

Institute for Christian Teaching
Education Department of Seventh-Day Adventists

**THE POWER OF RELATIONSHIPS AND
MODELING IN ADVENTIST EDUCATION:
ELLEN G. WHITE PERSPECTIVE**

By
PAUL KAKULE MITHIMBO
Department of Theology
Adventist University Wallace, DRC

**470-00 Institute for Christian Teaching
12501 Old Columbia Pike
Silver Spring, MD 20904 USA**

Prepared for the
28th International Faith and Learning Seminar
held at Babcock University, Nigeria
June 17 – 29, 2001

INTRODUCTION

True education, according to the Seventh-Day Adventist Church, is the harmonious development of all the faculties – a full adequate preparation for this life and the future eternal life ⁽¹⁾. This is really the aim of all our schools, but in order to implement this among students, what kind of teachers do the schools need on the spot? It is true that this kind of education is needed in our 21st century society because every person must face the realities of life – its opportunities, its responsibilities, its defeats and its successes.

How he is to meet experiences, whether he is to become master or victim of circumstances, depends largely upon his preparation to cope with them – his education ⁽²⁾. That is why the church needs good educators (teachers and parents) who can really make use of the power of modelling and loving relationships to develop the mind, to establish a pattern of living and to form the character of our students.

Purpose of the Study

The purpose of this article is to find out ways and means by which teachers may be taken as good models and how to develop loving relationships among educators and their students, in order to integrate faith and learning in the classroom.

It may be confirmed that when a teacher is a good living example for his students, an education in which spiritual, mental and physical faculties are developed, is made effective. A sound intelligent teacher will naturally produce good and skilful students. A teacher's living example in spiritual life will help his students to recognize God as the source of all wisdom and understanding.

The Need

The motivating objective is that the youth are expected to mature to be future leaders and good citizens, well prepared for the practical experiences of living, fully developed physically, and God-fearing. This is only possible in our schools if good modelling and loving relationships are set before them [youth] by devoted teachers. This is a need for Adventist education.

Methodology

The research approach used in this essay is descriptive. It will first define what modelling and relationship are. Then it will view, from writings of Ellen G. White perspective, what the educators (parents, teachers and administrations of schools) really teach to the youth:

(1) What they know (2) What they say (3) What they are (4) What they do.
Later in the essay will be emphasized the modelling on what we are and what we do; finally loving relationships in integrating faith by living example will be viewed. A brief conclusion will complete the study.

¹ E.G. White, Education, (Boise, Idaho: Pacific Press Publishing Association, 1952), Introduction p.7.

² Ibid.

MODELING AND RELATIONSHIP: WHAT ARE THEY?

The definition of "model" as a verb, means "to be used as a basis for a pattern", or "to model oneself on somebody" (¹). The substantive "model" is defined as:

1. A representation of something usually smaller than the original;
2. A system used as a basis for a copy, a pattern. Thus it may be said, for example, that the nation's constitution provided a "model" that other countries followed.
3. A person or a thing regarded as excellent for his/its kind and worth imitating: i.e. a model of tact, fairness, accuracy etc., a model pupil, husband, teacher, and so on (²).
Many times, students model themselves after their teachers, good or bad.
Relationships on the other hand has the widest use, covering many of the meanings of relation.
 1. Relation & relationship can be used of family connections.
 2. Relationship can also indicate a strong emotional association.
 3. When speaking about less personal associations or friendship, relations or relationship is used. We may say for example that Britain has a unique relationship with the U.S.A. There is about a friendship (³).

Thus, relationship is a state of being connected to somebody. It is also a state of being related by birth or marriage. It means a link or contacts or dealings. Being a way in which one person is related to another, it has power to strengthen similarity and connection between people. In this way, it is a powerful means of transmission of knowledge and education.

DOES GOOD EDUCATION CONSIST OF TEACHING MERELY WHAT WE KNOW AND SAY?

According to the writings of E.G. White, it is not the highest work of education to communicate knowledge merely, but to impart that vitalizing energy which is received through the contact of mind with mind and soul with soul. It is only life that can beget life (⁴).

This contact of mind with mind implies a relationship between two persons. How should Adventist education then reach for the highest attainments? Adventist education should go further than merely teaching what teachers know and say, to get the highest attainments. The natural and the spiritual are to be combined in the studies of our schools. The laws obeyed by the earth reveal the fact that it is under the masterly power of infinite God. The author of nature is the author of the Bible. Creation and Christianity have one God. All who engage in acquisition of knowledge should aim to have relationship with the Highest Source of progress (⁵).

