

CLASSICS

THE BULLETIN of THE
ASSOCIATION of CLASSICAL & CHRISTIAN SCHOOLS

Sine doctrina vita est quasi mortis imago

NOVEMBER ■ 2003

VOLUME X ■ NUMBER 6

And the Winner Is...

Pedagogy or Particulars?

by Tom Garfield

ACCs is now just over ten years old. There are about 140 schools with their own distinctive looks and culture, which is natural and appropriate. *All* of us, regardless of the age of our school, are just at the beginning of recovering classical schooling. Therefore, it's not at all surprising that we haven't gotten past the first and foremost question: What is the essence of a classical education and how should it *look*? For the sake of this writing I am assuming that you are familiar with what has become common terminology in the revival of classical education: the trivium (grammar, logic, rhetoric); the corresponding three stages Dorothy Sayers lays out for children's growth: poll-parrot, pert and poetic; the emphasis on Latin as historically and linguistically necessary; and worldview thinking—all subjected to the infallible Word of God. I am not going to go over those basics here.

But at the heart of what we call the classical school movement or revival are living, breathing teachers who may understand the above terminology, but who may have little if any idea of how that is to affect their actual *teaching*! If your classical school does what many do, in your first or subsequent years of teaching, you were handed a pack of curriculum materials—some even in solid, heavy books—and were told to go forth and teach classically. Maybe you were even given some brief instruction in Gregory's *Seven Laws*. But then what *actually* happened in your classroom instruction? Assuming you had some knowledge of or prior experience with typical teaching methods, did your being in that classical school make a significant difference in the *way* you taught? Or was the difference from any previous teaching experience largely in how much and *what* you taught? What occupied your attention more, the *way* or the *what*? My premise here is that only one of those can take precedence. The difference in each is stark and critical to your teaching and your school's success.

I have had the privilege to visit a good number of sister schools around the country, sometimes to do training, others more formally as an ACCS accreditation team member. Many of these schools have similar rigorous curriculum course work, academic requirements and even behavioral standards. In the documentation packages I receive ahead of time, a school's work can look very impressive on paper. But one serious downfall that the subsequently un-accredited schools also share is that all those great ideals and curriculum materials didn't make a difference in the *way* the teachers taught in the classroom. And it was that disconnection that most often made the difference in the school not receiving accreditation.

Not a race, but a wrestling match

So what is to be the necessary difference in instruction and consideration of content? Perhaps an analogy may help to illustrate the conflict.

*At the heart of what we call
the classical school
movement ... are living,
breathing teachers who may
understand the terminology,
but who may have little, if
any, idea of how that is to
affect their actual teaching!*

NATIONAL ACCS BOARD

Tom Spencer ■ *Chairman*
Logos School
Moscow, Idaho

Mark Dolan ■ *Vice Chairman*
Foundations Academy
Boise, Idaho

Ty Fischer ■ *Secretary*
Veritas Academy
Leola, Pennsylvania

Marlin Detweiler
Veritas Press
Leola, Pennsylvania

Tom Eddy
Whitefield Academy
Overland Park, Kansas

Tom Garfield
Logos School
Moscow, Idaho

Rick Hall
Westminster Academy
Memphis, Tennessee

Clay Howell
Providence Christian School
Dothan, Alabama

Ron Lee
(On Sabbatical)
Schaeffer Academy
Rochester, Minnesota

Don Post
Tall Oaks Classical School
Hockessin, Delaware

Bruce Williams
The Oaks
Spokane, WA

Bob Donaldson Ex-Officio

Douglas Wilson Ex-Officio



Continued on page 2

CLASSIS

CLASSIS is a bimonthly newsletter published by the *Association of Classical and Christian Schools* for its members and friends.

