

TEACHER REACTION

Stimulating, High Caliber

The JOURNAL has been quite helpful to me during the past couple of years. Topics and articles are more stimulating and of higher caliber than they were a few years ago.

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Of Great Value

Thank you very much for sending THE JOURNAL OF ADVENTIST EDUCATION regularly. It is of great value to us.

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Favors One Entry Level for Nursing

In her article "Should There Be Two Entry Levels Into Nursing? Yes" (December 1986-January 1987 issue), Margaret Peterson supports making a distinction between the technical nurse (A.D.N.) and the professional nurse (B.S.N.). I disagree.

1. The two-year program should be available for persons with nonnursing college experience or military training. Many of the qualifications Ms. Peterson says are provided by the four-year degree could be obtained through military training. In addition, people who have switched their major to nursing after previous college experience should be able to get an A.D.N. and not have to study for additional years to obtain a B.S.N.

2. The four-year degree requires too many unnecessary courses. For instance, what does history have to do with nursing? I do not think that nursing students should have to take extra courses that do not pertain to their major.

3. There should not be a distinction between technical and professional nurses because both have to pass state boards. Ms. Peterson says that "the current registered nurse licensing examination is more suited to testing the A.D.N. graduate rather than the B.S.N. graduate." I disagree. If anyone has an advan-

tage on the examination, it should be the four-year nursing student. If added years of nursing training cause one to be less prepared for the dimensions covered by the examination, this should give additional support to maintaining one entry level into the profession.

The article presents many positive reasons for pursuing a four-year degree. However, this program does not fit everyone's background or future goals. Eliminating the A.D.N. as a qualification for an R.N. could prevent many excellent candidates from choosing the field of nursing.

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• *Recognizing the value of baccalaureate nursing education begins with an appreciation of the value of nursing education in the college/university setting. Both associate degree (A.D.) and baccalaureate degree (B.S.) graduates are products of a college/university education. Therefore, general education courses such as history, speech, and literature are integral components of a B.S. program and often an A.D. program. College education should include an intellectual, historical, and analytical dimension. Life experiences, such as military training, can often contribute to these dimensions but cannot be expected to replace a college education.*

When taken out of context the statement regarding the state board exams can be misleading. In the article, this statement referred to the North Dakota action where associate degree graduates would be taking the practical nurses' licensing exam.

Baccalaureate nursing education does not "cause one to be less prepared" for the state board examination. It fully prepares its graduates, equipping them with a broad theoretical knowledge that they can utilize both in today's society and in the world of the future.—Margaret Peterson.

Adventists and Peace

My wife (who teaches in an SDA high school in Sydney) and I have much appreciated the JOURNAL and have found several extra-helpful articles recently. However, I consider Charles Martin's "The Church and Military Service" (December 1986-January 1987) quite a letdown. Both this article and the book review by C. E. Bracebridge

appeared to be rather one-sided.

In both cases the authors seem quite unaware of the GC statement on peace that appeared in the *Adventist Review* of June 30, 1985.

In Australia recently we have had some thoughtful discussions on the topic of the Christian's attitude toward peace and war. The South Pacific Division president, writing in the division paper, spoke of our responsibility to be peacemakers in a world of conflict and war. This peacemaker's perspective should be used to view particular details such as conscientious cooperation or conscientious objection. More importantly, though, it makes clear our responsibility to prevent conflict rather than simply alleviate the suffering it causes.

Historically the SDA Church has never before had the opportunity to play a role in the prevention of war, but has always shouldered a war-alleviating role. Much of Ellen White's counsel on conscientious cooperation in wartime was based on the conditions that existed at the time of the U.S. Civil War.

This occurred well before fission, fusion, neutrons, and MAD (mutually assured destruction). In searching for principles to use prior to war, in countries outside the U.S., and in wars abroad, we may need to rely more on the principles found in the New Testament.

If according to the 1954 action by the General Conference Committee, Seventh-day Adventists are to render all possible service to save human life, then their most effective service will be to defuse conflict and prevent war.

The need for such prevention is much greater today, after 40 years of cold war and nuclear threat. As a Mennonite peace activist recently said, "Nuclear war technology has raced far ahead of our theology, now our theology is struggling to catch up."

Since World War II the superpowers have armed themselves in more sophisticated and deadly ways. Constantly we hear of threats and counterthreats, alliances and suspicion and fear and propaganda. Military men have great influence in our governmental policy,

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approve of the person's solution to the problem.

IV. Consider Bible promises on the worth of the individual.

- A. Romans 8:16 "We are the children of God . . ."
- B. Psalm 103:13 "Like as a Father pitieth his children . . ."
- C. Proverbs 14:26 "His children shall have a place of refuge."
- D. Jeremiah 49:11 "Leave thy fatherless children, I will preserve them alive . . ."
- E. Isaiah 54:13 "Great shall be the peace of thy children."
- F. Philippians 4:13 "I can do all things through Christ . . ."
- G. Psalm 145:15, 16 "Thou givest them their meat in due season . . . and satisfiest the desire of every living thing."
- H. Hebrews 2:11 "For which cause He is not ashamed to call them brethren . . ."
- I. 1 John 3:1 "Behold, what manner of love the Father hath bestowed upon us, that we should be called the sons of God . . ."
- J. Hebrews 4:15 "We have . . . a high priest which . . . was in all points tempted like as we are . . ."
- K. Psalm 34:18 "The Lord is nigh unto them that are of a broken heart . . ."
- L. Ezekiel 18:32 "For I have no pleasure in the death of him that dieth . . . wherefore turn yourselves, and live ye . . ."
- M. Jeremiah 31:3 "Yea, I have loved thee with an everlasting love: therefore with lovingkindness have I drawn thee."
- N. Isaiah 49:15 "Can a woman forget her sucking child? . . . yea, they may forget, yet will I not forget thee."

