

## PLENARY AND WORKSHOP SYNOPSES

Thursday, June 22

8:30 AM Plenary Session

### **Reformation from the Roots Up**

*George Grant*

Discerning the difference between reformation and revolution makes all the difference in the world; true classical Christian education must always have an eye toward the long-distant horizon.

Thursday, June 22

9:50 AM Workshops

### **The Nature and Vision of Classical Christian Education**

*David Diener*

A guided tour through the ACCS understanding of classical Christian education, and what sets it apart in terms of starting points, methods, and goals.

### **Teaching Reading Effectively to Grades K-2**

*Brooke Voelp*

In this workshop, primary teachers will learn how to successfully implement a systematic phonics and literature program in grades K-2. Participants will get the overall view and numerous practical teaching strategies. Simple tools and techniques will be given to help maximize students' time engaging in the lesson and instilling in them a love for literature.

### **Reading to Learn: Teaching Reading in the Upper Grammar Grades 3-6**

*Denise Hollidge*

In this workshop, grammar school teachers of confident readers will learn how to successfully use the texts of great literature to strengthen oral reading, vocabulary, comprehension, knowledge of literary types and forms, and personal study skills. Sample lessons and applications will be shared to enhance the students' knowledge and appreciation of the written word.

### **Assessment in the Science and Math Classroom: Let's Make it Real!**

*Darla McDonald*

Most of us associate the word assessment with test, and by test we would mean those sheets of paper we pass out to our students at the end of a unit in order to evaluate what our students have learned. But do these tests, and other traditional forms of assessment, truly evaluate what our students have mastered in any particular unit of study? Or do traditional paper tests encourage memorization of problem types instead of providing a measurement of our students' ability to problem solve in a truly novel situation using what they have learned? If we claim that our goal in classical, Christian education is to develop the next generation of scientific and mathematical thinkers for the Kingdom, then our assessments should evaluate how well we are doing that. I fear too many of our assessments instead only evaluate how well our students have memorized how to solve particular problem types introduced in class or in texts. In this workshop we will explore, "non-traditional" forms of assessment such as real-life scenario problems, essays, portfolios, presentations, projects, etc. Use of non-traditional forms of assessment will have your students excited for test day, looking forward to the opportunity to show what they have learned. And these, "non-traditional" forms of assessment will provide you as the teacher with a more accurate understanding of what your students actually know. Let's make assessment real!

### **Chests without Men: Teaching Music, Not Blind Enthusiasm**

*Joshua Drake*

All of us who teach in this tradition hope that our students will learn not mere facts but a love of the greatest ways by which God makes himself known—in art, music, literature, history, and the natural world. When it comes to music appreciation, teachers are tempted to satisfy themselves with their students' enthusiasm alone, since they themselves are unsure of how to teach or test on actual pieces of music. This is dangerous because enthusiasm for material not very well known is a false sort of joy that quickly forsakes the student when he discovers his pretense. In this talk, I will try to demonstrate the difference between teaching music itself and teaching mere enthusiasm for it. I'll give practical advice about how to learn, teach, and test on real

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music (as opposed to the lives of composers and their supposed worldviews). We all know that our students learn literature—they can tell you who gave the address over Caesar's grave and what the acts of Aeneas were. Can they hum the secondary themes of a Beethoven string quartet or call to mind the aria from the opening of the third act of *Aida*?

### **Churches—For or Against Us?**

*Davies Owens*

Success for classical Christian schools is highly dependent on the engagement and health of the local church. But despite our school's efforts to require church attendance from families, all too often the students who show up on Monday morning lack basic Bible and theological knowledge and are likely struggling to find the practical role of their faith in daily life.

Today's pastors range from being highly supportive to passively critical about the presence of classical Christian schools in their community. Many ministry leaders often don't want to take school sides and have a host of misunderstandings, assumptions, and at times fears, about the agenda of their local private Christian schools. Yet schools are not called to be surrogate churches, despite many parents looking at the school to be their church. Are there steps schools can take to be sources of encouragement to local pastors and move them to being confident advocates for your school?

This workshop will explore current research from Barna on the state of the church today as well as surveys of pastors in communities with classical Christian schools. Practical and proven strategies will be presented of several initiatives that have brought the church and school into closer understanding and partnership.

