

CLAS S I S

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

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School Culture

by Nancy Wilson

We would all agree that a classical Christian school should want a God-glorifying school in every respect: the academics, the teachers, the students, everything. This means striving to make the school not man-centered, not even school-centered, but God-centered: love for the Triune God has to be at the very center.

Though we can all “amen” this first principle, that doesn’t mean we can package “God-glorifying school culture” in some marketable form to sell along with curriculum and materials. We express our love for God in both tangible and intangible ways that simply cannot be woodenly applied. Nevertheless, we can teach and strive for and pray that our schools will reflect our desire to honor God.

Just as each of our homes is unique and each of our families lives out love for God and His Word in different ways, so each school will have its own one-of-a-kind school culture. For example, a school located in the Deep South will look different (and sound different) from our school in northern Idaho. The history of the region, the kinds of families in the school, the building, and the superintendent will all have a very big impact on the kind of culture that develops. For example, it is no accident that Logos School is a very jolly place; with a superintendent like Tom Garfield, it would be next to impossible to be anything else. The school cannot help but reflect the personality and tone of the administration.

But the administration does more than just model the culture; it has to establish and protect policies that steer the school in the right direction. This includes determining what kind and caliber of students (as well as teachers) will be admitted and what kind will be expelled. Though the faculty and staff must be heavy contributors to the school’s tone, the students have to be from the kind of families who understand and appreciate the school’s vision. If the school admits kids who don’t want to conform to the standards set by the board, they will hinder the establishment of a godly school culture.

At the same time, though the administration may do all that is humanly possible to steer it, we all know that without the kindness and mercy of God, a godly culture just won’t happen. So prayer for the kids, for the tone, for the staff has to be a regular feature.

Culture includes the tangible things like the way the school buildings

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CLASSIS

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School Culture

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and grounds look, what the teachers and students wear, how the classrooms are organized and decorated, what songs are sung at assemblies, what subjects are taught, what books are read, what kinds of extracurricular activities are promoted, and how everyone behaves in the halls. These are each very important in contributing to the whole effect.

But the intangibles play an even bigger role and they are much harder to steer than the class schedule or the school calendar. A school that has meticulously kept hallways and an impressive library but doesn't have joy spilling out in the halls is falling short of a godly Christian

culture. A school with a tight dress code but no fat souls jostling each other is not glorifying to God. So how can we have it all?

Teaching the students to *think like Christians* is a large part of their education. This means that the teachers will insist on a reverence for God's Word whether it is in the singing, the speech meet selections, or how the Bible is quoted in the science fair projects. This will also guide the teachers as they instruct the students to love what is lovely in music, art, literature, and film. After all, the whole purpose of education is to get the students to think with wisdom, to apply God's Word to all of life, and to live it out faithfully.

Teaching the students to *act like Christians* requires diligence as well. This means the teachers will model and require respect and courtesy toward parents, pastors, teachers, and fellow students. Rewarding diligence and hard work, while penalizing laziness and sloppiness are duties that have to be per-

formed faithfully by the faculty and staff. If we are aiming for maturity, then that means no dumb assignments that are time wasters. It means requiring the students to listen, and not repeating ourselves over and over.

Psalms 144:2 describes the culture that is blessed by God this way: "That our sons may be as plants grown up in their youth; that our

daughters may be as cornerstones, polished after the similitude of a palace." Teaching the kids dumb songs that trivialize God's Word is not going to promote maturity. But a choir that teaches four-part harmony and beautiful works of music will definitely push them to reach more of their

After all, the whole purpose of education is to get the students to think with wisdom, to apply God's Word to all of life, and to live it out faithfully.

potential. Setting the bar higher, not lower, gives the students genuine motivation to achieve.

This does not mean that we want (as my daughter aptly described it) a school for show poodles. If we want to see our students pass up the culture around them (and we do), there will always be those who use it as an occasion for pride. But as with everything else, if the administration is modeling and requiring a genuine humility before God and gratitude to Him for all He has given us, this will make pride and arrogance, when it appears, entirely out of place.

A school with high principles on paper but with no follow-through, will soon be exposed for what it is—a masquerade. So a wise faculty and administration will learn to discern the difference between a student who needs mercy and a student who needs discipline.

And of course we want the students to *look like Christians* as well, so modesty must be required and slovenliness cannot be

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tolerated. Again, just having the standards is not enough; they have to be enforced. So a loving and firm discipline must keep the school's backbone. If the standards are not enforced, things will deteriorate pretty fast.

Not only should the students look like Christians, but the school's surroundings should reflect an appreciation of beauty, embracing a godly aesthetic that includes cleanliness and organization, but also admires lovely furnishings and creates classrooms that are a pleasure to be in. Ceremony creates real opportunities to display beauty and joy—whether it is commencement, an awards banquet, or a protocol night. These can be designed to reward maturity and build an appreciation for duty, nobility, honor and solemnity.

You may have already noticed that I smuggled in those three essentials: truth, goodness, and beauty. You just can't escape these things. Simply put, truth is thinking like a Christian; goodness is acting like a Christian; and beauty is looking like a Christian. These categories really do encompass just about everything that a culture needs to be truly God-glorifying.

When things are going well in a school, it is like a choir that is hitting all its notes: a lovely piece of work. But the inevitable is always crouching at the door: things are going well, so we can begin to relax and coast a little. And then it just takes one teacher getting discontent with his salary and grumbling to co-workers, or one teacher being harsh to his class and refusing to apologize, before the loveliness begins to erode. When staff members start back-biting, the students will start back-biting and gossiping as well. If the administrators are divided, the students will be divided. If those in authority are refusing to be submissive themselves, then the students may as well go ahead and rebel too. If a teacher is lying, the students will cheat. God has never looked kindly on hypocrisy, and a school that tolerates such behavior can start numbering its days.

God blesses faithfulness with more faithfulness, pressed down and overflowing. We are to be diligent to stand fast in the faith, living in our schools in a manner worthy of the gospel of Christ. Then we will indeed have something to export.

