



AN INTRODUCTION TO

---

# CLASSICAL CHRISTIAN PEDAGOGY

by Andrew Elizalde | Society for Classical Learning Pre-Conference @ Austin, TX 6.26.19



# AN INTRODUCTION TO CLASSICAL CHRISTIAN PEDAGOGY

## SCHEDULE

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
- ▶ 9:30 - 10:30 | Incarnation, Wonder, and the Imagination
- ▶ 10:30 - 11:30 | Storytelling and Memorable Metaphors
- ▶ 11:30 - 12:00 | Reflections on the Morning
- ▶ 12:00 - 1:30 | Lunch
- ▶ 1:30 - 2:30 | Teaching Like Socrates
- ▶ 2:30 - 3:30 | Movement and Formative Liturgies
- ▶ 3:30 - 4:20 | The Beauty and Persuasive Power of Language
- ▶ 4:20 - 4:30 | Closing Reflections

A SCHEMATIC OF CLASSICAL CHRISTIAN EDUCATION

FORMS OF EXPRESSION AND PERSUASION	LOGOS RATIONAL, REASONABLE, EXPLANATORY, ANALYTICAL, LANGUAGE FOR PRECISE EXPRESSION OF INWARD THOUGHTS, HISTORICAL NARRATIVE, NONFICTION		MYTHOS PARABLE, STORY, METAPHOR, ANALOGICAL, ALLEGORY, IMAGINATIVE, IDEALIZED, ELUDES COMPLETE ANALYSIS, OFFERS COHERENCE, SUGGESTIVE OF NORMS/VIRTUES, CONNOTATIVE, FICTION		PEDAGOGICAL PRINCIPLES
	ETHOS ATTITUDES, HABITS, BELIEFS, TRADITION, LITURGY, VALUES, ATMOSPHERE, PERSONAL CHARACTER, INCARNATIONAL TEACHING		PATHOS QUALITIES THAT EVOKE SYMPATHY, PITY, SORROW, ANGER, COMPASSION AND OTHER STRONG EMOTIONS		
MODES OF TEACHING AND LEARNING	GYMNASTIC DIRECT PHYSICAL/KINESTHETIC INTERACTION/PARTICIPATION WITH REALITY, TRAINING OF THE BODY/SENSES; DISCIPLINING OF YOUR BODY; THE BODY ACTING AS A DYNAMIC SYSTEM	MUSE-I-CAL LEARNING THROUGH THE RECITATION OF RHYTHMIC, POETIC LANGUAGE SET TO SONG AND DANCE PERFORMED FOR AN AUDIENCE AS A MEANS OF PRESERVING SOCIAL MEMORY	POETIC SENSORY-EMOTIONAL-SPIRITUAL EXPERIENCE, DELIGHTFUL CONTEMPLATION, IMAGINATION, ESTIMATIVE JUDGEMENTS, VIVID AND MEMORABLE REPRESENTATION, GRASPING OF FIRST/INVISIBLE PRINCIPLES VIA INTUITION, WONDER AWAKENING THE INTELLECT, SYMPATHY, IMITATION		LOVE OUT LOUD  NOTICE THE WALLPAPER
	DIALECTIC SOCRATIC METHOD, DIALOGUE, DEBATE, COLLABORATION, TESTING OF HYPOTHESIS AND SUGGESTED NORMS, ADDRESSING TENSIONS AND CONTROVERSIES, ARGUMENTATION		DIDACTIC PRESENTATION WITH EXPLANATION, EXPOSITION, PROOF, ASSERTION OF CONVICTION,	MIMETIC MODELS, ARCHETYPES, ARTIFICATS, GIVING OF EXAMPLES TO BE IMITATED; TEACHING INCARNATIONALLY	DISCIPLINE YOUR BODY  MOVE TOWARD WONDER
THE TRIVIUM SUBJECTS? STAGES? PEDAGOGY?	GRAMMAR ART OF INVENTING, ASSIGNING MEANING TO, AND COMBINING SYMBOLS; THE MEANING OF LETTERS AND SYLLABLES; KNOWLEDGE OF PROSODY (PATTERNS OF RHYTHM AND SOUNDS)		THE MEMORY PALACE STRIKING IMAGES (LETTERS) THAT ARE FORMED IN THE INDIVIDUAL'S IMAGINATION AND REPRESENT REAL IDEAS ARE PLACED (PRESSED) IN STATIONS (ROOMS) INSIDE A BUILDING (WAX TABLET); IMAGES ARE ORDERED/GROUPED BY ASSOCIATIVITY; PARTICULAR IMAGES ARE ESTABLISHED AS "BASES" FROM WHICH YOU CAN TRAVEL FORWARD/BACKWARD; IMAGES SERVE AS METAPHORS CORRESPONDING TO ACTUAL SENSORY EXPERIENCES; IMAGES ARE STRIKINGLY BEAUTIFUL OR UGLY AND ARE SOMETIMES ANIMATED		TEACH WITH CONVICTION  TEACH INCARNATIONALLY  BE THE MIDWIFE  ASK ESSENTIAL QUESTIONS  INVENT MEANINGFUL SYMBOLS
	RHETORIC ART OF COMMUNICATION AND EXPRESSION (BOTH ORAL AND WRITTEN); USING ALL AVAILABLE MEANS TO ELOQUENTLY PERSUADE AN INDIVIDUAL OR AUDIENCE TO A RIGHT JUDGEMENT, ACTION, OR BELIEF; ACCOUNTS FOR THE DISPOSITION OF AN AUDIENCE; CONNECTS UNIVERSALS TO PARTICULARS; AVOIDS EXCESS AND AMBIGUITY; HOPES TO SIMULTANEOUSLY TEACH, PLEASE, AND MOVE AN INDIVIDUAL; SPOKEN WITH PERSPICUITY, BEAUTY OF STYLE, AND PERSUASIVE POWER				REASON WITH WISDOM
CLASSICAL LANGUAGES	LATIN AND GREEK ENABLING STUDENTS TO SHARE IN THE EDUCATION OF THE ANCIENTS BY READING THE SAME BOOKS AND WRESTLING WITH THE SAME THOUGHTS AND QUESTIONS UPON WHICH WESTERN CIVILIZATION HAS BEEN FOUNDED AND BY WHICH HUMAN EXPERIENCES ARE EVALUATED; TEACHING THE NUANCES AND INTRICACIES OF LANGUAGE AND GAINING APPRECIATION FOR THE POWER OF A WELL-CHOSEN AND WELL-PLACED WORD; ALSO TEACHING GRAMMAR & EXPANDING VOCABULARY				COMMUNICATE WITH ELOQUENCE
THE QUADRIVIUM THEORY AND APPLICATION WITH EMPHASIS ON DISCRETE AND CONTINUOUS QUANTITY; CONTEXTUALIZED WITH HISTORICAL NARRATIVE BOTH SECULAR AND SACRED	ARITHMETIC (NUMBER) THEORY OF NUMBER OR DISCRETE QUANTITY		GEOMETRY (SHAPES IN SPACE) THEORY OF SHAPES AND SPACE OR CONTINUOUS QUANTITY; "AN EXPOSITION OF FORM PROCEEDING FROM OBSERVATION" ~ MAURUS		BUILD MEMORY PALACES  UNCOVER THE PAST
	MUSICAL PRINCIPLES (NUMBERS IN TIME) APPLICATION OF THE THEORY OF NUMBER OR DISCRETE QUANTITY IN TIME WITH EMPHASIS ON HARMONY (VS DISCORD); "THE SCIENCE OF TIME INTERVALS AS THEY ARE PERCEIVED IN TONES" ~ MAURUS		ASTRONOMY (SHAPES IN SPACE AND TIME) APPLICATION OF THE THEORY OF SPACE OR CONTINUOUS QUANTITY IN TIME; "THE LAWS OF THE STELLAR WORLD... THE INVESTIGATION OF NATURAL PHENOMENA IN ORDER TO DETERMINE THE COURSE OF THE SUN, OF THE MOON AND STARS, AND TO EFFECT A PROPER RECKONING OF TIME" ~ MAURUS		LOVE THE LANGUAGE  THINK IN [MATHEMATICAL] CATEGORIES
LITERATURE AND HISTORY	LITERATURE (AND POETRY) WORKS THAT CONTEMPLATE PURPOSE AND MEANING, SOBERLY PORTRAY THE SINFUL NATURE OF MAN, TELL STORIES OF SACRIFICIAL LOVE AND HEROIC ACTS OF REDEMPTION; WRESTLE WITH PAIN AND SUFFERING AND CELEBRATE TRUTH, GOODNESS, AND BEAUTY; THOSE GREAT BOOKS (AND POEMS) THAT HAVE SHAPED (AND GIVEN VOICE TO) WESTERN THOUGHT AND CULTURE		HISTORY A RATIONAL STUDY, THROUGH THE LENS OF A REDEMPTIVE NARRATIVE, OF THE INTERPLAY BETWEEN COMPETING ECONOMIC, POLITICAL, AND MORAL FORCES AND PERSONALITIES		ENTER THE [GREAT] CONVERSATION  INTEGRATE THE HISTORY
TRANSITIVE ARTS LEARNING TO IDENTIFY, CREATE, APPRECIATE AND OFTEN IMITATE THAT WHICH IS BOTH USEFUL AND BEAUTIFUL; CONTEXTUALIZED WITH HISTORICAL NARRATIVE BOTH SECULAR AND SACRED	SERVILE / UTILITARIAN SERVING HUMAN NEEDS AND WANTS THROUGH CARPENTRY, MASONRY, PLUMBING, SALES, PRINTING, EDITING, DISTRIBUTION, BANKING, LAW, MEDICINE; TRADESMANSHIP/CRAFTMANSHIP			AESTHETICS DESCRIPTION, CONTEMPLATION AND APPRECIATION OF BEAUTY (BOTH HUMAN AND DIVINE) THAT DRAWS US TOWARD THE TRUE AND THE GOOD (TURLEY); LEARNING TO SEE "THE FACE OF ETERNITY SHINING" THROUGH THE THINGS OF THE EARTH." ~ U. ECO	NEST IN [THE STORY OF GOD'S] FAITHFULNESS  CARE ABOUT USEFULNESS  PRACTICE YOUR DANCING
	FINE / PERFORMING ELEVATING THE HUMAN SPIRIT THROUGH DRAMA, DANCE, GYMNASTICS, MUSICAL (CHORAL AND INSTRUMENTAL) PERFORMANCE, COMPOSITION AND RECITATION OF POETRY, LITERATURE, DRAWING, PAINTING, SCULPTURE, ARCHITECTURE				
SCIENCE AND THEOLOGY UNDERSTANDING THE RELATIONSHIP BETWEEN GENERAL AND SPECIAL REVELATION; UNDERSTANDING THE LIMITS OF THE SCIENTIFIC METHOD AS WELL AS SYSTEMATIC THEOLOGY	NATURAL PHILOSOPHY (SCIENCE) DESCRIBING AND EXPLAINING NATURAL; UNDERSTANDING GOD'S GENERAL REVELATION TO MAN; A "HANDMAIDEN" TO THEOLOGY; CONTEMPLATING THE COMPREHENSIBILITY OF A UNIVERSE REPLETE WITH ORDER				CONTEMPLATE THE BEAUTIFUL  LISTEN TO CREATION
	CHRISTIAN PHILOSOPHY / THEOLOGY FAITH SEEKING UNDERSTANDING; INTERPRETING AND APPLYING GOD'S AUTHORITATIVE, INFALLIBLE AND INSPIRED WORD; UNDERSTANDING THE RELATIONSHIP BETWEEN THE FALLEN FINITE AND THE HOLY INFINITE; METAPHYSICS (EXISTENCE), EPISTEMOLOGY (KNOWLEDGE), ETHICS (ACTIONS)				DEMONSTRATE ONTOLOGICAL HUMILITY  FAITH-FULLY SEEK UNDERSTANDING
BIBLICAL TELOS AIMS OF CHRISTIAN EDUCATION; AN INTERPLAY OF DOCTRINE, DOXOLOGY, AND SERVICE	GROWING IN WISDOM AND FEAR/REVERENCE OF GOD	CULTIVATING VIRTUE PUTTING ON THE NEW MAN, SANTIFICATION BY THE WORK OF GOD	WORSHIP & LEISURE IN THOUGHT, THROUGH WORD, BY DEED AND SONG	STEWARDSHIP/CULTIVATION THE DOMINION MANDATE THE CREATION MANDATE	WORSHIP  SERVE
	SERVICE SACRIFICIAL AND SELF-EMPTYING LOVE OF NEIGHBOR	REDEEMING THE TIME MEANINGFUL CULTURAL ENGAGEMENT AND RESTORATION	MISSIONS THE GREAT COMMISSION; GOING AND TELLING AND MAKING	APOLOGETICS GIVING A REASON FOR THE HOPE THAT IS WITHIN YOU	

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## CHAPEL

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IF IT HAD NOT BEEN THE LORD WHO  
WAS ON OUR SIDE...

