

EDITOR

BEVERLY J. ROBINSON-RUMBLE

Senior Consultants
HUMBERTO M. RASI
REO E. GANSON
C. B. ROCK

Consultants
ROBERTO DE AZEVEDO
South America
PHENIAS BAHIMBA
Africa-Indian Ocean
LESTER DEVINE
South Pacific
L. HERBERT FLETCHER
Inter-America
K. JESURATNAM
Southern Asia
SVEIN JOHANSEN
Middle East
HUDSON KIBUUKA
Eastern Africa
GORDON MADGWICK
North America
HARRY MAYDEN
Euro-Asia
GILBERT PLUBELL
North America
A. C. SEGOVIA
General Conference
RONALD STRADOWSKY
Euro-Africa
SHOZO TABUCHI
Far East
V. S. WAKABA
Southern Africa
ORVILLE WOOLFORD
Trans-Europe

Book Review Editor
CLARENCE DUNBEBIN
Research Editor
JEROME D. THAYER

Layout & Design
HOWARD BULLARD GRAPHIC DESIGN

Advisory Board
REO E. GANSON, L. HERBERT FLETCHER, JOHN FOWLER, KATHY GODDARD, MARION HARTLEIN, DUNBAR HENRI, BETTY HOWARD, GORDON MADGWICK, WALLACE MINDER, HUMBERTO RASI, MICHAEL RYAN, AGRIPINO SEGOVIA, VIRGINIA SMITH, DON WEATHERALL.



THE JOURNAL OF ADVENTIST EDUCATION publishes articles concerned with a variety of topics pertinent to SDA education. Opinions expressed by our writers do not necessarily represent the views of the staff or the official position of the Department of Education of the General Conference of Seventh-day Adventists.

THE JOURNAL OF ADVENTIST EDUCATION (ISSN 0021-8480) is published bimonthly, October through May, and a summer issue for June, July, August, and September by the Department of Education, General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600. TELEPHONE (301) 680-5075. FAX (301) 680-6090. Subscription price, U.S. \$15.75. Single copy, U.S. \$3.25. Second-class mailing paid at Silver Spring, Maryland, and additional mailing office. Please send all changes of address to Southwestern ColorGraphics, P.O. Box 677, Keene, TX 76059, including both old and new address. Address all editorial and advertising correspondence to the Editor. © Copyright 1993 General Conference of SDA. POSTMASTER: Send address changes to THE JOURNAL OF ADVENTIST EDUCATION, P.O. Box 677, Keene, TX 76059.

EDITORIAL

What Have They Seen in Your Classroom?

A while back, a long-time friend told me, "I'll never forget that my third-grade teacher said I'd never amount to anything."

Another acquaintance, looking back on his freshman year at an Adventist college, said, "The president told me I just wasn't college material."

Twenty-five years after an academy principal sought to withhold the diploma a student had been promised if he made up a class, that student would not participate in alumni ceremonies honoring the principal.

An elementary teacher, hearing a young man speaking publicly about a Maranatha project for which he had helped to raise funds, said, "I never thought that Eric* would ever do anything like that."

In only 18 percent of K-12 schools in the North American Division do at least three-quarters of students say that they do not feel put down by teachers, according to the Valuegenesis study.

In different ways, several articles in this issue offer ideas to improve relationships between people involved in schooling students. Dorothy Watts suggests using worships to share "warm fuzzies" in notes students write to one another. Arthur Devlin gives some hints for solving people problems—whether with students, parents, board members, or your fellow teachers. And Sandra Brooks' article tells how to reach out to bored, hostile students.

Let me suggest some additional ideas. As teachers we need to both teach and model the kind of behavior we want to see in our students. When was the last time you phoned or wrote a note of praise to a student or parent? Even when dealing with serious disciplinary infractions, do you, like Christ, "[discern] infinite possibilities" in every child? Do you see your students "as they might be,

transfigured by His grace"? (*Education*, p. 80). Do you deal kindly but forcefully with taunting, racial or ethnic slurs, and bullying? Do you encourage your students to praise each other? Do you pray with them and for them?

Schools are being asked to take over many of the child-raising tasks that used to be the responsibility of homes and churches. There is brokenness even in Christian homes these days—divorce, death, abuse, alienation. Perhaps only in school will your students have the opportunity to see modeled the way Christians ought to treat each other. What is their experience in your classroom?

The adults referred to at the beginning of this editorial are now successful in their chosen professions—a healthcare administrator, a well-paid partner in a drafting firm, and a police officer who takes great joy in traveling with McGruff, the crime-fighting dog, teaching kids how to "take a bite out of crime." But only one of them still attends church. And they all remember with startling clarity the way they were treated so many years ago.

The youngest of those mentioned above, Eric, is working part time and attending college, still active in church and looking forward to becoming a teacher himself. He told me wistfully the other day, "I think I would have done better if even one of my teachers had encouraged me, had said, 'I think you have the potential to be a good student.'"

You can create a different kind of memories for your students. Through consistent emphasis and modeling, both privately and in classrooms and assemblies, you can shape the kind of school that you want, a school that will prepare students for a life of caring and achievement on this earth and for a place in God's heavenly kingdom.—B.J.R.

* Not his real name.