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C O N T E N T S

Can the Christian Schools Survive?

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Re: "Junior High Education in Short Pants"

Book Review

EDITORIAL

By THE EDITOR

Can The Christian Schools Survive?

The continuous increase in per pupil cost of education has led to considerable speculation about the future of the non-public schools. The question that arises most frequently is, Will the non-public schools continue to be able to muster the financial support that will be necessary to meet the rising cost of education?

This question has particular relevance for the Christian day schools. It is incumbent upon all of us who are committed to these schools, therefore, to face that question and to propose some solutions.

Our Problem

At the present time the Christian schools draw their financial support almost exclusively from tuition payments and contributions. While these two sources of income have proved adequate in the past, it is doubtful if they will continue to be so in our changing economy.

The major source of income for the Christian schools is tuition. This one item accounts for more than half of the receipts for oper-

ating costs in practically all our schools and for more than three-fourths of the receipts in many of them. This places the greatest burden for the support of the Christian schools upon the parents whose children attend the schools. And this support is expected at a time and during the years when the parents can least afford to give it, the years when the cost of bringing up a family is greatest. It is obvious, therefore, that the rising cost of living and the increasing tax load make it impossible to place upon parents of school age children the responsibility of underwriting the higher cost of Christian day school education.

The other source of income is contributions. These are obtained in various ways, through church collections, drives, benefit programs, and other schemes for raising funds. From the point of view of financial stability, however, it does not appear wise for school boards to plan a budget and to assume obligations, as far as a year in advance, if a large share of the budget to meet these obliga-

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The general purpose of this journal is to foster the continuing improvement of educational theory and practice in Christian schools. Therefore, its pages are an open forum for the publication of significant articles and studies by Christian educators on Christian teaching. All articles and editorials appearing in it are to be regarded as the expression of the viewpoint of the writers and not as the official position of the Christian Educators Association.

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tions is dependent upon the free will contributions of an uncertain constituency.

While it is true that Christians gladly give to Kingdom causes because this is one way of expressing gratitude to God for what He has given and continues to give, there is no complete assurance that the gifts will be channeled into Christian school treasuries. The problem could be solved, at least to some extent, if all Christians developed a sense of balance that would enable them to distribute gifts in accordance with the importance and needs of the various Kingdom causes. But we are still not agreed on the relative importance of the various causes and many of us are inconstant and even capricious in our giving.

A Proposal

A third source of income is necessary, therefore, to give the Christian schools a more stable source of revenue.

Our proposal is to set up a system of tuition vouchers. Each voucher could be purchased for a modest sum such as twenty-five or fifty dollars. The vouchers could then be redeemed at a time when tuition payments would create an undue burden. Young people could purchase tuition vouchers and save them for the time when they have to pay tuition for their children. Or grandparents might purchase the vouchers and leave them as legacies for their grandchildren.

Various details would have to be worked out to make the plan effective. The mobility of today's population, for example, would require that the vouchers be redeemable at any or all Christian schools regardless of geographic location. This means that some

central Christian school agency would have to administer the plan and serve as a depository for the funds.

It is proposed, therefore, that the National Union of Christian Schools set up a trust fund for the moneys obtained from the sale of the tuition vouchers. The vouchers might bear interest at the rate of three per cent so that the National Union could invest the funds at a higher rate and thereby receive reimbursement for the administration of the voucher system.

The plan in operation would work somewhat as follows: Any interested individual might purchase from the National Union of Christian Schools one or more Christian school tuition vouchers. He could save the voucher or could transfer it. The holder of the voucher could then submit it to a local Christian school for redemption. The school treasurer would return the voucher to the National Union of Christian Schools and receive a check for the purchase price of the voucher plus the accrued interest. This amount would then be applied to the tuition account of the voucher holder.

The advantages of the voucher plan are many. First, it would undoubtedly increase Christian school revenues. The idea of being able to purchase Christian education in advance should have a popular appeal. It is easier to get money when something is offered in return.

Second, the plan will provide relief for parents of school age children during those years when the paying of tuition becomes burdensome. And the school will not suffer from this parental inability to pay because the vouchers will insure the receipt of tuition.

Again, the plan helps to emphasize the investment concept of Christian day school education. Many a Christian school financial campaign has been built around the idea that Christian education is an investment in God's kingdom. This idea can be kept before the Christian public as tuition vouchers are offered.

The voucher system will also help to stabilize the income of Christian schools. During times of unemployment tuition vouchers may be redeemed at an accelerated rate but the individual schools will not be dependent completely upon tuition

and contributions from those who can ill afford to give.

This, then, is one proposal for strengthening the financial structure of the Christian schools. There are undoubtedly other plans that also have merit. It appears, however, that the time has come for Christian school supporters to halt vague and general discussions about increasing revenue and to come to grips with the problem that is becoming increasingly acute, the problem of obtaining adequate financial support for the Christian schools.

Special Education And Christian Schools

By CORRINE E. KASS*

Education reflects the philosophy of the society in which it is found. So too, Christian education reflects the philosophy on which it is based. In this philosophy, parental responsibility is considered to be of primary importance. In order to undertake this responsibility, our Christian parents have banded together in many communities and have shared the responsibility for their children's education with educators trained for this task.

It is consistent with a Christian as well as a democratic philosophy that all children be given the opportunity to reach their maximum potential, whether they are average, bright, retarded, blind, deaf, crippled, emotionally disturbed, or otherwise deviant in their capacities to learn. The Judeo-Christian ethic emphasizes the worth of each individual.

Let us explore, briefly, what special education is, the historical development of special education, the efficacy of special education, and the future of special education in the Christian schools.

What Special Education Is

Special education may be defined as that education which must be provided in addition to the regular program in order that maximum development may occur. Children who require special education are placed in numerous categories; among which are mentally retarded, blind, deaf, gifted, hard of hearing, partially sighted, emotionally disturbed, perceptually handicapped, socially mal-adjusted, etc.

Children are usually placed in categories on the basis of the outstanding characteristic which

distinguishes them from the normal. Definitions and cited characteristics of the various exceptionalities vary among the experts.

