

C L A S S I S

THE BULLETIN of THE
ASSOCIATION of CLASSICAL & CHRISTIAN SCHOOLS

Sine doctrina vita est quasi mortis imago

NOVEMBER ▪ 2004

VOLUME XI ▪ NUMBER 6

The Importance of Music in the Christian Classical Curriculum

by *Laura A. Yount*

The great philosopher and theologian, Augustine, stated that when one encounters truth, one encounters the God whose truth it is. Throughout the ages, God has gifted men by means of Common Grace to be the vehicles through which the art of music has communicated much of His beauty and truth. In scripture (Rom 1:20) we are told that as the creation of God, in the image of God, man innately possesses the ability to recognize God's truth and beauty as revealed in His creation. Through Common Grace, even the philosopher, Plato recognized that the soul already possesses the ideal of an ultimate idea, and instruction merely facilitates the expression of what already exists in the mind. These philosophies can aid us in the understanding of culture, the arts, and specifically music.

Why we need to study music.

God's truth (or reality) operates in a fallen world that cries out for redemption, and the plan of redemption through Jesus Christ (Rom 8:18-23). God's standard for truth, beauty, and goodness is creation's perfection before the fall. This fallen world has changed everything. It is not surprising that there are men who have taken music and used it for obscuring beauty and truth (Rom 1:21-25). Because music has become such an integral part of life in our postmodern culture, the Christian has an obligation to his God, as well as to the culture, to discern truth from a lie, to redeem the culture, and to be a guardian of God's truth and beauty. To fully understand music is to understand, to some extent, God Himself. Knowing God by understanding His creation was the driving force of the Puritans to develop the educational system in this country. The fact that a PhD in Theology was the highest degree offered in a classical university reflected the understanding that the sum of all knowledge was knowledge of God. Additionally, music is God's gift to us to enjoy in this life and to taste, in some small way, the glory of heaven to come.

How we approach the study of music.

If God were able only to communicate His truth to us in a foreign language we did not understand, we would have to choose to either learn the language or deprive ourselves of God's revelation to us. If we look at the example of the study of literature, we see that before we can examine the works of great authors in our

*God's standard for truth,
beauty, and goodness is the
creation's perfection before
the fall. This fallen world has
changed everything.*

NATIONAL ACCS BOARD

Don Post ▪ *Chairman*
Tall Oaks Classical School
Hockessin, Delaware

Mark Dolan ▪ *Vice Chairman*
Mars Hill Academy
Mason, Ohio

Bruce Williams ▪ *Secretary*
The Oaks
Spokane, WA

Marlin Detweiler
Veritas Press
Leola, Pennsylvania

Ty Fischer
Veritas Academy
Leola, Pennsylvania

Tom Garfield
Logos School
Moscow, Idaho

Rick Hall
Westminster Academy
Memphis, Tennessee

Clay Howell
Providence Christian School
Dothan, Alabama

Ron Lee
Schaeffer Academy
Rochester, Minnesota

Tom Spencer (On Sabbatical)
Logos School
Moscow, Idaho

Rob Tucker
Rockbridge Academy
Millersville, Maryland

Bob Donaldson Ex-Officio

George Grant 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:
admin@accsedu.org

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

ACCS
P.O. Box 9741
Moscow, Idaho 83843

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

web: www.accsedu.org

Executive Director
Patch Blakey

Administrative Assistant
Cindy Nightingale

Secretary
Lauren Pocklington

Treasurer
Kelly Johnson

The Importance of Music...

continued from page 1

search for truth and beauty, we must first learn to read and then recognize the tools of the writer. Otherwise, we continually will be frustrated and unable to participate in the discovery process. And so it is with music. If we cannot read and recognize the tools of the composer, we will never fully appreciate and come to love the truth and beauty God reveals through the “great works” of the masters of musical art over history.

