

C L A S S I S

THE BULLETIN of THE
ASSOCIATION of CLASSICAL & CHRISTIAN SCHOOLS

Sine doctrina vita est quasi mortis imago

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The Particular Prospects of the Pre-Polly Stage

by Tom Garfield

Part I of this article appeared in the December 2005 issue.

Previously, Tom Garfield explained the need for identifying this “Pre-Polly” stage and began discussing the problems encountered with not studying the unique elements of these 5-7 year olds. Problems mentioned were: 1) denying the built-in, natural differences between these students and older counterparts, 2) not taking advantage of the unique characteristics of this stage, 3) disregarding the essence of Gregory’s Law of the Lesson, and 4) understanding that the results of a poor foundation won’t be seen for years. Historically, Western pedagogies began at age 7-8, so Mr. Garfield set aside the argument of whether or not we should begin formal schooling at age 5 and worked from the fact that schools do begin at that time. The article resumes as he was pointing out that Pre-Polly children rely heavily on their five senses to gain information, grow and change at a rapid pace, and still retain the “Amazement Factor.”

Match teaching methods to the characteristics. So let’s be consistent with the methods behind the Trivium; let’s cut with the grain. We’ve studied the direction of the grain, now to cut.

1. **Senses are there to use in guided discovery and exploration.** Some may react just to those last terms, especially if you’ve only seen them used in a humanistic, whole language situation. But just get over it, there’s nothing wrong with using what works. Consider it plundering the Egyptians if it helps, but frankly I believe good teachers have been doing these things since the Ark. Pre-Polly children respond wonder-fully (get it?) to discovering patterns in math, exploring the different combinations of sounds with phonics, discovering what happens when vinegar and baking soda are mixed (things are never old to these guys!) And remember, Gregory of the *Seven Laws of Teaching* fame, states that a child learns best what he learns on “his own” (guided discovery). For these guys, tangible makes it real.

*We’ve studied the
direction of the grain,
now to cut.*

2. **Integrate with all involved.** Integration of knowledge is greatly aided by using those active senses at this stage. In math, for instance, sorting, counting objects by name (which happens to start with the phonic blends they’re learning) and then writing the numbers derived illustrates the natural overlap or integration the students benefit from. Take science studies that correspond to the stories they are reading together, then use the animals, for example, for math practice. Have them write illustrated stories themselves to reinforce good hand-writing as well as the material. This takes a lot of planning by the teacher since

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CLASSIS

CLASSIS is a bimonthly newsletter published by the *Association of Classical and Christian Schools* for its members and friends.

Proposed submissions may be sent to:

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To obtain a copy of the ACCS Mission Statement, By-Laws, Confession of Faith, a full membership list, or membership information:

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The Particular Prospects...*part II*

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few programs have the total practical as well as philosophical aspects teachers in the Pre-Polly need. That sort of activity also involves every child being involved, vs. many watching while one or two answer or go up front. This is also good practice for the full-participation in chanting and reciting that the poll-parrot students enjoy.

3. Move from simple to complex.

The law of teaching (Gregory again) regarding moving

from the known to the unknown is very critical for teaching these little ones. Beginning with what they understand and can relate to, usually something that they did yesterday, is the frequent starting point. Here again, planning is key, but so what else is new? But the goal is to move from, for example, the simple sounds of letters to the complex concept of actually reading. Relying only on the recitation of facts, as is appropriate in the poll-parrot, is inappropriate here because they need to get the foundation laid for so many areas. Reciting alone will not move them from simple tasks to a more complex practice. Recognition and use of the letters of the alphabet is frankly just a necessary concept, not sheer memory. They need to develop (and they will) a "feel" for the connection between the written symbol and the sound associated with it.

4. Move from physical to abstract. An example of this would be the simple identification of a pattern in beads, to the concept of written numbers representing a similar pattern. Here again the appeal to their senses works in moving them to understand that concrete objects having a relationship to written symbols.

Critical preparations for making the most of the full grammar stage

Everything they learn is a preparation for learning more.

Conceptual/preparatory needs

God designed these active little ones to learn from imitation, from being led to discover a truth, and just generally through their heightened senses. They are learning to make some order or sense out of the world. Even

though they don't grasp the greater cause behind the concept, it is important that they do learn some concepts. That is, they do need to understand HOW certain

things work the way do. The WHY isn't as important as HOW many beads make up 4, or HOW a paint brush is held, or HOW to form an H so it looks "right." It all leads to knowing HOW things are supposed to be done before you go on with the next step.