Let teachers advance as fast as far as they can; let their field of study be as broad as their powers can encompass, making God their Wisdom, clinging to him:

¹ Harrap, Harrapp's Shorter Dictionary English French, S.V >"model", (Chambers Harraps Publishers Ltd 1996), p.593.

² A.S. Hornby & A.P. Cowie, Oxford Advanced Learner's Dictionary of Current English, S.V. "Model", 4th ed., (Oxford University Press, 1989), p. 797.

³ Ibid, S.V. "relationship", p. 1062.

⁴ E.G. White, Mind, Character & Personality, 2 vls, (Nashville, Tennessee: Southern Publishing Association, 1977), VII, P. 187.

⁵ Ibid.

- Who is infinite in knowledge;
- Who can solve the most difficult problems for minds that believe in him;
- Who can reveal the secrets hidden for ages;
- Who alone has immortality (1Tim 6: 16)?

When the heart and the mind are submitted to God, when man is willing to be instructed as a little child, the science of education will be found in the Word of God. When teachers and students come down of their stiles and enter Christ's school to learn from Him, the Perfect Model, by love relationship, they will talk intelligently of higher education because they will understand that "it is that knowledge which enables men and women to understand the essence of science" ⁽¹⁾.

It is true that the teacher may understand many things in regard to the physical universe, he may know about the structure of animal life, the discoveries of natural science, the invention of mechanical art. But he/she cannot be called an educator. He/she is not fitted for his/her work as an instructor of the youth, unless he/she has knowledge of God and of Christ in his/her own soul. He/she cannot be a true educator until he/she is him/herself a learner in the school of Christ, receiving his/her education from the Divine Instructor ⁽²⁾. Thus a good education does not consist of teaching merely what we know and what we say but also what we have learned from Christ, the Master teacher who knows every thing; the Omniscient.

Jesus censured the Pharisees, for they were teaching what they were not practising; what they were doing was in contradiction with what they were teaching (Math 23:4). This condemnation was made in order to help teachers to know that what they teach is really what they should be. When their living example is good, then they are teaching well. The educators should not teach merely what they know and say, but what they are and what they do; hence the importance of modelling and relationship in education.

EDUCATORS TEACH WHAT THEY ARE AND WHAT THEY DO

Usually educators teach at first what they are and what they do. Hence a teacher should exert a good influence. Therefore the following advice from Ellen White is important to teachers:

"There are all kinds of characters to deal with in the children and youth. Their minds are impressible. Anything like hasty, passionate exhibition on the part of the teacher may cut off his/her influence for good over the students whom is having the name of education. There is the correct influence exerted from good examples to be exerted upon them for their spiritual good" ⁽³⁾.

The example is almost irresistible

Research has shown that observation of others does have a powerful impact on behaviour. Actually, the teacher may teach a little by what he says; he teaches more by what

¹ E.G. White, Manuscript 45, (1898).

² Id., Counsels to Parents, Teachers and Students, (Boise, Idaho: Pacific Press Publishing Association, 1943), p. 65.

³ Id. Manuscript 34, (1893).

he does, but most by what he is (¹). So, the power of modelling is great, it cannot be over emphasized.

This work (education or correcting wrong-doing) is the noblest, and the most difficult ever committed to human beings. It requires these four skills:

- The most delicate tact and a finest susceptibility;
- Knowledge of human nature;
- A heaven-born faith and patience, and
- A willingness to work and watch and wait (²).

It is a work than which nothing can be more important, and at first it requires the teacher to be a living example of this. That is why the true teacher will try by precept and example to win souls to Christ. He must receive the truth in the love of it and let it cleanse his heart and mold his life. Every teacher should be under the full control of the Holy Spirit. This will be an active power for good example. Indeed, according to E.G. White this requires spiritual and intellectual qualifications of him (³):

1. Christian consecration this means:

- a. Realize your dependence upon God every day;
- b. Be filled with His Wisdom every morning;
- c. Realize that God is the source of intellectual as well as spiritual power.

It is when intellectual and spiritual power are combined that the highest standard of manhood is attained. Those who do this, God will accept them as workers together with Him in the training of minds.

2. A personal knowledge of Christ

Every Christian teacher should have an intelligent understanding of what Christ is to him/her individually. He/she should know how:

- a. To make the Lord his/her strength and efficiency;
- b. To commit the keeping of his soul to God as unto a faithful Creator;
- c. To yield to Christ because from Him proceeds all the knowledge essential to enable teachers to be workers together with God.

