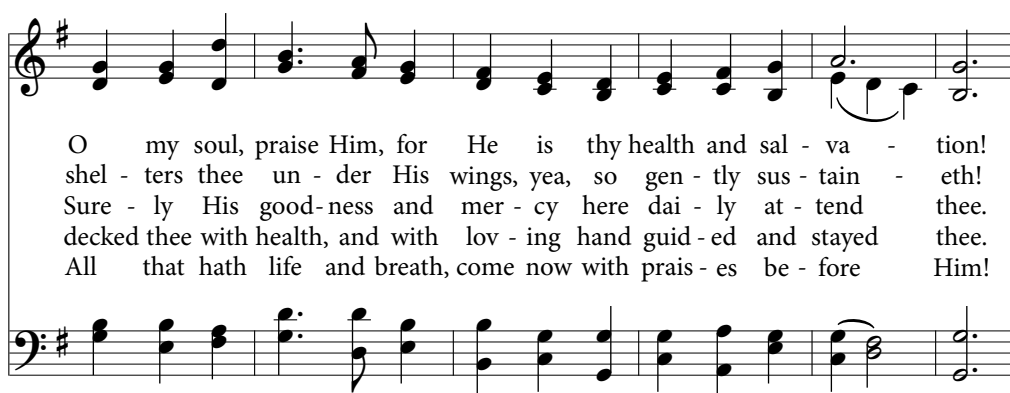


# PSALMS, HYMNS & PRAYERS

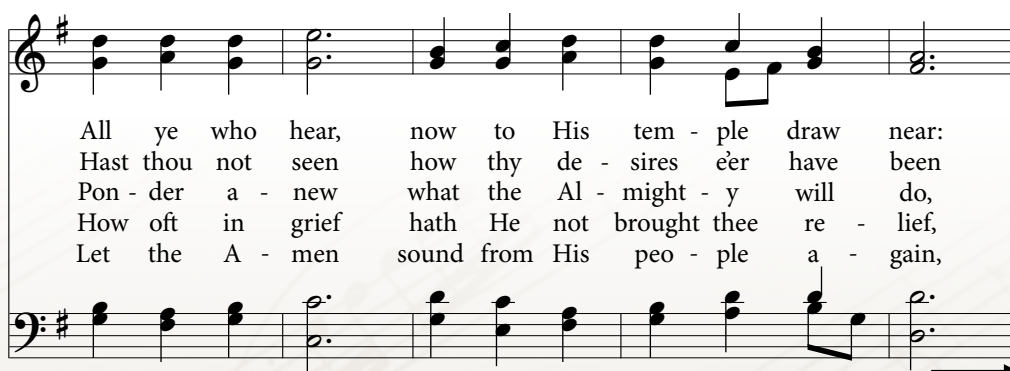
## Praise to the Lord, the Almighty



1. Praise to the Lord, the Al - might - y, the King of cre - a - tion!  
2. Praise to the Lord, who o'er all things so won-drous-ly reign - eth,  
3. Praise to the Lord, who doth pros-per thy work and de-fend thee!  
4. Praise to the Lord, who with mar-vel-ous wis-dom hath made thee,  
5. Praise to the Lord, O let all that is in me a-dore Him!



O my soul, praise Him, for He is thy health and sal - va - tion!  
shel - ters thee un - der His wings, yea, so gen - tly sus - tain - eth!  
Sure - ly His good-ness and mer - cy here dai - ly at - tend thee.  
decked thee with health, and with lov - ing hand guid - ed and stayed thee.  
All that hath life and breath, come now with prais - es be - fore Him!



All ye who hear, now to His tem - ple draw near:  
Hast thou not seen how thy de - sires e'er have been  
Pon - der a - new what the Al - might - y will do,  
How oft in grief hath He not brought thee re - lief,  
Let the A - men sound from His peo - ple a - gain,

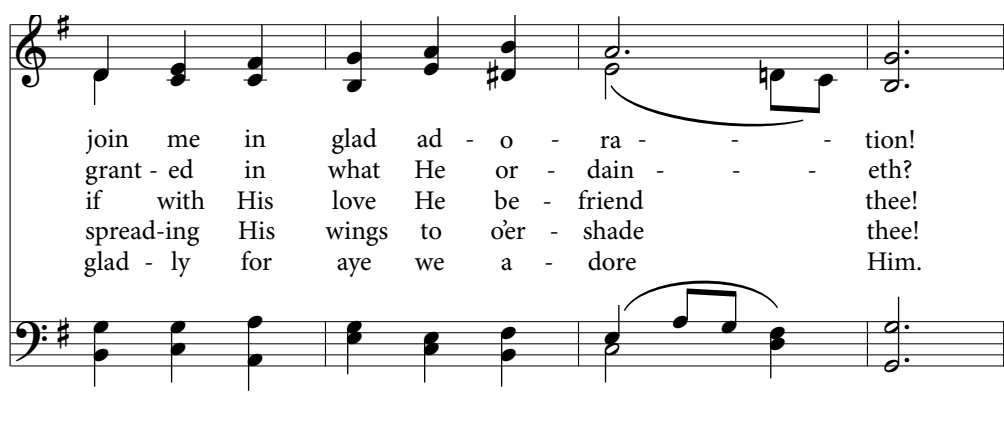
Words: Joachim Neander, 1680; tr. Catherine Winkworth, 1863, alt.

