



# Classical Christian Education Conference

March 2nd & 3rd , 2018 - Point Lookout, Mo -  
At College of the Ozarks

**EXPLORING classical Christian  
education in the 21st century context**

Dear Friend and Classical Christian Educator,

Welcome to the third Classical Christian Schools Forum hosted by School of the Ozarks on the Campus of College of the Ozarks. It is our prayer that this gathering of like-minded educators will be encouraging, refreshing, practical, and inspirational.

It was almost six years ago to the week that I found myself as the newly-hired headmaster of a classical Christian school that did not yet exist. As I'm sure that many of you have done, I began to question myself ("What have I done?"), my Lord ("Why did you choose me?"), and my employers ("Were you temporarily insane when you offered the job to me?"). I knew that unless God granted this school His gracious favor, it would fail. So, I left the checklists of tasks and the piles of paperwork at my desk and simply walked this beautiful campus and prayed... and prayed... and prayed.

Five months later, we opened grades 9-12 under the original name of this institution, School of the Ozarks. As the community began to see the value of Christ-centered, age-appropriate education, the demand quickly arose for us to add elementary grades. In August of 2014, we added grades K-6. August 2015 saw us open grades 7-8 and the first year of a full K-12 classical Christian school on the campus of College of the Ozarks.

God has blessed College of the Ozarks with a great deal of resources given freely by generous donors who believe in our mission and vision. Our leadership, starting with President Davis and the Board of Trustees, is committed to protecting this school from mission drift and shaping the next generation of Christ followers, beginning at an early age.

While you are here, I pray that the miraculous story of a little tiny K-12 school, founded by an early Presbyterian minister in 1906, which grew to become the nationally-recognized College of the Ozarks, and then once again launched a K-12 school, will encourage you in your journey to "not despise the day of small things." I pray that you will realize that we are ordinary people who God is using to do extraordinary things. I pray that we will draw strength and courage from one another as we realize we are not in this alone. Finally, I pray that we will "not become weary in doing good for at the proper time we will reap a harvest if we do not give up" (Galatians 6:9).

Blessings through Him who saves us,

Brad Dolloff, Dean of the Lab School

School of the Ozarks

A Laboratory School of College of the Ozarks



Welcome friends,

We want to thank you for joining us for the 2018 Classical Christian Schools Forum at School of the Ozarks. This is the first year The Classical Thistle has had the honor of co-hosting this event, and we are excited about the time we will have together. Not only are we co-hosting this event for the first time, but we are nearing the one year anniversary of our founding. Since we are new, perhaps you haven't heard of us yet.

The Classical Thistle was founded in March 2017 and arose out of conversations between its co-founders, Kyle Rapinchuk and Scott McElvain, over a two-year period. The conversations centered on the relatively minimal online influence of classical Christian education in an ever-increasing digital age. Although there has been an increase in print publications in recent years, the classical Christian education movement is still largely led by a few voices and a few publishers. Our vision, to promote classical Christian education in a 21<sup>st</sup> century context, began with a desire to provide a two-fold service. First, we wanted to increase awareness in the broader community regarding the nature, purpose, and practice of classical Christian education. Second, we wanted to provide a forum for more voices to share their ideas and experiences with the hope that it will help instruct and encourage other classical Christian educators. As we have progressed through this past year, we have been excited to see the positive response and the involvement of many in the classical Christian community not only in America, but worldwide.

**Why is it called The Classical Thistle?** The thistle serves as a helpful symbol for classical Christian education in a number of ways, and hence serves as our name and logo. First, there are a wide variety of kinds of thistles, some beneficial but others problematic. As with the need to discern between helpful and unhelpful thistles, while we are reading the Great Books, we must sift out truth. We cannot wholesale accept each work, for while much is beneficial, we can easily allow what is false in these great works to choke out what is true.

Second, thistles are well-known for their prickly edges, which serve the thistle well in providing it with protection and thus giving it a type of resilience. Likewise, classical Christian education, because it seeks after the true, the good, and the beautiful, ought also to have a type of resilience. The pursuit of truth, though battled against throughout the ages, is not easily pushed aside. But the prickly edges of the thistle not only remind us of the resilience of both the thistle and classical Christian education, it is also a reminder of caution. Although we may rightly favor classical Christian education over modern education, that does not make us superior people, nor does it give us the right to attack others who may approach education differently. We may debate them on the merits of one education versus another, but we must be cautious lest we fall into sin, and the prickliness of the thistle reminds us to exercise such caution.

Finally, despite the thistle's resilience and caution, it has a rugged beauty. It is not the fleeting beauty of many flowers that wither at the first full sun or falter in the wind. The thistle stands strong and rugged against many elements, yet it retains a beauty in some ways more radiant because of its ability to withstand the elements. We, too, aim to discover beauty alongside truth and goodness. But what we often find in Christianity is that true beauty is won and recognized *through* the trials, not devoid of them or merely in spite of them. The thistle thus stands as a symbol of the kind of rugged beauty we seek to produce in the hearts and minds of both ourselves and our students.

We hope that this conference will help foster your own understanding of what is true, good, and beautiful, and that our time together will strengthen each one of us for the important journey ahead.

