



### FROM THE PRINCIPAL

Mr. Jim Holstege

Our Bible theme text, "And whatsoever ye do, do it heartily, as to the Lord, and not unto men," taken from Colossians 3:23, is part of the apostle Paul's instruction to servants that you "obey in all things your masters according to the flesh," and doing so, "fearing God." When we combine the apostle's (the Holy Spirit's) word with our chosen theme for this year, Managing God's Gifts, we hope to bring out not only our calling with regard to our earthly masters and employers, but also our calling before our Lord and Master. As we look around us and consider every aspect of our lives, whether body, mind, or soul; church, home, or school; everything we have and everything we are has been given to us from Him. They are all His gifts to us. To those of us who call ourselves Christians; who believe, trust, and are thankful to Him, all of these things are also given to us in His love. Even our afflictions, even open-heart surgery, is His gift, in love. We are, therefore, His servants, His stewards, who with gratitude are called to manage His gifts to God's glory and for the wellbeing of our neighbor.

As a private, non-public, Christian school, we still have in these dark, evil, last days in which we live, the freedoms to praise and worship our Creator, God. We can call upon Him daily, without government interference, to ask for His care and blessing. We continue to be blessed monthly by our guest visitors, who come to give us a message from God's Word during our chapel services. We recently enjoyed Rev. Jon Mahtani, who spoke to us about spiritual warfare against powerful, invisible forces. Against Satan, who seeks to destroy through his crafty devices, including causing God's people to view one another as enemies and failing to identify our true enemies. We are grateful to Prof. Cory Griess, who spoke to us last spring about God's young servant, Samuel, and turned his speech into an article for this newsletter. We trust you will enjoy reading it.

We are pleased to introduce our new families and students! Mathew and Teresa Vail join us with their daughter Madeline (Maddie). Maddie is in the First Grade with Mrs. Haak and is already an avid reader. She loves music, doing art projects, and making new friends at school. Matt and Teresa share together their enthusiasm for sports. Teresa actually traveled to England this fall to compete in her first half-marathon. When I asked them what drew and attracted them to Eastside, they replied: "We would often pass by Eastside Christian, and wondered if it might be a safe place for her (Maddie) to learn. Reading over all of the information on the school website, we felt confident that Eastside would be a safe, Biblically solid and sound place for her to learn. We so much appreciate Eastside's commitment to standing on God's truth and not compromising when so many other places have."

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The big news of the summer was that our principal Jim Hostege underwent double bypass and valve replacement open heart surgery. Jim was alerted to the need for surgery mid-July. The surgery took place August 1 and after nine days in the hospital, he was able to return home. Jim spent the rest of August recovering at home, and by the first week of school (August 29) he was able to be at school for a few hours each day. He is still recovering but back at school full time.

Mr. Holstege's grandkids made a poster of his favorite bible verse to hang on the wall in his hospital room: Luke 12:32 - **"Fear not, little flock; for it is your Father's good pleasure to give you the kingdom."** The Eastside community is thankful for God's care over Jim and his family through these past few months.



While the Vails grew up here and live nearby, the Lee family come to us from Pusan, South Korea. Pusan is the second largest city in Korea, with a population of 3.5 million. Rev. Joohyung Lee is the senior pastor of Great Love Presbyterian Church in Yansan City. He is in Grand Rapids with his wife, Jihye Hyun, son Siwan Lee, and daughter Sarang Lee, to obtain his ThM degree from Calvin University. We are very happy to have Siwan join Mrs. Hulst and her Kindergarten class.

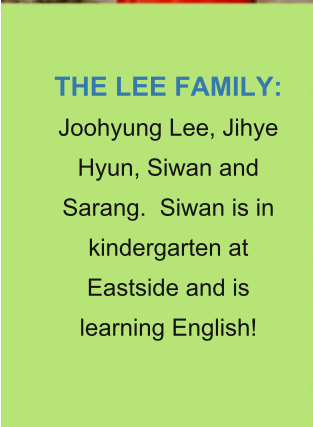
In addition to our new families, we are privileged to have Thea Duisternars (Brad and Dorothy) join us this year in Kindergarten, and Asher Mahtani (David and Madri) with Rosemary Monsma (Jeremy and Hannah) in our Preschool. All total, we have seventy-four students enrolled this year at Eastside.