The development of music has a chronological history that can be examined. It is a reflection of the history, nature and activities of societies all over the globe. Just as the study of the timeline of American history can enrich our appreciation of the privileges we enjoy as citizens of the United States, the study of the history of music (and particularly music of the Christian era) can enhance our cultural identity as Christians. We can glimpse into centuries of trials and triumphs in the lives of saints that have preceded us.

When we sing an ancient hymn of Ambrose in worship, for a brief moment we stand before God, spiritually in the very same place as the early believer, confessing and at-

testing to the very same faith, unchanged, and enduring even to this day. This can be a worship experience that truly transcends time and space.

What the Classical model looks like.

When Solomon was searching for the best craftsman to oversee the building of the temple, he sought someone who possessed three elements, skill in craftsmanship (knowledge), understanding (application of knowledge to context), and the ability to teach (wisdom in persuasion) (2 Chron. 2:3-14).

Grammar At the grammar level we give students a basic *knowledge* of music. We define the vocabulary of music. We teach students to “read” music with flash cards and solfege exercises. In addition to teaching the rudiments of music reading, we apply them to actual singing or playing a simple instrument. We learn that in God’s design, music has *pitch, rhythm, form, and texture* by listening to examples. These are objective elements that can be used as tools in the craft of music making. Even at this stage we can exercise a student’s God-given creativity by “making” and performing music from a simple rhythmic composition (K) to a simple fugue subject or hymn melody (6th).

Dialectic At the dialectic level, we can add *understanding* to that knowledge by analyzing musical form using scores and recordings. We can deepen understanding of the purpose and function of music in society by comparing different genre such as the sym-

phony, chamber music, opera, jazz, ethnic, or folk song. The performance of actual music is enhanced and facilitated with a deeper appreciation of the nature of its construction and the

historical context in which it was created.

Rhetoric Music, as part of the classic quadrivium, was studied to teach aesthetics. By the time students reach the rhetoric stage they are truly equipped to develop and apply *wisdom* and discernment to their study as they prepare to “persuade” the culture they will be attempting to influence. They learn to apply Scripture and the writings of the philosophers to issues regarding aesthetics and the arts. They have the knowledge and understanding necessary to recognize God’s truth and beauty or the absence of it, as they listen, analyze,

Continued on page 3

CLASSIS

*We can glimpse into centuries
of trials and triumphs in the
lives of saints that have
preceded us.*

The Importance of Music...

continued from page 2

and compare what they are hearing to a Biblical world and life view. They recognize new music that has been well crafted when compared to the great masters of the past. They know whether the text of a song promotes truth or lies when compared to their understanding of God's truth. When students perform music, they bring a mature recognition of the value of the music they are performing as well as a more fully developed skill. They are equipped to produce a work of worth and beauty that can be shared with their community to God's glory.

The classical Christian school today is counter-cultural by definition. It stands in opposition to most of what the world holds

dear. The classical approach to teaching music, not surprisingly, is counter-cultural as well. When students complete their education, they will be barraged with every cultural idol a fallen society can produce. Music and many who perform it have become idols in their own right. A classical student will know in addition to what Romans teaches us, that even Plato and Aristotle understood the potential power of music to influence society for good or ill. It is hoped that a student's total educational experience, including music, has prepared him to be the next generation of Christians truly prepared to redeem the culture and to be guardians of God's truth and beauty.

The classical Christian school today is counter-cultural by definition. It stands in opposition to most of what the world holds dear.

Laura Angus Yount has a BM in Applied Voice and a MM degree in Performance from the University of Rochester's Eastman School of Music.

While maintaining a private studio for 30 years and home schooling her three children for 11 years, Mrs. Yount has taught music in the classroom to kindergarten through university-aged students in New York, Kentucky, Maryland and Florida. She currently teaches at Rollins College and Seminole Community College in the Orlando, Florida area.

