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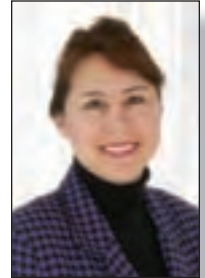


THE JOURNAL OF ADVENTIST EDUCATION publishes articles concerned with a variety of topics pertinent to Adventist education. Opinions expressed by our writers do not necessarily represent the views of the staff or the official position of the Department of Education of the General Conference of Seventh-day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

THE JOURNAL OF ADVENTIST EDUCATION (ISSN 0021-8480) is published bimonthly, October through May, plus a single 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) 622-9627; E-mail: rumbleb@gc.adventist.org. Subscription price, U.S. \$18.25. Add \$3.00 for postage outside the U.S. Single copy, U.S. \$3.75. Periodical postage paid at Silver Spring, Maryland, and additional mailing office. Please send all changes of address to P.O. Box 5, Keene, TX 76059, including both old and new address. Address all editorial and advertising correspondence to the Editor. Copyright 2009 General Conference of SDA, POSTMASTER: Send address changes to THE JOURNAL OF ADVENTIST EDUCATION, P.O. Box 5, Keene, TX 76059.

Health and Beauty: Learning to Be Human

Health and beauty. No, it's not the headline for a popular magazine. Health and beauty are the focus of this issue of THE JOURNAL OF ADVENTIST EDUCATION. Development of the whole person is fundamental to the Adventist philosophy of education. Learning how to have a healthy body and a healthy mind is as central today as when Ellen White first encouraged "health reform," "mental hygiene," or "manual labor" for balanced growth in students. In this issue, Joyce Hopp and Christine Neish outline the biblical and scientific basis for the Seventh-day Adventist "health message" and show how the eight "true remedies" are both preventative and curative. A bonus: upon completion of a test over this article, K-12 teachers can earn Continuing Education credit applicable toward denominational recertification in North America.



This issue of the JOURNAL contains several useful articles for the teacher who must also function as an unofficial public health officer in the classroom. Patti Herring and Lisa Sovory describe how to stop the cold and flu in school settings. This is particularly timely with concerns about outbreaks of H1N1 or "swine flu." The best defense is prevention (hand washing!), and the classroom teacher who takes prompt action can prevent school outbreaks of influenza.

Pets and peanuts are best kept out of the classroom. The article by Herald and Donna Habenicht describes types of allergic reactions and their effect on school performance and behavior, and provides practical ways for teachers and administrators to help students with allergies.

Tracy Arnett outlines how to prevent and report child abuse, and gives guidelines to protect school staff and students from accusations of abuse that could happen on school premises or field trips.

As for beauty, John Wesley Taylor describes how teachers can use a variety of strategies to foster students' appreciation for and ability to contribute to the storehouse of beauty. A couple of years ago, I was in Zimbabwe. At that time, the country was experiencing grave economic challenges, and people were hungry. The shelves in shops only had a few odd items: several bottles of vinegar, a handful of spices, a baby rattle, some washcloths. In the midst of this dire national crisis, Solusi University landscaped the central part of its campus with flowers. Why flowers? One student muttered, "You can't eat flowers."

The campus struggled to obtain enough food for students, staff, and faculty. On the school farm, they grew some kale, peanuts, and oranges. For other staples, they had to drive to Botswana. On many days, students had one or sometimes two meals. It's hard to concentrate on studies or work when the tummy is growling for food. And after years of chronic hunger and no sign of hope for the future, life begins to feel mean and meaningless.

That's why it was exactly right to plant flowers on campus. In such situations, we need to be reminded of what it means to be human. Flowers defy the ugly and brutal. When facing surgery or the loss of a loved one, flowers remind us that to be truly human is to experience beauty and the love of others.

Beauty draws us to God. It arouses within dormant seeds of creativity and wonder. Through aesthetic education, teachers help students learn to be more fully human and to celebrate sharing with God the ability to create.—Lisa M. Beardsley.