

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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ACCS Challenges

by Douglas Wilson

In our postmodern, 24-7 world in which everything careens around at a frenetic pace, the life-cycle of institutions has been greatly shortened and telescoped. One consequence of this is that it does not take very long at all for an institution to become “General Motors,” to become the “establishment.” This is the perception of the public, at any rate, although those involved in *planting* the institution (just a few years before) may have a very different perspective from the inside.

ACCS is a little over a decade old (hoary headed at thirteen years). In the current world of education alternatives, lite options, and edgy experiments, this seems to some like an eternity. For an illustration of this kind of mentality, consider the debates over the liberal bias in the mainstream media. I have taken delight in seeing CNN referred to as part of that mainstream dinosaur establishment—because CNN was founded just a few decades ago as part of a radical challenge to the big three networks. Turn around a few times, and CNN is that establishment. In the old days (*the real* old days, when Arthur was king), institutions took a lot longer to get established, and almost as much time to go away. But in these days of chop chop sound bytes and short attention spans, an insider within an institution can believe it to be just past toddler status while some outsiders are dismissing it as *passé*, approaching senility.

In the world of fashion, what’s cool and what’s not, this makes some kind of sense. If we are talking about the width of ties, or the shape of your automobile’s trunk, then we can let the point stand, and let people do what they want. It’s a free country. But if we are talking about classical and Christian education, the whole *point* is to step outside the realm of fads and fashions. As classical Christian educators, we are *not* into winds of doctrine. We want the good, old paths. We want to educate as Christians who are living in the light of eternity, and whose biblical conception of eternity helps to shape what we do in the classroom.

But we are doing this in a culture that wants to view us in the light of their momentary and transient values. This would include fellow Christians who have been more influenced by our surrounding culture

than they ought to have been. And because the relativistic approach of our broader culture minimizes questions of truth and argument, and elevates perceptions and feelings, we find that we have to address the latter in order to even get to the former. And those Christians who have accommodated themselves to the prevailing relativism do not assert that relativism overtly, but rather allow it to shape their style (while gradually eroding their substance). Postmodern thinking, if you can call it that, has made serious

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CLASSIS

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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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ACCS Challenges

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inroads to the evangelical world, and it is helping to drive some critiques of the approach to education taken by ACCS.

Addressing such perceptions is not an exercise in market-share defensiveness. At ACCS we wholeheartedly welcome competition in the educational marketplace. For too long, the monopolistic system of government education sought to eliminate educational alternatives and direct parental control over the education of children. In rejecting that, we have no intention of trying to set up some other monolithic establishment. Welcoming competition does not require that we refuse to compete. A track runner can and should welcome the competition of other runners entering the race. But if he still strives to win, seeking to beat them, we should expect this—we don't say that running the race fairly is an attempt to outlaw competition. It *is* competition.

So how do we react to the perception that ACCS is stodgy? The first is to point out that we are thirteen years old. If we were a teen-aged boy, we would have acne, and our voice would break at embarrassing times. That would be my first argument.

Second, in another sense, I would

confess that we *are* old-fashioned, which in these go-with-the-flow times will always be represented as stodgy. There is no way to hold to the faith once delivered to the saints without provoking this charge. We believe in the Bible as the infallible word of a holy God, and we believe in Jesus Christ, His Son and our Lord and Savior. We hold tenaciously to the *antithesis*, which is the central cause of

the trouble. At the beginning of our history, God put enmity between the seed of the serpent and the seed of the woman. We consider it a solemn privilege and responsibility to educate our children as seed of the woman, as children of the covenant. This means teaching them to hate evil, which is the fear of the Lord. This can be summed up in four words—love God, hate sin. It has always been the case that this “simplistic” approach is judged by the serpent (as always, crafty as hell) to be some kind of museum piece. There is a kind of fossilized conservatism that we do want to avoid—but we don't want to avoid being *accused* of being fossilized conservatives. There is no way to be faithful to the antithesis and not draw that accusation.

