

C L A S S I S

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ASSOCIATION of CLASSICAL & CHRISTIAN SCHOOLS

Sine doctrina vita est quasi mortis imago

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Credo Ut Intelligam (I believe that I might understand) *St. Anselm, Proslogium, Chapter 1*

by Dr. William Price

Dr. R. C. Sproul tells of the traumatic experience of sending his daughter to a kindergarten in the Boston Public School system.¹ Early in the school year the parents received an invitation to a parents' meeting in which the principal of the school would explain the school's philosophy of education and the design of the curriculum.

The principal began by stating that every single thing done in the course of the school day had been carefully thought out and scientifically designed *for a purpose*. "For example," he said, "between 9:00 and 9:17 the children play with puzzles designed by the neurosurgeons of Boston General Hospital intended to develop the muscles of the last three fingers of the hand." And throughout the evening, he explained in excruciating detail how each activity had a purpose in the child's development.

At the end of the presentation the principal asked if there were any questions. That was met by the parents' laughter as if to say, "What question could one possibly ask after that explanation?"

But Dr. Sproul raised his hand and said, "Sir, I have a question: There is theoretically an infinite number of activities and purposes among which you have chosen some for this curriculum. What is the over-arching purpose of this school? Just what kind of child are you trying to produce and why?" The principal was silent. His face turned beet-red then ashen-white. Finally he replied, "I don't know. No one has ever asked me that question."

Dr. Sproul replied, "Sir, I thank you for your honesty, but frankly, your answer terrifies me!"

Dr. Sproul knew that the purpose of education is as critical as the how and what of education. We believe that the contrast between classical education and its modern counterpart is most readily seen when their respective purposes are compared.

The following is a (too) short survey of the history of purpose in Western education. It will necessarily

leave out much that deserves to be mentioned and suffer from oversimplification at points. But it will serve to highlight the contrast of purpose between classical and modern education.

Purpose in Classical Education

Aristotle, in the *Nicomachean Ethics*, defined happiness as an "activity of the soul that expresses virtue." Aristotle taught that all things in the universe have a function or a proper end (*telos*²). This is what gives

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CLASSIS

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P.O. Box 9741
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phone: (208) 882-6101
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Credo Ut Intelligam

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expression to the highest nature or calling of the thing. In his famous example, the noble end of an acorn is to become a thriving oak tree. For the person, Aristotle said man's proper end is happiness—not in the modern sense of the word. In an excellent essay, "From the Happiness of Virtue to the Virtue of Happiness," Darrin M. McMahon says:

"But can we say there is a function specific to human beings in general? Aristotle believes that we can, and he identifies it as reason. Reason is what distinguishes us from plants, nonhuman animals and non-living things, and so our purpose must involve its fruitful cultivation. Living a life according to reason is for Aristotle the human function,

and living an excellent life—reasoning well throughout its course and acting accordingly—is for him a virtuous life. Achieving such a life will bring us happiness, which thus represents our highest calling, our ultimate purpose, the final end to which all others are necessarily subordinate. Happiness for Aristotle is not a fleeting feeling or ephemeral passion. It is, rather, the product of a life well lived, the summation of a full, flourishing existence, sustained to the end of one's days, "a complete life."³

Classical Christian education from late antiquity through the modern era was built on two foundations: the patrimony of classical Greek culture and the treasure of the Christian faith. It was Augustine who accomplished the great synthesis.⁴ Historian Christopher Dawson notes:

"From the time of Plato, the Hellenic *paideia* [system of instruction] was a humanism in search of a theology, and the religious traditions of Greek culture were neither deep nor wide enough to prepare the answer... The new Christian culture was therefore built from

the beginning on a double foundation. The old classical education in the liberal arts was maintained without any interruption, and since this education was inseparable from the study of classical authors, the old classical education continued to be studied. But alongside of—and above—all this, there was now a specifically Christian learning which was Biblical and theological and which produced its own prolific literature."⁵

Augustine extended the classical concepts of purpose and happiness in a uniquely Christian direction. Perhaps his most familiar aphorism says it best: "...you [God] have made us for yourself, and our heart is restless until it rests in you."⁶ Man is God's creation, en-

dowed with mind and with heart. Man's highest good is to know God and love Him and so education should shape both heart and mind to that end.

