



Christopher A. Perrin, MDiv, PhD

**Consultant, author, educator,
publisher at Classical Academic Press**

(full biography, contact, and pricing found on pages 7 & 8)

Consulting Topics

- Staff and leadership development
- Developing student/intellectual virtue
- How to mentor and train new teachers
- Lower-school planning and development
- Upper-school planning and development
- Classical philosophy of education
- The origin and purpose of classical education
- History of progressive education
- Problem solving with frustrated parents
- Enhancing communication among teachers, parents and students
- Building partnerships among teachers and parents
- Building and keeping staff camaraderie and unity
- Establishing a positive culture among lower and upper school faculty
- Classical curriculum development
- K-12 classical pedagogy
- Importance and value of Latin
- Importance and value of logic
- Importance and value of rhetoric
- Integrating logic throughout the upper school curriculum
- Integrating rhetoric throughout the upper school curriculum
- Informal logic for every teacher
- Parent information events
- Graduation events

Seminar Topics

Putting Scholé Back into School and Homeschool: Finding Restful Education in a Frenetic World

Modern education is characterized by constant activity, heavy backpacks, ringing bells, reams of worksheets, endless grading, and eight periods a day. In short, it is an education in anxiety, and it is no surprise that many students lose their love for learning by the time they are thirteen. Classical education, however, maintains a tradition of restful learning that is rooted in the Greek concept of *scholé*—a word that means leisurely learning, conversation, and contemplation. In this seminar, Dr. Perrin explores the rich tradition of restful learning and the practical ways we can restore it to our schools.

Note: The following is a link to this 60-minute presentation in 4 parts: <http://www.youtube.com/watch?v=w2EUYT-yeIA>.

The Recovery of Memory—Before We Have Forgotten That We Have Forgotten

It used to be that students were capable of memorizing large amounts of important literature, Scripture, speeches, and important information. If humans have not changed, and are still just as capable of memory, what has changed? Our educational culture, expectations, and pedagogy have changed. In this seminar, Dr. Perrin explores the way memory was used, developed, and employed in the classical tradition of education. Participants may be surprised to discover that memory was not merely employed to store information, but also to nourish and cultivate the soul.

The Liturgical Classroom: How to Make Your Class a Space for Traditions, Celebration, Community, and Worship (NEW)

Taking cues from the classical tradition and the recent work by educator Jenny Rallens, Dr. Perrin explores the practical ways in which teachers can employ liturgical elements in the classroom and in the broader context of the home and school. He covers such elements as greeting and dismissal; class readings and recitations; corporate/class confession and forgiveness; singing and festival; corporate/class prayer; classroom decor and atmosphere; and wise use of music and poetry.

A New (But Old) Paradigm for Describing the Classical, Christian Education: Piety, Gymnastic, Music, the Arts, Philosophy, and Theology (PGMAPT) (NEW)

Taking cues from the recent book, *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*, Dr. Perrin presents another way of conceiving and describing the classical tradition that extends the common notion of classical education as the study of grammar, logic, and rhetoric. He presents the classical tradition as comprising six central elements:

- 1) Piety (honoring and respecting one's tradition and its wisdom)
- 2) Gymnastic (training the body while tuning the heart)

- 3) Music (the study of those arts inspired by the muses: literature, history, poetry, singing, dancing)
- 4) The arts (the seven liberal arts of grammar, logic, rhetoric, arithmetic, geometry, acoustics/music, astronomy)
- 5) Philosophy (natural, moral, and divine philosophy)
- 6) Theology (the study of Scripture as applied to all of life)

Participants will see how this paradigm is accurate to the tradition and thus helpful to its recovery and restoration.

RetroACTIVE Education: Reaching Back to Go Forward

Of course we can't go back in time (as romantic as that sounds), nor do we want to educate our children using parchment, quill pens, and hornbooks. But we *do* want to go back in the sense of revisiting and employing the best educational ideas—those that are tried, proven, and true. Going retro should not mean that we are nostalgic (pining for the old days) or antiquarian (loving things just because they are old), but that we take the best from the past to accelerate in the present. In this seminar, Dr. Perrin looks at the ten most important educational ideas from the past that can serve us in the present. A sample of these ideas includes: singing to learn, delightful repetition, tuning the heart and training the body, loving before critiquing, making haste slowly, and less is more.

The Recovery of Contemplation

Like most Americans, classical educators are driven to achieve, and like most Americans we find it hard to make time for sustained thought and reflection. If contemplation and rest are vital aspects of a classical education, do our students have appropriate time to reflect on what they read and to contemplate the great ideas of the Great Conversation? Or do they fly from book to book, class to class, and grade to grade? In this seminar, Dr. Perrin explores ways we can recover contemplation and leisure among teachers, parents, and students in our schools.

Revolutionary Latin: Why Latin Will Do Far More than Increase Your Vocabulary

Latin has been increasingly recognized as a vital part of being a well-educated man or woman. Still, many people are puzzled by the buzz about Latin and want to know just why significant study of Latin is worth the effort. Why not just study Latin word roots instead of committing to a full study of the Latin language? In this seminar, Dr. Perrin dives deeper than the traditional answers given for studying Latin (better SAT scores, increased vocabulary, preparation for professional study, preparation for learning the Romance languages) and explores and demonstrates the profound ways Latin can enrich one's humanity and revolutionize virtually all learning.