In Christ,

Kyle Rapinchuk & Scott McElvain  
Co-Founders of The Classical Thistle



# Classical Christian Education Forum

March 2-3, 2018

Hosted by School of the Ozarks & The Classical Thistle



## Conference Schedule

*Workshop descriptions can be found beginning on page 10.*

### Thursday, March 1<sup>st</sup>—Travel Day

### Friday, March 2<sup>nd</sup>

**8:00-9:00 am**

**Light Breakfast, Opening Remarks (Hook Activities Center)**

*Dr. Jerry C. Davis, President, College of the Ozarks*

*Dr. Sue Head, Vice President of Cultural Affairs, Dean of Character Education, College of the Ozarks*

*Scott McElvain, Assistant to the Dean of the Lab School at School of the Ozarks & Co-Founder of The Classical Thistle*

**9:00-9:50 am**

**Plenary #1 (Hook Activities Center)**

*"How Does One Teach Classically?"—Jim Selby, Whitefield Academy*

**10:05-10:55 am**

**Workshop Breakout #1 (Beulah Winfrey Upper School)**

Grammar (Cummings): "A Lesson Plan Journey: From Takeoff to Landing, Part 1"—*Kim Mewes, The Oaks Academy*

Dialectic/Rhetoric (303): "The Historical Mind: Thinking the Past in the Present"—*Kyle Rapinchuk, School of the Ozarks & The Classical Thistle*

Dialectic/Rhetoric (304): "Christian Principles for Socratic Discussion"—*Jacob Allee, Classical School of Wichita*

All (301): "The Lost Tools of Memory: Practical Memory Techniques for the Classroom"—*Scott Welch, The Oaks Academy*

<b>11:10am-12:00pm</b>	<b>Workshop Breakout #2 (Beulah Winfrey Upper School)</b> Grammar (Cummings): “A Lesson Plan Journey: From Takeoff to Landing, Part 2”— <i>Kim Mewes, The Oaks Academy</i> Dialectic/Rhetoric (301): “Harkness Discussion Method: An Introduction and Demonstration”— <i>Scott Welch, The Oaks Academy</i> Dialectic/Rhetoric (304): “Friendship: Is Classical Education Possible Without It?”— <i>Josh Dyson, Classical School of Wichita</i> All (305): “Socratic Method of Teaching”— <i>William Cooper, Gloria Deo</i> All (303): “Reclaiming the Classroom as a Workshop for Wisdom”— <i>Kyle Rapinchuk, School of the Ozarks &amp; The Classical Thistle</i>
<b>12:00-1:30pm</b>	<b>Collaborative Lunch (Hook Activities Center)</b>
<b>1:30-2:20pm</b>	<b>Plenary #2 (Hook Activities Center)</b> “Abdicating Dads—Are We a Part of the Problem or the Solution?”— <i>Bruce Williams, Grace Classical Christian Academy</i>
<b>2:35-3:25pm</b>	<b>Workshop Breakout #3 (Beulah Winfrey Upper School)</b> Grammar (305): “Classically Educating All Types of Learners”— <i>Mary Kay Janke, School of the Ozarks</i> Grammar/Art (304): “Visual Competence: Training Children to See as an Artist in the Grammar Stage”— <i>Nicole Potter</i> Dialectic/Rhetoric (Cummings): “Writing in the Upper School—Refutation”— <i>Jim Selby, Whitefield Academy</i> All (301): “Slaying the Time-eating Dragon: Practical Tips to Make the Most of Our Time in the Classroom and with Our Families”— <i>Brad Dolloff, School of the Ozarks</i> All (303): “School Culture: The Devil is in the Details”— <i>Kim Mewes, The Oaks Academy; Bruce Williams, Grace Classical</i>
<b>3:40-4:30pm</b>	<b>Workshop Breakout #4 (Beulah Winfrey Upper School)</b> Dialectic (303): “Reformation Poetry: Preparing Students for High School Humanities”— <i>Jenni Carey, School of the Ozarks</i> Dialectic/Rhetoric (304): “The Heroic Journey: Using Joseph Campbell to Understand Story, History, and His Story”— <i>Dan Snyder, Classical School of Wichita</i> All (301): “How to Equip and Train Parents in the World of Classical Education”— <i>Michelle Brayman, Classical Conversations</i> All (Cummings): “Daily Bread”— <i>Christine Norvell, Regent Preparatory</i> *Book Seminar (305): “Plato’s Meno”— <i>Ian Mosley, School of the Ozarks</i>
<b>4:30pm</b>	<b>Dismiss for Dinner activities</b>



## Saturday, March 3<sup>rd</sup>

**7:30-8:15am**      **Light Breakfast and Fellowship**

**8:30-9:20am**      **Workshop Breakout #5 (Beulah Winfrey Upper School)**

Grammar (Hook): "Writing in the Grammar School—Fables"—*Jim Selby, Whitefield Academy*

Grammar /Language (305): "Rethinking Elementary Latin"—*Ian Mosley, School of the Ozarks*

Dialectic/Rhetoric (301): "Pushing Logic to the Corners: Teaching and Reinforcing Logic throughout the Secondary"—*Scott Welch, The Oaks Academy*

All (303): "Reaching Educational Outliers: Partnering with Parents to Classically Educate All Students Well"—*Sara Osborne, College of the Ozarks & The Classical Thistle*

All (304): "Time is Of the Essence: Increasing Efficiency for Maximized Effectiveness"—*Josh Dyson, Classical School of Wichita & The Classical Thistle*

**9:35-10:25am**      **Workshop Breakout #6 (Beulah Winfrey Upper School)**

*Collaboration and Resource Sharing*

Grammar (Hook): *Chrissy Martin, School of the Ozarks*

7-12 Math/Science (304): *Andrea Martin, School of the Ozarks*

7-12 Humanities (303): *Abbey Vogt, School of the Ozarks*

Fine Arts, Languages (301): *Ian Mosley, School of the Ozarks*

Administration (305): *Brad Dolloff, School of the Ozarks*

**10:40-11:30am**      **Plenary #3 (Hook Activities Center)**

"With an Eye to the Future: CCE for the 21<sup>st</sup> C"—*Kyle Rapinchuk, School of the Ozarks & The Classical Thistle*

**11:30am-1:00pm**      **Collaborative Lunch**

*Catered by Chick-fil-A. Sign up and purchase at the welcome table on Friday for \$6.*

*\*Additional resources and/or advanced preparation are recommended for sessions identified with an \*. You may, of course, attend the session, regardless of whether or not you prepared anything in advance.*

# Prayers and Hymns

*Prior to each of the three plenary addresses, we will begin with a corporate prayer and hymn.*

## Session #1

### Prayer: St. Basil the Great

As I rise from sleep, I thank Thee, O Holy Trinity, for through Thy great goodness and patience Thou wast not angered with me, an idler and sinner, nor hast Thou destroyed me in my sins, but hast shown Thy usual love for men, and when I was prostrate in despair, Thou hast raised me to keep the morning watch and glorify Thy power. And now enlighten my mind's eye and open my mouth to study Thy words and understand Thy commandments and do Thy will and sing to Thee in heartfelt adoration and praise Thy Most Holy Name of Father, Son and Holy Spirit, now and ever, and to the ages of ages. Amen.