The development of education in the West through the medieval and early modern periods built upon the Augustinian synthesis of classical and Christian learning. But though the Renaissance renewed an interest in classical learning, the Enlightenment that followed replaced the Christian heritage with a secular humanist worldview.

Purpose in Modern, Secular Education

In early 20th century America, pre-war optimism combined with that unique American philosophy, pragmatism, gave birth to the Instrumentalist school of education, seen nowhere more clearly than in the work of John Dewey. In his *Democracy and Education*, Dewey proposed "educating for democracy," stating "...a government resting on popular suffrage cannot be successful unless those who elect and obey their governors are educated."⁷

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CLASSIS

Credo Ut Intelligam*continued from page 2*

The Instrumentalist school was also to introduce the idea of vocational education, whose purpose was to render students fit to support the nation's burgeoning economy. While Dewey may have opposed vocational education *per se*, his followers understood him to be a proponent.⁸

Behind Dewey's proposals was a radical shift of purpose in education, its object being less the individual than the state. Lives well-lived, lives of virtue, were displaced by a robust economy and a functional democracy as goals of the new educational enterprise. Students became means to political and economic ends.

A symptom of the change in education purpose was the near-wholesale abandonment of the classical curriculum and its methods. In their place came modern novels and poetry and some rather experimental methods of education. In high schools and colleges, core curricula were dropped while elective courses flourished. Required coursework in scientific and professional schools encroached on the liberal arts, rendering those schools, though highly academic, almost purely vocational. T.S. Eliot surveyed these trends in England and lamented that:

"...we are lowering our standards, and more and more abandoning the study of those subjects by which the

essentials of our culture—of that part of it which is transmissible by education—are transmitted; destroying our ancient edifices to make ready the ground upon which the barbarian nomads of the future will encamp in their mechanical caravans."⁹

Christian Education Today

A revival in Christian education began about thirty years ago as many parents sensed and witnessed the deterioration of public edu-

cation and the antipathy of public institutions toward faith. Looking back, there appeared two distinct species of Christian schools roughly corresponding to the existing models of education, classical and modern. The majority of new Christian schools appeared little different from their public school counterparts with the exception that God was admitted. The first motivation of many parents was to shelter their children from the corrosive culture of the public educational system. A secondary purpose for some was to improve, if possible, the effectiveness of their children's education. There was little thought given, perhaps, to the deeper purpose of education. In many of these schools, the curriculum and classroom differed little from those of the public schools. Students were consciously prepared for work and citizenship and sometimes for the university. But the education they received and its aim was little different from the public system but with a veneer of Christianity precariously attached.

A minority of Christian schools consciously patterned themselves after the classical model and worked hard to build on the common ground that Christianity and the best of our clas-

sical inheritance had shared for a thousand years. They thought deeply about their philosophy of education and rummaged about the roots of

philosophy itself and wove a Christian worldview into their epistemology and pedagogy. Though most of the species of school offered a curriculum more academically challenging than most schools around them and could rightly be called preparatory schools, their singular purpose was to nurture students on the true, the good, and the beautiful¹⁰ in order that they might achieve their highest end: "to glorify God and enjoy Him forever."¹¹

*Behind Dewey's proposals
was a radical shift of purpose
in education...*

Footnotes

¹ R.C. Sproul, *The Consequences of Ideas*, audio lecture 32.

² Greek (ὁἀεῖῶ): purpose or end

³ Darrin M. McMahon, "From the happiness of virtue to the virtue of happiness: 400 BC-AD 1780" *Daedalus*, Spring 2004, pp. 5-17

⁴ See Augustine, *On Christian Doctrine*, II.40, and *On Order*

⁵ Christopher Dawson, *The Crisis of Western Education* (Steubenville, Ohio: Franciscan University Press, 1989) pp. 8-9

⁶ Augustine, *Confessions*, I.i(1).