A couple years ago, the Education Committee was introduced to a resource called Curriculum Trak, by Mr. Kyle Bruinooge from Covenant Christian High School. Our immediate reaction was, "This is amazing! We need to get this for Eastside!" We knew, however, that Covenant, as well as Heritage Christian School, who also began with Curriculum Trak, employed a Curriculum Director to engineer their work. Though amazing, we knew that in order to be successful, we too needed to find the right person to help us. We are most fortunate to have Mrs. Liz Thompson, who is both capable and willing to serve us as Curriculum Trak Coordinator. You can read more about her work with the teachers in her article. We express our appreciation to Liz and to all of our teachers for the time they have given to this good cause thus far.

## NEW FAMILY WELCOME



**THE VAIL FAMILY:**  
Matthew, TJ (Teresa),  
and Maddie. Maddie  
started 1st grade this  
fall.



**THE LEE FAMILY:**  
Joohyung Lee, Jihye  
Hyun, Siwan and  
Sarang. Siwan is in  
kindergarten at  
Eastside and is  
learning English!



### SAMUEL

By Prof. Cory Griess

At the beginning of another school year it is good for children and parents and grandparents and supporters of the school to be reminded of what we are doing. Why do we have our own school? Why do we hire our own teachers? Why do we pay thousands upon thousands of dollars to educate our children ourselves? Why do we want the Reformed and Biblical faith to rule the children's minds and hearts and lives?

There are many directions we could go to answer these questions. But for this short article I would like to turn to the verses I used for a chapel speech at ECS last year: three verses about young Samuel from I Samuel 2 and 3. All three verses say almost the same thing. I Samuel 2:11, "And Elkanah went to Ramah to his house. And the child did minister unto the LORD before Eli the priest." I Samuel

2:18, "But Samuel ministered before the LORD, being a child, girded with a linen ephod." And I Samuel 3:1, "And the child Samuel ministered unto the LORD before Eli. And the word of the LORD was precious in those days; there was no open vision."

### THE CHILD MINISTERED TO THE LORD

What is wonderful to notice first is that all three verses mention that the child Samuel "ministered to the LORD." You recall that Hannah had vowed to give Samuel to the LORD all the days of his life. She kept this vow when the boy was between 3 and 5 years old and had been weaned. At the end of I Samuel 1 Hannah and Elkanah brought the child to the tabernacle, dropped him off, and then went home.



What did Samuel do in the tabernacle? We get a clue in the second of the three verses above (2:18), where we learn the small child was “girded with a linen ephod.” That ephod was a white shirt reaching down to the floor, a piece of the priest’s clothing. Samuel was a priest in training already at 5 years old. And though Eli likely had to cut the sleeves down to size and cut a couple of feet off of the bottom of the ephod so that Samuel did not trip when he walked, Samuel wore the ephod. As a priest-in-training he helped Eli (2:11). Perhaps he got the wicks ready for the golden candlestick. Perhaps he carried the bucket that had the olive oil in it. Whatever Eli asked him to do, he did it.

And yet, the text does not say that Samuel ministered to Eli. Rather, it says he ministered to the LORD. To be sure, he did so before Eli (2:11). Eli was his teacher. From Eli’s instruction and example, Samuel learned how to be a priest unto God. Nonetheless, Samuel knew in his mind and heart already at 5 that when he carried that bucket of oil, he was carrying it for Jehovah. It was his joy to serve the God of the covenant.

## OUR VOWS

As another school year starts we begin again the process of daily dropping our children off at the door of the school, leaving them with their “Eli’s.” Why do we do this? Like Hannah we parents have vowed vows. “Whether you promise and intend to see these children, when come to the years of discretion, instructed and brought up in the aforesaid doctrine, or help or cause them to be instructed therein to the utmost of your power?” Our baptism vows are similar to the vow that Hannah made. And as Hannah used the help of others in the covenant community to give Samuel to the Lord all the days of his life, so we. May the Spirit keep doing his work in the line of generations of believers as God has promised (Gen 17:7, Acts 3:39), as together in church, home, and school, we seek to lend them to the Lord.

Our teachers must have as their goal to train our children to be priests unto God—servants consecrating themselves and all their work unto the God of the covenant. Teachers, do you have Eli’s desire to teach them to be priests unto God? Is this your motivation each day? And you, children, is that why you are going to school? To learn how to serve the LORD before your teachers? Begin this year thinking, “I am serving the LORD in what I am doing at school. My school work, my interactions with the other students, my respect for my teachers, all is in service to my God.” And may it fill you with

wonder, teachers, that already these little ones 4-5 years old, can be by God’s grace, little Samuels who are ministering to the LORD before you.