Third, when we strive to understand education scripturally, we find that it is a *generational* activity. As classical and Christian edu-

cators, we are engaged in passing on our cultural heritage to our children, with the expectation that they will do the same with their children. In doing this, we recognize that cultural heirlooms do not have a shelf-life of 30 days. We want to pass on to our children what we have inherited from the past, and

For too long, the monopolistic system of government education sought to eliminate educational alternatives and direct parental control over the education of children. In rejecting that, we have no intention of trying to set up some other monolithic establishment.

we want to give it to them in good condition. This means generations. We started Logos School for our daughter Bekah, and this coming fall *her* son is entering Logos in first grade. In our community here, we have a number of Logos alums, married and having babies, and preparing for the second wave.

This means, among other things, that we

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ACCS Challenges

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cannot let our contemporary obsession with contemporary relevance contaminate what we pass on. Our generation does have a contribution to make in the great conversation, but in order to make that contribution, we have to take our stand on the Scriptures, in the midst of faithful

“kinder, gentler” approach to dragon-fighting. We don’t want any of our great-grandchildren to learn the story of St. George and the Arbitration Consultant. So is ACCS stodgy? Well, when we found the curriculum in the library, it had dust all over it. But we carefully blew it off and got to work. It is true the books are old, and so is the truth, but we are young.

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Douglas Wilson is the pastor of Christ Church in Moscow, Idaho. He is a founding board member of Logos School, a senior fellow of theology at New St. Andrews College, and he serves as an instructor at Greyfriars Hall, a ministerial training program at Christ Church. He helped to establish the Confederation of Reformed Evangelical Churches (CREC), is the editor of *Credenda Agenda*, and the author of numerous books on classical Christian education, the family, the church, and the Reformed faith. After serving in the U.S. Navy in the submarine service, he completed a B.A. and M.A. in philosophy and a B.A. in classical studies from the University of Idaho. Douglas and his wife Nancy have three children and a bunch of grandkids.

Nota Bene

CLASSIS Deadline Changes

The deadlines for CLASSIS submissions have changed. Published in January, March, May, July, September and November, the deadlines are the **25th of the previous month**. The only exception is for the January issue whose deadline is **December 23**.

ACCS E-mail Address Changes

Please note that the e-mail addresses for the ACCS office and staff have changed. All now end with this domain: **@accsedu.org** Other addresses will not work after October. Specific addresses:

- info@accsedu.org** for Member Services and general inquiries
- admin@accsedu.org** for Accreditation and CLASSIS concerns
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- treasurer@accsedu.org**
- conference@accsedu.org**
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 curriculum/teacher.html

Rockbridge Academy is accredited by ACCS

CLASSIS

**ACCS Accredited
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Ad Fontes Academy
Fairfax Station, VA
since May 2002

Berean Academy
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since April 2005

Cary Christian School
Apex, NC
since May 2002

Logos School
Moscow, ID
since January 2000

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Lynnwood, WA
since June 2004

Regents School of Austin
Austin, TX
since April 2002

Rockbridge Academy
Millersville, MD
since January 2004

Veritas Academy
Leola, PA
since December 2002

Westminster Academy
Memphis, TN
since April 2002

Book Review

REVIEWED BY JOE BEN HOUSE

I like to read, and I especially enjoy reading history. Yet sometimes reading is a grim burden. There are those books, subjects, and studies which fulfill an intellectual curiosity, but depress the spirit. All centuries and eras have their dark clouds, but the Twentieth Century was especially known for human horrors and evils. From concentration camps to gulags, from Nazis to Communists, from aerial bombing to genocide, the means and extent of the human capacity for evil seemed boundless in the last century.

Technology and human accomplishments seemed to herald a golden age in 1900. The golden age was soon mired up in the trenches of World War I, the tramping feet of soldiers in the dark valley of World War II, and the iron and bamboo curtains of Communism lasting throughout much of the century.

