

Christian Educators Journal

Volume 21 April/May, 1982 Number 4



Business Education: Planning for the Challenge of the 80's



Christian Educators Journal

VOLUME 22

APRIL / MAY, 1982

NUMBER 4

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Manuscripts and correspondence concerning articles should be sent to the Managing Editor or Regional Editor. Book reviews should be sent to the Editor.

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STATEMENT OF PURPOSE

The *Christian Educators Journal Association*, composed of several members or sponsoring organizations, publishes the Journal as a channel of communication for all educators committed to the idea of evangelical Christian schools, whether at the elementary, secondary, or college level. The general purpose of the Journal is to foster the continuing improvement of educational theory and practice in Christian schools. Therefore, its pages are an open forum for significant articles and studies by Christian educators on Christian teaching. Editorial policy encourages those contributions that evaluate as well as describe existing trends and practices in North American education. All articles and editorials appearing in it are to be regarded as the expression of the viewpoint of the writers and not as the official position of the *Christian Educators Journal Association* or its member organizations.

EDITORIAL

The End of a Chapter

Occasionally the finishing of a task or term calls for a swan song from the retiree. A swan song, said to have been sung by a mythical swan just before his dying, may be appropriate in the world of feathered soloists, but since I am neither feathered fowl nor lyrical songstress, it is best that I reserve such an adieu to more accomplished singers.

Nor am I retiring. I am merely finishing one chapter in the volumes of *Christian Educators Journal*, a short, five-year chapter which sought to promote professionalism and growth among Christian educators.

The invitation to closing comment, it seems to me, is often merely the prattle of accomplishment. This I shall not do, for I have learned both from exposure and experience (and I am glad to have learned it) that God does not measure us by the end products. Mother Teresa stated it well: "God has not asked me to be successful; He has only asked me to be faithful."

Working on and for the *Christian Educators Journal* has been this editor's privilege, a splendid and professional opportunity to be faithful in pleasant and invigorating circumstances. I am grateful for the experience and I pray that God sees my faithfulness as a small, small measure of my gratitude for this opportunity in my life.

Even though the *Christian Educators Journal* will come "of age," twenty-one years, during this 1982 calendar year, it has not, professionally speaking, reached the peak of its growing potential and power. The magazine needs more subscribers, more contributors, but most of all it needs readers. Because of its distinctive purpose, to serve Christian educators primarily of (but not limited to) reformed faith, *CEJ* should saturate and permeate that audience, not only by being delivered to specified mailboxes, but much more importantly, by being opened, read, discussed, reacted and responded to. New ideas, problems, and issues will always remain to challenge the serious Christian educator.

In the period which lies ahead, many Christian edu-

cators and much Christian education may be tested; both may sometimes be found wanting. Only to the extent we accept, acknowledge, and live our *total* calling in the Lord will we be able to respond fully and Christianly. Many questions require answers and action:

- Around us we see the Christian school movement surge ahead, and we are grateful. Simultaneously Christian schools of Calvinistic confession worry because of rising costs and failing commitment. To what extent do we Christian teachers contribute to parental disinterest in Christian education for their children?

- As Christian schools mushroom, advocates of these schools sometimes present shortcuts to education and suggest that trained, well-educated, certified teachers, and sound textbooks and curricula based on tested philosophical foundations are no longer necessary. Can we articulate, in and out of the classroom, why we teach what we teach and how we teach?

- The growing controversy between certain Christian schools and government casts a stigma on all Christian education, and the fallout of this antagonism may be deleterious to Christian schools convinced that education must be excellent if it is to be legitimately called Christian. Do we know the difference between essential government regulation or assistance because the price of not accepting is too heavy?

- The struggle for equal treatment of and under the laws regarding the education of the nation's children, regardless of race, color, or creed (which just again was threatened by a White House directive suggesting overlooking the fact that non-profit educational institutions must remain non-discriminatory) must continue. What is the responsibility of Christian teachers to fight discrimination and bias within our schools, to help parents obtain equal education for their children under the law, regardless of whether that child attends public or Christian schools?

- And speaking of equal treatment, what are Christian educators doing to more fully utilize the latent and obvious talents of female teachers? What are we doing in the classroom, from kindergarten through college, to recognize and promote the principle that in Christ there is neither male nor female? That most roles assigned to men and women are culturally rather than Biblically based? Are Christian educators examining and correcting the confining role of women, releasing and encouraging women to develop all their talents, given by the Lord, to and for his service?

- The National Education Association, particularly defensive about public education, and understandably so, too often sees the Christian educational system and its teachers as enemy rather than ally. Although NEA belligerence springs from fear, its power asks our creative action where and when necessary. May or must Christian educators be involved in NEA policies and politics? Should Christian teachers speak to the oft-suggested licensing of teachers?

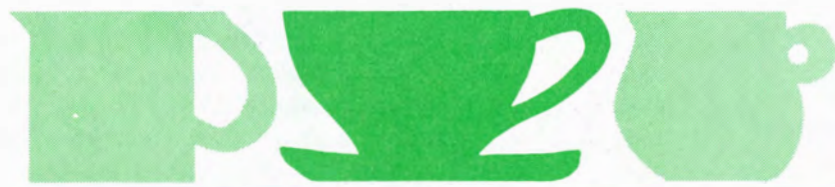
● Although these and other issues face us, none matches the urgency of the need to inculcate in the students that God called them and us to be responsibly involved in alleviating the awful hurt that shrieks at us from every arc and angle of this globe. What is man, the Psalmist asks in awe, that God is mindful of him? That person is so important to God that He sent Jesus Christ who gave his life for that human being! Dare we be any

less concerned? Can we convey this urgency to our students unless we first feel this communal and global pain and extend an open heart with a well-filled hand?

These are some of the challenges which remain to touch *CEJ* readers and writers... and the next editor. So to that new editor... GODSPEED.

The challenges are indeed great. But the God of challenges is very much greater.

lvj



the Asylum

What Price Glory?

H. K. Zoeklicht

Ginny Traansma, director of the *a capella* choir at Omni Christian High, sat stiffly on the worn couch at the north end of the faculty room, while two large tears left meandering tracks in the makeup on her cheeks. She dabbed perfunctorily at the tears with a Kleenex. Librarian Sue Katje offered a comforting styrofoam cup of coffee, but the sniffing music director shook her head negatively and waved it away.

At the coffee urn across the room, basketball coach Ren Abbot inquired guardedly from colleague Matt DeWit: "What is it with Ginny? Anything serious?"

"Well, it is for her," answered Matt, "and maybe it is for all of us. Public relations affects our paychecks, you know. And besides there may be a larger issue at stake here."

"Aw, c'mon. Can the mystery stuff. What happened?" begged Ren.

"OK," said the mathematician, "I'll tell you what Jenny Snip told me—and if the school secretary doesn't know what's happening, who does?" He paused deliberately to drain his coffee cup and then continued. "Ginny wants quality in her choir, you know. Well, she had tryouts about two weeks ago and she chose the kids she wanted in the choir, including Becky Mol. Then, more than a week later, Becky's voice didn't blend in quite well enough, so she asked Becky to step down, to leave the choir."

"Then what?" persisted Ren.

H. K. Zoeklicht is a serious Christian educator whose tongue-in-cheek comments expose our inconsistencies and weaknesses.

"Things really exploded then, that's what," said Matt. "Becky's folks complained to Rip and to someone on the board, too. Mol is kind of pushy anyway, you know. But Ginny wouldn't give in, and they've just had a meeting in Rip's office. I don't know what happened in there, but I'd bet it has something to do with those tears." He gestured towards Ginny across the room. "In fact," Matt added, "I'll bet Ginny got some kind of ultimatum."

Meanwhile, Sue Katje was attempting to comfort the troubled Ginny: "I don't care what they say, Ginny; you are the choir director and I think you are entitled to say who should be in your choir. After all, you get the blame if the choir isn't any good."

Ginny forced a wan smile. "Thank you, Sue," returned the choir director quietly, her voice still wobbling, "I really appreciate your saying that. After all, I want the best for our kids and our school. I do think we have a good chance for another Number One rating in the Spring Festival if I can maintain high musical standards, and I don't want to compromise them. I don't think Omni should ever apologize for excellence." She looked directly at baseball coach Steve VanderPrikkel. "What do you think, Steve? Shouldn't we try for excellence? You teach your boys to be winners, don't you?"

"Ya, well, yes and no," responded the coach. "I guess I do stress winning, but I'm not sure I'd drop a player right after I'd put him on the team. Y'see, I don't mean to be critical, Ginny, but I can see why

THE ASYLUM, continued on page 6.

Becky is upset—and her folks too. You have a good choir, and kids see it as an honor to get in it. Now that you canned her that way, I'm sure she is really embarrassed. And her folks must hurt for her. How do they explain it to their friends, y'know? Couldn't you just ride it out for the rest of the year? Put her on the bench, so to speak, or ask her to keep her voice down? Becky is a senior, you know."

Ginny's face flushed quickly. "Would you use a player who blew your chances of winning a baseball tournament?" she shot back.

"Yes, I would," firmly retorted the prickly coach. "I like to win as well as the next man, but I think we need to build character too. Sometimes us coaches go on ego trips, y'know, thinking about the thrill of being named coach-of-the-year or getting a state rating or something, but us Christian coaches have got to think of the kids' welfare before our own. And that goes for you choir directors too. I hate to say this, Ginny, but I think Becky has a case. You gave her a raw deal. That's my honest opinion."

Now Ginny's voice went shrill. "Oh, it is, is it? And aren't you the coach who gives his players five dollars every time they hit the pitcher with a line drive? Is that for building character too?"

Steve VanderPrikkel's face turned red as he grinned sheepishly, glancing around quickly to see if anyone had overheard. Someone had.

"Now just a minute here, just a cotton-pickin' minute," came from an agitated Ren Abbot, basketball mentor of the Omni Eagles. "Don't you go pickin' on a coach for encouraging a little aggressive play. Everybody expects that; it's perfectly okay. A coach's position is a little different from yours, Ginny. There's no pressure on you to have a winning season, but if we don't win, we don't last long. That's just the way it is."

Ginny's voice shot up a whole octave. "Oh, *now* I understand you, Ren. Now I understand you. That explains why during the district tournaments last year, when Bob Hamming had strep throat, you had him skip school so that he could stay in bed all day, penicillin and all, and then get up and play on your basketball team at night. *Now* I understand you, Ren."

Principal Peter Rip had been listening to the conversation with considerable nervousness. His head had been jerking back and forth like an oscillating fan as he tried to follow the angry dialogue. Twice he had raised his pudgy hand and tried to interrupt his untypically irate choir director, but without success. Finally he stepped right between the disputants and spluttered, "Now, you listen here, both of you, all of you. I don't want to hear another word about this. And don't you carry on this childish talk outside either. Don't you breathe another word of this misunderstanding. Not a word. People simply will not understand. You understand? Why, just think...."

But the aroused choir director was unimpressed. She

got up from the couch and pointed her thin finger at the startled principal. "Why should I listen to you, Dr. Rip? You knew about that last year, too. You even discussed it with Ren. And you approved. You always prate about academic standards and moral values, but you preferred to have Bob Hamming on the basketball floor instead of in the classroom. Somehow I'm beginning to think that in your books a basketball championship has priority over a Number One in the Choir Festival. Better public relations, that's it, isn't it? More headlines for Omni when we win ball games, right? When we won a State Championship in basketball, we had a glory day. Cancelled classes! But, when we got a first in choir, you merely announced it in chapel. Well, I think it... it... stinks!" The last word was blurted out in an angry sob.

At this crucial moment, John Vroom, Bible teacher, oozing confidence, stepped forward with a Parkay smile on his face, gave Rip a secretive, comradely wink, and announced grandly that "'A soft answer turneth away wrath'. After all," he intoned, "we all want what is best for our covenant youth so that they can wear the armor of the Lord in all of life, and that includes not just knowledge of the Word but of music and sports as well."

Bob DenDenker, who had been slowly packing his Dr. Grabow pipe with mild Amphora, rolled his eyes at Vroom's wisdom, shook his head and smiled sadly at Matt DeWit. "Wow!" he said, "there's enough scandal here for a good muckraking column. Hope those kids on *The Signal* staff don't pick any of it up."

"Yeah," came from DeWit, "but I'm afraid the choir thing is already out. People at Second Church were discussing it in our fellowship group Sunday night. I guess the Mols are really hurt—and talking. And I guess I can see why. My own Marla didn't make Ginny's choir either, and in a way I feel gypped. She can sing reasonably well. I know she can. But she's not good enough for Ginny. So... she can't be in the choir. Sometimes I think these prima donnas build their own reputations at the expense of our students but in the name of the Lord."

