

OCTOBER 1–3, 2026

HUMANITAS INSTITUTE

COLLOQUIUM OF **LEADERS FOR LEARNING**

SCHEDULE &
GATHERING GUIDE

MEET THIS YEAR'S
DISTINGUISHED GUESTS

THE HUMANITAS INSTITUTE
VISION FOR CLASSICAL
EDUCATION

A Time of Contemplation & Wonder in Jackson Hole, Wyoming

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WELCOME

DEAR LEADERS IN THE RENEWAL,

Leadership is a process of sanctification: a journey of learning from our mistakes, seeking wisdom, making difficult decisions, and accepting that we will often be misunderstood.

It is also an extraordinary calling: to be the hands and feet of Jesus and offer hope, speak truth, extend love, and shape a vision that can transform lives for generations.

Those of us committed to classical Christian education know the tensions of this work. Misconceptions persist that the content is irrelevant, the methodology too rigid, the purpose too political, or the vision too narrow.

Yet we see young people learning to discern what is true, good, and beautiful, to make wise decisions, and to live lives of purpose: committed to family, service, citizenship, and a faith that is truly their own.

Leading in these tensions is exhilarating… and exhausting. Tired leaders have little left to give. That is part of why we created this Humanitas Institute Colloquium.

At the heart of Humanitas are three aims: **igniting awareness, forging connections, and catalyzing resources.** These 48 hours focus especially on that middle pillar. We have gathered you here for renewal, beauty, wonder, laughter, and fellowship.

In 1998, the year *The Call* was published, I met Os Guinness, who mentored me through one of the most difficult and transformational decisions of my life. Nearly 30 years later, his words still ground me:

> *I live before the audience of One — before others I have nothing to gain, nothing to lose, nothing to prove.*

My hope is that these two days give each of us space to remember our calling, reconnect with the One for whom we lead, and encourage each other in this renewal.

With great admiration for your leadership and gratitude that you are here,

Polly J. Friess



POLLY FRIESS
EXECUTIVE DIRECTOR



SCHEDULE OF EVENTS

*ALL TIMES ARE MOUNTAIN TIME

THURSDAY
1 OCTOBER 2026

- 2:00 PM — OPTIONAL TOUR OF JACKSON HOLE CLASSICAL ACADEMY
  By advance sign-up
- 3:40 PM — WELCOME RECEPTION IN THE LOBBY
- 4:30 PM — JOURNAL BRANDING
  Have your colloquium leather journal branded at the round pen 30 minutes before or after Grant Golliher's demonstration
- 4:50 PM — PROCEED TO THE ROUND PEN
- 5:00 PM — GRANT GOLLIHER'S HORSE WHISPERING DEMONSTRATION
- 6:00 PM — Q&A WITH GRANT GOLLIHER
- 6:30 PM — PASSED HORS D'OEUVRES IN THE DINING ROOM
- 7:00 PM — WELCOME FROM POLLY FRIESS
- 7:15 PM — DINNER & INTRODUCTIONS
- 8:45-9:30 PM — DESSERT & REFLECTIONS WITH OS GUINNESS

FRIDAY
2 OCTOBER 2026

- 9:00 AM — BREAKFAST
- 9:50 AM — MORNING PRESENTATIONS
- 10:50 AM — BREAK
- 11:00 AM — MORNING PRESENTATIONS
- 11:50 AM — REFLECTIONS WITH CHRIS PERRIN
- 12:20 PM — BREAK
- 12:30 PM — LUNCH
- 1:20 PM — AFTERNOON PRESENTATIONS
- 2:20 PM — BREAK
- 2:30 PM — AFTERNOON PRESENTATIONS
- 3:20 PM — REFLECTIONS WITH OS GUINNESS
- 3:50 PM — CLOSING LOGISTICS
- 4:00 PM — DISMISSAL

LOCATION LEGEND

- **Jackson Hole Classical Academy,** 2500 S. Park Loop Rd
- **Friess Family Office,** 115 E. Snow King Ave
- **Snow King Observatory,** 100 E. Snow King Ave





FRIDAY (CONTINUED)
2 OCTOBER 2026

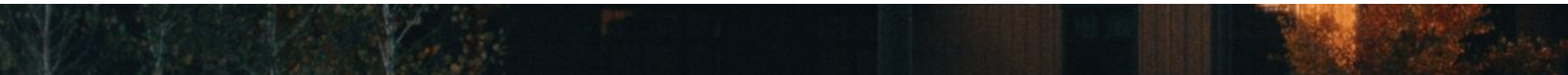
- 5:30 PM — BBQ DINNER AT FRIESS FAMILY OFFICE
- 6:30 PM — GONDOLA RIDE TO THE TOP OF SNOW KING
- 7:00 PM — OPENING ON THE SPHERE WITH THE ROBOT
- 7:30 PM — CLASSROOM PRESENTATION BY COTTER FRIESS
- 8:00 PM — PLANETARIUM & OBSERVATORY EXPERIENCES
- 9:30 PM — GONDOLA RIDE DOWN THE MOUNTAIN

SATURDAY
3 OCTOBER 2026

- 9:00 AM — BREAKFAST
- 9:50 AM — MORNING PRESENTATIONS
- 10:40 AM — BREAK
- 10:50 AM — MORNING PRESENTATIONS
- 11:30 AM — WISDOM FROM LYNN FRIESS
- 11:40 AM — REFLECTIONS WITH POLLY FRIESS
  With reflections from participants
- 12:20 PM — ONWARD

PARKING NOTE

All the locations have free parking. Parking at the base of Snow King is recommended once the parking lot at the Friess Family Office is full. It is a quick walk across the street to either location for the evening.



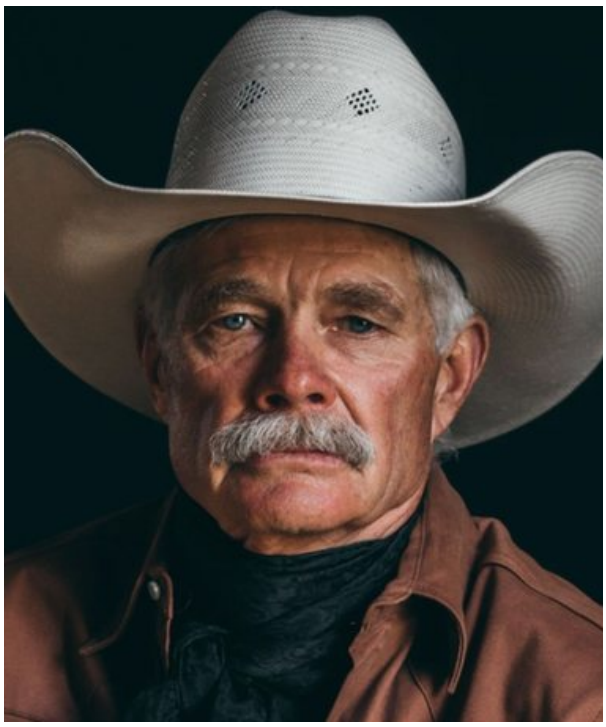
THINK LIKE A HORSE

LESSONS FROM AN UNCONVENTIONAL COWBOY

For centuries, horsemanship has offered profound lessons about human nature, leadership, and the cultivation of virtue. True leadership is not exercised through force, but earned through trust, patience, and self-mastery.

On Thursday evening, veteran horse whisperer Grant Golliher will bring these timeless principles to life in a live round pen demonstration, where the process of gentling a wild horse becomes a powerful lesson in trust, respect, and connection. As we observe the subtle dialogue between horse and trainer, we will be invited to consider how genuine influence is born not of coercion, but of character, empathy, and disciplined attentiveness.

Far more than a demonstration of exceptional horsemanship, the evening offers an opportunity to reflect on the enduring qualities of wise leadership and the remarkable relationship between human beings and one of their oldest companions.



As the renewal of classical Christian education continues to grow, how do we lead with conviction without becoming rigid, with gentleness without surrendering truth, and with the quiet confidence that inspires trust rather than demands it?

DIAMOND CROSS RANCH
Est. 1912
JACKSON HOLE

OS GUINNESS

FEATURED SPEAKER

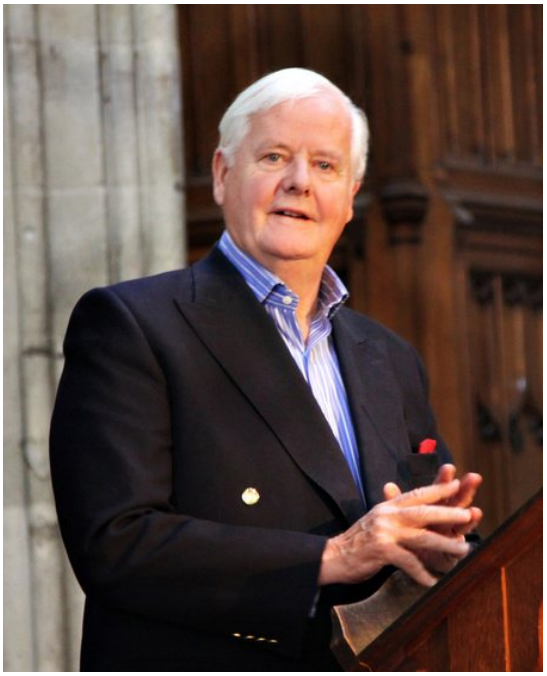
Your founders' foundational ideas were straightforward, daring, and hammered out in the light of history and human experience. Freedom, elemental individual and political freedom, was their passion and their cause.

The American Revolution was the national incarnation of Patrick Henry's famous cry writ large in history: "Give me liberty or give me death." From this burning cause, certain considered conclusions determined the founders' goals. First, that the best way to guarantee freedom was through a republic; Second, that the best way to ground a republic, to guarantee freedom, was through virtue; And third, that the best way to guard virtue, to ground a republic, to guarantee freedom, was through faith.

From that bold beginning, your founders were united in arguing for a sure and realistic way to answer freedom's greatest challenge: how to move beyond freedom's first great task, "winning freedom" (the Revolution in 1776), to its second great task, "ordering freedom" (the U.S. Constitution in 1787), and then to the third, the greatest, and hardest task of all, "sustaining freedom."

The founders' solution to this third task may be described as "the golden triangle of freedom:" freedom requires virtue, virtue requires faith (of some sort), and faith (of any sort) requires freedom, (which in turn requires virtue, and so on ad infinitum, like the recycling triangle).

—OS GUINNESS

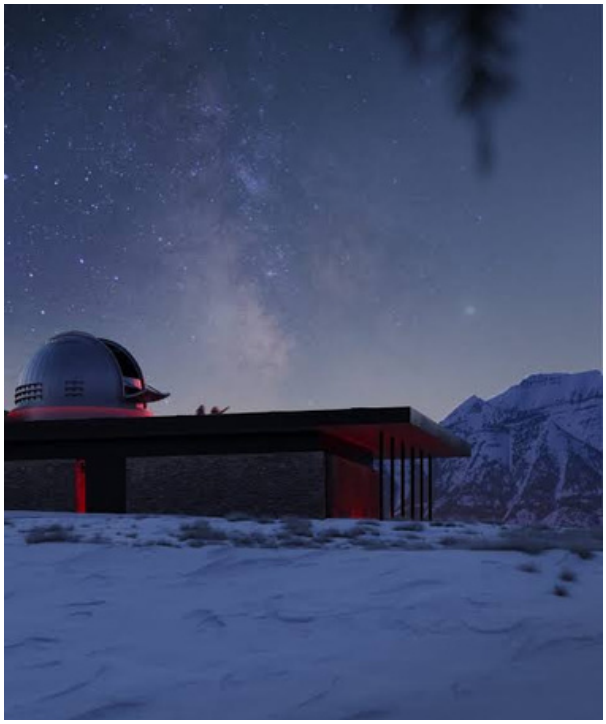


FOUNDER,
TRINITY FORUM

The Trinity Forum

AN EVENING OF WONDER

THROUGH STARGAZING



Rediscovering awe through the lens of modern science as we consider what we have to gain from looking up at the beauty of the heavens.

