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CHRISTIAN EDUCATORS JOURNAL

A medium of expression for the Calvinistic school movement in
the United States and Canada

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STATEMENT OF PURPOSE

The Christian Educators Journal Association, composed of several member or sponsoring organizations, publishes the Journal on a quarterly basis as a channel of communication for all educators committed to the idea of parentally controlled Christian schools, whether at the elementary, secondary, or the college level. The general purpose of the Journal is to foster the continuing improvement of educational theory and practice in Christian schools. Therefore, its pages are an open forum for significant articles and studies by Christian educators on Christian teaching. Editorial policy favors those contributions that are normative and evaluative rather than merely descriptive of existing trends and practices in American education. 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 Journal Association or its member organizations.

Business correspondence concerning subscriptions to the Journal or membership in the Association should be sent to the Business Manager. Subscription price is \$ 2. 00 for four issues per year.

Correspondence concerning articles or book reviews should be addressed to the editor of the appropriate department or to the Managing Editor.

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FROM ME TO THEE

an editor he educators

The Uses Of Controversy

To the psychologically or intellectually insecure, conflict, controversy or difference of opinion, is always a threat. To them, both criticism of the old and recommendation of anything new is unequivocally bad. They cannot live with something less than certainty, and anyone who disturbs their self-imposed serenity wins the name of "trouble-maker," "gadfly," or worse.

The misuses of controversy are, of course, not hard to discover: the attack on persons rather than ideas and policy, the specious reasoning used to win the argument rather than to solve the common problem, the vast generalization built on the flimsy foundation of a few instances, the strained human relations because of hurt feelings, and many more. While these represent everpresent pitfalls, they do not represent the whole story.

What the objectors to controversy fail to see is that progress and improve-

ment have come about only through re-asking old questions and posing entirely new ones.

While we all know that it is much easier to be critical than correct, we also know that what is even easier is to do nothing and say nothing but what has been said and done already. It is the most comfortable to mouth shibboleths to students and each other, never (except in private gripe sessions) trying to restate and revitalize the old slogans and the existing practices. But this is clearly not the road to the twin cities of Progress and Improvement, and ultimately the City of God; it is at best the downhill road to Slumbering City, and at worst to the slough of Stagnation and the pit of Decay.

THE CASE FOR CONTROVERSY

Controversy is potentially the growing edge of an institution or a movement, and the Journal is the place to be building that edge. Time and reflection will trim the excesses that might be urged and undertaken, and the wisdom of the professional community



will unite to oppose real departures from our common foundations.

Controversy also enables the group to see the alternatives more clearly, to see both the recommended and the attacked in the light of each other. This placing of both in juxtaposition helps to illuminate each. Previously unacknowledged facets of the problem of tax funds for Christian schools, for example, have been brought to light by repeated polemical articles. Whatever we finally decide, it will be a wiser choice because we have heard the pros and cons laid out for us. This enlightenment could not have taken place without controversy, without having someone attack present thinking.

The case for controversy and the constructive role of those who urge change upon us or attack the status quo has been stated well by Socrates when he says:

And now, Athenians, I am not going to argue for my own sake, as you may think, but for yours, that

you may not sin against the God by condemning me, who am his gift to you. For if you kill me you will not easily find a successor to me, who, if I may use such a ludicrous figure of speech, am a sort of gadfly, given to the state by God; and the state is a great and noble steed who is tardy in his motions owing to his very size, and requires to be stirred into life. I am that gadfly which God has attached to the state, and all day long and in all places am always fastening upon you, arousing and persuading and reproaching you.

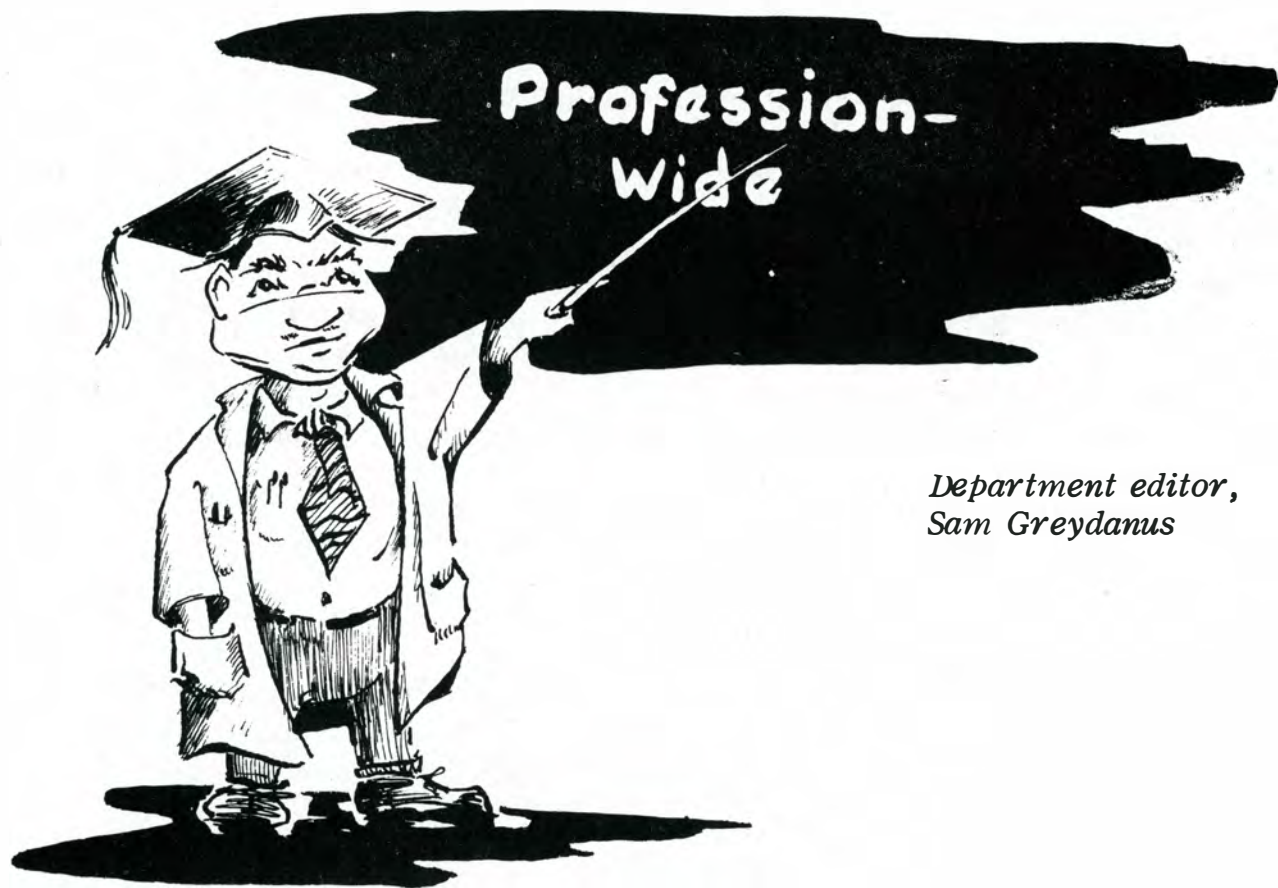
The writers for the Journal could do worse than regard themselves as beneficent gadflies probing the flanks of the Christian school movement. A good start has been made; more is needed.

D. O.

"Would that the criterion of a scholar's utility were the number and moral value of the truths which he has been the means of throwing into the general circulation." --S. T. Coleridge

"Academic freedom is the principle designed to protect the teacher from hazards that tend to prevent him from meeting his obligations in the pursuit of the truth." --Russel Kirk

"Education is that which remains if one has forgotten everything he learned in school." --Albert Einstein



*Department editor,
Sam Greydanus*

MONEY IS THE ROOT . . .

*--Edith Pals**

I have no startling lead sentence with which to begin this article. You must forgive me. As a former Christian school teacher, I have spent the last four years talking to brick-layers, carpenters, plumbers, etc., while engaged in the home building business. So I will have few, if any, well articulated statements and organized paragraphs. But, having taught English for a brief spell, I am supposed to let you, the reader, know the theme of this essay. Well, my friends, it is MONEY.

