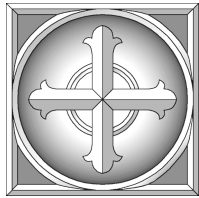


Classis

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



*Sine doctrina vita est
quasi mortis imago.*

National ACCS Board

Ron Lee, Chairman

Schaeffer Academy
Rochester, Minnesota

Tom Spencer, Vice Chairman

Logos School
Moscow, Idaho

Mark Dolan, Secretary

Regents School of Austin
Austin, Texas

Tom Eddy

Whitefield Academy
Overland Park, Kansas

Don Post

Tall Oaks Classical School
Hockessin, Delaware

Mike Chastain

Tall Oaks Classical School
Hockessin, Delaware

Clay Howell

Providence Christian School
Dothan, Alabama

Tom Thistleton

Mars Hill Academy
Cincinnati, Ohio

Marlin Detweiler

Veritas Academy
Leola, Pennsylvania

Bob Donaldson, Ex Officio

Douglas Wilson, Ex Officio

Classical Ruminations

by Dave Pullen

THE education of our children is one of the most important factors in building stable families, which will hopefully lead to stable governments. In addition, the kind of education our children receive will ultimately determine our national culture. This was well understood in the very beginning by the leaders of what has become the monopolistic Public School system. Orestes Brownson wrote in 1848, "The great object was to get rid of Christianity, and to convert our churches into halls of science. The plan was not to make open attacks on religion, although we might belabor the clergy and bring them into contempt where we could; but to establish a system of state,—we said national—schools, from which all religion was to be excluded, in which nothing was to be taught but such knowledge as is verifiable by the senses, and to which all parents were to be compelled by law to send their children."¹ We can look back today and see that the original leaders of the public school movement have been successful in accomplishing their goals. But at what expense in dollars and sense?

At Providence Academy in Hollidaysburg, Pennsylvania, we are learning—or rather, relearning—a method of education that comes out of our own history. This system, referred to as the Trivium, has its roots in men like St. Augustine, who in the fourth century also understood that the education of children will determine tomorrow's culture.² This system, grounded in the Classics and the Liberal Arts, promotes a Christian worldview while focusing on tools of learning that provide a solid foundation for any academic subject.

We begin with a belief in *Authority* with a capital "A," that is, God. This means we believe in absolute truth. We also believe that God has revealed Himself to us according to the Scriptures: "The secret things belong unto Jehovah our God *but the things that are revealed belong unto us and to our children for ever*, that we may do all the words of this law." (Deut. 29:29, italics added.) Recognizing the immediate context to be that of the Mosaic law, it is also true in the broader context that God is the revealer of truth in history. We see the idea of authority reflected in many human institutions: parent/child, government/citizen, and employer/employee. These relationships are integral to the conduct of business and societal function on a large scale. We also see authority demonstrated in the laws of nature, including gravity, entropy, and motion. The refusal to submit to the laws of gravity on earth would make for a very short and bumpy life indeed.

Mankind, having been created in the image of God, has also been given *reason*, the ability to process information and come to certain conclusions about life. This is one of the things that makes us different from the beasts. Learning how to think, through the application of logical thought processes, allows us to reach conclusions on how we should *experience* life with our five senses. We believe that our reason is in submission to God and that He has revealed Himself to us through His creation (Rom. 1:19, 20) and through His divinely inspired word, the Bible, and through His Son, the God/Man Jesus Christ (Heb. 1:1, 2). This communication from God provides us with a blueprint for living life wisely, and it is this which provides the foundation for truth. Believe it or not, this was the common view throughout most of mankind's history up until the last 300–400 years.

In fact, the idea of the Trivium is reflective of who we *ARE* (*Authority, Reason, Experience*) as human beings. Only as we see humanity created by God for His purposes can we really understand what life is all about. Only when we understand our existence is because HE IS can we revel in the real meaning and purpose for our individual and corporate humanity. Because HE IS, we ARE and the three planks of the Trivium rest on our uniqueness as humans created in His image. Authority is synonymous with "grammar" which has at its basic meaning, the rules of communication, the structure of words and sentences. Contrary to popular opinion, words do have meaning and what we say and how we say it is important to human relationships. Each subject has its own grammar or inherent laws which are best learned by rote. Mathematics has multiplication tables, geometric shapes and theorems. History has dates, events, and personalities which can be filed in mental cabinets for later retrieval as needed. Two plus two is four in our universe, Augustine was born

¹ Steve Wilkins, "Roots and Fruits of Public Education II," ACCS Annual Conference 2000.