Nancy is a pastor's wife, mother of three, grandmother of eleven, author of books for Christian women, and a former teacher at Logos School (Moscow, ID). She has been involved in Christian education since 1980 when her husband, Douglas, helped to found Logos School. While her children attended Logos, Nancy taught various secondary-level English, literature, and rhetoric courses and started the Logos protocol program for the high school. She received her B.A. in English Literature from the University of Idaho. One of Nancy's publications, Our Mother Tongue: An Introductory Guide to English Grammar, may be of particular interest to CLASSIS readers.

"We do not need to burn all the books to destroy our Western civilization. All we need to do is leave them unread for one generation."

Dr. Robert Maynard Hutchins,
former president of the University of Chicago

The Pursuing Wisdom Colloquy

5TH Annual Winter Conference on Classical Christian Education

Presented by:
Providence Classical School
6000 Spring Cypress Road
Spring, Texas 77379

February 9-10, 2007
Spring, TX

Officially Endorsed by ACCS

Providence Classical School
is accredited by ACCS

Plenary Speaker:
Mr. Matt Benson,
Dean of Spiritual Formation,
Bryan College, Tennessee

This year's conference will include guest speakers and educators from Annapolis Christian Academy, Providence Classical School, and Worldview Academy, with tracks for administrators, teachers, and parents.

Details and registration materials available at:
www.pcsclassical.org
CLICK ON 'PURSUING WISDOM COLLOQUY'

Book Review

BY CATHY DUFFY

This is the first volume of an ambitious project to create a user-friendly, but high-caliber academic curriculum for a Christian classical education for junior and senior high. The first volume is intended for seventh grade but would seem a fitting starting place for high school students who have little to no background in classical education.

Primary reading material includes titles from the Great Books: *Aeschylus I, Codes of*

Hammurabi & Moses, Gilgamesh, Histories by Herodotus, Odyssey of Homer, Plutarch Vol. 1, Early History of Rome (Livy), Theban Trilogy, Last Days of Socrates, Twelve Caesars (Suetonius), and Sophocles I. These core books should definitely be required reading.

Secondary books and readings are from Scripture as well as more modern fiction and non-fiction. Examples of the secondary titles are *Till We Have Faces; The Lion, the Witch, and the Wardrobe* (and other *Narnia* titles); books of the Bible such as Isaiah and Jeremiah; *The Unaborted Socrates, The Eagle of the Ninth, and The Holiness of God.* These “modern” books are critical to balance and complete ideas raised in the traditional Great Books, although students need not read every one of them.

According to the editors, “The goal or destination of this course is to learn to reason well and communicate winsomely” (p. 3). Further, “this program aims to cultivate and produce students who are culturally literate” (p.4).

To that end, the book provides background and thought-provoking material for students to read before the Great Books reading assignment. Each of these sections is written by an author familiar with the primary reading. For example, Douglas Wilson writes the sections on *The Odyssey, Aeneid*, and the books

from the *Chronicles of Narnia*, while Peter Leithart covers some of the biblical books, Ben Merkle writes on the *Epic of Gilgamesh*, and Jared Miller does *Julius Caesar*. Each of these contributions follows a similar format with information about the author and con-

Mesopotamian artifacts if possible. After this first session, students begin reading the first section of the *Code of Hammurabi*.

Session II: Activity puts students to work as jurists. They are given three cases with the assignment to judge them according to the *Code of Hammurabi* and then according to the Bible. Options are given for classroom groups or students working independently. When this is finished, students con-

tinue reading the next section of the *Code*.

Session III: Recitation has a series of comprehension questions then a “lateral thinking” group of questions for discussion or short essay responses. An optional activity suggests that students draw up their own legal code for their house rules. Students then read the rest of the *Code*.

Session IV: Discussion presents a number of questions that really are best handled via discussion. Questions such as “What do laws have to do with justice?” and “How is justice understood in our culture?” lead students through a somewhat logical progression of thought as they deal with the key ideas. An essay assignment that draws on responses to these questions follows.

Session V: Activity repeats the assignment of cases, with three new cases for students to judge according to the *Code* and to the Bible.

Evaluation questions conclude the lessons on the *Code*. Some questions require one or two sentence answers while others require one or two paragraphs.

Parents will need to decide how many of the questions should be answered in writing and how many handled by discussion. It is possible for a student to work independently through most of the material, but the fourth session really would be much better with

Omnibus I: Biblical and Classical Civilizations

Edited by Douglas Wilson and G. Tyler Fischer
Lancaster, PA: Veritas Press, 2005, 605 pages, \$75 Student text

text, the significance of the work, the main characters, summary and setting, and worldview.

Since students are guided through this study, the worldview of the authors is very important. The editors explain in the preface, “The worldview we hold and from which we write is distinctly protestant and best summarized in the *Westminster Confession of Faith*.” They graciously go on to say, “We encourage you to become familiar with the material your students will be covering in this program in order to avoid problems where you might differ with us on these matters” (p. xi).

Following this preliminary material in the text are “sessions” that lead students through both the preliminary reading and the Great Books themselves as they might be covered in a classroom setting. These vary in number and content depending upon the Great Book to be studied. Here’s an example of how it works for the *Code of Hammurabi*:

Session I: Prelude begins with “Questions to Consider” that students are to work through after they have read the preliminary material. These are thought-provoking questions such as “Why are laws necessary? How do we know when laws are just?” These questions are followed by some comprehension questions and an optional activity to visit an archaeology museum for a first hand look at

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Book Review (continued)

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guided discussion. Also, if students have to write out all their answers, it might be a prohibitive amount of writing for some students.

A timeline at the back of the book helps students keep the various readings in historical context. The *Veritas Press Bible Cards* and *History Cards* might also be helpful aids as students work through many of the readings.

The CD that comes packaged in the back of the text contains the complete textbook as PDF files. However, answers to questions and notes for discussions are inserted on the CD versions.

In addition, the CD has extras for the teacher: lesson plans, midterm and final exams for each semester plus answer keys, a map of Narnia (nine pages that you will need to print out and put together yourself), an extra short story, a Narnian game (four pages to print and put together as a game board), plus grading helps described below. The answers provided on the CD will likely be the crucial factor in making this course practical for most parents to teach. Nevertheless, most of the discussions will require some familiarity with the readings themselves.