"I know what you mean," said the history teacher, "but there is another side to it. We force our coaches and directors into a position where they are judged publicly for their success—for their ratings and championships and so on. You can see why they want to use only the best players and singers—and why they find themselves rationalizing some indiscretions. Isn't that right?"

"Maybe that's our mistake," said the math teacher. "Perhaps we shouldn't have interscholastic competition at all. The newspapers wouldn't mention Omni's ratings, and the VanderPrikkel's and Traansmas and Abbots could be educators instead of entertainers and more concerned about the welfare of each student instead of worrying about the image."

"Maybe," said DenDenker, blowing a huge cloud of

blue, aromatic smoke towards the ceiling.

Just then Ginny Traansma brushed past her colleagues and stalked out of the faculty room. Her quick, clicky steps echoed down the corridor. Ren Abbot rushed worriedly after her, muttering to DeWit as he walked by, "I guess I really put my foot in it this time, huh?"

John Vroom, gazing at the empty pastry tray next to the coffee urn, bellowed, "There aren't any doughnuts! Whose turn was it to bring the doughnuts?"

It was 10:17 a.m. Omni's teachers went to their third-hour classes.

In Search of Community



Agnes Struik

"I believe in the communion of saints." We said it every Sunday as children.

"Love your neighbor as yourself." What did that mean to me in my growing-up years—not to have arguments; not to be angry; peace at all costs?

"Everyone needs a Christian community, needs to be part of the body of believers." During painful adolescent years we often ask why? What's so special about it?

Finally in college I had my answer—a Christian community is *a group of people who live and struggle together, who uphold, support and care for one another.*

Wow! That sounds great!

I entered my first community with excitement and anticipation. There I found some loving and caring people, but the overriding sentiments were of criticism, anger, judgment and loneliness.

In the second community I found people going through all the motions of the Christian community, but we received the cold shoulder if ever we expressed ideas contrary to those traditionally held. It wasn't long before I realized I couldn't be accepted for myself. Soon I felt shut out and lonely.

In the third community I became a leader. Finally I was in a position to relate my ideas about Christian community. I told the people they must love each other. I

said they shouldn't be defensive about having other denominations in our school. They should be open to others and their way of worshipping and living out their Christian life. I told them they had to love, care, support and understand one another; unfortunately, we couldn't be open and honest with one another. We became defensive and once again I began to feel alone. Instead of a caring, supporting network of people I found only a few very busy, concerned, and overworked Christians with whom I could bare my soul. I began to despair of ever experiencing the kind of community depicted by the New Testament church. Was all this idealism? Would I never be able to experience a Christian community?

Two things happened to me as I continued in my search for community. We moved into a house with another couple where we tried to live in a communal way. Through this experience and others I became involved in personal therapy. I became aware of my difficulty in reaching out to people and in receiving help and love from others. I became aware of how much I wanted to love others, and have them love me, but how little I loved myself. For the first time in many years the Great Commandment took on meaning. I began to appreciate and love myself and in turn found myself loving and being loved. I marvelled and still do marvel at

IN SEARCH OF COMMUNITY, continued on page 8.

Agnes Struik is a curriculum consultant for the Curriculum Development Centre of Toronto, Canada.

IN SEARCH OF COMMUNITY, continued from page 7.

the wisdom of the Lord when He said, "Love your neighbor as *yourself*."

Two years later I began to work for the Curriculum Development Center of Toronto as a classroom consultant. I saw children. Some were kind and sensitive to others but many were fighting and hurting one another. I saw the lonely, the left out, and the angry defensive students who bullied their way around. I saw the students with less academic ability timidly hanging back. I saw shy children. I saw hurt children. All were playing games to retain their rather precarious sense of selfhood. Sometimes their games meant putting others down, or applying peer pressure, or playing oneupmanship. They had neither the time nor energy to help one another, build bridges, or send messages of love to one another.

I know from my own experiences and from watching children that they begin recording feelings long before they record facts and rules. I know that children are powerfully affected by non-verbal communication. Long before they understand our words, they interpret the tone of our voice, our smile, or our touch to their bodies. I know that if children are going to experience love, care, and understanding among one another, we will have to live out these expressions with them in their day-to-day living in the classroom. Only then will credos like "I believe in the communion of saints" and "Love one another" and "Love your neighbor as yourself" become meaningful. Only then can children safely experience openness, confrontation, love, care, and warmth. We cannot just tell children how to live or even do things for them; we have to do things *with* them. Then our question will no longer be, "How can we make our students into Christians?" but rather, "How can we be Christians with our children?"

Some teachers *are* nurturing a community of learners in their classrooms. These teachers know that if children are "to love not in words or in tongue, but in actions and in truth" (I John 3:18, NIV), then they will have to help children experience the marks of the Christian community.

I worked with a teacher in a grade-five-and-six class which was not a particularly easy group since there were students with unique personalities and learning styles. The teacher encouraged group work so that students would learn to work together. When problems arose in the groups she encouraged the students to express themselves and to find ways of working together. The teacher met with each group to help them set directions, determine the scope of their project, set limits, delegate work, and suggest materials and books they would need to complete their project. Some groups were able to work with a minimum of problems, others seemed rather volatile. I watched the students closely and wasn't surprised when one of the students came to me. "Mrs. Struik, we need a circle session." Several others agreed. The students took a break from their projects and

assembled on the floor in a circle. Some were quiet, others were ready to express all their frustrations. Tony began, "We can't get anything done in our group. Terry is always . . ."

"Wait a minute," I cautioned Tony. "Can you tell me how *you* feel rather than telling me what Terry did. Can you begin with 'I feel'?"

"I feel mad and upset when we don't work together and I get most upset when Terry won't do what we all agreed to do."

It was an intense time of confronting each other on actions and activities which had impeded communal learning. The students were subdued at the end of the first round but we had definitely resolved many of the tensions and the difficulties in getting along with each other. It wasn't easy to confront fellow students honestly and openly. It wasn't easy to say what was on your heart knowing that you were risking a friendship or acceptance by your classmates. Yet these students were taking important first steps in forming a *community* of learners. Sharing honestly, risking reaching out, learning how to express feelings with honesty and sensitivity, and taking responsibility for what you are saying by using 'I feel. . .' rather than the more judgmental statement of 'You always . . .' are ways in which children began to open up their hearts to each other. Changes in attitudes didn't come overnight. They had to be nurtured and fostered with patience, care, understanding, and sensitivity.

Because the students were feeling emotionally exhausted, we concluded that session with an activity to build each other up. Some of the students expressed not feeling connected with or important to their classmates. Students took turns standing in the center of the classroom. Fellow students stood in whatever proximity to that center student they felt comfortable. In the concluding discussion students expressed their feelings.

"I never knew so many kids cared about me."

"I feel so good now."

"Mrs. Struik, you know, all those kids stood right around me, but I don't know if I believe they all like me." This was an important response. Previously the teacher had been encouraging the rest of the students to include Steven in their activities but somehow it never seemed to work. Now I realized it was Steven who couldn't accept their reaching out. I knew my attention would have to be focused on building Steven's self esteem and helping him accept the compliments and warmth which came his way.

"Mrs. Struik, I'm glad that the people who stood by the wall stood there because I didn't like them either." This resulted in a lively discussion about the ability to respect someone as a person, as a fellow classmate, without having to make him your bosom pal. Just what did it mean to love one another? We talked about personality clashes, interest differences, and family backgrounds. The respect and understanding that developed was beautiful.

In another circle each student took a turn in the middle of the circle while each classmate complimented him. I put my finger under the chin of a downcast student. He looked up at me with tear-filled eyes. "I never knew anyone cared."

A teacher shared with me, "I didn't know my students had those kinds of feelings for me. I felt so vulnerable."

Too often we experience the pent-up anger, put downs, and judgements which break communities apart as expressed in Gal. 5:13-15 (NIV), "The entire law is summed up in a single command 'Love your neighbor as yourself.' If you keep on biting and devouring each other, watch out, you will destroy one another." These students were beginning to experience what it means to build each other up and support each other honestly. They are building up their love for themselves and in turn for each other.

I am excited by what I am seeing in classrooms and in the lives of students. The Scriptures call us over and over again to love one another.

"Love your neighbor as yourself. Love must be sincere . . . Be devoted to one another in brotherly love . . . Share with God's people who are in need . . . Practice hospitality. Live in harmony with one another . . . If it is possible, as far as it depends on you live at peace with one another." Romans 12:9-18



How Does Your Ship Sail?

Lorna Van Gilst

Lake Tahoe is a gem. It dazzles in brilliant blue reflection of the summer sky. Sailing beautiful Lake Tahoe should be pure joy. My first attempt, however, was anything but joy.

The setting was perfect. The boat was well-kept. The wind was cooperative. The instructor was experienced—but the teaching method was wrong, at least for me. The master sailor explained every technique thoroughly, chiding me to note wind direction, angle, and billowing of sails. I confess, it made little sense to my bookish brain. When my instructor and I were equally frustrated with my lack of comprehension, the third occupant of the misguided vessel, my former roommate, gently suggested, "Why don't you show her a book on sailing with diagrams and explanations. I'm sure that would help." My friend was right! She knew from our college years that I am basically a visual learner.

Lorna Van Gilst, the editor-author of this column, is a teacher in the Ripon (California) Junior High School.

"There is no fear in love. But perfect love drives out fear." I John 4:18 (NIV)

"Dear friends let us love one another for love comes from God. Everyone who loves has been born of God and knows God." I John 4:7

I believe in Christian community with an even stronger and firmer conviction. I've experienced it myself not with people located in one area, but with likeminded people across Canada and the United States who have given me support and love. I have seen bonds of understanding and love begin to grow and develop among students in classrooms.

Stories of the Good Samaritan or commands to love their fellow man mean little to students if they cannot experience love and support in their day-to-day lives with their teachers, fellow students, and families. If Christian education is to educate for Christian life and if we are to be models of Christian living, we cannot be expected to have all the answers or blueprints for the future generation. We cannot be expected to teach students without making mistakes, but we CAN be expected to be *faithful* to God's calling to love our neighbor as ourselves. This is of crucial importance in our schools because if children cannot love then all else is as a noisy gong and a clanging cymbal.

That summer experience prompted me to consider how my students must feel sometimes. As I studied various learning methods in more detail, I decided to test my students as to their most effective method of learning, whether it be visual, audio, or kinesthetic.

The test I used consists of lists of items and numbers for the students to try to remember. (The length of each list depended on the maturity of the students.) Limiting the group to fifteen or fewer, I first wrote a list of items on the board, allowing my students to watch but not copy it. They were given a minute to study the list before I erased it. For the second test, I gave a list of items orally, written neither by the teacher nor the students. The list was dictated slowly, twice only. For the third test, I dictated the list while the students wrote down each item named. After copying that list one more time, they were asked to turn the paper over to write the items on the back side.

Word lists were used for all three methods the first

THINKING THIRTEEN, continued on page 10.

THINKING THIRTEEN, continued from page 9.

time; then number lists were used for each of the methods. Number lists tended to provide a better opportunity to evaluate.

As students studied each list of items and numbers, I observed their reactions. Visual learners usually closed their eyes or looked at the ceiling or floor as they tried to recall a visual picture. Audio learners moved their lips or whispered as they tried to memorize. Kinesthetic learners tended to use their fingers to count off items or even write in the air.

After each presentation, I asked students to recite the items from that list, not necessarily in order, and only if they wished to volunteer. Students with photographic minds—of whom there were few—were disturbed unless lists were repeated in exactly the same order as given. Usually the first students to volunteer were those with strengths in the particular method being tested.

Following the tests, I asked students with which method each felt most comfortable, thus comparing their choices with my observations (marked on a class list). Next, I explained the value of knowing the test results. I urged the students to take advantage of their natural way of learning, meanwhile also encouraging them to develop less-used methods of learning.

While all three methods included the need to write, I noted that visual learners often learn fast, but they can forget equally fast. Visual learners can strengthen recall by writing and outlining the subject matter.

Audio learners can benefit greatly by the use of the tape recorder. The more they hear a subject, the more recall is possible for them. They can best study notes or memory work by saying the material a number of times or by listening to it again.

Since kinesthetic learners best learn by writing the material studied, they too should outline material for memory or write and rewrite lists such as spelling words.

The photographic mind can forget as fast as it learns. Such a mind often has difficulty with abstract thinking, especially in mathematics. Therefore, students who learn photographically can benefit by seeing pictures in association with abstractions.

