

C l a s s i c s

THE BULLETIN of THE
ASSOCIATION of CLASSICAL & CHRISTIAN SCHOOLS
Sine doctrina vita est quasi mortis imago

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Classical and Christian Education Revisited

By Gregg Strawbridge

Classical and Christian education is the granite foundation for the rebuilding of our civilization. This may sound too grand. Bear with me. Faithfulness to our sovereign Lord means: 1. Dig in, 2. Stick to it, 3. Raise the next generation of faithful warriors in the kingdom-so help us God. When Christians think of our society today, it looks like the fishing line knotted in an old tackle box. We have knots from our disunity (all 1023 Christian denominations), tangles from our individualism and affluence, and snags from our defeatist, yet ever popular “Rapture Fever.” To the point of this article, we have line binding us from faithfulness in training our children. Dig in!

In the past, Christians forged a civilization with a lot less funds, faculty, and facilities than any major city’s school district. The “West was won” as believers cultivated the “liberal arts.” Unfortunately, the word “liberal,” like “logic,” “rhetoric,” “catholic,” “liturgy,” and others has developed a sour taste. (The devil is a great lexicographer, you know.) “Liberal arts” means freeing arts. They free and enlarge the mind. So much so that Augustine reports how Julian the Apostate (the Roman emperor, 361-363) forbade “masters of rhetoric and grammar to instruct Christians” because these liberal arts were “conducive to the acquisition of argumentative and persuasive power” (see the *City of God*, 18). Julian the Apostate had more educational sense than many Christians. Dig in!

For those unfamiliar with the classical Christian practice, read the 1947 Dorothy Sayers article, “The Lost Tools of Learning” and Douglas Wilson’s contemporary newly expanded civilization-saver, *The Case for Classical Christian Education* (2002), or for a short summary, see my booklet, *Classical and Christian Education*. Here’s the summary: Like one of these fine old steam engine trains, the Trivium is the engine, the classical content of the great works are the fuel, and the tracks are the truths of God’s Word. We consume classical learning, harnessed in the engine of the Trivium, but our rails are straightened by the whole counsel of God.

The Trivium engine serves in three ways: as a set of important subjects, as an approach to subjects, and as an approach to students. In early medieval times and before, the subjects of the Trivium were simply Latin, logic, and classical rhetoric. These studies (grammar, logic, rhetoric) first developed in the Greco-Roman world. The Christians, such as Cassiodorus (480-575) molded and shaped the liberal arts

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into what we now see. So important to our medieval brethren, these arts held “a place in the Model of the universe” and in the “cosmic framework” (C.S. Lewis, *The Discarded Image*).

The fruit of using the Trivium is the skill of taking apart a subject, that is, to see the grammar, logic, and rhetoric of any subject. This was Sayers’ observation: “we often succeed in teaching our pupils ‘subjects,’ we fail lamentable on the whole in teaching them how to think.”

The Trivium imparts the “tools of learning.” Sayers’ words are worth printing even again: “The sole true end of education is simply this: to teach men how to learn for themselves, and whatever instruction fails to do this is effort spent in vain.” In contemporary use, we have pressed harder on the third use of the Trivium, as an approach to students. As Sayers instructed and Wilson implemented,

children learn in stages that correspond to the Trivium.

There is a grammar, dialectic and rhetoric stage of learning.

With respect to the fuel or content, part of our

downfall is accepting what [anti-Christian] progressive educator John Dewey taught only the process of education is important, since after all, there is no truth. Dewey is victor in America. He attained his goal: socialization through education. We are socialized, though we can’t read or reason. The classical view, unlike Dewey, values the classics since

they sketch a world of objective values (I recommend Lewis’ *The Abolition of Man* for further study). It is inescapable: all methods require content. Skill in the real tools of learning requires a certain kind of content. For us this is embodied in the Western canon of great books (give or take a few). It turns out to be the liberal arts and sciences. To put it theologically, we must teach God’s revelation, providence, and creation. Stick to it!

