



SOCIETY
for
CLASSICAL
LEARNING



MISSION TO CULTURE



Thursday through Saturday

June 16-18, 2016

PRE-CONFERENCE

June 15, 2016



2016 ANNUAL CONFERENCE | DALLAS, TX
SOCIETY FOR CLASSICAL LEARNING

Pre-Conference: Overview

This year we are featuring three tracks during our pre-conference. One track focuses on administrative leadership (Leading the Small School), one focuses on educational leadership (Classical Christian Education 101), and one focuses on Board leadership (Board Best Practices). This means there is essentially a leadership track for just about everyone—whether teachers, administrators, or Board members. We trust that you will enjoy the more intimate conversation and discussion that these pre-conference tracks foster.

Pre-Conference: Leading the Small School

WEDNESDAY, JUNE 15TH | LOCATION: CRYSTAL III

TIME	EVENT	SPEAKER
8:50 - 9:50 am Session 1	Leadership Essentials: Character and Competence	Eric Cook
10:00 am - 12:00 pm Sessions 2 - 3	Leading the Small School: A Paradigm for Operations and Management (2 Parts)	Peter Hansen
12:00 - 1:30 pm	Lunch on Your Own	
1:30 - 2:45 pm Session 4	Financial Leadership in the Small School	Charles Evans
3:00 - 4:15 pm Session 5	The Power of SuperFans: Harnessing the Power of Parents to Build Your School, from Initial Tour to Graduation	Amy Burgess
4:15 - 4:30 pm	Wrap Up	



Pre-Conference: CCE 101

WEDNESDAY, JUNE 15TH | LOCATION: CRYSTAL I

TIME	EVENT	SPEAKER
8:10 - 9:10 am Session 1	The Teacher as the Curriculum	Andrew Smith
9:10 - 9:25 am	Alcuin Fellow	David Diener
9:25 - 9:40 am	Break	
9:40 - 10:40 am Session 2	Education as Formation	Kevin Clark
10:40 - 10:55	Alcuin Fellow	Robyn Burlew
10:55 - 11:10 am	Break	
11:10 am - 12:00 pm Session 3	The Liberal Arts	Andrew Smith
12:00 - 1:30 pm	Lunch on Your Own	
1:30 - 1:45 pm	Alcuin Fellow	Ravi Jain
1:45 - 2:35 pm Session 4	The Sciences	Kevin Clark
2:35 - 2:50 pm	Alcuin Fellow	TBA
2:50 - 3:05 pm	Break	
3:05 - 3:20 pm	Alcuin Fellow	TBA
3:05 - 4:30 pm Session 5	Panel Discussion	Christopher Perrin moderates Q&A

Pre-Conference: Board Best Practices

WEDNESDAY, JUNE 15TH | LOCATION: CRYSTAL II

TIME	EVENT	SPEAKER
9:00 - 10:15 am Session 1	The Board's Top 5 Tasks and How to Do Them Well	Elizabeth Butler
10:30 - 11:45 am Session 2	5 Most Common Board Mistakes	Jean Kim
12:00 - 1:30 pm	Lunch and Round Table Discussions	Various
1:00 - 2:15 pm Session 5	What is a Head Support and Evaluation Committee and How Does It Work?	Keith Nix
2:30 - 3:45 pm Session 6	Key Board Policies Every Board Should Have	Leslie Moeller
4:00 - 4:30 pm Mini-Session 7	Board Succession: Building the Board Pipeline	Keith Nix
4:30 - 5:00 pm Mini-Session 8	Keys to Effective Strategic Planning	Leslie Moeller

Conference Schedule

THURSDAY, JUNE 16TH

7:00 - 8:00 am Breakfast - Garden Court | 8:00 - 8:45 am Welcome/Worship

	Crystal I	Crystal II	Crystal III	Crystal VI	Crystal VII	Crystal VIII
8:45 - 9:45 am Plenary I	● Recovering Our Creative Calling Andy Crouch (Crystal IV-V)					
10:00 - 11:00 am Breakout I	Beauty in the Classroom: Creating an Aesthetically Pleasing Environment to Cultivate Learning	Falling in Love with Words: Or, How to Read a Poem	Math Circles Practicum: Guided Mathematical Investigation	Building a Scientific Model of Creation	Leisure and Student Culture	Sustainability and Three Financial Levers
	●G●Clevenger ●RA	●R●Benson	●Kau & Elizalde	●S●Zweerink	●G Gaffney	● Evans
11:15 am - 12:15 pm Breakout 2	Art History in the Classical Christian Curriculum	Q & A with Andy Crouch	Math Circles Reflections: How to Use Math Circles to Deepen Mathematical Engagement for all Students	Science and the Bible	Upper School Culture Isn't for Sissies	What Every Head of School Needs to Know to Succeed at Fundraising
	●A Sorensen	● Crouch	●Kau & Elizalde	●S●Zweerink	●L●R Greb	● Layland
12:15 - 1:30 pm	Lunch (Garden Court)					
1:30 - 2:30 pm Plenary 2	● Culture Care Makoto Fujimura (Crystal IV-V)					
2:30 - 3:30 pm Plenary Panel	Panel with Makoto Fujimura and Andy Crouch (Crystal IV-V)					
3:30 - 4:15 pm	Book Signing (East Registration Desk)					
4:00 - 5:00 pm Breakout 3	Q & A with Makoto Fujimura	Technology in the Classical School Classroom	Teaching Socratically: Mathematics Education as Confusion Management	Creating a 9th-grade Narrative: Forging Connection Between Biology and English Through the Cardinal Virtues	Building Relationships to Empower and Equip Discerning, Articulate Leaders	Getting Off the Fundraising Treadmill
	●A Fujimura	● Heaton	● Kau	●S●Madsen ●R	● Collins	● Layland
5:00 - 8:00 pm	Reception (Gazebo Court)					
5:15 - 6:15 pm	Headmaster Reception (Le Gala)					

Curriculum Key:

History & Philosophy	Community & Culture	Curriculum & Pedagogy	Advancement, Marketing & Communication	Administration & Leadership
G = Grammar	L = Logic	R = Rhetoric	S = Science	A = Arts
				Ex = Exhibition

Waterford	Colonnade	Bel-Air I-III	Bel-Air IV-VI	Mayfair	Addison
● Recovering Our Creative Calling Andy Crouch (Crystal IV-V)					
Winning the War for Talent	A Feast of Charlotte Mason Ideas for the Classical Table	Being Christian in Public: Lessons from St. Paul in Athens (and elsewhere)	The Sophistry of American Education	Teaching Grammar School Literature with a Rhetorical Lens	Teaching Is ... an Art
● Ingram	● R Moffatt	● G L Myers R	● R Jones	● G Dong	● G L Perrin R
Harpooner's Calm	Providing Structure in Seminar Discussions	Whose Rationality? Classical Christian Education and the Ordering of Faith and Reason	Using Argument Maps to Develop Argumentation Skills	The Good Man Reading Well	Why Children Must Play to Learn
● Ingram	● R Smith	● G L Myers R A	● R Carlisle	● G Arabie	● G L Perrin R
Lunch (Garden Court)					
● Culture Care Makoto Fujimura (Crystal IV-V)					
Panel with Makoto Fujimura and Andy Crouch (Crystal IV-V)					
Book Signing (East Registration Desk)					
Triangulating Community Outreach, Parent Education, and Professional Development: The Great Conversations Series at Covenant Classical School (Ft.Worth, Texas) as a Case Study	Must Academic Rigor Lead to Rigor Mortis? How to Engage Your Students Through Classical Methods and Active Participation	Would Jesus use a Harkness Table?	Reclaiming Adler's Three Pillars for Engaging the Great Books and Students	The Clean Sea Breeze of the Centuries: Literary Experience as Perspective on Culture	
● Foster	● L Jackson R	● G L Scholl R	● R Woods	● R Forshey	
Reception (Gazebo Court)					
Headmaster Reception (Le Gala)					

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FRIDAY, JUNE 17TH

7:00 - 8:00 am Breakfast - Garden Court

8:00 - 8:30 am Worship/Announcements

	Crystal I	Crystal II	Crystal III	Crystal VI	Crystal VII	Crystal VIII
8:30 - 9:30 am Plenary 3	● The Christian Liberal Arts: An Education for True Freedom George Sanker (Crystal IV-V)					
9:45 - 10:45 am Breakout 4	Quo Properamus? How to Use Active Latin in the Classroom	Can Classical Schools Nip Freshman Relativism in the Bud?	'Tis Not for You to Reason Why, Just Invert and Multiply...Not anymore!	The Fine-Tuning of the Cosmos for Life and Scien- tific Discovery: Evidence for Divine Creation	Chartres Cathedral Labyrinth and STEAM: What Do They Have in Common?	The Feasibility Study: It's About More than Just the Money
	● Noe	● L Buras R	● GAndreasen L R	● S Collins	● L McLaurin A	● Lewis
11:00 am - 12:00 pm	Meet and Greet					
12:00 - 1:00 pm	Lunch (Garden Court)					
1:00 - 2:00 pm Plenary 4	● Aslan in the Academy: What C. S. Lewis Can Teach the Modern Christian Educator Louis Markos (Crystal IV-V)					
2:15 - 3:15 pm Breakout 5	Structuring Space and Time for Human Flourishing	The Winsome Instructor Teaching Well	Effort Alone will not Develop a Growth Mindset in Math	The Wonder of Existence	The Art of Math, the Art of Language, and the Love of Story: Reforming Lower School Practices	The Lean School: Pursuing Back- Office Mastery
	● G Riley L R	● G Williams	● G Chesney	● S Collins	● Reynolds & Clark	● Palmer
7:30 - 9:00 pm	Andrew Peterson Concert (Malachite Showroom)					

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Waterford	Colonnade	Bel-Air I-III	Bel-Air IV-VI	Mayfair	Addison
● The Christian Liberal Arts: An Education for True Freedom George Sanker (Crystal IV-V)					
How to Lead from Anywhere	Benefits & Principles of Integrative Teaching	Is Cultivating Virtue Wrong? Acedia and the Strange Beliefs of our Students	Plato: Understanding the Foundations of the Classical Education Tradition	Teaching Information Literacy	
● G Sharpless	● R Godwin	● L Gibbs	● Diener	● Rader	
Meet and Greet					
Lunch (Garden Court)					
● Aslan in the Academy: What C. S. Lewis Can Teach the Modern Christian Educator Louis Markos (Crystal IV-V)					
Transforming Good Grammar School Teachers into Great Ones	Executive Functioning: Supporting These Essential Skills	Modern Pressures, Ancient Practices, Space for Grace—A Chapel Theme for Christians in the Current Cultural Moment	Orthodox Hermeneutical Pre-suppositions: The Soul of Classical Christian Education	Teaching Writing in Humanities Courses	
● G McLean	● G Fougner	● Verbrugge	● R Wolfe	● L Trumbo R	
Andrew Peterson Concert (Malachite Showroom)					

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SATURDAY, JUNE 18TH

7:00 - 8:00 am Breakfast - Garden Court

8:00 - 8:15 am Announcements

	Crystal I	Crystal II	Crystal III	Crystal VI	Crystal VII	Crystal VIII
8:15 - 9:15 am Plenary 5	● The Virtue of Selfishness: Ayn Rand as Moral Atheist Collin Fredricks (Crystal IV-V)					
9:30 - 10:30 am Breakout 6	Latin Learning in the Age of Amnesia	Intellectual Character 1/2— What is it? And Why Does It Matter? The Critical Role That Intellectual Character Development Can Play in Classical Christian Education	Puzzle, Proof, and Play: A Pedagogy of Wonder for Mathematics	Wonder Leads to Worship	The Purpose and Meaning of Grades	A Better Way to Set Tuition
	● Donnelly	● G Dow L R	● G Jain L	● S Mays	● Moore	● McGee
10:40 - 11:35 am Breakout 7	The Science of Latin	Intellectual Character 2/2— Now what? How can I nurture virtuous intellectual character in my students and my school?	Finding Wonder, Work, Wisdom, and Worship in Natural Science G L R S A	Galileo, Epistemology, and Science	The Unexamined Test is Not Worth Taking: Using Assessment to Promote Introspection and Character Development	Introverts in Classical Education
	● Moore	● G Dow L R	● Jain	● S Mays	● Milam	● G Ball R
11:45 - 12:15 pm	Closing General Session (Crystal IV-V)					

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WEDNESDAY

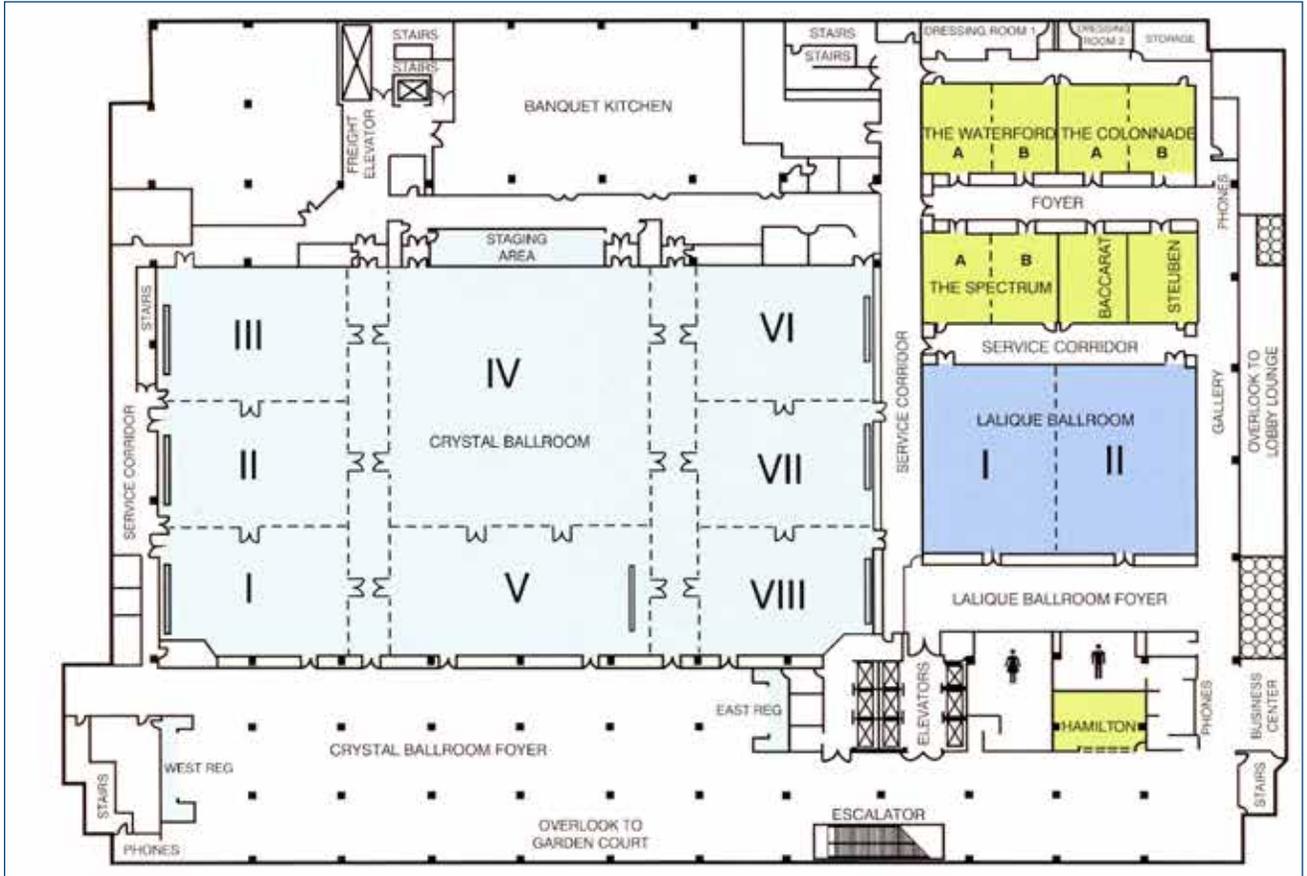
Waterford	Colonnade	Bel-Air I-III	Bel-Air IV-VI	Mayfair	Addison
● The Virtue of Selfishness: Ayn Rand as Moral Atheist Collin Fredricks (Crystal IV-V)					
Words Matter: Crafting and Communicating the Mission, Values, and Vision for Your School	Why Rhetoric is Not a Subject, Why Every Subject Needs Rhetoric, and How to Teach it	Recovering the Lost Tools of Loving: The Missing Link Between Truth and Goodness in Christian Education	Eloquence and the Progymnasmata	Teaching Sentence Diagramming as Storytelling	
● Sprague	● Kern	● A Aniol	● L Schlect R	● G McChristian	
Staying Classical: The Four Elements of a Classical Education and How They Help You Stay on Task and Keep the Vision	Why Can't They Just Sit Still? An Exploration of Dualism's Impact on Modern Education	Cultivating Spirituality and the Challenge of Digital Screen Technology	Did Rome Fall? And Other Historical Questions That We Need to Ask But Seldom Do	Movies, Culture, and Classrooms, Oh My!	
● Kern	● G Oden	● L Diener R	● L Schlect R	● L Edwards R	
Closing General Session (Crystal IV-V)					

Curriculum Key:

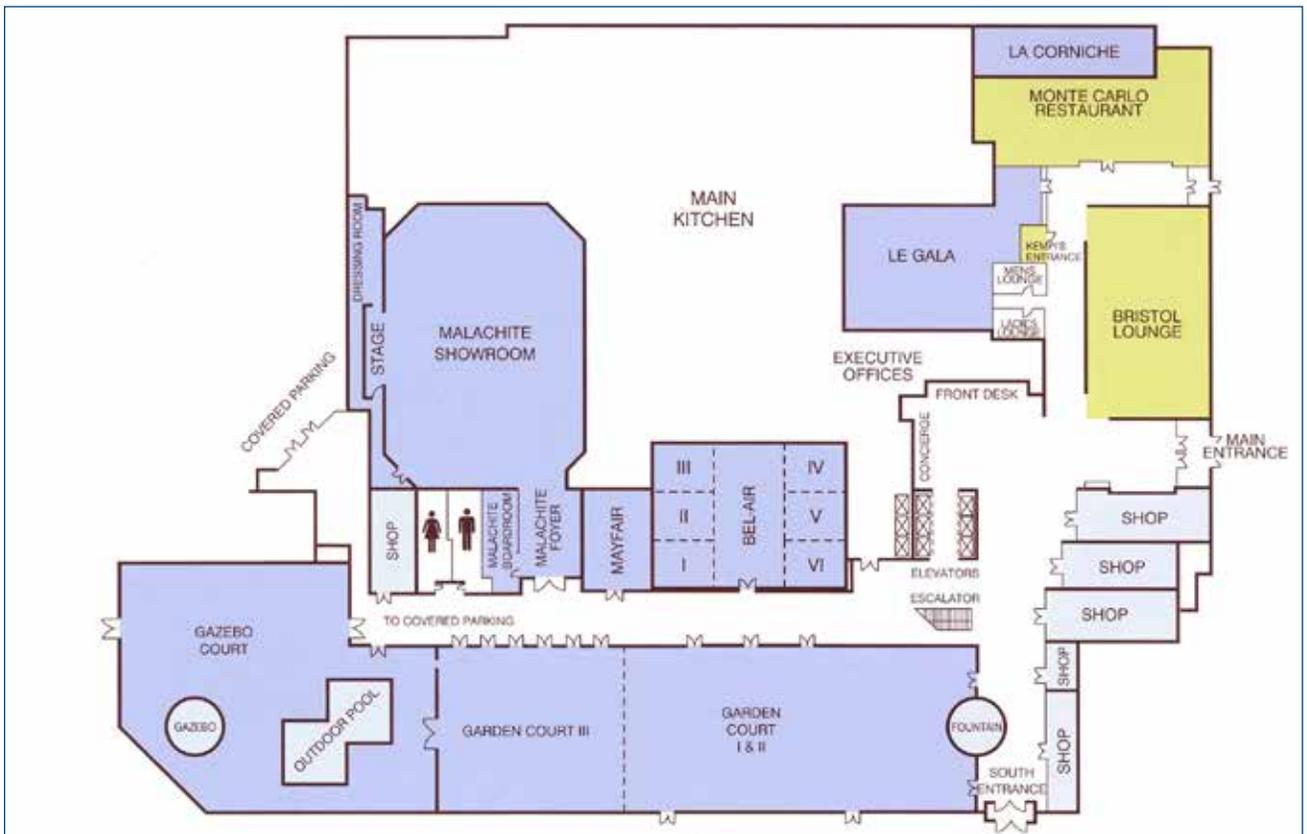
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INTERCONTINENTAL DALLAS

BALLROOM LEVEL



LOBBY LEVEL



*G*reetings and welcome to the InterContinental Hotel in Dallas for the 13th annual conference of the Society for Classical Learning. We are grateful that you are here, and hope you have a rewarding time both during the seminars and while connecting with classical educators from around the country.