Music: *Ander Theil des Erneueren Gesangbuchs*, Pt. 2, 1665; harm. W. Sterndale Bennett, 1863

LOBE DEN HERREN

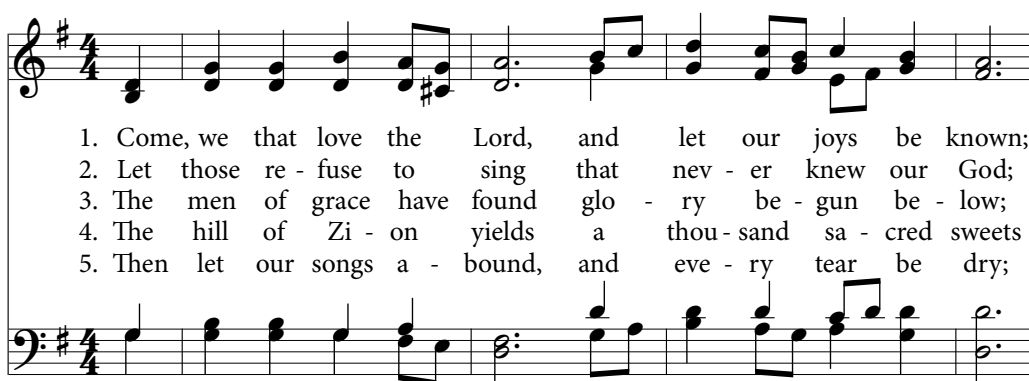
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# PSALMS, HYMNS & PRAYERS

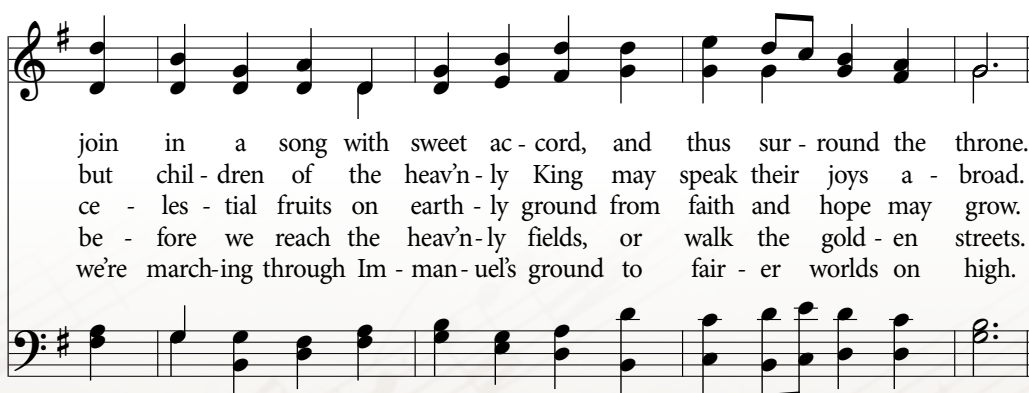


join me in glad ad - o - ra - tion!  
grant - ed in what He or - dain - eth?  
if with His love He be - friend thee!  
spread - ing His wings to o'er - shade thee!  
glad - ly for aye we a - dore Him.

## Come, We That Love the Lord



1. Come, we that love the Lord, and let our joys be known;  
2. Let those re - fuse to sing that nev - er knew our God;  
3. The men of grace have found glo - ry be - gun be - low;  
4. The hill of Zi - on yields a thou - sand sa - cred sweets  
5. Then let our songs a - bound, and eve - ry tear be dry;



join in a song with sweet ac - cord, and thus sur - round the throne.  
but chil - dren of the heav'n - ly King may speak their joys a - broad.  
ce - les - tial fruits on earth - ly ground from faith and hope may grow.  
be - fore we reach the heav'n - ly fields, or walk the gold - en streets.  
we're march - ing through Im - man - uel's ground to fair - er worlds on high.

Words: Isaac Watts, 1707

Music: Aaron Williams, 1769

ST. THOMAS

SM

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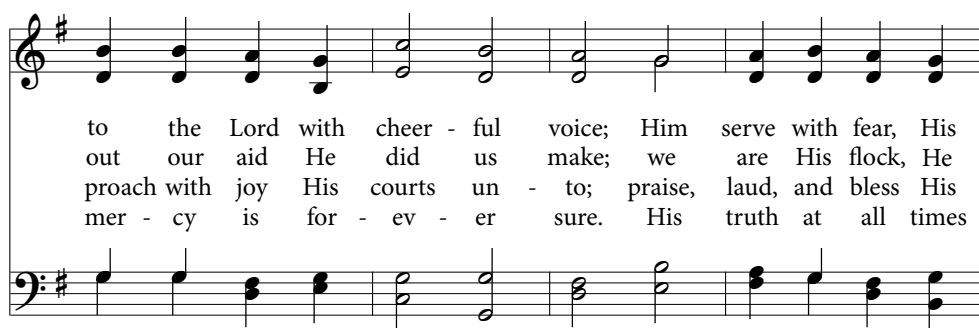


