



ST. ELIZABETH ANN SETON
CATHOLIC SCHOOL
with
THE UNIVERSITY OF
DALLAS

presents

Lux et Veritas

*A Catholic Classical
Education Conference*



JULY 31, 2021 | HOUSTON, TX

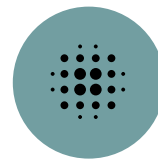
To register for this event, visit
www.seascs.org/luxetveritas/

**UNIVERSITY
OF DALLAS**

*Braniff Graduate
School of Liberal Arts*

Lux et Veritas

A Catholic Classical Education Conference



SPEAKERS

*The University of Dallas
Braniff Graduate School of Liberal Arts*



DR. LAURA EIDT

*University of Dallas, Affiliate Assistant Professor of Modern Languages, Humanities Program Director, Faculty Advisor for Classical K-12 Curriculum
Specializing in Classical Foreign Language Teaching Methods; Bilingual Education; Grammar; Classical Literature including Children's Literature; Poetry and Recitation*

ALEXIS MAUSOLF

*University of Dallas, Classical Curriculum Writing Specialist
Specializing in curriculum development, foreign language acquisition, classical homeschools, Catholic Education in K-5, literature, and writing.*



DR. ROBERT HOCHBERG

*University of Dallas, Associate Professor of Mathematics and Computer Science
Specializing in Teaching math classically & Number Theory for K-12 Educators*

ROBIN JOHNSTON

*University of Dallas, Classical Curriculum Writing Specialist
Specializing in Catholic Education, classical charter schools, English Grammar, Recitation, Poetry, and Middle School History, Music*



WILLIAM PERALES

University of Dallas, Director PreK-12 Curriculum and Professional Development Services, K-12 Classical Curriculum Project

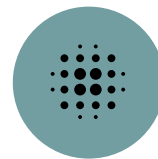
MARIAH MARTINEZ

Graduate student in the master of arts in humanities with a concentration in classical education from the University of Dallas, Classical Educator



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CONFERENCE SCHEDULE

Saturday, July 31, 2021

8:00 am Registration and Coffee

8:15 am Keynote:
The Luminous Mystery of Classical Education

9:00 am Mass

10:00 am Breakout 1

11:45 pm Lunch and Vendors

12:45 pm Breakout 2

2:30 pm Break and Vendors

2:45 pm Breakout 3

4:45 pm Closing Prayer

REGISTRATION INFORMATION

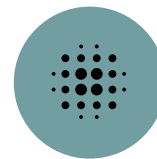
Conference Registration: \$150 per person, includes lunch.

Please visit www.seasc.org/luxetveritas/ and click the link to register and pay online.

For bulk pricing of 10 or more registrants, please email akutarna@seasc.org.

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SPEAKERS

*The University of Dallas
Braniff Graduate School of Liberal Arts*

DR. LAURA EIDT

Dr. Laura Eidt received her BA in English Literature and Linguistics from the University of Hamburg (Germany) and her MA and PhD in Comparative Literature from the University of Texas at Austin. She has been teaching in the Spanish, German, Comparative Literature, and Humanities Programs at the University of Dallas since 2006 and published on German and Spanish poetry. For many years she taught an applied foreign language pedagogy class that sent students to local area schools to teach their language to elementary children, and she was a mentor at a bilingual school in Dallas for four years. Her courses include classes on Foreign Language Pedagogy, Teaching Classical Children's Literature, and Great Works in the Modern World. She is the faculty advisor for the Classical Curriculum team and is currently writing a Latin curriculum for K-3rd grade.

DR. ROBERT HOCHBERG

Rob Hochberg received his B.S. in mathematics from SUNY Stony Brook in 1988, Ph.D. in Mathematics from Rutgers in 1994, and M.S. in Computer Science from NC State in 2002. His research is in computational mathematics, particularly combinatorics and graph theory. He has been involved with K-12, in-service teacher education programs since 1995, and has a real interest in figuring out the best way to help people understand mathematical ideas, sprung from the belief that the general population is much more capable of learning and loving mathematics than is generally believed. He has been teaching at the University of Dallas since 2012, and is the 2020 recipient of the University's Hagar Teaching Award.