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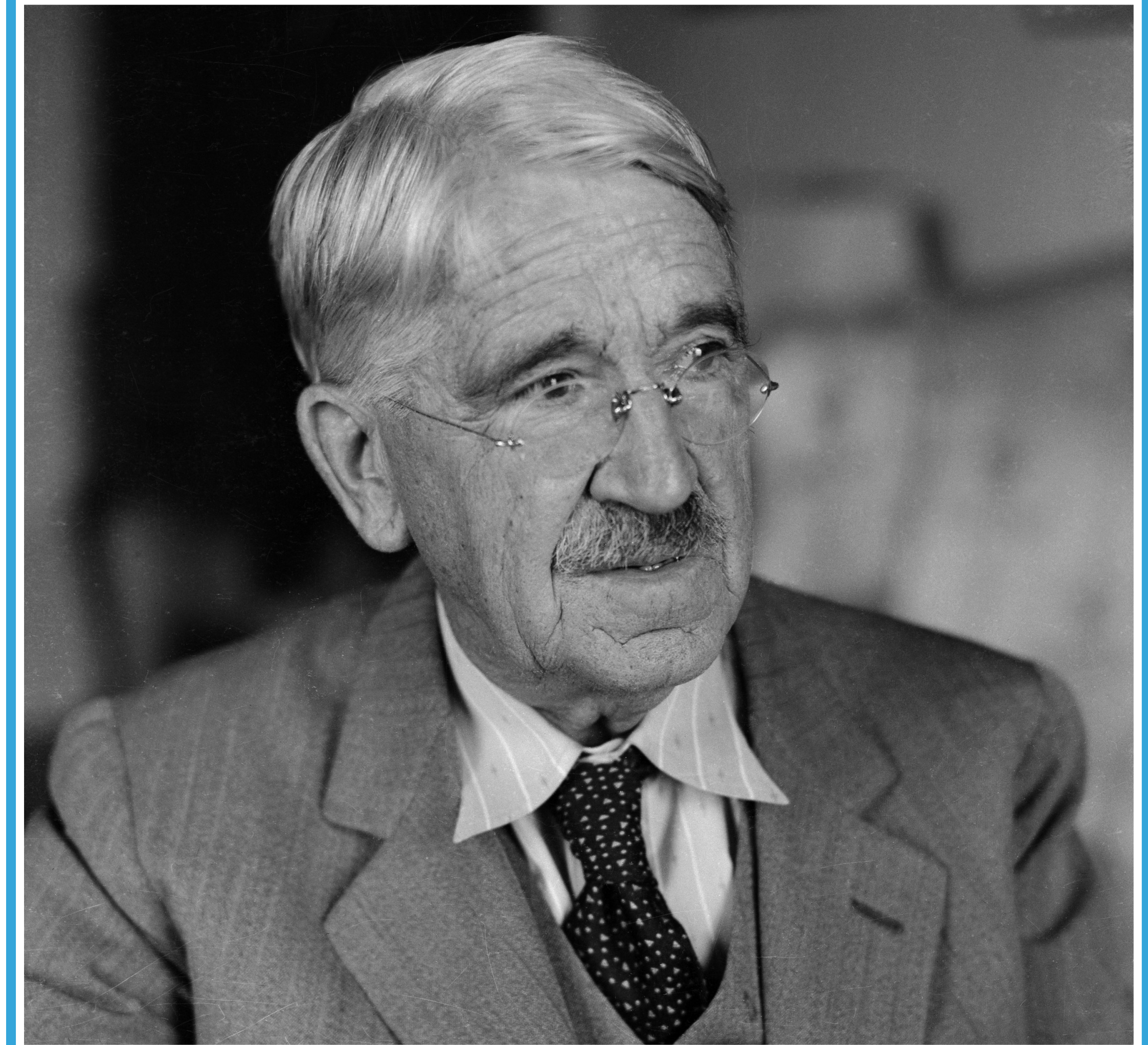


Carnegie Foundation for the Advancement of Teaching | 1905



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John Dewey | 1859 – 1952



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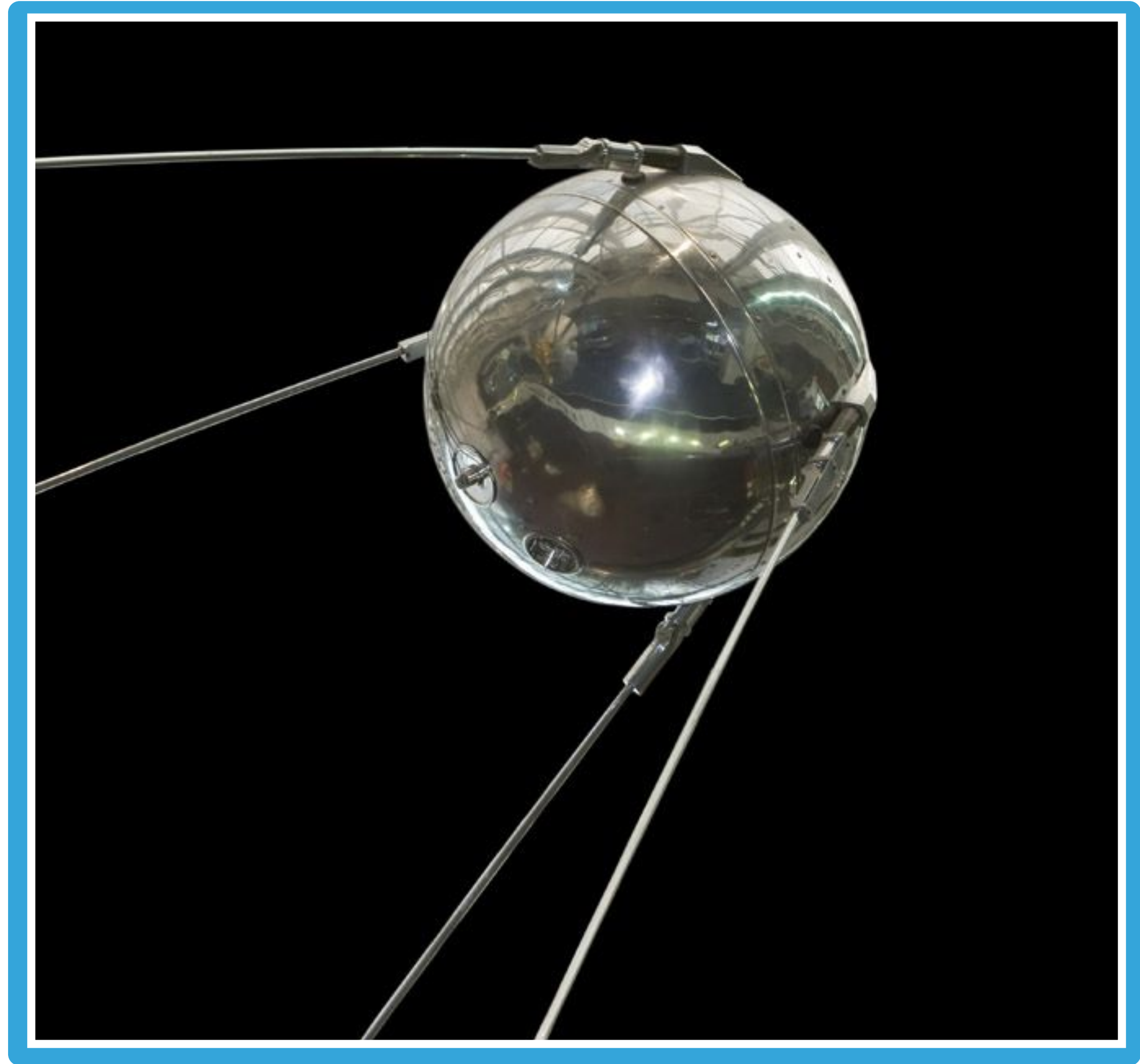
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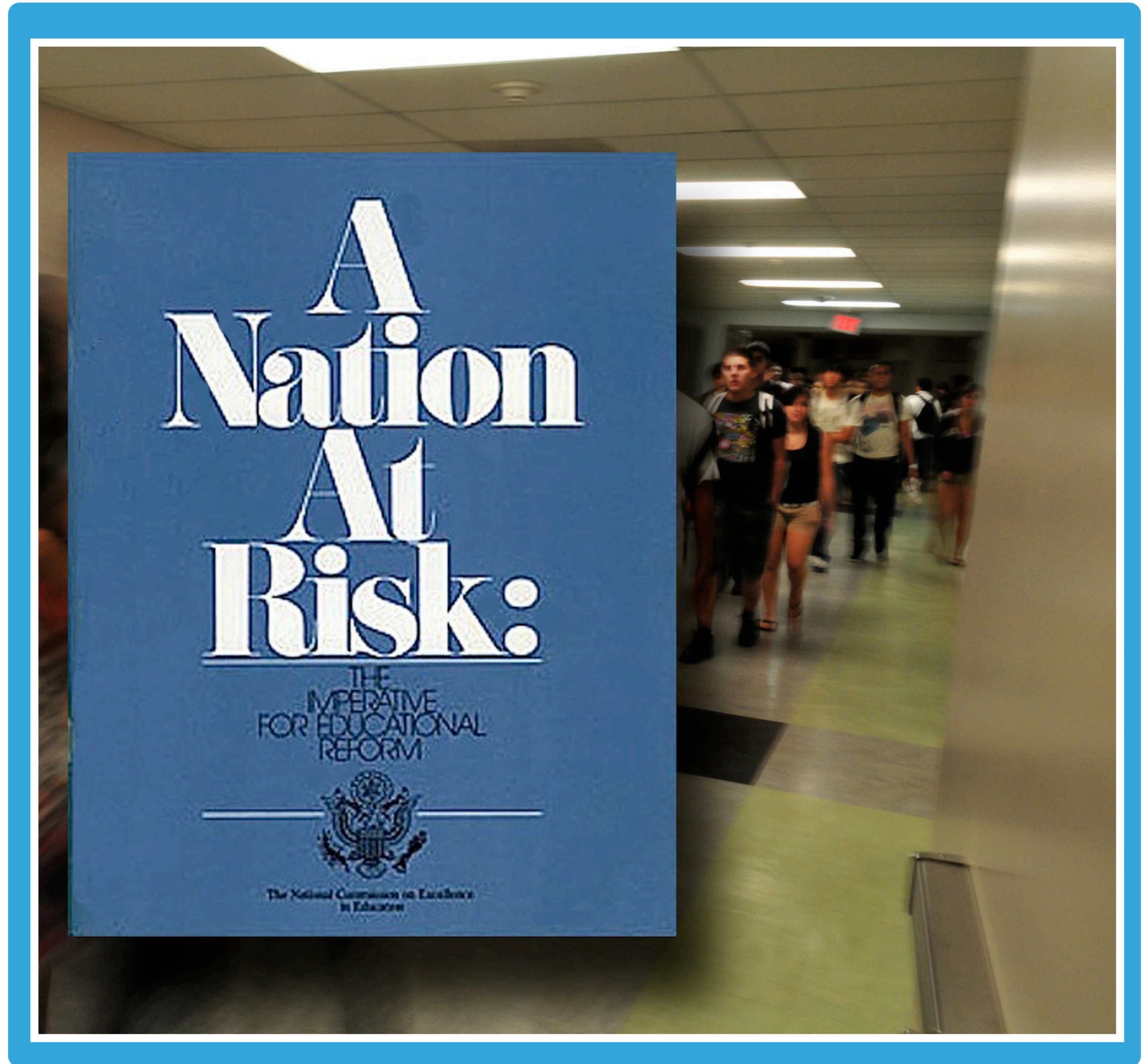
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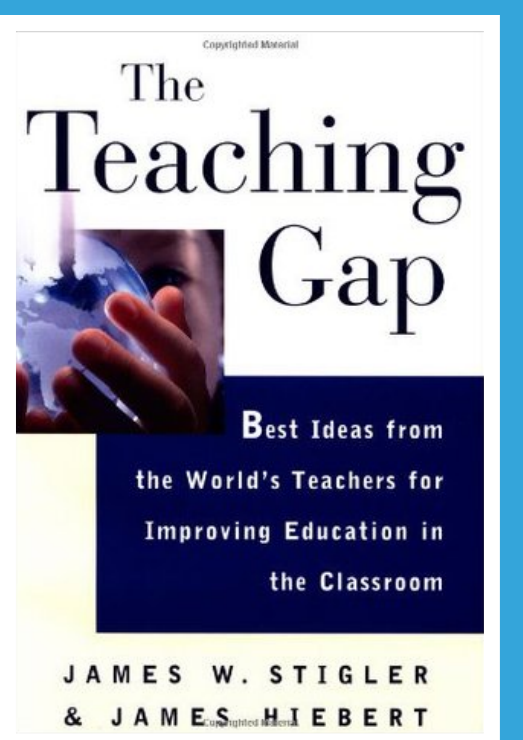
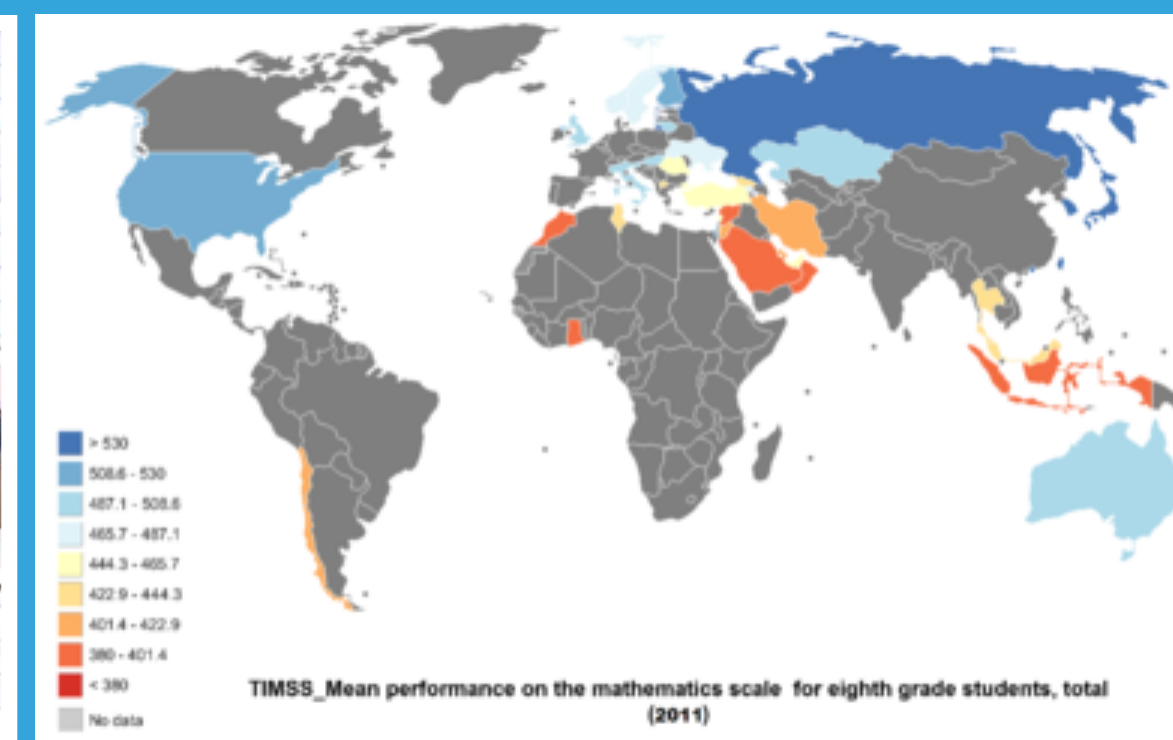
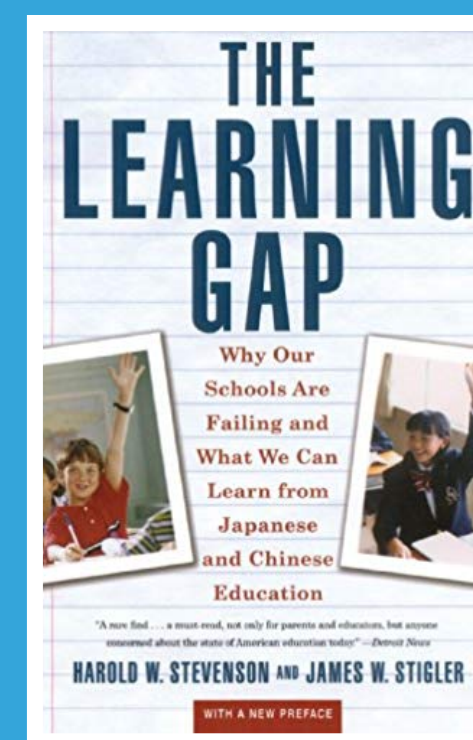
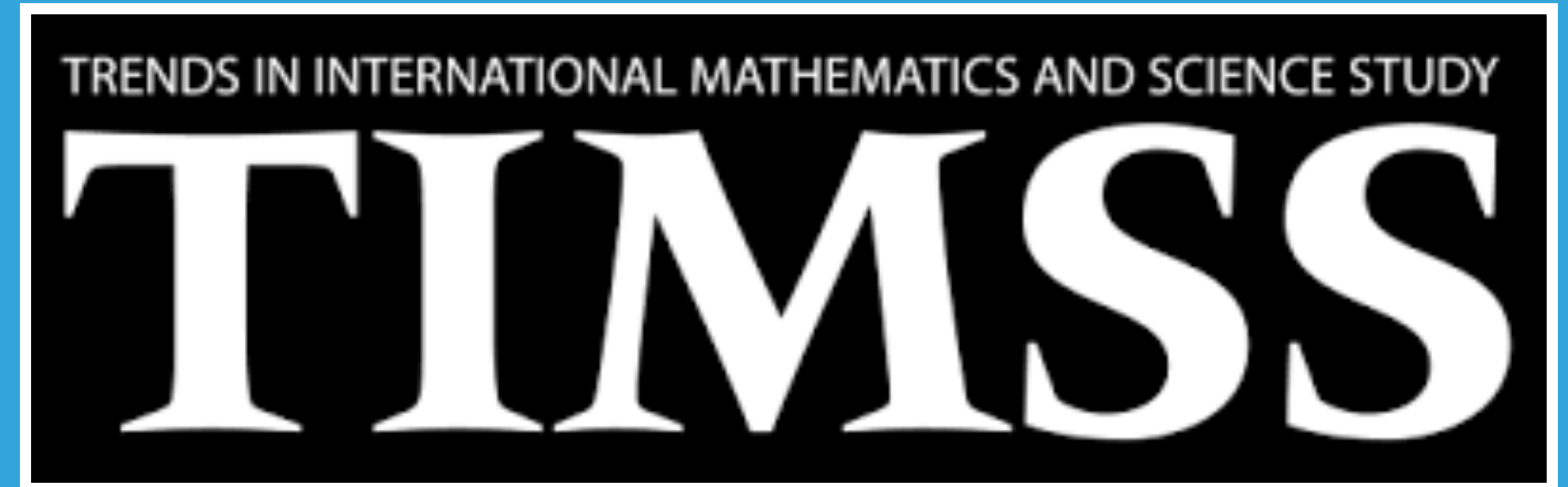




