

WEDNESDAY, JUNE 17

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PLENARY AND WORKSHOP SYNOPSES

- Wednesday, June 17 8:00-8:30 AM Devotions (Ballroom B & C)
- Wednesday, June 17 9:00-9:30 AM Welcome and Opening (Ballroom A & B)
- Wednesday, June 17 9:30-10:30 AM Plenary Session

Plenary: Reading the Story You Are Actually In

Douglas Wilson

The history of the world is a story that God is telling, from beginning to end. But unless you are one of the apostles, the chances are outstanding that your particular role in the story is a supporting role, a B-story. How are we to understand all of this? We need to hold two things together in tension, and learning how to do this is the way of wisdom. The first is the task of avoiding self-deception, and learning how not to think of ourselves more highly than we ought, and the second is the truth that in Christ there are no little people, no little schools, no little ventures.

- Wednesday, June 17 10:50 AM Workshops

Biblical Worldview in the Grammar School

Terri Covil

The most important responsibility and the greatest privilege we have been given as teachers is to present everything we teach from a biblical worldview. Our hearts long to praise God, and the Psalms remind us over and over again that praise should be continually on our lips. So how do we do it? How do we teach young children how to add and subtract, how to blend sounds to create words, how to properly label the parts of a fish or a bird, or to construct proper sentences, all the while teaching about the Creator? This session will suggest practical ways to ensure that our biblical worldview doesn't get lost in the day-to-day motions of our classrooms.

Shepherding Hearts or Behavior Modification

Kristina Pierce and Gretchen Gevert

How does your classroom differ from your local neighborhood public school? Or even your nearby Christian school? If your answer is only found in curriculum or philosophy, I would argue you will never fully impact the next generation of millennials for Christ. While discipleship and biblical growth is the responsibility of the head of each home and their home church, are you coming alongside your students' parents and shepherding the depths of each child's heart? Does every subject you present point your class to the gospel of Jesus Christ?

The Nature and Vision of Classical Christian Education

Douglas Wilson

In a time of inflamed political correctness, the Lord has called us to undertake a pursuit of education that may be considered as the antithesis of political correctness. And lest we be tempted to capitulate on our task or redefine our task so that it become less offensive, we need to focus on the basics. What is classical Christian education, past and present? And what is our vision for it in the future?

Joyful Music Literacy: A Practical Model for Training Worshipers

Jarrod Richey

With music more prevalent now than ever before, discerning how to teach music in our schools becomes a challenging project for boards and administrators trying to fill staff positions with faculty who can accomplish this task. After visiting multiple classical schools and meeting with various school administrators, this music teacher has some principles and practical pointers that might help the school administrator feel more equipped in their search for helpful curricula and personnel to help bring greater music literacy to their school.

PLENARY AND WORKSHOP SYNOPSES

Learning Language through Stories

Karen Moore

Often the best way to embrace a language is through the wonder of stories. The framework and context of a well-wrought story can serve as a gentle guide towards understanding how words and grammar come together to create a good narrative, while at the same time engaging student interest on a deeper level than the typical grammar translation exercises. Such lessons also further proficiency in reading comprehension and oral language skills. This seminar will look at lesson plans involving stories for beginner, intermediate, and advanced readers alike.

On the Integration of the Liberal, Fine, and Common Arts

Chris Hall

What if our education had the potential not simply to liberate us, but to restore us as well? Hugh of St. Victor had this as a premise circa 1150 AD when he wrote the *Didascalicon*, a work based upon his experience at the Abbey of St. Victor on the outskirts of Paris. Hugh's premise: an education should be designed to restore in us, through the action of the Holy Spirit, the fullness of our humanity, and the only way to do so was to bring together the liberal, fine, and common arts. Imagine a community where scholars conversed with blacksmiths and tradesmen, farmers and apothecaries shared knowledge with theologians, and all benefited from the wisdom of the others' experiences. Not only did the Abbey thrive, but the vision that Hugh has cast through the years is one that we can find inspiration and wisdom nearly 900 years later, when we seem to have divided up our disciplines, and our understandings, into smaller and smaller, isolated categories. Come see how the liberal, fine, and common arts can resonate in our classrooms to foster and facilitate a restoration in our time.

How to Start and Operate a Christian, Classical, Shared-Instruction Model School

Alan Marshall

This seminar discusses how to start and operate a Christian, classical, and shared-education (collaborative) model school. The seminar will begin with an explanation of what a Christian, classical, and collaborative model school is and the unique elements of the model. We will then discuss some advantages and challenges associated with this type of school. Finally, we will cover three different approaches to starting a Christian, classical, and collaborative school: one where school leaders have a discussion with an existing school, one where the school leaders rely on consultation with a school, and one where the school leaders consider different levels of partnership.

The History of Grades and Practice of Grading

Brian Williams

Letter grades, the 100% scale, and the 4.0 system of grade tracking are ubiquitous features of the North American educational system. However, they do not exist in the classical tradition and are instead late modern inventions that serve little to no pedagogical end. Instead, graded categories were specifically designed to efficiently rank students in order to distribute scarce resources like awards, scholarships, and places at the next academic level. They increase anxiety, competition, cheating, and encourage the consumerist impulse to seek the maximum grade at the minimum cost. Similarly, they decrease intrinsic motivation, wonder, courage, and the delight of learning. This workshop will provide an overview of the history of grades and introduce practices that can minimize the adverse effects grades tend to have on the academic lives of our students.