⁷ John Dewey, *Democracy and Education* (New York: Macmillan, 1916), pg. 87

⁸ Robert Maynard Hutchins, in his introductory essay to the *Great Books of the Western World*, deplores the miserable state of modern education while attempting to defend Dewey from charges of complicity. He is not entirely successful.

⁹ T.S. Eliot, *Christianity and Culture* (New York: Harcourt Brace & Co., 1976), p. 185

¹⁰ Plato, *The Republic*

¹¹ *The Westminster Shorter Catechism*, Q.1

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www.tbcs.org

Dr. Price is a member of TBCS Board of Trustees.

Book Review

REVIEWED BY C. J. LOVELAND

Carol DeMar writes under the pen name of C.J. Loveland. Carol is Director of Curriculum Development and Research at American Vision, Inc., and is currently editing an American history textbook series being produced by American Vision.

She holds a B.S. degree in Elementary Education, was a reading consultant for MacMillan Publishing Company, and taught school for seventeen years at the elementary level. In addition to her involvement in Christian education as a teacher, Carol is presently a board member of Midway Covenant Christian School, a classical school, and was a board member of Dominion Christian High School.

Carol and her husband, Gary, have two grown sons and reside in Marietta, Georgia.

For further information about American Vision, go to www.americanvision.org

Douglas Wilson is a pastor, magazine editor, and author of numerous books on education, marriage and parenting, but *Blackthorn Winter* is his first voyage into children's fiction. He has written a winner on his first attempt. If your children enjoy reading about pirates and buried treasure, this swashbuckling tale will entertain them. The adventure is set on the Chesapeake Bay during the third year of the reign of Good Queen Anne (1705). Fifteen-year-old Thomas Ingle lives with his widowed mother who supports them by working as a day servant for a wealthy tobacco merchant. They live in two

small rooms at the back of one of the town's inns. The owner charges a most reasonable rent, and in exchange, Sarah Ingle helps out in the inn during busy times. Thomas helps with the horses. Thomas wants to be apprenticed as a ship's boy so he can help support his mother. But she has insisted that he finish his schooling first. Jim Ingle, Thomas's father, was lost at sea five years earlier to a storm or pirates—no one knows for sure.

The day arrives when Sarah Ingle gives Thomas permission to seek out an apprenticeship with one of the captains. James Monroe of the *Prudent Hannah* is recommended as an honorable man but one who is a stickler for requiring hard work from his deck hands. Thomas will probably have to prove that he can handle the work before Captain Monroe makes him a part of his crew. Thomas is diligent

in his work and more than ready to prove he is up to the task, but the *Prudent Hannah* isn't due back from Jamaica for a month. To fill his days while waiting for the ship to return to port, Thomas does odd jobs at the inn and spends some of his free time taking long walks.

One afternoon finds Thomas many miles from town at the end of a small inlet. Before Thomas starts for home, he sees three men leave a sloop and row toward him in a shore boat. He quickly hides from their sight line, and from his

perch atop a large mulberry tree, Thomas watches the pirates bury a small package. He makes out bits and pieces of their conversation

and realizes that the pirates have buried information concerning a treasure. Thomas watches horrified as the one pirate uses his pistols to kill the other two men when they row back to the sloop. What Thomas has witnessed will eventually change his life forever as well as the lives of future generations of his family.

This is a cleverly woven tale of uncommon honor in the face of insidious treachery that stretches from the days of cutlasses and muskets to the present.

The book is wonderfully illustrated and printed on gloss paper. To add to its value, the publisher has seen fit to smyth sew the binding for a lifetime of use. Smyth sewing is the old-school way of printing. There are only a handful of publishers who smyth sew their hardbacks. It's almost unheard of for a paperback to be smyth sewn.