Our classical education train has been running on this line for only a decade or so. Is it possible to crash the train so soon? Temptations arise to pull us off the tracks. I will suggest problems that touch on the three basic features of our approach: Trivium troubles, classics killing, and worldview worldliness.

Luther once spoke of how a drunken man may fall off a horse on the left or the right. We can have Trivium troubles from

the left—“Eighth graders can’t do logic.” “Latin is too hard for third graders.” We are familiar with these. On the side, from the right, some parents push their child to skate across the surface of the Trivium too fast. They are sure their first

Sayers’ words are worth printing even again: “The sole true end of education is simply this: to teach men how to learn for themselves, and whatever instruction fails to do this is effort spent in vain.”

born is ready for logic in the fourth grade, since he learned to read at three. Are first graders really ready to do serious historical study? Let me encourage putting our efforts into going deeper into each stage, with more exciting learning. Teach “with the grain,” as Sayers says. Don’t treat the Trivium’s stages as Monopoly—do not pass ‘Go’, do not

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collect \$200, go straight to rhetoric. Stick to it!

To others, classical education sounds good until they see this involves studying works of non-Christians, even downright pagans. There's no hiding it. Some of these books were not written by Christians! Couldn't we spend our time learning more of the Bible, or developing character at the expense of teaching/learning? Classics killing is

the shallowly pious resistance to deeper classical studies. Let's remember that Joseph, Moses, and Daniel knew all about the pagan powers (Egypt, Assyria, Babylon, Persia, etc.). Paul and Luke are replete with quotes and allusions to the Greeks. Augustine, Aquinas, and Calvin mastered Greek and Roman classics. We must stand in their shoes to critique unbelief and show, "Has not God made foolish the wisdom of the world?" (1 Corinthians 1:20, Acts 17). We are to stand on the shoulders of past giants. Resistance to depth in the classics boils down to propaganda. Once, Christians vigorously engaged classical pagans and won. Now, "Christians" turn from the vapors of "gospel propaganda" to paganism. It is my prayer that laying the

granite floor of classical education will have the effect that Julian feared. Stick to it!

Finally, worldview worldliness is something of a corrective to falling off the left side on the classics or other aspects of non-Christian culture. We

must recognize that by God's common grace, truth, goodness, and beauty are in unbelievers' art, literature, and music.

However, we

may take our worldview Christianity to the point of worldliness. We may relish the work of unbelievers so much that we fail to fully critique it. We may end up with no enemies, in a world without a battle, where there are no wounded, and have nothing from which to be saved. Faithfulness is faithfulness to the complete Word. We are to raise faithful warriors who by the grace of God use the tools imparted, the talents given, and the timely opportunities to wage war and win. Doing this in the name of Christ means we are called to fruitfulness not to futility. As Paul urged, "Therefore, my beloved brethren, be steadfast, immovable, always abounding in the work of the Lord, knowing that you labor is not in vain in the Lord" (1 Cor. 15:58).

Don't treat the Trivium's stages as Monopoly—do not pass 'Go', do not collect \$200, go straight to rhetoric.

Gregg Strawbridge is the pastor of All Saints' Presbyterian Church, Lancaster, PA and director of WordMp3.com.

"Reading is to the mind what exercise is to the body."

Sir Richard Steele (1672-1729)

CLASSIS

Quid Novi?

great hall ProduCtIoNS, INC.

Jim Weiss has been a storyteller for over 25 years. In June, 1989, Jim decided to do something more with the craft that he had formerly practiced solely for pleasure.

He and his wife, Randy, formed a production company, Greathall Productions, and have thus far produced [twenty-nine \(29\) storytelling recordings](#) with enticing titles from classical literature, such as Greek Myths, King Arthur and Sherlock Holmes. Jim's Greathall line is the recipient of 65 major national awards from The American Library Association, Parents' Choice Foundation, NAPPA, the Parents' Council, The Oppenheim Toy Portfolio, The Film Advisory Board, Parents' Guide to Children's Media Award and more. Weiss' newest releases are "The Prince and the Pauper" and "The Queen's Pirate: Queen Elizabeth I and Sir Francis Drake."