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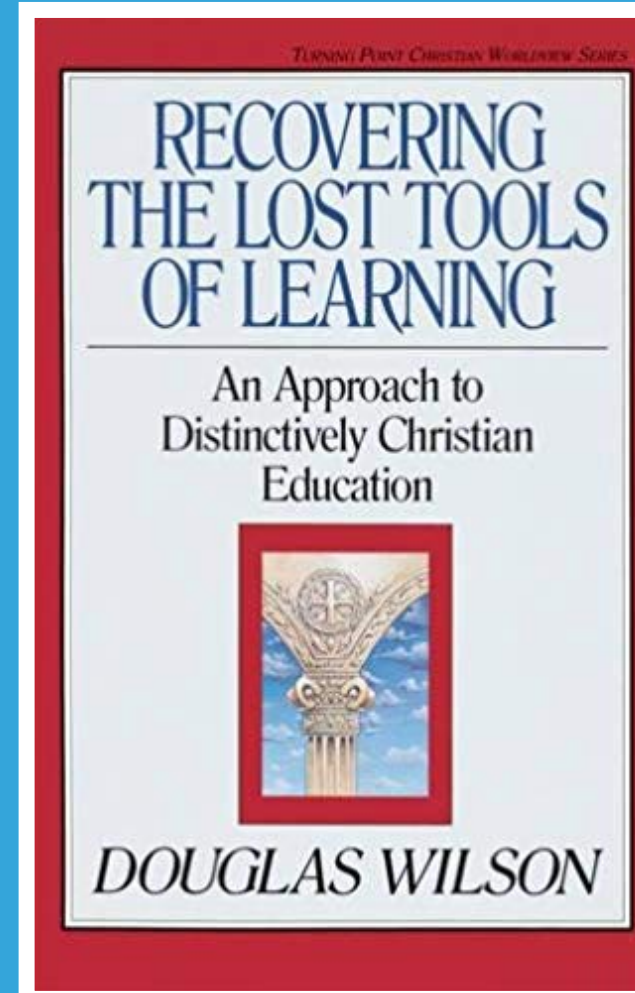
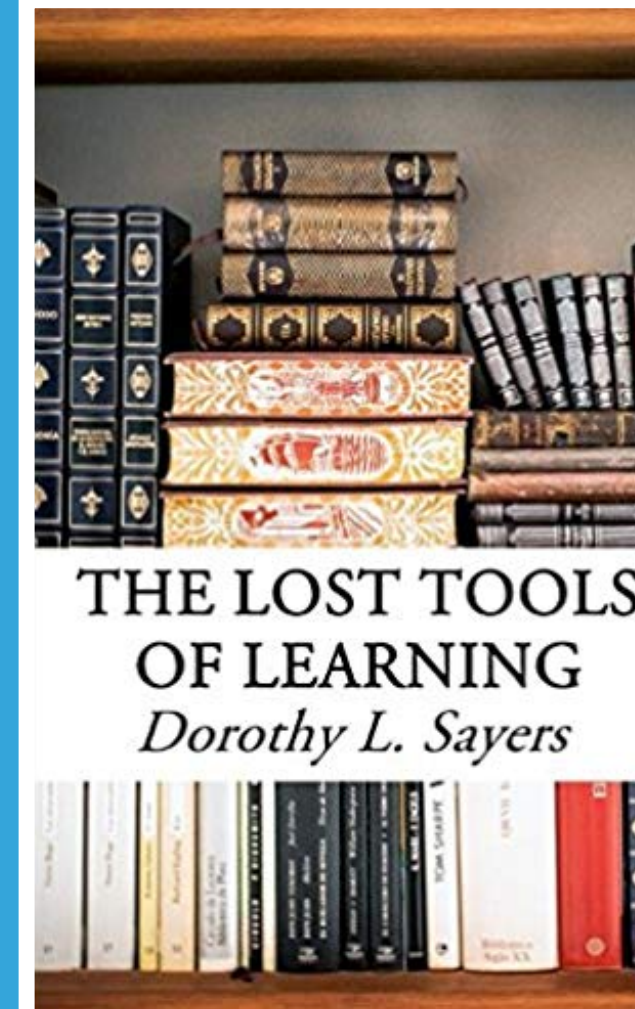


Trends in International Best Practices



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Sequence



Subjects

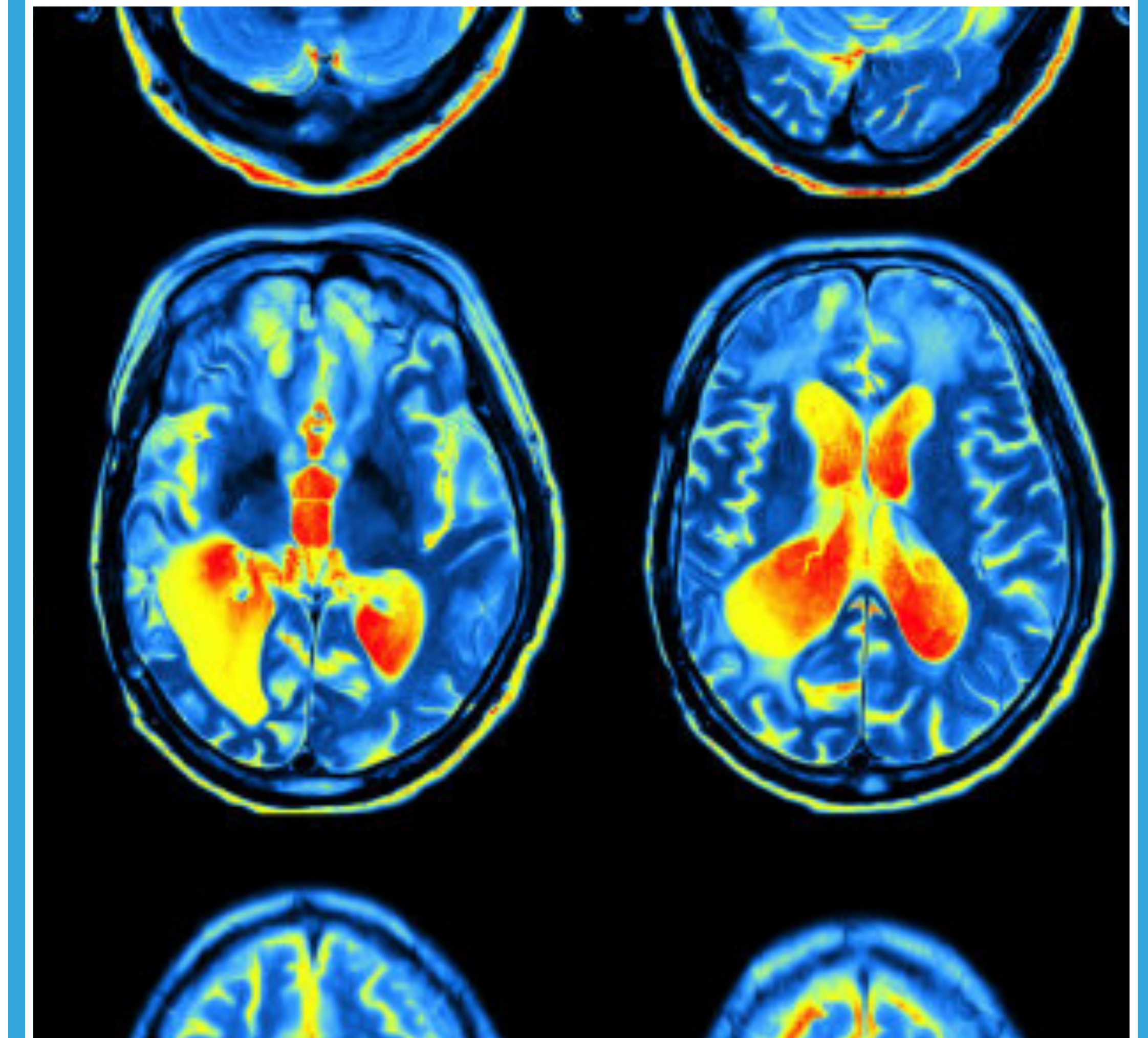


(S)pedagogy



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**TEACHING IS AN ART FORM THAT BEGINS IN INCARNATION, IS GROUNDED IN RELATIONSHIPS, IS INVIGORATED BY CONTAGIOUS AFFECTIONS, STOPS TO WONDER, EMPLOYS IMAGINATIVE STORYTELLING, ENGAGES IN SOCRATIC CONVERSATIONS, AND INCLUDES PLENTY OF MOVEMENT AND FORMATIVE LITURGY.**



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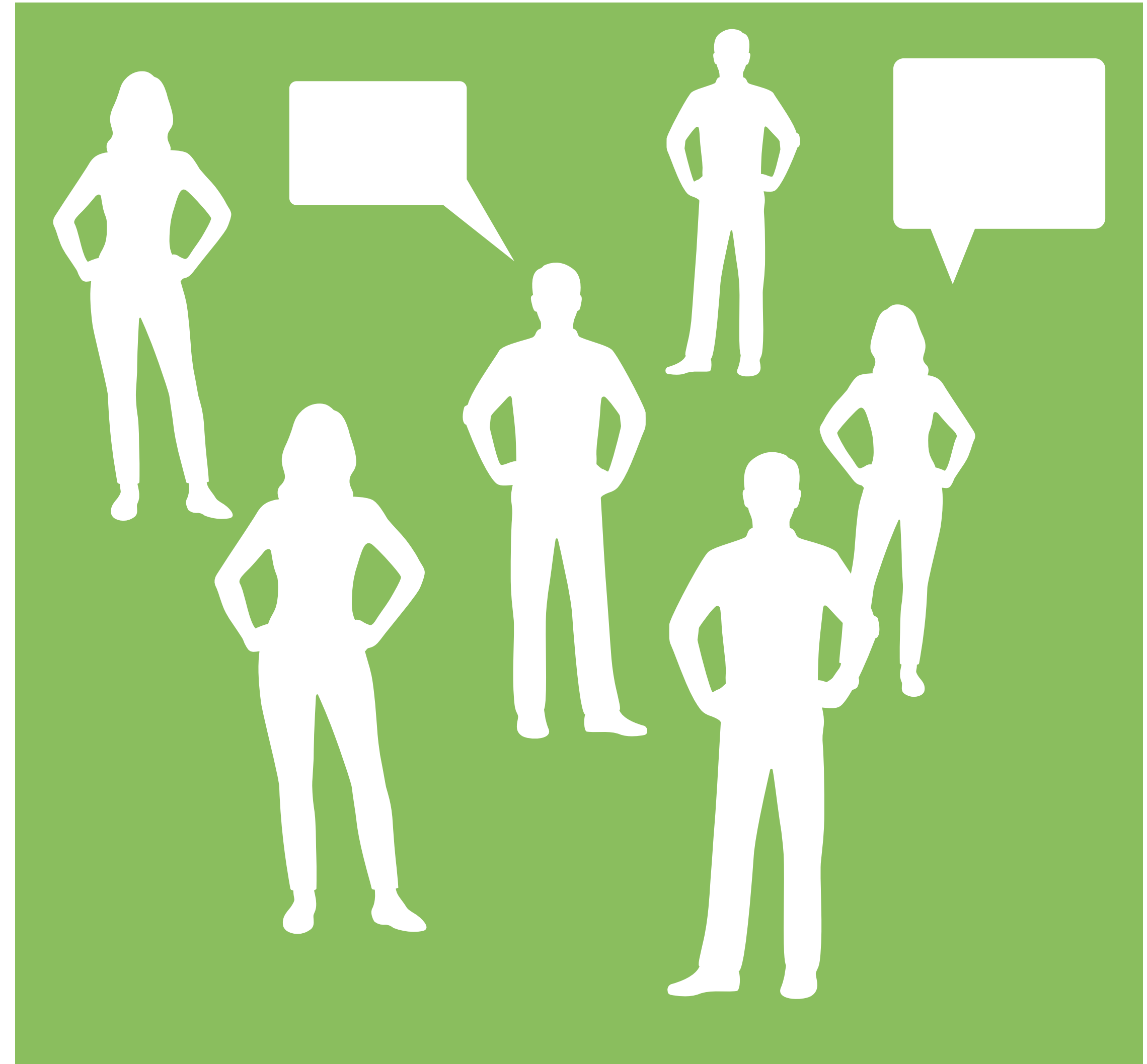