Track Plenary: Introduction to the Liberal Arts Tradition

Kevin Clark and Ravi Jain

In this talk we offer a vision of the liberal arts as a central part of a larger paradigm of Christian classical education. Our thesis is simple: neither the Trivium alone nor all seven of the liberal arts together were ever meant to stand on their own as the entire curriculum; the liberal arts are designed for cultivating intellectual virtue. However, since human beings are more than just intellect, the curriculum must develop more than just intellectual virtue. Creatures formed in God's image must be cultivated in body and soul—mind, will, and affections. The Christian classical educational tradition embodies just the kind of holistic and fully integrated curriculum that a thoroughly Christian understanding of human nature demands. It does so, however, only when the seven liberal arts are taken as part of a larger model consisting of piety, gymnastic, music, liberal

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arts, philosophy, and theology. This full-orbed education aims at cultivating fully integrated human beings, whose bodies, hearts, and minds are formed respectively by gymnastic, music, and the liberal arts; whose relationships with God, neighbor, and community are marked by piety; whose knowledge of the world, man, and God fit harmoniously within a distinctly Christian philosophy; and whose lives are informed and governed by a theology forged from the revelation of God in Christ Jesus as it has been handed down through the Church in historic Christianity. This model presents a truly integrated Christian classical education where the intellectual seeds and tools of the seven liberal arts are formed within the context of a Christian life and moral imagination that is governed by a thoroughly Christian philosophy and theology.

Wednesday, June 17 12:00-1:15 PM Lunch and Vendor Time

Wednesday, June 17 12:15-1:00 PM Lunch Meeting for Heads of ACCS Accredited Schools

David Goodwin

Wednesday, June 17 1:15-1:30 PM Announcements and Introduction (Ballroom A & B)

Wednesday, June 17 1:30 PM Plenary Session

Plenary: TBD

Dr. Al Mohler

Wednesday, June 17 2:50 PM Workshops

God Is in the Details: Making Every Moment Count in the Classroom

Diana Meadowcroft

To recognize that God is in the details of our classroom is to recognize that we are ALWAYS teaching and need to plan beyond our lesson to how our classroom space, routines, and appearance instruct our students. While the principles discussed in this workshop apply to all stages of the Trivium, grammar teachers will be especially encouraged as we bring the how and what of their classroom together for layered learning that shapes their students' loves. Some of the biblical principles we will consider when discussing a classroom's space, routines, and appearance include: redeeming the time; honoring others; and God as the source of all that is good, true and beautiful.

Implementing Narration in the Classical Classroom

Jason Barney

Narration is a foundational tool of learning in which students are asked to reproduce quality content from memory. It was a simple and elegant mainstay of classical education before the factory model of the modern era crowded it out of the classroom. One of the best proponents of this traditional learning tool was Charlotte Mason, who honed and perfected it in her schools. Charlotte Mason was a late nineteenth-century British educator who sought to bring the heart of the liberal arts tradition into the modern era, just when it was being most assailed by early pragmatists. The practice of narration is one of the best ways to embody the classical principal of self-education. As Dorothy Sayers concluded in her essay on the lost tools of learning, "the sole true end of education is simply this: to teach men to learn for themselves." Come to this practical workshop on the why and how of implementing narration in your classroom! We'll explore what narration is as a teaching practice, why it's so effective from the perspective of Christian classical education and modern learning science, and how to implement it in your classroom. We'll touch on everything from how to roll out the new practice, how to call on students effectively, the varieties of narration that can be used, and how narration fits in a broader lesson structure. Free eBook offered to all who attend the workshop!

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Beauty Matters: Creating a High Aesthetic in School Culture

Steve Turley

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

Socratic Learning: How to Lead Discussions

Tim Dornlan

A practical workshop taking teachers through a step-by-step process of creating a Socratic learning environment. Topics covered in this talk include 1) roles, 2) preparation, 3) structure, 4) techniques, 5) responsibilities, 6) assignments, 7) training, and 8) benefits of this important teaching technique.

Silver Lies or Lining Silver? How Myths and Fairy Tales Enchant the Soul

Sam Koenan

Good literature weaves a powerful spell in our souls, awakens slumbering desires for how the world could be, and gives us new eyes to see the beauty and tragedy of the world. It is easiest to understand how literature has this effect by considering how myths and fairy tales work. This workshop discusses the philosophy and techniques of teaching literature in this soul-transforming way.

Behind the Symbols: Inspiring Student Engagement in Upper School Mathematics through Exploration, History, Art, and Applications

Maylon Jones

Each concept presented in a mathematics course has an origin story and more. Where did the mathematics come from? Was it pursued to practically quantify something in the real world? Or was it pursued in an ideal sense—simply because it was true and beautiful? If it was the latter, was there a future application which providentially fit the knowledge gained? How have works of art or events in history been impacted by the mathematics since? With these questions in mind, examples in Geometry, Trigonometry, and Algebra II/Algebra III will be presented with the goal of bringing mathematics to life for our students.

From Earth to Sky: Online Classical Christian Education

Tom Garfield

An informative introduction to the ways online classical, Christian education works. Will include a candid presentation of the pluses and minuses of using an online platform for applying this time-tested philosophy. The goal is to better inform anyone interested in the promotion of classical, Christian education in a variety of ways to reach a growing number of families.