The kind of special education they receive also varies: they may be completely segregated from the normal population by being placed in institutions; they may be partially segregated by being placed in special schools or classes; or they may be integrated in the regular class and given special services. These special services, too, are fragmented. There are such specialists as psychologists, social workers, visiting teachers, state consultants, school diagnosticians, speech correctionists, remedial reading teachers, plus teachers of the retarded, blind, deaf, aphasic, emotionally disturbed, socially maladjusted, perceptually handicapped.

Another approach to the education of exceptional children is suggested by S. A. Kirk (1962). He calls attention to the variations of growth within the individual. In some respects, the exceptional child is like the normal, and in other respects, he is different. For example, the deaf may be average in physical growth, and in intelligence, but may be below average in language and speech development. The below-average areas are termed "learning disabilities" by Kirk. The special education which is implied seems to be that of integration in the regular class along with special services for the purpose of giving training in the specific deficiencies which interfere with maximum development of the individual.

Historical Development of Special Education

Special education is a relatively new concept in education. Just as

in the pre-Christian era when the handicapped were persecuted or mistreated, so before the 1800's in this country nothing was done for those who differed from the normal. Following the spread of Christianity, they were pitied and sheltered; the institutions and residential schools in this country since the 1800's have tended to follow this trend. Samuel Gridley Howe is credited with predicting (in 1871) that the blind could be integrated into the "common" schools in all areas possible. This concept has been applied to all areas of exceptionality, notably the mentally retarded. Mental testing in the early 1900's made it possible to find differences in intellectual development, and thus was born the public school special classes.

Since then, special education has been growing with every new category which can be "discovered." Generally, special classes are justified on the basis of the opinion that they are beneficial for certain logical reasons, such as (a) the children experience less failure, (b) these classes provide more security, (c) teachers can be specially trained, (d) there is more individualized teaching, and (e) every child is entitled to educational provisions which are suited to his capacities.

Evidence from research is not yet conclusive regarding the efficacy of special education as it is now conceived and administered. In the next section, this writer will review briefly some of the relevant studies in the area of the mentally retarded. Some research which is being carried on in the area of learning disability will also be reviewed.

Efficacy of Special Education

Logic is not enough in deciding whether or not to inaugurate

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special classes in a school system. There have been several studies which have attempted to answer the question "Is it better to place mentally retarded children in a special class or to leave them in the regular classes?" Bennett (1932), Pertsch (1936), Blatt (1958), Cassidy and Stanton (1959), Elenbogen (1947), Thurstone (1959) in separate studies compared retarded children (IQ's between 50 and 75) who were placed in special classes with retarded children who were left in regular classes. In each study, the retarded children in the regular classes were higher or the same as those placed in special classes in measures of achievement and, in some of the studies, personality adjustment.

A weakness in the above studies is to be found in the selection of children who were placed in special classes. Because identification of mentally retarded children depends upon teachers in the regular classes, and because selection for special class placement depends upon the number of available spaces, it is reasonable to suppose that those most retarded in school achievement and those most disruptive in the classroom would be chosen for such placement. Thus, the selection for special classes was probably made on the basis of nuisance value in the regular class, and the retarded children in special classes could not be considered comparable to those who remain in regular classes.

Another study by Ainsworth (1959) added a third group for comparison purposes: mentally retarded children in regular grades who had special services from an itinerant teacher. Again, there were no significant differences among the mentally retarded children in special classes, those in

regular classes, and those with an itinerant teacher in achievement, social adjustment, or behavior. Criticism can be made of this study in that it was of only one year's duration, and the children were already ten years of age.

Some studies which argue for the efficacy of special class placement are those of Johnson (1950), Johnson and Kirk (1950), and Baldwin (1958). These researchers studied the social adjustment of mentally retarded children in both special classes and regular classes. Through sociometric techniques, they found that mentally retarded children in the regular grades are less socially accepted than those in special classes.

Jordan and deCharms (1959) compared retarded children in special classes with retarded children in regular grades on a measure of achievement motive (fear of failure). These investigators found the retarded children in regular grades were higher in academic achievement than those in special classes; but the retarded children in special classes were found to have less fear of failure. The selection factor was not controlled in this study.

A long-range study which controlled the selection factor by finding mentally retarded children who were just entering school in communities where there were no special classes has just been completed by researchers at the University of Illinois (Goldstein *et al.*) Approximately 120 retarded children were found in three communities (one urban and two rural); half were placed in special classes, and half remained in the regular grades. The teachers for the special classes were carefully selected and trained.

They spent their summers planning curriculum and preparing materials. After four years the results, although not yet published, were reported at a national conference. The researchers reported that there were practically no significant differences between the group of children who were placed in special classes at age six, and those who remained in regular classes.

While it is not possible to give more details, this writer feels that some tentative implications can be drawn from the reported preliminary results. It would seem that a long, hard look needs to be taken at special education in its present form. Perhaps these researchers have not been asking the right questions. Maybe we should be asking "What educational procedures should be followed with what child?" instead of the broad question of special education versus regular education.

The alternative approach to categorizing children by an outstanding characteristic which distinguishes them from the normal is that of planning education on the basis of ability discrepancies within the individual. Kirk, Kass, and Bateman (1962) have been studying the question of what educational procedures will be most effective for a particular child with disabilities. The training which has been planned for children included in this study has been based upon diagnosis of language disabilities.

The main instrument which was developed for this purpose is The Illinois Test of Psycholinguistic Abilities (ITPA). This test is designed to show whether the child's major areas of difficulty are (a) in the auditory or visual channels; referring to central nervous system perception, not acuity, (b) in the

processes of *decoding*, the understanding of what is heard or seen; *association*, the relating of ideas from what is heard or seen; or *encoding*, the expressing of ideas verbally or through gestures, or (c) in the use of representational (meaningful) aspects of language or in the use of automatic-sequential (grammar and imitative memory) aspects. A more complete description of the test and its theoretical structure can be found in Kirk and McCarthy (1961).