The best students, as expected, tend to demonstrate a high level of ability in all three learning methods. Those who depend on only one method can help themselves by getting more practice in the other two methods.

What does all this information say about the teacher? Do not the foregoing suggestions imply that basic responsibility for learning lies with the student?

On the contrary, this knowledge should make the teacher even more conscientious about presenting material in ways that benefit each of the learning types. Even when giving assignment directions, the teacher should consider every student's strengths. That means the teacher should write the assignment on the board or overhead projector, read it aloud, and require every student to copy it on an assignment sheet. Complex directions should be duplicated and distributed to students

and then be read orally in class.

Concerned teachers can also help their students by utilizing various methods in their teaching. The teacher who uses the lecture method exclusively is being inconsiderate of visual and kinesthetic learners. When requiring students to take notes, the teacher can promote accurate learning by writing key items on the board in addition to saying them. Time should be reserved before the end of the period to summarize orally and put new material into perspective.

Another consideration for teachers is testing. I believe testing is intended to evaluate not only how well the student has learned but also how well the teacher has taught. Therefore tests should be constructed and presented in such a way that no student who is well-prepared can misunderstand the requirements. While oral quizzes might be used effectively to encourage listening skills, it is hardly reasonable to give a lengthy or highly-comprehensive test orally.

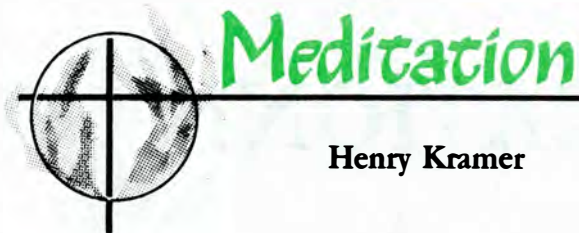
Furthermore, the format of the test must be designed to avoid a student's overlooking any directions or questions. Key words in the directions can be capitalized or underlined. Questions should be spaced far enough apart to prevent a student skipping any. If the teacher requires listening or categorizing, headings and numbering for required items can help the student understand what is expected. By all means, tests should be legible—not scrawled in late-night longhand. Tests are not supposed to be tricks.

Before permitting students to start a test, it is important to read the entire test aloud, both to help the student get an overview of the material and to clarify directions, particularly for audio learners.

Teachers need to be willing to offer alternative testing methods to those students who have a distinct difficulty learning visually. Perhaps those students need to be taken aside discreetly and be given an oral test on an individual basis. (Such a situation might best be explained first to the entire class, with an emphasis on accepting one another's individual differences.) Visual learners who "clam up" under verbal testing may need to see the questions in order to comprehend them and to remove the pressure that prevents their clear thinking. Kinesthetic learners may be helped by tactile experiences, even in testing.

Surely we educators have heard somewhere along the lengthy line of methods courses that we are supposed to use as many of the senses as possible to increase effective learning. Most of us agree; that idea makes sense. We find, however, that it takes work to build variety into our lesson plans. How much easier it is to say, "Study pages 153-159 and answer the questions." But will that really suffice?

Remember, some of your students will need an instruction book with diagrams, some will need your spoken directions, and some will need a sailboat in their hands before they can skim the waves of beautiful Lake Tahoe.



Henry Kramer

**The Biblical
guideline for
handling problems
with others as
found in Matt. 18:15-17 and 21-22**

Matthew 18:15-17

If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen even to the church, treat him as you would a pagan or a tax collector.

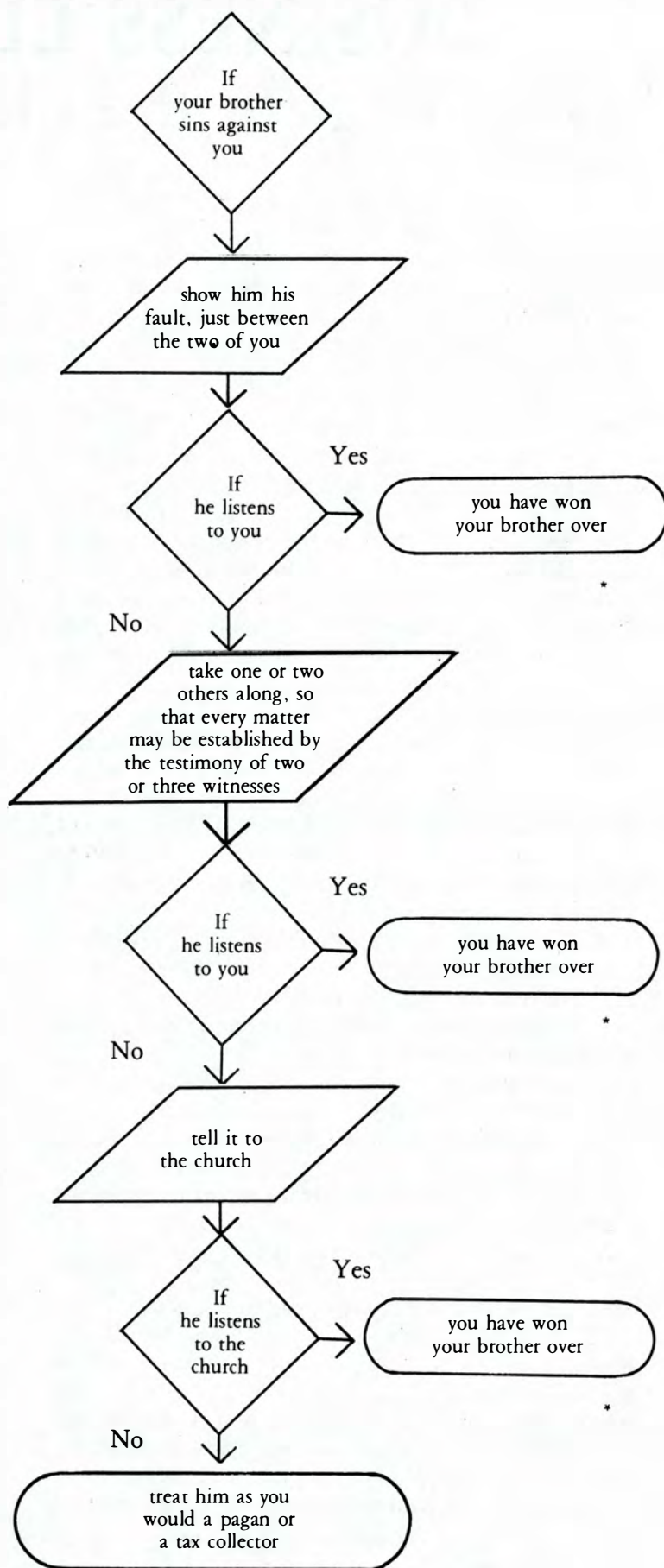
Matthew 18:21-22

Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother when he sins against me? Up to seven times?"

Jesus answered, "I tell you not seven times, but seventy times seven times."

*How many times shall I forgive my brother?
Seventy times seven times

Henry Kramer is the principal of the (Minnesota) Christian High School, Edgerton, Minnesota.



BUSINESS EDUCATION:

Planning for the Challenge of the 80's

Jack E. Brothers

Are you evaluating and planning curriculum with the business community and post-secondary business school administrators?

Are you keeping "business" in the business classroom?

Are you helping students in your classes assess careers?

These are just a few of the critical questions that must be addressed by business educators immediately if the needs of the students, and the businesses that will hire them, are to be met. The pressure on business education today, indeed on all education, is great. The expectations of the public are not being met. Although most of the clamor and dissatisfaction is focused on the public schools, are we in the Christian educational system sure our schools are in order? Are we prepared for the challenge of the 80's?

There is considerable competition in the work force today. Although the current sluggish economy heightens its highly competitive state, it is other trends that are more significant.

- For the first time over 50 percent of American women with children under age 18 work outside the home.
- The work force is more educated. In 1940, only one in 22 workers was a college graduate. Today the proportion is one in four.
- Since Congress decreed that employers cannot force their workers to retire before the age of 70, there will be changes in the age distribution of workers. If people are postponing retirement, then job opportunities at the entry level will be further tightened.

What do these trends and developments mean for the field of business education?

EVALUATION AND CURRICULUM PLANNING

First, the current curriculum must be evaluated and future offerings planned in light of the trends and developments in the workplace. Second, any approach to the further development of business education should be community wide. Curriculum evaluation and planning should not be the task of department faculty, principal and/or curriculum coordinator only.

The business community must be actively encouraged

to participate. Its participation is important largely because we are trying to fill their needs. Soliciting their ideas must be somewhat structured. An advisory committee of business people who are encouraged to make



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recommendations and who are taken seriously is one approach.

Also, consult with the business educators at post-secondary institutions where students tend to matriculate. The students can only benefit from open and active communications between schools. There are tremendous opportunities for stepped-up skills development when secondary school programs mesh with those of the advanced institutions. Duplication of programs is counterproductive and great gaps between them puts an unnecessary burden on the students.

EROSION OF THE BUSINESS CURRICULUM

"Is the business education department teaching *business*? Or have you lost one more course to another

discipline? Economics to social studies, perhaps? Consumer economics to home economics?"

These are challenges posed to business educators in "The Open Forum" of the May, 1981, issue of *Business Education Forum*. In all too many schools there is considerable erosion of the course offerings taught by the business education faculty. Added to the above list might be the loss of business communications to the English department and business math and computer science to the math department.

Are we avoiding the courses where students learn *about* business? Have we fulfilled our responsibilities if we are excellent skills teachers, preparing students *for* business?

The field of business education is twofold. We teach *for* business, and we teach *about* business. Teaching *about* business is equally important. Business education needs to be perceived as "general" education for all students or the image of the "bus ed" teacher will continue to deteriorate. Furthermore, it is in teaching *about* business that we have the greatest opportunity, and the greatest need, to integrate our Reformed faith into course content.

Business teachers need to "think business," which means going beyond the narrow view of skills and technology. It implies looking at the complete business operation. As professionals who move among business people, we need to view ourselves as an integral part of that business community. We need to teach both the content and the skills. Only then will we be seen as something other than "just a typing teacher" or "just a bookkeeping teacher."

CAREER PLANNING AND CURRICULUM

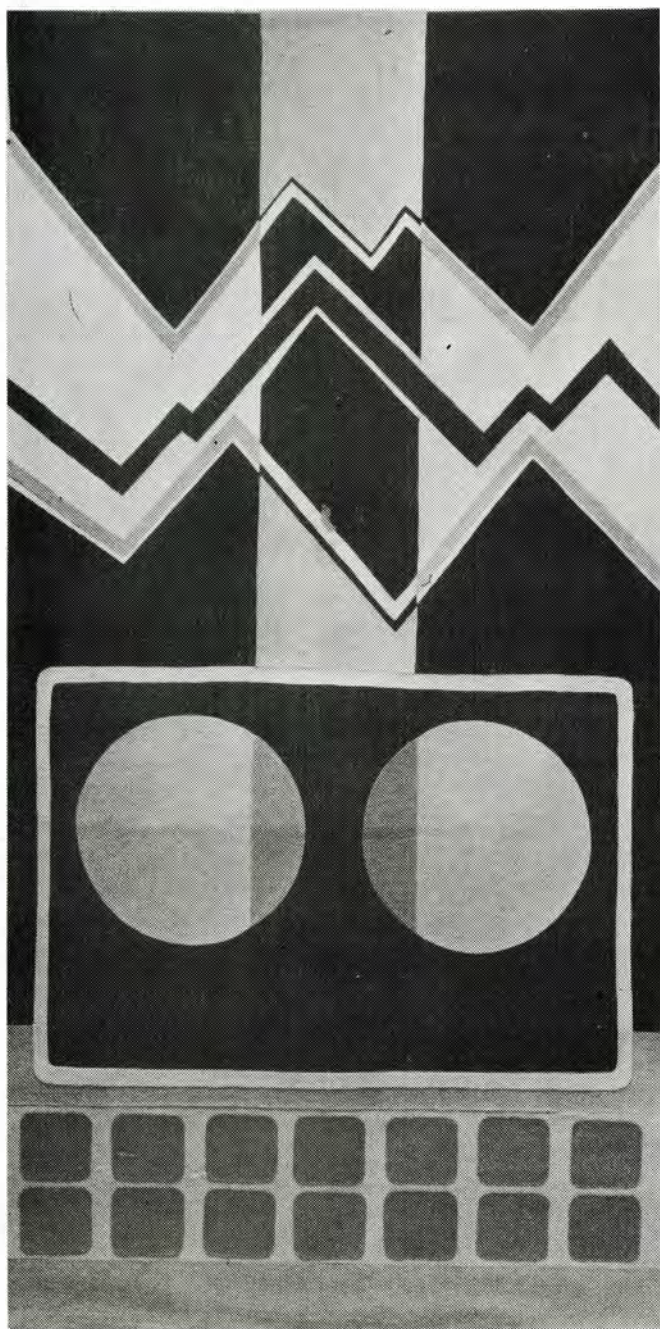
Are you helping students assess careers *in the classroom*? Or have you relinquished that responsibility to guidance counselors and ECO (Exploring Career Opportunities) volunteers?

