

Classis

The Bulletin of the
Association of
Classical & Christian
Schools



*Sine doctrina vita est
quasi mortis imago.*

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Essential Academic Work

by Tom Spencer

Classical educators have done much thinking, discussing, and writing about the content that a classical education requires. However, in addition to content, there are other academic issues that impact student achievement. Since these issues have not been clearly identified or defined, it should not surprise us to find that classical schools differ on these matters. What are these topics? How do they relate to classical and Christian education? What word or phrase best describes them? These are questions that require our consideration.

In "educationese," these academic topics are referred to collectively as "academic rigor." College, high school, and even elementary educators often describe their programs as rigorous. This phrase, academic rigor, is frequently used to describe programs for "gifted and talented" students. Robert Sawyer, in the *Journal for the Education of the Gifted*, wrote that "academic rigor represents a stress on the content, rather than the methodologies used, within courses that are conceived as essential education." Others have written that academic rigor is associated with student participation in "a real search for real knowledge."

Academic rigor is an efficient term. It is a short phrase that refers to a variety of academic standards. Usually, academic rigor pertains to both the focus of instruction and the standards to which students are held accountable. It has become a shorthand way for schools to tell parents and communities that they expect more of their students than other schools do. Should we use this phrase "academic rigor" to discuss issues related to student achievement in schools? Consider the definition of rigor. Rigor means strictness, inflexibility, rigidity, or extreme hardship. It comes from a Latin word that literally means stiff, as in *rigor mortis*. Rigor is the wrong word to use to address issues of instruction and expectations of students. We need another word or phrase.

The Latin word for education literally means "to draw out" something from a student. As classical educators trying to repair the ruins, we should require much of our students. Some work is essential. Therefore, in the place of academic rigor, let us use "essential academic work." In addition to teaching some specific subjects, classical education should be characterized by schools that require essential academic work from the students.

Essential academic work is comprised of instruction that furthers the development of skills in our students, appropriately challenges the mental capabilities of the students, and requires the students to work diligently throughout the school year. The constant, daily practice of teaching lessons that meet these criteria should be a part of every classical school. Typically, some lessons are useful in developing skills, while others aren't. In a classical school, because we are striving to teach the tools of learning, there should be many more of the former lessons and far fewer of the latter. Teachers are usually pretty adept at finding material to fill an entire class period. It is altogether a different task to recognize the skills students need and then plan lessons that develop those abilities. Too often, lessons introduce material to the student but do not help students develop or practice new skills.

Skills that should be taught to students during the three stages of the Trivium include reading, writing, math computation, ordering information for truth, strength, and validity, and the five canons of rhetoric. (These are style, memory, delivery, invention, and arrangement.) Lessons that develop these skills are part of essential work. Lessons that don't develop these skills, aren't.

There are clues that are associated with a lesson that is composed of essential academic work. Essential work involves writing in complete sentences—writing that is read and reviewed for spelling, for grammar, for content, and for style. Essential work involves reading. Essential work involves reading material that pushes the ability level. Essential work involves reading essays, novels, and poems that are models of good writing. Essential work is demonstrated through public speaking, in a class play, in a speech meet, or in a class presentation.

Essential academic work is not ensured by assigning reading in a textbook and the assignment of written fill-in-the-blank questions based on the reading. These practices might be effective in introducing and identifying grammar, but they may not require much real work. Such a lesson could be useful as a basis for additional work, thus being profitable in the long run.

Some classical schools require more work of their students than others do. I suspect that there are two reasons for this. First, the schools that require more of their students have been willing to challenge assumptions about modern educational philosophy and modern standards of education. They consistently ask "why?" or "why not?" or "who says?" Second, and perhaps most important, some classical educators have an appreciation for the history of education. As a result of this interest, these educators have studied the academic achievements of American students in an earlier era. They realize that, recently, expectations for student achievement have been set too low. This trend has been referred to as "dumbing down." If academic standards have in fact been "dumbed down," it makes sense that we now have to "smarten up" our expectations to regain what has been lost. This is important as we write new curriculum. If we are ignorant of history, we will not be able to perceive our current historical situation with its associated strengths and weaknesses.

