



The **ACES** Club

Our Monthly Newsletter: August 2022

President's Report

Dear friends and subscribers,

Welcome to the August edition of the ACES newsletter. I am very pleased to report that a few weeks ago ACES exceeded over 300 subscribers to its online newsletter. Every month we try to showcase what is happening in the world of classical education both abroad and here in Australia. In the August edition, many new articles are appearing for the very first time. I would like to thank Professor Barry Spurr, Dr Jeremy Bell, Annalise Day, David Daintree, Ben McCabe, Stefanie Lorimer and Helen Koutroulis for their excellent and very insightful contributions. Please take the time to read and capture the essence of each beautifully written article.



Last week ABC Radio broadcast on the *Big Ideas* programme the paper that was presented by Dr Paul Morrissey at the April CiRCE Conference. For those of our subscribers who may have missed it, the podcast can be found at this [link](#). I am hoping that many Australians will tune in to listen to this podcast and the excellent points that are mentioned can hopefully initiate further rich discussions within leadership teams in schools and other educational settings. Last month Helen Koutroulis, our Vice President, and I participated in the *Paideia Nights*, which is an open and free reading group on classical education. This reading group is for anyone interested in classical education, the classical liberal arts and what it means to be an

educated human being. The group is led by Jennifer Ruth Dow from the *Paideia Fellowship*. Jennifer brings a depth of understanding and rich dialogue to each monthly Zoom session. Each session occurs on the last Friday of every month. For further information follow this [prompt](#).

Most of us have been hearing lately about the worsening teacher shortage crisis affecting every state and territory in Australia. Every week the media are reporting about this growing crisis. Sadly, the discussion has not considered the purpose of an education for every child and teenager in Australia. I encourage all of you to write a short article expressing your views to the various newspapers. Last year, I wrote two letters to two major newspapers briefly outlining what classical education is all about and why Australia needs it and both newspapers published my letter. If more Australians, which includes *every one of us*, can write a short letter to any newspaper and mention classical education then gradually Australians will seek to explore further the classical education movement. If you are not keen on writing anything then having a discussion or brief chat with fellow teachers, parents or work colleagues about classical education is also very effective. Again, using myself as an example, I recently spoke to some teachers at my college about the classical education movement and some were very much interested in finding out more about it. It's the small things that each one of us does that will ultimately make the difference. Each one of us has unique talents and gifts, so please use these as we seek to change the educational landscape and narrative in our country! The alternative is that we each sit back, do nothing and allow the progressive model of education to cause even greater problems in Australia. Posing questions, having dialogue in a civil manner with others begins with each one of us.

Finally, I would like to conclude my report with some exciting and very joyful news. The biggest problem we face in Australia is that none of us (including me) have been classically trained. If we wish to create successful classical schools in Australia then teachers need to be trained. The plan is that gradually small groups of Australian teachers who are passionate about classical education will receive high quality training from leading American academics who are at the forefront of the classical renewal. These small groups of Australian teachers will aspire to become experts/mentors in the principles and pedagogies of classical education and train other Australian teachers and so forth. When I say training, I mean rigorous and advanced teacher training from experts. *Kepler Education* in the US is willing to work with ACES to help train teachers classically. Beginning in September, Dr Robert Woods will be running the *Paideia Pedagogy Certification* course for Australians over the next three months. He is the founder of the *Great Honours College* at Faulkner University, is a certified instructor for the *National Paideia Centre*, Headmaster of Veritas Christian Academy and, more importantly, the director of teacher certification for *Kepler Education*. The course, which costs AUD \$700, will occur on Saturday mornings (8:00 am to 9:30 am AEST) and includes 8 sessions that run for 90 minutes each. Readings and other useful resources will be provided and payment plans will be set up for those who prefer to pay each month rather than make one full payment. I am asking all of you (principals, teachers, academics, parents) who are really interested in receiving high quality training in classical education to enrol in this 12-week online and interactive course with Dr Robert Woods. Please register before September 9 as the course will begin on Saturday September 10, 2022. If anyone is

interested in completing this course please follow the prompts at this [link](#). A short introductory video to the programme is also available [here](#).

If you have further enquiries or are interested in becoming more involved in the movement, please contact us at contact@classicaleducation.org.au.

Yours sincerely,

Kon Bouzikos
President of ACES

Articles of Interest

NURTURING POETRY

Professor Barry Spurr, who was Australia's first Professor of Poetry, and is the literary editor at QUADRANT has written numerous books and articles. In this [article](#), Barry gives a succinct account of the demise of poetry in Australia and the importance for the revival of the nature of poetry.