V. Suggested activities

- A. Have students write a letter convincing someone their own age not to commit suicide.
- B. Suggest role-playing situations (a) manning a suicide hotline, (b) one friend telling another that he or she is contemplating suicide, (c) one friend questioning another about possible suicide.
- C. Use case-study approach; ask students how they would respond, what they would do.

Conclusion

Our adolescents do not have to self-destruct. Adolescence is not terminal, it is transitional. This transition can be either creative or destructive. We can prevent teen suicide by sending our students the loud, clear message, "You're not alone. We—your teachers, your family, your church—will take the adolescent journey with you. We love you and want to help." □

Suggested Resource Materials

Greg Laurie, *Teenage Suicide: The Ultimate Weapon*, Answers From the Bible. Booklet available from Harvest Ministries, 6115 Arlington Ave., Riverside, CA.

Suicide Prevention Materials. Cherry Creek Schools, Milton W. Schmidt, Director of Institutional Services, 4700 S. Yosemite St., Englewood CO 80111. In-service and Resource Guide (\$3.50). Student Curriculum Manual (\$2.50). Intervention Training Manual (\$3.00). Project Director's Manual (\$6.00).

Suicide Prevention and Education Center, 982 Eastern Parkway, Suite 200, Louisville, KY 40217. Materials for school personnel and students (write for price).

Information Officer, Suicide Information and

Education Centre, Suite 103, 732-14 St. NW, Calgary, Alberta T2N 2A4, Canada (write for price).

Help Hotline, P.O. Box 46, Youngstown, OH 44501. Teacher's curriculum and guide (Grades 9-12), \$7.00.

Ann Arbor Publishers, Inc., P.O. Box 7249, Naples, FL 33941. "Preventing Teenage Suicide," \$5.00.

Suicide Prevention Center, 184 Salem Ave., Dayton, OH 45406. Pamphlets: "Children and Suicide" (\$.30), "Suicide and Youth" (\$.25), "Suicide Prevention in Educational Settings" (\$.30), "Adolescent Suicide School Project" (\$.25), "Classroom Guide for Teachers (Jr. and Sr. High)" (\$2.00).

FOOTNOTES

¹ Mary Miller, "Suicide Intervention," The Center for Information on Suicide, Suite 63, 6867 Golfcrest Dr., San Diego, CA 92119.

² *Suicide Surveillance*, Centers for Disease Control, Atlanta, Georgia, 1970-1980.

³ Miller, p. 3.
⁴ A. Lynch, *Redesigning School Health Services* (New York: Human Sciences Press, 1983), p. 92.

⁵ J. Isherwood, K. S. Adam, and A. R. Hornblow, "Life Event Stress, Psychosocial Factors, Suicide Attempt and Auto-Accident Proclivity," *Psychosomatic Research*, vol. 2673 (1982), pp. 371-383.

⁶ Miller, p. 3.

⁷ J. Jurnovoy and D. Jenness, "Teenage Suicide," *Good Housekeeping* (January 1984), pp. 89-94; Catherine O'Neill, "No Tomorrow: Teen Suicide in America," *Washington Post*, Health Section (April 23, 1986), p. 15.

⁸ Miller, p. 11.

⁹ Adapted from Elaine Hals, "Suicide Prevention," *Health Education* (August/September 1985), pp. 45-47.

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and their peace-through-strength approach is seldom challenged by Christian ethics. As a result, the arms race consumes the best of mind and means.

In nuclear wars the question of combatancy and noncombatancy is largely irrelevant. With civilian populations being targeted, and the inadequacy of surviving medical services to treat civilian burn, blast, and radiation casualties, it is no longer as clear where a Christian serves his or her country best in time of war.

If we review the conflicts since the American Civil War, are we satisfied with the results of conscientious cooperation? Did medics help Hitler and Imperial Japan to brutalize their foes? Did conscientious cooperation also put Adventist medics from the U.S., Australia, and other countries into the Vietnam war to bolster the essential medical forces without which modern combat troops will not go into battle?

In reality, however, the most important question is not what to do in wartime but what attitudes we hold before wars break out. What message have

SDA's been sending to government leaders? Have we encouraged them to seek military solutions, or have we suggested alternatives? Have we strongly upheld God's method of peace through justice and reconciliation? Do we consider matters of war and peace important in exercising our vote? Do we help to elect political representatives who are hawks or doves, who are nationalistic or who hold a broader worldview?

The high ethical ideals of Adventism should give us a unique enlightened view on many issues of war and peace. What is our attitude toward nuclear testing, the "Star Wars" proposal, and disarmament? As a church we have a great opportunity to exercise an international ethical responsibility. Just imagine the influence for good if Adventists told all political parties they would not vote for anyone with a "peace through strength" platform. Why has not this happened already? Perhaps our traditional views of noncombatancy, party political allegiance, and the divorce of Christian ethics from personal and political decision making are part of the problem.

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