

THE TENSIONS OF LIVING BETWEEN THE LINES, 1pg

As **Christians**, we find ourselves in tension. Some of the tensions are expressed as: the already vs. the not yet [see my essay]; the seen vs. the unseen (the physical reality governed by its absolutes vs. the spiritual reality governed by its absolutes); the uncertainty of the present vs. the certainty of the future. Ironically, it is our very faith that gives rise to the tensions. We're on a time line moving toward what God has determined and promised. We are **in** the world but not **of** the world. We don't know what the immediate future holds, but we do know who holds the future and whose we are. Living in these tensions is neither contradictory nor illogical. It is **positive** (full of hope).

Non-Christians are also in tension governed by their **unbelief**: the uncertainty of the next moment vs. the certainty that there will be a final moment; the tension of the unknown vs. the known. This is **life without hope**.

AN OVERALL PERSPECTIVE ON WHAT TO TEACH

Teaching can be thought of as **equipping people for learning**. The obvious first things to teach are the basic tool for learning (reading) and its companion for organizing, remembering, and expression (writing). What the teacher endeavors to instill in his pupils is the **joy of learning, discovering, and creating**. If he is successful, his students will be self-motivated to explore and produce works of their own upon which others can build. The problem the teacher must deal with in the real world is both practical and epistemological in nature: how to teach students to **identify** facts or truth; how to identify **unstated presuppositions** or **hidden assumptions**; how to **reason** from one point to the next without logical breaks or gaps. In other words, the challenge in today's world is not to impart all kinds of information to students, it is to teach critical¹ objective² **thinking** in every subject and discipline. Toward this end, students will need exposure to and experience with all kinds of learning and creating **tools** as well as **subject matter**. Throughout the schooling process the teacher must train students to evaluate and reason through the information they are given. It is a matter of training or **practicing thinking** together.

1 Untrusting, not accepting at face value or allowing to stand unchallenged.

2 Giving consideration to other less popular explanations that are contextually coherent , logically self-consistent, and comport with the real world.