

general. I think that if we truly attempt to evaluate a high school from eternity's viewpoint we must say, "Even though a sports program, vocational courses, and other subjects may be nice additions, *they are not the essence of secondary education*. What is *essential and sufficient* in a high school is for it to teach sound academics and spiritual truths, developing Protestant Reformed thinking at the highest levels, in young men and women of God."

Now does this mean that all we have to do is to hire some Protestant Reformed teachers, de-

vise a basic curriculum, and call ourselves a Protestant Reformed high school? While these outward actions have to take place, this kind of high school has to start and *continue* in the hearts of the parents and rest of the school society. Without the vision set before our eyes of what we are really about, of what a high school actually should be, any deficiencies will be all that we will see. Let's work to see the blossoming of our children into those prepared to live in the Kingdom.

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Another favorite, as teachers' lounges go, is that of Northwest Iowa Protestant Reformed School. Mr. Chester (Skip) Hunter, principal of our school in Doon, writes interesting little essays on the reverse side of informational notes to parents. He has used them even, on occasion, to promote Perspectives. But, best of all, he's willing to share them with the editor, so that we have something on hand for use in this rubric. They're all good. We choose one here, more or less at random.

Finding *The Answer*

Skip Hunter

THE ANSWER. When I was a junior high student, I had a teacher who was constantly distressed by students' worries over finding THE ANSWER. At the time I was perplexed by his distress. After all, wasn't that the object of our school work. Were we not to find answers to put on our papers? We were joyful when problems were assigned

which had answers in the back of the book.

It has taken me nine years of teaching really to understand my junior high teacher's distress. As I have spent the first four weeks answering students questions, I begin to feel as distressed as my old teacher. It's not that I don't want to answer questions. Nothing can be farther from the

truth. But I am increasingly finding that students want only THE ANSWER.

Again the question pops up, "Isn't that what they are supposed to want?" The answer to that question is NO. THE ANSWER to number 15 on page 45 is not important. What the student should be trying to find out is the manner at which the answer is achieved. Students need to learn process. This is not only true in English or math but also in other subjects.

As I have pondered this problem, I have found one problem that has surfaced over and over again. Students do not read the question carefully. They try to ascertain THE ANSWER with as little effort as necessary. Sometimes their only goal is to

fill in a blank with something which seems reasonable.

What can we do? As teachers we must identify students who are having this sort of trouble and devise ways to help them. As teachers and parents we must not give in to the temptation to provide them with THE ANSWER because that is an easy way to answer their questions. Parents can also help in this area by assigning household chores in such a way that the child must think out some of the methods himself. Do not give him a step by step list of his work. Challenge his thinking and problem-solving skills.

As we continue this school year, let's attempt to find THE ANSWER to our problem by working together. ■■■

CHRISTIAN PHILOSOPHY

The Christian philosophy of education calls for an educational process that puts the Bible at the center and asks the student and the teacher to evaluate all they see in the world through the eyes of God — because God is Truth. All must conform to Him or it is not truth. Jesus said, "I am the Way, the Truth, and the Life" (John 14:6). In true Christian education, students learn to use the Bible to evaluate all of life. The Bible is Life — it is the living Word — it is above every other book.

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