Roundtable Discussion



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Whole Group Conversation



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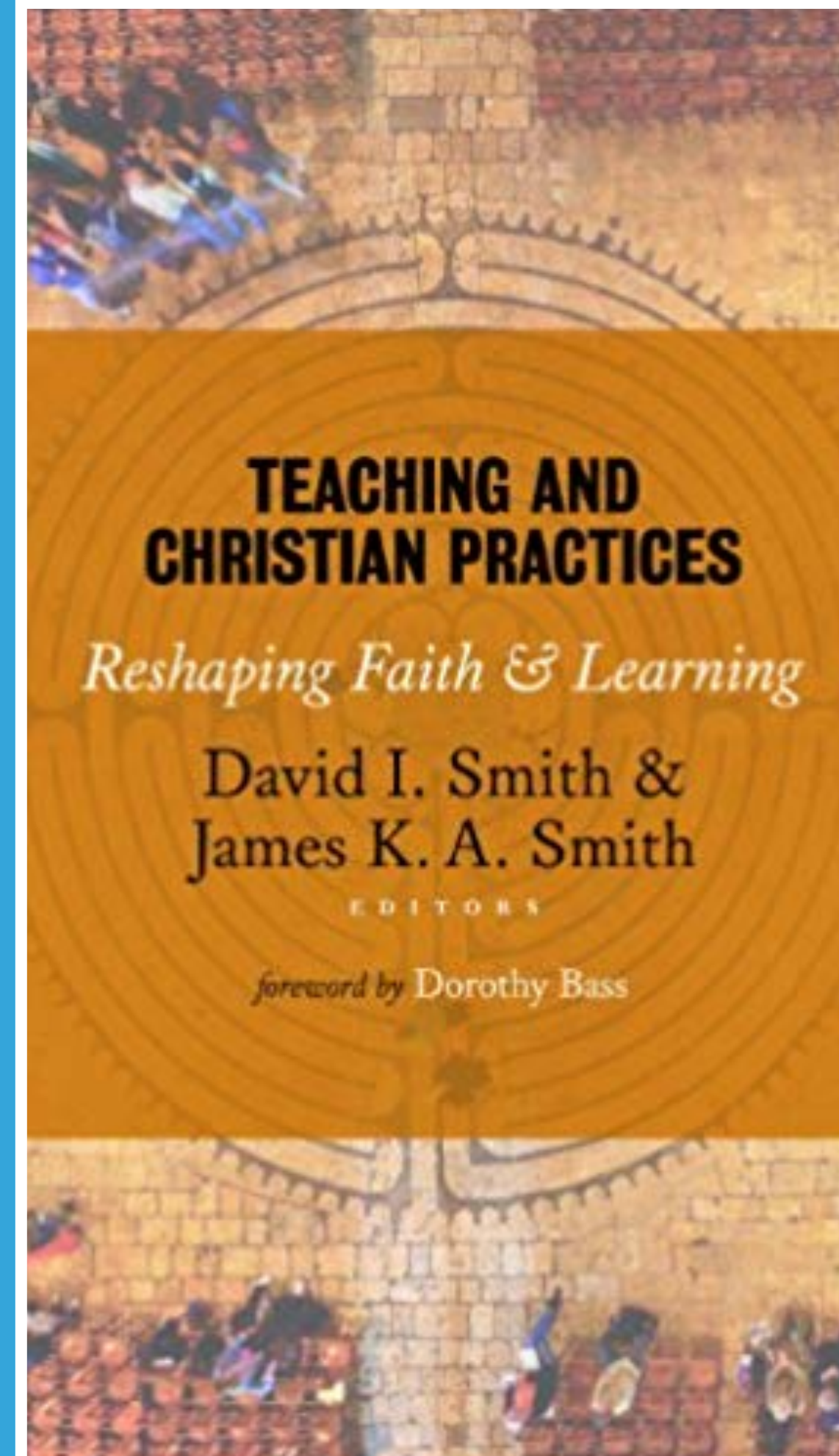


Rembrandt 1646 | Adoration of the Shepherds



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**WHY NOT  
RETREAT  
FROM  
ENGAGEMENT  
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Rembrandt 1669 | Return of the Prodigal



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- ▶ 3:30 - 4:20 | The Beauty and Persuasive Power of Language
- ▶ 4:20 - 4:30 | Closing Reflections



**THIS  
MOST  
BEAUTIFUL  
SYSTEM...**



## SESSION TWO

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
- ▶ 9:30 - 10:30 | Incarnation, Wonder, and the Imagination
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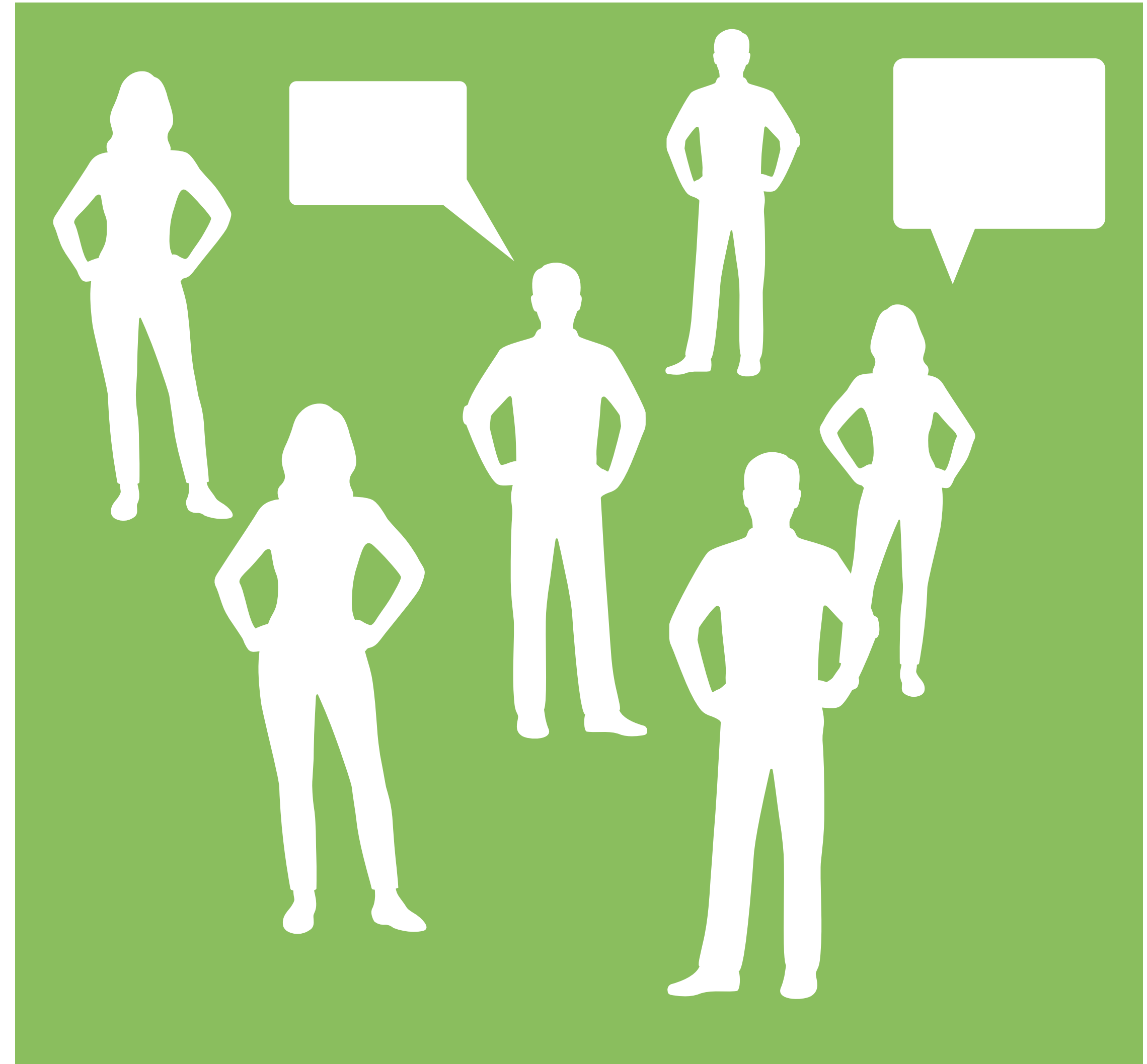


Roundtable Discussion



## SESSION TWO

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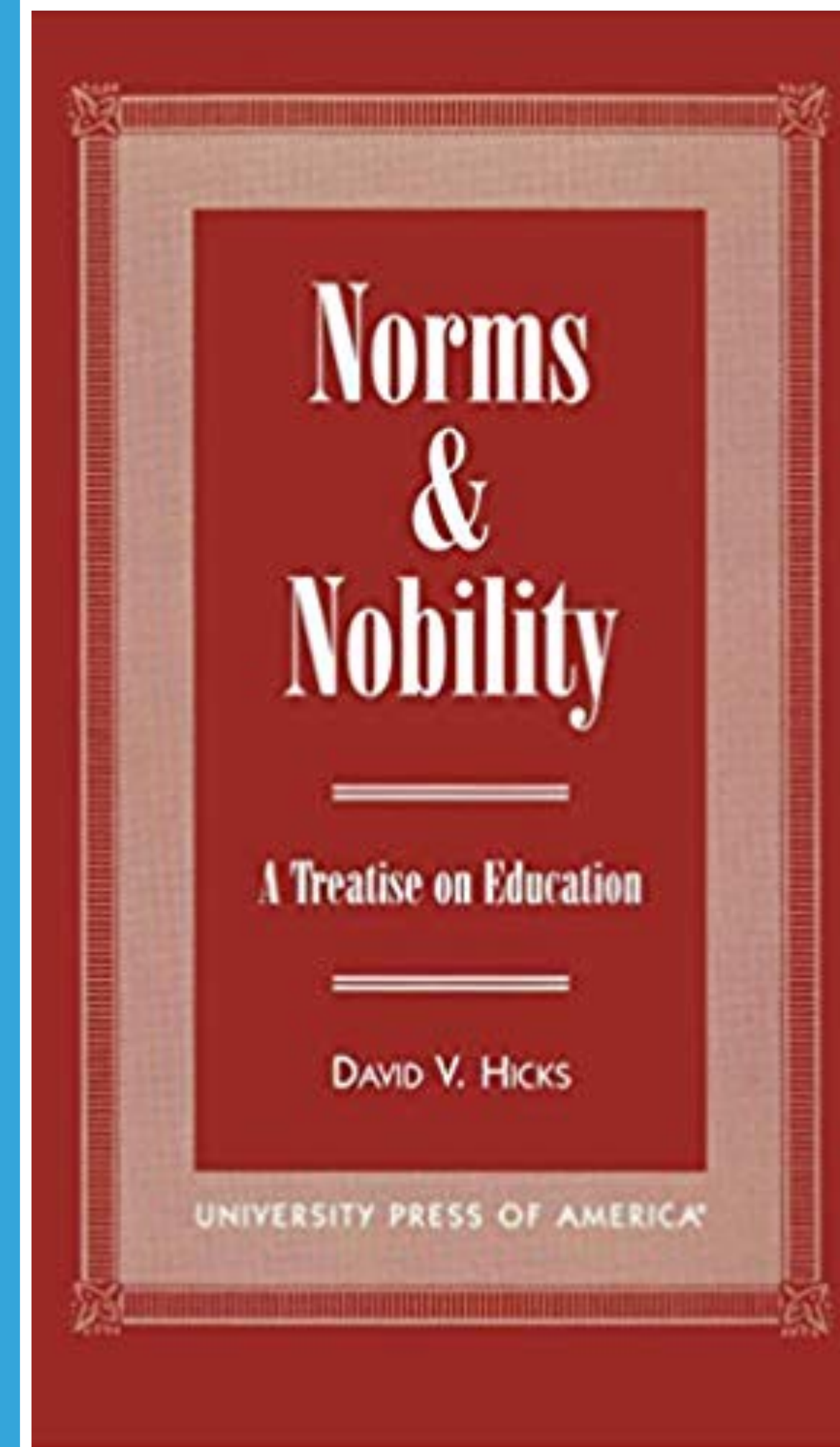


**Whole Group Conversation**



## SESSION THREE

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
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## MYTHOPOEIC PEDAGOGY



## SESSION THREE

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
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- ▶ 3:30 - 4:20 | The Beauty and Persuasive Power of Language
- ▶ 4:20 - 4:30 | Closing Reflections

**DEHUMANIZED CONTENT DISTANCES  
OUR STUDENTS FROM OUR  
CURRICULUM, MAKING THEM  
OBJECTIVE OBSERVERS RATHER  
THAN EMPATHETIC PARTICIPANTS.**



## SESSION THREE

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- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
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**METAPHOR GIVES STYLE,  
CLEARNESS, CHARM, AND  
DISTINCTION AS NOTHING ELSE CAN.**