Laura is married to teacher/writer/musician, Dr. Terry Yount. They are both members of St. Paul's Presbyterian Church (PCA), Orlando, where Terry is the choir director/organist. They have three grown children, Andrew (26), Amelia (24), and Alyssa (21).

N U N T I A T A

The Association of Classical Christian Schools is pleased to announce the appointment of

Dr. George Grant

*to the Board of Directors
Ex Officio*

Book Review

REVIEWED BY BEN HOUSE

A College Education—Electoral College That Is

American political history is quite dull. Consider the effect of trying to present American political history in a Medieval Era setting:

Was he a rightful heir or a usurper? That question had convulsed the realm for some time. In his bitterly contested battle for the crown, he had bested Crown Prince Albert with what was a near-run victory, a victory allegedly affected by some wrongdoing and treachery. Aided by his brother, a duke, who worked behind the scenes, the contender claimed victory and the crown on quite flimsy and questionable grounds. Only the interference of the bishops secured his claim. But that claim too was tenuous, being that only the five of nine bishops who had received their sinecures from his father and his clan consented.

The reigning monarch, King William, grimaced over losing his throne. He had taken the throne from the usurper's father less than a decade before. King William's short reign was a time of prosperity for the kingdom, although the king himself was more taken with his own immoral escapades than with wise rule. His queen, Queen Hillary, more a political consort and co-ruler than wife, especially desired continuing their reign and plotted for an eventual regaining of the imperial throne.

But the moment had arrived. Again the question was whether this was the coming of the true king or intrigues of a usurper. With his entourage, his personal guard and his now aging father, the heir apparent, George, approached the castle. King William and Prince Albert stood awaiting him, still flanked by the army at their command. The dukes and lords gathered expectantly to watch the confrontation. Without either sword or shield,

George boldly strode into the castle, shared a cup of coffee with William and Albert, and then they all peacefully proceeded to the inauguration.

Isn't American political history dull? This account is of the American Presidential election of 2000. Almost any other country, almost any other time period, almost any other bid for power, and you would have had civil wars, kidnappings, stealthy assassination by poisoning, palace intrigue, a military coup, a foreign invasion, or something neat.

The Importance of the Electoral College

by George Grant

*Vision Forum Inc., San Antonio, TX,
2004, 128 pages, \$10*

Shakespeare could have written a tragedy or Sir Walter Scott could have penned a great romance about the event. Historians could have written histories that read like mysteries. Mystery writers could have written fiction that read like history. But the American political system is unbelievably dull. (Do you remember Al Gore having former Secretary of State Warren Christopher as his spokesman? Talk about dull!) With hanging chads and pregnant chads being the prime suspects, not even the fictional talents of a John Grisham or a Dan Rather could make this American story anything but dull.

Buttressing this dull political system is an antiquated, almost medieval, reactionary, pre-Civil War, 18th century concoction of a committee called the Electoral College. It is of this institution that George Grant has written

his latest book, with the ever-so uncatchy title *The Importance of the Electoral College*.

In spite of having written exciting works about such figures as Theodore Roosevelt and of such current and relevant issues as the dangers of Islam (*Blood of the Moon*), Dr. Grant now has given us a book on the Electoral College. What's next, Dr. Grant, morning devotionals on tariff issues? And yet it is the dullness of the subject, the supposed obsolescence of the system, and the nature of the critics and the criticisms that make this issue and this book so important.

In a few weeks¹, the Electoral College will come into play with what promises to be another close election. The Electoral College, not the will of the majority or even plurality of voters, put George Bush in the White House four years ago. The Electoral College will determine whether Laura Bush needs to run down to the

trash bins of local stores and pick up boxes to start packing.²

Back in 2000, the claim of Mr. Gore and his supporters was that they won over a million more votes nationwide than Bush and were the rightful intended recipients of more votes in Florida. The will of the people was somehow thwarted, so the Gore supporters claim. Still the issue revolved not around the millions of votes cast, but the 270 electoral votes. Was this a travesty of democracy? "Bush won 29 states to Gore's 21. Bush won 2,436 counties but Gore received majorities in only 676. Bush won regions covering approximately 2,432,456 square miles of the nation while Gore won in 575,184." (p. 43) A Gore Presidency

¹ This issue went to press November 1, 2004.