*Mrs. Pals, formerly a teacher in the Christian school system, now works with her husband in the Jerry Pals Real Estate Agency in South Holland, Illinois.

How well I remember my first pay-checks at the Englewood Christian School eleven years ago. Every TWO weeks for twelve months of the year I was the dedicated self-sacrificing recipient of \$90.00, after taxes. I would then go home and watch my father write checks to his employees, each check in the amount of approximately \$95.00, ONE week's pay. And his employees did not even have to possess the education, the dedication, the sense of satisfaction that I supposedly had. They were, you see, garbage collectors.

I believe that Christian school teachers should organize and demand, not ask, for a higher pay scale. How many

Christian doctors, Christian lawyers, and Christian Reformed or Reformed ministers do you know who must work three months a year as milk truck drivers, concrete laborers, and the like? I know of none. Why then do Christian school teachers allow themselves to be put in such a position?

Oh, but where can we get the money, you ask. And I say to you, where do we get the money to purchase land and to construct new school buildings?

Our constituents pay full price for automobiles, boats, clothes, groceries, homes, and everything else. It is now about time that they learn they are going to have to pay full price for their Christian school teachers, if Christian education is to survive. This includes not only parents of the students, but all of our society which is paying lip service to Christian education. As a non-parent, I would be happy to contribute to the salaries of the teachers.

I am a wee bit tired of paying for the bricks, the lumber, and the electrical equipment in the new school buildings.

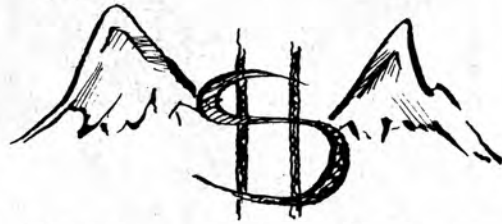
I am tired of being able to spot the Christian school teachers' automobiles in a church or school parking lot.

I am somewhat tired of hearing from some friends in the profession a-



bout their Friday night "hamburger steaks" which were such a treat.

I am quite tired of looking at the frayed collars on the men who have



been teaching for some years and who have a growing family to support.

And furthermore, I am really tired of hearing that the Christian school teacher is supposed to sacrifice. WHY? Why, the teacher? Why not the minister, too, and the Christian truck driver, the Christian egg peddler, and the Christian concrete contractor? If there were a comparable situation in the business world, it would be looked upon as organized stupidity.

Are we supposed to be inspired by some intangible something? Dedication? Prestige? Sacrifice? Or, is it in reality, a tangible nothing? My friends, when your automobile needs tires, you must pay for them with money. Not dedication. Not prestige. Not sacrifice. The businessman wants money for those tires. Even the Christian Reformed businessman.

In the course of building and selling new homes during the last four years, I have had dealings with four public school teachers for the high schools in Harvey and Dolton, Illinois. The lowest salary was that of the youngest, a man 26 years old, who was making \$7,500 annually. The highest was \$12,000. We are nowhere near these figures in the Christian high schools in this area. These four people, even though they were public school teachers, were dedicated to doing a good job and attaining their goals. But,

in addition to this, they are being paid enough money to maintain a respectable standard of living. Yes, they even have prestige; you see, they can afford to buy a new suit when it is needed.

My recommendation is that a committee be organized in each section of the country composed of realistic, successful business people, some representatives of the teaching profession, and some interested and concerned ministers. This would be a beginning.

Such an organization, if properly operated, would also be instrumental in improving the quality of teaching in our schools. We would attract more young people into the profession. We would then be able to insist upon our teachers keeping pace with the times, the latest classroom techniques, in



furthering their own education, and in maintaining a more professional status.

My dear friends, how much longer must a garbage collector take home more money than a Christian school teacher?

Let us not continue. Let us begin!

* * *

QUOTABLE

When the final decision is made on what to teach and how to teach it, the decision must be the teacher's. This is one of the conclusions reached in a three-year study of the American public schools by the NEA Project on Instruction. In a new book titled Deciding What to Teach, the study group points out that while state and local authorities have the duty to set educational policy, how that policy is to be implemented should be left up to the professionals....

--Michigan Educators Journal



Let Christian education come into its own. Realize that Christian education, in the day school, and on the collegiate level, is a potent answer to encroaching American paganism. This means, stop thinking of Christian education as a luxury, and realize that it is as important as your jugular vein.

Christian schools have the opportunity that comes once in a civilization: that of furnishing leaders who can change the world. Without question, a good education is more important in our day than ever before. Cliches, shallow thinking and unsupported statements find no welcome in modern minds. So, let us face the opportunity and do something about it....

--Dr. R. Cook, president of NAE, in Eternity, July, 1963.

SOCIAL SCIENCES

*Department editor,
Herm Beukema*



SOCIAL STUDIES STIRRINGS

After attending the National Council of Social Studies Convention and hearing the discussions relating to curriculum revisions I am convinced that we need to act independently. Listening to the experts in this field explain their projects was very revealing. They are as confused as we are, only on a much larger scale.

Four representative programs of curriculum revision projects were presented. National, state, county and city efforts were explained. Many of the features of their proposals are commendable. They stress knowledge, structure, sequence, continuity, depth learning, progress units, critical thinking, analysis, problem solving, case studies and team teaching.

Their efforts to broaden the social studies by balancing the three cycle repetition of our country's history with

more emphasis on the behavioral social sciences, especially on the junior high level is worthy of our consideration. There is a movement for more anthropology, geography, and social problems to enable students to be better analysts and observers of society. One cannot dispute the validity of these revisions. Why then do I advocate our adding our name to this long list of curriculum revisions?

Their view of man's origin, purpose, place, relationship, and future is completely different than ours. In two full days I never heard the name of God mentioned once. He doesn't fit into their structural framework. Man is on each of their four-cornered rectangle. How then can our objectives be the same as theirs? There is a real need for a God-centered curriculum guide for all of our Christian Schools in the United States and Canada.

In closing, I would appreciate opinions from teachers involved in Social Studies on all levels--civics,

(cont'd p. 15, col. 2)

KEYS TO AN EFFECTIVE INTRAMURAL PROGRAM

--Marvin Zuidema*

A well-balanced program of physical education at the junior high and senior high school levels consists of three phases: physical education class activities, intramurals, and athletics. The merit and scope of each of these programs with reference to a Christian philosophy of education is increasingly becoming a matter of concern in our circles, as evidenced by the development of such programs in the last decades, and by the increased concern with them in our professional meetings and in the literature written on Christian education. Athletics, at least in college and high school, has been accepted for years as an extra-curricular program of sports providing an active outlet for those skilled in certain sports. It has also been considered a basis for collective school spirit. Well-rounded physical education programs have been

much slower in developing, and only recently has appeared a trend toward establishing programs that will meet the educational needs of students. Coinciding with this trend is the effort to establish or expand the intramural program as a natural follow-up to the physical education program. Fitness and sports activities learned in physical education can be put to use in these programs. In this context physical education becomes the learning period, while intramurals become the laboratory for activities learned in the physical education class. I suggest that we have a long way to go in the establishment of a well-balanced physical education program, but the signs of progress are, at least, encouraging.

ORGANIZATION AND ADMINISTRATION

It is with the intramural program that I wish to deal in this article. I heartily support an intramural program in the junior high (and in high school and college) as it was presented in the 1964 Winter issue of the *Christian Educators Journal*. The purpose of this article is not to give a rationale for intramurals or to develop a philosophy of education in which the intramural program can function, but to stress certain keys for the successful operation of an intramural program. It is felt

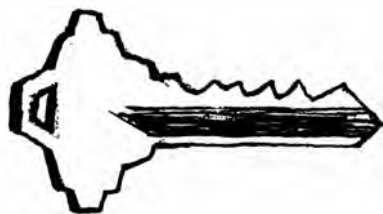


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that intramurals are endorsed by many educators and teachers, but that many programs fall down and are even abandoned because of an unfavorable school setting or because of poor organization and administration of the programs. These "keys" are essential if the objectives of the program are to be realized.