Track Plenary: Classical Education Unhinged, Part 1

Martin Cochran, Andrew Kern, Christ Perrin, & Carol Reynolds

In this high-energy panel discussion, Christopher, Martin, Andrew, and Carol journey from levity to gravity, from wisdom to whimsy, while exploring both big picture and nitty-gritty questions about Christian classical education. Some of the questions are prepared by the moderator ahead of time (usually to trip up the panelists), others come from the audience. Some of the answers are long, others short. If you come and participate in this transcendently practical discussion of all things classical, it will be even better.

Wednesday, June 17

4:10 PM Workshops

Engaging Students in a Meaningful Mathematics Harkness

Sandra Schinetsky

This workshop promises to empower math teachers to use the Harkness method to further their students love and understanding of mathematics. If we are to be truly classical, then we must require students to reason about and critique mathematics the way mathematicians, scientists, philosophers, and theologians have historically done. Mathematics is a way for people to understand the world around them, and by having students participate in a Harkness discussion about mathematics and God we are allowing them to see the purpose

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behind their mathematics education. We are giving students the opportunity to find meaning to mathematics in their own lives and to cultivate their mathematical affections. In this workshop, participants will experience a math Harkness themselves to better utilize Harkness pedagogy when discussing mathematical concepts. Grading rubrics will be shared as well as classroom management strategies that foster dynamic conversations in all levels of math courses. Finally, a plethora of Harkness topics will be presented so that every participant will be equipped to lead a Harkness discussion in a math class.

Christ-Like Characters

Andrew Stapleton

"Christ figures" are literary characters that resemble Jesus Christ in their attributes, actions, or experiences. Reading and teaching literature with an awareness of Christ figures leads to a better understanding of both our savior and the stories we enjoy. Case studies from classic literature will be presented to illustrate how prominent characters can resemble Christ. The benefits of this approach will be emphasized, including both an appreciation of the person and work of Christ and the imperative to model our daily lives on his life-changing story.

How to Use ERB Standardized Tests in Your School

Kevin Thames

This workshop will show how to use ERB standardized test scores to evaluate trajectory of classes and curriculum. The ERB scores can be used to show areas of struggle for individual classes and teachers can select micro-instructional goals to help a class attain specific growth.

Meet Peers for Kindergarten & First Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Second & Third Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Fourth & Fifth Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Sixth Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Track Plenary: Classical Education Unhinged, Part II

Martin Cochran, Andrew Kern, Christ Perrin, & Carol Reynolds

In this high-energy panel discussion, Christopher, Martin, Andrew, and Carol journey from levity to gravity, from wisdom to whimsy, while exploring both big picture and nitty-gritty questions about Christian classical education. Some of the questions are prepared by the moderator ahead of time (usually to trip up the panelists), others come from the audience. Some of the answers are long, others short. If you come and participate in this transcendently practical discussion of all things classical, it will be even better.

Wednesday, June 17 7:00-8:30 PM Receptions

Wednesday, June 17 6:05-8:30 PM Honors Choir Rehearsal (closed to the public)

THURSDAY, JUNE 18

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12:15–1:00	ACCS Membership Meeting	<i>David Goodwin</i>	
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7:00–8:30	Receptions	TBD	

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Thursday, June 18 9:30 AM Plenary Session

Plenary: The Making of a Monster: Frankenstein, Transgenderism, and Government Education

Rosaria Butterfield

Mary Shelley's gothic 1818 novel, *Frankenstein: Or The Modern Prometheus*, is the antithesis of a true, good, or beautiful story. Penned on a dare, its 18-year-old author was a young unwed mother and a rebellious, but well-read and educated, runaway daughter. Civrot Frankenstein, the protagonist of this story-within-a-story, is a frustrated bachelor-scientist who, believing in biological immortality, creates and breathes life into a gigantic nameless creature, using body parts stolen from fresh graves. Victor abandons his creature at birth, but the creature seeks the promises of Renaissance humanism—he aspires a civilizing nature and a loving community. He teaches himself to read. He seeks companionship. But he is a soulless vagabond. Prohibited by birth from bearing God's image, the nameless creature's fruitless quest is both heartbreaking and murderous. Victor and the nameless creature become literary foils, and a murder follows them wherever they go. Frankenstein's creature has been the subject of stage plays and movies, almost since the book's first publication in 1818. And heartbreakingly, young people who identify as transgender and are de-transitioning today, have used the name of Frankenstein's monster to describe themselves. As heartbreaking as stories of de-transition are, government schools continue to promote transgenderism as a capstone of humanism and human dignity. We can gain insight into transgenderism from Mary Shelley's novel about a bachelor who wants to invent life in a laboratory.

Thursday, June 18 10:50 AM Workshops

Practical Trivium Teaching in the Grammar School

Covil & Gardner

We've all read the books, written the papers, and fully support the mission of classical Christian education, so now what? How do we implement the philosophy in the classroom? This practicum will serve to give teachers the tools they need to bring the ideals we love and agree with down to the classroom level. We will apply the trivium to a unit, show how our biblical worldview permeates every lesson we teach, and give educators some practical tools to use in their everyday classrooms.

