

SUBJECT INDEX

ARTICLES, ESSAYS, AND CURRICULAR GUIDES IN THE *CHRIST IN THE CLASSROOM* COLLECTION

- ! This index contains a listing of the essays and articles included in volumes 1-26-B of *Christ in the Classroom*. The number that follows each essay title below corresponds to the catalogue number of that particular essay. In the case of reprinted articles, the reference only lists the volume and page(s). These essays—which are written in either English, French, Portuguese, or Spanish—can be obtained individually.
- ! CC stands for *Christ in the Classroom*, the multi-volume series published by the Institute for Christian Teaching in which this particular essay appears. Thus, *10CC* stands for *Christ in the Classroom*, volume 10, followed by the page numbers.
- ! Volume 9 of *Christ in the Classroom* consists of a bibliography on the integration of faith and learning, by subject.
- ! *SDA Secondary Curriculum* refers to a series of curricular guides that emphasize Christian values in 16 subjects. These can be obtained individually in either English, French or Spanish.
- ! The subject areas covered in this index include the following:

Aesthetics	Integration of Faith & Learning
Agriculture	Language
Anthropology	Library Science
Archaeology	Literature
Architecture	Mathematics
Arts	Moral and Religious Development
Biology	Music
Business Administration	Nursing
Chemistry	Origins
Communication	Paleontology
Computer Science	Philosophy
Counseling	Physical Education
Culture	Physics
Education - Administration	Political Science
Education - Curric. & Instr.	Psychology
Education - Philosophy of	Religious Education
Environmental Sciences	Sciences
Epistemology	Social Studies
Ethics	Sociology
Geography	Technology
Geology	Theater & Cinema
Health Sciences	Vocational Education
History	Work
Home Economics	

Aesthetics

Genevieve Blackwell, "Creativity and culture" (No. 116-92; *7CC*: 369-383).

Larry W. Boughman, "Campus beautification: A factor in integration of faith and learning" (No. 190-94; *14CC*: 39-58).

Larry W. Boughman, "De l'embellissement du campus universitaire" (*22CC*: 35-40).

Jo Ann Davidson, "The Bible and Aesthetics" (No. 408-00; *26-BCC*: 201-265).

Ronald L. Jolliffe, "Valuing vision and voice: Aesthetics and spirituality" (No. 199-94; *14CC*: 201-220).

Glenn Spring, "In the image of God: The creative act in teaching and learning" (No. 342:98; *21CC*: 315-334).

Agriculture

Larry W. Boughman, "Campus beautification: A factor in integration of faith and learning" (No. 190-94; *14CC*: 39-58).

Larry W. Boughman, "De l'embellissement du campus universitaire" (*22CC*: 35-40).

Melvin C. Niswander, "Theory and practice meet in an academy: Landscaping program" (*18CC*: 367-371).

Joel O. Ogot, "The integration of faith and values in the teaching and practice of agriculture" (No. 135-93; *10CC*: 331-350).

Patrick Ogutu, "Conveying Christian values through the teaching of agriculture: A biblical approach" (No. 363-98; *23CC*: 293-308).

Anthropology

Elaine Kennedy, "Buscando a los antepasados de Adán" (*20CC*: 589-593).

Elaine Kennedy, "The search for Adam's ancestors" (*18CC*: 341-345).

Hezekiel Mafu, "The Seventh-day Adventist Church and the traditional rain-cults in Africa" (No. 336-98; *21CC*: 205-224).

Zacchaeus A. Mathema, "Traditional African religiosity and Christian discipleship: An educational perspective" (No. 357-98; *23CC*: 181-200).

Davidson Razafiarivony, "Ancestor worship in Madagascar: An Adventist perspective" (No. 365-98; *23CC*: 327-342).

Miriam S. Tumangday, "Glimpses of human nature: Some implications for Seventh-day Adventist education" (No. 112-92; *7CC*: 289-308).

Emilio Enrique Vogel, "Antropología bíblica y educación adventista" (No. 187-94; *13CC*: 287-303).

Cezar Luis Wichert, "O conceito de pessoa na perspectiva cristã do Dr. Paul Tournier: Necessidade dessa ênfase na educação adventista" (No. 231-94; *15CC*: 323-338).

Archaeology

Randall W. Younker, "The Bible and Archaeology" (No. 414-00; *26-BCC*: 457-477).

Architecture

Neville Clouten, "A proposed model for an architecture reflective practicum in a Christian university setting" (No. 058-89; *4CC*: 149-168).

Arts

Jon A. Carstens, "Rembrandt: La jornada espiritual de un artista" (*20CC*: 517-519).

Jon A. Carstens, "Rembrandt : Le parcours spirituel d'un artiste" (*22CC*: 53-56).

Jon A. Carstens, "Rembrandt: The spiritual journey of an artist" (*18CC*: 285-287).

Gene Cobb, "A contemporary role for the campus art gallery" (*8CC*: 87-89).

Patrizia Hongisto, "Art: The expression of the inexpressible within ethics" (No. 102-92; *7CC*: 95-114).

Wilma McClarty, "A Bíblia e a arte do século XX" (*15CC*: 421-424).

Wilma McClarty, "La Biblia y las artes en el siglo XX" (*20CC*: 631-634).

Wilma McClarty, "La Bible et l'art au XXe siècle : L'influence des Ecritures se fait-elle encore sentir ? " (*22CC*: 221-224).

Wilma McClarty, "The Bible and 20th-century art" (*8CC*: 181-184).

South Pacific Division Department of Education, *Art: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in Spanish: *Arte*.)

Pieter Sol, "Aqui sou apenas um peregrino: Vincent van Gogh em seu centenário" (*15CC*: 465-469).

Pieter Sol, "Extranjero soy en la tierra: Vincent van Gogh en su centenario" (*20CC*: 683-686).

Pieter Sol, “I am but a stranger here: Vincent van Gogh in his centennial” (8CC: 273-276).

Pieter Sol, “ « Je ne suis qu’un étranger ici »

Glenn Spring, “In the image of God: The creative act in teaching and learning” (No. 342-98; 21CC: 315-334).

South Pacific Division Department of Education, *Arts: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990 (Also available in French: *Art*, and Spanish: *Arte*)

Norman L. Wendth, “Educando a mente: Belas artes para o estudante universitário de hoje” (15CC: 491-493).

Norman L. Wendth, “Eduquer l’imagination : Les enseignements de la datation radiométrique” (22CC: 361-364).

Biology

Fred Amino, “Maximizing the God-given potential in students: Teaching biology as a case study” (No. 349-98; 23CC: 51-64).

Minerva M. Alinaya, "Increasing faith through biology instruction" (No. 154-93; 12CC: 1-18).

Noah Angwenyi, “Conservation of biodiversity: Biblical concepts” (No. 350-98; 23CC: 65-84).

B. Peter Archer, “Origins: Can science and biblical Christianity co-exist?” (No. 250-96; 17CC: 1-20).

John T. Baldwin, “Dios, el gorrión y la boa esmeralda” (20CC: 501-504).

John T. Baldwin, “Dieu, la passereau et le boa” (22CC: 25-28).

John T. Baldwin, “God, the sparrow, and the emerald boa” (18CC: 257-260).

Leonard Brand, “The Bible and Biology” (No. 406-00; 26-BCC: 163-178).

Silvio de Moura Bernardes, "Anatomia e fisiologia humanas" (No. 213-94; 15CC: 15-27).

Ronald L. Carter, “¿Determinan los genes la moralidad?” (20CC: 521-524).

Ronald L. Carter, “Do genes determine morality?” (12CC: 329-332).

Ronald L. Carter, “La moralité dépend-elle tout explique ?” (22CC: 57-60).

Ben Clausen, “Christianity and science: An Adventist perspective” (18CC: 305-318).

Antonio Cremades Fuerte, "Aportaciones prácticas para la enseñanza de las ciencias naturales desde una perspectiva cristiana: Una ruta didáctica directa" (No. 235-94; 16CC: 35-54).

Antonio Cremades Fuerte, "Aportaciones prácticas para la enseñanza de las ciencias naturales desde una perspectiva cristiana: Una ruta didáctica indirecta" (No. 236-94; 16CC: 55-74).

David Ekkens, “Animals and humans: Are they equal?” (18CC: 323-326)

David Ekkens, “Les animaux sont-ils les égaux des humains ?” (22CC: 107-110).

David Ekkens, “Los animales y los seres humanos: ¿Son iguales?” (20CC: 551-554).

Abelardo Era, "Biological energy transformation: Implications for the Christian life" (No. 143-93; 11CC: 41-60).

Joseph G. Galusha, “Sociobiology and the origins of morality: A Christian perspective” (No. 331-98; 21CC:115-128).

L. J. Gibson, “A Christian approach to biology” (11CC: 247-254).

L. J. Gibson, “Change in species: Is evolution true?” (6CC: 247-249).

L. J. Gibson, “Créationnistes et évolutionnistes : Un terrain d’edente ?” (22CC: 125-130).

L. J. Gibson, “Current issues in evolution: Mass extinctions” (6CC: 251-256).

L. J. Gibson, “Current issues in evolution: Punctuated equilibrium” (6CC: 262-264).

L. J. Gibson, “Current issues in evolution: Sociobiology” (6CC: 257-260).

George T. Javor, “A l’aube de l’âge du gène” (22CC: 159-162).

George T. Javor, “Al inicio de la Era del Gene” (20CC: 585-587).

George T. Javor, “Searching for the Creator through the study of a bacterium” (No. 293-97; 19CC: 129-139).

Ariel A. Roth, “Intégrer la foi dans l’enseignement de la biologie” (25CC: 355-362).

Jacques Sauvagnat, "Origins options: Implications for Christian biology and geology teachers" (No. 046-89; 3CC: 219-229).

Ramon A. Ulangca, "The amazing cell: Evidences of God's creatorship" (No. 153-93; 11CC: 227-241).

Gerald R. Winslow, “Les chrétiens et la bioéthique : La Bible peut-elle apporter une aide ?” (22CC: 369-372).

Brian Y. Wong, “Lifestyle, diet and cancer prevention” (No. 304-97; 19CC: 319-352).

See also Sciences.

Business Administration

Petras Bahadur, “Integrating faith and values in the business courses at Pakistan Adventist Seminary” (No. 325-98; 21CC: 1-20).

Michael D. Buck, "Has the financial accounting standards board believed a lie?" (No. 002-88; 1CC: 11-28).

Mark de Rond, "Fettucine Alfredo: A core competence for Adventist business education?" (No. 193-94; 14CC: 93-112).

- Emily R. Tebbs Dube, "Managing the financial resources of a family: An Adventist perspective" (No. 158-93; *12CC*: 67-86).
- Henry L. Foster, "The integration of values and learning: An application to accounting" (No. 330-98; *21CC*: 95-114).
- Leon L. Higgs, "The teaching of business ethics and social values in the SDA college business curriculum: A conceptual model" (No. 009-88; *1CC*: 151-173).
- Samuel Kanyandekwe, "La Bible et les principes de management" (No. 391-00; *25CC*: 87-100).
- Gladness Mtango, "Practical research on poverty: A case study at Bugema University" (No. 358-98; *23CC*: 201-218).
- Miriam P. Narbarte, "Teaching human resources management: Its implications for Seventh-day Adventist educators" (No. 146-93; *11CC*: 97-112).
- Braam Oberholster, "Management: A Christian perspective" (No. 167-93; *12CC*: 229-245).
- Teckle Orshiso, "Conveying Christian ethics in accounting and financial management courses" (No. 168-93; *12CC*: 245-260).
- Samuel O. Oyieke, "The Christian in business: Conveying Christian values in business" (No. 364-98; *23CC*: 309-326).
- David L. Ramos L., "La mercadotecnia en el desarrollo de las instituciones educativas adventistas" (No. 244-94; *16CC*: 193-210).
- Gregory G. Rumsey, "A Christian educator's critique of television advertising" (No. 036-89; *3CC*: 21-39).
- Eduar Delmar Santos Gutiérrez, "El administrador financiero: Un enfoque bíblico" (No. 185-94; *13CC*: 249-265).
- Iris S. Schantz, "Leadership and servanthood: Challenges, tensions and possibilities in Christian organizations" (No. 109-92; *7CC*: 231-250).
- South Pacific Division Department of Education, *Commercial Studies: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Etudes commerciales*, and Spanish: *Estudios comerciales*.)
- South Pacific Division Department of Education, *Keyboarding: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Dactilographie*, and Spanish: *Técnica secretarial*.)
- William D. Tieng'o, "Mentoring in business education: Training business leaders for the 21st. Century" (No. 366-98; *23CC*: 343-362).
- Maritu Wagaw, "Teaching business courses for development in Eastern Africa: A Christian perspective" (No. 114-92; *7CC*: 329-347).

Chemistry

- Kevin C. de Berg, "Integrating science and scripture: The case of Robert Boyle" (No. 371-99; *24CC*: 81-96).
- Dwain L. Ford, "Nunca lograrás obtener el doctorado" (*20CC*: 559-561).
- Dwain L. Ford, "You'll never make it through graduate school" (*18CC*: 327-329).
- S. Rajendra Prasad, "Compounding elements of faith and learning in the chemistry classroom" (No. 281-96; *18CC*: 161-180).
- Gloria A. Wright, "Habitat responsibility: Teaching stewardship through chemistry" (No. 270-96; *17CC*: 367-381).
- See also* **Sciences**.

Communication

- Mariano Gómez Seco, "La escuela adventista como centro de evangelización: Una experiencia en España" (No. 239-94; *16CC*: 103-122).
- Sylvia B. Rasi, "¿Por qué no me entiendes?" (*20CC*: 665-669).
- Sylvia B. Rasi, "Por que você não me entende?" (*15CC*: 451-455).
- Sylvia B. Rasi, "Pourquoi ne me comprends-tu pas ?" (*22CC*: 285-290).
- Sylvia B. Rasi, "Why don't you understand me?" (*8CC*: 237-241).
- Gregory G. Rumsey, "A Christian educator's critique of television advertising" (No. 036-89; *3CC*: 21-39).
- Delyse E. Steyn, "Thinking Christianly in a media-dominated society" (No. 111-92; *7CC*: 269-288).
- Kenneth Pradeep Swansi, "Marketing the gospel in the Indian bazaar". (No. 283-96; *18CC*: 195-211).

Computer Science

- Barry Hill and Barry Plane, "Teaching values in industrial technology and computer studies" (*12CC*: 349-352).
- Arlie R. Fandrich, "The integration of faith in the computer classroom: Some ethical concerns" (No. 100-92; *7CC*: 55-74).

Raymond L. Paden, "Artificial intelligence: From the foundations of mathematics to intelligent computers" (No. 106-92; 7CC: 173-187).

South Pacific Division Department of Education, *Computer Studies: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Informatique*, and Spanish: *Computación*.)

James Wolfer, "A Christian perspective on the study of computational intelligence" (No. 210-94; 14CC: 391-407).

Counseling

Adrian Bocaneanu, "Falling in love and premarital sexual morality: Some scientific perspectives" (No. 189-94; 14CC: 19-38).

Jeffrey O. Brown, "Towards an integrated philosophy of student counseling in Seventh-day Adventist colleges and universities" (No. 191-94; 14CC: 59-77).

Ednice Oliveira Burlandy, "Cristo, o orientador pedagógico modelo" (No. 214-94; 15CC: 28-47).

Kenneth B. Cronjé, "Bibliotherapy in Seventh-day Adventist education: Using the information media for character development" (No. 157-93; 12CC: 49-66).

Deolinda Maria Correia Fusth, "Autodeterminação e discernimento crítico responsável" (No. 220-94; 15CC: 137-150).

Emilio García-Marenko, "Adventist schools and contemporary adolescents and youth" (20CC: 421-439).

Emilio García-Marenko, "La escuela adventista frente al adolescente y el joven contemporáneos" (20CC: 399-419).

G. Irving Logan, "Ministering to the secular student in a Christian college" (No. 011-88; 1CC: 193-211).

Edgar Efraín Mamani Padilla, "El segundo alumbramiento: Un enfoque cristiano a la orientación del adolescente" (No. 312-98; 20CC: 127-145).

Ofélia Wichert Moróz, "Satisfazendo as necessidades dos estudantes do 1º e 2º graus em uma escola cristã" (No. 226-94; 15CC: 225-245).

Charlene René Reinecke, "A biblical and psychological comparative study of self-concept" (No. 169-93; 12CC: 261-273).

Randall L. Roberts, "Shattered by death; strengthened by hope: A Christian perspective on grief" (No. 301-97; 19CC: 265-282).

Culture

Fernando Aranda Fraga, "Le postmodernisme et le New Age : Des rapports subtils" (22CC: 17-20).

Genevieve Blackwell, "Creativity and culture" (No. 116-92; 7CC: 369-383).

Gary Land, "El desafío del postmodernismo" (20CC: 603-606).

Gary Land, "Le défi du postmodernisme" (22CC: 205-208).

Gary Land, "Postmodernism: A Christian reflection" (21CC: 435-454).

Gary Land, "The challenge of post-modernism" (18CC: 351-354).

Zacchaeus A. Mathema, "Traditional African religiosity and Christian discipleship: An educational perspective" (No. 357-98; 23CC: 181-200).

