

June 9-12, 2010 Charlotte Mason Education Conference Sessions
A 21st Century Education: Ideas Toward a Charlotte Mason Curriculum
(Updated 6/3/10)

Fireside Lounge Meet and Greet

Wednesday 4:15 – 5:00

Meet in the Fireside Lounge (outside the Caf in Dover Campus Center) to get reacquainted with old conference friends and acquainted with new ones. See friends from the Southeast or travelers from as far as California, Arkansas, Ohio, Minnesota, and even Ontario & British Columbia, Canada!

Dinner discussions

Wednesday 5:00-6:00

In the Caf

In the Bailey with Mason Book Show and Tell. Bring and share with others your favorite living book(s) for any age child. If you don't have one to share, come and see what others share. It's a nice way to meet other conference attendees.

Books That Changed My Life

Wednesday evening 7:00-8:30 Plenary #1

Presenter: Jack Beckman

Plenary lecture followed by discussion...

Every book I have ever read has had its impact on me. In fact each book I have encountered has either subtly or explicitly helped shape my thinking or living in some fashion. I tend to think of authors as creating worlds 'in front of the texts' they have written, and that I in some mystical way also bring my world into their horizon of meaning. And so for this session, you get to hear me converse with you about books that have had some relational dialogue in my lifeworld. From Herbert, to Le Guin, to Chesterton, to Lewis, to Ricoeur, to... Well, you get the idea – and I don't want to give EVERYTHING away, now do I?

Fireside chats

Wednesday evening 8:45

Chat with our college and high school students about "Growing Up with a Charlotte Mason Education."

Chat with Jack Beckman continuing his plenary discussion "Books That Changed My Life."

Chat with Bobby Scott concerning the use of Picture Study for inspiring teachers and parents. Artist: Caravaggio

Breakfast discussions

Thursday morning 7:00-8:00

Eat and meet in the Bailey dining hall (limit 35) with the Kellys, a homeschool family with 14 years experience, to share questions, ideas, and experiences about a Mason education with dad Kent, mom Nancy, and college son Jack.

Framework for a Mason Curriculum

Thursday morning 8:15 – 9:45 Plenary # 2

Presenter: Carroll Smith

Charlotte Mason designed curriculum in a number of interesting ways that matched the way the child learns. In this plenary discussion the topic of how Mason designed curriculum will be pursued. What role did history play in the curriculum? How is a Mason curriculum different from planning units? What are the principles that guide the organization of a Mason curriculum? What do children have a right to know? These and other questions will be discussed during this plenary session.

Nature Study I

Thursday morning 10:00 – 12:00 Workshops I

Presenters: Deborah and HollyAnne Dobbins

Deborah and HollyAnne will demonstrate a technique used in teaching Enrichment Nature Study classes. This workshop will focus on the first-time Nature Study teacher which includes a devotion, brief nature walk, observation and sharing of nature specimen, writing format, dry brush watercolor instruction and painting. This beginning workshop has allotted extra time for attendee discussion and questions. If available, please bring your own watercolors and sketchbook. Class size limit: 50

Ears, Mouth, Eyes, Hand--Language Acquisition Theory and Practice part I

Presenter: Jennifer Spencer

Thursday morning 10:00 – 12:00 Workshops I

Ears, Mouth, Eyes, Hand: Language Acquisition Theory and Practice Parts 1 and 2

These two sessions deal with the way in which Mason approached learning in both native and foreign language. During session one, we will outline the natural sequence for language learning as put forth by Mason, who refers her readers to the work of linguist Francois Gouin (*The Art of Teaching and Studying Language*, 1892). Gouin asserted that language begins in the ear, where it is taken in. It then moves to the mouth, where it is spoken. Thirdly, it comes into the eye, where it is read, and finally it can go to the hand, where it is written. In the study of foreign languages, this means that students learn the oral language before being expected to read it or write it. But the natural sequence holds true for the native language, as well. Mason acknowledged the sequence of language acquisition through her extensive work with oral language development in the early years and beyond, as well as the way in which she introduced reading and writing with her students. Mason's theories on learning to read, copywork, dictation, handwriting, narration, grammar, recitation, and composition, and the ways in which all of these are interwoven, will be discussed. Session two will address all the practical aspects of language acquisition. How do the methods look? How often? How long? When do you start what? How do you organize the work? How do you assess? To answer these questions, we will take a look at some of the PNEU programmes and exams. Some model lessons will also be included.

