

Screwtape Writes Again:
Selected Letters Regarding the Destruction of a New Teacher

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October 10, 2010

Preface

This writer assumes that the reader is familiar with the satirical writing style, content, and purpose of C.S. Lewis's *The Screwtape Letters*. If not, a brief perusal of http://en.wikipedia.org/wiki/The_Screwtape_Letters may prove useful.

My Dear Wormwood,

You are dismayed with your new assignment? You had hoped to receive a rising Hollywood star who will truly corrupt the youth? You are bitterly disappointed to be stuck with “merely” a Seventh-day Adventist teacher?

Nephew, you far underestimate the influence that even one such detestable devotee can have not just on this year’s students, but on decades—even generations—of impressionable students. Few humans realize, as do we, that the “the work of education and the work of redemption are one¹.” Thus, to destroy a teacher is to strike a crippling blow to the Enemy’s elite force! Dismay not. You have been charged with an admirable challenge!

Your patient is a new teacher, full of nauseating qualities we are ready to quash: energy, optimism, and hope. She believes that she has been *called* to share the “love²” of the Enemy with her young pupils. We cannot deny the validity of her call³ to the teaching ministry, as it is authentic. But we do have dozens of delightful methods of causing her to doubt it (and ultimately, if you do your job, deny it altogether.)

This novice expects to run her classroom based on “love,” which she considers “the basis of true education⁴.” You will easily lead her to mistake “permissiveness” for “love.” The total breakdown of classroom control before lunch on the first day of school⁵ will result in a shame-filled meltdown the moment the final bell rings. Rather than recognizing that classroom management⁶ requires proactive training, practice, and experience⁷, she will believe—with amazingly little prompting from you—that she is a failure.

Many junior tempters make a major error at a vulnerable moment like this, so be warned! Eager to achieve immediate victory, they move too fast, whispering, “You were never meant to be a teacher... You don’t have what it takes.” Of course, such messages often produce immediate despair, and she might simply give up. But how much better for Our Prince's cause if she “sticks it out,” spending her next several decades slowly sinking deeper into mediocrity, permanently shifting hundreds, if not thousands, of students closer to our cause?

So the three magic words you will speak to her, as she pathetically depletes an entire box of Kleenex, are these: “Just work harder.”

Doubt not the effectiveness of these three comforting little words. Remember, your patient belongs to a church that claims to believe⁸ in salvation by grace⁹. But take one look at their calendars (which are often controlled by our timely whispers: “Oh, you must say yes! You want to be considered mission-minded, don’t you?”... “How could you possibly say no? Don’t you put children first?”) Even as they pay lip service to grace, they demonstrate their deep, deep devotion to doing.

And we all know what eventually happens when a human claims to believe one thing but lives another¹⁰!

Affectionately,

Screwtape

My Dear Wormwood:

I note with delight that your patient's next-door teacher is extraordinarily "popular." He makes all aspects of teaching seem effortless. Make sure he's eager to impress her the first time she approaches him for advice; when she mistakes his presumption for condescension, it will be months—even years—before she again risks turning to a colleague for help¹¹!

You've skillfully trained your patient to accept as normal the feeling that she doesn't quite "fit in"¹². After all, she's new and all the other teachers are experienced; a few have been at the school for so many decades, they know **all** about "how things are done here!" (You are, of course, twisting that long-term loyalty into deliciously destructive stagnation, I presume?) She's 20-something, while all the other teachers are in their 30's, 40's, and 50's. Today she even overheard one commenting, "She'll be clueless until she's had children of her own."

You'll be thrilled to see how beautifully "little" incidents like this nurture a growing sense of isolation. Best of all, because of the very nature of teaching – she is, after all, with over one hundred students every day¹³! – it won't occur to her that she is becoming lonely.

Throughout the upcoming weeks, see to it that she experiences the following "little" (but oh-so-isolating!) incidents:

- 1) A lengthy e-mail from an outraged parent¹⁴. (Make sure she reads it just before leaving for school; she'll be a mess of defensiveness the entire day!)

