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Possibilities Ahead: Reflections by the GC Vice-President for Education

Dear *Journal* reader,

I would like to reflect with you for a few minutes about the place of education in the work of the Seventh-day Adventist Church and express my personal convictions regarding the importance of education to our church.

As I see it, SDA education is still our most decisive element for church growth and institutional continuity. I am convinced that no other function or department in our church is as meaningful to our welfare as this one. They are all important but none is *as* important.

That is the message we must keep before both ministry and laity. We must begin with the ministry because they are our chief spokespersons, our first line of offense. We must keep encouraging our presidents (division, union, and local) to make education a priority in their fields and to reward pastors for quality education programs just as they do for baptisms and tithe gains. And let's thank them when they do.

The *Adventist Review* has done a fine job of emphasizing education in recent months. Almost every week a byline or feature on education has appeared. If we can establish a similar tradition with our division and union communications around the world it will help make the education emphasis strong and viable.

Recently we have revived the interest in giving special affirmation for teachers as fellow workers in the mission of the church. I think it would be a tremendous inspiration if teachers were formally confirmed into their calling just as are preachers. Why can't we have services that parallel, in style at least, ministerial ordination in which we dedicate teachers who have had several years of successful service and are identified clearly with the overall program of the church?

It seems to me that if we really believe in the importance of education to our mission, we should express this belief by elevating the calling in ways that will (1) impress our people, (2) encourage our teachers, and (3) inspire quality recruits for the teaching profession. The Medallions of Merit and Citations for Excellence are very prestigious awards, but we need a more immediate and general recognition that speaks of a spiritual vocation.

The Integration of Faith and Learning Institute that is now being planned is terrific. Our teachers around the world will benefit from the practical knowledge that will be gained from these efforts. I think it is vital that this program be widely publicized and vigorously implemented. We all need to support that effort in making this idea work. I hope to be of assistance in getting this before the General

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QUESTIONS ABOUT AIDS

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gamous marriage relationship.

What is my best protection against AIDS?

Knowledge. Know how people contract AIDS; learn how to prevent transmission. Because AIDS is transmitted sexually, avoid sexual activity, including heavy petting, until marriage. Choose your marriage partner carefully and remain faithful within that marriage.

Because AIDS is transmitted by intravenous drug use, avoid getting involved in drug abuse. Even "just this once" could prove fatal.

The best safeguard is to maintain the life-style Adventist schools have long advocated—keeping the body free of sexual promiscuity and chemical abuse. □

Joyce W. Hopp, Ph.D., M.P.H., is Dean of the School of Allied Health Professions, and Professor, School of Health, Loma Linda University, Loma Linda, California.

A resource unit has been prepared for use in Seventh-day Adventist schools, grades 5-12, entitled "An AIDS Unit: Teacher Resource." It is available from North American Division union offices of education.

REFERENCES

¹ J. E. Kaplan, "The Evidence Against Transmission of Human T-lymphotropic Virus/Lymphadenopathy Associated Virus in Families of Children With Acquired Immunodeficiency Syndrome." *Pediatric Infectious Disease* (1985), pp. 469-471.

² Phillip R. Lee, M.D., Professor of Social Medicine, University of California, San Francisco, California, in a speech entitled "AIDS: The Press, the Politics, the Price, and the Patients," at a scientific session at the American Thoracic Society convention, New Orleans, Louisiana, May 11, 1987.

³ These are recommended for use with water-based lubricant and spermicidal lubricant such as Non-oxynol-9, which may give additional protection. Lubricants such as petroleum jelly or oil-based creams do not work well, as they cause rubber to deteriorate.

⁴ *National Reports*, citing a study by Dr. Margaret Fische of the University of Miami medical school reported in the *New England Journal of Medicine*, quoted in the *Washington Times*.

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Conference officers and division leaders as something worthy of significant support for the long-term health of the system.

The final item I would like to mention is tuition. More and more, particularly here in the United States, our people are saying that "We are pricing ourselves out of the business." This may be our greatest challenge of all.

I'm impressed with the scholarship programs a number of our NAD colleges are putting in place. I know that will help. I just hope that the systems in other divisions will not make the same mistake as the North American Division in delaying so long to activate endowment programs, or, for that matter, institutional fund raising in general.

I am especially concerned about our secondary schools (particularly boarding academies). Without strong academies to build upon the elementary experience and feed the higher education system, our whole cause is greatly weakened.

I realize that there are no easy solutions, but I suggest that an alert leadership and a determined constituency are capable of solving the problems. The education foundation idea that Gordon Madgwick presented at the recent Andrews University Trustees retreat is, I believe, a step in the right direction.

Our prayers are with you and your associates in making the second half of this quinquennium as fruitful, if not more so, than the first. Best wishes in your continued endeavors. It is a pleasure to labor with you in behalf of the church's greatest resource—our youth.

Very sincerely,
Calvin B. Rock

SPARKING INTEREST IN POETRY

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are also attracted by its intensity and Dickinson's sharp perception of the meaning of existence. Her poem "Because I Could Not Stop for Death" gave my 10th-grade class a chance to immerse themselves totally in the poetic experience.

Before we read the poem, I had the students conduct interviews among themselves. Pretending to be reporters, they paired off, note pad and pencil in hand, to find out how their partner felt about death. They took notes that would form the basis of their oral "report" to the class. Later the report was written up and submitted for a grade.

The students were frank and perceptive in their comments, but

one young woman refused to participate; she would not speak on the subject. Her reaction gave us a chance to explore the fear that is often associated with death.

So impressed were the students with the activity that some of them used the interviews to make a very attractive poster. When we studied the poem itself, we all had a clearer understanding of the subject and a greater readiness to catch the poet's vision.

Exploring Sights and Sounds

One of the simplest yet most rewarding ways to get into poetry is through its sights and sounds. Actually, this is the level on which students initially respond to a poem. When you ask why they like it they respond, "It sounds good to me." We can teach rhyme by having students fill in blanks in stanzas of poems from which the rhyming words have been omitted. George Herbert's