Charlotte Mason's Thinking about Math

Thursday morning 10:00 – 12:00 Workshops I

Presenter: Tammy Glaser

Charlotte Mason considered mathematical truth, an important function of reason, invaluable in training mental habits. Unlike other subjects, she believed that success depended more on teachers guiding students in mathematical thinking and on attentive students than on books. She laid the foundation for mathematics in daily life and the out-of-door life for children under six. She recommended keeping mathematics within reach of older children by focusing on understanding, exploring concrete objects and language before transitioning to numbers and symbols, reasoning out real world problems, and learning about the people who made great discoveries. She encouraged keeping mathematics in balance with other subjects, regardless of the child's ability. This session will include practical ideas and a sample lesson.

Paper Trails, CM's Ways with Student Work

Thursday morning 10:00 – 12:00 Workshops I

Presenter: Laurie Bestvater

You know about the nature notebook but what is a "fortitude list," "a commonplace," a "century chart?" If you have ever asked "With up to 18 subjects, how do I keep track of the paper?" or "is a 'household book' really necessary today?" this is the session for you. Follow the CM paper trail as we search for her rationale, distinctives and methods with student work. Learn how and when to use the notebooks and paper records mentioned in Mason's writing, look at examples and create your own models.

CM 100: The Foundations of a CM Education: Her Four Pillars

Presenter: Pam Stegall

Thursday morning 10:00 – 11:00 Workshop IA

"Flowing from Miss Mason's view of the child, both in God's image and fallen, four basic educational truths come forth. Education is an atmosphere, a discipline, a life, the science of relations---these four truths are foundational to understanding Miss Mason's applied philosophy of education. They are a natural extension of her beliefs about the nature of God and of the learner. In fact, because of who God and the child are, these four principles must follow."

CM 102: Education is a Discipline

Thursday morning 11:00 – 12:00 Workshop IB

Presenters: Teresa Staley and Mary Hubbard

Developing good habits in our children is key to contentment in life. This class will focus on Charlotte Mason's four categories of habits (intellectual, moral, physical, and religious) and how to implement them at home and in the classroom. Recent studies that detail the habits needed to survive in the 21st century are almost identical to Charlotte Mason's. Habits are the rail lines laid down for the child to run on to his future. Let us learn together how to design and establish these rail lines!

Thursday lunch discussions

Eat and meet in the Bailey dining hall (limit 35) with Carroll Smith and Laurie Bestvater discussing a framework for a Mason curriculum.

Eat and meet in conference room 250 (limit 15) with Betsy Kester and Carrie Creech sharing the process of their school's classification and labeling project of the 30+ variety of trees and other perennials on their campus. Photos and the "Trees of Redeemer" Guide Book will also be available for perusal.

Nature Study II

Thursday 1:15 – 2:45 Workshops II

Presenters: Deborah and HollyAnne Dobbins

Deborah and HollyAnne will facilitate a time dedicated to Nature Study for those who have attended our previous workshops. Attendees will go on a nature walk, participate in specimen observation, and paint using the dry brush technique. This workshop has allotted independent time for the painting process with only a brief instructional review. If available, please bring your own watercolors and sketchbook. Class size limit: 50