- 2) A firm reminder from her principal that her grades are overdue. (When she sees the piles of accumulated papers to grade, plus all the new lessons she needs to plan, she'll be so overwhelmed that she'll cancel all plans with friends and family¹⁵!)
- 3) An especially loud complaint from her top student about how "boring" her classes are. (With any luck she'll react to the perceived accusation of incompetence by planning some "fun" lessons for her students so that they will like her more¹⁶.)
- 4) A strategically timed computer crash, which wipes out her lesson plans and grades. (As she prays futilely for her data to reappear, and a sense of persecution sinks in, convict her that "everyone else" at school backs up regularly.)

As she re-constructs her grades and starts her lesson plans over from scratch, allow her to reflect¹⁷ on who she is becoming: a solitary figure stuck in front of a computer, dodging parent negativity, entering endless rows of numbers, scrambling to create "edutaining" lessons for ungrateful children. Impress upon her just how pathetic she has become.

Resist the urge to hammer her with major life events, right now. Keep the "little incidents" coming, and she will never suspect your orchestration of her ever-increasing loneliness.

It is a delectable irony that the more you isolate her from her family, friends and colleagues, the more she will be surrounded by a foe she cannot possibly combat alone: *fear*¹⁸.

Yours Truly,

Screwtape

My Dear Wormwood,

Wretched understudy, you dare to ask if I'm certain that fear is effective? Fear is *always* effective, my dear nephew. It inevitably triggers other highly desirable emotions: embarrassment, insecurity, cynicism, and ultimately contempt.

Stop looking at your patient as an individual. Step back and survey their wretched educational movement as a whole. While their history reeks with the stench of guidance from our Enemy¹⁹, you'll find that in the last few decades, we've used fear—specifically a fear of seeming outdated—to make them embarrassed of who they are.

A case in point: for decades, we trained them to apologize, “I'm afraid we have combined classrooms.” When research on looping classrooms²⁰ became public, we were afraid all our work had unraveled overnight. Surely they would start confidently exalting, “Yes, at our school, students receive the many benefits inherent in the multi-grade experience!” But our worries proved unfounded; few have ever recognized the providential “best practice” they've been engaging in all along.

We had a similar short-lived scare as “service learning²¹” become an educational buzzword. But there is little danger of them remembering their roots, let alone returning to them. If they could confidently state, “This is who we are,” our cause would be in greatest peril. Thankfully, our latest marketing campaign—Be All Things to All People—has been a stunning success.

Embarrassment naturally leads to insecurity. They turn to external sources—indisputably “valid” external sources, such as school boards, constituent churches, and community members—to define who they are. The entertainment this affords us puts the Ringling Brothers to shame!

Living in a fog of perpetual institutional insecurity triggers individual cynicism. As budgets are cut, your patient will be required to teach more and more classes for which she has no training, no skill, and no interest²². As her principal focuses on trying to Be All Things to All People, he'll have less and less time to offer encouragement and appreciation; the only "recognition" he'll give will be reminders to—but of course!—Just Work Harder²³.

She will begin to joke about the dichotomy between her original "call" and the reality of her daily grind through bitterly sarcastic commentary to any who will listen. Contempt will follow right on the heels of cynicism²⁴: at the system for destroying her dream and at herself for staying in the system.

Yes, there's always the risk that she could turn to the Enemy to be reminded who she is. But if you are doing your job, none of them will have the *time*²⁵ or solitude necessary to be redefined by His Will. Train them that emotion must lead to action, and every twinge of fear, embarrassment, and insecurity will produce frenzied outbursts of doing, doing, and more doing²⁶.

Who says Adventists don't dance?

Yours always,

Screwtape

My Dear Wormwood,

I understand your concern over the upcoming teachers' in-service. When your patient received notice of the teachers' meeting, her heart leapt: might she find a friend? a mentor? (Such delicious destruction—the smallest hope buds and blossoms just before we crush it!) She innocently assumes that collaboration with her colleagues will occur at this meeting. (Oh, the glorious chasm between human expectations and reality!)

