Respect the views of others

They didn't like what I was preaching, so they gathered wisdom and collect. They told me after services one Sunday morn-

They said they did not want to talk about it. Their minds were made up, and they were joining a church that agreed with them. There was nothing let for me to say except "God be with you."

It was this keen disappointment being seuse that makes me appreciative of the reaction of another of us.

She expressed several serious objections to the response the church had made to a particular issue. She discussed them with me and several others carefully, with emotion and deep conviction.

The difference still exist, but both of us appreciate and respect the other's view, and she continues as a very faithful and committed member of the church.

THE FUNDAMENTAL difference between the two reactions was the sense of responsibility felt for the body in which the opposing reactions could be found.

The first couple had divided the church into "us" and "them" groups and felt the church was in opposition to their interest. The second person had identified the issue as a difference of opinion and response within the concern of the church to which we both were committed. The first couple had reduced the church to groups the couple had reduced the church to groups.

The first couple had reduced the church to groups that were in contention for ultimate power positions. The second person saw the church as a body where divergent issues were resolved to reflect

PARISH EXPERIENCES are certainly not na-tional experiences. National experiences, however, can be parish experiences.

People can divide the nation into "us" and "them" groups and make the "them" group what-ever they oppose or believe is opposing them. Peo-ple can also regard the nation as that collective body where divergent views are resolved to a mu-tually accepted counsel and expression.

People can divide the nation into 50 states

IT MIGHT BE possible that the perfect world excludes all the interests, wants, needs and likes of those who disagree with yours. Perhaps the perfect world would be that world where all people have the same tastes and styles.

Be that as it may, we still live in an imperfect world where one decision is never possible without an opposite one that is equally true. Denying another person access to the alterna-tives you espouse is ultimately a denial of the truth wordsim.

What will finally measure the strength and character of this nation is our willingness to acknowledge that no one group knows the final truth of life. What we do in caring for each other finally will weld the bond of a lasting people.

How do students learn?

Professor pursues a lifelong mystery

Students learn what they care about, and remember what they

understand."

That phrase, more than almost any other, captures Stanford Ericksen's feelings about good teaching, student motivation and retention of learning.

"Learning depends on motivation," says Ericksen, University of Michigan professor of psychology. "Good teaching takes into account the interests, attitudes, santeties and aspirations of students. "Students come to the first day of class wondering what lies ahead. They have interests to nourish, information gaps to fill, values to examine and beliefs to strengthen. In a quiet way, their expectations and curiosities set the stage for what they hear, see and think about.

"Extbooks, lectures and classroom demonstrations exhaulted."

and tinik about.

"Textbooks, lectures and classroom demonstrations take on meaning in terms of what each student already knows," Ericksen continues. "This, meaning take place exclusively and uniquely inside the head of each student.

IT HAD been his lifelong research interest: What makes college students learn? How can teachers help? What can an institution do to encourage the process?

Ericksen, now on his retirement furlough, joined the U-M in 1982 as the first director of the Center for Research of Learning and Teaching (CRLT). A psychologist, he conceived of the center as a means of "bridging the gap between the impersonal science of human behavior and the highly personal nature of teaching and individual student learning," He served 11 years in this administrative post and continued as senior research scientist at the center.

"The usual discussion of teaching and research implies the two are in conflict with one another," he observes. "I have always seen them as mutually supportive, as do most of the faculty members with whom I am in contact. And while research might enhance one's national reputation, most faculty members repeatedly tell me that it's teaching that offers them the most satisfaction.

"THERE'S NO one who has greater respect and affection for teachers than I," he declares. "I suppose what impresses me most is not their style of teaching but their values. . their enhusiasm for both their subject and matter and or the learning process. "I think one of the most important things a teacher does is set an example for students," he continues. "The teacher projects: This is

ST PAULS UNITED METHODIST CHURCH

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Church School - 9:30 Worship - 10:45

Nursery Provided Dr. David Truran, Pastor

what I believe. This is what I think is important."
A teacher who lacks enthusiasm is not likely to have much of an impact on students, in Ericksen's view. "And it can't be contrived," he adds. "It is patronizing to pretend enthusiasm. You'll lose credibility and never regain it."
Practicing what he preaches, Ericksen has taught courses continuously himself for more than 40 years. He earned his bachelor's and master's degrees from the University of Uah and a doctorate in experimental psychology from the University of Chicago. For 14 years before joining U.M. he was professor and head of the psychology department at Vanderbilt University.

ogy department at Vanderbilt University.

AT U-M he has conducted seminars on college teaching, coordinated the large introductory courses in psychology and taught his own course, "Adult Learning in the Natural Setting." He directed a three-year research project in which U-M and 10 other colleges examined institutional means for elevating the importance of teaching.

Ericksen has also been editor and principal writer of CRLIT's Memo to the Faculty" which gree by "word of mouth" to a circulation of 10,000 in all parts of the world. The final issue is a summation of the main ideas Ericksen has been reporting over the past two decades.

His writing will continue, however. The essence of his experience has been compiled in a book, "Motivation for Learning: Acided for the Teacher of the Young Adult" which he is currently revising under the title, "By Precept and Example: An Analysis of Good Teaching."

Ericksen's personal interest are reflected in his office surroundings: a five-speed bicycle he rides to and from work daily, his first needlepoint, dated 1975, a graphic representation of his concept of learning theory, a large wall poster of the planet earth with the inscription, "Love Your Mother."

A HUMANIST, environmentalist and self-described political activist, Ericksen also swims a half-mile five days a week and raises bees. He and his wife, Jane, have four children and seven grand-children.

"I am cilinical evidence that a person needn't become 'burned

children.

"I am clinical evidence that a person needn't become 'burned out' over decades of pursuing a rewarding career," he comments.
"Each student is different, and each year you face a new crop of curious, exciting young people. The questions change, the answers change and the challenge is never ending."

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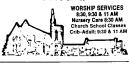
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natic Church where people of many denominations worship togeth Thomas E. Trask, Pastor

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