Strong foundations of building on previous knowledge

As I have referred to before, the *Seven Laws of Teaching* make it clear that all learning and teaching needs to be inter-connected to be the most productive. To make the most of the full-grammar stage, a teacher must rely on the foundations of learning that the students have gained, at home or at school, before entering her poll-parrot classroom. Again, this is historically marked at about age eight or the third grade in most schools. We have seen the very real necessity of these students to read, write and cipher BEFORE they can do all we wish to do beginning at that level, not the least of which is learn Latin. Reading, writing, and math are foundational means to ends, not ends in themselves. The end goal being the obtaining of further knowledge. History, science, even studying God's Word all require a good grasp of the importance and skills of reading, writing, and math.

Setting patterns of learning—there is more

Finally, one of the best lessons to be learned

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The Particular Prospects...part II
continued from page 2

in the Pre-Polly stage is that the world is a very big place and that there is far more to what they have heard, touched, tasted, and seen than the teacher showed them, or that they learned “themselves.” This idea can be impressed, and understood in a limited way, even by second graders, without overwhelming them. Then they are prepared to read more and listen more in third grade. The patterns of learning have started well, and are now ready to mature into the full Poll-parrot practices.

Conclusion: To repeat - Don't waste/misspend this “wet cement” time

1. Repeat grades more often, appropriately in K-2. There is no fire. Don't rush into teaching materials or methods the students as a whole are not ready for. Reading readiness, for instance, is affected by maturation, as well as instruction. Rushing boys into and through kindergarten or first grade, is often a sure-fire means to have them repeat second grade. On the other hand, repeats are necessary even when there was no conscious effort to rush. That's OK— better to take the time to set the foundations than to move on without them. Our record of repeats is very positive. Again, there is no fire.

2. Set the tone for their view of school and learning. The Pre- Polly stage should be an overall time of security, good memories of lots of wonderful experiences, steady growth in understanding things, and a love for school. This is a unique period of time, one of the significant stages children grow into and out of, and we must not overlook it or waste its potential for setting the joy of learning in the students' hearts.

Tom Garfield is superintendent of Logos School in Moscow, ID. Logos is currently celebrating its 25th year of operation. He is married to Julie and they are the parents of four Logos graduates and the grandparents of a grandson.

In Memoriam

Joshua Nygaard

died November 17, 2005

Logos School alumnus, Moscow, ID

Clete Childs

died November 18, 2005

Caldwell Academy student, Greensboro, NC

Emily Law

died November 19, 2005

Logos School alumna, Moscow, ID

ACCS Accredited Schools

Ad Fontes Academy
 Fairfax Station, VA
since May 2002

Berean Academy
 Tampa, FL
since April 2005

Cary Christian School
 Cary, NC
since May 2002

Logos School
 Moscow, ID
since January 2000

Mars Hill Academy
 Mason, OH
since October 2005

Providence Classical Christian School
 Lynnwood, WA
since June 2004

Regents School of Austin
 Austin, TX
since April 2000

Rockbridge Academy
 Millersville, MD
since January 2004

Veritas Academy
 Leola, PA
since December 2002

Westminster Academy
 Memphis, TN
since April 2002

Guest Article

“Education which stops with efficiency may prove the greatest menace to society. . . . We must remember that intelligence is not enough. Intelligence plus character — that is the goal of true education.”

You may remember that I quoted these lines, which come from Martin Luther King, Jr., when I was talking about a student’s convocation speech at Dartmouth College. But they are worth pondering, because they raise a very profound question: How, in today’s society, do we provide the kind of “true education” that King was talking about, that develops both character and intelligence?

Never have we needed more urgently to find an answer to this question. The modern secular university can not cultivate character in a value-free environment, because if there is no truth, there is no standard of ethics by which we can measure character. So the university has simply given up on it.

And not only are our schools and colleges not teaching character, but they’re increasingly abandoning academics as well. The typical student at a great secular university will not learn much about the history of Western civilization. My alma mater, Brown University, an Ivy League school with a great repu-

tation, no longer has a core curriculum. You can go through the school without ever knowing who Plato, Aristotle, Darwin, or Freud were. In fact, you could major in African drum-beating. So from my perspective, the modern secular university has abandoned both the pursuit of classical learning and the development of character. That’s why they’re particularly dangerous places today, and it’s why Christian students must be well grounded before they go there.

And this is also why I so strongly support the Christian classical education movement that is beginning to spread across the country. It combines, you see, the two historic goals of a liberal education: the cultivation of knowledge and the cultivation of character. It shows us the continuum in the intellectual history of the West that goes back to the Greco-Roman era and, therefore, enables

us to better understand our own postmodern era. If we cut ourselves off from the past, we can’t understand the present. And it’s particularly critical, in my mind, for Christians to understand the philosophical and cultural currents that have shaped our society.