### Hymn: Holy Father, Great Creator

1 Holy Father, great Creator,  
source of mercy, love, and peace,  
look upon the Mediator,  
clothe us with His righteousness;  
heavenly Father, heavenly Father,  
through the Savior hear and bless.

2 Holy Jesus, Lord of glory,  
whom angelic hosts proclaim,  
while we hear Thy wondrous story,  
meet and worship in Thy Name,  
dear Redeemer, dear Redeemer,  
in our hearts Thy peace proclaim.

3 Holy Spirit, Sanctifier,  
come with unction from above,  
touch our hearts with sacred fire,  
fill them with the Savior's love.  
Source of comfort, Source of comfort,  
cheer us with the Savior's love.

4 God the Lord, through every nation  
let Thy wondrous mercies shine.  
In the song of Thy salvation  
every tongue and race combine.  
Great Jehovah, Great Jehovah,  
form our hearts and make them thine.

## Session #2

### Prayer: Augustine of Hippo

Look upon us, O Lord, and let all the darkness of our souls vanish before the beams of Thy brightness. Fill us with holy love and open to us the treasures of Thy wisdom. All our desire is known unto Thee, therefore perfect what Thou hast begun, and what Thy Spirit has awakened us to ask in prayer. We seek Thy face, turn Thy face unto us and show us Thy glory. Then shall our longing be satisfied, and our peace shall be perfect. Amen.

### Hymn: Immortal, Invisible, God Only Wise

1 Immortal, invisible, God only wise,  
In light inaccessible hid from our eyes.  
Most blessed, most glorious, the Ancient of Days,  
Almighty, victorious, Thy great Name we praise.

2 Unresting, unchanging, and silent as light,  
Nor wanting, nor wasting, Thou rulest in might;  
Thy justice, like mountains, high soaring above  
Thy clouds, which are fountains of goodness and love.

3 To all, life Thou givest, to both great and small;  
In all life Thou livest, the true life of all.  
Thy wisdom so boundless, Thy mercy so free,  
Eternal Thy goodness for naught changeth Thee.

4 Great Father of Glory, pure Father of Light,  
Thine angels adore Thee, all veiling their sight;  
All praise we would render, O help us to see  
'Tis only the splendor of light hideth Thee!

## Session #3

### Prayer: Anselm of Canterbury

Lord, because you have made me, I owe you the whole of my love; because you have redeemed me, I owe you the whole of myself; because you have promised so much, I owe you my whole being. Moreover, I owe you as much more love than myself as you are greater than I, for whom you gave yourself and to whom you promised yourself. I pray you, Lord, make me taste by love what I taste by knowledge; let me know by love what I know by understanding. I owe you more than my whole self, but I have no more, and by myself I cannot render the whole of it to you. Draw me to you, Lord, in the fullness of your love. I am wholly yours by creation; make me all yours, too, in love. Amen.

### Hymn: O For a Thousand Tongues to Sing

1 O for a thousand tongues to sing  
my great Redeemer's praise,  
the glories of my God and King,  
the triumphs of His grace!

2 My gracious Master and my God,  
assist me to proclaim,  
to spread thro' all the earth abroad  
the honors of Your name.

3 Jesus! The name that charms our fears,  
that bids our sorrows cease,  
'tis music in the sinner's ears,  
'tis life and health and peace.

4 He breaks the power of cancelled sin,  
He sets the prisoner free;  
His blood can make the foulest clean;  
His blood availed for me.



# Plenary Addresses

## Plenary #1: Classical Christian Education in Light of the Sources

*Jim Selby, Whitefield Academy*



We seek to base our instruction at Whitefield on “*ad Fontes*”—the Sources. In the midst of a decidedly non-classical and unchristian culture, classical sources can help keep us classical, and only when we are classical will we stay Christian. Moreover, it is only when we stay classical and Christian that we can become better at what we seek, “...to repair the ruins of our first parents in order to know God aright.” (Milton, *On Education*)

## Plenary #2: Abdicating Dads—Are We a Part of the Problem or the Solution?

*Bruce Williams, Grace Classical Academy*



Luke 6:40, “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher.” True successful education occurs because of a child wanting to be like someone else. Douglas Wilson states, “Fathers are essential to any successful school system, and no system of education can successfully compensate for the abdication of fathers.” We all want to be a part of successful schools, but are we becoming part of the problem of dad’s abdicating?

## Plenary #3: With an Eye to the Future: CCE for the 21st C

*Kyle Rapinchuk, School of the Ozarks & The Classical Thistle*



Soon we will find ourselves in the third generation of students in the modern classical Christian education movement. As we move towards this next generation of students, the myriad of problems facing Christianity, education, and classical Christian education specifically are mounting. If classical Christian education is to flourish in this next generation, I think we need to take particular care in a few areas to ensure that we pass on this education well to the next generation. This plenary talk will explore these three areas and also provide some opportunities moving forward.

# Workshop Descriptions

## Workshop Breakout #1 (Fri, 10:05-10:55am)

### **A Lesson Plan Journey: From Takeoff to Landing, Part 1**

*Kim Mewes, The Oaks Classical Christian Academy  
Grammar, Cummings Auditorium*

The process of writing quality lesson plans begins at the 40,000 foot level with the preparation of a Scope and Sequence. Next, yearly objectives help give the teacher the “sightedness” to plan and deliver quality lessons. Kim will explain how to create a Scope and Sequence, yearly and quarterly objectives, and weekly lesson plans that keep sight of classical methodology and The Seven Laws of Teaching. A question and answer session will follow this workshop.

