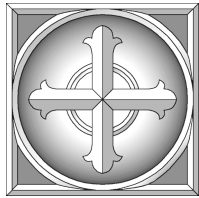


Classis

The Bulletin of the
**Association
of
Classical & Christian
Schools**



*Sine doctrina vita est
quasi mortis imago.*

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Athletics in the Classical Christian School

by Douglas Wilson

IN a world that reels from one extreme to the next, and then for good measure, reels back again, balance is terribly hard to maintain. Nowhere is this difficulty more evident than in the vexed question of the relation of athletics to the classical Christian school.

Identifying the extremes is somewhat easy. But maintaining balance between them is where the practical problems arise. Even when the balance is temporarily obtained, pressure from outside makes it difficult to stay there. A man standing on the yellow line in the middle of the road looks as though he is perilously close to the left ditch to the good folks living in the right ditch. And of course, the people inhabiting the left ditch are very concerned about him too. Is he not *far* closer to the right ditch than they? Not only do they have these opinions, but they will usually act on them. A school administrator (or board) trying to sort these issues out in a balanced fashion will have to first answer this group, and then that one. And sometimes the right balanced decision means being thought out of balance by *every-one*.

On the question of athletics, the true extremes are worship of the body and contempt for the body. These views come quickly into play when a school board is deciding whether the school should field a football team, or build a gymnasium, or sponsor a girls' volleyball team. One contingent maintains that the school was established as a *school*, and that the reason God gave boys and girls legs and feet was so that they would have some way to walk their brains to school.

On the other side, equally extreme, are those who are dangerously close to sacrificing a heifer to the great god Football in their next halftime celebration. Given the quasi-religious fervor that grips many of these people, it is surprising that the Supreme Court has not yet struck down high school football programs as a clear violation of the so-called separation of church and state.

One of the first reactions of modern classical educators is to appeal to the prominent place of physical training and discipline in the ancient classical *paideia*. This is quite true, but the obvious problem with this is the pagan assumptions which went into that training. The ancient classical emphasis was an idolatrous one. When Protagoras said that the measure of man was man, he was saying something that for the Hellenists had a clear physical component. Men were measured in their abilities in following a philosophical argument, but they were also measured by how far they could throw the discus. So although the tradition is an ancient one, Christian classical educators should not seek to justify their athletic programs by appealing to a bygone Olympiad.

The standard is always Scripture. We are not to build on ancient pagan foundations, or on the fact that dad was on the all-state football team when *he* was in high school. And, always remembering the opposite ditch, the foundation is not the overly-intellectualistic tradition of the conservative Enlightenment that has contaminated a large portion of the Christian church.

We tend to think we must choose between subordinating the concerns of the mind to the body, or, reversing this, subordinating the concerns of the body to the mind. In the former, we make sure the kids in the school get plenty of fresh air, exercise, dribbling skills practice, and so on. We try to work the academic schedule around this. In the latter, we ban recess in order to keep the kids at the grindstone of memorization. It is easy to tell which way a school leans whenever the (inevitable) testing time comes.

That testing time is when the star player becomes academically ineligible. Will the school lower its academic expectations so that he can play Friday night? Or will pressure be put on the teachers to squeeze out a few extra points for this three point shooter so that the team can squeeze out a few extra points? When this kind of situation develops, there will be two factions in the school. One wants to make academics serve the athletic program. The other wants to make the athletic program serve the curriculum, usually by eliminating it. And both are wrong.

There is no reason to make the brain senior to the body, or vice versa. Both are to be submitted to the Scriptures. God tells the mind what to think and He tells the body what to do. He always says what He says *to the whole man*. The issue is obedience to God, and not obedience of one part of a man to another part of that same man. Having my bodily needs subordinate to my intellectual pursuits is as silly as asking whether my right foot should be in charge of my liver. Both creatures, they both should be subordinated to the word of the Lord.