Let me give you just one good example. Galileo, as everyone knows, was thrown in jail for challenging Aristotle’s philosophical assumptions

about an eternal universe. But, as I mentioned in an earlier broadcast, Francis Bacon, sometimes called “the father of modern science,” was influenced by the Protestant Reformation, and he embraced Luther’s idea about abandoning the constraints of tradition and going back to the root: the Bible. He applied this principle to freeing science from philosophical assumptions and instead looking at what God has made — go back to the root of things, as Luther did. This allowed modern science to pursue truth uninhibited by philosophy.

Why is this relevant today? Because we’re dealing with the same issue. Naturalism is the philosophical assumption that binds modern science. And this is at the heart of the intelligent design debate, but you only see this when you know your own history.

I believe that every serious Christian needs to be classically grounded, not only to understand the history of our own civilization, but also to contend for truth in the marketplace. So I hope that you will check for a classical Christian school in your area — as a place for your kids and as a cause to support.

Intelligence Plus Character The Importance of Classical Christian Education

by Charles Colson

Reprinted with permission of Prison Fellowship
www.pfm.org

This article was originally a radio broadcast by Charles Colson on November 8, 2005, as a “Break Point” commentary.

According to the information posted about Mr. Colson on the Prison Fellowship website (www.pfm.org), after his conversion to Christ, he increasingly sensed God’s calling to comment on the culture through the written and spoken word. He has now written 20 books and in 1991 launched a daily radio feature called “Break Point.” This unique program is aired daily on over 1,000 radio outlets nationwide and has been a well-received attempt to provide a distinct Christian worldview on everyday issues and conflicts.

For more information about Prison Fellowship, the Break Point commentaries, or Mr. Colson, please visit www.pfm.org

School Marketing

THREE MARKETING GOALS FOR 2006

Is it good to be the *best kept secret* in your community? On the one hand, being the best kept secret means that you are offering something of value to your community. On the other hand, it also means that others are having a hard time finding out about your school because it is, after all, a *secret*.

Would you ever write a manuscript on classical Christian education and then let it collect dust on your bookshelf? Of course not! You would publish it so that God could use it to bless others. Likewise, your school cannot really bless others until others first hear about it, and they can only hear about it if you tell them.

As we start 2006, we want to give you three marketing goals to consider:

Have Something Good to Say. Before you can say anything to your community, you first need to have something good to say. By God's grace, your school already has something good to say. Classical schools are truly unique. They train Christian students how to think like Christians, live holy lives, and excel academically. Continue, by God's grace, to excel in these areas.

Say It Well. It is one thing to have something good to say. It is quite another to say it well. The best speech manuscript means very little if the speaker cannot deliver his speech persuasively. You also need to communicate with your community well. In short, you need to use the Christian worldview and the classical rhetoric you teach *inside* your classrooms to reach those *outside* your classrooms! You need to build a case to persuade Christian parents to enroll their children in your school by telling them that you train students how to think like Christians, live holy lives, and excel academically.

Say It Often. You need to have something good to say and say it well, but you also need to say it often—you need to send a repeated and consistent message to your community. Good teachers use repetition and consistency to help students learn. Good marketing requires repetition and consistency too. You need to reach your community often to have an impact for Christ. But you also need to tell the same story too, from the way your receptionist answers the phone, to the way your brochure reads, to the way you speak to parents at parent information nights.

Think strategically about having a greater impact for Christ in 2006. And start today since most parents decide where to enroll their children between December and May. As you think through these issues, set three goals for your school in 2006: have something good to say, say it well, and say it often.

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 email to dhagopian@preceptoutreach.org.

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For those just beginning their research on classical Christian education, here are some resources available to you:

Classical Academic Press

829 State Street, Suite 206
Lemoyne, PA 17043
717-730-0711

www.classicalacademicpress.com

Canon Press

P.O. Box 8741
Moscow, ID 83843
(800) 488-2034
www.canonpress.org

Logos School Materials

110 Baker Street
Moscow, ID 83843
(866) 562-2174 (toll free)
www.logosschool.com

Standfast Books

P.O. Box 985
Franklin, TN 37065
(615) 794-5003
Standgrey@aol.com

Tree of Life School and Book Service

106 Main Street #518
Houlton, ME 04730
(506) 328-6781
www.treeoflifeathome.com

Veritas Press

1829 William Penn Way
Lancaster, PA 17601
(800) 922-5082
www.veritaspress.com

CLASSIS

Alliance for the Separation of School & State

**What is the real cost of
sending my child to public
school?**

**It's not the dollars and
cents...**

So begins a brochure published by the Alliance for the Separation of School & State. This brochure briefly outlines the reasons to avoid the government schools and lists some of the options for families who choose to opt out of public schools.

Marshall Fritz, founder of the Alliance, says,
“For more than 220 years - from the 1620’s to the 1840’s - most American schooling was independent of government control, subsidy, and influence.
From this educational freedom the American Republic was born.”