Blackthorn Winter

by Douglas Wilson

Veritas Press Ltd, 2003, 141 pages, \$12

Board Member Spotlight

This month we meet one of the ex officio members of the ACCS Board, Bob Donaldson. He's a fascinating fellow who has been all over the world, is an avid student of languages and history, could easily have taken a post in academia, and yet makes his living as an independent consultant assessing risk management for new software projects/products.

Having been born in Ann Arbor, MI, accounts for the Wolverine fanaticism, but the larger part of his life has been spent in Texas. He attended junior and senior high school in College Station and then Austin College in Sherman. His father set the bar high, instilling a love of language, literature, and history during the growing up years. Bob was delighted to discover that many of the characters he'd become acquainted with in after dinner readings were real people. He "won the draft lottery" and found himself in Russian language school serving in the Army in Germany. He also finished a bachelor's degree (government major, math and German minors) while still in the Army. Graduate school at UT-Austin followed the military, where he studied Slavic linguistics. This degree included research at Charles University in Prague where he studied the compiled sermons of Jan Hus.

Bob reports growing up Presbyterian, but without being a Christian, so all the religious habits were jettisoned under the pressure of college. It was not until grad school that he confessed belief in Christ. He worked with the Navigators in Prague and then traveled with them in the Soviet Union.

He eventually met his wife, Nancy, and they were married in November 1981.

Once their children Mary and Wesley were born, the weight of parental responsibility began to settle upon them. The legacy of his father's education, his understanding of covenant, and examining the choices of homeschool, Christian schools, and public schools eventually led Bob to discover the early ACCS conferences. He began by reading *For the Children's Sake* and *Recovering the Lost Tools of Learning*. He and Nancy, along with several families in the Austin area, then founded Regents School in 1992. He was involved from the beginning with governance, curriculum development, and building the vision of training 3rd millennium Christians to serve God. He was asked to consider ACCS Board membership once Regents School of Austin was up and running.

To folks considering a start-up school Bob makes several recommendations:

1. Read broadly; challenge your assumptions with reading choices. Books he recommends to begin: *City of God*, *How the Irish Saved Civilization*, *The Lost Tools of Learning*, *Recovering the Lost Tools of Learning*, and *The Seven Laws of Teaching*.

2. Understand antithesis. Be certain to separate the pragmatic (job training) from the principal (education). This is not immediately obvious, particularly in the early grades, but from 7th grade up, it is vital.

3. Use caution: everything, at its root, is theological. Be certain to set rules for handling disagreements over these issues.

Bob Donaldson

ACCS Accredited Schools

Ad Fontes Academy
Fairfax Station, VA
since May 2002

Berean Academy
Tampa, FL
since April 2005

Cary Christian School
Apex, NC
since May 2002

Logos School
Moscow, ID
since January 2000

Providence Classical Christian School
Lynnwood, WA
since June 2004

Regents School of Austin
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Rockbridge Academy
Millersville, MD
since January 2004

Veritas Academy
Leola, PA
since December 2002

Westminster Academy
Memphis, TN
since April 2002

CLASSIS

**Classified referrals
are a free service
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businesses.**

As space is available, referrals may be run for individuals seeking employment or for potential start-up schools seeking like-minded families in their area (with prior approval of the Executive Director).

A referral runs in two consecutive issues and is **limited to 8 lines of 60 characters per line.**

Submission deadlines are:
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June 25, Aug. 25, and Oct. 25.

CLASSIS is published in January, March, May, July, September, and November. Submit referrals to admin@accsedu.org as text in an email. Editorial rights are reserved and may be used if space is limited.

School Marketing

INSIDE, OUTSIDE, UPSIDE DOWN **One Secret to Marketing Your School More Effectively**

The Berenstain Bears series is anything but classical or Christian. But the series does have a knack for making seemingly complex concepts easy for younger children to understand, like helping two-year olds understand the difference between being inside, outside, or upside down.