On Friday evening, we will gather for dinner at the Friess Family Office, nestled at the base of Snow King Mountain. Following dinner, we will ride the gondola to the Snow King Observatory & Planetarium for a private evening of discovery and contemplation.

Our experience will begin with an exclusive presentation in the planetarium theater, followed by the opportunity to observe the night sky through the observatory's research-grade telescope. Together, we will gaze upon planets, moons, star clusters, galaxies, and nebulae, remembering that modern science, at its best, does not diminish wonder, but deepens it.

Our evening will explore the psychology of awe through the lens of modern science and consider just how much we stand to gain from looking up at the beauty of the heavens. Einstein once said, “The most beautiful thing we can experience is the mysterious. It is the source of all true art and all science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand rapt in awe, is as good as dead: his eyes are closed.” Our challenge this evening is to open them.

COTTER FRIESS

FEATURED SPEAKER

Cotter Friess is the 21-year-old founder and CEO of Triumvirate Industries, a mining company operating in the high-risk conflict regions of Sub-Saharan Africa, with a focus on Sudan and South Sudan. Triumvirate is built on the premise that mineral development, when paired with disciplined security, education, and humanitarian infrastructure, can serve as a stabilizing force rather than a source of exploitation. The company develops mineral-funded systems to eradicate human trafficking, support civilian communities, and enable long-term economic and institutional recovery.

Based in Jackson Hole, Wyoming, Cotter did not attend college. Instead, he spent his early adulthood traveling to conflict zones to study how humanitarian operations, mineral economies, and security frameworks function in practice —and how they can be integrated to produce sustainability rather than cyclical aid dependency.

Cotter serves on the strategic board of Exodus 5:1, which has freed over 26,500 individuals from slavery in Pakistan, and is a trustee of Water Mission, a leading clean-water NGO operating across Sub-Saharan Africa.

He is the founder of The Antidote Project, a high school current-events and geopolitical literacy curriculum, and The Tatanka Network, focused on privatized statecraft—building non-state institutions that can deliver security, infrastructure, and education where governments fall short.



CEO, TRIUMVIRATE INDUSTRIES

TRIUMVIRATE
INDUSTRIES

HUMANITAS INSTITUTE VISION

A TRULY HUMAN EDUCATION

Our vision is to transform the educational landscape by upholding and advancing classical education as the surest path to forming virtuous, wise, and eloquent human beings — men and women prepared to work faithfully in any vocation, serve their communities, and love God and neighbor.

We aim to do this by igniting awareness, forging connections, and catalyzing resources.

HUMANITAS INSTITUTE WEBSITE

HUMANITASINSTITUTE.COM

Articles
Podcasts
School Finder
Curated News
Guides & Glossary
Short Documentaries

TIMELESS WAYS OF LIVING

HUMANITAS INSTITUTE PODCASTS



COMPOSED

hosted by

Mrs. Christine Perrin

EXPLORING LIVING PATTERNS OF VIRTUE, CRAFT, COMMUNITY, AND DELIGHT.

—

with guests

Timothy Patitsas, Leah Libresco, Jeanne Schindler, Agnes Howard,
& many more



FORGED

hosted by

Dr. Brian Williams

FORGING WELL-LIVED ORDINARY LIVES OF DISCIPLINE, DELIGHT, CRAFT, AND CALLING.

—

with guests

Malcolm Guite, Andrew Peterson, Elliot Ackerman, Andy Crouch,
& many more

Apple Podcasts Spotify YouTube



A TRULY HUMAN EDUCATION

HUMANITAS INSTITUTE ARTICLES

Articles by Leaders in Classical Education

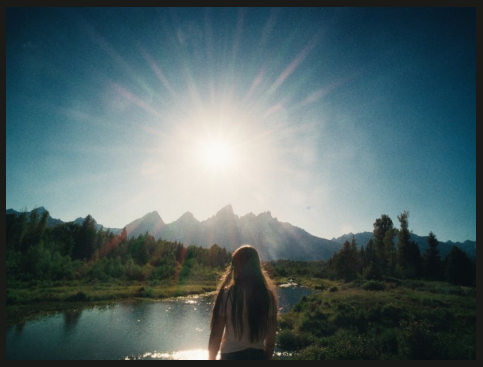
With articles and contributors such as:

Set Free to Speak, **Kevin Clark, PhD**
Writing Is Thinking, **Andrew Selby, PhD**
From Knowledge to Wisdom, **John Mays**
The Philosophical Human, **David Diener, PhD**
How Logic Changed My Marriage, **Joelle Hodge**
The Forgotten Education of the Hands, **Chris Hall**
The Lost Practice of Reading, **Jessica Hooten Wilson, PhD**
What Does Athens Have to Do with Abuja? **Karen Elliott**
Why the Study of Music Can Be Far More Than We Imagine, **Gregory Wilbur**
& more