## ALL THE DAYS OF THEIR LIVES

By the time of the third verse above, Samuel was no longer 3-5 years old. He was a teenager. And yet we still read, “the child Samuel ministered to the LORD.” He grew and developed. But this has not changed, he was still ministering to the LORD. The Spirit had been working along with the Word so that Samuel’s mind and heart belonged to His God even in his teenage years. Samuel knew there was a greater priest coming whose priesthood is both the origin and fulfillment of his own. He knew the sacrifices he helped Eli prepare pointed to this priest who would be both offerer and offered. And Samuel knew that it was for his own sins that this priest would minister.

As Samuel grew older, it was harder for him to serve the LORD. Eli’s sons are there, Hophni and Phinehas, ungodly boys whose influence Samuel must resist. They too were supposed to be ministering to the LORD as priests, but they ministered to themselves instead. Sometimes our children also need to resist bad influences even within the sphere of the covenant. Only the Gospel will give our children deep strength and motivation to live ministering to the Lord, resisting contrary voices. Are you more like Hophni and Phinehas, or Samuel, school children? Look to the great priest of God and see why serving Him is our life!

## AND FOR THE GENERATION FOLLOWING

If you are an older Samuel starting school this year, give some thought too, to the fact that one day you will be called together with others in the covenant community, to lend your little ones to God all the days of their lives. Samuel eventually replaced Eli. Someday, the teachers, school board members, school society members, janitors, helpers, ministers, elders, deacons, dads and moms, will all need replacing. As a student, you are in training to take the places of the ones teaching you! May you carry on the heritage God has granted, as your privilege and joy. May God bless our churches, homes, and schools as the covenant rolls along in this world so that the witness of God’s people might shine as light into darkness, until the coming of the great priest we serve and long to see.

Blessings on the new school year! Prof. Griess



## CURRICULUM MAPPING AT EASTSIDE

By Liz Thompson

As you are probably aware, Eastside has recently contracted with Curriculum Trak—a program developed by faith-based educators and used by hundreds of Christian schools around the world—to help us with the process of curriculum mapping. Curriculum mapping is a way of laying out what is taught in each course and how those things are taught. Curriculum Trak is a valuable tool for this; all the teachers use the same template for their classes and therefore input the same types of details. This means that we can pull reports with at-a-glance information that will allow us to more easily evaluate individual courses but also the big picture of curriculum at our school.

To begin curriculum mapping is a daunting task. There are so many classes each teacher is responsible for, so many units in each school year, and so many aspects of teaching that need to be articulated within each unit—not to mention an entirely new online program to learn. The school board recognized this would be overwhelming, and they wanted to give the teachers support in this undertaking. Last fall I completed an online training course with Curriculum Trak so that I could train our teachers, help set reasonable goals for them, and answer any questions they have about the program.

The teachers at other West Michigan Protestant Reformed schools are also starting to map their curriculums, and they all have a lot of work ahead of them. However, Eastside teachers are unique in that they teach in multi-grade classrooms on an A/B rotation. That means that for many classes, our teachers do not have the luxury of teaching the same information year to year; they teach one set of information one year (the A year) and then another set of information the next year (the B year). For curriculum mapping, this means that our teachers have up to twice as many classes to map, and they have a year in between teaching those classes, which will make reflection and meaningful evaluation more difficult.

Last school year we had two half-day teacher in-service days to get started; we discussed our immediate and long-term goals before the teachers went off to do their own mapping. One immediate goal was to get the current year classes outlined (what units are taught in what order), with the understanding that those outlines might—and probably should!—be changed at the end of the year to reflect what really happened in their classrooms. Another goal is to show how the teacher will assess how well the students are learning the topics, whether it be through oral questioning, worksheets, tests, or any other means a teacher might use. On top of that, we also set a goal of attaching state standards to each unit. Though we are not tied to the educational standards like a public school would be, having the standards in the maps will allow us to identify easily any gaps or over-teaching across grade levels. And then, if that wasn't enough, sometime during the summer the teachers had to start all over again with these goals for the next year's rotations of classes.

Curriculum mapping is a long-term commitment. The accepted wisdom at Curriculum Trak is that it takes eight years to get a school fully mapped. There are many other things the teachers will have to think through and set down, such as how they will tie their biblical worldview into the unit (Biblical Integration), what they hope to accomplish in the unit (Unit Objectives), or what handouts or websites or models etc. they'll use (Unit Resources). Then, once the initial input is completed in all fields, the teachers will use their maps to evaluate and reflect on their teaching in order to ensure that it is thoughtful and effective. This is the ultimate goal.

We are asking our teachers to do something challenging, time consuming, and at times mind-numbing—but very valuable. The teachers have all come to this task, not just to do it, but to do it well. The work they do here helps to ensure that not only is Eastside a good Christian school, but also that it is a school that offers our children an excellent education.

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