

PLENARY AND WORKSHOP SYNOPSES

Thursday, June 21

8:30 AM Plenary Session

Plenary: TBD

John MacArthur

Thursday, June 21

9:50 AM Workshops

Classical Pre-K and Kindergarten: What Sets Us Apart?

Kristina Pierce

Classically, one might argue that early childhood students learn better at home with their families than they do in a traditional classroom setting. The groundwork for a strong classical education can be successful by allowing children five and under plenty of free time, time reading quality literature, listening to classical music, cooking and crafts. However, in today's society it is becoming the norm that both parents are working. In light of this, how does a classical teacher keep to the fundamentals of a classical education without surrendering to the culture?

Hands-On Science in the Grammar School: Core Practices

Chris Hall

If you are looking for ways to teach science that go beyond the facts and figures, all without sacrificing deep knowledge and proficiency, then join the discussion! In this session, we will explore the role that narrative plays in teaching science and how we can beckon to the hearts and hands, as well as the minds, of our young scientists. We will also explore the work of the hands: what your students do and how they do it will shape the way that they understand what science is and how scientific knowledge should be applied. You will leave this session with some practical, time-tested tools and techniques that you can apply directly to your classroom, but best of all, you will have some frameworks around which you can organize continued development, practice, and professional conversation.

The Nature and Vision for Classical Education

Ty Fischer

Classical is a word that is defined in various ways in our culture. From the world of music to the world of soft drinks, classic and classical have meanings that overlap. When it comes to classical Christian education, this definition, what we mean by the word "classical", is foundational. Yet its use in classical Christians schools is sometimes vague. This workshop will look at the history of the use of the term "classical" in our movement. The content of this workshop will be critical for newer schools seeking lay a foundation that is consistent and coherent. It will also benefit schools considering ACCS accreditation as they seek to understand the substance of what ACCS means when it says the word "classical".

Teaching Latin That Good Old Way But in the Twenty-First Century

Tim Griffith

It may seem impractical to spend valuable class time learning to *write* or *speak* in a dead language. As almost everyone capable of using Latin is now dead, even those who see the value of learning the language at all usually only see the value of learning to *read* it. But composing Latin, whether aloud or on paper, has been proven for centuries to be an excellent way for students to learn to read it better. This workshop will demonstrate how teachers can teach Latin the old and proven way—through composition and oral composition—while using powerful tools from the 21st century.

Red-Haired Stepchild: Modern Literature in the Classical School

Bruce Etter

When it comes to teaching great books, by and large our classical and Christian schools have focused on ancient and medieval literature, alongside key works from the post-Enlightenment era. It seems like we're doing pretty well with Plato, Augustine, Austen and Orwell and have failed to delve deeply into 20th and 21st century works which have greatly impacted current culture. As a result, our graduates are entering universities and experiencing the dreaded "deer in the headlights" syndrome. Come and join me for an engaging discussion on the benefits of adding a dose of Joyce, Kafka, Woolf, Faulkner and Queer Theory to the curriculum.

PLENARY AND WORKSHOP SYNOPSES

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.

Treasures Old and New: Reflecting on Matthew's Use of the Old Testament in the Structure of His Narrative

David Moffitt

This session will especially help secondary teachers of Bible and theology to reflect on some of the ways that attention to narrative patterns in Matthew's Gospel can shed light on Matthew's theological engagement with the Old Testament. The session will also help teachers of literature and of rhetoric to think afresh about how concepts of plot, narrative, and rhetorical techniques can be illustrated in the Bible.

Boys and Classical Education

Matt Whitling

Everyone knows that boys and girls are different. This talk will address the particular prospect of educating boys in classical Christian schools.