substack

HUMANITAS INSTITUTE
SHORT DOCUMENTARIES

sarah goes to west point







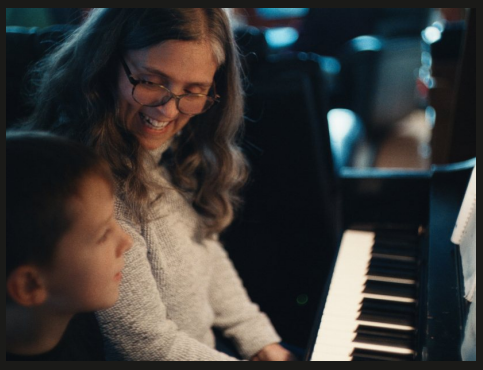
born in wonder







to watch a child learn







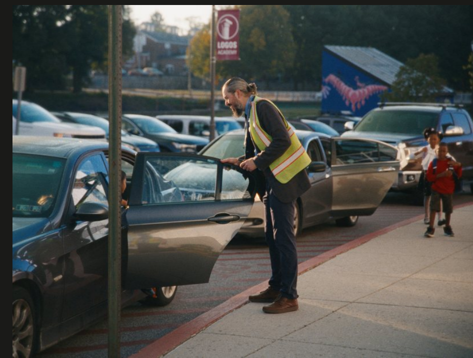
who are you









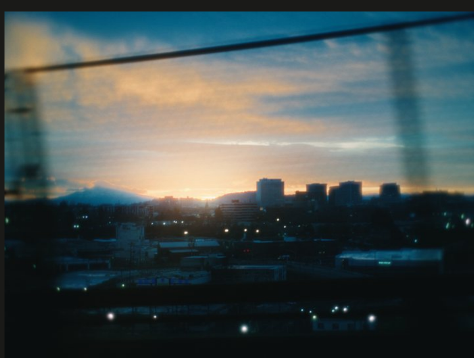


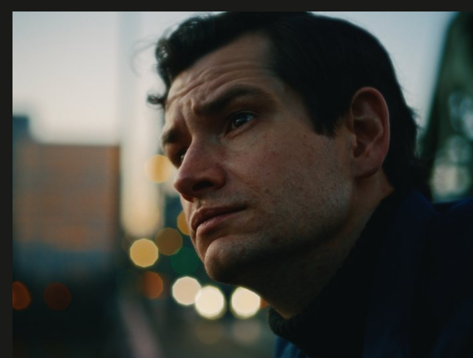
oaks of righteousness





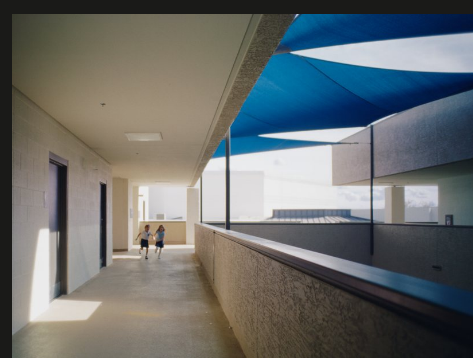

rest for the soul





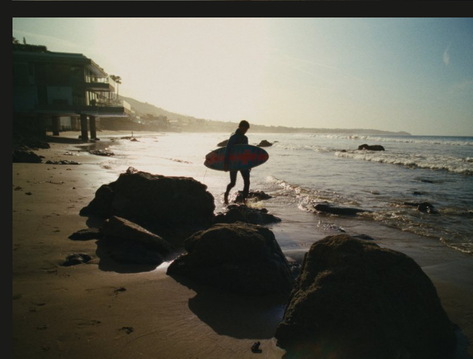
my biggest regret





wings to fly





becoming smaller

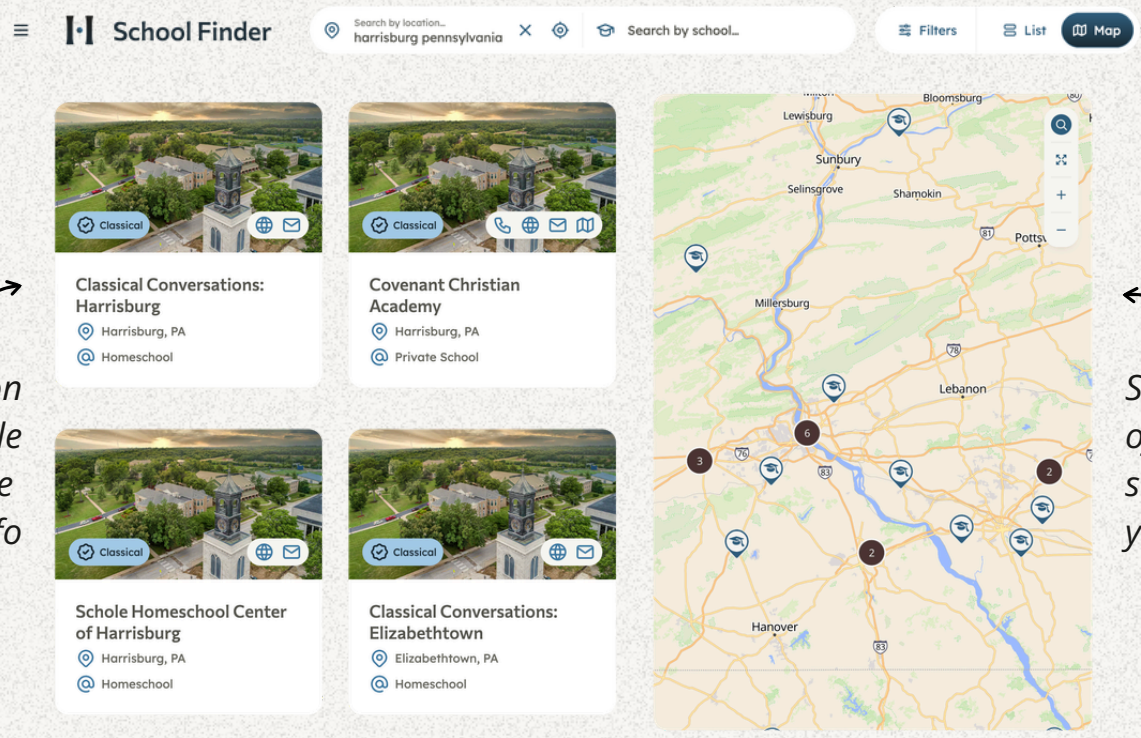


HUMANITAS INSTITUTE SCHOOL FINDER

For Parents to Find a Classical School Nearby

Search by location

Search by school



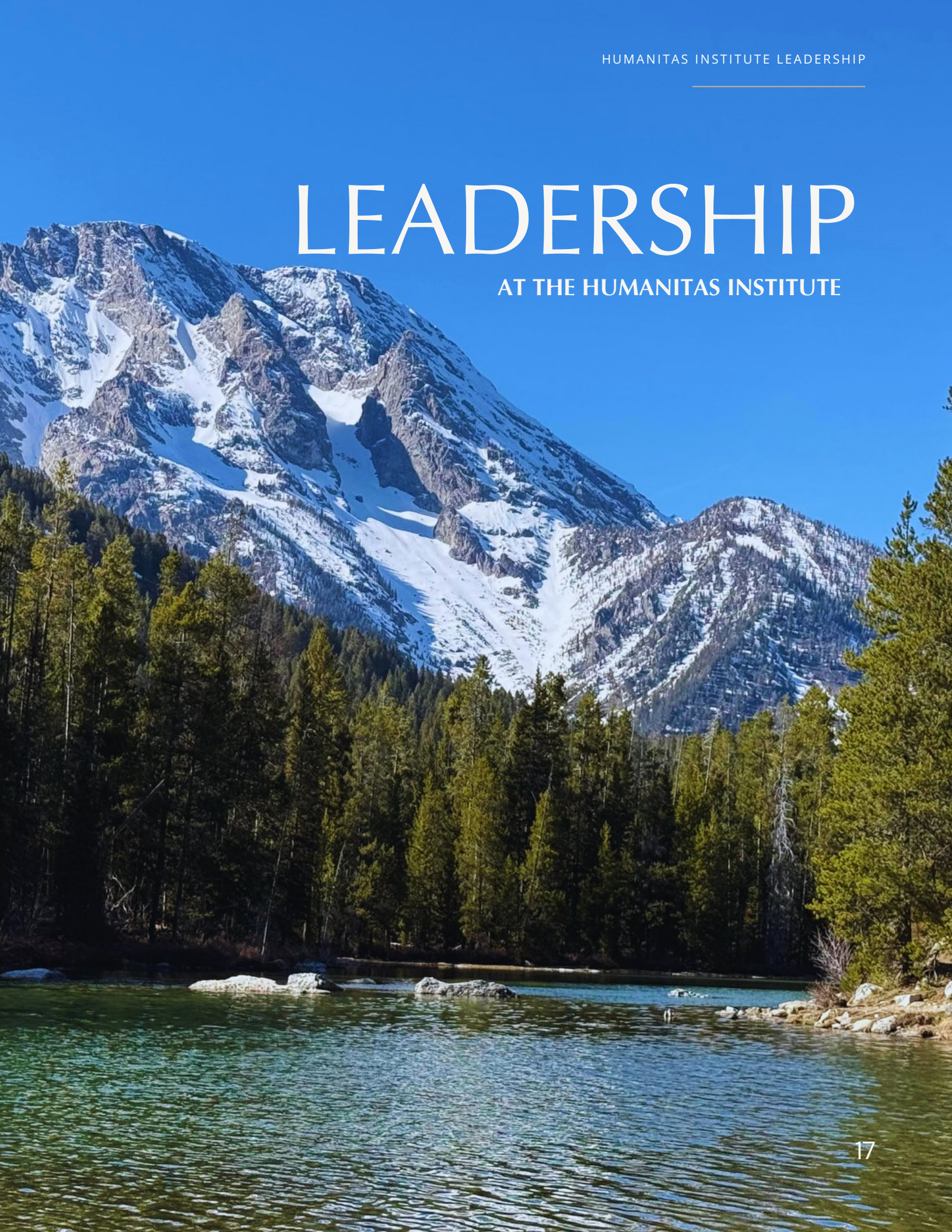
Click on a tile for more info

See a map of classical schools in your area

Available at
humanitasinstitute.org/schools

LEADERSHIP

AT THE HUMANITAS INSTITUTE



MRS. LYNN FRIESS



BOARD CHAIR
HUMANITAS INSTITUTE

"The Earth is not ours, it's a treasure we hold in trust for future generations."
— AFRICAN PROVERB

HUMANITAS INSTITUTE

AMOR

Lynn was raised in the farming country of Upstate New York, where she received a classical education that she remembers as truly excellent. Classical education was beginning to disappear by the time her children were ready for school. Thus they all went to private school and received a passable education with Christian leanings. Her journey into the renewal of classical Christian education began through conversations and gatherings attended with Polly, transforming her from an observer into an avid champion of the movement.

INVENTIO

The students of Jackson Hole Classical Academy are so well prepared that when they return, they reveal how grateful they are that they went to JHCA. They often find themselves mentoring their new peers, offering guidance on the art of note-taking or crafting a term paper. These alumni embody the lasting value of classical formation.

ADMIRATIO

What awakens Lynn's sense of wonder, besides the countryside is Africa. Having visited it many years ago, the landscape and animals still delight her.

MS. BARBARA CASEY



BOARD MEMBER
HUMANITAS INSTITUTE

"Wonder is the desire for knowledge."
– THOMAS AQUINAS,
SUMMA THEOLOGIAE

HUMANITAS
INSTITUTE

AMOR

Barbara finds hope in the film based on a foundational text of Western Civilization that is igniting passions around the world, drawing people to read a 2,700-year-old poem and other long ignored tales, debating interpretations and stirring zeal for more knowledge and greater understanding of the virtues that underpin our common humanity such as home and family. The immense welcome for *The Odyssey* encourages her to believe strongly that people are hungry for classical education.

INVENTIO

That same hunger to recover a forgotten story led Barbara to Chief Washakie, a Wyoming statesman and warrior who won respect across nations and secured the 2.2 million-acre Wind River Reservation for the Eastern Shoshone and Northern Arapaho. She wants his story better known.

ADMIRATIO

Living in Jackson Hole, Barbara finds that one's sense of wonder not only awakens but soars with every view of the Tetons, breathtaking at every time of day, in every season.

MRS. CATHY KEATING



BOARD MEMBER
HUMANITAS INSTITUTE

"The child's mind is no mere sac to hold ideas; but is rather… a spiritual organism, with an appetite for all knowledge."
— CHARLOTTE MASON, AN ESSAY TOWARDS A PHILOSOPHY OF EDUCATION

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AMOR

Cathy loves classical education because of what it does for a child's curiosity. She wants learning to be fun, challenging, and focused on teaching kids to actually think, and she holds real hope that this kind of education can pull children away from screens and back toward wonder.

INVENTIO

Lately, Cathy was reminded that the power of tenacity is not limited to any one thing or life form as she watched a young bear work at a bear-proof trash can until it succeeded. It was a vivid reminder to never give up trying to succeed.

ADMIRATIO

Cathy's wonder centers on her husband, Frank, whose curiosity at eighty-two shows no signs of slowing. He digs into history through books, travel, and lectures, and keeps pulling her along for the journey. It is a fitting close to her triptych: the curiosity she wants to spark in children, the persistence she noticed in a bear, and a living example, right in her own home, that wonder can last a lifetime.

MRS. POLLY FRIESS



EXECUTIVE DIRECTOR
HUMANITAS INSTITUTE

"The fear of the LORD is the beginning of wisdom, and the knowledge of the Holy One is insight."
– PROVERBS 9:10

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INSTITUTE

AMOR

Polly is passionate about a vision for classical Christian education that unites us across misconceptions and denominational differences, while authentically and humbly inviting more people into the journey and the Great Conversation – so that, ultimately, they encounter the Gospel and their lives are transformed.

INVENTIO

In her recent study of Proverbs, Polly was struck by four habits that cultivate wisdom: vertical orientation, seeing the destination, listening and hearing, and delayed gratification. She found the framework both simple and profound – and consistent with Charlotte Mason's conviction that habits shape who we become.

ADMIRATIO

Polly's sense of wonder is awakened by both beauty and practice. Russian sacred choral music – especially Rachmaninoff's Liturgy and Vespers, which she has sung in Russian and recorded – remains one of her greatest sources of solace and awe. She is also cultivating the spiritual practice of inviting the Holy Spirit to speak, listening in the quietness of her heart, and journaling to discern His gentle voice from her own thoughts.

DR. CHRISTOPHER PERRIN



CHIEF EDITORIAL OFFICER
HUMANITAS INSTITUTE

"The ocean is a mighty harmonist."
— RALPH WALDO EMERSON

HUMANITAS
INSTITUTE

AMOR

Christopher is most passionate about expanding access to classical education for the millions who have yet to encounter it, but who will love it when they do. He has spent 30 years in the renewal of classical education (building curricula, developing teacher training, etc.) but he is most moved by the children who exhibit joy and love as they are cultivated by this tradition of education. The lingering question is, How do we bring it to the next child?

INVENTIO

Christopher has been thinking deeply about the progressive revolution in education (roughly 1890–1930). He opines that classical educators got a few important things wrong, while the progressive reformers got a few important things right.

ADMIRATIO

The ocean. Chris spent five years on the island of Guam as a teenager, but also visited the ocean as a child in Japan and Okinawa (He grew up overseas). The power of the ocean, its vastness, its teeming multiplicity of creatures, its shifting shape and color are the things that awaken his sense of wonder.

MR. GREG LOWE



DIRECTOR OF OPERATIONS
HUMANITAS INSTITUTE

"A children's story that can only be enjoyed by children is not a good children's story in the slightest."
– C.S. LEWIS

HUMANITAS INSTITUTE

AMOR

Having missed a liberal arts education himself, Greg sought only to be, as Scrooge called Marley, a "good man of business". He came to experience classical education first through his four sons' studies, then through board service at their school, and finally publishing curriculum within the renewal.

INVENTIO

In his 44th year of conversation with C.S. Lewis, Greg decided to read more intentionally through his full library, encountering many lesser-known works along the way. He would borrow Lewis' comment about Tolkien's Lord of the Rings and apply it to Lewis' work. "We know at once that it has done things to us. We are not quite the same men."

ADMIRATIO

Six years ago, the thought of a grandchild was astonishing for Greg. To be blessed with nine since then has been wonderful for him. In seeing each of them the first time he sees fresh evidence of God's pursuit of us, and it renews his hope He has more to do in our world.

DR. TOYIN ATOLAGBE



DIRECTOR OF PARENT AND EDUCATOR PARTNERSHIPS, HUMANITAS INSTITUTE

"He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end."

-Ecclesiastes 3:11

HUMANITAS INSTITUTE

AMOR

Toyin views parents as the primary architects of the child's soul. She advocates for a partnership where schools bolster the home as the central sanctuary of formation. Her work anchors intellect in the fear of the Lord, cultivating a lived wisdom that pursues the transcendental goods of truth, goodness, and beauty within the family unit.

INVENTIO

She has discovered the power found in the discipline of active listening. To her, real listening is a holy selflessness that requires making one's own presence smaller to fully receive another. In an era of noise, she believes this quiet habit serves as the fertile soil for empathy and the beginning of genuine human hope. Ultimately, to listen well is to love well.

ADMIRATIO

The book of Ecclesiastes provides Toyin with a steadying clarity on the mystery of existence. By acknowledging the vanity of temporal pursuits, she anchors her restless heart in the eternal. This scriptural lens humbles her spirit and refocuses her gaze on finding joy in the present gifts of God Almighty.

MRS. LUCIA DEMEO



PROJECT COORDINATOR
HUMANITAS INSTITUTE

"We are mirrors whose brightness is wholly derived from the sun that shines upon us."
– C.S. LEWIS, THE FOUR LOVES

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AMOR

As the daughter of Italian immigrants raised to value education, family, and honor hard work, Lucia believes classical education should not be limited by background or circumstance. Every child deserves a dignifying education that forms the mind and nourishes the soul.

INVENTIO

Lately, Lucia has been thinking deeply about how much education is about learning what is worthy of our love. A wealth of knowledge may furnish the mind, but far more formative is teaching children to love truth, goodness, and beauty, to see the needs of others, and to be moved to care for them.

ADMIRATIO

Lucia's sense of wonder is continually awakened by C.S. Lewis, whose writings draw her more deeply into the mystery of Christ's love. That same wonder is stirred by the ordinary marvels of God's creation: a rose unfolding in bloom, the body quietly mending itself, or the earth yielding food for our nourishment. In both the profound and the ordinary, she is drawn back to the greatest wonder of all: God's love for us.