# PSALMS, HYMNS & PRAYERS

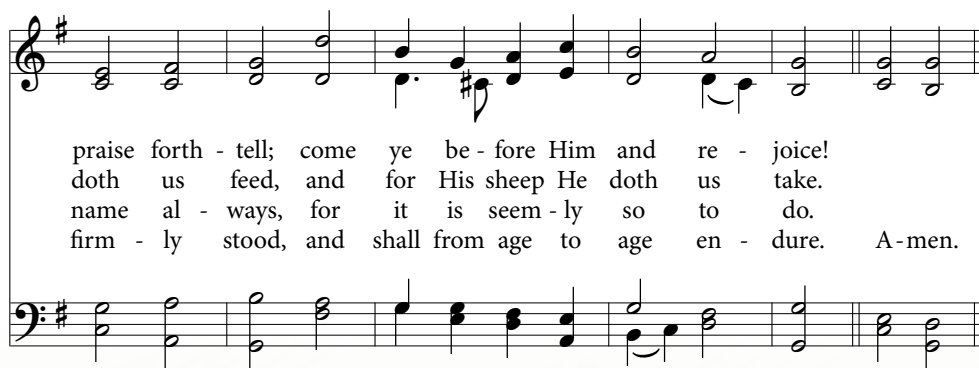
## All People That on Earth Do Dwell



1. All peo - ple that on earth do dwell, sing  
2. The Lord ye know is God in - deed; with -  
3. O en - ter then His gates with praise, ap -  
4. For why? the Lord our God is good; His



to the Lord with cheer - ful voice; Him serve with fear, His  
out our aid He did us make; we are His flock, He  
proach with joy His courts un - to; praise, laud, and bless His  
mer - cy is for - ev - er sure. His truth at all times



praise forth - tell; come ye be - fore Him and re - joice!  
doth us feed, and for His sheep He doth us take.  
name al - ways, for it is seem - ly so to do.  
firm - ly stood, and shall from age to age en - dure. A-men.

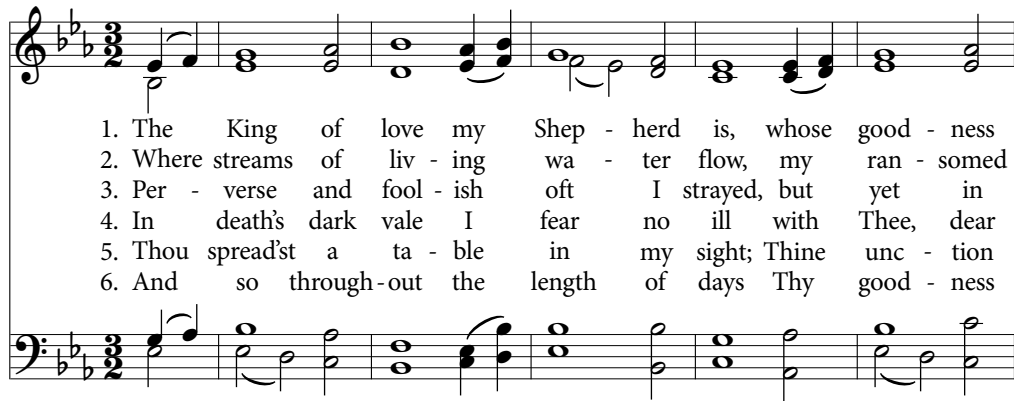
Words: William Kethe, 1560, alt., from Psalm 100  
Music: Louis Bourgeois, 1551

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# PSALMS, HYMNS & PRAYERS

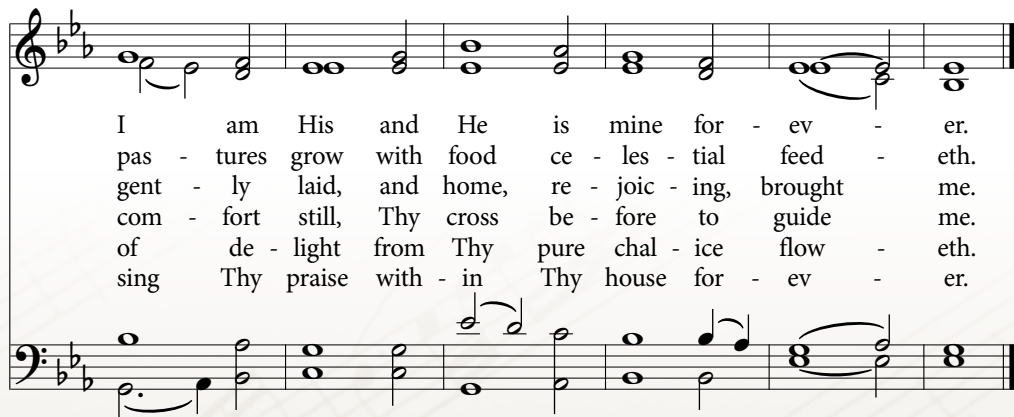
## The King of Love My Shepherd Is



1. The King of love my Shep - herd is, whose good - ness  
2. Where streams of liv - ing wa - ter flow, my ran - somed  
3. Per - verse and fool - ish oft I strayed, but yet in  
4. In death's dark vale I fear no ill with Thee, dear  
5. Thou spread'st a ta - ble in my sight; Thine unc - tion  
6. And so through - out the length of days Thy good - ness



