

# EDITORIAL

## In This Issue. . .

**C**hurch members have heard a lot about the Project Affirmation and Valuegenesis studies in recent months. In our lead articles, Richard Osborn and V. Bailey Gillespie examine the findings of the most recent analysis of Valuegenesis as it relates to schools and teachers. They find some encouraging things and some distressing things, and suggest some remedies for the problems that Valuegenesis has highlighted.

Samuel Gaikwad and Paul Brantley explore a common problem for teachers— isolation. How can teachers feel isolated when the classroom is filled with activity? The authors probe various aspects of this phenomenon and offer some ideas to help teachers cope with their feelings of loneliness and isolation.

In responding to a recent JOURNAL survey, many teachers expressed interest in creative ways of integrating faith and learning. Barry Hill describes the process by which the South Pacific Division developed a set of curriculum frameworks for secondary subjects with exactly this intent. Now available from the General Conference Department of Education, these frameworks are a great resource for junior academy and secondary teachers everywhere.

What if your school caught fire? Or your students were stranded by a mudslide or a snowstorm? What should you do to prepare for an earthquake or a tornado? Although we don't like to think about it, an emergency or natural disaster could have devastating results for our schools. Being prepared is the key to preventing injury and loss of life, Dale Johnson says. At the end of his article, you'll find an intriguing simulation that tests your reactions to the crash of a small airplane into a classroom at your school.

Further on in the issue, Norman Miles looks at the problems of inner-city church schools and suggests some solutions for churches that must cope with financial and social pressures. He offers a resounding affirmation of the value of Christian education in preparing inner-city youth for eternity as well as for life in this present world.

Finally, you'll find some ideas for your school health program and for teaching keyboarding to younger students in articles by Anna Selk and Ruth Pope.

Our next issue will deal with discipline and classroom management, a subject that resonates with most teachers and administrators. It will outline a variety of approaches and techniques for applying redemptive discipline that should make classrooms a more orderly and rewarding place for both teachers and students.

*Beverly J. Rumble*

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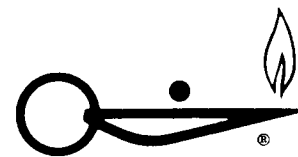
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