EVALUATION OF OWN PROGRAM

Before I present these "keys," I would like to challenge you administrators, faculty members, and school board members to evaluate your



school's position on intramurals. I would urge those of you with intramural programs to determine if the objectives are being realized. I challenge you who have no intramural program to the educational values of such a program in your junior high and high schools. Can intramurals serve to fulfill the various social and recreational needs of your pupils? I would submit that Christian social relationships and attitudes can be fostered in a well-organized and well-administered intramural program. Christian teamwork, leadership, fellowship, responsibility, and humility are all by-products of a good intramural program. I would suggest that there is and must be a time for recreation, a time when built-up energy and pent-up emotions can be released. How much better to have a program of intramurals than have our students "run undisciplined during noon hour" while our teachers--yes, I know, our over-worked teachers--are enjoying those few minutes over the coffee cup. In this respect, various administrators have labeled intramurals the best discipline agent they have. Intramurals,

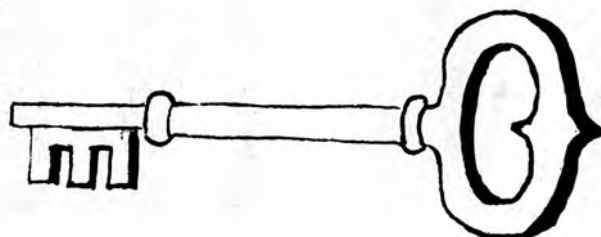
functioning thus, are serving the recreational objective. Furthermore, I would solicit your evaluation of the role of intramurals in the development of the body--another educational objective.

Much research on the part of the medical profession has pointed to the need of exercise, particularly during the formative years of life. Because our bodies are temples of the Holy Spirit (I Cor. 6:19), such a need becomes an important objective in Christian education. I would also urge you to consider the possibilities of the intramural program as an additional means of contact between teacher and student by which the teacher can learn about his students in a situation where, often, the true personality of the student is revealed.

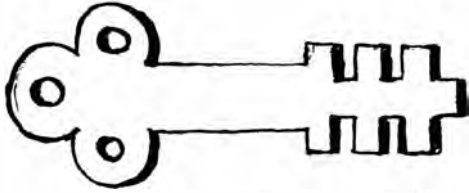
THE KEYS

What are these "keys" to the establishment of an educationally beneficial intramural program? A positive attitude toward intramurals by the administration is the first "must" in the establishment and maintenance of a successful intramural program.

A second "must" is competent personnel in charge of the program. The success of any intramural program is determined, to a large degree, by the experience, interest, and effort of the person in charge of the program. We heartily (I presume) disapprove of the procedure of letting Mr. VanderWerf or Mrs. Van Dyke take intramurals because his load is a little lighter than



that of other teachers, or because he played on the basketball team while he was in college. Such assignment is rarely followed when teachers are selected for other curriculum duties



which are considered vital. An intramural director should have an interest in intramurals and a well-thought-out philosophy of education and physical education. He should also have some training and experience in intramural administration, and should be given time in his schedule to organize and conduct the program.

The third "must" for the establishment of a successful intramural program is a favorable school setting. The time allotted to intramurals, the support and co-operation of the faculty, the division of time between intramurals and athletics, and the number of facilities are important factors here. I have strong feeling that many are complacent and make excuses at exactly this point. Any qualified and trained educator with a real conviction for intramurals, can with vision, begin in the framework of his particular school setting and build from there. First, start the program, then demonstrate the educational worth of it. The utopian school setting will follow.

The fourth "must" condition is the well thought-out and well-planned organization and administration of the program. Organization might be considered the machinery which makes a program function, and administration is the process of conducting the program after it has been organized. I submit that the success of the I-M program may be considered directly proportional to the care and extensiveness

of the planning which preceeds it. And it is exactly at this point that many programs fall down. For example, the failure to provide qualified officials can undermine all the effort that goes into teaching respect for law and authority --one of the most important Christian moral values. Therefore, I submit that only a well-organized and well-administered program can bring our objectives to fruition in the lives of our students. Because of the importance of organization and administration, I



would like to conclude this article by outlining some of the "key" factors which must be planned for and carried out if the intramural program is to function properly.

ORGANIZATION OF PROGRAM

A. Type of Organization:

We would recommend a combined faculty and student control organization. A faculty member should hold the reins of the program to insure its educational strength, but students should be led to take an active part in the administration of the program.

B. Competitive Units:

This depends upon the age groups, interests, school enrollment, equality of competition, and facilities. Grade and homeroom units usually make the best administrative units, but care should be taken that they provide for equality of competition. Junior high schools which have three or more homerooms per grade can organize leagues by grades and units by homerooms. In the smaller junior high schools the director may have to divide the school into two leagues -- say a 7th grade league and an 8th and 9th grade leagues. Teams within each league can then be arranged by random sampling or by the director, or by captains appointed by the director. In high school the homeroom unit is still very effective. Again, some division of leagues by grade is recommended. A 10th grade league and an 11th and 12th grade league may be practical.

C. Time Allotted to I-M's:

Time after school is considered to be the best time administratively and psychologically. However, conflicts often arise with athletic

programs, working students, and transportation. In junior high schools such an after school program may be feasible if a school does not have an athletic program or if the athletic program follows from an intramural program. Such a program is followed in the Grand Rapids Christian junior high schools and appears to be very workable. The noon hour, also, is often long enough to carry out an effective intramural program in the junior high. In high school the conflicts after school are often too great. Consideration should then be given to a noon-hour program. Time must be allowed for eating, showering, and dressing. A noon-hour program coupled with an all-school activity period or all-school study hour is one of the most effective devices for the promotion of an intramural program. Saturday programs may also be considered.

D. Activities:

Activities should follow naturally from the physical education program. They should include team, individual, fitness, and skill events. Team sports such as touch or flag football, soccer, basketball, volleyball, softball, field hockey, and track are all naturals



at the junior and senior high levels. Individual activities like ping-pong, badminton, and archery are organizationally possible, as are fitness and skill events like basketball free



throws, softball throw for distance, sit-up contests, push-up contests, etc.

E. Point and Award Systems:

Systems of awards for placement are not entirely necessary. Hopefully, participation will be for participation's sake. However, such systems usually add incentive. In planning the point system, care must be taken not to weigh any activity unfairly. If there is a variety of activities, points can be awarded according to the position of a team or individual. An award, such as a plaque with the name of the unit with the greatest total points for the year, can add incentive to the program.

F. Financing:

If the intramural program is to be part of the educational program of the school, the money should come from the general budget.

G. Promotion:

Intramural bulletins and articles in the school paper are naturals. Al-

so, communications sent to parents will aid in their understanding and support of the program.

- H. Health and Safety Considerations:** Planning and provision for physical examinations, first aid care, and supervision of activities must be made.

ADMINISTRATION OF PROGRAM

A. Scheduling:

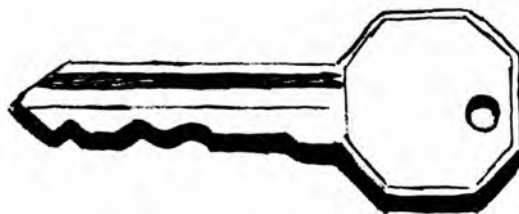
The selection of the type of competition will depend upon facilities and the time allotted. Types of competition usually are round robin, single elimination, and double elimination. Any intramural handbook such as that put out by the Rawlings Company can aid the director in arranging the intramural schedule.

B. Rules:

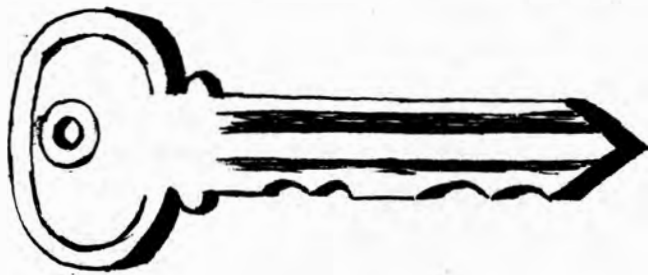
Every student should learn the rules of each sport or fitness event in the physical education program. Usually national rules can be altered slightly to meet local conditions.