Let the Word of Christ Dwell in You Richly: Using Songs for Scripture Memorization

Denlinger & Kochie

Aaron, Catherine, and Michael will demonstrate the power that song holds to facilitate Scripture memorization. They will present original songs that they have written as part of the Scripture memorization program at their own institution. In the course of the workshop, attendees will themselves experience the effectiveness of this approach by learning several biblical texts set to song and will receive resources that will allow them to utilize the same songs in their schools. The presenters will discuss strategies for writing songs to accompany verbatim translations of inspired biblical texts. They will, finally, demonstrate how some very familiar tunes can be employed to help students learn significant portions of Scripture in short periods of time.

Teaching Grammar in Context: The Beauty of the Five-Minute Lesson

Christine Norvell

It's all in the philosophy. When we isolate grammar, we pull it from its natural context, its relationship to the words a student writes. By fastening grammar instruction to writing and immediate need, Constance Weaver's *Teaching Grammar in Context* (1996) broke ground by smashing the routine use of stand-alone grammar exercises. She advocated short bites, immediate application, and no books. At two to three times a week, this strategy is effective and flexible for any subject at almost any grade level that requires writing. Teachers can adapt grammar review and new material by noting patterns with the first writing assignment of the year. Are many missing how to use possessives or homonyms? Are commas everywhere but where they need to be? The teacher's evolving review list is based on each class's needs. Mini-lessons are taught with board examples, pictures, a paper copy of a rule from a grammar text, or my favorite, student examples from graded writing.

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Join me as we discuss the many delightful ways we can practice grammar instruction and help our students consistently apply it in their own writing whatever the subject.

Living Latin in the Elementary and Secondary Classroom

Joshua Smith

Dorothy Sayers advocated letting students speak Latin in class, and John Locke suggested that “the Latin tongue would easily be taught...if his tutor, being constantly with him, would talk nothing else to him, and make him answer still in the same language.” Many Latin teachers might want to follow this advice, but few of us learned to speak Latin ourselves: how, then, can we speak Latin with our students? This workshop will briefly lay out some of the reasons to speak Latin in class, but the bulk of the time will be spent introducing and practicing specific spoken-Latin activities and techniques. Teachers at any grade level who are interested in using Latin as a living language will come away from this workshop equipped with some concrete ideas and resources for making spoken Latin part of their teaching routine.

Four-Fold Beholding: The Quadrivium

Chris Hall

Across the past 30 years, the classical Christian school movement has done a tremendous job reclaiming the trivium, and yet one of the greatest pedagogical challenges we face today involves the other set of the liberal arts: the quadrivium. How moderns view, and thus how they've taught, the arts of math and science has moved away from an encounter with truth, good, and beauty, and into the realms of materialism and utility. For years, we've been involved in discussions about how to teach science and math "classically": the latter is particularly challenging because the very disciplines we teach today were not even around back then in their current forms. What if there was a way to use medieval methodologies to cast light into the darker corners of this problem, to give us a framework by which we can see the logos in what seems to be so many facts, figures, and procedures? What if we could teach math and science in technically masterful ways, but also in musical and poetic ways? In this session, I'll present some frameworks to improve our quadrivium pedagogy, and also open up the discussion about what we could do with the right questions and philosophical frameworks in place.

Effective Classroom Discussion

Chris Schlect

There is more to discussion than merely getting students to talk about the material. There is more to it than provoking their opinions. Is your classroom a place where students think well, listen well, and speak well? What practices stifle those qualities? This practical workshop provides ideas about how to get our students to interact with the material, with the instructor, and with one another.

Emergency Preparedness: Lessons from a Storm

Michael Sabo

There are many lessons in going through a major emergency. What can we do to prepare ahead of time? What are the expectations for the short-and long-term recovery? This is a critical time for school leaders to guide families through a challenging season. In this session, we will discuss key steps to prepare now and what we have learned to help pull a community through the impact of a life changing event.

Education as the Cultivation of Love

David Diener

What is education? Fundamentally it is not the transference of knowledge, or the development of skill sets, or academic preparation for the next stage of schooling. Fundamentally, education is the formation of loves. Its primary task is to cultivate an *ordo amoris*, an ordering of love, that corresponds to reality and will enable students to live lives of virtue. Drawing on thinkers from Plato and St. Augustine to Josef Pieper and C. S. Lewis, this seminar examines the cultivation of well-ordered loves as the central goal of education and questions how this conception of education should affect what we do in the classroom and how we measure the “success” of the education we provide.

PLENARY AND WORKSHOP SYNOPSES

Track Plenary: The Siren Song of Mission Drift

Douglas Wilson

One of the easiest things in the world to do is to compromise. You started your school because you were exasperated by all the compromises you saw around you, and yet, then, once you were up and running, and had a payroll to meet, you may have found that things were not so simple. And you may have discovered that the people who wrecked the school you finally decided to leave were people who were a lot like you.

Thursday, June 18 12:00-1:30 PM Lunch and Vendor Time

Thursday, June 18 12:15-1:00 PM ACCS Membership Meeting

Thursday, June 18 1:30-2:30 PM National Honor Choir Concert

Thursday, June 18 2:50-3:50 PM Workshops

Making It Stick (Grammar Methods and Tools)

Lysa Lytikainen

Students in the grammar stage have minds like sponges. Our job, as teachers, is to make them thirsty for learning and to help them memorize, lock down, and retain each lesson that we teach. Some of the most effective tools we can use are songs, activities, and chants. But what if you don't consider yourself to be creative or musical? What if you actually had to (gasp!) WRITE a song or chant?! This seminar will equip you with step-by-step tools to do just that and demystify the creative side of classical education at the grammar level.