After fifteen years serving as an ordained minister in suburban and urban churches as well as a decade as a ACCS school headmaster, Davies is uniquely positioned to "sit on the fence" between the church and the schools.

### **How to Teach Meaning in Language Classes**

*Tim Griffith*

Students in a foreign or classical language class almost invariably think of the meaning of words in terms of equivalents in their native language: "equus" means "horse"; "aquila" means "eagle". This is not only untrue, it is one of the greatest obstacles to learning a new language, understanding texts written in a foreign language, and attaining to those very real benefits that advocates of Classical Education have identified. This workshop will deal with the problem of presenting meaning in foreign languages and offer practical solutions for use in the classroom.

### **The Metaphorical Mind**

*Douglas Wilson*

It is not possible to have rightly ordered affections unless we are thinking about our lives the way the Scriptures describe. That means we have to understand the shaping power of metaphor.

Thursday, June 22

11:10 AM Workshops

### **From Principles to Practical Application**

*Bryan Lynch*

You're committed to the philosophy of classical Christian education, but what do you need to do to make it a reality in your classroom, day after day? This session focuses on the four key practices of great classroom teaching. These will help your students to learn more effectively, retain more of what they learn, and take more responsibility for their own learning.

### **15 Minutes of Facts, Fun, and Fellowship!**

*Michelle Higgins & Darla Hass*

Where can you go to see students singing happy birthday and the school fight song, doing calisthenics, reciting poetry, and praying in Latin all in a fifteen-minute period? The daily morning assembly at Cair Paravel Latin School—that's where! Come see how you too can promote school community, reinforce academic material from kindergarten–6th grade, and develop a familial relationship between your grammar school teachers and

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students.

### **Don't Let the Pigeon Teach Logic**

*Melissa Hobson*

Melissa Hobson will present ideas to incorporate picture books into formal and informal logic lessons as a way to reinforce new concepts while developing bonds between grammar students and logic students.

### **Covenant Discipline**

*Matt Whitling*

This talk will focus on establishing a thoroughly biblical foundation and strategy for discipline at home and in the classroom.

### **The Challenge of Classical Education in a University-Model Type School**

*Bill Rector*

Parents are the primary educators of their children. University Model type schools leverage this fact to their advantage and prove successful for certain families. This option comes with obvious limitations as well as advantages.

### **Pedagogical Lessons from Dostoevsky**

*Bruce Etter*

Even though we say our intentions are fully focused on preparing students for college and the secular world, often we give them a false sense of preparedness by giving them weak, "straw man" arguments. They leave us and we wonder later why they leave the faith. Dostoevsky offers a deeper approach to confronting secularism by challenging his readers with the strongest arguments AGAINST the faith. Effective and substantive teaching must, to some extent, mirror the approach of this nineteenth-century Russian thinker.

### **By Any Means: the Temptation of Christian Leninism in Classical Education**

*John Mark Reynolds*

The Christian classical educator is working in a difficult culture and so is tempted to use tools or methods to achieve her goals incompatible with a Christian worldview. In curriculum, pedagogy, and staffing, the philosophy of "by any means" can prevent long term success.

Thursday, June 22

1:40 PM Plenary Session

### **Constitutional Structures and Moral Virtue**

*Robert George*

Thursday, June 22

2:50 PM Workshops

### **Beauty Matters: Creating a High Aesthetic in School Culture**

*Steve Turley*

From classroom decor, to poetic infusion, to music and art appreciation, classical Christian education recognizes that students can have a higher aesthetic, if teachers model a love of beauty. This workshop will explore what beauty actually is, and how it relates to ordering the loves of our students. We will then look at practical ways in which our schools can be spaces of beauty wherein our students' aesthetic sense flourishes.

### **Filling the Unforgiving Class Period with 50 Minutes Worth of Distance Run**

*James Waldy*

Focusing upon the grammar school classroom, the workshop will offer strategies for fostering attentiveness and involvement, tips for driving the pace while allowing for thought and reflection, a plan for developing a systematic review of material taught, and a call for each minute to include sixty seconds worth of distance run. We'll also address transitions, assignments and visual enrichments, and the various types of learning styles. We'll also attempt to offer some wit and wisdom gleaned from observing, evaluating, and mentoring teachers for over twenty years.

