

HEADMASTER'S GUIDE FOR USING

The LIBERAL ARTS TRADITION

A Philosophy of Christian Classical Education

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REVISED EDITION

Dr. Kevin Clark and Ravi Scott Jain developed the content of *The Liberal Arts Tradition: A Philosophy of Classical Christian Education* over the course of many years of study, conversation, and faculty training at the Geneva School in Winter Park, Florida, as well as at other schools around the country. The faculty training that they have provided on this topic naturally resulted in great questions and discussion, which in turn led them to further research, and then to the 2019 expansion and revision of their book.

This revised edition contains 40 percent additional content that extends and further clarifies the content of their first edition. The sections on the Trivium, for example, are expanded and clarified, featuring sample work from students along with various charts and diagrams. A more nuanced discussion of the cultivation of virtue in the extended “Moral Philosophy” section addresses questions asked by many readers of the first edition. The book also features a new “Calling, Culture, and Curriculum” section that addresses the biblical foundations for classical education, the relationship of classical Christian education to the Church and other cultures, and the relationship between the liberal, common, and fine arts.

Education is not merely an intellectual affair, no matter how intellect-centered it must be, because human beings are not merely minds. . . . A full curriculum must cultivate the good of the whole person, soul and body.

If you are a principal, headmaster, or homeschool co-op director, you may wish to use *The Liberal Arts Tradition* as part of your faculty professional development or as a teacher-training program. Many others have done so and found it greatly beneficial. This brief guide offers some ideas for how you might use the book and other supplemental materials as part of your own teacher-training program.

We encourage you to secure a copy of the revised edition of *The Liberal Arts Tradition* for each teacher on your team. You can purchase copies by calling Classical Academic Press at 866-730-0711 or by e-mailing us at Orders@ClassicalSubjects.com. We offer bulk discounts in the following quantities:

- 25 copies or more: \$16.95 each
- 50 copies or more: \$14.95 each

You might have teachers study this book together over the course of an entire year, or consider making it a summer study with ongoing discussion during the year. You will likely find that some sections of *The Liberal Arts Tradition* are more complex and weighty than others. With this in mind, to help divide the reading and discussion into manageable portions (whether for a summer or yearlong study), we have supplied at the end of this guide a more detailed recommended sequence and schedule for reading, study, and training.

CLASSICALU

We recommend subscribing to ClassicalU.com, our teacher-training site, and using the *Liberal Arts Tradition* course recorded by Dr. Kevin Clark and Ravi Scott Jain to help deepen the reading of this book. This online course features 17 short videos in which the authors teach systematically through the first edition of the book. Since these videos are online, you can have your faculty view them ahead of time on their own, then have everyone come together for discussion and conversation about the ideas and their application in your school or co-op.

Note that there are downloadable outlines for all 17 lectures that will be very useful for engaging with the content of the lecture and discussing the videos together later. Each lecture also includes helpful discussion questions that can be used as a part of your teacher-training sessions. Preview the first three lessons and corresponding outlines for free.*

*Subscribing to ClassicalU is easy and affordable, no matter the size of your staff. View all of the ClassicalU course offerings and preview samples at www.ClassicalU.com.

LEARNING COHORTS

Consider creating teams of learning cohorts for the study of *The Liberal Arts Tradition*. In other words, instead of gathering your entire faculty together for training and discussion, you might want to configure smaller learning groups of three to seven teachers who read passages from the book and watch the ClassicalU video lessons online or the training videos supplied as part of *The Liberal Arts Tradition Companion Files*. Cohorts can individually note their questions and responses, and then meet together regularly for discussion surrounding specific ideas from the book as well as the application of those ideas.