Julián M. Melgosa, "Teaching the culture of Spain with a Christian mind" (No. 027-88; 2CC: 153-172).

John A. Mwesa, "The choice of African music in Adventist educational institutions" (No. 360-98; 23CC: 239-258).

Joseph G. Nkou, "Gospel and culture: Some cultural issues faced by Seventh-day Adventist educators and pastors in teaching Bible in Africa" (No. 084-90; 5CC: 293-311).

Anita Oliver, "Postmodern thought and Adventist education" (No. 378-99; 24CC: 217-236).

Paoring L. Ragui, "Integration of cultural and Christian values in a changing society: A Filipino perspective" (No. 107-92; 7CC: 189-209).

Humberto M. Rasi, "Christians versus culture: Should we love or hate the world?" (18CC: 377-380).

Humberto M. Rasi, "El cristiano ante la cultura: ¿Debemos amar u odiar al mundo?" (20CC: 657-660).

Humberto M. Rasi, "La lutte sur deux fronts : Une réponse adventiste au sécularisme et au néo-panthéisme" (22CC: 273-278).

Humberto M. Rasi, "Les chrétiens face à la culture : Aimer le monde ou le détester ?" (22CC: 279-282).

Humberto M. Rasi, "Vues du monde, culture contemporaine et éducation adventiste" (25CC: 315-327).

Davidson Razafiarivony, "Ancestor worship in Madagascar: An Adventist perspective" (No. 365-98; 23CC: 327-342).

K. I. Varghese, "The influence of Christianity on Indian education: An Adventist perspective" (No. 087-90; 6CC: 21-42).

Education - Administration

Eden B. Adeku, "The role of discipline in student administration: Some implications for Adventist higher Education

in Ghana" (No. 347-98; 23CC: 13-30).

Adenkule A. Alalade, "Developing a Spiritual Master Plan" (No. 348-98; 23CC: 31-51).

Nilton D. Amorin, "Academic freedom in theology teaching" (No. 080-90; 5CC: 237-255).

Paulo Cezar de Azevedo, "Missão das escolas de igreja" (No. 212-94; 15CC: 1-12).

Raphaël Andrianjakazafy, "La déperdition scolaire : Etude de cas à Madagascar" (No. 386-00; 25CC: 17-27).

B. B. Beach, "Can a university be Christian? A look at academic freedom on the Adventist campus" (8CC: 65-70).

David Birkenstock, "Leadership: The key dimension in Adventist tertiary educational administration" (No. 156-93; 12CC: 37-48).

Larry W. Boughman, "Campus beautification: A factor in integration of faith and learning" (No. 190-94; 14CC: 39-58).

Héctor Palacios Cambell, "La escuela secundaria adventista como medio de redención" (No. 183-94; 13CC: 207-227).

Rich Carlson, "Working smarter, not harder: Administrative leadership styles in Adventist colleges" (18CC: 279-283).

Marcelo Carvajal Alvarez, "La ética cristiana en las relaciones interpersonales en el contexto de un colegio o universidad adventista" (No. 174-94; 13CC: 41-60).

Arturo Chambilla Clavel, "Gobierno y misión en la estructura orgánica del sistema educativo adventista" (20CC: 41-53).

Iris F. Denison, "Implementing the integration of faith and learning on the college campus: A developmental model" (No. 054-89; 4CC: 71-90).

Joseph F. Dent, Jr. "Student governance: Purpose and practice" (8CC: 97-102).

Eunice Dias, "A relevância da disciplina no desenvolvimento da fé no adolescente" (No. 218-94; 15CC: 98-116).

Hedley J. Eager, "« Aux contrôles » ou « contrôle » ?" (22CC: 103-106).

General Conference of Seventh-day Adventists, *A guidebook for creating and implementing a Spiritual Master Plan on Seventh-day Adventist Campuses of Higher Education*, (23CC: 363-394).

Meredith Jones Gray, "Faith and learning at Battle Creek College, 1874-1901" (No. 374-99; 24CC: 137-156).

William H. Green et Prema Gaikwad, "Directive pratiques pour la discipline en classe" (22CC: 131-134).

Luc Alphonse Gweth, "La place de la foi chrétienne dans tout processus de prise de décision" (No. 390-00; 25CC: 77-86).

C. N. Ikonne, "Measuring integration of faith and learning at an SDA college: Two assessment instruments" (No. 076-90; 5CC: 167-180).

Kodali Jesurathnam, "The administrator's personal relations in a Christian school as a model for faith and learning" (No. 088-90; 6CC: 43-61).

M. C. John, "The Adventist secondary boarding school as witness: A strategy for and an outcome of the integrative process" (No. 093-90; 6CC: 133-147).

Ralph H. Jones, "Pastoral expectations of a Christian academic dean" (No. 051-89; 4CC: 17-28).

Hong Ryan Kim, "Launching an integration of faith and learning program through the academic leadership team of a Christian college" (No. 055-89; 4CC: 91-104).

Hudson E. Kibuuka, "The role of the institution and the teacher in the integration of faith and learning: A two-dimensional approach for Adventist tertiary institutions" (No. 160-93; 12CC: 103-120).

H. Lalnilawma, "A self-study document for the evaluation of Adventist high schools in the Northeast India Union" (No. 086-90; 6CC: 1-20).

Tatyana Lebedeva, "Christian education in Russia: Past and present" (No. 200-94; 14CC: 221-238).

Elfi Lilienthal, "Towards a new model for an Adventist secondary school: The case of Marienhoehe (Germany)" (No. 202-94; 14CC: 259-270).

José Luis Lugo Añez, "Importancia del proceso de selección y admisión en los seminarios teológicos" (No. 242-94; 16CC: 157-172).

Joseph I. Masinda, "Efficiency: A crucial ingredient in the success of an Adventist college" (No. 356-98; 23CC: 163-180).

Norman Maphosa, "Critical skills for chief executives in Adventist institutions of higher learning" (No. 162-93; 12CC: 143-160).

José Paulo Martini, "Internato adventista e o desenvolvimento da autodeterminação do educando: Experiência do Instituto Adventista Paranaense" (No. 225-94; 15CC: 211-223).

Harry Mayden, "Christian administration: Relationships and responsibilities" (No. 278-96; 18CC: 113-123).

Carlos Alberto Mesa, "Lineamientos básicos para un proyecto educativo adventista a un nivel medio: Prioridades y objetivos" (No. 181-94; 13CC: 175-192).

- Denford Musvosvi, "Discipline: The acid test of a Christian school" (No. 082-90; *5CC*: 271-280).
- Willmore Ncube, "Challenges of Seventh-day Adventist primary and secondary education in the Zambesi Union: An action plan" (No. 165-93; *12CC*: 195-212).
- Issumael Nzamutuma, "The home-school partnership in integrating faith and learning in Adventist secondary schools" (No. 166-93; *12CC*: 213-227).
- Vincent M. S. Peterkin, "Leadership style and learner outcome in Adventist secondary schools" (No. 263-96; *17CC*: 231-248).
- David L. Ramos L., "La mercadotecnia en el desarrollo de las instituciones educativas adventistas" (No. 244-94; *16CC*: 193-210).
- Beverly J. Rumble, "The use of human subjects in research at Adventist colleges and universities: Suggested guidelines" (No. 207-94; *14CC*: 341-360).
- Edison Samraj, "An educational strategy in reaching Muslim students in Southern Asia" (No.150-93; *11CC*: 173-192).
- Jorge Sánchez Aragón, "La disciplina como elemento formador en la educación adventista" (No. 245-94; *16CC*: 211-228).
- Agripino C. Segovia, "Christian leadership initiative: A crucial factor in school administration" (No. 030-88; *2CC*: 217-236).
- Allen Stembridge, "Teacher motivation: An essential requirement in the integration of faith and learning in Seventh-day Adventist colleges" (No. 059-89; *4CC*: 169-188).
- Jerry D. Thomas, "Pour entourer le troupeau : Développer le caractère en permettant de faire des choix" (*22CC*: 345-348).
- Jerry D. Thomas, "'Riding Herd': Developing character by allowing choices" (*8CC*: 291-293).
- Jorge Torreblanca, "Instrucción programada semipresencial en contratrurno: Un complemento al sistema educacional Adventista como opción para la iglesia" (No. 323-98; *20CC*: 329-348).
- Vanie Bi Gooré Toussaint, "Ecole Adventiste : Instrument d'évangelisation" (No. 399-00; *25CC*: 219-232).
- Alberto Villegas Pedreros, "Descripción de un proceso de integración fe y enseñanza/aprendizaje en un proyecto educativo institucional a través de la acción del equipo de gestión" (No. 324-98; *20CC*: 349-367).
- Velile S. Wakaba, "The accelerated Christian education programme: An evaluation" (No. 170-93; *12CC*: 275-295).
- Sumana Wickramarachchi, "Discipline in the Adventist school" (No. 285-96; *18CC*: 229-244).

Education - Curriculum and Instruction

- Horace Alexander, "'A teacher like God': Integrating faith and teacher education" (*8CC*: 41-43).
- Neals-Erick Andreasen, "The Christian college teacher" (*12CC*: 317-319).
- Austin Archer, "Constructivism and Christian Teaching" (No. 351-98; *23CC*: 85-102).
- Admir Arrais de Matos, "Developing textbooks in the natural sciences that integrate faith and learning: An experience in Brazil" (No. 118-93; *10CC*: 21-39).
- Daniel Augsburg, "The Christ-centered religion classroom" (*8CC*: 59-61).
- Franklyn N. Baldeo., "Mastery Learning: A Christian approach" (No. 251-96; *17CC*: 21-40).
- Phil Bassett, "Cooperative learning" (*18CC*: 261-265).
- Lilian Ferrari de Bizzocchi, "Integración fe-enseñanza: Una perspectiva institucional para el nivel secundario" (No. 173-94; *13CC*: 21-39).
- Nina Blikshavn, "Follow the boy to school: The role of a Christian teacher today, from a historic perspective" (No. 188-94; *14CC*: 1-18).
- Alexandru Breja, "Teaching through example: A biblical perspective" (No. 326-98; *21CC*: 21-38).
- Breejan Burrin, "An approach for integrating faith and learning at the Phoenix Adventist Secondary School, Mauritius" (No. 079-90; *5CC*: 219-235).
- Ernest J. Bursey, "L'apprentissage du service dans les collèges adventist" (*22CC*: 41-46).
- Saint'Clair Pinto Chaves, "O professor como elemento integrador na relação fé-ensino: Uma conscientização" (No. 216-94; *15CC*: 69-80).
- John Christian, "Addressing the new majority: The adult evening program at Columbia Union College" (No. 098-92; *7CC*: 21-37).
- Gerald F. Clifford, "The priorities of faith: Pervading the secular curriculum with the Christian ethic" (No. 021-88; *2CC*: 35-53).
- Neville Clouten, "A proposed model for an architecture reflective practicum in a Christian university setting" (No. 058-89; *4CC*: 149-168).
- Myrna Colon, "A course development plan on the integration of faith, values, and learning" (No. 124-93; *10CC*:

127-146).

Gerry Colvin, "Aprendizado diferente para diferentes aprendizes" (*15CC*: 367-370).

Pietro E. Copiz, "Some reflections on the Christian scholar facing research" (No. 049-89; *3CC*: 269-289).

Miriam Hernández de Cortés, "Cómo integrar fe, valores y aprendizaje en el nivel elemental" (No. 234-94; *16CC*: 21-33).

Merle E. Cozens, "Fostering the self-esteem of children with reading difficulties: A Christian approach" (No. 369-99; *24CC*: 41-58).

Millie Das, "Teacher modelling in Christian elementary schools" (No. 052-89; *4CC*: 29-48).

Selmon H. Dio, "Conveying Christ in the classroom: Teachers' attitudes and behavior" (No. 272-96; *18CC*: 1-18).

Dorothy Donesky, "Portfolio: A practical aid to assess the fulfillment of a university mission statement" (No. 329-98; *21CC*: 79-94).

Laurice Durrant, "Teaching a research course from a Christian perspective" (No. 044-88; *1CC*: 47-64).

Robert Egbert, "The psychodynamics of religious education" (No. 005-88; *1CC*: 66-85).

Juan Omar Finuchi, "El profesor y su percepción del alumno: Un enfoque cristiano" (No. 306-98; *20CC*: 69-86).

Shirley Ann Freed, "Cooperative learning: An alternative to lecturing in college" (*18CC*: 331-335).

Prema Gaikwad, "Cooperative learning: Setting the stage for faith and learning in the classroom" (No. 274-96; *18CC*: 39-62).

Samuel M. Gaikwad, "The integration of faith and learning in a teacher education program: A pilot program at Spicer Memorial College" (No. 194-94; *14CC*: 113-128).

Emilio García-Marenko, "Adventist schools and contemporary adolescents and youth" (*20CC*: 421-439).

Emilio García-Marenko, "La escuela adventista frente al adolescente y el joven contemporáneos" (*20CC*: 399-419).

William H. Green e Prema Gaikwad, "Orientações práticas para disciplina na sala de aula" (*15CC*: 389-392).

Glen G. Greenwalt, "The eternal horizon: The role of faith in every act of learning" (No. 195-94; *14CC*: 129-148).

Luis M. Gregorio, "Profesionalización de maestros bachilleres: Desafío y experiencia en la Universidad Adventista Dominicana" (No. 240-94; *16CC*: 123-138).

Victor S. Griffiths, "The SDA college and university professor: Some ethical and professional issues" (No. 007-88; *1CC*: 105-128).

Nelson Gutiérrez Lagos, "Fundamentos del Constructivismo y su aplicación: Oportunidades y riesgos" (No. 310-98; *20CC*: 87-106).

Paul N. Hawks, "Using the Bible to stimulate critical thinking" (*8CC*: 137-140).

Liane Hewitt, "Integrating Christian faith and beliefs at a distance education site" (No. 292-97; *19CC*: 109-128).

Barry Hill, "Comment utiliser les « structures éducatives » afin de susciter la foi des étudiants du secondaire" (*22CC*: 143-148).

Barry Hill, "Developing healthy emotions in the curriculum of Seventh-day Adventist schools and colleges: Some suggestions" (No. 071-90; *5CC*: 75-90).

Barry Hill, "Estruturas curriculares: Como edificar a fé dos alunos de nível secundário" (*15CC*: 397-402).

Barry Hill, "Using curriculum frameworks to build faith in secondary students" (*8CC*: 141-144).

Newton Hoilette, "The same gift: 'And . . . to some, pastors and teachers'" (*8CC*: 145-148).

Enoc Iglesias Ortega, "Modelo pedagógico adventista: Una propuesta" (No. 241-94; *16CC*: 139-156).

Anne-Marie Kennedy, "Teaching values: Developing a curricular framework for Adventist schools" (No. 333-98; *21CC*: 149-166).

Carole L. Kilcher et Loretta B. Jones, "L'intégration du service dans le vie d'une école : L'histoire d'Andrews University" (*22CC*: 177-180).

Raquel Bouvet de Korniejczuk, "The teacher as agent in integrating faith and learning: The process of deliberate teacher implementation" (No. 130-93; *10CC*: 239-255).

Raquel I. Korniejczuk and Paul S. Brantley, "From creeds to deeds: Teacher integration of faith and learning in the classroom" (*12CC*: 353-358).

Raquel I. Korniejczuk et Paul S. Brantley, "De la pensée à l'action : L'intégration de la foi et de l'apprentissage dans la salle de classe par le professeur" (*22CC*: 189-196).

C.K.G. Ashoka Kumara, "A Christian preschool curriculum in an Asian context" (No. 276-96; *18CC*: 83-96).

Charlene Kurth-Wright, "Making faith a part of your daily schedule" (*12CC*: 359-362).

Gary Land, "Getting to the core: Redesigning the general-education curriculum" (*8CC*: 165-170).

Adelino T. Libato, "An approach toward in-servicing of Christian teachers on the integration of faith and learning" (No. 026-88; *2CC*: 129-152).

Errol McDonald, "Have I got a story for you: The narrative factor in Christian education" (No. 335-98; *21CC*: 185-204).