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### **Patience, Mystery, and Other Benefits of Bird Watching**

*Lindsey Scholl*

Human fascination with birds has a long and compelling history. G.K. Chesterton once said that “a turkey is more occult and awful than all the angels and archangels.” The Bible regularly uses bird imagery to depict a soul both happy and loved, from the eagle of Isaiah to the birds of the air that Christ tells us to consider. This workshop will discuss how well birding and the classical education movement complement each other. The study of birds is as classical as Roman auguries and the Capitoline Geese. Additionally, bird watching teaches students the skill of observation, offers quick pay-off (doves and English sparrows surround us), and long-lasting satisfaction as birders search for rarer species. It not only encourages students to be outside; it encourages them to look up and around in any season and in any place. And of course, it is yet another outlet for Latin. Serious birders can call the mockingbird by its other name, the *Mimus polyglottos*.

### **Teaching English Verse through Its Historical Origins**

*James Wilson*

In this workshop, we will review the rationales behind different pedagogies of verse composition and consider their virtues, before turning to a mode of instruction that guides students through the natural development of English verse writing into the iambic pentameter line. By tracing the slow movement from the hard stress of Anglo-Saxon accentual meter to the eventual emergence of the subtle and flexible iambic line, students will learn to think about meter in a way that accords clearly with both the natural features of modern English and the familiar features of popular music and hymns.

### **A Trivium Approach to Sports and Physical Education**

*Timothy Dernalan*

Sports and physical education are important to a well-rounded classical education. This workshop focuses on the importance of training the body through a trivium-based approach to the curriculum of P.E. and sports.

### **Hiding God's Word in Their Hearts**

*Karen Moore*

Most of us would readily agree with the importance and even the necessity of memorizing some Scripture. This exercise seems to be emphasized particularly within the grammar school as our dear little sponges readily and eagerly soak up any data to be memorized from grammar chants to math facts to short poems, often using delightful ditties to ease the labor. However, the suggestion of asking older students to commit whole books of the Bible to memory might be considered daunting to say the least. Why? Truly the biggest obstacle may be that in this post-modern era we have no cultural precedent for such a discipline of memory. This is a discipline so far removed from what we have learned that our frame of reference feels inadequate. How can it be done? This presentation provides both an apologetic for the memorization of large quantities of Scripture and a model for accomplishing these goals. Mrs. Moore will call upon examples from Scripture and educational models from the ancient Mediterranean world as she demonstrates what upper school students are presently accomplishing at Grace Academy.

### **The Classical Christian Roots of the Reformation**

*Ben Merkle*

We often think of the Protestant Reformation as a theological movement that came out of nowhere. However, if we look closely at the century leading up to Luther's labors, we will discover an educational movement that blended piety with classical learning. It was this movement that poured the foundation the Reformers stood on. And as we look around ourselves today at a church in severe disarray, it would serve us well to consider how classical Christian classrooms can be training up the reformers of tomorrow's church.

Thursday, June 22

4:10 PM Workshops

### **Meet Peers for Kindergarten & First Grade Teachers**

*TBD*

Meet your peers to discuss classroom and school related topics.

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### **Meet Peers for Second & Third Grade Teachers**

TBD

Meet your peers to discuss classroom and school related topics.

### **Meet Peers for Fourth, Fifth & Sixth Grade Teachers**

TBD

Meet your peers to discuss classroom and school related topics.

### **Teaching Euclid**

*Doug Smith*

After throwing away the geometry textbook five years ago, Mr. Smith's high-school geometry classes have been using Euclid as their primary textbook. Along the way, he and his students have discovered richer connections between mathematics and the subjects of history, philosophy, literature, and even theology. Mr. Smith would like to share these experiences with you. Beginning with a discussion on the importance of mathematics pedagogy (his insights may surprise you), he will move on to a discussion of the Quadrivium, and the necessity to recover these "other" lost tools of learning. Finally, he will provide you with a rich and practical method, full of examples and take-aways, on how to lead your students on a road of self-discovery in this important ancient textbook. Mathematics teachers will love this discussion; however, Mr. Smith is particularly adept at communicating with those who have a weaker background in mathematics. This presentation will be just as interesting to your history, theology, and literature teachers as it will be to your math and science teachers.

