

EXPLORING classical Christian education in the 21st century context



March 4-5, 2022

Point Lookout, Missouri at College of the Ozarks

Classical Christian Education Conference

Dear Friend and Classical Educator,

Welcome to the sixth annual Classical Christian Schools Forum brought to you by The Classical Thistle and 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 just over ten years ago 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. Starting with President Davis, Dr. Sue Head, Vice President for Cultural Affairs and Dean of Character Education, and the Board of Trustees, the leadership of this institution is committed to protecting this school from mission drift and shaping the next generation of Christ followers, beginning at an early age. College of the Ozarks leaders are far-sighted enough to have a vision for what classical Christian education will do for generations. Sometimes it is difficult to see beyond the walls of our own little classroom (or homeschool) on any given day, but a conference like this one enables us to see that we are a part of a much larger movement. If you would like to see more evidence of long-term results, please see the latest report, *"Good Soil"*, published by *The Classical Difference* which details the long-term positive outcomes of classical Christian education in the lives of our alumni. You will definitely be encouraged that what we are doing today will make a difference for our children tomorrow.

While you are here, I pray that our own 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



Classical Christian Education Conference

March 4-5, 2022

Hosted by School of the Ozarks & The Classical Thistle



Conference Schedule

Note: All numbered classrooms are in the Beulah Winfrey Upper School. LS Commons, LS Cafeteria, and Kindergarten rooms are in the S. Truett Cathy Lower School.

Thursday, March 3

7:30-9:00 pm

Pre-Conference Evening Session (Lower School Commons)

"What is the Liberal Arts Tradition type of education and why should we educate this way?" ~Kevin Clark, The Ecclesial Schools Initiative

Friday, March 4

8:00-8:30 am

Light Breakfast

8:30-9:00 am

Opening Remarks (Hook Activities Center) [See pages 15-16]

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

Dr. Sue Head, VP of Cultural Affairs and Dean of Character Education, College of the Ozarks

Brad Dolloff, Dean of the Lab School, School of the Ozarks

Scott McElvain, Assistant to the Dean of the Lab School, School of the Ozarks

9:00-9:45 am	Plenary #1 (Hook Activities Center) “Imitative Practices and Awakening Wonder” ~Kevin Clark, The Ecclesial Schools Initiative
10:00-11:00 am	Workshop Breakout #1 <i>(See pages 3-4 for workshop descriptions)</i>
11:15 am-12:15 pm	Workshop Breakout #2 <i>(See pages 5-6 for workshop descriptions)</i>
12:15-1:45 pm	Collaborative Lunch & Vendor Time (Hook Activities Center)
1:45-2:45 pm	Workshop Breakout #3 <i>(See pages 7-8 for workshop descriptions)</i>
3:00-4:00 pm	Workshop Breakout #4 <i>(See pages 9-10 for workshop descriptions)</i>
4:45-5:30 pm	Plenary #2 (Hook Activities Center) “Reading Across the Curriculum” ~Kevin Clark, The Ecclesial Schools Initiative

Saturday, March 5

7:45-9:00 am	Light Breakfast and Vendor Time
9:00-10:00 am	Workshop Breakout #5 <i>(See pages 11-12 for workshop descriptions)</i>
10:15-11:15 am	Workshop Breakout #6 <i>(See pages 13-14 for workshop descriptions)</i>
11:30 am-12:00 pm	Plenary #3 (Hook Activities Center) “Discipleship: How to Obey Jesus’ Command to Feed and Tend His Lambs and Sheep” ~Kyle Rapinchuk, S of O & The Classical Thistle
Noon	Final Remarks

THANK YOU TO...

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

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.

ALL OF YOU! ~ Thank you all for your attendance at our conference. We hope this has will be 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

Workshop Descriptions

Workshop Breakout #1 (Fri, 10:00-11:00 am)

The Computus: Teaching Mathematics by Calculating Easter

James Seidel, Cair Paravel Latin School

All, Room 301

Of all the uses of mathematics in history, the Medieval Church viewed none as greater than the computus (the computation) of the date of Easter. The calculation of the date of the most important day of the liturgical year requires multi-step calculations and knowledge of lunar and solar calendars. This workshop explores the computus mathematically and historically. Attendees will gain an introductory understand of lunar and solar calendars, increase their knowledge of the history of mathematics, and learn how to teach mathematics via a real-world application.

Constructing Refutations and Confirmations in Progymnasmata

Jenni Carey, School of the Ozarks

7-12, Room 303

Many classical educators are intimidated by the Progymnasmata, a classical writing curriculum designed to prepare students for rhetoric. This session will provide a clear focus on the purpose of constructing Refutations and Confirmations and some practical tips on helping students navigate Invention, Arrangement, and Elocution of these exercises.