² In my cultural setting and lifestyle, this is what you do when facing a move. Liquor stores have the best boxes by far.

Continued on page 5

CLASSIS

A College Education...

continued from page 4

would have largely represented only a few densely populated clusters along the coasts as opposed to Bush's broader appeal.

Of course, it is easy to defend the Electoral College when my candidate wins. Before the 2000 election, I feared a Bush popular victory with a Gore electoral victory. (Another sign of my canny political prognostications.) The question still remains, is this the best system? After all, a candidate could win the White House by winning the 11 most populous states by one vote each even if he lost the other 39 states and the District of Columbia by 99% margins.

Dr. Grant provides three major lines of reasoning in supporting the Electoral College. First, the system works. Even with at least 14 of the 43 Presidents being elected without a popular majority, the system has worked in providing an adequate means of determining a winner in Presidential races. Even in cases, such as 1800, 1824, and 1876, when the system was subjected to questionable political tampering, it was not the Electoral College that was the issue. Rather, there were political forces at work outside the system that created the tensions. In such elections as those of 1888 and 2000, when the candidates receiving the most votes were denied the electoral prize, the winning candidates represented a greater cross section of the entire country.

A second line of reasoning in defending the Electoral College is that it represents many minority groups in the nation. Black Americans comprise only 13% of the electorate, but they comprise "25% of Alabama's electoral vote, 27% of Georgia's 13 votes, 31% of Louisiana's 9 votes" (p. 20). Less than 4% of the population are farmers; 100% of the population eats. Farm issues crop up in several states. So

Presidential candidates don straw hats and hold up ears of corn and tour dairy barns. Sparsely populated, but often geographically large, states have a say so in the election. Thus, Vice President Cheney's home state of Wyoming with its 3 electoral votes offset the left coast mobopolis of California with its walloping 54 votes in the 2000 election. The abolition of the Electoral College would mean that all of us who are not within 50 miles of an ocean front beach would not only be denied easy access to the wind and the waves, but would have almost no say in who leads the nation.

Grant's third line of reasoning is the stability of the republic based on both the wisdom and the antirevolutionary gravitas of the Founding Fathers. Alexander Hamilton, in *The Federalist Papers*, and others were quite pleased with the federal system of governing and the federal nature of electing the chief magistrates contained in the Constitution. As usual with George Grant books, this work contains a host of brilliant quotations gleaned from sources obscure and scattered. These quotes strengthen the case for the Electoral College and affirm the genius of the system.

Is it flawless and without any need of reform? No, and this book suggests some methods to give greater flexibility to the system. For example, two states—Nebraska and Maine—already award electoral votes on the basis of congressional districts. If more or all states did this, it would arguably improve and yet preserve the essential system.

This is a most necessary and important little book. Our ultimate hope for the nation is not found in the Electoral College, but a vital means of conserving the best of this nation is found in it. Let us hope we can preserve the dull political system of America.

Ben House is the administrator, as well as a teacher, at Veritas Classical Christian Academy in Texarkana, Arkansas.