The Christian teacher and writer must confront these evils. Like Dante's journey through the Inferno, he must descend from depth to depth examining the evidences and artifacts of human depravity practiced by wicked regimes. We are compelled to better understand what turned a Catholic choirboy and an Orthodox seminary student into Hitler and Stalin. And they did not act alone, so we have to figure what dynamics created Goebbels and Himmler, Beria and Molotov. What sycophantic forces create legions of immoral monsters to surround such men as Hitler and Stalin? We also have to read the accounts of those who suffered. The victims, immortalized in the writings of Solzhenitsyn and the diaries of Anne Frank, must be remembered. Human suffering, not a comfortable subject, must be remembered by

those who live in comfort. Yes, even the good guys, like the United States and Great Britain, have their dark secrets. Aspects of the Boer War waged by Great Britain and racial atrocities in America cannot be ignored just because they dint our pristine armor.

Grim books must be read. One such recent reading of mine was *From Darwin to Hitler—Evolutionary Ethics, Eugenics, and*

Racism in Germany by Richard Weikart. This book, sober and academic, focused on root causes of the Holocaust. It exam-

**From Darwin to Hitler: Evolutionary
Ethics, Eugenics, and Racism in Germany**

by Richard Weikart

Palgrave Macmillan, 2004, 324 pages, \$60

ined ideas, academic communities, intellectual ponderings, arcane journal studies, and obscure (to us now) scientific, political, and ethical trends among the educated elite. This survey of German thought in the late 1800s and early 1900s would be useful only to academic specialists (meaning Ph.D. candidates in search of a minor point) were it not for the sequel to the story. The story itself is the initial impact of Darwinian thought on issues of ethics and morality. Darwin's works caused an awakening, an enlightenment; many found a liberation in Darwinism from the restraints of the older Christian-natural law consensus. The sequel was the rise of the Third Reich and Hitler in the 1930s. The issue is this: Was there a connection between the student in the early 1900s reading Darwin and asking, "How should we then live?" and his son attending a rally at Nuremberg thirty years later?

Linking your enemies to Hitler is an overused and much abused tactic. I have seen pictures of both Bill Clinton and George W. Bush,

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Book Review

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presented by their enemies, showing them caught in the midst of a wave looking like they were giving Nazi salutes. Any position, any viewpoint, any program can be discredited by linking it to Nazism. Opponents to Darwin in our day, whether committed Creationists or some form of Intelligent Design supporters, have frequently been dismissed out of court for lacking scientific credentials and intellectual seriousness. Meaning, if you doubt Darwinism, you are by definition stupid. (Dr. Richard Weikart, by the way, is an associate professor of history at California State University, but that is irrelevant if Darwin is questioned.) What is the value in this debate of using the Hitler card?

First, we need to note where we are in the long-term battle between proponents of evolution and believers in some form of creation. The battle of Yorktown took place two years before the Treaty of Paris was signed. Likewise, opponents of evolution have won some decisive victories, even though the war continues. Surely, there have been hard-fought skirmishes along the way. Chesterton and Spencer debated in England over a century ago. William Jennings Bryan and Clarence Darrow duked it out in Dayton, Tennessee, in the 1920s.

Science faculties fought state legislatures, clergymen railed against scientists, parents protested against textbooks, and so on it went. We so often assume the Darwinists have won the day. Public school textbooks tow the party line, regardless of what stickers are affixed to the book or what verbal tricks are used to tone down the language. College professors hold to Darwinism with the tenacity of a medieval monk reciting his prayers. Endless scientific documentaries, especially those

featuring animals, regale us with evolutionary dogma. Even most Christian colleges blush when a freshman gullibly mentions 6-day creation in mixed (that is, secular and Christian) company. We know the catechism question: “What do all credible, educated scientists believe?” Answer: “Evolution is our god and Darwin is his prophet.”

Yet, we as Christians do not notice that the enemy has pulled behind his academic Maginot Line and made concessions on the implications of Darwinism to ethics and public policy. The biology professor might not allow for any objections to Darwinism inside the confines of his classroom. But don’t take the biology book to sociology class or to political science class or to ethics class. Like a body part in a Picasso painting, Darwinism is not to be attached to the rest of the body of human thought in a rational traditional way. This refusal to apply Darwinism to all of life

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was not always the case. First it was necessary that the university be replaced by the multiversity.