We'll begin the meeting with an interminable string of announcements, instructions, and reminders followed by a "short worship thought" given by someone desperate to impress others with his Biblical knowledge. Then The Expert will come forward with an Expert Presentation, consisting of 129 PowerPoint slides²⁷ full of pixelated graphics, gaudy animations, and a myriad of incompatible fonts. Our Expert will lecture at the teachers in the most educationally unsound manner possible: by reading aloud every word on every slide and then adding rambling commentary. Watch them squirm with immobile misery after ten minutes and aim for two full hours!

When your patient realizes that she will be allowed no opportunity to connect with her peers²⁸, she will quickly label professional development "a waste of time." This is an opportune moment to nurture the seedlings of cynicism ("You're wasting six hours for this?") and especially contempt ("You could do ten times better than this guy, and you know nothing about his topic!")

Think of contempt²⁹ as a protective repellant against new information. The more your patient coats herself with contempt, the more her own love of learning will die, resulting—most ironically—in ignorance. And who could be more useful for our purposes than a teacher who cannot be taught, who is no longer a learner? (Thus, the inestimable

value of cynics at staff meetings: all they can do is criticize others' ideas, as they bring nothing new to the table³⁰.) Once she's reached a place of un-teachable ignorance, she will be forced to deny everything that she yet needs to learn. She will conclude "this is how I do what I do," regardless of how well she does what she does!

Another most excellent form of ignorance will soon naturally develop: she will become totally oblivious to the lack of balance in her life. "Normal" will be redefined as a perpetual state of crisis. Hook her on adrenalin; she will become enslaved to the tyranny of the urgent³¹. All waking hours (and these will multiply!) will be spent dealing with emergencies: unforeseen and preventable, hers and others'. Self-care will be neglected. Exercise and nutrition will become luxuries she can't afford. During the sparse time she spends with friends and family, she'll multi-task via laptop. (When she grades papers on Christmas Day, you'll know she's all yours!)

Every now and then, allow her a success that is clearly the result of these extraordinary, sacrificial efforts. Reinforce the tyrannical belief that if she learns to Just Work Harder, she really *can* Be All Things to All People.

With Highest Regards,

Screwtape

My Dear Wormwood:

Thanks to your progress with your patient, I have been promoted to a special task force. I leave you with my own elegantly simple, duplicable formula for the complete destruction of your patient: avoid, at all costs, the Seven Deadly C's.

Thwart any authentic sense of Community.

- * No socializing, if possible³²; otherwise, keep them in cliques based on exclusive membership requirements, such as being newlywed
- * Avoid any sense of teamwork, that they're "all in this together." Keep them all privately obsessing about RIFs rather than praying together for their school.
- * No "personality styles³³" or "strengths assessments³⁴". Don't allow them to rely on each other; keep them running their own little sideshows.
- * Don't allow collaborative lesson planning or mentoring³⁵; not even sharing a favorite educational catalog³⁶.
- * Keep them focused on doctrinal (or, better yet, lifestyle) differences. Don't let them dwell on the One commonality they have.
- * Don't let them discover that on the Internet, strong professional communities³⁷ are growing beyond our control³⁸.

Remember: Community ruins isolation!

Combat any genuine awareness of Competence.

- * Never allow a sense of having set and accomplished specific goals. Keep her focused on everything that is not getting done that should be done.
- * Keep recognition to a minimum. Shame those who desire acknowledgement.
- * Embarrass and isolate those who demonstrate competence; teach their colleagues to critique and, ultimately, avoid them.
- * Make sure that yearly teacher evaluations focus on the negatives.
- * Keep them away from strong Internet communities³⁹, such as the English Companion Ning⁴⁰, where thousands of classroom-tested resources are shared.

Remember: Competence destroys fear, embarrassment, and insecurity!

Foil all avenues for Contribution.

- * Keep them too busy even consider doing what works so well in direct sales: sharing their hard-earned knowledge and skills⁴¹ via CDs, videotapes, or blogs.
- * Convince newbies and old timers, alike, that they have nothing to offer; in this way, neither enthusiasm nor wisdom will be shared.
- * Keep them from recognizing the genuine need to contribute to and collaborate with each other.
- * Don't let it occur to them that collaboration saves more time than it takes, while building Community and Competence⁴².