The case-study method is being utilized and procedures are: (a) a child is tested with various instruments, including the ITPA, (b) it is determined whether the child has a specific learning disability or disabilities in language, (c) a tutorial remedial program is organized for the purpose of ameliorating the child's deficits, and (d) the child is retested. In many cases improvement in deficits has been noted. The study is not yet completed, but it is probably safe to say that this approach to special education will be the trend in the future.

Future of Special Education in the Christian Schools

The writer feels that the Christian schools are in a peculiarly advantageous position to act on the implications inferred from the above studies. The tradition and practice in public schools are such that change is difficult to effect.

There is little doubt that the trend in special education will be away from merely classifying exceptional children. Instead the trend is toward more specific identification of individual patterns of learning disorders and the specific educational exercises necessary to overcome such disorders.

It should be possible to retain many handicapped children in the

regular classroom and give them special training in individual or small group sessions with a teacher who has been trained in both the diagnosis and remediation of learning disabilities. Such a teacher might function much as a speech correctionist or remedial reading teacher. The difference would be that this teacher would base her work on a broader theoretical foundation which would include all of language functioning, so important in school learning.

In addition to the specially-trained teacher who could pin-point

problems and treat them, it is the opinion of this writer that *all* teachers should continually increase their knowledge regarding the learning process and be able to handle the majority of learning problems in their classrooms, so that only a few need be referred to the specialist.

A note of warning may be in order for our Christian schools. To follow the traditional practices in special education will be failing to understand the implications of available research.

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The Christian Teacher and Politics

By MRS. MARGARET L. VAN WYKE*

What should a Christian school teacher's participation be in politics? Is politics something to be avoided? Is it a subject to be viewed from time to time in the abstract and from the distance or is it an area in which we should be actively participating?

These questions suggest that we have a choice, but really we don't have a choice at all. The fact is that our entire governmental structure is such that we are all a vital part of it. This representative government of ours can work only if we who enjoy the privileges of citizenship faithfully discharge the duties of citizenship.

Perhaps the most common reason given for failure to discharge these duties is that "politics is dirty". It may sound trite to say that politics is only as "dirty" as the people that actively engage in it, but even Plato was aware of this when he said, "The punishment that the wise suffer who refuse to take part in government is to live under the government of worse men."

One of the purposes of our schools has been to help the students to become effective and responsible Christian citizens. In a democracy the ideal citizen is one who is informed about the issues of the day, has formed an opinion about these issues, and then does something about making his views known. One can hardly expect that teachers of students who will one day become these informed citizens are not themselves effective citizens

in the community in which they live.

Exercising the right to vote is the most elemental privilege and responsibility a citizen has in a democracy. It is almost inconceivable that a teacher of future citizens would fail to emphasize this to his students. Indeed, if a teacher not only failed to emphasize this but also failed to exercise his voting right one could hardly expect that teacher to "sell" this responsibility to his students.

We would certainly expect conscientious teachers to exercise their voting rights regularly, and we might even assume that they do this. However, checking the facts indicates that this is not always true. I recently made it a point to make a spot-check of the voting records of teachers in our community and was quite surprised by my findings. In checking the records of 57 public school teachers and 50 Christian school teachers, I noted the facts given on the next page.

Careful examination of the records indicate that the voting record of teachers is quite similar to that of the public generally. Our interest in presidential and gubernatorial elections is high, but we do not seem very interested in primary elections and municipal elections. This is unfortunate, since it is in primary and local elections that our vote counts most. The Christian school teachers' lack of interest in local school elections is especially bad, because Christian school

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Public School Teachers

Election		Registered but *Not		
		No. voting	not voting	registered
Primary Election	8/2/60	19	31	7
Presidential Election	11/8/60	47	3	7
Municipal Election	2/20/61	25	26	6
Spring State Election	4/3/61	39	12	6
School Election	6/12/61	31	20	6
School Election	6/11/61	34	17	6
Primary Election	8/7/62	24	28	5
Gubernatorial Election	11/6/62	49	5	3
Municipal Election	2/18/63	44	10	3
Spring State Election	4/1/63	43	11	3
School Election	6/10/63	37	17	3
Millage Election	11/26/63	49	5	3

Christian School Teachers

Primary Election	8/2/60	21	15	14
Presidential Election	11/8/60	39	1	10
Municipal Election	2/20/61	15	25	10
Spring State Election	4/3/61	27	13	10
School Election	6/12/61	2	39	9
School Election	6/11/62	4	37	9
Primary Election	8/7/62	17	25	8
Gubernatorial Election	11/6/62	42	1	7
Municipal Election	2/18/63	30	13	7
Spring State Election	4/1/63	34	11	5
School Election	6/10/63	6	39	5
Millage Election	11/26/63	26	21	3

*Some of these shown as not registered were not members of their school systems at this time, and therefore not representatives of our community. All 57 public school teachers, because of an upcoming millage election, are registered. Three Christian school teachers are not yet registered.

teachers have a wonderful opportunity to help select those persons who will support a positive, cooperative relationship between the public school and the Christian school. This should have 100% participation by Christian school teachers.

Every teacher, then, should register and vote in every election in the community in which he is living, and to this extent every teacher should be actively participating in the government of his community, state, and nation. Many Christian school teachers should do more than just being informed voters. If we have informed ourselves and have studied and discussed issues, we may find ourselves in close agreement with one major political party or the other. If we do, we should join that political

party, help in the selection of its candidates in party caucus, at county, district, and state levels, and then work to help elect the nominees of that party. We should be willing to help sell that candidate at the grass roots level - the block or the precinct in which we live. We can do this by offering our help to the party of our choice for such activities as ringing doorbells, telephoning on election day, doing clerical work, providing transportation, and in other ways. As teachers, we can even bring this type of non-partisan activity into the classroom. If we are interested in a good representative government, we should tell our students to remind their parents to vote. This is our duty too.

As teachers, able to express our ideas, we should also let our repre-

sentatives in government know our views on controversial issues. A well phrased, well-reasoned letter may have a great effect upon government action. The recent revision of the bus-law in Michigan, when a group of interested, aroused citizens actively asserted themselves, demonstrated what can be done by interested individuals and groups. Teachers had an important part in this C. E. F. activity and can be influential in the future in these or other organizations and activities.