For more information, visit their website at www.greathall.com, or contact them directly at: Greathall Productions Inc. Post Office Box 5061, Charlottesville, Virginia 22905-5061, (phone) 800-477-6234 (fax) 434-296-4490

Book Review

REVIEWED BY DAVID J. PORTER

Making the case for the study of classical languages has become easier, thanks to recent *apologias* by Tracy Lee Simmons (*Climbing Parnassus*, ISI Books, 2002), E. Christian Kopff (*The Devil Knows Latin*, ISI Books, 2001) and Victor Davis Hanson (*Who Killed Homer?*, Free Press, 1998). Of these three valuable works, however, *Climbing Parnassus* is most highly recommended for CLASSIS readers.

Kopff and Hanson are both professional classicists who ply their trade at state universities. (Hanson is also a historian who has written extensively on the phenomenon of Western supremacy in warfare). Simmons is not a professor but a journalist. He has some training in Greek and Latin (he holds a master's degree from Oxford in the classics), but candidly writes as a layman who fervently wishes others to appreciate the advantages of classical education.

Parnassus is the highest peak in a mountain range that stretches across central Greece. In Greek mythology, it was celebrated as one of the principal seats of Apollo and the nine muses, an inspiring source of song and poetry. "Climbing Parnassus" refers to the

strenuous task of learning Greek and Latin. The work is arduous, but one who ascends the peaks of Parnassus earns a glorious reward: intellectual rigor and "the civilizing, cultivating boon of eloquence, of right and beautiful expression."

Simmons leads with a chapter summarizing the benefits of liberal education, then traces the classical tradition

from the ancients to the 20th century. His second chapter, "Prospect from the Castalian Spring," hints of Gilbert Highet's magisterial work, *The Classical Tradition* (Oxford U. Press, 1949), and would be an excellent introduction for those who wish to learn more about the centrality of classical language and literature in the development of the Western thought.

The heart of *Climbing Parnassus*, "Traveling Through the Realms of Gold," is an extended argument for the study of Latin and Greek. Such study forms a disciplined and discriminating mind;

sharpens judgment; expands vocabulary; creates an appreciation and capacity for eloquence; cultivates taste and style; and increases cultural literacy.

Simmons laments that American schools waste students' time and energy by neglecting to introduce them to classical languages at a young age. While

late is better than never, we "should open the classical path to all able

Climbing Parnassus: A New Apologia for Greek and Latin

by Tracy L. Simmons

ISI Books, 2000, 268 pages, \$25

students – and as early as we possibly can." He suggests beginning classical instruction at ages eight or nine, while they are "keen to memorize, and their brains are still flexible enough to store much."

Some students, not to mention parents, may complain that classical languages are deadening, impractical or too difficult. Ignore them, Simmons urges, for "neither group knows what it's talking about and must not be patronized...." That is blunt but sage advice for classical and Christian educators. Besides, we have the added comfort that as our covenant children ascend Parnassus, they can look to other Near Eastern peaks for refreshment, for the dew of Hermon still falls on Zion, providing life and blessing for evermore. Psalm 133:3.

David Porter is a founding board member of Blackburn Study Center. He practices law in Pittsburgh, PA. David and his wife, Valerie, are the parents of four children.

Nota Bene

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The ACCS 11th Annual Conference

**Cobb Galleria Centre
Atlanta, Georgia**

June 26-28, 2004

Board Member Spotlight

Mr. Detweiler grew up in Lancaster, PA as a Mennonite. He attended University of Houston and North Carolina State primarily to play golf, but did end up with a business degree as well. After college, Marlin moved to Miami continuing to pursue playing golf professionally. While there he became reformed theologically under the teaching of Steve Brown at Key Biscayne Presbyterian Church (PCA).

