

Abraham Schmitt, TURN AGAIN TO LIFE—GROWING THROUGH GRIEF (Scottsdale, Pa.: Herald Press, 1987). 130 pages, \$8.95, paper.

Abraham Schmitt cites several lengthy case studies of bereaving clients to illustrate his themes in this very readable book. The clients' experiences provide a very personal, dramatic dimension to bereavement literature.

Teachers encounter loss in their own lives as well as with students, colleagues, and community members. Every educator could refer to this book in addressing his or her own losses as well as an excellent reference to recommend to others who are grieving. Every adult would profit from reading this book because it is so practical and covers a broad spectrum of loss therapy.

But the book's usefulness is not limited to helping people cope after they have experienced loss. It offers excellent suggestions to enable people to prepare for the painful losses that they will inevitably face in life.

Dr. Schmitt's personal Christian belief system (Mennonite) makes it easy for the SDA educator to feel at home with his orientation. Even though a few case studies and an occasional passage refer to an immediate life-after-death theology, the book's main focus for solace lies not as much in this theology as in the survivor's commitments to life rather than despair.

"The hallmark of healthy grieving is openness to the future regardless of what it holds," Dr. Schmitt writes. He emphasizes that the greatest miracle of all is that life comes *after death for the survivor*. His experiences have led him to believe that one can diminish the disabling period of grief by making oneself

available to God as His instrument.

While the book is not designed specifically for parents, chapters six and eight are excellent resources for those who are trying to assist their child in dealing with the loss of the other parent. A case history in chapter six illustrates several important points that are suggested from a mother's experience rather than from the author's commentary. A major point made is the need for action rather than just words in helping children express grief. Suggestions are offered about increasing physical contact and involving children in funeral plans.

In an age when teen suicide is becoming alarmingly common, the educator may feel confident and comfortable in recommending this book to any parent whose child has taken his or her own life. The first two chapters and chapter 10 deal with teen suicide, confronting squarely the unanswered questions left in the parent's mind following this tragedy.

While Dr. Schmitt does not pretend to have the final answer on how God views suicide, he does suggest that God grants some people the right to choose not to live. The best way we can minister to parents of a teen suicide is by responding with compassion and not condemning. I was especially impressed with Dr. Schmitt's premise that no loving God would judge a person on a final act alone.

Dr. Schmitt manages in his short book to refer to the giants of loss therapy such as Kubler-Ross, to review the steps of the grief process in a straightforward commentary, to suggest how not to grieve, and to provide a practical, effective grief model.

I wish I had had Dr. Schmitt's book in times past when working with parents and students who have experienced the loss of a loved one. I highly recommend his

book to teachers and parents.—
Valerie Halliwell-Smith.

Valerie Halliwell-Smith is a counselor who divides her time between John Nevins Andrews School and Sligo Adventist School, both located in Takoma Park, Maryland.

Alf Lohne, ADVENTISTS IN RUSSIA. Hagerstown, Md.: Review and Herald Publishing Assn., 1987. 159 pages. \$12.95.

Glastnost—the new form of openness that has been developing in the U.S.S.R. in recent months had its earlier start in that nation's religious affairs. In *Adventists in Russia*, Alf Lohne brings into focus some of the highlights of that country's history and the beginnings and growth of the SDA Church there.

The role of Conradi and the Germans in bringing the Sabbatarian and Adventist beliefs to the Slavic peoples is strongly underlined. The reader discovers how such rulers as Catherine the Great and Czar Nicholas contributed to the growth and welfare of this small church body; how these early believers realized the importance of making the government aware of their loyalty, causing the Czar to write, "I thank these good people for their kind wishes and their prayers.—Nicholas"; how the czarist regime unwittingly paid the travel expenses of the early missionaries to Siberia; how the Adventist farm communes benefited country and church, and how some six million square miles of territory were traversed by these early pioneers of the Advent message.