Proposed submissions may be sent to:

CLASSIS Newsletter
 ACCS
 P.O. Box 9741
 Moscow, Idaho 83843

or submitted to:

infoaccs@turbonet.com

To obtain a copy of the ACCS Mission Statement, By-Laws, Confession of Faith, or a full membership list, or membership information write:

ACCS
 P.O. Box 9741
 Moscow, Idaho 83843

Call:

phone: (208) 882-6101
 fax: (208) 882-9097

or visit our website:

web: www.accsedu.org

Executive Director... Patch Blakey

Secretaries Trish Miller
 Lauren Pocklington

Executive Assistant.....
 Cindy Nightingale

Treasurer.....Mary Gressard

...Pedagogy or Particulars?

continued from page 1

As in most wrestling (except so-called professional wrestling) there are usually just two combatants vying to be on top. In our educational game, these combatants are **pedagogy** and **particulars** or content:

Pedagogy: the skills and rules of teaching. This necessitates a well-thought out approach to teaching, its dynamics, skills, influence, well summed up in Gregory's *Seven Laws*. This emphasis requires a thorough understanding of the students' frames and how they understand and apply the lesson.

Particulars: the content choices, emphases of the written program. This is what we call the curriculum or course work a school sets out for its students. (By the way, many folks think that "curriculum" is synonymous with the materials, books, etc. Not so. The materials are just the tools chosen to achieve those curricular objectives.) The classical movement has certainly produced a welcome revival of interest in teaching great and lasting literature, ancient languages, primary documents, and a stress on what used to be the content of a rigorous education. A worthwhile but, albeit, tall order.

The nature of the competition - one's got to be top dog

Both of these competitors, the skill of teaching and the curriculum content, obviously must be considered in our schools. Both will and should have a very powerful impact on the students. But both cannot be given equal emphasis—one will shape, guide and have priority over the other. Why do I say that? Because both of these necessary components are strong enough to *single-handedly* shape, guide, and lead the entire school's program and greatly affect its quality. Also, both have loyal adherents that stress each one's importance, based on their philosophical leanings. Have you ever had two bosses?

Not a pleasant situation. Even if they initially agree on most things, it won't be long before there are employees loyal to one over and against the other boss. Our Lord said a man can only serve one master at a time. Which will it be? So, back to our wrestling metaphor.

First scenario or match: the content wins, it comes out on top. The hallmark of the school's work then becomes how much and what kind of content the students are exposed to. Sounds reasonable, even desirable. Subsequently the primary determiners of the school's success are high student GPAs and grades, typically heavy homework amounts, standardized tests scores in the nineties, National Merit awards, and other measures of academic prowess. College prep course work takes precedence in time, funding and planning over the actual methods of teaching. How do I know that? Consider: If a teacher does an *extremely* poor job teaching it doesn't matter if the content is high octane, the students will do poorly. No argument. But in a content-driven program, *especially* a classical one, even a *mediocre* teacher can

appear successful by trusting in the quality of the material to silence concerns from the less-informed. Frequently in our schools, the mediocre teacher puts the onus on the many motivated students to work harder to grasp the difficult material. The teacher can be a Johnny-one-note, lecture-fits-all type

Both of these competitors...will and should have a very powerful impact on the students. But both cannot be given equal emphasis...one will shape, guide, and have priority over the other.

of instructor and still appear to be successful because the students are bright enough to find a way, scraping and clawing, to spit back Herodotus one-liners on a test. Or worse, they have the necessary acumen to parrot, even at the rhetoric level, the teacher's lofty-sounding opinions. So THAT'S a classical education? Never mind that these same students, like all students who sit under the cram-it-in model, forget at least 50% of what they were taught

Continued on page 3
 CLASSIS

...Pedagogy or Particulars?

continued from page 2

almost by the time they cross the stage after getting their diploma! At least their transcripts look impressive...

Second match: pedagogy wins and so the emphasis of the school is now on *how* the students are taught, and the content takes second place in priority. Now what happens? First off, the teachers are held more accountable—a scary thought for those of us who love the material but not the work it takes to pass it on. In many cases, if they've taught before, teachers have to UN-learn some habits, as well as learn new ones.

Mediocrity is quickly evident in teaching because the administration has a high priority on actually working with and evaluating the instruction, with the goal toward real, recognizable, and measurable improvement. The students subsequently benefit because the teacher is compelled to teach with the grain. Knowing and using the nature and frame of the students. That doesn't necessarily mean seeking to appeal to their desires or all their current interests, but rather studying and using the way they were made. We'll examine this more in a moment.

So, which is easier: content-driven or teaching priority?