MR. RICHARD PRENSNER



DIRECTOR OF VIDEO PRODUCTION
HUMANITAS INSTITUTE

"A man who is puzzled and wonders thinks himself ignorant."
— **ARISTOTLE, METAPHYSICS**

AMOR

Richard finds the heart of classical Christian education in the virtue of intellectual humility. For him, the tradition is less about the accumulation of facts and more about the art of inquiry, a recognition of the vast treasury of wisdom that predates our own. He seeks a rightly ordered smallness, the reverent posture of a student who understands that every question he poses has been echoed through the ages by minds far greater than his own.

INVENTIO

Lately, he has been reflecting on the idea that levity might be more of a virtue than seriousness. He is currently exploring the notion that a certain lightness of spirit may hold greater moral weight than the gravity of formal seriousness.

ADMIRATIO

Richard finds awe in G.K. Chesterton's *Orthodoxy*. This work defends the idea that joy and laughter are the truest signs of a soul that has glimpsed the truth.

HUMANITAS INSTITUTE

MRS. LACEY STAPLETON



OPERATIONS & COMMUNICATIONS ASSISTANT, HUMANITAS INSTITUTE

"A true gardener would never pretend that gardening is all pleasure, or that it always prompts reflection. But she might claim that in the garden she has tasted Paradise."

— VIGEN GUROIAN,
THE FRAGRANCE OF GOD

HUMANITAS INSTITUTE

AMOR

Lacey's deepest convictions are rooted in the classical tradition's treatment of children as whole persons, created to be honored with dignity and adoration as God intended.

INVENTIO

Lacey has recently taken up milling wheat at home to make her own bread, discovering along the way that fresh milled flour contains 40 of the 44 essential nutrients for life. She draws the connection herself; if Christ is the bread of life (John 6:35), then real bread, made whole, becomes a small daily offering of life to one's own family.

ADMIRATIO

That same appreciation for the real and the whole caught her off guard this year, standing for the first time on the pebble beach shore of Lake Michigan. Lacey describes the encounter as simply magical. Whether contemplating the formation of a child, the crafting of a loaf, or a newfound horizon, Lacey recognizes a singular truth that there is an abiding goodness in things preserved in their integrity.

MR. GEORGE BEHR



DIRECTOR OF TECHNOLOGY & DIGITAL PRODUCT, HUMANITAS INSTITUTE

"We are uncertain of the next step, but we are certain of God. Immediately we abandon to God, and do the duty that lies nearest, He packs our life with surprises all the time."

-OSWALD CHAMBERS, UTMOST FOR HIS HIGHEST

HUMANITAS INSTITUTE

AMOR

The middle child of five, George at an early age began observing the 'systems' around him. His career in technology began in systems engineering and continues today to explore, using data science and other technologies, the 'systems' that shape family, community, and society. "Your systems are 100% designed to get the results they are achieving." Classical (he prefers Human) education is a system that puts the child first - Jesus would approve of those results! As a husband, father, and grandfather, he knows that the systems are less important than daily cadence of loving God and loving neighbor.

INVENTIO

George lately is convinced that Human Education is one of the best kept secrets, and hopes as part of the Humanitas Institute team to help create synergy among the voices leading the movement.

ADMIRATIO

George's sense of wonder constantly expands as he studies Chambers, Spurgeon, C.S. Lewis and others who have worked to share their glimpses of the Kingdom. Believing God is the original and ultimate data scientist, George is constantly amazed when the dots are connected, almost always taking him back to the Garden and back to the community shared with his Father.

FEATURED GUESTS



DR. DALE AHLQUIST



PRESIDENT
G. K. CHESTERTON SOCIETY

"The world will never starve for want of wonders; but only for want of wonder."
— G. K. CHESTERTON, TREMENDOUS TRIFLES

AMOR

Dale's passion rests in the conviction that forming both the mind and the soul is the purpose of education. For him, the classical tradition is the essential tool for this labor, a means of cultivating whole persons who are rightly ordered toward the eternal.

INVENTIO

Dale is witnessing a shift that is becoming impossible to ignore; the growing hunger for classical Christian education is manifesting with increasing clarity. The movement no longer needs to argue for its relevance; the sheer volume of families seeking this inheritance speaks for itself.

ADMIRATIO

Dale's sense of wonder is awakened by G.K. Chesterton, a writer who spent his career insisting the ordinary world is astonishing and that those blind to it are the true skeptics.

MR. LAWSON BADER



PRESIDENT & CEO
DONORS TRUST

" I hold the maxim no less applicable to public than to private affairs, that honesty is the best policy. "

– GEORGE WASHINGTON, FAREWELL ADDRESS TO THE PEOPLE OF THE UNITED STATES

DonorsTrust

AMOR

Lawson is passionate about a Free Society, not an exclusively Christian or even necessarily a religious one. He believes a classical Christian education grounds one in the idea of Truth and Truth Seeking, but also creates individuals confident to participate in a pluralistic society, albeit one in community. He says we need individuals who have the confidence to live and work well in a world of nuance, even if they have a worldview (or personal comfort) more akin to black and white.

INVENTIO

He recently learned that the District of Columbia's flag is modeled after George Washington's family coat of arms, a fact he'd somehow missed as a native Washingtonian.

ADMIRATIO

Lawson's wonder comes from an idea he calls "placelag" (as opposed to "jetlag"). Placelag eliminates the idea of time zones entirely. For example, one can start the evening in Washington, DC, begin the next morning at a Parisian café yet end the evening with a sunset at a Moroccan desert. For frequent travelers like him, placelag is the healthy contrast of the journey that is simultaneously discombobulating yet wholly energizing. There is joy in the journey, and airplanes are merely cabs with wings.

MRS. LAURA BERQUIST



FOUNDER & CEO
MOTHER OF DIVINE GRACE SCHOOL

"The Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you."
– JOHN 14:26

AMOR

Laura is passionate about understanding the end of the classical curriculum. Liberal arts prepare the mind for sciences, which are ordered toward metaphysics, and ultimately, Sacred Theology. As humans, we desire to know ultimate causes. Thus, the classical curriculum's end is to know God, the ultimate cause, through intellect and will.

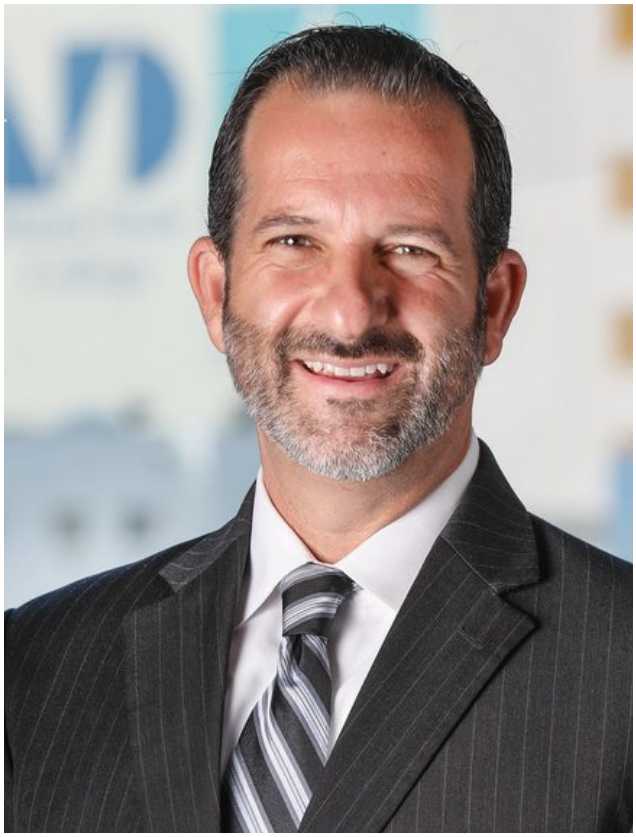
INVENTIO

AI use significantly decreases student mastery and understanding, as formation occurs through the hard work of learning. Classical education teaches students to answer specific questions, aiming at objective truth. While AI can synthesize data, it lacks the judgment required for true intelligence, which only formed human persons possess.

ADMIRATIO

Laura is reading a book called The Sanctifier: The Classic Work on the Holy Spirit about the work of the Holy Spirit in the world. Christ said that He had to ascend to the Father in order to send us the Holy Spirit, so lately, she has been wondering about the Holy Spirit and His activity in our lives. She describes this book as interesting and helping her understand the work, as it were, of the third Person of the Blessed Trinity.

MR. MIKE BILECA



FOUNDER
TRUE NORTH CLASSICAL ACADEMY

"It educates the intellect to reason well in all matters, to reach out towards truth, and to grasp it."
— JOHN HENRY NEWMAN, THE IDEA OF A UNIVERSITY

TRUE NORTH
CLASSICAL ACADEMY

AMOR

Mike sees classical Christian education as an antidote to the confusion of the failed Progressive educational experiment that dismantled Truth and Virtue as the aim of education. He opines that if we are going to restore the culture, our schools will be the greatest lever.

INVENTIO

He recently finished Digital Delusion by neuroscientist Jared Cooney Horvath and his arguments on why so much Educational Technology has failed from the perspective of brain science. His insights detail the Ed Tech industry's failed promises, covering topics from why handwriting notes is better than typing, how screens fracture attention, how memory is encoded during productive struggle and how much of technology eliminates the process needed for deep learning.

ADMIRATIO

Mike's wonder is found in rereading *The Brothers Karamazov* alongside his oldest son, now a college senior. Dostoevsky's sheer genius, as he grapples with the questions of faith, freedom, suffering, and moral responsibility. He speaks so directly to the deepest questions of our modern age and is prophetic in his insights into the causes of contemporary moral confusion and the unraveling of the bonds of faith that hold individuals and society together.

MS. JULIE CARMEAN



SENIOR PROGRAMS OFFICER
AMERICA250 AGENCY LEAD
NATIONAL ENDOWMENT FOR THE HUMANITIES

"Beauty is truth, truth beauty — that is all ye know on earth, and all ye need to know."
– JOHN KEATS, ODE ON A GRECIAN URN

AMOR

Julie sees value in the work of educating young people in the Jewish, Greek, Roman, and Christian basis of "classic" culture - a culture that is based on timeless understandings of the human as having an eternal soul versus the human as simply a material, finite being. She is passionate about empowering students to think critically and creatively by integrating the Socratic method and artistic engagement into the learning process.

INVENTIO

She has been exploring new perspectives about the impact of art and beauty on society, and hence on teaching and learning. She is currently reading two books – *How Beauty Will Save the World* by Winfield Bevins and *Beauty and Justice* by Haejin Shim Fujimura and Makoto Fujimura.

ADMIRATIO

Her sense of wonder is sparked by spending time in nature, whether admiring the turquoise waters of Lake Tahoe or the green views from a winding trail in Virginia. She recently snorkeled in the Florida Keys and was amazed by the purple coral reefs, neon fish, and quiet life beneath the surface of the sea. Above the water, the rhythmic waves and endless horizon offered her comforting predictability and awe for the Creator's vastness.

FR. NATHAN CARR



HEAD OF SCHOOL
THE ACADEMY OF CLASSICAL CHRISTIAN STUDIES
CEO & WARDEN
RALSTON COLLEGE

"A book, too, can be a star, a living fire to lighten the darkness, leading out into the expanding universe."

— MADELEINE L'ENGLE

AMOR

Nathan cares about what he calls the priestly things in classical Christian education: liturgy, sung prayer, and shared feasts that shape a student's affections.

INVENTIO

That conviction has opened into something bigger for him lately: the belief that neurodivergent, non-verbal, and disabled students belong fully at the table of classical Christian education. Not on the sidelines, but as real participants in the same liturgical life he loves.

