

THE JOURNAL OF ADVENTIST EDUCATION

EDITOR

Victor S. Griffiths

ASSOCIATE EDITORS

G. H. Akers

M. L. Hartlein

Gordon Madgwick

C. B. Rock

A. C. Segovia

F. R. Stephan

CONTRIBUTING EDITORS

G. F. Clifford

Gerald F. Colvin

Clarence Dunbebin

T. S. Geraty

R. L. Hilde

C. B. Hirsch

Erma J. Lee

Melvin Northrup

R. L. Reynolds

C. R. Taylor

BOOK REVIEW EDITOR

V. H. Fullerton

RESEARCH EDITOR

George Knight

EDITORIAL ASSISTANT

Beverly J. Robinson-Rumble

DESIGN CONSULTANT

Howard Bullard

LAYOUT ARTIST

Raymond C. Hill

THE JOURNAL OF ADVENTIST EDUCATION (ISSN 0021-8480) 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 editors or the official position of the Department of Education of the General Conference of Seventh-day Adventists.

Issued 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, 6840 Eastern Ave. NW, Washington, DC 20012. (202) 722-6407 or 6412. Subscription price, \$10.95. Single copy, \$2.25. Price may vary where national currencies are different. Printed by University Printers, 537 Grove St., Berrien Springs, MI 49103, to whom all communications concerning change of address should be sent, giving both old and new address. When writing about your subscription, please enclose the address label from the wrapper in which you received the journal. Address all editorial and advertising communications to the Editor. Copyright © 1986 by University Printers.

EDITORIAL

In Search of Solutions

A three-year "sabbatical" immersed in the stimulating and challenging world of acquisitions and divestitures, strategic planning, proformas, operating margins, and financial ratios, I felt, would certainly provide me invaluable and unique perspectives in rejoining the ranks of educators committed to the mission of the Seventh-day Adventist Church. However, I also knew that a return to the work of education would bring significant questions, questions that immersion in the business world had left little time to pursue.

I wondered: What really has happened to Adventist education, K-16, in the past three years? Is it being recognized as a vital force in church growth? Is education given the high priority it *must* have to survive? Are members of the Adventist Church at large, and ministers in particular, totally dedicated to supporting church educators so that they have the opportunity to be articulate, vigorous champions and exemplars of Adventist education? Is the Adventist Church meeting the crises of restrictive budgets and diminishing enrollments with renewed spirits and bold visions for the future? Are the formal and informal coalitions in the church's educational system strongly united in one common purpose—to provide an education for *all* Adventists so that they will be men and women "strong to think and to act, . . . who are masters and not slaves of circumstances, . . . who possess breadth of mind, clearness of thought, and the courage of their convictions"?¹ Are solutions really being found to the tremendous challenges facing Adventist education today?

Three months have now passed since I left the world of business for service again in what Ellen White called "the most important missionary field in the world."² The transition has been both challenging and rewarding. The search for answers to my questions is still continuing. It is readily apparent that the tremendous problems facing Adventist education three years ago are in no way diminished. In many instances they obviously have no ready solutions.

In reflecting on personal perspectives accumulated over the past three years, I have become totally convinced that there is at least one aspect of the corporate world that educational systems and institutions could follow more closely. Corporate leaders in search of excellence and business success do not content themselves with Wordsworth's pronouncement that "habit rules the unreflecting herd." They seek for people who can create new ideas, new products, and new ways of doing things. Business leaders respect such creative individuals and reward them.

I am not sure that Adventist education as a whole has really progressed very far in its efforts to promote a climate in which innovative ideas can be expressed and implemented. I am convinced, however, that it *must* do this in the future.

Our immediate task is not merely to survive; we must revitalize and reempower our educational system to fulfill the mission entrusted to us. There is a delicate balance involved with change, which Whitehead recognized when he wrote, "The art of progress is to preserve order amid change and to preserve change amid order."