C. Regulations:

This is the key to the success of the program. Students must be informed about regulations, and those regulations must be en-



forced. Nothing wrecks an intramural program more than not spelling out these regulations or not enforcing them. Regulations may be split into two divisions: activity regulations and behavior regulations. Such factors as playing times, eligibility rules, number of participants, extra person-



nel (timekeepers, etc.), and regulations of ties and forfeits should be spelled out before any activity begins. Behavior regulations (such as clothing and showering policies) and instructions regarding conduct and student movement before, during, and after intramurals should be clearly communicated to the students. Then these regulations must be enforced. Intramural privileges should be taken away from those who do not follow these regulations.

D. Equipment:

Usually one or more students can be assigned the responsibility of obtaining and returning equipment.

E. Officials:

In junior high the officiating can most effectively be done by members of the faculty. It is probably best to use faculty members as officials only at their own volition rather than to impose the job on them. In high school, varsity athletes, advanced students, and official club members might be used.

F. Records and Reports:

Up-to-date standings should be made available. Furthermore, an annual report giving a summary of activities and an evaluation of the program should be made.

CONCLUSION

I would like to conclude by challenging you as administrators to evaluate the possible social, recreational, physical, and guidance values of an

intramural program. We in physical education would solicit your co-operation in establishing the "must" conditions for the effective operation of a full-fledged intramural program. We would urge you to find competent personnel to direct the programs. Finally, we would insist upon your evaluation of the program. Is it educationally beneficial?

For you teachers, we would urge individual evaluation of the role of intramurals. We would encourage you to give your allegiance and co-operation whenever possible. Your support is necessary to insure success of the program. Are you willing?

We physical educators and intramural directors have a most challenging job. We must formulate the objectives of the program. We must organize and administer the program so that the objectives are tangible. We must evaluate the program in order to determine if the educational objectives are being met. Ours is the task of demonstrating the educational worth of the program. Are we up to the task?

#

SOCIAL STUDIES STIRRINGS

(Cont'd from Page 9)

geography, history and economics. Your comments and suggestions regarding the above proposal would be appreciated. Articles, book reviews, special projects are needed to keep our department alive. Let's hear from you! They say our subjects are the most liked or the most disliked by students. What then can we do to improve instruction in the social studies subjects to make them more meaningful to our pupils?

H.B.



SCIENCE- MATH

Department editor,
Roger Bratt

THE CASE FOR EARTH SCIENCE

--Harlan Kredit*

There is perhaps no area of science that has been more neglected in our schools than earth science. This, however, was not true around the turn of the century. It was fashionable about 1900 to teach geology and related subjects at the secondary school level. As biology, physics, and chemistry "grew up," earth science was sacrificed and was practically forgotten until it was rediscovered in the late 1940's by science educators in the state of New York. Their pioneer work started a revival in the Eastern states which has slowly spread across the country with some notable exceptions, specifically,

Michigan, and to a lesser degree, Illinois, Iowa, and Indiana.

What significance does the above have for us as Christian school educators? We need not feel obligated to teach earth science in our secondary schools simply because New York does. But neither should we omit it from our curriculum merely because we have received no educational leadership from the public schools of our particular state, whatever it may be. In

*Mr. Kredit, A.B. Calvin College, is teacher of earth science and biology at Unity Christian High, Hudsonville, Michigan.



other words, it is my contention that we must examine for ourselves the potentialities of an earth science offering at the junior or senior high level rather than waiting patiently for some other educational body to provide the leadership.

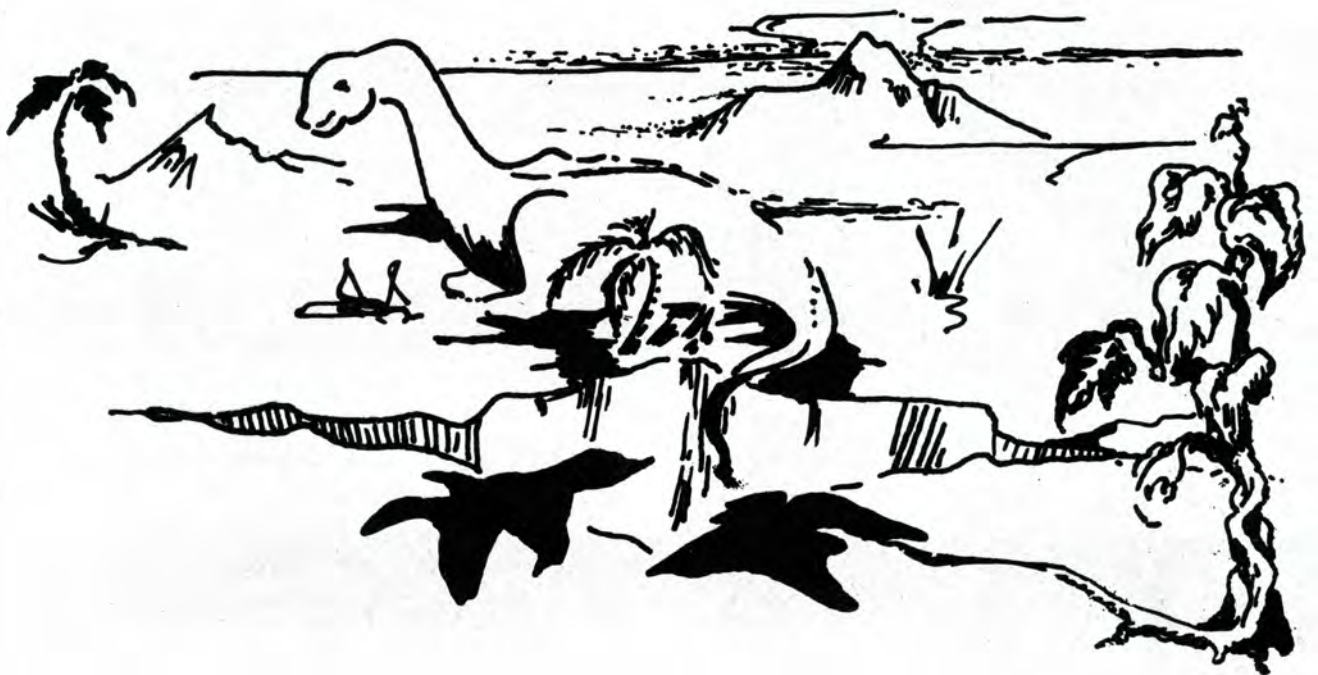
THE NEED

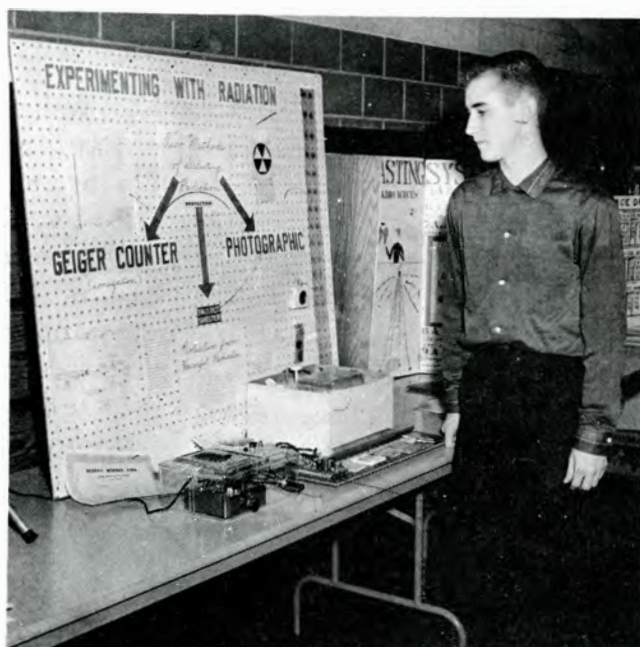
Let's examine some possible reasons for including earth science in our curriculum. All of us are well aware of the fantastic sums of money that are being spent on space exploration and related areas. National magazines frequently devote many pages to this topic accompanied by striking pictures of rocket launchings, astronauts, and lunar surfaces. Students seem to react to this publicity with a lively interest in space travel and its associated problems. By contrast, they do not always seem to demonstrate this degree of interest in "generalized science" at the ninth grade level. By directing the students' interests along "astronomical pathways," one has a splendid opportunity to teach them a basic science which is timely and relevant. In addition, isn't this an excellent method of developing an idea of the immensity of

God's universe and man's feeble attempts to explore a microscopic portion of it?