### **How Listening to Music Influences the Affections**

*Paul Munson*

We've read in Plato about the power of music to shape souls and of his recommendation that a wise ruler therefore censors it, permitting citizens to listen only to music that will make them virtuous. We've heard much contemporary debate between those who, like Plato, believe it matters what we listen to and those who think it doesn't. Sometimes, however, the arguments made in favor of musical thoughtfulness are too vague to change anyone's mind. Using precise but simple terms, and based on the Christian doctrine of general revelation, this talk will explain how great instrumental music communicates truths worth loving. Recorded examples will be shared, as well as practical tips for helping children to appreciate music. The talk could be applicable to either grammar or upper schools.

### **Memory, Mimesis, and the Harmony of the Affections**

*Andrew Kern*

In a virtuous soul, loves are rightly ordered and the affections are in harmony. This inner harmony depends on our right use of God's gifts, especially, in education, the gifts of memory and imitation (mimesis). This workshop explores ways we can transform these abilities into virtues, thus harmonizing the affections and ordering souls.

### **Yearning for What We Fear: Ground Rules of Dante's *Inferno***

*Louis Markos*

The image of hell that Dante conjures up in his *Inferno* is so real and so detailed that those who read it cannot help but believe that he actually journeyed on foot through the nether regions of the earth. In this lecture, I shall survey five ground rules about the nature of hell and sin that quickly surface in Dante's epic: hell is perversion; people must be involved in history; people must use their God-given gifts; sinners yearn for what they fear; hell is always something we choose.

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Friday, June 23 8:30 AM Plenary Session

Cain, Abel, and Kanye: The Gospel & Pop Culture  
Genesis 4:1–12

*Gregory Thornbury*

Friday, June 23 9:50 AM Workshops

### **Break the Subject Barrier with the Trivium: Grammar**

*Kathy Troyer*

Sayers calls information “grist for the mill.” Learn to use the trivium’s structure to teach anything. And, do it creatively. Actively grow your students through an interactive classroom, targeted to the age of the child.

### **Break the Subject Barrier with the Trivium: Secondary**

*Chris Schlect*

This version of the above course focuses on training older students in logic and rhetoric—especially in classes other than logic and rhetoric.

### **Telling the Story of the World: Christian Approaches to Unraveling the Past**

*Eric Miller*

Is belief decisive for the way we understand the past? Should it be? In this workshop we will probe the surprisingly vexed relationship between how we see the world and how we tell its story. Within the contested terrain of the historical profession Christian historians have over the past 50 years advanced an array of ideas that seek to make sense of the relationship between our fundamental beliefs and historical interpretation. We will examine these efforts and work toward a deepening understanding of a faithfully Christian way of exploring the past.

### **Can Common Sense Save Beauty? A Guide to Counteracting the Modern Insanity Toward Beauty**

*Trent Leach*

Of the three great ideas, Truth, Goodness, and Beauty, the most elusive to both define and defend is beauty. In spite of the importance of beauty for education and life as detailed in Lewis’ *Abolition of Man* and other authors, contemporary Christians are often at a loss when it comes to defending the notion that beauty, at least in part, is objective. What’s worse, many Christians (especially young Christians) fall into the popular opinion that beauty is merely “in the eye of the beholder.” Even if our students (and ourselves) affirm that Goodness and Truth are objective, they are often hesitant to defend the objectivity of beauty. Can anything be done? I propose that one of the problems we have in defending objective beauty is that we have failed to identify the First Principles (or axioms) of Aesthetics. Drawing heavily on the philosophy of Scottish philosopher Thomas Reid, the great defender of Common Sense, this session will seek to identify 4 First Principles (or Common Sense Principles) of Aesthetics. Once we identify these principles, we see that our very experience of beauty argues that beauty cannot be wholly subjective. In other words, we cannot reasonably deny that beauty has objective content. Once we look at our very encounters with what anyone calls “beautiful” they must deny that beauty is merely “in the eye of the beholder.”

### **On The Art Of Teaching Latin Latinly: A First Lesson**

*Eric Indgjerd*

The workshop will assist Latin teachers by demonstrating how to start a beginning Latin class, in which Latin is used as the language of instruction, on the first day of school.