Darwinism was dangerous in the day of the university. When Ernst Haeckel or Herbert Spencer read Darwin, their minds—still a product of a fading Christian consensus—adhered to a unity of truth. Therefore, men sought for a university education, a universal search for truth, a unifying principle of reality. For this reason, many people were

born again upon accepting Darwin. Darwin offered not just biology, but philosophy, a worldview. At last an alternative to Christianity was offered. Darwin’s book was a best seller to a world longing for liberation. Darwin’s early disciples grasped the implications of his gospel quite quickly.

Sparks were flying in the academic circles, especially in Germany. Germany was brimming with brilliant minds and a nationalistic will-to-power. The higher critics were leading the world in theological studies, leading even the most conservative branches of Christian churches to send its best to Germany to study theology. Some of these same higher critics were furiously undermining the foundations of Christianity. “God is on life-support and the Bible contains errors” was proclaimed in the theology department, while across the walkway in the science department, similarities were noted between the embryos of frogs and the students’ baby brothers.

There was a German propensity for producing the best, for accentuating the finest. This resulted in amazing technology and craftsmanship, and when this tendency wedded science and social policy, the proto-Third Reich was born in the minds of men. But for the time, it was only words and paper competing against the older ethic, once carved on stone. A new science, in a new country, with a new worldview created the genesis of a new ethics and a new version of what constitutes a healthy society. We are all bothered by the sufferings and miseries of the incurably ill, the elderly, the infirm, and the hopelessly insane. They are inconvenient. They tie us down. They do not produce

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CLASSIS

**Classified referrals
are a free service
exclusively for ACCS
member schools and
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:
Dec. 23, Feb. 25, April 25,
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.

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anything for the common welfare. The new ethic suggested that it was more moral to dispose of such people than to be inconvenienced. The older Genesis account proclaimed man made in God's image; the new Genesis divided man into categories of fit and unfit.

Slower, sicker, weaker animals die in the pack. Either they are killed as prey or they are unable to kill prey. This benefits the herd or the pack, and so surely benefits the tribe. Of course, all this was academic debate: the meanderings of scholars were loosed upon the pages of a journal or in the company of his fellows at conferences. Still iron sharpens iron. One scholar influenced another. Each book sparked another flurry of articles. Each lecture raised questions of further implications and applications. Just the merry life of professors—debating and arguing—and passing on to their students the findings of their research.

World War I upset many of these scholars. Although in one sense, the killing of thousands by the incessant machine gunning and poison gas might seem just another phase of the fit eliminating the unfit, still the war was troublesome. As Weikart says, "... what they found objectionable about modern wars was that the *wrong* people were being killed—the strong and the healthy rather than the weak and sickly."¹ Merely disposing of useless individuals and inferior races was helpful, but white Europeans slaughtering one another was unacceptable. Then out of the ashes, the destruction, and despair of Germany's defeat, Hitler arose. Hitler was not a scholar, although he was not stupid either. Like many of us, he picked up the major parts of his worldview second and third-hand. Whether he ever read Darwin or Darwin's pupils is irrelevant. Ideas have consequences and intellectuals change nations and arcane philosophies translate into political agendas. Many followers of Darwin opposed Hitler and some died under his regime. Still as Weikart points out, "No matter how crooked the road from Darwin to Hitler, clearly Darwinism and eugenics smoothed the path for Nazi ideology, especially for the Nazi stress on expansion, war, racial struggle, and racial extermination."

This crooked road wound through the university. Thankfully, for a season, that institution no longer exists. Fragmentation of reality has replaced universal truth, and multiversities have replaced universities. Just suggest to your biology professor that our race (any race) is superior. Propose to your political science professor that we purify the land. "Don't you dare apply Darwinism to politics," they will angrily reply. Did you forget that politics and religion don't mix?

Yes, we still have our expendables. Aborted children are dispensed with by denying them the rights of "life, liberty, and the pursuit of happiness." The sick and mentally incapable are at risk in our nation. The ethics of the university campus still reach the grammar school classrooms all too quickly. Yet, the Darwinists, who are many in number, are tightlipped when it comes to ethics. It is absurd to link the truth of "Survival of the Fittest" with horrors of the Third Reich. Their silence about the implications of Darwinism says too much.