fail - eth nev - er, I noth - ing lack if  
soul He lead - eth, and where the ver - dant  
love He sought me, and on His shoul - der  
Lord, be - side me; Thy rod and staff me  
grace be - stow - eth, and oh! what trans - port  
fail - eth nev - er; Good Shep - herd, may I



I am His and He is mine for - ev - er.  
pas - tures grow with food ce - les - tial feed - eth.  
gent - ly laid, and home, re - joic - ing, brought me.  
com - fort still, Thy cross be - fore to guide me.  
of de - light from Thy pure chal - ice flow - eth.  
sing Thy praise with - in Thy house for - ev - er.

Words: Henry W. Baker, 1868; from Psalm 23

Music: Old Irish hymn melody

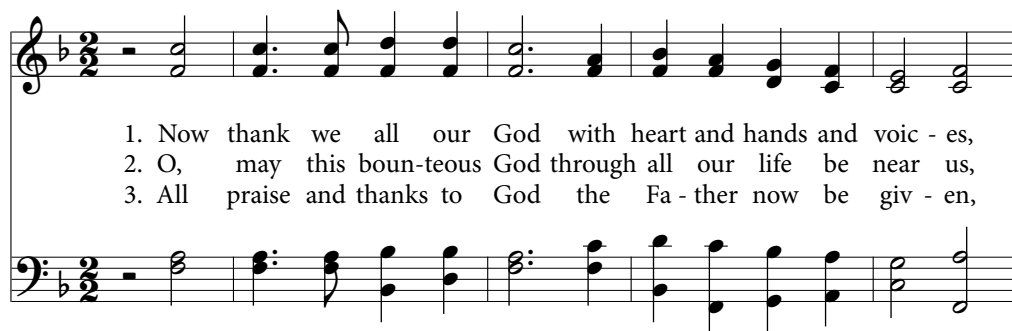
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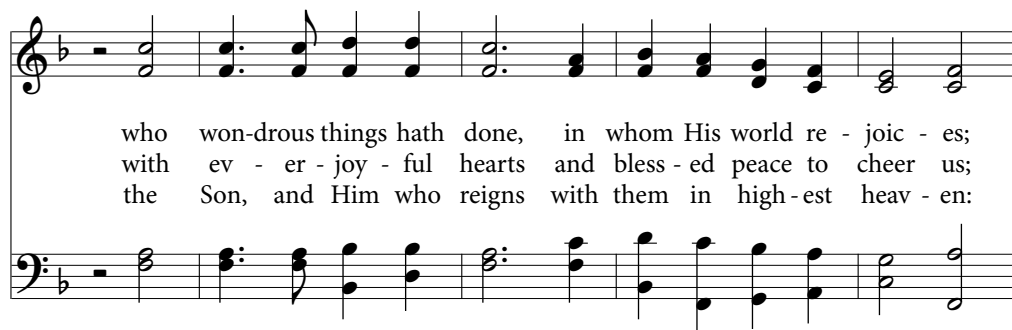
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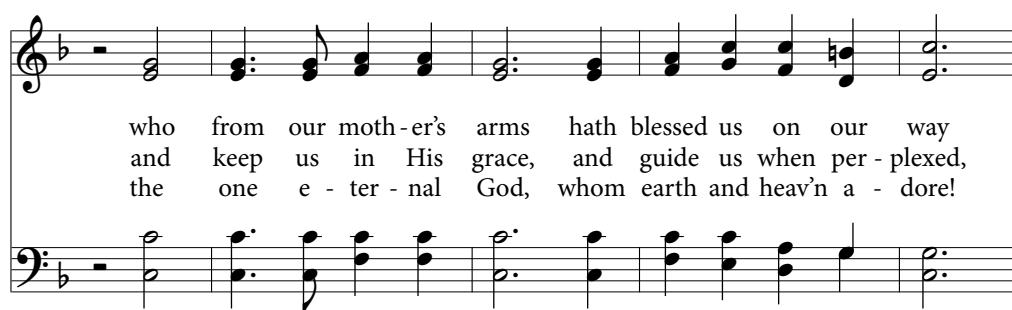
## Now Thank We All Our God



1. Now thank we all our God with heart and hands and voic - es,  
2. O, may this boun-teous God through all our life be near us,  
3. All praise and thanks to God the Fa - ther now be giv - en,



who won-drous things hath done, in whom His world re - joic - es;  
with ev - er - joy - ful hearts and bless - ed peace to cheer us;  
the Son, and Him who reigns with them in high-est heav - en:



who from our moth-er's arms hath blessed us on our way  
and keep us in His grace, and guide us when per - plexed,  
the one e - ter - nal God, whom earth and heav'n a - dore!



with count - less gifts of love, and still is ours to - day.  
and free us from all ills in this world and the next!  
For thus it was, is now, and shall be ev - er - more.