A related question is which is flashier? Human nature will be drawn naturally to the easiest and the flashiest means to get the job done. That's just the way we are. Strange as it may sound, even given the cost and complexity of high power content materials, I will maintain that content-driven programs are easier than making pedagogy the priority. It just takes money and you can buy the best "stuff." In fact, that stuff is getting easier to find since so many of us are using it. Given time, just like the government school text book publishers, we will likely see teacher editions, helps, keys, maps, and clever workbooks for the *Iliad*. Maybe they're already out there. That may not be all bad; the *Iliad* is a wonderful story. But remember: human nature thrives on seeking the easier path. It is also very heady to tout the hefty classes and

materials our students use. Anyone who knows anything about education knows that Homer trumps Home Ec when it comes to sounding academic. When the vast majority of students in government high school are studying famous lesbian artists in American Cultural Studies, while our kids are reading the Code of

Hammurabi in the original languages and developing cold fusion as homework, it can be tempting to be puffed up a bit.

Another reason I say it's easier to rely on content instead

of quality instruction is that it's easier on the teacher. Yes, it's a lot of work to read and prep to teach the content we likely never learned. But that can mean just filling our own heads with more "stuff." Of itself, it doesn't require us to change our day-to-day teaching practices. It appears that an eighth law of teaching might exist. It's this: unless a teacher is thoroughly compelled and taught to teach otherwise, he will teach as he was taught. We can't help it. Most of us were taught the same way in our formative years - that is, teachers essentially telling us stuff and then testing us to see if we found a way to remember it, at least until test time. That's it. So, it's like a law of physics—we will teach in one teaching direction, i.e. the way our teachers taught, unless some forceful object gets in our path and brings us to an abrupt halt and/or turns us in a new direction.

Re-tooling our teaching, instead of relying on great content

First, look at the students, then cut with the grain...

Teaching classically, i.e. with a view toward preparing them for future learning, requires that we re-examine the way we view the students and their growth. Dorothy Sayers noted three levels: poll-parrot, pert, and poetic. She was adopting the premise of beginning formal education at about eight years old (based on the historical Greco-Roman model). But we

Human nature will be drawn naturally to the easiest and the flashiest means to get the job done.

Quid Novi?

NEW FROM ROCKBRIDGE ACADEMY

Rockbridge Academy is now offering curriculum aids for sale:

Reference guide includes such topics as: *Admissions Philosophy, School Culture, Reading List, K-6 Sample Long Range Plan, Supplier List, Parent Handbook, and a Staff & Faculty Handbook*

Individual curriculum guides:

Oral Presentation Guide

(grammar level)

Grammar Curriculum Guide

Dialectic Curriculum Guide

Geography Curriculum Guide

(all grade levels)

Physical Education guide

Art Curriculum

Music Curriculum

Scope and Sequence

for Reading and Writing

(using the Excellence in Writing program)

Also available:

Phonics cards

Latin curriculum CD for 5th grade

Teacher Training DVD

- *Establishing order in the school*

- *Teaching reading in grammar*

- *Application of the Seven Laws of Teaching*

- *Maintaining and restoring fellowship*

- *Parent/Teacher conferences*

- *Evaluations of student mastery*

To receive a brochure or to order:

call: 410-923-1171

write: 911 Generals Highway,
Millersville, MD 21108

email: learning@rockbridge.org

Book Review

REVIEWED BY PATCH BLAKEY

Most people in the Western world wake up every morning, brush their teeth, get dressed, grab a quick bite and rush off to work. That's the way it is because...well, that's just the way it is, of course! But how many ever stop to wonder how we got to be where we are today in our multi-cultural culture? How did we ever end up with so many special interest groups? Why do we have a school system that is presided over by our federal government? Why do we have federal, state and local taxes, and no matter how much we pay, it never seems to be enough, even if there is a temporary decrease in one or more of them at some point? Why does it seem that our national religion anymore is atheism? As someone once asked, "Why can't we all just get along?"