I want to take a page out of *The Berenstain Bears* by breaking the seemingly complex concept of marketing your school down into one secret we like to call *Inside, Outside, Upside Down*.

In this brief article, we will learn why you need to have a strong *inside reality* and why your *outside perception* must be consistent with your inside reality. Only then will you be in a position to turn your community *upside down* for Christ.

The Inside Reality

The *inside reality* of your school is everything your school is and does that makes it unique and valuable in your community, including your classical Christian curriculum, teachers, administrators, volunteers, policies, and procedures.

By God's grace, you are committed to becoming the best possible distinctively Christian school in your community so that you glorify God and have the greatest possible impact for Him. And you do so by teaching your students to think like Christians, live holy lives, and excel academically.

The Outside Perception

But just because you have a strong

inside reality doesn't mean that students will flock automatically to your school, since there's a vast difference between having a solid classical school (inside reality) and communicating that fact effectively (outside perception).

Your outside perception is what prospective student families know or think about your school. They may know a lot already or they may know very little. But is what they know consistent with your inside reality?

By God's grace, you already have something good to say (inside reality). Now you need to say it well—you need to make sure that you are not using modern advertising gimmicks that end up undermining everything that makes you unique as a classical school (outside perception). In short you need to use the Christian worldview and the classical rhetoric you teach *inside* your classrooms to reach those *outside* your classrooms!

The Upside Down Effect

By making sure that your outside perception is consistent with your inside reality, you will exercise your responsibility to reach your community for Christ so that, by His grace and to His glory, you can have an even greater impact for Him. Then, like the disciples of old, you will be able to turn your small corner of the world upside down for Him.

So the next time you market your school, remember the secret we call *Inside, Outside, Upside Down*.

David Hagopian is Co-Founder of Precept Outreach & Development, which offers turnkey, classical Christian marketing solutions for classical Christian schools.

For a FREE CD of Precept's 2005 ACCS Conference Workshop:

What Classical Schools Need to Know to Grow,

call (714) 384-4117 or send an e-mail to dagopian@preceptoutreach.org.

Quid Novi?

God's World News Offers Discount 10% Off to ACCS Members

A 10% discount is available to all Association of Classical and Christian Schools members. For 25 years, God's World Publications has been a source of current news, science discoveries, and geography for children and adults. *God's World News* is still the only current events paper—with integrated web site, maps and posters—written from a Christian perspective for children. We provide today's students with a worldview that isn't available from any other educational news source. See free samples of our children's papers and much more at gwnews.com.

To take advantage of this great discount go to www.gwnews.com and enter promo code **PG5SACCS** on your order form.

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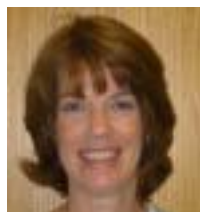
ACCS and Christian Educators Insurance Trust (CEIT) are working together to make student accident coverage affordable. For over twenty years, the CEIT has worked with Christian educators across the United States to provide some of the broadest accidental injury coverage available with School Time Accident Insurance. More information is available on the CEIT website: www.ceit.com or by phoning (800) 886-2896 ext 2253.

Farewell Lauren; Welcome Sheila



At the end of July, Lauren Pocklington (left) completed her term of service to ACCS and assumed a full-time position at the University of Idaho in the American Language and Culture Program working with international students. Her bright smile and cheerful greetings will be missed here and greatly valued in her new position.

Sheila Douglas (right) bravely stepped into the vacated ACCS position on August 1. She and her husband, David, recently returned to Moscow after a 2 year stint in Kapuskasing, Ontario. Her diligence and delightful personality have made the transition quite painless. She will provide excellent service should you have a need to contact her.



START UPS

New Hampshire/Vermont

Looking for others who are committed to the Reformed faith, who are interested in starting a classical and Christian school in New Hampshire or Vermont. Please contact Rev. George Galatis: ggalatis@comcast.net

Princeton, New Jersey

The Wilberforce School is a new school dedicated to distinctively Christian, academically rigorous education in the classical tradition. Our website is www.wilberforceschool.org. Opening in September 2005 with Pre-K through grade 2, we plan to add a grade each year thereafter. High quality teachers and interested families may contact us at info@wilberforceschool.org or call us at (609) 430-4308.