We think you will very much enjoy the InterContinental Hotel, which is quite spacious and suitable for our growing conference. In particular, we think you will enjoy the large lobby area where you can meet with our vendors and enjoy impromptu conversations.

This year marks some important achievements and advancing of SCL's vision. SCL is refining and expanding the services we provide to help classical Christian education thrive. One significant achievement is the redesign of the SCL website. This comprehensive new website is bursting with new features and functions, and is easy to navigate and use. We hope you will consult the site regularly to access articles, recorded seminars, job postings, and much more. On another front, the SCL board continues to meet regularly and is in the process of implementing a strategic plan that will enable the SCL to provide increased and enhanced services. We will share more about these plans during the conference.

We are pleased this year to welcome to our main stage some remarkable people, including the artist Makoto Fujimura, the author Andy Crouch, professor Louis Markos, and the classical school leader George Sanker. We are also delighted to welcome back singer, songwriter, and author Andrew Peterson, who will again perform a concert for us on Friday evening.

At this conference, in addition to our main theme, Mission to Culture, we are extending some important themes for the renewal of classical education: art, science, and mathematics. In addition to a fine collection of breakout sessions on various topics relevant to lower school and upper school instruction, there will be several sessions on the arts, science, and mathematics. This reflects our commitment to continue the discussion and recovery of a classical approach to teaching art, science, and math.

As always, the board of the SCL is eager to engage with you in conversation, and help with any questions you may have during the conference. You will find the SCL board members eager to talk with you and share a drink or meal.

Pax Vobiscum,

Eric Cook
SCL Chair

Join the conversation ...

SUBSCRIBE TO SCL'S QUARTERLY PUBLICATION: THE JOURNAL

The Journal of the Society for Classical Learning is published three times per year and features articles by experienced educators committed to Christ-centered classical education. It offers an opportunity for members to exchange opinions, expertise, and the experiences of their schools and classrooms. Every issue includes articles focused on different areas of classical education, including administration, grammar school, middle and upper school, pedagogy and philosophy, law, and real-world school stories.

The Journal also welcomes submissions of 1,000 words or less on topics of interest to classical educators. Submissions may be sent to our editor Linney Dey at deyward@comcast.net.

Remember that the most recent edition of The Journal is available online exclusively to SCL members.



For more information and to begin your SCL Membership, visit our website: SocietyForClassicalLearning.org

Main Conference Theme: Mission to Culture

Every school must answer a few basic questions, consistently and substantively. What is the current cultural moment in which we educate? What beliefs do my students bring in the door as they engage with us? How have their hearts been shaped that might enable or deter the efforts of their Christian teachers and administrators? What beliefs or convictions do we want them to adopt?

We want to turn our attention to this group of questions this summer. This involves intentional reflection on our communal life together as a faculty and staff as well as the theological foundations that undergird our relationships. Further considerations include the way we reflect Christ to our families, providing examples and support for how they should navigate these times.

Sub-themes: Arts, Science, and Mathematics

This year we will hear from a renowned artist, Makoto Fujimura. We will also hear from an English professor (Louis Markos) and an author who has thought a great deal about how Christians can contribute to the making of culture (Andy Crouch). Once again, singer and songwriter Andrew Peterson will share his music with us. You can see, then, that we will underline the importance that art, music, and culture have as they relate to the renewal of classical education.

You will also notice that among a variety of breakout sessions, several are dedicated to art, mathematics, and science. This is not to say that we are ignoring other important topics, but it is to say that we think we need to continue a conversation about how and why we should recover art, science, and mathematics.

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The Mission and Services of SCL

The Society for Classical Learning exists to foster human flourishing by making classical Christian education thrive.

The services provided by SCL include:

- **Annual Conference** (next year in Dallas, Texas, again): Our annual conference offers an opportunity for attendees to engage, interact, and grow. This event features a variety of speakers from K–12 schools, colleges, and other organizations involved in the renewal of classical Christian education. We seek to make our conferences open and convivial, fostering collaboration and new relationships. We encourage you to join the conversation!
- **SCL Website** (www.SocietyforClassicalLearning.org): The SCL website provides numerous excellent resources and opportunities for ongoing collaboration for SCL members. It also houses archived media (such as past conference seminars) for members and visitors. The website has been completely redesigned!
- **Alcuin Fellowship of Educators**: This fellowship of educators hosts small retreats to foster collaborative friendships and to enhance our understanding of classical curricula and pedagogy. The Alcuin

Fellowship is active on www.AlcuinFellowship.com; information about the retreats is also available on the SCL website.

- **Arete Fellowship of Administrators**: This organization is a fellowship of classical school leaders that hosts small retreats in order to foster collaborative relationships, train new heads of school, and pursue excellent leadership practices. Information about the Arete Retreat is available on the SCL website.
- **The SCL Journal**: The SCL Journal is published three times year and features articles from a variety of leaders, educators, and supporters of classical education. It is both printed and distributed in digital formats (including on our website). Only SCL members receive instant access to the current version of the Journal; older versions are archived for members and visitors to our site.

Join the Society for Classical Learning!

Institutional Membership

SCL is now offering institutional membership to support the health of your whole school. Institutional members receive a discount on individual memberships for their



faculty, administrators, and Board members:

- Three editions of *The Journal of the Society for Classical Education* each year;
- Access to our newly updated and expanded website with its searchable electronic library of past Journal articles and SCL summer conference seminars;
- The ability to participate in SCL-sponsored teaching webinars and regional training events; and
- Discounted registration for the annual SCL summer conference.

Institutional members also receive resources for the health of their organization as a whole:

- Quarterly institutional “best practices” summaries for Boards and administrators;
- “Featured” status for job openings posted on the SCL Career Center page of the website;
- An invitation to the Head of School reception at the annual SCL summer conference; and
- The ability to participate in SCL-sponsored regional seminars and webinars addressing institutional concerns ranging from Board/HOS relationships, to capital campaign preparation, effective administrative structure, school financial challenges, marketing, parent relationships, and more.

If your school is interested in becoming an institutional member, we have made the process very simple. Just visit the website and follow the instructions under the “Membership” tab.

Individual Membership

An individual SCL membership is not very expensive—just \$44.95 a year. You can join this week by stopping by the SCL table or anytime on the SCL website. Members receive the following benefits:

- Immediate access to three editions of the *Journal*, which can be either read online or printed for offline reading;
- Unrestricted access to all articles (visitors can only access samples), past seminar recordings, and other media on the SCL website;
- Access to contact information of all other Society members;
- A discount on the SCL summer conference registration;
- A 10% discount on Orvieto Trip for students and teachers (see www.OrvietoProgram.com); and
- Special offers extended via email to our membership community.

SCL Board of Directors



ERIC COOK
CHAIRMAN

Eric Cook is the Headmaster at Covenant Classical School in Fort Worth, TX. He is from Lexington, KY, where he received his BA in Secondary Social Studies Education from Transylvania University. Eric taught history, civics, philosophy, and psychology for five years in two different public schools. He received his MA in Instructional Leadership from Northern Kentucky University and served as an assistant principal at a large middle school in Cincinnati. In 2006, Eric became the Middle and Upper School Head at Faith Christian School in Roanoke, VA, before becoming Headmaster at Covenant in 2009. Eric is married to his beautiful wife, Liz. They have six children: Haydon, Olivia, Grant, Cole, William, and Lincoln.



LESLIE MOELLER, JD
VICE CHAIRMAN

Leslie Moeller started the debate program for Geneva School of Boerne and is completing her fourth year as Head Debate Coach. She has coached students at the local, state, and national levels. This past year, she has had two Public Forum debate teams ranked as high as fifth in the nation. Both teams plus one Student Congress debater qualified for the 2013 Tournament of Champions. Mrs. Moeller has a BA from the University of Virginia in English Literature and Economics and a JD from Boston College. In addition to coaching debate, she has taught middle school Language Arts, Dialectic, and currently teaches Senior Thesis. She has also served on the Board of Trustees of Geneva and is serving her second term on the SCL Board.



W. KEITH NIX
TREASURER

Keith Nix is the Head of School at Veritas School in Richmond, VA. Prior to moving to Veritas in 2010, he served as Board member and then Head of School at The Westminster School in Birmingham, AL. He is an Arete Fellow and has facilitated the Arete Fellowship gatherings since 2009. He frequently consults with schools and school leaders. He is married to Kim, who is an artist, and they have three children.



PETER VANDE BRAKE, PhD
SECRETARY

Peter Vande Brake attended Calvin College in Grand Rapids, MI, where he was a four-time All-American decathlete. He went to seminary at Union Seminary in Richmond, VA, and then did his doctoral work at Calvin Theological Seminary in Grand Rapids, obtaining a PhD in Systematic Theology in 2000. He was ordained in the PCUSA in 2001. He taught, coached, and was Headmaster at North Hills Classical Academy from 1996–2010. He is a leadership consultant for the CiRCE Institute and a teacher and administrator at The Potter's House School in Grand Rapids, MI. He is a leadership consultant for the CiRCE Institute. He is married and has two daughters.



CHRISTOPHER PERRIN, PhD

Christopher Perrin is the publisher of Classical Academic Press, a consultant to classical, Christian schools and the Director of the Alcuin Fellowship. Chris has taught at Messiah College and Chesapeake Theological Seminary and served as Headmaster of Covenant Christian Academy in Harrisburg, PA, from its founding in 1997 until 2007. He received his BA in history from the University of South Carolina, his MDiv from Westminster Theological Seminary in California, and his PhD in Apologetics from Westminster Theological Seminary in Philadelphia. Chris is the author of several books on classical, Christian education. Chris and his wife, Christine, live in Camp Hill, PA, with their three children.



BRAD RYDEN

Brad Ryden is the Head of School at Geneva School of Boerne, TX. Prior to taking the position at Geneva in 2006, Brad served as the Head of School at the Covenant School in Dallas. Brad and Becky, a middle school English teacher at Geneva, have been married for 26 years and have four children. Brad is a member of Trinity Presbyterian Church (PCA) in Boerne.



RIM HINCKLEY

Rim Hinckley is a founder of The Geneva School of Manhattan, which started in 1996. She served as a founding Head of School from 1996—2002 and returned to the role of Head of School in 2011. Currently, she serves on the Board of Messiah College as a treasurer. She has served on the Board of PAVE Academy, charter school in Brooklyn, Hope for New York, and Socrates in the City. Rim and her husband, Carter, are active members at Redeemer Presbyterian Church and live in Manhattan with two sons.



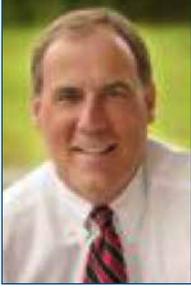
ROD GILBERT

Rod Gilbert serves as the Head of School at Regents School of Austin. He was the Head of Upper School for four years, and then he became the Head of School five years ago. Prior to his start at Regents, he was the founding Assistant Headmaster of Trinity Academy of Raleigh in North Carolina. He and Angie have two children at Regents School. Over the last nine years, Rod has addressed educators in workshops, conferences, and national association meetings. When he is not working with Regents, you may find his family tending their Alpine dairy goats. They tend the goats, and enjoy delightful milk and cheese. In formal training he completed a BS in Economics and an MDiv. Currently he is completing requirements toward a PhD in Education.



RUSS GREGG

Russ Gregg is the co-founder and Head of School of Hope Academy, a K–12, Christ-centered, classical school, serving the urban poor of Minneapolis. A graduate of the University of Wisconsin—Madison, Russ is an elder at Jubilee Community Church, and of his many responsibilities, he regards none as more important or more satisfying as teaching the Scriptures each week to his little flock of 120 six- and seven-year-olds at Hope Academy. Russ and his wife, Phyllis, have lived in the inner city of Minneapolis for 21 years and raised three adult children.



ROBERT F. INGRAM

Robert Ingram is the Headmaster of The Geneva School, Orlando, and is in his 10th year as Head of School. Previously he served as a Founding Board member of Geneva and Chairman of the Board for eight years. Bob is a graduate of The College of Wooster (Ohio), Pittsburgh Theological Seminary (MDiv and ThM) and Geneva College, PA (Masters of Higher Education). He is an ordained minister in the Presbyterian Church in America, having served in several pastorates and was the Senior Vice-President of Ligonier Ministries from 1986—1995. Bob consults for numerous classical schools and is former Chairman of The Society for Classical Learning.



GEORGE SANKER

George Sanker currently serves as Headmaster of The Covenant School in Charlottesville, VA. George has worked in education since 1996 and served as the principal of two charter schools in Washington, DC, and Longmont, CO. He started his career in education working in private Christian schools, where he was a history and theology teacher for middle and high school students. George graduated from Colgate University with a BA in political science. After Colgate, he served his country as an officer at the Central Intelligence Agency, where he specialized in analyzing data pertaining to Southeast Asia. He also received a MA in Religion from Reformed Theological Seminary. George is currently ABD in sociology at the University of Virginia. He and his wife, Jeannette, live in Charlottesville with five of their children.



JASON EDWARDS, PhD

Jason Edwards is an associate professor of history at Grove City College. He serves as a fellow with The Center for Vision & Values as well as a Lehrman Scholar and Salvatori Fellow for the Intercollegiate Studies Institute. Edwards co-authored the book *Ask the Professor: What Freshmen Need to Know 2.0* (TDH Communications, 2012) and has published writings in a variety of newspapers and journals including the *Washington Times*, *University Bookman*, and *Touchstone*. Edwards received a BA in history from Asbury College, his MA in history from the University of Kentucky, and his PhD in the history and philosophy of education from the University of Kentucky.

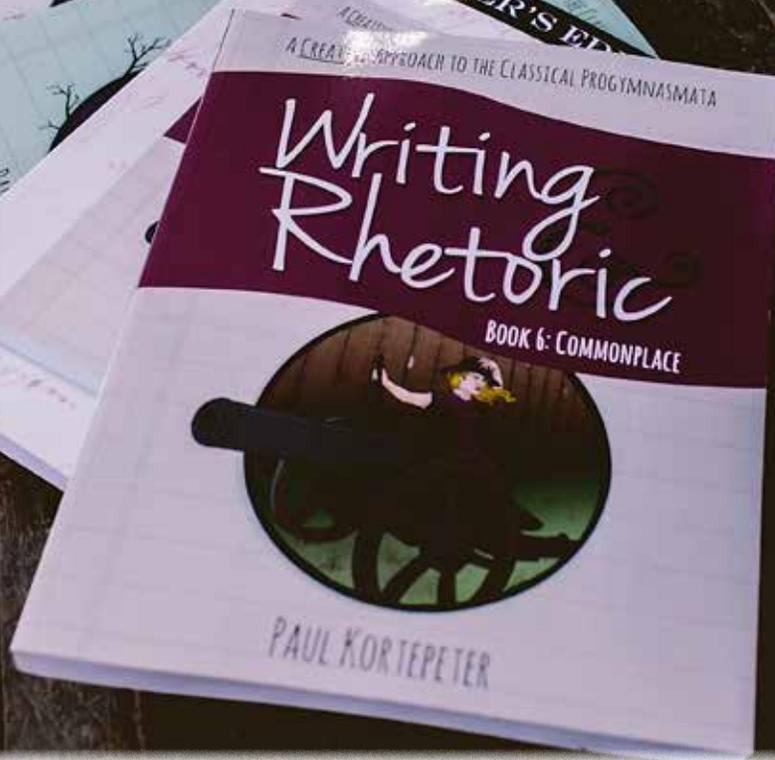


ALISON MOFFATT

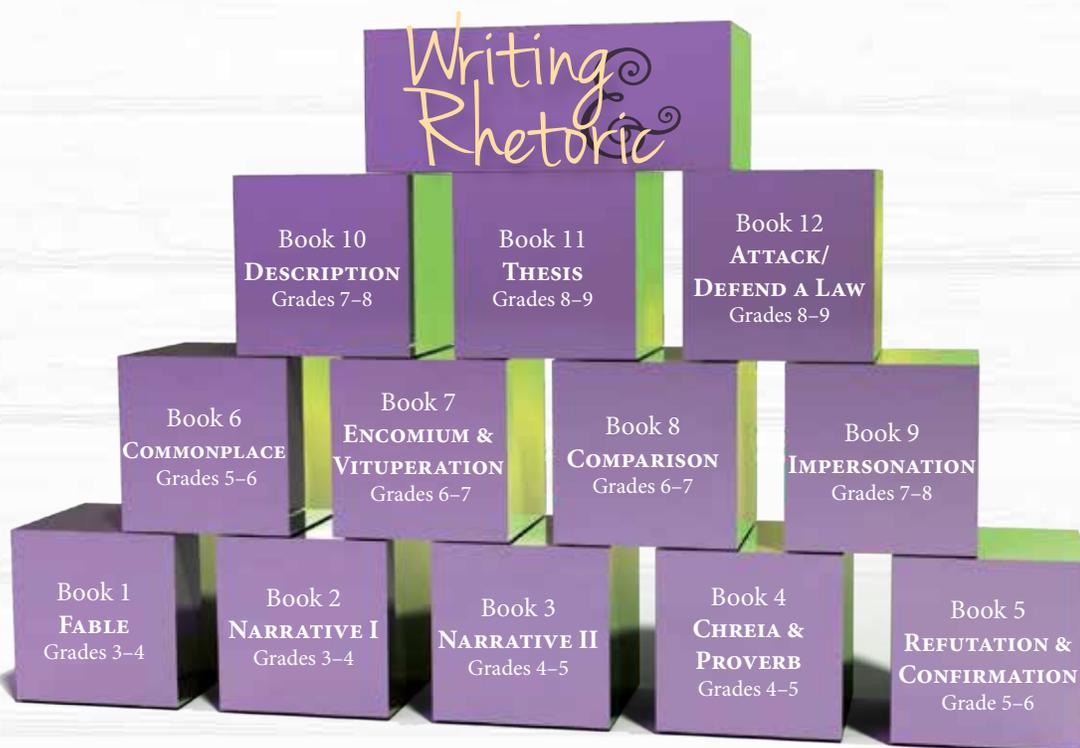
Mrs. Moffatt has served as the Head of Live Oak Classical School for 10 years. She was one of the founders of Live Oak, which is now the largest private secondary school in Waco. She graduated summa cum laude from Baylor University with a BA in English and from Texas A&M with an MEd in Education Administration. Mrs. Moffatt previously worked as the Assistant Director of Admissions at Rice University and taught leadership and student development classes at Dallas Baptist University and the University of Dallas. She has been a member of the the Texas Christian Athletic League board and is an active member in the Texas Colloquium. Allison is married to a surgeon, Todd Moffatt, and has four children: James, David, Philip, and Katherine.