- Ben A. Maguad, "A total quality approach to Adventist education" (No. 375-99; *24CC*: 157-176).
- Eppie A. Manalo, "Teacher-student interaction: Development of Christian values via critical thinking activities" (No. 145-93; *11CC*: 79-96).
- Barbara L. Manspeaker, "Did I do all I could? Personal evangelism for teachers" (*8CC*: 175-180).
- Barbara L. Manspeaker, "Fiz eu tudo o que pude? Evangelismo pessoal para professores" (*15CC*: 427-430).
- Lana Martin, "The impact of human emotions upon learning: A Christian perspective" (No. 295-97; *19CC*: 157-172).
- Carlos Martínez Gutiérrez, "De la teoría a la praxis: Una perspectiva psicológica en la formación de docentes para la misión" (No. 063-89; *4CC*: 251-270).
- Joseph J. Mdakane, "Enhancing intrinsic motivation in secondary school students: A Christian approach" (No. 164-93; *12CC*: 175-194).
- Mamerto Medina Monasterio, "El arte, el juego y el servicio" (No. 314-98; *20CC*: 165-184).
- Raja Aman Nainggolan, "Faculty-student bonding: A pivotal factor in Christian education" (No. 053-89; *4CC*: 49-70).
- Valdir Negreli and José I. Miguel, "Verbal and non verbal teacher communication in Seventh-day Adventist education" (No. 028-88; *2CC*: 173-194).
- Tommy H. Nkungula, "Towards an understanding of brain hemisphericity and holistic learning: Implications for Adventist education" (No. 029-88; *2CC*: 195-216).
- Miguel Ángel Núñez, "Pensamiento reflexivo: Estrategias para la educación superior Adventista" (No. 315-98; *20CC*: 185-204).
- Christopher Peake, "Religious studies modules at Stanborough school: Bridging the gap between faith and the secular curriculum?" (No. 338-98; *21CC*: 241-260).
- Michael Pearson, "Word made flesh: How the Christian world-view affects teaching and learning" (*6CC*: 283-302).
- Myrtle Sawyers de Penniecook, "Fundamento teórico de la integración de la fe en la enseñanza y estrategias de ejecución" (No. 243-94; *16CC*: 173-192).
- Vincent M. S. Peterkin, "Leadership style and learner outcome in Adventist secondary schools" (No. 263-96; *17CC*: 231-248).
- Harold E. Peters, "Training ministerial directors and lay pastors: A curricular proposal" (No. 077-90; *5CC*: 181-198).
- Phebee Pierre, "How can Christian teachers lead students to God" (No. 057-89; *4CC*: 125-148).
- Miryam Espinosa de Píttaro, "Fe y valores Cristianos en el curriculum de educación básica y secundaria" (No. 316-98; *20CC*: 205-222).
- Danilo P. Poblete, "A reflective teaching model: An Adventist assessment" (No. 380-99; *24CC*: 257-276).
- Sushila Poddar, "Strategies for developing self-esteem among elementary school going children" (No. 092-90; *6CC*: 115-132).
- Don Roy, "Christ dans la salle de classe : vers la complétude" (*25CC*: 363-372).
- Don Roy, "Guides du curriculum pour l'éducation secondaire" (*25CC*: 373-379).
- Esmeralda Viteri de Sáez, "Ecología y conservacionismo en la escuela secundaria Adventista" (No. 318-98; *20CC*: 241-256).
- Adeny Schmidt, "Integration of faith and learning through curricular design: Interdisciplinary, team-taught general education" (No. 341-98; *21CC*: 293-314).
- Ishmael J. Siapco, "Conveying Christianity to grade school children through nonverbal activities and communication" (No. 157-93; *11CC*: 193-210).
- Virginia Smith, "Bringing children to Christ in the classroom" (*12CC*: 385-388).
- Galina A. Stele, "The small-group approach in the teaching process" (No. 344-98; *21CC*: 349-364).
- Alfa Rigel Suero M., "Valores cristianos y educación sexual: Un reto para el sistema educativo Adventista en Latinoamérica" (No. 248-94; *16CC*: 263-282).
- S. Sundaram, "Teaching methods of Jesus Christ" (No. 090-90; *6CC*: 83-96).
- Jozsef Szilvasi, "Introduction to theology: An experimental course at the Hungarian Adventist Seminary" (No. 209-94; *14CC*: 379-392).
- Adalberto Ticona Ayala, "La motivación: Factor clave del aprendizaje en los colegios adventistas" (No. 322-98; *20CC*: 311-328).
- Kuresa Taga'i, "Instructional materials in Adventist distance education: Opportunity and responsibility" (No. 075-90; *5CC*: 151-166).
- John W. Taylor, "God, nature, and learning: An integrational approach" (No. 032-88; *2CC*: 259-278).
- Saúl Torres, "Redemptive teaching: A framework for the beginning educator and teacher renewal" (No. 033-88;

2CC: 279-298).

Kay Traille, "Fostering a learning classroom climate: The role of the Christian teacher" (No. 383-99; 24CC: 315-334).

Alberto Valderrama Rincón, "Principios pedagógicos y educación adventista" (No. 249-94; 16CC: 283-301).

Velile S. Wakaba, "The accelerated Christian education programme: An evaluation" (No. 170-93; 12CC: 275-295).

Bill Walthall, "Intégration de la foi et de l'enseignement en faculté : Première partie : Les trésors de nos enseignants" (22CC: 353-356).

Bill Walthall, "Intégration de la foi et de l'enseignement en faculté : Seconde partie : Le contenu des cours" (22CC: 357-360).

Henry Zuill, "Quand science et religion se rencontrent, comment garder la foi ?" (22CC: 373-378).

Education - Philosophy of

George H. Akers, "Nourrir la foi à l'école chrétienne" (22CC: 1-6).

George H. Akers, "Proper Education" (8CC: 33-38).

George H. Akers, "The ministry of teaching: Four steps lie beyond the transmission of information" (8CC: 39-40).

George H. Akers, "Tous tes fils seront instruits par Yahvé" (22CC: 7-12).

Pokam Ambroise, "Relation entre enseignant adventiste/Eglise/Famille/Communauté" (No. 385-00; 25CC: 1-15).

B. B. Beach, "Can a university be Christian? A look at academic freedom on the Adventist campus" (8CC: 65-70).

Edgar Araya Bishop, "La misión de una universidad" (No. 064-89; 4CC: 271-282).

Ernest J. Bursey, "L'apprentissage du service dans les collèges adventistes" (22CC: 47-52).

Barry L. Casey, "Are there any questions? Strategies for the journey of faith" (No. 192-94; 14CC: 79-92).

Ralph M. Coupland, "A proposal for Adventist Christian education: From rethoric to reality" (No. 369-99; 24CC: 21-40).

M. Pierre Gaimatakone Dalta, "La relation enseignant-élève dans une école secondaire adventiste" (No. 388-00, 25CC: 45-60).

Paulo Cezar de Azevedo, "Missão das escolas de igreja" (No. 212-94; 15CC: 1-13).

Delia Schimpf de Fonseca, "Piaget, psicogénesis y libertad: Una crítica cristiana" (No. 178-94; 13CC: 121-140).

William Fagal, "Ellen G. White on the Role Scripture in Academic Discipline" (No. 415-00; 26-BCC: 479-510).

Samuel M. Gaikwad, "The integration of faith and learning in a teacher education program: A pilot program at Spicer Memorial College" (No. 194-94; 14CC: 113-128).

Lawrence T. Geraty, "The essential characteristics of SDA higher education" (12CC: 343-348).

Lawrence T. Geraty, "Reclaiming the vision of Adventist education" (8CC: 111-114).

Mariano Gómez Seco, "La escuela adventista como centro de evangelización: Una experiencia en España" (No. 239-94; 16CC: 103-122).

Meredith Jones Gray, "Faith and learning at Battle Creek College, 1874 - 1901" (No. 374-99; 24CC: 137-156).

Glen G. Greenwalt, "The eternal horizon: The role of faith in every act of learning" (No. 195-94; 14CC: 129-148).

Carlos Martínez Gutiérrez, "De la teoría a la praxis: Una perspectiva psicológica en la formación de docentes para la misión" (No. 063-89; 4CC: 251-270).

Olive J. Hemmings, "Knowledge as a quest for God: Implications for teaching" (No. 257-96; 17CC: 115-134).

Michael St. G. Henry, "The role of vocational studies in Adventist secondary education" (No. 259-96; 17CC: 155-170).

Carole L. Kilcher et Loretta B. Jones, "L'intégration du service dans la vie d'une école : L'histoire d'Andrews University" (22CC: 177-180).

George R. Knight, "Qu'est-ce qu'il est le plus important de connaître ?" (22CC: 181-184).

Ronald L. Jolliffe, "Valuing vision and voice: Aesthetics and spirituality" (No. 199-94; 14CC: 201-220).

George R. Knight, "What knowledge is of most worth? Adventist colleges and the search for meaning" (8CC: 157-159).

Gary Land, "Aider l'Eglise à penser : La tâche intellectuelle de l'enseignement supérieur chrétien" (22CC: 201-204).

Nelson Gutiérrez Lagos, "Fundamentos del constructivismo y su aplicación: Oportunidades y riesgos" (No. 310-98; 20CC: 87-106).

Pierre-Alain Liard, "La parole libératrice : Socrate et Jésus" (No. 394-00; 25CC: 135-152).

Elfi Lilienthal, "Towards a new model for an Adventist secondary school: The case of Marienhoehe (Germany)" (No. 202-94; 14CC: 259-270).

Ben A. Maguad, "A total quality approach to Adventist education" (No. 375-99; 24CC: 157-176).

Jean-Michel Martin, "The concept of God among Adventist elementary and secondary students: Findings and

implications" (No. 203-94; *I4CC*: 271-290).

C. A. Mensah "Vocational implications of Adventist educational philosophy for secondary education in Ghana" (No. 078-90; *5CC*: 199-218).

Carlos Alberto Mesa, "Lineamientos básicos para un proyecto educativo adventista a un nivel medio: Prioridades y objetivos" (No. 181-94; *I3CC*: 177-194).

Ofélia Wichert Moróz, "Satisfazendo as necessidades dos estudantes do 1º e 2º graus em uma escola cristã" (No. 225-94; *I5CC*: 227-247).

Constance C. Nwosu, "Integration of faith and learning: An implementation model for Adventist educational institutions" (No. 205-94; *I4CC*: 311-330).

Anita Oliver, "Postmodern thought and Adventist education" (No. 378-99; *24CC*: 217-236).

Enoc Iglesias Ortega, "Modelo pedagógico adventista: Una propuesta" (No. 241-94; *I6CC*: 139-156).

Michael Pearson, "Foi, raison et vulnérabilité" (*22CC*: 253-256).

Myrtle Sawyers de Penniecook, "Fundamento teórico de la integración de la fe en la enseñanza y estrategias de ejecución" (No. 243-94; *I6CC*: 173-192).

Adhemar Poma Ch., "Corrientes pedagógicas contemporáneas: El rol del docente" (No. 317-98; *20CC*: 223-240).

Humberto M. Rasi, "Les concepts qui sont au coeur de la philosophie adventiste de l'éducation" (*25CC*: 311-313).

Humberto M. Rasi, "Retour aux vraies sources" (*22CC*: 283-284).

Humberto M. Rasi, "Vues du monde, culture contemporaine et éducation adventiste" (*25CC*: 315-327).

Humberto M. Rasi, "Worldviews, Contemporary Culture, and Adventist Thought" (No. 401-00; *26-BCC*: 1-15).

Richard Taylor Rice, "De bonnes écoles adventistes : Elles en valent la peine" (*22CC*: 295-300).

Don Roy, "L'enseignement de la foi selon la perspective constructiviste" (*25CC*: 381-387).

Edison Samraj, "A Christian approach to Hinduism: The role of Adventist schools in Southern Asia" (*I8CC*: 381-402).

Jorge Sánchez Aragón, "La disciplina como elemento formador en la educación adventista" (No. 245-94; *I6CC*: 211-228).

Daniel Scarone, "Universidad adventista y secularismo: Riesgos y desafíos" (No. 246-94; *I6CC*: 229-248).

René Rogelio Smith, "El proyecto de una ética mundial como riesgo pedagógico" (No. 318-98; *20CC*: 258-271).

Artur A. Stele, "The hidden curriculum in an Adventist college: The case of Zaokski Seminary" (No. 343-98; *21CC*: 335-348).

Pedro Tabuenca, "The harmony between revelation and science as the foundation of bioethical education" (No. 382-99; *24CC*: 297-314).

Vanie Bi Gooré Toussaint, "Ecole Adventiste : Instrument d'évangélisation" (No. 399-00; *25CC*: 219-232).

Miriam S. Tumangday, "Glimpses of human nature: Some implications for Seventh-day Adventist education" (No. 112-92; *7CC*: 289-308).

Alberto Valderrama Rincón, "Principios pedagógicos y educación adventista" (No. 249-94; *I6CC*: 283-301).

Emilio Enrique Vogel, "Antropología bíblica y educación adventista" (No. 187-94; *I3CC*: 289-305).

Gordon R. Werkema, "Sending children to a Christian college" (*8CC*: 50-53).

E. Edward Zinke, "Faith: A Comparison of Humanistic and Biblical Definitions in Relation to Christian Education" (No. 403-00; *26-BCC*: 57-87).

Engineering

Bryce E. Cole, "Faith enablement for civil engineers: A field experiment case study" (No. 327-98; *21CC*: 39-58).

Environmental Sciences

Noah Angwenyi, "Conservation of biodiversity: Biblical concepts" (No. 350-98; *23CC*: 65-84).

Larry W. Boughman, "Campus beautification: A factor in integration of faith and learning" (No. 190-94; *I4CC*: 39-58).

Peter Bwana, "Creativity and responsibility in environmental transformation" (No. 081-90; *5CC*: 257-270).

Rodger F. Jones, "Environmental science education in Seventh-day Adventist colleges and universities: A model program" (No. 277-96; *I8CC*: 97-112).

Josiah Kizito, "Environmental education: Caring for God's creatures" (No. 161-93; *I2CC*: 121-141).

Harwood A. Lockton, "Os adventistas e o ambiente" (*I5CC*: 411-414).

Harwood A. Lockton, "Seeing green: Adventists and the environment" (*8CC*: 171-174).

Harwood A. Lockton, "Un horizonte verde: Los adventistas y el medio ambiente" (*20CC*: 607-610).

Harwood A. Lockton, "Voir vert : Les adventistes et l'environnement" (*22CC*: 209-212)

Barnabas K. Maiyo, "Alienation, human values and ecology: The role of a Christian geographer" (No. 133-93;

10CC: 297-310).

Eva Pereira Nascimento, "The ecological crisis: Changing the paradigm" (No. 377-99; 24CC: 197-216).

Bryan Ness, "Teaching elementary and secondary students how to care for the earth" (8CC: 201-206).

Esmeralda Viteri de Sáez, "Ecología y conservacionismo" (No. 318-98; 20CC: 241-256).

Judy L. Shull, "Take a micro-hike" (11CC: 283-286).

Gloria A. Wright, "Habitat responsibility: Teaching stewardship through chemistry" (No. 270-96; 17CC: 367-382).

Henry A. Zuill, "Expanding the garden: A Christian's view of nature" (No. 211-94; 14CC: 411-429).

Epistemology

Benjamin L. Clausen, "La science peut-elle tout expliquer ?" (22CC: 61-64).

Arthur O. Coetzee, "Philosophical shifts in concepts of truth over twenty centuries" (No. 042-89; 3CC: 139-160).

Olive J. Hemmings, "Knowledge as a quest for God: Implications for teaching" (No. 257-96; 17CC: 115-134).

Raúl Kerbs, "Observaciones epistemológicas e históricas preliminares sobre la relación fe-razón desde una perspectiva cristiana adventista" (No. 179-94; 13CC: 141-159).

Gary Land, "Postmodernism: A Christian reflection" (21CC: 435-454).

Kenneth G. C. Newport, "The seat of authority: Reason and revelation in Seventh-day Adventist education" (No. 047-89; 3CC: 231-248).

Leonard P. Tolhurst, "A Christian approach to epistemology" (No. 072-90; 5CC: 91-110).

Richard Rice, "Cuando los creyentes piensan" (20CC: 674).

Richard Rice, "When believers think" (8CC: 247-250).

E. Edward Zinke, "Faith: A Comparison of Humanistic and Biblical Definitions in Relation to Christian Education" (No. 401-00; 26-BCC: 57-87).

Ethics

Nilton D. Amorim, "Academic freedom in theology teaching" (No. 080-90; 5CC: 237-256).

José Avilés Miranda, "La responsabilidad social del profesor y el universitario adventista" (No. 172-94; 13CC: 1-19).

Dalton D. Baldwin, "Openness for renewal without destructive pluralism: The dilemma of doctrinal dissent" (No. 038-89; 3CC: 61-82).

Luz Barayuga, "An ethical-theological approach to literature: Some suggestions for Adventist teachers" (No. 141-93; 11CC: 1-20).

John C. Brunt, "Making the Bible Relevant for the Moral Life" (12CC: 325-328).

Michael Buck, "Has the Financial Accounting Standards Board believed a lie?" (No. 002-88; 1CC: 11-28).

Ronald L. Carter, "La moralité dépend-elle des gènes ?" (22CC: 57-60).

Marcelo Carvajal Alvarez, "La ética cristiana en las relaciones interpersonales en el contexto de un colegio o universidad adventista" (No. 174-94; 13CC: 41-61).

John B. Connors, "Moral education revisited: trends in teaching right from wrong" (No. 328-98; 21CC: 59-78).

Pietro E. Copiz, "Some reflections on the Christian scholar facing research" (No. 049-89; 3CC: 269-289).

Fresnel Charles, "Conveying Christian values to adolescents in Adventist schools" (No. 252-96; 17CC: 41-60).

Mark de Rond, "Fettucine Alfredo: A core competence for Adventist business education?" (No. 193-94; 14CC: 93-112).

David Ekkens, "Animals and humans: Are they equal?" (18CC: 323-326).

David Ekkens, "Les animaux sont-ils les égaux des humains ?" (22CC: 107-110).

Harvey A. Elder, "Toward an ethics of medical care that includes care for the spiritual" (No. 291-97; 19CC: 91-108).

Anderson Estwick, "Christian Values: A Key Component in Adventist Technology Programs" (No. 255-96; 17CC: 79-94).

