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Editorial

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Editorial

Wholistic (also “holistic”) belongs to a class of comprehensive words: catholic, universal, ecumenical, cosmic, panoramic, Weltanschauung, gestalt, totalitarian. Wholistic is a word in vogue today, especially in health-care circles. Its use may even imply criticism of those who do not attempt to treat individuals as whole persons but isolate their problems from their symptoms, their psyches from their somas.

Academia is not without its fads and fancies and thus we are reluctant to seize the wholistic tag to describe the enterprise Christian scholars are engaged in. And yet the term *is* appropriate; it *does* fit what we as Reformed Christians are trying to do: present a unified approach to life, a more consistent application of the principles of our faith to the problems and perplexities of this world.

In this issue of *Pro Rege* we present three articles dealing with the developmental approach to learning and faith. This is an attempt at a wholistic perspective on one particular concept. A theologian and two

professors of education—Wayne A. Kobes, Larry Reynolds, and Gloria Goris Stronks—deal with differing aspects of the current fascination with the developmental perspective.

For such a team (wholistic) approach to be valid, the team members must have a common perspective; then their individual disciplines will complement each other. Insights so shared—by the participants and our readers—help mold an increasingly more insight-full view of reality.

A special word of appreciation is due editorial board member Gloria Goris Stronks. Professor Stronks is responsible for suggesting that the developmental thesis be examined in a series of articles. In addition to writing one of these articles and coordinating the set, she has also assisted the editor—who pens these words from afar in Cambridge, England—by seeing this issue through the press.

John M. Zinkand