This leads to a discussion of the second aspect of essential academic work. This requires that we set expectations for academic achievement at a level that challenges the thinking abilities of our students. Think about the definition of work. Work in school requires that our students fully exert their mental (or physical) powers. We must not merely teach students at a level that is traditional or common. Setting the bar at some height just because others set the bar there simply is not good enough. Rather, we must assess the capabilities of our students and plan lessons that meet and expand their intellectual ability. In a school that requires essential academic work, the curriculum is a good match for the capability of most of the students in each grade. This does not mean that all students will earn high grades. It does mean that most, if not all, of the students can learn the material. Learning will be measured through testing, with students required to achieve some predetermined level (for example 70%) of perfect knowing and understanding.

How then does memorization fit into this picture of essential academic work? Is rote memorization academic work? Is it essential? Yes, memorization is work. Yes, memorization is essential. According to the Sayer's vision for classical education, we should spend the most time on memorization when students are young. It is then that students are best able to memorize facts and speeches and dates. We ask students to memorize facts so that they can use this information to solve other, more complex problems later. We also recognize that there is some information that one must know, and it is best if one can simply memorize this information (like multiplication tables, state capitals, or the parts of speech).

How does this definition of essential academic work affect the pace of our curriculum planning? According to our definition, essential academic work requires the student to work diligently throughout the year. Our pace should be based on our understanding of the work that students may normally accomplish in a year's time. This assumes that we enroll a typical range of students. Diligent work assumes that class time is spent productively and is not wasted. If we take two years to cover a topic, when others take one, we need to ask ourselves why. There might be good reasons. Perhaps we are asking students to study a greater than normal number of subjects. This then would be a good reason not to cover the material as fast as others do. However, without a reason such as this, we need to re-examine the amount of work we expect from our students. We certainly need to be willing to ask ourselves hard questions.

Essential academic work is not simply a function of hours of work. Lessons can be academically essential without causing students to be overwhelmed and discouraged by the sheer volume of work. In fact, essential work and delight appropriately go together. Students will find delight in the satisfaction of hard work that produces the fruit of understanding.

Standardized tests currently in use in our country do not effectively measure essential academic work. The tests typically measure a student's acquisition of grammar, not his ability to write or think or speak. National tests used in England and France might be more effective in measuring essential work. They include a large writing sample, not merely a set of multiple choice questions. Standardized tests currently in use in the United States have also undergone the same "dumbing down" process that the curriculum has gone through. In time, we will need to revise these tests as we have revised our curriculum.

We still have work to do. We need to continue to challenge our assumptions about what students can learn. This may result in some trials along the way. Some parents may think that their children are being asked to do more than they are capable of doing. Other parents will compare the grades of their students against those of students in schools that do not teach or require academically essential work. Parents will worry that lower grades will hurt opportunities for scholarships or college admission. We have to be methodical and thorough as we set new goals for our students. The "dumbing down" of our national curriculum and lowering of our academic expectations did not happen overnight, and it will take a concerted effort over time to get back to where we ought to be. However, this is a task that can and must be done. We can teach our students to work. They can work hard and take delight in what they have learned.

Tom Spencer has worked at Logos School in Moscow, ID, for 18 years, the past 12 as the secondary principal. He is a founding board member of ACCS. He and his wife, Gwen, have four boys - Jeremy (Logos Class of 1998), Jacob (Logos Class of 2001), Justin, and Jackson.

Book Review

Thinking Straight in a Crooked World

Gary DeMar, American Vision, Powder Springs, Georgia, 2001, pp.306.

"False ideas are the greatest obstacles to the reception of the gospel. We may preach with all the fervor of a reformer and yet succeed only in winning a straggler here and there, if we permit the whole collective thought of the nation or of the world to be controlled by ideas which, by the resistless force of logic, prevent Christianity from being regarded as anything more than a harmless delusion. Under such circumstances, what God desires us to do is to destroy the obstacle at its root." This is the opening quote to a fascinating book, *Thinking Straight in a Crooked World* by Gary DeMar, written to help Christians understand the different worldviews at play in our culture today and provide biblical answers that demonstrate the absurdity of any worldview but that provided by the triune God of the Bible.