NUNTIATA

ACCS Accredited Schools

Ad Fontes Academy
Fairfax Station, VA
since May 2002

Cary Christian School
Apex, NC
since May 2002

Logos School
Moscow, ID
since January 2000

Providence Classical Christian School
Lynnwood, WA
since June 2004

Regents School of Austin
Austin, TX
since April 2002

Rockbridge Academy
Millersville, MD
since January 2004

Veritas Academy
Leola, PA
since December 2002

Westminster Academy
Memphis, TN
since April 2002

CLASSIS

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

Canon Press
P.O. Box 8741
Moscow, ID 83843
(800) 488-2034
www.canonpress.org

Logos School Materials
110 Baker Street
Moscow, ID 83843
(866) 562-2174 (toll free)
www.logoschool@turbonet.com

Standfast Books
P.O. Box 985
Franklin, TN 37065
(615) 794-5003
Standgrey@aol.com

Tree of Life School and Book Service
106 Main Street #518
Houlton, ME 04730
(506) 328-6781
www.treeoflifeathome.com

Veritas Press
1829 William Penn Way
Lancaster, PA 17601
(800) 922-5082
www.veritaspess.com

Board Member Spotlight

An Autobiographical Profile

One of my first memories is of an earthquake in Japan. My mother had been a missionary there, and my father was a naval officer in the Korean War. After they married, the family's early years were spent in Japan, and one of my first recollections was of us all going out to the front yard, and watching our house shake. It was a fascinating start. "Welcome to earth, kid."

My father left the Navy to go into evangelistic literature work with midshipmen, and so I grew up in Annapolis, Maryland. We eventually left there and spent a few of my high school years in Ann Arbor, Michigan. When that short stint was over, my parents decided to move out to Moscow, Idaho to open several Christian bookstores in both Moscow and Pullman. I had joined the Navy by that time and so I helped them move out here, and then off to a four year hitch in the submarine service (1971-1975).

I soon discovered that the Navy was not a godly environment, and it was sink or swim time. I made a practice of seeking out fellowship wherever I went, and it was while I was stationed on a fast attack sub out of Norfolk that I first made the acquaintance of Patch Blakey, a naval officer at the time.

My plan had been to go to college on the GI Bill after my stint in the service, and that worked out well. I decided to go to school at the University of Idaho because that is where my parents were living, but after that (I thought) I would move to another college town and open a literature mission bookstore of the same kind as run by my father. But plans were overridden by events when I married Nancy Greensides. Nancy had gotten to know my folks while I was off submerged somewhere, and one time when we were in port my mother had said to me on the phone

that she did not mind what kind of girl I brought home, as long as it was a girl like Nancy Greensides. I filed that away, and when I met Nancy, my mother's great wisdom was confirmed. We married in late 1975 and started our family while I was still in school. This led to concerns about education for the kids, and so we started Logos School so that our children would have somewhere to attend.

The result of starting institutions like Logos was that the roots go down fairly quickly. A year or so before this, the church that Nancy and I were attending (a small Jesus people fellowship) lost its pastor. I was the song leader up front with the guitar, so naturally, knowing all the chord progressions, I preached the next Sunday. That fellowship was called Faith Fellowship, later Community Evangelical Fellowship, and now Christ Church. God has blessed us in innumerable ways, and has spared us in many more.

When Logos School was about ten years old, Marvin Olasky was kind enough to let me write the book on educa-

tion in his Turning Point series. The series was quite a helpful approach to any number of subjects—literature, politics, movie watching, and so on. But with many of these subjects, once you thought through it, you would then go to the movies, or read a novel. We soon discovered that the response to *Recovering the Lost Tools of Learning* was to attempt to start a school, and to contact us for help. This was help we were not set up to provide very well, and so we started ACCS as a self-defense move. In countless ways, God has blessed that organization as well and I am pleased and proud to be associated with it.

After a few more years, we discovered that there was a need for a classical Christian

Doug Wilson

Continued on page 7

CLASSIS

Board Member Spotlight... Doug Wilson
continued from page 6

presence in the world of higher education. My oldest daughter Bekah is the most cheerful and long-suffering educational experiment ever. We started Logos School her kindergarten year, and New St. Andrews College her freshman year. As she was approaching her graduation from Logos, we started to get all kinds of mail from Christian colleges. As far as I could tell from the advertisements, the purpose of Christian higher education consisted of eating pizza, making lifelong friends, and riding horses. So some faithful colleagues and I started NSA, and God has blessed greatly there as well. And it needs to be said (and said constantly) about *all* of these ventures that it is God who gave the increase. None of these institutions were started by experts. They were started by people who were tired of the dismal results that the trained professionals kept turning out. But apart from the grace of God, none of us were sufficient for any of it.