Northern Indiana

The Classical Academy, the first classical Christian school in **northern Indiana**, will open its doors to students in grades K-3 in September of 2005 (eventually to include grades K-12). We have hired a teacher and teacher's aide and are now **seeking more interested families**. We are excited about using the classical model and the Christian worldview to teach students to live effectively for God in His world. Contact info: (219) 464-9862, tcainfo@theclassicalacademy.net or www.theclassicalacademy.net.

North Chicago, IL

We are a developing classical Christian cottage school in the **north suburbs of Chicago**. Our school was launched in 2004 with 16 students, grades 2-7, meeting 2 days per week. We are looking to expand for 2005-2006 and are accepting enrollment now. Please contact Lena at (847) 573-1837 for more information. Our website: theforumassembly.com

Iowa

Looking for others who are committed to the Reformed faith, who are interested in starting a classical and Christian school in Iowa. Please contact Rev. George Galatis: ggalatis@comcast.net

P O S I T I O N S

Northeast

The Christian Academy

Brookhaven, PA, is seeking applicants for an eighth grade teacher. The Christian Academy is a fully accredited K-12 Classical Christian school with an enrollment of 400 students. TCA serves the suburban Philadelphia area and is located in southern Delaware County. Contact Dr. Timothy Sierer at (866) TCA-5080 or tsierer@tca-pa.org.

Integritas Academy

is a K-12, classical and Christian school (34 students) located in **Upton, MA**, and currently seeking to fill the following positions: **Full-time or Part-time Elementary Level**. Teaching applications can be downloaded at www.integritasacademy.org (the school's web site). Contact Adam Christiansen, Headmaster at headmaster@integritasacademy.org or call (508) 234-8609.

Stratford CCA

a ministry of Stratford OPC, in **southern NJ**, is accepting applications for **grammar school teachers and a physical education teacher** for the 2005-06 school year. Applicants must delight in teaching children, hold to a classical pedagogy, and subscribe to the Westminster Standards. Download applications at www.stratfordcca.org. Please send résumés to Mr. Sidney Henriquez at headmaster@stratfordcca.org or 41 Warwick Road Stratford, NJ 08084. Inquirers can also call the Academy at (856) 435-0892.

PREVIOUS POSTS NORTHEAST

Mars Hill Academy

a growing 10 year-old classical & Christian school (K-12) in **Cincinnati, OH**, is seeking a **Headmaster** beginning immediately. The school currently serves 200 students and is in the middle of a major building program. Seeking a leader with the passion, energy, and ability to bring our all-encompassing classical and Christian vision to life. For more information, visit our website, www.marshill.edu. Please direct all inquiries to Tom Thistleton, Board Chairman, at (513) 624-6396 or tthistleton@cinci.rr.com.

The Imago School

in **Maynard, MA**, is seeking faculty for this September to teach **full-time in 3rd grade**, and a **part-time math and science teacher in grades 6-8**. Now in her 24th year, Imago, a Christian and classical school, is currently taking applications for Kindergarten and Grades 1-8. Please contact the school for further information or visit www.imagoschool.org; e-mail: imago@imagoschool.org; send résumés to Joodi Ward, The Imago School, 1 Percival ST, Maynard, MA 01754, (978) 897-0549.

Lighthouse Christian Academy

near **Annapolis, MD**, is seeking a **teacher for upper level math** grades 6 through 10. Contact Lisa Masciarelli, Headmistress, at 510 Thompson Creek Road, Stevensville, Maryland 21666, lmasciarelli@verizon.net or (410) 643 3034.