Paul Cleveland has done a wonderful job of charting the course of Western culture over the millennia. Because of the size of his book, he has had to use broad brush strokes to cover the period of time since the flood until the present, but at the same time, he has not left out specific detail where it serves to clarify and emphasize his case. All historians are selective and biased, but the question Christians should ask is, "What is the basis for the historian's outlook on history? What does he hold as authoritative? What are his underlying presuppositions?" In Dr. Cleveland's case, it is eminently clear that he stands upon the completed work of Christ on the cross and the Holy Scriptures as the final authority in all earthly affairs. From this foundation, he reviews the development of Western history, pointing out that freedom comes from Christ and humble submission to the Scriptures. Where these do not exist, tyranny, coercion, and slavery follow.

Dr. Cleveland begins with the

Mediterranean World. He looks at the early civilizations that existed, and how they functioned with regard to their economic life, religious life, and political life. He advances to looking at specific cultures such as the Assyrians, Babylonians, Persians, Greeks, and Romans. He demonstrates how earlier cultures planted the seeds that led to future cultures. He then focuses on the incarnation of the second person of the

Understanding the Modern Culture Wars:

The Essentials of Western Civilization

by Paul A. Cleveland

Boundary Stone, 2003, 415 pages, \$60

Godhead in the fullness of time, and how Jesus' advent has changed the course of the world.

He further expounds on the fall of the Roman Empire, the Byzantine Empire, the rise of Islam, and the development of Western Europe and the spread of the gospel. He discusses the development of the feudal system, the Roman Catholic Church, monasticism, the Crusades, and more. He speaks of men such as Charlemagne and Constantine, Leonardo da Vinci and Michelangelo, Thomas Cranmer and Francis Bacon. He covers the Council of Chalcedon and the Council of Trent. He pulls no punches, pointing out the good and the bad in men we esteem as well as those we do not. He identifies in kingdoms and nations that which conformed to Christ and the Scriptures and that which did not. Let me add that his book covers far, far more than I have attempted to indicate in this brief review.

He walks the reader through the development of modern philosophy from the pre-Enlightenment to our current postmodern and post-Christian culture. He talks about what was the train of events and thinking that brought us to our current entitlement

dominated thinking in the West. At one point he writes, "The problem in the United States is due to the near monopoly that the government holds on available schooling." Thankfully, he is not content to simply be another voice identifying the symptoms and problems, but goes on to address what needs to be done to help restore our Christian Western culture, and it's not as many think through the application of power by yet another coercive government.

Dr. Cleveland has an excellent index in his book, and closes each chapter with applicable study questions. This book would make a

wonderful text book. In addition, the publisher is also developing a teacher's manual and a study guide that should be available next spring. This book on history is the way I have longed to see one written. Dr. Cleveland may raise some issues over which sincere Christians sincerely disagree, but overall, *Understanding the Modern Culture Wars* is an outstanding book, and well worth reading.

Dr. Cleveland is part of the economics faculty at Birmingham-Southern College. He received his Ph.D. in Economics from Texas A&M University and began his career teaching at SUNY-Geneseo in 1985. After spending one year as a Visiting Professor of Economics at the University of Central Florida in Orlando in 1989, he joined the faculty at Birmingham-Southern.

Paul is married and is the father of two children. He is a member of Covenant Presbyterian Church (PCA) where he serves as a ruling elder. He enjoys activities with his family and plays golf when time allows.

To obtain a copy of this book contact the publisher at: Boundary Stone, P.O. Box 19515, Birmingham, AL 35219; www.boundarystone.net (205) 305-5862.

CLASSIS

...Pedagogy or Particulars?

continued from page 3

have five through seven year-olds. They are profoundly different than their third grade fellow students and require specific, well thought-out preparation for the “full” grammar stage. So, we must teach to four, not just three, levels and their corresponding characteristics.

The students in this *pre-polly* stage, as we have named it (keeping with the alliteration), are very sensory driven and, like the older grammar students, are not deep thinkers. But they are quite a bit younger and, at this point, that means a great deal. They still need us to help them make some sense out of the world and more particularly, the way to learn about it. This is a crucial time in which we can help them build mental “shelves” upon which later material will be “stacked,” mostly through memorization. We do this by using all the students’ senses to our advantage. They are still young enough to enjoy tasting, touching, moving, singing, hearing as ways of gaining more understanding. Their senses are like five-lane highways all flowing into their brains and, at their age, traffic is flowing well in all lanes. Why not use those lanes? It won’t be too long before these students get older and, as with most adults, the lanes narrow to about two, sight and hearing, for most brain-traffic.