² D'Arcy, M.C., *St. Augustine: His Age, Life and Thought* (NY: Meridian Books, 1957) p. 123.

in A.D. 354, a bat is a mammal and not a bird even though it has wings. Grammar is the arena of facts and features of life. These things just “are” and we are in subjection to them.

Once we understand the rules, we can use reason for the integration of facts and rote activity into systematic meaningful and logical conclusions. We can learn to think and discuss and put together cogent arguments for what the real meaning of “is” is. We will not be deceived by the political correctness of our day that seeks to persuade us that wrong is right and right is wrong. We can be like the little child in *The Emperor’s New Clothes*, who seeing the emperor on parade says, “But he has got nothing on!”

Through self-expression, “rhetoric” becomes experience as we articulate our conclusions into the business of living. Speaking the truth and living it is a rare gem in today’s culture of instant gratification. Our communications in the form of persuasive speech and righteous living can be used for noble ends rather than ignoble deeds.

Those who came out of the Renaissance and Enlightenment sought to turn this system upside down and began a new *ERA*. They *started* with experience. They presumptuously insisted they were starting without any presuppositions about life except that which could be verified by the five senses (which is, in and of itself, a presupposition). They in turn would use reason to induce truth from experience following the lead of Francis Bacon. This is nothing other than further evidence of the depraved human condition described in Romans 1:23, “They changed the glory of the incorruptible God for the likeness of an image of corruptible man,” and in verse 25, “they exchanged the truth of God for a lie, and worshiped and served the creature rather than the Creator, who is blessed for ever. Amen.” Man has become the measure of all things. Of course everyone’s experience turns out to be different, therefore truth becomes relative. In effect however, they have made experience to be their god, their authority, with a lower case “a.” The downhill slide has continued as God has given up mankind to a reprobate mind (Rom 1:28) and here we are today legally killing the next generation of human beings but levying a \$25,000 fine for destroying the egg of an endangered bird. The question needs to be asked “Have we improved life by turning our worldview upside down?” Has our Western culture improved during the past 400 years? The last 100 years have concluded the bloodiest century yet, and mankind has only just begun down this trail of death. We have seen men like Hitler, Stalin, Mussolini, Pol Pot, and the list goes on. What can we expect if mankind is god and thinks he is in charge of his own destiny?

At our school we are trying to restore the system that best fits who we *ARE* as creatures made in the image of God. We are subject to the authority of God and He will one day return to judge the world. The road to recovery of a system of education that gives glory to God and gives Him thanks may be long, dusty, and filled with many potholes, but the destination is sure. We know that at the end of the journey we will meet the *One* in whose image we are made and whose name is Jesus.

Dave Pullen is a member of the School Board at Providence Academy, Hollidaysburg, Pennsylvania.

ACCS Tenth Annual Repairing the Ruins Conference

Mayo Civic Center,
Rochester, Minnesota
Hosted by Schaeffer Academy

Featured Speakers:

**George Grant
Matt Whitling
Douglas Wilson**

35 workshop choices

Conference begins Wednesday, June 26 at 8:00 a.m.
and concludes Friday, June 28 at noon

Cost: Members \$145 Non-members \$165
Married Couples \$200.

10% discount for registrations received before April 30.
Late fees for registrations received after June 1. For more
information visit our website at www.accsedu.org or call
the ACCS office at (208) 882-6101.

What’s New?

CLASSIS ARTICLES. ACCS is most appreciative of those of our membership who have taken the time to compose their thoughts and forward them to us for consideration as a possible article for *Classis*. We would enjoy seeing additional inputs from our members that relate in some way to classical and Christian education. We can’t promise to publish them all, but we would be very thankful for the opportunity to consider them for publication.

