

C L A S S I S

THE BULLETIN of THE
ASSOCIATION of CLASSICAL & CHRISTIAN SCHOOLS

Sine doctrina vita est quasi mortis imago

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Whence Cometh Our Help?

by Lisa Upper

Although both public and private schools experience staff turnover each year, the classical Christian school is limited in its applicant pool. Not only must the classical Christian school find mature Christians, but also it must find individuals who are familiar with the *Trivium*, believe in its value, demonstrate their mastery of logic and reason in their classrooms, and instruct effectively. A tall order to fill, the desirable teacher may be difficult to find, and as the classical movement continues to grow, the demand for such teachers only increases. Where, then, can classical Christian schools find the right people to fill these vacancies? To answer that question, we need to look back to the hiring of our existing teachers, and then forward to preparing for future hires.

One strength of classical Christian schools is the buy-in on the part of parents, especially when a school is in its formative stages, with resulting contributions of time, energy, and money. Many of these Christian parents, passionate about glorifying God by raising virtuous scholars, become the embryonic school's first teachers. (Some classical Christian schools purposefully recruit inexperienced "innocents"—people who aspire to teach in a classical setting and who are not "tainted" with secular or non-classical methods classes.) These teachers must hit the ground running, blazing an academic trail with God and guts, hoping to love the students hard enough to make up for lack of expertise. Some develop into exceptional classical teachers, but others, overwhelmed by curriculum development, classroom organization and management, discipline issues, and lack of instructional technique, must acknowledge that they are not providing an excellent academic experience for their students.

An inexperienced classical Christian teacher often follows this pattern: The teacher occupies his position because he buys into the philosophy and goals of the classical model of education as he understands it. He values the educational model of the medieval age, agrees that the *Trivium* goes with the grain of intellectual development, and aspires to develop mature thinkers capable of reasoning through anti-Christian mindsets. He passes board interviews and background checks, signs a work agreement, and brings a few personal effects to his classroom. If he's one of the fortunate few, he receives an approved course of study and the texts and materials needed to complete it.

But if he is the one to blaze the curriculum trail, the newly-hired teacher falls to his knees and tries to pray while his thoughts whirl around him: *Where do I begin? To whom do I go for help? When is the next classical conference? Will those who are paying tuition figure out I don't know what I'm doing?* Even if an inexperienced teacher is a subject matter expert, there

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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
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or submitted to:
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Whence Cometh Our Help?

continued from page 1

are things he must learn if he is to be effective—and as one of the goals of classical education is the development of lifelong learners, the least we should expect from our teachers is the same.

The greatest resource available to an educator is an administrator who prayerfully casts the classical vision and cultivates an environment where the understanding and execution of classical ideology and methodology is understood to be an edifying journey, bringing teachers from knowledge into wisdom. Ongoing in-house staff development, where conversations and information is shared, lessons are modeled, and questions are asked, is essential to creating a safe climate for teacher development.

Like Homer's Telemachus, a classical school requires an effective mentoring program. Up to three distinct mentoring relationships must be created: First, there must be a mentoring relationship between principal and teacher in which the principal, well versed in classical methodology, helps shape goals mutually beneficial to the teacher and the

overarching school program, providing information, resources, and structured coaching. All too often the tyranny of the urgent keeps the administrator from consistent, meaningful training, but such mentoring must take place if the school is to develop and retain excellent teachers. Another relationship, intentionally developed between grade level partners, can draw out and combine strengths of personality and curriculum. Lastly, a collegial and spiritual pairing of experienced with novice teachers provides additional professional and personal support outside of employee/boss or

employee/partner confines. A deliberate mentoring program, developed by the school, will develop and retain excellent teachers.

Maintained at the school and heavily advertised, a body of professional literature also plays a vital role in continued teacher development. The library would be filled with professional journals, treatises, classical lesson plans and books that are shaping the classical movement. Teachers, who often lack the time to read all that is available to them, could establish a monthly forum, during which one teacher shares insights gleaned from his professional reading. The library would also serve as an excellent resource for mentors.

Although professional literature can address many issues, learning directly from other professionals is often more practical, particularly in the short-term. Often operating in a vacuum, teachers develop the need for exposure to new ideas and successful strategies. A common schedule for resource classes (art, music, physical education, etc.) is a gift an administrator can give his teachers, providing a time when they can plan and share together.

Faculty-round-table discussions allow the free exchange of classical lesson ideas, taking them from conception to successful implementation. An adequate budget for ongoing professional development, allowing observation among partnering schools, participation in classical conferences, and continuing higher education, should be established and revised often by the school's governing board.