Revolutionary Logic: Why Logic Is Needed to Renew the Church and Culture

Many know that logic is the science or art of correct reasoning. Most of us know that training in logic will help us craft better arguments and discern wise ideas from propaganda. But are we aware that without using reason well, it will be impossible to renew the Church and our culture? In this seminar, Dr. Perrin considers not only the ways in which logic sharpens us as image-bearers and individual thinkers, but also the way logic can revolutionize the Church and society when employed with love, faith, and zeal. He also notes the ways in which the study of logic can lead to pride, and therefore create “clever devils.”

G.K. Chesterton: The Man Who Laughed

G.K. Chesterton had joy at the center of his being, and like the woman described in Proverbs 31, he could laugh at the days to come. In this seminar, Dr. Perrin explores Chesterton’s life and work, studying the way he found joy and the way that joy led to laughter, good humor, and friendship. For those familiar with Chesterton, they will enjoy noting the centrality of joy in his writings and life; for those who are new to Chesterton, this seminar should be an engaging introduction. The seminar will follow this outline:

- 1) Chesterton: The Man Who Took His Mission but Not Himself Seriously
- 2) Humor at the Center of Things
- 3) What Makes Even Our Faith Funny
- 4) Laughter as the Signature of Man
- 5) Christ as Divine Jester
- 6) Laughing Again: Overcoming Our Blindness to the Mirth of the Gospel
- 7) Laughing and Learning: Why Chesterton Laughed through School
- 8) A Suggested Bibliography of Chesterton’s Writings

COMMENT: *Dr. Perrin did his PhD dissertation on Paradox in the Apologetic of G.K. Chesterton... and is a Chesterton nut.*

Embodied Learning: How to Help Students Love What Is Lovely

Learning is certainly a matter of exercising our minds and therefore has a large rational component. But it is equally true that all that we learn must be passed through our five senses, which makes our bodies a critical element in our education and growth. In our teaching, in what ways do we pay attention to our surroundings and to the rhythms, traditions, and practices that shape the way we learn and what we love? In this seminar, Dr. Perrin argues that music, art, architecture, play, time in nature, church traditions, household traditions, dress, furniture, and scheduling are just as important for the education of our children as the ideas we discuss and teach. In several ways this seminar will be the application of the insights contained in James K.A. Smith’s recent book *Desiring the Kingdom*.

A Concise History of Progressive Education: What Was Generally Wrong, but Occasionally Right about Progressive Education

This seminar traces the history of progressive education, beginning in the 1890s with the emergence of several teacher colleges that criticized classical learning and advocated a progressive approach that emphasized a differentiated curriculum that divided students according to their likely future occupations. Dr. Perrin traces the leading thinkers of progressive education from Herbert Spencer (social Darwinism) to G. Stanley Hall (child-centered education) to David Snedden (social efficiency, differentiated curriculum) to John Dewey (democratized education, experiential learning) to Edward L. Thorndike (mental testing) to Edward A. Ross (social efficiency, vocational education). He also traces those who sought to defend the classical curriculum and pedagogy and examines their failures and successes. Finally, he answers the question of what benefits classical educators can derive from progressive education even as we deflect its attacks and seek to advance Christian education.

Learning to Love What Must Be Done

The German poet Goethe advises, “Cease endlessly striving for what you would like to do and learn to love what must be done.” In this maxim, Goethe succinctly captures a long educational tradition that sought to shape students into lovers—lovers of wisdom and lovers of the work that brings wisdom. In this seminar, Dr. Perrin explores the ways we can impart diligence, courage, zeal, and industry to students—all traits that blossom from a cultivated love for the good, true, and beautiful and enable students to thrive and excel. Starting with Augustine and his exhortation that students order their loves and love that which is lovely, Dr. Perrin looks to the tradition of classical education for inspiration and ideas for imparting to students a love for what must be done. He concludes with a practical discussion of how this can happen in our schools.

Putting Together the Puzzle Pieces of Classical Education

In this seminar, Dr. Perrin shows how classical education has been broken up into pieces but is now being put together again. He explores four questions that will help us gather and assemble the pieces once more:

- 1) Who is the student (or what is a human being)?
- 2) What do we teach him (or what is our curriculum)?
- 3) What is a school (or what is our learning environment)?
- 4) What is our purpose (or what kind of student do we seek to shape and why)?

For better or worse, every educational approach has to answer these questions. Dr. Perrin seeks to show how the classical Christian tradition has answered these questions in ways that can once again restore to us a clear picture of what education can and should be. Finally, he contrasts the classical approach to the popular progressive approach to education.