Arlie R. Fandrich, "The integration of faith in the computer classroom: Some ethical concerns" (No. 100-92; 7CC: 55-74).

Joseph G. Galusha, "Sociobiology and the origins of morality: A christian perspective" (No. 331-98; 21CC: 115-128).

Victor S. Griffiths, "The SDA college and university professor: Some ethical and professional issues" (No. 007-88; 1CC: 105-128).

Leon L. Higgs, "The teaching of business ethics and social values in the SDA college Business curriculum: A conceptual model" (No. 009-88; 1CC: 151-174).

Barry Hill, "Teaching values in Adventist education" (6CC: 303-320).

- Patrizia Hongisto, "The expression of the inexpressible within ethics" (No. 102-92; 7CC: 95-114).
- Bradley G. Hyde "Moral choice: Deterministic, random, or free will?" (No. 103-92; 7CC: 115-132).
- Anne-Marie Kennedy, "Teaching values: developing a curricular framework for Adventist schools" (No. 333-98; 21CC: 149-166).
- Miroslav M. Kis, "Authority, Bible, and Christian Ethics" (No. 413-00; 26-BCC: 427-456).
- Miroslav M. Kis, "Teaching ethics: Why is it important? How should it be done?" (8CC: 149-152).
- Andrew A. Pfeifer, "Abraham Maslow's hierarchy of need: A Christian perspective" (No. 339-98; 21CC: 261-278).
- Jack W. Provonsha, "Bioética cristiana" (20CC: 643-645).
- Jack W. Provonsha, "Christian bioethics: making rational choices in complex life-death issues" (8CC: 217-220).
- Jack W. Provonsha, "La bioéthique chrétienne : Questions de vie et de mort" (22CC: 261-264).
- Beverly J. Rumble, "Expériences sur les êtres humains : Un regard chrétien" (22CC: 315-320).
- Beverly J. Rumble, "The use of human subjects in research at Adventist colleges and universities: Suggested guidelines" (No. 207-94; 14CC: 343-362).
- Ronald M. Springett, "Homosexualité : Une perspective biblique" (22CC: 333-336).
- Artur A. Stele, "The hidden curriculum in an Adventist college: The case of Zaokski Seminray" (No. 343-98; 21CC: 335-348).
- James W. Walters, "A escolha é sua: Como tomar decisões éticas" (15CC: 477-480).
- James W. Walters, "Le coix vous appartient : Comment prendre des décisions d'ordre moral" (22CC: 349-353).
- James W. Walters, "Tu decides: Cómo hacer decisiones éticas" (20CC: 703-706).
- Gerald R. Winslow, "Christians and bioethics: Can the Bible help? (18CC: 407-410).
- Gerald R. Winslow, "El cristiano y la bioética: ¿Puede ayudar la Biblia?" (20CC: 711-714).
- Gerald R. Winslow, "Les chrétiens et la bioéthique : La Bible peut-elle apporter une aide ?" (22CC: 369-372).

Geography

- E. Stanley Chace, "Mission geography" (8CC: 77-82).
- Harwood Lockton, "A Christian worldview of the geographer's world" (No. 070-90; 5CC: 53-74).
- Barnabas K. Maiyo, "Alienation, human values and ecology: The role of a Christian geographer" (No. 133-93; 10CC: 297-310).
- South Pacific Division Department of Education, *Geography: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Géographie*, and Spanish: *Geografía*.)

Geology

- Leonard R. Brand, "Pisadas en las arenas del tiempo" (20CC: 511-515).
- Arthur V. Chadwick, "The Bible and Paleontology" (No. 407-00; 26BCC: 179-199).
- Harold G. Coffin, "Coal: How did it originate?" (12CC: 333-336).
- Harold G. Coffin, "El carbón: ¿Cómo se originó?" (20CC: 533-536).
- Harold G. Coffin, "El enigma de los árboles petrificados" (20CC: 537-541).
- Harold G. Coffin, "Le charbon : Comment s'est-il formé ?" (22CC: 75-78).
- Harold G. Coffin, "L'énigme des arbre pétrifiés" (22CC: 79-84).
- Harold G. Coffin, "O enigma das árvores petrificadas" (15CC: 363-367).
- L. J. Gibson, "Fossils and the Flood" (11CC: 255-264).
- M. Elaine Kennedy, "A la recherche des ancêtres d'Adam" (22CC: 163-168).
- M. Elaine Kennedy, "Ces dinosaures is intrigants" (22CC: 169-172).
- M. Elaine Kennedy, "El intrigante dinosaurio" (20CC: 595-598).
- M. Elaine Kennedy, "Quand la croûte terrestre explose" (22CC: 173-176).
- M. Elaine Kennedy, "The Bible and Geology" (No. 412-00; 26-BCC: 405-426).
- Ariel A. Roth, "Catastrophism: Is it scientific?" (8CC: 255-258).
- Jacques Sauvagnat, "Origins options: Implications for Christian Biology and Geology teachers" (No. 046-89; 3CC: 219-230).
- Clyde L. Webster, Jr., "El Génesis y la edad de la Tierra" (20CC: 707-710).
- Clyde L. Webster, Jr., "Genesis and time: What radiometric dating tells us" (11CC: 295-298).
- See also **Sciences**.

Health Sciences

- María Elena Acosta, "Learning by experience: Transmitting Seventh-day Adventist nutritional principles through community programs" (No. 117-93; 10CC: 1-20).

- Samuele Bacchiocchi, "Un point de vue chrétien sur la sexualité" (22CC: 21-24).
- Samuele Bacchiocchi, "Una perspectiva cristiana del sexo" (20CC: 497-499).
- Cindee M. Bailey, "The effects of religion on mental health: Implications for Seventh-day Adventists" (No. 286-97; 19CC: 1-15).
- Adrian Bocaneanu, "Falling in love and premarital sexual morality: Some scientific perspectives" (No. 189-94; 14CC: 19-38).
- Heather Bowen, "Me, a vegetarian?" (11CC: 243-246).
- Heather Bowen, "¿Yo, vegetariana?" (20CC: 507-509).
- Beverly J. Buckles, "Promoting wholeness programs in health-related graduate education" (No. 297-97; 19CC: 17-32).
- Eduardo Busso, "La educación física como agente educativo en la adquisición de hábitos de salud: Una experiencia práctica" (No. 288-97; 19CC: 33-51).
- Daniel Castro, "Contemporary internal medicine research and Ellen G. White" (No. 289-97; 19CC: 53-69).
- Dorothy Donesky, "Portafolio: A practical aid to assess the fulfillment of a university mission statement" (No. 329-98; 21CC: 79-94).
- Hedrick J. Edwards, "Science, religion and healing: A Christian philosophy of wholeness" (No. 290-97; 19CC: 71-90).
- Harvey A. Elder, "A Biblical Perspective on Disease, Health, and Healing" (No. 409-00; 26-BCC: 255-291).
- Harvey A. Elder, "Healing, salvation and evangelism" (24CC: 381-402).
- Harvey A. Elder, "Toward an ethics of medical care that includes care for the spiritual" (No. 291-97; 19CC: 91-108).
- Marie-Hélène Fouedjeu, "Les maladies sexuellement transmissibles et l'adolescent dans une école secondaire adventista" (No. 389-00, 25CC: 61-76).
- Trudy Carpenter Klein, "Service and wholism in the teaching and practice of parish nursing" (No. 294-97; 19CC: 141-156).
- Linda Mei Lin Koh, "Brain and mind: A Christian perspective" (No. 129-93; 10CC: 221-238).
- Henry L. Lamberton, "Carl Rogers' view of personal wholeness: An evaluation and critique from a Christian perspective" (No. 132-93; 10CC: 277-296).
- Stefan Mihaicuta, "Health evangelism in a university campus: A Romanian perspective" (No. 291-97; 19CC: 173-188).
- Mutuku J. Mutinga, "Educating for health" (No. 337-98; 21CC: 225-240).
- Joseph Ndikubwayo, "La prevention du sexe premarital dans les écoles adventistes" (No. 395-00; 25CC: 153-164).
- Elijah E. Njagi, "Sexuality education in Adventist schools: A Kenyan perspective" (No. 361-98; 23CC: 259-276).
- Elisabete Regina Araujo Oliveira, "Teaching nurses to conduct the physical examination: becoming mediators of the divine touch" (No. 298-97; 19CC: 205-223).
- Mario Pereyra, "Esperanza, religiosidad y salud mental" (20CC: 639-641).
- Mario Pereyra, "Espoir, christianisme et santé mentale" (22CC: 257-260).
- Mario Pereyra, "Hope, Christianity and mental health" (12CC: 377-380).
- Jack W. Provonsha, "Bioética cristiana" (20CC: 643-645).
- Jack W. Provonsha, "Christian bioethics: making rational choices in complex life-death issues" (8CC: 217-220).
- Jack W. Provonsha, "La bioéthique chrétienne : Questions de vie et de mort" (22CC: 261-264).
- Edelweiss Ramal, "An Adventist model for the integration of faith and learning in nursing" (No. 265-96; 17CC: 269-286).
- Randall L. Roberts, "Shattered by death; strengthened by hope: a Christian perspective on grief" (No. 301-97; 19CC: 265-282).
- Gayle Saxby, "Symbolic models: Stories as life resources for medical students" (No. 208-94; 14CC: 363-378).
- Ronald M. Springett, "Homosexualidad: Una perspectiva bíblica" (20CC: 687-690).
- Ronald M. Springett, "Homosexualité : Une perspective biblique" (22CC: 333-336).
- Alfa Rigel Suero M., "Valores cristianos y educación sexual: Un reto para el sistema educativo adventista en Latinoamérica" (No. 248-94; 16CC: 263-282).
- Pedro Tabuenca, "The harmony between revelation and science as the foundation of bioethical education" (No. 382-99; 24CC: 297-314).
- Juliette M. Van Putten, "Beyond safer sex practices: Christian perspectives on AIDS education for public health professionals" (No. 017-88; 1CC: 307-326).
- Gwen M. Wilkinson, "Values in nursing: What can Seventh-day Adventists contribute?" (No. 303-97; 19CC: 299-317).

Gerald R. Winslow, "El cristiano y la bioética: ¿Puede ayudar la Biblia?" (20CC: 711-714).

Brian Y. Wong, "Lifestyle, diet and cancer prevention" (No. 304-97; 19CC: 319-352).

See also **Nursing**.

History

Rubén Aguilar, "El trigo y la cizaña: Un paralelismo histórico del adventismo y el evolucionismo del siglo XIX" (No. 065-89; 4CC: 283-302).

Lael Othniel Caesar, "Examining validity: The Bible as text of history" (No. 233-94; 16CC: 1-20).

Les Devine, "The Adventist heritage: An enabler of the faith" (No. 067-90; 5CC: 1-16).

Joan A. Francis, "Des mordus de l'histoire" (22CC: 121-124).

Elder Hosokawa, "Utilização da Bíblia e biografias denominacionais em aulas de história nas escolas secundárias adventistas" (No. 222-94; 15CC: 173-191).

Neville E. Inngs, "Developing Christian values in the Adventist college experience: An example in the teaching of history" (No. 024-88; 2CC: 95-108).

Jonathan Kuntaraf, "Teaching history from an Adventist perspective: Some philosophical and methodological concepts" (No. 025-88; 2CC: 109-128).

Gary Land, "A Biblical-Christian approach to the study of history" (21CC: 455-472).

Gary Land, "Integrating faith and history" (12CC: 363-368).

Gary Land, "Implications of the Christian understanding of human nature for the writing and teaching of history" (No. 040-89; 3CC: 101-120).

Allan Lindsay, "The nurture of faith in the teaching of denominational history" (No. 074-90; 5CC: 129-150).

John V. G. Matthews, "An historicist-prophetic framework for the study of church history in tertiary education" (No. 134-93; 10CC: 311-330).

Juan Carlos Priora, "Perspectiva bíblica del nuevo orden mundial y del fin de la historia" (No. 184-94; 13CC: 231-250).

Humberto M. Rasi, "A fé de Colombo: Uma dimensão pouco conhecida de sua personalidade" (15CC: 449-452).

Humberto M. Rasi, "La fe de Colón" (20CC: 661-663).

Humberto M. Rasi, "La foi de Christophe Colomb : Une dimension moins connue de sa personnalité" (22CC: 269-272).

Humberto M. Rasi, "Understanding Columbus and his legacy" (8CC: 231-236).

Franklin Samraj, "A Christian view of time: Biblical chronology and historicity" (No. 282-96; 18CC: 181-194).

Marcos Silva, "O professor adventista de história e sua atitude ante a política" (No. 227-94; 15CC: 269-286).

Víctor Soto, "Biblical eschatology and the idea of progress: Implications for the teaching of history and religion" (No. 031-88; 2CC: 237-258).

South Pacific Division Department of Education, *History: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Histoire*, and Spanish: *Historia*.)

Eugene V. Zaitsev, "A historical outline of Sabbath-keepers in Russia from the 15th century to the present" (No. 140-93; 10CC: 427-441).

Oleg Zhigankov, "Teaching national history in the context of the biblical-Christian worldview" (No. 384-99; 24CC: 335-354).

Home Economics

South Pacific Division Department of Education, *Home Economics: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Economie Domestique*, and Spanish: *Administración del hogar*.)

Integration of Faith and Learning

George H. Akers and Robert D. Moon, "Integrating learning, faith, and practice in Christian education - Part I" (8CC: 1-16).

George H. Akers and Robert D. Moon, "Integrating learning, faith, and practice in Christian education - Part II" (8CC: 17-32).

Lucio Altin, "Christianisme et psychologie : Un bon mélange ?" (22CC: 13-16).

Monique Auguste, "Une perspective chrétienne sur la littérature" (No. 387-00; 25CC: 29-43).

Patricio Ayala Brito, "Integración de valores en la planificación estratégica de una facultad" (No. 305-98; 20CC: 1-20).

Rebecca D. Becker, "Peut-on introduire la foi dans le cours de langue ?" (22CC: 31-34).

- Lilian Ferrari de Bizzocchi, "Integración fe-enseñanza: Una perspectiva institucional para el nivel secundario" (No. 173-94; *13CC*: 21-40).
- Larry W. Boughman, "Campus beautification: A factor in integration of faith and learning" (No. 190-94; *14CC*: 39-58).
- Breejan Burrun, "An approach for integrating faith and learning at the Phoenix Adventist Secondary School, Mauritius" (No. 079-90; *5CC*: 219-236).
- Hugo Wilfred Camerón García, "Transmisión de valores Bíblico-Cristianos en la educación básica y media" (No. 306-98; *20CC*: 21-40).
- Jaime Castrejón, "Major principles forming the concept of integration of faith and learning in the writings of Ellen G. White" (*6CC*: 201-228).
- Saint'Clair Pinto Chaves, "O professor como elemento integrador na relação fé-ensino: Uma conscientização" (No. 216-94; *15CC*: 69-81).
- Ben Clausen, "Christianity and science: An Adventist perspective" (*18CC*: 305-318).
- Gerald F. Clifford, "The priorities of faith: Pervading the secular curriculum with the Christian ethic" (No. 021-88; *2CC*: 35-54).
- Myrna Colon, "A course development plan on the integration of faith, values, and learning" (No. 124-93; *10CC*: 127-146).
- Antonio Cremades Fuerte, "Aportaciones prácticas para la enseñanza de las ciencias naturales desde una perspectiva cristiana: Una ruta didáctica directa" (No. 235-94; *16CC*: 35-54).
- Delmer Davis, "Faith and learning: The approaches of three influential Adventist English Teachers" (No. 370-99; 59-80).
- Roberto César de Azevedo, "A strategic plan for implementing an integration of faith and learning program in the South American Division" (No. 119-93; *10CC*: 41-61).
- Miriam Hernández de Cortés, "Cómo integrar fe, valores y aprendizaje en el nivel elemental" (No. 234-94; *16CC*: 21-34).
- Ricardo Delgado Pérez, "Una propuesta práctica para transmitir valores cristianos en la enseñanza de las matemáticas" (No. 237-94; *16CC*: 75-86).
- Iris F. Denison, "Implementing the integration of faith and learning on the college campus: A developmental model" (No. 054-89; *4CC*: 71-90).
- Hedley J. Eager, "Perception, process, product: Integrating faith and learning for a Christlike character" (No. 125-93; *10CC*: 147-166).
- William Fagal, "Ellen G. White on the Role Scripture in Academic Discipline" (No. 415-00; *26-BCC*: 479-510).
- Samuel M. Gaikwad, "The integration of faith and learning in a teacher education program: A pilot program at Spicer Memorial College" (No. 194-94; *14CC*: 113-128).
- Luis M. Gregorio, "Profesionalización de maestros bachilleres: Desafío y experiencia en la Universidad Adventista Dominicana" (No. 240-94; *16CC*: 123-138).
- Luc Alphonse Gweth, "La place de la foi chrétienne dans tout processus de prise de décision" (No. 390-00; *25CC*: 77-86).
- Liane Hewitt, "Integrating Christian faith and beliefs at a distance education site" (No. 292-97; *19CC*: 109-128).
- Barry Hill, "Using curriculum frameworks to build faith in secondary students" (*8CC*: 141-144).
- Barry Hill et Barry Plane, "L'enseignement des valeurs en technologie industrielle et en informatique" (*22CC*: 149-154).
- C. N. Ikonne "Measuring integration of faith and learning at an SDA college: Two assessment instruments" (No. 076-90; *5CC*: 167-180).
- Donald Jaimes Zubieta, "La integración fe y enseñanza/aprendizaje: Factor esencial para la calidad de la educación cristiana" (No. 311-98; *20CC*: 107-126).
- M. C. John, "The Adventist secondary boarding school as witness: A strategy for and an outcome of the integrative process" (No. 093-90; *6CC*: 133-148).
- Ephraïm S. K. Kanyarukiga, "L'évangile face aux cultures en Afrique : Le rôle de la littérature" (No. 392-00; *25CC*: 101-116).
- Hudson E. Kibuuka, "The role of the institution and the teacher in the integration of faith and learning: A two-dimensional approach for Adventist tertiary institutions" (No. 160-93; *12CC*: 103-120).
- Hong Ryan Kim, "Launching an integration of faith and learning program through the academic leadership team of a Christian college" (No. 055-89; *4CC*: 91-104).
- Frank Knittel, "The colleges' role in integrating faith and learning" (*8CC*: 161-164).
- Raquel B. de Korniejczuk, "Integración fe-aprendizaje: Teoría y práctica - parte I" (*20CC*: 441-458).