Consider: Why do our grandmothers remember the little songs and poems from their youth? It’s probably *not* because of the intrinsic value of the content, but rather because of HOW they learned them—most likely through repetition, singing, chanting, at a particularly appropriate time when those techniques appealed so much.

The poll-parrot, pert, and poetic students need us to use the same approach. Consider their natural, God-given strengths and affinities, then arrange and tailor our chosen content to fit the classical teaching

methods we employ.

Remember where we got the trivium: from the first three of the seven liberal arts. It was a *way* of learning how to learn so that when the students mastered the learning techniques in grammar, logic, or dialectic and rhetoric, they could move into the hard core academic content of the quadrivium: geometry, music, arithmetic and astronomy.

Preparing, Not Packing

Lest it be lost in other points, let me state unequivocally: I love the great content of most classical curriculums. It is like discovering a long abandoned cache of fine, well-aged wine. It is because I hate to see its value diminished through poor use that I write this. Old wine, as our Lord pointed out, shouldn’t go into new wineskins. The “new wineskins” we too often grab are the poor teaching methods of the last couple of generations.

How then does this mismatch and wrong prioritization of content over pedagogy show up?

Pacing or racing?

The temptation to race to the fire can easily outweigh the value of thoughtful pacing. In spite of hearing wise counsel to the contrary, there are many new classical educators who are striving in one generation to regain what was

lost over centuries. “Why can’t all these kids be Cotton Mathers? At least by next year!” To hear some folks, they won’t be pleased until their second graders have memorized the Pentateuch in Hebrew or their first graders are working trigonometry. This is a disservice not only to the students, but to the value to be gained in studying that material with the appropriate maturity and background. Understanding and teaching to the students’ frames requires that we push,

Continued on page 6

Nota Bene

ANNOUNCING

The ACCS 12th Annual Conference

June 24-26, 2004

Cobb Galleria Centre
Atlanta, Georgia

The conference center is conveniently located in NW Atlanta at the intersection of I-75 and I-285. This area has a great variety of housing options, dining and shopping.

For Civil War buffs, the delights are considerable.

Further information about the conference will be available in early 2004 from the ACCS office or website.

Information about Atlanta and Cobb County can be found at:

www.cobbcvb.com
www.atlanta.net

CLASSIS

“We have lost the tools of learning...that were so adaptable to all tasks. What use is it to pile task upon task and prolong days of labor, if at the close the chief object is left unattained? For the sole end of education is this: to teach men how to learn for themselves and whatever instruction fails to do this is effort spent in vain.”

Dorothy Sayers

“Give instruction to a wise man, and he will be still wiser; teach a righteous man, and he will increase his learning.”
Proverbs 9:9

...Pedagogy or Particulars?

continued from page 5

challenge and support, but not make the content odious or tedious by cramming in too much too fast.

So much to teach, so little recollection

There is a tremendous amount of wonderful material and knowledge out there! If content were everything, the be-all and end-all of education, then personally I would advocate for a whole year of history to be spent on Theodore Roosevelt. It

could easily be done. But Scripture calls us to strive and yearn for wisdom, not the mere accumulation of facts or even knowledge. A

wise man may not recall everything he was taught. But he will know *how* to gain or regain knowledge, if he was taught well. Students will and do forget tons of what we spent so many intensive hours feeding them. Frankly, if remembrance of material is the only point, we of all people are most to be pitied!

Forgetting their frame for the fame of our name

That’s a little ditty to take to heart as a warning (forged in a grammatical style) that sums up my points above. As educators in the classical revival, we *are* making strides in providing a better education for our children than the one we had. That can be easily documented. But we mustn’t think it’s because of the impressive content we use. We can so easily be puffed up and take ungodly pride in our school, our movement because of the “stuff.” The kids will see through that facade, and the saddest part is that though we certainly value our content, if we are just stuffing it in them, they will come to regard our gems of knowledge as just so much “stuff.”