Thursday, June 21

11:10 AM Workshops

Students Struggling to Learn and Schools Struggling to Know What to Do

Laura Tucker

Are these your students? Your student reads well, but cannot write about what he reads; another student excels in math, but has great difficulty reading; a rhetoric student writes quality papers, but cannot track classroom discussions. These three students appear to be bright, yet their learning difficulties remain a mystery. How does the school identify what is wrong? Can the classical and Christian school serve the student? Do these students have learning disabilities? What is a learning disability? This workshop will answer these questions and provide practical tools for evaluating and helping such a student. Teaching methods to enhance instruction for all students at the grammar, dialectic, and rhetoric levels that result in assisting students with learning differences will be discussed. Reference charts will be provided for teachers, administrators, and parents: How to Identify Students with Potential Learning Disabilities and Teaching Tools for Specific Disabilities.

Strengthening Your Grammar School through Drama, Poetry, and Presentations Done the Classical Christian Way, Part I

Tambi Price & Jamie Sullivan

In this workshop, grammar school teachers will be challenged to intentionally build quality drama, poetry, and presentations in their classrooms. We will explore a variety of ways these three tools of learning can be used effectively during the grammar stage within a classical Christian education. Come be inspired, as we share a variety of videos and slides from Highland Rim Academy and other ACCS schools showcasing ways drama, poetry, and presentations are being done with truth, goodness, and beauty. Time will be allotted for participants to encourage one another by sharing ideas and resources that have worked well for them over the years.

The Paideia of God

Douglas Wilson

If the inculcation of the paideia of God is the process of enculturation, then one of the first things we must do is look for culture builders, shapers—as distinct from culture posers. In every movement, there will be counterfeits. So how can we tell?

PLENARY AND WORKSHOP SYNOPSES

Mathematics among the Liberal Arts

Ravi Jain

While today math teachers often struggle to convince their students of the usefulness of the discipline, tradition famously advocated the study of mathematics for a completely different reason. The ancients and medievals believed the study of mathematics to play a crucial role in developing wisdom and the faculty of human reason in students. But in order for this study to truly develop the mind, it must be taught in a soul-shaping manner and not merely as a collection of useful algorithms. This session will explore how teachers in 7th–12th grade mathematics can teach in a richer manner which cultivates the soul through a pedagogy of puzzle, proof, and play. In the light of these themes we will reevaluate the role of the Cartesian coordinate system, the interface between geometry and algebra, and the role of models and manipulatives in higher math such as calculus. We will also explore how a properly resituated mathematics naturally opens to questions of transcendence and even God as it did for Plato, Augustine, Pascal, and Descartes. Join us to delve more deeply into mathematics in the liberal arts tradition.

Four Houses, One Community

Anne Walker

At Westminster Academy, we group our upper school students into four different “houses.” Each house has an equal number of students, with a relatively equal distribution of age and gender. Houses have faculty representatives, and both students and faculty remain part of the same house during their time at WA. The purpose of the house system is to provide a structure that fosters a better school culture by creating more accountability, ownership, and leadership among students and faculty in a way that is intentional and personal.

Cultivating Exceptional Faculty: Flourishing through Formative Evaluations

Christie Wright

Great administrators know the quality of their school rises and falls on the shoulders of their faculty. And every faculty member knows to expect formal evaluations throughout the year as their administration seeks to put those shoulders to the test. But what if evaluations could do more than serve as a litmus test of high-quality pedagogy and classroom management? What if evaluations could serve as a tool for cultivating exceptional faculty? What if they could lead to true faculty flourishing while encouraging faculty and administration? This workshop hopes to bring to fellow administrators both a broad vision and concrete plan for developing a high-quality formal and informal evaluation model for ACCS schools.

Assessing for Virtue

Keith Buhler

Assessment has the power to confirm stated pedagogical priorities or subvert them. Despite a strong emphasis on virtue formation, most classical schools continue to assess only for curricular content using letter or number grades. Students hear the unspoken message loud and clear: virtue may be important but grades are the priority. So, how can we get better at assessing for virtue? In this talk, I propose one model. I argue that virtues can and should be assessed, not with grades but in conversation and in writing between teacher and student. By assessing for virtue, classical educators and administrators can truly prioritize virtue formation.