For more information about obtaining the brochure or about the Alliance for Separation of School & State, visit

www.SchoolandState.org,
click on “Learn More.”

Quid Novi?

Conventiculum Latinum Vasintoniense

**The Annual Washington Spoken-Latin Seminar
on the University of Washington Campus (Seattle)**

Preparatory Sessions: June 23-24, 2006

Main Seminar: June 25-July 1, 2006

Principal moderators:

Stephen Berard, Ph.D., Wenatchee Valley College

James Dobreff, M.A., Doctoral Candidate at Lund University

Akihiko Watanabe, Ph.D., University of Western Washington

This *Conventiculum Vasintoniense* will be an excellent opportunity for practicing speaking Latin. Most days we will take an excursion during which the participants, with the help of moderators, will not only chat among themselves in Latin but also describe in Latin everything they do and see. This seminar will be of special interest to those who enjoy the outdoors and/or the city and who would like to improve their Latin skills “kinesthetically” in friendly conversation while engaging in a variety of activities in a multitude of contexts and settings.

Who Should Attend?

All Latin teachers at the elementary and secondary levels are invited, as well as college and university professors. We especially recommend this seminar to graduate students in Classics and related fields since, just as with any language, the ability to speak Latin immensely strengthens one’s ability to read and write Latin well. Those who do not yet speak Latin should in no way feel intimidated at our seminars, since almost all of us have begun to speak Latin relatively recently and thus we all understand perfectly well the difficulty of getting started.

The Preparatory Sessions

All those who would like to practice the general elements of conversational Latin are invited to arrive a few days before the beginning of the seminar and, on June 23rd and 24th, practice speaking Latin with Stephen Berard, James Dobreff, each other, and perhaps other moderators on a few more familiar topics, adding new and useful expressions to their vocabulary, getting used to speaking, and building up their confidence.

Registering for the Seminar

The Washington Spoken-Latin Seminar is co-sponsored by Wenatchee Valley College and the University of Washington. In order to apply for an opening in the Seminar, please send the application form to: Pam Kelley, Administrative Assistant, Liberal Arts and Sciences, Wenatchee Valley College, 1300 Fifth Street, Wenatchee, WA 98801.

The application form can be found at: http://www.wenval.cc/boreooccidentales/boreo_english/deconventiculis.asp. Complete information in both Latin and English, along with an application is also posted at www.accesedu.org > Annual Conference and Regional Training Events > Regional...

Quid Novi?

Property Inventory Essential in Disaster

Devastating fires, storms and theft are often the furthest thing from the minds of school boards and administrators. However, 2005 reminded us all that disaster can strike at any time. Several ACCS schools recently have sustained damage due to hurricanes and fire. Certainly each of those schools would recommend a property inventory be made and kept current. Establishing adequate insurance coverage for contents and property is an additional benefit of having a complete inventory.

Developing an inventory

There are two common types of property inventories: written and pictorial. Ideally, an inventory will combine both with a detailed written description supported by pictures of the property.

Written inventories

The first step in developing a written inventory is to create a worksheet or spreadsheet which contains the following information:

Location—the building and room in which each item is located

Category—assign each piece of property to a proper category such as furniture, electronics, lighting, artwork, etc.

Description—a detailed physical description of each piece

Manufacturer

Model/Serial Number

Date Purchased

Purchase Price

Value—if a value is not known, have the item appraised professionally

Quantity

Complete the inventory systematically with one person responsible for the written description while another takes photos or a video of items. You may also want to scan any important documents during the inventory process.

After the inventory

It is important to store a backup copy of the final inventory, both written and pictorial, at an off-premise location such as a safety deposit box.

You should also provide a copy of the inventory to your insurance agent. Use the document to review your school's current coverage and make adjustments.

Updating the inventory

The property inventory should be updated on a regular basis—either annually or biannually. Make it a point to update sooner if a major purchase is made.

Tips for pictorial inventories

- Take wide-angle photographs or a video of entire rooms
- Take individual, close-up shots of expensive items
- Zoom in on important labels and special features such as signatures on artwork
- Take photos of important receipts, invoices and cancelled checks
- Take photos in the same order as the written inventory
- Label each photo with the date and item name and attach it to the written inventory

For more information on property inventories, please visit www.assestverification.org

This article was adapted from Risk Reporter, Fall 2005, vol. 4, issue 4

NUNTIATA

ACCS Members Accredited

Mars Hill Academy in Mason, OH, became the tenth ACCS school to be granted accredited status by the ACCS Board. MHA hosted a successful site visit on October 17-18, 2005. The Board acted to grant accreditation on December 9, 2005.