The classroom teachers have daily interaction with business students and teachers are the individuals within the school who are truly knowledgeable about business careers. Furthermore, students accept help and guidance more readily from people with whom they have regular contact and in whom they have confidence.

The task of integrating career planning into your courses is not a simple one. If you are not doing it at this time, then to do so is an additional burden. However, like the integration of our Christ-centered world-and-life view, it should be an essential ingredient in all of our business education courses. In fact, one of the first steps in examining careers is envisioning one's self in a career. If our young people are to have a clear vision about their life's work, it must be in the context of their world-and-life-view. That begins only when their first question about careers is, "How can I best serve God in my life's work?"

There are many practical ways in which students can

BUSINESS EDUCATION, continued on page 14.

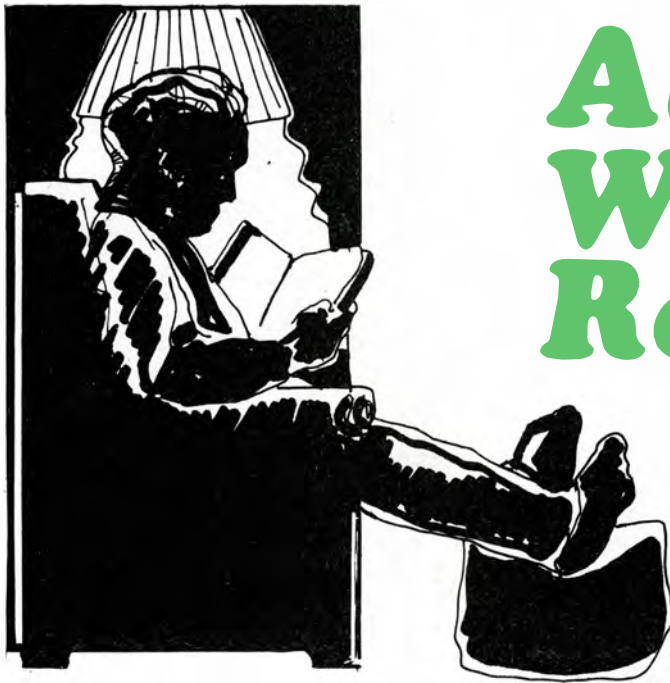


be helped in determining the answer to that question. Teachers should be positive yet realistic about the career options that are logical outcomes of the courses they teach. Both positive and negative points should be raised about the economic, psychological, and emotional costs and benefits of each occupation. As much information as possible from as many points of view as possible should be presented and discussed openly.

Role models may be the single best means of helping students explore careers. Invite career people into classes to discuss their lives and the results of their career planning or the lack of it. Ask them to stress from their personal perspective the interaction of their personal and professional worlds. The range of people should be from the top executive to the recently hired high school graduate.

SUMMARY

Business education attracts a wide spectrum of students, students with varying objectives, God-given abilities, attitudes, and socio-economic backgrounds. Business is an attractive field for students because they perceive it as relevant. They know that business and industry have a need for employees with varying skills. No discipline can match the record of business education in teaching meaningful vocational content to students. Therefore, seek to raise the visibility and credibility of the important work you do by encouraging community involvement in curriculum and career planning. "Think business!" And teach *about* business *and its place in the Kingdom*. Finally, recognize yourself as a professional, integral part of the business community just as God recognizes you as an integral part of his eternal plan.



Adults Who Read

Gloria Goris Stronks

We have known for a long time that habits and attitudes formed during childhood affect habits and attitudes of adults. We live in a constant process of becoming. While we are growing older many psychological and sociological events in our lives work together, creating the elderly person we shall become. One of these events is our reading.

A mature adult avid reader is one who enjoys reading and considers it an important part of a total life. He reads widely, covering a broad range of interests. What causes these individuals to develop their reading potential? What synergetic factors make some people avid readers while others choose not to read?

Teachers in Christian elementary and secondary

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schools diligently teach students to read and to use reading skills in various subjects. Many teachers are also aware of the importance of helping students learn *to enjoy* reading, and they use reading-interest groups and sustained silent reading to encourage this reading enjoyment. However, too often teachers begin such activities enthusiastically but discontinue them after a time because of the teacher's nagging suspicion that if she is not actively teaching, students cannot possibly be learning.

Many behavior patterns learned early remain to influence all further learning. Research appears to support the notion that the age at which a person begins *to enjoy* reading affects future reading. Children who learn to enjoy reading during the early school years will likely become adults who read. An attempt was made to predict which teenagers would move into a lifelong attach-

ment to books, based on the types of books they read. It was noted that more than 75 percent of the adult readers responding to the survey had as teenagers read biography, poetry, historical novels, and history.

What about folks in their middle years? Those nearing retirement? Research demonstrates that the folks who lived later years with the same zest as early years were men and women who had always assigned self-chosen tasks to themselves. In leisure as well, these people chose activities which provided fulfillment. The survey demonstrated that helping and guiding adolescents in their ability to think about life will help them to answer problems they may face during middle and old age; much of this learning comes from education in philosophical thinking and in psychological self-evaluation, together with guidance in reading during adolescent years.

Most mature, avid readers display a vital, compelling, and central interest which exerts a strong influence on the nature and scope of their reading activities. This interest may be religious or philosophical and it usually relates to something outside their daily needs. It may be a concern for justice and equality of opportunity, for helping others to understand and make adjustments to the demands of current life, or for translating ideas to others in a succinct and intelligible manner. At times the focus may be literary or cultural and may result in a turning away from present realities.

Contemporary avid book readers are not isolated people, but are people who wish to communicate their thoughts to others by means of conversation. They are people who expose themselves to the influence of society.

But in order to do this, one might ask, in an age of electronic communication, is it important that adults be mature *readers*? To what extent do adults use reading as a coping mechanism, for example, to help with the problems of life? What effect do the problems of life have on the reading patterns of adults? In an attempt to find answers to these and other questions, this writer surveyed 120 readers aged 60-64, randomly selected for personal interviews, and the results have been tabulated.*

Three-fourths of the individuals reported that worry and depression change the amount of time spent in reading, with nearly 80 percent indicating they read less during such periods. They suggested that their powers of concentration decreased, but that, when they could force themselves to read devotional material or encouraging books, such reading helped them through the periods. Those who did not read less during periods of depression said that devotional reading comforted them so that although the quantity of reading did not change, the quality did. Few appeared to use reading as escapism during periods of worry or depression.

Periods when the individuals read more than at the

*A copy of the table showing the questions and answers by frequency distribution may be obtained by requesting it from the CEJ editor.

present (the time of the survey) included years when the children were young and reading was used to escape, years before television became such an important part of life, years of economic depression when there was little money for social activities, and times of recovery from illness. Periods when individuals read less than at the present (the time of the survey) included times of mental depression, periods when books were not available, or years when the children were young and life was very busy. The years between ages 29 and 50 were seen as such a busy time because responsibilities of work and family life prevented relaxation enough to read. Respondents said they tended to move away from the reading habit during those years and it was difficult to regain the habit.

The findings indicated not only more avid than moderate readers and more moderate than minimal readers had been read to frequently during childhood, but also that they as children had read much.

Although only 25 individuals said they watched much television, they reported 2-30 hours of viewing each week, which range was the same for individuals who said they did not watch much television.

Adults classified as minimal and moderate readers expressed concern about not having learned to enjoy reading during childhood. They questioned education which teaches children how to read but does not concern itself with reading enjoyment.

Adults classified as minimal and moderate readers expressed concern about not having learned to enjoy reading during childhood. They questioned education which teaches children how to read but does not concern itself with reading enjoyment. Above all, these individuals indicated not only their desire to be better readers but also their need for continued mental stimulation and intellectual growth. If that is true, then one of the tasks of the middle-aged adult may be to learn new behavior patterns which go counter to the sense of time-urgency, competition, and striving of earlier years. This would include learning to relax and to read for enjoyment, spiritual benefit, mental stimulation, and intellectual growth.

What then is the implication for teachers in Christian elementary and secondary schools? Educators need to help parents understand not only that there exists a relationship between early childhood experiences with books and a total life of reading, but also what that relationship is. Knowing God and enjoying Him includes the ability to appreciate and enjoy the gift of good books. This ability needs development and stimulation. Teachers at all levels must recognize the importance of reading *enjoyment* and should provide opportunities for encouraging the growth of this enjoyment in all classrooms.

THIS LOOKS FAMILIAR—

Understanding and Reducing Plagiarism

Larry M. Lake

Early on a March morning in 1979 a series of horrifying events at the Three Mile Island nuclear power plant in Pennsylvania nearly became a major disaster. Nearby towns were evacuated. Later many people filed lawsuits. Areas in that plant are still contaminated, and debate continues about who will pay for cleanup. Subsequent investigations of the incident revealed operator errors, inconsistent procedures, and possible inadequate training.

So what does this have to do with plagiarism or education or Christianity? After all, this is an education journal, not *Reader's Digest*!

On July 29, 1981, the *Philadelphia Inquirer* published a remarkable story (see sidebar):

As of July 29, 1981, cheating had not been proved, and even if it had been, it doesn't mean the operators cheated to get approved when they worked in the control room that day in 1979. But this does suggest some of the implications of all forms of cheating.

Plagiarism may be far more prevalent in your Christian school than you realize. "But we have rules against it! And last week's chapel speaker preached against it!" Yes—and our rules and attitudes and lack of rational explanation may be encouraging students to cheat. Some assignments may be asking for plagiarism, may even be impossible to complete without plagiarizing.

Plagiarism has much broader dimensions than simply the pirating of a part of a report. Copying homework, cheating on a test, using illegal aids in writing, and avoiding reading by quizzing other students on a book's contents are all forms of plagiarism. Broadly defined, Plagiarism is the student writer's irresponsible use of another's information. In addition to piously warning students that "plagiarism is stealing," we must educate them to see that such behavior can become a habit.

None of the ideas in this article were stolen from:

A. E. Malloch, "A Dialogue on Plagiarism," *College English* 38, (October, 1976), pp. 165-174.

That article is recommended for further reading.

Larry M. Lake is head of the English department at Delaware County Christian School, Newtown Square, Pennsylvania. He is president of the Association of Christian Teachers of English.

Christ tells us in Luke 16 that "he who is unfaithful in small things is unfaithful also in large things." However small an incident of plagiarism may seem, it can lead to deterioration of other moral values and adversely affect many other human beings.

Cheating is suspected

By Michael B. Coakley
Inquirer Staff Writer

The Nuclear Regulatory Commission (NRC) is investigating possible cheating in requalification tests given to 36 operators at the Three Mile Island (TMI) nuclear power plant, officials said yesterday.

The operators who took the examinations in April included some who were on duty at the power station in Middletown, Pa., on March 28, 1979, when the plant's Unit 2 reactor was damaged in the nation's worst commercial nuclear accident, officials said in telephone interviews.

Frank Ingram, an NRC spokesman in Washington, said in a telephone interview that the agency's Office of Operation and Inspection was investigating the possibility that at least a few of the operators cheated on the tests. Ingram said a review this month of the test results showed "possible improprieties." He declined to elaborate, saying the investigation was continuing.

Doug Bedell, manager of media relations for the plant operator, GPU Nuclear — formerly Metropolitan Edison Co. — said test papers of at least two operators who took the test contained identical answers, including misspellings.

"We are concerned about these

But simply shouting "it's a sin, so don't do it!" does not work. The Christian school is, however, a fine environment for developing students' sense of propriety in doing their own work, crediting sources without becoming pedantic, and performing the full job to which they were assigned. Of course, defining plagiarism is a good beginning. One that you can use as a basis for explanations to students is found in the *MLA Handbook* (Modern Language Association, 1977):*

PLAGIARISM

Derived from the Latin word *plagiarius* ("kidnapper" and also "plagiarist" in the modern sense), plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (*Plagiarism and Originality* [New York: Harper, 1952], p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly

apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use other persons' words and thoughts, they must be acknowledged as such. The following passage appears in Volume I of the *Literary History of the United States*:

The major concerns of Dickinson's poetry early and late, her "flood subjects," may be defined as the seasons and nature, death and a problematic afterlife, the kinds and phases of love, and poetry as the divine art.