Christians have a biblical responsibility to defend the faith. "[G]iving an answer to those who ask what our hope is—is part of what it means to be a Christian. It's not an option." But many Christians don't know where to begin in preparing themselves to give an appropriate answer. They are unaware of what a worldview is or "how various aspects of conflicting worldviews clash logically." Gary DeMar has done a great job of placing a working knowledge of these issues into this profound, yet simple, easy-to-read book.

Mr. DeMar states, "The proper foundation of a study of God, the universe, and man is God and His revelation, not man and his ideas about God." This, of course, should lead Christians to the Bible. On the other hand, those who deny God, don't do so based on an impartial evaluation of the evidence. They do so because of their own presuppositions, the assumptions that form the foundations of the way they believe.

However, in the public arena, many Christians find themselves flummoxed by the pluralistic idea that it is "pure arrogance" for any religion to know "the truth" and they are subsequently cowed by their own inability to respond effectively to the detractors of biblical Christianity. The problem, as Mr. DeMar notes, is the Christian's failure to understand the underlying presuppositions that drive the conflicting worldview positions. He then goes on to list and explain more than ten presuppositions that demonstrate the futility of embracing a naturalistic worldview with any type of consistency and intellectual integrity. He also includes a series of chapters that describe real world issues that currently tie modern evangelicals into knots, and shows how a sound apologetic can lead us out of these false dilemmas without having to resort to the weak, but ever present method of shouting louder. In each scenario, he points out the fallacies that many of us accept as truth because we've never carefully examined them, and provides a sound refutation based on biblical presuppositions.

His presuppositional approach to form a creditable and biblical Christian apologetic is both refreshing and incredibly practical. Each chapter of the book is filled with an abundance

of helpful endnotes and bibliographic information. This book would make an excellent text for an apologetics class or, as a minimum, an essential supplement for such a course.

Because we are battered so mercilessly at every turn by an increasingly antagonistic, secular, and humanistic culture, Christians today need to learn how to respond effectively for the sake of the gospel. To help achieve this objective, both parents and teachers will want to read Gary DeMar's book to help them answer their children's and students' questions, as well as to help their students understand and evaluate the presuppositional foundations upon which their own worldviews are grounded. I was so delighted with reading Gary DeMar's book, *Thinking Straight in a Crooked World*, that I have referred to it frequently since. I think you will find it worthy of your attention as well. —Patch Blakey

What's New?

ACCS SCHOOL ACCREDITATION. Because of the long delays experienced between submission of a school's application for Candidate Status and the time at which they submitted their documentation package, the ACCS Board of Directors approved two changes in January 2002, to help streamline the process. The first change is to make the first \$500 of the accreditation fee non-refundable, and the second is to limit the time in Candidate Status to one year from the date of notification to the submission of the school's documentation package. These changes were enacted to encourage schools to apply for accreditation only when they were actually ready to promptly follow through on their indicated commitment to accreditation.

Another change that the ACCS Board recently made was to expand the section regarding the minimum number of board members. This section still requires a minimum of three board members, but it now indicates that the participation of a husband and his wife on the board will only be construed as a single board member. The board approved this clarification because of a desire to reinforce a biblical view of headship within marriage. This requirement doesn't preclude a husband and wife from serving on a board, it simply reinforces the board's view of the leadership role that a husband should fill in a marriage covenant.

CLASSICAL TOURS. "Travel, in the younger sort, is a part of education; in the elder, a part of experience."—Bacon

The difference between reading about France and walking through its vaulted cathedrals is the difference between reading about a magnificent dinner and then sitting down to enjoy one. Without the actual experience, something is definitely missing. *Classical Tours*, a new company offering academic tours for Christian and classical schools, provides an important element of a classical education that is not easily available to American students.

Classical Tours was designed especially with Christian and classical schools in mind. It offers a selection of pre-arranged tours structured either on time period (Ancient, Medieval, Reformation/Enlightenment, and Modern) or on location (France, Switzerland, Italy, and England). These pre-arranged tours bring a helpful order to the historical vastness that can

overwhelm Americans when traveling in Europe. *Classical Tours* also provides schools with the option of building their own tours, thereby basing their travel schedules on the curriculum covered in their classes.

