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Editorial

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Editorial

As I write these remarks on the last class day, Spring Semester 1984, the themes *continuity* and *conclusion* force their way into my reflections. Some students are coming to the end of their formal education while others, bound for graduate schools, will take up specialized studies in business, law, music, medicine, theology, and other disciplines.

Continuity and conclusion describe this issue of *Pro Rege* too. James Schaap brings to an end his study of the cultural response of the New England Puritans. Education professors, Stronks and Reynolds, re-appear (see Volume XII, 1, September 1983) on our pages. Their earlier articles, together with one by Professor W. Kobes, elicited a number of favorable responses from our readers.

Reynolds tackles the question why teachers (or parents) should concern themselves with basic assumptions of education. Professor Reynolds points to a parallel between education and technology:

The importance of examining the formative nature of technology is that instruction is a formative activity—an activity in which people purposefully lead other persons from one level of ability to respond obediently to God's creation to another level of ability to respond. As technology

involves human-beings in exercising authority over creation, instruction involves human-beings exercising authority over fellow image bearers so that they can participate in understanding and developing creation.

Dr. Stronks, an experienced classroom teacher herself, probes the difficulties present in putting much-discussed theories into practice:

In the Christian schools we have given lip-service to the subject of learning development but have not always allowed our understanding of the development to influence what actually takes place in our classrooms. . . . The child who reaches junior high school is usually faced with a product-oriented curriculum and with teachers who consider their task to be more that of preparing the students for the subject matter which will be encountered in high school rather than concerning themselves with the learner characteristics which are unique to individuals between the ages of twelve and fourteen.

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