The following, given without documentation, constitutes plagiarism:

The chief subject of Emily Dickinson's poetry include nature and the seasons, death and the afterlife, the various types and stages of love, and poetry itself as a divine art.

But one may write the following with an accompanying note:

Text:

It has been suggested that the chief subjects of Emily Dickinson's poetry include nature, death, love, and poetry as a divine art.¹

Note (see Sec. 30 on the placement of notes):

¹William M. Gibson and Stanley T. Williams, "Experiments in Poetry: Emily Dickinson and Sidney Lanier," in *Literary History of the United States*, ed. Robert E. Spiller et al., (sic), 4th ed. (New York: Macmillan, 1974), I, 906.

If there is doubt concerning plagiarism, cite the source or sources.

In the primary grades students need to know about the injustice of being a "copycat." But junior high and high school, where students are given more individual responsibility, are times for explicit definition, examples, and warnings. Students often respond sympathetically to discussions of plagiarism from the viewpoint not only of the professional author who doesn't receive royalties when his works are illegally photocopied but also of the songwriter and performer whose records and tapes are "pirated."

Written assignments should be explained so as to encourage independent thinking and original answers, and, in the case of factual reports, the responsible use and crediting of sources. This requires carefully thinking about the assignments we give. Is it reasonable to assume these assignments can be written by students in the time allotted? Is the written assignment an effective educational experience, or is it just "busy-work"? Wouldn't *we* be tempted to copy something to avoid long hours of useless writing? When an assignment is useful, important, and time-efficient (and who should assign work that isn't?), say so. Students appreciate knowing why they must do a particular assignment. If some assignments will not stand up to such scrutiny, it is time to design new ones.

ASSIGNING ESSAYS

Designing each kind of writing assignment for educational effectiveness tends to make plagiarism less likely.

THIS LOOKS FAMILIAR, continued on page 18.

in tests at TMI

allegations, and consider them quite serious, and are cooperating fully with the NRC to get to the bottom of this situation," Bedell said last night.

The written tests, administered by the NRC at the TMI plant near Harrisburg, were to ensure that operators were qualified to run the Unit 1 reactor, which was undamaged in the 1979 accident but has not been operated since, Bedell said in a telephone interview.

Nuclear officials and agencies have conducted hearings on whether Unit 1, which is identical to the damaged unit, should be restarted.

He said that the 36 people who took the tests in April were 20 senior control-room operators and 16 control-room operators. All had previously been tested and licensed to operate the nuclear power plant, he said, and normally such operators are not retested by the NRC.

However, Bedell said, GPU Nuclear asked the NRC to retest the 36 operators before Unit 1 was restarted because "we thought it was important that the public have confidence in the ability to run Unit 1 once it starts."

"That is why we consider these cheating allegations so serious," he said.

THIS LOOKS FAMILIAR, continued from page 17.

Essays, for example, are often best begun in class time. If the student has this time to develop his own ideas, he will tend to procrastinate less, thus preventing a situation that often leads to cheating. Maybe we should require fewer "polished" essays as well, giving credit instead for a rough draft or a series of drafts. Maybe we should sometimes specify a grading criterion we will use—such as sentence development, or transitions, or even a grammatical structure—rather than always expecting students to write like thirty-year-old copy editors! The pressure for perfection can be compounded by the kinds of topics we assign. Helping students learn to write controlled, coherent essays reflecting some of their own interests is worth all the banal essays on "what the American flag means to me as a Christian."

RESEARCH PAPERS AND PROJECTS

Some of our research paper assignments are watered-down graduate school theses. We should reconsider the purposes of assigning the research paper. If we intend to familiarize students with good research technique, a series of short "find the answer in the library" projects may accomplish the goal. A full-blown research paper, even three-to-five pages long, can be a challenge to high school students. Are there any good reasons for requiring longer papers? Research papers should be planned and taught as a *project*, not just as a paper. The grading system should reward students for careful procedures, not just for a good-looking final copy. (Dividing the project into five steps at 20 points each can work well.) Careful enforcement of the use of notecards in research paper note-taking may preclude many incidents. It means requiring students to record information in their own words on the cards, to then write the paper from the cards only, and to use quotations sparingly. When assignments are graded, all cards should be collected and quickly checked to see that no information appears in the paper that has not already been paraphrased onto a card. Variety in subject choice is always better than having all or many students write on the same subject. (Besides, that can help individualize your program.)

HOMEWORK

Another area where plagiarism sometimes occurs is in a routine homework assignment where questions must be answered or a series of words defined. Students



"No Wonder It Looked Familiar":

Larry M. Lake

Plagiarism isn't easily cured. Whenever there are people, someone will try a shortcut. Even if we redesign assignments, rethink objectives, and tell students why plagiarism is wrong, we may still get a sinking feeling when we read some papers: "this looks awfully familiar," or "since when has Johnny learned to write like this?" Detecting plagiarism does not require the services of a private eye. Don't scrutinize every written assignment for signs of copying. You will be kept busy with the obvious ones. A shift of context in a report or answer, use of diction or vocabulary unusual to this student, an unusually authoritative tone in a paper, or a similarity to another student's paper or to an article we know can frequently suggest a problem.

BUY TIME

It is best to set a suspect paper aside until we can devote more time to it. The first step after detection is to look for proof of a problem, bearing in mind the time element. It seems best to contact the student before the others receive their papers. Keep perspective on the relative size of this problem and on your total responsibilities.

THINK

Consider materials the student may have had access to and compare the most likely ones with the suspect assignment. An essay or report that reminds you strongly of an article you've read may send you to the library's periodical section. Sometimes the school librarian may be able to help by recalling a student's use of particular sources or by recognizing a style you couldn't identify. When you think a student has altered an original very slightly, you must make decisions about how close is too close. If you fail to make any connections, return cheerfully to your more rewarding work and wipe the suspicions from your mind.

BE DIRECT

When plagiarism is obvious, your actions should be definite. Returning the paper (preferably without a grade) with the note "please see me" written on it will yield quick response. Withholding the paper and arranging for a conference with the student can be effective as well. Whatever your method, insure that your confrontation will be in private. Obviously, this precludes writing such things as "I know you cheated!" on the paper, since such news travels fast.

Detecting and Handling Plagiarism

COUNSEL

"Popping the question" is the next difficulty. Be firm, serious, but sympathetic as you use one of several ways to confront the student with your suspicions. Sometimes asking the student "are these all *your* ideas?" or "why does this sound familiar to me?" can open up a frank discussion. In the case of an essay that had been largely copied from a magazine article, I found and photocopied the article and underlined the sections that recurred in the student's paper. Showing the student his paper and the article, I simply asked "what can you tell me about this?" Response was immediate and constructive. Be sure to assure the student of your concern and your preference for student ideas and words in student papers.

GIVE UP EASILY

Of course, crucial elements in a conference are the student's response to your accusation and your resulting action. If a denial is forthcoming, but you feel the evidence is too strong for that, confer with an administrator and work from there. If the student denies the charge and you don't feel you can prove anything, it is often best to "drop charges" but warn the student to be careful not to even appear to have copied something.

ENCOURAGE

When a student admits guilt, the appropriate punishment will depend on details that cannot be anticipated here. Zero credit for the paper, a chance to rewrite it for partial credit, or one of several shades in between may be appropriate at various times. Much more severe punishment is in order if the student has a history of such offenses. Be familiar with your school's policies in these matters. Help your faculty and administration set wise policies. Accompany the assignment of punishment with a review of your expectations for the student, your disappointment, and your forgiveness. Encourage the student, not just in this encounter but later, by comments on the quality of original writing in other assignments.

LOOK FOR PATTERNS

Records of such incidents should be kept up to date. A call or note to the parents explaining the situation will usually be appropriate, but above all, keep accurate accounts in your own files. These can aid in counselling with students as well as in helping you analyze the incidents of plagiarism in your classes.

sometimes lend their answers to others for copying. We must clearly define what we mean by "studying together" either at home or in study hall or the library, and give as few of these rote assignments as possible. Maybe this kind of assignment is best handled in class time.

TESTS

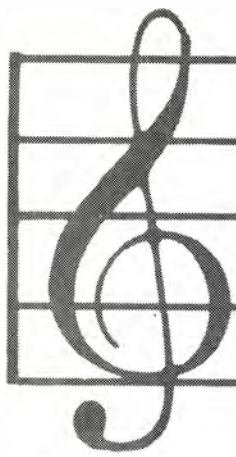
Test security is sometimes a problem. Even though ours are Christian schools, filing cabinets have locks. Use them. Better yet, keep test masters at home. More careful review with students, even some well-chosen (and honest) hints about an upcoming test's contents, can reduce students' anxiety so they can study for the test, rather than figure it's so hard they can't pass unless they cheat. Reevaluate test questions; maybe some are unreasonable.

READING ASSIGNMENTS

Have you ever walked into the classroom on the day everyone's supposed to be done reading the novel or play or short story and overheard questions like "what's it about?", "how's it end?", "does he die?" Guess who didn't finish! Perhaps we should give more in-class reading time to get some readers "hooked" so they'll want to read. More oral reading or even dramatic "selling" of the work will get more to read it. We should note the students who often don't finish reading assignments. We need to find out why, offer help, and encourage them to plan their time more carefully. Perhaps we should even ask, a few days before an assignment is due, that those who don't expect to finish on time see us about it. Then we can meet with each of these students, help them solve time problems, and give extensions when deserved.

These measures for reducing plagiarism should not transform your classroom into an armed camp and will not prevent plagiarism completely. Any system that could do that would be poor preparation for our students' lives outside of school; giving students only one choice is a poor way to teach decision-making. Reducing plagiarism by careful instruction and well-designed assignments is partly the continuing responsibility of all teachers who love truth and desire the practice of righteousness in the lives of our students.





Aid for the Non-Singer

Jane Rooks

The non-singer. We all have encountered students that fall into this stereotype in our classrooms. Easily recognizable, he generally fits into one of two categories: the child who sings off-key so loudly he leads the entire group into hopeless atonalism, or the child who barely sings at all. Our typical response is to ignore the problem or place the singer in the back row.

Fortunately, the ability to sing correct pitches is not a talent bestowed on some and withheld from others. The ability to sing accurately is a skill. Since during a child's younger years his vocal attitudes are formed, it is important that the skill be taught at that time to the young "non-singer." Because most classroom teachers are not trained musicians, they may be relieved to know that advanced musical ability is not necessary to teach the skill of singing.

This skill can be taught with frequent, but short, times of practice. The following paragraphs contain procedures I have found effective in dealing with the problem. The ability to sing correctly is a dual skill: vocal control and aural (hearing) discrimination. As examples of the lack of these skills, I will describe a couple of second graders with whom I have worked. Lisa had no concept of high sounds either in singing or in noise making; she had vocal control difficulties. John, in contrast, had a fine range, but could neither sing the same pitch as I nor could he hear if he was on or off the pitch, thus demonstrating a lack of aural discrimination.

Most children need help in both areas and these skills must be worked on simultaneously, the emphasis of each being adjusted to the need. So for both Lisa and John I used the same procedure, but with Lisa I spent the major portion of time on steps dealing with vocal control and with John I concentrated on analyzing with him the correctness of his pitches.

My procedure for developing these skills is mapped out below in outline form. It is imperative that the work times be short, but frequent. I recommend 15 minute sessions twice a week. This may be idealistic in your schedule, but it is very effective.

Jane Rooks teaches at North Christian School, Kalamazoo, Michigan.

PRETEST (The pretest is very much the same as the procedures of correction. The pretest will function as a guide for time allotment of each step. It is written here in brief form to be elaborated on later.)

Test the child individually.

1. Determine his range, *i.e.*, how high and low he can make his voice reach.
2. Evaluate his pitch-matching ability, that is, his accuracy in singing back the pitch you have sung.
3. Note his skill in matching a group of pitches.
4. Observe his accuracy in singing a familiar tune alone.
5. Test his ability to stay in tune as you sing that melody together.
6. Evaluate his aural discrimination. All through the above testing you should be asking, "Did we sing the same note? . . . You are correct, we did not. Was your note too high or too low to match mine?" It will soon be obvious whether he has developed aural discrimination.
7. Notice his attitude toward working on singing. Be sensitive to the child's reaction. Some children are very uncomfortable singing, and need constant encouragement and reassurance that they can in fact sing and sound pleasant. Notice also their willingness to work and desire to improve. Watch boys for the attitude that it is not "cool" to sing high, and discuss that with them.