The Power of Vulnerability to Unlock Wonder and Creativity in the Classroom

Amy Martin, School of the Ozarks

7-12, Room 304

"Will this be on the test?" "Am I getting a grade for participating in a class discussion?" Sound familiar? Or perhaps you have asked what you presumed to be a brilliant discussion question, and you are met with the dreaded class "crickets"? Or maybe you even ask what your students are curious about in the book you have been reading together, and still silence fills the room. Consider the power of vulnerability to help lead your class to richer discussions, more open reflections, and-- Lord willing-- to a life of thinking, loving, and learning. Learn tips and tools to increase student involvement through the power of vulnerability.

Workshop Breakout #1 continued (Fri, 10:00-11:00 am)

The Wise Administrator: Helping Your Teachers Love Classical Education As Much As You Do

Kathy Becker, Memoria Press

Administration, Room 305

Based on the Seven Laws of Teaching, this talk provides school leaders with tools to help inspire their teachers to a fuller understanding and excitement about classical education.

Logic/Rhetoric School Lesson Planning

Darren Walker, Cair Paravel Latin School

7-12, Room 306

What does it take to plan a good classical Christian lesson? Is a two-page detailed outline necessary, or is something more concise the correct approach? This session will discuss how to efficiently plan a lesson and how to execute it effectively.

Partnering With Parents

Jessica Wright & Lindsey Hood, School of the Ozarks

K-6, Lower School Commons

This workshop will provide teachers with tools to foster powerful parent partnerships. We will share ideas for sparking parent involvement, maintaining meaningful communication with families, and ways to collaborate with parents of struggling learners.

Sample Lesson: Kindergarten Phonics

Beth Howard, School of the Ozarks

K-3, Kindergarten Room, Lower School

Come observe a sample lesson for Kindergarten phonics with some of S of O's very own Kindergarten students. Although some of the content would be different, this lesson should also apply quite well for grades 1-3.

Recalibrating the Compass: Education as Leisure, Imagination, and Contemplation

Kyle Rapinchuk, School of the Ozarks & The Classical Thistle

All, Hook Center

Public education, and much private education, in America has become almost exclusively about career preparation rather than helping us become more human. But it wasn't always this way. Join me as we explore how to recalibrate the compass of education toward leisure, imagination, and contemplation.

Workshop Breakout #2 (Fri, 11:15 am-12:15 pm)

This is That: The Creative Power of Metaphor in Integrated Learning

Sara and Rusty Osborne, College of the Ozarks

All, Room 301

This workshop will explore how metaphor bridges the gap between the humanities and the natural world, enabling and enhancing our ability to understand abstract ideas. Our discussion will focus specifically on metaphor in literature/writing, science, and the Bible.

Sample Lesson: 7-12 Poetry

Christine Norvell, Kepler Education

7-12, Room 303

"I never had a class on how to teach poetry. Where do I start?" "I have a range of students. How do I introduce poetry for the first time?" "I don't want to talk down to those who know a lot, but many of my new students probably have had little exposure to poetry. I guess I need to find out." "Am I supposed to teach poetry as a unit?" "What if my students don't understand a poem I choose?"

If any of these thoughts sound familiar, join me as a student in my poetry class. After the sample lesson, I'll answer questions and we'll discuss ideas for tackling poetry holistically. Practical links and lists included.

How to Harkness

Brian Polk, School of the Ozarks

7-12, Room 304

What is Harkness? In reality, it's a piece of furniture, an oval table. In practice, it's a pedagogy that started at Phillips Exeter Academy in New Hampshire. Its appeal in Classical schools, though, comes from the potential for real discussion between students about big ideas. Getting from furniture to a great conversation, however, is not a simple task. I led the implementation of a Harkness program at Regent Prep in Tulsa, Oklahoma, and I am eager to share everything I learned and all of the resources I've gathered. I'm also eager to hear your experiences and for all of us to walk away with a clearer vision for the what, why, and how of this pedagogy.

Workshop Breakout #2 continued (Fri, 11:15 am-12:15 pm)

Eros: The Desire for the Perpetuation of Proper Desire

Nathan Carr, Academy of Classical Christian Studies

All, Room 305

Eros is often abandoned in favor of Agape within Christian circles grasping at love within their student body. This lecture is a meditation on why Eros could be a strategic focus for CC schools in the coming decade.

