

SEQUITUR SYNOPSIS

October 2023

By Thaddeaus Swart



CURRENT AND FUTURE EVENTS

- **THE HOUSE OF LEWIS** WAS CROWNED HOUSE GAMES CHAMPIONS FOR THE SECOND YEAR IN A ROW AT A FANTASTIC GAMES HELD ON CAMPUS.
- **NON-PERISHABLE FOOD DRIVE** HOUSES ARE CONTINUING TO COMPETE IN A COMPETITION TO COLLECT ITEMS FOR THE GREATER BATON ROUGE FOOD BANK. THERE ARE ALSO BOXES FOR GRAMMAR SCHOOL AND FACULTY.
- **REGISTRATION IS OPEN** FOR THE 2024-2025 SCHOOL YEAR AS OF NOVEMBER 1ST FOR KINDERGARTEN AND CURRENT FAMILIES. RECEIVE A \$200 DISCOUNT ON TUITION IF YOU REGISTER BEFORE JANUARY 15TH.
- **CHRISTMAS CHAPEL** WILL BE AT 9 AM ON DECEMBER 20TH. IT WILL BE HELD IN THE CHURCH OF THE KING SANCTUARY.

WHAT WE'RE LISTENING TO

Audiobook:

As we travel for fall break, we will be listening to Book 1 of the Wingfeather Saga, *On the Edge of the Dark Sea of Darkness*. It is really a great book for children, and the audiobooks are well narrated—there are two versions of the audiobooks. One set is narrated by the author Jordan Peterson, and the other is narrated by Peter Sandon. Both are available on the Libby app through EBRPL. They can also be found on audible.

Podcasts:

Heights Cast: Forming Men Fully Alive

AI and the Take-Home Essay

https://open.spotify.com/episode/4pu97grFeBvsetRkWhmJmO?si=IjqN3KIITKK_F88pGTJckw



WHAT WE'RE READING

Our faculty will be starting *Something They Will Not Forget* by Joshua Gibbs. This book is a manual for creating lessons that last and are worth remembering. The focus is on creating a catechesis for your class, a series of questions and answers that students can easily memorize and retain. The goal is to better manage classroom time, create better assessments, and create something that the students will retain.



Conferences:

ACCS REPAIRING THE RUINS

June 19-22, 2024 | Atlanta, GA

repairingtheruins.org

CIRCE NATIONAL CONFERENCE

July 17-20, 2024 | Charleston, SC

circeinstitute.org/events/a-contemplation-of-prudence/

We are looking into hosting a remote viewing of this conference

EVERY TIME I READ CHRISTOPHER PERRIN'S AN INTRODUCTION TO CLASSICAL EDUCATION, A FERVOR FOR WHAT WE DO WELLS UP INSIDE OF ME.

AS I READ IT THIS TIME, THE IDEA OF "HOME" WAS WHAT MOST STOOD OUT TO ME. HE BOOKENDS HIS PAMPHLET WITH THIS IDEA, MEANING HE REPEATS THE SAME IDEA AT THE BEGINNING AND THE END OF HIS WORK. I LOVE THAT FOR MANY REASONS. JUST THE FACT THAT HE BOOKENDS AT ALL IS A NOD TO THE CLASSICS. THIS IS A REQUIREMENT IN CLASSICAL DISCOURSE, AND IS COMMON IN CLASSICAL LITERATURE. JUST LAST WEEK, ELEVENTH GRADE DISCUSSED BOOKENDING IN THE FIRST THREE CANTOS OF PARADISO, WHERE DANTE REPEATS WORDS AND THEMES AT THE BEGINNING AND THE END OF THE CANTOS.

BUT, THE THEME OF "HOME" IS ABOUT AS BIG OF A NOD TO THE CLASSICS AS ONE COULD GIVE. THE ODYSSEY IS THE STORY OF RETURNING HOME, THE AENEID IS THE STORY OF FOUNDING A NEW HOME, AND PARADISE LOST IS ABOUT THE LOSS OF A HOME, AND THESE ARE JUST TO NAME A FEW. BECAUSE THESE ARE ALL JUST SHADES OF THE ULTIMATE NARRATIVE OF EDEN, THE FALL, AND THE GREATER EDEN, THE THEME OF "HOME" CAN BE FOUND IN NEARLY EVERY GREAT WORK OF LITERATURE.