ROBIN JOHNSTON

Mrs. Robin Ann Johnston attended Loyola University of New Orleans in 1985, graduating cum laude with a degree in cognitive psychology. As the lead middle-school teacher for Mount St. Michael Catholic School (MSMCS) in south Dallas, she was instrumental in transitioning the school to a classical model. Robin retired from teaching in 2015 after 26 years total, earning the "Work of Heart" award from the Dallas Diocese-- twice. She taught grades ranging from 4th to 12th, but focused on middle school. She then moved to Responsive Education Solutions, writing classical ELAR curriculum aligned to the Texas state standards. Currently, she writes Catholic humanities curriculum for the University of Dallas while still serving as the classical curriculum consultant for MSMCS. She is also working on her Masters in Humanities/ Classical Education at UD. Robin's passion is for igniting students' hearts with a love for learning, and providing teacher formation in the rich Catholic intellectual tradition.

SPEAKERS

The University of Dallas *Braniff Graduate School of Liberal Arts*

ALEXIS MAUSOLF

A lifetime of reading great literature gave Alexis a deep interest in words and language and a desire to share this interest with others. With a B.A. in Russian Studies from Washington and Lee University, and a M.A. in German from Florida State University, she has had experience teaching in various formats – from Kindergarten to college students, from a private Catholic school to homeschool, online and in person, and from community college to the University of Dallas. She has taught a variety of subjects, including German, literature, Catholic catechesis, debate and public speaking, and European history; and also served as a 2nd grade homeroom teacher at The Highlands School, as well as homeschooling her own children for 7 years. From 2016–2019 she worked as a writer and editor with the Theology of the Body Evangelization Team, helping develop a theology curriculum for children Pre-K through 8th grade. Her current position with the University of Dallas allows her to explore classical pedagogy and contribute original lesson plans to the UD humanities curriculum, while supporting classroom teachers with professional development and training in the art of teaching the Trivium.

MARIAH MARTINEZ

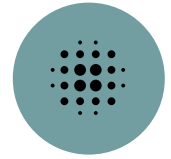
Ms. Martinez graduated from Fort Dorchester High School outside of Charleston, South Carolina. She then went on to gain a bachelor's degree in Philosophy and English from Houston Baptist University where she was valedictorian of her graduating class. She is currently working on completing her master of arts in humanities with a concentration in classical education from the University of Dallas, which she hopes to complete this summer. Mariah Martinez has been a classical educator for the past six years. She has taught everything from first grade in San Antonio to middle and high school English in Tyler, Texas. She coaches Mock Trial, organizes her school's Senior Thesis Program, and was responsible for the creation and implementation of the upper campus House System at her school.

WILLIAM PERALES

William Perales has worked in Catholic education for over twenty years as a teacher and principal at both the elementary and high school levels and is a graduate of the St. Ignatius Institute's Catholic Great Books Program at the University of San Francisco. He has led and assisted schools with transitioning to a classical liberal arts education, designed curriculum for grades K-12, led professional development workshops, and designed and directed a diocesan catechist formation program. In the Diocese of Fort Worth, he served on their Curriculum Committee and assisted with developing and communicating the Catholic classical vision for diocesan Catholic schools. He helped establish and led instruction in Fort Worth's New Teacher Formation Institute, introducing new teachers to the vision of Catholic education and developing their methods of instruction and assessment. Currently, he serves as Director of PreK-12 Curriculum and Professional Development Services at the University of Dallas.

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OPENING KEYNOTE

The Luminous Mystery of Classical Education

This opening reflection on an education in the liberal arts is interpreted through the luminous mysteries of the rosary. At the heart of the luminous mysteries are both enlightenment and transformation, qualities which we invite teachers in the liberal arts to embrace personally and to bring into their classrooms through the Trivium. By understanding the Trivium as modes of learning, teachers will be able to help their students become enlightened and transformed in every lesson.

BREAKOUT SESSION 1

FUN WITH NUMBER THEORY

"Unfortunately it's not a multiple of 17," my student said to me as we were staring at the number 102,683. "It's also not the sum of two squares," said she. 17 is my favorite number, so she was commiserating with me. One reason that I like 17 is that it is the sum of two squares: $4^2 + 1^2$. That student is not a genius of any sort, she just has some basic understanding of how numbers work as you add and multiply them. That's what this workshop is about.