How to Make "Hard to Read" Literary Texts Accessible for Struggling Readers

Rosaria Butterfield

Special needs can be dehumanizing for children and parents, and the government educational programs offered to them often focus on reductionist or trendy ways to "catch up" to their peers (whatever that means). Government educational goals for children with special needs could not be lower. Often overlooked is classical Christian education, dismissed as elitist. But classical education is profoundly humanizing, and children with special needs are most worthy and in need of humanizing, systematic, logical, and beautiful programs of study. Classical education's integrative practices work especially well for children with cognitive difficulties. This workshop will address the teaching of writing, reading, and literary studies to children with dyslexia, with a special focus on the homeschool classroom, borrowing heavily from the great privilege it has been to homeschool my daughter with dyslexia in a classical Christian program.

Hands-On Formative Assessment

Bryan Lynch

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

Street-Fighting Logic

Brian Daigle

Logic and rhetoric are core subjects for classical Christian education, in both its philosophy and practice. But what kind of wisdom does our Christian faith require us to teach to our students and children concerning these two high-octane subjects? How should our study of both logic and rhetoric be informed by a Christian ethic of love, sacrifice, and joy? How are poetry, humor, and chocolate cake tools in the hand of the logician? How do we at one and the same time create intelligent students while keeping them humble before God and man?

PLENARY AND WORKSHOP SYNOPSES

Socratic Discussion: Philosophy and Practice in the Classical Christian School

Amanda Patchin

In this session we will review why the classical classroom needs Socratic discussion, the tension between competing ideas of Socratic discussion, guiding principles for both teachers and students, and some best practices gleaned from experience and training.

From Natural Philosophy to Science, a descent into the ditch

Joel Dowers

This talk will examine the difference between natural philosophy and science. How we ended up in the ditch that is modern science, and how best to crawl out of it. We have gotten lazy when it comes to how and why we teach science, because we have lost the history and philosophy of science. We need to recover the tools of natural philosophy and apply them to the incredible advances made in science today.

The Adventure of Grant Writing

Sindy Beckerle

This workshop emphasizes first-hand practical experience aimed to teach skills, tips, and tricks to help individuals successfully apply for grants. With grants becoming more competitive and difficult to attain, we want you to gain knowledge on the best ways to get funds from many sources. Learn how to develop a strong project, key elements of proposal and budget development, how grants are reviewed and awarded, top 10 reasons proposals are rejected, dos and don'ts, how to find the right funding program, and a list of potential grant writing opportunities. Who should attend? Volunteers, professionals, and individuals looking to gain new skills in grant administration should come. It also includes a 10-minute question and answer time.

Building Missionaries at Your School

Tracy Robinson

As we desire to see children and young adults who "love to learn," we must not forget to train them to "love to serve." To truly have the heart and mind of Christ, one must daily surrender himself to meet the needs of those around him, and intentionally look for ways to place others above himself. In this session, we will look at what Scripture has to say about servanthood, and ways to practically apply that to your daily routine at school.

Track Plenary: Rehabilitating Beauty: How C. S. Lewis Fought the Cult of the Ugly in His Fiction

Louis Markos

In my first lecture, I will survey the causes and nature of our modern "Cult of the Ugly," and then counter that cult through an analysis of Lewis's science fiction trilogy. In my second lecture, I will continue this analysis by looking at *The Chronicles of Narnia* and *Till We Have Faces*. Though these two talks are best heard in sequence, they can each stand alone.

Thursday, June 18

4:10 PM

Workshops

Hidden Curriculum: Cultivating Ordered Loves through Ordered Classrooms

Johnnie-Ann Campbell

As teachers in classical Christian schools, we're no strangers to truth, goodness, and beauty. We regularly discuss the transcendentals and their implications for those who are called to be educators, and we are well versed in the formal curriculum—the policies, procedures, lesson plans, and lesson content. But how do we intentionally incorporate the informal and hidden curriculum to support those things? Grammar school teachers will be provided with practical tools to create classrooms that foster classroom and school cultures that support the overall mission of classical education.

PLENARY AND WORKSHOP SYNOPSES

The First Two Weeks of Grammar

Brooke Voelp

Nervous about the first day? Have you just barely survived the first two weeks in the past? Come learn how to prepare spiritually and practically to not only survive but thrive. These first couple of weeks often set the tone for the entire year. Come to this workshop to learn simple tools and techniques that will help you create a peaceful and orderly classroom while instilling in your students a sense of wonder and awe about God and His creation.

A Vision for the Everyday Classroom

Chris Schlect

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

Milton, Muhammed Ali, and the Method of Upholding God's Justice

Ty Fischer

John Milton's wrote *Paradise Lost* to justify the ways of God to man. There are many impressive things about Milton's effort, but two of the most impressive are: 1) he is able to locate the most challenging point in history (the Fall of two sinless beings) without compromising God's sovereignty or power; 2) he does this with an impressive level of confidence (thus the connection with Louisville native Muhammed Ali). His brilliance is this: Milton knows that if he can win the battle at this most difficult point, then he has won the battle at every point.