When one thinks of the long Siberian winters and the intense cold as low as minus 69 degrees, and traveling a thousand miles to a destination by sleigh with dogs or

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What Makes a Good Programmer?

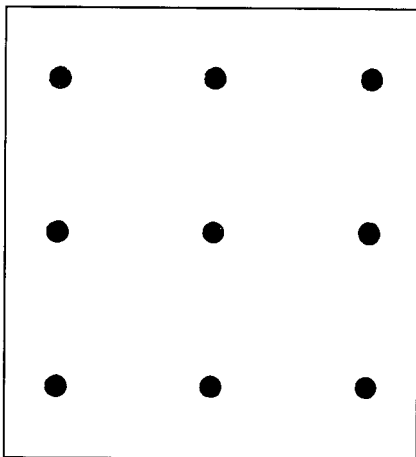
Have you ever wondered which of your students have the natural acumen to become excellent programmers? Have you ever been curious to know whether you have the aptitude? What would it take to find out?

You might think a programmer should be good at math—abstract thinking and logic—or have that Sherlock Holmes' delight in discovering things, playing hunches, or running down clues.

Actually, these are not the most important criteria. What's most important is the willingness to try to solve the impossible or next to impossible. Give your students the following nickel quiz and see who takes the longest before either solving the problems or simply giving up.

1. Start with a square. Remove a corner block, leaving three-fourths in the shape of an "L." Divide the remaining space into four congruent shapes.

2. Start with nine dots in three parallel rows of three dots each. Place your pencil on one of the dots. Now connect the dots by drawing four straight lines without lifting your pencil from the paper or retracing any lines.

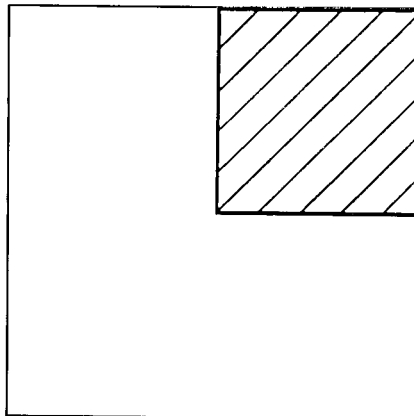


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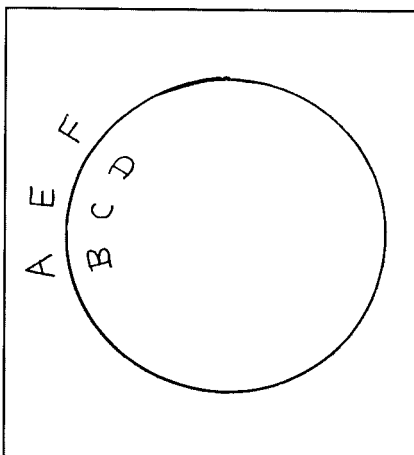
3. Place 10 dots on the page in such a way as to produce five different lines of four dots each.

4. Start with a circle. Using capital letters, place the "A" outside the circle, "B," "C," and "D" inside the circle, the "E" outside the circle. Now place the remaining letters of the alphabet either inside or outside the circle based on the pattern of information you have been given.

5. Draw a rectangle. Divide it in half horizontally. Divide the top portion in half vertically. Divide the bottom half vertically in thirds. Now put your pencil tip inside one of the five boxes. Without lifting



1



4

the pencil draw a path that crosses each of the line segments once and only once.

You can probably think of other brain teasers that work just as well. (The farmer taking a wolf, a sheep, and a bale of hay to market who has to cross a stream in a boat that can hold only him and one of his products at a time, for instance).