How to Be a Teacher, How to Be a Student

In this seminar, Dr. Perrin departs from Luke 6 (when a student is fully trained he will be

like his teacher) and explores the ways in which a teacher must be like a student and a student must be like a teacher. The goal of the seminar is to show how the teacher-student relationship is primary and fundamental to all education and must be one of growing friendship and love that will involve mentoring, coaching, sparring, and instruction. Without a healthy teacher-student relationship of this sort, all our educational endeavors will be compromised and will suffer.

The Lighter Side of Education: How to Relax, Enjoy, and Laugh and Still Be an Educator

In this seminar, Dr. Perrin seeks to work out the maxim give to us by G.K. Chesterton: *A man should take his mission but not himself seriously*. He encourages teachers to see and cultivate the joy, humor, laughter, and peace that should characterize our teaching of and relationships with our students and colleagues. Dr. Perrin does this first by calling teachers to repent of the misplaced gravitas that elevates us over a humble interest and investment in the lives of children. Secondly, he calls forth examples of the ways in which we can walk lightly as we engage in a most serious enterprise. He closes by exegeting another complimentary maxim by Chesterton: *Angels can fly because they take themselves lightly*. COMMENT FROM DR. PERRIN: *I sense that many educators are unduly anxious and burdened. In this seminar I seek to address this challenge from a spiritual-pastoral perspective rather than a pragmatic one.*

The Intellectual Virtues

Classical educators throughout the ages always linked the process and aims of education with virtue. In this seminar, Dr. Perrin traces the ways in which this linkage developed and explores ways in which we can practically foster the growth of virtues in an academic environment. Some of these virtues include humility, patience, courage, perseverance, and the passion and pursuit of truth. The goal of this seminar is to acquaint educators with the tradition and value of the intellectual virtue and show them how we can practically begin to cultivate these virtues in our students.

Logic 101

In this seminar, Dr. Perrin introduces the two main branches of logic—informal and formal logic—and shows why they are crucial to a classical education. Special emphasis is given to the logical fallacies. Several fallacies will be taught and participants will try their hand at identifying fallacies contained in numerous print advertisements. The goal of the seminar is to show the power, purpose, and relevance of logic and to show teachers they can impart this important art to their students well.

How to Teach Latin in Grades 3-6

In this seminar, Dr. Perrin gives practical advice on how to teach younger students Latin by making use of the unique ways these students learn. He shows how using songs, chants, rhymes, and jingles help students to memorize and master both grammar and vocabulary with ease and delight. The goal of the seminar is to acquaint teachers with effective teaching methods and excellent Latin curricula.

A New Apology for Classical Christian Education

Alternative Title: Recovering the Classical Tradition of Education

In this seminar, Dr. Perrin presents a defense of classical Christian education (CCE) that features seven reasons why it is a superb educational approach for children:

- 1) It provides a coherent means of understanding God, the world, and ourselves.
- 2) It cultivates the human.
- 3) It develops and imparts powers (arts) to students.
- 4) It cultivates a love of beauty.
- 5) It develops character.
- 6) It trains leaders.
- 7) It cultivates community.

He will also refute several familiar objections to CCE such as:

- 1) CCE is elitist.
- 2) CCE is old-fashioned and out of touch.
- 3) CCE was discredited by the educational establishment 100 years ago.
- 4) Studying classical subjects such as Latin are a waste of time in this cultural moment.

The goal of this seminar is to give participants a clear, concise, and cogent defense of CCE that presents its remarkable qualities and refutes common objections to it.

✎ Christopher A. Perrin, M.Div., Ph.D. Biography ✎

Christopher is the publisher at Classical Academic Press. He is a recognized national leader, author, and speaker for the classical education movement. Christopher serves as a consultant to classical Christian schools and homeschool co-ops in the U.S. and overseas. He is the director at the Alcuin Fellowship with the Institute for Classical Schools and is the vice chair of the Society for Classical Learning. His countless articles and lectures are also widely used throughout America and the English-speaking world.

Christopher received his PhD in Apologetics from Westminster Theological Seminary in Philadelphia, his MDiv from Westminster Theological Seminary in California, and also has a BA in history from the University of South Carolina. He was also a special student in

literature at St. Johns College in Annapolis. He has taught at Messiah College and Chesapeake Theological Seminary. Christopher served as headmaster of Covenant Christian Academy in Harrisburg, PA, for its first ten years. It was there that his desire to produce exemplary curricula and assist schools in the renewal of classical education across the nation developed.

Christopher is the author of the books *An Introduction to Classical Education: A Guide for Parents*, *The Greek Alphabet Code Cracker*, *Greek for Children*, and co-author of the award-winning *Latin for Children* series available from Classical Academic Press (CAP). CAP brings to market across the globe, classical, creatively taught Latin, Spanish, logic, writing & rhetoric, poetry, and Bible curricula (among other subjects) as well as classical education resources for homeschools and schools.

Christopher has a passion for classical Christian education and has a love for truth, goodness, and beauty wherever it may be found.

Pricing Information:

Half day (4 hours): \$945 + travel
One full day (8-10 hours): \$1,590 + travel
Two full days: \$2,890 + travel
Long-term consulting packages negotiated

Online Consulting Fees:

90-minute sessions: \$390

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