Choir in the Classrooms: How to Integrate Music throughout School Culture

Steve Turley

Should we have praise bands in our schools? Isn't singing and listening to classical music alone elitist? Let's face it, when it comes to music, a lot of us are just confused. Whether it's a matter of not being able to read musical notation or to sing in parts or to explain why Mozart is better than Mötley Crüe, educating students in music is most often considered best left to the experts. However, music was not merely a "subject" in classical education; it was integral to the formation of wisdom and virtue in the life of the student. This workshop is designed specifically for the non-musician and maybe even the tone deaf! We will explore how you—yes, you!—can incorporate music throughout the school day. We'll learn why classical music is so important to shaping the student's affections, how you can appreciate and articulate such an importance, and, most importantly, how your students will cultivate a love for singing that echoes throughout their lives. (Appeal: dialectic/rhetoric levels)

Building Strong Collaboration with Parents, Month-by-Month

Bret Billman

For many educators, collaborating with parents can be unwieldy, if not downright intimidating. Yet parents play an irreplaceable role in the education of a child, and our efforts to collaborate with them are worth the effort. In fact, collaboration can be a joyful endeavor! In this session, we'll survey a long-term strategy for building effective school-parent collaboration; we'll zoom in on key principles, like vision-casting, communication/feedback, and workshop training. While this presentation is from the perspective of a shared-instruction school (with a university-style schedule), it's intended to be generally applicable to any classical educator who wants to maximize fruitful parent involvement.

Towards an Apologetic for Classical Christian Athletics

Matt Hopkins

Mention writing, math, grammar, or Latin in a CCE crowd and you will get multiple well-developed schools of thought backed up by research and published curriculum. Additionally, the programs shaped by that thinking are markedly different from what you see in contemporary schools. Mention athletics in that same crowd and you get a mumbled and baptized Vince Lombardi speech and programs that are doing all they can to mirror

PLENARY AND WORKSHOP SYNOPSES

the public school down the street. Is that all we should expect? Despite its failings in every other realm, has American contemporary education hit upon the ultimate expression of scholastic athletics and so earned our emulation? Or do we have some work before us to establish a scholastic athletic paradigm that is consistent with a classical pedagogy and a biblical worldview? The mission of this seminar is to open up the discussion of what a classically consistent athletic program might look like. Specific topics to be addressed include: the mission of athletics, considering which sports are a good fit for a CCE school, small school vs large school athletics, athletic scheduling, and the mission of the school.

Teaching in The Form of Christ: How to Teach Anything to Anybody

Andrew Kern

When you finish this session you will know the pattern that enables you to teach anything to anybody at any time as long as teacher and learner are ready. Kern claims that the Bible follows a simple teaching pattern from beginning to end, that our Lord Jesus followed the same pattern, and that the creation itself is always teaching us the same way. At the heart of this powerful approach you find image and story. While the pattern is not always easy, it is always simple. This session will show you how to apply it to your classroom instruction, no matter what grade. Includes suggested resources.

Track Plenary: How to Do Family Worship

Joel Beeke

This address first examines our biblical duty to do four things in family worship: the reading of Scripture, leading our family in discussion about the Scripture reading, praying, and singing. The second and main part of the address will provide practical guidelines for doing each of these four parts of family worship. Third, I will answer some objections against doing daily family worship, and then conclude by providing some powerful motivations for doing family worship.

Thursday, June 18

7:00-8:00 PM Receptions

TBD

FRIDAY, JUNE 19

Time/Room	Event	Speaker	Page
8:00-8:30	Morning Devotions (Ballroom A & B)		
9:00-9:30	Announcements and School Accreditation Presentations		
	Providence Christian School Dothan, Alabama Emory Latta, Head of School		
	Trinity Classical School Houston, Texas Neil Anderson, Headmaster		
9:30-10:30 AM	Plenary: Cultivating Wonder through Stories	<i>Daniel Coupland</i>	192
10:50-11:50 AM	<u>Workshops:</u>		
Grammar	Filling an Unforgiving Class Period w/ 50 Minutes Worth of Distance Run	<i>James Waldy</i>	178
Grammar	Primary Sources in the Grammar School History Class	<i>Wendy Phillips</i>	180
Foundations (A)	The Shema and the Paideia of God	<i>George Grant</i>	188
Logic/Rhetoric	Difficult and Delightful Dialectic Students	<i>Ralph Janikowsky</i>	188
Logic/Rhetoric	Silent But Ceaseless Questions: Harnessing the Power of Questions to Awaken Wonder	<i>David Bryant</i>	184
Administrators	Shared Instruction and Five-Day Model Under One Roof (!)	<i>David Nees</i>	186
Logic/Rhetoric	Integrating the Sciences into a Classical Curriculum	<i>Marie Minniear</i>	188
All	A Primer on Pedagogy: Basic Questions About Every Lesson	<i>Daniel Coupland</i>	190
Track Plenary	Rehabilitating Beauty: How C. S. Lewis Fought the Cult of the Ugly in his Fiction	<i>Louis Markos</i>	182
12:00-1:30	Lunch and Vendor Time		
1:30-2:30 PM	<u>Workshops:</u>		
Grammar	Creating a Classical Aesthetic	<i>Yvette Cavender</i>	178
Grammar	A New Approach to Teaching Bible in Primary Grades	<i>Katy McKinney</i>	180
Logic/Rhetoric	Truth and Beauty: The Heart of Mathematics	<i>Dale Siegenthaler</i>	188
Logic/Rhetoric	Teaching Frankenstein/Romanticism for Secondary Literature Teachers	<i>Rosaria Butterfield</i>	188
Foundations (A)	The Seven Laws of Teaching	<i>Christie Wright</i>	184
Logic/Rhetoric	The Art of Classical Rhetoric and Tts Use in the Three Stages of the Trivium	<i>Andrew Kern</i>	186
Administrators	What Does Aristotle Have to Do With Your Staff Meeting? Educational Leadership in the Classical Christian Tradition	<i>Jon Balsbaugh</i>	188
Grammar	The Curriculum Tie That Binds: The Value of Laying the Foundation in Grammar School	<i>Foldesy & Sladek</i>	190
Track Plenary	How Men Should Lead Their Families	<i>Joel Beeke</i>	182
2:50-2:55	Announcements and Introduction		
2:55-3:50	Plenary: When Foundations Are Undermined	<i>George Grant</i>	192
3:50-4:00	Closing Cermony	<i>Davies Owens</i>	
4:00-4:30	Vendor Time		