3. A living embodiment of truth

In order that the teacher may accomplish the object of his/her work he should be a living embodiment of truth, a living channel through which wisdom and life may flow. A pure life, the result of sound principles and right habits, should therefore be regarded as his/her highest qualification (⁴).

¹ Lawrence, Richard, A Theology of Christian Education, (Grand Rapids, ML: Zondaran, 1975), p. 80.

² E.G. White, Education, (1952), p. 292.

³ Id. Counsels to Teachers (1943) p. 66.

⁴ Ibid, pp 31, 230.

4. A successful teaching

A teacher can teach successfully if he/she:

- a. Learned his/ her lessons from Jesus Christ;
- b. Has learned for the purpose of bringing these lessons fully into his own life;
- c. Knows that he/she is controlled by the Holy Spirit;
- d. Reveals in his/her life the transforming influence of the truth;
- e. Does his/her utmost to improve his/her own capabilities, that he/she may teach his/her students how to make improvement (¹).

5. Need for prayer

Unless the teacher realizes the need of prayer and humbles his/her heart before God, he/she will lose the very essence of education (²).

6. Honesty essential

In the Christian World today, fraud, is practiced to a fearful extend. God's commandment keeping people should show that they are above these things. In all the details of life of Christian teachers:

- a. The strictest principles of honesty are to be maintained;
- b. Their actions must be wrought in God, irrespective of all selfish gain;
- c. They must have a reputation for straightforward honesty, thus they will be respected.
- d. Their stern integrity will cover many objectionable traits of character.

As teachers, let us strive earnestly to be good and to do well, so we will teach the youth by our good example, and we shall receive the crown of life (³).

How to impact positively on our students

The apostle John's advice should be followed by teachers: "Dear children, our love should not be just word and task; it must be true love, which shows itself in action" I John 3: 18. The habits and principles of the teacher should be considered of even greater importance than his literary qualifications even if these also are essential. In order to exert the right influence, the following advices are given to educators:

- He/she should have perfect control over himself;
- His/her own heart should be richly imbued with love for his students;
- This love will be seen in his looks, works, and acts;
- He/she should have firmness of character.

It is then that he can mold the minds of his students, as well as instruct them in the sciences (⁴).

¹ E.G. White, Counsels to Teachers, (1943), p. 184

² E.G. White, Counsels to Parents, Teachers & Students, (1943), p. 184.

³ Idem, Mind, Character & Personality, (1977), p. 439.

⁴ Id. Fundamentals of Christian Education, SD, p.19.

In order to impact positively on their students E.G. White writes to teachers:

- Let Christ be seen in all that you do inside and outside the classroom;
- Let all your students see you are a living epistle of Jesus Christ;
- Be lovable. Let your life win the hearts of all who are brought in contact with you;
- Avoid discourtesy and its influence: the good qualities, which many teachers possess, are hidden and instead of attracting souls to Christ, they repulse them. Teachers are called to reform their habits because, a lack of courtesy is one of the greatest stumbling blocks to sinners;
- Know that every action is an influence; every word you speak, every action you perform, has an influence for good or evil upon those who associate with you; and, oh! How necessary it is that you have Christ dwelling in your heart by faith, that your word may be words of life, and you works of love.
- Let teachers know that they are responsible for their influence that surrounds them on their account and on the account of the students ⁽¹⁾.

Really, a teacher should teach what he is and what he does, not only what he knows or what he says. The above advice, if followed, will help him/her to impact positively on his/her students.

Moral Depravity in Some Schools

It is so sorry that in some schools the best methods have not always been practised in dealing with errors and mistakes of students, and the result is that souls have been imperilled and some of them lost because of:

- Evil tempers in the teachers;
 - Unwise advances from the educators;
 - Human passions not under the control of the Holy Spirit of God;
 - All form of lived vice, worldliness or drunkenness ... all this will never pay ⁽²⁾.
How many prodigals are kept out of the Kingdom of God by the character of those who claim to be Christians?
1. Jealousy, envy and pride;
 2. Uncharitable feelings and self-righteousness;
 3. Being easily provoked and thinking evil;
 4. Harshness, coldness and lack of sympathy ... these are the attributes of Satan ⁽³⁾.

It is a terrible thing to have these things to deal with, but in seeking to cast out these evils the workers have in many instances developed similar attributes, which have marred the soul of the one with whom he is dealing ⁽⁴⁾.

How then can the teacher correct the students? The teachers, who work in this part of the Lord's vineyard, need the following:

¹ E.G. White, Review & Herald, Sept. 1, 1885; June 12, 1888

² Idem, Letter 50, 1893

³ Ibid

⁴ Ibid.