Richard Weikart's book is filled with many brilliant insights, quotes, and references. Scholars out there, like Weikart, are doing in academic circles what bloggers are doing to the media. This is not pleasant reading. This is not the delightful read to have at the bedside. Not a lot of people will read this book. But for those of us who teach, who preach, and who pound away at our computers, this is a book we need to know.

¹ Page 164.

Ben House is the administrator, as well as a teacher, at Veritas Classical Christian Academy in Texarkana, Arkansas.

Quid Novi?

FFNA Offers Discount to ACCS Members

Family Financial Needs Assessment (FFNA) is an organization whose goal is to assist Christian schools in their pursuit of excellence by recommending that every school charge what it costs and by helping in the administration of a financial aid program to serve those who cannot afford to pay full tuition.

FFNA is prepared to assist Christian schools by providing a financial need assessment of parents who apply for financial aid. FFNA provides third party objectivity and complete confidentiality.

FFNA serves Christian families by encouraging Christian schools to provide Christian education to all families regardless of their ability to pay. FFNA will furnish confidential family financial need assessment and recommend to their school a financial aid grant or scholarship based on the families' ability to pay.

A discount is now available to all ACCS member schools who enlist FFNA as their outside company to make a confidential assessment of their parents' financial needs and ability to pay. For further information: www.ffna1.com, info@ffna1.com, or (800) 579-7200.

Rockford Institute Latin Course

Among homeschoolers and autodidacts, there is an increasing demand for reliably-taught Latin. The Rockford Institute's primary concerns of cultural renewal and classical education are reflected in the quality of its Introductory Latin course, the first semester of which is now available.

The instructor, Dr. Thomas Fleming, is President of TRI and Editor of *Chronicles* magazine. He earned a B.A. in Greek and French from the College of Charleston and a Ph.D. in Classics from the University of North Carolina. He has taught Latin for a number of years in various contexts and is a recognized authority in classical literature.

The first semester of the course is ready for purchase (\$175 for audiotapes, \$200 for CD's); it includes a study guide, test bank, answer key, and 20 lectures. Please call Joy McCarnan of TRI's Center for the Restoration of Humane Learning with questions or orders. She may be reached via e-mail or by phone: joy@rockfordinstitute.org or (815) 964-5053. The Rockford Institute website is <http://www.chroniclesmagazine.org>

Beta Version School Budget

Mr. Ron Johnson of the Silicon Valley Consulting Group has graciously put together a beta version of a sample school budget for the use of ACCS member schools at no charge. This budget is posted on the ACCS website (Just for Members > ACCS Sample School Budget).

The budget is on an Excel workbook and can be easily downloaded from the website. Neither Mr. Johnson nor ACCS is charging for this budget, but we ask for your feedback to improve it.

Feel free to try it out and send your feedback to us. Specific questions can be addressed to Ron Johnson whose contact information is on the first page of the budget or call the ACCS office (208) 882-6101.

START UPS

New Hampshire/Vermont

Looking for others, 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, 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

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.

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.

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.marshall.edu. Please direct all inquiries to Tom Thistleton, Board Chairman, at (513) 624-6396 or tthistleton@cinci.rr.com.

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.

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.

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.

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.

PREVIOUS POSTS NORTHEAST

Writing Assessment Services

offers consultations and materials for schools and homeschools, specializing in classical writing techniques. Intensive month-long tutorials and ongoing evaluations are offered as well. Visit the website for free downloads. Cindy Marsch, M.A. www.writingassessment.com

Covenant Christian Academy of Chicago

is looking for dedicated **teachers** for the 2005-2006 school year. We currently operate a K-8 classical Christian school from a Reformed worldview. We are interested in candidates who are committed to classical education and want to be part of a growing community. Openings are available in **various grade levels**, generally with two grade levels per room. If you are interested please contact Rebecca Cudecki at: (773) 881-3235 or email to CCAofChicago@aol.com

Stratford Classical Christian Academy

Stratford, NJ, is accepting applications for **grammar school teachers** for the 2005-2006 school year. There are also openings in **Art and Physical Education**. Applicants must delight in teaching children, hold to a classical pedagogy and subscribe to the Westminster standards. Applications can be downloaded at www.stratfordcca.org. Please send résumés to Mr. Sidney Henriquez at headmaster@stratfordcca.org or 41 Warwick Road Stratford, NJ 08084. Inquirers may call the Academy at (856) 435-0892.