Someone may reply that the Bible teaches that the head has authority over the other parts of the body. But this is to be the victim of a metaphor. The head, and the brain, are as much a part of my body as anything else. And my hand is not “soulless.” I need oxygen to think as much as to run wind sprints. The body/brain dilemma in our schools, as it is popularly understood, is therefore a false one. At the same time, the Bible does teach a hierarchy of values. A man’s spiritual/physical/emotional love for his wife is obviously more important than his toenail clippings. But everything that he is has spiritual and physical aspects, and they cannot be set off against one another. This means that we are to strive for a biblical balance.

Scripture teaches that bodily discipline is a good thing. Paul is very comfortable with using athletic imagery. For example, he compares the Christian life to a foot race, which would be an odd thing to do if athletic competition were somehow inherently sinful (1 Cor. 9:24). In another place he says that he is pressing toward the prize (Phil. 3:14). He established our priorities for us in this regard by saying that bodily discipline is a good thing, which profits a little bit, but godliness is profitable overall (1 Tim. 4:8).

If we are to live by every word that proceeds from the mouth of God, and if godliness is profitable in all things, then this means that godliness is profitable in the realm of athletics. In other words, if the athletic program is not helping the kids understand God, man, sin and salvation, then it is a failing athletic program, regardless of the win/loss record. But the same thing is true of the “classroom program.”

The point of everything is discipleship. The point of everything we do is the high calling of following Christ. This means that every athletic program should be measured in exactly the same way the classroom instruction should be. The question to everyone should be this: “How does your program specifically reflect the authority of the Lord Jesus Christ, and in what ways is the program distinctly Christian?” If the football coach cannot answer the question then it does not matter if he is the “winningest ever.” But there is no double standard. The same thing goes for the English teacher, and the band instructor.

I am familiar with classical Christian schools that have fallen into both excesses. But my use of the word “excess” here refers to their emphasis being out of balance with the teaching of Scripture, and not out of balance with some false mind/body competition. Some minimize recess or PE in order to maximize that all important “brain time.” Another example of the same thing is when they try to turn physical education into an aca-

demical pursuit, instead of what it ought to be, which is pursuit of the ball. Other schools show every indication of pursuing the same athletic idols worshipped in all the area government schools. An example of this kind of folly would be a school that accepts state accreditation in order to make it possible for their kids to compete in district or state competitions. Thus they have admitted non-believing control of their curriculum in exchange for a mess of pottage.

When a school says something like, “An athletic program is not necessarily inconsistent with Christianity,” the response should be that this is quite right. In what ways, specifically, is your program different from a program that is inconsistent? And for those who would solve the problem by banning athletic programs, the question is the same. “In what ways is your total opposition to an athletic program distinctly Christian?”

We would soon discover that many of our opinions, on both sides, are not grounded in Scripture.

Doug Wilson is Pastor of Christ Church in Moscow, Idaho, a founding member and board member of Logos School, a founding member and ex-officio board member of the Association of Classical & Christian Schools, and a founder and board member of New St. Andrews College in Moscow, Idaho. Doug is a prolific writer and is often sought as a speaker. He and his wife, Nancy, have three children who have all graduated from Logos School and New St. Andrews College, and they currently have three grandchildren that will probably follow suit.

What’s New?

NEW ACCS MEMBERSHIP FEES. The ACCS Board of Directors recently made a change that affects the annual dues of ACCS member schools. This was announced at the annual ACCS membership meeting at our annual conference in Memphis this past June.

The Board approved an increase in the annual dues of Member and Associate schools as follows: beginning in January, 2002, each school will be required to pay a \$150 or \$100 school fee, respectively, plus a \$2.00 per head student fee. This information will be included in the annual dues reminder that ACCS sends out in January of each year. The payment of annual dues will be no later than February 28.