Lesson Planning and Assessments that Lead to Engaging Instruction in the Grammar Classroom

Amy Allen, Academy of Classical Christian Studies

K-6, Lower School Commons

Successful class management depends primarily on two things: relationships and engaging instruction. In this session, we will focus on what engaging instruction looks like in classical Christian education. Topics covered include the role of intentional lesson planning as well as an overview and practical tips on how to weave guiding questions and engaging formative assessments into lessons that genuinely impact student learning in the grammar classroom.

Why Classical Education & Special Needs?

Cheryl Swope, Memoria Press

7-12, Hook Center

Hear the compelling case for bringing a classical education to any child. This includes students with adhd, anxiety, autism, specific learning disabilities, Down syndrome, & more.

Workshop Breakout #3 (Fri, 1:45-2:45 pm)

Didactic, Mimetic, and Socratic Instruction in the Mathematics Class

*James Seidel, Cair Paravel Latin School
7-12, Room 301*

In classical tradition, educators generally have identified three broad modes of instruction: didactic, mimetic, and Socratic. In this workshop, we will examine Mortimer Adler's formulation of these three modes before considering various methods from each mode for use in the mathematics classroom.

Sample Lesson: "Cards Against Inanity" and the Common Topics

*Dan Snyder, Classical School of Wichita
7-12, Room 303*

In this sample lesson, I will share my approach to applying the common topics of invention. The goal of this lesson is to build exegetical ability in the student from any text, whether Greek drama, Homer, or Scripture. I came up with it after years of frustration with thesis students who would 'research' their projects online. The problem was: how to get more old school erudition into the practice and memory of a student so that they could be more fluent in the interplay of the books they had read, not needing recourse to professional commentaries or credentialed opinions or, at worst, Wikipedia. This answers the necessity of subversive activity in the project of classical education.

Becoming More Classical: Vocal Music and Visual Art

*Wesley Saunders and Richard Williams, School of the Ozarks
All, Room 304*

In the area of visual art, we will look at three practical program components that are being utilized to transform what began as a "tacked-on" traditional school visual arts program into one that is decidedly and evidentially more classical. In the area of musical arts, if singing is left to an elective class, the remarkable fruit of true music literacy will barely escape infancy. the cultivation of an affection and love for singing can only be accomplished through purposeful planning and execution. And in our experience, we have found that the Kodaly music education philosophy aligns exceptionally well with the stages of the trivium.

Workshop Breakout #3 continued (Fri, 1:45-2:45 pm)

Leading with Culture

*Nathan Carr, Academy of Classical Christian Studies
Administration, Room 305*

Schools will always be tempted to lead with academic excellence. This workshop argues that schools should instead lead with culture.

The Importance of Wisdom and Virtue in our Schools

*Kathy Becker, Memoria Press
All, Room 306*

This talk focuses on the goal of classical education as opposed to the goals of progressive education. Our end goal is that our students are wise and thus virtuous. Utilitarianism is not our goal.

Classical Farrago

*Scott McElvain, School of the Ozarks & The Classical Thistle
All, Lower School Commons*

From the Latin *farrago*, meaning a confused mixture, hodge-podge, or something of that ilk, this session will be a discussion-based topical *potpourri* where we can share with one another what we do with our students and/or in our schools that has been helpful.

Sample Lesson: Kindergarten Phonics

*Beth Howard, School of the Ozarks
K-3, Kindergarten Room, Lower School*

Come observe a sample lesson for Kindergarten phonics with some of S of O's very own Kindergarten students. Although some of the content would be different, this lesson should also apply quite well for grades 1-3. *[Note: This will be a repeat of the lesson from the morning session.]*

Book Talk

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

The list of Great Books is daunting. Where do I even start?! Add to that books about classical education, pedagogy, and more, and I'm overwhelmed. In this session, I'll share some of my favorite books, hear about what you've found helpful, and then have conversations about books while browsing books with our vendor, *Eighth Day Books*.

Workshop Breakout #4 (Fri, 3:00-4:00 pm)

Social Science Does Poetry: The Effects of Poetry on Attentiveness, Curiosity, Affinity in a Science Class

*Albert Cheng, University of Arkansas/Anthem Classical Academy
All, Room 301*

The educational power of poetry to cultivate wonder, a love for truth, and virtue has been recognized since Classical Antiquity. In this workshop, Dr. Albert Cheng from the University of Arkansas will present original research that subjects these claims about poetry to an empirical test. Workshop participants will learn about a study that examines the effects of poetry on cultivating virtues associated with the practicing of learning: attentiveness, curiosity, and affinity. In October of 2021, teachers in four classes at a grammar school integrated poetry within a two-week science unit about the weather, birds, or the moon. Meanwhile, teachers in three other classes taught the same science content but without poetry. After the completion of the science unit, students in the classes that incorporated poetry exhibited higher levels of attentiveness to the science content as well as a greater love for poetry. Students in the classes that incorporated poetry also exhibited a greater affinity for the content they were learning but this difference may not have been caused by the exposure to poetry. There were no differences in levels of curiosity between the two types of classes. Implications for teaching and learning practice will be discussed.