Classical Academic Press

Classical Subjects Creatively Taught



“True ease in Writing comes
from Art, not Chance,
As those move easiest who
have learn’d to dance.”
—Alexander Pope



The Seminar Curriculum

We have organized all the seminars into a larger curriculum, with all seminars placed along a “course” according to a track (area of study). We have done this so that attendees can better assess what seminars will serve their ongoing training in classical education. Each year, we plan to offer seminars by track, so that year-by-year, you can systematically grow your understanding and skill. See below for our description of the tracks and how to locate them by color in the schedule.

We also have created a set of icons to serve as a key for locating particular kinds of seminars within our Curriculum

& Pedagogy track. The key is included below, represented by small icons wherever a Curriculum & Pedagogy seminar is listed. You can also find this key at the bottom of the schedule pages for easy reference.

G – Grammar
L – Logic
R – Rhetoric
S – Science
A – Arts
Ex – Exhibition

History & Philosophy

We seek to implement the tradition of classical Christian education that was practiced for centuries before we arrived on the scene. Therefore, we continue to study the history and philosophy of this educational tradition.

Community & Culture

We seek to create a community of Christian love in our schools that enables the classical curriculum and training to take root in human lives and grow. Therefore, we study how to grow and preserve community and culture.

Curriculum & Pedagogy

We seek to teach the classical curriculum to students from ages 4 to 18. Therefore, we continue to study what the curriculum is and how it liberates and cultivates human beings; we also study how to teach it.

Advancement, Marketing & Communication

We seek to inform our local communities of the offerings of our schools and also encourage and inspire those already in our schools. Therefore, we study how to best fund our schools, and how to best promote and communicate the mission of our schools to others.

Administration & Leadership

We seek to serve, lead, and administer our schools as both businesses and ministries. Therefore, we study the character, training, and tools that leaders need to serve and support teachers, students, parents, and all school staff.

Kind of Seminar

G L R S A Ex

PLENARY PRESENTATIONS



Recovering Our Creative Calling
Andy Crouch

Andy is the author of *Playing God: Redeeming the Gift of Power*, published in October 2013. His book *Culture Making: Recovering Our Creative Calling* was named one of the best books of 2008 by *CT*, *Publishers Weekly*, *Relevant*, *Outreach*, and *Leadership*—as well as receiving a shout-out in Lecrae’s 2014 single “Non-Fiction.” In December 2012 Andy became executive editor of *Christianity Today*.



Culture Care
Makoto Fujimura

Makoto Fujimura, recently appointed Director of Fuller’s Brehm Center, is an artist, writer, and speaker who is recognized worldwide as a cultural shaper. A Presidential appointee to the National Council on the Arts from 2003—2009, Fujimura served as an international advocate for the arts, speaking with decision makers and advising governmental policies on the arts.



The Christian Liberal Arts:
An Education for True Freedom
George Sanker

George Sanker has served as Headmaster of The Covenant School since 2011. Working in education since 1996, George has served as principal of two charter schools in Washington, DC and Longmont, CO. George graduated from Colgate University with a BA in Political Science. He also received an M.A. in Religion from Reformed Theological Seminary. George and his wife, Jeannette, have seven children.



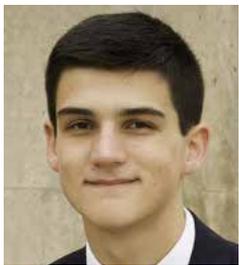
Aslan in the Academy: What
C. S. Lewis Can Teach the
Modern Christian Educator
Louis Markos

Louis Markos holds a BA in English and History from Colgate University and an MA and PhD in English from the University of Michigan. He is a Professor of English and Scholar in Residence at Houston Baptist University, where he teaches courses on British Romantic and Victorian Poetry and Prose, the Classics, C. S. Lewis and J. R. R. Tolkien, and Film.



Concert
Andrew Peterson

For more than twenty years now, Andrew Peterson has been about the business of quietly changing lives in four-minute increments. In the city of Nashville where music is an industry in the same way fast food, generic greeting cards, and bumper stickers are industries, Peterson has forged his own path, refusing the artistic compromises that so often come with chasing album sales and radio singles and creating instead a long line of songs that ache with sorrow, joy, and integrity, and that are, at the end of the day, part of a real, ongoing, human conversation.



The Virtue of Selfishness: Ayn
Rand as Moral Atheist
Collin Fredricks

Collin Fredricks graduated from Covenant Classical School in Fort Worth. During his time there he enjoyed competing with the Mock Trial team, playing basketball and serving as the Wilberforce House captain. Collin will attend the University of Texas at Austin this fall, studying in the Business Honors and Plan II honors programs.

SEMINAR TITLES AND ABSTRACTS

<p>'Tis not for you to reason why, just invert and multiply...Not anymore! <i>Janet Andreason</i></p>	<p>This workshop will examine how students can make sense of fraction division using context. Come explore fraction division in ways you never thought possible. Focusing on conceptual development of the meaning of fraction division makes invert and multiply as well other viable procedures come alive and make sense. Applications to the classroom will be included as well as tools to support learning this important concept.</p>
<p>Creating a 9th-grade Narrative: Forging connection between Biology and English through the cardinal virtues <i>Robbie Andreason and Sarah Madsen</i></p>	<p>This past year, ninth-grade teachers Sarah Madsen (English) and Robbie Andreason (Biology) worked together to connect their classes through the four cardinal virtues. Their persistent goal is for students to understand that life is a story written by God, and that as such, there is an inherent pattern connecting literature and the sciences—these are not to be considered mutually exclusive. Come hear about how they have found points of integration and are implementing plans to help students see connections between biology, <i>Beowulf</i>, Dante's <i>Inferno</i>, and <i>The Lord of the Rings</i>. They will discuss combating scientism, mutual exclusivity of subjects, and simplistic world views. Robbie and Sarah will share their strategies, setbacks, successes, and designs for improving what they have started.</p>
<p>Recovering the Lost Tools of Loving: The Missing Link Between Truth and Goodness in Christian Education <i>Scott Aniol</i></p>	<p>Douglas Wilson's 1991 <i>Recovering the Lost Tools of Learning</i> in classical Christian education enjoys continued growth to this day. Since that time, much has been written about the conservation of the Judeo-Christian liberal arts tradition of academics. Classical teaching methods and curricula have been emphasized as tools to help children learn how to think logically and biblically about the world. However, how do we teach our children to not only know what is lovely but also to love what is lovely? In this session, Dr. Aniol will discuss the Judeo-Christian tradition of Beauty, or rightly ordered loves, as the missing link between right thinking and right action, in order to teach our children to be complete Christians in mind, will, and emotions.</p>
<p>The Good Man Reading Well <i>Heather Arabie</i></p>	<p><i>The Scarlet Letter, Moby Dick, The Odyssey</i>...some of the most cherished and challenging literature in history. Knowing that our students will one day read these texts, how do we begin to prepare children in the Grammar stage? This presentation will provide an overview of the "why and how" of teaching children to read in the Grammar grades.</p>
<p>Introverts in Classical Education <i>Kathryn Ball</i></p>	<p>Producing "the good man speaking well" is one of the primary goals of a classical education. But what if your students don't like speaking... at all? Join us for a discussion of the differences that make introverts valuable contributors to any class and some strategies for supporting your introverted students from the experiences of a junior humanities instructor.</p>
<p>Falling in Love with Words: Or, How to Read a Poem <i>Christopher Benson</i></p>	<p>To really fall in love with words, a Christian teacher of poetry must first be in love with the Word, that is to say, Jesus Christ – the poet par excellence. Right belief (orthodoxy) about the Word precedes and pervades a right practice (orthopraxy) of studying words. For an exercise in slow reading, we will surrender ourselves to Robert Frost's poem "Stopping by Woods on a Snowy Evening," paying loving attention to its form and content.</p>

SEMINAR TITLES AND ABSTRACTS

<p>Can Classical Schools Nip Freshman Relativism in the Bud? Todd Buras</p>	<p>Freshman relativism is a well-known phenomena to anyone who teaches philosophy to college students. Students arrive at college reflexively treating moral questions in relativistic terms. They have no problem saying that they would never engage in certain behaviors. But they quickly add that they would never judge those who do engage in the behavior. “What’s wrong for me may be right for them; it all depends on our perspective.” Our culture—and in particular our primary and secondary schools—are not remaining neutral with respect to moral outlooks. They are inculcating a deeply relativistic outlook. Moral relativism is part of the mental luggage virtually every freshman brings to college. Can classical schools do better? In this workshop, I would like to explore how they can, and why it is so vital that they do so vigorously. Drawing on my own experience in the classroom, I will touch briefly on some of the obvious philosophical flaws of freshman relativism. Turning to Leslie Newbign and Alasdair MacIntyre, I will identify and critique those features of our culture that support freshman relativism. I will finally draw on Plato and St. Thomas to explore some of the resources needed to overcome the culture that produces freshman relativism. The central idea of the workshop is to distinguish wisdom questions and knowledge questions, and teach students the appropriate methods and reasonable expectations for the pursuit of wisdom.</p>
<p>Using Argument Maps to Develop Argumentation Skills Bryce Carlisle</p>	<p>Students’ ability to design and understand their arguments can improve by teaching the relatively simple skills of argument mapping. While dozens of software programs such as Rationale and Augumentative make applying this skill relatively easy, teachers and students can apply simple rules with blank pieces of paper and colored pencils to practice the process of mapping and improve the skills of critical reflection while constructing one’s own or analyzing another’s argument. This workshop will give a brief overview of the history and key ideas behind argument mapping, and will be practically oriented to equip teachers with a useful tool for helping their high school—aged students develop critical thinking and argumentation skills. Students working on their senior theses, debate team participants, mock trial participants, and students just trying to write a well-crafted essay will all benefit from practicing with argument maps.</p>
<p>Effort Alone Will Not Develop a Growth Mindset in Math Patti Chesney</p>	<p>Carol’s Dweck’s book <i>Mindset</i> has revolutionized classrooms across the country. But in an effort to get on the bandwagon, many people have mistakenly associated effort alone with a growth mindset. In this session we will explore best teaching practices to develop and maximize the benefits of a growth mindset in teaching mathematics.</p>

SEMINAR TITLES AND ABSTRACTS

Beauty in the Classroom: Creating an Aesthetically Pleasing Environment to Cultivate Learning

Abigail Clevenger

Classical schools love to talk about beauty. Too often, however, the never-ending tasks of teaching and nurturing students leave little time and energy left over to devote to the display of beauty in classroom spaces. Or often teachers lack tools, ideas, and inspiration to beautify their classrooms. Why should we consider beauty in our physical classroom spaces? Why have we at Immanuel Lutheran School invested so much time and effort into beautifying our walls and desks and windows? To answer those questions philosophically: Beauty matters. Beauty points us to transcendent truth, stirring the soul in a unique and powerful way toward what is good. God created a beautiful world, and we share in that beauty-creating capability and desire. The material world also matters. Because of the resurrection and the hope of a new heavens and new earth, it matters profoundly how we care for our bodies and the physical environment. We are given the task to shape our environments. The physical spaces around us are not wholly “neutral.” Spaces shape and teach us something and ideally should point us to knowing God more fully. If beauty and the physical world matter, then our classroom spaces matter deeply. Most schools, classical and mainstream, fall short in realizing the importance of learning spaces and articulating a purpose for classroom beautification. We have an incredible opportunity to introduce our students to beauty in what they experience in our classrooms. The beauty or lack thereof in our classroom will shape our students, whether we realize it or not. We should intentionally be crafting physical spaces that reflect our principles and help mold the aesthetic sensibility of our students. What does beauty in the classroom look like, practically? There have been numerous educational studies and research done regarding the impact of classroom design on the learning of students. In addition, many classical schools have ventured into thinking intentionally about beautiful spaces. First, we must remember that the teacher is the center of the classroom—not the student. Thus the teacher teaches, not the walls. Walls should not be filled with distracting images, too many bright colors, or excessive teaching materials. Indeed, the sinister philosophy of progressive education is at play here: the typical American classroom covered with tons of colors and cartoons and “dumbed down” images and motivational posters serves to distract from true learning and creates an overall sense of “edutainment” rather than teacher-directed inspiration toward what is good, true, and beautiful. Our walls should reflect just that: what is true, good, and beautiful. Beauty in classical schools need not be restricted to “old things”: Roman columns, Renaissance paintings, illuminated manuscripts (though we tend to love this style!). There is much room for the expression of individual taste, creativity, and diversity of theme while still adhering to objective standards of beauty. Lastly, as we beautify our physical spaces, we also remember that we are stewards of creation and therefore of the physical spaces we inhabit. So we should be frugal and wise and take good care of our resources and spaces.

SEMINAR TITLES AND ABSTRACTS

<p>Building Relationships to Empower and Equip Discerning, Articulate Leaders <i>Leslie Collins</i></p>	<p>Children are designed to learn new languages through experiences and vocabulary that are familiar to them. The Bible has revealed what we need to know about the world around us, about God, and about others; it does the same for children, whom God calls a heritage (Psalm 127:3). As we speak to children, through experiences and words that they can understand, we will be helping them to mature in their understanding of their ever-present Shepherd (Colossians 1:28). We start by developing trust with them, incarnating the Gospel in tangible ways. Constant, faithful, intergenerational dialog in the context of meaningful traditions such as rituals, feasts, and celebrations were the center of the Hebrew culture and these should be the center of our school culture as well. As we layer language year by year, we equip our students to become discerning, articulate followers of Jesus Christ. We must also empower them to become leaders in their spheres of influence. When properly equipped, they will rise to the challenge and surprise us with their insights in effecting cultural change.</p>
<p>The Wonder of Existence <i>Robin Collins</i></p>	<p>With the rise of science, many have lost their sense of awe and wonder about the world, often restricting it to the “miraculous.” Yet studies have shown that awe and wonder result in remarkable psychological and physical benefits, with one leading researcher saying that these benefits are themselves a cause for wonder. Further, the realization of the miraculous, awe-inspiring nature of the universe lays the groundwork for worshiping God in everything we do. In this talk, I will show how the fundamental order of the universe, particularly as discovered by modern physics, should be a continual cause for awe and wonder, something I have often experienced at a visceral level in my own studies of the cosmos. Every day is truly a miracle.</p>
<p>The Fine-Tuning of the Cosmos for Life and Scientific Discovery: Evidence for Divine Creation <i>Robin Collins</i></p>	<p>According to recent findings in physics, almost everything about the basic structure of the universe is finely tuned for life to occur. For example, if the gravitational attraction between fundamental particles as given by Newton’s gravitational constant G were one part in a billion, trillion, trillion times stronger, intelligent life forms such as us could not exist anywhere in the universe. Similar things can be said about the strength of the strong nuclear force, the strength of the electromagnetic force, the masses of the proton and neutron, and other features of the universe. I will show how this fine-tuning constitutes strong evidence for the existence of God. I will also briefly present the ways in which the universe is fine-tuned so that we can do science, and the profound implications of this fine-tuning.</p>
<p>Plato: Understanding the Foundations of the Classical Education Tradition <i>David Diener</i></p>	<p>Plato is one of the principal founders of the Western intellectual tradition, and his understanding of education has had a profound impact on the development of educational theory and practice around the world for nearly two-and-a-half millennia. The study of his views is thus of great benefit, both as a means of examining fundamental questions about the nature of education addressed in his work, and also as a means of better understanding the historical roots of the Western educational tradition. This seminar offers an introduction to Plato’s educational thought by examining the historical and educational context in which he lived, his understanding of the nature and purpose of education, his proposal for a program of education, and some contributions that his thought has for our own educational thought and practice in the 21st century.</p>

SEMINAR TITLES AND ABSTRACTS

<p>Cultivating Spirituality and the Challenge of Digital Screen Technology <i>David Diener</i></p>	<p>Digital screen technologies are playing an ever-increasingly present role in our lives and the lives of our students. While such technologies have many benefits, they also pose a number of significant challenges to the cultivation of spirituality. In this seminar, we will begin by considering some important truths about the nature of any technology. We then will examine three key aspects of cultivating a spiritual life that are uniquely challenged by digital screen technologies: solitude, contemplative silence, and engagement with reality. Finally, we will address a number of practical methods that we can use to help our students and ourselves navigate these challenges.</p>
<p>Teaching Grammar School Literature with a Rhetorical Lens <i>Colleen Dong</i></p>	<p>This session desires to look critically at the unity of the Trivium. Rhetoric in the Grammar Stage does not only mean oral presentations. It will challenge this notion and ask the question, how can we give rhetoric a proper seat in each classroom? This session focuses on the Rhetoric of Fiction, laid out by Wayne C. Booth in his book <i>The Rhetoric of Fiction</i>. It takes the principles found in that book, as well as from other scholars in the field of rhetoric, and applies them to K—6 classrooms. This session will discuss the rhetorical lens that can be applied to lessons surrounding fiction and will give intentional questions to ask and discussions to employ in order to prime the pump for future rhetorical analyses. The focus of the seminar will be on the narrator and the impact on a story because of the specific narrator chosen by the author. The instructor will also give two examples of how to employ these principles and tactics in the classroom in order to create a rich environment around reading. It will give an example through a short story and a picture book.</p>
<p>Latin Learning in the Age of Amnesia <i>Phillip Donnelly</i></p>	<p>Although many classical educators readily acknowledge the importance of the verbal and mathematical arts, there is often less confidence about the importance of studying Latin. Is Latin really essential to a Christian education in today's cultural context? One difficulty with most arguments for the study of Latin is that they present it as a means to something that can also typically be achieved by other means—whether an improved vocabulary, cultural literacy, a better SAT score, or an improved ability to learn modern languages. Are there any benefits that come only through knowing Latin? I suggest that there are; however, those benefits are hidden from us because we typically suffer from an amputated imagination. Only by addressing this failure of imagination can we begin to understand why Latin is crucial for a Christian education that aims to prepare students for wise action in the so-called “age of information.” This presentation first explains how the study of ancient (rather than modern) languages is uniquely suited for Christian education based on the verbal arts. We shall then consider how Latin is unique among ancient languages in that it equips students to practice intellectual leadership in any area of modern human inquiry. These practical benefits are not obvious to us, I suggest, because we inhabit the “age of amnesia,” which systematically obscures from us the relevance of the past in almost every aspect of our daily lives.</p>
<p>Intellectual Character 1/2—What is it? And why does it matter? The critical role that intellectual character development can play in classical Christian education <i>Phillip Dow</i></p>	<p>The concept of intellectual character has strong biblical and classical roots, but until very recently has been largely ignored or missed by modern education. In this session, Phil Dow will define “intellectual character,” describe its potentially transformative impact on learning and life, and argue that the pursuit of virtuous intellectual character needs to be a fundamental aim of Christian education.</p>