My personal interests involve listening to music (mostly the blues), trying to push myself to learn new pieces on the guitar, and reading (mostly the jag I am currently on). The most influential author that I have read, far and away, has been C.S. Lewis. If pressed for

a top ten list of authors that have taught, inspired or motivated me, it would be Lewis, Calvin, Chesterton, Augustine, Tolkien, H.L. Mencken, William F. Buckley, R.L. Dabney, Rushdoony, and Leithart. How's that for a hash? And the most influential ice cream I have eaten would have to be the Brown Cow.

The central blessing in my life has been my marriage to Nancy, and the fruit of it. We were blessed with two daughters and a son, who have all married and are involved in the work of the kingdom here in Moscow. Bekah married Ben Merkle, and they have five children—Knox, Jemima, Belphoebe, Hero, and, as I write this, Judah just arrived October 25th. Nathan married Heather, and they have three children—Rory, Lucia, and Ameera. Rachel married Luke Jankovic, and they have one daughter, Evangeline. The three youngest cousins are all about three weeks apart in age. This makes for seventeen of us, not counting boarders and company, and so our weekly Sabbath dinners have gotten increasingly crowded. And that is why, on a recent trip to Lancaster (PA) for presbytery, I purchased one of those Amish tables that extend out to eighteen feet. God is good. Maybe someday we'll need two of them.

IN MEMORIAM

James Frazee

1970-2004

Headmaster

**Providence Christian Academy
 Murfreesboro, TN**

ACCS extends our sincere condolences to his wife, Rachel; their daughters; and to all the families at Providence.

NEW MEMBERS

Members

Lakewood Classical
 Christian Academy
 Phenix City, AL

Greenville Classical
 Academy
 Simpsonville, SC

Bayshore Christian School
 Fairhope, AL

**Affiliate Homeschool
 Member**

Moore Family Homeschool
 Blacksburg, VA

“The point of having an open mind, like having an open mouth, is to close it on something solid.”

--G. K. Chesterton

START UPS

Metro Detroit, Michigan

At Veritas Classical Academy we are seeking families & staff interested in classical Christian education. The school is scheduled to open in the fall of 2005. We are expecting to open with grades K through 2. However, grades offered will be dictated by applications received. Our goal is to eventually offer a complete K-12 program. If you are interested in teaching or participating contact us at main@veritasclassical.org or (313) 510-2056.

San Jose, California

Veritas Christian Academy, the first full-time classical Christian school in the Silicon Valley, seeks families and staff interested in training up children to see the world through a biblical lens. We open in September 2004 with a full set of courses geared toward students in the 9th grade, expanding to a full secondary program (at minimum, grades 7-12) within the next four years. We also offer an Independent Study Program for students in grades K-10 during 2004-05 (first ISP diplomas will be issued in 2007). Part-time enrichment available for students in grades 6-12 via the classes offered in our full-time program. Please contact David Wallace, founder and administrator, at (408) 984-1255 or visit our web site, www.veritaschristian.org

Phoenix/Scottsdale, Arizona

Legacy Classical Christian Academy, a new school forming, is seeking families interested in a classical Christian school. We will open in the Fall of 2005 with grades 1 and 2 (K-12 is ultimately planned). For more information please contact us: (480) 945-3246 or www.legacyclassicalchristian.org

Northern Kentucky

Classical Christian School and a Reformed Church—Are you, or someone you know, interested in seeing a classical Christian school started in Northern Kentucky? Are you interested in being involved in a reformed Bible study/church plant in Northern Kentucky? If so, please e-mail John or Sara Davis: davisjohnp@aol.com or phone: (859) 689-5691.