- To be self-possessed;
 - To keep their temper and feelings under control and in subjection to the Holy Spirit.
- In addition, he needs:

“To give evidence of having not a one-sided experience, but a well-balanced mind, a symmetrical character. Also the influence of association among students should be controlled. The matter of choosing associates in one which students should learn to consider seriously. Among the youth who attend our schools there will always be two classes: those who seek to please God and obey their teachers, and those who are filled with a spirit of lawlessness. If the youth go with the multitude to do evil, their influence will be cast on the side of the adversary of souls ⁽¹⁾.”

It has been truly said, “Show me your company, and I will show you your character” ⁽²⁾. Unfortunately, the youth fail to realize how sensibly both their character and their reputation are affected by their choice of associates. So, the students should be taught:

- To resist firmly the allurements to evil which come through association with other Youth;
- To learn to look to Jesus continually and to study His Virtue;
- To make Jesus their daily pattern;
- To be trained to weigh their actions and to reason from cause to effect;
- To choose as their companions those who give evidence of uprightness of character, those who practice Bible Truth ⁽³⁾.

By association with those who walk according to principles, even the careless will learn to love righteousness.

HOW TEACHERS SHOULD INTERGRATE FAITH IN THE SCHOOLS BY BEING GOOD EXAMPLES

When the youth come to our colleges, they should not be made to feel that they have come among strangers who do not care for their souls. At the school, let the students feel that the teachers are all concerned for their physical, intellectual, social and spiritual safety. We must guard them, fighting back Satan, that he shall take them off our arms.

Role Modelling Dimension

Role modelling is a form of silent communication where instruction is more caught than taught. This is the time when students stretch their imagination to understand and integrate teachers' behaviours. Bandura (1977) maintains that behaviours are learned through observation of models. Students can develop strong bonds with their role model (teacher) through observation. Teachers' role modelling strategies in the classroom strongly influence students' thinking and attitude. This is the time when unspoken instructions resound across the classroom and are caught by students for better or worse ⁽⁴⁾. So, it is for better if the teacher's

¹ E.G. White, Counsels to Parents, Teachers and Students, p.191.

² Idem, Counsels to Students, pp 221, 222

³ Ibid.

⁴ A.J. Bandura, Social Learning theory (Englewood Cliffs, NJ: Prentice-Hall) quoted by Ninon P. Amentil, “Nurturing faith in College Nursing student”, Christ in the classroom, Vol. 24: 1-20.

silent instruction harmonises with his/her verbal instructions and lifestyle. It is far worse, if non-verbal teaching conflicts with the teacher's verbal instructions and life style.

Campbell also argues that:

“The example constitutes a proof, or a demonstrator for the validity of words used in teaching. Nothing is more confusing for a teenager than inconsistency about moral and spiritual but not lived by them. As teachers, we have the responsibility to teach them our own convictions, not of others”⁽¹⁾.

Commenting on this important issue, Elle White emphasizes the following:

“We cannot teach successfully what we do not live. How can a teacher enjoin these necessary acquirements upon the class unless they have an example of punctuality, of neatness, composure and order”⁽²⁾?

Let the teachers be a model in helping the backward and unpromising students writes E.G. White (1977). If they manifest kindness, love, tender thoughtfulness to their students, they will reap the same in return. If teachers are severe, critical, overbearing, not sensitive to others' feelings, they will receive the same in return because an educator teaches what he/she is and what he/she does. A man who wishes to preserve his self-respect and dignity must be careful not to sacrifice the respect and dignity of others. This rule should be sacredly observed toward the dullest, the youngest, and most blundering students⁽³⁾. Sure, this requires loving relationships with them and modelling.

Teachers must consider that they are dealing with children, and youth, not men and women. The yare children who have everything to learn, and it is much more difficult for some to learn than for others. The dull student needs much more encouragement than he receives. Teachers will not deal with partiality, having favourites; to whom they will show preference while others are treated with exactitude and severity, it will create a state of confusion and insubordination. Patience and adaptability are needed⁽⁴⁾.

That is why good examples from teachers are needed in order to integrate faith in our schools. Accordingly, Ted Engstrom argues that the world needs teachers:

- Who cannot be bought;
- Whose word is their bond;
- Who put character above wealth;
- Who possess opinions and will;
- Who do not hesitate to take chances;
- Who will not lose their individuality in a crowd;
- Who will be as honest in small things as in great things;
- Who will make no compromise with wrong;
- Whose ambitions are not confined to their own selfish desires;
- Who will not say they do it “because everybody else does it”;

¹ Ross Campbell, How to really love your Teenager, (Wheaton, IL: Victor Books, 1983), pp 105, 106, quoted by Alexander Breja, op.cit Vol. 21: 21-33.