Cost is usually the primary problem facing schools desiring to travel overseas. In light of this, *Classical Tours* offers reasonably-priced base packages with "add-ons" for additional travel. These unique tours are led either by classical teachers who have lived and worked in Europe or by European nationals who know their history and traditions from having grown up there.

Classical Tours was started by Thomas Purifoy, former Director of the American School of Lyon in Lyon, France (ASL is the only ACCS member school in Europe). As director, Thomas realized that field trips for his students meant going a few miles to the Roman amphitheater and museum, or traveling downtown to see St. Jean Cathedral and one of Europe's best preserved Renaissance cities. One of the school's "real" field trips involved taking a bus to Geneva to hear Reformation history explained by a French Reformed pastor who also happened to be an actual descendant of the French Huguenots. Such an environment provided a marvelous context for learning about European history. It was this environment that Thomas hoped to bring to other Christian and classical schools.

If you or your school is interested in finding out more about *Classical Tours*, go to its website at <http://www.classicaltours.org> or write info@classicaltours.org. A limited number of tours are available for late spring, early summer, and early fall 2002. *Classical Tours* also offers tours for churches (Reformation and Church History tours) as well as for homeschools.

ACCS WEBSITE ACTIVITY. One of the added benefits to being a member of ACCS is that your school is listed on the ACCS website. The ACCS website has received 128,997 hits in the past six and a half months, with 13,867 hits by mid-January of this year alone.

NEHEMIAH INSTITUTE NEWSLETTER. The Nehemiah Institute is a unique Christian ministry providing a one-of-a-kind Christian worldview testing and training program to families, schools and churches. Their program is known as PEERS Testing, and its purpose is to aid Christians in developing a distinctly biblical worldview. They now have a free e-mail newsletter that enables people to receive updated news about their activities, products, and important events associated with the Christian education movement. They anticipate the *Nehemiah Newsletter* to be sent 2-3 times per month. To subscribe to the newsletter or to find out more about the PEERS test, visit their website at <http://www.nehemiahinstitute.com>.

New Referrals

COVENANT CHRISTIAN SCHOOL, Columbia, SC, a ministry of Covenant Presbyterian Church (PCA) is now taking teacher applications for the 2002-03 school year. The school is seeking a full-time history, literature, and logic teacher for the high school grades; and a math and science teacher for statistics, pre-calculus and chemistry/physics. CCS is seeking individuals with a reformed worldview, commitment

to classical philosophy and passion to train up Christian leaders. Send resume to CCS, 2801 Stepp Dr., Columbia, SC 29204 or email ccspca@sc-online.net

PROVIDENCE CHRISTIAN ACADEMY, an established K-6 program seeks to hire a lead teacher to develop a 7th-9th grade middle school. This position offers the opportunity to play a key role in the development of the Middle School program at PCA. Resume and three letters of recommendation should be sent to Search Committee, Providence Christian Academy, 410 DeJarnett Lane, Murfreesboro, TN 37130. Applications completed prior to February 1, 2002 will receive priority consideration. For more information email Michael Hein at mhein@mtsu.edu.

VERITAS SCHOOL, Newberg, Oregon, an ACCS school in its fifth year with 190+ students, K-10 and adding a grade yearly until K-12, seeks a Headmaster/Humane Letters teacher for 2002-03 school year. Should have minimum five years teaching experience and a knowledge and love of Liberal Arts. Grasp of and dedication to classical and Christ-centered education a must. Contact Dave Hansen at (503) 538-1962 or write for application to Veritas School, 401 Mission Dr., Newberg, OR 97132-1674, or contact Bryan Lynch via email at balyn@juno.com.

LOGOS SCHOOL is now accepting applications for a full-time teaching position in Latin (and possibly Greek) for the 2002-03 school year. Contact Tom Spencer, Secondary Principal, at (208) 883-3544 or logosmain@turbonet.com, for an application or additional information.