Ears, Mouth, Eyes, Hand--Language Acquisition Theory and Practice part II

Presenter: Jennifer Spencer

Thursday 1:15 – 2:45 Workshops II

Ears, Mouth, Eyes, Hand: Language Acquisition Theory and Practice Parts 1 and 2

These two sessions deal with the way in which Mason approached learning in both native and foreign language. During session one, we will outline the natural sequence for language learning as put forth by Mason, who refers her readers to the work of linguist Francois Gouin (*The Art of Teaching and Studying Language*, 1892). Gouin asserted that language begins in the ear, where it is taken in. It then moves to the mouth, where it is spoken. Thirdly, it comes into the eye, where it is read, and finally it can go to the hand, where it is written. In the study of foreign languages, this means that students learn the oral language before being expected to read it or write it. But the natural sequence holds true for the native language, as well. Mason acknowledged the sequence of language acquisition through her extensive work with oral language development in the early years and beyond, as well as the way in which she introduced reading and writing with her students. Mason's theories on learning to read, copywork, dictation, handwriting, narration, grammar, recitation, and composition, and the ways in which all of these are interwoven, will be discussed. Session two will address all the practical aspects of language acquisition. How do the methods look? How often? How long? When do you start what? How do you organize the work? How do you assess? To answer these questions, we will take a look at some of the PNEU programmes and exams. Some model lessons will also be included.

Charlotte's Web: Exploring Resources for Implementing the Charlotte Mason Method

Presenter - Nancy Kelly

Thursday 1:15 – 2:45 Workshops II

Are you just beginning to implement a Mason education? Perhaps you have a few years experience but would like some guidance in how to break it down and share it with others. What about CM resources for high school? This workshop will be a resource bonanza of all things CM. While only 10 years ago you might have been on your own navigating this path, there is now an abundance of helps - and not all of them are true to Mason's philosophy. We will look at the plethora of offerings from books, social groups, the internet and more. Join the discussion and meet others on the same journey.

What Charlotte Mason Said About Handicrafts Thursday 1:15 – 2:45 Workshops II

Presenter: Jeannette Tulis

Handicrafts is a subject often neglected in the Charlotte Mason curriculum. It may be daunting to teach children skills in which you may not feel competent. Yet the lessons handicrafts teach us cannot be denied. There is great value in a child's learning that a project can be worked on for a period of time to produce something of beauty that is really worthwhile and useful. Handicrafts teach hand-eye coordination, keep young hands busy with industry, help children to see progression in skill and, perhaps most importantly, to perceive the spiritual implications of hand work — as creatures we are called to be creative. Handicrafts give an outlet to this calling. Join Jeannette (who is NOT an expert hand crafter but has learned through homeschooling her children) as she shares how to find community resources, how to select appropriate projects and how to join forces with others to teach handicrafts. This session will include a brief overview on the importance of handicrafts according to Miss Mason, as well as hands-on opportunities to learn easy crafts to pass on to your children in the private classroom

or homeschool setting. See what your children can do by visiting Jeannette's display of child-made handicrafts and looking over her collection of favorite resources.

Fine Arts: The Relevance of Creative Thought in the 21st Century

Presenter: Deborah Miller

Thursday 1:15 – 2:45 Workshops II

There is growing concern from various educationalists such as Sir Kenneth Robinson and Howard Gardner that education has spent a century focusing on the analytical to the exclusion of the intuitive development in the minds of children. Current brain research shows the interconnectedness of the disciplines and how both analytical thinking and intuitive knowledge intertwine to stimulate innovative thought. Having left the Industrial Age, some say that we are now leaving the Information Age and are at the beginning of the Conceptual Age where innovation is necessary for the global world in which we live. We will explore what Charlotte Mason wrote about the fine arts (art instruction, picture study, music instruction, composer study, architecture, dance and theatre) and connect her writings to the findings of current thought.

CM 101: Education is an Atmosphere

Thursday 1:15 – 2:30 Workshop IIA

Presenter: Bobby Scott

When Charlotte Mason spoke of Atmosphere, she meant far more than Victorian furniture, Muzac accompaniments, or flowers on the sill. Some PNEU schools had none of the trappings that we associate with her culture. We will look at key components of what a CM classroom atmosphere would include, and what it would not, based on her writings. Our goal will be for educators to honestly reflect on the current state of their classroom, and see what type of atmosphere they have, directly or indirectly, created by their décor, methods of teaching, rewards, and assessments. Reading: Vol. 3, *School Education*, pp. 148-154, 215-227, Vol. 6, *Philosophy of Education*, pp. 43-99 and *Charlotte Mason Reviewed* pp. 31-56.