HOME IS IMPORTANT TO US IN SO MANY WAYS. FOR US AS A SCHOOL, HAVING A HOME IS SUCH A BLESSING. IT WAS SO GREAT TO SEE SO MANY FAMILIES HELPING TO CLEAN AND ORDER THE SCHOOL OVER THE SUMMER. PARENT COFFEES BEING ABLE TO MEET IN THE LIBRARY HAVE BEEN WONDERFUL. BEING ABLE TO HOST THE HOUSE GAMES WHERE WE MEET MONDAY THROUGH THURSDAY WAS EXCELLENT. PART OF THE BENEFIT OF HOME IS WORKING AND RECREATING ALONGSIDE THE SAME GROUP OF PEOPLE IN THE SAME SPACE.

BUT HOME IS SO MUCH MORE THAN AN ADDRESS OR A PHYSICAL LOCATION. IN WRITING ABOUT WHAT IT IS THAT WE DO, PERRIN STATES, "TO PUT IT STRONGLY, WE ARE REVOLTING, AND WE ARE DOING IT BY GOING HOME." HE CLARIFIES WHAT HE MEANS BY "REVOLTING" BY PARAPHRASING G.K. CHESTERTON—"EVERY REVOLUTION IS A RESTORATION—THE RECAPTURING AND RE-INTRODUCTION OF SOMETHING THAT ONCE GUIDED AND INSPIRED PEOPLE IN THE PAST."

AMERICA HAS PROVEN TO BE PRETTY POOR AT EXECUTING SUCH A DEFINITION OF "REVOLUTION." IT IS WHY OUR AMERICAN REVOLUTION IS TYPICALLY REFERRED TO AS THE AMERICAN WAR FOR INDEPENDENCE OUTSIDE OUR BORDERS. IT WAS LESS ODYSSEY AND MORE AENEID IN ITS PURPOSES.

IN GOING HOME, WE TAKE IT EVEN FURTHER. WE ARE NOT JUST RETURNING HOME INTELLECTUALLY OR PHILOSOPHICALLY. WE ARE LITERALLY RESTORING TWO THINGS BACK TO THE HOME: THE CHILD AND RESPONSIBILITY. WE ARE RESTORING THE CHILD TO THE HOME. THEY ARE FREED UP TO SPEND MORE TIME AT HOME COMPARED TO MODERN EDUCATIONAL MODELS. WE ARE ALSO RESTORING RESPONSIBILITY TO THE HOME. THE PARENT IS THE PRIMARY EDUCATOR AND WE ARE HERE TO PARTNER WITH THEM.

THIS MAY NOT SEEM REVOLUTIONARY, ESPECIALLY IF YOU HAVE BEEN IN THIS WORLD FOR SOME TIME. BUT, A CONVERSATION WITH A PUBLIC SCHOOL COUNSELOR THIS WEEK REMINDED ME THAT IT TRULY IS REVOLUTIONARY. SHE WANTED A PERSON BESIDES THE PARENT TO PROVIDE GRADES AND RECORDS FOR THE STUDENT. WHEN I ANSWERED THAT THE PARENT HAS THE GRADES AND THAT THEY CAN RELAY THAT INFORMATION—THAT THE PARENT IS THE PRIMARY EDUCATOR—SHE DIDN'T KNOW WHAT TO DO WITH THAT. THAT'S NOT TO SAY WE AS AN ACADEMY DO NOT PLAY A BIG ROLE IN THAT PARTNERING. WE GIVE INSTRUCTION, ASSESS UNDERSTANDING, AND PROVIDE FEEDBACK. AND, IF A PARENT NEEDS HELP FIGURING OUT GRADES OR RECORDS, I WILL ALWAYS HELP THERE IN ANY WAY I CAN. HOWEVER, I GIVE THE INFORMATION TO THE PARENT TO SUBMIT, BECAUSE I DON'T WANT TO USURP THAT RESPONSIBILITY FROM THE PARENT. IN THIS CASE, IT DIDN'T FIT INTO THE BOXES ON THIS COUNSELOR'S FORM TO HAVE THE PARENT PROVIDE THIS INFORMATION.

I AM HAPPY THAT WE DON'T ALWAYS FIT IN THE BOXES. IT MAKES ME FEEL RIGHT AT HOME. IT FEELS LIKE, TO BORROW FROM PERRIN, "A CUP OF TEA AND A QUIET CHAIR." AND TO THE END OF THAT I'LL ADD, A FAVORITE BOOK.