### **The Historical Mind: Thinking the Past in the Present**

*Kyle Rapinchuk, School of the Ozarks & The Classical Thistle  
Dialectic/Rhetoric, Room 303*

History is one of the core classes that one can expect to find in all schools, regardless of whether it is called history, social studies, humanities, or a great books seminar. Yet despite the significance of history, many cannot explain its importance beyond dates, names, and battles. In this session, we will explore the historical mind and the task of historical thinking and ultimately explore a model for teaching “history” in a way that allows the past to speak into our present in a more meaningful way. Workshop attendees can expect to leave with some practical steps to use and teach about the historical method, as well as an example of how to employ this method in the classroom.

### **Christian Principles for Socratic Discussion**

*Jacob Allee, Classical School of Wichita  
Dialectic/Rhetoric, Room 304*

In this workshop, we will examine the purpose of Socratic discussion and the methods to employ in order to get the most out of any given Socratic discussion. We will also discuss the specific way our Christian faith should impact our use of the Socratic method and principles we should follow when employing it. Additionally, everyone will participate in a brief Socratic discussion after reading a quick text from Plato. We will employ and draw attention to the methods and principles discussed earlier in the workshop so that everyone can benefit from seeing these methods and principles in action.

### **The Lost Tools of Memory: Practical Memory Techniques for the Classroom**

*Scott Welch, The Oaks Classical Christian Academy  
All, Room 301*

We ask our students to memorize so much material in our schools. We will discuss the problems with how teachers ask students to memorize material without giving them the tools to do it. Scott will give some tips for organizing information to make it easier to memorize, and then he will conduct a workshop memorizing some material using the “Memory Palace” method.

## **Workshop Breakout #2 (Fri, 11:10am-12:00pm)**

### **A Lesson Plan Journey: From Takeoff to Landing, Part 2**

*Kim Mewes, The Oaks Classical Christian Academy  
Grammar, Cummings Auditorium*

The process of writing quality lesson plans begins at the 40,000 foot level with the preparation of a Scope and Sequence. Next, yearly objectives help give the teacher the “sightedness” to plan and deliver quality lessons. Kim will explain how to create a Scope and Sequence, yearly and quarterly objectives, and weekly lesson plans that keep sight of classical methodology and The Seven Laws of Teaching. A question and answer session will follow this workshop.

### **Harkness Discussion Method: An Introduction and Demonstration**

*Scott Welch, The Oaks Classical Christian Academy  
Dialectic/Rhetoric, Room 301*

In this session, Scott will give a 15-minute introduction to the Harkness method and will then conduct a demonstration with a group of School of Ozarks students.

### **Friendship: Is Classical Education Possible Without It?**

*Josh Dyson Classical School of Wichita  
Dialectic/Rhetoric, Room 304*

The ancients regarded friendship as the most valuable of relationships. For Plato and Socrates, friendship provided a context for the dialectic. For Aristotle, it gave meaning to life and was a catalyst for virtue. For Augustine, it was vital in cultivating his longing for the rest found only in Christ. For these men friendship was central. Unfortunately, for most of us in our fast-paced world, friendship has been moved to the periphery—a luxury more than a necessity. What are we missing by our neglect of Friendship? How do we intentionally train our students to cultivate friendships that create opportunities for the dialectic, growth in virtue, and longing for their permanent home? Is classical education possible without friendship? These are the questions that we will explore in this session.

### **Socratic Method of Teaching**

*William Cooper, Gloria Deo  
All, Room 305*

This workshop will provide instruction on the value and method of Socratic teaching and give some practical tips for how to implement this method into a variety of classroom environments.

### **Reclaiming the Classroom as a Workshop for Wisdom**

*Kyle Rapinchuk, School of the Ozarks & The Classical Thistle  
All, Room 303*

Many works have been published in the past two decades that suggest our primary goal in classical Christian education is not simply the transfer of information or the development of skills, but rather the cultivation of wisdom and virtue. Our classrooms and curricula, however, often demonstrate an emphasis on mere information rather than wisdom. In this workshop, we will explore what it might look like to have a classroom that is a “workshop for wisdom” and discuss some practical ways we can cultivate this environment. Workshop attendees can expect both to receive some ideas, as well as participate by sharing their own classroom experiences of cultivating “workshops for wisdom.”

## **Workshop Breakout #3 (Fri, 2:35-3:25pm)**

### **Classically Educating All Types of Learners**

*Mary Kay Janke  
Grammar, Room 305*

Practical strategies for reaching your lowest- and your highest-level students.

### **Visual Competence: Training Children to See as an Artist in the Grammar Stage**

*Nicole Potter  
Grammar/Art, Room 304*

By teaching the principles of design through the biblical framework of beauty, students obtain a sound understanding that beauty is not in the eye of the beholder. This helps students understand art as a discipline that requires devoted labor. Skills in art can be cultivated; it requires devotion and hard work. These skills can and should be cultivated beyond just the art room and should be recognized and reinforced in all classrooms of a grammar school. Here we will discuss practical ways to train the eyes of our students to see as an artist, even if the teacher lacks confidence in his or her own artistic abilities.

### **Writing in the Upper School—Refutation**

*Jim Selby, Whitefield Academy  
Dialectic/Rhetoric, Cummings Auditorium*

Participants in this workshop will engage in refuting a narrative. This refutation includes finding arguments based on clarity, plausibility, possibility, justice, propriety, and expedience. These exercises begin building the fundamental composition skill of invention. The refutation and its corresponding confirmation exercises develop within students the ability to consider multiple sides of an issue. These exercises trace their classical origins to Aphthonius' *Progymnasmata*.

### **Slaying the Time-eating Dragon: Practical Tips to Make the Most of Our Time in the Classroom and with Our Families**

*Brad Dolloff, School of the Ozarks  
All, Room 301*

Have you ever reached the conclusion of class and wondered where the period went because so much time was spent dealing with obstacles that had little to do with the main objective for the lesson? In this highly interactive and practical session, Brad shares ideas and tips from nearly thirty years in education on how to destroy those vicious time-eating dragons that steal precious time from our families and from the classroom. Participants will have opportunities to ask questions and share their own ideas on how to use time more efficiently.