CM 105 Introduction to Distinctive Practices of Charlotte Mason

Presenters: Jan Pearce and Marcie Saporsky

Thursday 2:30 -3:45 Workshop IIB

This workshop is designed to introduce educators to the practices of Charlotte Mason that were used in the classrooms of the PNEU schools. These include Picture Study, Nature Study, Book of Centuries, and many others. The way that these practices are derived from Mason philosophy will be emphasized to provide complete understanding.

Eve Anderson Tea

Thursday 3:00 – 3:45

Enjoy eating finger sandwiches and fruit while connecting with your new or old conference friends.

Eve Anderson Nature Study Lecture:

The Renewal of the Value of Play in 21st Century America

Presenter: Brett A. Wright, Ph.D. and Joel Agate

Thursday 3:45 – 4:45 Plenary #3

At the turn of the last century as this country was rapidly changing from a rural to urban society, a group of influential people observed that children had no appropriate places to play in the quickly growing urban areas of New York and Boston. A philanthropist named Jacob Riis was appalled when he watched a group of New York youth being arrested for playing in the street. Other people of means had similar experiences, including Dr. Joseph Lee and Luther Gullick. Finding safe and appropriate places for children to play became a cause for these philanthropic citizens, who quickly established a series of play areas for children. While the most famous was probably the Boston Sand Gardens, many such play areas were established in America's great cities. In 1906, the Playground Association of American was formed.

As America enters the 21st Century, the value assigned to play 100 years earlier has eroded to a point where it has become a frivolity or something that is less than serious. The Protestant Work Ethic, educational reforms, and the crush of new technologies are all partially responsible for play deprivation among our youth. Physical education and recess have been eliminated or significantly reduced in our schools' curricula almost at the same time that computers and other advanced technologies were introduced. Today, our children suffer from obesity and stress-related illnesses that were not prevalent even as recently as 20-30 years ago. Furthermore, evidence is beginning to surface that play deprivation is inhibiting cognitive development, creativity and social skills.

Play is a basic human need and the foundation of strong intellectual, physical and emotional development. It is essential to a person reaching his or her full potential. A culture that encourages playfulness in daily life produces citizens that are healthier in mind and body. Playful experiences, whether physical or cognitive in nature, enable people to adjust and adapt to political, economic and social change and make these institutions stronger, and equal access to all forms and types of play opportunities for people of all ages and abilities in our communities is essential to enhancing the quality of life for all and building stronger communities.

Thursday dinner discussions

Eat and meet in the Bailey dining hall with Brett Wright and Joel Agate continuing the afternoon's plenary discussion on renewal of the value of play in 21st century America. (limit 35)

Eat and meet with Leslie Laurio and other AO members in the balcony above the Caf. No sign up necessary.

Eat and meet in conf. room 250 Open

News and Updates

Thursday evening 7:00- 7:30

In this brief session Carroll Smith will present the broader educational work that is now being done through The Charlotte Mason Education Centre.

Beauty, Perseverance, Civil Rights, Biblical Hope: The Art of Henry Ossawa Tanner

Presenter: Susan Carlisle Bell

Thursday evening 7:30- 8:45 plenary #4

Facing racial prejudice with Biblical faith, Henry Ossawa Tanner created paintings of great realism and spiritual insight. His studies with American realist Thomas Eakins and journeys to the Holy Land imbued his work with authentic details and depth of understanding. His personal history includes a mother born in slavery, a father who was a national church leader and intellect. His paintings reflect his times and experiences as well as a deep commitment to family and faith.

Thursday Fireside chats

Thursday evening 8:45 – 9:45

With Susan Bell on anything about art, artists, art history

With Lisa Cadora Book discussion of *An Altar in the World* by Barbara Brown Taylor

With Deborah Miller seeking school personnel's input on Mason compatible school design for 21st Century.

Imagine that you have the task of either preparing a new facility or renovating an existing one for your Mason school. As part of a team of educators, when you meet with architects to inform them, what would be your "must haves" in the design of an educational facility built specifically with the ideas of Charlotte Mason and relational education in mind? What logistically would need to be a part of the building programming? What would be the optimal physical environment both outside and in?