The Lost Purpose of Learning: St. Augustine and the Soul of Education

Joseph Clair

The contemporary crisis in education is a crisis of soul. The moral and spiritual purposes of learning have been eclipsed by a shallow view of information delivery and success. This presentation turns to the father of classical Christian education, St. Augustine, to explore how he saved liberal arts education at the end of the Roman Empire and how his inspiring vision can do the same today. It offers a roadmap for an Augustinian liberal arts curriculum that promotes properly ordered love and provides concrete advice on how to implement it in the classroom.

PLENARY AND WORKSHOP SYNOPSES

Thursday, June 21

1:45 PM Plenary Session

Lifetime Learning: Following in the Footsteps of Isaac Watts

George Grant

The great Puritan hymn writer and author of a widely used logic textbook also wrote an invaluable, erudite, but all-too-rare book about developing lifelong habits of reading, thinking, studying, and maturing. In this session we'll explore the lessons he has to teach us for our own tumultuous days and our own high callings.

Thursday, June 21

2:55 PM Workshops

Strengthening Your Grammar School through Drama, Poetry, and Presentations Done the Classical Christian Way, Part II

Tambi Price & Jamie Sullivan

Part 1's workshop dealt primarily with the "What" and "Why" drama, poetry, and presentations are important in the grammar stage of classical Christian education. In the second part of the workshop, we will share the "How to" and "Watch out for" aspects we've encountered at HRA when incorporating these (and specifically drama) into our grammar school classrooms. We will address how to face common challenges that arise and offer some practical, hands-on solutions. Sample lessons, videos, and testimonials will encourage and motivate participants as we put forth a "Call to Action." Whether starting at ground zero, needing a jump-start, or looking for some fresh ideas, educators won't want to miss out on these two workshops filled with multiple resources, tips, and networking opportunities.

Feminine Faithfulness in the Christian School

Nancy Wilson

We will explore the strengths and temptations of women in the school setting.

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.

Upper School Electives: Navigating between Scylla and Charybdis

David Diener

The role that electives and student course choice should play in a secondary (and post-secondary) education is a complex issue that has been debated for centuries. In this seminar we will begin by examining some philosophical and historical considerations regarding the educational significance of electives and the role that they should play in an upper school curriculum. We then will focus on some practical considerations that should be addressed in order to design a balanced elective program and implement it effectively.

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.

PLENARY AND WORKSHOP SYNOPSES

Learning to Read at a Higher Level through Logic and Rhetoric

Dan Snyder

We in the classical movement propose to recover lost methods of teaching and lost content of the traditional canon for the reconstitution of the program that truly frees and produces a lifelong scholar. In doing this we cultivate and use the skill of reading which all schools do. We propose that the reading level accepted by the modern school is not sufficient and represents only a "price of admission" level for the real prize. Mortimer Adler, writing in the 1940s as part of his project for adult education realized that he needed to foment advanced literacy as well. What does this mean? His manual "How to Read a Book" presents a jumping off point for teachers and readers. We will discover how the preparation under way in logic, both material and categorical in the classical schools, can provide students with greater comprehension and retention. The goals of rhetoric can be reached through the discipline of virtuous dialectic and engagement with the great books, and the exercise of reading can become a progressively refined skill through the techniques of inspection, analysis and critique.

We will demonstrate the utility of material, categorical, and propositional logic. Teachers will be equipped to pursue the perfection of reading technique alongside studies in literature, history, and philosophy in order to produce self directing, research capable students on graduation.

Teach Them Diligently What They Are Learning

Mark Wheeler

It is not enough to give students a classical Christian education; we must seek to instill an understanding of and love for the principles, goals, and pedagogy of a thoroughly classical and Christian education. This talk will first defend this claim and then offer some practical methods that will help students understand and deeply value classical Christian education without diverting large amounts of time away from our regular curriculum.