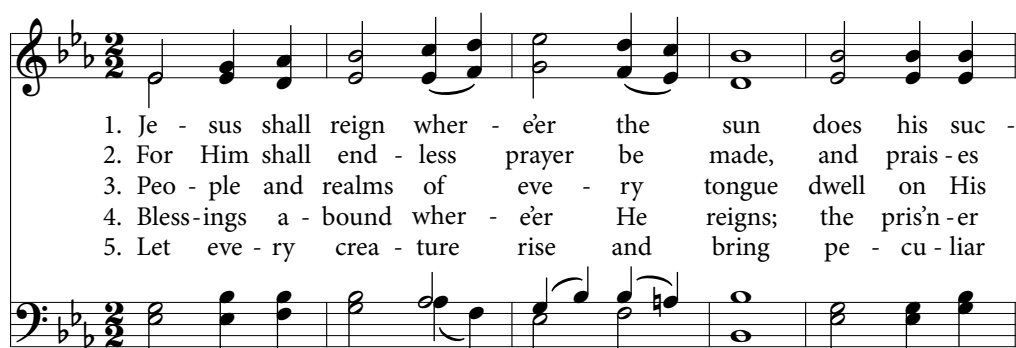
Words: Martin Rinkart, 1636; tr. Catherine Winkworth, 1858  
Music: Johann Crüger, 1648

NUN DANKET ALLE GOTT  
67 67 66 66

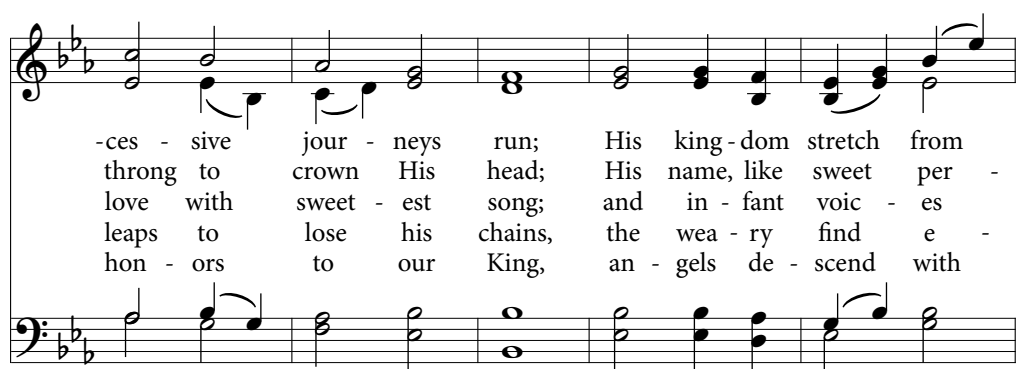
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# PSALMS, HYMNS & PRAYERS

## Jesus Shall Reign Where'er the Sun



1. Je - sus shall reign wher - e'er the sun does his suc -  
2. For Him shall end - less prayer be made, and prais - es  
3. Peo - ple and realms of eve - ry tongue dwell on His  
4. Bless - ings a - bound wher - e'er He reigns; the pris'n - er  
5. Let eve - ry crea - ture rise and bring pe - cu - liar



-ces - sive jour - neys run; His king - dom stretch from  
throng to crown His head; His name, like sweet per -  
love with sweet - est song; and in - fant voic - es  
leaps to lose his chains, the wea - ry find e -  
hon - ors to our King, an - gels de - scend with



shore to shore, till moons shall wax and wane no more.  
- fume, shall rise with eve - ry morn - ing sac - ri - fice.  
shall pro - claim their ear - ly bless - ings on His name.  
- ter - nal rest, and all the sons of want are blest.  
songs a - gain, and earth re - peat the loud A - men.