This is a humanities course, primarily covering history, theology, and literature. A chart at

the back of the book shows how much each of the selected readings is weighted toward each of the three disciplines. This helps you keep a balance between the disciplines if you skip some of the readings. If students read all the primary books, they will have the strongest weighting in the area of history. Most of the secondary readings are weighted more toward theology and literature.

On the CD there is a PDF file explaining how to calculate grades for each subject area in relation to each reading and its assignments. It really is quite complex, so the publisher has made it easier by adding an Excel file that will automatically perform the calculations for you for each student. While it isn't absolutely necessary that you use the Excel file, I suspect it will be so helpful that some might purchase Excel simply for that purpose.

Even though *Omnibus I* is suggested for seventh graders, a ninth grader completing the course (including a significant number of secondary readings) should probably be awarded a unit each in history, theology, and literature. Since there are so many possible writing assignments, including lengthy essays, this course might also meet the composition/grammar requirement depending how those

assignments are handled.

Illustrations of classical art, architecture, and sculpture throughout the text might prompt you to expand into coverage of art appreciation. The editors suggest two reference books that should be helpful resources through the entire curricula: *Western Civilization* by Jackson Spielvogel (Wadsworth/Thomson Learning) and *History of Art for Young People* by H.W. Janson and Anthony F. Janson (Harry N. Abrams, Inc.). The latter book will provide more than enough material to create an art appreciation course.

The price might seem high at first glance, but this is a beautiful, hardcover, full-color 605-page textbook with many illustrations from art and architecture. The editors have selected experts to write each of the sections to achieve a high level of scholarship. The course is worked out in such thorough detail that I really believe it will be possible for parents without a classical background to teach it well. While students might get by working independently, it will be far better if parents also read the material and participate in discussions with their teens. Parents who do so will be acquiring an excellent education for themselves in the process.

Cathy Duffy is best known as a curriculum specialist. As the author of the two-volume Christian Home Educators' Curriculum Manual (Elementary Grades and Junior/Senior High) she researches curriculum and methodology for all subjects and all grade levels. Her latest book narrows her recommendations down to the Top 100 Picks for Homeschooling Curriculum (published by Broadman & Holman in February 2005).

In addition to teaching her own sons all the way through high school, she has taught numerous group classes for home educated students and church groups.

Her extensive research and experience has made Cathy a popular speaker at home education conferences around the world as well as a leader in the home education movement.

Cathy has also taken a broader interest in educational issues, authoring the book Government Nannies: The Cradle-to-Grave Agenda of Goals 2000 and Outcome-Based Education to address problems with the current direction of "educational reform." Concerns about government schooling prompted Cathy to get involved with the Children's Scholarship Fund in 1998, piloting a \$15 million scholarship program in Los Angeles. That program helped children from low income families attend private and home schools.

Articles authored by Cathy Duffy, on a wide range of topics, have appeared in a variety of home education magazines and many other publications.

ERB Introduces Norm for ACCS Members

The Educational Research Bureau (ERB) is pleased to report that an **Association Norm** (AN) for ACCS will be available as one of the spring 2007 norm-group choices on the CTP 4 achievement test. ERB offers an Association Norm as one of the comparative norm-group choices on the CTP 4 in addition to the national, independent, suburban public, and overseas international school norms already available. Any ERB member school that is also a member of ACCS may select this norm option, and see where their students' performance ranks in relation to all other ACCS schools using the CTP 4. This type of customized norm allows teachers and administrators to get the most local picture of their students' performance, in addition to the "big picture" analysis provided by the national norms.

The AN option is an example of ERB's continuing effort to provide the most helpful information to its member schools seeking to assess their curricular program and student achievement. This is an exciting new feature that ERB is proud to introduce as part of the CTP 4 scoring options, and it is another good reason for schools to choose it as their formative assessment tool to inform curriculum and instruction. To read some other important reasons to use the CTP 4 achievement test battery, please visit the ACCS website.

Q u i d N o v i ?

Opportunities to Assist Abroad

Translating Recovering the Lost Tools of Learning into Hungarian

Helen Vaughan, former Head of School at Caldwell Academy in Greensboro, North Carolina, is now living with her husband in Budapest, Hungary, as the Educational Consultant/International Ministries for ACSI. She has asked if ACCS can help raise \$6000 for the translation of *Recovering the Lost Tools of Learning* (by Douglas Wilson) into Hungarian, and for the production of 1000 copies of the book for distribution.

Having served as the Head of Caldwell Academy for a number of years, Helen is strongly committed to classical Christian education, and is working to help establish such schools throughout Europe. Speaking specifically of Hungary, Helen says, "I sense there is a good match between Hungarian Christian educators and classical Christian education. I really get excited about the possibilities." Hungary has lived for decades under the godless tyranny of communism, but was released in the providence of God with the fall of the former Soviet Union. This is an opportunity to help a close friend of ACCS promote classical Christian education in this former communist nation.

If your school and/or families associated with your school would be willing to help finance this effort, please send contributions marked "Hungarian Translation" to Caldwell Academy, Hungarian Translation, 2900 Horse Pen Creek Road, Greensboro, NC 27410. All contributions are tax deductible.

Classical Christian School in Guatemala?

Lighthouse Station, Inc. is a non-profit, faith-based humanitarian organization dedicated to utilizing a broad array of strategies to ensure better lives and more self-sufficiency among the many poor of the world.

Currently, efforts are focused in the small highland community of Chichicastanengo, an area which is about a three hour drive northwest of Guatemala City in Guatemala. Mark Mathews and Michael Leahy are contemplating establishing one or more of the following: an orphanage, a classical Christian school, a micro-finance venture fund.

If you or your school is interested in partnering with the effort to start a classical Christian school in Guatemala, please visit the website www.lighthousestation.org for more information. These gentlemen may also be contacted thus: Michael Leahy mike@lighthousestation.org or Mark Mathews, president at mark@lighthousestation.org, or (214) 676-9999.

The Board's Role: Management to Governance

As organizations evolve from all-volunteer to professionally run, the board's role changes also. Often, this creates tension when the roles of the board and executive director are not clear. Board Source, www.boardsource.org, has much useful information to help boards function well. They offer a tool, "The Board's Evolving Role: From Management to Governance," that can help clarify expectations of board and the executive.