² Ellen G. White, Counsel to Sabbath Schools workers, (Washington DC: Review and herald, 1938), p. 92.

³ Id. Mind, Character & Personality, p. 198.

⁴ E.G. White, Mind, Character & Personality, p. 199.

- Who are true to their students through good report and evil report, in adversity as well as in prosperity;
- Who do not believe that shrewdness, cunning and hard-headedness are the best qualities for winning success;
- Who are not ashamed or afraid to stand for the truth when it is unpopular;
- Who can say “no” with emphasis, although all the rest of the world says “yes”⁽¹⁾

POWER OF LOVING RELATIONSHIPS WITH OUR STUDENTS

God’s word places great stress upon the influence of relationship, even on men and women. How much greater is its power on the developing mind and character of children and youth! The company they keep, the principles they adopt and the habit they form, will decide the question of their usefulness here and their future destiny (2 Corinthians 6: 14, 15; 1 Corinthians 5: 9-11).

Relationship in the Classroom

The classroom atmosphere affects the students. If teachers go in a provoked, irritated spirit into the classroom, the moral atmosphere surrounding their souls is leaving its impression upon the youth who are under their care, and in the place of being fitted to instruct the youth, they need one to teach them the lessons of Jesus Christ⁽²⁾.

Every teacher who has to do with the education of young students should remember that the atmosphere that surrounds the teacher affects children and youth. Keeping his/her own soul in the love of God, he/she will know how to exercise the grace of patience and affect positively his/her students.⁽³⁾

Loving Relationship for Academic Achievement

The teacher should collaborate with the parents on the academic achievement of their children. Let it be true that education starts at home, so parents should regard the home as a learning place that is more vital to their children’s educational future than the school. It is also true that when parents become closely involved with their child’s learning process; the child experiences a dramatic improvement in motivation and achievement⁽⁴⁾.

According to E.G. White (1943), there are four ways in which teachers and parents can positively affect the youth’s grade:

- They should establish at home and in the classroom a positive family climate that aids in the development of high self-esteem. High self-esteem thrives in a home or a classroom that constantly gives the child support, praise, and encouragement. These positive results appear when parents and teachers verbally and non-verbally express love for youth. Every human being needs to feel lovable and capable. The lovable side comes from being loved unconditionally by significant others. Through affirmation, the capable side is enhanced by being able to do something well.

¹ Ted W. Engstrom, The Making of a Christian Leader, (Maranatha Foundation Publishers: Nigeria, 1976), and p.120.

² E.G. White, Counsel to Teachers, p. 191.

³ E.G. White, Counsels to teachers, p. 191.

⁴ Ibid, p. 150 ss

- Parents and teachers must demonstrate an interest in the children education. No family or classroom should ever have to wonder whether education is priority. Academically successful children come from homes or classes in which reading is constantly made and encouraged. Parents and teachers should:
 - a. Read to children on a regular basis;
 - b. Develop in children a positive attitude of books;
 - c. Create a print-rich environment in the home or the classroom;
 - d. Supply the children with a variety of writing tools.
- Parents and teachers must do and encourage good habits that lend themselves to a healthy body and mind.
- Make sure he/she has good relationship with parents of your students. Teachers should cooperate with parents. Also, parents must feel it their duty to cooperate with the teacher, to encourage discipline, and to pray for the one who is teaching their children (¹).

How to Relate or Cope with Misdoings

You will not help your students by fretting, censuring, or discouraging them; neither will you act a part to help them to rebel and to be disobedient and unkind and unlovable because of the spirit you develop. How then should we relate to them? E.G. White writings respond (²).

- Never educate them by giving publicity to the errors and misdoing of any student;
- Don't let them consider it a virtue in them to expose the wrongs of others;
- Never humiliate a student by presenting his grievances and mistakes and sins before the school;
- By doing this, don't let his heart be hardened; it may encourage him in evil than in correcting it;
- Talk and pray with him alone;
- Show the same tenderness Christ has evidenced to you who are teachers;
- Never encourage any one student to criticize and talk of the faults of another;
- Hide a multitude of sins in every way possible by pursuing Christ's way to cure him.

This kind of education will be a power and a blessing in this life and into the future immortal life (³).