- * Avoid cross-school projects⁴³, especially service learning⁴⁴.
- * Avoid, by any means necessary, the creation of an active virtual community⁴⁵ for Adventist educators, where resources, syllabi, lesson plans, and videos could be shared and collaboration⁴⁶ could occur!

Remember: Contribution spoils cynicism, contempt, and ignorance!

Above all, do not allow your patient to daily set aside time⁴⁷ to be reminded of her Calling, to revive her Commitment, and to renew her Consecration to the Enemy's cause. If her mind wanders to these Cs, offer her substitutes⁴⁸: "It's just a job" in place of her sense of Calling. "I'm a church member" in place of re-Commitment. "I'll Just Work Harder" in place of full Consecration⁴⁹.

These counterfeits will keep her eyes on herself and off the Enemy's Son (who is, of course, the seventh—and most deadly—C⁵⁰.)

Fondly,

Screwtape

Notes

1. Ellen G. White, *Education* (Boise: Pacific Press Publishing Association, 1953), 30.
2. C. S. Lewis, *The Screwtape Letters* (San Francisco: HarperCollins, 2001), 99-101.
3. Jim Burke and Joy Krajicek, *New Teacher: A Month-by-Month Guide to the Year Ahead* (Chicago: Heinemann, 2006), 15. Burke offers an astute secular definition of what Adventists refer to as the call to the ministry of teaching, noting that "those blessed by the curse of conscience about their work, who strive to be craftsmen, artists, masters, find within the work...a feeling of blessing, a well of energy."
4. Ellen G. White, *Education* (Boise: Pacific Press Publishing Association, 1953), 16.
5. Harry K. Wong and Rosemary T. Wong, *The First Days of School: How to Be an Effective Teacher*, 4th ed. (Mountain View, CA: Harry K. Wong Publications, 2009). A practical book such as this could help flatten the learning curve for a new teacher. I stumbled upon it twelve years into my teaching career.
6. Thomas Newkirk, *Holding On to Good Ideas in a Time of Bad Ones: Six Literacy Principles Worth Fighting For* (Chicago: Heinemann, 2009), 28. Few new teachers understand the truth of Newkirk's observation, "Classrooms are complex environments—"messes"—in which teachers must deal with uncertainty, instability, uniqueness, and competing values....Lee Shulman has studied both medical and educational decision making...and argues that classrooms resemble emergency rooms in the demands on decision making." According to Shulman, "The practice of teaching involves a far more complex task environment than does medicine."
7. Fredric H. Jones, Jo Lynne Jones, and Patrick Jones, *Fred Jones Tools for Teaching: Discipline, Instruction, Motivation*, 2nd ed. (Santa Cruz, CA: Fredric H. Jones & Associates, 2007). Jones' research-based program focuses on treating teachers and students with care and dignity; his philosophy and attitude align well with *Education*.
8. "Fundamental Beliefs," [www.adventist.org](http://www.adventist.org/beliefs/fundamental/index.html), <http://www.adventist.org/beliefs/fundamental/index.html> (accessed September 14, 2010).
9. Eph. 2:8-9.
10. Matt. 6:24.

11. Jean Boreen et al., *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching* (Portland, ME: Stenhouse Publishers, 2000), 6-7. "Isolation [is] a leading cause of new teacher attrition. . . the beginning teacher . . . lack[s] encouragement or help from fellow teachers."

12. Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon & Schuster, 2000), 87. Putnam notes, "Workplace ties tend to be casual and enjoyable, but not intimate and deeply supportive."

13. Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: Jossey-Bass, 1997), 17. Palmer notes, "Unlike many professions, teaching is always done at the dangerous intersection of personal and public life."

14. Jim Burke and Joy Krajicek, *New Teacher: A Month-by-Month Guide to the Year Ahead* (Chicago: Heinemann, 2006), 131. In this letters to new teacher Joy Krajicek, Burke describes "Monster parents" who are "lurking moms and dads always looking for reasons to disagree" and who are, therefore, "a teacher's worst nightmare." Many new teachers don't realize that knee-jerk criticism says far more about the parent than the teacher.