The move to Miami was momentous in more ways than one. There his secretary introduced him to Laurie, while he was working for the Fellowship of Christian Athletes. She agreed to marry Marlin after he delivered a diamond ring to her along with his favorite ice cream, Häagen-Dazs Swiss Almond Chocolate. (He admits to also liking Ben and Jerry's Cherry Garcia, the company's political views notwithstanding.) Thirteen months later they were married. Four sons, two schools and Veritas Press have been among the results of this productive union.

First, they moved to Orlando, still to pursue professional golf, but Marlin also began a real estate investment company. He ultimately missed qualifying for the pro tour, but was plenty busy with his family as the 4 sons arrived in a span of 5 years.

While Jameson, the oldest, was in first grade at an Orlando area preparatory school, RC Sproul pointed them to Doug Wilson's book *Recovering the Lost Tools of Learning*. Three months later The Geneva School in

Orlando opened, just in time for Jameson's 2nd grade year. As good as that was, the Detweilers really wanted to raise their sons back in Pennsylvania near Marlin's roots, so began making plans to move (and to start another school there).

There was a group of interested parents already in place and development of Veritas Academy took place during the '95-'96 school year. The family moved in May 1996 and the school opened that fall.

As all start-up groups know, developing curriculum and finding the appropriate materials is one of the biggest hurdles. When Laurie couldn't find any history curriculum which integrated Biblical history with world history, she decided to write one. Thus was born the initial cards/tapes series. As the Detweilers talked with others who wanted to purchase the history cards, the conversation often led to questions about what other books and materials Veritas was using. Laurie thought she should be selling those folks the books and materials she recommended, so Marlin began joking about selling books on the side. In the

winter of 1997, Laurie's parents seriously suggested that they consider selling curriculum in a 'full fledged' manner. Marlin decided to try it, thinking that they would sell from the house with one

phone line and using the garage as the warehouse. They printed thousands of catalogs in the first year and Marlin's real estate business was quickly relegated to a file drawer to be attended to less and less.

They have now grown beyond the garage and the single phone line, but only

considered themselves a 'real' business when they purchased a forklift!

Veritas Academy has also enjoyed a steady, high quality growth and will be K-12 beginning this fall. The Detweiler family has grown up as well: Jameson is 18 and a senior; Brandon is 16 in 10th grade; Travis is 14 and in 9th grade and Parker is 13 in 7th grade. Then there is Max, the 8 yr old Border Collie, (the official breed of classical Christian education, according to Marlin) and Emma, the 'crazy' Siamese cat.

Marlin has been in on the ground floor of two schools and is one of three original ACCS Board members. As such, his advice to start-up groups is: Be certain to control the philosophy and policy/procedures aspects of the young school by involving folks who are like-minded (particularly in the areas of doctrine and educational goals/purposes).

He is pleased to see ACCS working to develop more and more relevant member benefits.

Marlin, Laurie, their sons, and various critters live in Lancaster, PA. Marlin serves as a ruling elder at All Saints Presbyterian and recommends as a 'must read' Studies in the Sermon on the Mount by Martin Lloyd-Jones.

INTERVIEWED BY
CINDY NIGHTINGALE

As all start-up groups know, developing curriculum and finding the appropriate materials is one of the biggest hurdles.

reFerral P o l i c y

Classified referrals are a free service exclusively for ACCS member schools and businesses.

As space is available, referrals may be run for individuals seeking employment or for potential start-up schools seeking like-minded families in their area (with prior approval of the Executive Director).

A referral runs in two consecutive issues and is **limited to 8 lines of 60 characters per line.**

Submission deadlines are:
Dec. 31, Feb. 28/29, April 30,
June 30, Aug. 31 and Oct. 31.

CLASSIS is published in January, March, May, July, September and November. Submit referrals as text in an email to infoaccs@turbonet.com Editorial rights are reserved and may be used if space is limited.

PosItIoNS New Posts

Augustine School

A Christian and classical school in **Jackson, TN**, is in the process of a head of school search. Currently K-6, Augustine plans on adding a grade a year until we reach 12th grade. If you have interest in joining this exciting venture (see our web page, members.aol.com/augustineschool/), please contact Brad Green at brad@i4f.net.