Every teacher, particularly one who is teaching a civics or government class, should at sometime try to be a precinct delegate to a county or state convention, in order that he may understand the practical workings of American political parties and be better qualified to impart the feeling of political action to his students.

An active interest to this extent in politics may lead in many instances to a desire to serve in a public office. Christian teachers, who feel so inclined, could be of great service to their communities as members of City councils, as aldermen, or members of civic and

county boards and committees. In our community we have had and do have Christian school teachers on our city council, on our library board, and in other civic and county committees, both partisan and non-partisan.

Such experience has been of great practical value to them, to their school, and certainly to their community. Nor need such activity be limited to male teachers. There are many political opportunities for women teachers as well. In the past they have very creditably served in many activities and have been an asset to their school and community.

Our calvinistic approach to life hardly justifies leaving politics in an isolated niche. Aside from the benefits that we as a people may reap in the way of developing political know-how, and in obtaining representation in all levels of government, by our active participation, we shall have the satisfaction of knowing that as Christian school teachers and as a knowledgeable segment of our communities, we are having an impact on the operation of our government.

Dr. Van Bruggen of Calvin College, with the assistance of nine of his students, made a survey of practices in the teaching of reading in the kindergarten and first grade classes of the Christian schools. The survey deals with the experience and training of kindergarten and first grade teachers, class size, enrollment age, length of kindergarten term, instructional materials used, including library and audio-visual aid materials, teaching procedures, the use of phonics, class organization, and other aspects of the reading program.

Copies of the survey will very likely be made available in the near future.

The University of Chicago recently announced that it is starting a new program leading to the degree of master of science in teaching which will equip elementary school teachers to be scholars in special fields.

Students must have a bachelor's degree to enter into the program. They may specialize in language arts, social sciences, natural science, French, and "probably" mathematics.

The University also reported it is offering approximately \$250,000 in fellowships, ranging in value from partial tuition up to \$3000, for students preparing for teaching and other positions in elementary and secondary schools.

RE: "Junior High Education in Short Pants"

By JOHN L. YOUNG*

This essay is written as a reply to the essay entitled "Junior High Education in Short Pants", by Mr. Norman De Jong which appeared in the Winter edition of this magazine. I do not feel that Mr. De Jong has either adequately or fairly presented the position of inter- varsity athletics on the junior high level and therefore feel the necessity of this reply.

In the opening paragraphs of his essay, Mr. De Jong discussed Scriptural mandates and principles upon which our Christian schools are built and operated. Although he does not state what these are exactly, he does say that they must be interpreted afresh for each generation before they can have a bearing on our thoughts and actions. Assuming that, broadly stated, this mandate is to train the entire youth and provide for him a Scripturally oriented world and life view, the author is quite correct in stating that this has to be reinterpreted for each generation. The particular aspect of this broad statement which is under discussion is that of inter- varsity athletics, not athletics in general but only inter- varsity athletics.

Worthwhile Objectives

Following this introduction, the author asks a series of questions which all seem to boil down to the fundamental question of, "Are we attempting to meet some specific, worthwhile objective through this activity?" Indeed this is an important question and if it has not been

asked, not only concerning inter- varsity athletics but any form of athletics or any other aspect of our educational system, we certainly should ask it. In asking this question, however, we should be extremely careful not to be with preformed judgments or with closed minds. Only after considering all aspects of the problem is one capable of giving an adequate answer. Mr. De Jong's answer to the above question, as we shall see in more detail a bit later, is that "no worthwhile objective is being met."

In his essay Mr. De Jong states that he writes from experience which is "admittedly based on a limited number of situations," yet he makes some broad, sweeping statements concerning inter- varsity athletics. He blames the increase in inter- varsity athletics "in most schools" on the existence of weak physical education programs and the push of "one or more staff members who held athletic interests." He then goes on to say that this is understandable in the light of the current American spirit, i.e., increasing sportsmindedness, "if not sports mad." With this type of preconceived idea, it is understandable that junior high inter- varsity athletics receives no fairer treatment than it does at the hands of Mr. De Jong.

Two reasons, actually three, are then presented by the author as to why this emphasis on athletics should be stopped. The first is that

"no worthwhile objective is being met." This being, again, a rather broad and sweeping statement, I choose, rather than discuss it separately, to discuss it in relation to some other points as I go along. The second reason, which is actually divided into two parts, I should like to discuss now.

Proper Values

The first of these reasons is that inter- varsity sports is "frequently detrimental to the participant's academic program . . ." To support this the author goes on to say, "So much of their mental energy, so much of their physical energy, so much of their emotions, and so much of their conversation is devoted to athletic success that these students can't possibly achieve academically with any degree of efficiency." May I suggest that this situation is not to be blamed on the existence of inter- varsity athletics but rather on the training which this student has been given in years past.

This student is not to be blamed for his attitude, nor athletics for having induced this attitude, but the student is to be pitied, rather, for not having been taught a better sense of values and more concern for his responsibilities in other areas. Who but parents and teachers, not inter- varsity athletics, are to be blamed for this result? By the time a student is in junior high, if not earlier than this, he should realize that there is much more to life than athletics. This has its place but is, by no means, of chief importance or meant to be an end in itself. The fact that a learning block has developed is not then to be blamed on athletics but on poor student preparation on the part of teachers and parents. (To carry

this to another extreme, if sports were discontinued, what is to prevent this type of student from receiving a further "learning block" from the success of the school debate club or orchestra?)

The second part of his reason for dropping inter- varsity athletics is that this is "helping to create an undesirable system of values for our students." This is again, I believe, a reflection on the upbringing of students by parents and teachers. "Students are led," the author states, "to believe that athletic success is more important than academic achievement . . ." Who, might I ask, does this lead- ing? Is it not the parents and teachers? Is this then to be blamed on the existence of inter- varsity athletics? Why, if this is true, and I feel that it is, should not this leadership be turned the other way around and students be taught that the athletic "hero" is no more important than the "studious academic leader?" In a situation where the parents and teachers continually single out the athlete for praise, the students will do the same thing. But if the studious leader is praised for his work by parents and teachers and the athlete is treated in class only on the basis of his academic work, why should the students do otherwise? Credit should be given to the athlete for his achievements, but these achievements should not be exalted above what they actually are. To the same extent, academic achievement should also be noted and honored.