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Roundtable Discussion



## SESSION THREE

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Whole Group Conversation



## REFLECTIONS

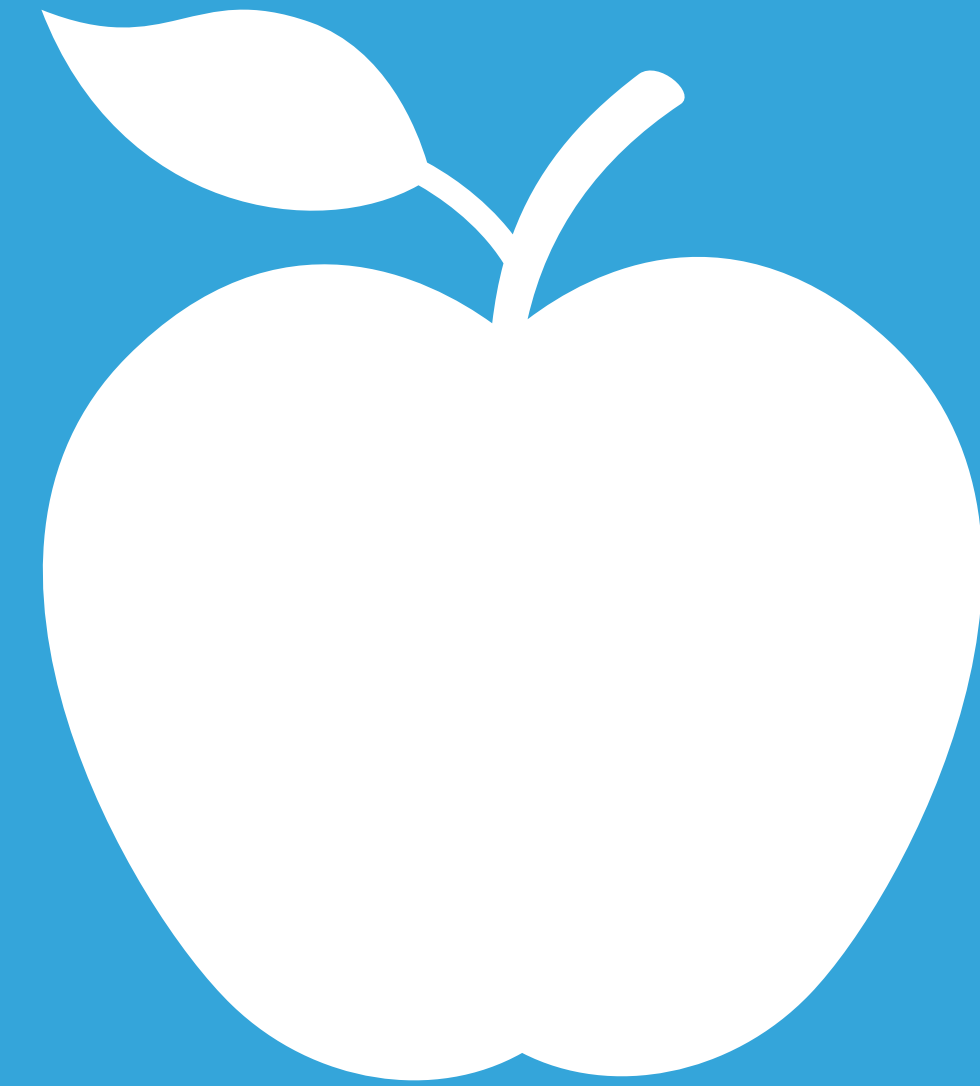
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- ▶ 4:20 - 4:30 | Closing Reflections





## LUNCH

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
- ▶ 9:30 - 10:30 | Incarnation, Wonder, and the Imagination
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## SESSION FOUR

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
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- ▶ 4:20 - 4:30 | Closing Reflections

**CAN YOU TELL ME, SOCRATES, CAN VIRTUE BE TAUGHT?**

Meno

**BUT MENO, BY THE GODS, WHAT DO YOU YOURSELF SAY THAT VIRTUE IS?**

Socrates



## SESSION FOUR

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
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- ▶ 4:20 - 4:30 | Closing Reflections

**VIRTUE IS BEING ABLE TO MANAGE  
PUBLIC AFFAIRS.**

Meno

**I AM LOOKING FOR ONE VIRTUE, I  
HAVE FOUND YOU TO HAVE A WHOLE  
SWARM. . . .THEY MUST DO SO WITH  
JUSTICE AND MODERATION?**

Socrates

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- ▶ 4:20 - 4:30 | Closing Reflections

WHAT ELSE BUT TO BE ABLE TO RULE  
OVER PEOPLE...

Meno

SHALL WE NOT DO THIS JUSTLY AND  
NOT UNJUSTLY?

Socrates



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**...NOT ONLY JUSTICE IS A VIRTUE  
BUT THERE ARE MANY OTHER  
VIRTUES.**

Meno

**WHAT ARE THEY? TELL ME. WE MUST  
CERTAINLY PRESS ON. THE SUBJECT  
IS WORTH IT.**

Socrates

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**VIRTUE IS TO DESIRE BEAUTIFUL THINGS  
AND HAVE THE POWER TO ACQUIRE THEM.**

**Meno**

**DO YOU NOT THINK... THAT ALL MEN  
DESIRE GOOD THINGS? YOU SAY THAT THE  
CAPACITY TO ACQUIRE GOOD THINGS IS  
VIRTUE? I THINK YOU MUST FACE THE  
SAME QUESTION FROM THE BEGINNING.**

**Socrates**

**MY MIND AND MY TONGUE ARE NUMB.**

**Meno**



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- ▶ 4:20 - 4:30 | Closing Reflections

HOW WILL YOU LOOK FOR IT,  
SOCRATES, WHEN YOU DO NOT  
KNOW AT ALL WHAT IT IS?

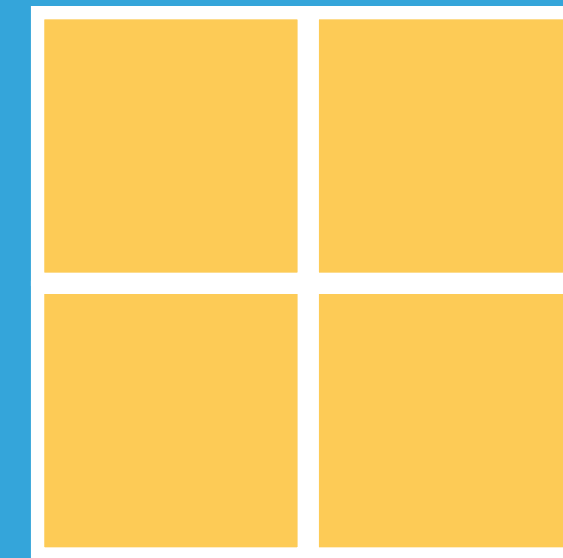
Meno

THERE IS NO TEACHING BUT  
RECOLLECTION.

Socrates

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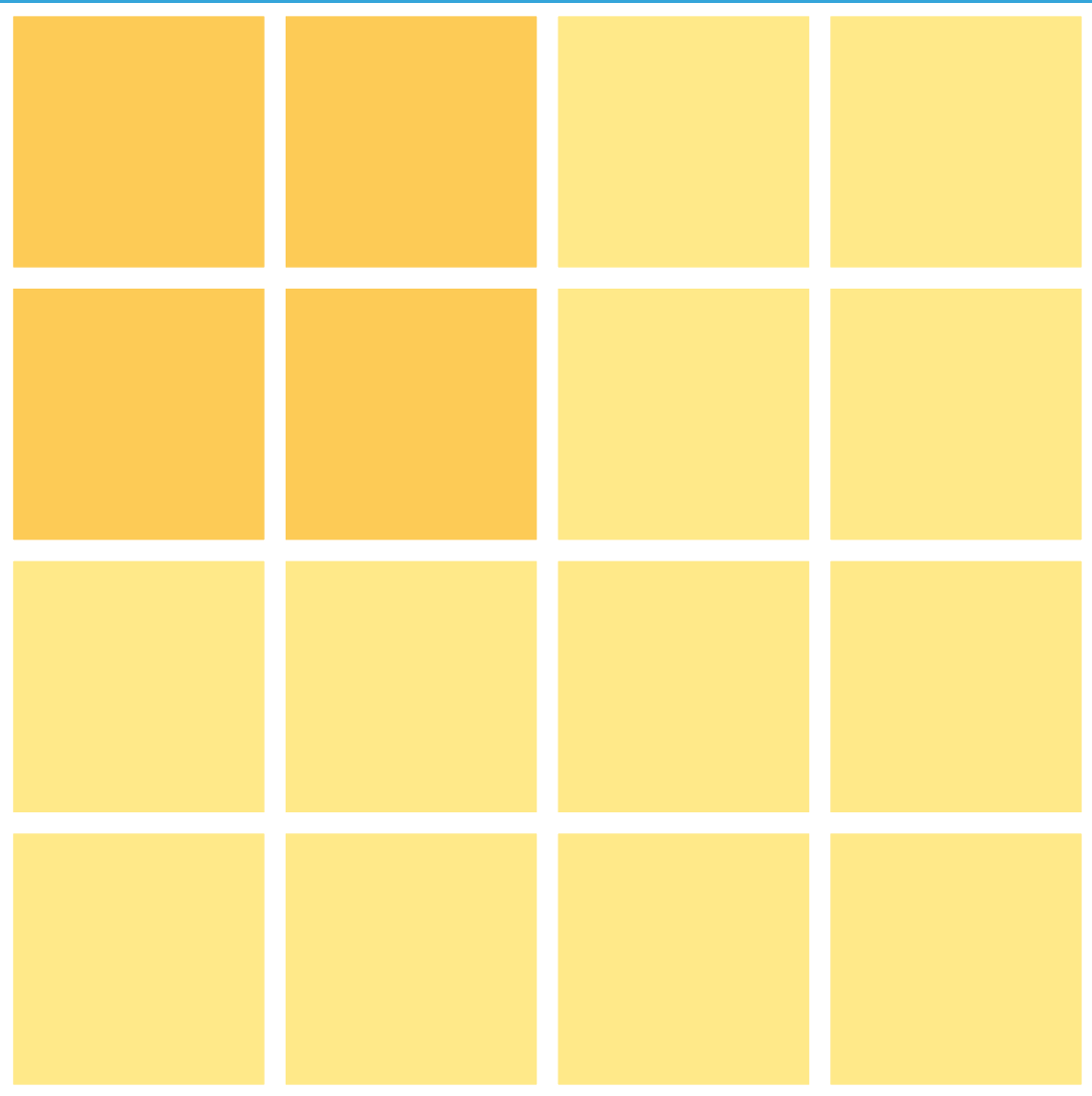


**AREA = 4**



SESSION FOUR

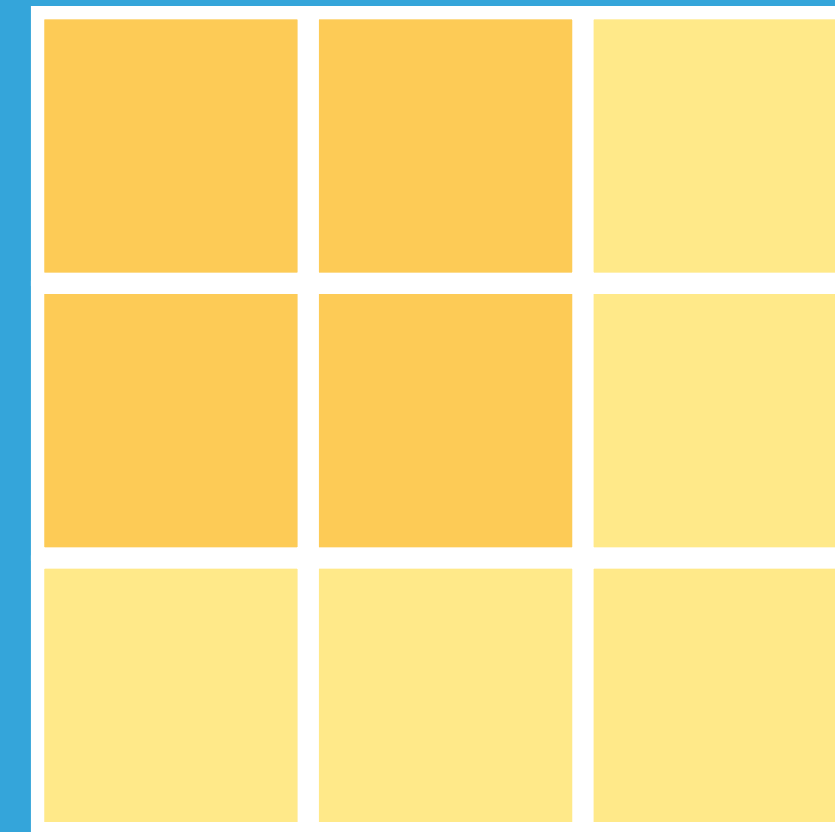
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AREA = 16

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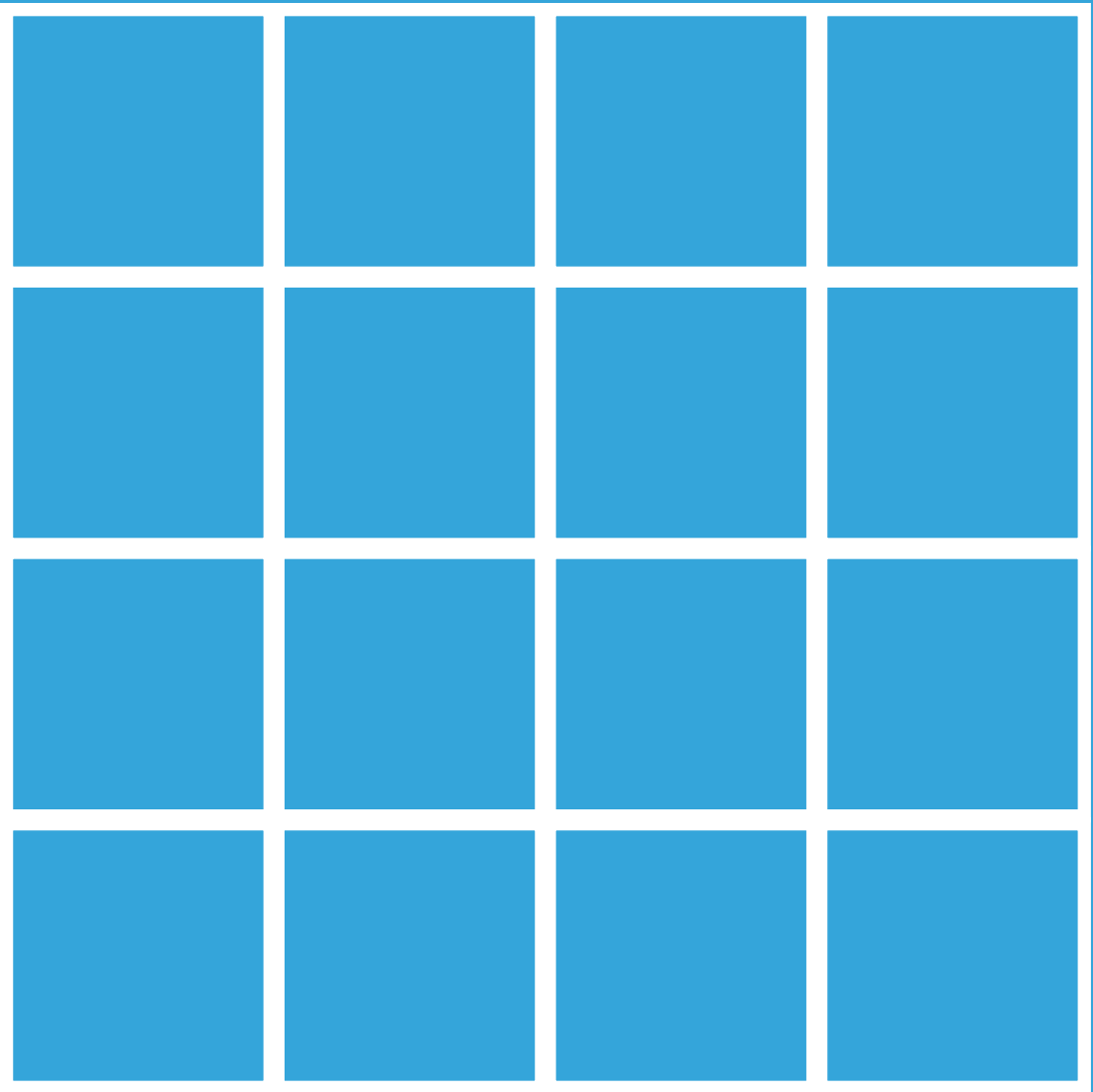