COMPANION FILES

You can further deepen your study with *The Liberal Arts Tradition Companion Files*, a wealth of additional resources and tools that accompany the revised edition. The companion files are included with the *Liberal Arts Tradition* Bundle or can be purchased separately. They include:

1. Exclusive *Liberal Arts Tradition Insights* Video Playlist

This collection of videos features an expanded discussion on the history, tenets, and impact of the liberal arts within classical education. Authors Clark and Jain lead the robust conversation, which consists of 38 minutes of footage split into 7 episodes:

- The Harmony of the Liberal Arts (4:28)
- Preserving the Trivium (7:17)
- The Pattern of the Liberal Arts Tradition (8:14)
- Hallmarks of a Classical Christian Community (1:47)
- Liberal Arts, Practical Arts, and Technology (6:58)
- Learning from the Past (6:20)
- Liberal Arts Communities (2:53)

2. Audio Conversation**

Enrich your study of the liberal arts with an audio conversation featuring leaders in education:

- “Cosmology and the Quadrivium” with Andrew Kern, president of CiRCE Institute, and Greg Wilbur, president and dean of New College Franklin

3. PDF Resources

These 4 beautifully designed PDFs feature key artwork and illustrations from *The Liberal Arts Tradition* that can be printed and shared with your faculty or used in your classroom or meeting space to inspire conversation and contemplation.

- The “Piety, Gymnastic, Music, Arts, Philosophy, and Theology (PGMAPT)” map
- “The Journey of a Student through the PGMAPT” paradigm
- “The Circle of *Paideia* of the Lord” illustration
- “The Liberal Arts Tree” illustration

4. Supplemental Training Video and PowerPoint Presentations

A training video and 3 supplemental PowerPoint presentations can be used as valuable resources to enhance your own reading of the book or in conjunction with faculty/parent seminars on the liberal arts:

**Audio file will be available in November with the release of the book. We will send you an e-mail when it has been added to your My Library account.

- *Exclusive:* A training video and corresponding PDF and PowerPoint presentation by Dr. Christopher Perrin, based on *The Liberal Arts Tradition*
- A PDF and PowerPoint presentation of the definitions of each component of the PGMAPT
- A PDF and PowerPoint presentation of the illustrations representing each component of the PGMAPT

ASSESSMENT

The key ideas of *The Liberal Arts Tradition* will likely inform teaching practices that you may want your teachers to employ—practices that you can help your teachers implement and which you can also assess as your instructors seek to make meaningful changes in their classrooms.

We encourage you to note these key ideas chapter by chapter, discuss them with your faculty, and then choose two or three for focused implementation in a given year. We think it wise to have teachers suggest to their supervisors the practices they would like to study and employ, ranking no more than three practices by priority and importance. These two to three practices can then become the focus of the administrative support that you give faculty and the focus of your pedagogical assessment of the teachers you supervise.

The seven liberal arts are the established paths that tutor the reason and train the mind in virtue. Our schools would do well to hearken to them.

We also think it wise to foster a culture among teachers in which they freely discuss the teaching practices they are seeking to employ. For example, teachers should be given the opportunity from time to time to observe one another teaching in order to learn from one another and further initiate conversation around improving teaching methods and school culture.

SUGGESTED TRAINING SCHEDULE

Monthly Schedule (10 Months)

Prior to each monthly meeting and in preparation for the discussion, teachers should read the indicated portion(s) of the text and watch the recommended ClassicalU video lessons. You can then use the corresponding ClassicalU lesson outlines and discussion questions to help guide your monthly meetings.

Monthly Meeting 1

1. Read Part I: Piety and Poetic Knowledge
2. Watch Lesson 1: Introduction to the Liberal Arts Tradition (18 minutes) from the ClassicalU course. (Remember that each lesson includes a corresponding outline that you may wish to print in advance and use as a study tool as you watch the video.)
3. Watch Lesson 2: Introduction to the Paradigm for the Liberal Arts Tradition (21 minutes) on ClassicalU.
4. Select some or all of the corresponding discussion questions for Lessons 1 and 2 to answer as a group.
 - What makes math and science distinct in your school or homeschool co-op?
 - If classical education is a literary education, where do math and science fit? How does a literary education fit together with math and science?
 - Do interdisciplinary conversations in your school or co-op enliven the teaching of courses and help to integrate your curriculum? Do your students recognize this engagement among their teachers?