Start Up School Groups

Northern Kentucky

Cornerstone Classical Christian Academy: Are you, or someone you know, interested in seeing a classical Christian school started in **Northern Kentucky**? If so, please contact Cornerstone at nkyclassical@aol.com or phone (859) 760-5151.

Northwest Arkansas

Providence Classical Christian Academy, the first classical school in NW Arkansas, opened in 2004 with K-7th grade and continues to add a grade level each year. In 2006, Providence will serve K-9th grade students who seek a classical education that is distinctively Christian. Providence utilizes a university model schedule which allows students to register for classes according to subjects rather than grade level. For more information please visit our website at www.providence-academy.com or contact us via email at info@providence-academy.com.

Waverly/Cedar Falls, Iowa

Looking for others, committed to the Reformed faith, who are interested in starting a classical and Christian school in the **Waverly-Cedar Falls** areas of Iowa. Please contact Rev. George Galatis: ggalatis@comcast.net.

Indianapolis, Indiana

New Life Community Church, on the northwest side of **Indianapolis**, is in the process of starting a classical Christian school based on the Word of God and in the tradition of the ACCS. We are looking for more **interested families** to join us in opening the doors of this new school in the fall of 2007. Please contact Steve Hawkins at newlifeccs@yahoo.com.

Valparaiso, Indiana

Tall Oaks Christian School (formerly *The Classical Academy*), **Valparaiso, IN**, will begin its second academic year for students in grades K-5 on 8/29/06 (eventually to include grades K-12). We're the first classical Christian school in northern Indiana. We have two teachers and are now seeking more **interested families**. We're excited about using the classical model and the Christian worldview to teach students to live effectively for God in His world. Contact info: (219) 464-9862, info@talloakschristianschool.org or www.talloakschristianschool.org.

Greenwood, South Carolina

Heritage Classical Academy is forming in **Greenwood, SC**. Providentially, we will be opening in August 2007. Heritage is an interdenominational, college preparatory school committed to a classical education through the use of the Trivium. We are a **Christian** (followers of Jesus Christ), **covenantal** (families at Heritage should seek to love what they confess they believe), **classical** (cherishing the Trivium as a means of learning the great Western tradition) academy of learning for the glory of God. For more information: admin@hcasc.org or www.hcasc.org

Traverse City, Michigan

Commencing prayer and process toward the creation of a classical school in **northwest Michigan**. Desire is to establish at least a PK-8 school, with possibility of PK-12. Full classical, Trivium model will be utilized. Facilities may be available during the first year at minimal cost. Classes may be full time or perhaps two-three days per week. Anyone who is interested, please contact Drew Thompson at (231) 620-0277 or thompsonandrewj@yahoo.com.

San Diego, California

The Cambridge School, San Diego, CA, is a new classical Christian school opened in the Rancho Penasquitos area of North County in September 2006. We continue to seek **interested families**. For more information, please visit our website at www.cambridgeclassical.org or email us at info@cambridgeclassical.org.

International

Indonesia

Cahaya Bangsa Classical School, located in **Bandung, Indonesia**, is seeking **teachers**. We are a K-8 school with 140 Indonesian students. Responsibilities involve teaching students as well as training and mentoring local teachers. Applicants must have a bachelor's degree, commitment to classical Christian education, a heart for missions, ability to adjust to a different culture, and strong personal references. For further information, contact Julie Hansen ghansen@bdg.centrin.net.id.

NEW MEMBERS

Members

*Summit Academy
Indianapolis, Indiana*

*Calvary Christian Academy
Silver City, Nevada*

*Cornerstone Classical
Christian Academy
Northern Kentucky*

Affiliates

*William T. Wood
St. Simons Island, GA
(individual)*

*Eide Family Homeschool
Edmonds, WA
(homeschool)*

NUNTIATA

School Staff
Hiring Resolution

WHEREAS the Board desires that all relationships among its members be honoring to Christ; and

WHEREAS the Board recognizes that at this time there are a limited supply of both qualified and gifted teachers and administrators available to teach and lead both the new and existing member schools of the Association of Classical Christian Schools (the "ACCS"); and

WHEREAS the Board does not wish to establish policy that would restrict free enterprise; and

WHEREAS the Board does seek to do all it can to keep godly peace among its members;

NOW THEREFORE, be it resolved that:

I. The Board will annually communicate to its members the need for exercising care and consideration of other member schools when hiring or attempting to hire staff from other member schools. This communication will encourage:

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People Seeking Positions

Elisabeth Brown

seeks a position either in the **logic or rhetoric stage** (subjects: **history, Bible, world geography**, etc.) OR a position in the **grammar school stage**. BA from Trinity Western University in History (honors), minor in Applied Linguistics (TESL). Aspire to work in a classical Christian school setting. Have great enthusiasm for teaching and engaging the minds of children and young adults, and currently teach 5th, 6th, and 8th grades. Locating WEST of the Mississippi is acceptable. Email: elisabethanera@yahoo.com.

Kathleen Mallory

a dedicated Reformed believer, with significant Christian school teaching and administrative experience, seeks an **administrative position** in an ACCS school for 2007-08. She holds a master's degree in Educational Administration from Pensacola Christian College and ACSI Professional All-Levels Principal certification. The east coast is a preference, but she will consider other areas. Contact: kmallinhampton@aol.com.

Brian Kooshian

is seeking a position as **logic or rhetoric stage teacher** in the areas of **history, Bible/theology, and world religions** and related subjects. Also willing to consider a position in upper elementary. He is committed to the classical education model. He subscribes to the 1689 LBCF. He prefers to relocate to states west of the Mississippi, in the upper region or to remain in Michigan. Send inquiries to: kooshiantribe@hotmail.com.

Carlos Martinez

is an **ESL-Spanish teacher** with lots of experience, creativity, energy, passion and a strong follower of Jesus Christ. He offers his skills to any school in the area of language teaching. Currently working in the state of South Carolina, but willing to relocate. Contact him at: 2011 HWY 17 N, Apt. 21L, Mt. Pleasant, SC 29466.

