

Taylor University

Pillars at Taylor University

Milo Rediger Writings & Addresses

Milo Rediger

2020

Master Teachers

Milo A. Rediger
Taylor University

Follow this and additional works at: <https://pillars.taylor.edu/rediger-writings>



Part of the [Christianity Commons](#), [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), [Higher Education Commons](#), and the [Religious Education Commons](#)

Recommended Citation

Rediger, Milo A., "Master Teachers" (2020). *Milo Rediger Writings & Addresses*. 41.
<https://pillars.taylor.edu/rediger-writings/41>

This Manuscript (Unpublished) is brought to you for free and open access by the Milo Rediger at Pillars at Taylor University. It has been accepted for inclusion in Milo Rediger Writings & Addresses by an authorized administrator of Pillars at Taylor University. For more information, please contact pillars@taylor.edu.

MASTER TEACHERS

During the next nine months you will be in close association with many young people. No one else, perhaps even including their parents, will have such an opportunity to influence their growth and development. Many of them will spend more waking hours in the school than in the home. Their minds will be turned to you when they are filled with curiosity, and they will be looking to you for answers.

As the Master Teacher molded -- or remolded ^{the lives of his disciples} -- He taught them by precept, He illustrated His teaching by parables and examples, and He was what He taught them. If we are to be master teachers, we, too, must combine precept and example, and convert the combination into the personalities that we are. Several kinds of mastery are implied.

Mastery of a Subject-matter Field

A teacher must know -- and must know a great deal. He must work hard enough to master his field and to keep up with new developments in it. Thus he will command the respect of his students; and if he does not command it, he has no right to demand it. Of this kind of teacher students will say, "He makes us work hard, but he's the best teacher ^{we ever had}." There is no substitute for hard work, and there is no short cut to real success. However, we should not blame the students for seeking short cuts and easy courses if we did -- and do -- the same thing in our own study. ^{Insert} In view of the explosion of knowledge, we certainly cannot know everything, perhaps not even in our own chosen fields; but we can know where and how to find it, and we can involve our students in the excitement and adventure of learning.

Mastery of Relationships

We must recognize the relationship-nature of all living. There are relationships with people, relationships with the natural universe, and there ought to be a relationship with God. We accept the natural universe as it is, and are subject

to its forces, both benign and sometimes unfriendly. Yet we can also explore these forces, harness many of them, and turn them to the betterment of the world in which we live.

It is so in the relationships with people. We must accept them as they are and love them. Yet, loving them, we can make them more to our liking, and we can contribute toward the improvement of their contribution to society.

Our relationship and commitment to God must also be cultivated. I am not here to preach, but if you are going to be good teachers, you must be good people teaching. This implies a commitment, deep and purposeful, to the highest values.

Mastery of Influence

In this we are like ferrymen; we can take our students only so far, but we expect them to go on beyond that "shore". While they are with us we help to establish the direction they will take when they leave our ferry.

The fact that we cannot go on with them does not detract from the importance of our influence; we have helped them over a very important part of the trail. Had it not been for us and our ferry, they would have drowned, or at least have gotten very wet. They have learned the significance of the "boat" and we have given them a set of mind and heart as well as skills for the hand.

Mastery of People

In all of this we may well ask -- Can attitudes be taught? Can character, initiative, responsibility and cooperativeness be expected in the results of the teaching-learning experience? Perhaps character can be developed, initiative ignited, responsibility cultivated, and cooperativeness encouraged within the framework suggested in this talk.

Essentially, education is educe-ment; we become leaders of these young people, and we attempt to draw out the better and the best which are potentially within them. We expect them to become good people, good citizens of our democratic way

of life -- and, believe me, this is increasingly important if Christian America

Insert is to survive in the world of today and tomorrow. [✓] Where will our students find their standards for living and their criteria for success? We cannot merely teach them facts; rather, we are the standards our students will live by. This is challenge enough for the investment of our best in another year of teaching.