Student Personality

There is another factor which, I feel, enters in here regarding students' tendencies to follow and look up to certain other students, and

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that is the matter of personalities. Obviously there are many different types of personalities some of which are easier to admire than are others. Generally speaking, a student who is "worshipped" or thought of as a "school hero" is one whose personality is outgoing, one who can easily get along with others, who can mix with little or no trouble, who, specifically, is an extrovert. In many instances it is precisely these students who are also able to succeed athletically and there is therefore a direct correlation between the two. The "school intellectual," on the other hand, is likely to be a rather quiet, unassuming person who does not actively seek out friends but prefers that they should come to him. This student is not going to be a leader, and it would be rather difficult to expect that the other students at school would want to follow him or consider him a person to be emulated. A student, however, who is very studious and active in the "academic" pursuit, should he have an outgoing personality or be a person ready to speak up, should and would have an equal chance to become one of the school leaders. It is not necessarily, therefore, what a student does which makes him a prominent school figure, but rather the force of personality. To the "studious academic leader" should go just as much praise and comment as is given to the "athletic hero." And to the intellectual who would rather remain by himself should go just as much praise and comment as is given to that student who stands out in physical education class or intramurals. It is up to the parents and teachers to insure that those who have qualities of leadership, whether they be exemplified through academic abilities, or through athletic abilities, exer-

cise these qualities in a good and fruitful manner and that those who may have these qualities but have not yet developed them, do so through careful guidance and preparation.

Moral Training

One other specific criticism is mentioned by Mr. De Jong. He states that, ". . . I think it both possible and plausible that basketball games contribute to the weakening of morals and the disturbing of emotions in our growing young people." Although he limits his discussion here, and in several other places also, to that of basketball, I will assume that inter-varsity athletics is meant. He explains his statement by pointing out that boys' and girls' gym classes are held separately "so that the opposite sexes won't observe each other engaging in physical activity while wearing abbreviated garments," and he then goes on to say that this reasoning is not adhered to during a basketball game. Is this reasonable argument? Is this the only reason which can be given for segregated physical education classes? At best this is a very naive and unrealistic view and one, in the opinion of this writer, that should not be endorsed. Is this, or should it be, one of the objectives of physical education classes, i.e., to keep boys and girls from seeing each other engage in physical activity while wearing abbreviated garments? Why does he attribute weakening of morals to basketball or even athletics? Does the author think that these same students, during the summer months when they are at the beach, do not observe each other participating in physical activities while wearing abbreviated garments? Or, that if

they watch television for any length of time, or if they go to a ballet performance, this same thing is not seen?

Where then is the danger to the morals and emotions of our growing young people? Is it in the athletics or, more specifically, basketball games? If these young people are just beginning "in grades 9 and above," as the author believes, "to realize what it means to be a man or a woman in the physical sense of the terms," with whom, again, does the responsibility lie to insure that this realization is tempered with good sound education? The parents and teachers of course! To say, merely, that junior high athletics is detrimental to Christian character because it provides an opportunity for boys and girls to see each other exercise in abbreviated garments is to escape the responsibility of educating the students with respect to their attitudes towards each other and towards members of the opposite sex. To blame junior high athletics for this attitude on the part of students and to say that this contributes to the "weakening of morals and the disturbing of emotions" is, then, to eliminate the symptoms without affecting a cure.

Emotional Stability

In this last quotation Mr. De Jong mentions "the disturbing of emotions." I have said nothing about this previously but mention it now to bring out one other point. As to what exactly the author means by this phrase, I am again not sure. If he speaks of the ability of junior high students to become excited and stirred up during a basketball game, or baseball game, or football game, I do not see how he can raise a complaint. Certainly

these students get worked up and excited, but is this due to athletics themselves or, perhaps, to the nature of children between the ages of 11 and 15? Can this be called a "disturbing of emotions?" I make no claim to being a psychologist, but I do feel that I have seen enough of children between these ages to say that, no matter what the cause, if there is any tension in a situation these children will become excited. This is true whether it be a tense, over-time basketball game or an oratorical contest or a debate or a close volleyball game in physical education class. If what the author speaks of in that phrase is anything more than this natural ability of children to become excited, then, I feel, this is another area in which parents and teachers are to act as guides to train these children to maintain control over themselves. Inter-varsity athletics is not the cause of these "disturbances" but merely provides an opportunity for some students to show that some aspect of their lives has not been developed properly.

Wholesome Competition

One of the arguments, according to Mr. De Jong, which is put forth by the proponents of inter-varsity athletics is that of "competition." Because adult life is competitive, students should be taught to cope with this type of situation. This, I feel, is a good argument and worth mentioning, but it, by itself, is only a very small part of the value of inter-varsity athletics. Before a person can learn to face and cope with the competition of adult life, he must first of all have faced himself and learned to cope with what he has found. One of the best ways for a person to really see himself and then to learn how to cope with

that person is by placing himself in competition with others where he cannot hide but must reveal his own personality. One of the reasons, then, for an individual's participation in athletics is that here he can truly see himself, first, as an individual and, second, as an individual in relationships with others.

These relationships are not only competitive, as adult life surely is, but are also cooperative, which is another important aspect of adult life. Individual athletics, such as wrestling, tennis, swimming, etc., emphasize, perhaps, the competitive aspect more than the cooperative, but even here you have cooperation between members of teams and between the members and their coach. In team sports, such as baseball, basketball, volleyball, football, etc., you have more of an overt emphasis on cooperation as each member must cooperate with the others in order to succeed. And there is again the obvious aspect of competition. These are two of the benefits of this type of association, and there are others which might be mentioned.