SEMINAR TITLES AND ABSTRACTS

<p>Intellectual Character 2/2 - Now what? How can I nurture virtuous intellectual character in my students and my school? <i>Phillip Dow</i></p>	<p>Let's say that we have a clear understanding of what intellectual character is, and agree that it matters. Now what? In this interactive session, using examples from Rosslyn Academy, Phil will facilitate a dialog surrounding some simple and practical ways in which teaching for intellectual character can become a part of your classroom and school culture.</p>
<p>Movies, Culture, and Classrooms. Oh My! <i>Jason Edwards</i></p>	<p>Few things determine the culture of America more than movies. Though most parents and teachers have considered (and undoubtedly lamented) the impact Hollywood has had on cultural mores, it would be easy to miss how movies set equally dangerous expectations for schools. This seminar will bring to light both the overt and hidden ways films affect the classroom, so that teachers can mitigate this powerful medium's message.</p>
<p>Sustainability and Three Financial Levers <i>Charles Evans</i></p>	<p>There's a lot we can't control about the financial and economic environments around our schools. Within our schools, though, three critical aspects can be managed to greater effect. This workshop explores the impact of a revenue-based planning paradigm that is increasing the value of schools to parents, stimulating enrollment growth, and motivating donors to be more generous. Working together, the three levers may be the best path toward sustainability and the prosperity of the classical mission in the next generations.</p>
<p>The Clean Sea Breeze of the Centuries: Literary Experience as Perspective on Culture <i>Jeremiah Forshey</i></p>	<p>One of the primary benefits of reading literature is that it allows us to inhabit another person's experiences, to see the world through other eyes, and to perceive it with other minds, and in so doing, broaden our own limited experience of the world. In particular, C. S. Lewis says that in reading "old books," we can temporarily view our own culture from outside its assumptions and blind spots. In literary experience, especially the experience of "old books," we have the powerful and rare opportunity to gain an outside perspective on our own contemporary culture, and so to know it and ourselves more fully. The purpose of this session is to model and discuss the benefits of opening the first day of a humanities class with an excerpt of Lewis's essay, "On the Reading of Old Books," in order to give students an elevated sense of purpose in their reading and to establish a central metaphor—Lewis's "clean sea breeze of the centuries"—that class discussions will frequently return to as they compare the older cultures the class reads about with our own. Secondly, the session will offer brief observations on a belief and a practice that students bring from our culture into the classroom: the belief that individual choice is the highest good and the practice of reflexive irony.</p>
<p>Triangulating Community Outreach, Parent Education, and Professional Development: The Great Conversations Series at Covenant Classical School (Ft. Worth, TX) as a Case Study. <i>Marcus Foster</i></p>	<p>This seminar will develop the Great Conversations Series at Covenant Classical School as a case study. Specifically, we will discuss how seminars, lectures, and reading groups hosted at CCS have attempted to draw parents, teachers, and even their friends beyond our immediate school community together in a positive experience of our school's classical, Christian curriculum and pedagogy. Our hope is that our successes and failures would prove helpful to other schools endeavoring to (re)launch similar programs. The seminar will conclude with Q & A, especially aimed at exploring other schools' attempts at similar programs.</p>

SEMINAR TITLES AND ABSTRACTS

<p>Executive Functioning: Supporting These Essential Skills <i>Louise Fougner</i></p>	<p>Organizational skills, impulse control, attention, and working memory are all part of a broader term: executive functioning. This workshop is for classroom teachers as well as educational therapists who work with students with ADHD or specific learning disabilities. We will explore the eight essential skills of executive functioning and how these skills relate to learning. Practical suggestions will be shared on ways to support your students who struggle with organizational skills, impulse control, weak visual and auditory memory skills, self-monitoring, and planning and prioritizing.</p>
<p>Leisure and Student Culture <i>Mo Gaffney</i></p>	<p>Inspired by Zechariah 8:5, “And the streets of the city will be filled with boys and girls playing in its streets.” Dr. Mo Gaffney, an educator and mother of four children, began research on the importance of homework when her children spent hours each evening completing assignments while in grammar school. What happened to playing outside in God’s creation? She continued additional research in her classroom making observations noticing a difference in her students and her lessons depending on the amount of homework assigned the previous evening. Upon becoming a principal, she considered the importance of leisure on the grammar school day. This presentation will share the journey of five years of adjusting the daily schedule as well as changing the homework policy at The Covenant Lower School and the incredible transformation that took place as a result of these changes.</p>
<p>Is Cultivating Virtue Wrong: Acedia and the Strange Beliefs of Our Students <i>Joshua Gibbs</i></p>	<p>Acedia is not a well-known sin in our day, not because we have overcome it, but because it is nearly omnipresent and has accordingly become invisible. Acedia is spiritual sluggishness, a dullness of soul. It is the sin that makes young men sing hymns in a mediocre fashion. It is the sin that makes young women think vanity is an acceptable quality of youth. Acedia is a disbelief that spiritual struggle ever pays off. Acedia whispers that no tradition deserves our undivided respect, and that anything and everything may be suddenly and boringly called into question. How can a sin so common be bested? Only by way of the cruciform lectern. Come and hear.</p>
<p>Benefits and Principles of Integrative Teaching <i>Christine Godwin</i></p>	<p>One of the fundamental insights of classical education is that knowledge is unified, and yet the way many of us teach treats subjects like history and literature as though they are distinct by separating them into two different classes. Whether you teach these classes separately or you teach Humanities in one “block,” it is possible to successfully integrate the content of the two disciplines if teachers are willing to collaborate on aligning them as closely as possible. This allows for students to gain a fuller understanding of the “story” of whichever time period you teach. In this workshop, we present the benefits of integrative teaching, offer practical advice on how to achieve alignment (drawn from our own experience working together), and conclude with some principles for successful collaboration across disciplines.</p>
<p>Upper School Culture Isn’t for Sissies <i>Rachel Greb</i></p>	<p>Creating and maintaining a healthy upper school culture takes hard work and engagement from staff, parents, and students. From starting a House system to having an Honor Code, to homecoming to athletics, the upper school culture trickles down to the lower school and the direction of the leadership sets the tone. This will be part presentation, and part discussion for ideas on how to make your upper school culture thriving, Christ-honoring, and fun.</p>

SEMINAR TITLES AND ABSTRACTS

<p>Technology in the Classical School Classroom <i>John Heaton</i></p>	<p>Technology tends to promote access to information for larger and larger groups of people, and contributes to the overall well-being of individuals and communities. Thus, technology is a sociological force with results that can be demonstrated, if not accurately measured. In the last 75 years, technology has been viewed by educators with narrower, but higher hopes. This session shows that professional educators tend to embrace technical modalities with somewhat utopian hopes for learning, a particularly unique sociological outcome. The data show that technology consistently fails to affect or effect learning; moreover, educators and policy makers often promote technologies in the classroom that have negligible positive effects, or even negative effects upon students. It is increasingly evident that technology is deployed in ways that are consistent with any number of theories of child development, learning, and epistemology. This suggests that technology is not leading a revolution in learning, but is, paradoxically, trailing in the wake of dominant educational theories.</p>
<p>Winning the War for Talent <i>Robert Ingram</i></p>	<p>“Winning the War for Talent” may be a catch phrase in for-profit business jargon, but it ought also be a strategic goal in the hiring practices within our schools. Securing leadership talent is singularly important. If the maxims are true that “the faculty is the school,” and that a school is “a faculty of friends who love pursuing the truth,” then it is imperative that we discover, qualify, recruit, hire, develop, retain, and reward faculty and administrators who can forward the school’s mission. We will discuss hiring (and firing) practices, the crucial role of proven “emotional intelligence” in those who are hired; the role of experience; the value proposition of being willing to pay salaries that attract top leadership; and ensuring that the missional alignment is evident between staff and school.</p>
<p>Harpooner’s Calm <i>Robert Ingram</i></p>	<p>Herman Melville describes in <i>Moby Dick</i> the frenzied mad dash across the wine-dark sea as whalers strained with every muscle fiber to chase a whale to its death. During what could be hours-long chases, the oarsmen labored while the harpooner calmly reserved his strength for the moment he would unleash his deadly dart. His focused concentration enabled him to achieve the success of the chase. And then this sentence from Melville: “To insure the greatest efficiency in the dart, the harpooners of this world must start to their feet out of idleness, and not from out of toil.” As leaders we are harpooners; we either lead from frenzy and the tyranny of the urgent, or we lead from calm. Missional success hangs in the balance if as leaders we are exhausted and fatigued by “the chase.” Somehow it is always a temptation and seemingly more compelling to assume the work of the oarsman, laboring mightily in the cause at hand, giving our energies first to this, and then to that. What would our leadership look like if we practiced the “Harpooner’s Calm”?</p>
<p>Must Academic Rigor Lead to Rigor Mortis? How to Engage Your Students Through Classical Methods and Active Participation <i>Allison Jackson</i></p>	<p>Classical education need not be stodgy or strictly lecture-based. Children (and adults!) benefit from a variety of instructional strategies and learning methods. Students can think deeply and stay engaged when they have the opportunity to play with ideas, to move to learn, and to articulate their understanding along the way. This practical workshop will equip you with creative, classical tools to take back to your classroom. Veteran teachers: come share your ideas and refresh your toolkit. Just getting started? Here we go!</p>

SEMINAR TITLES AND ABSTRACTS

<p>Finding Wonder, Work, Wisdom, and Worship in Natural Science <i>Ravi Jain</i></p>	<p>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 and teaching along the narrative of discovery in conversation with biblical thought can cultivate a wisdom that culminates in worship.</p>
<p>Puzzle, Proof, and Play: A Pedagogy of Wonder for Mathematics <i>Ravi Jain</i></p>	<p>Most math teachers love mathematics and one of their greatest desires is to nurture a similar love in their students. But more often than they might like, the structure of the mathematics curriculum seems opposed to the cultivation of this wonder in mathematics. This workshop will explore how teaching math through a pedagogy of puzzle, proof, and play can help recover this wonder and cultivate wisdom. In the Laws, Plato said that free-born boys should learn simple mathematical calculations adapted to their age, put into a form such as to give amusement and pleasure as well as instruction. As it turns out, a pedagogy of wonder for mathematics, in addition to being fun, is also eminently classical.</p>
<p>The Sophistry of American Education <i>Steven Jones</i></p>	<p>The purpose of this workshop is to discuss a key feature of American education and how it can be dangerous to those seeking to educate according to the classical model. Many have commented on the causes of the failing education system in America: from secularism to an overemphasis on science and math at the expense of philosophy. But there is a key feature of American education that is missing in this discussion and which is unknowingly incorporated in many classical schools: sophistry, the emphasis of technique/style/form/appearance over substance/knowledge/mentorship. The talk will be divided into three main sections. First, we will define sophistry by looking at its origins in ancient Greece. Then we will look at the manifestations of sophistry in the American education system such as the emphasis on technology as savior, the exaltation of curriculum as guide, the focus on job training as the ultimate goal. Finally, we will look at how sophistry infiltrates classical schools and how we can be aware of its influence and avoid its pitfalls.</p>
<p>Math Circles Reflections: How to Use Math Circles to Deepen Mathematical Engagement for All Students <i>Arron Kau and Andrew Elizalde</i></p>	<p>Math Circles are guided mathematical discussions that aim to instruct participants in mathematical thinking by immediately inviting them into a genuine mathematical problem. This can be done with first-graders, adults, and students of any age. This workshop will discuss specifics of how Math Circles have been used at Covenant Classical School in Fort Worth as well as considering how a Math Circles experience might affect and inform a deeper classroom experience of mathematics at all levels. For a hands-on practice experience of math circles as a student, consider attending the (optional) related workshop Math Circles Practicum.</p>
<p>Math Circles Practicum: Guided Mathematical Investigation <i>Arron Kau and Andrew Elizalde</i></p>	<p>In this workshop, attendees will be invited to participate in a “Math Circle” led by Arron Kau and Andrew Elizalde. Math Circles are investigative sessions in which participants attempt to answer a meaningful mathematical question through conjecture, exploration, and discussion. This session is a practicum, to be followed by a second, optional workshop explaining the history, philosophy, and practical implications of Math Circles. Math Circles have been used successfully at Covenant Classical in Fort Worth for groups of students ranging from 1st to 10th grades.</p>

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<p>Teaching Socratically: Mathematics Education as Confusion Management <i>Arron Kau</i></p>	<p>In Meno, Socrates is described as a “torpedo-fish” because he confuses his conversational partners. As a result of this approach, however, Meno realizes his ignorance and gains the ability to grapple meaningfully with the question at hand. This happens through a conversation that involves definitions, conjecture, counter-examples, and many of the intellectual tools that constitute a meaningful discussion of mathematics. Meno is also a helpful window into mathematics pedagogy because in it we also find Socrates “teaching” a slave boy some mathematics from first principles. Our goal will be to ask what we might learn about good teaching from Socrates and consider how that could and should inform our mathematics classrooms and curriculum.</p>
<p>Staying Classical: The Four Elements of a Classical Education and how they help you stay on task and keep the vision <i>Andrew Kern</i></p>	<p>Part of the beauty of the Christian classical renewal abides in the diverse expressions the classical vision takes. But Christian classical does mean something and there are practices and ideas that fit and others that don't. In this workshop, Kern searches out the elements that are essential so that the school, from governance to teachers to students, can stay on track and grow confidently toward a soul-nourishing, culture-enriching dream.</p>
<p>Why Rhetoric is Not a Subject, Why Every Subject Needs Rhetoric, and How to Teach It <i>Andrew Kern</i></p>	<p>Our fragmented age tends to think of everything we do in school as a subject, no more or less important than any other subject. Kern contends that Rhetoric is so important that it should not even be considered a subject. Indeed, teaching Rhetoric properly may well be the most important thing you teach in your school.</p>
<p>Getting Off the Fundraising Treadmill <i>Brad Layland</i></p>	<p>Are you consistently meeting your annual fund goal, or do you find yourself falling short or just getting by? In this session, participants will learn the fundamentals of fundraising: articulating the case for giving, developing leadership, clarifying and growing a prospect list, developing strategies, and building a plan.</p>
<p>What Every Head of School Needs to Know to Succeed at Fundraising <i>Brad Layland</i></p>	<p>What are the critical fundraising activities that a head of school must perform? What should be delegated to other staff and volunteers? This seminar will provide an overview of an end-to-end framework for relational fundraising, and then explore the unique and key role that a head of school plays in the fundraising effort.</p>
<p>The Feasibility Study: It's About More than Just the Money <i>Jason Lewis</i></p>	<p>The purpose of a campaign feasibility study is generally intended to provide an answer to the questions of whether or not an organization is ready to proceed with a capital campaign and the extent to which a campaign can be successful. More often than not, the organization's leaders expect an affirmative response and a specific fundraising goal that they can aim for. Whether or not the desired outcome is achieved, conversations about an organization's mission and vision, strategic plan, leadership, program, and current and future facilities, matched with the current economy, inevitably stir emotions, elicit honest opinions, and raise important questions about confidence and commitment. Regardless of the fundraising outcomes, a feasibility study can be one of the most productive and enlightening undertakings an organization can commit itself to. Gathering the honest feedback from a strategic group of constituents offers an organization an invaluable reference point for the formation of a strategic plan, the creation of policies and procedures, decisions about hiring, and program delivery. During this session, Jason Lewis will summarize the outcomes of three recent feasibility studies and the mechanics of the BetterSchools process. Jason will describe the personal and professional experiences that each school experienced through the study process. Jason will introduce the 3C analysis and offer examples of how capacity, commitment, and confidence are assessed in the feasibility study process.</p>

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Galileo, Epistemology, and Science <i>John Mays</i>	Galileo's trial is widely understood to be a classic instance of faith vs. science, with science—and a new belief in science as the only reliable source of truth—being the winners. This narrative is not only false; it also obscures the subtle and uplifting story of what really happened. Despite popular belief, the true story shows that our contemporary understanding of science as a process of modeling nature emerges from a synthesis of positions held by both Galileo and the cardinals who challenged his views. In this workshop, we will tell the story.
Wonder Leads to Worship <i>John Mays</i>	Constant saturation with technology can produce students who are jaded and apathetic. However, humans bearing the divine image are designed to contemplate the wonders produced by the divine hand and worship the creator in response. In this workshop, we will examine the role of wonder at creation in the process of discipleship. We will also explore a number of practical teaching methods and resources that science teachers can use to lead their students toward worship of our creator through contemplation of his amazing works.
Teaching Sentence Diagramming as Storytelling <i>Catherine McChristian</i>	In his book <i>Teaching as Story Telling</i> , Kieran Egan encourages teachers to incorporate imaginative storytelling techniques into our lessons. But how can we teach grammar as a story? How can diagramming sentences spark the imagination? The aim of this workshop is to explore how to set up the task of diagramming sentences as a mystery to be explored. Students will delight in the challenges of road-mapping sentences and solidify their understanding of the structure of language when it begins in wonder.
A Better Way to Set Tuition <i>Bill McGee</i>	Does your school employ a purposeful and empirical model to set annual tuition? Or, is your tuition rate subject to the whims of the board and what increase it believes your families will tolerate? This session will present a tuition-setting model that starts with answering the question, What people and programs are essential for us to achieve our strategic goals and fulfill our mission? The model will demonstrate a step-by-step process that one school's administration, finance committee, and board follow to set annual tuition.
Chartres Cathedral Labyrinth and STEAM: What do they have in common? <i>Robin McLaurin</i>	A classical education integrates content areas. Integration creates connections where real-life learning experiences are offered to practice learned concepts and critical thinking skills. This occurred in the Logic Art class at Grace Academy with the re-creation of Chartres Cathedral's labyrinth on our campus. Students applied their understanding of science, technology, engineering, art, and mathematics (STEAM) to plan and build a Chartres-inspired labyrinth.
Transforming Good Grammar School Teachers to Great Ones <i>Tracy McLean</i>	Learn methods of bringing the Great Tradition to students from Kindergarten to Sixth Grade through incarnational teaching. Discuss what "best practices" looks like in a classical Christian setting and how to make the greatest impact on the classroom environment without additional expense or changing the curriculum. Participants will be given suggested readings, practical ideas, and strategies that they can implement in any grammar school classroom. Novices to veteran teachers are welcome to share their experiences and join the grammar school conversation.
The Unexamined Test is Not Worth Taking: Using Assessment to Promote Introspection and Character Development <i>Michael "Scott" Milam</i>	Every teacher has experienced the frustration of meticulously correcting an essay... only to have students briefly glance at the grade and cram it to the bottom of their backpack. This presentation will explore ways that classroom teachers can use post—assessment review to promote genuine introspection. By having students evaluate their own performance—and the study habits that contributed to it—we can encourage students to take responsibility and direct them to adopt better habits in the future.