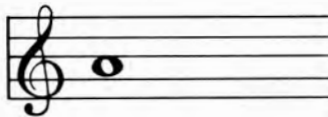
SINGING SESSIONS

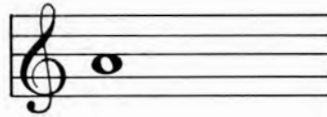
Again I will put the procedure in numbered form.

Now work in a small group setting so that students can hear when someone else is off the pitch and can help each other.

The procedure is set down in order of difficulty. In a single session use many of the steps, concentrating first on steps 1, 2, 3, 4 and 5, and as proficiency increases, turning the major portion of time to more advanced levels (6, 7, 8). In each step first secure accuracy in the individual children; then work to help all the children master that skill, singing as a group.

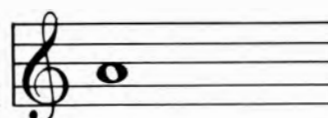
1. **SOUNDS IMITATION.** Have each student imitate various environmental sounds that demand a variety of voice usages: wind, sirens, bird calls, auto horns. This is especially beneficial to those with vocal control problems.
2. **SINGLE PITCH MATCHING.** Sing a pitch in the middle range on "lah" or "dah." Have the child try to match it. Ask whether his pitch was the same. Depending on the degree of success, continue to the extremes of the range. Using your voice instead of piano is recommended. It gives the child confidence and it is easier for him to match. An example follows:


teacher:  "a" (above middle "c")

child:  "a" (above middle "c")

Constantly be asking the child whether he was right on or a bit off the pitch. This is imperative for developing his aural perception. If the child appears to have no hearing ability, do not despair; continue with cheerful corrections and it will improve.

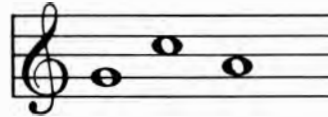
If, and it will probably be so, the pitch matching is similar to this:

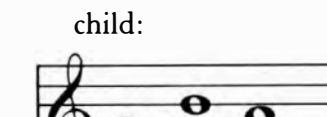
teacher:  "a" (above middle "c")

child:  "f" (above middle "c")

Ask the student to slide up to the pitch. Often then the student can find it.

3. **MULTIPLE PITCH MATCHING.** As single pitch matching improves, add more pitches. An example may be beneficial:

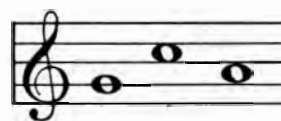
teacher:  "g" up to "c" down to "a"

child:  "g" up to "b" down to "a"

teacher: "Was that correct?"

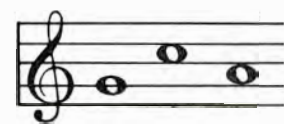
child: "No, the middle note was low."

teacher:



"g" up to "c" down to "a"
(point up on high note)

child:



"g" up to "c" down to "a"
(point up on high note)

teacher: "Was that correct?"

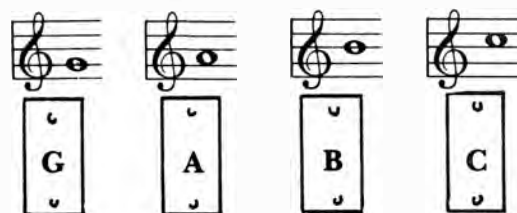
child: "Yes."

4. **MATCHING A SUSTAINED PITCH.** Hold a pitch and have the students match it. Slide up and down till it is in perfect unison. Again, always be asking whether it sounds the same.
5. **DISCUSS VOICE CONTROL.** Choose an explanation you think the child will best understand. Explain to the student that you desire to help him gain full control of his voice.

Explanation 1. Describe the voice as actually being made up of many voices. There is a high, middle, and low voice, and all need to be controlled. Tell the student to switch to the high voice when pitches fall below the correct ones.

Explanation 2. Compare the voice to a stick-shift car. To increase speed in a car it is necessary to shift to the next highest gear. To reach high notes vocally you need to "shift gears" with your voice. So if the student is singing below the pitch, inform him that he is in second gear and needs to shift to third.

6. **SING A SONG ALONE.** Have the student sing part of a song alone. Listen for the accuracy of pitches.
7. **SING A SONG TOGETHER.** Sing the same song, this time joining the student and singing very softly at first. When problems occur discuss them, reminding the student of switching to the "high voice" or "shifting gears," and try again. As success becomes evident, add to the number of singers and have the singers increase the volume.
8. **TONEBELLS.** To connect the visual with the aural, set some tonebells in a box and by each draw the note on the staff.



Have a student play one pitch and the other students match it individually and then as a group. Discuss the lowest sound and then the relationship to the visual staff. Increase the number of pitches as proficiency is gained.

AID FOR THE NON-SINGER, continued on page 22.

AID FOR THE NON-SINGER, continued from page 21.

9. **ACCOMPANIMENT.** When a group of students are singing tunes successfully, have them increase volume (be watchful for shouting habits) and add accompaniment. Sometimes the lower sounds of the piano can cause a student to drop the pitch, so some coaching may be needed. When success is achieved at this level the goal has been reached.

A chart will mark the progress and the needs of the student as you work with him.

A sample chart follows:

Name of Student _____								
PRETEST								
1. Range 2. Pitch Making 3. Several Pitches Matching 4. Singing Alone								
5. Singing Together 6. Aural Discrimination 7. Attitude								
SINGING SESSIONS								
Dates	Matching	Slide To Match	Voice Control	Sing Alone	Sing Together	Tone Bells	Accomp.	Aural Discrim.

The habit of incorrect singing is ingrained, but success does come and it is so exciting. Try teaching the skill of singing to your "non-singer."

Rookie

Fred Wind

In the womb of the system
She developed—
For nine long months she grew.

Emerging now,
She breathes in freedom,
Unconfined.

The parents smile
To hear her cry:

The world is good,
I'm young and strong,
I'm somewhat loved,
Somewhat respected.

People say I've
Done quite well,
Much better than expected!

My rookie year of teaching's done!
Summer vacation has begun!



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PROFILE: Nick Van Til

Richard Gaffin

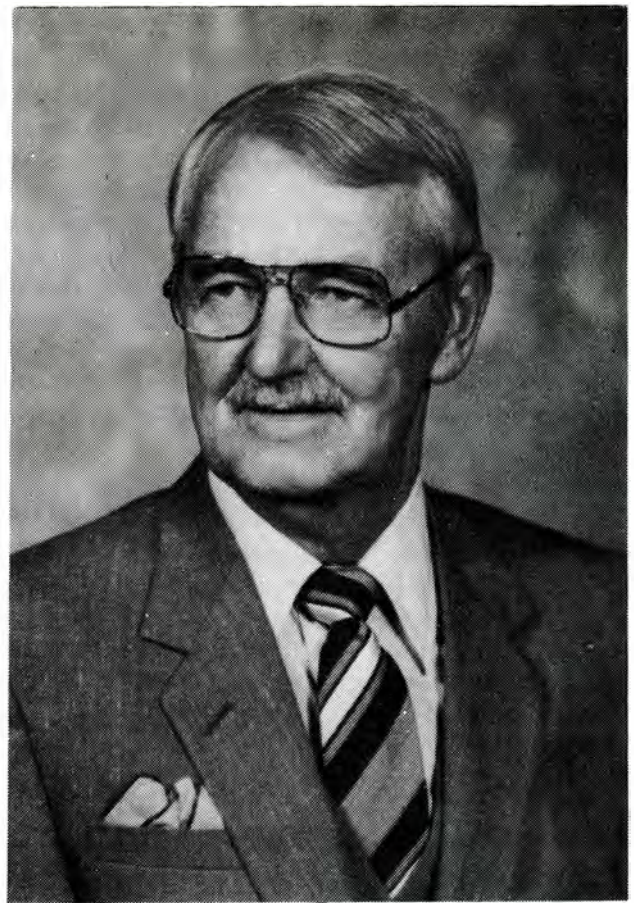
For all who walk the paths of wisdom. These words are inscribed on a Dordt College walkway donated by Professor Nick Van Til upon his retirement. These words reflect the main concern of a man who spent 26 years with Dordt College, articulating the fear of the Lord and applying it to education. Van Til, who watched Dordt College grow from the moment of its birth and who contributed so much to its robust development during the quarter century, said to the 1981 graduating class, "It is very unusual for a man to be able to participate in the birth of an educational institution." Because he had dreams and was willing to help those dreams be worked out, he has earned the respect and admiration of both faculty and student body.

Nick Van Til was professor of history and philosophy at Dordt College until May, 1981. He has a master's degree in philosophy and history, and he has studied apologetics and music. He has written extensively on subjects ranging from abortion to communism to Herman Dooyeweerd. He has always had a deep love for learning; he is a scholar par excellence. He tells of how in his youth he and his brother studied the dictionary during work breaks on the farm. Family needs demanded that he take a three-year break between grade school and high school. During that time he read Shakespeare and the later English classics.

Van Til has had an integral part in shaping Dordt College, and he is still active in its activities. He modestly acknowledges his greatest contribution as being twofold. Very early in the history of Dordt College, Van Til promoted the vision of a four-year college instead of a teacher-training school only. "I held up my experience at Calvin College as a model of a four-year liberal arts college which I thought Dordt should strive for with its own variations." He saw that a four-year college was necessary to expand the idea of Christianity into all areas of learning.

Secondly, he contributed the statement of purpose of the college. The latest revision of the statement has moved away somewhat from the liberal arts idea to what is called "serviceable insight," he said. This idea allows room for business, engineering, and agriculture. "We are not apologetic about that . . . the liberal arts model needs modification because it stands in the tradition of the scholastics, namely, that the intellectual part of man is the better part."

Dordt College is successful, Van Til said, because it



has always seen the need in the Christian community and it has attempted to respond to it. The Christian perspective is vital to all areas of life. "The educational philosophy behind that idea (the expansion into areas other than liberal arts) is that all of life is religious. Dordt College has no religion department; the agriculture department is a religion department. That perspective, I think, is the foundation out of which we can move into every area which is a legitimate human activity and say that its wellspring comes out of our Christian perspective." Van Til perceives this perspective as "following the tradition of John Calvin. There is no place for the notion that the clergy are on the high road; the ditchdigger is doing Kingdom work too."

Van Til said that if the Christian educational community is to remain effective, it must constantly be on guard against secular humanism. It must maintain a biblical approach in its courses to stay radically Christian, but simultaneously it must avoid biblicism. The idea that all the knowledge we need is contained in the Bible is wrong. "The Bible does not contain everything we need to know. It is, however, an adequate and essential foundation to our knowledge."

Van Til has written regularly and generously during his years at Dordt College. His articles have been published in *Outlook* and *Pro Rege*, the Dordt faculty publication. He has contributed opinions for *Plumbline*, a radio program on KDCR, Dordt's radio station. Van Til said he hopes to publish two articles per year in *Pro Rege*

Richard Gaffin is a journalism student at Dordt College, Sioux Center, Iowa.

PROFILE: NICK VAN TIL, continued on page 24.

during his retirement. He plans to continue studying aesthetics and the philosophy of history.

In reminiscing about his long career as a professor, Van Til says he cherishes most receiving letters of thanks from students who years later see the importance of something learned in one of his classes. "Sometimes education is like incubation," he said, "it seeps in, it gets fortified here and there and pretty soon you have a deposit to draw on when the time comes. This is what I like to see happen."

His teaching record clearly demonstrates his love of academia and all related activities. Van Til has prepared notes for 22 classes during his years at Dordt. In addition, during the earlier years he directed choir, band, and drama. Rev. B. J. Haan, president of Dordt College, wrote in a preface to *Building the House*, a book published by the college in honor of Van Til upon his retirement, "Professor Nick Van Til has throughout the years shown a readiness to sacrifice personal interests for the welfare of Dordt College . . . his example of a wholesome Christian life has been of inestimable value to the college community."

Van Til's teaching style too reflected his love of his work. He told stories and used examples freely to illus-

trate his concepts. He recalls introducing a lecture on gun control by walking into class wildly flourishing a gun in dramatic exaggeration of the militancy of those who oppose gun control. His sense of humor came through often; he could not resist puns and jokes.