CLARK D. STULL, a veteran teacher of fifteen years in the broader context of Christian education among ACSI schools, seeks a position at the Jr./Sr. High level. Teaching experience includes several levels of Latin, Bible, and Mathematics. He also has ordained status in the Presbyterian Church in America. Interested parties may contact him by phone (610)-626-6073 or write via mail: 349 Lincoln Ave., Lansdowne, PA 19050 or e-mail cstull57@aol.com.

SCOTT AND JENN MAHURIN of Moscow, Idaho, are seeking full-time ACCS teaching positions. They have taught for three years at Montrose Academy, a classical, Christian school in Moscow. Jenn has a degree in Elementary Education and has taught grades K-6. Scott has degrees in History and Philosophy. He has taught Logic, Rhetoric, secondary English, World and U.S. History, Apologetics, Bible, and Theology. Contact them at mahurins@hotmail.com or (208) 883-3916.

THE GENEVA SCHOOL OF LONG ISLAND seeks teacher applicants for the positions of K-1st and second grade for school year 2002-03. Geneva is located in Huntington, New York, approximately 35 miles east of New York City. Please contact Woody or Joan Kaye at (516) 496-8663 or kayejoan@hotmail.com.

COVENANT CHRISTIAN SCHOOL in Smyrna, GA, has an opening for a Principal (to assist the headmaster) as early as January 2002. Secondary administration in a classical, Christian school a plus. Also 7/8 grade Bible, History, Logic, Science teacher, Second grade teacher, and Fifth grade teacher positions available for 2002-03. Serious inquiries may contact Donna Davis at (770) 435-1596 or e-mail [**Classis: The Bulletin of the Association of Classical and Christian Schools Volume 9 Number 1**](mailto:ddavis@covenant-</p></div><div data-bbox=)

christian-school.org.

DOMINION CHRISTIAN SCHOOL, a classical, Christ-centered school in Oakton, VA (suburb of Washington, DC) seeks a Headmaster/Administrator, a Latin teacher, and 1-2 Elementary teachers for 2002-03. We serve 85 students in Grades K-6 and plan to add Grades 7 & 8. Headmaster will help lead DCS in its growth by working in a dynamic relationship with teaching staff and Board of Directors, maintaining the foundation of Biblically-based understanding using proven classical teaching methods. Contact Sarah Crabtree at (703) 758-1055 or www.dominionschool.com.

REDEEMER CLASSICAL CHRISTIAN SCHOOL is located in Kingsville, Maryland, with 220 students in pre-K through 11th. Committed to use of Classical model. Requires students to take Latin, Logic & Rhetoric & other core courses. Integrated humanities approach in Upper School. Potential teachers are being interviewed for Rhetoric, Logic and Latin, Spanish, Trigonometry, Pre-calculus and Calculus, Physics, F/T Grammar and P/T choir director & librarian. For more information call Dr. Jacqueline Hutcheson, (410) 592-9625.

ROCKBRIDGE ACADEMY, a Christian and classical school in Millersville, Maryland, serves 229 students in grades K-10, with plans to add grades 11-12. Rockbridge is currently seeking qualified candidates for grammar, dialectic, and rhetoric positions. Contact Michael J. McKenna, Headmaster, at (410) 923-1171 or mmckenna@rockbridge.org

Past Referrals

DR. PATRICIA NULTEMEIER is seeking a stringed instrument position in any or all grade levels and has 35 years of successful teaching experience with ages 2 through adult, including college level. Her DMA is from Eastman School of Music, MM from Rice University. Nurtured in a Christian home and schools, she strongly believes in the Classical education approach and is presently teaching in a Community Music school. Contact her via email at: nultemei@msu.edu.

SCHAEFFER ACADEMY seeks applicants for the position of second grade teacher for school year 2002-03. Schaeffer Acad-

emy, named after the late Francis Schaeffer and located on a 32-acre campus in Rochester, Minnesota, is a founding member of the ACCS. Founded in 1993, the academy's K-12 enrollment will exceed 300 students in 2002-03. Contact Headmaster, Keith Phillips, by phone at (507) 286-1050 or e-mail at sa.phillipsk@juno.com.