**AREA = 9**



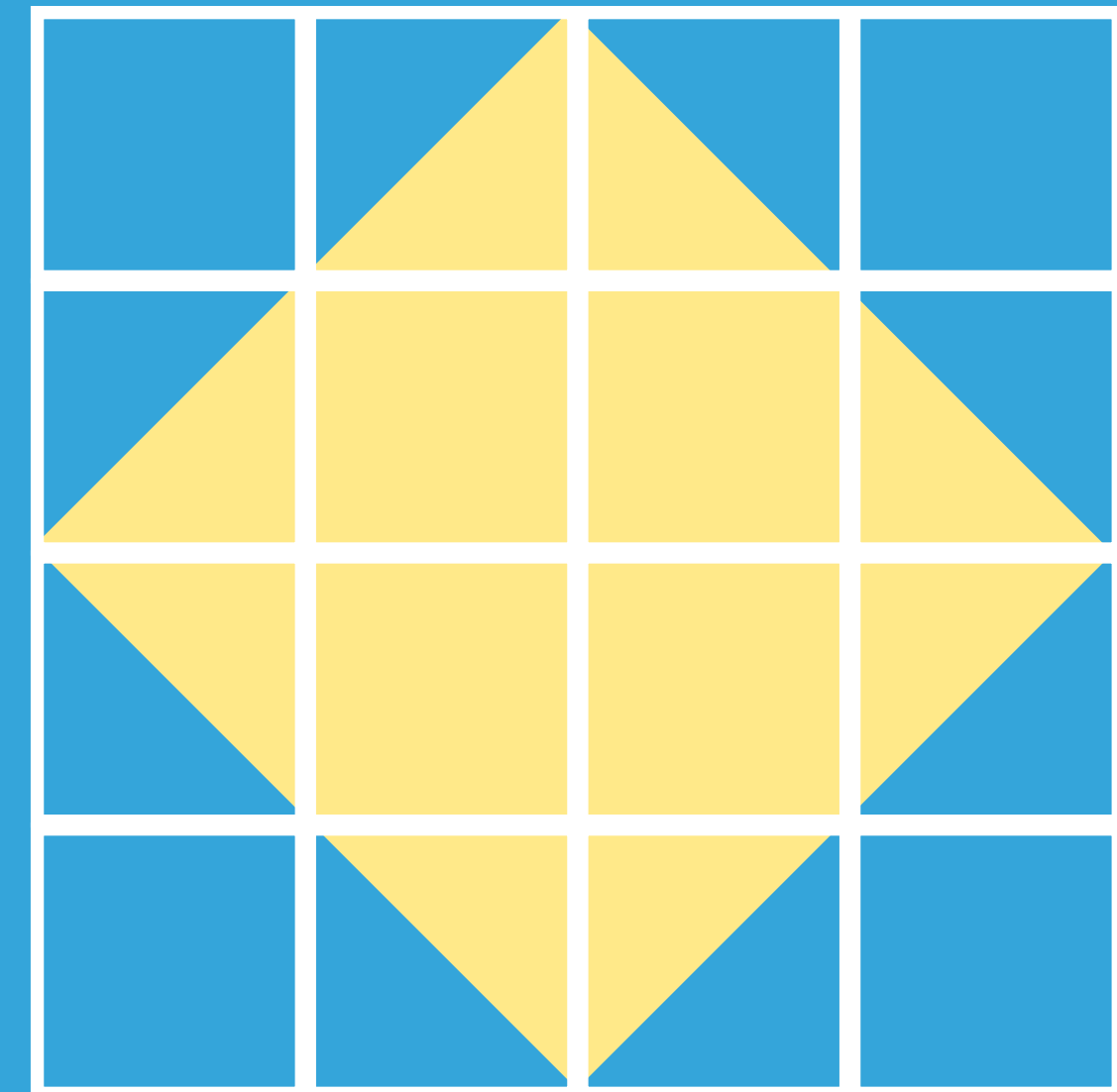
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**AREA = 8**



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- ▶ 4:20 - 4:30 | Closing Reflections

**WE WILL BE BETTER MEN, BRAVER  
AND LESS IDLE, IF WE BELIEVE THAT  
ONE MUST SEARCH FOR THE THINGS  
ONE DOES NOT KNOW.**

## SESSION FOUR

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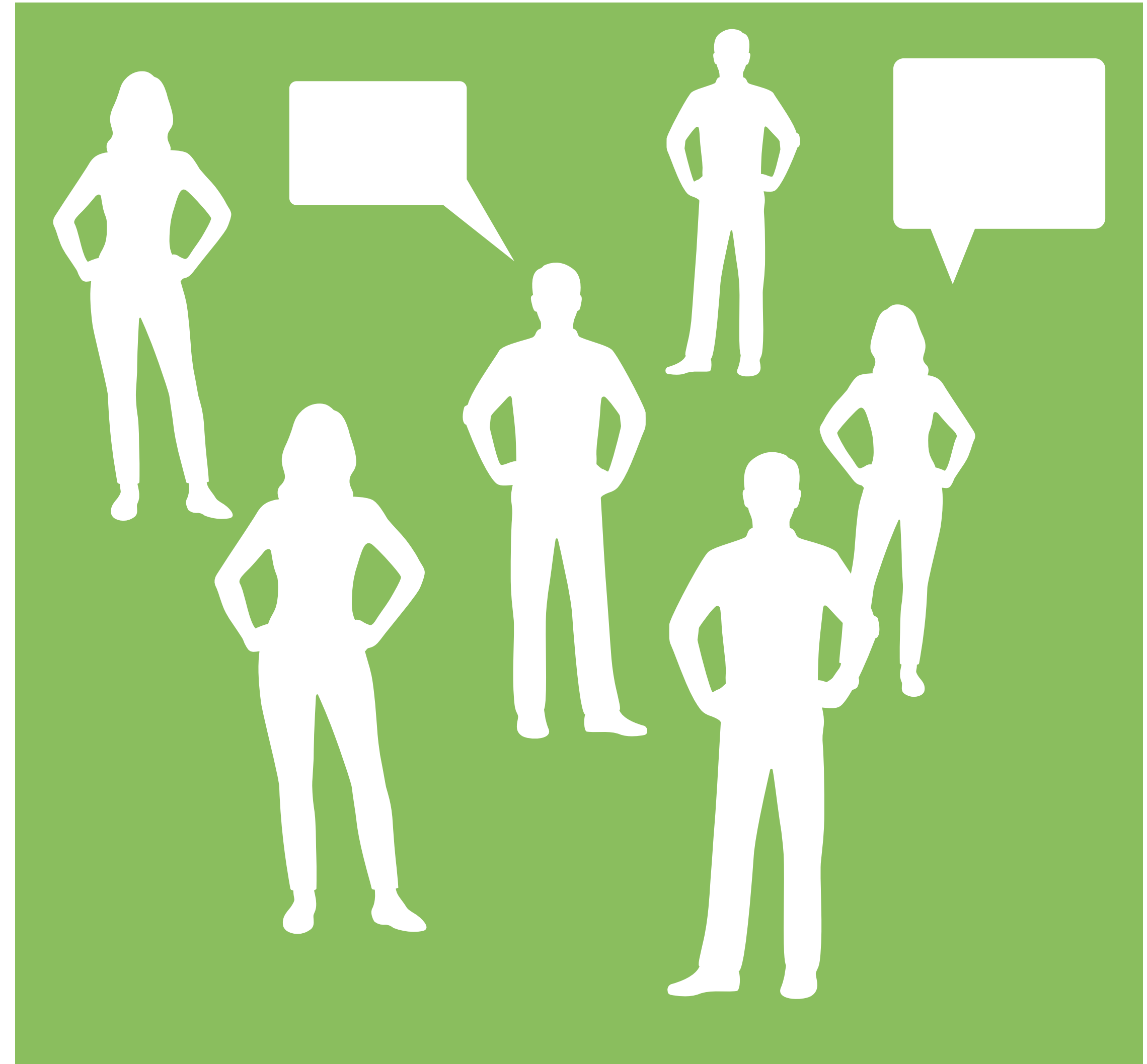


Roundtable Discussion



## SESSION FOUR

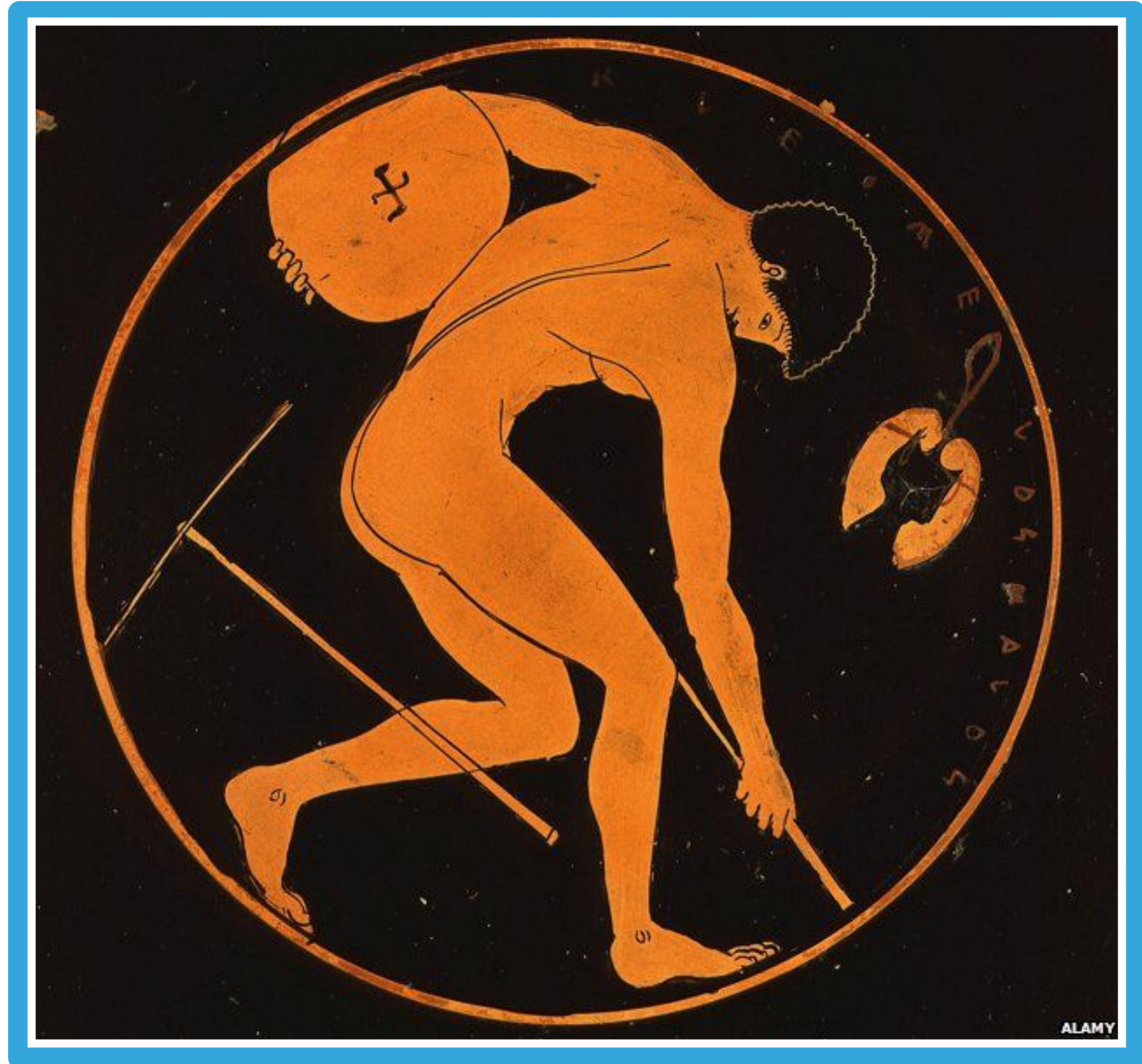
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Whole Group Conversation