POSITIONS

Northeast

Covenant Christian Academy

a classical Christian school based in **Harrisburg, PA**, seeks a Development Coordinator to spearhead fund-raising, grant writing and public relations. This is a PT contracted position, compensation negotiable. Progressive experience of 7+ years required; interested applicants must be Christians. Submit a cover letter, resume, writing samples and evidence of successful grant writing and fundraising endeavors to: office@CovenantChristianAcademy.net. Information about our school: www.CovenantChristianAcademy.us. Please, no phone calls.

Stratford Classical Christian Academy

a ministry of Stratford OPC in **southern NJ** is accepting applications for grammar school teachers (K-5) for the 2005-06 SY. Openings are in K, 4th & 5th grades, art and PE. Applicants must delight in teaching children, hold to a classical pedagogy and subscribe to the Westminster standards. Download applications at: www.stratfordcca.org. Resumes should be directed to Mr. Sidney Henriquez, headmaster@stratfordcca.org or 41 Warwick Road, **Stratford, NJ**, 08084. Phone (856) 435-0892 for further info.

PREVIOUS POSTS NORTHEAST

Integritas Academy

in **Upton, MA**, an ACCS school in its 2nd year is seeking a Headmaster/Head teacher to transition administration duties from the Board and to teach some classes at the high school level. Teaching expertise in History, Theology, Latin, Logic, Math & Science are of particular interest. We seek applicants who love children, are committed to classical education, to the reformed faith and are excited by the challenges in the first CC school in the Blackstone Valley. Download application at: www.IntegritasAcademy.org or e-mail: info@IntegritasAcademy.org (508) 234-8609.

Southeast

The Christian Academy

in **Brookhaven, PA**, is seeking applicants for a Latin/Linguistics teacher. The Christian Academy is a fully accredited K-12 Classical Christian school with an enrollment of 400 students. TCA serves suburban Philadelphia area and is located in southern Delaware County. Contact Dr. Timothy Sierer at (866) TCA-5080 or tsierer@tca-pa.org.

Soli Deo Gloria Academy

in **Tallahassee, FL**, a new and thriving classical school, seeks a dynamic headmaster. Currently serving sixteen families with grades K-7, and growing, blessed with well-trained teachers, a Latin scholar, and excellent facilities. In the family-friendly setting of Tallahassee, FL, with two major universities and a culture rich in the arts, we seek to develop further the vision that the Lord has given us for classical education. Please visit our site @ www.SoliDeoGloriaAcademy.com and contact Dr. Logan Brooks at (850) 545-9407, evenings. MEN OF VISION PLEASE REPLY!

Effingham Christian School

in **Rincon, GA**, is looking for a 1st/2nd grade teacher with experience in the classical approach. ECS is a new school dedicated to the classical approach from a strong Christian Worldview. ECS is a ministry of Ephesus Baptist Church. We are reformed in our theology. Position will start January of 2005. Call (912) 826-3327 or e-mail rcole@effinghamchristian.org for info.

Providence Christian Academy

in **Murfreesboro, TN**, an established K-8 CCS with plans to expand K-12, seeks to hire a headmaster to begin no later than June 1, 2005. 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, 2005, will receive priority consideration. For more information e-mail Michael Hein at mhein@mtsu.edu and/or check www.providencechristian.com

POSITIONS

Veritas Classical Christian School

in **Richmond, VA**, seeks a Headmaster for a thriving four-year-old school serving 177 students in grades K-9 (growing to K-12). Ideal candidate has an abiding walk with Christ, a heart for students, a deep understanding and personal passion for classical and Christian learning and proven skills in school leadership and teaching. Contact Dean Luckenbaugh, President, at (804) 864-2123 or dluckenbaugh@veritasschool.com. www.veritasschool.com