James Cowart

is seeking God's will for a **teaching position** in **Bible, history, or English**. He has earned a BS in Secondary Education from Pensacola Christian College and a MEd in Education Leadership from the University of West Florida. He has teaching experience on both the elementary and secondary levels. He is currently looking to relocate to the Tennessee area. Contact him at (850) 494-0825 or at fuzzypilgrim@yahoo.com.

Adam McCollum

seeks a FT teaching position in **history, literature, and/or foreign language** (Greek, Latin, Hebrew, Aramaic, Arabic, French, German) for any level. He has a BA in Biblical Studies and an MA and MPhil. in Semitic languages. He has taught 3rd-4th grade at a cC school in Tennessee as well as foreign languages and texts on a graduate level. Adam and his family will relocate to locales in the Southeast or western USA. CV and references are available upon request. Please contact him at (859) 291-0663 or adam.wendy.mccollum@juno.com.

Richard Marsh

seeks a teaching position in **rhetoric level math and science**. He holds a BS in Secondary Ed., is certified with endorsements in math and physics, and has taught in Christian education for eight years. He has experience in curriculum development and has led workshops at the ACCS conference. Richard and his wife are committed to classical Christian education and currently reside in Cincinnati with their three children. Please contact him at onehalfmvsquared@yahoo.com or (513) 532-9248.

Rob Taylor

seeks a teaching position in **Christian philosophy (e.g. logic), apologetics, church history, theology, or Bible**. He earned a BS in Biblical Studies from Emmaus Bible College and an MDiv with Apologetics from Southern Evangelical Seminary (honors). He has two years of teaching experience at the secondary level in addition to ten years of volunteer youth ministry experience. Rob and his wife currently live in Wake Forest, NC, and are willing to relocate within the Southeast. Contact: robtaylormade@hotmail.com.

Thomas Meara

is seeking a position teaching **theology, apologetics, and/or Greek on the secondary level**. He holds a BA in Bible from Bob Jones University (Greek minor) as well as an MA in Theology from Bob Jones Seminary. He has two years of teaching experience on the secondary level and loves working with youth to enable them to see the glory of Christ. Other interests include church history, music, and literature. Philosophy, transcripts, and references are available upon request. Contact him at: tmeara@msn.com.

Northeast

The Geneva School

a cC school in **Olyphant, PA** (Northeastern PA), seeks a **headmaster**. School strengths: family involvement planned for, expected; history emphasized, integrated into entire curriculum along w/ Christian worldview; community-minded; field trips; special event days. Seeking candidates: committed to cC education, with a servant's heart, possessing leadership skills, proficient in building community & church partners, desiring to win others to the vision. Send résumé to Mr. Robert O'Leary, The Geneva School, 133 River St, Olyphant, PA 18447. Web: www.geneva-school.org.

Covenant Christian Academy

in beautiful **Harrisburg, PA**, is seeking a **headmaster** to lead our school into its second phase of growth. CCA is a 10-year old, K-12 school of 200 students with a talented faculty and administrative team. Our current "entrepreneurial" headmaster is making a transition into publishing, enabling a peaceful and exciting opportunity for the next headmaster at CCA, starting in June 2007. Contact board president Rich Rayner for more information: rrayner@paonline.com. General information about the school: www.covenantchristianacademy.us.

The Geneva School

Olyphant, PA (northeastern PA), seeks an experienced and motivated **7th and 8th grade teacher** for the 2007-08 school year. Contact Mr. Robert O'Leary at info@geneva-school.org or (570) 489-7620.

Covenant Christian Academy of Chicago

(CCAC) invites applications for **principal** to begin August 2007. CCAC is committed to a distinctively Christian education in the Reformed tradition, using classical methodology, and teaches Bible truths in all of God's creation. CCAC draws students from Chicago and the surrounding suburbs. We seek a leader with a passion for Christian education in an urban setting. Contact Stuart Culver, board member, c/o Covenant Christian Academy of Chicago, 9905 S. Winston AV, Chicago, IL 60643; (708) 385-6419; or slinculver@sbcglobal.net.

St. Stephen's Classical Christian Academy

is seeking an experienced **headmaster** for the 2007-08 school year and beyond. SSCCA is located in **Eldersburg, MD**, just **west of Baltimore**. The school currently serves 115 students in grades K-12. The Academy is a parish school of St. Stephen's Reformed Episcopal Church. The headmaster will be a part of school and parish life at St. Stephen's. Prospects should send their résumé to 2275 Liberty Road, Eldersburg, MD 21784 in c/o The Rev. Eric W. Jorgensen.

Providence Academy

in **Green Bay, WI**, a charter member of ACCS, seeks a qualified candidate for the position of **headmaster**. Providence Academy is a thoroughly Christian, completely classical preK-8th grade academy. Successful candidates will have the ability to lead and administer the academy in line with the stated vision, mission, philosophy, policy, goals and objectives. For more information & to submit your résumé: Mr. Pat Ferraro, 1101 Cameron St., Green Bay, WI 54304 (920) 494-7240; pferraro5@cs.com, www.providencegb.org.

The Summit Academy

a classical-Christian school in **Indianapolis, IN**, seeks qualified applicant for a **part-time art/art history teacher** to teach classical art courses to early grammar through junior high classes, 12 hours per week. Opening begins January 2007 (second semester). Contact Clair Staley at (317) 334-9335 or send résumé and college transcript to cstaley@thesummitacademy.com.

Tall Oaks Christian School

Valparaiso, IN, is a start-up classical Christian school in our 3rd year of existence. We are looking for a qualified, **lower elementary teacher** (BA in Elem. Ed preferred) for SY 2007-08 who has a love for Christ, a love for learning, and an adventuresome personality. Check our website at www.talloakschristianschool.org. Contact: Jerry De Groot, board member, 1901 E. Evans Ave., Valparaiso, IN 46383; (219) 464-9862; info@talloakschristianschool.org.

continued on page 10

NUNTIATA

Hiring Resolution (continued)

A. ACCS schools should regularly share and post listings of positions available with other ACCS schools, as well as lists of names of any teachers/administrators seeking positions.