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<p>A Feast of Charlotte Mason Ideas for the Classical Table <i>Alison Moffatt</i></p>	<p>Incorporating Charlotte Mason's principles into a classical school helps ensure that the unwanted "grind" of rigor does not overwhelm the delight of a generous education and guidance toward virtue. After twelve years of incorporating Charlotte Mason's philosophy into the core of our school, teachers and the Head of School at Live Oak Classical School will explain key aspects of Mason's principles that have helped us to wander and wonder. We will explain why we believe Mason offers an important voice that should be considered for the classical school setting. Mason's understanding of virtue as the goal and piety/humility as the starting point of education led to fundamental changes in emphases on student habits, affections, and competition. Classroom curriculum and pedagogy are shaped by enhancing poetic/synthetic knowledge before striving for analytical knowledge so that things are known, not just known about, hence the important roles of observation, listening, and interaction. Teachers will present classroom examples of lessons shaped by Charlotte Mason's philosophy. We will specifically elaborate on our Junior Kindergarten—12th grade virtue education program, outdoor education (nature tables and field trips), recess for Grammar/Logic/Rhetoric, the practice of narration, composer/artist studies, handcrafts and woodshop, report cards, Latin study that culminates in reading in Latin, Shakespeare plays, and living books/ideas. The influence of Charlotte Mason is experienced at all grade levels at Live Oak, so any teacher or administrator could benefit from this session.</p>
<p>The Purpose and Meaning of Grades <i>Karen Moore</i></p>	<p>In consideration of our missions as Christian and classical schools, what should be the purpose and meaning of grades? To what extent do grades as evaluative tools encourage the progress of learning? In what ways might they inhibit such progress? This seminar will look at the role grades have played in the history of education and how that role has varied over the years. This will lead us to a look at the purpose grades should play in our schools in this present day. We will then discuss best practices for grades as a tool of communication leading toward success in the progress of learning. Such practices include everything from school policy, faculty handbook, classroom practices, and teacher-student-parent communication.</p>
<p>The Science of Latin <i>Karen Moore</i></p>	<p>Latin lives on as the language of the sciences. It is the language that every person in the fields of medicine, botany, law, astronomy, chemistry, zoology repeatedly tell me they wish they had studied or are most thankful that they did study. For our students, this language can help bridge the gap between the sciences and the humanities; for not only does science maintain the current use of Latin terms, but the great scientific treatises of men such as Galileo and Newton are preserved in the Latin tongue. This workshop provides lessons and resources for Latin students (and teachers) of all levels. We will begin with a look at simple taxonomy activities, discuss activities such as nature walks, and finally look at some of the great works of science such as Newton's <i>Principia</i>.</p>

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<p>Being Christian in Public: Lessons from St. Paul in Athens (and elsewhere) <i>Ken Myers</i></p>	<p>Sociologist Christian Smith has observed that the religious lives of most American teens express what he calls “moralistic therapeutic Deism.” Even many church-going, professing Christians seem incapable of explaining their faith in terms that go beyond an upbeat greeting-card faith. But many critics who lament this sad state of affairs nonetheless assume a minimal religiosity when they enumerate the public consequences of faith. In public, we all have to be Deists. Relying on St. Paul’s sermon in Acts 17, Ken Myers will argue that we can and should be more thoroughly Christian in our public presence, and describe how education can prepare our children for faithful public witness in a deliberately post-Christian society.</p>
<p>Whose Rationality? Classical Christian Education and the Ordering of Faith and Reason <i>Ken Myers</i></p>	<p>The reform of education embodied in the classical Christian school movement represents a challenge to Enlightenment assumptions about the nature and ends of reason and about the scope and consequences of religious belief. But the terms and ramifications of this conflict are not always clearly understood. Moreover, much contemporary Christian discipleship and apologetics (perhaps unwittingly) reinforces Enlightenment pre-suppositions more than the classical Christian understanding. In this workshop, Ken Myers will discuss how a more deliberately Christocentric account of reason ought to inform the shape of teaching in Christian schools.</p>
<p>Quo Properamus? How to Use Active Latin in the Classroom <i>David Noe</i></p>	<p>This seminar provides Latin teachers at the primary and secondary levels with simple and tested strategies for developing active Latin use in their classrooms. Using the theory of Comprehensible Input as presented by Stephen Krashen, we will examine ways for incorporating ever-increasing amounts of spoken Latin for the benefit of students.</p>
<p>Why Can’t They Just Sit Still? An Exploration of Dualism’s Impact on Modern Education <i>Athena Oden</i></p>	<p>The culture of American education is increasingly focused on one goal: higher performance at a younger age. As a result, very young hearts are anxious and fearful under the pressure of expectations that are perhaps beyond their ability. Our pre-kindergarten to elementary children struggle to sit “properly” in classrooms and wield a pencil to demonstrate their intelligence. Is the dualism of mind/body separating us into minds to be filled and bodies to be subdued? How do young children learn as whole human beings? This session will relate our contemporary understanding of child development to a basic truth of classical education: that man is created in the image of God.</p>
<p>The Lean School: Pursuing Back-Office Mastery <i>Mark Palmer</i></p>	<p>This seminar is designed for school heads and administrators who wish to simplify and streamline back-office operations. We will explore solutions spanning six areas of school operations: finance, facilities, marketing, academics, governance, and staffing. We will identify the main sources of unnecessary effort and provide several principle-based methods that schools can use to reduce cost and increase family satisfaction.</p>
<p>Why Children Must Play to Learn <i>Christopher Perrin</i></p>	<p>We can all plainly see that children love to play. If you are honest with yourself, don’t you like to play too? In previous centuries, parents were content to let their children romp and play for hours every day, and no doubt some of the most deeply retained lessons of life were derived from play, adventure, conflict, and drama all learned in the world of play. It was Plato who first suggested that education should begin in play: Don’t use force in training the children in the studies, but rather play. In that way you can better discern what each is naturally directed towards. (Book VII, <i>Republic</i>) If education begins in play, why do we so often cut it short? If play is integral to a child’s education, why is our teaching not more playful? In what ways can we playfully teach and integrate play into our curriculum without lapsing into a fluffy, “educational” amusement? In this seminar we will trace the origin and insights to “playful” education while discussing the ways it can be blended to serve a robust classical curriculum.</p>

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<p>Teaching Is...an Art <i>Christopher Perrin</i></p>	<p>In 1950, Gilbert Highet wrote a book called <i>The Art of Teaching</i>. Highet was a well-regarded teacher of classics at Columbia University (a colleague with Jacques Barzun) and he knew very well that the teaching profession was rapidly be transformed into a science by his fellows at the nearby Columbia Teacher's College. Highet was not at all convinced that teaching was or could be a science. He writes: It seems to me various dangerous to apply the aims and methods of science to human beings as individuals, although a statistical principle can often be used to explain their behavior in large groups and a scientific diagnosis of their physical structure is always valuable. But a "scientific" relationship between human beings is bound to be inadequate and perhaps distorted. Of course it is necessary for any teacher to be orderly in planning his work and precise in his dealing with facts. But that does not make his teaching "scientific." Teaching involves emotions, which cannot be systematically appraised and employed, and human values, which cannot be systematically appraised and employed, and ... which are outside the grasp of science. In this seminar, we will consider Highet's contention that teaching is an art and contrast it to the scientific, technical approach of so much of modern education. We will consider several reasons why teaching is indeed an art, and explore those ways that science can inform teaching, without swallowing it whole.</p>
<p>Teaching Information Literacy <i>Francine Rader</i></p>	<p>Our students have access to an overwhelming amount of information, and whether it is communicated in cuneiform or hypertext, the skills required to understand and apply the information remain the same. We must teach our students to locate, evaluate, and effectively use this information in an ethical manner with wisdom, discernment, and savvy. Librarians play a key role in this process.</p>
<p>The Art of Math, the Art of Language, and the Love of Story: Reforming Lower School Practices <i>Jim Reynolds and Kevin Clark</i></p>	<p>Formal assessment is necessary but can become a driving force in how curriculum is taught. This session explores The Geneva School's lower-school transformation from formally assessing all subjects to using formal assessment far more strategically. The process to do this led the school to change the report card to have far fewer letter grades and to adopt a lower-school purpose statement: "The art of math, the art of language, and the love of story." The result is a curricula that breathes and leaves room for wondering and enjoying good stories while reducing homework and stress!</p>
<p>Structuring Space and Time for Human Flourishing <i>Sean Riley</i></p>	<p>In this workshop, we will explore ways of structuring space (primarily classroom architecture) and time (scheduling) to promote the flourishing of faculty and students. Every school has limitations regarding space and time, and no two schools are alike in their limitations, but employing a thoughtful design process can help schools make the most of what limited space and time they have. I will share the process whereby we have begun to restructure our classrooms and our daily schedule at The Stony Brook School in hopes of inspiring schools to do the same within the context of their own limitations.</p>
<p>Did Rome Fall? And other historical questions that we need to ask but seldom do <i>Christopher Schlect</i></p>	<p>Historical "facts" do not speak for themselves. They have meaning only when we place them into a narrative frame. As Christian educators we need to teach our history students to interrogate the historical narratives that frame our conceptions (and misconceptions) of the past: Was there a Renaissance? The Middle Ages occurred in the middle of what? Did the Puritans dominate the culture of colonial New England? Did the generation gap widen in the 1960s?</p>

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<p>Eloquence and the Progymnasmata <i>Christopher Schlect</i></p>	<p>How do you make students eloquent? It is one thing to theorize about eloquence; it is another thing altogether for students to attain it. This practical workshop will demonstrate basic exercises that date back to the days of Cicero, and will offer suggestions about how to adapt these exercises to today's classrooms. These ancient exercises are more practical and adaptable than you might think!</p>
<p>Would Jesus Use a Harkness Table? <i>John Scholl</i></p>	<p>The study of classical Christian pedagogy should begin with the Gospels. Jesus is a Master Teacher, whose disciples adopted his teachings and faithfully transmitted them to an ever increasing group of students. As a result, Jesus presents a great model for us as teachers. In this workshop, we will examine Jesus' teaching methods, in particular his practice of discipleship, his use of stories and parables, and his skillful deployment of questions. Our study will be both philosophical and practical, for we will consider his approach to teaching and look for specific ways that we can apply his methods to our own classrooms.</p>
<p>How to Lead from Anywhere <i>Melanie Sharpless</i></p>	<p>So often, lectures on leadership, however good the intentions, target only people who are already leaders. The goal of this presentation is to provide tangible strategies for anyone, whether you're a first-year kindergarten teacher or a tenured Head of School, to lead well in any context, no matter your title.</p>
<p>Providing Structure in Seminar Discussions <i>Jeffrey Smith</i></p>	<p>The purpose of this seminar is to introduce methodologies to help moderate student-led Harkness discussions and provide a set of objective criteria for an inherently subjective exercise. An evidence-based, student-centered discussion is a wonderful pedagogical tool that challenges students to think, ask questions, and communicate in innovative ways that helps develop critical thinking. However, it is incredibly difficult to lead a seminar well, especially for younger students. This seminar is intended to be a starting point for a discussion on how we can pragmatically provide the support and structure for students to rise to the challenge of the Harkness table. Many teachers do not need to be convinced of the value of a discussion, but find great difficulty in executing and moderating seminars. I have brainstormed practical methods to provided transparency and accountability while fostering analytical depth and risk-taking leadership among students.</p>
<p>Art History in the Classical Christian Curriculum <i>Robert A. Sorensen</i></p>	<p>This seminar will argue that art history—the intentional study of the development and meaning of the visual arts—is a vital component of classical education. We will discuss why the visual arts are so important and discuss concrete ways to integrate art history into the classical curriculum. We will address questions like: 1) How to use the visual arts in your class despite a lack of formal training in art history, 2) How to construct effective lessons using visual art, 3) How to approach “modern art” and other controversial kinds of art, 4) How to use art as a way to talk about truth, goodness, and beauty.</p>

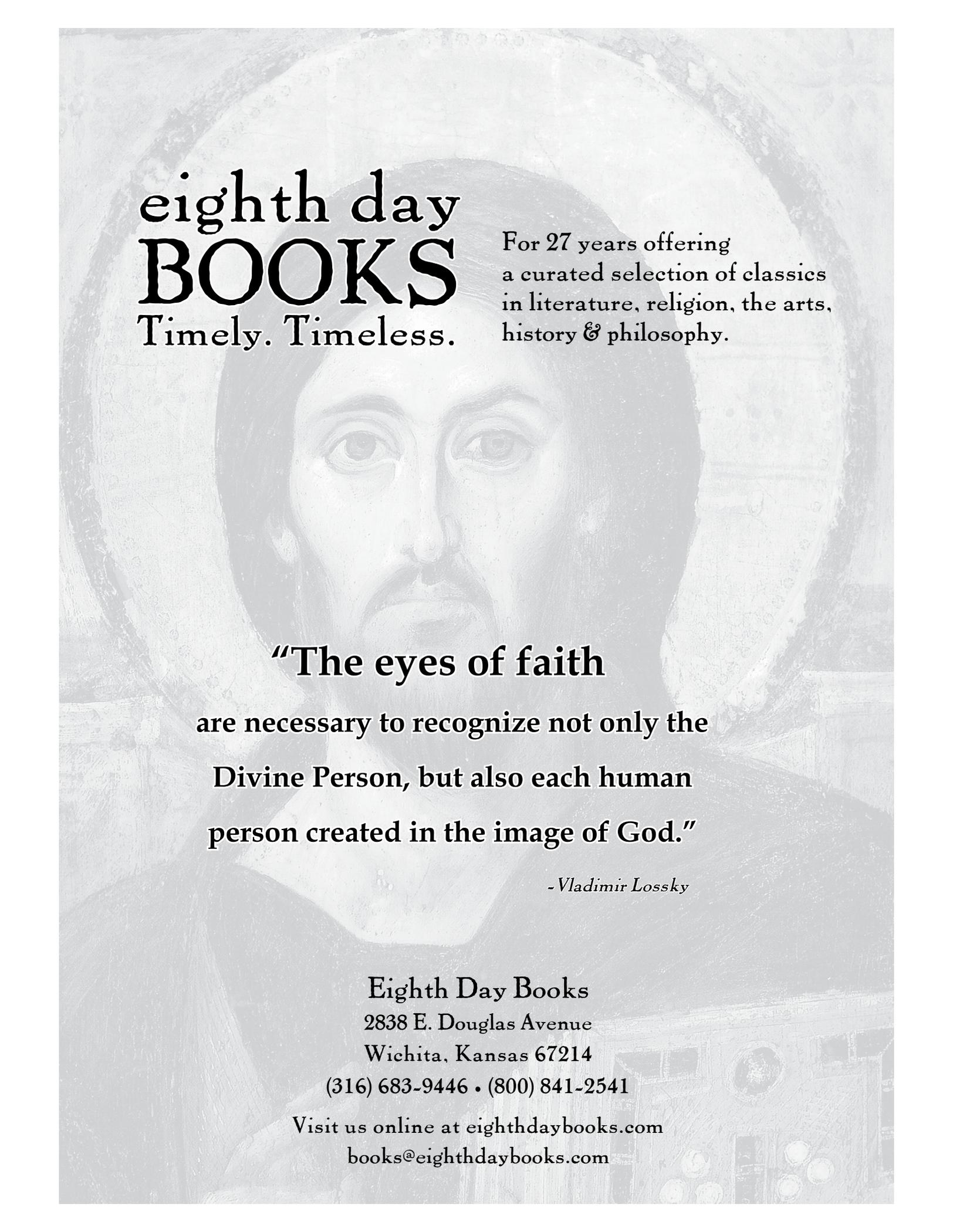
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<p>Words Matter: Crafting and Communicating the Mission, Values, and Vision for Your School <i>Stephen Sprague</i></p>	<p>Many people put in positions of leadership recognize the importance of having a clear vision and pursuing it with passion, but few take the very challenging but necessary steps of articulating that vision and imparting it others. Yet, the words that leaders craft and then champion are critical for the success of the organization. The words matter a great deal, and schools benefit most when these words are written down (bringing unity to the many involved), communicated in relevant ways (to connect with your audience), and communicated often. Again, most leaders recognize the importance of this, but many still struggle with the words or getting their staff to care about them. This lesson will impress on administrators the importance of being clear about their school's mission, values, and vision. Then, it will offer useful definitions and practical steps for crafting these statements and then training your team in them. The instructor will draw from his experience not only as Head of a classical Christian school, but also his 20-year career in the U.S. Navy across 10 different commands.</p>
<p>Teaching Writing in Humanities Courses <i>Rick Trumbo</i></p>	<p>Join veteran teacher Rick Trumbo of Veritas School in a conversation about practical ideas for instructing students in writing in the context of an interdisciplinary Humanities course. Rick will suggest general principles of writing instruction and specific assignments and methods of assessment that he has employed, as well as soliciting discussion from workshop participants in their own practices and questions. Middle and high school teachers of history and/or literature will find this conversation useful.</p>
<p>Modern Pressures, Ancient Practices, Space for Grace—A Chapel Theme for Christians in the current cultural moment <i>Bryan Verbrugge</i></p>	<p>“Teenagers live today in a world of competing allegiances.” How disoriented our students must feel! The questions provoked by life in America today in some ways aren’t new, but in many ways are deeper and more pressing than ever before. Because of this, at Covenant we chose a chapel theme to help us as a community think through the following questions: What are the ways that our modern American culture shapes us? What can we do to “lean against” these pressures and turn our souls toward God? How does the grace of God transform us as people? The conviction involves the fact that this will create space to know God, the ultimate goal of our lives. We divided the year into three-week units and intentionally chose very practical pressures (busyness, consumerism, noise, etc.). Then during the first week of the unit we identified the issue, helping our community to see anew. The second week involved a biblical/historical lens on the pressure and a call for certain daily practices. On the third week, we opened the microphone up for students and faculty to share how these practices shaped space for God during the previous week. Come if you’re interested in learning more about how it went or if you desire to implement something like this at your school next year.</p>
<p>The Winsome Instructor Teaching Well <i>Rob Williams</i></p>	<p>After 23 years in the classroom, I’ve come to the realization that the key to successfully educating any student and encouraging them to embrace the classical, Christian model begins and ends with being a winsome instructor, which involves building and maintaining healthy relationships and structuring lessons in such a way that is captivating and leaves students desiring to learn more. In my talk I share the necessity for such instruction and practical examples of how it might be achieved in the classroom.</p>