Plato & Aristotle: The Dynamism of the Western Intellectual Tradition

*Brad Pardue, College of the Ozarks
9-12, Room 303*

Drawing on the insights of Arthur Herman's *The Cave and the Light*, this talk will examine the enduring influence of the philosophy of Plato and Aristotle on the Western intellectual tradition and how their competing perspectives and approaches explain the continuities, coherence, and dynamism that have characterized Western thought and culture since antiquity. *Note: This workshop is 90 minutes and will run until 4:30pm.*

Workshop Breakout #4 continued (Fri, 3:00-4:00 pm)

Using the Mimetic Form to teach Skills

*Carrie Eben, Sager Classical Academy
All, Room 304*

Mimesis is a flexible teaching form where teachers provide students with types to compare and discern a particular logos (truth). Participants will engage in several skill lessons as time allows in order to apprehend the basic form for teaching.

Takeaways from a Dissertation on House Systems

*Scott McElvain, School of the Ozarks
All, Room 305*

House Systems can be tricky; they are either beloved or a burden to many. This session will include thoughts and takeaways from a recently finished dissertation on house systems and may provide you with some practical tips on setting up your house system for success.

Logic/Rhetoric School Formative Assessment

*Darren Walker, Cair Paravel Latin School
7-12, Room 306*

How exactly does this "formative assessment" thing relate to my lesson plan, anyway? This session will discuss how to effectively execute a lesson plan using a variety of formative assessment strategies.

Master Teachers, Struggling Students

*Cheryl Swope, Memoria Press
All, Hook Center*

How shall we teach the struggling student within the classical classroom? Hear answers to other common questions: "What are reasonable accommodations?" "What is fair?" "How do I help a parent see that the child needs help?" Bring your questions to this practical workshop.

Workshop Breakout #5 (Sat, 9:00-10:00 am)

Using the 5 Common Topics to Discuss ANYTHING

Carrie Eben, Sager Classical Academy

All, Room 301

Participants will be introduced to the 5 Common Topics and then use them to discuss two very different areas of study: literature/poetry and a math problem. After, participants will discuss the similarities and differences of each conversation and how the 5 Common Topics can be used to discuss any topic.

Serving Students through Teaching History

Joe Western, College of the Ozarks

7-12, Room 303

This session explores the vocation of teaching history. It begins with the concept that our vocations are callings to love God and to love and serve our neighbors. It explores how teaching history allows us to serve students and prepare them to understand their relationship with God and with the people God brings into their lives. It will also invite those who teach different subjects to think similarly about their callings as instructors.

The Death of Words

Sara Osborne and Kyle Rapinchuk, School of the Ozarks

All, 304

In his essay on dying words, C.S. Lewis wrote: "To save any word from the eulogistic and dyslogistic abyss is a task worth the efforts of all who love the English language." We concur; as teachers and parents—and especially as Christians—we must do all we can to help our children learn the meaning of words and the ability to wield them well. Please join the discussion as we consider ways to promote the preservation and understanding of English vocabulary in our students.

Workshop Breakout #5 continued (Sat, 9:00-10:00 am)

For Headmasters: Classical Schools & Students with Learning Challenges

Cheryl Swope, Memoria Press

Administration, Room 305

Classical schools increasingly face administrative decisions when students struggle with learning difficulties. "How can we keep this child in the school?" "How can we implement more formal support?" "What are our options?" "What is the role of the parents?" "Which classical schools are meeting special needs effectively?" Join this important conversation.

Igniting Sparks in Our Students with Powerful Phonics Instruction

Beth Howard, School of the Ozarks

K-6, Hook Center

Kindling healthy habits in students is essential for success as we develop readers that thrive. In this workshop, grammar teachers will uncover key components of robust class phonics instruction that yields flourishing and fluent readers and also reveal simple roadblocks that too often hinder our learners from success. You will have the opportunity to share your own best-practices proven effective with your own students.

Workshop Breakout #6 (Sat, 10:15-11:15 am)

Science, Natural Science, or Natural Philosophy?