These "others" might include such attributes as learning to accept defeat magnanimously and victory gracefully. This attitude comes, perhaps, when a student has learned that it is not the losing or the winning which is important but the effort which has been put forth. If a person consistently does his best and puts forth full effort, what more can be asked of him? A student, furthermore, may learn in a competitive situation that there are those in authority over him who have the final say in all matters and that he has to abide by their decisions. He can learn to think

quickly; to adjust himself to various situations in the briefest of times; to control his mind, body and tongue; to put into practice, in a competitive situation, those Scriptural mandates which he has heard since his early years. It is, then, an opportunity for the student to collect all that he has been taught and to put it to practice for the shaping of his personality and future life. This, of course, is not to be achieved by the student by himself, but through the careful and thoughtful guidance of parents and teachers who are directing him day by day.

Now, as to the author's assumption that if this is really such good preparation for future life, should not every student be given the same opportunity to participate, I could not agree more heartily. The author, however, when he maintains the necessity of a strong intramural program to fulfill this need, fails to take into account the fact that many schools, although strongly in favor of intramural programs, find it impossible to organize such a program, not for lack of interest or desire or rationale but very simply because they lack the facilities to operate such a program. In most schools it is possible to organize an intramural program of some sort, but it will not be nearly as extensive as the author suggests when he says, "This intramural competition should take in many sports, ranging from 'touch' football, softball, volleyball, basketball, and field hockey to such indoor activities as table tennis and badminton."

If, then, this type of program is impossible, should a given school do away with all forms of athletics? No! Mr. De Jong suggests that, "In the supervision of such [intramural activities], aspects of play dealing

with cooperation, teamwork, good sportsmanship, and leadership must be emphasized." Are there not other ways of emphasizing these? I suggest that there are at least two other ways to do this; through a well organized physical education program, in which every one participates, and through an active inter-varsity program. The value of the former program is, I believe, self evident and not the point at issue here. The second area, however, is that which we have been discussing. I do not propose that inter-varsity athletics should take the place of an intramural program, nor that the latter is to be subservient to the former. I do mean to say, however, that in schools which are not able to form an intramural program, inter-varsity athletics is essential. This type of program does not require the same amount of facilities as an intramural program because there are fewer students participating. These students may meet after school in a rented gymnasium or in a city park, where it would be impossible to hold intramural activities, and prepare themselves for this type of competition. These students would be the ones who excel in this particular area of athletics and who, although participating in the physical education program, are not advancing as much as they are able to because they are above the others in present ability. Why should they, then, not be permitted to advance themselves in these areas of "cooperation, teamwork, good sportsmanship, and leadership?"

Intervarsity and Intramural Sports

I do not mean to imply by my previous statements that inter-varsity athletics should be limited only

to those schools which cannot organize an intramural program. By no means! Even those schools which are able to organize an intramural program should allow those students who stand out in any one area to seek and participate with other students of equal abilities. It has been shown, I believe, in other areas of school life that those students who have superior abilities in any one area, should not be held back or forced to remain on the same level as all others. Why then should not the athletically inclined student be permitted to compete with peers equal to him in ability? In this type of situation is he not much more apt to learn the lessons which we have mentioned previously?

Mr. De Jong has presented a good case for intramural athletics at school and I agree with him, but when he speaks of the effect of this intramural program on the student, I feel that he has again let his prejudice against inter-varsity athletics get the better of him. He speaks, for example, of other "favorable aspects" of an intramural program: (a) it does not require hours of precious practice time; (b) it will not become as competitive or as partisan as an inter-varsity program (c) and thus will not tend to warp aspirations or value systems of the participants; (d) they are not apt to glorify the minority at the expense of a few.

In dealing with the time aspects, I am not sure whether the author is speaking from the student's point of view or the teacher's. It is true that for the individual student involved, the time spent on inter-varsity athletics would be more than that spent on intramurals, but it is also true that it is just those

students who are physically able to spend this time on a specific form of athletics who are doing so. This time which is spent, furthermore, is not interfering with the student's school or study time but generally occurs during those hours immediately after school when the student would otherwise be involved in some other form of activity. Do we not also, in a classroom situation, expect the more capable student to spend more time and to do more work than those who are less capable? As to teaching time, I am sure that if the author would check with those who coach inter-varsity teams and those who organize intramural programs, he would find that the latter expend considerably more time and effort than do the former.

In regards to the other "favorable aspects" which are mentioned above, I think that these fall into the same categories previously mentioned. Namely, that it is up to the parents and teachers to develop and train the students so that, whether it be in intramurals or inter-varsity athletics, the students realize the goals to be achieved and that the game itself is not as important as the way in and reasons for which it is played. Competition and a feeling of loyalty, whether it be to a school or a particular team, are both important, but every student must be taught that each of these has its place and its limitations. A student's aspirations and value systems and his tendency to glorify certain individuals at the expense of others is a reflection on his upbringing, both parental and school.

Athletics and Academic Pursuits

Following this presentation of intramurals, the author presents a

case for "debate, original oratory, extemporaneous speaking, and interpretive reading." Again the author is correct, to a point, but his method of reasoning cannot be accepted by this writer. Mr. De Jong begins by asking, "Is the life-battle of adults fought with basketballs, baskets, referees, cheerleaders, and hoarse mobs on the sidelines? Or is it fought with words and ideas and logic?" Of course, he says, it is the latter. Again, I agree. But these questions themselves reflect an inability to see beyond the tools employed in a teaching situation. One might ask, just as reasonably, "Is the life-battle of adults fought with a scientist's test tubes, a mathematician's ruler, or a grammarian's rule book?" Of course not! These are merely tools by and through which a student is taught to think logically, analyze, test, formulate ideas and to express them in a responsible manner. In the same fashion basketball, and any other form of athletics, is not to be an end in itself but merely one more means to the end of responsibly educating a student. (I might mention here that the by product of this type of education, which is to keep the body physically fit, is also of extreme importance and not to be minimized.)

Does this, then mean that forensics, debate, etc. are of little importance? Definitely not! These have their distinctive values which athletics cannot provide, just as athletics has values which cannot be developed in other organizations. The author again speaks of the idea of competing. He says, "... it is difficult, if not impossible, for these programs to live and grow in importance if the program itself has to compete with softball

or basketball or cheerleading. Anybody with a clear vision can see where the immediate glory and prestige lie." Aside from the fact that eliminating inter-varsity athletics does not eliminate this type of competition, as there will still be the strong intramural program to compete with, this type of reasoning would again reflect poor training and upbringing in a student. If a student goes into athletics merely for the glory which he can receive from it, there is obviously something wrong with his sense of values and thought processes. It is precisely this type of idea and opinion, as expressed by the author, which causes our students to develop this attitude and way of thinking.