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<p>Orthodox Hermeneutical Pre-Suppositions: The Soul of Classical Christian Education <i>Paul Wolfe</i></p>	<p>The soul of classical Christian education is found in our Confessions, perhaps more particularly in our theological and philosophical hermeneutical pre-suppositions. This talk will begin with a brief overview of major epochs of Christian hermeneutics in order to set up a demonstration of the distinctions and similarities between pre-modern, modern, and post-modern interpretive pre-suppositions. Emerging from this discussion of how we read and understand things is a somewhat definitive description of the soul of classical, Christian education.</p>
<p>Reclaiming Adler's Three Pillars for Engaging the Great Books and Students <i>Robert Woods</i></p>	<p>I explain Adler's three pillars as articulated within his Paideia trilogy and demonstrate how using this approach for teaching the Great Books is akin to discipleship and that it is the most engaging approach with rich rewards.</p>
<p>Building a Scientific Model of Creation <i>Jeff Zweerink</i></p>	<p>While students gain general exposure to the scientific method, few understand the process of how it's used to construct scientific models or how such models function as the foundation of research. In this seminar, astrophysicist Dr. Jeff Zweerink discusses the nuts and bolts of how scientists build scientific models and interpret their data. Understanding this critical issue will equip students to think more like real scientists. He also explains how the use of models helps scientists overcome their personal biases and has been used by Christian physicists to verify key evidences for the design and origin of creation.</p>
<p>Science and the Bible <i>Jeff Zweerink</i></p>	<p>Science provides an enormous amount of evidence for the validity of the Christian faith. In this lecture, astrophysicist Dr. Jeff Zweerink demonstrates how natural science clearly points to the existence of a Creator. He surveys key scientific predictions found in the Bible and demonstrates how these are in perfect agreement with our modern scientific knowledge. For example, Dr. Zweerink shows how the idea that the universe has a beginning defied conventional scientific wisdom 75 years ago, but today is based on some of the most well-established principals of physics. This lecture makes it clear that the Bible has a supernatural origin.</p>





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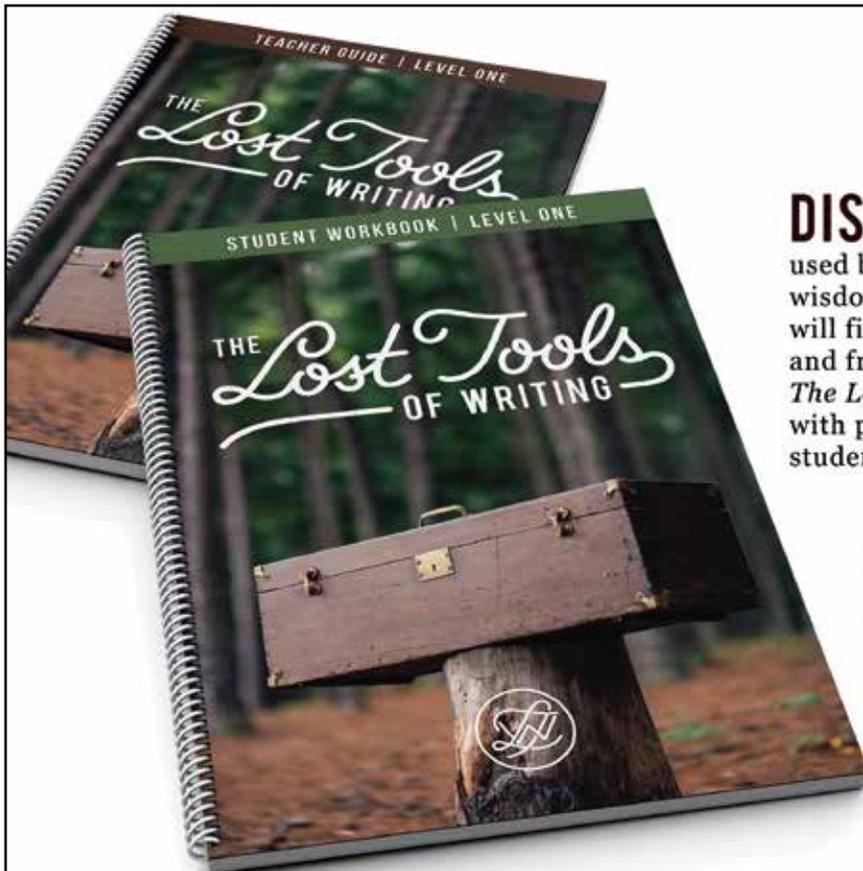
JANET *Andreassen*

Janet B. Andreassen, PhD, is an associate lecturer of mathematics education at the University of Central Florida (UCF). She is the coordinator of secondary education and works with prospective and practicing mathematics teachers at the elementary, middle, and high school levels. Dr. Andreassen's research interests include examining mathematical knowledge for teaching and using technology to foster student learning of mathematical concepts. Prior to joining the faculty at UCF, Dr. Andreassen was a high school mathematics teacher. She has published books, book chapters, and articles in state and national publications as well as giving professional presentations throughout the United States. Dr. Andreassen's children attend The Geneva School in Winter Park, FL, and she has worked extensively with The Geneva School supporting the mathematics curriculum there.



ROBBIE *Andreassen*

Robbie Andreassen has been teaching Life Science, biology, and Anatomy & Physiology at The Geneva School (TGS) since 2007. He received his BS in Marine Science and Biology from the University of Miami and an MA in Bioethics from Trinity Evangelical Divinity School. Robbie has a contagious passion to study the intersection of faith and science, and his students have come to expect a challenging, active classroom characterized by their teacher's love and enthusiasm for learning. He was the upper school recipient of the 2013 Paideia Award for Teaching, an award that recognizes excellence in teaching. Robbie and his wife, Janet (a math education professor at the University of Central Florida), have two children—both students at TGS. In his spare time, he enjoys challenging himself through activities such as jiu-jitsu and training for and participating in Tough Mudder.



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SCOTT *Aniol*

Scott Aniol, PhD, is an author, speaker, and teacher of culture, worship, aesthetics, and church ministry philosophy. He is on the faculty at Southwestern Baptist Theological Seminary; he founded Religious Affections Ministries; he lectures around the country in churches, conferences, colleges, and seminaries; and he has authored several books and dozens of articles. Scott is the Managing Editor of *Artistic Theologian*, a scholarly journal of worship and church ministry, and serves on the steering committee of the Biblical Worship section of the Evangelical Theological Society.

Scott holds a PhD in worship and ministry (SWBTS), a master's degree in Theological Studies (SWBTS), a master's degree in Aesthetics (NIU), and a bachelor of music in Church Music (BJU). Scott has served as associate pastor, minister of music, and an elder in churches in Illinois, North Carolina, and currently at Church of Christ the King in Fort Worth.

Scott travels around the country and internationally through the ministry he started in 2008, Religious Affections Ministries (www.religiousaffections.org), speaking at churches, Christian colleges, seminaries, and conferences.

He has written three books, *Worship in Song: A Biblical Philosophy of Music and Worship* (BMH Books, 2009), *Sound Worship: A Guide to Making Musical Choices in a Noisy World* (RAM, 2010), and *By the Waters of Babylon: Worship in a Post-Christian Culture* (Kregel, 2015). He has also presented academic papers at various meetings such as the Evangelical Theological Society and has dozens of articles and book reviews published in scholarly journals.

Scott and his wife, Becky, classically homeschool their two children, Caleb and Kate.



HEATHER *Arabie*

Heather Arabie came to Regents in 2008 as a first-grade teacher. After several years in the first-grade classroom, she began to pursue a master's degree in reading to better serve her students and fellow teachers. While in graduate school, Heather also began the certification process to become a dyslexia therapist. She is currently serving as the Director of K–2nd Grades and the reading specialist for the Regents Grammar School. In her role, Heather works to support and advise teachers as they instruct reading and literature in the classroom. Additionally, she works with the Grammar School Leadership Team to coordinate curriculum decisions.

Heather has been married to Brett for 20 years. Heather and Brett have two children in the School of Rhetoric at Regents.



KATHRYN *Ball*

Kathryn Ball teaches literature and Christian ethics at Veritas Academy. A native Austinite, Kathryn was classically educated in primary school and graduated from the University of Texas in 2010 with a double major in English and French. When she isn't teaching, reading, or grading papers, Kathryn loves traveling, songwriting, and spending time with family and friends.



CHRISTOPHER *Benson*

Christopher Benson is an English Instructor and Faculty Coordinator at The Cambridge School of Dallas. He has studied at Wheaton College, Missouri School of Journalism, Oxford University, and St. John's College and written for a variety of publications, including *Christianity Today*, *Books & Culture*, *The Weekly Standard*, and *First Things*. His blog is bensonian.wordpress.com.



TODD *Buras*

I am a professor of philosophy at Baylor University. I am also: husband to a founding Dean of Live Oak Classical School in Waco, TX; father to three boys in the midst of receiving a classical education; occasional consultant for Live Oak on curricular matters pertaining to logic, philosophy, and theology.



BRYCE *Carlisle*

Bryce Carlisle holds a bachelor of arts in Spanish from the University of Kansas and a master of divinity from Princeton Theological Seminary. Bryce taught Spanish and Humanities at Trinity Academy of Raleigh, NC, from 2004–2006 and worked at Pulte Homes Inc. prior to coming to Regents School of Austin in 2009. Bryce teaches sophomore and senior Rhetoric, serves as Director of the Senior Thesis program, and is the Dean of the senior class. Bryce and his wife, Lorie, have four lively boys and one more on the way. Former hobbies include playing guitar, home brewing, painting, and traveling.



PATTI *Chesney*

Patti Chesney has been a part of the Regents School of Austin community for 17 years. She has been a math instructor in all three divisions of the school: Rhetoric, Logic, and Grammar. While serving as the K–8 Math Coordinator in 2008, she led the initial transition from Saxon Math to the Singapore Math Primary Math series, then later to Math in Focus. She currently serves as the 3rd and 4th grade Director and math specialist for Regents Grammar School. In this role, she supports and advises teachers as they develop and implement math instruction in the classroom and coordinates mathematics curriculum decisions.

Mrs. Chesney earned a bachelor of science in Civil Engineering from the University of Texas and holds a Professional Engineering License in the state of Texas. She earned her teaching certification from Texas State University. Patti and her husband enjoy living in Austin, and have two married children and one grandson.



KEVIN *Clark*

Kevin Clark has been a member of the rhetoric faculty at The Geneva School, Winter Park, FL, since 2004, assuming the role of academic dean in the spring of 2013. During this time, he has had the opportunity of teaching broadly across the upper school curriculum, though philosophy, apologetics, and theology have been his perennial areas of teaching. He is currently a candidate for the doctor of liberal studies degree at Georgetown University in Washington, DC, where he is writing a thesis that explores hermeneutics, interdisciplinarity, and the contemporary relevance of humanities education. He serves as an “Alcuin” fellow of The Society for Classical Learning and has co-authored *The Liberal Arts Tradition: A Philosophy of Christian Classical Education* (Classical Academic Press, 2013) with his Geneva colleague Ravi Jain. He is also a member of the Philosophy of Education Society of Great Britain since participating in a postgraduate seminar in philosophy of education at the Institute of Education in London during 2013.



ABIGAIL *Clevenger*

An Ohio native, Abigail Clevenger graduated summa cum laude from Hillsdale College with a bachelor of arts in American Studies and Accounting and went on to earn a master of arts in Liberal Arts from St. John’s College in Annapolis, MD. Miss Clevenger taught middle and high school history, writing, and mathematics at Tall Oaks Classical School in Delaware. In addition to her teaching experience, Miss Clevenger has expertise in donor development and nonprofit management and worked for the Intercollegiate Studies Institute and American Philanthropic. You can read her contributions to *Philanthropy Daily* at the latter.

Miss Clevenger teaches 4th–8th grade Latin, along with History and Grammar to students in 5th–8th grade. She enjoys engaging students in Socratic dialogue and creating experiences for embodied learning in her classes. Additionally, Miss Clevenger leads Immanuel’s summer Latin Camp each June.



LESLIE *Collins*

Leslie has been involved in classical education for 20 years. When Rockbridge Academy started in 1995, she served as the headmistress and continued to serve in many roles as her family grew. She also worked for Trinity Christian School in Hawai'i as they made the transition to a classical curriculum. She is currently the head of school at Covenant Academy in Cypress, TX, which is proud to have graduated its first class of seniors this year. Leslie's passion lies in researching how biblical truth has been passed down through the ages to children and how children can apply this to their own lives today. Leslie holds a master of arts in Biblical Counseling from The Master's College.



ROBIN *Collins*

Professor Robin Collins is Distinguished Professor of Philosophy at Messiah College in Pennsylvania and chair of the Philosophy department. He earned his PhD in Philosophy at the University of Notre Dame (1993) and has graduate-level training in theoretical physics from the University of Texas at Austin. He has written more than forty substantial articles and book chapters in philosophy with some of the leading academic presses and has given invited talks at many colleges and universities, such as Oxford, Cambridge, Stanford, and Yale. He has appeared on several nationally broadcast programs such as the PBS show *Closer to Truth*. He is internationally recognized as the leading proponent of the argument for the existence of God based on the much-discussed fine-tuning of the universe for life. Professor Collins has recently been working on showing that the universe is not only fine-tuned for life, but also fine-tuned to optimize our ability to do science. He recently received a \$217,000 grant from the John Templeton Foundation for finishing work in this original area of research.



DAVID *Diener*

Dr. David Diener began his formal post-secondary education at Wheaton College, where he graduated summa cum laude with an undergraduate degree in Philosophy and Ancient Languages. After putting his philosophical training to work by building custom cabinets and doing high-end finish carpentry for an Amish company, he moved with his wife to Bogotá, Colombia, where they served as missionaries for three years at a Christian international school. He then attended graduate school at Indiana University, where he earned an MA in Philosophy, an MS in History and Philosophy of Education, and a dual PhD in Philosophy and Philosophy of Education. He has taught at The Stony Brook School on Long Island, served as Head of Upper Schools at Covenant Classical School in Fort Worth, TX, and currently is the Head of School at Grace Academy in Georgetown, TX. He also teaches philosophy courses for Taylor University as an Adjunct Professor. The Dieners have four wonderful children and are passionate about classical Christian education and the impact it can have on the church, our society, and the world.



COLLEEN *Dong*

Colleen Dong has been with The Cambridge School for five years. She is passionate about classical Christian education and is constantly delighted to get to spend her days with the kindergartners shaping their affections and preparing them for their classical journey. Colleen was born and raised in San Diego. She received a BA in English from Azusa Pacific University. She also studied for a semester at the University of Oxford, where she found a renewed appetite for education. After graduating, Colleen desired to be a part of a classical school and quickly found a home with Cambridge. She is now pursuing her master's degree in Rhetoric from San Diego State University and is particularly interested in integrating rhetorical practices at an age-appropriate level in the Grammar stage.



PHILLIP *Donnelly*

Dr. Phillip J. Donnelly is Associate Professor of Literature in the Honors College at Baylor University, where he serves as Director of the Great Texts Program. His research focuses on the historical intersections between philosophy, theology, and imaginative literature, with particular attention to Renaissance literature and the reception of classical educational traditions. The topics of his published work range from St. Augustine and post-modern critical theory to the Renaissance poetry of George Herbert and John Milton. This presentation is part of a larger book project on the verbal arts.



PHILLIP *Dow*

Dr. Philip Dow (PhD, Cambridge) has been involved in Christian education for 15 years in both classical and nonclassical schools. He is currently the Superintendent at Rosslyn Academy, a Pre-K–12, international Christian school in Nairobi, Kenya, of 650 students from over 50 different nationalities. Phil is also the author of *Virtuous Minds: Intellectual Character Development for Students, Teachers and Parents* (IVP Academic, 2013).



JASON *Edwards*

Dr. Jason R. Edwards is a Professor of History at Grove City College and a fellow for popular culture with The Center for Vision & Values. Edwards currently serves on the board of The Society for Classical Learning. He teaches several courses on the history and philosophy of education at Grove City College, including one specifically on classical Christian education. Edwards co-authored the book *Ask the Professor: What Freshmen Need to Know 2.0* (TDH Communications, 2012) and has published writings on history, culture, and education in a variety of newspapers and journals, including the *Washington Times*, *University Bookman*, and *Touchstone*.



CHARLES *Evans*

Chuck Evans is a co-founder of SCL and the co-author (with Robert Littlejohn) of *Wisdom and Eloquence: A Christian Paradigm for Classical Learning* (Crossway, 2006). From 2002–2006, Chuck served as the head of Regents School of Austin, during which time Regents was established as the largest ACCS-accredited institution in the country. Since 2006, Chuck has consulted with classical and other independent schools across North America, providing counsel in strategic planning, financial sustainability, enrollment growth and management, program expansion, and leadership development. From 2010–2015, he served as a founding Board member of the Council for Educational Standards and Accountability (CESA). In addition to his consulting, Chuck has worked as a lobbyist and a mediator, and he serves as an elder at Bethany Lutheran Church in Austin. He is the Senior Partner of BetterSchools, LLC, a comprehensive consulting firm founded in 2011.



JEREMIAH *Forshey*

Jeremiah has been at classical Christian schools since 2004, teaching literature, logic, and rhetoric classes for Redeemer Classical School in Harrisonburg, VA; The Geneva School in Winter Park, FL; and the New Covenant Schools in Lynchburg, VA. He is currently the American Literature and British Literature instructor for the New Covenant School of Rhetoric. He holds a master's degree in English from James Madison University, but an undergraduate degree in computer science has allowed him some occasional forays into mathematics and programming.



MARCUS *Foster*

Marcus graduated from Baylor University with a BA in Classics in 2000. He worked with youth in Berlin, Germany, for five years, part of which was also spent studying theology at Humboldt Universität. He completed an MHum in Classics/Theology from the University in Dallas in 2011. Heavily invested in languages, Marcus aims to stir a love for language and literature in his students at Covenant Classical School, teaching 7th–12th grade Latin. He and his wife, Julie, have been married for 14 years, blessed with three beautiful daughters and one strapping son.



LOUISE *Fougner*

Mrs. Louise Fougner is the Student Academic Services Director for the Cambridge School in San Diego. She has been teaching in the classical education tradition for six years and has over 35 years of experience in both special education and general education, teaching a wide range of grade levels from pre-school to middle school. Her experience includes resource room instruction, classroom teaching, individual educational therapy, special education day classes, educational assessments, and teacher training. Her present position as the Student Academic Services Director has given her the opportunity to explore new ways to support individual students behaviorally, academically, and spiritually, as well as assisting parents and teachers.

MO *Gaffney*

Dr. Mo Gaffney has served as Head of the Lower School at The Covenant School (TCS) in Charlottesville, VA, for the past five years. Before coming to TCS, Mo taught primary grades in both public and private schools. She has a BA in Early Childhood Education, an MEd in Curriculum and Instruction, and a doctorate in Elementary Education, all from the University of Virginia. While at U.Va., she did extensive research in elementary classrooms and served as a literacy coach. She has led professional development workshops in Singapore Math, reading, and writing and has presented at national conferences including The Society for Classical Learning. Mo and her husband, Jeff, have four children.