## SESSION FIVE

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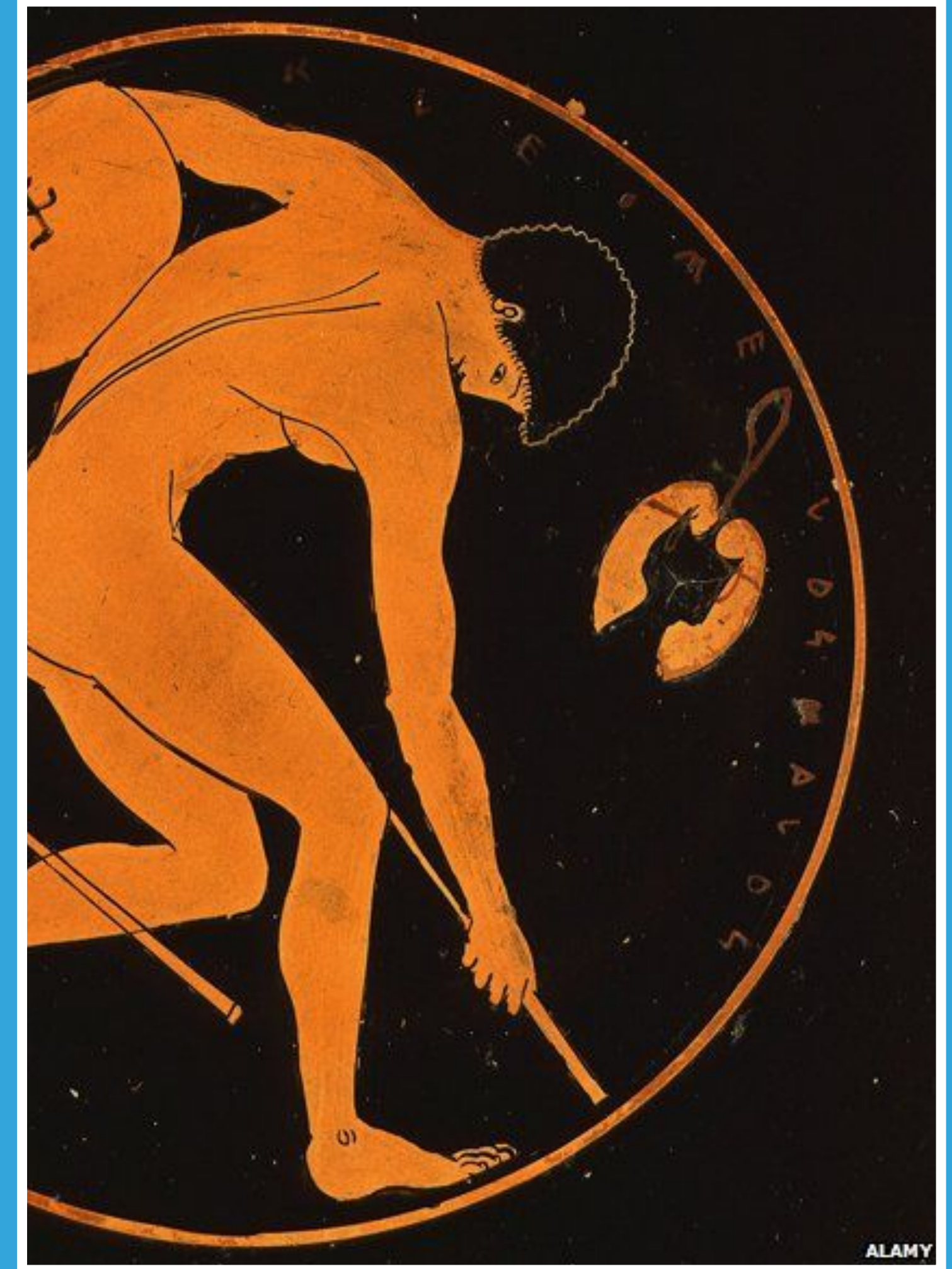
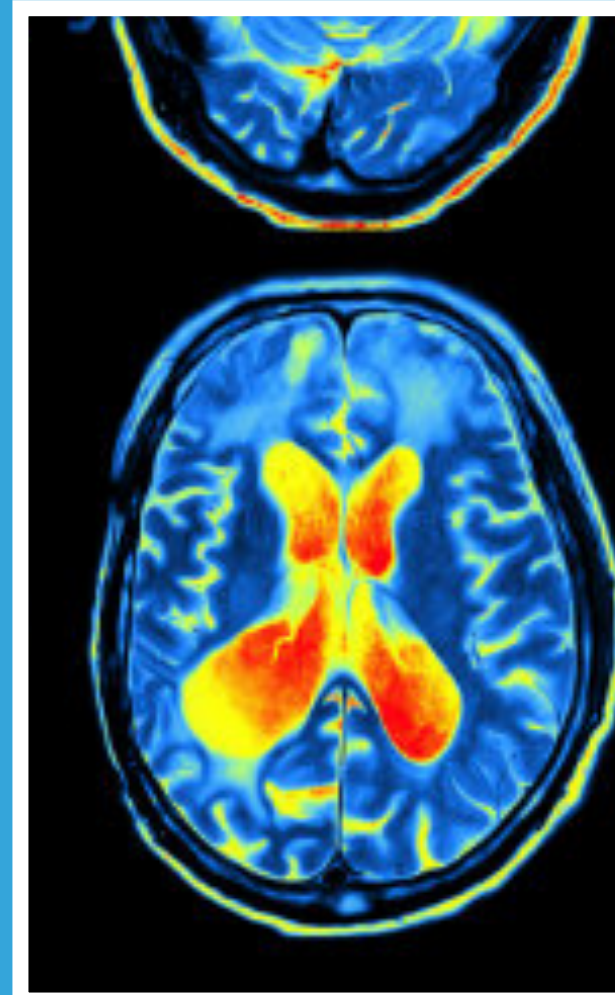
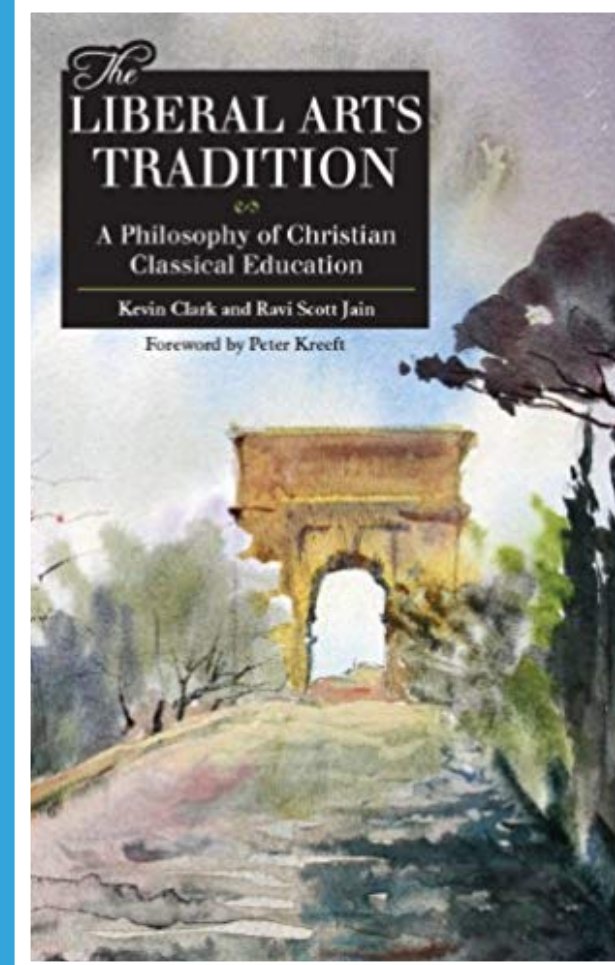


Ancient Greek Gymnastics



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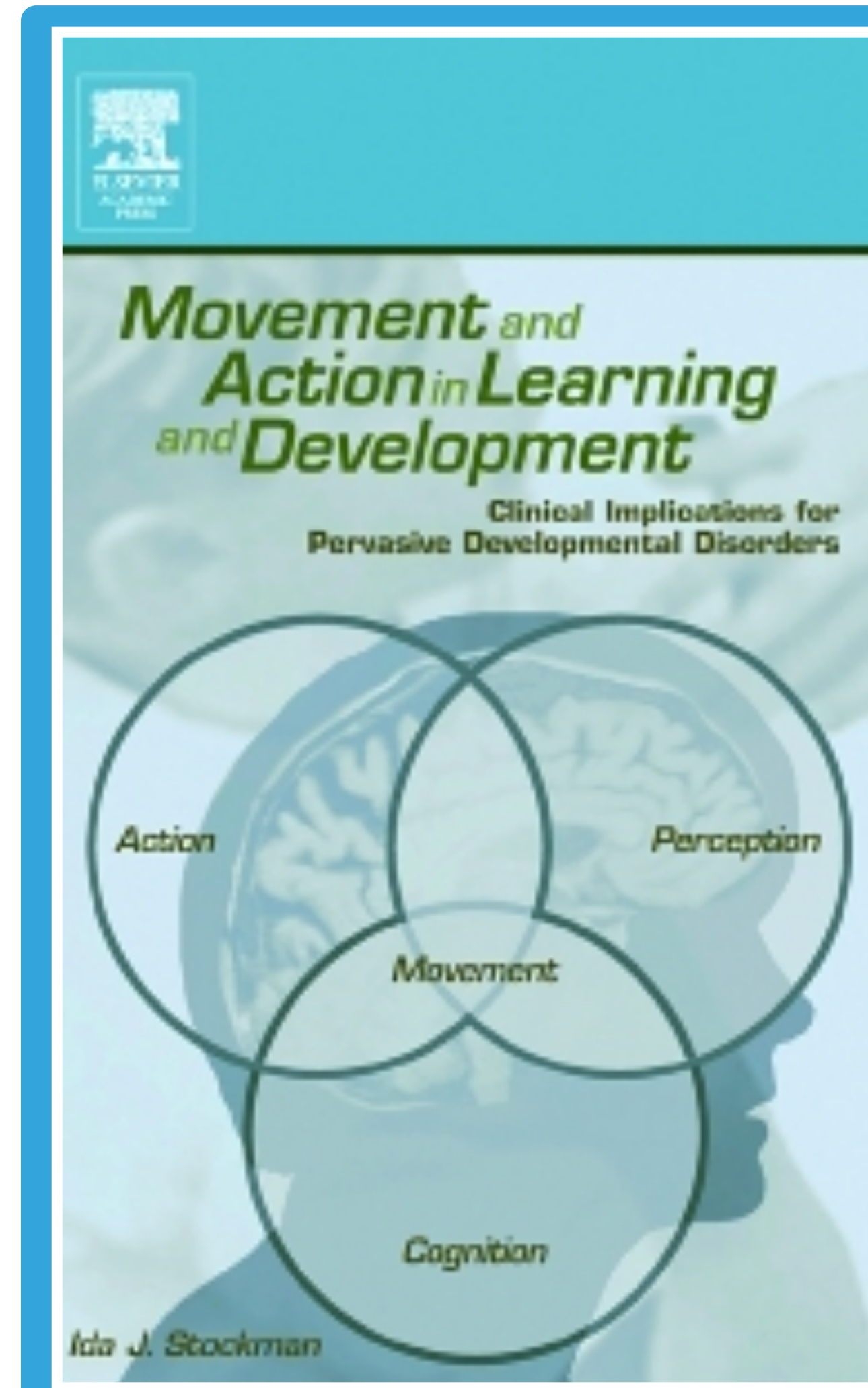


Ancient Greek Gymnastics



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**KNOWLEDGE  
IS  
INEXTRICABLY  
TIED UP  
WITH ACTION.**



## SESSION FIVE

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## HABITUS

SESSION FIVE

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
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[ INSERT SCHOOL NAME HERE ]

HABITUS



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- ▶ 2:30 - 3:30 | Movement and Formative Liturgies
- ▶ 3:30 - 4:20 | The Beauty and Persuasive Power of Language
- ▶ 4:20 - 4:30 | Closing Reflections



Roundtable Discussion

## SESSION FIVE

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
- ▶ 9:30 - 10:30 | Incarnation, Wonder, and the Imagination
- ▶ 10:30 - 11:30 | Storytelling and Memorable Metaphors
- ▶ 11:30 - 12:00 | Reflections on the Morning
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**Whole Group Conversation**



## SESSION SIX

- ▶ 8:15 - 8:30 | Chapel: Confession, Reading, Singing, Prayer
- ▶ 8:30 - 9:20 | A Call to Revive the Pedagogy of Our Tradition
- ▶ 9:30 - 10:30 | Incarnation, Wonder, and the Imagination
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**WISDOM IS HIS GUIDE,  
ELOQUENCE HIS ATTENDANT.**

Augustine describing the apostle Paul | De Doctrina Christiana



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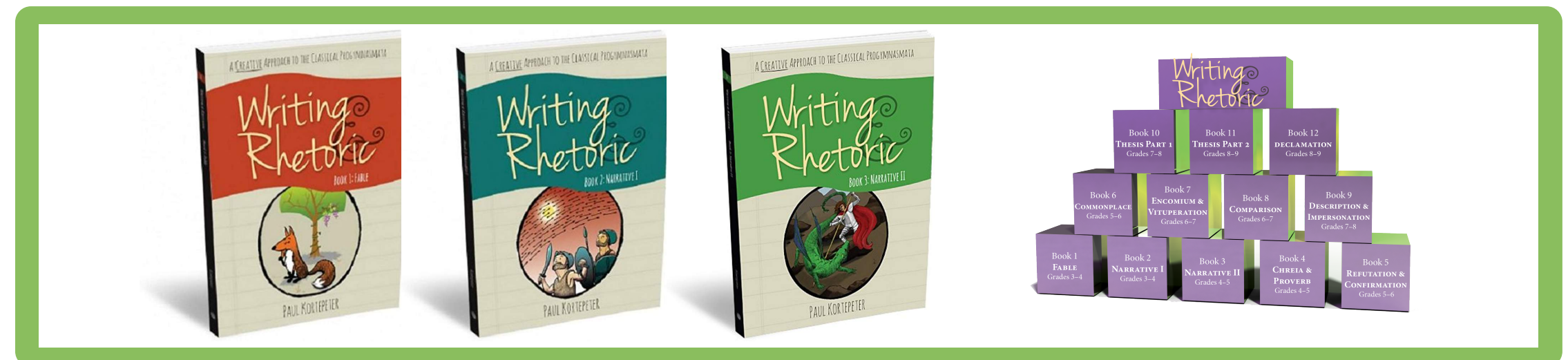
**IN WRITING ARE THE ROOTS,  
IN WRITING ARE THE FOUNDATIONS  
OF ELOQUENCE.**

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IF STUDENTS UNDERSTAND THE FORMS AND STYLES OF COMPOSITION AS PRACTICED IN PROGYMNASMATA, THEY WILL HAVE A PLENTIFUL SUPPLY OF MATERIAL FOR WRITING AND SPEAKING.