- Raquel B. de Korniejczuk, "Integración fe-aprendizaje: Teoría y práctica - parte II" (20CC: 459-486).
- Raquel B. de Korniejczuk, "Integration of faith and learning: Theory and practice - part I" (21CC: 377-394).
- Raquel B. de Korniejczuk, "Integration of faith and learning: Theory and practice - part II" (21CC: 395-416).
- Raquel B. de Korniejczuk, "The teacher as agent in integrating faith and learning: The process of deliberate teacher implementation" (No. 130-93; 10CC: 239-255).
- Raquel Korniejczuk and Paul S. Brantley, "From creeds to deeds: Teacher integration of faith and learning in the classroom" (12CC: 353-358).
- Raquel de Korniejczuk et Paul Brantley, "De la pensée à l'action : L'intégration de la foi et de l'apprentissage dans la salle de classe par le professeur" (22CC: 189-196).
- Charleen Kurth-Wright, "La foi et l'emploi du temps" (22CC: 197-200).
- Adelino T. Libato, "An approach toward in-servicing of Christian teachers on the integration of faith and learning" (No. 026-88; 2CC: 129-152).
- Jean-Luc Liénard, "God in the college science classroom: Challenges and opportunities" (No. 201-94; 14CC: 241-258).
- Luis Miguel Luna, "The biblical and theological foundations for the concept of the integration of faith and learning" (No. 260-96; 17CC: 171-192).
- Wilma McClarty, "La Bible et l'art au XXe siècle : L'influence des Ecritures se fait-elle encore sentir ?" (22CC: 221-224).
- Jorge P. Maquera Sosa, "Integración fe y enseñanza en matemáticas (caso: Relaciones y funciones)" (No. 313-98; 20CC: 147-164).
- S. P. Mathema, "Integrating faith and learning in SDA schools in the Zambesi Union: A proposal" (No. 083-90; 5CC: 281-292).
- Admir Arrais de Matos, "Developing textbooks in the natural sciences that integrate faith and learning: An experience in Brazil" (No. 118-93; 10CC: 21-40).
- Lionel Matthews, "Dimensions of the integration of faith and learning: A sociological perspective" (No. 376-99; 24CC: 177-196).
- Norman L. Mitchell, "Finding the harmony between faith and science in college classes" (8CC: 189-192).
- Bill Mundy, "Science et religion : Deux approches de la compréhension de la réalité" (22CC: 237-240).
- G. William Mutch, "L'intégration de la foi et de l'enseignement : Les sciences physiques" (22CC: 241-244).
- Constance C. Nwosu, "Integration of faith and learning: An implementation model for Adventist educational institutions" (No. 205-94; 14CC: 311-330).
- Issumael Nzamutuma, "The home-school partnership in integrating faith and learning in Adventist secondary schools" (No. 166-93; 12CC: 213-228).
- Michael Pearson, "Faith, reason and vulnerability" (8CC: 213-216).
- Myrtle Sawyers de Penniecook, "Fundamento teórico de la integración de la fe en la enseñanza y estrategias de ejecución" (No. 243-94; 16CC: 173-192).
- Humberto M. Rasi, comp. *Christ in the Classroom: Adventist Approaches to the Integration of Faith and Learning*. Silver Spring, MD: Institute for Christian Teaching, 24 vols., 1991 ---.
- Gary M. Ross, "Beyond Peripheralism" (17CC: 415-418).
- Don Roy, "Christ dans la salle de classe : vers la complétude" (25CC: 363-372).
- Don Roy, "Guides du curriculum pour l'éducation secondaire" (25CC: 373-379)
- Edison Samraj, "A Christian approach to Hinduism: The role of Adventist schools in Southern Asia" (18CC: 381-402).
- Adeny Schmidt, "Integration of faith and learning through curricular design: Interdisciplinary, team-taught general education" (No. 321-98; 21CC: 293-314).
- Delyse E. Steyn, "Integration of faith and learning in a Seventh-day Adventist context: A post-modern perspective" (12CC: 389-405).
- Alberto Villegas Pedreros, "Descripción de un proceso de integración fe-enseñanza/aprendizaje educativo institucional a través de la acción del equipo de gestión" (No. 324-98; 20CC: 349-367).
- John W. Taylor, "God, nature, and learning: An integrational approach" (No. 032-88; 2CC: 259-278).
- Morris L. Taylor, "Presenting Christ in the humanities" (8CC: 62-64).
- Mwebwe P. M. Tshimanga, "Le foyer intégré et la salle de classe intégrée : Cooperants de l'intégration de la foi dans l'enseignement et l'apprentissage" (No. 398-00; 25CC: 201-217).
- Bill Walthall, "Integrando fé e ensino na sala de aula da faculdade--Part 1 (15CC: 481-484).
- Bill Walthall, "Integrando fé e ensino na sala de aula da faculdade--Part II" (15CC: 485-488).
- Bill Walthall, "Integrating faith and learning in the college classroom (Part I): One teacher's discoveries" (8CC:

299-302).

Bill Walthall, "Integrating faith and learning in the college classroom (Part II): Course design and content (8CC: 303-306).

Bill Walthall, "Intégration de la foi et de l'enseignement en faculté : Première partie : Les trésors de nos enseignants" (22CC: 353-356).

Bill Walthall, "Intégration de la foi et de l'enseignement en faculté : Seconde partie : Le contenu des cours" (22CC: 357-360).

E. G. White, Quotations on the Integration of Faith and Learning (8CC: 333-341).

A. L. Sinikka Woudenberg, "A model for integrating the Christian faith and the scientific mind set" (No. 043-89; 3CC: 161-178).

Language

Joan A. Abura, "Verbal communication in the classroom: What Christian classroom educators can do to help their students" (No. 346-98; 23CC: 1-12).

Rebecca D. Becker, "Can there be faith in the language arts classroom?" (12CC: 321-324).

Rebecca D. Becker, "Peut-on introduire la foi dans le cours de langue ?" (22CC: 31-34).

Merle E. Cozens, "Fostering the self-esteem of children with reading difficulties: A Christian approach" (No. 369-99, 24 CC: 41-58).

Amiris Sofía Lombert Matos de Gómez, "La Biblia como fuente de texto para la lectura integradora y el desarrollo de destrezas de pensamiento" (No. 238-94; 16CC: 87-102).

Minon A. Hamm, "What is truth? Composition assignments for growth in values" (No. 008-88; 1CC: 129-150).

Siegbert L. Hohn, "Teaching modern languages from a Christian perspective" (No. 037-89; 3CC: 41-60).

Ellen Israel, "Language communication and faith" (No. 354-98; 23CC: 129-142).

Pascal Latour, "La grammaire du Nouveau Testament au service de l'évangile" (No. 393-00; 25CC: 117-133).

Edna Maye Loveless, "Creating writing assignments that promote perspective-taking skills" (No. 039-89; 3CC: 83-100).

Valdir Negreli and José I. Miguel, "Verbal and non verbal teacher communication in Seventh-day Adventist education" (No. 028-88; 2CC: 173-194).

César Ojeda Román, "La psicolingüística, el hombre y Dios" (No. 182-94; 13CC: 195-207).

South Pacific Division Education Department, *English: SDA Secondary Curriculum*. Silver Spring, MD: Institute of Christian Teaching, 1990. (Also available in French: *Langue*, and Spanish: *Lenguaje*.)

Judy H. Poblete, "Communicating Christian values through teaching english as a second Language: The uses of poetry" (No. 381-99; 24CC: 277-298).

Salomón Vásquez Villanueva, "La palabra, una espada de dos filos" (No. 186-94; 13CC: 269-288).

Library Science

Keith Clouten, "La bibliothèque de la foi" (22CC: 69-74).

Keith Clouten, "The library of faith" (No. 099-92; 7CC: 39-54).

Sônia Bessa da Costa, "Literatura infantil, infanto-juvenil e jovem: Critérios de seleção e transmissão de valores" (No. 217-94; 15CC: 83-98).

Kenneth B. Cronjé, "Bibliotherapy in Seventh-day Adventist education: Using the information media for character development" (No. 157-93; 12CC: 49-66).

Zodwa Mchunu, "The role of a librarian in a Christian college" (No. 163-93; 12CC: 161-173).

Deovanir Vidoto, "Seleção bibliográfica na biblioteca escolar de segundo grau adventista: Base para a integração fé e ensino/aprendizagem (IFE)" (No. 229-94; 15CC: 305-324).

Literature

Monique Auguste, "Une perspective chrétienne sur la littérature" (No. 387-00; 25CC: 29-43).

Luz Barayuga, "An ethical-theological approach to literature: Some suggestions for Adventist teachers" (No. 151-93; 11CC: 1-20).

Gatsinzi Basaninyenzi, "Teaching an anti-Christian text from a Christian perspective: The case of S. Beckett's *Waiting for Godot*" (No. 120-93; 10CC: 63-73).

Robert N. Bell, "Missionaries, African writers and the Christian classroom" (No. 155-93; 12CC: 19-35).

Cristina Block, "A thematic approach to the teaching of English literature to foreign students: Secular and Christian values contrasted" (No. 122-93; 10CC: 89-108).

Afonso Ligório Cardoso, "Os valores na ficção, a educação bíblico-cristã e o professor de literatura" (No. 215-94;

15CC: 49-67).

Sônia Bessa da Costa, "Literatura infantil, infanto-juvenil e jovem: Critérios de seleção e transmissão de valores" (No. 217-94; 15CC: 83-98).

Kenneth B. Cronjé, "Bibliotherapy in Seventh-day Adventist education: Using the information media for character development" (No. 157-93; 12CC: 49-66).

Delmer Davis, "Faith and learning: The approaches of three influential Adventist english Teachers" (No. 370-99; 24CC: 59-80).

Lorna R. de los Reyes, "The Bible and Philippine literature: A thematic approach" (No. 108-92; 7CC: 211-230).

Carlton Drepaal, "Responding to poetry in the Seventh-day Adventist college classroom: A pedagogical response based on the integration of faith and learning process" (No. 253-96; 17CC: 61-78).

Claudio Durán Muñoz, "La Biblia como texto literario" (No. 308-98; 20CC: 55-67).

Ralph Escandón, "Santa Teresa de Jesús: An Adventist perspective" (No. 006-88; 1CC: 87-104).

Carol Joy Fider, "Moral and ethical issues in 'The Scarlet Letter'" (No. 373-99; 24CC: 117-136).

William D. Fitts, "A escolha de Mark Twain: Por trás do sorriso, of sofrimento" (15CC: 373-376).

William D. Fitts, "La decisión de Mark Twain" (20CC: 555-557).

William D. Fitts, "Le choix de Mark Twain : La souffrance derrière le rire" (22CC: 111-114).

William D. Fitts, "Mark Twain's choice: The pain behind the laughter" (8CC: 107-110).

Sandra E. Gayle, "Teaching literature in an Adventist secondary school: A West Indian perspective" (No. 255-96; 17CC: 95-114).

Renato Gross, "Eclesiastes: Uma abordagem pedagógica" (No. 221-94; 15CC: 153-172).

Jan Haluska, "The Bible and Literature" (No. 411-00; 26-BCC: 361-403).

Iris I. Henry, "Teaching Shakespeare within the context of Christian faith: A case study of Macbeth" (No. 258-96; 17CC: 135-154).

Deborah Higgins, "Allegory in C. S. Lewis's *The Lion, the Witch and the Wardrobe*: A window to the gospel of John" (No. 196-94; 14CC: 147-164).

Winona Howe, "*The Growing Good of the World*: Personal and corporate redemption in three Victorian novelists" (No. 198-94; 14CC: 183-200).

Ephraïm S. K. Kanyarukiga, "L'évangile face aux cultures en Afrique : Le rôle de la littérature" (No. 392-00; 25CC: 101-116).

Neumar de Lima, "Em busca de uma integração da fé e ensino na disciplina de literatura: Uma abordagem bíblico-cristã na perspectiva do grande conflito" (No. 223-94; 15CC: 193-211).

Victor Lyakhu, "Dostoyevsky: A writer struggles with faith" (11CC: 279-282).

Victor Lyakhu, "Dostoievski : Un écrivain aux prises avec la foi" (22CC: 213-216).

Victor Lyakhu, "Dostoievski: Un escritor que lucha con su fe" (20CC: 611-614).

Wilma McClarty, "O livro de Ester como literatura?" (15CC: 419-422).

Wilma McClarty, "A Bíblia e a arte do século XX" (15CC: 423-426).

Wilma McClarty, "An analysis of the book of Esther as literature" (No. 012-88; 1CC: 213-232).

Wilma McClarty, "El libro de Ester: ¿Una obra literaria?" (20CC: 627-630).

Wilma McClarty, "La bible et l'art au XXe siècle : L'influence des Ecritures se fait-elle encore sentir ?" (221-224).

Wilma McClarty, "La Biblia y las artes en el siglo XX" (20CC: 631-634).

Wilma McClarty, "Le livre d'Esther : Une œuvre littéraire ?" (22CC: 225-228).

Wilma McClarty, "The Bible and 20th-century art" (8CC: 181-184).

Wilma McClarty, "Why teach the Bible as literature?" (8CC: 185-188).

Shirley McGarrell, "Faith and fiction: An inspiring dilemma for Seventh-day Adventist teachers of literature" (No. 204-94; 14CC: 291-310).

Nelson M. Madriaga, "Aesthetic and ethical values in selected Philippine poems and short stories" (No. 144-93; 11CC: 61-78).

Beulah Manuel, "Developing Christian values through the teaching of English literature" (No. 091-90; 6CC: 97-115).

Shirley McGarrell, "Literature: Bringing pleasure and value to young readers" (18CC: 359-362).

Scott Moncrieff, "Adventists and fiction: Another look" (18CC: 363-366).

Scott Moncrieff, "Les adventistes et la fiction en littérature : Un autre regard" (22CC: 229-231).

Scott Moncrieff, "Los adventistas y la literatura de ficción: Otra perspectiva" (20CC: 619-622).

Scott Moncrieff, "Something to talk about: Ideas for teaching literature and writing" (8CC: 193-196).

Marcos Paseggi, "Towards a biblical understanding of literary creativity" (No. 379-99; 24CC: 237-256).

Judy H. Poblete, "Communicating Christian values through teaching english as a second language: The uses of

poetry" (No. 381-99; *24CC*: 277-296).

Eric Pryce, "Teaching poetry in Adventist schools" (No. 264-96; *17CC*: 249-268).

Emilienne Rasamoely, "Enseignement de la littérature" (*25CC*: 297-310).

Daniel Reynaud, "Literary theory and biblical interpretation" (No. 340-98; *21CC*: 279-292).

Arceli Rosario, "A thematic approach to the book of Job: Pedagogical implications" (No. 149-93; *11CC*: 153-172).

Carol Sample, "The salvation theme in Flannery O'Connor" (No. 041-89; *3CC*: 121-138).

South Pacific Division Department of Education, *English: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Langue*, and Spanish: *Lenguaje*.)

Roberto Vacca, "Reading William Blake: A Christian perspective" (No. 136-93; *10CC*: 389-406).

Salomón Vásquez Villanueva, "La palabra, una espada de dos filos" (No. 186-94; *13CC*: 269-288).

David Vélez-Sepúlveda, "Literature and life: Teaching fictional literature in Adventist higher education" (No. 139-93; *10CC*: 407-425).

Mathematics

Will Clarke, "The finite, the infinite and God" (No. 003-88; *1CC*: 29-46).

Ricardo Delgado Pérez, "Una propuesta práctica para transmitir valores cristianos en la enseñanza de las matemáticas" (No. 237-94; *16CC*: 75-86)

Vernon Howe, "Chaos: A new mathematical paradigm" (No. 197-94; *14CC*: 165-182).

Abraham Olugbenga Idowu, "Mathematical error: A metaphor for sin" (No. 159-93; *12CC*: 87-101).