Veritas Press

in **Lancaster, PA**, is looking for one full-time person to begin immediately. This **entry-level position** involves: 1) Web site maintenance, 2) Accounts payable, and 3) Warehouse management. Salary commensurate with abilities and experience. Forward résumés to Marlin Detweiler, marlindet@aol.com

Maine Classical School

in **Freeport, ME**, has full-time openings for **grammar school teachers** (1st/2nd grade and 3rd/4th grade) and part-time openings for **Latin, US/Maine Government, math, and literature**. For more information contact David Stewart: headmaster@mainecs.org or (207) 865-6820. Visit www.mainecs.org.

North Hills Classical Academy

in **Grand Rapids, MI**, has several positions open. **FT secondary science/math teacher** for grades 7-12, candidate must be able to teach a breadth of science and math classes; benefits include full health insurance. **PT art teacher** for grades K-12, knowledge of art history required and **PT PE teacher** for K-12. Contact Dr. Peter Vande Brake, (616) 365-0525, North Hills Classical Academy, 2777 Knapp NE, Grand Rapids, MI 49525.

New Covenant Christian School

in **Abingdon, MD**, is looking for a Latin teacher who can teach our **6th and 7th Grade Latin classes**. These classes will both be studying *Ecce Romani I*, Chapters 11-25. Each class is 45 minutes per day, 3 days per week. The position pays \$18.25 per classroom hour. Applications can be downloaded at: <http://k12.ncpres.org> (the school's web site). Contact Mr. Jason Van Bommel, Principal at: principal@ncpres.org or (443) 512-0771.

Rockbridge Academy

is a classical and Christian school, located between **Baltimore and Annapolis, MD**. Rockbridge is currently seeking to fill the following positions: **Grammar 5th or 6th Grade, Dialectic Bible/History and Literature, and an Athletic Director**. Teaching applications can be downloaded off the school's web page: www.rockbridge.org. Contact: Mr. Michael J. McKenna, Headmaster, Rockbridge Academy. Email: learning@rockbridge.org, telephone: (410) 923-1171.

Southeast

Agathos School

of **Columbia, TN** (mid-state), has doubled its enrollment this year and expects rapid growth again for 2006-2007. We are a pre-Classical through 5th grade school in its third year and will add a grade each year through 12th grade. God is leading the Agathos Board of Directors to seek a **headmaster and two teachers** to begin June 2006. Applicants must have knowledge of and experience with the classical Christian model. Send a letter of introduction and resume to Melinda Britt at melindabritt@charter.net or call the school at (931) 388-0556.

Berean Academy

established in 1995 in **Tampa, FL**, seeks qualified applicants for a **Latin teaching position** for the 2005-2006 academic year. Candidates must possess at least a bachelor's degree and two years of teaching experience. This position will include teaching classes at both the dialectic and rhetoric stages in grades 7-10. Contact Joe Bray, Headmaster, at: headmaster@Bereanacademy.org or (813) 932-0552. Visit our website: www.bereanacademy.org

POSITIONS

PEOPLE

PREVIOUS POSTS SOUTHEAST**The Geneva Classical Academy, Inc.**

in **Lakeland, FL**, is prayerfully seeking candidates for the leadership positions of **Headmaster, Upper School Principal and Academic Dean**. We are a distinctively Reformed K4-10, ACCS member school in our ninth year with a current enrollment of 130, adding a grade each year. Submit résumé to jbreed@keithandschnars.com, or mail to 6117 Sweet Gum Run, Bartow, FL 33830.

Greenville Classical Academy

located in **Simpsonville, SC**, seeks **Grammar School Teachers** for the 2005—2006 school year. If interested, please forward a cover letter and résumé to admin@greenvilleclassical.com. For more information about the school, visit the GCA website at www.GreenvilleClassical.com.

Effingham Christian School

a classical Christian school located just outside of **Savannah, GA**, has an opening for a **grammar teacher**. This opening is for the 2005-2006 school year. Please contact Headmaster, David Ritter at dritter@effinghamchristian.org or (912) 656-7567.