The balance of pedagogical priorities and content can be a wrestling match, but it should not be a war. They are not enemies, seeking to destroy each other. But they are inherently competitive. We should obviously seek to apply the strengths of both because both are *necessary* priorities to our students’ education. And they are best kept in balance by knowing that

teaching should lead and the content should follow. Perhaps another analogy might be appropriate here. Imagine you have two good friends who you would like to introduce to each other. Since you care deeply for both of them you are rather sure they will be pleased to meet each other. Your introduction is critical and will get their friendship off on the right foot. Now imagine that one of your friends is a student and the other “friend” is the

marvelous material you want to introduce to your student. Your “introduction” is critical. It will also take quite some time. Shouldn’t you give it a good

bit of thought so these two friends might want to get to know each other better?

Paul told Timothy, “But the goal of our instruction is love from a pure heart and a good conscience and a sincere faith. For some men, straying from these things, have turned aside to fruitless discussion” (1 Tim 1:5, 6). If biblical instruction is our model and it seeks to change minds and hearts, not just impart knowledge, shouldn’t our instruction of admittedly less value seek to inspire, challenge and prepare our students? If we focus only on cramming them full of knowledge, even worthwhile knowledge, I fear we are ignoring the scriptural admonishment to not boil a kid in its mother’s milk. We will use what should be gently and thoughtfully fed to them and cause them to hate what should be precious. Productive, classical instruction enables the students to digest the great feast of knowledge. Then not only will they love to *keep* learning, they will love *what* they learned!

(Please note side bar on left)

*Tom Garfield is the superintendent of Logos School in Moscow, ID, and an ACCS board member. He and his wife Julie have four children: Carolyn, Seth, Kajsa (Logos graduates) and Kathryn (a junior at Logos). Recently Tom the directed and wrote the script adaptation for *Jeeves in the Springtime*, a high school drama production.*

Productive, classical instruction enables the students to digest the great feast of knowledge.

Board Member Spotlight

Tom Eddy is the headmaster at Whitefield Academy in Overland Park, Kansas, a suburb of Kansas City.

Mr. Eddy grew up in Kansas and has lived there his whole life

(however his house is 2 miles from the Missouri border). He attended Kansas State

University for both his education degree and his master's degree in school administration. While teaching elementary school in the Shawnee Mission school district, he met and married his wife, Marty, who was a speech clinician at the school where he taught.

Tom then became the principal of a 600 student K-6 public school in Topeka, Kansas. He was at that position for ten years. During this time, a classical Christian school named Cair Paravel-Latin School started in Topeka (1980). Tom was friends with some of the founders and helped them out with administrative details during the early years. He became fascinated with this "new" education plan and saw how much better it was than the public schools. The Eddys enrolled their children at Cair Paravel-Latin and Tom became a school board member. When the school was large enough to hire a full-time administrator, Tom became the first full-time principal. He was there for ten years and left and started a seminar business for teachers throughout the US.

But God had different plans. During his seventh year at Cair Paravel-Latin, a group of people from the Kansas City area came over and wanted to start a classical Christian school modeled after Cair Paravel. Tom spent time helping

this school out and met with the group several times. This school became Whitefield Academy. During the first year Tom was doing the seminar business, Whitefield Academy needed a principal. Little

did Tom know that when he was helping the school several years earlier that

he would be its first full time administrator.

Tom says that being on the ground floor and helping develop two classical Christian schools has been both hard work and rewarding work. Tom's advice for starting up a new school: have your vision and philosophy developed and agreed upon by all. The first few years will be rough, but don't give up as rewards will soon come. Pray continuously. Get your families involved in the school so they feel a part of it. Make realistic goals. Maybe if you hang in there long enough, you can have the privilege like Tom had of hiring a former student and graduate of your own classical Christian school as a teacher.

Tom has been an ACCS board member for six years and is privileged to work with a group of godly and wise men. Your ACCS board members have a great desire to help the organization grow and to provide services to make your school succeed.

Tom and Marty recently celebrated their 29th wedding anniversary. They have four children, three son-and-daughter-in-laws, and two grandchildren. Three of these families live in the Kansas City area and one lives in California. All four of their children graduated from a classical Christian high school.