Some individuals have met today's challenges of education and offer striking examples of what can be done to effect significant change through creativity and hard work. U.S. Secretary of Education William J. Bennett recently

Continued on page 46

IN SEARCH OF SOLUTIONS

Continued from page 3

commended Joe Clarke, the principal of East Side High School in Patterson, New Jersey. Five years ago this inner-city secondary school was out of control. Gangs roamed the hallways; drug dealing was rampant. Each day one-third of the students was absent or on suspension; students wandered wherever they wished. Violence and vandalism were commonplace. Bennett stated that five years ago Joe Clarke met his 3,000 students on the first day of school and announced by bullhorn that a *new* East Side High School now existed, a school that had rules and a principal who knew what he expected. He let

students know he believed in them, and he rewarded those who did well. Today, violence and drugs are gone, attendance is good, and SAT scores are up.

"Crazy Joe" Clarke looked on the positive. He knew his mission and his teachers, he listened to his community. He took time out to think creatively, and then he developed his strategies.

We *must find ways* to revitalize and reempower our educational system and face the challenges that confront us. While we may not all be highly creative, innovative individuals, each of us can contribute something to the search for solutions. We can with faithful determination work to create opportunities and an atmosphere in which those who are creative innovators can flourish and, with God's help, find solutions to the problems facing us. My associates and I in the Boards of Educa-

tion are totally dedicated to seeing this happen.—G.M. □

Dr. Gordon Madgwick was Director of Long-Term Care Development for the Manor Health Care Corporation until he rejoined the Adventist educational system as Executive Secretary of the Board of Higher Education. He has also served as Dean of the School of Graduate Studies, Andrews University, Berrien Springs, Michigan; and Academic Vice President of Pacific Union College, Angwin, California.

FOOTNOTES

¹ Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press Publishing Assn., 1903), p. 18.

² _____, *Testimonies for the Church* (Mountain View, Calif.: Pacific Press Publishing Assn., 1948), vol. 4, p. 426. Italics supplied.

OF INTEREST TO TEACHERS

(Continued from page 38)

found that nearly half the children studied (48.8 percent) were abducted by trickery or enticement. Forty-nine percent were abducted by force.

The most popular lures, the center found, are the offer of a ride, the promise of a gift, or an invitation to a party. Abductors also frequently impersonate police officers, claim to be a friend of the child's parents, or ask for directions or some other assistance.

The study explodes some common misconceptions about kidnapping:

- Kidnapping usually is *not* committed against very young children. Almost half are 10 years old or older; the largest number of victims are between the ages of 11 and 14.

- Children are most vulnerable when walking; more than 43 percent of the children in the study were abducted then. Approximately 13 percent were abducted while traveling between home and school.

- About twice as many girls as boys are kidnapped.

- Sexual assault frequently follows abduction. In studies of kidnapping in Jacksonville, Florida, and Houston, Texas, more than 83 percent of the Jacksonville children and 96 percent of the Houston children were sexually assaulted.

Jay Howell, executive director of the National Center for Missing and Exploited Children, says he hopes the results of the kidnapping study will spur parents and school administrators to develop new strategies to prevent child abductions.

Howell warns that the traditional advice about not taking candy from a stranger is no longer useful. For one thing, he explains, nobody tries that line anymore; for

another, kids and parents are likely to have different definitions of "strangers." Most children, Howell notes, think of strangers as "bizarre" or "unusual," so someone who introduces himself and acts friendly often is not perceived as dangerous. □

BOOK REVIEWS

(Continued from page 30)

statement effected what one might refer to as a 'Copernican revolution' in my educational thinking. No longer could I view the homes of the children in my school as supplemental to the program. . . . Rather, I had to take the revolutionary (for me) view that the school was, in effect, an extension of the home and that my teachers and myself were servants of the parents in the educational enterprise."

The other three intriguing chapters include "The Myth About the Sacred and the Secular," "The Myth of the Best Method," and "Manual Labor Myths and Concept of Balance."

Superintendents and faculty members facing school evaluations will find two chapters particularly helpful. "Myths About Educational Purposes" and "Myths About Human Nature" offer excellent help in building the mission statement and philosophy of education that are the heart of the evaluation process.

Every school should have a copy of *Myths in Adventism*, and it should be *required* reading for all educators. It is written in plain English but contains enough ideas to keep a thinking educator busy for a long, long time.—Clarence Dunbebin. □

Dr. Clarence Dunbebin is Principal of Sligo Adventist School, Takoma Park, Maryland, and a Contributing Editor of THE JOURNAL OF ADVENTIST EDUCATION.