Van Til particularly acknowledges his gratitude towards his wife, Mildred, who provided through the years an atmosphere conducive to study. One of the bonuses of retirement, said Van Til, is that he and his wife can spend more time together. Now that he is retired, they plan to spend time together at home, to enjoy good music and to work in the garden. They also hope to see places they have long wanted to visit. Said Van Til, "I am not at all fearful that I will have time on my hands or that I will be bored."

He will, of course, continue to write. Although he has replaced the nameplate on his college office door so that it now reads, "E. Meritus," he plans to continue his contributions to the college as his service may be needed.

Arnold Koekkoek, a colleague in the history department, in the final essay of *Building the House*, offered a fitting tribute:

"May his activities continue to reflect the obedient mind that has been his academic hallmark."

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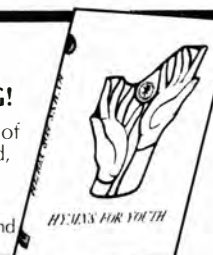
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The Fundamentalist Christian School Boom

Tim Ewearitt

Historians examining the trends within the elementary and secondary schools of America during the 1970s are sure to notice the growth of private Christian schools. According to William J. Lanuette (*National Observer*, Jan. 17, '77), at a time when many public and non-public schools were facing difficulties with declining enrollments and losses of revenue, Christian schools were being established at a rate of two per day. The largest number of these schools was small parochial schools supported by fundamentalist churches. The *U.S. News and World Report* (Aug. 18, 1975) estimated the number of these schools at more than 5000.

Because the establishment of these fundamentalist-evangelical schools is a rather recent development, very little information about them has been available. Indeed, due to the independent nature of many of the pastors and/or administrators of these schools, it is not always possible to obtain desired information. Why were these schools being established at this time in such large numbers? Were they begun to avoid what parents perceived to be going on in public schools? or was there a positive emphasis? Why did large numbers of parents withdraw their children from public schools and enroll them in new Christian schools?

This researcher sought to identify and analyze the reasons perceived by parents for enrolling their children in fundamentalist-evangelical schools in selected counties in Illinois. The study was limited to schools which met any two of the following four criteria:

1. The school was established after the 1967-68 school year but before the 1978-79 school year.
2. The school was a member of the National Association of Christian Schools, American Association of Christian Schools, Association of Christian Schools International, or the Illinois Association of Christian Schools.
3. The school operated under the sponsorship of a fundamentalist-evangelical church. (For classification purposes, fundamentalist-evangelicals were defined as those persons who believe in a conscious personal commitment to Jesus Christ and the final authority of the Bible. Although it is granted there are theological and sociological differences between fundamentalist and evangelical Christians, this study considered similarities more important than differences.)
4. The school was not a traditional parochial school.

Tim Ewearitt is an assistant professor of education at Covenant College, Lookout Mountain, TN. He also serves as a CEJ Board member.

(Traditional parochial schools referred to established schools such as Catholic, Lutheran, and Reformed. It is granted that many Reformed schools were not parochial schools but parent controlled.)

A major objective of my study was to reveal the differences which parents perceived between the public schools and these fundamentalist-evangelical schools. Of the seven participating schools, six were affiliated with local churches and one was not church-related.

Parents and schools were guaranteed anonymity because concern was expressed that the information obtained might fall into the hands of state education officials. These Christian school administrators seemed determined to avoid involvement with the state education establishment because they did not wish to appear to concede any authority or control to the state.

The questionnaire sent to parents consisted of thirteen demographic questions and twenty questions which began with the statement: "The reason we sent our children to a Christian school was . . ." Parents were requested to place a check mark in a box beside each of twenty statements to indicate how strongly they felt about each statement.

A total of 404 questionnaires were sent home and 283 responses were returned. (The twenty reason statements why parents enroll their children in Christian schools have been tabulated and arranged in rank order. This data may be requested from the editor of *CEJ*.)

The major findings of this study revealed the following results:

1. Almost 95 percent of the responding parents considered the desire for Bible teaching and moral training very important in their enrollment decision.
2. About 81 percent considered the lack of discipline in the public school very important. Another 14 percent considered this somewhat important.
3. Seventy-seven percent indicated that violence, drugs, and/or other unsafe conditions in the public school was very important in their decision. Another 17 percent said this was somewhat important.
4. Seventy-two percent indicated their belief that Christian teachers were more dedicated was very important in their enrollment decision.

CONCLUSION

What do the findings of this study tell us about these new Christian schools? The following conclusions seem warranted.

THE FUNDAMENTALIST BOOM, continued on page 26.

THE FUNDAMENTALIST BOOM, continued from page 25.

1. To a high degree, the establishment of fundamentalist-evangelical schools is a Baptist phenomenon. Of the eight Christian schools involved in this study, six were affiliated with independent Baptist churches. In addition, over half of all respondents indicated they were Baptists.

2. Parents demonstrated a strong level of commitment to have their children enrolled in a Christian school and a willingness to make financial sacrifices. In order to pay for the tuition, nearly one quarter indicated the necessity for one spouse to obtain further employment. In addition, parents considered their children's attendance at a Christian school important enough that they would drive or arrange for a car pool. A total of 43 percent of the children lived six miles or more from their Christian schools.

3. Although a national survey (*Private School Monitor*, N.V., Spring, 1978) of parents with children in all kinds of private schools showed that an estimated 31 percent of these families had an annual income of \$20,000 or more, this study revealed that 48 percent of the parents responding had an annual income of \$20,000 or more. In addition, it was found that 48 percent of the fathers had attended college; 26 percent of these men were graduated. Thus, the Christian school constituency in this study consisted mainly of families in the middle social strata.

4. Parents responding had definite negative perceptions about their public schools. Many believed that academic standards in the public school were low and students were not receiving enough challenge and assistance from their teachers. Others maintained students were being taught some subjects with which the parents were in disagreement, particularly evolution and sex education. As noted above, parents also perceived the administration of discipline within the public school as being too lenient and public schools as dangerous and unsafe for their children.

Parents also believed they had more input into the operations of the school and that teachers and administrators were more empathetic and willing to listen to parent concerns.

5. Parents surveyed had some definite positive perceptions of Christian schools. Along with their children's ability to receive Bible teaching and moral training (noted above), parents perceived their children learned more in a Christian school. Parents also believed they had more input into the operations of the school and that teachers and administrators were more empathetic and willing to listen to parent concerns. Additionally, parents felt children attending a Christian school received firm discipline.

6. The findings of this study in large part were corroborated and supported by the findings of other studies, particularly those of Gallup, the results of

which appear annually in *Phi Delta Kappan*. These polls show that public school parents had many of the same concerns as the parents of this study had. The Christian school parents wanted prayer and Bible reading in the public school; they wanted schools with firm discipline; they wanted emphasis on the basic skills; they wanted schools free of drugs and violence; and they wanted committed teachers. The parents in this study did not believe the public schools either can meet or are meeting their expectations. Thus, they looked to the new Christian schools to meet these objectives.

7. The data from this study indicated that the issue of race was not an important decision in the parents' enrollment decision. Parents did not enroll their children in a Christian school in order to avoid integration.

The continuance and growth of these Christian schools will mean substantial losses of financial aid to the public school districts in which former public school children resided.

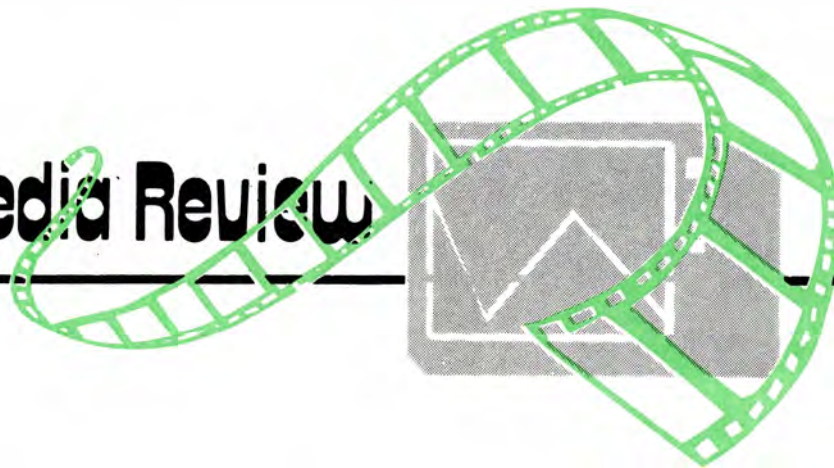
8. The continuance and growth of these Christian schools will mean substantial losses of financial aid to the public school districts in which former public school children resided. (In most states, the amount of state aid to public school districts is determined by the average daily attendance. Thus if significant numbers of parents choose to withdraw their children from public schools to enroll them in Christian schools, the result will be lost revenue to public school districts.)

It remains to be seen how the public school establishment will respond to this growing trend. When public schools were crowded, such an exodus would have been a welcome move; now in an era of declining enrollment, each child lost is a loss in funding. Some state departments of education have taken legal steps to prevent children from attending Christian schools which lack state accreditation.

Whether such an exodus would continue if a dramatic change occurred within public schools is unknown. One can hardly expect the return of Bible reading or prayer, given the findings of the Supreme Court in the past two decades. Indeed, it is more likely other erosions will occur. There is no indication to date that violence, drugs, or unsafe conditions are improving, and continuing teacher strikes over salary increases are often interpreted negatively by parents as an absence of dedication.

In all likelihood the trend toward enrolling children in Christian schools will continue as long as parents believe that their Christian values and principles are taught, students receive consistent firm discipline, high academic standards are maintained, and their children are content. The fundamentalist Christian school is perceived by fundamentalist parents as a meaningful alternative to the perceived godless public schools and an answer to their prayers on behalf of their children.

Media Review



Frederick Nohl

No matter how ancient, some statements never lose their freshness—or their validity. A classic example is Luke 2:52, which summarizes the whole of Jesus' growing years in fifteen simple words: "And Jesus increased in wisdom and in stature, and in favor with God and man."

Now really, who but an inspired writer could have said so much in so few words? For caught up in them is the yearning all thoughtful parents (and teachers) have always had for their children: that they grow along all fronts—intellectual, physical, spiritual, and social—into healthy, well-rounded, mature human beings.

Such growth, of course, begins at an early age. In line with this, preschool specialist Dorothy A. Dixon has written and photographed a unique multimedia package, *The Formative Years*. This package, which clearly echoes Luke's four-part harmony, will prove exceptionally helpful to parents, teachers, and others looking for better ways to guide their preschool children toward adulthood.

Basic to Dixon's offering are four 64-to 75-frame sound color filmstrips: "Fostering Intellectual Spiritual Growth," and "Promoting Physical Development." Accompanying each filmstrip is a Resource Guide, which includes a projectionist's script and activities suggested parallel those done by participants. By the way, many of the activities suggested paralleled those done by the real live children featured in the filmstrips, thereby enabling adult participants "to 'let their hair down' and

feel life from a child's point of view."

As you might guess, the best way to use these filmstrips is in a series of four separate meetings. However, each filmstrip is self-contained and so can be used independently. This adds flexibility to the package, enabling you to adapt it to local needs.

If you do run a series, you'll want to give each participant a copy of Dixon's companion book, also titled *The Formative Years*. Its chapters dovetail with the filmstrips, and as the Resource Guides say, it's "a handy at-home resource allowing readers to review previous sessions and prepare for those coming up. After the final meeting the book will become a much-used ongoing guide for parents and teachers to help them meet the challenge of raising and working with small children."

A complete *Formative Years* package, including filmstrips, records, Resource Guides, and book, can be yours for \$79.95, or \$83.95 if you prefer cassette tapes to records. Extra copies of the book are \$1 each. Order from Twenty-Third Publications, P.O. Box 180, Mystic, CT 06355.



Who am I, really? What child (or for that matter, what adult) hasn't repeatedly asked himself that question?

Well, one way to help your four-to-eight-year-old pupils find out is to give each a copy of *Only Me*. Besides delighting them, this 64-page paperback by Virginia and Amy Wood will help them discover some truths about themselves they didn't know.

Only Me describes itself as a "make-it-yourself activity book." Each 8½ x 11 page invites the child to write, draw, or otherwise supply information about himself. Information requested ranges

from how much the child weighs through how big his right foot is to where he wants to live when he grows up.

Unfortunately, no page asks him to describe his faith life. Despite this, I'd still recommend *Only Me* for use in Christian schools or homes. For when completed, it's bound to raise a child's self-image, not to mention give him an autobiographical sketch he and his parents will enjoy for years to come.

MEDIA, continued on page 28.



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Frederick Nohl is a senior editor of *NURSING82*, a monthly professional journal for nurses published by Intermed Communications, Inc., Springhouse, Pennsylvania.