The word "fossil" has often had a rather suspect connotation for many of us. It has smacked of evolution and "anti-Bishop Usherism." Today, I think we definitely have to approach this from a more realistic point of view. Fossils are real and not simply the bones of a horse buried in a gravel pit for seventy years. An earth science course provides a splendid opportunity to take a long, hard look at fossils as related to the age of the earth. I firmly believe there is no Scriptural conflict with this issue, and feel our students should be clearly aware of this. If we sidestep this problem by saying nothing, are we shaping attitudes and opinions which will be conducive to rational thinking in later life?

Demographers warn that if population increases continue at the present rate, the world food production must increase drastically in order to avoid a colossal famine. Oceanographers are well aware of this impending ca-





tastrophe and are engaging in considerable research to develop a palatable food material from the oceans. A unit in oceanography in an earth science course can reflect this new emphasis on oceanographic research. Ocean tides and currents seem to have great intrinsic interest for students and can form the basis for a very profitable discussion about the relationships between currents, plankton, and larger marine organisms.

The earthquake in Alaska has given more impetus to a study of the earth's structure which has already been receiving extensive treatment. The National Science Foundation is helping to finance an ambitious project to drill a hole through the earth's crust into the next layer called the mantle. This hole will be drilled from a barge or boat some distance from shore--probably off the Southern California coast. Hopefully this will greatly increase our knowledge of the structure of the earth. I believe it is imperative that we acquaint our students with this area of geology which will become increasingly significant in the next few years.

Weather prediction is rapidly evolving into a full-fledged science with

the help of radar and satellites. The Tiros series satellites are helping to develop a real understanding of the mechanism of weather formation and how perhaps this weather can be locally altered. By making meteorology pertinent to scientific progress today, substantial student interest can be developed.

Hydrologists are promulgating the doctrine of water conservation today as never before. They maintain that unless we begin to take drastic steps to conserve or more efficiently use the available water, economic growth will be stifled in many areas. Here is another example of a pertinent area that could be adequately treated in an earth science course.

Many other examples could be mentioned, but perhaps the foregoing will suffice. Some of us might protest that we are already teaching all of the subjects or areas listed above in our regular general science course. But many science educators believe that this is precisely the problem. A dab of astronomy and oceanography is thrown in with protons, chromosomes, and wavicles, which means that none of them is treated adequately. They maintain that general science could very well be taught during the seventh and eighth grades, and then a rigorous earth science course could be introduced at the ninth grade level. And, furthermore, if this science course is taught as a process of inquiry and not as a static body of knowledge, the student would be well prepared to undertake some of the "new" biology, chemistry, and physics courses on a senior high level.

IMPLEMENTATION

There are presently at least three good earth science textbooks and laboratory manuals on the market, and more

are beginning to appear. The Earth Science Curriculum Project (ESCP), financed by the National Science Foundation (NSF), has written an excellent Geology and Earth Science Sourcebook. They also wrote a textbook accompanied by a lab manual which is currently being tested in many classrooms across the country and will be revised and commercially published shortly.

Another excellent aid is the reference series on films, sources of information, and book lists published by the ESCP and sold very inexpensively. Encyclopedia Britannica, Time-Life Inc., MacGraw-Hill, and many other companies have recently produced excellent films and film strips on erosion, space travel, glaciers, etc., which are readily attainable. In other words, excellent materials are available, and many more are in the planning stage.

Perhaps I should conclude by mentioning a basic problem that will have to be faced. Teachers of earth science should definitely not be "drafted" to teach the subject since this area requires academic preparation as does any other discipline. The NSF sponsored thirty-five summer Earth Science Institutes at colleges and universities all over the country during 1964, and more are planned for 1965. If one of these cannot be obtained, most universities offer extension courses which can help to prepare a prospective teacher if actual resident training at a college is not feasible.

It should be obvious by now that this program will effectively work only if there is a close correlation in science teaching from grades one through twelve. This will not be easy, but it can be done if we are willing to really work at it.

In summary, I feel that the teaching of a well organized course in earth

science will fulfill a vital need in our science curriculum. We must seriously consider its inclusion; we can't afford not to.



BOOK REVIEW

--Paul D. Hoeksema*

BSCS PHAMPHLET SERIES, Edited by Dr. Walter Auffenberg, Biological Sciences Curriculum Study, Published by D. C. Heath and Company, 285 Columbus Avenue, Boston, Mass., each pamphlet approximately 35 pages. Price: \$.60 per copy, \$4.00 per 8 issue subscription in U. S.

Each of the sixteen BSCS pamphlets presently available is designed to cover a specific area of life science. Outstanding authorities write in these areas with subject depth the space in a text would not allow. The pocket sized pamphlets have references and some colored illustrations. They are devised to produce an accumulative resource for biological education. While the pamphlets are directed primarily to teachers and students of high school level, they will also prove useful to teachers of all levels of life science.

Guideposts of Animal Navigation notes that migration is one of the most noticeable things animals do. The paths
(cont't p. 32, col. 1)

*Mr. Hoeksema is a member of the faculty at Central Christian High School, Grand Rapids, Michigan.

LANGUAGE ARTS



*Department editor,
Merle Meeter*

Only Poe In Junior High?

*--Richard Vander Zee**

THE EMBRYO FARMER AND THE POEM

"My father thinks the poem that we have to learn is silly," says Joe one morning to his teacher. The poem Joe has to learn is a sonnet by Shakespeare, "Poor Soul the Centre of My Sinful Earth." Joe is already in the eighth grade, and Pa did not need eight years of education to earn a living. Joe does not believe that he will need much education either; he wants to be a farmer. Joe does not like poetry, he says, and anyway his aunt told him that Shakespeare was certainly too difficult for the eighth grade.

Were Joe's teacher to listen to the whims of Pa, the knowledgeable aunt, and to Joe himself--or to any who believe that the young can appreciate only

the simple--how impoverished the students would be. They would be deprived of much beauty that is often a concord amidst complexity, a unity in variety. That one is unable to analyze or apprehend each part in all its relationships to the whole does not prove that one should not be exposed to the complete art work, or that study of such works will necessarily be fruitless.

BREAD OR OLIVES?

"But, Mr. Idealist," you begin to mutter under your breath, "you are not suggesting that I ought to teach that kind of poetry to my junior high students who can't even write a sentence,

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are you? Teacher, your answer--a typically pedagogical one--is a counter question: Why must our methods and materials be valued primarily from the utilitarian point of view? If man shall not live by bread alone, why offer only bread? Why not serve pickles and olives, less nourishing perhaps, too sour for some, but greatly relished by others; foods for which a taste must be cultivated, foods which are not easily digestible, and which may even cause some pain of indigestion, but



foods which also can make the mouth water with a new healthy appetite.

Less allegorically and circuitously, I answer your question: Yes, I do suggest that we teach some very complex poetry in the junior high school. Abolish the consideration of felt needs and consider only capacity; for how many, either young or old, feel even a natural need for getting up in the morning, much less for enjoying their work! If, however, a person remains in bed he will die there, and if he is apathetic about his work, he has probably died already emotionally and perhaps mentally, too. Who is the idealist, I ask you: the one who plans to

wait until his students show a need for poetry or the one who inveigles or compels his students to consider a "difficult" work and seeks to arouse a sympathetic vibration or appreciation in the human souls around him?

ON THE COMPLEXITY OF CHOICE

What you are dubiously waiting for now, I suppose, is the simple formula for this inveigling or compelling. For me to suggest how you or anyone else can do it would be presumptuous. That others have done it, and that I believe junior high teachers ought to do it somehow, I can honestly write.