In his conclusion the author brings to our attention the fact that there are today in our schools many areas of activity in which our students may participate. He suggests that we analyze carefully to see just which of these activities a school should engage in, the obvious implication being that inter-varsity athletics should be eliminated as the least necessary. I could not agree more completely. A school which cannot recognize any contribution on the part of inter-varsity athletics has no right to participate in such a program. But for all those schools which are faced with this same problem, may I suggest an objective and clear-headed, not emotion packed, evaluation of the values of athletics.

Inter-varsity athletics does serve a definite purpose in our school curriculum as I have attempted to point out in the preceding paragraphs. The obvious benefit of keeping the body physically fit is not necessary to belabor. The more subtle values, however, cannot be

neglected or glossed over. Every student has the right to develop his fullest potential athletically as well as academically; and one step in this process, the highest step because of the caliber of competition, is that of inter-varsity athletics. To be sure, this type of activity has its inherent dangers, namely that of over emphasis. When this occurs, and it is most obviously noted through such things as student "hero" worship, "learning blocks," and total involvement in athletics, it is not the fault of athletics itself or of the students. It is, rather, the fault of those responsible for proper supervision of this aspect of education. It occurs when parents and teachers themselves forget that inter-varsity athletics is not an end in itself but merely a means to an end.

Obviously a school cannot spread itself thin by including everything which our "modern" educators tell us should be included in education, so a choice is going to be made somewhere. This essay was by no means intended to suggest that inter-varsity athletics is of more importance than a good physical education program or intramural program or debate, forensics, speech, music or anything else. I intended, merely to defend the idea of inter-varsity athletics against the charges and statements made by Mr. De Jong. There is a definite and practical purpose for inter-varsity athletics on the junior high level and no school administration should automatically assume that this should be the first thing to be cut from a school curriculum. Parents and teachers truly interested in educating the entire child will first attempt honestly to make an evaluation of the importance of inter-varsity athletics. Only after

this has been done may a person compare it with intramural athletics, physical education, debate, speech, or any other area of education. Then and only then may an honest decision be reached as to which area of education must be de-emphasized in favor of other areas.

In concluding, it was interesting to note the quotation which was printed on the same page as Mr. De Jong's essay in the last edition

of this magazine. I feel that it is of significance here so take the liberty of quoting it again. It was taken from Mr. Henry J. Ryskamp's *Foundations in Christian Education* and reads as follows (the italics is mine):

Our desire for the child should be that he live simply, that he care deeply, that he live energetically, that he live passionately in order that living thus he may *develop every capacity and live fully in every relation* in life.

* * *

"A Christian philosophy of education must be elaborated against the background of a theistic worldview and on the basis of such pertinent principles and norms as are found in the Scriptures. Now, the basic question of education is, what is education and what is its purpose? To this question the Bible gives a definite answer. As the chief part of knowledge is the fear of the Lord (Prov. 1:7), so the aim of education is the glory of God." pg. 164

"The object of education is truth: the transmission of truth to the younger pupils and the discovery of new truth by more advanced students." pg. 168.

"The question is, what type of school organization is best called Christian? The question may be rephrased: to what agency does the Bible confide the education of children? Does it imply that children are wards of the state? Probably no one would hold that the Bible makes individuals the creatures of the state." pg. 192

"It should be evident that before any state existed, before any organized church ministered to a group of people, children had to be educated. This education was in the hands of the parents. And so should it naturally be. The children are not creatures of the state, nor were they born to the church. Children are their parents' responsibility." pg. 196

From Gordon H. Clark, *A Christian Philosophy of Education*. Eerdmans, 1946.

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BOOK REVIEW

THE WALL BETWEEN CHURCH AND STATE. Dallin H. Oaks, Editor. Chicago: The University of Chicago Press, 1963. Pp. i - 179 Hardcover - \$6.75, Paperback - \$1.95.

Reviewed by John E. Naber, A.M. Principal of The Zeeland Christian School

In an effort to stimulate free discussion of church-state relationships, the University of Chicago Law School sponsored a Conference on Church and State in 1962. Several leading authorities were invited to share their views on church-state relationships, and the contents of this book represent their contributions to this forum.

While the title of this book might suggest general discussion of the entire area of church-state relations, the contributors are particularly concerned about the proper placement of religion in education and the financial relationship of the federal government to schools. Specifically, they are interested in whether the federal government may support private and parochial schools and whether this support is desirable.

Dallin Oaks, the editor of this book, states that the Catholic Church established a legal separation between clergy and government and that Martin Luther just referred to this as a "wall of separation." Since then the metaphor of the wall has obscured vision and thinking, and the wall has become a refuge for those who do not wish to examine and discuss the relationship of church and state.

Robert Hutchins, in reviewing the many court cases relating to the church-state relationships, concludes that the history of "the wall" has not been brilliant and its future is not bright since it pretends to separate things that are not separable and it lends a simplistic air to

a very complicated problem. He pleads for greater effort in establishing a national idea of education and a national program to carry it out.

Rev. Harold Fey, editor of *The Christian Century*, argues for complete separation on the grounds that a pluralistic order separating church and state is constitutionally sound and is socially desirable. He states that the Protestant view, shared by many Jews, is that in this land the religious and political covenants are and should be kept separated and that this separation should extend to the institutions of church and state and their means of support. Efforts to change the existing relationship will tend to compromise individual freedom and disrupt public order.

William Gorman, in arguing for a more perfect union of government and religion, contends that two groups are concerned about church-state relations, one seeking freedom of religion and the other seeking freedom from religion. While the simple formula "Congress and the state legislatures must neither help nor harm religion" may seem very correct, in effect this can be contradictory since "no help" may constitute harm in some instances. If freedom from religion promotes irreligion, and it does, then the government, in effect, is promoting the "religion" of irreligion. Preferential treatment of secularism or irreligion would seem to be as constitutionally objectionable as preference given to religion.