JOSHUA *Gibbs*

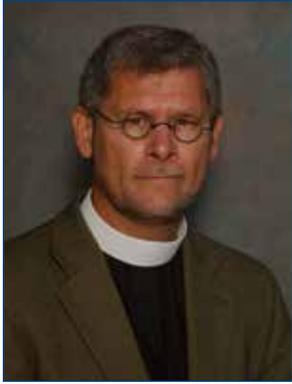
Joshua Gibbs is the editor of *FilmFisher*, a frequent contributor at the CiRCE Institute, and a teacher of great books at Veritas School in Richmond, VA. He has been labeled “insane” by two Pulitzer Prize-winning poets and once abandoned a moving vehicle for fear of his life. He married a girl he fell in love with in high school and has two daughters, both of whom have seven names.

CHRISTINE *Godwin*

Christine Godwin has a degree in History and Classical Studies from Texas A&M University. After years of teaching in the public school system, she fell in love with the classical education model and for the last five years she has been a Humanities instructor at Regents School of Austin, teaching Classical History, Medieval History, Rhetoric, and American History. In the summer of 2014, she served as a teacher in the inaugural SCL in Orvieto program.

RACHEL *Greb*

Rachel Greb has been serving at Oakdale Academy since its founding in 2011. After four years as Head of School, she moved into a new capacity in 2015 as the Dean of Academic Affairs. This has been a welcome change, and she continues to enjoy working with faculty and students. She is happily married to her husband, Jason, of 21 years, and they have five children, two of whom have graduated from Oakdale Academy. Mrs. Greb is currently working on a master of arts degree in Classical and Christian Studies through Knox Seminary.



JOHN *Heaton*

John Heaton, BA, MA, MALS, has served since 1998 as the Headmaster at New Covenant Schools, a classical, Christian school in Lynchburg, VA, serving 465 students. In addition to his duties as headmaster, he teaches Intermediate Greek for seniors in the School of Rhetoric. He serves as one of the parish priests at All Saints Church, a traditional Episcopal parish affiliated with New Covenant Schools. He is married to Heidi and has four children.



ROBERT *Ingram*

Robert Ingram, Headmaster of The Geneva School, Orlando, since 2003. Previously he served as a founding Board member of Geneva and Chairman of the Board for eight years. Bob is a graduate of The College of Wooster (Ohio), Pittsburgh Theological Seminary (MDiv and ThM), and Geneva College, PA (masters of Higher Education). He is an ordained minister in the Presbyterian Church in America, having served in several pastorates and was the Senior Vice President of Ligonier Ministries from 1986–1995. In addition to consulting with numerous classical schools, Bob has also served as Chairman of The Society for Classical Learning.



ALLISON *Jackson*

“By faith we understand that the universe was formed at God’s command, so that what is seen was not made from what was visible.” (Hebrews 11:3)

I am honored to be a part of the Regents community as a School of Logic science teacher! I love middle school students, I’m passionate about the wonders of the natural world, and I am ever so grateful for the discipleship-centered approach of classical, Christian education. As a pre-med biology major, I earned a biology degree and a chemistry minor from the University of North Texas and worked in labs on and off campus. I felt called to teaching, and my career began in public high school, where I taught high school pre-AP Biology. Since then I have taught and developed curriculum in a variety of settings, including summer science camps for grammar and middle school students where we raised butterflies and learned kitchen sink chemistry. I have tutored students and parents in a weekly class day for classical homeschoolers and helped to found a classical, Christian private school near San Antonio. When I’m not teaching or working in our new School of Logic garden, you might find me cheering at my sons’ baseball games or outside catching lizards.

RAVI *Jain*

Ravi Jain graduated from Davidson College with a BA and interests in physics, ancient Greek, and international political economy. He worked at various churches, received an MA from Reformed Theological Seminary, and later earned a Graduate Certificate in Mathematics from the University of Central Florida. He began teaching Calculus and Physics at The Geneva School in 2003. During his tenure there he has co-authored *The Liberal Arts Tradition: A Philosophy of Christian Classical Education* (Classical Academic Press, 2013) and has presented more than 50 speeches and workshops throughout the country on topics related to Christian classical education.

STEVEN *Jones*

Steve holds a BA in Greek and Latin from Baylor University; an MA in Greek, Latin, and Classical Studies from Bryn Mawr College; and a PhD in Classics from the University of Texas at Austin. He is Assistant Professor of Classics at Houston Baptist University, where he serves as chair of the Department of Classics and Biblical Languages and as director of the Master of Arts in Biblical Languages program. He teaches courses on Latin, Greek, Classical Civilization, and Early Christianity. He also serves as Vice Chairman on the Board of Covenant Academy, a classical Christian school in Cypress, TX.

ARRON *Kau*

Arron Kau is the Mathematics Department Chair at Covenant Classical School in Fort Worth. He has a bachelor's degree from Oregon State University and a master's in Liberal Arts from St. John's College, and has previously worked in mathematics education at The Ambrose School and Brilliant.org. Arron and his wife, Jennifer, have four children, all attending Covenant Classical.



BRAD *Layland*

Brad had a distinguished career at Young Life from 1992–2009, serving in various roles within the organization including Field Development Director, Gift Planning Associate, and ultimately the Director of Development. His expertise includes providing fundraising counsel to nonprofit organizations, including workshops, marketing and major donor strategies, planned gift marketing, and capital campaign counsel. A 1994 graduate of the University of Florida in Gainesville, he earned a BA degree in Communications Studies. He completed his MA in Theology from Fuller Seminary in Pasadena, CA, in 2004.

Brad resides in St. Augustine, FL, with his wife, Wendy, and four children who attend St. Johns Academy, a classical Christian school. Brad also serves on the Board of the school.



JASON *Lewis*

As BetterSchools' fundraising leader, Jason Lewis currently assists classical, Christian school leaders in designing and implementing their strategic plan; hiring, training and coaching fundraising professionals; and evaluating their readiness for and execution of multi-million dollar capital campaigns.

As the head of school and chief development officer at a classical, Christian school, Jason transitioned fundraising efforts from a conventional, arms-length approach to a high-touch, major gifts approach with clearly defined performance expectations for the school's advancement officers. The centerpiece of this strategy—a performance management dashboard—has gained recognition among private school and nonprofit leaders as an effective tool for evaluating and increasing fundraising performance.

In 2008, Jason received his initial certification as a Certified Fundraising Executive (and was recertified in 2015) and in 2011, he was recognized as a member of the Association of Fundraising Professionals' Master Trainers. As a complement to his undergraduate studies in business, he completed his master of science degree in Nonprofit Management in 2010.



SARAH *Madsen*

Sarah Madsen joined The Geneva School in 2013 and teaches English I and Logic I. A graduate of the University of Florida, Sarah received her BA in English. While there, she took extensive courses in literature and poetry while cheering on the Florida Gators in their national championships. In the summer of 2014, Sarah had the opportunity to study Anglo-Saxon literature and Shakespeare at Exeter College, Oxford. Prior to joining the Geneva team, she taught ninth-grade English at Winter Park High School for three years.

Sarah considers herself a voracious reader, lover of poetry, Star Wars aficionado, and music fan. She enjoys being an active member of Lake Baldwin Church and spending quality time with her family. She loves fairytales and adventure stories immensely, and the works of J.R.R. Tolkien have a special place in her heart. Her hobbies include singing, cooking, and attempting to keep her plants alive. She has a passion for teaching and embraces the opportunity to learn and grow alongside her students.



JOHN *Mays*

John holds a BS in Electrical Engineering, an MEd in Secondary Education, and a master's of Liberal Arts. He served as the Math-Science Department Chair at Regents School from 2001–2009, then became Director of the Laser Optics Lab at Regents. He founded Novare Science & Math in 2009, and is the author of numerous student science texts and teacher resources. Now working full time as a writer, publisher, and consultant, John continues to teach part time at the Laser Optics Lab at Regents.



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CATHERINE *McChristian*

Ms. Catherine McChristian is the sixth-grade lead teacher at The Cambridge School in San Diego. She has taught sixth grade in classical schools for five years. She is a member of the Torrey Honors Institute, a classical Great Books program at Biola University in California. She earned a BA in Liberal Studies with an emphasis in English as well as a multiple-subject teaching credential from Biola. Ms. McChristian loves teaching in the Christian classical community, where she has the opportunity to teach and collaborate with those who share her passion for effectively training students to live purposeful, Christ-centered lives. She especially enjoys the challenges of supporting sixth-graders as they prepare to transition from the end of grammar school to the rigors of logic school.



BILL *McGee*

Bill McGee is entering his ninth year as head of school at Hill Country Christian School of Austin, a Christ-centered, classical, college-preparatory school of 580 students in grades PK–12. He has 35 years of experience as a classroom teacher, coach, and administrator, including 25 years as head of four independent schools in Texas, Mississippi, and Tennessee and 10 years as a teacher, coach, and principal in the Texas public school system.

Bill earned both his bachelor's and master's degrees from Austin College in Sherman, TX. He is active in the field of education, having served on the Executive Board of the Southwestern Association of Episcopal Schools (SAES) and the Academy Activities Commission of the Mississippi Private School Association (MPSA). He also served as president of the Memphis Association of Independent Schools (MAIS), president of the Jackson Area Association of Independent Schools (JAAIS), and was the founding president of the East Texas Heads of Schools (ETHOS). He most recently completed a term as president of the Board of Directors of the Texas Private Schools Association (TPSA). He is currently serving on the Board of Trustees for the Southern Association of Independent Schools (SAIS). Bill has presented at numerous educational workshops and conferences and has served as a consultant to schools in the areas of board development, strategic planning, capital campaigns, and institutional needs assessments.

Bill and his wife, Janna, are the proud parents of two grown sons, ages 31 and 28. In his spare time, Bill enjoys reading, golfing, snow skiing, and attending Major League Baseball and college football games with his two sons.



ROBIN *McLaurin*

Robin McLaurin has 11 years of teaching experience spanning ages first grade through university. She holds an MFA in Visual Arts from the Vermont College of Fine Arts and a MA in Art Education from Texas Woman's University. She has been teaching art at Grace Academy and at the University of Mary Hardin Baylor for seven years. Her choice of medium is photography and printmaking. In her spare time she enjoys swimming, kayaking, traveling, and reading. Her favorite quote is "What we have is given by God and to teach it to others is to return it to Him."

– Gianlorenzo Bernini c. 1665



TRACY *McLean*

Tracy McLean has 27 years of experience in the field of education. She earned a master's and a bachelor's degrees in Elementary Education from Texas Christian University. After 22 years in public education as an elementary teacher and administrator, she came to Covenant Classical School in 2012 as a first-grade teacher. After enjoying being in the classroom, Tracy took over the role of Grammar School Head in the summer of 2013. She has been encouraged by the high expectations of the Covenant families and enjoys the opportunity to assist in growing the school. Tracy is an avid reader and enjoys spending time outdoors marveling at God's majesty.



MICHAEL "SCOTT" *Milam*

Scott Milam is a graduate of Baylor University and Truett Seminary and has spent the past two years teaching Bible, Humanities, and Debate at The Geneva School of Boerne. Prior to joining Geneva's faculty, Scott served as a youth pastor and associate pastor. He is blessed to be married to his wife, Danielle, and a father to his son, Watson.



ALISON *Moffatt*

Alison Moffatt has been the Head of Live Oak Classical School for 12 years and serves as an ex-officio member of the Board of Live Oak. She is one of three founders for Live Oak. She is a member of the Board of The Society for Classical Learning and formerly served on the TCAL (athletic league) Board. She graduated summa cum laude from Baylor University with a BA in English and from Texas A&M with an MEd in Education Administration. Mrs. Moffatt previously worked as the Assistant Director of Admissions at Rice University and taught leadership and student development classes at Dallas Baptist University and the University of Dallas. She is married to Dr. Todd Moffatt. Her son David is a Live Oak class of 2012 graduate, and her children Philip (Rhetoric III) and Kate (Rhetoric II) are current students. Her oldest son, James, who is autistic, works in maintenance at Live Oak.

KAREN *Moore*

Karen Moore presently serves as the Director of Curriculum & Instruction at Grace Academy of Georgetown. During her 14 years at Grace Academy, she has built the classical language program. She has taught Latin to grades 3–12 and has also taught ancient humanities and Greek to upper school students. Karen has shared her love of Latin literature through the “Latin Alive” series published by Classical Academic Press. Karen and her husband, Bryan, have two children in school at Grace Academy and are proud to now have a graduate of Grace Academy as well.

KEN *Myers*

As host of the *Mars Hill Audio Journal* since 1992, Ken Myers has interviewed hundreds of authors of books that contribute to understanding the challenges faced by Christians in modernity. A frequent speaker at classical Christian schools (and at SCL conferences), Myers has applied the wisdom from those interviews to the challenge of enculturating the next generation of believers. A graduate of the University of Maryland (BA in Communications) and Westminster Theological Seminary (MAR in theological studies), Myers’s early career as an arts and humanities editor at National Public Radio stimulated his lifelong interest in discovering how contemporary culture took the form it now has, and how the consequences of the Gospel require Christians to embody countercultural alternatives.

ATHENA *Oden*

Athena Oden is the owner and operator of Ready Bodies, Learning Minds and consults with public and private schools and nonprofit organizations for children. She has presented at the local, state, national, and international level on topics dealing with the neurological and physiological development of the child in the classroom. As the author of the book/curriculum *Ready Bodies, Learning Minds: A Key to Academic Success* (ReadyBodies, 2006), she hopes to help children and schools perform at their peak. She earned her degree in Physical Therapy from the University of Texas Medical Branch and has spent the past 30 years in pediatrics. Athena has a passion for classical education, old musty books, and a good cup of tea. She and her husband, David, classically homeschooled their three children and live in the beautiful Texas Hill Country.

MARK *Palmer*

Mr. Palmer is a founding Board member of Trinity Classical School in Houston. He is co-owner of an information security firm, and his career has included positions in software development, e-commerce, and management consulting. He is the creator and teacher of the Algorithms course for Rhetoric students at Trinity Classical School.



CHRISTOPHER *Perrin*

Dr. Christopher Perrin is an author, consultant, and speaker who is passionately committed to the renewal of the liberal arts tradition. He co-founded and serves full time as the CEO/publisher at Classical Academic Press, a classical education curriculum, media, and consulting company. Christopher serves as a consultant to charter, public, private, and Christian schools across the country. He is the former vice president of The Society for Classical Learning and the director of the Alcuin Fellowship of classical educators. He has published numerous articles and lectures that are widely used throughout the United States and the English-speaking world.

Christopher received his BA in history from the University of South Carolina and his MDiv and PhD in apologetics from Westminster Theological Seminary. He was also a special student in literature at St. John's College in Annapolis. He has taught at Messiah College and Chesapeake Theological Seminary, and served as the founding headmaster of a classical school in Harrisburg, PA, for ten years. He is the author of the books *An Introduction to Classical Education: A Guide for Parents* (Classical Academic Press, 2004), *The Greek Alphabet Code Cracker* (Classical Academic Press, 2008), *Greek for Children* (Classical Academic Press, 2010), and co-author of the "Latin for Children" series published by Classical Academic Press.



FRANCINE *Rader*

Sixteen years as a high school librarian and three years at Regents School of Austin; master's degree in Library Science; bachelor of science in Education.



JIM *Reynolds*

Jim Reynolds is the Dean of Faculty at The Geneva School in Winter Park, FL, and has been there since 2011. Before that, he worked for Houghton Mifflin-Harcourt as an Educational Consultant responsible for training school districts in the use of adopted educational programs; then he moved to Orlando to become the Marketing Manager, Elementary Mathematics; and finally he served as the Vice President/Editor-in-Chief of Elementary Mathematics, where he developed and managed programs including "Saxon Math," "Math in Focus," and "Go Math!" As the Dean of Faculty, Jim has led the school in reforming teacher evaluation practices, moving the upper school to a modified block schedule, writing curricula based on the backward design model, and changing the lower school assessment practices and report card to reflect the art of math, the art of language, and the love of story.



SEAN *Riley*

Sean A. Riley, PhD, serves as Academic Dean at The Stony Brook School, a Christian boarding and day school on Long Island. He earned his PhD in philosophy from Baylor University. At The Stony Brook School, Sean has taught courses in history, English, the Bible, and philosophy; coached football, tennis, and the Ethics Bowl team; and served as a dorm dad. He lives in Stony Brook with his wife, Emily, and his four children: Aidan, Liam, Honora, and Quinn.



CHRISTOPHER *Schlect*

Christopher Schlect, PhD, has worked in classical and Christian education for over 25 years. As Fellow of History at New Saint Andrews College, he teaches courses in ancient and medieval civilizations, US history, American Christianity, medieval education, and Classical Rhetoric, among other subjects. He has also taught introductory and advanced courses in U.S. history and Ancient Rome at Washington State University. He is the Director of New Saint Andrews College's graduate program in Classical and Christian Studies. He taught history and the Bible at Logos School in Moscow, ID, for many years, and serves classical and Christian schools around the country through his consulting and teacher-training activities. His published writings appear in various school curricula and other outlets.

Schlect's research in 20-century Protestant church life has earned numerous competitive grants and fellowships, and he has presented his research at meetings of the American Historical Association, the American Society of Church History, the American Academy of Religion, and the Idaho Council for History Education. He was recently named the 2016–17 distinguished lecturer for the Association of Reformed Colleges and Universities. His historical work includes service as a ranger for the U.S. National Park Service, where he specialized in Protestant missions to the Nez Perce people and interpreted historical sites and material culture for members of the public.

Schlect is a teaching elder at Trinity Reformed Church (CREC) in Moscow, ID. He and his wife, Brenda, have five children, all products of a classical and Christian education. They also have one grandchild.



JOHN *Scholl*

John Scholl holds a PhD in History, with an emphasis in Medieval Christianity, from the University of California at Santa Barbara. He loves teaching and has taught a diverse range of classes and students: Math, Humanities, and Logic to middle schoolers, Ancient History and Literature to high schoolers, surveys of Western Civilization and U.S. History to college freshmen, and Church History to seminary students. Dr. Scholl serves as the Rhetoric School Director and Academic Dean of Trinity Classical School in Houston.



MELANIE *Sharpless*

Melanie Sharpless has been involved in Christian classical education for 20 years. She has taught at various grade levels in grammar, logic, and rhetoric at Boston Trinity Academy and The Covenant School in Dallas. Melanie has served as the Head of Grammar and the Head of Logic at The Covenant School. Two years ago she relocated to Austin with her husband and is currently the Head of Grammar at Regents School of Austin. Melanie graduated from the University of Texas with a BA in history, has been married for almost 30 years, and has three sons who all attended Christian classical schools.



JEFFREY *Smith*

Jeffrey Smith received his BA from Dartmouth College and teaches Bible and history at The Stony Brook School in Long Island, NY, where he has served since 2010. He is also the assistant coach for the school football team.



