

BETWEEN THE BOOKENDS

EDUCATION PIONEERS

Knight, George R., editor. *Early Adventist Educators*. Berrien Springs, Michigan: Andrews University Press, 1983. 250 pages, \$9.95.

This volume describes the early years of Seventh-day Adventist education as revealed through the lives of 11 pioneers who were either educators, such as Goodloe Harper Bell, or who did much to promote Seventh-day Adventist schools through their influence, such as Ellen G. White.

Early Adventist Educators is a scholarly book with footnotes and a bibliography of works relating to Seventh-day Adventist education. However, in spite of the scholarly tone, it has high moments of interest, throwing light on those pioneers and the beginnings of the educational work of the church not found in other sources. Some photos and illustrations are included.

The aim of the volume is to depict the development of the philosophy and objectives of Seventh-day Adventist education. It describes the uphill struggle carried on for a quarter of a century to shift the program from the heavily classical and humanistic content and methods of the late nineteenth century to a more practical and natural system set forth in a vision given to Mrs. White in 1872.

The various portrayals of early SDA educators are interesting, beginning with Goodloe Harper Bell, a dignified, highly religious, but at the same time cantankerous perfectionist. Then there is the individualist, John Harvey Kellogg, and the story of the rise and fall of the American Medical Missionary College.

W. W. Prescott, the first director of education of the General Conference, is also described. Though militaristic in style, he fought a losing battle in converting Seventh-day Adventist education from the classics toward practical education, and then swung his interests toward athletics and music. The reader will smile as he or she "sees" Prescott trying to instill etiquette into the youth of the 1890s.

One chapter is dedicated to James Edson White, son of Ellen White, who though an unsuccessful entrepreneur in many subjects, was successful in initiating an educational program for blacks in the South.

The two essays on Edward A. Sutherland and Percy T. Magan add quite a few details to the Madison story. Magan's part in the development of what is now Loma Linda University is also described.

The reader will also enjoy "seeing" Anna Knight, the first black missionary of any denomination in India and the first Seventh-day Adventist black mis-

sionary, holding off a hostile crowd, protecting her school by means that in modern times would certainly not be approved by "the brethren."

For a description of early education problems in the development of Seventh-day Adventist colleges, as well as the story of the growth of the elementary church school system, this is a good book to read.—Walton J. Brown.

Dr. Brown served on a number of levels and in many locations during his many years in SDA education, including director of the General Conference Department of Education. Now retired, he writes from Fulton, Maryland.

TEACHING WRITING

Graves, Donald H. *Writing: Teachers and Children at Work*. Portsmouth, N.H.: Heinemann Educational Books, 1983. 318 pages. Paper, \$12.05.

Many teachers are looking for an effective method to teach writing in the elementary classroom, and this book is surely the answer to their quest.

We all know that children begin school with the desire to write. Too often this natural urge is inadvertently sabotaged by well-meaning teachers and parents who teach grammar and mechanics as ends in themselves. In other words, the tools are taught but no regular writing opportunities are given in which to use them. When an occasional writing exercise is assigned, the teacher usually specifies the topic, collects the finished products, faithfully corrects every error, then solemnly hands the papers back to the crestfallen would-be authors, whose writing never really belonged to them.

One of the main concepts stressed is the importance of children maintaining ownership of their writing from beginning to end. Students keep control of their writing when they choose their topics, write every day, and participate in conferences that help them shape their drafts.

Teachers can help children in this writing process by having conferences with the whole class, in small groups, or with individuals. Graves shows the reader step-by-step how to have a writing conference by going through numerous examples and scenarios. He describes a wide variety of situations and demonstrates solutions, showing how to ask questions that teach.

Conferences also provide the ideal setting in which students can learn grammar and mechanics. As children write, they discover their needs and want to know how to correct their problems, especially when they plan on publishing a composition. By teaching a

skill when the need is there and by teaching only one skill at a time, mastery is better assured. Keeping simple records enables the teacher to be sure all skills are learned. In addition, valuable tips are given on how children develop as writers, how to publish their writings, how to grade and keep records without being overwhelmed with paperwork, and how to organize the classroom for writing. One of the most reassuring aspects of this curriculum is that the teacher doesn't have to be a gifted writer to begin with, but can actually learn right along with the students.

This book will be exciting for teachers who are

anxious to successfully teach writing. Implementing the principles presented will be the answer to many teachers' frustrations; it may also be the beginning of new adventures in creativity for both teacher and student. When children write every day and across the curriculum in a safe and encouraging atmosphere, teachers will be well rewarded by their students' progress and by inspiring in them a lifelong love of this powerful and satisfying craft.—Marilyn Eggers. □

The author, currently a graduate student, previously taught in SDA elementary schools in California and North Carolina for six years.

UNCLE SAM AND YOUR SCHOOL

By Gary M. Ross

President Reagan's Secretary of Education William J. Bennett has courage of conviction, a gift for words, deep respect for tradition, and a most creative mind. Why, then, does controversy surround him?

The answer lies more in what Bennett would *give* to students than in what he would *deny* them.