Raising Sturdy Children

Keith McCurdy

This session will provide valuable insight into current cultural and psychological dynamics that impact our students, their families, and our ability to engage them. Where are we now and how did we get here? From helicopter to snowplow parents—what has the influence of psychological thinking led to with our current view of parenting? How do we recover and then implement principles that will lead to a healthy development of Maturity?

Thursday, June 21

4:15 PM Workshops

Meet Peers for Kindergarten & First Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Second & Third Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Fourth & Fifth Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Sixth Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

PLENARY AND WORKSHOP SYNOPSES

Re-Narrating Your Biology Curriculum

Robbie Andreasen

Sequencing the material of biology within a historical narrative framework can answer the following questions that all biology teachers struggle with: What does teaching biology classically look like? What do I teach given so much information and so little time? What order should I teach material so that it makes the most sense? Where should evolution fit into the curriculum? How can I teach evolution so that students understand it but don't lose faith or succumb to simplistic arguments? I will present the framework I use for 9th grade biology and promise to answer these questions.

Assessing Teachers, Assessing Ourselves

Chris Schlect

How do we distinguish a poor teacher from a middling teacher from a great teacher? Some folks hold teaching positions, yet teaching really isn't for them: how do we tell them apart from promising teachers? If a teacher changes how he teaches, how do we know whether the change is for the better or for the worse? This session summons all educators to hold teachers to high standards and offers ideas for how to go about it.

Music: Giving Shape to the School Day and Students' Hearts

Charlie Dowers & Kent Young

What are the most important decisions you can make as an administrator to impact the culture of your school? The founding headmaster of the Oaks said it was the culture of singing at the Oaks. This talk will share our journey and identify the key decisions made over the life of the school, fruit experienced, and lessons learned along the way.

What Can Classical Christian Educators Learn from Narnia?

Louis Markos

In my first of two lectures, I will consider how Lewis's Chronicles of Narnia suggest that he would have supported four aspects of classical Christian education: 1) don't dumb down the curriculum; 2) treat students as moral agents with an innate, if broken desire for virtue; 3) learning must include joy and adventure; 4) build in students a sense of awe and wonder.

PLENARY AND WORKSHOP SYNOPSES

Friday, June 23 8:40 AM Plenary Session

Plenary: TBD

Alistair Begg

Friday, June 23 9:50 AM Workshops

Memory in the Grammar Stage

Leslie Collins

In this workshop Leslie will share ponderings and practices for grammar school teachers to consider as they nurture the bodies and souls of their students. Learn how our bodies and souls are intricately connected, how our postmodern culture is erasing our collective memory, and practical ways we can provide an unforgettable remedy to our culture's malaise.

From the Heart to the Mouth: Developing Discussion in the Secondary Classroom

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." John Milton Gregory's *Seven Laws of Teaching* certainly reinforce this point. In order to know what our students are thinking, feeling, and learning, we want to get them to speak and express their ideas aloud. We do well as teachers to remember Jesus' teaching that the heart and mouth are closely connected, and discussion in the secondary classroom is a great tool for aiming at the heart. In this session, learn to better engage students in discussion, while remaining committed to Christian truth, not personal truth. Build knowledge, wisdom, and understanding as you disciple students to love what Christ loves, in the order that he loves it.

From Standards to Structure: Building a Secondary Schedule that Pushes Students in Areas of Gifting

Ty Fischer

From standards to structure: Building a secondary schedule that pushes students in areas of gifting: What administrator or teacher has not seen their heart broken and understanding challenged when we attempt (often many times) to create a schedule that is both possible and that grows our students into the men and women they need to be. This workshop will explore the unity and diversity in our schedule and will attempt an argument that our school schedules in the rhetoric years should find ways to open the interests of our students and help them find their way towards God's calling for their lives. This workshop aims to be profitable for administrators, board members, and teachers—particularly secondary teachers—who are wrestling with how to get the most out of the limited time allotted in each day.