ClassicalFree Virtual Academy

Supplement your income teaching online at ClassicalFree. Instructors needed in art, music, Latin, English and electives (you write the course & get 10% royalty ad infinitum). Apply at www.ClassicalFree.org on the "Faculty" link or call 1-800-394-4885. Good pay, lousy benefits.

Geneva School

Manhattan, NY Established in 1996 in New York City, Geneva School is looking to hire a headmaster for the fall of 2004. Currently we have grades preschool -8th and plan to add high school in the future. For more information: Rim.Hinckley@verizon.net

Heritage Christian School

Portland, OR, is expanding its program to include a 6th grade class. The school serves middle and high school students. The 6th grammar level teaching will include a full array of subjects with the bonus of access to fully equipped science labs, art facilities and a regulation gym. Heritage is dedicated to teaching in the finest classical Christian model. See www.heritagechristian.com for contact information.

Rockbridge Academy Classical and Christian School

Millersville, MD, currently serves 285 students in grades K-12. Rockbridge Academy is currently seeking a dynamic Athletic Director to head up our growing high school PE and interscholastic athletic program. Rockbridge is also seeking a qualified candidate to teach

Rhetoric I & II in 2004-05. Contact Michael J. McKenna, Headmaster at (410) 923-1171 or email mmckenna@rockbridge.org

Rockbridge Academy

Millersville, MD, is seeking a rhetoric teacher for the 2004-2005 school year. Interested parties should contact the headmaster, Michael J. McKenna (mmckenna@rockbridge.org, 410-923-1171) or visit the school's web page (www.rockbridge.org) to download a teachers application.

Christ Covenant School

Winterville, NC CCS is seeking a teacher to begin October 2003. Our current teacher will be marrying and moving away. This teaching opportunity at CCS consists of the following classes: 5th/6th Bible, Composition, Literature, and History; Latin III; 4th Literature; and 8th Logic. We are the only classical school in the eastern half of NC, in our fourth year of operation. Please contact Rene' Welti, Head of School, at 4889 Old Tar Road, Winterville, NC 28590, phone (252) 756-3002, fax (252) 756-4072, email: welti@coastalnet.com

Past Postings

Caldwell Academy

Greensboro NC, seeks Head of School, ACSI accredited, ACCS member; K-12 classical Christian school seeks a dynamic, Christ-led leader for its 450+ student community school with newly constructed facilities on 14 acres. Ideal candidate will possess at least a master's degree and teaching/administrative experience. Reply to: Search Committee Chair, 2900 Horse Pen Creek Road, Greensboro, NC 27410, or e-mail: searchcommittee@caldwellacademy.com. www.caldwellacademy.org

Grace Classical Academy

Mission Viejo, CA, will be opening with grades K-5 on September 3, 2003 with plans to grow to K-12 school. Grace Classical Academy is reformed and subscribes to the Westminster Confession

POSITIONS Start ups

of Faith. There are full-time openings for a kindergarten teacher, a 1st/2nd grade teacher, a 3rd/4th grade teacher, and possibly a 5th grade teacher. PT openings for Latin, logic and writing. Contact Pastor G. Michael Duhs, (949) 388-5537; Michael.Duhs@cox.net ; www.GraceClassicalAcademy.com

Integritas Academy

Upton, MA is seeking FT teacher of 3rd and 4th grades combined at a small startup classical Christian School. Early church history, time-tested classical literature, Shurley grammar, Saxon math, composition, recitation. Interactive, fun, multi-disciplinary class methods, orderly classroom decorum. Candidate must accept the Westminster Confession of Faith and be willing to grow in understanding of the classical methods. Contact Mark Lamoureux (508) 234-8609 or e-mail: mlamoureux@integritasacademy.org

Schaeffer Academy

Rochester, MN, has the following faculty openings: Third Grade, Calculus, French, Literature, Art, and Music. Schaeffer Academy is a nondenominational, classical Christian school, founded in 1993; it currently serves over 300 students in grades K-12. The academy's buildings, which include a recently completed gym / auditorium, are located on a 32 acre campus. Interested? Contact Keith Phillips (507) 286-1050.