Christ Covenant School

eastern North Carolina, is seeking to fill two immediate needs. We are in need of a 2nd grade teacher beginning in mid-January. We also have a need for a Latin III & IV teacher as soon as possible. Please respond to: René Welti, Head of School, Christ Covenant School, 4889 Old Tar Rd., **Winterville, NC 28590**, (252) 756-3002 voice or (252) 756-4072 fax; www.christcovenantsschool.org

Trinity Academy

in **Raleigh, NC** seeks a headmaster to grow its K-12 200+ student program. Qualified candidates will have significant experience in school administration, an advanced degree, experience with the classical education model, and the evident fruit of their Christian walk. Employment starts July 2005 or sooner. Please email a letter of interest, statement of educational philosophy, and a resume to headsearch@trinityacademy.com.

West of the Mississippi

No referrals this issue, nor last.

People

Writing Assessment Services

offers Progymnasmata Student Workbooks and a Teacher Training Tutorial, plus Great Books Writing Workshops and other classical, Christian resources. **Cindy Marsch**, M.A. <http://www.writingassessment.com>

PEOPLE

Stephen Graham, BA, MA (Belfast), PGCE (Cambridge) seeks a temporary teaching position in Classics for any period between September 2005 and August 2006 as part of sabbatical from UK teaching. He has taught Latin for 4 years at all levels as a full-time professional. Reformed, evangelical Christian with independent Christian school background. Could cover maternity or sabbatical leave. Contact: sgraham@norwich-school.org.uk; UK 01603 633242.

Eric Cook seeks a full-time teaching position in history, philosophy, theology, or apologetics. He has been teaching for 5 years in public schools and have taught history, philosophy, psychology, economics, government, and civics. He has a B.A. from Transylvania University in Secondary Social Studies and will finish an M.A. in Instructional Leadership from Northern Kentucky University in the spring. He plans to pursue an MDiv. in theological studies. His interests are in theology, philosophy, and apologetics. Contact: erwcook@yahoo.com or ecook@mariemontschools.org or call at (513) 248-8991.

Joseph VonDoloski seeks a teaching/administrator/coaching position for the 2004-05 SY. He has a plethora of experience working with children and a zeal and love for education. He has 3 years of admin experience with children ages K - HS and many years of teaching experience. He has taught Aboriginal history in Australia with no textbook and nearly every class in the Veritas Press catalog. His interest in classical ed can be linked to reading 'The Three Little Pigs' to his 2 year old. He realized that he no longer wants to settle for straw and stick houses. Contact: mrvondo@hotmail.com or (210) 383-7675.

Micah Tinkham seeks a full-time HS teaching position in Bible/Humanities. He holds a BA in Christian Thought from Grove City College (PA) and an MDiv from Sangre de Cristo Seminary (CO). He is committed to a Reformed worldview and desires a school focusing upon educational excellence. An athlete and outdoorsman, Micah has some experience coaching HS wrestling. He loves his native New England, but is willing to relocate. Contact: topdowntink@hotmail.com

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 to admin@accsedu.org as text in an email. Editorial rights are reserved and may be used if space is limited.



***ASSOCIATION of CLASSICAL
and CHRISTIAN SCHOOLS***

P.O. Box 9741
Moscow, Idaho 83843

NON-PROFIT ORGANIZATION
U.S. POSTAGE

PAID

PERMIT NO. 455
MOSCOW, ID
83843

ADDRESS SERVICE REQUESTED

The 13th Annual ACCS Conference

June 23-25, 2005

Memphis Cook Convention Center
Memphis, Tennessee

Plenary Sessions Panel Discussions Workshops

Further information and secure online registration
will be available at www.accsedu.org in January 2005.

Memphis is home to the original Peabody Ducks parade. This 76-year-old daily ritual has 5 ducks descending in a private elevator then parading down a red carpet to a large fountain in the hotel's grand lobby. They frolic there for the day until it is time to reverse the parade and march back to their quarters for the evening.