Of the sonnet already mentioned, I am willing to suggest some reasons that it can be taught to seventh- and eighth-grade students. Is this not the time of life when the powers of body and mind enlarge rapidly? The often conflicting powers of mind and body are felt with greater intensity than heretofore. These children are growing up to some responsibility and choice. Here now exist the choices between basketball and the paper route, between baby-sitting jobs to earn some money for high school or college.

How tragic when we accept the norms of a society dedicated to the "whole man" who is merely an animal of the highest order! How tragic when those who fear to tax the minds of youngsters are less concerned to let them become responsible for wife and children before they get to the late teens! The time to consider the opposing demands of the flesh and the spirit is before the choice has been finally made. This choice need not be spoken to be shown. The efforts of young students who strive to control merely physical urges are indeed encouraging. But many succumb to the physical, the apathetic life. If you then, with Shakespeare, ask your stu-

dents to consider the brevity of life, the spiritual nature of man, and the conflicting claims upon man's being, you will be connecting to something significant within the experience of the student.

HOW HE DOES IT: STUDY OF FORM

Thus far we have considered only the ideas presented in this sonnet, but the student should also be receptive to the study of its form. Once he has accepted the validity of the ideas, the student's attention may linger to hear of the problem--solution or eight-six line pattern or even unravel the rhyme scheme.

For purposes of comparison and reinforcement of the concept, the sonnet as a type, I suggest Hopkins' "God's Grandeur" and Milton's "On His Blindness" as quite teachable. Of course, students can not be expected

to understand by themselves; they demand a thorough explication. By asking the student to list the various meanings of several words which Hopkins uses, you would be giving a worthwhile dictionary exercise and making the explication of the sonnet easier. At the same time, you would challenge the student to derive his own interpretation and to try to solve the puzzle--to unlock the meaning which is uniquely contained.

THE NATURE OF STARVATION

Consider also the ideas presented in these last two sonnets. Will there ever be a time when nature means more to a person, or when the tragedy of blindness will be more impressive than when all the other senses enlarge and the freshness of perception remains? Let those who need nourishment be fed with good things whether they have hunger or no.

BRIDGING THE GAP: TEACHING LITERATURE

--Stanley M. Wiersma*

In a recent issue of The Christian Home and School Magazine I committed myself to a series of four articles on the general subject "Bridging the Gap

Between Teaching Writing and Teaching Literature," the second installment to be offered to The Christian Educators Journal. My attempt is to bridge the gap between the periodicals as well as between teaching literature and teaching writing.

THE MALODOR OF MASTERPIECES

No masterpiece should ever be interpreted as a masterpiece, by either students or teachers. Burdening any

*Dr. Wiersma teaches English at Calvin College. His article here is a portion of the speech which he gave at one of the sectional meetings of the Midwest Christian Teachers Association convention held in Grand Rapids, Michigan, Civic Auditorium, November, 1964.



work with the title "masterpiece" may retain a given work in the high school curriculum year after year, but there is no more effective barrier to keep students from discovering it as a great work for themselves. I am not speaking of the barrier that the word "masterpiece" makes for the occasional iconoclast, but for every student.

For me, for instance, the word-- or if not the word, then the idea-- "masterpiece" was a barrier when I first read Macbeth in high school:

When shall we three meet again,
In thunder, lightning, and in rain.
When the hurleyburley's done,
When the battle's lost and won.
That shall be ere setting sun.

I read, and I remember thinking, "Is this play with its witches and nonsense a masterpiece?" The eerie opening is one of the methods by which Shakespeare jars us out of the respectable world into the diabolical world of Macbeth and his lady. It did jar me, but not out of my world into Macbeth's; the concept "masterpiece" was in the way.

And what is a masterpiece but a work made by a genius? That word "genius" stands in the way of appreciation just as much as the word "masterpiece": "Why should I get clutched about Shakespeare's handling of Lady Macbeth's madness? Shakespeare was a genius, after all. What else would you expect?" Can you not hear a teenager say it?

DEAD GENIUS AND THE TEST-OF-TIME MYTH

Of course, the teenager will blithely admit, no genius is recognized as genius until after his death. The teenager has learned that for an artist to be accepted as a genius, at least one of his works must have been accepted as a masterpiece; to be accepted as a masterpiece in turn requires that a

work must have stood "the test of time." No wonder that every genius is dead.

The "test-of-time" myth is another of the gross violations done to the process of teaching literature. The implication in the myth is that time alone will select magically which "masterpieces" ought to be preserved, while people gaze vapidly at TV and wait. The myth absolves the student from making any critical judgments, especially on artists who are alive; time takes care of all such matters. The myth alienates the student from the only artists who can ever be aware of his support. A sentimental tear for Keats because of the naughty, naughty public which just ignored him is grossly misplaced when one considers some living "Keats" today in a similar plight. In short, time will say nothing at all unless an aware public actively sifts and winnows bad writing from good, in the work of the present as well as in that of past writers.

WHY THE MASTERPIECE NEEDS YOUR VOTE

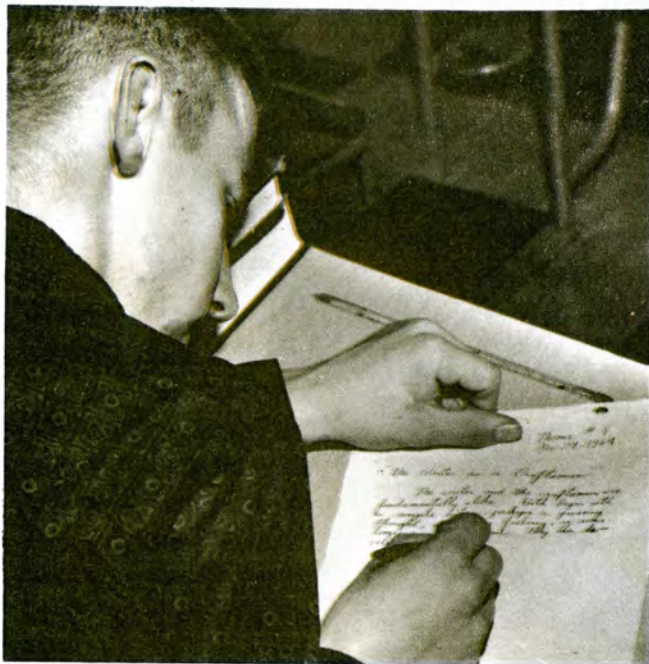
In bemoaning the "masterpiece"- "genius"- "test-of-time" myth, I do not wish to diminish how important discriminating people are to approval of any work that deserves approval. The more discriminating people who approve a work throughout various historical changes in taste and manners, the more likely a work is to live. A truly great work never has enough votes to insure its life as long as it deserves. Therefore, the approval--that is, the vote--of every discriminating person is necessary, and every potentially discriminating person must be made actively discriminating so that he can vote rightly.

But it is not enough that the vote be right. The fellow who, when asked,

"Who is the greatest English writer?" answers, "I guess Shakespeare," not having read any of the plays, adds no stability to the literary immortality which Shakespeare deserves. That fellow is the victim of one form of the masterpiece syndrome. The right vote must be one of conviction.

THE MANUSCRIPT APPROACH

If a work is to gain the approval born of conviction, it must not be approached as a masterpiece, but as a manuscript. Let students imagine that Will Shakespeare gave them the manuscript of Macbeth yesterday to look over. Let them forget, as much as the language and the stage conventions allow, that it is almost four centuries



old and that it stood the test of time. Let them treat Shakespeare with sacrilege--he is not holy. Let them be honest about what they regard as weaknesses in the play; you, the teacher, can correct them when you have insight which they do not into any given portion and its function in the whole. But when you cannot explain what students consider weaknesses, do not hesitate to call them weaknesses.