Veritas Academy

Lancaster County, PA, an accredited charter member of ACCS, is now accepting applications for a Latin teaching position. We are looking for an applicant who loves children and is committed to Classical Education and the Reformed Faith. All inquirers should contact Ty Fischer at (717)556-0690 or e-mail tyfischer@veritasacademy.com

Writing Assessment Services

Cindy Marsch at writingassessment.com, offers Evaluations, Tutorials, and Workbooks for schools and homeschools, specializing in the Progymnasmata, Great Books Tutorials, and Gileskirk.

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Start Up Groups

Edmond or N. Oklahoma City, OK - Veritas Classical Academy, the first Classical school in central Oklahoma is now forming! Our opening is scheduled for fall 2004 with grades K-6 (with plans to grow to K-12.) Services will be offered for Classical homeschoolers in the grammar stage. Please contact David or Shannon Hill (405) 478-4457 or edmondclassical@zipbang.com

Upton, MA - A new classical Christian school, the first in the Blackstone Valley, is now forming. We are seeking families & staff interested in a classical and Christian school. Our opening is scheduled for the fall of 2003 with grades 1-9 (eventually to grow to K-12). Please contact Mark Lamoureux at (508) 234-8609 or e-mail: mlamoureux@integritasacademy.org

People

Greg Hardie is interested in a Headmaster/Administrative position in a classical and Christian school for the 2004-05 school year. He has 6 years of successful administrative experience, 3 as Head of School at a K-12 Christian school. Familiar with Trivium and the ACCS classical model. He has demonstrated excellent leadership ability and is committed to a Reformed and classical view of education. Contact him: ghardie@nccsonline.org or (805) 226-0320.

Sarah Wierenga seeks a teaching position in a Christian Classical school. She is a graduate of Gutenberg College with a B.A. in Liberal Arts. Her studies emphasized philosophy, theology, literature, Greek, German and geometry. Contact her at: (541) 683-7335 or sarahwierenga@hotmail.com

Classical Christian Headmaster with over 12 years experience of the classical Christian model seeks a school committed to the same vision. Ephesians 4:14-16 sums up life mission. Passionate about training discerning articulate students of Jesus Christ. Please email: ccaSteve1@aol.com.

A Little Help for our Friends

WAINUIOMATA NEW ZEALAND

a small junior/senior high that is converting to classical, Christian principles seeks a grade 7/8 teacher to begin in January 2004. A good opportunity for overseas experience in 'Lord of the Rings' locale; minimum commitment is 2 years. Teachers must be professing members of a Reformed or Orthodox Presbyterian Church (by constitutional requirement). Please contact: Martin Keast, martin.keast@paradise.net.nz Wainuiomata Christian College, PO Box 43-127, Wainuiomata 6008, NEW ZEALAND.

STONEWALL AUDIO

presents *The Songs of Mt. Zion*. This digitally recorded and professionally mastered CD provides piano accompaniment to 16 metered Psalms from the psalter *The Book of Psalms for Singing* (Crown and Covenant). The accompaniment plays a brief introduction and the same number of verses as found in the psalter so you may sing along. For ordering information contact: Gene Helsen, Stonewall Audio, 624 Kittitas, Wenatchee, WA 98801; ghelsen@televar.com

HISTORY CONFERENCE

Revolution and Modernity is the theme for the Ninth Annual History Conference to be held on February 5-7, 2004 hosted by Credenda/Agenda, Moscow, ID. Featured speakers include: George Grant, Steve Wilkins, and Douglas Wilson. Topics include: The Revolutionary Mind, Nietzsche, Van Prinsterer, Burke, Dabney, Lenin, Byron, Marx, Robespierre and the Anti-Revolutionary Mind. For more information: www.christkirk.com, christkirk@Moscow.com or (208) 882-2034.



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