Adrienne K. Kanondo, "The language of mathematics: A biblical perspective" (No. 385-99; *24CC*: 403-416).

Hudson E. Kibuuka, "Spiritual values in mathematics: A procedural approach to the integration of faith and mathematics teaching for teacher trainees" (No. 271-90; *17CC*: 399-414).

Jorge P. Maquera Sosa, "Integración fe y enseñanza en matemáticas (caso: Relaciones y funciones)" (No. 313-98; *20CC*: 147-164).

Franz Nusime, "Order and harmony in creation: Demonstrated in examples from music and science" (No. 105-92; *7CC*: 153-172).

Raymond L. Paden, "Artificial intelligence: From the foundations of mathematics to intelligent computers" (No. 106-92; *7CC*: 173-188).

Carroll Clifford Prayag, "Lois mathématiques et lois divines" (No. 397-00; *25CC*: 181-199).

Elizabeth M. Role, "Integrating Christian values and learning in the teaching of mathematics" (No. 148-93; *11CC*: 133-152).

South Pacific Division Department of Education, *Mathematics: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Mathématiques*., and Spanish: *Matemáticas*.)

Avery J. Thompson, "God in nature: revelations of the divine mathematician" (No. 269-96; *17CC*: 347-366).

See also Sciences.

Moral and Religious Development

Terrie Dopp Aamodt, "Face values: Liberal education's imperative" (*18CC*: 245-250).

Adenkunle A. Alalade, "Developing a Spiritual Master Plan" (No. 348-98; *23CC*: 31-50).

George Akers, "All thy children shall be taught of the Lord" (*18CC*: 251-256).

George Akers, "Nurturing faith in the Christian school" (*12CC*: 311-316).

Phénias Bahimba, "Kohlberg's theory of moral development: A Seventh-day Adventist insight" (No. 020-88; *2CC*: 19-34).

Alexandru Breja, "Teaching through example: A biblical perspective" (No. 326-98; *21CC*: 21-38).

John C. Brunt, "Making the Bible relevant for the moral life" (*12CC*: 325-328).

Ernest J. Burse, "Service learning in Adventist colleges" (*18CC*: 273-278).

Barry L. Casey, "Are there any questions? Strategies for the journey of faith" (No. 192-94; *14CC*: 79-92).

Fresnel Charles, "Conveying Christian values to adolescents in Adventists schools" (No. 253-96; *17CC*: 41-60).

John B. Connors, "Moral education revisited: Trends in teaching right from wrong" (No. 328-98; *21CC*: 59-78).

Kenneth B. Cronjé, "Bibliotherapy in Seventh-day Adventist education: Using the information media for character development" (No. 157-93; *12CC*: 49-66).

Millie Das, "Teacher modelling in Christian elementary schools" (No. 052-89; *4CC*: 29-48).

Les Devine, "The Adventist heritage: An enabler of the faith" (No. 067-90; *5CC*: 1-16).

Eunice Dias, "A relevância da disciplina no desenvolvimento da fé no adolescente" (No. 218-94; *15CC*: 99-117).

Hedley J. Eager, "Perception, process, product: Integrating faith and learning for a Christlike character" (No. 125-93; *10CC*: 147-166).

- Robert Egbert, "The psychodynamics of religious education" (No. 005-88; *ICC*: 66-85).
- Deolinda Maria Correia Fusth, "Autodeterminação e discernimento crítico responsável" (No. 220-94; *15CC*: 139-152).
- General Conference of Seventh-day Adventists, *A Guidebook for Creating and Implementing a Spiritual Master Plan on Seventh-day Adventist Campuses of Higher Education*, (23CC: 363-394).
- Glen G. Greenwalt, "The eternal horizon: The role of faith in every act of learning" (No. 195-94; *14CC*: 129-148).
- Stephen Guptill, "Fostering and assessing faith development" (No. 353-98; *23CC*: 119-128).
- Luc Alphonse Gweth, "La place de la foi chrétienne dans tout processus de prise de décision" (No. 390-00; *25CC*: 77-86).
- Donna Habenicht, "Have they gotten the message? How children view salvation" (*18CC*: 335-340).
- Barry Hill, "Developing healthy emotions in the curriculum of Seventh-day Adventist schools and colleges: Some suggestions" (No. 071-90; *5CC*: 75-90).
- Barry Hill, "Teaching values in Adventist Education" (*6CC*: 303-320).
- Barry Hill and Barry Plane, "Teaching values in industrial technology and computer studies" (*12CC*: 349-352).
- Neville E. Inggs, "Developing Christian values in the Adventist college experience: An example in the teaching of history" (No. 024-88; *2CC*: 95-108).
- Ronald L. Jolliffe, "Valuing vision and voice: Aesthetics and spirituality" (No. 199-94; *14CC*: 201-220).
- Gertrude E. Jordan, "Perception of values relating to character development: A study of college students' views on a Seventh-day Adventist campus, another look" (No. 355-98; *23CC*: 143-162).
- Anne-Marie Kennedy, "Teaching values: Developing a curricular framework for Adventist schools" (No. 333-98; *21CC*: 149-166).
- Oliver K. S. Koh, "Worship and school life" (No. 334-98; *21CC*: 167-184).
- Víctor A. Korniejczuk, "Psychological theories of religious development: A Seventh-day Adventist perspective" (No. 131-93; *10CC*: 257-276).
- Allan Lindsay, "The nurture of faith in the teaching of denominational history" (No. 074-90; *5CC*: 129-150).
- Irving G. Logan, "Ministering to the secular student in a Christian college" (No. 011-88; *1CC*: 193-212).
- Edith G. Marshalleck, "Fostering discernment among Adventist college youth" (No. 261-96; *17CC*: 193-212).
- Jean-Michel Martin, "The concept of God among Adventist elementary and secondary students: Findings and implications" (No. 203-94; *14CC*: 271-290).
- José Paulo Martini, "Internato adventista e o desenvolvimento da autodeterminação do educando: Experiência do Instituto Adventista Paranaense" (No. 224-94; *15CC*: 213-225).
- James B. Mbyirikira, "Fostering the Adventist ethos in a university campus: An African perspective" (No. 279-96; *18CC*: 125-144).
- Joseph J. Mdakane, "Enhancing intrinsic motivation in secondary school students: A Christian approach" (No. 164-93; *12CC*: 175-194).
- Orlando M. Moncrieffe, "The book of Ecclesiastes: Paradigm for a Christian worldview" (No. 262-96; *17CC*: 213-230).
- Duncan O. Mumbo, "Conveying christian values through the worship experience" (No. 359-98; *23CC*: 219-238).
- Emile Albert Nlend, "Un plan de base spirituel pour une université adventiste : Une perspective francophone" (No. 396-00; *25CC*: 165-179).
- Edward M. Norton, "The philosophy and practice of Christian service" (*8CC*: 207-212).
- Nehemiah M. Nyaundi, "Challenges of sharing faith in an African college or university" (No. 362-98; *23CC*: 277-292).
- Andrew A. Pfeifer, "Abraham Maslow's hierarchy of needs: A Christian perspective" (No. 339-98; *21CC*: 261-278).
- Phebee Pierre, "How can Christian teachers lead students to God" (No. 057-89; *4CC*: 125-148).
- Humberto M. Rasi, "Le développement de la foi chez les jeunes adventistes" (*25CC*: 329-338).
- Hope Ravelo, "Erickson's stages of personality development: An analysis from an Adventist perspective" (No. 014-88; *1CC*: 249-264).
- Don Roy, "L'enseignement de la foi selon la perspective constructiviste" (*25CC*: 381-387).
- Gayle Saxby, "Symbolic models: Stories as life resources for medical students" (No. 208-94; *14CC*: 363-378).
- Haller Elinar Stach Schünemann, "Comparação do desenvolvimento moral na perspectiva piagetiana e na perspectiva de Ellen White" (No. 226-94; *15CC*: 249-267).
- South Pacific Division Department of Education, *Personal Development: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Développement Personnel*, and Spanish: *Orientación y desarrollo personal*.)
- Ruth S. Smith, "BASIS: A model for integrating psychological theories of moral development in children and

adolescents” (No. 268-96; *17CC*: 327-346).

Artur A. Stele, “The hidden curriculum in an Adventist college: The case of Zaokski Seminary” (No. 343-98; *21CC*: 335-348).

Urias Echterhoff Takatohi, “Considerações para ensino de assuntos relacionados com origens” (No. 320-98; *20CC*: 273-291).

Oscar Félix Tapia, “Diseño de una capellanía para instituciones educativas Adventistas” (No. 321-98; *20CC*: 293-310).

John K. Testerman, “Spirituality vs. religion: Implications for healthcare” (No. 302-97; *19CC*: 283-297).

Vanie Bi Gooré Toussaint, “Ecole Adventiste : Instrument d’évangélisation” (No. 399-00; *25CC*: 219-232).

Nick G. Tumangday, “Bible teaching for values transformation” (No. 113-92; *7CC*: 309-328).

Mathaikutty Varghese, “Back to Genesis: Learning and living according to God’s plan” (No. 284-96; *18CC*: 213-228).

Muvunga Isse Vyambwera, “Le role de l’administrateur scolaire dans la formation totale de l’élève” (No. 400-00; *25CC*: 233-250).

James W. Walters, “Le choix vous appartient : Comment prendre des décisions d’ordre moral” (*22CC*: 349-352).

James W. Walters, “The choice is yours: How to make ethical decisions” (*8CC*: 295-298).

James W. Walters, “Tú decides: Cómo hacer decisiones éticas” (*20CC*: 703-706).

Dorothy Eaton Watts, “Involving children in worship” (*8CC*: 307-310).

Herold Weiss, “The Apostle Paul: An intellectual?” (*8CC*: 315-318).

Dick Winn, “The impact of developmental factors in the formulation of Adventist doctrine” (No. 018-88; *1CC*: 327-347).

Henry A. Zuill, “Expanding the garden: A Christian’s view of nature” (No. 211-94; *14CC*: 411-429).

Music

Vernon Andrews, “Considerations for the evaluation of church music” (No. 019-88; *2CC*: 1-18).

Turibio José de Burgo, “Teaching Christian values through school choir activities” (No. 123-93; *10CC*: 109-126).

John A. Mwesa, “The choice of African music in Adventist educational institutions” (No. 360-98; *23CC*: 239-258).

Franz Nusime, “Order and harmony in creation: Demonstrated in examples from music and science” (No. 105-92; *7CC*: 153-172).

René M. Ramos, “‘I Cannot Bury My Talent’: A Look at Mozart on his bicentennial” (*8CC*: 221-224).

René M. Ramos, “«Je ne peux pas enterrer mon talent » Mozart à l’occasion du bicentenaire de sa mort” (*22CC*: 265-268).

René M. Ramos, “‘No puedo enterrar mi talento: Mozart en su bicentenario’” (*20CC*: 647-650).

René M. Ramos, “‘Não posso enterrar meu talento’: Mozart em seu bicentenário” (*15CC*: 439-442).

Marvin L. Robertson, “Are music choices really important?” (*12CC*: 381-384).

Marvin L. Robertson, “Nos choix musicaux sont-ils si importants ?” (*22CC*: 305-308).

Marvin L. Robertson, “¿Tiene importancia la música que escuchas?” (*20CC*: 675-677).

South Pacific Division Department of Education, *Music: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Musique*, and Spanish: *Música*).

Glenn Spring, “In the image of God: The creative act in teaching and learning” (No. 342-98; *21CC*: 315-334).

Kent Clark Stearman, “Music in Seventh-day Adventist higher education: A rationale” (No. 110-92; *7CC*: 251-268).

Morris L. Taylor, “Choosing music in a Christian college” (No. 016-88; *1CC*: 285-306).

Nursing

Ninon P. Amertil, “Nurturing faith in college nursing Students” (No. 367-99; *24CC*: 1-20).

Nancy A. Fly, “Beyond professional caring: Teaching nursing students the art of Christian caring” (No. 126-93; *10CC*: 167-185).

Trudy Carpenter Klein, “Service and wholism in the teaching and practice of parish nursing” (No. 294-97; *19CC*: 141-156).

Ina Longway, “Teaching students nurses Sabbath keeping” (No. 056-89; *4CC*: 105-124).

Sarah N. Mahlangu, “The life of Christ and its relevance to modern professional nursing” (No. 171-93; *12CC*: 297-308).

Majorie Sczekan, “Caring for the caregivers: Health promotion for nursing students” (No. 045-89; *3CC*: 199-218).

Elisabete Regina Araujo Oliveira, “Teaching nurses to conduct the physical examination: Becoming mediators of the divine touch” (No. 298-97; *19CC*: 205-223)

Ivone Corsi da Silva, “A vida espiritual do estudante de enfermagem e o atendimento das necessidades

psicoespirituais do paciente" (No. 228-94; *15CC*: 287-304).

Gwen M. Wilkinson, "Values in Nursing: What can Seventh-day Adventists contribute?" (No. 303-97; *19CC*: 299-317).

Origins

Rubén Aguilar, "El trigo y la cizaña: Un paralelismo histórico del adventismo y el evolucionismo del siglo XIX" (No. 065-89; *4CC*: 283-302).

B. Peter Archer, "Origins: Can science and biblical Christianity co-exist?" (No. 250-95; *17CC*: 1-20).

Leonard Brand, "Empreintes dans les sables du passé" (*22CC*: 41-46).

Leonard Brand, "Footprints in the sands of time" (*18CC*: 267-272).

Leonard Brand, "Pisadas en las arenas del tiempo" (*20CC*: 511-515).

Ben Clausen, "An Adventist approach to earth origins" (*18CC*: 289-300).

Ben Clausen, "An Adventist approach to earth origins" (*20CC*: 379-388).

Ben Clausen, "An Adventist approach to earth origins" (*24CC*: 355-380).

Harold G. Coffin, "Coal: How did it originate?" (*12CC*: 333-336).

Harold G. Coffin, "El carbón: ¿Cómo se originó?" (*20CC*: 533-536).

Harold G. Coffin, "El enigma de los árboles petrificados" (*20CC*: 537-541).

Harold G. Coffin, "Le charbon : Comment s'est-il formé ?" (*22CC*: 75-78).

Harold G. Coffin, "L'énigme des arbres pétrifiés" (*22CC*: 79-84).

Harold G. Coffin, "O enigma das árvores petrificadas" (*15CC*: 363-368).

Harold G. Coffin, "The puzzle of the petrified trees" (*8CC*: 91-96).

Harold G. Coffin, "Au commencement : Comment interpréter Genèse 1" (*22CC*: 85-88).

Richard M. Davidson, "En el principio: Cómo interpretar Génesis 1" (*20CC*: 543-546).

Richard Davidson, "In the beginning: How to interpret Genesis 1" (*18CC*: 319-322).

Kevin C. de Berg, "Un univers à l'abandon ?" (*22CC*: 89-92).

Nair Elias dos Santos Ebling, "Uma proposta criacionista para o ensino de ciências nas séries iniciais" (No. 219-94; *15CC*: 119-138).

Jim Gibson, "An Adventist approach to science" (*17CC*: 383-398).

L. J. Gibson, "¿Creación o evolución? Convergencias y divergencias" (*20CC*: 569-572).

L. J. Gibson, "Criacionistas e evolucionistas: Terreno comum?" (*15CC*: 383-388).

L. J. Gibson, "Fossils and the Flood" (*11CC*: 255-264).

L. J. Gibson, "Change in species: Is evolution true?" (*6CC*: 247-250).

L. J. Gibson, "Creation and Adventism" (*6CC*: 237-246).

L. J. Gibson, "Créationnistes et évolutionnistes : Un terrain d'entente ?" (*22CC*: 125-130).

L. J. Gibson, "Current issues in evolution: Mass extinctions" (*6CC*: 251-256).

L. J. Gibson, "Current issues in evolution: Punctuated equilibrium" (*6CC*: 261-264).

L. J. Gibson, "Current issues in evolution: Sociobiology" (*6CC*: 257-260).

L. J. Gibson, "¿Hay diseño en la naturaleza?" (*20CC*: 573-576).

M. Elaine Kennedy, "Buscando a los antepasados de Adán" (*20CC*: 589-593).

M. Elaine Kennedy, "Ces dinosaures si intrigants" (*22CC*: 169-172).

M. Elaine Kennedy, "El intrigante dinosaurio" (*20CC*: 595-598).

M. Elaine Kennedy, "Quand la croûte terrestre explose" (*22CC*: 173-176).

M. Elaine Kennedy, "Science and religion: Interpreting the data" (*13CC*: 305-312).

M. Elaine Kennedy, "The Intriguing dinosaur" (*11CC*: 275-278).

Elaine Kennedy, "The search for Adam's ancestors" (*18CC*: 341-346).

Ariel A. Roth, "Catastrophism: Is it scientific?" (*8CC*: 255-258).

Ariel A. Roth, "How to invalidate the Bible, unconsciously: Some thoughts on pluralism about origins" (*8CC*: 259-272).

Ariel A. Roth, "Le catastrophisme reviet en force !" (*22CC*: 309-314).

Ariel A. Roth, "Une approche biblico-chrétienne des origines" (*25CC*: 347-354).

Jacques Sauvagnat, "Origins options: Implications for Christian biology and geology teachers" (No. 046-89; *3CC*: 219-230).