Granite Classical Tutorials

in **Columbia, MD**, is seeking applicants for teaching positions: **Latin levels 3-5, Greek levels 1 and 2, English, and Science**. Granite Classical meets two days each week and provides instruction in grades 3-12 using the classical approach with a Christian worldview. Granite supports the Christ-centered classical home school by offering small class sizes, professional teaching and a caring environment. Send résumés and inquiries to Ava Paul, Administrator, Granite Classical Tutorials, 10103 Marriottsville Road, Randallstown, MD 21133 or call (410) 299-8215 and visit our web site at graniteclassical.org.

Redeemer Classical Christian School

is located in **Kingsville, MD** (Baltimore County). RCCS is currently interviewing for the following positions: **Kindergarten, Spanish I-IV, French, Upper School Math, Logic II, Physics and College Guidance**. A 4-year degree with teaching experience is preferred. A staff application may be downloaded from our website: www.rccs.org, by e-mail: info@rccs.org, or by calling (410) 592-9625. Please direct all applications to: Dr. Jacqueline Hutcheson, Head of School, 6415 Mount Vista Road, Kingsville, Maryland 21087.

POSITIONS

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.

PREVIOUS POSTS SOUTHEAST

Regents School

Oxford, MS, is seeking applicants for **grades PreK-6**. We desire candidates with an abiding walk with Christ, experience with the classical education model, and a heart for students. Please email a letter of interest, statement of educational philosophy, and a résumé including contact information for 3 references to Dr. Tristan Denley at tdenley@olemiss.edu.

Geneva Classical Academy

located in **Lakeland, central Florida**, is seeking to grow the school and is in need of a few great teachers. We will need: **2nd grade teacher, 6th grade teacher, science teacher (7-10), PE coach** (all grade levels) and **history/Bible teacher (7-10)**. If working in a distinctively Christian classical school appeals to you, please call Steve Marshall at (863) 644-1408.

Trinity Christian Academy

a K-12 classical Christian school located in **Lexington, KY**, is seeking teachers for the following positions: **Middle School Science, Part-time Middle School Latin, High School English and/or History, High School Music with Choral Emphasis**. Interested candidates should contact Mr. James Armistead, Headmaster, at (859) 887-2513. Write to: JobOpenings@tcalex.org or visit www.tcalex.org for more information.

Summit Christian Academy

a K-12 classical and Christian school located in historical **Newport News and Yorktown, VA**, is accepting applications for **upper grammar school teachers, a dialectic level History/Bible teacher** and for a **Rhetoric school Science teacher**. The mission of SCA is to equip and disciple students for life through classical and Christian education. SCA will be entering its 10th year with about 215 students; we are a broadly evangelical school not associated with a particular denomination. Contact: Joel E. Staggers at (757) 867-7005 or headmaster@summitchristianacademy.org and visit: www.summitchristianacademy.org.

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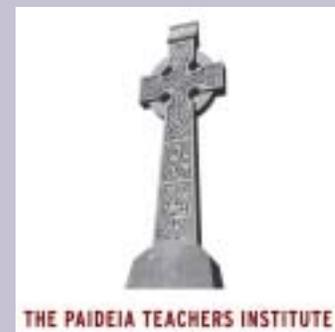
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P O S I T I O N S

PREVIOUS POSTS SOUTHEAST

Providence Classical School

in **Williamsburg, VA**, is seeking **grammar level teachers** for the school year 2005-06, as well as a PT art teacher. Please see our website, www.pcsvirginia.com, for information and application, or call the school at (757) 565-2900 with questions.

Covenant School

(K-12), in **Barboursville, WV**, is now taking applications for 2005-06 for **teachers** in the secondary school (grades 7-12) in **Mathematics**, and in the grammar school for **grades 4 and 5** and **Latin**. Seeking teacher candidates with a Christian worldview, a love for children and their subject, and a commitment to the classical philosophy of instruction. Contact Keener Fry, Headmaster, kfry@covenantschoolwv.org, (304)736-0000.