CULTIVATING BEAUTY FOR OPTIMAL LEARNING

How do we embrace truth, goodness, and beauty in a world that screams relativism and subjectivism? Helping students to set their affections on the True, the Good, and the Beautiful begins in the atmosphere of the classroom. Discover current research that supports classical liberal arts philosophies for establishing an atmosphere that support habits that improve classroom management and create optimal cognitive function for both the teacher and the students. In this day of technology and data reports, we must not forget the ultimate purpose of education is the formation of souls. Charlotte Mason asserts that we refresh students by offering opportunities "to train the seeing eye, the hearing ear, and to drop seeds of truth into the open soul of the child, which shall germinate, blossom, and bear fruit..." This class will present practical ways to nurture the divine life of a child through the atmosphere of the classroom.

THE ART OF NARRATING

Teachers will learn the art of retelling, as Quintilian practiced with his students in Rome. In The Institute Oratoria of Quintilian, he asserts that narration is arguably, "the most important department of rhetoric in actual practice." This ancient pedagogy sparks metacognition and leads students to develop habits of attention, memory, and rhetoric. The idea of narration is also a theme throughout Scripture and the liturgical life. Learn how to apply this pedagogy within a classical instructional framework.

BREAKOUT SESSION 2

INTRODUCING THE PROGYMNASMATA: CLASSICAL WRITING & RHETORIC FOR GRADES 3-8

Teachers will learn to teach the first 2 stages of the progymnasmata for elementary children (narratio and extending a fable). Discover the research that supports this pedagogical method and how children with language delays benefit from the progymnasmata exercises. After we do a few lessons, teachers will create one to share. For grades 3-8

POETRY FOR ALL AGES AND ALL SUBJECTS

Experience the joy of reading, reciting, and contemplating poems, Teachers will also participate in poetic conversations to open math and science lessons, and then dive into a Socratic seminar using two history-focused poems that apply rules of civil discourse. Also will teach techniques for memorizing and reciting poetry.

TEACHING LATIN AND MODERN FOREIGN LANGUAGES CLASSICALLY K-3RD GRADE AND 4TH-12TH GRADE

The goal of Latin teaching from the Middle Ages through the Renaissance was to experience language as an art, and language teaching focused on the ability to speak, read, and write with ease. This session explores the role of foreign languages in the Trivium, and demonstrates how students can experience the grammar, dialectic, and rhetoric modes of instruction in every language class. In K-3rd grade, teachers will experience how to use pictures and gestures to help students memorize songs, nursery rhymes, poetry, and mini-stories, to comprehend classic picture books and conduct Little Socratic Dialogs, For 4th grade and up, teachers will experience the continued value of memorizing poetry and prose, how to use Socratic questions and narration in reading lessons, how to create meaningful and effective grammar exercises, and how to teach composition to promote accuracy and fluency.

TEACHING FRACTIONS AND DECIMALS

It is infamously true that many mathematically-talented students somehow become convinced that they are not "good at math" at about the time that they learn fractions. This seems to be because there are several different ways to think about fractions --- ways that are related, but different. If students could keep clear about the ideas of fractions, rational numbers, and proportional quantities, while understanding the distinction clearly, they have a much better chance of successfully leaping the rational divide and continuing to grow mathematically. This workshop presents a very clear way to think about these ideas.

BREAKOUT SESSION 3

CREATING A BOOK OF CENTURIES

Teaching students to create beautiful timelines that they can keep forever builds historical memory. In this session, you will receive direct instruction, and create a lovely book of centuries. Use your book to model for students a template and standard for creating timeline books that they will treasure forever. This establishes good habits in penmanship and strengthens the memory.

INTEGRATING MUSIC AND ART

Plato's "music" refers to the Muses (Μοῦσαι) who governed the arts of literature, poetry, song, and dance. "Music" to the Greeks included not just singing and instrumental playing, but also theater, dance, poetry, sculpture, drawing and painting, reading great literature, and imitation. Quintilian, in defense of unifying the study of music with lessons in rhetoric, reminds his readers: "It was not therefore without reason that Plato regarded the knowledge of music as necessary to his ideal statesman." Discover the importance and joy of integrating music and art into classroom instruction.

INTRODUCTION TO SOCRATIC TEACHING

Teachers will learn how to develop meaningful lessons with Socratic questions. The theory and practice of Socratic Seminars and Socratic Circles will be introduced and teachers will both experience participating in these, and practice the art of asking good questions.