### **Martin Luther: Pioneer in Classical Christian Education**

*Aaron Denlinger*

Martin Luther (1483–1546) is best known for his efforts to reform Christian doctrine and worship, but he was also invested in the reformation of Germany’s schools. This workshop will explore Luther’s vision for the schooling of his country’s youth, highlighting points of affinity between that vision and the philosophy and curriculum of present-day classical Christian schools. Particular attention will be given to Luther’s insistence on

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the need for age-appropriate curriculum and teaching methods, and to his insistence on the need for greater attention to grammar, languages, and history in the school curriculum. The goal of this workshop is to situate Luther in the pedigree of classical Christian education and promote him as a useful resource for present-day persons invested in the philosophy and curriculum of classical Christian schools.

### **School Culture**

*Matt Whitling*

This talk will address establishing and promoting a distinctly Christian school culture throughout the trivium.

### **Further Up and Further In: Preparing and Applying for an Undergraduate Degree from a British University**

*David Moffitt*

This session will examine some of the pros and cons of moving from a classical Christian education to university studies in the land of Lewis and Tolkien.

Friday, June 23      11:10 AM Workshops

### **Grammar Classroom Management: Heart Transformation vs. Behavior Modification**

*Timothy Dornlan*

This workshop features two teachers and one administrator giving practical advice for classroom management. Classroom management is the process of training the heart as well as the behavior. In this workshop, we will address ways to incorporate strategies into the grammar classroom that cultivate a love for God, a love for learning about God's world, and a love for others. We will discuss knowing yourself, knowing your audience, knowing your material, preparing your heart, and engaging your learners at both the upper and lower grammar school level.

### **Non Sequitur**

*Thomas Caucutt*

In the grammar stage, we stuff our students full of facts which (we hope) they will employ to create masterpieces of creativity in the rhetoric stage . . . but we are often disappointed. In this workshop for Latin teachers, participants will learn how to help students make the transition from grammar (the raw materials of Latin) to rhetoric (creative composition). Practical methods, exercises, and strategies will be shared, along with time for Q & A.

### **Sentire Historiam! Interpreting the Past Through Experience!**

*Darla Hass & Colleagues*

This workshop is designed to give grammar school teachers practical ideas of how to help their students experience history and Bible from Creation to present day utilizing the Veritas Press curriculum. You will learn how to build layers of appreciation throughout the year with your students as you work toward a culminating activity that will enrich their understanding of each time period.

### **Art Appreciation from a Biblical Worldview: Make Lessons Come Alive with Master Artworks**

*Alexis Booth*

One of the surest ways to share the good, the true, and the beautiful of God's creation is through the visual arts. In a culture that teaches that there is no standard in art, how can we integrate the biblical standard of art to reinforce the written record of history? In this lecture, learn practical strategies for making history "click" through masterwork art integration.

### **Classroom Engagement: Secondary**

*Bill Stutzman*

Mortimer Adler once said "a lecture is an exercise where the notes of the teacher become the notes of the student without passing through the minds of either." Learn to engage students socratically, while remaining committed to Christian truth, not personal truth. Build knowledge, wisdom, and understanding as you disciple

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students to love what Christ loves, in the order that he loves it.

### **Tools from the Toolbox**

*George Grant*

How we can build into our lives habits of holiness, patterns for sustainable sacrifice, and steps for enduring effectiveness, fruitfulness, and joy?

### **Latin Literature: A Garden of Delight**

*Karen Moore*

It has been suggested that education should be a garden of delight. How is delight cultivated within a subject that is sometimes viewed as dry, dull, and difficult? Instead of reading for the sake of simply reading, we should use reading pieces of Latin literature as a gateway into grand adventures, faraway places, and the beauty of tales artfully told. We should not merely read, but interact with such stories as we often do with a humanities course. This workshop will demonstrate means by which to cultivate in students a love for Latin literature as we use reading passages as a gateway into lessons on geography, art, poetry, and science. Such classes are about more than Latin; they are about where the Latin leads us.