New Saint Andrews College in Moscow, ID, became Idaho's newest accredited four-year liberal arts college on November 29, 2005. NSA is a college member of ACCS. The college successfully completed what is normally a five-year process in four years and was accredited by the Transnational Association of Christian Colleges and Schools (TRACS.) New Saint Andrews offers a classical liberal arts program modeled on the curriculum of Harvard of 1643 to about 150 students from 30 states, several foreign countries, and 22 Christian denominations.

NUNTIATA

School Staff Hiring Resolution

WHEREAS the Board desires that all relationships among its members be honoring to Christ; and

WHEREAS the Board recognizes that at this time there are a limited supply of both qualified and gifted teachers and administrators available to teach and lead both the new and existing member schools of the Association of Classical Christian Schools (the "ACCS"); and

WHEREAS the Board does not wish to establish policy that would restrict free enterprise; and

WHEREAS the Board does seek to do all it can to keep godly peace among its members;

NOW THEREFORE, be it resolved that:

I. The Board will annually communicate to its members the need for exercising care and consideration of other member schools when hiring or attempting to hire staff from other member schools. This communication will encourage:

Continued on page 9, column 3

CLASSIFIEDS

Start Up Groups

Dacula/Lawrenceville, Georgia

Dominion Classical Christian Academy, an ACCS member, plans to open its doors with grades K4-6 (Fall 2006.) Dominion's mission is to advance the Kingdom of God by covenanting with parents to provide a distinctly Christian education anchored on biblical truth, the goodness of academic excellence, and the compelling beauty of our triune God. We are **seeking interested families** to help turn the vision into reality. Please visit <http://dominionclassical.org>.

Wheaton/Glen Ellyn, Illinois

Clapham Classical School is a new school forming to serve the western suburbs of **Chicago**. The school plans to open in the Fall of 2006 with grades K-2. **Seeking families** to enroll and 2 teachers, K and 1st/2nd grade combo. For more information: info@claphamschool.com, www.claphamschool.com, (630) 547-5125.

North Chicago, Illinois

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.

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.

Traverse City, Michigan

We are commencing prayer and process toward the creation of a classical school in **northwest Michigan**. Desire is to establish at least a PK-8 school, with possibility of PK-12. Full classical, Trivium model will be utilized. **Seeking a church-based facility** in which to meet. Classes may be full time or perhaps 2-3 days per week. Anyone who is interested, please contact Drew Thompson at (231) 218-5452 or thompsonandrewj@yahoo.com.

West Plains, Missouri

Ozarks Christian Academy, a new classical Christian school, is now forming in the south-central Missouri Ozarks area. We are **seeking interested families and teachers**. We will begin with the Grammar School (K-6) in August of 2006. Please contact Adam Madden at 3D@wpcs.net or Anthony Priest at AnthonyPriest@MissouriState.edu.

Shreveport, Louisiana

Providence Classical Academy, a new school forming is **seeking families** interested in a classical Christian school. As the only classical school in **NW Louisiana**, we are now open with grades K-4 (K-12 is ultimately planned.) Please contact: Howard Davis at (318) 219-7446, email: HQDavis@GracePCAShreveport.org or visit us at www.ProvidenceClassicalAcademy.org.

Northeast

Maine Classical School

Freeport, ME, seeks 2 PT teachers: **kindergarten** and a **humanities/classical foundations** for the remainder of the 2005-06 school year. The Kindergarten meets M-F mornings only and is a ½ time position. Humanities and Classical Foundations courses meet M & Th. Applicants must have a love of learning, a delight in the Lord and a passion to pass on both to those God has placed in their classroom. For an application and further information regarding Maine Classical School please visit our web site at www.maineccs.org. Please address inquiries to maineschool@gwi.net or (207) 865-6820.

POSITIONS

Mars Hill Academy

Mason, OH, seeks additional teachers for **kindergarten, first grade, and rhetoric level humanities, classical languages and Bible** for the 2006-2007 SY. Applicants must possess a love for the Lord, the Reformed faith, and children. They must also have a passion for classical Christian education. For information about MHA and to obtain an application: www.marshill.edu. Send résumés to Tim McCoy, Headmaster, Mars Hill Academy, 6170 Irwin-Simpson Rd., Mason, OH 45040. Email: headmaster@fuse.net, Phone: (513)-770-3223, Fax: (513)-770-3443.

St. Stephen's Classical Christian Academy

in **Eldersburg, MD**, (6 yrs old, 90 students, a parish school & ministry of St. Stephen's Reformed Episcopal Church) seeks 2 teachers for Fall 2006: **Math/Science and Humanities** for our new high school program. Salary range is \$27-\$35,000 depending on teaching experience, educational background or expertise. Candidates should have a passion for Christ, for their subjects, for teaching our Covenant children and preferably be a Reformed-minded Christian. Send a cover letter, résumé and 3 professional references to Chris Jorgensen, Headmaster - St. Stephen's Cls Chr Academy, 2275 Liberty Road, Eldersburg, MD 21784 (email: sscca@st-stephens-rec.com).