Words: Isaac Watts, 1719  
Music: John Hatton, 1793

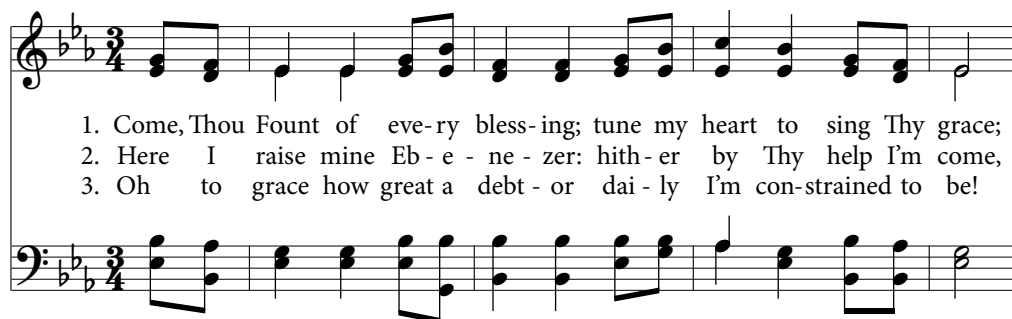
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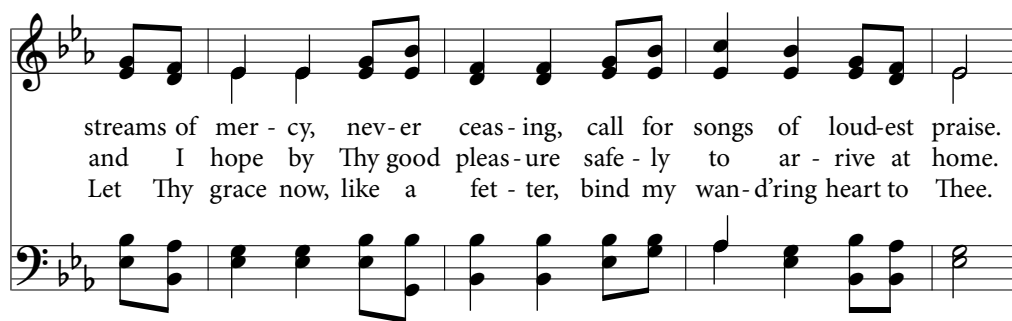


# PSALMS, HYMNS & PRAYERS

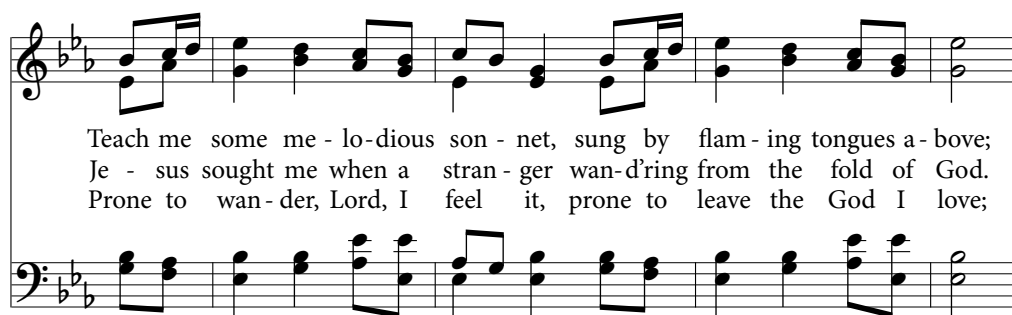
## Come, Thou Fount



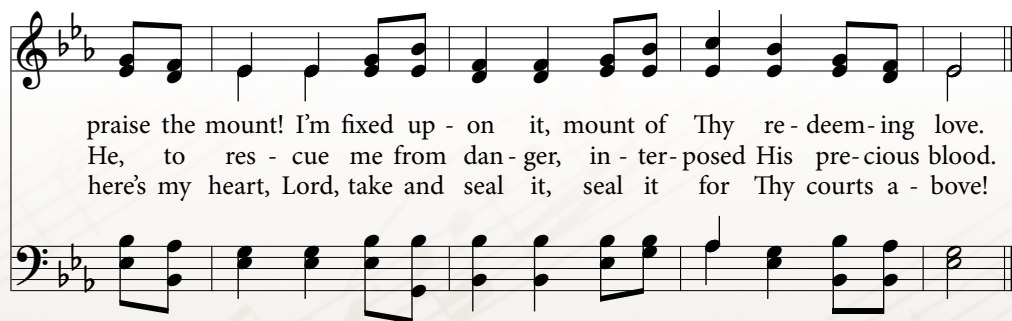
1. Come, Thou Fount of eve-ry bless-ing; tune my heart to sing Thy grace;  
2. Here I raise mine Eb - e - ne - zer: hith - er by Thy help I'm come,  
3. Oh to grace how great a debt - or dai - ly I'm con-strained to be!



streams of mer - cy, nev - er ceas - ing, call for songs of loud - est praise.  
and I hope by Thy good pleas - ure safe - ly to ar - rive at home.  
Let Thy grace now, like a fet - ter, bind my wan - d'ring heart to Thee.



Teach me some me - lo - dious son - net, sung by flam - ing tongues a - bove;  
Je - sus sought me when a stran - ger wan - d'ring from the fold of God.  
Prone to wan - der, Lord, I feel it, prone to leave the God I love;



praise the mount! I'm fixed up - on it, mount of Thy re - deem - ing love.  
He, to res - cue me from dan - ger, in - ter - posed His pre - cious blood.  
here's my heart, Lord, take and seal it, seal it for Thy courts a - bove!