While these ideas may help train and retain excellent teachers, pioneering professional training in classical methodology is the best preparation for

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Continued on page 3
CLASSIS

Whence Cometh Our Help?

continued from page 2

filling future teacher vacancies. As the classical movement gains momentum, the need for a classical teacher's college becomes increasingly evident. A first step towards the creation of an independent program could be the partnership between area classical schools and Christian/secular colleges.

An alternate and/or supplemental track designed by experienced, accredited classical educators would train emerging teachers in classical methodology and be completed in conjunction with

*Ultimately, the classical
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existing core teaching requirements. In many cases, such a program could be designed to meet both state and ACCS or other accreditation standards. *(Note: Paideia Teachers Institute in Apex, NC, launched its first Classical Teacher Training and Apprenticeship program this month. For more information, contact Del Cook at www.carychristianschool.org. New Saint Andrews College, in Moscow, ID, while not a teacher college, also provides its graduates with solid classical Christian content and pedagogy. www.nsa.edu)*

If implementing such a classical methodology project proves too ambitious for a newly-established school, contacting local colleges and universities and offering the classical school as a practicum opportunity may lead to increased interest in classical methods. Many licensing programs do not require a participating school to be accredited in order for their students to receive practicum hours. Should the classical school be accredited (and usually the accrediting body is immaterial), it can then participate in the "cadet teaching" piece of a licensure program. Hosting student teachers provides not only immediate additional volunteer help for the classical school, but also an excellent tool for creating potential faculty. Of course, cadet teachers would go through

the same interview process and be held to the same standards as existing staff. *(Note: Arguments can be made against partnering with higher education programs due to their emphasis on training over education, the antithesis of a classical mindset, but let us not miss the opportunity to take the battle into the stronghold.)*

Ultimately, the classical Christian school's best resource for future hires lies in the recruitment of its graduates. Who better to teach in a classical Christian school than those who have experienced its content and methodology firsthand? The wise school might create a scholarship fund that would provide an annual stipend to a graduate willing to return to his alma mater and serve on its faculty. Like many state Teacher Fellows programs, the scholarship recipient would repay his scholarship/loan by working a year for each year he accepted monies from the school.

Despite the lack of resources, most classical Christian teachers serve adequately, and many serve excellently. To retain these services, ongoing support and training must become a greater focus of board and administrative members. As the classical movement spreads its wings, established schools must be proactive in providing information and training opportunities. It will be through the combined efforts of passionate educators and the gracious provision of our Lord that classical methodology takes full flight.

*Lisa Upper and her husband,
George, have three children:
Timothy, 11; Josiah, 10; and Martha,
6. Their entire family works and
learns at Caldwell Academy.*



Mrs. Lisa Upper is an Assistant Administrator and classroom teacher at Caldwell Academy, a flourishing classical Christian school in Greensboro, North Carolina.

She grew up overseas, attending a classical school in Vicenza, Italy. After receiving her undergraduate degree in Elementary Education, she went on to receive her masters in School Administration and administrative licensure.

She is passionate about developing programs that allow people of all educational experiences to fully understand and implement classical ideology and methodology.



Book Review

REVIEWED BY PATCH BLAKEY

Uncommon Dissent: Intellectuals Who Find Darwinism Unconvincing

William A. Dembski,
editor

ISI Books, Wilmington, DE,
2004, 366 pages, \$18

NEW MEMBERS

Members

Coram Deo Academy
Kennewick, WA

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Some Christians believe the Bible and its account of creation in Genesis, but do so from a wooden or unthinking perspective. This is not to criticize their belief, for which we are thankful, but to challenge their lack of thoughtfulness. Other Christians acknowledge the biblical view of creation with a sense of obligation laced with a sort of contempt, but want their view of it to be synthesized with what is postulated by the modern concept of science, as conceived and taught in our nation's school system and universities. They want to hold to their piety on the one hand, but want to be seen as maintaining a degree of *worldly* sobriety and reason as well. Still others whole-heartedly endorse the Biblical account of creation, and know that there is a snake in the grass dressed in a pseudo-suit of intellectual respectability, which is in reality the Serpent of Old attired in a smelly old sock fabricated of lies and misrepresentations. This smelly old sock is Darwinian evolution.