St. Stephen's Classical Christian Academy

in **Eldersburg, MD**, (6 yrs old, 90 students, a parish school & ministry of St. Stephen's Reformed Episcopal Church) seeks a **Humanities teacher** for the logic stage to begin Fall 2006. Salary range is \$25-\$30,000 depending on teaching experience, educational background or expertise. Candidates should have a passion for Christ, for their subjects, for teaching our Covenant children and preferably be a Reformed-minded Christian. Send a cover letter, résumé and 3 professional references to Chris Jorgensen, Headmaster - St. Stephen's Cls Chr Academy, 2275 Liberty Road, Eldersburg, MD 21784 (email: sscca@st-stephens-rec.com).

PREVIOUS POSTS NORTHEAST

Veritas Academy

in **Lancaster County, PA**, an accredited charter member of ACCS, is now accepting applications for a **grammar school principal, grammar school teachers and secondary school teachers**. We are looking for applicants who love children and are committed to classical education and the Reformed faith. Publishing opportunities are available through Veritas Press. All inquirers can download an application at: www.VeritasAcademy.com E-mail: office@veritasacademy.com or telephone (717) 556-0690.

Mars Hill Academy

in **Mason, OH**, seeks a FT development director to implement MHA's development, fundraising, public relations and communications program. Candidates must love the Lord, children, and be passionate about CCE. Candidates should possess development / marketing experience, proven ability to manage the many aspects of development, and demonstrate a biblically faithful, optimistic approach. For information about MHA: www.marshill.edu. Send résumés to Tim McCoy, Headmaster, Mars Hill Academy, 6170 Irwin-Simpson RD, Mason, OH 45040. (E-mail: mhaheadmaster@yahoo.com, phone: (513) 770-3223, fax: (513) 770-3443)

Southeast

Covenant School

in **Barboursville, WV**, an ACCS member school, is now accepting applications for a **secondary school (grades 7-12) math teacher** and a **Latin teacher for grades 3-8**. We are looking for applicants who love children and are committed to classical education. Send résumés and requests for a teacher application to: kfry@covenantsschoolwv.org or to H. Keener Fry, Jr., Headmaster, 5800 US Route 60 East, Barboursville, WV, 25504.

NUNTIATA

Hiring Resolution
(continued)

A. ACCS schools should regularly share and post listings of positions available with other ACCS schools, as well as lists of names of any teachers/administrators seeking positions.

B. ACCS schools are encouraged to primarily recruit applicants on the lists above, as well as applicants who may come to the school's attention by other normal means.

C. Should an ACCS school choose to recruit a teacher or staff member from another ACCS school, proper protocol would require notifying the employer prior to directly contacting the teacher or staff member.

D. ACCS members should apply the Biblical golden rule of treating others as you would expect to be treated.

II. The Board will seek to continue to develop teachers and administrators so as to assist schools in need of godly and gifted staff.

This resolution was passed 18 June 1998 by the ACCS Board of Directors.

P O S I T I O N S

Southeast

Covenant Christian School

Columbia, SC, a ministry of Covenant Presbyterian Church (PCA) seeks qualified applicants for a **Math/Science** teaching position for the academic year 2006-2007 that will include teaching classes at both the dialectic and rhetoric stages. CCS is a fully accredited K-12 school of 160+ students. Interested applicants may download an application from the website at www.covenantcs.org or send resume to CCS@covenantcs.org.

Dominion Classical Christian Academy

to be located in the **Dacula/Lawrenceville, GA** area is seeking a **headmaster** and **grammar teachers** for the Fall 2006. Dominion will operate on a university schedule fully utilizing the classical trivium. Interested parties, please send your résumé or c.v. to info@dominionclassical.org. For more information regarding Dominion, please visit <http://dominionclassical.org>.

Berean Academy

established in 1995, in **Tampa, FL**, seeks qualified applicants for **teachers**, both **grammar and upper school**, as well as a **Latin** teaching position for the 2006-2007 academic year. Candidates must possess at least a bachelor's degree. The Latin position will include teaching classes at both the dialectic and rhetoric stages in grades 7-10. Contact Mrs. Donna Lynam at donna.lynam@bereanacademy.org or (813) 932-0552. Visit our website: www.bereanacademy.org.