ROBERT *Sorensen*

Rob Sorensen teaches Art History and Western Civilization at The Bear Creek School in Redmond, WA, where he lives with his wife, his three children, and his neurotic border collie. He is a PhD candidate in Faulkner University's Humanities program, and is the author of *Martin Luther: The Accidental Revolutionary* (forthcoming from Anthem Press).



STEPHEN *Sprague*

Stephen Sprague served in the U.S. Navy for 20 years as a Naval Flight Officer, Reconnaissance Officer, Operations Officer, Effects and Assessment Officer, and various other jobs including Assistant Professor of History at the U.S. Air Force Academy. That assignment—teaching history—while at the same time homeschooling his first child, solidified his convictions toward classical Christian education. Those convictions led him to retire from the Navy and begin as Headmaster of Trinity Christian School, a PK–12 grade classical Christian school in Kailua, HI, where he now serves in his third year. Stephen has a BS in Systems Engineering, an MS in Electrical Engineering, and an MA in Military Arts and Science.



RICK *Trumbo*

Rick Trumbo has finished his 40th year as a teacher of humanities and classics. He is a graduate of Hampden-Sydney College (BA, Humanities) and the University of Richmond (MHum, concentration in Classics). He is the father of five children and grandfather of 10. He is a ruling elder in the PCA, and has served on the Candidates and Credentials committee of James River Presbytery. He has taught Humanities, Latin, the Bible, and Logic at Veritas School for the past nine years. Rick has previously offered workshops at SCL on interdisciplinary courses and on classical virtue in political thought.



BRYAN *Verbrugge*

Bryan Verbrugge hails from the suburban Maryland area but now calls Charlottesville, VA, his home. He has worked in Christian education for his entire career, starting in Pennsylvania right out of college, followed by a move to the Covenant School in Charlottesville in 1996. His current responsibilities include leading weekly chapel services, advising the administration, and teaching the senior class Theology every year. He holds a BA from Geneva College and an MDiv from Westminster Seminary.



ROB *Williams*

I have been involved in classical and Christian education since 1994 in the capacity of a classroom instructor or administrator. I was the headmaster of The Master's School in San Marcos, Texas, 1996–1997. In 1997 I joined the faculty of Regents School of Austin as a sixth-grade teacher. In 2005 I moved to the School of Logic as a history teacher. While at Regents, I have been actively involved in curriculum development and teacher training.

I am also the author of *Thinkwave* (CreateSpace, 2014), a YA fantasy fiction that explores the implications of a theistic worldview, and how renewing our minds according to the truth of this worldview extricates us from self-deception and transforms our lives as well as those around us. You can learn more about me and my book at my website rduncanwilliams.com



PAUL *Wolfe*

Headmaster of The Cambridge School of Dallas for eight years now. Previously, Associate Professor of New Testament Studies for 20 years, including the Huber Drumwright, Jr. Chair of the New Testament at Southwestern Baptist Theological Seminary. PhD in New Testament Studies, University of Aberdeen, additional studies at Cambridge University and University of Tübingen, Germany. BCA and MA in Biblical Studies, Dallas Baptist University.



ROBERT *Woods*

Started a Great Books–based classical Christian Honors program on the collegiate level 16 years ago. I have been a consultant and advisor at classical Christian schools for 15 years. I joined The Covenant School as Headmaster in the summer of 2015. I have a BA and an MA in Religious Studies, an MA in Logic, and a PhD in Humanities.

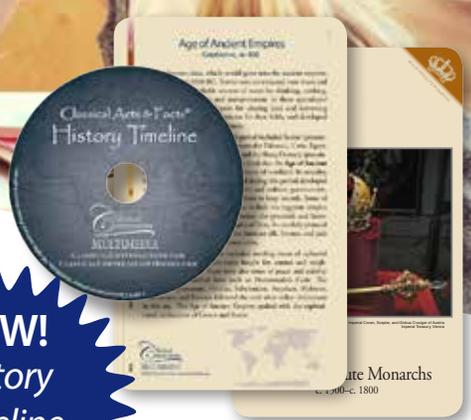


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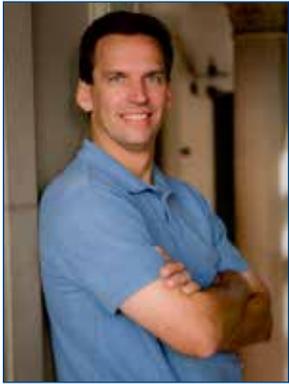
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JEFF *Zweerink*

Astrophysicist Jeff Zweerink's involvement in science apologetics grows from an enthusiasm for helping others bridge the perceived science-faith gap. As a research scholar and executive director of online learning at Reasons to Believe (RTB), Jeff focuses on encouraging people of all backgrounds to consider the truth of Scripture and how it connects with the evidence of science.

A Christian from childhood, Jeff struggled to reconcile his love of science and his desire to serve God. While an undergrad at Iowa State University, he heard astronomer and RTB founder Hugh Ross speak on the constructive integration of science and faith. Hugh's old-Earth perspective introduced Jeff to a Creation view that aligns with both Scripture and science. Ten years later, a professor encouraged Jeff to enroll in RTB's volunteer apologetics program. This involvement, coupled with Jeff's desire to serve God through direct ministry, led to a scholar position in 2005.

Today, Jeff writes and speaks on the compatibility of faith and science and on evidence for intentional design from a multiverse theory, dark energy and dark matter, and exoplanets. His speaking engagements take him to universities, churches, and other venues around the world, including high schools and youth groups. Jeff also serves as executive director of Reasons Institute and Reasons Academy (RTB's accredited online learning programs) and hosts the RTB website's video interviews. He is the author of the book *Who's Afraid of the Multiverse?* (Reasons To Believe, 2008) and co-author of RTB's "Impact Events" student devotional series.

Prior to joining RTB, Jeff spent much time working on the STACEE and VERITAS gamma-ray telescopes and was involved in research projects such as the Solar Two Project and the Whipple Collaboration. He still holds a part-time position at UCLA and is working on GAPS, a balloon experiment seeking to detect dark matter. Jeff is co-author on more than 30 papers published in peer-reviewed journals, such as *Astrophysical Journal*, *Astroparticle Physics*, and *Astrobiology*, as well as numerous conference proceedings.

Jeff and his wife, Lisa, live in Southern California with their five children.

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RESOURCES

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The Society for Classical Learning

is a professional society committed to promoting the cultural benefits of the classical, Christian traditions by providing leadership and support, opportunities for the exchange of ideas, and standards of excellence for educators.

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RESOURCES FOR MEMBERS



The Journal

The SCL Journal is published quarterly, once a year and features articles, news, and resources for educators, and support for students.



Annual Conference

Join us this year for the annual conference, browse available recordings, visit our career center, and keep in touch with the member directory.



SocietyForClassicalLearning.org

Morning Prayer for Mission to Culture

The leader of the service shall invite all to kneel or stand as they are able, and to repeat with him the Lord's Prayer. The participants shall recite all that is indicated in bold.

OUR Father, who are in heaven, Hallowed be thy Name. Thy kingdom come. Thy will be done, On earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses, As we forgive those who trespass against us. And lead us not into temptation, But deliver us from evil. For thine is the kingdom, and the power, and the glory, forever and ever. Amen.

The leader shall continue in prayer, the people affirming his words with a loud "Amen."

Dedication of Soul and Body to God's Service, with a Resolution to be Growing Daily in Goodness.

AND since it is of thy mercy, O gracious Father, that another day is added to our lives; We here dedicate both our souls and our bodies to thee and thy service, in a sober, righteous, and godly life: in which resolution, do thou, O merciful God, confirm and strengthen us; that, as we grow in age, we may grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ. **Amen.**

Prayer for Grace to enable us to perform that Resolution.

BUT, O God, who knowest the weakness and corruption of our nature, and the manifold temptations that we daily meet with; We humbly beseech thee to have compassion on our infirmities, and to give us the constant assistance of thy Holy Spirit; that we may be effectually restrained from sin, and incited to our duty. Imprint upon our hearts such a dread of Thy judgments, and such a grateful sense of thy goodness to us, as may make us both afraid and ashamed to offend thee. And, above all, keep in our minds a lively remembrance of that great day, in which we must give a strict account of our thoughts, words, and actions to Him whom Thou hast appointed the Judge of quick and dead, thy Son Jesus Christ our Lord. **Amen.**

Scripture lesson

Hymn

For Social Justice

ALMIGHTY God, who hast created man in thine own image; Grant us grace fearlessly to contend against evil, and to make no peace with oppression; and, that we may reverently use our freedom, help us to employ it in the maintenance of justice among men and nations, to the glory of Thy holy Name; through Jesus Christ our Lord. Amen.

For all Poor, Homeless, and Neglected Folk

O God, Almighty and merciful, who healest those who are broken in heart, and turnest the sadness of the sorrowful to joy; Let thy fatherly goodness be upon all thou hast made. Remember in pity such as are this day destitute, homeless, or forgotten of their fellow men. Bless the congregation of thy poor. Uplift those who are cast down. Mightily befriend innocent sufferers, and sanctify to them the endurance of their wrongs. Cheer with hope all discouraged and unhappy people, and by thy heavenly grace preserve from falling those whose penury tempteth them to sin; though they be troubled on every side, suffer them not to be distressed; though they be perplexed, save them from despair. Grant this, O Lord, for the love of him, who for our sakes became poor, thy Son, our Saviour Jesus Christ. **Amen.**

Hymn

For Faithfulness in the Use of this World's Goods

O LORD, our heavenly Father, whose blessed Son came not to be ministered unto, but to minister; We beseech thee to bless all who, following in his steps, give themselves to the service of their fellow men. Endue them with wisdom, patience, and courage to strengthen the weak and raise up those who fall; that, being inspired by thy love, they may worthily minister in thy Name to the suffering, the friendless, and the needy; for the sake of him who laid down his life for us, the same thy Son, our Saviour Jesus Christ. **Amen.**

The Grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Ghost, be with us all evermore. **Amen.**

Doxology

Praise God, from Whom all blessings flow;
Praise Him, all creatures here below;
Praise Him above, ye heavenly host;
Praise Father, Son, and Holy Ghost.

BLESSED ASSURANCE

Blessed assurance Jesus is mine
 O what a foretaste of glory divine
 Heir of salvation purchase of God
 Born of His Spirit washed in His blood

This is my story this is my song
 Praising my Savior all the day long
 This is my story this is my song
 Praising my Savior all the day long

Perfect submission perfect delight
 Visions of rapture now burst on my sight
 Angels descending bring from above
 Echoes of mercy whispers of love

Perfect submission all is at rest
 I in my Savior am happy and blest
 Watching and waiting looking above
 Filled with His goodness lost in His love

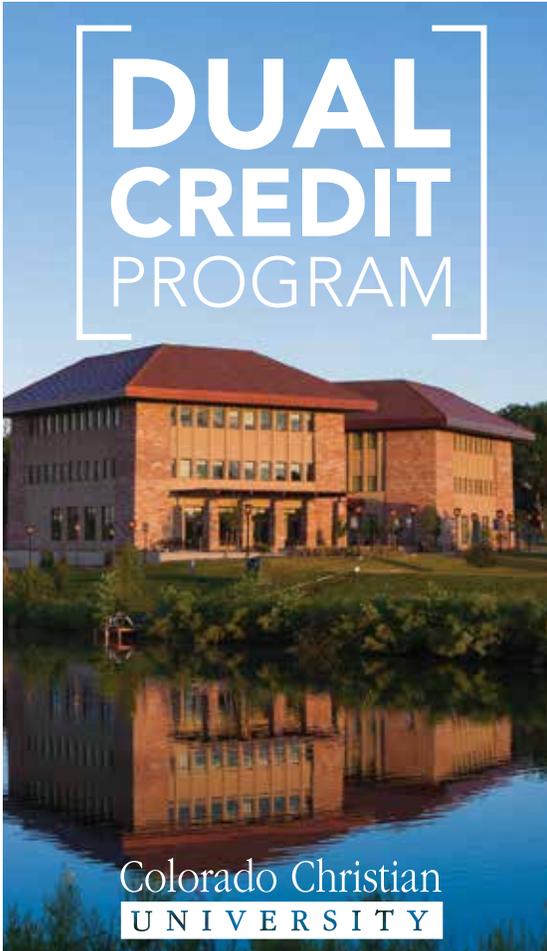
FAIREST LORD JESUS

Fairest Lord Jesus Ruler of all nature
 O Thou of God and man the Son
 Thee will I cherish Thee will I honor
 Thou my soul's glory joy and crown

Fair are the meadows fairer still the woodlands
 Robed in the blooming garb of spring
 Jesus is fairer Jesus is purer
 Who makes the woeful heart to sing

Fair is the sunshine fairer still the moonlight
 And all the twinkling starry host
 Jesus shines brighter Jesus shines purer
 Than all the angels heav'n can boast

Beautiful Savior Lord of all the nations
 Son of God and Son of Man
 Glory and honor praise adoration
 Now and forevermore be Thine



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GREAT IS THY FAITHFULNESS

Great is Thy faithfulness
 O God my Father
 There is no shadow
 Of turning with Thee
 Thou changest not
 Thy compassions they fail not
 As Thou hast been
 Thou forever wilt be

Great is Thy faithfulness
 Great is Thy faithfulness
 Morning by morning
 New mercies I see
 All I have needed
 Thy hand hath provided
 Great is Thy faithfulness
 Lord unto me

Summer and winter
 And springtime and harvest
 Sun moon and stars
 In their courses above
 Join with all nature
 In manifold witness
 To Thy great faithfulness
 Mercy and love

Pardon for sin
 And a peace that endureth
 Thy own dear presence
 To cheer and to guide
 Strength for today
 And bright hope for tomorrow
 Blessings all mine
 With ten thousand beside

IT IS WELL WITH MY SOUL

When peace like a river
 Attendeth my way
 When sorrows like sea billows roll
 Whatever my lot
 Thou hast taught me to say
 It is well
 It is well with my soul

It is well (It is well) with my soul
 (with my soul)
 It is well
 It is well with my soul

Though Satan should buffet
 Though trials should come
 Let this blest assurance control
 That Christ hath regarded
 My helpless estate
 And hath shed His own blood
 For my soul

My sin O the bliss
 Of this glorious thought
 My sin not in part but the whole
 Is nailed to the cross
 And I bear it no more
 Praise the Lord
 Praise the Lord O my soul

And Lord haste the day
 When the faith shall be sight
 The clouds be rolled back as a scroll
 The trump shall resound
 And the Lord shall descend
 Even so it is well
 With my soul

COME THOU ALMIGHTY KING

Come Thou Almighty King
 Help us Thy name to sing
 Help us to praise
 Father all-glorious o'er all victorious
 Come and reign over us Ancient of Days

Come Thou Incarnate Word
 Gird on Thy mighty sword
 Our prayer attend
 Come and Thy people bless and give
 Thy Word success
 Spirit of holiness on us descend

Come Holy Comforter
 Thy sacred witness bear
 In this glad hour
 Thou Who almighty art now rule in every heart
 And ne'er from us depart Spirit of pow'r

To Thee great One in Three
 Eternal praises be
 Hence evermore
 Thy sov'reign majesty may we in glory see
 And to eternity love and adore

MY HOPE IS BUILT (CORNERSTONE)

My hope is built on nothing less
Than Jesus' blood and righteousness
I dare not trust the sweetest frame
But wholly trust in Jesus' Name

Christ alone cornerstone
Weak made strong in the Savior's love
Through the storm He is Lord
Lord of all

When darkness seems to hide His face
I rest on His unchanging grace
In every high and stormy gale
My anchor holds within the veil
My anchor holds within the veil

When He shall come with trumpet sound
Oh may I then in Him be found
Dressed in His righteousness alone
Faultless stand before the throne

NOTHING BUT THE BLOOD

What can wash away my sin
Nothing but the blood of Jesus
What can make me whole again
Nothing but the blood of Jesus

O precious is the flow
That makes me white as snow
No other fount I know
Nothing but the blood of Jesus

For my pardon this I see
Nothing but the blood of Jesus
For my cleansing this my plea
Nothing but the blood of Jesus

Nothing can for sin atone
Nothing but the blood of Jesus
Naught of good that I have done
Nothing but the blood of Jesus

This is all my hope and peace
Nothing but the blood of Jesus
This is all my righteousness
Nothing but the blood of Jesus

**AMAZING GRACE
(MY CHAINS ARE GONE)**

Amazing grace how sweet the sound
That saved a wretch like me
I once was lost but now I'm found
Was blind but now I see

'Twas grace that taught my heart to fear
And grace my fears relieved
How precious did that grace appear
The hour I first believed

My chains are gone I've been set free
My God my Savior has ransomed me
And like a flood His mercy rains
Unending love amazing grace

The Lord has promised good to me
His word my hope secures
He will my shield and portion be
As long as life endures

The earth shall soon dissolve like snow
The sun forbear to shine
But God who called me here below
Will be forever mine
You are forever mine



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- Based on the Gordon in Orvieto, semester-long program operated by Gordon College
- When: Each trip (one for teachers, one for students) will be scheduled during July, 2017. Details at OrvietoProgram.com.
- Leadership: Hosted by Gordon College and Classical Academic Press in partnership with SCL as a jointly-sponsored program
- Theme: What Does Jerusalem Have to Do with Athens? Students will explore a related question: "On what terms have educated Christians over the centuries allowed the classical and the Christian – the Greco-Roman and the Judeo-Christian intellectual heritages – to mix it up in the same classroom?"
- Onsite instruction: Students will live and study in a beautiful, restored monastery in Orvieto, and take some trips to nearby cathedrals and Italian cities to study and reflect.
- Staffing: Gordon provides administrative support and logistics
- Teaching: Gordon provides a professor, SCL may provide teachers who assist the professor
- Cost: Approximately \$1400 for two weeks (not including airfare). SCL members receive a 5% discount.

See OrvietoTrip.com or the SCL website for details!

Notes



“Those who built on the wall, and those who carried burdens, loaded themselves so that with one hand they worked at construction, and with the other held a weapon. Every one of the builders had his sword girded at his side as he built.”

—Nehemiah 4:17-18

Freed from Babylon, Jewish exiles returned and rebuilt the temple and Jerusalem, but not without opposition. They worked with swords girded on their sides. They were builders who wore swords and soldiers that learned to shovel.

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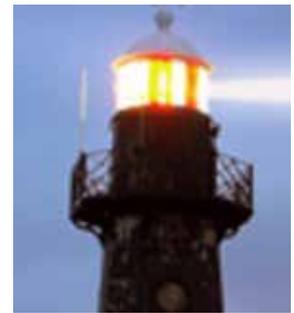
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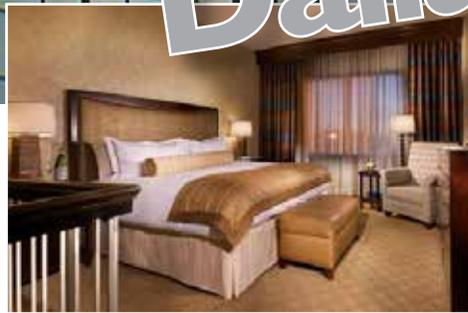
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