

to rear. We're happy for her for that. And, finally, we have another poem from Mrs. DeBoer. With the holiday season almost upon us, Viola's reflections on "True Christmas" are timely.

The article on "Christmas Joy" was written a year ago by Mrs. Faber for Heritage's "Heralder." And the poem, "Well Done," was given to us for publication by Miss Hulda Kuiper, long-time teacher in our Protestant Reformed Christian Schools in various parts of the country.

COMPUTERS

Skip Hunter

As any one who has visited our school knows, we have two computers. There are times that I field such questions as, "For what are the computers used? Do the kids like to be on them? Do the teachers gain any benefit from them over a typewriter? Do we really have to have them?"

I am not going to try to answer all of these questions in this article, but I am going to discuss three areas. One is, how do the teachers use them? The second is, how do the students use them? And, finally, what other benefits have been derived from their use?

All of our teachers use the computer in some way. Each of us has learned the basics of word processing. This means we can use the capabilities that a computer has over a typewriter. Mistakes do not mean hours of frustration, headaches, and upset stomachs for us any longer. We can compose tests, worksheets, and articles such as these with

much more freedom than a typewriter affords us. Many of the records that the school uses over and over have been stored away on a disk somewhere. This means that these records can be updated without retyping the whole list. Many administrative functions have been made so much easier with our computers.

Our students use the computer in many ways. Even the littlest kindergartener uses a computer as one more way to learn his letters and numbers. Other students use the computer to practice their math, reading, or English. There are programs which help the students to discover areas in science, geography, and health. The upper room is working to become proficient in typing. The seventh and eighth graders also know how to use a simple word-processing program. As we have our computers longer, I am sure that the students will be using them in other, different ways.

Besides being another tool for education, are there any other benefits in having computers in our school? The answer to that is yes. First of all, the world around us is full of computers. There is hardly a work place that does not use a computer in some way. Our students' familiarity with a computer now will help them in times to come. Skills our students gain with a com-

puter will stand them in good stead in high school and even into college. But there is something else that I would like you to ponder. I believe that the computer will be the tool of the devil to bring about the kingdom of antichrist. Is it not good that our covenant children have some computer skills so that they can recognize this evil use? What do you think? ■■■

TEACHING OUR CHILDREN TO WRITE

Writers in Progress

Barb Hunter

"Ga-ga," the baby says, and mother and father exclaim with joy, "Did you hear that? Baby said his first word, Da-Da! Good baby, we're so proud of you. Come, say it again for me."

The baby takes his first two steps and the news is spread to family and friends. Everyone is proud of the baby.

Not many would say to the baby, "No. It's not ga-ga. It is daddy. Don't say it again until you have it right."

When the baby falls after two steps his family doesn't usually tell him he did a terrible job of walking.

When a child makes his first attempts at writing, he is not always so greatly encouraged by family and friends — especially if it was the wall on which he

scribbled. Even if he has scribbled on paper, our praise is often an empty, "Isn't that nice?" Maybe the child is attempting to draw or even write words. We might say, "Here, let me show you how to draw a house" or "This is the way to spell cat, don't you know?" (Brothers and sisters are good at that one.)

If we consider these first scribbles, drawings, and collections of letters to be a child's very first attempts at communicating with symbols, we should be just as ecstatic as we are when they first attempt to speak or walk. Just think how much praise and encouragement we give to help them speak and walk. How much praise do we give when they first attempt to write?

In our kindergarten and first