Berean Academy

a certified K-12, 200 student ACCS school established in 1995, in **Tampa, FL**, seeks qualified applicant for immediate employment as **Headmaster**. Candidates must possess an understanding of and commitment to Classical Christian Education, possess professional and relational skills, and experience in education and educational administration. Contact Mrs. Donna Lynam at donna.lynam@bereanacademy.org or (813) 932-0552. Visit our website: www.bereanacademy.org.

PREVIOUS POSTS SOUTHEAST

Caldwell Academy

Greensboro, NC, ACSI accredited, ACCS member, K-12 classical Christian school seeks a **Development Director** for its 550+ student community with newly constructed classrooms, athletic and admin office facilities on 20 acres. The Development Director, directly responsible to the Head of School, is charged with the oversight of all school-directed fund raising efforts as well as the school's public relations, correspondence, advertising, and news releases. Contact Mark Guthrie, (336) 665-1161, mguthrie@caldwellacademy.com (www.caldwellacademy.com).

Covenant Christian School

in **Columbia, SC**, a ministry of Covenant Presbyterian Church (PCA), is seeking a new **headmaster** for the 2006-07 SY. We are an accredited K4-12 school of 160+ students. Qualified candidate for headmaster will be a dynamic, proven leader and communicator who clearly articulates and implements the vision of Biblical classical education. B.A. or B.S. required, advanced degree preferred. Please post C.V. or résumé to jmcgill@covenantcs.org or to J. McGill, Covenant Christian School, 2801 Stepp Drive, Columbia, SC 29204.

West ...

American Christian School

in **Bartlesville, OK**, has a position available immediately for a **3rd/4th grade teacher** (combo class). Please contact: Greg Hardie, Headmaster, for more information: ghardieacs@aol.com or (918) 331-0500.

Providence Hall

in **Oklahoma City/Edmond, OK**, is accepting applications for **FT Grammar teachers** (Latin knowledge preferred) and **FT 7th and 8th grade teachers** (Math/Science, Humanities) beginning Fall 2006. Please send cover letter, résumé and references to Rev. Michael R. Shipma, Headmaster, Providence Hall, 14504 N. Western Ave., Edmond, OK 73013. For more information, e-mail Rev. Shipma at mshipma@providencehall.org. For information regarding our educational philosophy and statement of faith, visit www.providencehall.org.

Regent Preparatory School of Oklahoma

located in **Tulsa**, is in its 6th school year and has 235 currently enrolled students, PreK through 7th grade. To begin Fall 2006 we seek: (a) a **math/science teacher** for 7th and 8th grades – teaching Algebra I and II, Earth Science (7th grade), and Physical Science (8th grade) and (b) Assistance with **administrative leadership** in the school of logic. Candidates should have classical teaching experience. Send résumé to ashapleigh@rpsok.org

Cair Paravel-Latin School

a classical, Christian, K-12 school in **Topeka, KS** (www.cpls.k12.ks.us) is accepting applications for **Chief Administrator**. This position shares leadership of the school of approximately 330 students with the Dean of Faculty. Please send cover letter, résumé and references to Search Committee, P.O. Box 4832, Topeka, Kansas 66604. Direct questions to: adminsearchcpl-ls@sbcglobal.net.

Cair Paravel-Latin School

Topeka, KS (a K-12 school), seeks a **high school Spanish teacher** for second semester to begin January 2006. Résumés should be sent to James Waldy, Cair Paravel-Latin School, 635 SW Clay, Topeka, KS 66606. Applications for all positions are always welcome and are found on our website at www.cpls.org. For more information e-mail James Waldy at jwaldy@cpls.org.

The Baton Rouge Christian Classical School

in **Baton Rouge, LA**, is seeking candidates committed to classical Christian education for the position of **Principal** for the 2006-2007 school year. BRCCS is an ACCS member school serving 70 students from PreK-8. Please send résumés to Ken Brown, Baton Rouge Christian Classical School, 15323 Old Jefferson Highway, Baton Rouge, LA, 70817, or electronically at pastorkenbrown@bellsouth.net. Telephone: (225) 936-7372. Web: www.brccs.org

Aletheia Cooperative Academy

Tucson, AZ, is a family-based, K-5 school. Do you want to be a significant part of your child's education in a real way while still giving them quality, classroom instruction? Aletheia Cooperative Academy is in its second year and is looking for **families** and **teachers** interested in classical, Christian schooling. Contact Nick Dunlap: nickdunlap@hotmail.com or Polly Henry: themamahen@gmail.com.

POSITIONS

Paideia Classical School

Friday Harbor, WA, is seeking a **Math/Science teacher** and an **English/History teacher** for our first **9th grade** class. We are a small Classical Christian School on San Juan Island, Washington. We are heading into our sixth year and will be adding 9th grade to our current K-8 offerings. For more information, please contact Scott Mapstead, Administrator at maphouse@interisland.net or call (360) 378-8322.