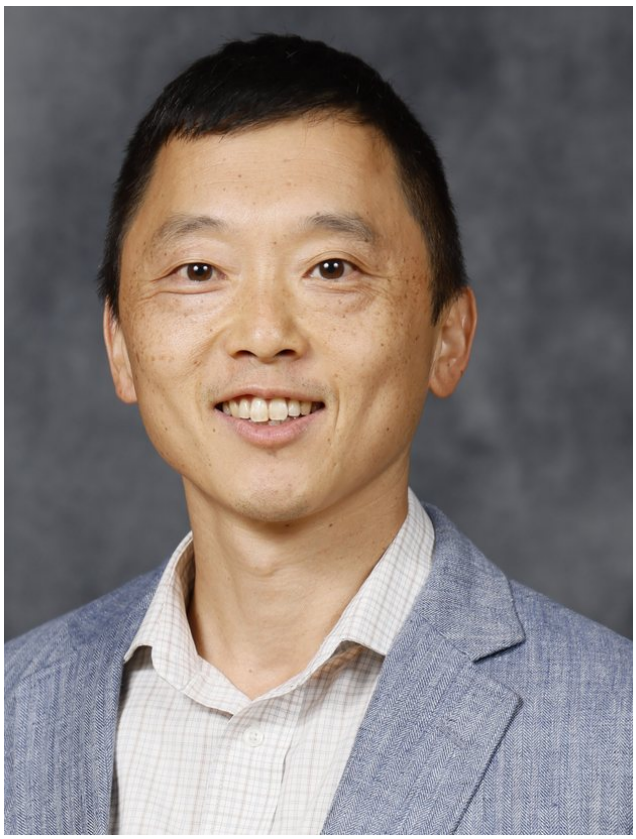
ADMIRATIO

What awakens his sense of wonder is close to home. Nathan finds it on his own front porch, an urban spot that somehow holds a sixty-foot post oak, a dozen redbuds, two magnolias, and a blue spruce. He calls it the place of all healing and wonder, and it's easy to see why: a man devoted to welcoming everyone to the table has found his own quiet welcome right outside his door.

The ACADEMY of Classical Christian Studies

RALSTON COLLEGE

DR. ALBERT CHENG



CHASE CENTER FOR CIVICS, CULTURE, AND SOCIETY, OHIO STATE UNIVERSITY

"Music is a higher revelation than all wisdom and philosophy. Music is the electrical soil in which the spirit lives, thinks and invents."

— LUDWIG VAN BEETHOVEN

THE OHIO STATE UNIVERSITY
CHASE CENTER FOR CIVICS, CULTURE, AND SOCIETY

AMOR

Albert supports classical Christian education through research. He is passionate about producing empirical work that can inform how schools operate and how policymakers think, giving the movement evidence to stand alongside its convictions.

INVENTIO

Albert recently joined the faculty at the Chase Center at The Ohio State University, which is preparing to launch an undergraduate major in classical and liberal education in fall 2027, training future K-12 teachers before they enter a classical school. All the effort invested in research is turning into infrastructure, building the pipeline the movement will need.

ADMIRATIO

His wonder settles on the exceptional Ludwig van Beethoven. His life goal is to master all 32 of his piano sonatas.

MR. ERIC COOK



PRESIDENT & CEO
SOCIETY FOR CLASSICAL LEARNING

"The sole meaning of life is to serve humanity."

– LEO TOLSTOY

AMOR

The classical tradition has always held that the good, the true, and the beautiful are not for the few. Eric has made that conviction operational. His passion is access, the work of ensuring that classical education reaches children who have not yet been invited to the table, children whose zip codes and circumstances have kept them from a tradition that was never meant to be exclusive.

INVENTIO

Eric recently discovered a handful of Tolstoy's short stories and has not been able to put them down, drawn to the realization that the greatest writers sometimes say the most in the fewest pages, and that a single story, brief enough to read in one sitting, can leave you thinking for months.

ADMIRATIO

Jonathan Edwards, the theologian who saw the beauty of God in a spider's web and who argued that true virtue is nothing less than love extended to the whole of being. It is not hard to see why Edwards resonates with a man whose life's work is the extension of something beautiful to everyone it can reach.

DR. DAVID DIENER



ASSISTANT PROFESSOR OF EDUCATION, HILLSDALE COLLEGE

"The purpose of education is not the assimilation of facts or the retention of information, but the habituation of the mind and body to will and act in accordance with what one knows."

– DAVID HICKS

AMOR

As an academic philosopher with a decade of administrative experience, David bridges the gap between deep theoretical tradition and the practical realities of school life. David is dedicated to helping the classical Christian movement recover its intellectual foundations while extending its reach internationally, particularly through his recent work in Latin America.

INVENTIO

Lately, David has been navigating the balance of parenting nearby college-aged children while caring for aging parents. While he hasn't yet found easy answers, he remains a humble student of this season and would value learning from the wisdom of others walking a similar path.

ADMIRATIO

He finds enduring invigoration in the writings of Josef Pieper. For David, Pieper is a guide whose prose, often touching the poetic, possesses a unique capacity to awaken the soul to wonder. He returns to these texts to be intellectually renewed, finding in Pieper an insightful companion whose clarity leaves the reader invigorated.

DR. NICHOLAS ELLIS



FOUNDER AND CEO
CHRISTIAN HALLS

"We shape our buildings and afterwards our buildings shape us."
– WINSTON CHURCHILL, 1943

CHRISTIAN HALLS

AMOR

Nicholas is passionate about how classical Christian education provides a clear historical model to bring paideia, virtue, and flourishing to local places, rather than as a purely academic technique. For him, classical Christian Paideia, in its mature form, should lead to civitas, local flourishing, and a deeply human vision for our future places.

INVENTIO

He has been exploring classically inspired real estate, student housing, tutor housing, and the broader infrastructure of communities built to house not just bodies but a vision of beauty meant for generations yet unborn. It is the natural extension of his first conviction: if paideia is meant to flourish in local places, then someone must attend to the places themselves, their architecture, their form, their capacity to shape the souls that dwell within them.

ADMIRATIO

Nicholas has found real wonder in Sebastian Brock's work on the Syriac and Eastern tradition, especially the writings of Ephrem of Syria, with its rich, integrated vision of humanity, Christ, and the incarnation.

MR. ALI GHAFFARI



CEO
ST. JOHN HENRY INSTITUTE

"Fear not that thy life shall come to an end, but rather that it shall never have a beginning."
– ST. JOHN HENRY NEWMAN

St. John Henry Newman INSTITUTE

AMOR

Ali's convictions transcend walls and curricula. His labor serves the movement itself, striving to make classical Christian education accessible to all. He envisions a future of scaling and partnership, prioritizing a wider table over guarded territory. He knows the strongest foundations are designed for connection and growth.

INVENTIO

This spirit of expansion drives his work at the St John Henry Newman Institute. He speaks of this endeavor with an evangelist's fervor, reflecting the excitement of a man who has discovered something vital and is eager for others to share in its promise.

ADMIRATIO

His wonder is anchored in the personal and the historical. He holds profound reverence for Chris Perrin, a living legend, yet is equally moved by the physical, having recently walked the ancient soil of Corinth and Marathon. It is a fitting duality, a heart honoring our masters and a soul finding amazement in our tradition's roots.

MR. DAVID GOODWIN



PRESIDENT
ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS

"Use me, God. Show me how to take who I am, who I want to be, and what I can do, and use it for a purpose greater than myself."
– MARTIN LUTHER KING, JR

AMOR

David's passion rests in the paideia of the Lord. For him, education's whole purpose is divine, not just a goal but its very foundation.

INVENTIO

Lately, David has been rethinking the Renaissance. He suspects that the Renaissance probably didn't happen, at least not the way it's usually taught.

ADMIRATIO

His wonder comes from a way of reading. David finds it in history seen through the eyes of George Grant, the philosopher known for questioning what modern progress actually costs us. Looking at the past through Grant's lens, for David, is where real wonder happens, asking honestly whether the story we've been told is the one that's true.

DR. HUTZ HERTZBERG



CHIEF EDUCATION OFFICER
TURNING POINT USA

"College should lead you towards the good, the true, and the beautiful."
— CHARLIE KIRK

AMOR

Hutz is excited about the resurgence of classical Christian education affording wonderful partnership opportunities with other excellent organizations to maximize the growth potential of this type of education and schools.

INVENTIO

That conviction about growth finds its deeper root in a paraphrase of Pastor Robert Murray M'Cheyne that Hutz carries with him: "It's not great talent God blesses so much as great likeness to Jesus." A holy minister (or teacher) is an awful (awesome) weapon in the hand of God. The greatest need of those he leads or teach is his holiness.

ADMIRATIO

His wonder is close and personal. Hutz continues to be inspired by his friend, colleague, and former boss, Charlie Kirk, who has shaped how he thinks about leadership and conviction.

MRS. JOELLE HODGE



PRESIDENT & DIRECTOR OF EDUCATION, CLASSICAL ACADEMIC PRESS

"The Image of the Father only was sufficient to renew the teaching of the Image in men."

— ATHANASIUS, ON THE INCARNATION, §13

AMOR

Joelle's passion centers on recovering an integrated vision of education where the human person, academic disciplines, and the created order form a coherent whole. Inspired by Hildegard of Bingen's ordered cosmos, the goal is to harmonize the arts and sciences within classical Christian education, fostering whole-person formation that involves the gradual alignment of the individual with truth, beauty, and the divine.

INVENTIO

Joelle is learning that the teacher-shortage gap demands more than recruitment and compensation; it requires cultivating teachers who have themselves encountered the inheritance they pass on, enlarging their moral imagination and forming their judgment. Luther's view of vocation matters here: teaching is no lesser calling, but an ordinary, profound way of serving God by serving the young.

ADMIRATIO

Athanasius's *On the Incarnation* continually stirs her wonder. The mystery of the eternal Logos entering creation to restore the divine image bridges material and spiritual realms. This vision reveals salvation as the restoration of humanity to its full purpose, lending profound significance to the created world and calling all to see things made new in Christ.

DR. JESSICA HOOTEN WILSON



FLETCHER JONES ENDOWED CHAIR OF GREAT BOOKS; PROFESSOR OF ENGLISH, PEPPERDINE UNIVERSITY

"There can be no greater gift than that of giving one's time and energy to help others without expecting anything in return."

– NELSON MANDELA

AMOR

Jessica is passionate about forming disciples using the resources of the great tradition, helping them embody wisdom, cultivate beauty, and pass goodness on to others. For her, education is something students are meant to carry forward, not just receive.

INVENTIO

Lately she's been discovering the women writers of that same tradition, especially Sor Juana Inés de la Cruz, whose letter defending women's education Jessica finds full of wisdom, including her sharp observation that Aristotle might have written better philosophy if he'd cooked more.

ADMIRATIO

Surfing the Pacific, watching pelicans she can't help but see as Christ our pelican, or dolphins waiting patiently on the waves, Jessica keeps running into the same humbling realization: she's not in control.

DR. ROBERT JACKSON



CEO
FLORIDA INSTITUTE FOR CLASSICAL LEARNING

"The world is charged with the grandeur of God."
— GERARD MANLEY HOPKINS
"GOD'S GRANDEUR"

AMOR

Robert's passion lies in identifying talent and training teachers in the classical and Christian traditions.

INVENTIO

There are two authors with whom Robert has been keeping company lately. First is the translator, critic, and Italian essayist Cristina Campo, who offers some of the most cogent, imaginative, wide-ranging arguments in favor of the Tradition of any 20th-century thinker. Second is the remarkable philosophical poet, Howard Nemerov, an intellectual conversationalist with Owen Barfield of the Inklings.

ADMIRATIO

Robert proffers a triptych of thought: the ideas surrounding poetic knowledge (cf. John Senior); the grandeur of God among the Grand Tetons; and the life and witness of St. John Henry Newman, an exemplar of resistance to modernity's most destructive impulses.