From Wonder to Wisdom: Natural Science in the Liberal Arts Tradition

Ravi Jain

Natural science teachers love to delight their students with natural wonders and see jaws drop. But as students get older, teachers feel pressure to increase rigor which can squeeze out room for wonder. But Einstein says that the state of mind which enables a man to do serious scientific work is akin to that of the religious worshiper or the lover—the effort comes straight from the heart. So how can a teacher teach science excellently and retain wonder? This workshop will explore how recovering natural history and the common arts provides the appropriate context for wonder and work in natural science. We will also discuss how teaching along the narrative of discovery in conversation with biblical thought can cultivate a wisdom which culminates in worship.

Latin as the True Liberal Art

Karen Moore

In sixth century A.D., Cassiodorus ambitiously outlined a program that would integrate the proven academic studies of Greece and Rome with the study of sacred writing deemed necessary to fully equip the mind and the souls of our youth for a life lived to the glory of God alone. In this text it was Cassiodorus who laid out the seven liberal arts as the pillars of such education. Today the term liberal arts is not so clear cut as it once was.

PLENARY AND WORKSHOP SYNOPSES

Modern day students and even educators might struggle to give a clear and concise definition. We in classical Christian education still look to Cassiodorus' framework to define this magnificent seven as grammar, logic, rhetoric (the trivium), along with arithmetic, geometry, music, and astronomy (the quadrivium). The challenge we face in modern times is to redeem an approach to teaching these seven liberal arts as part of an integrated whole. The Latin classroom may be the last bastion of such study. As the lingua franca of Europe for well over a millenia, Latin is the common thread that draws all seven studies together. In Latin we find the rhetoric of Cicero and Quintilian. In Latin we find the scientific treatises of Galileo and Newton. In Latin we find the muses who inspired Vergil and the countless poets and artists who followed him. In Latin we find the writings of the early church fathers, the chronicles of church history. Within a Latin reading course the teacher has the delightful opportunity to lead students through all these studies. Latin is not merely a study of language, but a course in world knowledge. This workshop intends to demonstrate how such readings may be woven together to showcase the seven liberal arts as students grow in their reading proficiency.

Education Should Be Free

Ben Merkle

Increasingly, we are told that education is a fundamental right of an American citizen and that, therefore, it is immoral if we do not provide this opportunity to the citizens of America free of charge. There are a host of problems with this notion. But the most disturbing of all the possible concerns one might raise is the way the word "free" has been radically cheapened. As Americans, we long held the concept of "freedom" in the highest regard. And education itself has always been a key piece to our understanding of what real freedom looked like. In this session we will consider what a truly "free" education looks like and how it is that the classical Christian model truly provides an education that is "free" in the most profound sense.

All for Music, Music for All: A Model for Reviving Joyful, School Wide Music Literacy

Jarrold Richey

Our schools should be impacting culture by sending out the best composers, musicians, and worshippers of the coming generations. Choir, a bit of classical music in the background, and hymns during chapel convocations are not enough. Let's talk about how classical Christian schools are poised to serve the kingdom in the recovery of true music literacy and why they should be doing it. But with class schedules already strained to pack in the basics, how can a school also teach all students to sing, read, and write music? Here's a fun and practical peak into the full throttle style of an ACCS music teacher and choir director who has tried it all. Come gather the tools you need to breathe new life into your school and music program.

Florilegium: A De-Digitized Guide to Journaling, Zibaldoning, and Commonplacing

George Grant

From Calvin and Comenius to Milton to Mason, great writers, thinkers, and teachers have maintained a common habit: note-taking and note-keeping. We'll explore practical approaches to getting rich value out of what is sometimes little more than skimming, hodgepodging, and scrapbooking.

Friday, June 23 11:10 AM Workshops

Meaningful Reading, Grades 3-6

Elizabeth Mackes

Meaning filled reading requires the ability to make inferences and find underlying motivations and themes in the literature we read. Learn strategies to make the invisible task of comprehension apparent and understandable for all of your grammar students. Send your students off into the dialectic phase of their education not just able to read the words on the page, but wearing a belt full of tools enabling them to make sense of what they read.