Marcus Fabius Quintilianus | *Institutio Oratorio* ~ 95 AD



Classical Academic Press | Writing and Rhetoric



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**MAN IS THE MOST IMITATIVE  
CREATURE IN THE WORLD, AND  
LEARNS AT FIRST BY IMITATION.**



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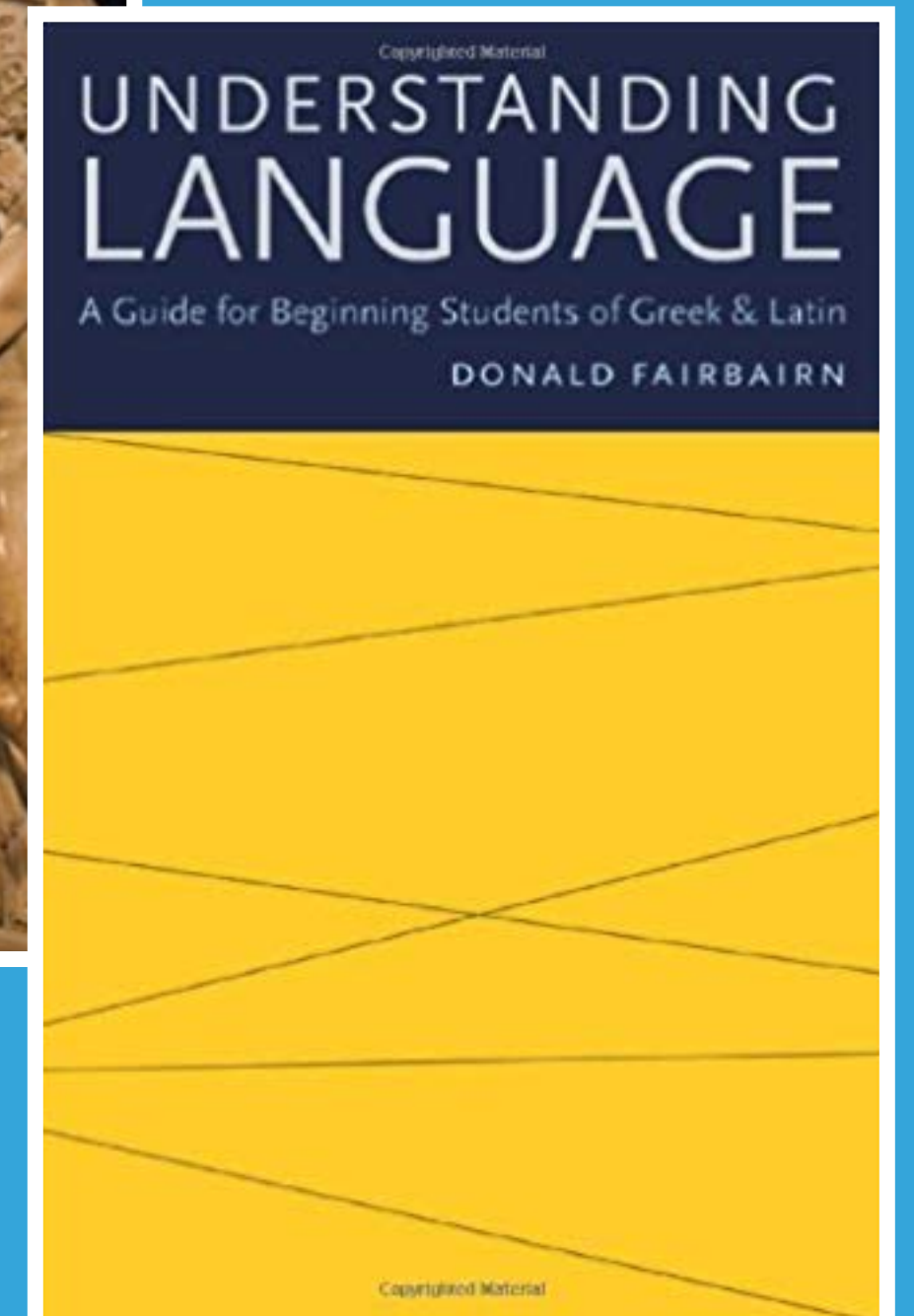
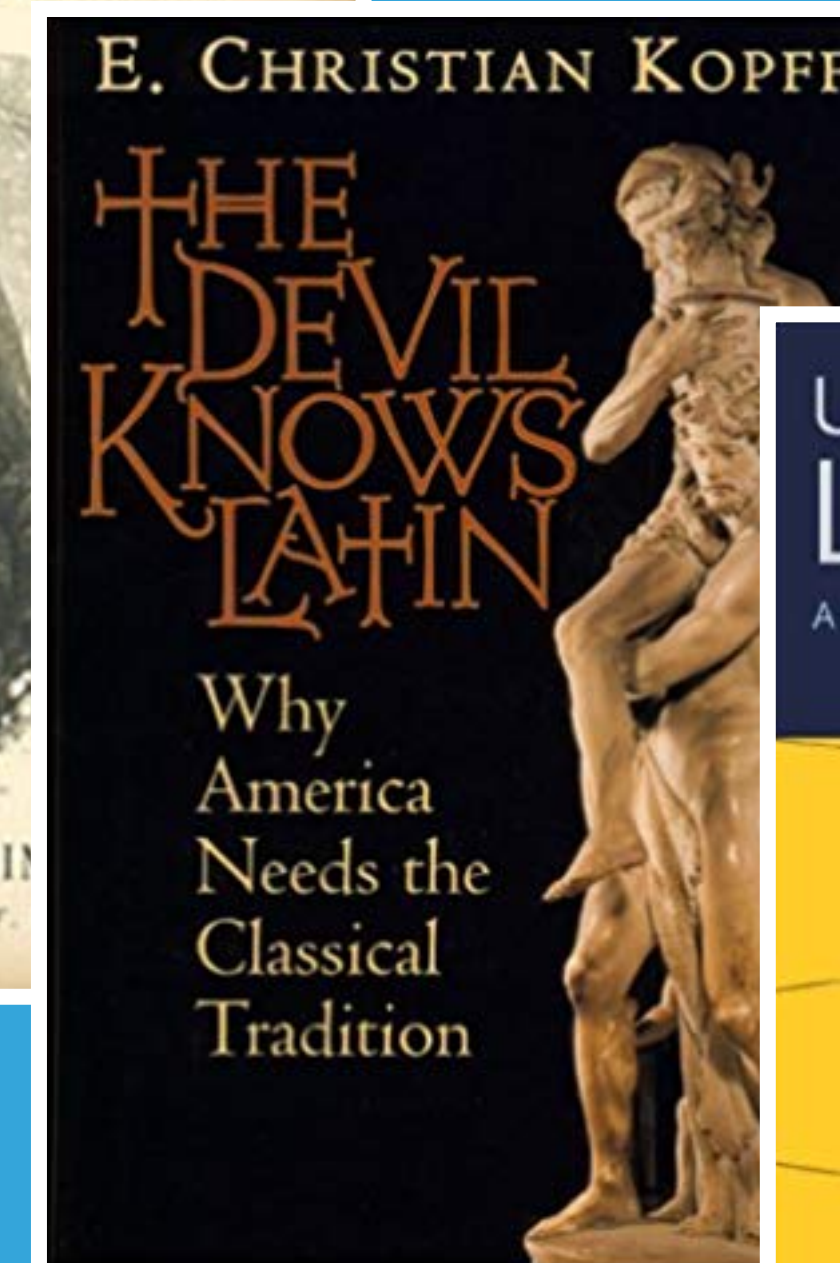
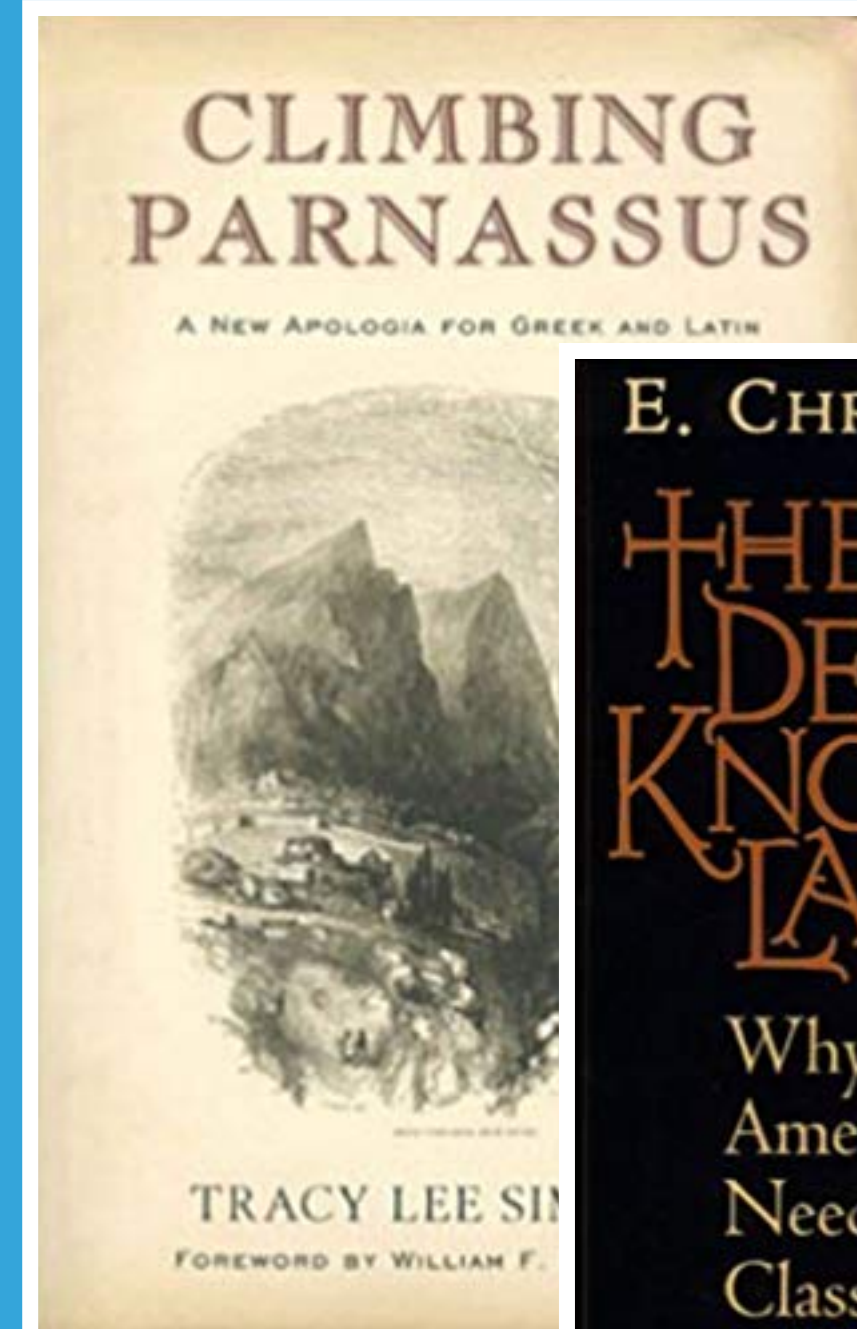


Image from f.13 of the Golden Haggadah | Plundering the Egyptians



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**MATHEMATICS IN THE FIRST PLACE IS A LANGUAGE IN WHICH WE DISCUSS THOSE PARTS OF THE REAL WORLD WHICH CAN BE DESCRIBED BY NUMBERS OR BY SIMILAR RELATIONS OF ORDER.**



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**I SAID THAT A MATHEMATICIAN WAS  
A MAKER OF PATTERNS OF IDEAS,  
AND THAT BEAUTY AND  
SERIOUSNESS WERE THE CRITERIA  
BY WHICH HIS PATTERNS SHOULD BE  
JUDGED.**

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IT IS DIFFICULT TO AVOID THE  
IMPRESSION THAT A MIRACLE  
CONFRONTS US HERE.

Eugene Wigner | The Unreasonable Effectiveness of Mathematics



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LANGUAGE IS A GIFT.

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Roundtable Discussion



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Whole Group Conversation

## REFLECTIONS

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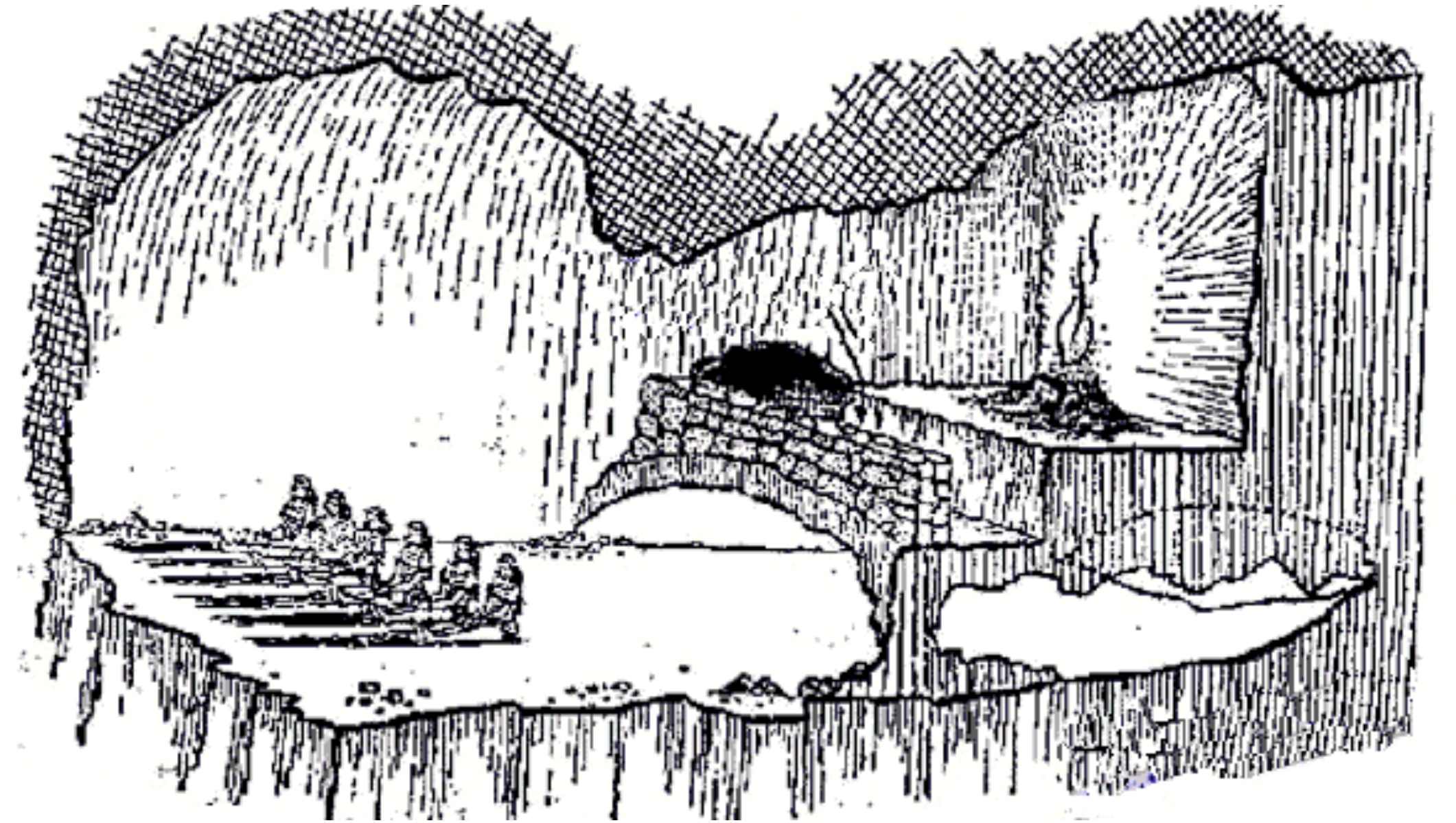




## LET'S CONTINUE THE CONVERSATION...

- ▶ Essays on Classical Christian Pedagogy
- ▶ Free Documents to Download
- ▶ Great Books and Questions
- ▶ Mathematics Courses
- ▶ Recommended Readings
- ▶ Blog

**PLEASE FILL OUT THE  
FEEDBACK FORM.**



**WWW.CLASSICALCAVEMAN.COM**