Augustine School

a Christian and classical school in **Jackson, TN**, has the following openings beginning Fall 2005: **Full-Time: 3rd/4th** combined classroom. **Part-Time: math** (5th/6th combined and 7th/8th combined), **science** (5th/6th combined and 7th/8th combined), **history** (5th/6th combined and 7th/8th combined), **art/music** (5th-8th combined). For more information see our web page www.augustineschool.com, e-mail at augustineschool@aol.com, or call the school at (731) 660-6822.

Covenant Classical School

located in **Concord, NC**, is seeking qualified applicants for grades 1, 3, and 5. We desire candidates dedicated to the classical model and able to integrate Christian worldview throughout the curriculum. Please e-mail a résumé to mkuhn@ctc.net or contact Corie Crouch, Head of School, (704) 792-1854.

West of the Mississippi**Trinity Classical & Christian Academy**

located in **Glendale, AZ**, is looking for a **4th grade teacher**. Trinity is beginning its third year of operation and has a staff of dedicated teachers making for a wonderful Christian environment to work. Those interested can e-mail the school at mike@trinityclassical.com or call (602) 471-1889.

PREVIOUS POSTS WEST**The Geneva School of Boerne**

a classical & Christian school in the **Texas Hill Country 20 miles from San Antonio**, seeks a **Head of School**, a mature leader for board-led school. Currently K-8 with 167 students; committed to adding the rhetoric phase in 2007-08. For full job description, visit: www.genevaschooltx.org

Heritage Christian School

in **Hillsboro, OR**, is seeking **math and science teachers** for July of 2005. Areas of concentration needed: Algebra, Geometry, Calculus, Chemistry, Physics, and Anatomy. Strength in AP instruction preferred. Competitive salary. Fax résumé to Dr. Dan Pugerude at (503) 846-0609, or e-mail at dpugerude@heritagechristian.com.

The Classical School of Wichita

The Classical School of **Wichita, KS**, is seeking **grammar teachers (K-6)** for our start-up in the Fall of 2005. We operate with a Reformed board and the ACCS Confession of Faith for faculty and staff. We currently offer some classical courses for homeschool students in the dialectic and rhetoric stages and hope to develop into a full time K-12. Interested potential staff and families may contact us through www.wichitaclassical.org or Justin Kenas at (316) 722-0672.

Baton Rouge Classical Christian School

in **Baton Rouge, LA**, seeks an **upper level grammar teacher**, needed immediately. Please contact Lauren Cooper if you wish to work with our growing ACCS school. Email: secretary@brccs.org / fax: (225) 752-0856 / voice: (225) 752-3077.

Jacob Moya seeks a full-time secondary teaching position for Fall 2005. MA in Teaching History from U of San Diego. Three years experience: two in a reformed Christian school with classical sympathies. Experienced with classical curriculum and interested in all subjects, particularly Humanities. Can coach, teach arts, or science/math, too. Calling is to Classical Christian Education (M.A. thesis on the subject). Résumé & transcripts are ready. Willing to relocate, trusting in God to find my way. E-mail jpmoyahead@hotmail.com or call (619) 749-1747.

Travis M Finley, ordained TE in the PCA, is seeking a teaching vocation in a classical school. Areas of interest: Theology, Bible, Apologetics, and Ancient History. Two years of classical, Christian teaching experience. Currently located in Baltimore, Maryland, but willing to relocate. Please use this address: m33934@toadmail.com.

Cair Paravel-Latin School

in **Topeka, KS**, seeks a **high school Spanish teacher** and a **high school science teacher** for Classical Christian K-12 school for 05-06 school year. Résumés should be sent to James Waldy, Cair Paravel-Latin School, 635 SW Clay, Topeka, KS 66606. Applications are found on our website at www.cpls.org. For more information e-mail James Waldy at jwaldy@cpls.org.



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*The Anderson Family
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*Franklin Homeschool
Texas (homeschool)*

*Andrew Potter
Connecticut (individual)*

*Jeffrey Trexler
Illinois (individual)*