The Geneva School

a Christian Classical school located in **Winter Park, FL** (Orlando area), is seeking a **full-time Dialectic/Rhetoric math teacher** for the 2005-2006 school year. A bachelor's degree in math or related subject area is required. This teacher will work with 7th-11th grade students teaching Pre-Algebra, Algebra I, Algebra II and Geometry. Application requirements and forms can be found on the school web site: www.genevaschool.org

Agathos School of Columbia

a Pre-K through 5th grade Classical Christian school in **middle TN**, seeks teachers for **Kindergarten through 5th grades** for the 2005-06 school year starting in August. Applicants must be motivated and committed to grow in their knowledge of classical Christian education. Download application at our updated website: www.agathoschool.com. Email mseago@yahoo.com or call the school office at (931) 388-0556 for more information.

West of the Mississippi

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.

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.

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.

PREVIOUS POSTS WEST

Regents Academy

of **Nacogdoches, TX**, a growing 3 year old ACCS member school with 55 students in grades K-11, seeks a **Latin teacher** capable of teaching at the rhetoric level, and a **2nd grade teacher**. Please submit a résumé including references to 200 NE Stallings Drive, Nacogdoches, TX 75961. For more info, please e-mail us at fkunk@bmslp.com or call (936)559-7343. Our web address is www.regentsacademy.com

Good Shepherd School

a 25 year old (K4-12) parish ministry of the Reformed Episcopal Church in the Azalea District of **Tyler, TX**, seeks **teachers** who are committed especially to the grammar of classical education and to the practice of historic Christianity. A Good Shepherd teacher is oriented toward verbal intelligence, learns passionately, is most ardent within hierarchies, and molds hearts around truth. Please visit: www.gsstyler.org or call (903) 592-5152. Send résumés to: The Rev. John P. Boonzaaijer, 2525 Old Jacksonville Rd., Tyler, TX 75701.

Covenant Classical School

of **Fort Worth, TX**, seeks candidates for teaching positions in our Grammar and Logic Schools for 2005-2006. We're looking for three new **teachers in the grammar school (second, fourth, and sixth) and one in the logic school (math, science, logic)** who are committed to the God of the Bible and to a lively and robust classical education. Send résumés to Rev. Todd Harris, Headmaster, tharris@CovenantFW.org; Covenant Classical School, 111 Boland Street, Fort Worth, TX, 76107; Voice: (817) 820-0884; Fax: (817) 416-4084; web: <http://www.CovenantFW.org>

Logos Christian Academy

Fallon, NV, is recruiting for two positions: **Headmaster**, and **elementary teacher**. LCA is completing its 5th year with an enrollment of 70 students, grades K-7 (a grade will be added each year). We are independent, board-run, unaffiliated with any church. We enjoy the strong support of the community. Fallon is a city of 22,000, located **60 miles from Reno and Carson City**. Contact Ed Iverson at 208-882-4848 (H) or 208-882-1566 (W) or e-mail eiverson@nsa.edu

POSITIONS

Covenant Christian Academy

El Paso, TX, a growing ACCS member school with 42 students in grades 7-12, seeks committed Christians for **full time** salaried positions in **Latin, Rhetoric, mathematics, and the sciences capable of teaching at the rhetoric level**. We also seek a **6th grade teacher**, and **Development Officer**. Please submit résumé including references to P.O. Box 343, Santa Teresa, NM 88008. For more info, please e-mail us at ccaheadmaster@yahoo.com or call (505)589-3538. Our web address is www.cca-ep.org

Regent Preparatory School of Oklahoma

located in **Tulsa**, is finishing its 5th school year and currently has 210 students enrolled through 7th grade. We seek: (1) a **history teacher for 5th, 6th, and 7th grades**—teaching ancient, Middle Ages, and Renaissance/Reformation time periods, and (2) **fourth grade classroom teacher**, and (3) **assistance with administrative leadership** in the School of Logic. Candidates should have classical teaching experience. Send résumé to ashapleigh@rpsok.org

Providence Hall Classical Christian School

in **Oklahoma City, OK**, announces **grammar-level faculty** openings for the 2005-2006 academic year. Candidates must have a bachelor's degree and agree with the school's philosophy of education. Qualified candidates may apply by e-mailing Michael Shipma, Headmaster, at mshipma@providencehall.org. Providence Hall currently offers Pre-K through 7th grade with plans for a Pre-K-12 program in the future.