What William Dembski has done with his cleverly titled book, *Uncommon Dissent*, is to present the forcefully compelling arguments against Darwinism of several well-known contemporary intellectuals, not all of whom have a belief in the veracity of God's divine revelation to man, the Holy Bible, yet nonetheless have the personal integrity to accurately spot a fallacy when they see one and call it what it is. They have done so, knowing that their strong opposition to the current stream of popular scientific belief makes them pariahs in the professional fields in which they labor. For some of the authors who acknowledge the sovereignty of the God of the Bible, this is a welcome consistency. For those authors that do not, it is a felicitous inconsistency for which we are thankful.

The book is divided into four parts—Crisis of Confidence, Darwinism's Cultural Inroads, Leaving the Darwinian Fold, and Auditing the Books—with three to

four essays supporting each divisional theme. Some of the noted authors include Phillip Johnson, Michael Behe, and David Berlinski. All of the essays are cogent, intellectually stimulating, and shine an academic Klieg light on the glaring shortcomings and forced inconsistencies of Darwinism. At the end of the final essay, The Deniable Darwin, by David Berlinski, the author has included a number of antagonistic and mocking responses to his essay from some of the strongest contemporary promoters of Darwinism, and has included his well-reasoned ripostes.

This book is strongly antithetical to modern perceptions of the world, and even if some of the authors still cling to their evolutionistic beliefs, they know clearly that the Darwinian model is a tottering failure from the foundation up. William Dembski is to be lauded for his efforts in compiling such an anthology, and the contributing authors' individual and collective efforts commend our praise, for they are swimming against an overwhelming tide of intellectual effluent. And in it all, God is to be praised, because His truth is as ever sustained, even by those who are at enmity with Him.

For most this will not be a light and breezy read; instead it will require some patient endurance, yet the readers' efforts will be greatly rewarded. This book should be on every classical Christian school library shelf, and read, discussed and promoted not only in the science classrooms, but the logic, rhetoric and apologetic classes as well. It removes the false patina of respectability from Darwinian evolution and casts it in its true light as feeble, frail, flaccid, and ultimately, fading, a wicked theory that raises more questions than it can answer. Despite its present universal claim over all of life, Darwinism is indeed a false idol ready to be toppled, and *Uncommon Dissent* performs a sterling service of speeding it on its demise.

Quid Novi?

Compact Disc Explains Essentials of Classical Christian Education

Crux Press is offering an audio CD titled *Why Kids Need Classical Christian Education*. The highlight CD explains the virtues of a classical Christian education in less than one hour. It excerpts four talks given at a recent conference in Southern California and integrates them into a seamless presentation. This CD is particularly good for introducing folks to classical Christian education. The lectures summarized are: The Case for Christian Schools, The Case against Nominal Christian Schools, and The Case for Classical Christian Schools, Parts I and II. The conference set of CDs, each talk in its entirety, is also available at www.cruxpress.com.

Second Annual Classic Art Winners

Hall Closet Uniforms announces the winners in this year's art contest. The works can be viewed online at www.hallclosetuniforms.com. The originals are on display for one year at 511 South Main in Moscow, ID. And the winners are:

Paintings K - 3rd grades

- 1st place Jacob Fusek of Grace Classical Academy in Missouri
- 2nd place Lorena Hieronymus of Logos School in Idaho
- 3rd place Unclaimed

Paintings 4th - 6th grades

- 1st place Laura Paul of St. Margaret's School in Idaho
- 2nd place Abigail DuFour of Rogers City Baptist Academy in Michigan
- 3rd place Anna Bullis of Redeemer Classical School in Maryland

Paintings 7th - 12th grades

- 1st place Mary Sugiyama of North Hills Classical Academy in Michigan
- 2nd place Helen Primozic of Tyndale Academy in New Mexico
- 3rd place Anna Flier of North Hills Classical Academy in Michigan

Drawings K - 3rd grades

- 1st place Madeline Stevens of Rockbridge Academy in Maryland
- 2nd place Karis Kononiuk of Grace Classical Academy in Missouri
- 3rd place Lincoln Carper of Grace Classical Academy in Missouri

Drawings 4th - 6th grades

- 1st place Thomas Primozic of Tyndale Academy in New Mexico
- 2nd place Rachel Schierkolk of Schierkolk Homeschool in Jerez, Mexico
- 3rd place Anna Kitchin of Rockbridge Academy in Maryland

Drawings 7th - 12th grades

- 1st place Emily Ackerlund of Heritage Christian in Oregon
- 2nd place Tyler Antkowiak of Rockbridge Academy in Maryland
- 3rd place Sarah Rocheleau of Rocheleau Academy in Ohio

For details on next year's contest visit: www.hallclosetuniforms.com

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

START UPS

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.