### **School Culture: The Devil Is In the Details**

*Bruce William, Grace Classical Academy; Kim Mewes, The Oaks Classical Christian Academy  
All, Room 303*

We have a tendency to overlook the little things, claiming they are "little things." In reality, these little things add up and soon become the hindrance to establishing a culture of goodness, beauty, and truth.

## Workshop Breakout #4 (Fri, 3:40-4:30pm)

### How to Equip and Train Parents in the World of Classical Education

*Michelle Brayman, Classical Conversations  
Grammar, Room 301*

Would you like to thrive in classical education? Parents know more about classical education than they realize. Come discover more with us! Let us help you navigate the classical education language, implement familiar skills and tools that you already have, and provide new ideas of how to utilize classical education to its fullest potential. You are likely to have fun in the process and possibly redeem some of your own education.

### Reformation Poetry: Preparing Students for High School Humanities

*Jenni Carey, School of the Ozarks  
Dialectic, Room 303*

Tackling classical humanities in high school is a huge challenge. The level and amount of reading expected of our students can be daunting, to say the least. Students who are exposed to key combinations of vocabulary, constructions, and concepts in the study of Reformation Poetry are better prepared for gathering meaning and appreciating the beauty of the works they will experience during their rhetoric years. Workshop participants will be provided examples and resources to take and use in the classroom, guiding them through lessons in Reformation Poetry for middle school students as a preparation for higher-level reading, comprehension, and appreciation of classic works.

### The Heroic Journey: Using Joseph Campbell to Understand Story, History, and His Story

*Dan Snyder, Classical School of Wichita  
Dialectic/Rhetoric, Room 304*

Aristotle advocated the memory of association in his *Rhetoric*. What is the rhetoric of story? How does it help the student associate the events of history and the shape of literature in a combined study that brings the world into focus? Campbell's methods have proven fruitful to screen writers, and although based on Jungian assumptions, they are easily recognizable by the classical teaching world as yet another reliable canon of understanding and production for the growing rhetoric student. This method will spark creative writers and historians as well.

### Daily Bread

*Christine Norvell, Regent Preparatory  
All, Cummings Auditorium*

Jesus taught us to pray and to ask for our daily bread in Matthew 6. Like the Israelites in Exodus 16, we have provision for that day, never too much and never too little. What if we apply that truth to our everyday lives and academic efforts as well? Think of our daily bread of essay writing for example. As teachers and students, we can benefit from this simple concept that can lighten our burdens if we but ask.

### Plato's *Meno*

*Ian Mosley, School of the Ozarks  
Book Seminar, Room 305*

The ostensible question of this short Platonic dialog is simple enough: can virtue be taught? But in trying to answer that, Socrates will lead his interlocutor through some heavy epistemological sledding. How indeed can we know anything at all?

## Workshop Breakout #5 (Sat, 8:30-9:20am)

### Writing in the Grammar School—Fables

*Jim Selby, Whitefield Academy  
Grammar, Hook Activities Center*

Participants in this workshop will engage in a series of different exercises around a single story or fable. These exercises (expanding, condensing, resequencing, point of view, and turning prose into poetry) begin building fundamental composition skills of finding and developing arguments. The Fable allows students to experience particular events from different perspectives, forming both empathy and understanding. These exercises trace their classical origins to Aphthonius' *Progymnasmata*.

### Rethinking Elementary Latin

*Ian Mosley, School of the Ozarks  
Grammar/Language, Room 305*

Most elementary Latin curricula look pretty similar. What works about them? What doesn't? How can we improve the quality of elementary Latin instruction and make it better serve the goals of Latin study in the upper grades? The way forward just might be to look backward, at the most successful elementary Latin curriculum of the early Modern period through the nineteenth century, William Lily's *Accidence*.

### Pushing Logic to the Corners: Teaching and Reinforcing Logic throughout the Secondary

*Scott Welch, The Oaks Classical Christian Academy  
Dialectic/Rhetoric, Room 301*

In many classical schools students learn Logic in 8th grade and then pick it up again in Rhetoric in 11th without much Logic instruction in the middle. Are we giving them enough tools to write a strong, cogent argument in their thesis papers? We will discuss methods that every secondary teacher can use to teach and reinforce good, powerful arguments in every class. Scott will also lead the group in a demonstration of the Toulmin method and will give ideas how to apply it in your classes.

### Reaching Educational Outliers: Partnering with Parents to Classically Educate All Students Well

*Sara Osborne, College of the Ozarks & The Classical Thistle  
All, Room 303*

Prompted by questions and ideas from Susan Wise Bauer's recent book *Rethinking School* and Cheryl Swope's *Simply Classical*, this session will explore creative strategies for helping both struggling and academically gifted students in classical schools. How does our philosophy of education affect our view of these students? What strategies can we employ to pursue the same goals of classical education for all students? How can parents play an active role in this process? Please consider joining this important discussion as we consider how to promote the enjoyment and fruits of learning for all classically educated children.

### Time is of the Essence: Increasing Efficiency for Maximized Effectiveness

*Josh Dyson, Classical School of Wichita  
All, Room 304*

Whether you are an administrator, school teacher, homeschool mom, board member, parent, volunteer, or "all of the above," time is of the essence. Our time easily gets sucked away into a vacuum, often leaving us scratching our heads wondering, "Where has the time gone?" In this talk I will present strategies that we can implement to recapture our time.