B. ACCS schools are encouraged to primarily recruit applicants on the lists above, as well as applicants who may come to the school's attention by other normal means.

C. Should an ACCS school choose to recruit a teacher or staff member from another ACCS school, proper protocol would require notifying the employer prior to directly contacting the teacher or staff member.

D. ACCS members should apply the Biblical golden rule of treating others as you would expect to be treated.

II. The Board will seek to continue to develop teachers and administrators so as to assist schools in need of godly and gifted staff.

This resolution was passed 18 June 1998 by the ACCS Board of Directors.

P O S I T I O N S

Northeast

*continued from page 9***Stratford Classical Christian Academy**

a ministry of Stratford OPC in **South-ern NJ**, is accepting applications for **grammar school and dialectic stage teachers** for the **2006-07 SY**. Applicants must delight in teaching children, hold to a classical pedagogy and subscribe to the Westminster standards. Teacher applications can be downloaded at www.stratfordcca.org. Resumes should be directed to Mr. Sidney Henriquez at headmaster@stratfordcca.org or 41 Warwick Road Stratford, NJ, 08084. Inquirers can also call the Academy at (856) 435-0892.

Stratford Classical Christian Academy

a ministry of Stratford OPC in **South-ern NJ** is accepting applications for a **development coordinator** and **secretarial assistant** for the 2007-08 school year. Development coordinator must have marketing and fundraising experience. Secretarial assistant must be familiar with Microsoft Word and Excel programs and must delight in working with parents and children. All applicants must subscribe to the Westminster standards. Résumés should be directed to Mr. Sidney Henriquez, headmaster@stratfordcca.org or 41 Warwick Road Stratford, NJ 08084. Inquirers can also call SCCA at (856) 435-0892.

The Wilberforce School

Princeton, NJ, is a school dedicated to distinctively Christian, academically rigorous education in the classical tradition. We are currently seeking **qualified candidates to teach** in our lower school (**pre-K through grade 4**). Our website is www.wilberforce.school.org. A job description and application are available on the website. Interested candidates may direct inquiries and résumés to: info@wilberforceschool.org or call us at (609) 924-6111.

PREVIOUS POSTS NORTHEAST

New Covenant Christian School

in **Abingdon, MD**, seeks a **grammar school principal** for the 2007-08 school year. Full-time position with benefits. We're an ACCS member school in our 8th year of operation, have an experienced, gifted grammar school faculty and an established, excellent curriculum. We seek someone with: experience working in a cC school at the grammar level, administrative gifts, deep commitment to the Reformed faith, robust Biblical worldview, love for children, desire to partner w/ parents, & passion for excellent, classical education. Send résumé to jason.vanbommel@ncpres.org or call (443) 512-0771.

New Covenant Christian School

in **Abingdon, MD**, currently in our 8th year, is seeking a full-time **6th grade math, science, Bible & history teacher** and a full-time **logic-stage teacher**. We are seeking people who have teaching experience, a commitment to classical education, a deep commitment to the Reformed faith, a robust Biblical worldview and a love for children. If you are interested, please send your résumé to jason.vanbommel@ncpres.org or call (443) 512-0771.

The Educational Alliance of Classical Christian Homeschoolers

Lanham, MD, seeks a **part-time tutor for K-1st grade**. This non-profit ministry assists homeschooling families as they teach their children using the classical model. Special toddlers program available for tutors with children to age 3. Candidate must: be committed to the God of the Bible, have some experience teaching, have experience w/children, be enthusiastic & outgoing, highly organized & professional, make a commitment thru 2006-07 SY, & love to teach! Email résumés to admin@eacchclassical.com or visit our website www.eacchclassical.org.

Covenant Christian Academy

a K-12 academy of 200 students in beautiful **Harrisburg, PA**, is looking for gifted and experienced teachers to join our talented faculty for the 2007-08 academic year. Please contact Headmaster Christopher Perrin with inquiries at chris.perrin@covenantchristianacademy.net or (717) 540-9885.

PREVIOUS POSTS NORTHEAST

Veritas Academy

in **Lancaster Co., PA**, an accredited charter member of ACCS, seeks applications for **grammar and secondary school teachers**. Applicants must love children, be committed to classical education and the Reformed faith. Veritas Press publishing opportunities. Applications available at www.VeritasAcademy.com; more info from office@veritasacademy.com or (717) 556-0690.

Southeast

Cornerstone Classical Christian Academy

(**Northern KY**) Could the Lord be leading you to be the **organizing headmaster** to launch a new classical and Christian school in **Northern Kentucky**, one of the fastest growing parts of the country? Do you have experience in classical and Christian education, administration, and development? If so, please confidentially contact John Paul Davis at nkyclassical@aol.com or (859) 760-5151. Lord willing, classes could begin as early as Fall 2007.

Agathos School of Columbia (TN)

is seeking a **Head of School** for the upcoming 2007-08 school year. We will be entering our 5th year as a classical, Christian school in a small town 45 minutes south of **Nashville, TN**. We are a multi-denominational school of about 50 students in 4 year-old pre-Classical through 4th grade. Please see our website at www.agathoschool.com for information about our school. Send inquiries to Mark Seago, Chairman, Board of Directors: mseago@yahoo.com.

Providence Christian Academy

a ten year old classical Christian, K-10 school (growing a grade a year), and located in **Murfreesboro, TN** (40 minutes southeast of **Nashville**), seeks **FT upper school teachers** for 2006-07 (**Bible, humanities, and science/math**). All applicants must be passionate about teaching, learning, and mentoring children. Contact Lisa Carlton at pcaadministration@comcast.net or (615) 904-0902.

P O S I T I O N S

Southeast

Summit Christian Academy

an ACCS K4-12 school and ministry of Peninsula Community Chapel, is located in the historical area of **Yorktown/Newport News, VA**. SCA seeks a **headmaster** starting in June 2007. This 10 year-old school currently has around 214 students. The ideal candidate has a vision and passion for classical Christian education, as well as an advanced degree and some ministry experience. All candidates should contact Kevin Rivers (h.k.rivers@nasa.gov), head of the Board search committee.