Words: Robert Robinson, 1758

Music: J. Wyeth's *Repository of Sacred Music*, Part II, 1813

NETTLETON

87 87 D

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# PSALMS, HYMNS & PRAYERS

## Come, Thou Almighty King

1. Come, Thou Al - might - y King, help us Thy name to sing;  
2. Come, Thou In - car - nate Word, gird on Thy might - y sword,  
3. Come, Ho - ly Com - fort - er, Thy sa - cred wit - ness bear  
4. To the great One in Three, e - ter - nal prais - es be

help us to praise: Fa - ther, all glo - ri - ous, o'er all vic -  
our prayer at - tend: come, and Thy peo - ple bless, and give Thy  
in this glad hour: Thou who al - might - y art, now rule in  
hence, ev - er - more! His sov - 'reign maj - es - ty may we in

-to - ri - ous, come, and reign o - ver us, An - cient of Days.  
Word suc - cess: Spir - it of ho - li - ness, on us de - scend.  
eve - ry heart, and ne'er from us de - part, Spir - it of pow'r.  
glo - ry see, and to e - ter - ni - ty love and a - dore!

Words: Anonymous, 1757  
Music: Felice de Giardini, ca. 1762

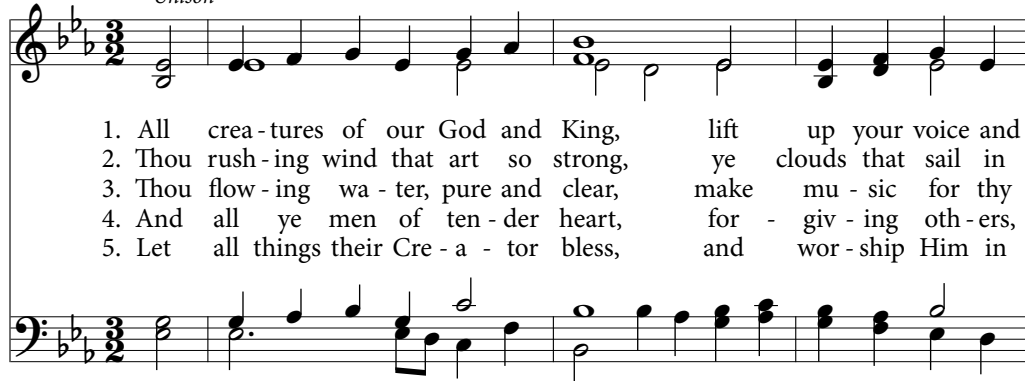
TRINITY (ITALIAN HYMN)  
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# PSALMS, HYMNS & PRAYERS


## All Creatures of Our God and King

*Unison*



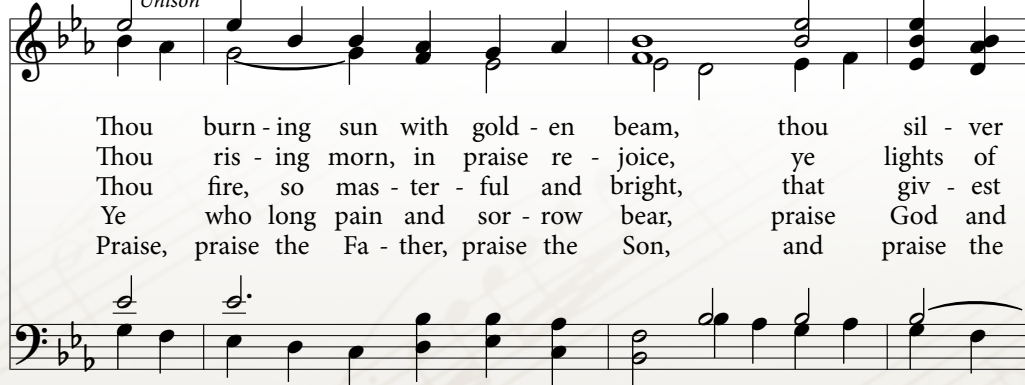
1. All crea-tures of our God and King, lift up your voice and  
2. Thou rush-ing wind that art so strong, ye clouds that sail in  
3. Thou flow-ing wa-ter, pure and clear, make mu-sic for thy  
4. And all ye men of ten-der heart, for-giv-ing oth-ers,  
5. Let all things their Cre-a-tor bless, and wor-ship Him in

*Harmony*



with us sing, al - le - lu - ia, al - le - lu - ia!  
heav'n a - long, O praise Him, al - le - lu - ia!  
Lord to hear: al - le - lu - ia, al - le - lu - ia!  
take your part: O sing ye, al - le - lu - ia!  
hum - ble - ness: O praise Him, al - le - lu - ia!

*Unison*



Thou burn-ing sun with gold-en beam, thou sil-ver  
Thou ris-ing morn, in praise re-joyce, ye lights of  
Thou fire, so mas-ter-ful and bright, that giv-est  
Ye who long pain and sor-row bear, praise God and  
Praise, praise the Fa-ther, praise the Son, and praise the

Words: Francis of Assisi, 1225; tr. William H. Draper, 1919

Music: *Geistliche Kirchengesäng*, 1623, harm. Ralph Vaughan Williams, 1906

LASST UNS ERFREUEN

88 88 8 with alleluias

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# PSALMS, HYMNS & PRAYERS

*Harmony*

moon with soft - er gleam,  
eve - ning find a voice:  
man both warmth and light, O praise Him, O praise Him,  
on Him cast your care:  
Spir - it, Three in One:

*Unison*

al - le - lu - ia, al - le - lu - ia, al - le - lu - ia.