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

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

Kennewick, Washington

A new classical Christian school is now forming in the Tri-Cities area. We are seeking interested families and teachers. Our opening is scheduled for Fall of 2004. Please contact Leon LaFerriere at (509) 735-8509 or Matt Winckler at mwinckler@verizon.net

Board Member Spotlight

This month we meet Clay Howell, a southern gentleman through and through. Except for graduate school at Harvard and business trips to the far corners of the Earth, this Board member has centered his life in Alabama. He was born and raised in Dothan, graduated from Auburn University, in Industrial Management, and after receiving his MBA in Boston, returned to Dothan. Though he was somewhat worried about the bridal prospects back in Dothan, he had determined to join the family business.

Over its 58 years of existence, Howell Plywood has evolved from a specialty plywood manufacturer into a more sales and market-focused company that now both manufactures and resells specialty products. Hardwood flooring is the most significant product today. Another (former) ACCS Board member, Tom Thistleton was instrumental in helping the company with that transition. He pointed the Howell family to the book *Good to Great: Why Some Companies Make the Leap...and Others Don't*.

Clay reports that God has faithfully helped the company through a very difficult season.

Soon after moving back to Dothan, Mr. Howell traveled to Indianapolis for business. There, a colleague from his trade association shared the gospel very clearly. God changed his life that evening and Clay plainly saw that though he had heretofore been 'churched' he was nevertheless, a works-oriented unbeliever. Shortly after his conversion, despite previously thinking Dothan to be a 'social desert,' Clay met Lisa Dodson at his home church, First Presbyterian. Within a couple of years they married and as a result, more than 20 years later, Clay says he more fully understands what David was saying in Psalm 34, "taste and see that the Lord is good...those

who seek the Lord will lack no good thing."

The Lord continued to provide good things, namely Hayden, Melanie and Hap, the Howell children. Hayden, the eldest daughter, is a freshman English major at Covenant College. She is a McClellan Scholar, which is based on a number of attributes with Christ-like servant leadership at the core. Melanie is in the 11th grade at Providence Christian School. Her dad describes her as a combination of keen reason and persistence that he greatly admires and is frequently challenged by. Hap is their "life is good" 7th grader who is also at Providence. The Lord has graciously brought all of their children into His eternal family. Clay reports that one of the delights of middle age is to have the Lord teach and model godliness through your children. He takes great joy in several photo collages in his office, each of which represent 5 years of such family highlights as: carrying

Lisa, as a bride, over the threshold, 3-year-old Hayden pulling Dad in a red wagon, catching a stringer of fish

with Hap, Melanie and Hayden holding a basketball championship trophy, and family vacations and holidays.

Reading and sports take up any leisure time that can be found. Clay enjoys a weekly golf game with his 70-year-old father and has been swimming laps 3 times per week for almost 25 years. All this despite 2 artificial hips! Hardy's *The Mayor of Casterbridge* and a biography of William Wilberforce are his first mentioned favorite titles. He relates that *Some Thoughts Concerning the Revival of Religion* by Jonathan Edwards, *Recovering the Lost Tools of Learning* by Douglas Wilson and Jim Collin's *Good to Great...* have been used by the Lord to further challenge and significantly

Clay Howell

Continued on page 7

CLASSIS

Board Member Spotlight... Clay Howell

continued from page 6

deepen his Christian life. However, he is quick to point out that Scripture is living and active and should never be displaced by other books.

But how did Clay get involved with starting Providence Christian School and with the ACCS Board? In 1994, as a PCA elder (Presbyterian Church in America), Clay attended a Ligonier Conference and naïvely chose a workshop called *The Grammar of Classical Christian Education*. He thought it might be something about Sunday school. The next thing he knew Marlin Detweiler was introducing the speaker as someone from Idaho by saying something like: "I am the father of four. We started a classical Christian school here in Orlando last year with the help of today's speaker. If you are not prepared to be challenged I suggest you go ahead and leave." Clay thought to himself that he was in the "wrong" place, but he now knows it was what God intended.

One result of that life-changing workshop is Providence Christian School in Dothan. It has been a beautiful example of God doing immeasurably more than all we ask or imagine, according to Clay. He also points out that it is a constant reminder that

unless the Lord builds the house the laborers labor in vain. By God's grace, the school's purpose is to equip students to be transformational Christians; and classical Christian education is a wonderful vehicle for doing just that. Providence is opening its doors this fall for the 10th year, with a tremendous group of men and women now instructing about 520 1st-12th graders. On behalf of the Howell family, Clay says that serving and seeking the Lord in various roles related to the school has been one of the family's greatest joys.