## Workshop Breakout #6 (Sat, 9:35-10:25am)

### Collaborative Workshops

*The recommended resources to bring to your chosen collaborative workshop are listed after each breakout. These collaborations, although introduced and moderated by the following individuals, will allow significant time for conversation with fellow teachers. All participants are encouraged to bring enough copies of their packet to share for the group (suggestion 20+ copied packets). Here is a list of things suggested for each teacher to bring, but bring as many ideas as possible to share!*

Grammar (Hook Activities Center): *Chrissy Martin, School of the Ozarks*

- ❖ Call outs—Songs—Chants—Rhymes—Poetry List—Books read for your grade level—Additional Read-Alouds—Morning Routine Ideas—Transition Ideas—Classroom Management—Daily Classroom Schedule—Report Card Sample—Grade-Level Curriculum Objectives—Link to any videos you may have of you teaching a lesson

7-12 Math/Science (304): *Andrea Martin, School of the Ozarks*

- ❖ Example Lessons—Problem Sets—Labs—Grading Aids—Ideas for Efficiency—Preferred Textbooks—Supplementary Materials—Ways of Helping Students Discover Truth, Goodness, and Beauty in Mathematics—Ideas for Mastery vs. Completion of Math and Science Curriculum—If or How to Prepare Students for ACT/SAT Math & Science

7-12 Humanities (303): *Abbey Vogt, School of the Ozarks*

- ❖ Example Lessons—Reading List—Grading Aids—Ideas for Efficiency—Supplementary Materials

Fine Arts, Languages (301): *Richard Williams, School of the Ozarks*

- ❖ Fine Arts: Example Lessons—Project Ideas—Grading Aids—Curriculum Design—Text Books—Online Resources—Lists of Music Literature—Art Books—New or Unusual Art Materials—Success or Failure with Specific Art Brand's Materials—Blogs or Video Resources
- ❖ Languages: Example Lessons—Preferred Textbooks—Supplementary Materials—Methodologies—Online Resources

Administration (305): *Brad Dolloff, School of the Ozarks*

- ❖ Prayer and Q & A

## Speaker Biographies



**JACOB ALLEE~** Jacob Allee is a passionate student of the humanities who teaches Medieval Omnibus and Apologetics at The Classical School of Wichita. He is married to the love of his life, Susan, and they have four wonderful children. Jacob is a Ph.D. student at Faulkner University in the Great Books Honors College, where he is currently writing his dissertation on a Defense of Divine Conceptualism, which is an Augustinian and Thomistic recapitulation of the Platonic Forms.



**MICHELLE BRAYMAN~**As a military wife and homeschool mom for 12 years, Michelle Brayman has tried many different co-ops and curricula. She was drawn to classical education because of the continuity, high standard, and the accessibility of the *Classical Conversations* programs. Knowing that she could educate with excellence, no matter where the Lord led her family, was key. Michelle wants to empower parents, while helping them grasp the vision of a classical Christian education. Her desire is to spread the word through the community about classical education and help parents redeem their own educations through their children.



**JENNI CAREY~**Jenni Carey is an instructor of humanities for Grades 7 and 8 at School of the Ozarks in Point Lookout, MO. She serves as Lead Teacher and Curriculum Coordinator of kindergarten through eighth grades. Jenni and her husband, Joel, were married in 1997 and have four children: James, Jenna, JoElla and Josten, all of whom attend school at the College daycare, School of the Ozarks, and College of the Ozarks. Jenni has a Bachelor of Science in Elementary Education and is finishing a Masters of Studies in Classical Christian Education at New Saint Andrews College in Moscow, ID. Jenni loves to read and teach students about Shakespeare and other reformation poets.



**WILLIAM COOPER~**Dr. William Cooper received a B.A. in History from Old Dominion University in 1971. He has an additional three years of masters level work in history at Old Dominion and the University of Alabama. He received his Masters of Divinity from Reformed Theological Seminary in 1977 and his Doctorate of Divinity from Covenant Theological in 1987. He is a published author and has taught history and religious studies courses from junior high through graduate level.



**BRAD DOLLOFF**~Prior to accepting the position as headmaster of School of the Ozarks in 2012, Brad Dolloff served as the Branson Junior High assistant principal and athletic director since 2003. His experience in secondary education spans more than three decades and includes administration, coaching, and teaching mathematics. Additionally, he has proven himself to be community-minded through his participation in numerous community service initiatives. Mr. Dolloff's educational background includes a Specialist in Education (Educational Administration) certificate from Missouri State University in 2011, an Administrative Certification (M.A. in school leadership program) from Baker University in 2002, Master of Science in education from Southwest Missouri State University in 1993, and a Bachelor of Arts in mathematics teaching from Bethany College in 1986.



**JOSH DYSON**~Josh Dyson serves as the director of operations at Classical School of Wichita in Wichita, Kansas. Prior to joining CSW, Josh served as the chaplain and Bible/Latin teacher at Houston's First Baptist Academy in Houston, Texas. He earned his Bachelor of Arts in Biblical Languages and Christianity from Houston Baptist University. Additionally, he has done graduate work at the Southern Baptist Theological Seminary, Houston Baptist University, and is currently pursuing a Master of Arts in Christian and Classical Studies at Knox Theological Seminary. Josh and his wife, Julie, have four children: Deacon, Noelle, Daisy, and Lucy. They live on three acres surrounded by corn fields in

Whitewater, Kansas, where they are blessed to experience the beauty of the Kansas Great Plains each day.



**MARY KAY JANKE**~Mary Kay spends her days seeking to inspire third grade students at School of the Ozarks in Branson, Missouri. She spends the rest of her time being a wife to her summer camp sweetheart and a mom to her two teenage daughters. Back when New Kids on the Block were still in their glory days, she graduated from Texas State University with an English degree and teaching certificate. She recently completed her Master's Degree in Special Reading at Hannibal-LaGrange University. She is passionate about finding ways for all students to succeed and love learning!



**SCOTT MCELVAIN**~Scott McElvain is assistant to the dean of the lab school at School of the Ozarks in Point Lookout, MO. He married his wife, Nichole, in 2013 and they have two wonderful boys named Hudson and Boone. Scott graduated with a B.S. from College of the Ozarks and a Masters in Organizational Leadership from Evangel University. Scott loves a clean excel document, quiet browsing among great books, KU basketball, and wrestling with his boys. Scott is co-founder of The Classical Thistle, where he also serves as site administrator and author.