Tom Eddy

CLASSIS

Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers.

Charles W.
Elliot
1834-1926

REFERRAL POLICY

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 POSITIONS

New Posts

Veritas Classical Christian School

in **Richmond, VA**, seeks a full-time Latin teacher for the 2004-2005 school year. Interested candidates should contact Mr. Scott Taylor, Headmaster, at 804-272-9517 or staylor@veritasschool.com or visit www.veritasschool.com for more information.

New Covenant Christian School in **Abingdon/Bel Air, MD**, is

adding a 6th grade next year and is looking for a full-time teacher. Candidates should be committed to classical education, able to teach all subject areas on a 6th grade level (incl. Algebra ½) and should be Reformed, subscribing to the Westminster Confession of Faith. Latin knowledge preferred. For more information contact: Jason Van Bommel, Principal, at 443-512-0771 or jvanbommel@newcovenantpres.com.

Logos Christian Academy

in **Fallon, Nevada**, has 69 students enrolled in grades K-6 in its 4th year. A grade level is added each year with plans to eventually offer K-12. Steady growth requires additional faculty. We will be hiring at least two teachers (elementary grades) for fall 2004. Fallon is a city of 25,000 located in an irrigated valley 60 miles from Reno. Please contact board chairman, Ed Iverson at 775-423-2608 or email eiverson@phonewave.net.

Providence Christian Academy

in **St. Louis, MO**, a 10 year old ACCS school has the following openings FT or PT for next year (2004-05): Humanities grade 9-12, History 9-12, History 7-8, Grammar & Literature 7-8, Math 9-12. Contact Ted A. Trainor, Assistant Headmaster, 5293 S. Lindbergh Road, St. Louis, MO 63126. Visit our website: pcastl.org or call: 314-842-6846.

Effingham Christian School

a new school in **Rincon, GA** (near Savannah), is now hiring teachers for K - 4th Grade for the 2004-05 school year. Ability to teach Latin for 3rd and 4th grades preferred. Competitive salaries and benefits. All interested teachers may contact Headmaster Robert Cole at rcole@effinghamchristian.org or by calling 912-826-4598. Please visit us on the web at www.effinghamchristian.org.

September 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 at members.aol.com/augustineschool/ or 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 contact: Rim.Hinckley@verizon.net

POSITIONS • START UPS

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 teacher's 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,

Start Up Groups**Edmond, Oklahoma**

Providence Hall, the first Classical School in the greater Oklahoma City area is now forming. We will open in the Fall of 2004 with K-6 (with plans to grow to K-12.) Introduction and informational dinner will be held November 20, 2003 at Gaillardia Country Club. Please see our website at providencehall.org or call David or Shannon Hill at 405-478-2077 for more information.

Upton, Massachusetts

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.

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.

*New Members***Members**

Oak Hill Christian School
Reston, VA

Veritas Christian
Community
Sierra Vista, AZ

Soli Deo Gloria Academy
Tallahassee, FL

*A Little Help for
Our Friends*

STONEWALLAUDIO 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 Helsel, Stonewall Audio, 624 Kittitas, Wenatchee, WA 98801, or e-mail: ghelsel@televar.com



**ASSOCIATION of CLASSICAL
and CHRISTIAN SCHOOLS**

P.O. Box 9741
Moscow, Idaho 83843

NON-PROFIT ORGANIZATION
U.S. POSTAGE

PAID

PERMIT NO. 467
MOSCOW, ID
83843

ADDRESS SERVICE
REQUESTED

REVOLUTION & MODERNITY

Ninth Annual History Conference
Sponsored by *Credenda/Agenda*

Speakers:

Dr. George Grant
Douglas Wilson
Steve Wilkins

Topics:

Marx, Nietzsche, Lenin, The Anti-Revolutionary Mind
Van Prinsterer, Dabney, Byron
Robespierre, Burke, The Revolutionary Mind

When: February 5-7, 2004

Where: University of Idaho Student Union Ballroom Moscow, Idaho

To Register: Register on our secure web site www.christkirk.com or
call the Christ Church office, (208)882-2034.
Discounted registration rates end December 31, 2003.
