

while pupils were under his supervision, he had a legal responsibility to supervise them and ensure their safety and well-being.

The court held that Casey's duty was continuous; therefore, he should have been present in the classroom in order to restrain Rowdy. If he was unable to be present, he should have designated a responsible person to be in charge while he was away.

The court's findings in this case indicate that Casey's behavior was the proximate, or legal, cause of Al's injury. In order to be considered the proximate cause of an injury, the actor's conduct must be a substantial factor in bringing about the harm. How could Casey's conduct be considered such a significant factor? Quite simply, he just wasn't there when he should have been.

The rationale for determining proximate cause in tort cases has long been the subject of debate. Two conflicting views still exist. In the most famous American tort case, *Palsgraf v. Long Island Rail Road Co.*,³ Judges Andrews and Cardozo put forth opposing views on causation, with Andrews stating that defendants have a duty to everyone to protect against harm, while Cardozo asserted that only foreseeable harms need to be guarded against.

Casey was held liable under the Cardozo view—that is, the court ruled that he should have foreseen the possibility that some student might have been injured if the class was left unsupervised.

The final element in negligence cases relates to the injury. To recover damages, a plaintiff must show that he or she suffered damage or injury. Al lost an eye, and suffered accompanying psychological trauma. Had he not been injured, the case probably would not have made it to court at all.

The elements listed above—duty, breach, causation, and injury—are important to assess because courts will invariably apply the same analysis to every negligence case to determine the outcome.

Of even greater import, though, is knowing what duty educators owe to their students. This is the

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Teacher Reaction

Top Notch

I am impressed with the JOURNAL OF ADVENTIST EDUCATION! As always our magazines are top notch and demonstrate our philosophy of striving to be the best both in layout and graphic design and in the quality of the contents.

Please send me your future issues. Enclosed is a check for a subscription.

Gregg Iverson
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The Bible and Critical Thinking Skills

How pleased I am with the Summer 1987 issue of the JOURNAL, giving special emphasis to the teaching of critical thinking. The range of topics presented in the various articles broadened my perspective while providing practical recommendations for implementation. This is must reading for Christian teachers from elementary school through college and graduate education.

One additional article might have made this issue a more complete symposium of thought—an essay on the role of the Bible in the development of critical thinking skills. The most widely acclaimed thinker in Judeo-Christian history declared that reverence for the Lord is the first step to obtaining wisdom—the ability to think critically (Proverbs 9:10).

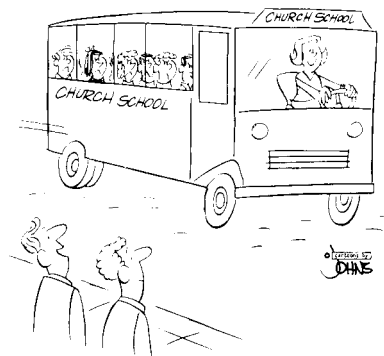
The one who, more than any other, influenced the development of Adventist educational thought wrote, "There is nothing more calculated to strengthen the intellect than the study of the Scriptures" (*Steps to Christ*, p. 90).

For nearly two decades I have taught in Adventist colleges, noting that the vast majority of teachers struggle to make the Bible relevant to the subjects they teach. Even those who use the Bible in their teaching often lack the understanding of how the Scriptures can be used to cultivate the intellect and develop critical thinking skills. We catch glimpses of how the Bible can establish beliefs and values, but we seldom see the potential the Scripture has to truly expand the intellect.

Surely eternal benefits would come to both teacher and student if we learned better how to use the Scriptures as an integral part of Christian education—not only for its content, but also for its contribution to the highest development of the human intellect.

Paul N. Hawks
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• We share the writer's interest in discovering ways that the study of the Bible can help develop critical-thinking skills. We hope that he will expand on this topic in a full-length article.—Eds.



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