Even in Recreation, Teachers Should Cooperate

E.G. White appreciated teachers in Switzerland; she wrote:

“The teachers of the schools often go out with their pupils while they are at play and teach them how to amuse themselves and are at hand to repress any disorder or wrong. Sometimes they take their students out and have a long walk with them. I like

¹ E.G. White, Counsels to Parents, Teachers and Students, pp. 150-157; Mind, Character & Personality, Vol. 2, pp. 621-629.

² Idem, Counsels to teachers, pp. 190,200.

³ Ibid.

this, I think there is less opportunity for the children to yield to temptation" (1).

She did not in any way sanction the idea that youth must feel that they are under a constant distrust and cannot act as youth, but let the teachers:

1. Join in the amusements of the youth
2. Be one with them;
3. Show them that they want them to be happy.

This will act as power; it will give confidence to the youth. Thus, they may be controlled by love.

Loving Relationship Manifests Confidence in Students

The wise educator, in dealing with his/her students, will seek to encourage confidence and to strengthen the sense of honor. Being trusted benefits children and youth. Many, even the little children have a high sense of honor; all of them desire to be treated with confidence and respect, and this is their right. They should:

1. Not be led to feel that they cannot go out or come in without being watched;
2. Not be demoralized by suspicion which produces the very evil it seeks to prevent;
3. Be led to feel that they are trusted, and so, there are few who will not seek to prove themselves worthy of the trust (2).

However great his/her scientific knowledge, however excellent hi/her qualifications in other lines, if a teacher does not gain the respect and confidence of his students, his/her efforts will be vain, E.G. White confirmed (3).

Really, loving relationship among teachers, parents and students is powerful for the achievement in their studies. Teachers sustain a loss when they neglect the privilege of relationship and associating together, to strengthen and encourage one another in the service of God in order to help their students.

PERFECT MODEL OF RELATIONSHIP AND MODELING

Social power and modelling sanctified by the Spirit of Christ must be improved in our schools to win souls to the Savior. Jesus was highly social, He was the Perfect Model. His entire life was characterized by disinterested benevolence and the beauty of holiness. He is our pattern of goodness. He carried out His teachings in His own life. He showed consistency without obstinacy, benevolence without weakness, tenderness and sympathy without sentimentalism. He was highly social, yet he possessed a reserve that discouraged any familiarity. He was not conformed to the world, yet He was attentive to the wants of the least among men (4).

The heart of our Redeemer, Jesus Christ was ever touched with the known helplessness of the little child that is subject to rough usage, for he loved children. The feeblest cry of human suffering never reached his ear in vain. And so, everyone who assumes the responsibility of instructing the youth will meet heart; his work is to cooperate with Christ

¹ Ibid, p. 197.

² E.G. White, Education (1903), p. 278

³ Ibid

⁴ Idem Fundamentals of Christian Education, p. 149.

the perfect model in relationship and modelling, in order to restore the moral image of God in every child ⁽¹⁾.

Breja points out that Jesus had a contagious effect upon the people He taught, especially upon his disciples. After having been with Jesus, the impact of the disciples on others was striking. People were wondering about the way they acted and perceived that they were with Jesus ⁽²⁾. Teachers should follow this example at school and in the classroom, living the Jesus social kindness and dignity of humanity as E.G. White (1905) explains,

- At the table of the publicans he sat as a honored guest;
- By his sympathy and social kindness, he showed that he recognized the dignity of humanity;
- Men longed to become worthy of his confidence;
- His words fell with blessed, life giving power upon their thirsty hearts;
- So, new impulses were awakened, and
- To these outcasts of society there was opened the possibility of a new life ⁽³⁾.

Thus it is so clear that it is through the social relations that Christianity comes in contact with the world. Therefore in our association as Christian teachers, we should not lose much by lack of sympathy with one another and with our students. "He who shuts himself out of the rest of the world is not filling the position that God designed he should" ⁽⁴⁾. The proper cultivation of the social element and modelling in our nature brings us into sympathy with our students; it is also a means of development and strength to us in the service of God.

How to Be Fully Qualified for Teaching By Modelling and Relationship

In order to be qualified to deal with human minds by modelling and relationship, E.G. White's advice is important: "every teacher needs Christ abiding in his heart by faith" ⁽⁵⁾.

- Let him/her possess a true, self-denying, self-sacrificing spirit for Christ's sake;
- If instructors have not love of Christ abiding in the heart, they are not fit to be brought into connection with children and youth;
- Let Christ's methods be followed in dealing with those who make mistakes;
- Let Christian teacher often pray for and with an erring student and not be only angry with him;
- Let him/her not speak sharply to the wrongdoer, thus discouraging a soul who is struggling with the power of darkness;
- Let the teacher be a model in action, speaking with good manners to the students within and outside the classroom;
- Let him/her know that faith is established on a relationship with God and is expressed and strengthened in relationship to others;
- Let the teacher know that students experience conversion most often through the friendship and influence of a person;

¹ Ibid.