Charlotte Mason Fun and Joke Night

Thursday evening 10:00

Why did Charlotte Mason walk to the other side of the road? Come to the Broad River Coffee Company for open mike night to hear the answer. Bring your goofy story or joke of some CM experience or conference situation and share in the merriment with other tired conference attendees who are ready to laugh and relax together.

How a Mason Curriculum Compares to Those Used by Classical Schools, Core Knowledge, Constructivists, and Standards Based Programs

Friday morning 8:15 – 10:00 Plenary #5

Presenters: Jack Beckman, Jennifer Spencer, Lisa Cadora, Carroll Smith

Have you ever wondered what is the difference between a curriculum based in Core Knowledge and Mason?

Or, what is the difference between a curriculum designed from a constructivist view of education versus a classical view versus a Mason view? And, what is the difference between a modern day standards based curriculum used by almost all public schools and a Mason curriculum? In this session Dr. Jack Beckman, Lisa Cadora, Jennifer Spencer and Dr. Carroll Smith will discuss each of these educational approaches' major philosophical principles and how they guide curriculum choices. How are they the same? How are they different? And, what guides each of these approaches to curriculum design and instruction? These are the objectives of this session.

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Wonder and Admiration...Living Science

Friday morning 10:15 – 12:15 Workshops III

Presenter: Jennifer Gagnon

“Where science does not teach a child to wonder and admire it has perhaps no educational value.” We will explore how to build a science curriculum based solidly on Mason’s relational ideas using her principles and methods.

Drawing for Dummies

Friday morning 10:15 – 12:15 Workshops III

Presenter: Susan Carlisle Bell

"If you can write your name, you can learn to draw." Drawing is learning to see the relationships between lines and shapes in space. It is doable and rewarding and helps each individual to more fully enjoy and perceive the beauty around them. A variety of lessons will be taught that can be adapted to different ages.

PE...Whatever the Law of Gravitation Permits!

Friday morning 10:15 – 12:15 Workshops III

Presenter: Kent Kelly

Do competitive sports and Physical Education have a place in a Mason education? This was the question that was put before the CLUSA Design Team in the fall of 2009. Kent will present the CLUSA design team’s answer to that question during this presentation. Is Physical Education really necessary in a Mason curriculum? What is the research regarding physical activity and brain development? How do we as educators treat the child as a person in a competitive environment? Can we offer a competitive sports program in today's win-at-all-costs paradigm and yet retain a Mason view of the child? Suggested sports to offer in a Mason education will be discussed and the rationale for those choices.

The Person Of Charlotte Mason,

As Seen Through The Books She Wrote, The Books She Read, and The Books She Owned

Presenter: Gladys Schaefer

Friday morning 10:15 – 12:15 Workshops III

Books tell stories and the ones we read paint a picture of who we are and what we value. Charlotte Mason was a lover of the written word. She wrote many volumes and when she died, she left an interesting group of books on her bookshelves in Ambleside.

Come join us as we look together into her life as an author and as a reader. We will discuss some of the books that influenced her life, and a few of the books she loved. Several first editions of her work will be on display, as well as some later printings. Every book she wrote will be represented. A collection of copies of the books in her personal library will also be shared.

“God be thanked for books! They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages.” ~W.E. Channing

“He fed his spirit with the bread of books.” ~Edwin Markham

“Most books, like their authors, are born to die; of only a few books can it be said that death hath no dominion over them; they live, and their influence lives forever.” ~J. Swartz

CM 200: The Historical and Theological Background of Charlotte M. Mason

Presenters: Susan Crist and Art Middlekauff

Friday morning 10:15 – 12:15 Workshops III

This workshop is an introduction to the sociological and geographical settings in which Miss Mason lived and developed her philosophy of education. Highlights will include a discussion of the events occurring in Great Britain during the late Victorian and Edwardian era, as well as commentary on and photos of the Charlotte Mason College and the Lake District of England. Understanding Miss Mason’s time and place provides for greater context in understanding her educational philosophy both then and now. In this workshop we will also discuss Miss Mason's theology of personhood and personal development and examine how her views relate to traditional Christian theology. Suggested reading to obtain a maximum appreciation for this seminar is The Story of Charlotte Mason by Essex Cholmondeley.