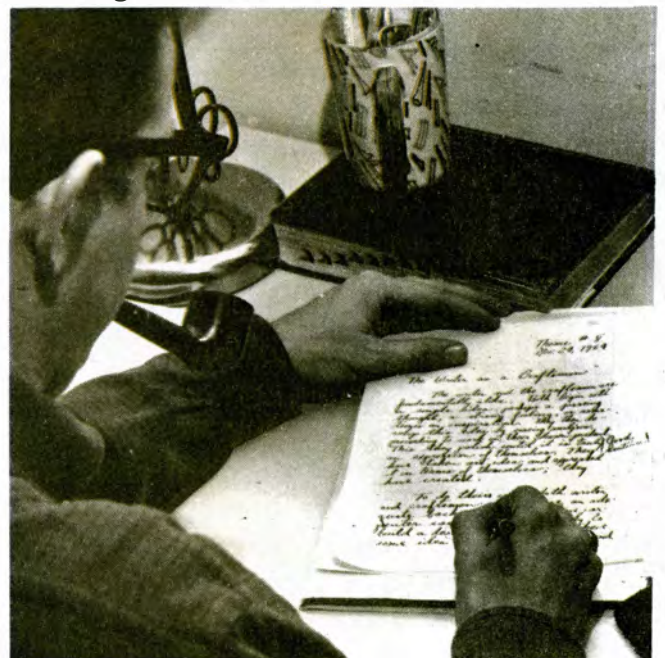
On the other hand, whenever Shakespeare triumphs, let the students

celebrate the triumph; literary triumphs are the result of torment, even for genius, and every triumph is a minor miracle. How would the student want to be treated had he written the scene he likes in Shakespeare? Considering Shakespeare as a person of like passions with us is necessary to rescue his works from a fate worse than literary death: admiration without appreciation for the writer and a label like "masterpieces" instead of interpretation for the plays. Only if the student comes to each work of literature as a manuscript can he discharge his responsibility of disposing his literary approval where he needs to dispose it.

DISCRIMINATION DEMANDS DIRT

Making the student aware of his responsibility in supporting the great tradition of humane letters--that is the purpose for our teaching him literature. He must not only learn how to enjoy literature, but how to discriminate.

Discrimination cannot be taught at all by insisting that a student read only "the best that has been thought and said." Only the rare palate can distinguish differences between



best and very best. Subjecting our students only to the best and very best ("There is limited time; shouldn't we cover all the great works we can?") defeats its purpose. Can they take the first steps in discrimination by arguing the comparative merits of Macbeth and Lear? Subjected only to masterpieces which they do not yet have the skill to discriminate from each other, students become calloused to great literature. "Another masterpiece, ho-hum." Brought up on what is best, the student has never been forced to define what makes one work better than others. He cannot really enjoy any great work because he cannot discern the qualities that make it great. Lacking a sense of what is inferior in literature, he cannot know why the better is better. The proverbial peck of dirt is more necessary in literature than in life.

Students, I think, should be presented with manuscripts of all kinds: excellent writing and good writing, but also mediocre writing and poor writing. The pieces ought not to be labeled,



"The high school library research paper is often a river of quoted brilliance damned occasionally by a student-produced sandbar."

--The English Journal

"Those who have cared greatly for any book whatever, may possibly come to care, some day, for good books. The organs of appreciation exist in them. They are not impotent."

--C. S. Lewis

neither by the tradition nor by the teacher. A student must become free to make his own aesthetic judgments on the basis of the manuscript before him.

EVALUATING MANUSCRIPTS AND THAWING TRADITION

The manuscript approach, of course, is unpredictable. Some masterpieces will be unexpectedly downgraded and others will unexpectedly come to the top. Most frequently deviations from the traditional evaluation will be corrected by deepening insight into the works evaluated. But sometimes an over-praised "masterpiece" will be downgraded and sometimes a deserving manuscript raised from the dead. Even when honest mistakes occur, they are to be preferred above a frozen tradition of literary criticism which dictates for required reading a closed list of masterpieces.

We must all do our best to see masterpieces as manuscripts awaiting evaluation. Manuscripts awaiting evaluation now crowd my desk, as undoubtedly they crown the desk of every English teacher. Evaluating manuscripts: do you see that the teaching of literature and the teaching of writing is really the same?

"Like a piece of ice on a hot stove the poem must ride on its own melting It can never lose its sense of a meaning that once unfolded by surprise as it went."

--Robert Frost

"Any first-rate novel or story must have in it the strength of a dozen fairly good stories that have been sacrificed to it."

--Willa Cather



THE ARTS

*Department editor,
Vernon Boerman*

"BAN THE BAND": A WORD OF CLARIFICATION

In the fall issue of the C. E. J. the provocative article, "Ban the Band," was published neither to deprecate band directors nor to raise a riot (as some would allege). Rather, its purpose was to stimulate a discussion of the objectives of a band program in the Christian school system and to encourage an honest look at the status quo.

Incidentally, putting this band article under a pseudonym was entirely my idea, not the author's: this proved to be poor judgment, and, I hope, did not detract from the stimulating questions which the writer posed.

An afterthought: does the absence of written replies mean that the author's contentions "win by default"?

THE ARTS IN OUR SCHOOLS

There is a growing world-wide interest in the Fine Arts: architecture, music, painting, sculpture. In these arenas merge universal human interests in color, line, form, rhythm,

symbols, and the physical embodiment of ideas.

The alert Christian community is also increasingly asking questions in the arts: What is religious art? What is modern art? What is Christian art? What is the historical and contemporary significance of symbols, both sacred and secular? How does art in its many forms speak meaningfully in education? In worship? In evaluating the commercial output of a growing technology where perception and discrimination are increasingly important for every person?

This growing interest in the aesthetic dimensions of life and the growing awareness of pictorial realities, nourished by the revolution in commercial publishing, thrusts an exciting possibility on our Christian schools, it seems to me. As we become aware of these forms of expression, we will be in a favorable position to develop understandings of the arts by which men speak powerfully with one another.

We should now be facing the opportunities which the arts offer in devel-

oping man's work "to God's glory." A rather high priority rating should go to the thinking-talking-writing about the arts in our educational system. And--need it be added? --we must not simply think-talk-write, but we must be willing with manpower and money to implement our ideals when we come to realize how they will help evolve a more meaningful Christian education.

Dealing with one limited phase of the arts in our schools, this section of

the previous Journal attempted to evaluate the role of school bands in hindering or helping music's contribution in the Christian school. In this issue, we welcome the comments of a parent who is concerned with the dearth of the graphic arts in our schools.

"Give beauty back, beauty, beauty,
beauty, back to God, beauty's
self and beauty's giver."

--G. M. Hopkins

Art Instruction -- Our Growing Need

--Helen Vander Meulen*

For most of us parents, the thought of having regular art instruction on every grade level of the Christian school system is considered unlikely. Part of our thinking is that since we never had it, our children do not need it either; also, we are unwilling to spend part of our school budget for this "unnecessary frill."

This attitude prevails among us even though for many of us there is a Dutch ancestry which has given the world some of its greatest painters; it is only a frugal Dutch-American heritage which has caused us to part company with that artistic tradition of the Netherlands.

Yes, we do allow a sprinkling of "art" from year to year, but it is dependent upon the whim of each teacher, and enthusiasm for it may soon be lost under the burden of regular subjects. Lacking an encounter with the arts,

our children would probably treat a class visit to an art gallery with complete indifference.

But, more serious, the creative ability which is in every child is allowed to wither. While exerting great pressure in the areas of science, "new math," and accelerated reading programs, we have left little room for self-expression and creativity.

This situation was vividly brought home to me this past summer. Three of our children--ages 10, 12, and 14--were enrolled in an informal art class which met weekly with a qualified teacher. Before enrolling, their attitude was one of great reluctance, with a firm conviction that this would be a waste of precious summer vacation. Departure for their first session was a secret well-kept from their friends. But, the transformation that came over them was amazing. They were full of enthusiasm, and were proud of what they had been able to produce. Each succeeding session became the high

*Mrs. Vander Meulen is the wife of James Vander Meulen, a faculty member at Illiana Christian High School, Lansing, Illinois.

point of the week, eagerly awaited. Through these summer lessons they have been able to absorb for the first time some of the fundamentals of art, and it has opened a new and fascinating world for them. With only a few simple tools they opened the door to many possibilities; it was a great revelation to all of us.