Whitefield Academy

a charter ACCS school in **Kansas City, MO**, seeks a fulltime teacher for **math, science and logic** in the 7th-9th grades for the 2005-06 school year. We also have a **4th grade** elementary position open. Email résumé to: Tom.eddy@whitefieldacademy.org, or contact Tom Eddy at (816) 444-3567.

Grace Classical Academy

a K-8th grade school located in **Orange County, CA**, is seeking a **principal for the grammar school**, a **2nd grade teacher**, and a **6th - 8th grade teacher** for the Fall of 2005-2006. Experienced candidates committed to the Reformed tradition should e-mail a résumé to Michael.Duhs@cox.net or call at (949)481-9250. We are a school of 40 students committed to

the classical Christian model. For more information, please see us at www.GraceClassicalAcademy.com. Our mailing address is P.O. Box 6539, Laguna Niguel, CA 92607.

Providence Christian Academy

a growing K-12 classical Christian school in **St. Louis, MO**, seeks a **5th grade teacher** for the 2005-2006 school year. We are looking for teachers who love the Lord, love their subject, and desire to grow in their understanding of classical education. A biblical worldview and a belief in the Doctrines of Grace is required. Please contact Laura Dickmann at dickmann@pcastl.org or (314) 842-6846.

Faith Christian Academy

in **Kansas City, MO**, is recruiting experienced educators for the 2005-06 academic year. FCA is a University Model School with a classical, Trivium-based Christian worldview education. We are seeking educators for **HS Latin & Greek**, advanced **Spanish, HS Rhetoric**, and possible **PT positions** in other **humanity courses**. FCA is seeking **FT elementary positions, phys. ed.**, and possibly **instrumental music**. Curriculum vitae should be sent post haste to the FCA office manager, Marta Kaufmann by e-mail: mr.eames@sbcglobal.net or Fax (816) 455-0982.

Legacy Classical Christian Academy

in beautiful **Phoenix, AZ**, is accepting applications for **teachers** interested in teaching at the **1st and 2nd grade** levels for 2005-2006. Qualified Christian applicants should hold their teaching credential and be committed to a classical education. Our wonderful students and parents make Legacy a rewarding place to teach. Teaching applications can be downloaded at our awesome, informative website: www.legacyclassicalchristian.org. Please e-mail info@legacyclassicalchristian.org, or call (480) 945-3246.

Petra Academy

in beautiful **Bozeman, MT**, is seeking an **elementary teacher and secondary teachers for full and part time positions in English, Bible, Math, Chemistry, Latin, Art, and Music**. Petra is classical, K-12, celebrating its tenth year, and growing! Please visit our website at www.petraacademy.com and contact Louise Turner at petra@imt.net or (406) 582-8165.

PEOPLE

Jacob Moya seeks 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.

Classical Christian Academy

a K-10 classical Christian school in **Post Falls, ID**, seeks a **Latin Instructor** for Grammar School and a **Greek Instructor** in our Logic and Rhetoric Schools. We anticipate 150 students next year, adding 10th Grade. CCA is located between Coeur d'Alene, ID, and Spokane, WA. Celebrating our 10th year of operation, we offer a competitive benefit package. For more information, visit www.classicalchristian.com. Send résumés to Dirk Darrow, Headmaster, Classical Christian Academy, 3263 E. 12th Avenue, Post Falls, ID 83854.

Des Moines Creek School

near **Seattle and Tacoma, WA**, will be launching into its 6th year in Sept 2005. We seek **elementary teacher** applicants for the fall program to complete our K-6 team. DMCS continues to *build a learning community where children are nurtured to grow toward their God-given potential, in the context of a classical Christian education*. Interested candidates, please email or fax résumés to: John B. Savage, Head of School, JSavage@DMCSchool.Org Fax (206) 824-7749, Phone (206) 824-4468, www.DMCSchool.Org



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