- Whom do you look to in order to learn about the Christian tradition? How do you learn to submit to the Christian tradition?
- Discuss the collision of the idea that “All truth is God’s truth” with the prevalence of the Trivium in the renewal of classical Christian education.
- How did Sayers’s and Lewis’s works, which sparked the renewal of classical Christian education, differ in content as it relates to the Trivium?
- How is theology a servant queen of the sciences of natural philosophy, moral philosophy, and divine philosophy?
- While the Trivium and the Quadrivium are gifts, how are they insufficient?

Monthly Meeting 2

1. Begin Part II: The Liberal Arts as the Seeds and Tools of Learning by reading “The Seven Liberal Arts” and “The Trivium” sections.
2. View Lesson 3: Introduction to the PGMAPT Paradigm (25 minutes) on ClassicalU.
3. View Lesson 4: Piety (31 minutes).
4. View Lesson 5: Gymnastic and Music (37 minutes).
5. Select some or all of the corresponding discussion questions for Lessons 3–5 to answer as a group.

Monthly Meeting 3

1. Continue Part II: The Seven Liberal Arts by reading the “Grammar,” “Dialectic,” and “Rhetoric” sections.
2. View Lesson 6: Music and Musical Education (27 minutes) on ClassicalU.
3. View Lesson 7: The Trivium and Grammar (15 minutes).
4. View Lesson 8: Dialectic (or Logic) (11 minutes).
5. View Lesson 9: Rhetoric (13 minutes).
6. Select some or all of the corresponding discussion questions for Lessons 6–9 to answer as a group.

Monthly Meeting 4

1. Continue Part II: The Seven Liberal Arts by reading “The Quadrivium: The liberal arts of mathematics” and the “Arithmetic” and “Geometry” sections.
2. View Lesson 10: Quadrivium (24 minutes) on ClassicalU.
3. View Lesson 11: Arithmetic and Geometry (24 minutes).
4. Select some or all of the corresponding discussion questions for Lessons 10–11 to answer as a group.

Monthly Meeting 5

1. Continue Part II: The Seven Liberal Arts by reading the “Astronomy” and “Music” sections.
2. View Lesson 12: Astronomy and Music (38 minutes) on ClassicalU.
3. Select some or all of the corresponding discussion questions for Lesson 12 to answer as a group.

Monthly Meeting 6

1. Begin Part III: Philosophy, the Love of Wisdom by reading the “Philosophy” introduction and the “Natural Philosophy” section.
2. View Lesson 13: Philosophy and Natural Philosophy (36 minutes) on ClassicalU.
3. Select some or all of the corresponding discussion questions for Lesson 13 to answer as a group.

Monthly Meeting 7

1. Continue Part III: Philosophy by reading the “Moral Philosophy: Pursuing virtue within community” and “Moral Philosophy and Virtue” sections.
2. View Lesson 14: Moral Philosophy (27 minutes) on ClassicalU.
3. Select some or all of the corresponding discussion questions for Lesson 14 to answer as a group.

Monthly Meeting 8

1. Continue Part III: Philosophy by reading the “Moral Philosophy and Community” section.
2. For this month’s meeting you may wish to develop some of your own discussion questions, or ask the teachers to bring a few questions of their own to contribute.

Monthly Meeting 9

1. Continue Part III: Philosophy by reading the “Divine Philosophy: Metaphysics” section.
2. View Lesson 15: Metaphysics (19 minutes) on ClassicalU.
3. Select some or all of the corresponding discussion questions for Lesson 15 to answer as a group.

Monthly Meeting 10

1. Read Part IV: The Word of God for the Life of the World
2. View Lesson 16: Theology (21 minutes) on ClassicalU.
3. View Lesson 17: Culture, Calling, and Curriculum (22 minutes).
4. Select some or all of the corresponding discussion questions for Lessons 16–17 to answer as a group.
5. *Optional:* You may wish to have teachers complete the End of Course test on ClassicalU.com.

**It is time that the West once again had a vision
for the whole of reality, where God, his image, and his creation
are the interpenetrating centers.**