CLASSICAL TOURS has changed its name to Classical Travel. Their new website address is www.classicaltravel.com. Send emails to info@classicaltravel.com

Executive Director’s Note

THE ACCS BOARD OF DIRECTORS thought it may be of some encouragement to ACCS members, both schools and affiliates, that the ACCS staff has set aside time each Thursday morning to pray for our members by name. If you have some specific prayer requests that you would like us to remember, please send them to us.

Cur Sola Latina?

by John Schwandt

We have come a long way in the proliferation and refinement of classical Christian education. Schools are blossoming all over the country. In addition to both providing another alternative to government education, and implementing a better pedagogy that capitalizes upon the natural learning stages of children, we have recovered a more traditional curriculum and have begun to return marginalized subjects like Latin to a mainstream and core educational position. Although we have come so far, we still must press on, in order to advance onto higher achievements.

Now that Latin is being restored to a standard position within classical Christian education, we should ask ourselves if the other classical language should be restored as well. Where ought the study of Greek fit within the rubric of classical Christian education? Or does it fit at all? Our educational trends in America have already definitively answered this question.¹

Within the broad community of classical education in the U.S. over the past century, the overwhelming trend to exceedingly favor Latin over Greek has developed. Today, Latin curriculums outnumber Greek curriculums one hundred to one. In 2001 there were 114,000 National Latin Exams compared to 1134 National Greek Exams.² Although English does not descend from Latin, it does have more in common with Latin than Greek which should account for our natural tendency to favor classical Latin rather than classical Greek. Yet one would think that this incentive to teach Latin to English speakers would be counterbalanced by the more significant Greek “Great Classics,” and their influence upon the Latin Classics. It is ironic that we, who wish to sip from original waters of Western literature, do not tread a little further upstream to their fount. “From the earliest times the Greeks had penetrated and moulded Italic civilization. Greek craftsmen and purveyors of culture, high and low, settled in Rome supplying words from their various callings. Roman nobles had brought Greek pedagogues to instruct their children, who in later years made the grand tour of Greece to be educated to gentlemanliness. The upper classes had become bilingual, receiving formal instruction in Greek even before their own language.”³ It is perplexing that we, who are so enamored by Roman thought, ignore the Classical Greek culture that the Romans esteemed, studied, and attempted to mimic.

We even find this inordinate disparity among our closer classical *Christian* community. Among the 130 schools affiliated with ACCS only a handful teach two years of Greek. The affinity toward Latin over Greek is especially surprising among Christians, for though Latin could be said to be the historical

¹ Cf. Richard L. S. Evans, [online article] “Greek, Too—The Recovery of Greek in American Schools,” St. Thomas’ Episcopal School, Houston, Texas, 2001. <http://www-unix.oit.umass.edu/~glawall/grkteach.html>

² The National Latin Exam, Newsletter, Spring 2001; “2001 ACL/NJCL Nation Greek Exam - List of Prizes.” As cited by Evans.

³ L.R. Palmer, *The Latin Language* (London, Faber & Faber, 1977), p. 176.

CALL for PROFESSIONAL PAPERS

ACCS will inaugurate a professional journal that will initially be published annually, comprised of essays submitted by ACCS member schools, including board members, administrators, and teachers. Doug Wilson has offered his services to act as the editor of the journal. If you have been storing up ideas pertaining to classical and Christian education that you hoped to be able to someday express to the larger body of classical and Christian educators, this is a forum to do so. Please send your essay via email to accs@turbonet.com or you may provide it on disk, in either WordPerfect or MSWord format, to ACCS, P.O. Box 9741, Moscow, Idaho 83843. Disks will not be returned.

language of the Church in its might and authority, Greek undoubtedly deserves a higher place of honor in our curricula being the language of the culmination of inspiration in our highest authority on earth, the words of God contained in the New Testament.

By arguing that Greek ought to be elevated to a higher position of honor above Latin—that Greek is a *sine qua non* of classical and Christian education, I am not arguing that Greek should replace Latin. Rather, we ought to expand the core of primary and secondary education to include both languages. Teaching Greek early, in the “grammar” or “language” stage of learning, also seems to make sense pragmatically, since at that time new sounds and symbols are all the more fun to repeat. At that stage, the similarities between Latin and English aren’t as advantageous and children are accustomed to language acquisition, having recently attained fluency in their first language. When we determine that both Greek and Latin should be taught, we will have to re-evaluate some of our methods for teaching classical languages in order to make them more fun and avoid language overload or burn out. But that must be a topic for another article and another time after there is more of a consensus concerning the value of teaching Greek. Until then, we who love Latin must remind ourselves that the Romans had such desire for classical education that they would teach Greek to their children before their native tongue if possible.