Until lately only the latter side of the secretary got much publicity. Mr. Bennett has become a hatchet man when it comes to the educational budget. If he were given his way, student aid would dwindle—to the point of helping only in cases of proven, and rather dire, need. The idea that mainly self-help and frugal living, not governmental largess, should move students toward their goals is of course laudable. It calls to mind some sturdy American values. And the more rigorous academic standards for which Bennett appeals will surely help achieve better quality education; the curricular

changes he seeks have merit: neglected or minimized for years, the liberal arts, especially history, deserve the greater attention that he gives them. Budding citizens should indeed study and appreciate the democratic experience that sets the United States apart from so many countries.

Value-talk is what gets Bennett in trouble. The secretary's perception of American history prompts him to act in ways that cause some question.

The perception. "The fundamental shape of the American experience," he says, "cannot be understood without reference to the Judeo-Christian tradition that gave birth to us." He promotes the theories of Reverend Falwell and Justice Rehnquist: The architects of the First Amendment opposed only the establishment of *particular* religions, not the furtherance by government of religion-in-general. They did not seek neutrality toward, or separation from, religion. But today, according to Bennett's view, we are drifting toward "a fastidious disdain for religion."

This interpretation of the coun-

try's Founders is, at the very least, controversial. The issue is partly one of balance. Some strict separationists admittedly seek a "public square" that is purged of all manifestations of religion. Few Seventh-day Adventists would go this far. If we do not applaud secularism, however, neither do we want a legalized, Bible-based "Christian nation." It would seem that surrendering ground on First Amendment establishment-clause issues anticipates such a situation.

The prescriptions. Do Secretary Bennett's actions suggest that *he* desires and foresees a "Christian nation"? He inclines in that direction when he slights First-Amendment establishment-clause problems and concerns. For example, when the U.S. Supreme Court recently ruled against the use of public money to pay teachers who provide remedial and enrichment courses in parochial schools, Mr. Bennett denounced the rulings and allegedly undertook to stall compliance with them—actions for which the secretary is now being sued by Americans United for Separation of Church and State.

What would Bennett gain from

The author is Associate Director of the Public Affairs and Religious Liberty Department of the General Conference of SDA, and serves as the church's liaison with the U.S. Congress.

trying to stall compliance with such laws? Probably he hopes that, considering the current advanced age of the present Supreme Court justices, one or more will retire and subsequent Reagan appointees could reverse the unwanted "shared-time" decisions. In addition, Bennett and those who side with him are probably hoping to goad Congress into passing alternatives to these controversial programs—tuition tax credits for parents or direct payments to students (vouchers) that could be spent in either private or parochial schools. Bennett has introduced legislation calling for both of these programs. Public claims that they defy current appetites for tax simplification and deficit reduction are met with arguments of fairness, a tactic that may work.

The secretary offers students one more thing: a public school punctuated with religion. He would accomplish this by allowing the posting of the Ten Commandments in classrooms and encouraging the recitation of "voluntary prayers." Such observances would promote primarily a Judeo-Christian ethic, ignoring the pluralistic nature of American society. They might deny citizens the right to worship and pray—or to choose not to—in whatever way their consciences dictate, without interference or pressure from government or school officials.

All of this compromises the secularity of the public order to too great an extent. I respect our public servants, but Secretary Bennett's policies trouble me. □

Computing With Class

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reports to the network spooler, which will save them until the printer is free.

Are There Any Problems?

The only drawbacks to networking are in the areas of programming and installation. For optimum processing, one computer station will be tied up with the task of networking. If that unit does regular programming while it controls the networking, a bug in its local program could shut down the entire network.

Perhaps you are thinking that two different stations might try to access the same information at the same time. What then? And suppose two people attempt to make changes in the same record at precisely the same instant. Which change will the system acknowledge?

Fortunately, networks provide record, file, and transaction locking mechanisms that protect you from these kinds of problems. However, you will have to incorporate these locking routines into programs that will run simultaneously.

Installation consists of running cables throughout your building(s) to tie all of your computers together. Distance limitations usually run in the 4,000-foot to one-mile ranges.

Costs for a network can add \$5,000 to \$10,000 to your system, depending on how extensive your installation is and how large a hard disk you need. However, once the networking system is in place, you can expand the number of units accessing it almost indefinitely.

How to Get Started

Several hundred network software packages are available that provide interface among a variety of computer models. For additional information, contact a local computer store and ask them to supply you with back issues of computer magazines such as *Byte* and *Personal Computing* that

feature articles on networking.

Networking can make your personal computers perform like a big system without the big price tag and without giving up the advantages of personal computers.—
Dave Ruskjer. □

The author is publisher of *The Journal of AMCA (Adventist Microcomputer Concepts and Applications)*.

Survey

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courses, and 15 percent required two courses.

Of SDA principals, 60 percent perceived limited supplies and equipment as the major barrier to outstanding industrial arts programs.

Ninety-one percent of all SDA schools had industrial arts programs, contrasted with 76 percent of the public schools. Seventh-day Adventist industrial arts departments spent more per student on equipment (\$43.02 compared to \$16.79) and supplies (\$47.64 versus \$29.61) than did public school industrial arts departments. However, the greater expenditure may indicate simply that the public schools were able to purchase supplies more economically.

Conclusions

The evidence seems to indicate that SDA industrial arts programs are not following the latest curriculum developments in the area of industrial arts and technology education. The trend in curriculum and program development is toward consolidation of courses. A survey of the courses to be added and deleted within the next five years indicates that SDA industrial arts chairmen as a group are planning to diversify their course offerings, but the types of courses to be
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