CM 103: Education is a Life / Living Books

Friday morning 10:15 – 12:15 Workshops III

Presenter: Melanie Walker

This class will delve into the profound concept of “Education is a Life.” We will review what Miss Mason meant by “life” and what “ideas” are, what they are not, and how to facilitate their acquisition in the classroom and learning situations. Participants should read pp. 104-127 in Miss Mason’s *A Philosophy of Education*.

Friday lunch discussions

Eat and meet in the Bailey dining hall (limit 35) with Jack Beckman, Lisa Cadora, Jennifer Spencer, and Carroll Smith continuing the morning plenary discussion on curriculums from various approaches.

Eat and meet in Conf. Room 250 (limit 15) with Mandy Deter and Ivey Johnson discussing the slow food movement.

“Where? Outside In and Inside Out. Geography That Takes Us There” and Natural History--Reverence and Awe Grow Upon Us

Presenter: Melanie Walker

Friday afternoon 1:30 – 3:30 Workshops IV

If a child captures a sense of his own place- its shape, personality, history, culture- then he will naturally grow in his love and curiosity about all places. A love of the local does not foster a parochial mind, but rather an openness to the world. Geography and Natural History are key ingredients in the cultivation of life-long learning and delight in the world and its inhabitants.

CM Co-ops: A Panel of Experience

Friday afternoon 1:30 – 3:30 Workshops IV

Moderator - Nancy Kelly Panel - Tara Schorr, Gladys Schaefer, Jeannette Tulis and Nicole Williams

This panel of co-op veterans will share candidly about their diverse experiences with Charlotte Mason-style co-ops. Whether you are thinking about starting a co-op or are just looking for new ideas, the variety and creativity from this panel's experience will inspire you. Fine arts, field trips, community building and dyslexia will be discussed in relation to the co-ops these panelists have participated in.

Why the farmer doesn't plow continually and other bold assertions from the ancients: Charlotte Mason's Great Recognition and its possible implications for education today

Presenter: Deani Van Pelt

Friday afternoon 1:30 – 3:30 Workshops IV

Charlotte Mason was not the first to recognize that “every fruitful idea” and “every original conception” is a direct inspiration from God the Holy Spirit although she may have been the first to articulately and persuasively call us to engage this idea as it applies to education. In this session we will consider the ancient biblical authors and several modern scholars who hold this view. Then we will study the fresco of Andrea da Bonaiuti of the Santa Maria Novella in Florence, Italy (c. 1368) that moved Mason to recognize the connection between the source of knowledge and the implication for educators. We will conclude this colourful workshop with probing the question of whether Mason’s *Great Recognition* still holds for education today.

Wendell Berry: A Topographical Survey

Friday afternoon 1:30 – 3:30 Workshops IV

Presenters: Bonnie Buckingham and Amber Benton

Join us as we traipse through the worked words of a man who knows what it means to live in place, as we linger long over ponds of poems, wade deep through creeks of essays, and swim in oceans of fiction in Port Williams, the place that is not. His voice is an important one to listen to in the 21st century for all ages. Learn how to harvest his work : K - 12.

Scientifiction: Storytelling in the Realm of Imagination Friday afternoon 1:30 – 3:30 Workshops IV

Presenter: Christopher Keene

This session, a brief examination of the genre of science fiction in film and television and its relation to our society and culture, will include examples from Star Trek, Star Wars, The Twilight Zone and others.

CM 201: Science of Relations

Friday afternoon 1:15 – 2:15 Workshops IVA

Presenter: Betsy Kester

This course is designed for the intermediate student of CM and defines the 19th century British educator’s fourth principle of education based on analysis of her own writings. A structured discussion of the validity of her ideas over and against what we now know about child development will rediscover the foundations of her thinking.