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MEDIA, continued from page 27.

Publisher of this engagingly illustrated book is Alphapress, Lexington, MA 02173. Copies, at \$3.95 each, are available from the distributor, Gryphon House, P.O. Box 246, Mt. Rainier, MD 20822.



Bible Study doesn't always have to start with the Bible. Sometimes the best study is that which leads into the Bible through some other medium. This way you not only learn a lot about the medium, but also about that to which it leads: the Bible itself.

A good example of such a medium is the modern novel. Many a novel, if not actually based on biblical themes and sources, is at least filled with biblical allusions. So to study such a novel is to be led, inevitably, back to the Bible, there to discover new meanings, new insights, new truths.

If such an approach interests you and your teenage or adult friends, do give a

listen to *The Bible and Modern Literature*. Basic to this audio course is author Marion Fairman's belief that "for many writers today, the Bible has become a 'grammar' of archetypes." In other words, "authors use the biblical structures to dramatize the perennial human problems, to pose the great questions of existence, to underline with patterned meaning the anguished cries of modern man."

The course divides into five units, each expandable into several lessons. A cassette-tape overview, coupled with participant readings and reports, provides the substance for each unit.

An opening unit, "The Bible: Source of Thematic Patterns for Literature," supplies background information. Then follow four units, which together focus on man's fall and redemption. Unit titles, authors, and writings treated are as follows:

- The Ruined Eden (Katherine Mansfield, *Bliss and Other Stories*)
- Changing Values in the Fall (Albert Camus, *The Fall*)
- The Quest for Wholeness (Arthur Miller, *After the Fall*)
- Grace at Point Zero (T. S. Eliot, *Journey of the Magi*)

Obviously, a course like this isn't for everyone. But for persons willing to invest time and effort, the rewards can be many. And not the least will be a renewed appreciation of the Bible's relevance to 20th-century human problems.

The Bible and Modern Literature include three cassette tapes and an 8-page study guide, conveniently packaged in shelf-book form. Copies are available at \$17.50 plus shipping from Contemporary Drama Service, Box 457, Downers Grove, IL 60515.

Useful media often come in small packages. A good example is the *Abingdon Glossary of Religious Terms*, a handy 94-page paperback by Thayer S. Warshaw.

The book explains hundreds of Bible-related terms you're bound to run across in everyday living (and teaching). As the introduction makes clear, three kinds of terms are included:

"Biblical items (*angel, messiah, temple*) explain what the terms meant in biblical times and/or what they mean today. Definitions of scholarly terms (*canon, hermeneutics, redaction criticism*) help the reader who might be consulting reference books or introductions to biblical studies. Religious terms (*creed, infallibility, transubstantiation*) give some insight into a wide variety of assumptions about the Bible that readers bring to scripture."

The glossary's great for browsing. If you look up RABBI, you'll learn that to say "Jewish rabbi" is redundant; by definition, a rabbi can only be Jewish. And if you've ever wondered about the term PIETA, here's the explanation Warshaw offers you:

"[It: pity] (pee-ay-TAH) In art, Mary mourning over the dead body of Jesus, usually lying across her knees. When other people are included, it may be called 'Lamentation at the Cross,' with Jesus not always on Mary's lap."

At only \$1.50 each, you really should order multiple copies. Put one on your classroom shelf for student reference, another next to your own desk dictionary, and distribute the rest among friends. Your bookstore probably has copies; if not, order from Abingdon Press, 201 Eighth Ave. So., Nashville, TN 37202.

Are you moving this spring or summer?

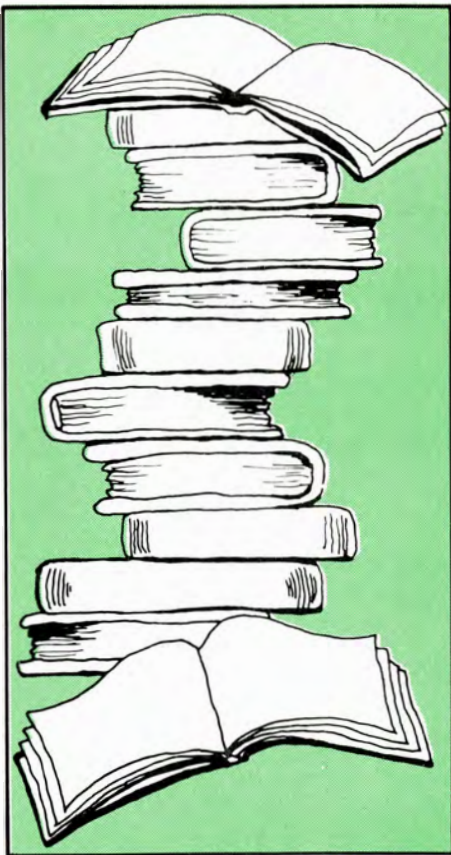
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BOOKS IN BRIEF

Donald Oppewal, Editor

THE CHRISTIAN MOTHER GOOSE TREASURY: PART II

by Marjorie Ainsborough Decker
C.M.G. Productions, Inc., Grand
Junction, CO
Distributed by: Fleming H. Revell
Co., Old Tappan, NJ
1980, 109 pp., \$10.95 pb

Reviewed by
Sheri Dunham Haan, Project Associate
Christian Schools International
Grand Rapids, MI 49508

After a cursory reading of *The Christian Mother Goose Treasury*, I decided not to review this book. But several things happened which changed my mind. A local Christian bookseller told me that this is the best-selling book for children. I have heard of heated debate in Christian communities about

whether or not to have this book in the library. And I observed how freely it is given to young children as gifts.

I find *The Christian Mother Goose Treasury* inappropriate for the minds of young children. Few selections remain untainted as religious words are forced into the familiar lines. The substitute words destroy the rhyme and rhythm of the literature and present a grossly distorted message of Scripture. The rewritten *Mother Goose* does damage to the literature and to the message of Christ.

While the book might be called *The Religious Mother Goose*, I challenge calling it "Christian." I find nothing particularly Christian in these lines:

Pease pottage hot
Pease pottage cold,
Pease pottage in the pot;
Jacob told!

Peter Pastle picked a pack
of praising prophets . . .

This book presents prime examples of the problems which are inherent in trying to force Christian teaching into a secular publication. Because the

original has so much verse about animals, we now have a page-after-page parade of furry creatures who pray, witness to each other about God, sing to Him, thank Him, and talk together about Jesus. This is a most inaccurate picture of how God created animals to live.

Another problem is the "everything-always-turns-out-beautifully" message that is subtly present. Old Mother Hubbard (p. 6) prays with her neighbors for food and as soon as she returns home her cupboard is filled. Yet even young children pray for aunts, parents, classmates, and grandparents who have life-threatening diseases and see that God does not always grant their petitions immediately or ever. To present such an unreal world plants seeds of doubt even in the very young.

God's truths do not need to rely on the structure and verse of *Mother Goose* to stand. I would encourage the author to abandon these unnecessary confines and write fresh verse of praise.

BOOKS, continued on page 30.

The Bible in Basic English



***And I saw a new heaven and a new earth:
for the first heaven and the first earth
were gone, and there was no more sea.
And I saw the holy town, new Jerusalem,
coming down out of heaven from God,
like a bride made beautiful for her husband.***

Revelation 21: 1-2

Even those familiar with another version of the Bible will discover that reading *The Bible in Basic English* is like reading the Bible for the first time. The result of this remarkable translation is a directness and clarity unknown to many readers.

The Bible in Basic English. A translation with a vocabulary of 1,000 words.
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- ☐ those with limited vocabularies
- ☐ the deaf
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NEW EDITIONS OF OLD FAVORITES

Some books and resources for the Christian school classroom and professional staff are so sound in conception and execution that they endure beyond the six-to-eight year life of much material. The list below contains such recently reprinted or revised versions of popular books of previous decades. Their popularity and usefulness should be enhanced by these new versions, and your textbook selection committee, as well as your school librarian, should take note of them.

*Book Review Editor
Donald Oppewal*

Leading Little Ones to God,
by Marian Schoolland.
Eerdmans Publishing Company, 1981.

This classic now has an attractive new format, with original illustrations in color by Paul Stoub, and larger pages and type to encourage beginners to read it for themselves. A book not only for classroom devotions but also for teaching simple doctrines to young Christians.

Hymns for Youth,
compiled by J. Hamersma, Wilma Vander Baan, and A. Bratt.
CSI Publications, 1981.

Originally published in 1966, this second edition contains the same songs and topical index, but with a soft cover and black and white illustrations replacing the colored ones. Also slightly different pagination. Spiral bound copies available for accompanist. For elementary and junior high grades.

Under God,
by William Hendricks.
CSI Publications, 1981.

This government text is in its fourth edition, and updated in content and photograph illustrations to reflect changes in government. It continues to have a correlated *Teacher's Manual*, and also a book of objective-related tests.

God's Temples,
by William Hendricks.
CSI Publications, 1982.

This sex education student text for junior high is in its second edition. Has the same general format, with revisions being in the form of plainer language and updated photographs to reflect the changing needs of students. *Teacher's Manual* available.

Principles to Practice,
by various Curriculum Policy Committees.
CSI Publications, 1982.

This third edition (others in '72 and '79) of a document for curriculum writers and local curriculum committees is largely an expansion of coverage of the curriculum by the addition of two chapters, one on mathematics and one on home economics.

Teaching with "Joy": Implementing integrated education in the classroom,
by Jean Olthuis.

Joy In Learning Curriculum Development Centre, 229 College St., Toronto, Ontario, Canada, 1979, 180 pp.

Reviewed by Connie Jansma DeVries,
Fourth Grade Teacher, Kentwood Public Schools, Kentwood, MI

*"The foot bone connected to the ankle bone...
the ankle bone connected to the leg bone...
the leg bone connected to the thigh bone...
now hear the Word of the Lord."*

Curricula, like bones, need connections to make a sensible whole. Only when we help students see these connections do we guide them toward becoming whole persons, hearing the whole Word of the Lord, ready to take up their tasks in God's world. For learning in the physical, cognitive, social, emotional, and confessional areas is linked in learning, even as it is in life. With this premise, Jean Olthuis writes *Teaching with "Joy"*, a supplement to *Joy in Learning*, a previous publication. It is an ambitious attempt to spell out the specifics of how to put an integrated curriculum into practice.

After explaining her pedagogy, she talks about "integrating various learning avenues." This section offers some novel ideas: instead of the traditional book reports in language arts, students report via book wheels, diaries, T-shirts, or personal key charts. Primary school teachers will enjoy using her

games, rhythmic activities and stunts, such as "Flying Dutchmen" and her dance movements. "Trust Walks" and "Awareness Mirrors" promote emotional and social education. Some old ideas are suggested also: *i.e.*, sharing, bulletin boards, and newspaper clippings to promote learning.

One must wait until the last third of the book for the planning and implementing of a unit to begin; however, it is worth the wait, for then one begins to see the connections.

A classroom unit, "Earth in Space," written out in detail, is a very thorough plan to reach out to the whole child. Reading, writing, listening, art, drama, music, math and research, as well as field trips, center around a study of Space. The unit begins with experiencing Space via films on the Apollo landings, books about Space, and a trip to the local planetarium. Stimulated, the students proceed to write space stories, poems, create murals, masks, puppet plays, and estimate distances between planets. Spin-off activities are diverse and interesting. How to plan your day, your week and even your room are detailed for the teacher.

One drawback of the unit is the complex one-page narrative evaluation she suggests doing for each individual child. The teacher of 25-30 students would find her detailed narrative a cumbersome procedure and might end up "lost in Space," rather than soaring on to the next neat integrated unit.

Compared to other teacher manuals, this one is lackluster in layout. Graphics, larger titles and subtitles, color (even inexpensive pastel ditto paper) would help delineate the sections of the book and give it *eye* appeal; it already has *idea* appeal.

Jean Olthuis has shown us a beginning; now others in the teaching field must continue to flesh out and connect the "dry bones" of the school curriculum.

MANAGING EDITOR POSITION

After serving 5 years in that capacity, the present managing editor has asked to be replaced so that she can devote more time to other pleasant tasks. The CEJ Board invites inquiries from persons interested in the position of managing editor.

Anyone with a flexible time schedule, interested in writing about Christian education and ability to provide leadership in making CEJ an increasingly effective medium for promoting Christian Education in North America is urged to correspond with the secretary of the Board of Trustees, DAN DIEPHOUSE, Trinity Christian College, 6601 West College Dr., Palos Heights, IL 60463.