



10 March 2017

### *Planning Ahead*

Friday, 24 March – **FJS 20th Anniversary Banquet**, 6:15 p.m., Shady Maple Banquet Center, Lancaster Co., PA. **Early dismissal**, 12:00 noon. NO LUNCH today.

**Science Fair** research paper due.

Wednesday-Saturday, 29 March-1 April – **U. S. Government Trip** to Washington, D.C. (to be confirmed)

Monday-Friday, 3-7 April – **Missions Week**, parents invited. **NOTE: This is a change of date.**

Friday, 31 March – End of 3rd Quarter

**Science Fair** experimental design or model plans due.

Thursday, 6 April – 3rd Quarter **Parent-Teacher Conferences**, 3:30-9:00 p.m.

Friday, 7 April – **Early dismissal**, 1:30 p.m.

3rd Quarter **Parent-Teacher Conferences**, 2:00-6:00 p.m.

Monday-Monday, 10-17 April – **Spring Break!** NO SCHOOL.



### *Mockers and Scorners*

Yesterday our school board chairman, Kevin Mast, came to address the upper school during chapel time about some of the activity happening in the upper school which is negatively affecting the attitude and spirit of the school.

The specific students he was addressing may fall into a category of persons the Bible describes as “mockers” or “scorners.” Rick Horne, in his book *Scorners and Mockers: How to Dampen Their Influence in Your School*, describes these students as those “who can transform a classroom, a grade, and even an entire school in one day by just being absent. ... A few of these students can have **more ... impact** in a school where many teachers model true wise living, godliness, and skillful teaching. [emphasis mine]”<sup>1</sup> “Scorners and mockers can wield a power that may discourage spiritually concerned students. But they can also sow the seeds of discord, embolden others to display contempt or indifference for righteous attitudes, and even demoralize teachers and others in the context of school or church ministry.”<sup>2</sup>

In Proverbs, Solomon writes, “Whoever corrects a mocker invites insults” (Proverbs 9:7 NIV). We find that to be true here at school sometimes. When repeatedly asking a student to be quiet in class, a response might be, “Can you just send me to Mr. Nisly?” Or when giving a five minute lunch detention, “I don’t care; give me ten!” In fact, the reason for correcting a scorners is so that other students take notice, not the mocker. “[Discipline] a mocker, and the simple will learn prudence” (Proverbs 19:25 NIV). So the wise man’s solution to the problem of the mocker or scorners is to “drive out the mocker, and out goes strife; quarrels and insults are ended” (Proverbs 22:10 NIV).

We want all of your children to be here and succeed. It is a hard decision when the school board and I need to discuss dismissing students. But, as Mr. Mast reminded the students yesterday morning, we can not tolerate students who just make life difficult for everyone else. While addressing the students, he suggested to the teachers that, rather than sending students to another place in the building to behave, they be sent home to their parents. If, after a couple times, that hasn’t made a difference, maybe they just need to leave. He told the students, “If you don’t want to be here, just go!”

He also called out several students whom he challenged to stand up for what is right and take back their school. I would like to hope that your child will be one of the students who will help other students make right choices and show positive attitudes, not be one of the mockers and scorners or following in the their path. Talk to your kids. If they are really passionate about being here for the right reasons, encourage them to stand up to their classmates and encourage right behavior for the good of all.

James E. Gochnauer, Principal

<sup>1</sup> Horne, Rick. *Scorners and Mockers: How to Dampen Their Influence in Your School*, Colorado Springs, CO: Purposeful Design Publications, 2005, p. 3

<sup>2</sup> *ibid.*, p. 5-6

Conscientious Christian parents want their children to be trained in the discipline and instruction of the Lord, and they want the Christian school experience to aid them with this goal. The spiritual atmosphere of a classroom, grade, or school will either support Christian education or subvert it.

Ron and Anita started their seventh-grade daughter, Angela, in a local Christian middle school. Things seemed to start well, but in the middle of the second quarter, Anita discovered Angela crying in her bedroom. Angela was reluctant to talk about it at first, but she eventually told her mom that the kids at school were mocking her and ignoring her because she was trying to listen in chapel and to show interest in her Bible class.

Anita thought there must be more to it and called several of Angela's teachers the next day. Anita found that Angela's grades and homework were going fine. Teachers thought Angela was getting along well with a couple of the other girls in her classes but that her cheerfulness and willingness to participate in classes had diminished. Several teachers did affirm that there were a number of guys and a couple of girls in Angela's grade who seemed to throw a spiritual wet blanket on everything positive that the teachers tried to do or say. They suspected, as Angela had said, that some of these students actively put her and others down when they tried to listen or answer questions in classes—especially during discussions about the Bible and spiritual things.

After they began to give further attention to these students, they noticed that these were the same kids who would sit in the back of chapel and make comments under their breath throughout the worship times. "Their body language screams that they are not really listening and that they couldn't care less," one of the teachers confessed. "But we just can't pin any specific offense on any of them. They are

very subtle around teachers. They seem to wield a powerful influence in Angela's grade, but they don't break any rules so we can't discipline them. The ones with the most negative attitudes get good grades, so the administration doesn't know what to do with them. They roll their eyes, smirk, and make comments that only the closest students can hear and laugh about. We just pray about these kids and trust the Lord to change them."

excerpted from *Scorners and Mockers: How to Dampen Their Influence in Your School*, by Rick Horne, Colorado Springs, CO: Purposeful Design Publications, 2005, p. 1-3