Providence Classical Christian School

Lynnwood, WA (Seattle), seeks a **FT development director** to implement development, fundraising, and PR goals/objectives. Candidates must evidence a love for the Lord and children, a passion for CC education and possess successful development/marketing experience, proven ability to manage all aspects of development, with a biblically faithful and optimistic approach. PCCS info at www.pccs.org. Submit résumés to Mike Adair, Providence Classical Christian School, 21500 Cypress Way, Lynnwood, WA 98072. mikeadair@pccs.org (425) 774-6622, Fax: (425) 672-5796.

Providence Classical Christian School

Lynnwood, WA, (Seattle) seeks 2 **FT grammar** and 2 **FT secondary** teachers. Interested candidates must evidence a love for the Lord, a passion for CC education, a demonstrated love of learning and proven desire to teach children of these ages. Secondary candidates need a strong background in 1-2 of following: Latin, history, literature, Bible, mathematics, or science. PCCS info at www.pccs.org. Submit résumés to Mike Adair, Providence Classical Christian School, 21500 Cypress Way, Lynnwood, WA 98072. mikeadair@pccs.org, (425) 774-6622, Fax: (425) 672-5796.

The River Academy

Wenatchee, WA, seeks candidates for **Headmaster** for the 2006-2007 School year (or sooner). The River Academy (TRA) is an ACCS member. TRA serves 148 students in grades KP-12th as an independent, board-run school with a Reformed statement of faith. This is our eighth year; we graduated our first class in 2005. Direct inquiries and résumés to Mr. Rodger Tracy, Headmaster; e-mail: rodger.tracy@theriveracademy.org, voice: (509) 662-9234, FAX: (509) 662-9235, or P.O. Box 4485, Wenatchee, WA 98807.

The Geneva School of Boerne (TX)

a classical & Christian school in the Texas Hill Country 20 miles from San Antonio, seeks a mature **Logic/Rhetoric Headmaster** for a board-governed school. Currently K-8 with 192 students; committed to adding the rhetoric phase in 2007-08. For more information contact Leslie Moeller: lmoeller@genevaschooltx.org.

PREVIOUS POSTS WEST

Good Shepherd School

in **Tyler, TX** (K4-12; enrollment 175), is accepting applications from **teachers** committed to Christian and classical education within a traditional and orthodox Anglican environment. Résumés received at 2525 Old Jacksonville Rd., Tyler, TX, 75701 (Attn: The Rev. John P. Boonzaaijer). Phone: (903) 592-5152, web: www.gsstyler.org.

Good Shepherd School

in **Tyler, TX** (K4-12; enrollment 175), seeks a **Lower School Principal** committed to Christian and classical education within a traditional and orthodox Anglican environment. A suitable candidate is familiar with the scope and sequence of primary and grammar levels of education, with five or more years experience in multiple grades. Résumés received at 2525 Old Jacksonville Rd., Tyler, TX, 75701 (Attn: The Rev. John P. Boonzaaijer). Phone: (903) 592-5152, web: www.gsstyler.org

Covenant Classical School

of **Fort Worth, TX**, seeks candidates for **teaching positions** for 2006-2007. Two new teachers needed in the grammar school (1st and 4th) and two in the logic/rhetoric school (science, math, logic, Bible) who are committed to the God of the Bible and to a lively, robust classical education. Send résumés to Rev. Todd Harris, Headmaster, tharris@CovenantFW.org; Covenant Classical School, 126 N. Judd Street, Fort Worth, TX, 76108; Web: www.CovenantFW.org Voice: (817) 820-0884; Fax: (817) 246-5027.

PEOPLE

Bill Reddinger

seeks a **teaching position** starting in Spring or Fall 2006 in **government or American history**. He can also teach in a “**great books**” program. He holds an M.A. in political science (emphasis in political philosophy) from Northern Illinois University (December 2005), where he has taught American Government and Introductory Political Philosophy. He holds a B.A. from Grove City College (May 2003). You may contact him at wt_reddinger@yahoo.com or (815) 353-2467.

Andrew Potter seeks a humanities position for the Fall of 2006. He holds a B.A. in History and Biblical Studies from Pillsbury College, a M.A. in History-Ancient Mediterranean Civilizations from Cal State University and an M.A. in Ancient Near East and Hebrew Bible from Brandeis University. Teaching experience at the college prep, and college / university levels. Currently Adjunct Professor of Ancient History at Sacred Heart University and member of the History Department at Christian Heritage School in CT, where he is also the head varsity soccer coach. Strongly committed to the Christian Classical Model. Email: apotter@kingsmen.org

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. Use this address: m33934@toadmail.com.

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.



***ASSOCIATION of CLASSICAL
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