FICL

REV. DARELL JONES



PRESIDENT
HERZOG FOUNDATION

"If Christianity goes, the whole of our culture goes."
— T. S. ELIOT CHRISTIANITY AND CULTURE

AMOR

Darell's passion is found in the different methodologies suited to each grade level, and the alignment of disciplines across a student's formation in the classroom.

INVENTIO

He is convinced this is the time for Christians to articulate the Christian values that built Western civilization, not to assume those values are self-evident, but to name and defend them plainly, before a generation that may no longer recognize their source.

ADMIRATIO

Darell has a Revolutionary War soldier in his family tree who later became a minister, and he finds himself continually drawn to that family's story of conversion, wondering at how God's plan worked through one life to shape generations that followed, his own included.

MR. BENJAMIN LINDQUIST



CEO
SPREADING HOPE NETWORK

"She is easily and by far the most extraordinary person the human race has ever produced."
— MARK TWAIN, ON JOAN OF ARC

Spreading Hope
NETWORK

AMOR

Benjamin operates from the conviction that God the Father, Son, and Holy Spirit are the transcendental wellspring of all truth, goodness, and beauty. He views classical liberal arts as a vessel for faith, guiding students toward a virtuous pursuit of eternal life. Seeing education as a high calling, he believes the U.S. desperately needs many more schools that provide this extraordinary form of education, which rightly cultivates knowledge, habits, and loves.

INVENTIO

American education is undergoing a gradual transformation that began in the 1950s, moving from a government function back to civil society. This 65 plus year transition accelerated significantly with the pandemic, offering clear, increasingly widespread hope for the future.

ADMIRATIO

Reading Mark Twain's Personal Recollections of Joan of Arc inspired deep awe. What a tribute for Twain to write such a work! Ben views Joan of Arc as one among the communion of saints, whose life demonstrates how divine revelation alters the arc of history. Her story stands as a testament to the transformative light courageous faith casts upon the world.

MRS. HEATHER LLOYD



FOUNDER & PRINCIPAL
CONCORDIS EDUCATION PARTNERS

"All that is true, by whomsoever it has been said, has its origin in the Spirit."
– THOMAS AQUINAS

AMOR

Heather cares about the people who do the actual teaching. Her passion is equipping teachers for student discipleship, because she knows that even the best classical curriculum only goes as far as the teacher delivering it. She asserts that when you invest in the teacher, everything downstream benefits.

INVENTIO

Lately, she is focusing on the importance of truly integrated humanities, a real understanding of the quadrivium, and how the old Progymnasmata exercises can actually guide a student from wonder to wisdom to form a whole way of thinking.

ADMIRATIO

What awakens her own wonder is Lennox Kalifungwa's work on how Christianity has shaped every corner of the Western world, not just its religious life, but its whole civilization.

DR. CLAUDIA MACMILLAN



FOUNDER & CEO
THE MACMILLAN INSTITUTE

"If civilization is to survive, we can no longer avoid the need for nurturing all our young: in our time, nothing less than a universal liberal education will suffice."
– DONALD COWAN, UNBINDING PROMETHEUS

THE MacMillan INSTITUTE™
MISERIS SUCCURRERE DISCO

AMOR

Claudia is dedicated to the renewal of American public education, inspired by what Donald Cowan termed the "spirit of liberal learning." She sees this spirit flourishing among her peers in the classical movement, whom she views as guardians of a standard that serves as a beacon of hope. Her ambition is to ensure that classical wisdom is a public light cast wide enough to illuminate the entire educational landscape.

INVENTIO

She has been deeply reflecting on the nature of reading, specifically the transformative power of literature when encountered as an end in itself. Her recent insight suggests that a story, when read as a true piece of literature becomes an authentic way of knowing. It is an observation that shifts the very foundation of how a book is honored within the walls of a classroom.

ADMIRATIO

Her sense of awe is anchored in the legacy of Donald Cowan, particularly his belief that a "devotee of liberal learning trusts in its power to engender a largesse in each person according to his own bent." It is a sentiment that mirrors her own vocational heart, a genuine confidence that the classical tradition, when offered freely, possesses the unique capacity to cultivate excellence within the soul of every student.

MR. KEITH NIX



HEAD OF SCHOOL
VERITAS SCHOOL

"The best education for the best is the best education for all."
– MORTIMER ADLER

AMOR

Keith is passionate about raising up leaders, people equipped and encouraged to serve and advance classical Christian education.

INVENTIO

That same instinct for the long view has turned his attention to succession planning, the deliberate work of ensuring that leadership does not end with any single person's tenure. He advocates that all schools should focus on succession planning with intentionality.

ADMIRATIO

His wonder points to Crete, an island layered with ancient history and civilization. It's a fitting place for someone thinking about legacy and succession, a reminder that what's built well tends to outlast the people who built it.

DR. DAVIES OWENS



FOUNDER & HOST
BASECAMP LIVE & ZIPCAST

"The fullness of our heart is expressed in our eyes, in our touch, in what we write, in what we say, in the way we walk, the way we receive, the way we serve."
– MOTHER TERESA

AMOR

Classical Christian education remains the vital hope for Western civilization. By anchoring students in Christ, schools shape their paideia, fostering affections that love what is true, good, and beautiful. This moral and intellectual formation prepares children for kingdom-impacting lives, cultivating perseverance, wonder, and a mature moral imagination.

INVENTIO

Recently, Davies read a Gallup study showing institutional trust at a record low. This reinforced his conviction that right ideas alone don't form a generation; people are shaped through relationships and community, not information transfer. Leaders must be known and trustworthy first. At their best, classical schools earn that trust by embodying truth, goodness, and beauty together, not just teaching them.

ADMIRATIO

L'Abri Fellowship still awakens his wonder, truth embodied through hospitality, beauty, and relationship, not mere lectures. Dr. Donald Drew, a L'Abri worker who became an important father figure in his life, taught him that understanding should deepen wonder and that learning is a form of worship." Students are formed not only by what we teach but also by who we become together.

MR. NORTON RAINEY



EXECUTIVE DIRECTOR
ACE SCHOLARSHIPS

"For by grace you have been saved through faith. And this is not your own doing; it is the gift of God, not a result of works, so that no one may boast."

– EPHESIANS 2:8-9

AMOR

Norton's passion centers on people who can reason well, with minds shaped through a classical education. Faith stands alongside this conviction as equally essential, the two together forming the kind of person he believes this work exists to produce.

INVENTIO

Lately, he has been learning about the power of the Education Freedom Tax Credit and how much it could help schools financially, creating a major new revenue stream for classical education.

ADMIRATIO

His wonder is personal. The more he learns about Jesus the more he realizes how unworthy he is and how fortunate he is to be a child of God, when he doesn't deserve His grace.

ACE scholarships

MR. TY RALLENS



EXECUTIVE VICE PRESIDENT
ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS
CEO, CONCORDIS EDUCATION PARTNERS

"Learn that which is already known to others, and then… learn for ourselves and for others."
— MICHAEL FARADAY

AMOR

Ty's passion is starting hundreds of new independent classical Christian schools, building the kind of scale that turns a movement into a lasting institution.

INVENTIO

His colleagues led him to Hugh of St. Victor, a medieval thinker who listed commerce among the seven mechanical arts long before Adam Smith wrote about markets. Ty likes to quote him directly: "The pursuit of commerce reconciles nations, calms wars, strengthens peace, and commutes the private good of individuals into the common benefit of all."

ADMIRATIO

His sense of awe is anchored in Nathaniel Bowditch, the self-taught navigator who transformed the perils of the sea into a disciplined science. Bowditch serves as a quintessential guide; he embodies the belief that precise method and tireless learning can lead a generation safely across previously uncharted waters.

MR. MICAH SAGEBIEL



SENIOR VICE PRESIDENT OF PROGRAMS AND STRATEGIC INITIATIVES PHILANTHROPY ROUNDTABLE

"Schools should teach the young to know what is good, to serve it above self, to reproduce it, and to recognize that in knowledge lies this responsibility."

– DAVID HICKS

Philanthropy Roundtable

AMOR

Micah began with Teach For America and spent years in national education reform, focused on opportunity and outcomes. Classical Christian education returned him to a question: What is education for? At Philanthropy Roundtable, he advises and convenes philanthropists, including classical-education donors.

INVENTIO

He sees an opening: classical and civic institutions emerging at public and elite universities, and federal scholarship tax credits expanding K–12 choice. His team helps donors deploy capital. After working with hundreds of organizations at the Michael & Susan Dell Foundation, one lesson stands out: good ideas are common; rigorous execution is rare.

ADMIRATIO

His three young children are his greatest source of wonder. His family has deep roots in South Texas, where a quiet Gulf beach they've long visited now launches SpaceX rockets toward Mars. The rapid change makes him think about how to preserve what matters while keeping pace with change.

DR. DAN SCOGGIN



CO-FOUNDER
GREAT HEARTS AMERICA

"To educate a person in the mind but not in morals is to educate a menace to society"
— THEODORE ROOSEVELT

GreatHearts®

AMOR

Dan understands the importance of an education that instills moral, spiritual, and intellectual virtue in children. Driven by this strong conviction, his passion is scaling and growing classical Christian schools nationally, using a variety of faithful models to reach more students in more places. While Great Hearts is still expanding its charter school offering to more locations, Dan's passion is to use the learnings from that growth of the past twenty years to open Christian academies at scale.

INVENTIO

That same practical instinct shapes what he is learning now: how to compete with more established schools offering more amenities, by improving the parent experience and deepening parent connections in Christ's care for the family.

ADMIRATIO

His wonder returns to the life and letters of St. Paul, a man who built and planted churches across an empire, writing to communities, teaching, correcting, and encouraging them.

MRS. MARISSA STREIT



CEO
PRAGERU

"If children live with encouragement, they learn confidence."
– DOROTHY LAW NOLTE
"CHILDREN LEARN WHAT THEY LIVE"

AMOR

Marissa is most passionate about empowering parents to feel confident in their role as the "first teachers" of their children. She believes that when parents are well equipped with the conviction, formation, and practical tools they need, they can shape the hearts and minds of their children towards virtue.

INVENTIO

She shared that technology, including AI, can be used to equip families with the tools they need to educate their own children. In doing so, Marissa sees an opportunity to dismantle what she calls the "education-industrial complex," shifting power away from large institutional systems back toward parents themselves.

ADMIRATIO

Her sense of wonder is awakened when reading the Psalms, spending time in nature, and having deep discussions with people who are wiser than herself.

MR. JOSH SUTTON



FOUNDING PARTNER & CEO
PARAVEL INSIGHTS

"Theology is the mistress-science, without which the whole educational structure will necessarily lack its final synthesis."
— DOROTHY SAYERS

PARAVEL INSIGHTS

AMOR

Josh is animated by classical Christian education and its insistence that education is ultimately about the formation of a whole human being. That conviction feels urgent because much of his present work intersects classical education and the emerging Education Freedom Tax Credit opportunity. As educational freedom expands, he fears efficiency replacing the beautiful question classical education asks: What kind of person is this child becoming?

INVENTIO

Recently, Josh has been thinking a lot about recovering something like the medieval parish model as a framework for cultural renewal. The parish was not merely the place where one attended worship on Sunday. It was often the spiritual, educational, social, and cultural center of the community. It formed people, transmitted traditions, educated children, cared for neighbors, marked the rhythms of life, and gave people a shared sense of place and belonging.

ADMIRATIO

Josh has recently become fascinated by the re-emergence of The Odyssey in the cultural zeitgeist. Having watched the movie with his wife and children recently, he shares that watching a story nearly three thousand years old suddenly become culturally alive again is remarkable, and its questions remain stubbornly contemporary.

MR. JEREMY TATE



CEO
CLASSICAL LEARNING TEST

"There is more reason in your body than in your best wisdom."