There should be serious consideration to incorporating a well-planned art program into the curriculum of our Christian schools. Even though we realize not all of our teachers can be expected to share this talent, a qualified instructor would be able to coordinate the complete program of the school.

We do not expect all our children to be Van Goghs, but we do expect a balanced development of talents. We not only wish our children to see the beauties of God's creation with clearer

vision, but also want to break down barriers to a fuller and richer appreciation of the arts.

A fine program of art education can certainly contribute to the total mental, aesthetic, emotional, and so-



THE PEOPLE OF AVON

So deep as their malignant beauty bit
so was he armed--to cap the teeth of sadness
and gild their mouths with gold, not counterfeit,
but real as rage. If, to disarm their madness;
he left their lips a vivid void, he knew
the weapon wit sometimes discharges silence--
as pointed puns are sometimes pointless to
infect the visceral fabric of pent violence.
Thus he would meditate the art of tears:
research in heart, and reference in brain,
assault an image to exalt his peers,
pursue the ambiguous ecstasy of pain.

And this is all? The cards have never shown
how he was dealt--to deal with grief alone.

--Stuart Ouwinga*

*Mr. Ouwinga, A. B. Calvin College, teaches at the Dutton Christian School, Dutton, Michigan.

cial growth of our children. In addition, art experiences can be useful in enriching the learning in other academic areas.

Of course, art instruction should not be restricted to those of high academic ability: satisfying experiences are possible for all children of varying artistic and intellectual abilities. The need for creative expression exists for all; through art, youngsters may express ideas, feelings, and reactions in visual form, and may be enabled to develop an awareness that "... field and stream and teeming streets are

full of Him." With a developed sensitivity, each person may perceive beauty with new capacity.

Earth's crammed with heaven,
And every common bush afire
with God;
But only he who sees takes off
his shoes.

(Browning)

As parents we cannot shrug our shoulders and say our Christian schools cannot afford a fine program of art instruction--rather, can we afford to ignore this important part of our children's education?



LETTERS TO THE EDITOR

Dear Dr. De Boer,

You stated a real problem in your letter in the last issue of the Journal. With perhaps some tongue in cheek, you suggested almost a dozen understandings of the kinds of mechanisms of learning. Then came your now-tell-me questions: "Which of these psychological mechanisms is the Holy Spirit going to use? Does He have a choice, or does He have an 'ism' of His own?"

I know that you too are aware that "then wind blows where it wills; you hear the sound of it, but you do not know where it comes from, or where it is going." You are too aware that it is impossible to restrict the Spirit's work, for example, in working only through "innate ideas" or only through "functionalism." Graciously and providentially, the Spirit can and does

work through, and sometimes in spite of, all our pedantic terms and constructions.

But is the problem you were raising really merely the one-eighth of the iceberg? Is it that you too are becoming a bit impatient with "educational shoptalk" about Christian education and that you too are struggling with the "distinctiveness of Christian education" problem?

May I therefore share with you some notions that may begin to help reconsider the essentials of Christian education?

If a news reporter asked me: "What is Christian education?" he very probably would cover the story by raising the journalistic one-words: Who? Why? When? Where? What? How?

And here are the notes which he might take for his story....

"CHRISTIAN EDUCATION...to be understood in terms of:

"WHO? Personnel, faculty...that all-essential but difficult-to-procure classroom teacher....individual who has had excellent training....interested in professional growth....permeated with meaningful commitment to his God....Has old-fashioned notion that a person teaches most of all by example ever been disproved?

"WHY? Theory, rationale, root, foundation, principle, starting point, motivation...Most frequently doctrine of "covenant" cited....Two observations: this doctrine an educational or a religious principle, or both?...Certainly speaks to issue that parents are responsible for child's training....but is it root (or should it be) of educational matters such as curriculum?...Why this "covenant" doctrine stressed heavily for elementary levels but seems to lose cogency on secondary level, and disappears completely in rationale for a Christian college? In upper levels, CAUSE or INTENTION not central, but EFFECT or RESULT: glory of God and service in His kingdom....Worst of all, if not rationale, students discern when life is gone out of a movement.

"WHEN? Range, extent....Consistent to support Christian education beginning at the ninth grade?....or to say, at college level, student to be on his own at a public institution?....Is ideal a comprehensive system, kindergarten through university?

"WHERE? Atmosphere, climate, conduct, morals, spirit of institution....Would agree that "Christian-ness" of place should be as natural as breathing; then students with never

really know when they've been changed...especially important for extra-curricular activities where the influence of Christian education may be made or broken...for example, temper-losing coaches....Chapel: Why? What? How?....Difficult role of authority...one way role not solved: parents sending notes to principals allowing high school Johnny to smoke....Christian education cannot take place in either anarchy or dictatorship....relationship of Old Testament law to New Testament love perhaps helpful in setting guidelines for both the kinds of rules and their enforcement.

"WHAT? Curriculum, content, courses....Here is area of exposure to various alternate views to Christianity, such as Romanticism, evolution, Platonism....none uphold cafeteria style ("take your pick") or straw-man approach ("of course, Twain has nothing to tell us as Christians")....Then, too, should health be taught? Driver's training? State history? In intricacies of such problems, idea of Christian education is molded.

"HOW? Methodology, approach, perspective....most abstract, most subtle....how best can student at all levels be aided in seeing relationships and making distinctions from a Christian perspective?....If National Union of Christian Schools suggests concrete proposals (teachers' handbooks, manuals, resource units), will indolent or over-busy teachers rely too heavily on such aids?....How can have both individuality of Christian approach without being arbitrary, and communality without falling into lock-step conformity?....If too many students leave too many classrooms too many times saying, "I can't tell difference," where's Christian education?....Perhaps a time and place to say to disciplines as well as to individual teachers: either put up or shut

up. Freely translated, either continue to develop the Christian implications of your subject, or else discontinue you and your subject."

* *

After this reporter has scribbled his notes, there are two all-important

BOOK REVIEW

(Cont'd from p. 20)

animals travel are described as not really paths at all, but chains of proper responses for which instinct alone cannot provide the guideposts. Solutions are suggested and developed. Biological Clocks is an examination of the nature of the precise "clocks" and "calendars" and the role these biological "clock works" play in animal behavior. Homeostatic Regulation develops the steady state concept and enables us to apply one more common denominator to the dynamic aspects of biological systems. Population Genetics illustrates the Hardy-Weinberg Law. With interesting analogies it shows how the gene frequency in a population can in theory remain unchanged.

Other titles, including, Present Problems About the Past, Blood Cell Physiology, Biology of the Coral Atoll, Slime Molds and Research, Photoperiodism in Animals, and Growth and Age, illustrate the specific and varied nature of the series and are equally appealing.

Christian Educators Journal Assoc.
Art Wyma, Business Manager
64 East 48th Street
Holland, Michigan

questions left, Dr. De Boer: When you and I consider Christian education, do we omit any of the reporter's six questions? Do we rely on any one too heavily? Either omissions or non-emphasis would certainly lead to distortion. Let me spell out a few that seem unfortunately out of focus:

1. WHO? Boards can use this as a kind of insurance. They seem to say, "After all, the teachers are all members of ----- churches, and graduates of ----- college, so we will let them on their own, once we have given them an interview."

2. WHY? By default, parents carry the load too much of the time here. Perhaps this is why the religious motives and principles seem most prominent. Why shouldn't the classroom teacher be expected to face the question: Why am I working with this "company" called Christian education?

3. WHERE? Principals are usually caught in the crossfire about regulations: parents, students, and staff. But a chain is still no stronger than weakest link....

My point is very unoriginal, Dr. De Boer, but I hope very clear: All of these six areas are necessary for Christian education, and none is sufficient by itself. The Spirit uses all, I think, to make His "ism" possible. All of these make up the adventure of Christian education: the interplay of God and man, of students and teachers and parents and boards and supporters, all in the same objective—allowing the Spirit to blow where He wishes.

Sincerely,

Nelvin Vos*

*Dr. Vos is assistant professor of English at Trinity Christian College, Palos Heights, Illinois.