Why the change? ACCS has grown to over 125 schools in the past nine years, including two overseas. To this point, the Association has been able to function with a part-time executive director and the equivalent of a half-time secretary. Interest in classical and Christian education continues. Assistance to new schools as well as further development of established schools requires more support staff. This is being done by adding the benefits of school accreditation, teacher certification, expansion to the content of *Classis* and increasing the number of subscriptions. We also plan on providing more benefits such as an annual writing contest that would result in the publication of a book of the winning essays.

ACCS ANNUAL FINANCIAL REVIEW. ACCS has completed its annual financial review reflecting significant improve-

ment in all areas from previous years. Those member schools which would like to receive a copy of the ACCS Annual Financial Review may contact ACCS via phone: (208) 882-6101, or via e-mail: accs@turbonet.com, and request a copy.

CLASSICALFREE VIRTUAL ACADEMY. ClassicalFree Virtual Academy, a new Affiliate Member of ACCS, is an on-line, real-time, classical Christian academy. Patterned after Dorothy Sayers' *Lost Tools of Learning*, ClassicalFree Virtual Academy is dedicated to replacing the "cultural elite" of the West with a generation of Christian students thoroughly armed with a biblical worldview and trained in the ancient Trivium. Every aspect of the education is saturated with the Word of God. For more information, visit their website at www.classicalfree.org, or write to ClassicalFree Virtual Academy at P.O. Box 497, Clackamas, OR 97015; phone (503) 658-1755, or e-mail: tmarkets@netzero.net.

CREDENDA/AGENDA 7TH ANNUAL HISTORY CONFERENCE

"Reformation Biographies"

George Grant—

Groede, Hus, Bucer

Douglas Wilson—

Tyndale, Hooker, Beza

Steve Wilkins—

Calvin, Wallace, Wycliffe

January 24–26, 2002

University of Idaho Student Union Ballroom,
Moscow, ID

Thursday afternoon pre-conference sessions (priced separately)
include:

Peter Leithart—

Historical Theology

Chris Schlect—

Teaching History

Nancy Wilson—

Respecting Husbands

Duck Schuler—

Psalm Singing

Registration deadline is January 18, 2002. Discounted rates will apply if registration is received prior to January 1, 2002. To request a brochure and to register, contact Chris LaMoreaux at the Christ Church office (208) 882-2034 or email christkirk@moscow.com.

Book Review

Carry a Big Stick—The Uncommon Heroism of Theodore Roosevelt

George Grant, Cumberland House, Nashville, TN, 1996, pp. 203.

TRY to picture this: A modern president of the United States actually saying, "It does so rest my soul to come into the house of the Lord and to sing, and mean it, 'Holy, Holy, Holy, Lord God Almighty.' My great joy and glory that, in occupying an exalted position in the nation, I am enabled to preach the practical moralities of the Bible to my fellow-countrymen and to hold up Christ as the hope and Savior of the world." It's hard to imagine even many modern pastors saying such a statement that boldly. But that is just one of the endearing and remarkable characteristics of the twenty-sixth president of the United States, Theodore Roosevelt; he said and did exactly what he believed and folks either loved or hated him for it.

TR (he did not like being called "Teddy," but put up with it) was not only one of America's best presidents by any measure, sadly he is also one of the least known. Yes, lots of folks recognize his name and have seen his features on Mount Rushmore, but for most, even Christians, his strongest legacy is the cuddly teddy bear. Nothing against teddy bears, but that's sort of like only remembering Washington for his wooden teeth—not exactly his best or most important feature.

I don't have room here to even outline TR's life and accomplishments, much less do them justice. Besides, this review is supposed to encourage you to read George Grant's book, which also doesn't have room to fully elucidate the Colonel's entire life, either. However, what Grant's book does have room to do and do very well, is to give us a good look at the Christian character of this great man. That aspect alone sets this volume apart from the many, many books on TR. Other biographers can genuinely articulate TR's zest for life, his intellectual prowess, his love for his children and wife, his unflinching integrity, and his hunger to always explore the world, but Grant clues us into *why* TR was that kind of man—first and foremost he loved the Lord and His Word. TR actually believed God's Word addressed man's condition, even in politics! A novel idea.