We will determine to what extent current educational environments and practices impede or foster this “science of relations,” and to critically reflect upon their own particular pedagogical practices in order to assess them and bring them more in line with this principle. Participants should read pp. 182-193 of chapter XVII in Miss Mason’s *School Education* and lines 1-198 in Wordsworth’s *The Prelude: Book Two* (this can be found at www.bartleby.com/145/ww288.html).

CM 202: Planning Lessons Without Losing Your MIND

Presenters: Naomi Heidorn & Angela Wilson

Friday afternoon 2:15 – 3:30 Workshops IVB

In this workshop, teachers will learn to take their students through a highly effective learning cycle that transfers the work of learning and knowing from the teacher to the student. Mrs. Wilson and Mrs. Heidorn have developed a special four-quadrant “Circle of Learning” using the acronym M-I-N-D to help teachers plan their lessons. This model incorporates four necessary and exciting components of learning and includes many methods of Charlotte Mason.

Group Processing Time

Friday 4:00 – 5:00

Meet with other conference attendees to share reflections from the conference experience. Two facilitators, one with a homeschool background and the other with a classroom background, will ask some of the following questions:

Describe any "aha" moments you have experienced so far.

What are some new ideas you may have heard that you are wrestling with?

What have you learned that you will change when you get back to your home or classroom?

What significant connections have you made about education or life at the conference?

What ideas/topics of interest from this conference do you want to explore further when you get home?

Elementary age with Jack Beckman and Cindy Vasquez

Middle school age with Jennifer Spencer and Kerri Fourney

High school age with Deani Van Pelt and Sandy Rusby Bell

Special needs with Tammy Glaser and Donna Johnson

Friday dinner discussions

Eat and meet in the Bailey dining hall (limit 35) with Jen Gagnon discussing Charlotte Mason and the high school years. Can we graduate fully educated students AND keep true to Mason's philosophies and methods? CM and high school, is it possible?

Eat and meet with Christopher Keene in conf. room 250 (limit 15) about how to watch films with teenagers.

Friday Night at the Greenway

Friday evening 6:30 – 10:00

After many indoor hours of conference lectures, workshops, and discussions, Friday night is the time to be out doors at the Broad River playing, hiking, talking, singing, star gazing, enjoying the freshness and refreshingness of being with friends among the trees. Broad River Greenway is a few miles south on Main Street and features miles of trails, access to the river, playground equipment, and the old cabin. You can participate in scheduled hikes, hang out at the cabin and sing, visit with old and newly made friends, talk about the conference, view the night sky through Steve's telescope and watch the children play in the river's edge or climb the playground equipment.

This year's activities include:

Jane Pressley Barr from our conference with her guitar at the cabin

Mark Hudson leading a beginning bird watchers hike starting at 6:30

Ranger Jolly will be available to take a group on a nature hike starting at 6:45

Steve Davis, amateur astronomer, will be on site starting at 6:30 to answer questions and have pictures. He will set up telescope for stargazing as it gets dark.

Dr. Judge will be on site to talk about creepy, crawly critters.

Scheduled hikes end approximately 8:30; star gazing until 10:00.

Literature... "magic mirror for the discovery of other minds."

Presenter: Lauri Bestvater

Saturday morning 8:30 – 10:30 Workshops V

Not Romper Room's magic mirror: "...I see Jenny, I see Michael, I see Bobby,...but that's a clue! Peek in and see why Charlotte Mason would have been your favourite English teacher!

We will explore her philosophy as it applies to the study of Literature. From her six volumes, PNEU articles and available programmes, we'll get an overview of Mason's distinctives, rationale and method in Literature. Implications for curriculum and practice will be explored and experienced. We'll ask: " what is Literature and why do we study it?" "What should be included?" "What practices are used for a Mason education in Literature and how is a lesson conducted?"

History- The Pivot upon Which Our Curriculum Turns

Presenter: Sandy Rusby Bell

Saturday morning 8:30 – 10:30 Workshops V

"How greatly is the reading of histories to be esteemed, which is able to furnish us with more examples in one day, than the whole course of the longest life of any man is able to do. Insomuch that they which exercise themselves in reading as they ought to do, although they be but young, become such in respect of understanding of the affairs of this world, as if they were old and grayheaded and of long experience. Yea, though they never have removed out of their houses, yet are they advertised, informed and satisfied of all things in the world."