R.B. ROBERTS, a 25-year veteran teacher in secular independent schools and ruling elder in the Presbyterian Church in America, seeks a position as a master teacher of upper school history, economics, great books, and related subjects. He wants to be a part of a school where his teaching methods in Socratic dialogue can be used to the fullest to prepare Christian high school students for college and for life. Contact him at (256) 845-9199 or by mail at 700 Forest Avenue, N.W., Ft. Payne, AL 35967.

HEADMASTER, PRINCIPAL AND/OR ADMINISTRATOR. The Geneva Classical Academy, Inc., in Lakeland, Florida, is prayerfully seeking candidates for leadership and/or administrative positions. We are a K-6 ACCS member school in our sixth year with a current enrollment of 75. Our plans are to add a grade each year. Contact: GenevaClassical@aol.com or (863) 644-1408. Send resume to: 4410 E. St. Rd. 540A, Lakeland, FL 33813.

CALVARY COVENANT SCHOOL, an ACCS-member classical Christian school in Hampton, VA, solicits applications for (a) jr/sr high school math/science; and (b) elementary school teachers for academic year 2002-03. Bachelors' degree required. Contact the school at (757) 262-0062 or ccs@clearlight.com with questions or for an application. Web site: www.calvarycovenant.org.

CHRIST COVENANT SCHOOL, in beautiful eastern NC, seeks male & female teachers for 2002-03. Expanding next year, we need teachers for Kindergarten, 1st or 2nd grade, and combined 4th/5th grade. We desire teachers committed to the classical method, reformed in their doctrine, with a love of learning. Mail your resume to René Welti, Head Administrator, Christ Covenant School, 4889 Old Tar Rd., Winterville, NC 28590, or welti@coastalnet.com. Our fax number is (252) 756-4072.

LOGOS SCHOOL SUMMER TEACHER TRAINING CONFERENCE

ACCS-Approved

July 15-19, 2002, Logos School, Moscow, Idaho

For teachers and administrators. Topics address practical teaching methods for the levels of the Trivium: grammar, logic, and rhetoric, plus an administrative track

Cost: About \$275 (\$250 for ACCS members)

For more information contact: Logos School, 110 Baker St., Moscow, Idaho 83843, Phone: (208) 882-1226, Fax: (208) 883-8292

VAN TIL APOLOGETICS CONFERENCE 2002

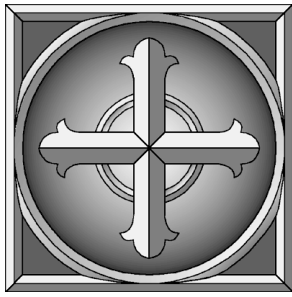
Thursday, April 25th to Saturday, April 27th Wyndham Hotel, Wilmington, Delaware

Featuring: Ken Gentry, Mike Butler, Mike Chastain and Tommy Ice

Theme: Faithful, Faulty, and False Religion

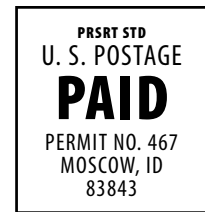
Debate: PRETERISM V. FUTURISM

For further details please contact Margaret Bergmann at (410) 398-3192, cpchurchoffice@aol.com or write to 14 Woodbine Circle, Elkton, MD 21921



THE ASSOCIATION OF CLASSICAL & CHRISTIAN SCHOOLS

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ADDRESS SERVICE REQUESTED

CLASSICAL AND CHRISTIAN MATERIALS AVAILABLE

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

Canon Press

P.O. Box 8741
Moscow, ID 83843
Website: <http://www.canonpress.org>

Logos School Materials

110 Baker Street
Moscow, ID 83843
Phone: (208) 883-3199
Website: <http://www.logosschool.com>

Tree of Life School and Book Service

106 Main Street, Suite 518
Houlton, ME 04730-9001
Phone: (506) 328-6781, Fax: (506) 328-9506
Website: <http://www.treeoflifeathome.com>

Veritas Press

1250 Belle Meade Drive
Lancaster, PA 17601
Phone: (800) 922-5082
Email: veritasprs@aol.com

ACCS ADDRESSES AND INFORMATION

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To obtain a copy of the ACCS Mission Statement, By-Laws, Confession of Faith, a full membership list, or a free subscription to our newsletter, Classis, write, call, or visit our website.

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