Read the book. Get introduced to one of the greatest men of the twentieth century, a role model for godly husbands, fathers, and leaders, and a delightful brother in Christ. Bully!

—T.R. Garfield

New Members

Conyac's Homeschool, Tallahassee, FL, Affiliate (Homeschool)

Martin Charles Keast, Wainuiomata, NZ Affiliate (Individual)

Gibbons Academy, Tallahassee, FL, Affiliate (Homeschool)

NorthPark Christian Academy, Canyon Country, CA, Member

Blackburn Study Center, Pittsburgh, PA, Affiliate (Business)

Heritage Christian School, Hillsboro, OR, Member

Geneva School of Long Island, Syosset, NY, Member

ClassicalFree Virtual Academy, Clackamas, OR, Affiliate (Business)

NEW REFERRALS

AUGUSTINE SCHOOL, a classical and Christian school in West Tennessee is accepting applications for teachers for Spring and Fall 2002. If you have a love for children, are passionate about academic excellence within a Christian worldview, and are in agreement with our vision (www.members.aol.com/augustineschool), contact Brad Green at (901) 935-7080, e-mail us at Augustineschool@aol.com, or send resume to 16 Stanfill Lane, Jackson, TN 38301.

DEVELOPMENT OFFICER. Providence Academy seeks a promoter of Christian education with strong sales and organizational experience. Our development officer will communicate Providence Academy's benefits and needs to prospective parents and donors. This is a half-time, ten-month-per-year position. Visit our website at www.providencegb.org. Please send your resume to Providence Academy, 1707 S. Oneida St., Green Bay, WI 54304.

KATHLYN KULP is seeking a secondary choral/general music position for the 2001–02 school year. She has twelve years of experience directing music activities in Christian schools and churches. Curriculum and program development are of special interest. She can be contacted at kkulp@cafereality.com.

LOOKING FOR SOMEONE who is sold on classical Christian education in the Omaha, Nebraska area. Why not a school in/near Omaha? Please contact Bruce or Tammy Kobza at (402) 721-6939.

HICKORY CHRISTIAN ACADEMY is seeking a headmaster who is called by God to lead a classical, Christian school. Desirable experience includes five years in education administration plus prior teaching experience. A Bachelor's degree in education is preferred with graduate training a plus. HCA is a classical, Christian school of 195 students, preschool through eighth grade. Send resume to Tim Summers, Hickory Christian Academy, PO Box 5203, Hickory, NC 28603, or by email, tim.summers@corning.com

NICHOLAS P. MARGUS' educational background is a Bachelor of Science degree in History with a minor in the Koine Greek Language from Liberty University in Lynchburg, VA and an intensive Hebrew course. Mr. Margus has taught Early Biblical History during the 1992–93 school year at a private school, and recently was honorably discharged as a Captain from the U.S. Marine Corps. Mr. Margus is interested in teaching any and all of these subjects. Please contact him at (910) 655-6053.

PAST REFERRALS

ALETHEIA CLASSICAL CHRISTIAN ACADEMY, Palmdale, CA, seeking teacher for 2001–2002. In our 1st year of operation with K and 1, we will add grade 2 for 2001–2002. Applicants must be committed to excellence in teaching and a Reformed worldview. (661) 274-7793 or timtrue@yahoo.com for application.

PAUL FINCH is seeking an administrative position in a classical, Christian school. He has seven successful years of experience in teaching and/or administrative positions, five in the classical setting. He is seeking to work with a smaller, developing school that is self-consciously Christian and Reformed in its approach to education. He has a B.A. in English from the Univ. of Colorado and is presently working on his M.A. in English. He can be contacted at finch6ps@aol.com or (478) 750-8230

COVENANT SCHOOL IN BARBOURSVILLE, WV, a charter member of ACCS is expanding in their 7th year, seeking applicants committed to academic excellence within a Christian worldview: Administrators, teachers in grades K–4, secondary teachers in English, History, Math, Science and Latin. Please respond by calling (304) 736-0000 or e-mail to [wvcovenant@aol.com](mailto:wv covenant@aol.com).