Did you know that in a Charlotte Mason curriculum her students studied up to three histories at a time? Did you know that when Mason said, "Let him, on the contrary, linger pleasantly over the history of a single man, a short period," she really meant it, as evidenced by the history programmes from the PNEU? Did you know that the Book of Centuries that Mason students created looked nothing like most of the books by that name you find if you search for such a thing on the internet?

In this session we will discuss Charlotte Mason's philosophy and methodology for teaching history based on a reading of her 6 volumes, available PNEU programmes and Parents' Review articles. We'll read from some of the books Mason used in order to understand the principles she had in mind, we'll discuss timelines, and we'll create an authentic Book of Centuries entry!

Inspiring Heroism and Claiming Magnanimity: What Charlotte Mason Said About Citizenship

Presenter - Nancy Kelly

Saturday morning 8:30 – 10:30 Workshops V

What exactly is citizenship? Charlotte Mason felt it was an important subject that students should study throughout their school days. She said, "In giving children the knowledge of men and affairs which we class under 'Citizenship' we have to face the problem of good and evil." This workshop will examine the rationale, methods and materials Mason used in her schools and present the curriculum design team's findings. "In unlikely ways and from unlikely sources do children gather that little code of principles which shall guide their lives." -Mason on Citizenship

Charlotte's Wisdom for Special Needs

Saturday morning 8:30 – 10:30 Workshops V

Presenter: Tammy Glaser

Charlotte Mason addressed a wide variety of special needs students in her six volumes and Parent's Review. She focused on guiding their thinking, providing positive behavior support, habit training, using imagination, learning through play and meaningful activities in real life, and incorporating short lessons, multi-sensory curricula, and narration. Her principles most critical to these children include viewing all children as persons first, feeding the mind with ideas, the science of relations, and allowing time to think and make connections through atmosphere, discipline, and life. The session will include ideas for incorporating technology, issues unique to the setting (classroom versus home), and a sample lesson.

CM 301: Charlotte Mason Today

Saturday morning 8:30 – 10:30 Workshops V

Presenter: Lisa Cadora

As we engage life and education in the 21st Century, just how well have CM ideas and methodologies remained relevant for today? Are there current practices and trends that have verified the timelessness of her philosophy? If they knew of her and her views of the child and the teaching and learning process, would any modern educators find in Mason a kindred spirit? These questions will be addressed in an examination of Charlotte Mason for education in the new millennium.

Digitizing the Charlotte Mason Collection of Ambleside

Presenter: Deani Van Pelt

Saturday morning 11:00 – 12:00 Plenary # 7

Sometimes, as James Davison Hunter muses in his latest book *To change the world: The irony, tragedy, and possibility of Christianity in the late modern world* (2010), scholarship is less oriented toward innovation than it is toward making ancient wisdom accessible and practical to a larger population (p. 62). Charlotte Mason, while

not an ancient, has wisdom to offer educators of our times. By digitizing the documents held in the Charlotte Mason Collection (CMC) at the Armit Library and Museum in the north of England we are seeking to make that wisdom accessible to a larger population. This scholarly initiative funded by the Social Sciences and Humanities Research Council of Canada, Redeemer University College, Gardner-Webb University and Covenant College, as well as the contribution of many private individuals, is also an important piece in stimulating further educational innovation in our times. More than 15,000 images have been taken of the artifacts in the CMC and transmitted to Redeemer University College, Canada over the last year where the Charlotte Mason Digital Collection is currently being prepared for release in October 2010. In this final keynote address of the conference stories of the digitization project and several of the fascinating and promising pieces in the collection will be shared. An invitation to enter this world of scholarship in a very practical way will be extended to each conference attendee. Join us as we probe backwards and walk forward together.

Saturday lunch discussions

In the Bailey with Deani Van Pelt continuing the discussion of today's plenary. (limit 35)