Regents School of Oxford (MS)

is looking for godly, loving, and engaging **teachers for pre-K and other elementary positions**. The pre-K spot will be open January 1, 2007. Other elementary positions will begin August 1, 2007. If you are interested, please apply via our web page regentsoxford.com or call at (662) 232-1945.

Effingham Christian School

Rincon, GA (suburb of historic **Savannah**), a young classical Christian school with an enrollment of approximately 75 students in grades PK-7 and adding at least one grade per year, is searching for a **principal/administrator/headmaster**. The ideal candidate will have classical teaching and/or administrative experience. Please contact the school office at (912) 826-3327 or email sbass@effinghamchristian.org.

Heritage Preparatory School

in the heart of **Atlanta, GA**, is currently accepting applications for **elementary & middle school teaching positions** for the 2007-08 school year. Heritage was founded in 1998 & is experiencing unprecedented growth, adding a grade each year, with current grades K-4 through 8th. Candidates who are passionate about teaching with excellence, have a demonstrable commitment to Christ & who want to be a part of a dynamic team are encouraged to apply. Visit www.heritageprep.org for more information on the meaningful benefits of teaching at this unique classical Christian school.

The Geneva School

Winter Park, FL (Orlando area), established 1993, founding member of ACCS, accredited with FCIS, 430+ students, preK-12 classical Christian school is seeking qualified **teacher candidates** for the 2007-08 school year. The positions available are **pre-K teacher**, **fifth-grade teacher**, **rhetoric math teacher**, and **dialectic/rhetoric science teacher**. For more information on requirements and application details please visit the school website at www.genevaschool.org.

PREVIOUS POSTS SOUTHEAST

Faith Christian School

Roanoke, VA, a K-12 cC school of 260 students, seeks the following for the 2007-08 SY: **head of logic/rhetoric schools**, MA & teaching experience required, administrative experience preferred, vision for cC education essential, competitive salary & benefits; PT **director of admissions**, evolving into FT position; FT **director of maintenance & facilities**; **2nd & 4th grade teachers**. Contact Sam Cox, Head of School, at scox@faithchristian-school.com or (540) 769-5200. Learn more at www.faithchristian-school.com.

Franklin Classical School

in beautiful **Franklin, TN**, is seeking a **head of school** for the 2007-08 school year. FCS is a 14 year old Christian classical school offering a biblically-based education that is academically excellent and spiritually vital for grades 5-12. The candidate we seek will have a strong sense of calling with gifts for educational leadership. Send résumé to Principal Search, FCS, PO Box 1601, Franklin, TN 37065 or to principalsearch@franklinclassical.com.

Eagles Nest Academy

is a 12 year old Christian classical school in downtown **Franklin, TN**. ENA is accepting applications for the position of **elementary principal** for the 2007-08 school year. The ideal candidate has a clear vision and passion for classical Christian education, a thorough understanding of classical curriculum, and a gift for leadership and administration. For more information: ena@eaglesnestacademy.net or (615) 790-8556.

Veritas Academy

in **Phenix City, AL**, is now accepting applications for the position of **teacher/administrator**. Applicants should be certified teachers with some administrative experience. Veritas currently has 43 students in grades K-6th with plans to add a new grade each year. Please contact Jan Baker at (706) 577-6220 or by e-mail at janbaker@ctvea.net. Veritas is a ministry of Lakewood Baptist Church.

Classical Christian School for the Arts

(K-8), in **Pinellas Park, FL**, is receiving résumés and scheduling interviews for **upcoming positions**. Please visit our website at www.ccsa.us. Submit résumés by fax to (727) 545-3579 or by e-mail to sylvia.baker@ccsa.us. Contact us by phone at (727) 547-6820.

West...Upper

Cair Paravel-Latin School

Topeka, KS, seeks a FT **math teacher** for middle & high school beginning August 2007. Bachelor's degree in math and/or education preferred but not required. Subject areas include algebra (8), algebra 2 (9), calculus (10), trigonometry (11) & advanced calculus (12). Possible sharing of duties w/ another math/science teacher if the subject areas are suitable to each instructor. CPLS offers a highly competitive starting salary to a mathematics generalist who is qualified to teach these courses. Interested persons may contact James Waldy, Dean of Faculty, at (785) 232-3878 or jwaldy@cpls.org.

Cair Paravel-Latin School

Topeka, KS, seeks a FT **science teacher** for middle & high school beginning August 2007. Bachelor's degree in science and/or education preferred but not required. Subject areas include physical science (8), biology (9), chemistry (10), physics (11), & advanced chemistry (12). Possible sharing of duties w/ another math/science teacher if the subject areas are suitable to each instructor. CPLS offers a highly competitive starting salary to a scientific generalist who is qualified to teach these courses. Interested persons may contact James Waldy, Dean of Faculty, at (785) 232-3878 or jwaldy@cpls.org.

CLASSIS

**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. 23, Feb. 25, April 25,
June 25, Aug. 25, and Oct. 25.

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.

POSITIONS

West of the Mississippi: Upper

Cair Paravel-Latin School

Topeka, KS, seeks a **FT English teacher** for high school beginning August 2007. Bachelor's degree related to the field of English and/or education preferred but not required. Subject areas include English grammar, writing, and literature in grades 9-12 with an emphasis on the great works of Western Civilization. CPLS offers a highly competitive starting salary to a generalist who is qualified to teach these courses. Interested persons may contact James Waldy, Dean of Faculty, at (785) 232-3878 or jwaldy@cpls.org.

Schaeffer Academy

Rochester, MN, a Christian and classical school of 370 students, seeks an **elementary music** teacher. Excellent benefits/package offered. Full job description available at www.schaefferacademy.org/employment. Send résumés/inquiries to Jill Wirth, (507) 286-1050, Schaeffer Academy, 2700 Schaeffer Lane NE, Rochester, MN 55906.

Summit Classical Christian School

(25 miles east of **Seattle, WA**) is a new school that is seeking **teachers** for grades K-4 for fall 2007. For more information, see www.summitclassical.org or e-mail info@svccs.org.