15. Stephen R. Covey, A. Roger Merrill, and Rebecca R. Merrill, *First Things First: To Live, to Love, to Learn, to Leave a Legacy* (1994; repr., New York City: Free Press, 1996), 169-170. When a new teacher sacrifices family and friendships early on in her career, until she's more experienced and has more time, she may be setting herself up for a lifetime of compromised relationships. "We may find it convenient to live with the illusion that circumstances or other people are responsible for the quality of our lives, but the reality is that we are responsible—response-able—for our choices. . . . Over time, our choices become habits of the heart."

16. Dan Krause MA, *Lifting Off . . . Soaring Ahead* (Colorado Springs: GraceWorks Ministries, 2009), 94. According to GraceWorks Ministries, which assists Christian schools in evaluating and improving their programs and marketing, parents are anxious to protect their "child's love of learning" and make sure each student has a "positive experience of education." The long lists of what to do (and not do) in order to be considered an "Effective Teacher" are daunting to an experienced teacher, let alone a new one. If a strong student goes home and complains that the teacher is "boring," what might the repercussions be for the teacher? The school?

17. Nancy Fichtman Dana and Diane Yendol-Silva, *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry* (Thousand Oaks, CA: Corwin Press, 2003), 7. "Teachers reflect all day, every day, while *in* the act of teaching and long after the school day is over *on* the act of teaching." When a new teacher is taught to reflect objectively on her teaching, she is likely to develop improvement strategies. However, when her reflections are focused on her ineptitude, she may become stuck in survival mode and fail to thrive.

18. Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: Jossey-Bass, 1997), 47. "We can not see the fear in our students until we see the fear in ourselves."
19. Shane Anderson, *How to Kill Adventist Education: And How to Give It a Fighting Chance* (Hagerstown, MD: Review & Herald Publishing, 2009), 112-116. In a few short pages, Anderson gives a masterful apology for authentic Adventism and Adventist Education.
20. Michael Chirichello, "A Standing Ovation for Looping: The Critics Respond," *Childhood Education* 78, no. 1 (September 2001): 2-8. "A review of the literature suggests that many social, emotional, and academic advantages can be the result of looping....Looping gives teachers the time to create the emotional and social support systems that will encourage lifelong learning. Through looping, teachers are able to nurture 'the growth of competent, caring, loving, and lovable persons'."
21. Christine M. Cress, Peter J. Collier, and Vicki L. Reitenauer, *Learning through Serving: A Student Guidebook for Service-Learning across the Disciplines* (Sterling, VA: Stylus Publishing, 2005), 142. "In a famous quote, Mahatma Ghandi challenges each of us to live the values that underlie service-learning: 'You must be the change you wish to see in the world.'...[s]ervice learning...requires skill, insight, patience, courage, compassion, fortitude, commitment, and a host of other ways of being." Adventist teachers might note that another famous quote also applies to service-learning: "Love your neighbor as yourself."
22. John Cloud, "How to Recruit Better Teachers," *Time*, September 20, 2010, 49. "A great deal of research shows that first-year teachers tend to be unprepared for the astonishingly disparate demands of the job—speaking loudly without shouting, deciding what to do when someone throws a spitball, looking up the rules for bathroom breaks..."
23. Douglas J. Fiore, *School Community Relations* (Larchmont, NY: Eye on Education, 2002), 86. Fiore notes that when "job satisfiers"—such as achievement, recognition, responsibility, advancement, and growth—are lacking, staff morale and the entire school culture will suffer. He admonishes administrators to "match the skills and talents of those individuals with the tasks at hand so they may achieve, grow, and possibly advance."
24. Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: Jossey-Bass, 1997), 48. Palmer comments, "I am always impressed by the intensity of...cynicism, for behind it I feel the intensity of the hopes that brought these faculty into teaching."
25. Ellen G. White, *Education* (Boise: Pacific Press Publishing Association, 1953), 278. White's admonishment to recognize that "since in [a teacher's] work quality is

so much more important than quantity, he should guard against overlabor—against attempting too much in his own line of duty" goes unquoted.