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## DOXOLOGY

Thomas Ken, 1709

Louis Bourgeois, 1551

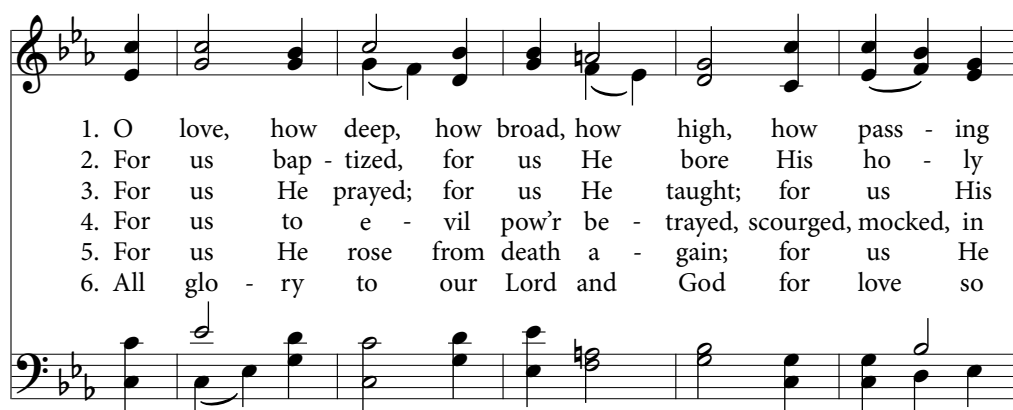
Praise God from whom all bless-ings flow; Praise him, all crea - tures here be - low;

Praise him a - bove, ye heav'n - ly host: Praise Fa ther, Son, and Ho - ly Ghost. A - men.

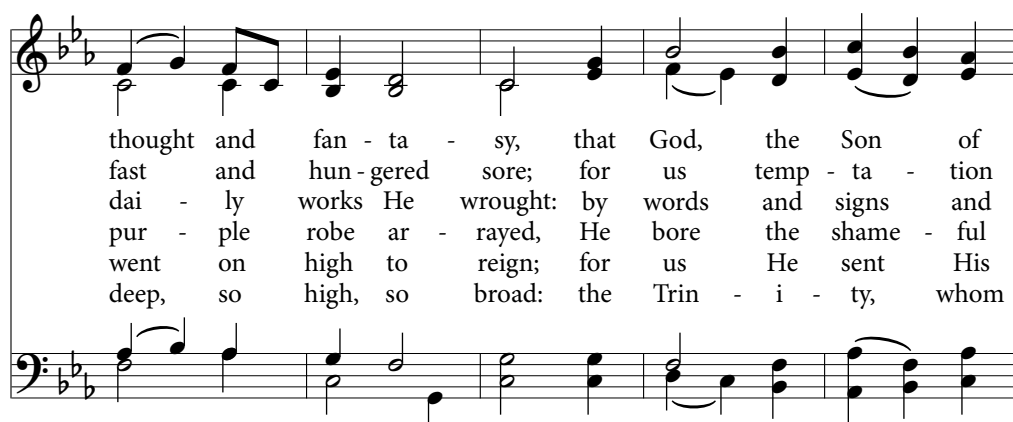


# PSALMS, HYMNS & PRAYERS


## O Love, How Deep, How Broad, How High



1. O love, how deep, how broad, how high, how pass - ing  
2. For us bap - tized, for us He bore His ho - ly  
3. For us He prayed; for us He taught; for us His  
4. For us to e - vil pow'r be - trayed, scourged, mocked, in  
5. For us He rose from death a - gain; for us He  
6. All glo - ry to our Lord and God for love so



thought and fan - ta - sy, that God, the Son of  
fast and hun - gered sore; for us temp - ta - tion  
dai - ly works He wrought: by words and signs and  
pur - ple robe ar - rayed, He bore the shame - ful  
went on high to reign; for us He sent His  
deep, so high, so broad: the Trin - i - ty, whom



God, should take our mor - tal form for mor - tals' sake.  
sharp He knew, for us the temp - ter o - ver - threw.  
ac - tions thus still seek - ing not Him - self but us.  
cross and death; for us gave up His dy - ing breath.  
Spir - it here to guide, to strength - en and to cheer.  
we a - dore for - ev - er and for - ev - er - more.

Words: Latin hymn, 15th c.; tr. Benjamin Webb, 1854, 1871

Music: Anonymous, 1415

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**REPAIR** *the* **RUINS**  
OF OUR FIRST PARENTS  
BY REGAINING TO KNOW GOD ARIGHT,  
AND OUT OF THAT KNOWLEDGE

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

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

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