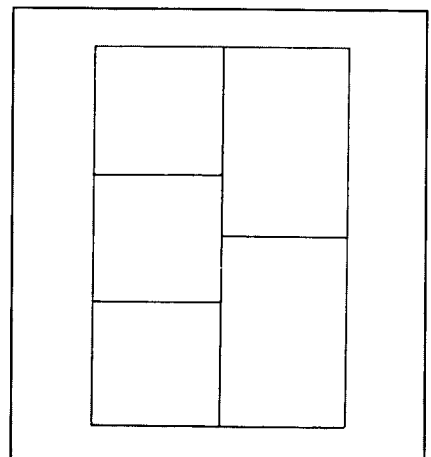
Grade each quiz, not on who solved the puzzles (although it helps if students can ultimately solve four out of five), but on who spent the most time trying to solve each puzzle.

It turns out that of all the qualities you could imagine that would go into an excellent programmer, tenacity is the best indicator of how good a programmer someone will become. Not math. Not science. Not the ability to handle abstract thinking. Tenacity—a quality that can help predict whether anyone will be good at anything!

Now all we have to know is whether learning to program develops tenacity. . . . —Dave Ruskjer. □

The author is President of Touch Talk Technologies, Inc., Takoma Park, Maryland.

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COMING EVENTS

F E B R U A R Y - A U G U S T 1 9 8 8

Kindergarten Curriculum Development Steering Committee (Loma Linda, California)	February 15-18
American Association of Colleges for Teacher Education (New Orleans, Louisiana)	February 17-20
American Association of School Administrators (Las Vegas, Nevada)	February 19-22
Christian Home Week	February 20-27
Science-Health Steering Committee (Loma Linda, California)	February 22-25
National Association of Secondary School Principals (Anaheim, California)	March 4-8
American Association for Higher Education (Washington, D.C.)	March 9-12
Association for Supervision and Curriculum Development (Boston, Massachusetts)	March 12-15
GC Spring Meeting (Washington, D.C.)	April 6-7
National Association of Elementary School Principals (San Francisco, California)	April 16-20
American Association of Collegiate Registrars and Admissions Officers (Nashville, Tennessee)	April 17-22
Canadian Education Week	April 17-23
Small Schools Needs Assessment Discussion Group (Washington, D.C.)	April 18
Educational Day-Elementary School Offering	April 23
Elementary Bible Steering Committee	May 2-6
Small Schools Steering Committee	May 9
Committee for Elementary Curriculum	May 10
Committee for Secondary Curriculum	May 11
NAD Curriculum Committee (Portland, Maine)	May 12-17
Union Directors of Education	June 7, 10, 13, 14
NAD Board of Higher Education	June 8
NAD Board of Education, K-12 (Washington, D.C.)	June 9
Kindergarten Curriculum Materials Workshop (Berrien Springs, Michigan)	June 13-July 1
Seventh Grade Bible Workbook Materials Workshop (Oshawa, Ontario)	June 13-July 1
Small Schools Manual Workshop (Collegedale, Tennessee)	June 13-July 1
Secondary Bible Teachers'/Principals' Conference Pre-session	July 14-16
Secondary Bible Teachers'/Principals' Conference (Berrien Springs, Michigan)	July 17-21
NAD Commission on Accreditation (Washington, D.C.)	August 2

BOOK REVIEWS

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horses, one can truly appreciate the commitment and dedication of those early ministers of the gospel.

The question of bearing arms and the "split" that has received attention in recent years are not ignored. V. A. Shelkov and his followers come under the spotlight. Even though church doctrine played little or no role in the schism, the wound was pronounced. Only after regular visits by the author (beginning in 1969), and by other church leaders, did healing begin to take place.

Adventists in Russia is neatly packaged, but the addition of some photographs would have enhanced its appeal. Unfortunately, the book is marred by some technical errors. Along with some misspellings, the introduction of a new word, *isprafnik*, on page 59, without giving a definition left this reviewer searching for a Russian dictionary, which was not readily available.