SCHAFFER ACADEMY seeks applicants for the position of first grade teacher. Schaeffer Academy, named after the late Francis Schaeffer, is a nondenominational, classical Christian school in Rochester, MN. Founded in 1993, it currently has over 280 students in grades K–12. Contact Keith Phillips (507) 286-1050.

HISTORY/BIBLE TEACHER. Experienced academic reference librarian with camp and church teaching experience. Master of Theology and M. Div. concentrations in Bible, Church history, and missions. B.A. degrees in ecology and history. Church and camp teaching experience. Contact timothyskinner31@hotmail.com.

NEWMAN CLASSICAL SCHOOL is located south of Atlanta. NCS is a classical Christian school for grades K–6. We will add upper grades yearly. At this time we have full-time faculty openings for Fall 2001. Please contact Carol Brown @ (678) 423-9976 or neclsc@bellsouth.net.

VERITAS CHRISTIAN SCHOOL, a classical and Christian K–9 school in Lawrence, KS, desires to fill the position of Administrator. Prior administrative experience and a Graduate Degree preferred. If interested, send resume to 256 N. Michigan, Lawrence, KS 66044 or fax to (785) 749-0580; or email at veritas@sunflower.com.

EASTWOOD CHRISTIAN SCHOOL, Montgomery, AL, seeks a full-time headmaster to lead the school with emphasis on curriculum & staff development for Jr./Sr. high school. Must be committed to doctrines of the Reformed faith, experienced in administration, with educational background or teaching experience in classical education. Send inquiries and current resume to Bob Maruna, Eastwood Presbyterian Church, 1701 E. Trinity Blvd., Montgomery, AL 36106 Phone: (334) 272-3103

PROVIDENCE CLASSICAL SCHOOL in historic Williamsburg, Virginia, is receiving applications for headmaster and K–5 faculty for the 2001–2002 school year. Inquiries should be placed immediately. Please contact Lesley Hamer at (757) 565-1722 or lesleyhamr@aol.com.



ACCS POSITION PAPERS

The ACCS Board of Directors, at its most recent board meeting, approved the following position papers.

WHAT CONSTITUTES “CLASSICAL & CHRISTIAN” FOR ACCS?

CHRISTIAN

We address “Christian” first because we are first, and foremost, Christian schools. Our understanding of all things, including all things pertaining to education, is shaped by Christian truth. Thus, to acquire a sufficient understanding of classical education, one must first be able to view it from a Christian perspective. While in other ages and other times, the “Christian” in classical education was assumed, today it is not so. Given the present state of affairs, we believe it is important to clearly spell out the Christian presuppositions that underlie classical and Christian education.

The ACCS Confession of Faith defines the scope and elements of Christian truth individuals or organizations must affirm to be considered for membership in the ACCS. We see no need to add a second definition here as the Confession is sufficient. However, we do want to emphasize certain principles inherent in the Confession of Faith as they relate to education:

SOVEREIGNTY

God is sovereign. He possesses absolute authority over all things. He has created all things, sustains all things, and governs all things. He is the fountain of all being and truth. He works all things together for His own glory.

ANTITHESIS

The principles by which believers live are squarely opposed to the principles by which unbelievers live. The Scriptures are clear that we are to bring “every thought into captivity to the obedience of Christ.” Thus, to provide a God-centered and truly Christian education, it is necessary to break completely free from the educational philosophies that surround us. We must build from the ground up, with the Scriptures as the foundation, both our educational philosophies and the framework in which we understand and present all subject matter.