HISTORY AND SELF KNOWLEDGE

Dr Jeremy Bell, lecturer at Campion College, gives an excellent overview for the academic study of history. What are the real benefits for the study of history? He muses:

The study of history too can be thought of as the study of permanent human possibilities, hence as the pursuit of a kind of self-knowledge. The past has in this regard one simple advantage over poetic fiction: the actual is by definition possible.

Read the full article [here](#) to discover more.

WHY STUDY AT CAMPION COLLEGE?

Annalise Day is a graduate from Campion College. In this short [article](#), Annalise explains and shares her joy at choosing to study at Campion College, which is Australia's first liberal arts college. ACES sincerely hopes that more students will be inspired to choose to study at Campion College too!



Campion College is also hosting a conference on Saturday 24 September 2022 to celebrate the life and works of the great Australian poet, Les Murray.

CONFERENCE

LES MURRAY: LIFE, POETRY & LEGACY



9AM - 4PM
24 SEPTEMBER 2022

The Centre for the Study of the Western Tradition is hosting a one-day conference on the poetry, life and legacy of the late **Les Murray** AO, one of the most important poets of the modern era.

The conference will consider a variety of topics, including the relationship between Murray's faith and poetry, his influence on Australian literature and culture, and his exploration of autism.

Speakers will include Barry Spurr, Jamie Grant, Karl Schmude, Stephen McInerney, Amanda Tink, Theodore Ell and more.

The day will include reminiscences of Murray's life and readings from his extraordinary body of work.

For further enquiries, email CSWT Director Dr Stephen McInerney at s.mcinerney@campion.edu.au.

COST

\$30 adult ticket
\$25 student ticket
Lunch & refreshments included

VENUE

Campion College Australia
8-14 Austin Woodbury Place
Toongabbie NSW 2146

REGISTRATION

Registration is essential. Visit www.campion.edu.au/events or scan the QR code to register.



CENTRE FOR THE STUDY OF
THE WESTERN TRADITION

CAMPION COLLEGE AUSTRALIA

AUGUSTINE ACADEMY

Ben McCabe, who is the founder of Augustine Academy, gives a brief historical overview of the school. He narrates some of the events that the Academy has presented recently to high school students. Read the article [here](#).



Why is it important for everyone to engage with art? Meet Professor Carol Reynolds, professor of music history and global art educator with the Dallas Symphony and the Van Cliburn Foundation! In this video Professor Carol explains why art belongs as a foundational element of a classical education. Art is a reflection of what our culture values. And the study of playing music, art and craft, and even folk dance are ways we engage with and absorb art into our everyday lives.

AN APOLOGIA FOR THE BIG PICTURE

David Daintree is the Director of the Christopher Dawson Centre for Cultural Studies. In this article, he presents an apologia for the study of the liberal arts by clearly articulating the benefits of such an education. Read the piece [here](#).

To subscribe to the Christopher Dawson Centre newsletter, visit this [site](#).

A WELL-TRAINED EAR, MIND, HEART AND HAND: TO WHAT END?

In this article, Stefanie Lorimer discusses the pedagogical approach of Zoltan Kodaly and what we can learn from it in musical education. Please read this insightful article [here](#).

CROSSING THRESHOLDS INTO TRANSCENDENCE

In the following [article](#), Helen Koutroulis discusses how the experience of crossing thresholds and threshold concepts can be a way of supporting students' new understanding of the transcendentals, truth, goodness and beauty.

BOOKS AVAILABLE FROM LOGOS AUSTRALIS



The first order of classical education books have arrived from Classical Academic Press. If you are keen to learn more about the greatest classical educators or what the liberal arts tradition offers modern pedagogy, check out my website: Logos Australis.

THE VALUE OF CLASSICAL EDUCATION

It is not uncommon to hear modern educators disparage the liberal arts as being a financial bust, an exercise in futility toward the goal of gainful employment. For the modern-educated working class, a liberal arts education is a waste of money, an institutional scam aimed at those who have been duped into believing they need a degree to get a job in the real world.

But a liberal arts education has a particular aim: the pursuit and acquisition of that knowledge which is pleasurable for its own sake, and which frees the mind and prepares the soul to be wise and virtuous. Instead of focusing on job or skills training, liberal education aims at the formation of the whole student by engaging him or her in the great conversation of the Western tradition through Socratic seminars. It is an integrated approach of theory, imitation, and practice (Cicero, *Ad Herennium*). Students learn to discover a subject by way of its grammar (the elements or details), its logic (rational connections), and its rhetoric (expression of its truth persuasively, honestly, and humbly). Ultimately, this approach shapes students into true rhetors, leaders who are freed to teach themselves (i.e., autodidacts) and others.



As the historic witnesses readily testify, such an education not only existed throughout the

period that C.S. Lewis called Old Western Culture, it was the kind of education that was championed by educators and thinkers until the nineteenth century.