Brian Polk, School of the Ozarks

7-12, Room 301

What are we doing? What should we be doing? Science? Natural Philosophy? Natural Science? Natural History? I think most science teachers at Classical schools have a baseline anxiety that their discipline doesn't fit, but is that our fault? How can we as science teachers learn to resituate the natural sciences into the broader context of Classical Christian Education? Spoiler alert, it's not just pedagogy. In this session, I'd like spend time with locating our starting place and our destination. How did we get to this point as educators and where ought we be seeking to go? This will be a very brief overview of a course I teach for U. Dallas on the same topic.

Reading the Classics in a Postmodern World

Charity Gibson, College of the Ozarks

All, Room 303

Criticism of teaching the classics has become increasingly popular. It is helpful for classical educators to understand the concerns behind such critiques (and the theories that influence them) while defending the classics from a Christian worldview. We need not leave the great books behind, but we should be concerned about injustices referenced in them and use them as teaching tools to cultivate empathy and morality. We can also work to connect the classics to contemporary texts and conversations, showing their continued relevance. This workshop will survey postmodernism's influence on the reception of literature, address strategies for dealing with debatable content within the classics, and offer current mentor texts and contemporary application topics to interweave into the study of the classics.

Workshop Breakout #6 continued (Sat, 10:15-11:15 am)

Teaching Expression: Learning to Read Aloud

Christine Norvell, Kepler Education

All, Room 304

Reading aloud well can bring beauty to the reader and their audience. Spoken words can bring life to the written word on a page. Because words reach our classes through our voice and our students' voices, a disciplined voice and ear are vital to good reading in every subject. Using cues from what we read, this workshop will review pitch, inflection, monotone, word color, quality, and timbre. We will practice techniques of vocal and physical projection using stanzas from popular poems, providing concrete training for teachers looking to improve their own reading voices and their students'.

From Culture War to Liberal Arts

Ian Mosley, School of the Ozarks

Administration, Room 305

The issues that bring parents through the doors of a classical school are not always sufficient to keep them in a classical school, or to keep them happy while they're there. Chagrin at public school shenanigans is one thing, an awareness of the what, how and why of classical pedagogy is quite another. How can we connect with parents on the issues that matter to them, while still guiding them towards a fuller appreciation of the value of classical education? How can we move from hot button topics to timeless truths? How can we move from the culture war to the liberal arts?

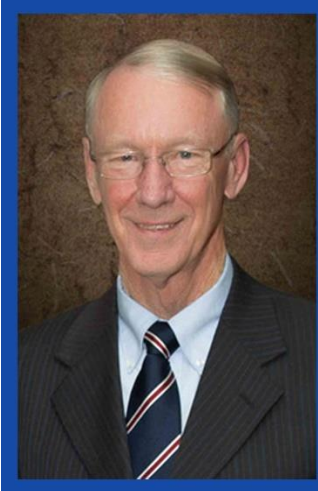
Q&A: Classical Education & Struggling Students

Cheryl Swope, Memoria Press

All, Hook Center

In this final session we gather to address any lingering questions about struggling students within your classroom, school, or home. Bring any remaining unanswered questions to this discussion.

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 11 years. His tenure of more than 42 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 \$73 million of construction has taken place under Dr. Davis' leadership. More importantly, the endowment has grown to well over \$500 million, 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.

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 Association of Colleges and Schools (SACS) and the Higher Learning Commission (HLC) accrediting agencies. He has served two terms as president of the American Association of Presidents of Independent Colleges and Universities (AAPICU) 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. In 2017, 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*, *The Four Generals of Hard Work U.*, and *Vietnam 101*. Dr. Davis and his wife, Shirley, have three grown children—Jeff, Julie, and Sara June, as well as nine grandchildren.

SPECIAL THANKS TO...



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 a 2019 graduate of College of the Ozarks.



BRAD DOLLOFF ~ Brad Dolloff serves as the Dean of the Lab School at College of the Ozarks. He and his wife, Dee, have two children who graduated from School of the Ozarks—one currently in college and the other completing a master's degree.

Prior to accepting the position as Headmaster of School of the Ozarks, Mr. 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. He was hired by College of the Ozarks in 2012 to start School of the Ozarks, a classical Christian laboratory school on the campus of College of the Ozarks.

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. Brad is pursuing a doctorate in educational administration from Southwest Baptist University.



SCOTT MCELVAIN ~ *Scott is Assistant to the Dean of the Lab School at School of the Ozarks in Point Lookout, MO. He outkicked his coverage and 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. He also recently completed his Ed.D. and will graduate this spring. 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.*

Please make plans to join
us next year:

March 3-4, 2023