WORLDVIEW

Christianity is more than a set of propositions supported by proof-texts. It is rather an entire system of thought. A worldview shapes our perspective and interpretation of everything in the world. Christianity must be viewed as a whole and not just as a collection of discrete elements. The Christian worldview is the “lens” through which we see, understand, and teach all things. It is antithetical to all other worldviews and thus, requires that we present all ideas and concepts as part of a larger whole defined by Christian truth.

NEUTRALITY

Because God is sovereign over all of His creation, there is no aspect of creation that does not reflect His glory and truth; hence, there is no place, subject, or issue that is neutral and that does not point to the Creator of all.

CLASSICAL

From its beginning, ACCS has advocated as its definition of “classical” the form of education that Miss Sayers described in her 1947 essay, *The Lost Tools of Learning*, and subsequently popularized in *Recovering the Lost Tools of Learning* by Douglas Wilson. Both of these authors advance the pedagogical methodology of the Trivium, which includes three aspects: grammar, dialectic, and rhetoric. Further, ACCS advocates, along with Miss Sayers and Mr. Wilson, that children tend to grow through developmental stages that generally coincide with the three areas of the Trivium. The Poll-parrot stage in which young children like to memorize and chant various bits of information coincides with the grammar stage of the Trivium. As children grow into their preteen and early teens, they become more argumentative and questioning; this is called the Pert stage, and coincides with the dialectic aspect of the

Trivium. In their mid to late teens, children seem to be more vocal and expressive; this is called the Poetic stage, and conforms to the area of rhetoric. Children that are taught with these developmental stages in mind are receiving an education using classical methodology.

But there is another aspect to this, and that is to teach children their Western heritage through reading the great works of the West. These books provide the classical content. Such books are necessary to appreciate the arguments that have formed the way we think. This is so that our children can adequately provide the Christian antithesis to the humanistic arguments of our heritage that are still being advocated by our godless culture today.

ACCS recognizes that there are other definitions of what constitutes "classical" education which may have their strengths. Whereas ACCS is not necessarily antagonistic to these other definitions, it does not seek to embrace all of these other schools of thought. ACCS willingly acknowledges that it has a defined understanding of what constitutes a classical education and seeks to encourage that concept without apology.

COMPUTERS AND CLASSROOM INSTRUCTION

The computer is a tool, and, like any tool, it has its appropriate place and use. ACCS recognizes the benefits of such a tool, and actively encourages its use for word processing productivity, accounting, and administration, and to assist students in some of their learning. ACCS also recognizes that computers have their deficiencies as well, including, but not limited to, relatively passive learning. ACCS strongly advocates personal, interactive, classroom instruction that conforms to *The Seven Laws of Teaching* by John Milton Gregory. Whereas personal computers can greatly aid in the accomplishment of work and studies, they are no replacement for a capable Christian instructor who loves the Lord, loves his students, loves his subject, and has a passion to communicate that love to his students. ACCS acknowledges the use of computers at school, but not for the instruction of students. ACCS favors students learning about computers and using them, but is opposed to the use of computers to instruct students. Because of the way that God has created men, ACCS believes the best means of instructing students is through a qualified human teacher on a personal level rather than by an impersonal machine. The functional use of computers is simple to learn and is accomplished easily enough at home by parents who can set guidelines for and supervise their use. In general, instruction by means of computers in classical and Christian schools is not seen as a need by ACCS.

Information/Address Changes

ACCS members, please notify ACCS if you have a change in membership information such as a new headmaster or administrator, new address, phone or fax number, e-mail address or website. Keeping us up-to-date will help us better help you. Information on your school or affiliate membership can be seen on the ACCS website, www.accsedu.org. Is your information current or outdated? What you see on the website is the same information we give out on a daily basis via e-mail, phone, fax, and mail. The ACCS office does not make changes to the information on file from our members unless we are specifically notified by you to do so. Those who are not members of ACCS, but receive our newsletter *Classis*, can also phone, write, or e-mail us with change of address information. This saves us time and money, since the Post Office charges a substantial amount for each address correction. Thank you!