² A Breja, *op.cit.*, Vol. 21: 21-37.

³ E.G. White, *The Ministry of Healing*, (1905) p.26.

⁴ Ibid

⁵ Idem, *Mind, Character & Personality*, Vol. 1, pp. 190,191.

- When Jesus is seen in the life of a teacher his/her life becomes a model and his/her teaching beneficial to the students (¹).

Thus the teacher can build modelling and personal relationship with the students, this can influence them for eternity. So the climate of the class can draw students together and faster; the teacher's example, his/her leadership and friendship will help to build the student's faith.

Questions on Relationship and Modelling as a Dimension of Faith at School and in the Classroom

The students may evaluate relationship and modelling as a dimension of faith at the school and in the classroom by responding to the following questions. Do you feel that:

1. Your relationship with your teacher has helped you grow in faith?
2. Is there an acceptance and trust in your relationship with your teachers?
3. You trust your teacher because he/she affirms you with smiles, praise, and loving look?
4. Your teacher is a Godly person because you have experienced from his/her caring, acceptance, empathy, and love?
5. The climate or atmosphere of the class contributes to Christian life?
6. You can see that your teacher is like Jesus in some of things he/she says or does?
7. There are positive things about your teacher that you see as a pattern for your life?
8. You can identify with your teacher's way of dealing with spiritual things?
9. This class drew you into a community of believers giving mutual support and love? (²).

EVALUATION OF LOVING RELATIONSHIP AND MODELING IN ADVENTIST SCHOOLS

What happens in an Adventist College when a teacher recalls that his action has offended a student who has been right? Have our teachers humble enough and be able to tell such a student that they were wrong and that he/she should pardon them? If yes, what a good example for this student!

Teachers and students, we are all human beings, feeble and weak. We may still learn from each other. As Christian teachers, our values must be questioned and our personal attitude re-evaluated constantly.

The main questions to be addressed at this point are following: do teachers in Adventist schools have love relationships among themselves? Do they relate positively in order to give good example to their students?

To answer these questions, there should be a deep assessment of Adventist schools, but this is not the purpose of this essay. This article seeks only to provide a tentative set of questions that may help examine relationship and modelling in an Adventist school. Have we not seen conflicts, misunderstanding and animosity among teachers, staff and Administrators

¹ Ibid

² Guptil Stephen, "fostering and assessing the Faith Development in the Adventist Classroom" An Essay presented to the 23rd Faith & Learning Seminar. (Barator: University of East Africa, Kenya, 1998), pp. 1 -20.

in several Adventist schools? Of course, what a bad example given to our students who are always informed on what is happening among their teachers, then how can we teach them love and unity while we are enemies and not united?

Do the teachers in Adventist colleges work as a team? Do they help one another? It has been verified that one way of creating climates that are supportive, and may produce positive attitude change is to “foster collaborative learning and group work” (¹). However, an evaluation of relationships and modelling in Adventist schools requires a look at the characters, personality, social and academic aspects of teachers, and these questions will help in assessing the fulfilment of this relationship and modelling in the schools. Breja points out several aspects (²).

Evaluation of character:

1. As teachers, are we personally born-again?
2. Are we saving relationship with Christ?
3. Are we consecrated members of the Church?
4. Do we give reverence of the sacred?
5. Are we patient and persistent?

Regarding the personality of teachers:

1. Do they have friendship and good norms?
2. Are we winsome and cheerful?
3. Do we have an infectious enthusiasm?
4. Are we emotionally stable and mature?
5. Are we organized?

Evaluation of the teacher’s social life

1. As teacher, am I sociable, interested in student’s activities?
2. Do I listen to the students?
3. Am I understanding, seeing, thinks and students do?
4. Do I enjoy other people? Do I praise or encourage?
5. Do I genuinely love students, treat them with fairness and respect?
6. Do I allow them to feel at home in the classroom?
7. Do I communicate and know them both personally and academically?
8. Do I accept feelings and helps to deal with them?
9. Do I find alternatives to punishments?
10. Do I encourage autonomy, free students from playing roles?
11. Am I democratic in the classroom, tolerant and helpful in my relation with the students?
12. Do I develop team efficacy and collegiality?
13. Do I provide for interaction and communication among group members?
14. Do I develop team efficacy and collegiality?
- 15.

Evaluation look on academic aspect

¹ D. Fontana, Psychology for teachers, p. 324.