John D. Schwandt is a Fellow of Classical Languages at New St. Andrews and teaches Latin and Greek. Mr. Schwandt completed

his undergraduate studies at the University of Idaho. He earned his Master of Arts from Westminster Theological Seminary in California in 1997. In addition, he has pursued college-level study in Latin and the philosophy of language, and regularly travels to Greece to develop fluency in the modern Greek tongue. Mr. Schwandt lives in Moscow with his wife, Tabithah. They have a young son, John Owen, and another child forthcoming.

Book Review

Ascent to Love: A Guide to Dante's Divine Comedy

Peter J. Leithart, Canon Press, Moscow, Idaho, 2002, pp. 179.

Growing up, I used to look at the artwork of Gustave Doré in the Lawrence Grant White translation of Dante's *Divine Comedy*, with great fear and trembling. It was just the sort of thing to give a young boy nightmares. It wasn't until recently that I obtained my own copy of Dante's work and read it. As captivated as Dante's description of traveling through Hell, Purgatory, and Paradise is, I was far more fascinated by it after I found out how much I'd missed when I read Peter Leithart's *Ascent to Love*.

Dr. Leithart opens his book by providing a backdrop to the *Divine Comedy*. He develops a picture of medieval literature with regard to the Classics, the Bible, and Love. He draws upon such works as *Beowulf*, *Sir Gawaine and the Green Knight*, Spencer's *Faerie Queene*, and Virgil's epic, the *Aeneid*, among many others, to develop the concept of how medieval Christian poets interacted with the pagan classical literature. He goes on to discuss how "medieval writers interpreted the Bible through a 'fourfold sense' of Scripture" and how their knowledge and understanding of biblical thought was then incorporated into their writings. He concludes his first chapter with a discussion of the rise of the courtly love tradition, and its application to medieval poetry.

In the second chapter, Dr. Leithart explains the state of the medieval Roman world, both secular and ecclesiastical, during Dante's lifetime, and Dante's involvement in it. When was Dante born, and where did he live? What was his ancestry? Who were the Guelphs and the Ghibellines of Florence, and why are they significant? What part did Dante's politics play in the writing of his poem? Why did Dante write about his courtly love of Beatrice, a woman not his wife? What is the numerical structure of the *Comedy*, and why is it significant? All these questions, and more are answered by the author as a preface to actually reading the *Comedy*. And I would recommend reading the first two chapters of Peter Leithart's *Ascent to Love* before even opening Dante's *Divine Comedy*.

The last three chapters of Dr. Leithart's book correspond to, and provide an informative commentary on, the three sections of the *Divine Comedy*—Inferno, Purgatorio, and Paradiso—doing so with a scholarly, biblically sound, yet attention-grabbing style. Dr. Leithart provides insight into Dante's understanding of Scripture, explains key political figures, and unravels many oth-

Logos School Summer Teacher Training Conference

July 15–19, 2002

Logos School Moscow, Idaho

ACCS-Approved

For teachers and administrators

The topics address practical teaching methods for the levels of the Trivium: grammar, logic, and rhetoric, plus an administrative track.

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

For more information, contact

Logos School

110 Baker Street

Moscow, Idaho 83843

Phone (208) 882-1226 Fax (208) 883-8292

erwise hidden mysteries contained in Dante's poem. In addition, Dr. Leithart provides numerous sets of discussion questions that help reinforce the major points he covers in his text, and also includes many excellent "thought questions" aimed at helping the reader to pursue additional study of the poem on his own. As you read through Peter Leithart's book, you will develop a much richer understanding of the classical work by Dante Alighieri, and follow this ancient author as he descends into the horrors of Hell so that he may make the ascent to the Heaven of heavens and ultimately see the triune God, the source of all love. *Ascent to Love* is a delightfully fascinating book.