Directory of Schools

The first edition (April 2001) of the ACCS Directory of Schools (DOS) is now available. This directory contains extra information about each of our member schools, such as grades offered and number of students enrolled. Some schools have also included SAT graphs, special features, and extracurricular activities for their individual school.

Please send check or money order for \$20.00 to cover the cost of the directory. Sorry, we do not accept credit cards. Mail to:

ACCS
PO Box 9741
Moscow, ID 83843

designating your payment for the DOS.

BACK ARTICLES FROM *Classis*

ACCS will make articles from back issues of *Classis* available to those who request them, at no cost. No more than one copy each will be mailed to those requesting them, but the articles may be copied locally for further distribution. These articles are excellent resources for stimulating discussions for those who are interested in arousing interest in their community to develop a classical Christian school. Below is a list of past articles that may be obtained by calling the ACCS Secretaries, Deb Blakey or Trish Miller, at (208) 882-6101. (If you get the answering machine, leave the issue numbers you want sent.) These articles can also be downloaded from our website www.accsedu.org

1. What is a Classical School?
2. Practical Helps with Latin
3. The Vision for Classical & Christian Education
4. The Basics of Logic
5. Why Education Reform is Necessary . . . Now
6. Growing Pains, and Never Shop Hungry (two articles)
7. The Return to Classical Standards
8. a. Who's Got the Right Diagnosis?
b. The Scriptural Worldview
9. Can't Tell the Players Without a Scorecard
10. Teaching Disabilities
11. The Gospel and Classical Christian Education
12. Disclaimer
13. The Place of the Arts in Classical Education
14. Borrowing the Truth
15. The Redundancy of Christian Education
16. Why Van Til is Important
17. The Trivium: Does it Really Work?
18. Who Sets the Standards?
19. You Can't Get There From Here!
20. History: Trivium vs. Trivial Pursuit - Part 1
21. History: Trivium vs. Trivial Pursuit - Part 2
22. a. History: Trivium vs. Trivial Pursuit - Part 3
b. Losing the Vision
23. Neutral Knowledge?
24. Do You Feel Cheated?
25. Voucher Envy
26. Charlotte Mason: For Whose Sake?
27. "Self-paced" Education
28. Marketing Ideas
29. Charlotte Mason: A Different Perspective
30. The "Engine" of Atheism
31. Plundering the Egyptians
32. Classical Education: Why Does it Work?
33. The Seminal Works of Medieval Education
34. Consider the End
35. Just Visiting: Classical Education and Travel
36. Getting the Word Out
37. Why?
38. Classical Christian Schools, *in Iraq?*
39. What's in a Conference?
40. Classical Education and the Importance of Fathers
41. History, the Arts, and Culture

ACCS School Start-Up Notebook

The ACCS Board of Directors have compiled helpful information gleaned from their cumulative years of personal experience in both starting and operating classical and Christian schools. This information has been assembled into a notebook and is particularly helpful to those who are considering starting a new school, but may prove of equal benefit to those schools already in existence who may want to use it as a resource.

The notebook may not be ordered over the phone by credit card or billed to your account. Please send a check for \$50 (this amount includes shipping) to ACCS, PO Box 9741, Moscow, ID 83843. Your order will be sent by priority mail once your check is received. Specific topics include:

Recommended Reading List • Establishing a Board • Developing a Classical Christian Vision • Establishing a Classical Christian Curriculum • Developing Articles of Incorporation, Bylaws, and Policies • Liability Insurance • Tuition and Salaries • Start-up Grades to be Taught • Selecting a Headmaster and Teachers • Determining/Generating Community Interest • Parental Involvement • Facilities and Equipment • Opening the Doors • Grading • Training Teachers • Advertising • Accreditation • Financial Development • Developing a Statement of Faith • Relationship to Government • Pitfalls • Prayer • New Classical School Preliminary Budget • Building Programs, Contractors, and Finances • Teacher Application Sample • List of Contributors