Robert Drinan, in defending the constitutionality of public aid to non-public schools, calls attention to the fact that private schools have juridical status and serve a public function. They are, therefore, primarily educational institutions and not religious institutions. Since aid to education is public welfare, and since private schools promote this public welfare, they are entitled to aid. Public welfare legislation may not deny aid to certain citizens because of their faith, even if such aid may in an incidental way benefit religion.

Murray Gordon contends that government aid to non-public schools is unconstitutional. Certain of his arguments do not relate to constitutionality, for he states that public support to non-public schools would threaten continued existence of public schools, and division of tax monies to several types of school systems would cause many problems. These arguments seem to imply that public schools exist only because they are free while others are not. His discussion of constitutional matters traces those parts of past court decisions that limit or prohibit religion in schools, and he states his belief that the Supreme Court would, if confronted with the question, consider direct aid to non-public schools unconstitutional. This conclusion is substantiated by unofficial opinions by individual political figures.

The final three chapters of this book discuss in detail constitutional problems related to other church-

state relations.

Paul Kauper discusses the constitutionality of tax exemptions for religious activities, and concludes that tax exemptions are permissible for contributions that promote welfare enterprises such as education, hospitalization, and aid to the needy since these activities advance legitimate secular purposes and their benefit to religion is only incidental.

Monrad Paulsen, in discussing constitutional problems in considering religion in adoption proceedings, believes that the state may and should promote the wishes of parents relative to religion. Thus, if deceased parents have indicated a preference for a particular religion for their children, the state should honor that preference by placing their children in a comparably religious home.

Philip Kurland discusses at length decisions on school prayer cases, which generally hold that the state may not prescribe the conduct of religious ceremonies in public schools. He implies that further evaluation of the place of religion in education is necessary since there is no clear determination of the relationship of religion to education.

The reviewer believes that this book is very useful for those who wish to consider church-state problems objectively since many viewpoints are expressed. While the format and diction are technical and legalistic in places, most readers will find the book interesting and provocative.

According to the United States Office of Education the enrollment in non-public schools was expected to be slightly less than 15 per cent of the total school enrollment in 1962-1963. If this percentage continues, non-public schools may be expected to enroll about seven and a half million pupils in the kindergarden through grade 12 in 1969-1970.

News for Our Readers

Although it is not apparent to the reader, the CHRISTIAN EDUCATOR'S JOURNAL is undergoing a change. If you are a member of the Midwest Christian Teachers Association perhaps you expected a radical change with the first issue to appear after you paid your annual dues. Such thinking would be unrealistic. If you will tolerate the style, I shall attempt to describe the present stage of development of the Christian Educators Journal in terms recognized by those exposed to the "OLD" biology.

The larval stage of development of this young organization was rather precarious. There were a couple of years when it had a difficult time finding substantial nourishment, and it perhaps showed some signs of malnutrition. However, now that it has been fattened up with a proper diet, it has gone into the dormant pupal stage.

To a casual observer, it may appear that nothing is going on during the pupal stage. We gain appreciation for this stage only when we realize that the change from caterpillar to moth is taking place on the inside. Now in sketchy form I will try to tell you of the changes the hormones are bringing about on the inside and what the emerging organism is expected to be like.

1. The "hormones" are ten in number at present; six representing the M. C. T. A., two representing Calvin College, and two representing the N. U. C. S. (It is hoped that other hormones will soon be discovered in the form of representatives from other Christian teachers' associations.)

2. The date on which the adult is scheduled to emerge from the

pupal stage is January 1, 1965. A new organization entitled the "Christian Educators Journal Association" will be incorporated at that time. This new organization will exist as a service organization for the express purpose of publishing a journal on behalf of already existing teachers' organizations. Each participating organization will retain its own identity, but will cooperate in a joint effort which can better be done by many rather than a few. Here are some quotes from the concept constitution which is being formulated.

"The name of this organization shall be the Christian Educators Journal Association."

"The purpose of the Journal shall be to elevate the character of the profession of Christian teaching, to advance its professional interests, and to promote the cause of Christian education wherever this Journal can be of service."

"The Journal will be under the control of the Board of Trustees. The membership of this board will be constituted as follows: Every bona fide organization which is both Christian and interested in education shall be authorized to delegate one or more representatives to this board according to the following schedule . . ."

"The Board of Trustees shall be an editor-in-chief and a business manager . . ."

"The Board of trustees shall be authorized to appoint an editorial committee."

"The Editorial Committee shall elect departmental editors . . ."

3. The future layout of the Journal is developing under the direction of an editorial policy committee. Here are some quotes from

the concept policy statement which is being formulated:

In regards to the function of the journal:

"Two considerations determine our editorial policy. First, we are distinctive, and therefore *what* we write fulfills a unique need in the teacher. Second, the busy teacher will not read a professional magazine unless he feels both emotionally involved and intellectually stimulated.

These two concerns are linked, of course. If what is written is not read, our best efforts are sterile. On the other hand, if what is read does not re-enforce our Christian standards, we have failed to serve a worthwhile purpose, and we have canceled our excuse for existence . . .

. . . We hold it our obligation to be normative and evaluative rather than descriptive of our subjects in the various departments. . . . And we are hopefully intent on spelling out a working Christian philosophy of education."

In regards to the format of the Journal:

"The Journal will contain the following five sections or departments, four of which represent

curriculum areas in the Christian school.

1. Language Arts - English, Foreign languages
2. The arts - music painting, industrial and commercial arts
3. Social studies - History, Civics, Bible, etc.
4. Mathematics - Science - Arithmetic, Biology, etc.
5. Professional - those topics and problems common to all grade levels and subject fields.

"Each department will appear in each issue, with the amount of space devoted to each determined by the department editor in consultation with the editor-in-chief."

"Each department in each issue will contain its own combination of editorial comment, articles, book reviews, and letters to the editor, at the discretion of the department editor."

4. Refinement, improvement, and integration of the above mentioned concept statements will be the goal of the present study committee. Additional growth hormones are solicited from our readers. Feel free to send your secret formula to the editor who will pass it on to the committee.

ARTHUR WYMA

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