—Patch Blakey

New Members

Logos International School, Cambodia—Member

Grace Classical Academy, Fulshear, TX—Member

NEW REFERRALS

TEACHER DEVELOPMENT DIRECTOR: Qualified applicants will possess extensive classroom instruction experience and skills to evaluate and train teachers in the development and implementation of a classical and Christian curriculum. Applicants are also sought for TEACHING POSITIONS in Science/Math (Logic), Latin (Grammar/Logic), and K–6 Classroom. Send inquiries to Scott B. Taylor, Headmaster, Veritas School, 6627-B Jahnke Rd., Richmond, VA 23225, (804) 272-9517, fax: (804) 272-9518, vccs@veritasschool.com.

COVENANT CHRISTIAN ACADEMY, in beautiful Harrisburg, Pennsylvania, is seeking applicants for the following positions: 1–2 grammar school teachers (grade K and 1) and one dialectic teacher (grade 9). CCA will be starting its 6th year in the fall with approximately 175 students in grades K–10. CCA is a member of the ACCS with a reformed doctrinal emphasis. Teaching applicants should love learning, have demonstrable teaching gifts and a palpable love for Christ. Contact Headmaster Chris Perrin at academy@paonline.com or (717) 540-9885.

VERITAS CHRISTIAN ACADEMY of West Barnstable, Cape Cod, Massachusetts, is presently seeking a Math/Science teacher for upper school beginning September 2002. All inquiries contact Headmaster Thomas Hoffrage at (508) 420-8145.

AMERICAN CHRISTIAN SCHOOL, an ACCS member school in Bartlesville, OK, is looking for gifted teachers who want a ministry teaching full-time. The positions available are kindergarten and a self-contained 7th/8th grade class. Please send resume with cover letter and salary requirements to: Paul S. Finch, Administrator, 132 SW Virginia Ave., Bartlesville, OK 74003 or call Mr. Finch at (918) 336-0700 for any serious inquiries.

GRACE CLASSICAL ACADEMY is seeking applicants for the headmaster and teaching positions at a new school in Katy, Texas. GCA will open this fall with a full-time program for grades K–8 and part-time classes for homeschoolers in grades 6–10. Our plan is to add one full-time grade each year. Please send resumes to P.O. Box 603, Fulshear, TX 77441. Contact Michelle Zama (281) 346-1869 or www.GraceClassicalAcademy.net

TRINITAS CHRISTIAN SCHOOL, in beautiful Pensacola, FL, seeks teachers for grammar/dialectic school (K4–8th grade). Applicants must be committed to classical & Christian education, possess a love for learning, a heart for families & the desire to work closely with a caring staff. Trinitas offers a competitive salary package & a wonderful teaching environment. Contact Ken Trotter, Administrator, at tcschool@bellsouth.net or phone (850) 439-6558 for information/application.

BATON ROUGE CHRISTIAN CLASSICAL SCHOOL is seeking applicants for several positions for the coming year. We have needs in our lower and upper Grammar school, as well as some needs in our Secondary school. Please contact us at info@brccs.org or call (225) 752-3077 for more information and to obtain an application, or visit on the web at www.brccs.org.

NEWMAN CLASSICAL SCHOOL (30 minutes south of Atlanta, GA) seeks teacher applicants for positions in 2nd, 3rd, and 7th grades for Fall 2002. We will be going on our third year and have belonged to ACCS since our beginning. Our school will be K–7 in 2002. NCS is a classical, Christ-centered school of 50 students. We desire a teachable spirit and a heart for integrating faith and learning within the classical model. Contact Principal, Angie Gruner, at neclsc@bellsouth.net, or (678) 423-9976, or mail to 195 Fischer Rd., Sharpsburg, GA 30277.

THE IMAGO SCHOOL in Maynard, Massachusetts, is seeking faculty for this September to teach upper school science and humanities. One hour west of Boston, our independent, Christian and classical school has close ties with nearby PCA & LCMS congregations and a branch of L'Abri. Please contact The Imago School, 1 Percival Street, Maynard, MA 01754. Email

imago@ma.ultranet.com; phone (978) 897-0549; fax (978) 897-3094.