**KIM MEWES**~Kim Mewes has been involved in classical Christian education for the past 21 years. She is currently a second grade teacher at The Oaks Classical Christian Academy in Spokane, Washington. Over the past 20 years, Kim has taught 5th grade, served as the director of instruction, and for seven years was the Head of Grammar School. A teacher at heart, she delights in seeing students, parents and colleagues grow in the truth, goodness and beauty of God.



**IAN MOSLEY**~Ian Mosley is instructor of Latin at School of the Ozarks in Point Lookout, MO. He completed his undergraduate degree at Washington University in St. Louis. He is currently pursuing a degree in Master of Arts in Liberal Arts at St. John's College in Annapolis, MD.



**CHRISTINE NORVELL**~Christine Norvell is an author, speaker, and longtime educator. She graduated from Faulkner University's Great Books program with a Masters in Humanities and is in her tenth year teaching high school literature at Regent Preparatory in Tulsa, OK. She is the author of *Till We Have Faces: A Reading Companion* (2017) and writes regularly for The Imaginative Conservative, Poiema Press, and her website thylyre.com.



**SARA OSBORNE**~Sara Osborne, MAT-ESL (Carson Newman College), is an adjunct instructor of composition and TESOL at College of the Ozarks in Point Lookout, MO. She and her husband, Rusty, have four children: Sophia, Eleanor, Moses, and Henry, three of whom currently attend School of the Ozarks. Sara spent two years classically homeschooling her own children full-time and now continues to enjoy supplementing their classical Christian education. She is a life-long learner who enjoys writing, travel, art, running, fly fishing, and rich conversation with friends. Sara is a frequent author for The Classical Thistle.



**NICOLE POTTER**~~Nicole Potter received a BFA in Art Education with an emphasis in Ceramics and Art History from the University of Arkansas in 2014. She taught kindergarten, as well as art at the School of the Ozarks for three years, until she and her husband, Brent, welcomed their first child into the world. Now as a stay home mom she remains passionate about classical Christian education and sees the importance of this type of training all the more as she is raising children of her own.



**KYLE RAPINCHUK**~Kyle Rapinchuk is assistant professor of Christian worldview at School of the Ozarks in Point Lookout, MO. He has also served as campus missionary/Ozarks BSU director to College of the Ozarks since 2012. He and his wife, Kristin, were married in 2004 and have three children: Karis, Anastacia, and Aviel, all of whom attend School of the Ozarks. Kyle has a B.A. in English from College of the Ozarks, an M.Div. from Southwestern Baptist Theological Seminary, and a Ph.D. in Biblical Studies: Old Testament from Golden Gate Baptist Theological Seminary. Kyle loves reading books (especially by G. K. Chesterton), playing and watching sports, and spending time with his family. Kyle is co-founder of The Classical Thistle, where he also serves as editor and author.



**JIM SELBY**~Jim Selby has a B.A. from Oral Roberts University in English Literature and New Testament Literature and an M. Div. from Gordon-Conwell Theological Seminary. He has taught and administered at Whitefield Academy, a classical Christian school in Kansas City, for the last seventeen years. Jim currently teaches Great Books/Humanities and Rhetoric. He has authored numerous articles and books, including *Classical Composition*, a classical writing curriculum based on Aphthonius' *Progymnasmata*.





**DAN SNYDER**~Dan Snyder is a former Marine, video game designer and international opera singer. His work has been featured in *Wired Magazine*, *PCgamer*, and on the Discovery Channel, as well as in *Opera News* and the Kurt Weill Newsletter, among many other publications. Mr. Snyder's educational background includes time as a training designer with the American Red Cross satellite network, as well as the U.S. Marine Corps Training and Education Command in Quantico, VA. He has studied at Bryan College, George Mason University, Mannes Conservatory of Music, and has his degree in humanities from The New School in New York City, where he also holds a certificate in screen writing from the film school. He can be found in Wichita, Kansas, where he teaches logic and rhetoric at the Classical School of Wichita, living with his wife, the pianist and composer Tracee Snyder.



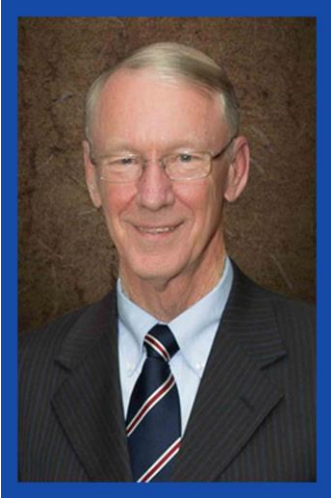
**SCOTT WELCH**~Scott Welch spent five years as a Naval Aircrewman before attending New St. Andrews College and Washington State University. Scott is now working on his master's degree in Christian and Classical Studies from Knox Theological Seminary. Scott was then hired as a teacher at The River Academy, a classical and Christian school in Wenatchee, WA. During his 16 years at The River Academy, he taught various classes including Latin, Logic, Rhetoric, Apologetics, Geometry, Ancient History and Literature, Hermeneutics, and Rugby. Scott also served as a teacher coach and a member of the school's leadership team. Scott has been working on the Harkness method of instruction for the past six years and attended the Exeter Humanities Institute at Philips Exeter Academy, the birthplace of the Harkness method. Scott also spoke at the national ACCS conference on the topic of memory palaces. This is his second year speaking at the School of the Ozarks conference. He is now in his second year as the athletic director and a teacher at The Oaks Classical Christian Academy in Spokane Valley, WA.



**BRUCE WILLIAMS**~Bruce Williams has served as the headmaster of Grace Classical Christian Academy since 2014. He has served in this position for the past two years and has been involved in classical Christian education for the past twenty years. Bruce was a founding board member and headmaster at The Oaks in Spokane, Washington, from 1996-2014. The Oaks offers a K-12 curriculum to more than 300 students. Bruce and his wife, Susan, have been married for 35 years. Their two children graduated from The Oaks. Leah has received her B.A. from New St. Andrews College and is married to Nate Douglas. Tal graduated from the Business College at Washington State University and is married to Cristina. Bruce and Susan have three grandchildren: Andy, Kirsty, and Ella Douglas. Andy is a student at Grace Classical Christian Academy! Bruce received a B.A. in History and Education from Washington State University. He also completed some graduate work at Samford University in Birmingham, Alabama. Bruce is a member of the national board of the Association of Classical Christian Schools (ACCS) and has served on this board for over ten years.