² A. Breja, « Teaching through the Example: Adventist Approaches to the Integration of Faith & Learning », Christ in the Classroom, Vol. 21: 21-37.

1. Do I have genuine interest for students?
2. Do I assume personal responsibility for their progress?
3. Do I believe in their ability to grow?
4. Do I praise, inspire students to think for themselves and to express their own ideas sincerely?
5. Do I lead my students to take responsibility and check their progress?
6. Am I cooperative? Do I accept students' contribution?
7. Do I often ask the students what they think about a new project?

CONCLUSION

Essentially, an educator should teach what he/she is, what he/she does and not only what he/she says. Hence the need for an Adventist teacher to be a living example for his/her students in the classroom, at school and outside in order to strengthen faith in the Adventist schools. Jesus was the Perfect Model of such a teaching.

Ellen White emphasizes the power of modelling. She writes: "A right example will do more to benefit the world than all profession" ⁽¹⁾. Further, she argues that in obeying the Savior's injunction, our example will preach louder than words, and that the unconscious influence of a holy life is the most convincing sermon that can be given in favour of Christianity. She concludes, "*argument ... may prologue only opposition, but a Godly example has a power that is impossible wholly to resist.*" ⁽²⁾.

In this Essay we have been discussing the ways of helping Adventist teachers to integrate faith and learning in the classroom and outside by Loving Relationship and Modelling. Through the Ellen G. White writings, we have emphasized that Loving Relationship and Modelling are powerful means for the teacher to integrate faith and learning in the Adventist Schools.

By "modelling" the teacher should teach really what he/she is in a positive manner and not merely what he/she knows and he/she says. By "loving relationship" he/she must develop good relationship of true love with his/her students at the school and outside. This relationship should be developed also with the parents of the students.

The E.G. White writings pointed out the example of Jesus-Christ in linking Himself with the interests of humanity. This example should be followed by all the teachers who work in Seventh-day Adventist schools. Good relationship and modelling will be an important way to attend to a high dimension of faith in our Schools, it will help the youth to strengthen their spiritual life and to improve motivation and Academic achievement. Finally, in order to help teachers to improve their skill in the integration of Faith and Learning, an evaluation look on loving relationship and modelling has closed the Essay.

¹ E.G. White, Christ Objects Lessons, (Washington DC: Review and Herald, 1941), p. 383.

² Idem, Counsels on Stewardship, (Washington DC: Review and Herald, 1940), p. 41. The Acts of the Apostles, (Mountain-View, CA: Pacific Press, 1911), p. 510.

BIBLIOGRAPHY

Bandura A.J. Social Learning Theory, Engleton Cliffs, NJ : Prentice Hall. Quoted by Ninon Amentil P. "Nurturing Faith in College Nursing Student", Christ in the Classroom, Vol 24: 1-20.

Breja A. "Teaching through the Example: Adventist approaches to the Integration of Faith & Learning", Christ in the Classroom, Vol. 21: 21-37.

Campbell Roos. How to Really Love your Teenager. Wheator IL: Victor Books, 1983.

Engstrom Ted W. The Making of a Christian Leader. Maranatha foundation Publishers: Nigeria, 1976.

Fontana D. Psychology for Teachers Sd. 324

Guptil Stephen "Fostering and Assessing the Faith Development in the Adventist Classroom". An Essay Presented to the 23rd International Faith & Learning Seminar. Barton: University of East Africa, Kenya, 1998.

Harrap. Harrap's Shorter Dictionary English-French Sv. "Model". Chambers Harrap's Publishers Ltd, 1996.

Hornby A.S. & Cowie A.P. Oxford Avanced Learner's Dictionary of Curent English. SV. "Model". 4th ed. Oxford University Press, 1989

Lawrence Richard. A Theology of Christian Education. Grand Rapids. ML: Zondaran, 1975.

White E.G. Christ Object Lessons Washington DC: Review and Herald, 1941.

Counsel on Stewardship Washington DC: Review and Herald, 1940.

Counsel to Parents, Teachers and Students, Boise, Idaho: Pacific Press Publishing Assn, 1943.

Counsels to Sabbath School Workers Washington DC: Review & Herald, 1938.

Education Boise, Idaho: Pacific Press Publishing Association, 1952.

Fundamentals of Christian Education Sd., 1954.

Manuscripts 45, 1898. Manuscripts 34, 1893

Mind, Character and Personality. 2 Vls, Nashville, Tennessee: Southern Publishing Association, 1977

Ministry of Healing, 1905

Review and Herald, Sept 1, 1885. June 12, 1888.