Friday, June 23

1:50 PM Plenary Session

### **Gratitude and Faith**

*Douglas Wilson*

As one who was there at the beginning of ACCS, I want to spend some time thanking the Lord for His great kindness to our movement. As we look back in gratitude for His many specific kindnesses, we are enabled to look forward in genuine faith and expectation.

Friday, June 23

3:10 PM Workshops

### **Cultivating a Love for and a Knowledge of Fine Poetry in the Grammar Classroom**

*Barbara Sypher*

This presentation will explore proven practices for incorporating fine poetry into the K-5 classroom. We will explore grade appropriate poem selection, memorization training, and presentation skill building with the intention of embodying work that is beautiful, praiseworthy, and lovely. During the session, attendees will have the opportunity to hear poems presented by K-5th grade students in video presentation from the 2017 Tall Oaks Fine Arts presentations, as well as by students attending the conference.

### **Evaluating Your Evaluations: A Practical Workshop for Administrators**

*Michelle Jones*

Do you look forward to evaluating your staff each year? This workshop will equip administrators to walk into a classroom with intentionality and walk out with an effective communication tool for the teacher. In this workshop you will learn to evaluate teachers with a variety of tools such as how to track non-verbal cues, teacher verbal behaviors, teacher movement chart, and student response quality. Additionally, the workshop will discuss when and how often to evaluate as well as how to communicate with the teacher so there is growth and change.

### **Schola Cantorum: Tools for Teaching Students to Read, Write, and Sing Music**

*Jarrod Richey*

What if your students could be fluent in the language of music by the time they graduated? What would the school day have to look like for this to occur? For music literacy to grow in the classical Christian school, students must be taught to read, write, and sing in the language of music. In this session, the basics of classroom music literacy training will be demonstrated as participants see, hear, and sing through a number of resources ready for use in the classical Christian school model. Also included will be how to use the broader culture of the school (from chapel/convocation to choir) to add to the music saturation of the students. Administrators and teachers alike would benefit from this session. No music experience is needed to participate.



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### **Tools and Sample Lessons: Grammar**

*Denise Hollidge*

School starts in two months. We'll help you get ready with specific tools for the classroom and some sample lessons for preK through 6th.

### **Tools and Sample Lessons: Secondary**

*Katherine Schultz*

School starts in two months. We'll help you get ready with specific tools for the classroom and some sample lessons for 7th through 12th grades.

### **Testing Strategies for the Upper Rhetoric Phase**

*Rebekah Merkle*

Over the years that I have taught upper high school classes I have come to realize that it is perilously easy to teach the rhetoric level classes in exactly the same way that we teach through the grammar stage - but dressed up with essay questions and Harkness tables. But the rhetoric stage requires something fundamentally different from the teacher than the grammar stage, and it is much harder to quantify. In this workshop I will share some of the strategies I have learned for conducting class and for testing appropriately.

### **The Myths of Paideia: A Step-by-Step Contrast between Classical and Contemporary Education**

*Steve Turley*

Isn't beauty really in the eye of the beholder? Shouldn't Christian students be salt and light in public schools? Is classical education just a methodology? What does virtue have to do with getting into college? These are just some of the questions that classical educators commonly hear from parents and students. However, the pressures and norms of contemporary educational expectations can influence adversely the perceptions of teacher and administrator alike. This workshop will explore in step-by-step fashion how the formative significance of classical Christian education contrasts with that of contemporary secular culture. We will focus on giving teachers and administrators the ability to discern and articulate how Christianity and secularism represent two fundamentally different paideias, and introduce classroom practices that initiate students into a distinctively Christian culture.

### **The Psychology of Sin: C. S. Lewis Wrestles with Hell**

*Louis Markos*

Even though Jesus himself speaks more about devils and hell than any other figure in the Bible, modern people, including Christians, have much difficulty with the doctrine of hell. In answer to this difficulty, I shall discuss C. S. Lewis's concept of the psychology of sin: that hell is always something we choose and that it is less an end-point than a process by which the damned soul slowly de-humanizes itself. I shall show how Lewis, in *Screwtape Letters* and *The Great Divorce*, offers a series of case studies through which he explores the various ways in which sin and idolatry slowly strip away our humanity.