ClassicalFree Virtual Academy

Portland, OR, needs **online teachers** part-time for math, Latin, logic, rhetoric, & Great Books. GB taught in 3-5 PM PST time slot, part of Classical Honors Program at an evangelical school. Graduates receive Certificate in Classical Studies along with diploma. "School within a school" concept. Moonlight from your office computer and help infect broader Christian education community with the classical Christian bug. Call Dennis at (503) 658-1755

St. Stephen's Academy

is a growing classical Christian School, established in 2000, and located in **Beaverton, OR**. The school seeks an **experienced teacher for 3rd grade** to join its faculty in September 2007. For further information see www.ststephensacademy.com or contact Juliet Kane at info@ststephensacademy.com.

Veritas School

in **Newberg, OR**, a K-12 school with 254 students, seeks an experienced teacher or administrator to fill the position of **assistant headmaster** for the 2007-08 school year. Responsibilities will include leadership of the elementary program, including curriculum, instruction, and discipline. Administrative duties will be half-time, and may be combined with elementary or secondary teaching for a full-time position. Those interested should contact Bryan Lynch at (503) 538-1962, balyn@veritasschool.net, or 401 Mission Drive, Newberg, OR, 97132.

Previous Posts WEST...UPPER

Morning Star Academy

in **Bettendorf, IA**, is seeking a **head administrator** effective immediately. Founded in 1994, Morning Star is an ACCS member with 247 students in pre-K through 11th, experiencing rapid growth and expanding our current facility. Candidates must possess an understanding of and a commitment to classical Christian education and have experience in a classical Christian school setting. E-mail résumé, cover letter to Cheryl.Headley@msa-qc.org or mail to Morning Star Academy, 1426 Tanglefoot Lane, Bettendorf, IA 52722, (563)-359-5700.

Veritas School

a K-12 classical Christian school in its 10th year with 250 students in **Newberg, OR**, is accepting applications for a qualified **teacher for Humane Letters and Rhetoric** (HS level) in the 2007-08 school year. These classes integrate literature and history focusing on the reading/discussion of the full texts of literature and history. This FT position may also include art history or other literature or history teaching. Contact Bryan Lynch, Headmaster, at (503) 538-1962 or balyn@veritasschool.net. Veritas School's website is www.veritasschool.net.

POSITIONS

Providence Classical Christian School

(PCCS) a K-12, ACCS-accredited school in **Lynnwood, WA**, seeks a qualified, energetic **development director** to build philanthropic support both inside and outside our school community. The development director holds responsibility for planning, coordinating, and overseeing all development activities, i.e. annual & capital fund raising, golf marathon, and school auction. Candidate should understand Christian educational philosophy, finance, the PCCS mission, and must submit to its statement of faith. Contact Ryan Evans: ryanevans@pccs.org for more information.

Summit Classical Christian School

(25 miles east of **Seattle, WA**) seeks qualified candidates for the position of **headmaster**. We will open a grammar school in September 2007. Successful candidates will be faithful, mature leaders with experience leading and growing a classical Christian school and a commitment to administer in line with our mission, goals, objectives, and statement of faith. For more information contact: Summit Classical Christian School, 7829 Center Blvd SE, #363, Snoqualmie, WA 98065, or email info@svccs.org.

West... Lower**American Christian School**

of **Bartlesville, OK**, is seeking an **administrator** for the 2006-07 school year. ACSB is a classical school of approximately 80 students (K-12) and is a member of ACCS and ACTS. Candidate should have an appreciation of Reformed theology and a working knowledge of classical education methodology. Please send résumé to Administrator Search Chairman, 396980 W 2400 Road, Bartlesville, OK 74006. Call (918) 331-0500, cell (918) 331-6334, e-mail jbarn0819@aol.com or fax to (918) 331-0501.

Ka'ahumanu Hou Christian School

in **Maui, HI**, a ministry of King's Cathedral Assembly of God Church, seeks 2 **preschool teachers** to begin January 8th at our Noah's Ark Preschool. Hawaii's first CC school seeks teachers who embrace the teaching styles of classical education. Last year, preschool enrollment was 90 and K-12 enrollment was 70. For an application contact Mr. David Marocco, Administrator, pmarocco@verizon.net, or call (808) 871-2477 or (808) 205-6644 cell. FAX résumé to (808) 871-5668.

Grace Academy

a K-10 (growing to 12) cC school in **Georgetown, TX**, seeks a **Director of Institutional Advancement**. Responsibilities include oversight of all school-directed fundraising efforts, responsibility for the school's active public relations, community relations, correspondence, advertising, news releases, etc., and maintaining communication with patrons and alumni. Applicants should have a degree and an understanding of cC education. Prior experience in marketing and fund-raising is beneficial. Send a letter of interest and résumé to: ndonaldson@graceacademy-gt.org, (512) 864-9500.

Previous Posts WEST...LOWER**Legacy Classical Christian Academy**

in **NE Phoenix/Scottsdale, AZ**, has an **immediate opening for a PT teacher** (position will grow to FT) to assist in our **1st/2nd grade** class. Legacy currently enrolls 16, with a goal to expand K-12. Candidates must subscribe to Legacy's statement of faith, and love the Lord & children. E-mail résumé or questions to info@legacyclassicalchristian.org or call (480) 945-3246. Visit www.legacyclassicalchristian.org.

Legacy Classical Christian Academy

in **NE Phoenix/Scottsdale, AZ**, seeks 2 **FT teachers** and one **principal/teacher** for Sept. 2007. Each must subscribe to Legacy's statement of faith, and love the Lord & children. Grammar principal requires BA/BS in education, must demonstrate leadership, maintain team environment, and have classical Christian teaching experience, strong admin skills, & excellent presenting/speaking skills. E-mail résumé, questions to info@legacyclassicalchristian.org or call (480) 945-3246. Visit www.legacyclassicalchristian.org.

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.com

Classical Academic Press

3920 Market Street, Suite 10
Camp Hill, PA 17011
(717) 730-0711
www.classicalacademicpress.com

Logos School Materials

110 Baker Street
Moscow, ID 83843
(866) 562-2174 (toll free)
www.logosschool.com

Standfast Books

P.O. Box 985
Franklin, TN 37065
(615) 794-5003
info@standfastbooks.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
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Registration and conference information late January at www.accsedu.org > Annual Conference

JANUARY 2007