Covenant Discipline

Matt Whitling

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

PLENARY AND WORKSHOP SYNOPSES

Dostoevsky in the School of Logic

Ronnie Long

Dostoevsky's writings are deep and reach. Dostoevsky had a keen understanding of both humanity and ideas that was informed by his faith. There are many lessons in his works that have much that can be applied to life with logic students. In this session, we will explore some of those themes and how they can be applied specifically to logic students and their faculty.

Charlotte Mason and the Trivium: A Lesson Plan Format for Training Students in the Arts of Grammar, Dialectic, and Rhetoric

Jason Barney

In this presentation we'll see how the late nineteenth-century British educator Charlotte Mason proposed a highly effective lesson plan format for teaching any "science" or "subject," while training students in the arts of the Trivium: grammar, dialectic and rhetoric. In her efforts to devise a classical and Christian paradigm of education for all children, not just those of the nobility, Charlotte Mason rediscovered some old practices, like "public reading," "narrating" and "discussing," which absolutely exploded student learning.

The Importance of Critique in an Art Classroom

Carina Covington

Critique is a foundational element of classical pedagogy for instruction in art. As teachers, we must engage our students in the "art of critique" to help them grow creatively and technically. Praising a student's effort is not enough. Teachers must be able to critique student work effectively. Teachers must also facilitate peer critiques and self-evaluation. Combined, these critiques help the students improve their skills and deepen their appreciation for art. Thus, students explore different techniques, styles, and perspectives as they consider the standards of beauty in its various forms. Join us as we discuss key "questioning strategies" and critique techniques that encourage our students to think more analytically about their own work and to develop their unique, artistic voice.

Cultivating Joy: Analyzing and Improving School Culture

Liesl McClintock

Culture is all around us. It is what enables us to judge who is in our group and who is not. It lets us know acceptable means of conducting ourselves in different contexts. At its best, it brings a sense of joy and camaraderie to all of our interactions. At its worst, it keeps us wallowing in the same ineffective practices even though they have been shown to fail. The most difficult part of culture is that we are often not aware of it. This workshop will discuss goals for cultures in classical Christian schools and give participants practical tools to analyze and improve culture, all with the end of bringing a joy to our students.

The Case for Classical Astronomy

James Waldy

Here's an argument for including astronomy—the "forgotten member of the quadrivium"—in your school's curriculum. Astronomy, perhaps like no other "science," lends itself to integration with the whole spectrum of subjects, and math teachers will gain an appreciation for the manner in which astronomy gave birth to trigonometry. Furthermore, developing an understanding of and familiarity with the heavens above enables us to more fully appreciate and wonder at the truth of how "the heavens declare the glory of God" and how He uses them for our signs and seasons. Whether you are interested in a survey of references to astronomy in Shakespeare and other works of great literature, an explanation of how astronomy was recognized as the movement of number in time and space, or simple tools and suggestions for getting your students excited about the cosmos, this workshop is for you.

Education and the Order of Love

Joseph Clair

The contemporary crisis in education is a crisis of soul. The moral and spiritual purposes of learning have been eclipsed by a shallow view of information delivery and success. This presentation turns to the father of classical Christian education, St. Augustine, to explore how he saved liberal arts education at the end of the

PLENARY AND WORKSHOP SYNOPSES

Roman Empire and how his inspiring vision can do the same today. It offers a roadmap for an Augustinian liberal arts curriculum that promotes properly ordered love and provides concrete advice on how to implement it in the classroom.

Friday, June 23 1:55 PM Plenary Session

Biblical Authority: Crisis and Challenge

Douglas Wilson

Without an orthodox and robust view of biblical infallibility and authority, the classical Christian school movement will necessarily fall prey to various strands of modernist and postmodern syncretism. This talk proposes a way through the minefield.

