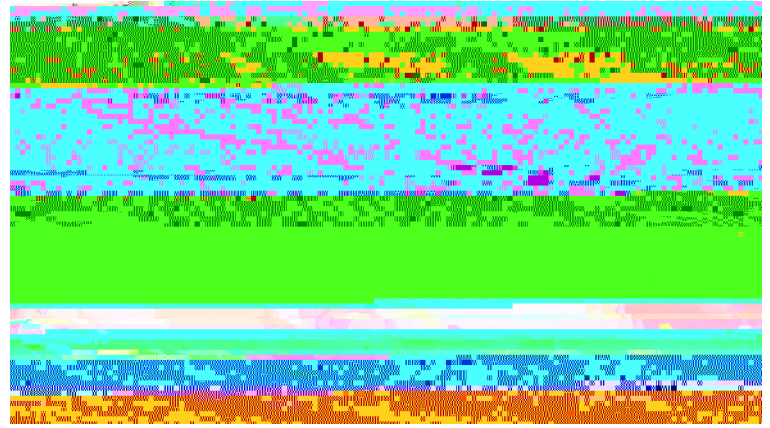
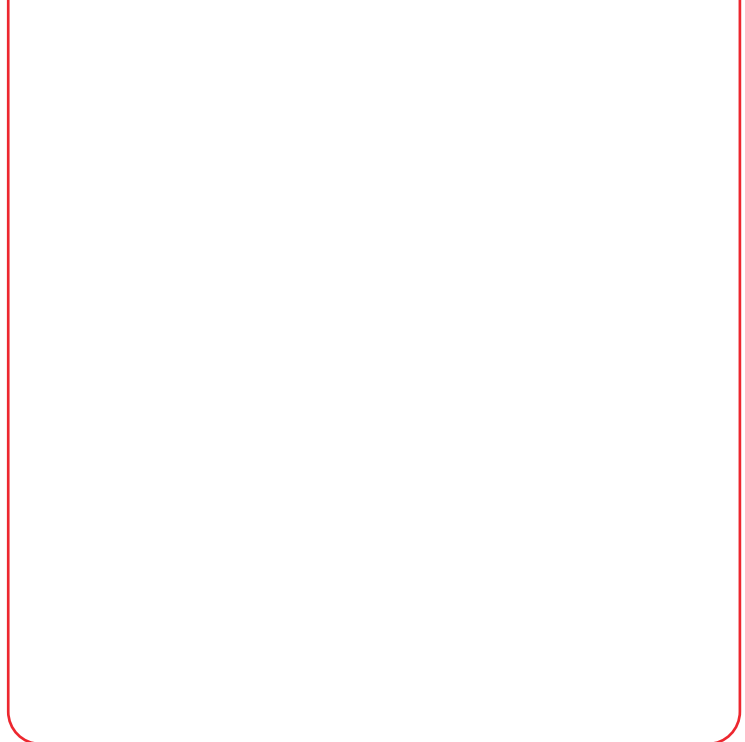
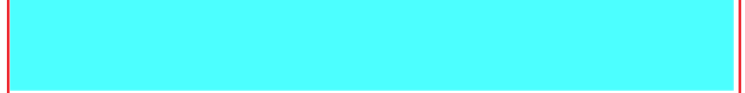




Dear Parents and Community Members,

In my last Enews article I continued exploring major paradoxes in modern education, the second of which I suggested was the powerful nature of the internalization process itself, one of the core tenets of modern education. When human beings “internalize” (learn deeply, take into themselves, and make a part of their personalities) what they imitate and absorb from all teachers in their environment (which includes not only those individuals designated with the formal title of teacher but also parents, friends, spiritual mentors, and the culture surrounding us), it is extremely hard to get these things out of ourselves or even simply to correct them if they are wrong. Therefore we must understand that what we teach our students affects them deeply and in fact changes their lives, whether we intend it to or not.

Today I explore the third of the paradoxes of modern education, and the last one in this series, one that I refer to as the phenomenon of the “forest and the trees,” or the particulars vs. the whole. After decades of applying research-based instruction in modern education, we are competent with the “how to” of our craft as educators. We know, for instance, how to teach a child to read. Depending on the amount of time and energy and resources we apply to the task, and what meets us in the child, we may be able to teach a child to read in a few weeks or months or years. But regardless of our success, if we teach a child to read and that child then never wants to read a book for pleasure the rest of their lives, what have we achieved? The “trees” are the “how to” that we provide, but the “forest” is the whole of a person’s life that is the context of our educational process. Turning a child off to a skill, or to an entire aspect of the legacy of



Egbal Mohamed
Technology Coordinator

SAYING OF THE WEEK

A **Deadline** is the final date or time by which a task has to be

Minette van der Bijl
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