26. Phil Vischer, *Me, Myself, & Bob: a True Story About Dreams, God, and Talking Vegetables* (Nashville: Nelson Books, 2006), 236-237. Reflecting on the rise and fall of his VeggieTales empire, Vischer observes, "...I had let my 'good work' become an idol that defined me. Rather than finding my identity in my relationship with God, I was finding it in my drive to do 'good work.' The more I dove into Scripture, the more I realized I had been deluded. I had grown up drinking a dangerous cocktail—a mixture of the gospel, the Protestant work ethic, and the American dream. My eternal value was rooted in what I could accomplish....The most important thing...was to be busy. Industrious. Hardworking. A self-made man—er, Christian."

27. Cliff Atkinson, *Beyond Bullet Points* (Redmond, WA: Microsoft Press, 2008), 321. Says Atkinson, "The root of the word inspire, *spirare*, means 'to breathe,' and that's one of the core objectives...to inspire you with the confidence and tools you need to breathe deeply and relax more when you present....the real fruit of your labor is your confident understanding of what you want to say and how you want to say it." If more presenters became skillful at using PowerPoint as a tool rather than a crutch, "Power Pointlessness" would be a sin of the past.

28. *Hardwired to Connect* (New York: Institute for American Values, 2003), 14. "...science is increasingly demonstrating that the human person is hardwired to connect." Community is not a luxury; it is a necessity.

29. John Gottman PhD, *Why Marriages Succeed or Fail* (New York: Simon & Schuster, 1994), 79-84. Gottman considers contempt the clearest warning sign that a marriage is in serious trouble, as it signals one partner's shift to a sense of superiority. In all areas of life, including the workplace, contempt focuses solely on negatives, filtering out all positive data.

30. Stephen C. Lundin and John Christensen, *Fish! A Remarkable Way to Boost Morale and Improve Results* (New York: Hyperion, 2001), 37. One core tenant of the "Fish!" philosophy is, "There is always a choice about the way you do your work, even if there is not a choice about the work itself." When the defeatist attitude of a cynic is allowed to spread unchecked, staff members and students will become infected, until the entire school suffers from an epidemic.

31. Stephen R. Covey, A. Roger Merrill, and Rebecca R. Merrill, *First Things First: To Live, to Love, to Learn, to Leave a Legacy* (1994; repr., New York City: Free Press, 1996), 32-43. Covey calls this "The Urgency Addition."

32. Dave Isay, *Listening Is an Act of Love: A Celebration of American Life from the StoryCorps Project* (New York: Penguin Press, 2007), 269. Isay concludes that our stories "are a record of our shared humanity. Hearing them, it becomes clear that no matter who we are or where we come from, there is much more in common that we share

than that divides us....if we spent a little less time listening to the racket of divisive radio and TV talk shows and a little more time listening to each other, we would be a better, more thoughtful, and more compassionate nation."

33. Marita Littauer and Florence Littauer, *Wired That Way* (Ventura, CA: Regal Books, 2006). A basic knowledge of co-workers' personality styles promotes tolerance and teamwork.

34. Tom Rath, *StrengthsFinder 2.0: A New and Upgraded Edition of the Online Test from Gallup's Now, Discover Your Strengths* (New York: Gallup Press, 2007), 30. Rath points out, "it's essential not only to discover and develop your strengths as early as possible, but also to help the people around you build on their natural talents."

35. Amanda Ripley, "A Call to Action for Public Schools," *Time*, September 20, 2010, 40. When asked, "What will improve teacher effectiveness the most," 30% of Americans polled responded "Mentoring by more-experienced teachers." This response tied for the top answer along with "Better training in universities."

36. Lois J. Zachary, *The Mentor's Guide: Facilitating Effective Learning Relationships* (San Francisco: Jossey-Bass, 2000), 82-86. Zachary provides practical lists of "Helpful Approaches" and "Not Helpful" approaches. In the helpful category is to "provide information about similar other situations—for example, "In my experience..."

37. Robert Putnam, Lewis Feldstein, and Don Cohen, *Better Together : Restoring the American Community* (New York: Simon & Schuster, 2003), 227, 240. Eight years ago, Putnam cautioned "We are in no position to judge authoritatively how much real community building and social-capital building happens on the Web." He did, however, note that the craigslist.com model did "suggest a role for the Internet in the mix of ways that people come to know, trust, and connect with one another."