Friday, June 23 3:10 PM Workshops

Training Your Students Affections through Catechisms

Carl Warmouth

Throughout history catechisms were used to firmly ground new believers who came to faith in Christ from a variety of world-views and religions. Catechisms not only give children and new believers a language for the faith, but through the act of catechizing, the teacher is able to train children to love the right things. This workshop will examine the history of catechisms in the Church, the dark implications of neglecting purposeful catechisms, and the effectiveness of using a question and answer format in the classroom. While certainly useful for training in theology, the catechism format can also be used for training students to love any number of things, from standards in your school, to times tables and history facts.

Living Learning in the Grammar School Classroom

Monica Whatley

How do you reflect truth and beauty practically in the classroom in a way that students devour? Wrapping the dead, scratching cuneiform into clay tablets, dressing and eating like Greeks, and making lap books with hinged drawbridges and hidden diary entries all bring history to life. 3-D bulletin boards reflect beauty—a visual feast. Reading great literature and playing parts in costume, building miniature dioramas, and putting prose to music encourage students to live out . . . and love learning. This workshop gives grammar school teachers practical ideas on how to make content memorable!

The Value of Debate in the Classical Christian School

Stephen Rippon

This presentation will equip and encourage upper school teachers to use more debates in their classrooms. We will address how debate fits into a classical Christian curriculum, plus how to develop students' ability to engage in high-quality debates with each other and with students from other schools. We will consider several benefits of debate, including how the activity motivates students to conduct quality research, to be better listeners, and to understand different perspectives on an issue. Also, we will see how debate gives us practice in speaking persuasively, concisely, and graciously.

All Things Vile and Vicious: Seeing God's Glory in the Horrors of Nature

Jeffrey Mays

We've all seen the pictures. Hairy spider faces with hungry eyes. Long-toothed, translucent deep-sea monsters. Nightmarish creatures on land and sea. Poets, philosophers, and theologians have wrestled with hideous animals and shocking behavior in the animal kingdom. But are such aspects of creation suitable for children? King David seemed to think so. As Christians studying God's more unsettling works, we can be drawn into deep reflection about God, the world, and ourselves by observing the forms and behaviors of creatures in the animal kingdom. In this workshop we will discuss what some great minds have said about the disturbing animal kingdom. We will discuss topics of parasitism, fecundity, and predation, and what theological and pedagogical implications can be drawn.

PLENARY AND WORKSHOP SYNOPSES

Hands-On Formative Assessment

Bryan Lynch

Ongoing checking for student understanding—formative assessment—is an essential foundation of great teaching. This workshop will give teachers an opportunity to try out several methods of checking for understanding, providing them practical tools they can use in their classrooms in September.

The Formative Power of Educational Metaphors

David Diener

Metaphors are powerful tools that profoundly affect how we think and live. Throughout history numerous metaphors have been used to describe the nature of education, and these have had a formative impact on educational theory and practice. In this seminar we will examine three particularly influential educational metaphors: Plato's cave, the industrial factory, and a guided journey. We will discuss the significant educational implications of each of these metaphors and consider how they both describe and prescribe our understanding of education. We will conclude by briefly exploring a number of other educational metaphors and considering some of the practical ways in which our own educational practices are guided and limited by them.

Redeeming the Senses: How to Start an Aesthetics Class in Your School

Steve Turley

The rediscovery of classical education has ignited a renewed appreciation for the importance of classical Beauty. But few of us have ever had formal training in aesthetics and its various applications, so we don't know where to begin to give our students a formal aesthetic education. This workshop will provide the information and resources you need to start an aesthetics class at your own school. We'll explore an overview of the importance of teaching aesthetics, a sample syllabus, recommended reading lists, evaluations, and pedagogy necessary for a successful aesthetics course. This is the beginning of what very may well be your upper school students' favorite course!

Socratic Socratics: How to Lead a Socratic Discussion That Points Beyond Socrates to God

Grant Horner

This seminar will feature a short live socratic discussion and real-time analysis of the same.