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Friday, June 19

9:30 AM Plenary

Cultivating Wonder through Stories

Daniel Coupland

A classical education should provide students with both virtue and wisdom. According to Socrates (via Plato), wisdom begins in wonder. This session will explore various conceptions of wonder and demonstrate how stories are especially powerful at cultivating it.

Friday, June 19

10:50 AM Workshops

Filling an Unforgiving Class Period w/ 50 Minutes Worth of Distance Run

James Waldy

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

Primary Sources in the Grammar School History Class

Wendy Phillips

Teaching grammar school history with primary sources will stimulate students to pursue proficiency in reading difficult texts and will lead them to a deeper understanding of historical people and events. Identifying primary sources and curating artwork can be overwhelming and time-consuming, but fear not! This workshop guides teachers through the process of finding primary sources, choosing appropriate passages, curating accompanying art, artifacts, and maps, and developing graphic organizers for every history lesson.

The Shema and the Paideia of God

George Grant

God's manner and means of imparting the True, the Good, and the Beautiful remains as unchanged and unchanging as His steadfast love and abounding grace.

Difficult and Delightful Dialectic Students

Ralph Janikowsky

Adolescence is not a mistake, but a God-ordained time of final preparation of a child for adult maturity and independence. Yet all too often, we want to ignore these incredibly formative years and wait for the students to "grow up!" However, it is during these years that most students build their identity and make formational life decisions about their faith, their self-worth, and their goals in life. This talk will argue that the health of a CCE school can be best gauged by the effort the faculty devotes and the relationships they build during these important years. It will also provide ways to think about dialectic students and ideas on how to engage them and minister well to them.

Silent But Ceaseless Questions: Harnessing the Power of Questions to Awaken Wonder

David Bryant

Every teacher uses questions in daily lessons, and gifted teachers instinctively leverage questions to inspire learning. But too often teachers restrict their questions simply to leading students to parrot answers and thus miss out on the real power of questions: to excite the "work of discovering truth" and "knowing the unknown" (Gregory). This workshop will investigate the power of questions to awaken inquiry, distinguish between various types of questions, and suggest a number of ways teachers can formulate and deploy questions in instruction.

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Shared Instruction and Five-Day Model Under One Roof (?!)

David Nees

Can you establish a university model and traditional five-day model under the same roof? The answer is yes, but not without careful planning, careful communication, and an understanding faculty! In this talk, board members, heads, and principals will learn the steps and planning of one school as it morphed from a university model school into a university model and a five-day academy side-by-side under the same roof.

Integrating the Sciences into a Classical Curriculum

Marie Minniear

When referring to classical Christian education, most of the focus is on literature, history, and Bible. But in modern Western culture, science has replaced Scripture as the authoritative foundation for truth. Scientific ideas have become part of the Great Conversation, and so classical Christian educators must include the sciences as they integrate literature, history, and the arts within the context of a biblical worldview. This seminar will discuss practical ways to encourage and support integration of the sciences as well as providing examples of integrated lessons.

A Primer on Pedagogy: Basic Questions About Every Lesson

Daniel Coupland

Very few educators are natural superstars in the classroom. Rather, excellent teaching is often the result of careful attention to the craft, guidance from a wise mentor, and experience in the classroom. Drawing from both the wisdom of the classical tradition and a prudent understanding of contemporary practices, this workshop will identify and describe the basic elements necessary for a successful lesson. Based on his years as a K-12 classroom teacher, a teacher supervisor/coach, and a classical education professor at Hillsdale College, Dr. Coupland will share the basic questions that he asks while observing lessons in K-12 classrooms. This session will be especially useful for those educators who are new to teaching, for those responsible for supervising and coaching teachers, and for experienced educators who may want to reorient their efforts for more effective classroom instruction.

Track Plenary: Rehabilitating Beauty: How C. S. Lewis Fought the Cult of the Ugly in his Fiction

Louis Markos

In my first lecture, I will survey the causes and nature of our modern "Cult of the Ugly," and then counter that cult through an analysis of Lewis's science fiction trilogy. In my second lecture, I will continue this analysis by looking at *The Chronicles of Narnia* and *Till We Have Faces*. Though these two talks are best heard in sequence, they can each stand alone.