— FRIEDRICH NIETZSCHE, *THUS SPOKE ZARATHUSTRA*

AMOR

Jeremy's work centers on the classical belief that education must form the whole person, not just the intellect. He argues that surrounding youth with physical beauty is essential for soul formation, a conviction that often conflicts with secular, progressive educational models. For Jeremy, beauty is not a luxury but a fundamental necessity for young people.

INVENTIO

Jeremy is increasingly focused on the importance of the physical body within the classical tradition. This reinforces his view that true formation involves not only ideas but also habits and the physical life.

ADMIRATIO

Jeremy's sense of wonder was deepened this summer in Barcelona while visiting La Sagrada Família. He views this architectural masterpiece as a "Bible in stone," a testament to Antoni Gaudi's profound faith and vision, which continues to resonate deeply with Jeremy's own mission.

CLT

MR. JAKE TAWNEY



DIRECTOR OF CURRICULUM AND ACADEMIC RESOURCES
INSTITUTE FOR CATHOLIC LIBERAL EDUCATION

"If you want peace, work for justice. If you want justice, defend life. If you want life, embrace truth."
– POPE JOHN PAUL

AMOR

Jake labors for the revival of the seven liberal arts in their actual form, the trivium and quadrivium as the ancients conceived them. Where much of contemporary education treats the liberal arts as a vague aspiration, Jake insists on their particulars, grammar, logic, rhetoric, arithmetic, geometry, music, astronomy, as a concrete curriculum worth reclaiming whole.

INVENTIO

Jake is currently wrestling with the implications of artificial intelligence, a preoccupation that has led him to the public square to defend the human mind. By bringing the ancient arts into conversation with our most recent technology, he suggests that when the digital world threatens to obscure the soul, the old ways may be the firm ground remaining.

ADMIRATIO

Jake offers a single name: Euclid. The Elements stand as perhaps the most crystalline monument to the liberal arts he champions. For a man whose life is dedicated to these ancient disciplines, Euclid is more than a historical figure; he is the embodiment of the argument itself. In Euclid, he finds the enduring proof that disciplined, luminous thought remains a permanent necessity for the human soul.

DR. BRIAN WILLIAMS



DEAN, TEMPLETON HONORS COLLEGE; ASSOCIATE PROFESSOR OF ETHICS AND LIBERAL STUDIES

"Nature, the mother of all things, has equipped brute animals with more means to fulfill the functions of their species; but to man alone she has given the faculty of reason, and so she has thrown the burden of human growth upon education."

– ERASMUS,
THE EDUCATION OF A CHRISTIAN PRINCE

Templeton Honors College
AT EASTERN UNIVERSITY

AMOR

Our tradition attends to holistic human formation, nurturing students on the true, good, beautiful, holy, healthy, beneficial, and neighborly. A Christian ethicist and college dean, Brian is passionate about embodying that vision in colleges and schools around the world.

INVENTIO

Writings from women who curated our tradition: Proba, Dhuoda, Hrotsvita, Hildegard, Harrad of Landsberg, Christine de Pizan, etc.

ADMIRATIO

Breathing the air of ancient friends. Brian has hiked Odysseus' Ithaca, walked Troy's ruins, climbed Mt. Ida and the Pillars of Hercules, explored Dido's Carthage, Aeneas' Antandros, and Augustine's Hippo, visited Aristotle's Assos, dug in Plato's Academy, swam Siracusa's waters, prayed at Perpetua's martyr site, explored Paul's Troas, marveled at Delphi, Pylos, Mycenae, Knossos, and Rhodes, explored Rome's Saharan Tisavar, wandered Maimonides' Fez, worshiped in Cappadocian caves, Hagia Sophia, and Hilda's Whitby, slept on Mont St. Michel and Cuthbert's Lindisfarne, traversed Arthur's Preseli ridge, Columba's Ness, and many other places that presence old friends.

MR. NATHAN WINTERS



EXECUTIVE DIRECTOR, WYOMING FAMILY ALLIANCE

"Now this is eternal life: that they know you, the only true God, and Jesus Christ, whom you have sent."

– JOHN 17:3

WYOMING FAMILY ALLIANCE

AMOR

Nathan is passionate about the opportunity to ignite wonder and thankfulness in the minds of children for the joy of "thinking God's thoughts after Him" (Psalm 19) and Western Civilization's journey in that effort.

INVENTIO

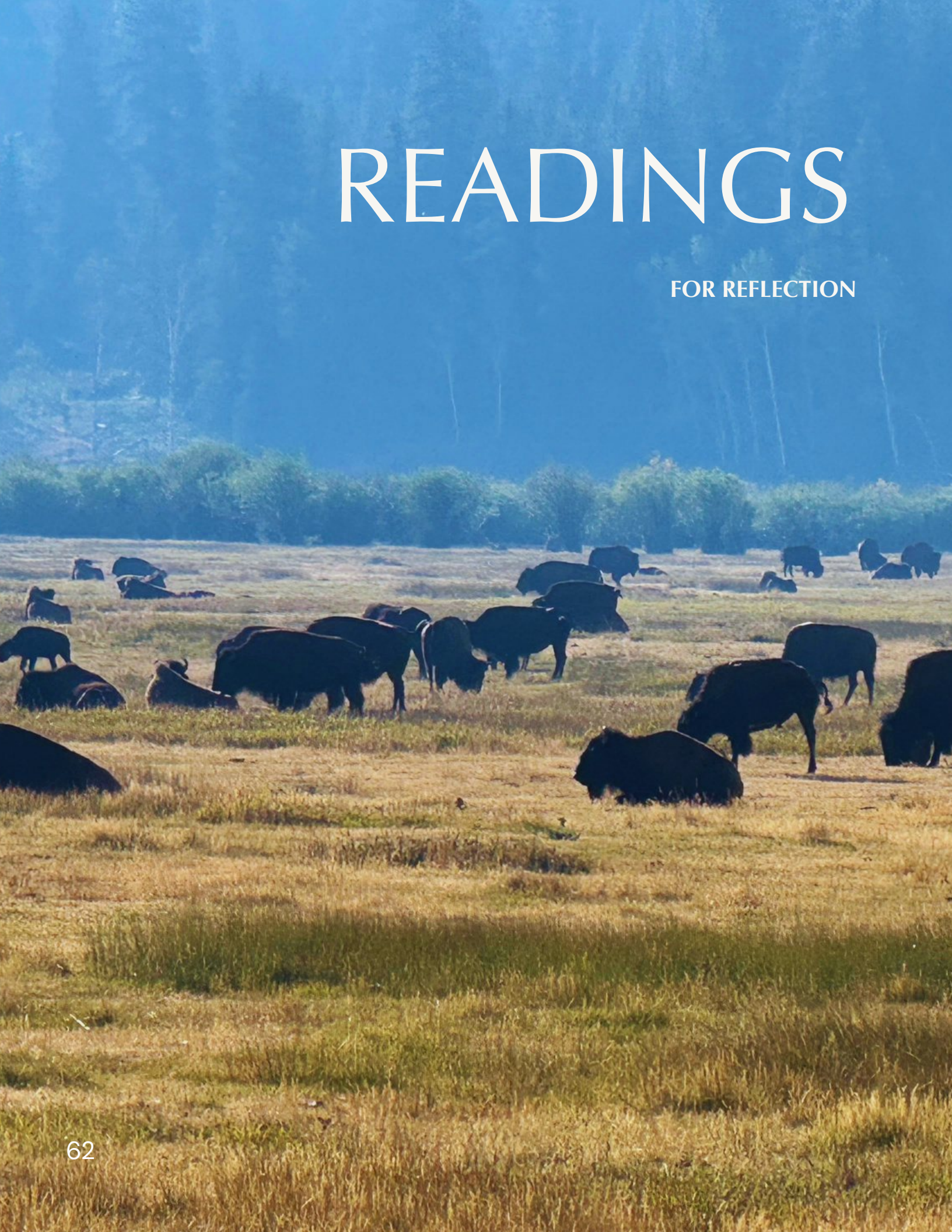
Recently, after reading Arthur Herman's book "The Cave and the Light," though it was not the book's intent, he began to see more clearly just how complete Jesus is as the centerpiece of all that the ancient Greeks were searching for. That coalesced into the thought of how glorious it would have been if Raphael had placed Jesus at the center of his painting, "The School of Athens."

ADMIRATIO

Nathan expresses that so many possibilities awaken his sense of wonder, but narrows it down to the truth that resonates from the simple statement from the Confessions of Augustine of Hippo: "You have made us for Yourself, O Lord, and our hearts are restless until they find rest in You."

READINGS

FOR REFLECTION



HARD TIMES (1854)

CHARLES DICKENS, BOOK THE FIRST: SOWING, CHAPTER II, "MURDERING THE INNOCENTS."

The headmaster, Gradgrind calls on Sissy and then contrasts her lived knowledge of horses with Bitzer's "factual" definition:

"Girl number twenty," said Mr. Gradgrind, squarely pointing with his square forefinger, "I don't know that girl. Who is that girl?"

"Sissy Jupe, sir," explained number twenty, blushing, standing up, and curtseying.

"Sissy is not a name," said Mr. Gradgrind. "Don't call yourself Sissy. Call yourself Cecilia."

"It's father as calls me Sissy, sir," returned the young girl in a trembling voice, and with another curtsey.

"Then he has no business to do it," said Mr. Gradgrind. "Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?"

"He belongs to the horse-riding, if you please, sir." Mr. Gradgrind frowned, and waved off the objectionable calling with his hand.

"We don't want to know anything about that, here. You mustn't tell us about that, here. Your father breaks horses, does he?"

"If you please, sir, when they can get any to break, they do break horses in the ring, sir."

"You mustn't tell us about the ring, here. Very well, then. Describe your father as a horsebreaker. He doctors sick horses, I dare say?"

"Oh yes, sir."

"Very well, then. He is a veterinary surgeon, a farrier, and horsebreaker. Give me your definition of a horse." (Sissy Jupe thrown into the greatest alarm by this demand.)

"Girl number twenty unable to define a horse!" said Mr. Gradgrind, for the general behoof of all the little pitchers. "Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours."

The square finger, moving here and there, lighted suddenly on Bitzer, perhaps because he chanced to sit in the same ray of sunlight which, darting in at one of the bare windows of the intensely white-washed room, irradiated Sissy. For, the boys and girls sat on the face of the inclined plane in two compact bodies, divided up the centre by a narrow interval; and Sissy, being at the corner of a row on the sunny side, came in for the beginning of a sunbeam, of which Bitzer, being at the corner of a row on the other side, a few rows in advance, caught the end. But, whereas the girl was so dark-eyed and dark-haired, that she seemed to receive a deeper and more lustrous colour from the sun, when it shone upon her, the boy was so light-eyed and light-haired that the self-same rays appeared to draw out of him what little colour he ever possessed. "Bitzer," said Thomas Gradgrind. "Your definition of a horse."

"Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." Thus (and much more) Bitzer.

"Now girl number twenty," said Mr. Gradgrind. "You know what a horse is."

THE EVERLASTING MAN

INTRODUCTION
G. K. CHESTERTON

In order to strike, in the only sane or possible sense, the note of impartiality, it is necessary to touch the nerve of novelty. I mean that in one sense we see things fairly when we see them first. That, I may remark in passing, is why children generally have very little difficulty about the dogmas of the Church. But the Church, being a highly practical thing for working and fighting, is necessarily a thing for men and not merely for children. There must be in it for working purposes a great deal of tradition, of familiarity, and even of routine. So long as its fundamentals are sincerely felt, this may even be the saner condition. But when its fundamentals are doubted, as at present, we must try to recover the candour and wonder of the child; the unspoilt realism and objectivity of innocence. Or if we cannot do that, we must try at least to shake off the cloud of mere custom and see the thing as new, if only by seeing it as unnatural. Things that may well be familiar so long as familiarity breeds affection had much better become unfamiliar when familiarity breeds contempt. For in connection with things so great as are here considered, whatever our view of them, contempt must be a mistake. Indeed contempt must be an illusion. We must invoke the most wild and soaring sort of imagination; the imagination that can see what is there.