Clay and Lisa have attended every ACCS conference since 1994 and in 1996 Clay was appointed to the ACCS Board as a permanent member. His advice to those considering the task of starting up school is: "Journey with a group who is deeply committed to seeking the Lord with all their hearts. Earnest prayer, humility, perseverance and courage should be God-given qualities that mark the lives of those involved. I believe that God will use the process of starting and growing a school to reinforce the lessons He is teaching in marriage, parenting, being a faithful member of a local church, in business and in life's many relationships."

N U N T I A T A



Opening Day: August 25, 2004 at Artios Academy in Antioch, Tennessee

START UPS

Norman, Oklahoma

Veritas Classical Academy, scheduled to open in Fall 2004, is seeking families interested in cultivating hearts and minds for the glory of Christ. Using the university model (children attend T/Th or M/W, with home instruction on days off), we desire to build a partnership with parents to teach covenant children through classical means, developing a Christian world-view in our students. Veritas Classical Academy will begin with elementary grades with plans to grow through grade 12. If you would like to know more about VCA, would like to receive the Veritas Developments newsletter, or would like to attend future informational sessions, please contact Ryan or Catherine Brown (405) 364-0272 or email: rpbrown@ou.edu

Upstate New York

The Trouwborst Homeschool is planning on cooperatively working with other families in the Albany/Schenectady/Troy area of NY for a third year. We attempt to work with students of all ages and our subjects in the fall should minimally include Latin, logic, writing, recitation and an omnibus history/literature/rhetoric program based on the Gileskirk curriculum. If interested in teaching or participating, please contact Tom Trouwborst at (518) 347-2571 or at Trouwborst@aol.com

Northwest Arkansas

Providence Classical Christian Academy, the first classical Christian school in Northwest Arkansas, is now forming. We are seeking families & staff interested in a classical and Christian school. We will be utilizing a University-Model schedule for classes, where students will register by subject, rather than by grade. We will be opening in the Fall of 2004. We will begin offering courses for grades K4-7th (eventually to grow to K4-12th). Please contact us at info@providence-academy.com, or visit us at www.providence-academy.com, for more information.

CLASSIS

POSITIONS

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)
logosschool@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.veritaspres.com
NOTA BENE: NEW ADDRESS

Northeast

Integritas Academy

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.

The Christian Academy

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.

PREVIOUS POSTS NORTHEAST

Rockbridge Academy

a Classical and Christian School in **Millersville, MD**, currently serves 300 students in grades K-12. Rockbridge is seeking qualified candidates for First Grade, Sixth grade, Latin (gr. 4-6) / European History (grade 8), and HS Athletic Director positions. Contact Michael McKenna, Headmaster at mmckenna@rockbridge.org or (410) 923-1171.

New Covenant Christian School

Abingdon/Bel Air, MD, NCCS is looking for a 1st Grade teacher for next year. Candidates should have a college degree, be committed to classical education, and excited to work with young children. Reformed theology preferred (subscribing to the Westminster Confession of Faith.) More information: contact Jason Van Bommel, Principal, (443) 512-0771, jvanbommel@newcovenantpres.com

Covenant Academy

in **Vernon, CT** (central), an ACCS member school for five years, seeks a headmaster to lead a transition to a day school, promote the virtues of the classical model, and develop staff. For more information, please contact Jennifer Petry at 860-742-9422 or CovenantAcademy@junoc.com. Please look us up on the web at www.classicaltutorial.com.

Southeast

Soli Deo Gloria Academy

in Tallahassee, FL seeks applications for the position of Headmaster for our startup classical, Christ centered academy. SDGA includes grades K-7 and offers a competitive salary and benefit package. Contact Dr. Logan Brooks: (850) 545-9407 or email administrator@solideogloriaacademy.com. For more information, visit our website at www.solideogloriaacademy.com

PREVIOUS POSTS SOUTHEAST

Caldwell Academy

Greensboro, NC, ACSI accredited, ACCS member, K-12 classical Christian school seeks a Christ-led Grammar School principal for its 450+ student community school with newly constructed classroom, athletic, and admin office facilities on 20 acres. Ideal candidate will possess at least a master's degree and teaching & administrative experience. Send letter of interest, a statement of why you value classical Christian education, and resume to Search Committee Chair, 2900 Horse Pen Creek Road, Greensboro, NC 27410, or e-mail to searchcommittee@caldwellacademy.com. (www.caldwellacademy.com)

Agathos School

a new CCS in **Columbia, TN** (middle), entering its second year, is seeking teachers for the 2004-05 year to begin in August. We have need of teachers in Kindergarten and 1st grade. We are a multi-denominational school that is Board-governed. Candidates should be motivated to grow in their knowledge of classical, Christian education and be committed to a thorough Christian worldview. Please visit our website at www.agathoschool.com. Email mseago@yahoo.com or call 931-380-1924.