Friday, June 19 12:00-1:30 PM Lunch and Vendor Time

Friday, June 19 1:30 PM Workshops

Creating a Classical Aesthetic

Yvette Cavender

Classical Christian schools seek to cultivate wisdom and virtue through the contemplation of truth, goodness, beauty, and the acquisition of the liberal arts. Curricula and instructors impact students' love of learning and challenge thinking beyond lessons. But how do spaces within schools help us achieve our mission? The classical classroom requires a unique aesthetic. Workshop attendees will view photos and receive a list of artwork and other materials used by one school to create an environment that stimulates the mind and engages students in peaceful, calm spaces. Learn how to establish a classical aesthetic that supports your mission and model.

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A New Approach to Teaching Bible in Primary Grades

Katy McKinney

Have you ever felt like all you do when teaching Bible is read a story as your students stare at you blankly? Or, do you use a workbook where you feel like all you do is feed your children the answers and check “Bible lesson” off the box? Come to Story Worship to experience a new approach to teaching the Bible to primary grades. Experience a method of teaching that brings the Bible to life and engages the imagination and wonder of students. As Katy McKinney began teaching in her current classical setting, they did not have a formal Bible curriculum for kindergarten and first grades and teaching Bible felt exactly like those first two questions. She sought a more effective way to reach the heart of her students—thus, began her journey into Story Worship. By merging various curricula, she has filled the need that her school had for a curriculum for Bible in the primary grades. This curriculum is perfect for the pre-grammar stage of learning because it uses a hands-on approach to teach children the Bible. They are spending an entire week dwelling in one story: hearing it, watching it, feeling it, acting it, writing it, drawing it, and crafting it. After dwelling with the 72 stories through kindergarten and first grade, they begin second grade ready to spiral deeper into the Old and New Testament throughout the middle and upper grammar school grades.

Truth and Beauty: The Heart of Mathematics

Dale Siegenthaler

The study of mathematics is the study of deductive truth. Mathematicians almost unanimously describe their work as beautiful. This talk would explore historical perspectives on the truth and beauty of mathematics and how truth and beauty can be uniquely focused on in the classical Christian mathematics classroom.

Teaching Frankenstein/Romanticism for Secondary Literature Teachers

Rosaria Butterfield

In the classical Christian homeschool co-op where my children attend (and where I teach rhetoric literature), we talk about the difference between a Romans 1 humanism and a Psalm 8 humanism, the former stealing glory from God and the latter giving glory to God. The historical epoch of Romanticism, a late eighteenth-century movement, falls squarely as a Psalm 8 reflection. Romanticism elevated personal feelings and impressions to an epistemology. It became a precursor to the late-modern and post-modern idea that a person invents himself out of feelings, desires, hopes, and dreams unhinged from a Holy God. Mary Shelley's *Frankenstein* is a difficult but important text to introduce to students at the secondary level. This workshop will discuss how to teach this text taking into account both its literary “story within a story” form as well as its reflection of English Romanticism.

The Seven Laws of Teaching

Christie Wright

A brief walk-through, as either introduction or reminder, of Gregory's *Seven Laws of Teaching*, covering both his philosophical rationale as well as practical application for today's classrooms from the Grammar to the Rhetoric stage.

The Art of Classical Rhetoric and its Use in the Three Stages of the Trivium

Andrew Kern

When you teach, you use rhetoric, but these days that can mean a lot of different things. When you attend this session, you will learn an approach to Christian classical rhetoric and see how you can use its tools to think better, write better, and teach better. More importantly, Kern shows how the art of rhetoric, when submitted to Christ, can bring healing to souls and communities, one of our age's greatest needs. Includes suggested resources.

What Does Aristotle Have to Do With Your Staff Meeting? Educational Leadership in the Classical Christian Tradition

Jon Balsbaugh

There are many sources for understanding institutional leadership available to school administrators. But classical Christian administrators should think a little differently about their responsibilities. Certainly we look first and foremost to Christ and Christian principles, but the classical tradition also offers a wealth of insight into

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leadership. These insights are grounded not in technique but in a deep understanding of the human person. Join us for a conversation with Mr. Jon Balsbaugh, the president of Trinity School, on how Aristotle, Plato and other classical thinkers might impact how you run a school, manage teams, and provide leadership to your school community.

The Curriculum Tie that Binds: The Value of Laying the Foundation in Grammar School

Kathy Foldesy and Kourtney Sladek

Grammar school teachers can be overwhelmed by the breadth of the curriculum they must cover. Having a clear picture of a student characterized by wisdom, virtue and eloquence allows teachers to confidently focus on each lesson. From the arithmetic of division to the calculation of derivatives, from a three point expository paragraph to senior thesis each lesson is a crucial building block to the steps in lifelong learning. Participants will consider the building blocks, recognize the sequence of learning and become equipped with practical strategies for application.

Track Plenary: How Men Should Lead Their Families

Joel Beeke

In this address, I will expound the main biblical paradigm for fathers in leading their families—that is, as fathers we are to exercise the threefold office of prophet, priest, and king in our own homes. I will then unpack a variety of ways both biblically and practically that we are to exercise each office for the well-being of our families.

Friday, June 19 2:50-2:55 PM Announcements and Introduction

Friday, June 19 2:55 PM Plenary

Plenary: When Foundations Are Undermined

George Grant

Following in the footsteps of the seventeenth-century reformer Jan Comenius affords us a surprisingly practical plan for strategic renewal in these days of cultural disintegration.