Somebody else has said that a fine man on a fine horse is the noblest bodily object in the world. Now, so long as people feel this in the right way, all is well. The first and best way of appreciating it is to come of people with a tradition of treating animals properly; of men in the right relation to horses. A boy who remembers his father who rode a horse, who rode it well and treated it well, will know that the relation can be satisfactory and will be satisfied. He will be all the more indignant at the ill-treatment of horses because he knows how they ought to be treated; but he will see nothing but what is normal in a man riding on a horse. He will not listen to the great modern philosopher who explains to him that the horse ought to be riding on the man. He will not pursue the pessimist fancy of Swift and say that men must be despised as monkeys and horses worshipped as gods. And horse and man together making an image that is to him human and civilised, it will be easy, as it were, to lift horse and man together into something heroic or symbolical; like a vision of St. George in the clouds. The fable of the winged horse will not be wholly unnatural to him: and he will know why Ariosto set many a Christian hero in such an airy saddle, and made him the rider of the sky. For the horse has really been lifted up along with the man in the wildest fashion in the very word we use when we speak 'chivalry.' The very name of the horse has been given to the highest mood and moment of the man; so that we might almost say that the handsomest compliment to a man is to call him a horse.

But if a man has got into a mood in which he is not able to feel this sort of wonder, then his cure must begin right at the other end. We must now suppose that he has drifted into a dull mood, in which somebody sitting on a horse means no more than somebody sitting

THE EVERLASTING MAN, CONTINUED

on a chair. The wonder of which Wyndham spoke, the beauty that made the thing seem an equestrian statue, the meaning of the more chivalric horseman, may have become to him merely a convention and a bore. Perhaps they have been merely a fashion; perhaps they have gone out of fashion; perhaps they have been talked about too much or talked about in the wrong way; perhaps it was then difficult to care for horses without the horrible risk of being horsy. Anyhow, he has got into a condition when he cares no more for a horse than for a towel-horse. His grandfather's charge at Balaclava seems to him as dull and dusty as the album containing such family portraits. Such a person has not really become enlightened about the album; on the contrary, he has only become blind with the dust. But when he has reached that degree of blindness, he will not be able to look at a horse or a horseman at all until he has seen the whole thing as a thing entirely unfamiliar and almost unearthly. ■

JOB 39

VERSES 19-25

19 Hast thou given the horse strength? hast thou clothed his neck with thunder?

20 Canst thou make him afraid as a grasshopper? the glory of his nostrils is terrible.

21 He paweth in the valley, and rejoiceth in his strength: he goeth on to meet the armed men.

22 He mocketh at fear, and is not affrighted; neither turneth he back from the sword.

23 The quiver rattleth against him, the glittering spear and the shield.

24 He swalloweth the ground with fierceness and rage: neither believeth he that it is the sound of the trumpet.

25 He saith among the trumpets, Ha, ha; and he smelleth the battle afar off, the thunder of the captains, and the shouting.

ON HORSEMANSHIP

XENOPHON

There are, indeed, other methods of teaching these arts. Some do so by touching the horse with a switch under the hocks, others employ an attendant to run alongside and strike the horse with a stick under the gaskins. For ourselves, however, far the best method of instruction, as we keep repeating, is to let the horse feel that whatever he does in obedience to the rider's wishes will be followed by some rest and relaxation.

To quote a dictum of Simon, what a horse does under compulsion he does blindly, and his performance is no more beautiful than would be that of a ballet-dancer taught by whip and goad. The performances of horse or man so treated would seem to be displays of clumsy gestures rather than of grace and beauty. What we need is that the horse should of his own accord exhibit his finest airs and paces at set signals. Supposing, when he is in the riding-field, you push him to a gallop until he is bathed in sweat, and when he begins to prance and show his airs to fine effect, you promptly dismount and take off the bit, you may rely upon it he will of his own accord another time break into the same prancing action. Such are the horses on which gods and heroes ride, as represented by the artist. The majesty of men themselves is best discovered in the graceful handling of such animals. A horse so prancing is indeed a thing of beauty, a wonder and a marvel; riveting the gaze of all who see him, young alike and graybeards. They will never turn their backs, I venture to predict, or weary of their gazing so long as he continues to display his splendid action.

If the possessor of so rare a creature should find himself by chance in the position of a squadron leader or a general of cavalry, he must not confine his zeal to the development of his personal splendour, but should study all the more to make the troop or regiment a splendid spectacle. Supposing (in accordance with the high praise bestowed upon the type of animal) the leader is mounted on a horse which with his high airs and frequent prancing makes but the slightest movement forward—obviously the rest of the troop must follow at a walking pace, and one may fairly ask where is the element of splendour in the spectacle? But now suppose that you, sir, being at the head of the procession, rouse your horse and take the lead at a pace neither too fast nor yet too slow, but in a way to bring out the best qualities in all the animals, their spirit, fire, grace of mien and bearing ripe for action—I say, if you take the lead of them in this style, the collective thud, the general neighing and the snorting of the horses will combine to render not only you at the head, but your whole company down to the last man a thrilling spectacle.

THE PHAEDRUS

PLATO

As I said at the beginning of this tale, I divided each soul into three-two horses and a charioteer; and one of the horses was good and the other bad: the division may remain, but I have not yet explained in what the goodness or badness of either consists, and to that I will proceed. The right-hand horse is upright and cleanly made; he has a lofty neck and an aquiline nose; his colour is white, and his eyes dark; he is a lover of honour and modesty and temperance, and the follower of true glory; he needs no touch of the whip, but is guided by word and admonition only. The other is a crooked lumbering animal, put together anyhow; he has a short thick neck; he is flat-faced and of a dark colour, with grey eyes and blood-red complexion; the mate of insolence and pride, shag-eared and deaf, hardly yielding to whip and spur. Now when the charioteer beholds the vision of love, and has his whole soul warmed through sense, and is full of the prickings and ticklings of desire, the obedient steed, then as always under the government of shame, refrains from leaping on the beloved; but the other, heedless of the pricks and of the blows of the whip, plunges and runs away, giving all manner of trouble to his companion and the charioteer, whom he forces to approach the beloved and to remember the joys of love. They at first indignantly oppose him and will not be urged on to do terrible and unlawful deeds; but at last, when he persists in plaguing them, they yield and agree to do as he bids them.

ILIAD

BOOK VI, HOMER

TRANSLATION BY EDWARD STANLEY

As some proud steed, at well-fill'd manger fed,

His halter broken, neighing, scours the plain,

And revels in the widely-flowing stream

To bathe his sides; then tossing high his head,

While o'er his shoulders streams his ample mane,

Light borne on active limbs, in conscious pride,

To the wide pastures of the mares he flies.

METAPHYSICS

ARISTOTLE

BOOK 1, PART 1

All men by nature desire to know. An indication of this is the delight we take in our senses; for even apart from their usefulness they are loved for themselves; and above all others the sense of sight. For not only with a view to action, but even when we are not going to do anything, we prefer sight to almost everything else. The reason is that this, most of all the senses, makes us know and brings to light many differences between things.

BOOK 1, PART 2

For it is owing to their wonder that men both now begin and at first began to philosophize; they wondered originally at the obvious difficulties, then advanced little by little and stated difficulties about the greater matters, e.g. about the phenomena of the moon and those of the sun and of the stars, and about the genesis of the universe.

And a man who is puzzled and wonders thinks himself ignorant... therefore since they philosophized in order to escape from ignorance, evidently they were pursuing science in order to know, and not for any utilitarian end.

PSALM 19

KJV

1 The heavens declare the glory of God; and the firmament sheweth his handywork.
2 Day unto day uttereth speech, and night unto night sheweth knowledge.
3 There is no speech nor language, where their voice is not heard.
4 Their line is gone out through all the earth, and their words to the end of the world. In them hath he set a tabernacle for the sun,
5 Which is as a bridegroom coming out of his chamber, and rejoiceth as a strong man to run a race.
6 His going forth is from the end of the heaven, and his circuit unto the ends of it: and there is nothing hid from the heat thereof.
7 The law of the Lord is perfect, converting the soul: the testimony of the Lord is sure, making wise the simple.
8 The statutes of the Lord are right, rejoicing the heart: the commandment of the Lord is pure, enlightening the eyes.
9 The fear of the Lord is clean, enduring for ever: the judgments of the Lord are true and righteous altogether.
10 More to be desired are they than gold, yea, than much fine gold: sweeter also than honey and the honeycomb.
11 Moreover by them is thy servant warned: and in keeping of them there is great reward.
12 Who can understand his errors? cleanse thou me from secret faults.
13 Keep back thy servant also from presumptuous sins; let them not have dominion over me: then shall I be upright, and I shall be innocent from the great transgression.
14 Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O Lord, my strength, and my redeemer.

THE MERCHANT OF VENICE

WILLIAM SHAKESPEARE
ACT V, SCENE 1

LORENZO
Let's in, and there expect their coming.
And yet no matter; why should we go in?—
My friend Stephano, signify, I pray you,
Within the house, your mistress is at hand,
And bring your music forth into the air.
Stephano exits.
How sweet the moonlight sleeps upon this bank.
Here will we sit and let the sounds of music
Creep in our ears; soft stillness and the night
Become the touches of sweet harmony.
Sit, Jessica. Look how the floor of heaven
Is thick inlaid with patens of bright gold.
There's not the smallest orb which thou behold'st
But in his motion like an angel sings,
Still choiring to the young-eyed cherubins.
Such harmony is in immortal souls,
But whilst this muddy vesture of decay
Doth grossly close it in, we cannot hear it.
Enter Stephano and musicians.
Come, ho! and wake Diana with a hymn.
With sweetest touches pierce your mistress' ear,
And draw her home with music.
Music plays.
JESSICA
I am never merry when I hear sweet music.
LORENZO
The reason is, your spirits are attentive.
For do but note a wild and wanton herd
Or race of youthful and unhandled colts,
Fetching mad bounds, bellowing and neighing loud,
Which is the hot condition of their blood,
If they but hear perchance a trumpet sound,
Or any air of music touch their ears,
You shall perceive them make a mutual stand,
Their savage eyes turned to a modest gaze
By the sweet power of music. Therefore the poet
Did feign that Orpheus drew trees, stones, and floods,
Since naught so stockish, hard, and full of rage,
But music for the time doth change his nature.
The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus.
Let no such man be trusted. Mark the music.

FIREFLIES IN THE GARDEN

ROBERT FROST

Here come real stars to fill the upper skies,
And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.
Only, of course, they can't sustain the part.

PSALM 8

KJV

1 O Lord, our Lord, how excellent is thy name in all the earth! who hast set thy glory above the heavens.
2 Out of the mouth of babes and sucklings hast thou ordained strength because of thine enemies, that thou mightest still the enemy and the avenger.
3 When I consider thy heavens, the work of thy fingers, the moon and the stars, which thou hast ordained;
4 What is man, that thou art mindful of him? and the son of man, that thou visitest him?
5 For thou hast made him a little lower than the angels, and hast crowned him with glory and honour.
6 Thou madest him to have dominion over the works of thy hands; thou hast put all things under his feet:
7 All sheep and oxen, yea, and the beasts of the field;
8 The fowl of the air, and the fish of the sea, and whatsoever passeth through the paths of the seas.
9 O Lord our Lord, how excellent is thy name in all the earth!

THE VOYAGE OF THE DAWN TREADER, CHAPTER 14

C.S. LEWIS

Ramandu (a retired star) speaking with Eustace:
"In our world," said Eustace, "a star is a huge ball of flaming gas."

Ramandu replies:
"Even in your world, my son, that is not what a star is but only what it is made of…."

WHEN I HEARD THE LEARN'D ASTRONOMER

WALT WHITMAN

When I heard the learn'd astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars.