William H. Shea, "El diluvio: ¿una catástrofe local?" (*20CC*: 679-682).

William H. Shea, "Le déluge : Une simple catastrophe régionale ?" (*22CC*: 321-324).

Marco T. Terreros, "El mensaje adventista ante la evolución" (*20CC*: 695-698).

Marco T. Terreros, "The Adventist message and the challenge of evolution" (*18CC*: 403-406).

Clyde L. Webster, Jr., "El Génesis y la edad de la Tierra" (20CC: 707-710).
 Clyde L. Webster, Jr., "Genesis and time: What radiometric dating tells us" (11CC: 295-298).
 Clyde L. Webster, Jr., "Genèse et temps : Les enseignements de la datation radiométrique" (22CC: 361-364).
 Klaus Zachhuber, "Creationism versus Evolutionism" (No. 345-98; 21CC: 365-376).
 Henry Zuill, "Quand science et religion se rencontrent, comment garder la foi ?" (22CC: 373-374).

Paleontology

Arthur V. Chadwick, "The Bible and Paleontology" (No. 407-00; 26-BCC: 171-190).

Philosophy

Merling Alomía, "Algunos aspectos del movimiento de la Nueva Era y dos de sus promotores católico-romanos" (No. 095-90; 6CC: 165-186).
 Fernando Aranda Fraga, "Le postmodernisme et le New Age : Des rapports subtils" (22CC: 17-24).
 Fernando Aranda Fraga, "Postmodernismo y Nueva Era: Las conexiones sutiles" (20CC: 493-496).
 John T. Baldwin, "Dios, el gorrión y la boa esmeralda" (20CC: 501-504).
 John T. Baldwin, "God, the sparrow, and the emerald boa" (18CC: 257-260).
 Lewis Blackwell, "Implications of cultural pluralism for Seventh-day Adventist education" (No. 097-92; 7CC: 1-20).
 Will Clarke, "The finite, the infinite, and God" (No. 033-88; 1CC: 29-46).
 Carlos Enrique Delfino, "Hacia un abordaje cristiano del método científico" (No. 176-94; 13CC: 83-102).
 John Fowler, "Building a Christian world view: A Christian approach to the study of philosophy" (No. 022-88; 2CC: 55-74).
 John Fowler, "Hacia una cosmovisión cristiana" (20CC: 563-568).
 John Fowler, "Formando uma visão de mundo" (15CC: 377-382).
 John Fowler, "Se faire une conception du monde" (22CC: 115-120).
 Frank M. Hasel, "La révolution de Thomas Khun" (22CC: 139-141).
 Raúl Kerbs, "Observaciones epistemológicas e históricas preliminares sobre la relación fe-razón desde una perspectiva cristiana adventista" (No. 179-94; 13CC: 141-159).
 George R. Knight, "Philosophy: The most useful of all subjects" (8CC: 153-156).
 George R. Knight, "Qual é o conhecimento mais importante? Colégios adventistas em busca de significado" (15CC: 407-410).
 Víctor Andrés Korniejczuk, "Un enfoque crítico de la teoría de Jean Piaget desde una perspectiva adventista" (No. 066-89; 4CC: 303-321).
 Gary Land, "Implications of the Christian understanding of human nature for the writing and teaching of history" (No. 040-89; 3CC: 101-120).
 Gary Land, "El desafío del postmodernismo" (20CC: 603-606).
 Gary Land, "Le défi du postmodernisme" (22CC: 205-208).
 Gary Land, "The challenge of post-modernism" (18CC: 351-354).
 Pierre-Alain Liard, "La parole libératrice : Socrate et Jésus" (No. 394-00; 25CC: 135-152).
 Orlando M. Moncrieffe, "The book of Ecclesiastes: Paradigm for a Christian worldview" (No. 262-96; 17CC: 213-230).
 Bill Mundy, "Comparison and contrast of scientific and religious paradigms and their use" (No. 035-89; 3CC: 1-20).
 Anita Oliver, "Postmodern thought and Adventist education" (No. 378-99; 24CC: 217-236).
 Michael Pearson, "A room with a view: World-views and the Christian world-view" (6CC: 265-282).
 Michael Pearson, "Foi, raison et vulnérabilité" (22CC: 253-256).
 Michael Pearson, "The point of pain: Dealing with cognitive dissonance" (No. 013-88; 1CC: 233-248).
 Michael Pearson, "Word made flesh: How the Christian world-view affects teaching and learning" (6CC: 283-302).
 Humberto M. Rasi, "Batalhando em duas frentes: A resposta adventista ao secularismo e neopanteísmo" (15CC: 443-448).
 Humberto M. Rasi, "Combatiendo en dos frentes" (20CC: 651-656).
 Humberto M. Rasi, "Fighting on two fronts: An Adventist response to secularism and neopanteism" (8CC: 225-230).
 Humberto M. Rasi, "La lutte sur deux fronts : Une réponse adventiste au sécularisme et au néo-panthéisme" (22CC: 273-278).
 Humberto M. Rasi, "Vues du monde, culture contemporaine et éducation adventiste" (25CC: 315-327).
 Humberto M. Rasi, "Worldviews, Contemporary Culture, and Adventist Thought" (No. 401-00; 26-BCC: 1-15).

Richard Rice, "Quand les croyants réfléchissent" (22CC: 301-304).
Richard Rice, "Quando os crentes pensam" (15CC: 463-466).
Richard Rice, "When believers think" (8CC: 247-250).
Lilian E. Weiss Schmidt, "Sartre's humanism versus biblical humanism" (No. 137-93; 10CC: 351-370).
Albert Smith, "Secular understanding in a Christian world view" (No. 015-88; 1CC: 265-284).
Marco T. Terreros, "Le message adventiste et le défi de l'évolutionnisme" (22CC: 337-340).
David A. Tohmas et Paul F. Barcenas, "Le chaos : Creuset de la création" (22CC: 341-344).

Physical Education

Eduardo Busso, "La educación física como agente educativo en la adquisición de hábitos de salud: Una experiencia práctica" (No. 288-97; 19CC: 33-51).
Cristina Ferrero de Esparcia, "La educación física: Una perspectiva adventista" (No. 177-94; 13CC: 103-119).
Walter S. Hamerslough, "Physical education and sport from a Christian perspective" (No. 128-93; 10CC: 205-219).
P. Wayne Miller, "Team sports in Adventist education: Another look" (No. 297-97; 19CC: 189-203).
Bruce G. Peifer, "Seventh-day Adventist intercollegiate competition: A North American perspective" (No. 300-97; 19CC: 245-263).
South Pacific Division Education Department, *Physical Education: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Education Physique*, and Spanish: *Educación física*.)

Physics

Ben Clausen, "Integrating faith and learning in the teaching of physics" (20CC: 389-398).
Mart de Groot, "Le modèle du Big Bang : Une évaluation" (22CC: 93-96).
G. William Mutch, "Integrating faith and learning in the physical sciences" (8CC: 197-200).
G. William Mutch, "L'intégration de la foi et de l'enseignement : Les sciences physiques" (22CC: 241-244).
Franz Nusime, "Order and harmony in Creation, demonstrated in examples from music and science" (No. 105-92; 7CC: 153-172).
Priscilla Vijay Pilli, "Teaching spiritual values in physics class room" (No. 280-96; 18CC: 145-160).
Lynden J. Rogers, "Through modern physics towards a structure for causality" (No. 206-94; 14CC: 331-343).
Orville Woolford, "Christianity and science: An approach for physics teachers" (No. 034-88; 2CC: 299-315).

Political Science

José Avilés Miranda, "La responsabilidad social del profesor y el universitario adventista" (No. 172-94; 13CC: 1-19).
Bert B. Beach, "El cristiano y la política" (20CC: 505-506).
Bert B. Beach, "Le chrétien et la politique" (22CC: 29-30).
Roger L. Dudley and Edwin I. Hernández, "Citizens of two worlds: Adventists and social responsibility" (8CC: 103-106).
Julio Alejandro Marcó, "Iglesia, estado y educación adventista" (No. 180-94; 13CC: 161-175).
Marcos Silva, "O professor adventista de história e sua atitude ante a política" (No. 227-94; 15CC: 269-286).
Livingston Smith, "Constitutional dynamics in a developing nation context: A Christian perspective" (No. 267-96; 17CC: 307-326).

Psychology

Lucio Altin, "Christianity and psychology: A Good Mix?" (8CC: 45-48).
Lucio Altin, "Christianisme et psychologie : Un bon mélange ?" (22CC: 13-16).
Lúcio Altin, "O cristianismo e a psicologia: Uma boa mistura?" (15CC: 351-354).
Lucio Altin, "Cristianismo y psicología: ¿Son una buena combinación?" (20CC: 489-492).
Austin Archer, "Constructivism and Christian Teaching" (No. 351-98, 23CC: 85-102).
Cindee M. Bailey, "The effects of religion on mental health: Implications for Seventh-day Adventists" (No. 286-97; 19CC: 161-175).
Kenneth B. Cronjé, "Bibliotherapy in Seventh-day Adventist education: Using the information media for character development" (No. 157-93; 12CC: 49-66).
Juan Omar Finuchi, "El profesor y su percepción del alumno: Un enfoque cristiano" (No. 309-98; 20CC: 69-86).
Delia Schimpf de Fonseca, "Piaget, psicogénesis y libertad: Una crítica cristiana" (No. 178-94; 13CC: 121-140).
Deolinda Maria Correia Fusth, "Autodeterminação e discernimento crítico responsável" (No. 220-94; 15CC: 139-152).

Ruth S. Smith, "BASIS: A model for integrating psychological theories of moral development in children and adolescents" (No. 268-96; *17CC*: 327-346).

Ronald M. Springett, "Homosexualidad: Una perspectiva bíblica" (*20CC*: 687-690).

Ronald M. Springett, "Homosexuality: A biblical perspective" (*11CC*: 287-290).

John K. Testerman, "Spirituality vs religion: Implications for healthcare" (No. 302-97; *19CC* 283-297).

Cezar Luis Wichert, "O conceito de pessoa na perspectiva cristã do Dr. Paul Tournier: Necessidade dessa ênfase na educação adventista" (No. 230-94; *15CC*: 325-340).

Religious Education

Adekunle A. Alalade, "Developing a Spiritual Master Plan" (No. 348-98; *23CC*: 31-50).

Nilton Amorim, "Academic freedom in theology teaching" (No. 080-90; *5CC*: 237-256).

Samuele Bacchiocchi, "Una perspectiva cristiana del sexo" (*20CC*: 497-499).

Dalton D. Baldwin, "Openness for renewal without destructive pluralism: The dilemma of doctrinal dissent" (No. 038-89; *3CC*: 61-82).

Yona Balyage, "The Christian religious education syllabi for secondary schools: An Adventist assessment and proposal" (No. 352-98; *23CC*: 103-118).

Enrique Becerra, "Seventh-day Adventist ministerial training: Toward an integrated whole" (No. 121-93; *10CC*: 75-88).

Nina Blikshavn, "Follow the boy to school: The role of a Christian teacher today, from a historic perspective" (No. 188-94; *14CC*: 1-18).

Ernest J. Bursey, "Action in higher education: A case study from the gospels" (*8CC*: 71-76).

Lael Othniel Caesar, "Examining validity; The Bible as text of history" (No. 233-94; *16CC*: 1-20).

Cindee M. Bailey, "The effects religion on mental health: Implications for Seventh-day Adventists" (No. 286-97; *19CC*: 1-15).

Barry L. Casey, "Are there any questions? Strategies for the journey of faith" (No. 192-94; *14CC*: 79-92).

Benjamin L. Clausen, "Un scientifique peut-il être aussi chrétien ?" (*22CC*: 65-68).

José Emilio Córdoba, "Introduciendo a los estudiantes no adventistas al estudio de la Biblia en una universidad adventista" (No. 175-94; *13CC*: 63-82).

Richard M. Davidson, "The Bible: Revelation and Authority" (No. 402-00; *26-BCC*: 17-55).

Claudio Durán Muñoz, "La Biblia como texto literario" (No. 308-98; *20CC*: 55-67).

Jon L. Dybdahl, "Enseigner la grâce" (*22CC*: 97-102).

Jon L. Dybdahl, "Teaching students about grace" (*12CC*: 337-342).

Victor Dyman, "Training Adventist ministers through the seminary extension program: The Euro-Asia Division as a case study" (No. 273-96; *18CC*: 19-38).

John Dysinger, "Strategies for integrating Christian theory and practice" (No. 089-90; *6CC*: 63-82).

Robert Egbert, "The psychodynamics of religious education" (No. 005-88; *1CC*: 66-85).

General Conference of Seventh-day Adventists, *A Guidebook for Creating and Implementing a Spiritual Master Plan on Seventh-day Adventist Campuses of Higher Education*, (*23CC*: 363-394).

General Conference of Seventh-day Adventists, *Statements on Theological and Academic Freedom and Accountability: (A) A Statement on Theological Freedom and Accountability: (B) Academic Freedom in Seventh-day Adventist Institutions of Higher Learning* (*8CC*: 323-331).

Glen G. Greenwalt, "The eternal horizon: The role of faith in every act of learning" (No. 195-94; *14CC*: 129-148).

Mariano Gómez Seco, "La escuela adventista como centro de evangelización: Una experiencia en España" (No. 239-94; *16CC*: 103-122).

Amiris Sofía Lombert Matos de Gómez, "La Biblia como fuente del texto para la lectura integradora y el desarrollo de destrezas de pensamiento" (No. 238-94; *16CC*: 87-102).

Renato Gross, "Eclesiastes: Uma abordagem pedagógica" (No. 221-94; *15CC*: 153-172).

Donna J. Habenicht, "Ont-ils compris ? Comment nos enfants envisagent le salut" (*22CC*: 135-138).

Olive J. Hemmings, "Knowledge as a quest for God: Implications for teaching" (No. 257-96; *17CC*: 115-134).

Deborah Higgins, "Allegory in C. S. Lewis's *The Lion, the Witch and the Wardrobe*: A window to the gospel of John" (No. 196-94; *14CC*: 147-164).

Barry Hill, "Comment utiliser les « structures éducatives » afin de susciter la foi des étudiants du secondaire" (*22CC*: 139-142).

Leif Hongisto, "Teaching biblical apocalyptic literature" (No. 101-92; *7CC*: 75-94).

Elder Hosokawa, "Utilização da Bíblia e biografias denominacionais em aulas de história nas escolas secundárias

adventistas" (No. 222-94; *15CC*: 173-191).

Mohanraj Israel, "Learning by experience: A practical training programme for ministerial students of Spicer Memorial College" (No. 275-96; *18CC*: 63-82).

Injety Roy Jemison, "The great controversy theme in the book of Daniel: A backdrop for a Christian world-view in faith-learning experience" (No. 094-90; *6CC*: 149-164).

Henrik K. Jorgensen, "Adult learning theories and religious education" (No. 332-98; *21CC*:129-148).

Raúl Kerbs, "Observaciones epistemológicas e históricas preliminares sobre la relación fe-razón desde una perspectiva cristiana adventista" (No. 179-94; *13CC*: 141-159).

Oliver K. S. Koh, "Worship and school life: (No. 334-98; *21CC*: 167-184).

Edemar L. Lamarques, "O ensino religioso no I e II graus: Uma proposta de reestruturação e valorização" (No. 231-94; *15CC*: 341-348).

Pascal Latour, "La Grammaire du Nouveau Testament au service de l'évangile" (No. 393-00; *25CC*: 117-133).

Tatyana Lebedeva, "Christian education in Russia: Past and present" (No. 200-94; *14CC*: 221-240).

Ina Longway, "Teaching student nurses Sabbath keeping" (No. 056-89; *4CC*: 105-124).

José Luis Lugo Añez, "Importancia del proceso de selección y admisión en los seminarios teológicos" (No. 242-94; *16CC*:157-172).

Wilma McClarty, "Why teach the Bible as literature?" (*8CC*: 185-188)

Wilma McClarty, "O livro de Ester como literatura" (*15CC*: 419-422).

Hezequiel Mafu, "The Seventh-day Adventist Church school and traditional rain-cults in Africa" (No. 336-98; *21CC*: 205-224).

Carlos Martínez Gutiérrez, "De la teoría a la praxis: Una perspectiva psicológica en la formación de docentes para la misión" (No. 063-89; *4CC*: 251-270).

John V. G. Matthews, "An historicist-prophetic framework for the study of church history in tertiary education" (No. 134-93; *10CC*: 311-330).

Alberta Mazat, "Está a castidade fora de moda?" (*15CC*: 415-418).

Alberta Mazat, "Ha pasado de moda la castidad?" (*20CC*: 615-618).

Orlando M. Moncrieffe, "The book of Ecclesiastes: Paradigm for a Christian worldview" (No. 262-96; *17CC*: 213-230).

Patrick B. Morrison, "Le cours de religion : Source de vie our de léthargie ?" (*22CC*: 233-236).

Patrick B. Morrison, "The religious classroom: Life-giving or lethargic?" (*12CC*: 369-372).

Zachaeus A. Mathema, "Traditional African religiosity and christian discipleship: An educational perspective" (No. 357-98; *23CC*: 181-200).