## SPECIAL THANKS TO...



**JERRY C. DAVIS**~Dr. Jerry C. Davis is president of College of the Ozarks. He assumed the presidency in 1988 after having served as president of Alice Lloyd College in Pippa Passes, Kentucky, for eleven years. His tenure of more than forty years in the college presidency is among the longest in the United States.

Dr. Davis received his doctorate in 1970 in Biological Sciences from Ohio State University; he earned his master's degree at the University of Tennessee and bachelor's at Mars Hill College (NC). Davis calls Hartwell, Georgia, home, a small town in the foothills of Northern Georgia. A product of a boarding work high school (The Berry Schools, Georgia), President Davis considers it a special calling to lead College of the Ozarks. "Having been profoundly influenced by a work school gives me a special appreciation for this college. It is a uniquely American institution, providing opportunities to deserving young people willing to work for a higher education and better way of life," he says.

Since 1988 the institution headed by Davis, called *Hard Work U.* by *The Wall Street Journal*, has received national acclaim. This has followed a Davis-led commitment to focus the school on its roots and improve its operations. Its self-help work program was strengthened and a no-tuition policy maintained. More than \$50 million dollars of new construction has taken place under Dr. Davis' leadership. More importantly, the endowment has grown to \$500 million dollars, making the College one of America's strongest.

The Keeter Center for Character Education program was started by President Davis in 1998 and has received national acclaim for attracting speakers such as Margaret Thatcher, Barbara Bush, General Norman Schwarzkopf, Elizabeth Dole, Benjamin Netanyahu, General Colin Powell, President George W. Bush, and many others. Patriotic Education is included, and the College's Patriotic Education Travel Program is unique and widely recognized. Students and Veterans are paired and sent to some of the nation's greatest battle sites—Normandy, Okinawa, Iwo Jima, Hiroshima, the Philippines, Korea, and Vietnam.

In 2007, the College expanded its academic program with the opening of the Armstrong McDonald School of Nursing, which offers a Bachelor of Science degree in Nursing. The School of the Ozarks, a laboratory school of the College, opened in 2012. Both have been successful.

College of the Ozarks has been repeatedly named by annual *U.S. News & World Report* surveys as one of the nation's best. It has also been recognized by *Money Magazine*, *Peterson's Guide*, *Barron's Best Buys in College Education* and other publications. The College has been featured in *USA Today*, *The New York Times*, and *The Wall Street Journal*. The character of the school has been cited numerous times by the Templeton Foundation Honor Roll for Character Building Colleges and Free Enterprise. The College has been featured repeatedly on FOX News Network, CBS, ABC, and various national radio networks.

President Davis has been active at multiple levels of both the Southern and North Central Accrediting Agencies. He has served two terms as President of the American Association of Presidents of Independent Colleges and Universities and in 2014 was designated as an "Icon of Education" by the Kansas City business magazine (*Ingram's*). For many years, he has served as a trustee of the Marine Military Academy and has been a featured speaker at the United States Air Force Academy and the United States Military Academy at West Point. In 2004, Davis received the Missourian Award, one of the state's highest honors. He and the College have received many other recognitions such as the 2014 *Above and Beyond Award* given for support of the guard and reserve. Most recently, Dr. Davis was awarded the prestigious E. Burr Gibson Lifetime Achievement Award by the Council for Advancement and Support of Education.

Dr. Davis has been the editor and author of numerous books, including *Miracle in the Ozarks*, and *The Four Generals of Hard Work U.* He is currently writing a book about the Vietnam War. Dr. Davis and his wife, Shirley, have three grown children—Jeff, Julie, and Sara June, as well as nine grandchildren.



**DR. SUE HEAD**~Dr. Sue Head serves as vice president for cultural affairs and dean of character education at College of the Ozarks. Dr. Head was charged with researching and developing School of the Ozarks. After high school, Dr. Head got her B.A. from Vanderbilt University. She later earned her master's degree in organizational leadership from Evangel University. Dr. Head received her doctoral degree in higher education management from the University of Pennsylvania. She and her husband, Dr. Hayden Head, have two children, Heno, who is a professional photographer, and Lanie, who is a 2015 graduate of School of the Ozarks and is currently a student at College of the Ozarks.

**BOBCAT FOOD SERVICES**~We are thankful for Craig Ernstring, Sandra Kelly, and the team at Bobcat Food Services for providing Friday and Saturday's breakfast, Friday's lunch, and snacks in between sessions.

**CHICK-FIL-A**~Thank you to Kevin Hutcheson and his staff at the Branson Chick-Fil-A for catering our Saturday lunch.

**COLLEGE OF THE OZARKS PRESS**~Thank you to the College of the Ozarks Press for helping design and print the programs for the conference.

**COMMUNICATION ARTS**~We are grateful to Curt Wilkinson and his students in the College of the Ozarks Communication Arts department for their help in recording audio and video of our sessions.

**SCHOOL OF THE OZARKS STUDENTS**~We are thankful for the School of the Ozarks' students who used their day off school to join us to help demonstrate the Harkness teaching method and serve in various capacities throughout the conference.

**ALL OF YOU!**~Thank you all for your attendance at our conference. We hope this has been a time of fruitful learning, collaboration, and fellowship that will spur each of us on to greater excellence in our teaching and our walks with Christ.

***Now to him who is able to keep you from stumbling and to present you blameless before the presence of his glory with great joy, to the only God, our Savior, through Jesus Christ our Lord, be glory, majesty, dominion, and authority, before all time and now and forever. Amen.***

***~Jude 1:24-25, ESV***

## Notes

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**PLEASE JOIN US**  
—— next year on ——  
**March 8<sup>th</sup> & 9<sup>th</sup>, 2019**