38. Nick Barr, "The world's largest English Department," Ning Blog, entry posted October 1, 2009, <http://blog.ning.com/2009/10/the-worlds-largest-english-department.html> (accessed September 15, 2010). Started in December 2009, by English teacher and author Jim Burke, the English Companion Ning boasts over 20,000 members and is swiftly becoming *the* place "where English teachers go to help each other."

39. Clay Shirky, *Here Comes Everybody: The Power of Organizing Without Organizations* (Boston: Penguin Books, 2009), 107, 159. Teachers no longer need to rely on organizations to create collaborative opportunities. Shirky notes, "The increase in the power of both individuals and groups, outside traditional organizational structures, is unprecedented." Teachers are now able to connect and collaborate in ways they've only dreamed of in the past. Shirky points out that "...social tools don't create collective action—they merely remove the obstacles to it. Those obstacles have been so significant and pervasive, however, that as they are being removed, the world is becoming a different place."

40. Grant Faulkner, "English Teachers Find an Online Friend: the English Companion Ning," National Writing Project, <http://www.nwp.org/cs/public/print/resource/2848> (accessed September 15, 2010).
41. Peter Jarvis, *The Practitioner-Researcher: Developing Theory from Practice*, Jossey Bass Higher and Adult Education Series (San Francisco: Jossey-Bass, 1998), 31. The key difference between a typical researcher and the practitioner-researcher is that the practitioner-researcher "can record the more personal, subjective aspects of this ephemeral phenomenon of practice." And these personal, subjective are of inestimable value to other practitioners of teaching.
42. Chip Heath and Dan Heath, *Switch: How to Change Things When Change Is Hard* (New York: Broadway Business, 2010), 259. On the chart that summarizes the main points of this highly practical book about change, the Heather brothers offer this reminder: "For things to change, somebody somewhere has to start acting differently. Maybe its you..."
43. Will Richardson, *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*, 3rd ed. (Thousand Oaks, CA: Corwin Press, 2010), 67-70. The sample wikis described by Richardson are examples of what can easily be done within schools and between schools thanks to many Read/Write web tools.
44. Cathryn Berger Kaye, *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* (Minneapolis, MN: Free Spirit Publishing, 2003). Kaye offers practical scaffolding for teachers and students, as well as annotated reading lists for incorporating service learning across the curriculum.
45. "About AVLN," Adventist Virtual Learning Network, <http://www.avln.org/article.php?id=2> (accessed September 16, 2010). A superb Adventist virtual community already exists, but very few take advantage of the learning and collaboration available. During the summer of 2010, the AVLN Service Learning course barely had the minimum number of registrants.
46. Clay Shirky, *Cognitive Surplus: Creativity and Generosity in a Connected Age* (New York: Penguin Press, 2010), 101. Shirky explains the exponential growth of online communities built via volunteer time and energy this way: "people had the opportunity to behave in a way that rewarded some intrinsic motivation, and those opportunities were enabled by technology but created by human beings."
47. Shane Anderson, *How to Kill Adventist Education: And How to Give It a Fighting Chance* (Hagerstown, MD: Review & Herald Publishing, 2009), 157-160. Anderson closes his book with a pointed plea for a revival of personal devotion.
48. Ellen G. White, *Education* (Boise: Pacific Press Publishing Association, 1953), 259. "It is because so many parents and teachers profess to believe the word of

God while their lives deny its power that the teaching of Scripture has no greater effect upon the youth." When a teacher settles for substitutes, her students will notice the counterfeit.

49. William Ury, *The Power of a Positive No: How to Say No and Still Get to Yes* (New York: Bantam Dell, 2008), 27-29. Ury states, "Your Yes is your underlying purpose for which you are saying No." Simply put, a teacher must say "No" frequently to people in order to say "Yes" to God.

50. Ellen G. White, *Education* (Boise: Pacific Press Publishing Association, 1953), 261. This is the heart of the Great Controversy and, thus, the heart of Adventist Education: the individual's personal connection to Christ. "Not a pause for a moment in His presence, but personal contact with Christ, to sit down in companionship with Him—that is our need."