All 159 pages of the book make interesting reading. The author's sense of humor and use of anecdotes enliven that interest. However, this first published work on the subject, while enlightening and educational, merely stirs the appetite for a more encompassing tome. When one realizes the number of ethnic and religious groups, especially non-Christian, and those of atheistic bent that populate this vast region of the world, the gospel challenge becomes even more imperative. If the *glasnost* atmosphere continues, perhaps a more definitive work will be forthcoming.—Charles B. Hirsch.

Dr. Charles B. Hirsch taught history on the college level, and served as world director of education for the Seventh-day Adventist Church. At the time of his retirement, he was a General Conference Vice-President. He writes from Loma Linda, California.

**Mary Paxton Burks, RE-
QUIREMENTS FOR
CERTIFICATION. Chicago:
The University of Chicago
Press, 1987, 237 pages,
\$29.95.**

"Can you tell me the credential

requirements for Virginia?" Jane asked.

That call came the day I received *Requirements for Certification* to review. Such timing enables one to appear to be "with it."

If you want to be knowledgeable about certification requirements, this is an excellent reference. Unfortunately, it's like "Cliffs Notes" compared with ENGL 342—Shakespeare.

For a quick overview, the book does well. It outlines each state's requirements for school personnel, e.g. and articles.

Getting back to Jane, I told her that she *should* be able to get a Virginia teaching credential. "Should?" The requirements seem clear *after* the first one listed. It says, "... satisfy the requirements of Virginia's Beginning Teacher Assistance Program (BTAP), which is a program requiring the demonstration of levels of acceptable performance in certain teaching competencies." Sounds interesting, but what are they? No, not the NTE nor traditional education courses—they're also required.

The book does provide an appendix with the addresses of each state department of education so one can write and get the details. However, the "now" generation might have been better served if the appendix had also provided the telephone nu, elementary teachers, secondary teachers with specific majors, administrators, media specialists, school psychologists, et cetera. It doesn't provide *bon mots* to enliven a conversation, and it lacks a plot. However, it is true to its title, which can't always be said of some books mbers.

The book's binding and paper do not guarantee a long shelf life, but that's no problem because to keep "with it" one would have to get an updated edition every year. This might bother the treasurer, but it is the way to go.

This book should grace any reference shelf where questions are likely to be raised about state credential requirements. I did find it helpful.—Melvin Wolford. □

Dr. Melvin Wolford is Chairman of the Department of Education at Columbia Union College, Takoma Park, Maryland.

PUTTING SPICE INTO COLLEGE TEACHING

Continued from page 13

National Museum of Natural History to hear a lecture by Nobel Laureate Dr. George Beadle. His topic was the structure of DNA, which at that time few people knew anything about. Dr. Beadle met each attendee at the door. He handed each of us a pencil, a small pad of paper, and a package of Life Savers, warning us not to eat the candy until he told us to do so.

The auditorium buzzed with excitement and curiosity. We waited through the lengthy introductions, and finally the lecture began. All of us fidgeted with our Life Savers through Dr. Beadle's introductory remarks. Finally, he told us to put the pencil through the holes in the centers of the packet of candies. Three thousand of us obediently did so.

Dr. Beadle then said, "The pencil is the coiled strands of DNA within a coat of proteins represented by the Life Savers." How beautifully simple and clearly illustrated!

"Now," he added, "you can eat the candies." He went on to prove and amplify the concept during the rest of his lecture.

I am certain that not one of those present ever forgot that meeting. Dr. Beadle's masterful use of a gimmick made the point of the lecture, and we all had fun.

Gimmicks are always simple. I believe that it is best to use only one per lecture. I have used corks, strap hinges, tire pumps, pieces of rope, zippers, snap clothespins, mouse traps, and numerous other items to make a point. The best gimmicks are items that are familiar to every student.

The Massachusetts Institute of Technology, noted for the high caliber of its graduates, has an optional physics course that utilizes no textbooks. The course requires students to learn sophisticated concepts through the use of simple gimmicks. Students come to either a wet lab or a dry lab (liquids are used in one, but not in the