Friday, June 23

4:30 PM Workshops

### **The Quadrivium in the Grammar School**

*Jean Auxier*

"What will I ever use this for?" was not a question asked of past liberal arts students. As classical educators, our focus needs to shift so that our students' focus also shifts from utilitarian to wonder and awe. Has math and science in the Christian school been "Jesufied" (James K.A. Smith) or does it really lead students to God?

### **Gaining Confidence as a Grammar Teacher, Practical Examples of Using Order and Classical Tools**

*Connie Peeler*

All classical Christian grammar teachers would like to become "more classical" in their approach to teaching. Those who are transferring from other forms of education can often find classical methodology akin to traversing

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a foreign land. It is crucial to understand that God is a God of order, and that He alone can prepare you to reach your full teaching potential for His glory. The grammar stage should be taught in a very multi-sensory way to enhance the students' ability to learn the "grammar" of each subject. In this session, you will enjoy examples of classical tools that will help you reach the goal of excellence that you want for your classroom. Through examples of how to order your day, your school year, and the classical tools at your disposal, you will gain the confidence to make each student's grammar stage experience one of honor to the Lord.

### **The Greatest Is Love**

*Andrew Kern*

As important as knowledge is, if we make it the goal or measure of our teaching, then we prepare our students to be, as St. Paul says, nothing. Christian classical education cultivates virtue, and the greatest of these is love. How can we guide our students on the way, while nourishing a love of learning, of neighbor, and of God? How can we orient the entire educational experience toward cultivating virtue?

### **Fine Arts Invitational**

*Ned Bustard & Ty Fischer*

Would you like to have a school whose hallways are full of excellent artwork? Some of that artwork might be reprints of the classics but what if you could also have excellent works created by believing artists focused on your schools' curriculum. You can! Come and learn how to run a Fine Arts Invitational that will transform your school.

### **How to Evaluate Truth, Goodness, and Beauty in Your Courses**

*Bernard Mauser*

We're living in an age where Christian worldview is on every Christian teacher's tongue. Some wonder how it is we can equip students to evaluate what they are learning. In this session attendees will take away the Christian view on the true, good, and beautiful along with an interpretive grid that may be applied to every subject. We will discuss some practical ways this can be done in the realms of history, literature, and mathematics through Socratic questioning.

### **The Creative Use of the Progymnasmata Across the Entire Classical Curriculum**

*Scott Baker*

This workshop will inspire all teachers, regardless of discipline, to revisit the progymnasmata, training them in new ways to apply these rhetoric exercises in their teaching by treating them as creative heuristics not simple formulas for writing and speaking. We will learn how to make the progymnasmata serve creative teachers, not the reverse.

### **An Introduction to Effective Socratic Discussion: Why We Do It and How to Do It Well** *Christopher Perrin*

Mortimer Adler once said "a lecture is an exercise where the notes of the teacher become the notes of the student without passing through the minds of either." How can classical educators avoid the folly of such lecturing and lead discussions so that both the mind of the teacher and the minds of students are fully engaged and illuminated by a growing, gradual perception of truth? In this seminar, we address why classical educators must learn the skill of Socratic teaching, and describe three approaches to leading a Socratic discussion, noting various advantages and disadvantages associated with each approach, and ultimately advocating a method that assumes the existence of knowable truth and the guidance of a skilled, wise teacher. The last half of the seminar will consist of panel discussion (fielding questions from seminar participants) featuring three experienced Socratic teachers: Christopher Perrin, William Stutzman, and Bobbie Post.

### **A Culture of Joy**

*John Mark Reynolds*

Part of the success of the classical school will be in creating a culture of joy and creativity for faculty. Given limited resources and cultural isolation, this can be difficult over the long-term. There are three practical steps that can enable a school to live in a culture of joy instead of one of fear.



## SATURDAY, JUNE 24

Time/Room	Event	Speaker	Page
8:00 AM Grand Ballroom	Announcements and Introduction		
8:30 AM Grand Ballroom	Plenary Session		
<b>TBD</b>		<i>TBD</i>	156
9:30 AM Grand Ballroom	Plenary Session		
<b>Eternity in a Span</b>		<i>Matt Whitling</i>	158
	This talk will seek to address the implications of the eternal timeframe on our homes and schools.		
11:00–Noon	Vendor Time		
	Questions from Post-Conference Survey		160



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