POSITIONS

Calvary Classical School

in **Hampton, VA**, has an opening for a 5th-8th grade history teacher for the 2004-05 school year. CCS is a member of ACCS and currently offers grades K-8. Please contact us by e-mail at principal@calvary.hrcoxmail.com or write us at: 403 Whealton Rd., Hampton, VA 23666 (757) 262-0062

Soli Deo Gloria Academy

in **Tallahassee, FL** seeks applications for the position of 7th grade Math/Science Teacher for our startup classical, Christ centered academy. SDGA includes grades K-7, and offers a competitive salary and benefits package. Contact Dr. Logan Brooks: (850) 545-9407 or email administrator@solideogloriaacademy.com. A downloadable application is available at www.solideogloriaacademy.com. Applications may be mailed or faxed to Dr. Logan Brooks, 3772 East Millers Bridge Road, Tallahassee, Florida 32312. FAX (850) 668-9124.

Ad Fontes Academy

(www.adfontes.com), ACCS accredited K-12 classical Christian school located in **Northern Virginia** (W. suburbs of **Washington, D.C.**) is accepting applications for (a) Headmaster/Upper School Principal, and (b) our first Lower School Principal. Candidates must be spiritually mature, possess a Reformed theological perspective and worldview, and have strong leadership skills. Classical background and prior experience in a similar leadership capacity a plus. E-mail your letter of interest and resume to Board Chairman Hal Lindsey at hlindsey@lealiott.com

Covenant Christian Academy

in **Louisville, KY** is now accepting applications for the following positions for the 2004-2005 school year. Grammar school (2nd/3rd; 4th; 6th) and logic school (Math/Science). Please direct inquiries and/or resumes to Mr. Lance Harris at 13902 Factory Lane, Louisville, KY 40245, rlhcca@hotmail.com or (502) 243-0404.

West of the Mississippi

VOLUME XI NUMBER 5

PREVIOUS POSTS WEST...

Grace Academy

of **Georgetown, TX**, is currently accepting applications for a part-time Latin instructor. Familiarity with "Wheelock's Latin" is necessary. For an application and more details, please contact the Headmaster at headmaster@graceacademy-gt.org

Redeemer Christian School

in **Mesa, AZ** a charter member of ACCS and ministry of Church of the Redeemer in Mesa, seeks a full time upper elementary teacher to join our dynamic faculty in August 2004. Bonus for Latin. Send resume to Dr. Denise Monroe, rcsprincipal@quest.net, or by fax (480) 833-7502. www.redeemerchristianschool.org

Aletheia Classical Christian School

in **Prescott, AZ**, is accepting applications for teachers in the following multi-grade courses: 4th-6th Latin (1st and 2nd year), 4th-6th Science, 4th-6th History, 4th-6th Art, 4th-6th PE, 7th-9th Latin (1st and 2nd year), 7th-9th Science, 7th-9th Literature, 8th-9th Logic, and Math (various levels). We are also looking for a full-time K-3rd grade teacher. Contact Susan White: swhiteafhe@msn.com

Veritas Christian Academy

in San Jose, CA, the first full-time classical Christian school in Silicon Valley, seeks men & women who are dedicated followers of Jesus Christ for FT and PT teaching positions for 2004-05. Opening September 2004 with full set of courses geared toward students in 9th grade, later expanding to full secondary program. We are a member of ACCS, CSI and ACSI. Full-time teacher must have FT teaching experience and be able to teach multiple subjects at 9th-grade level. For details, visit www.veritaschristian.org. Call (408) 984-1255.

ClassicalFree Virtual Academy

Supplement your income teaching online at ClassicalFree. Instructors needed in Latin, Apologetics, Constitutional Law and electives (you write the course & get 10% royalty ad infinitum). Duties may also include organizing a co-op using ClassicalFree curriculum in your local area. Apply at www.ClassicalFree.org on the "Faculty" link or call (503) 658-1755. Good pay, lousy benefits.

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