A growing movement called Classical Christian Education is recovering this historic tradition in opposition to the modern progressivists' pedagogy and ideological agenda of creating slavish workers who are merely subservient to the State. Teacher training is now available for Australian educators interested in teaching in the Classical Christian tradition through Kepler's teacher training program led by Dr Robert Woods.

Scott Postma, President of *Kepler Education*

UPDATE FROM CLASSICAL CONVERSATIONS

While contemplating classical education lately, I have come time and time again to trying to verbalise the difference between classical and modern education. During reading *The Liberal Arts Tradition* by Kevin Clark and Ravi Jain I came across the amazing foreward by Peter Kreeft that terms it very well.

So in lieu of trying to rework something that is so beautifully written, I am going to quote a few points of his directly to leave you with something to chew on.

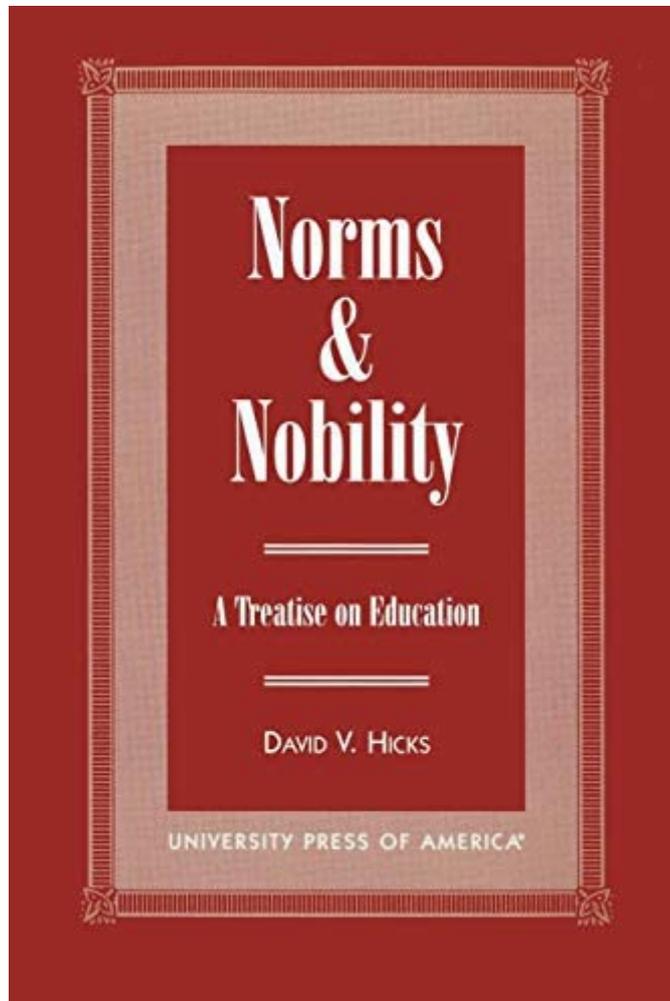
What is classical education?

- "1. It's 'divisive'. It's not what everyone else is doing.**
- 2. It's old, outdated and unfashionable. Yes it is, like honour, courage, integrity and honesty.**
- 3. It's 'judgmental'. It believes there really is a good and bad, true and false.**
- 4. It's religious. It's Christian. It doesn't pretend that the most important man who ever lived never lived, as our public education now does."**

These are just a very scaled back four points out of eight that Peter Kreeft makes about classical education, you will have to buy the book to read the rest, however they strike me as so true. This is what I want for my children. The opportunity to know how and what to think, despite the turbulent times around them. To stand on a solid rock of the Bible and not be moved by what is in fashion and what is new.

And this is what I have to keep reminding myself when I see all those flashy new curriculums and new ways to do this or that. Simple is good, the old books have lasted for a reason, and there is more to classical education than just teaching the kids some lists of facts and sending them out to the world to get a job. This is about loving and teaching their immortal souls for their eternal life.

Books of Interest



A reissue of a classic text, *Norms and Nobility* is a provocative reappraisal of classical education that offers a workable program for contemporary school reform. David Hicks contends that the classical tradition promotes a spirit of inquiry that is concerned with the development of style and conscience, which makes it an effective and meaningful form of education. Dismissing notions that classical education is elitist and irrelevant, Hicks argues that the classical tradition can meet the needs of our increasingly technological society as well as serve as a feasible model for mass education.

The book can be purchased off Amazon, while a webinar recording by Peter Vande Brake (CiRCE) that explores the text can be found [here](#).

* *Erratum*: In the July edition of this newsletter, it was incorrectly stated that Karl Schmude was the first President of Champion College and founder of the Australian Chesterton Society. In fact, he is the co-founder of Champion College and has been the long-time President of the Australian Chesterton Society. The editor apologises for the error.