I FEEL THAT GOD may have inspired me with a very unique, very specific vision for a Classical Christian school that would be established in the Washington, NC area. Is there anyone in the area who would like to start a new school here and would be willing to look over my ideas with me? I'm creative, friendly, love kids and all of the arts. I try my best to be balanced, non-legalistic and non-judgmental. I'd love to work with people with similar qualities. Let's get together, start praying about this, and step out in faith. Call Melody at (252) 975-5875.

HEAD OF SCHOOL. The Carolina Classical School, in Columbus, North Carolina, is prayerfully seeking candidates for a leadership and administrative position. We are a K–8 ACCS member school in our third year with a 2002–03 enrollment of 60. Contact: carolinaclass@alltel.net or (828) 894-3036. Send resume to: 75 Carmel Lane, Columbus, NC 28722.

REGENTS SCHOOL OF AUSTIN is looking for a new Head of School for its K–12 Classical Christian School of approximately 500 students. Please send your resume to Chip Graves by e-mail to cgraves@regents-austin.com or by mail 3230 Travis Country Circle, Austin, Texas 78735.

PAIDEIA ACADEMY, Cary, NC, an ACCS school entering its fifth year, is now taking teacher applications for the 2002–03 school year. Paideia is a K–8 school of 80+ students, adding a grade per year until K–12. Potential teachers are being interviewed for Latin (grades 2–8), middle school Grammar, and Literature and History, and a grade 4 teacher. Contact Frank Hollowell at (919) 881-1100 or send resume to 200 Dancers Pointe Lane, Cary, NC 27511; email at paideia1@bellsouth.net or www.paideiaacademy.net

NICK SCOTTEN is an administrator with four years of administrative experience and eleven years experience in Christian education who is seeking an administrative position in a classical school. He is Reformed in doctrine. He may be reached at (559) 584-9207 (work) or (559) 587-1097 (home).

Van Til Apologetics Conference 2002

Theme: Faithful, Faulty and False Religion

Debate: Preterism vs. Futurism

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

Thursday, April 25 to Saturday, April 27, 2002
Wyndham Hotel, Wilmington, Delaware

For further details please contact

Margaret Bergmann at (410) 398-3192,
cpchurchoffice@aol.com

or

14 Woodbine Circle, Elkton, MD 21921

COVENANT ACADEMY in Eastern Connecticut seeks theologically Reformed, full-time humanities teacher for Logic grades (7–9), beginning in Fall 2002, the start of our fourth year of operation. Please contact Jennifer Petry by phone at (860) 871-6796 or e-mail at covenant_academy@yahoo.com. A full description of our school as well as teacher application and job description are on the web at www.classicaltutorial.org

ALETHEIA CLASSICAL CHRISTIAN SCHOOL in Prescott, AZ, has openings for 2 teachers. Qualified applicants: display Christian maturity, pray for the school family, promote scriptural peace and the unity of the Lord's people, honor Christ in all his or her labors, disciple students in accordance with biblical principles of good parenting. Please send resume to Aletheia Classical Christian School, 137 N. Marina St., Prescott, AZ 86301-3207; phone (928) 778-2538.

COVENANT SCHOOL, Barboursville, WV, an ACCS member school in its seventh year with 200+ students in K–12, is now taking teacher applications for the 2002–03 school year for full-time or part-time teachers for the Secondary (grades 7–12) in history, English, modern foreign languages, the sciences, Latin, logic and mathematics. Covenant is seeking individuals with a Christian worldview and a commitment to the classical philosophy. Serious inquirers may write Dave Wells, Covenant School, 5800 Rt. 60 E, Barboursville, WV 25504, call at (304) 736-0000 x202, or email to WVCovenant@aol.com.

REGENTS SCHOOL OF OXFORD, a multi-denominational Classical Christian school in Oxford, Mississippi, seeks applications for a headmaster and full-time teaching positions in grades 2–6 for the 2002–03 school year. For an application packet, call (662) 232-1945 or email kdenley@olemiss.edu.

STRATFORD CLASSICAL CHRISTIAN ACADEMY (SCCA) of Stratford, NJ, in Southern New Jersey/ Philadelphia is hosting a free seminar & dessert evening on "What is Classical Christian Education?" The free seminar is on Saturday, April 6, 2002, at Stratford Orthodox Presbyterian Church. SCCA hopes to open in the Fall of 2002. To RSVP please contact Ralph Cochran at ralphcochran99@hotmail.com or (609) 932-3710.