Friday, June 23

4:30 PM Workshops

Filling an 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.

A Vision for the Everyday Classroom

Chris Schlect

Most schools have adopted mission and vision statements. All teachers prepare daily lessons. Do the two ever meet? How can a school's mission and vision inform routine lesson planning? How can the big picture penetrate a teacher's everyday work? This practical workshop provides strategies and concrete examples of effective classroom lessons and assessments. It offers principles that can apply at every level, but the examples will be tailored to secondary (high school) classrooms. These principles reorient teachers away from the tyranny of "getting through the material" and toward recovering the lost tools of learning.

Math Practice: More than Bookwork and Worksheets

Chrissie Ficken

In math, we all know that students must work practice problems in order to master concepts. There's no reason, however, that the practice needs to be boring. In this practical workshop, we will present several different activities where the students are not only working problems but are also active and engaged.

PLENARY AND WORKSHOP SYNOPSES

Cultivating Wonder: The Integration of Art and Science

Jocelyn Collins, Sarah Dormois, Mary Read

We plan to present as a group of three teachers and share our experiences with integrating art and science throughout our curriculum in middle school and high school. We have developed lessons where purposeful integration between these two disciplines creates a richer experience for the students. These lessons allow the students to understand the material more deeply and to connect it to a tactile creation. Art techniques are used to highlight the beauty of God's creation allowing for meaningful observation.

Teach Your Logic Student to Fall in Love with the Bible

Brenda McClure

This workshop aims to share the importance of hiding God's word in the heart of the child, explains how to integrate God's word into every subject you teach, especially the humanities, and will show you how to inspire your students to not just read God's word, but to fall in love with it! Through this workshop we will discover how God's word can come alive in your classroom through projects, study tools and reading. God's word is essential to the life of a child and their knowledge of it determines their future—for it teaches them who God is and it creates their worldview! The best gift we can give our students is a love and knowledge for God and His Word!

In Humane Gentleness: Integrating the Humanities through Shakespeare

Sean Hadley & Sean Johnson

Everyone knows that classical education is different than the standard educational fare on the table. But the "how" is often a less unanimous chorus. As schools become established, and the need for an academic reputation emerges, remaining classical while meeting expectations of rigor can be difficult. This workshop seeks to offer a possible solution to the question, "how do we cover it all and do it justice?" By integrating study, and suggesting the works of Shakespeare as a practical tool for uniting the humanities, a classical model will be proposed that makes the most of an intimidating author and restores leisure to its proper place in the schoolroom, whilst challenging students to drink deep and wide from the wisdom of the ages.

What Can Classical Christian Educators Learn from The Space Trilogy?

Louis Markos

In my second of two lectures, I will consider how Lewis's Space Trilogy also segues with key aspects of classical Christian education: 1) order, hierarchy, and obedience are good things that are not rendered inert by innovation and progress (*Out of the Silent Planet*); 2) students must learn delayed gratification and must avoid the modern narratives of narcissism, victimization, and gender neutrality (*Perelandra*); 3) students' minds must be liberated from false utopian promises that would remake and reduce man to a cog in the machine (*That Hideous Strength*).

SATURDAY, JUNE 23

Time/Room	Event	Speaker	Page
8:00-8:45 AM	Plenary: Footnotes from Italy: The End of Classical Christian Education	<i>Grant Horner</i>	188
9:00-9:30 AM	Announcements & School Accreditation Presentations		
	Classical School of Wichita Wichita, Kansas Wade Orgeto, Head of School		
	Highland Rim Academy Cookeville, Tennessee Nick Duncan, Headmaster		
	Providence Preparatory School Belton, Texas Bret Billman, Head of School		
9:30-10:30	Plenary: Naming Disciplines This talk will seek to address naming and practicing simple disciplines and virtues that accurately describe and form the culture of your school and home.	<i>Matt Whitling</i>	190
11:00-Noon	Vendor Time		