HERITAGE CHRISTIAN ACADEMY in Winter Haven, Florida, is prayerfully seeking two applicants for the positions of Kindergarten and First Grade teacher for the 2002–03 school year. A bachelor's degree is required. For more information, contact Becky Conner at bconner@firstchurchwh.org or (863) 293-0690.

PROVIDENCE CLASSICAL SCHOOL, located in beautiful Williamsburg, Virginia, seeks three teachers for the 2002–03 term. Applicants for grades 2/3 combined, 4/5 combined, and 6th grade may call Carolyn Purks at (757) 565-2900 for an application or email her at providences@earthlink.net

GOOD SHEPHERD SCHOOL, a K–12 classical and Christian school set in the piney woods of East Texas, is seeking lower elementary teachers (2nd through 4th grade) for the 2002–03 school year. For more information contact Nelda Banek at (903) 592-4045 or nlbanek@mac.com.

PROVIDENCE CHRISTIAN SCHOOL, a classical Christian school, located in Dothan, Alabama, is seeking qualified full-time teachers committed to the classical approach to education

in the following disciplines: two Upper Grammar School teachers, and Secondary Latin, Physics, and Chemistry. Please contact Gary Waddell, Administrator, at (334) 702-8933 or email gwadle2@aol.com.

REDEEMER CHRISTIAN SCHOOL—a classical & Christian school with a Reformed heritage located in the greater Phoenix area (K–12) is now accepting resume/vita for the position of elementary/secondary Spanish & Latin teacher (full time position). Fax may be sent to (480) 833-7502, e-mail attachments to EamesHR1@aol.com attn: Howard Eames, Headmaster. Please visit our school at www.puritanhope.com/rcs/

GENEVA SCHOOL OF BOERNE is a growing classical and Christian school (K–6 for 2002–03, adding a grade per year). GSB is an independent, board run school located in the beautiful Texas hill country near San Antonio. We are seeking individuals who possess a biblical worldview, a love for children and learning, and a desire to pursue the classical method. Positions available: K, 1st, 2nd, 5th/6th grade teachers. Partial health insurance available. Salary begins at \$20,000. Contact Susan Dunn at (830) 249-0805, susan@genevaschooltx.org, www.genevaschooltx.org

PROVIDENCE CLASSICAL SCHOOL, in Spring, Texas (NW Houston), is seeking full-time K–6 teachers and a 7th–11th Composition/Literature/Rhetoric teacher. Additional part-time positions are available for teachers of upper level science, math, Latin, and Bible. Applicants must be committed to teaching all subjects from a Christian worldview using the classical model. Please contact Troy Wathen at (281) 528-5005 or send resumes to 100 Cypresswood Dr. Suite 1420, Spring, TX 77388; email providenceclassicalschool@netzero.net.

EDUCATOR WITH 12 YEARS EXPERIENCE (last 6 in Administration) in classical Christian (Trivium) education seeks Headmaster/Administrator position. Has passion for all grades, trained for MS/HS. Has been instrumental in the start up of several schools nationwide. Please contact Steve at Kansascrusader@aol.com for CV.

MICHAEL WHITING seeks a full-time secondary teaching position in the subject of Humanities/History. Open to teaching some Bible courses also. Has B.A. Bible/Theology, M.A. Church History/Historical Theology. Interested in the possibility of implementing & teaching special courses related specifically to the "History of Christian Thought and Culture." Looking to begin teaching Fall 2002. Email to whiting31@juno.com or send info to 1110 S. Lorraine Road Apt. 3C, Wheaton, IL 60187.

COVENANT CHRISTIAN SCHOOL, Columbia, SC is now accepting teacher applications for the 2002–03 school year. We have three teacher openings in the middle and high school grades for the following subjects: Latin, history, literature, logic and lower and upper math and science. CCS seeks individuals with a reformed worldview, commitment to classical philosophy and passion to train up Christian leaders. Send resume to CCS, 2801 Stepp Drive, Columbia, SC 29204 or e-mail ccspca@sc-online.net



PAST REFERRALS

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, 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.

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 ddavis@covenant-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

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