Beatrice S. Neall, "Un autre regard sur la guerre des sexes : L'homme et la femme dans une perspective biblique" (*22CC*: 245-248).

Kenneth G. C. Newport, "The seat of authority: Reason and revelation in Seventh-day Adventist education" (No. 047-89; *3CC*: 231-248).

Joseph G. Nkou, "Gospel and culture: Some cultural issues faced by Seventh-day Adventist educators and pastors in teaching Bible in Africa" (No. 084-90; *5CC*: 293-312).

Christopher Peake, "Religious studies modules at Stanborough School: Bridging the gap between faith and secular curriculum" (No. 338-98; *21CC*:241-260).

Harold E. Peters, "Training ministerial directors and lay pastors: A curricular proposal" (No. 077-90; *5CC*: 181-198).

Juan Carlos Priora, "Perspectiva bíblica del nuevo orden mundial y del fin de la historia" (No. 184-94; *13CC*: 231-250).

Davidson Razafiarivony, "Ancestor worship in Madagascar: An Adventist perspective" (No. 365-98; *23CC*: 327-342).

George W. Reid, "Building faith in the college religion class" (*8CC*: 243-246).

Daniel Reynaud, "Literary theory and biblical interpretation" (No. 340-98; *21CC*: 279-292).

Richard Rice, "Quand les croyants réfléchissent" (*22CC*: 301-304).

Nestor C. Rilloma, "Contextualizing theological education and ministerial training in Asia: An Adventist perspective" (No. 147-93; *11CC*: 113-132).

Edison Samraj, "A Christian approach to Hinduism: The role of Adventist schools in Southern Asia" (*18CC*: 381-402).

Franklin Samraj, "A Christian view of time: Biblical chronology and historicity" (No. 282-96; *18CC*: 181-194).

Gayle Saxby, "Symbolic models: Stories as life resources for medical students" (No. 208-94; *14CC*: 363-378).

Daniel Scarone, "Universidad adventista y secularismo: Riesgos y desafíos" (No. 246-94; *16CC*: 229-248).

- William H. Shea, "Pour comprendre la prophétie biblique" (22CC: 325-328).
- Ishmael J. Siapco, "Conveying Christianity to grade school children through nonverbal activities and communication" (No. 157-93; 11CC: 193-210).
- Víctor Soto, "Biblical eschatology and the idea of progress: Implications for the teaching of history and religion" (No. 031-88; 2CC: 237-258).
- Russell L. Staples, "'I felt my heart strangely warmed': John Wesley and the Seventh-day Adventist Heritage" (8CC: 277-280).
- Carlos A. Steger, "Un enfoque adventista de la Cristología" (No. 247-94; 16CC: 249-262).
- South Pacific Division Department of Education, *Bible: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Bible*, and Spanish: *Biblia*.)
- Ronald Strasadowsky, "Church-based religious instruction in Eastern Europe: Suggestions for Romania" (No. 138-93; 10CC: 371-388).
- Kenneth Pradeep Swansi, "Marketing the gospel in the Indian bazaar" (No. 283-96; 18CC: 195-212).
- Jozsef Szilvasi, "Introduction to theology: An experimental course at the Hungarian Adventist Seminary" (No. 209-94; 14CC: 379-392).
- Felipe Tan, Jr., "Contextualizing the gospel message in Asia: An Adventist approach" (No. 152-93; 11CC: 211-226).
- Oscar Félix Tapia, "Diseño de una capellanía para instituciones educativas adventistas" (No. 321-98; 20CC: 293-310).
- Charles Teel, Jr. "Mission stories and the Adventist future: Fernando and Ana Stahl as a case study" (8CC: 281-286).
- John K. Testerman, "Spirituality vs religion: Implications for healthcare" (No. 302-97; 19CC: 283-297).
- Nick G. Tumangday, "Bible teaching for values transformation" (No. 113-92; 7CC: 309-328).
- Velile S. Wakaba, "The accelerated Christian Education Programme: An evaluation" (No. 170-93; 12CC: 275-295).
- Dorothy Eaton Watts, "Motivating teens for global mission" (8CC: 311-314).
- Herold Weiss, "O apóstolo Paulo: Um intelectual?" (15CC: 489-492).
- Violet Weiss, "Training up a child in the right way: Stewardship for Adventist students" (8CC: 319-321).

Sciences

- B. Peter Archer, "Origins: Can science and biblical Christianity co-exist?" (No. 250-96; 17CC: 1-20).
- Admir Arrais de Matos, "Developing textbooks in the natural sciences that integrate faith and learning: An experience in Brazil" (No. 118-93; 10CC: 21-39).
- John T. Baldwin, "The Bible and the Philosophy of Science" (No. 404-00; 26-BCC: 89-137).
- Kevin C. de Berg, "Integrating science and scripture: The case of Robert Boyle" (No. 371-99; 24CC: 81-96).
- Kevin C. de Berg, "Order and chance in nature and Scripture: Towards a basis for constructive dialogue" (No. 073-90; 5CC: 111-128).
- Leonard Brand, "Empreintes dans les sables du passé" (22CC: 41-46).
- Leonard Brand, "The Bible and Science" (No. 405-00; 26-BCC:139-162).
- Benjamin L. Clausen, "A Biblical-Christian approach to the sciences" (20CC: 369-378).
- Benjamin L. Clausen, "Can a scientist also be a Christian" (18CC:301-304).
- Benjamin L. Clausen, "Can science explain it all?" (8CC: 83-86).
- Benjamin L. Clausen, "La science peut-elle tout expliquer ?" (22CC: 61-64).
- Benjamin L. Clausen, "Pode a ciência explicar tudo?" (15CC: 359-362).
- Benjamin L. Clausen, "¿Puede la ciencia explicar todo?" (20CC: 525-527).
- Benjamin L. Clausen, "¿Puede un científico también ser cristiano?" (20CC: 529-531).
- Benjamin L. Clausen, "Un scientifique peut-il être aussi chrétien ?" (22CC: 65-68).
- Arthur O. Coetsee, "Philosophical shifts in concepts of truth over twenty centuries" (No. 042-89; 3CC: 139-160).
- Antonio Cremades Fuerte, "Aportaciones prácticas para la enseñanza de las ciencias naturales desde una perspectiva cristiana: Una ruta didáctica directa" (No. 235-94; 16CC: 35-54).
- Antonio Cremades Fuerte, "Aportaciones práctica para la enseñanza de las ciencias naturales desde una perspectiva cristiana: Una ruta didáctica indirecta" (No. 236-94; 16CC: 55-73).
- Kevin C. de Berg, "Um universo ao acaso? Ordem e acaso na natureza e nas Escrituras" (15CC: 355-358).
- Kevin C. de Berg, "¿Un universo al azar?" (20CC: 547-549).
- Kevin C. de Berg, "Un univers à l'abandon ?" (22CC: 89-92).
- Mart de Groot, "Le modèle du Big Bang : Une évaluation" (22CC: 93-96).
- Carlos Enrique Delfino, "Hacia un abordaje cristiano del método científico" (No.176-94; 13CC: 83-102).

- Nair Elias dos Santos Ebling, "Uma proposta criacionista para o ensino de ciências nas séries iniciais" (No. 219-94; *15CC*: 119-138).
- Dwain L. Ford, "On frontier of scientific instruction" (*8CC*: 54-56).
- L. J. Gibson, "A Christian approach to science" (*6CC*: 229-236).
- L. J. Gibson, "¿Hay diseño en la naturaleza?" (*20CC*: 573-576).
- L. J. Gibson, "Science and Christianity in harmony?" (*11CC*: 265-274).
- Jim Gibson, "An Adventist approach to science" (*17CC*: 383-398).
- Frank M. Hasel, "A revolução de Thomas Kuhn: Uma nova forma de se entender a ciência" (*15CC*: 393-396).
- Frank M. Hasel, "La revolución de Thomas Kuhn" (*20CC*: 577-579).
- Frank M. Hasel, "La révolution de Thomas Kuhn" (*22CC*: 139-142).
- Frank M. Hasel, "Scientific revolution: An analysis and evaluation of Thomas Kuhn's concept of paradigm and paradigm change for theology" (*8CC*: 115-132).
- Frank M. Hasel, "Thomas Kuhn's revolution: A new way of looking at science" (*8CC*: 133-136).
- Vernon Howe, "Chaos: A new mathematical paradigm" (No. 197-94; *14CC*: 165-182).
- George T. Javor, "A l'aube de l'âge du gène" (*22CC*: 159-162).
- Edwin A. Karlow, "Parables from science: A synthesis of thought" (No. 010-88; *1CC*: 175-192).
- M. Elaine Kennedy, "A la recherche des ancêtres d'Adam" (*22 CC*: 163-198).
- J. Mailen Kootsey, "Comprendre le mécanisme de la nature : Dernière pièce du puzzle ?" (*22CC*: 185-188).
- J. Mailen Kootsey, "La naturaleza: ¿Un rompecabezas?" (*20CC*: 599-601).
- J. Mailen Kootsey, "Understanding how nature works" (*18CC*: 347-350).
- Jean-Luc Liénard, "God in the college science classroom: Challenges and opportunities" (No. 201-94; *14CC*: 241-258).
- Norman L. Mitchell, "Finding the harmony between faith and science in college classes" (*8CC*: 189-192).
- Bill Mundy, "Ciência e religião: Duas abordagens a compreensão da realidade" (*15CC*: 431-435).
- Bill Mundy, "Ciencia y religión: dos aproximaciones a la realidad" (*20CC*: 623-625).
- Bill Mundy, "Comparison and contrast of scientific and religious paradigms and their use" (No. 035-89; *3CC*: 1-20).
- Bill Mundy, "Science et religion : Deux approches de la compréhension de la réalité" (*22CC*: 237-240).
- G. William Mutch, "Integrando fé e ensino nas ciencias físicas" (*15CC*: 435-438).
- G. William Mutch, "Integrating faith and learning in the physical sciences" (*8CC*: 197-200).
- G. William Mutch, "L'intégration de la foi et de l'enseignement : Les sciences physiques" (*22CC*: 241-244).
- Raymond L. Paden and James Wolfer, "Artificial intelligence: Can machines think?" (*18CC*: 373-376).
- Raymond L. Paden y James Wolfer, "Inteligencia artificial: ¿Pueden pensar las máquinas?" (*20CC*: 635-638).
- Raymond L. Paden et James Wolfer, "L'intelligence artificielle : Les machines peuvent-elles penser ?" (*22CC*: 249-252).
- Priscilla Vijay Pilli, "Teaching spiritual values in physics class room" (No. 280-96; *18CC*: 145-160).
- Del Ratzsch, "Chrsitianisme et science : Sont-ils compatibles?" (*22CC*: 291-294).
- Del Ratzsch, "Cristianismo e ciência: São compatíveis?" (*15CC*: 459-462).
- Lynden J. Rogers, "Through modern physics towards a structure for causality" (No. 206-94; *14CC*: 331-343).
- Ariel A. Roth, "Adventism and the warfare between science and the Bible" (*6CC*: 337-356).
- Ariel A. Roth, "Issues in Adventism and science" (*6CC*: 321-336).
- Ariel A. Roth, "Le catastrophisme reviet en force !" (*22CC*: 309-314).
- Ariel A. Roth, "Une approche biblico-chrétienne de la science" (*25CC*: 339-346).
- Beverly J. Rumble, "Expériences sur les êtres humains : Un regard chrétien" (*22CC*: 315-320).
- Beverly J. Rumble, "The use of human subjects in research at Adventist colleges and universities: Suggested guidelines" (No. 207-94; *14CC*: 343-362).
- South Pacific Division Department of Education, *Science: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Sciences Naturelles*, and Spanish: *Ciencias naturales*.)
- Marco T. Terreros, "Le message adventiste et le défi de l'évolutionnisme" (*22CC*: 337-340).
- David A. Thomas e Paul F. Barcenas, "Caos: Cadinho da criação" (*15CC*: 473-476).
- David A. Thomas et Paul F. Barcenas, "Le chaos : Creuset de la création" (*22CC*: 341-344).
- David A. Thomas with Paul F. Barcenas, "Chaos: Crucible of Creation" (*8CC*: 287-290).
- David A. Thomas y Paul Barcenas, "El caos: Crisol de la Creación" (*20CC*: 699-702).
- Avery J. Thompson, "God in nature: Revelations of the divine mathematician" (No. 269-96; *17CC*: 347-366).
- Marco T. Terreros, "El mensaje adventista ante la evolución" (*20CC*: 695-698).
- Albert A. Waite, "One God, Creator of one man: Implications for the integration of faith and learning" (No. 115-92;

7CC: 349-368).

Orville Woolford, "Christianity and science: An approach for physics teachers" (No. 034-88; 2CC: 299-315).

A. L. Sinikka Woudenberg, "A model for integrating the Christian faith and the scientific mind set" (No. 043-89; 3CC: 161-178).

Klaus Zachhuber, "Creationism versus evolutionism" (No. 345-98; 21CC: 365-376).

Henry Zuill, "When science and religion meet, how do we keep faith?" (18CC: 411-416).

See also **Biology, Chemistry, Geology, Mathematics, Physics.**

Social Studies

Simo Antilla, "An Adventist approach to teaching civics" (No. 061-89; 4CC: 209-224).

José Avilés Miranda, "La responsabilidad social del profesor y el universitario adventista" (No. 172-94; 13CC: 1-19).

Leonore E. Gensolin, "A Christian approach to the teaching of the social sciences" (No. 096-90; 6CC: 187-198).

Julio Alejandro Marcó, "Iglesia, estado y educación adventista" (No. 180-94; 13CC: 161-175).

Marcos Silva, "O professor adventista de história e sua atitude ante a política" (No. 227-94; 15CC: 269-286).

South Pacific Division Department of Education, *Social Studies: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Sciences Sociales* and Spanish: *Ciencias sociales*.)

Sociology

C. Garland Dulan, "Teaching sociology: A biblical-christian approach" (No. 372-99; 24CC: 97-116).

Joseph G. Galusha, "Sociobiology and the origins of morality: A Christian perspective" (No. 331-98; 21CC: 115-128).

Duane C. McBride, "L'imagination sociologique et une vision chrétienne du monde" (22CC: 217-220).

Duane C. McBride, "The sociological imagination and a Christian worldview" (18CC: 355-358).

Marion Merchant, "The farther reaches of the social sciences" (8CC: 56-59).

Gladness Mtango, "Practical research on poverty: A case study at Bugema University" (No. 358-98; 23CC: 201-218).

Paoring L. Ragui, "Integration of cultural and Christian values in a changing society: A Filipino perspective" (No. 107-92; 7CC: 189-210).

Technology

Anderson Estwick, "Christian values: A key component in Adventist technology programs" (No. 254-96; 17CC: 79-94).

Barry Hill and Barry Plane, "L'enseignement des valeurs en technologie industrielle et en informatique" (22CC: 149-154).

Barry Hill and Barry Plane, "Teaching values in industrial technology and computer studies" (12CC: 349-352).

Brian Houliston, "Technology education: A vital point of faith and living" (No. 068-90; 5CC: 17-32).

Raymond L. Paden and James Wolfer, "Artificial intelligence: Can machines think?" (18CC: 373-376).

Raymond L. Paden and James Wolfer, "Inteligencia artificial: ¿Pueden pensar las máquinas?" (20CC: 635-638).

Raymond L. Paden et James Wolfer, "L'intelligence artificielle : Les machines peuvent-elles penser ?" (22CC: 249-252).

South Pacific Division Department of Education, *Industrial Technology: SDA Secondary Curriculum*. Silver Spring, MD: Institute for Christian Teaching, 1990. (Also available in French: *Technologie Industrielle*, and Spanish: *Tecnología industrial*.)

Theater & Cinema

Knud L. Capion, "The Christian and public entertainment: An Adventist perspective on Tertullian's views" (No. 048-89; 3CC: 249-268).

Larry K. Richardson, "The value of drama" (8CC: 251-254).

Brian E. Strayer, "Adventists and movies: A century of change" (11CC: 291-294).

Brian E. Strayer, "Los adventistas y el cine" (20CC: 691-694).

Vocational Education

Anderson Estwick, "Christian values: A key component in Adventist technology programs" (No. 254-96; 17CC: 79-94).

Michael St. G. Henry, "The role of vocational studies in Adventist secondary education" (No. 259-96; 17CC: 155-

170).

Barry Hill et Barry Plane, "L'enseignement des valeurs en technologie industrielle et en informatique" (22CC: 149-154).

Brian Houliston, "Technology education: A vital point of faith and living" (No. 068-90; 5CC: 17-32).

C. A. Mensah, "Vocational implications of Adventist educational philosophy for secondary education in Ghana" (No. 078-90; 5CC: 199-218).

Mishael S. Muze, "Adventist work-experience education: A case study of Eastern Africa Division tertiary institutions" (No. 104-92; 7CC: 133-152).

Work

Jonathan L. Catolico, "A rationale and model of a work experience program for colleges students in the Philippines" (No. 142-93; 11CC: 21-40).

Carol Dennis, "Integrative influence of work on faith and learning" (No. 044-89; 3CC: 179-198).

Thomas S. Geraty, "Work experience education for Seventh-day Adventist schools and colleges in the 21st century" (No. 127-93; 10CC: 187-203).

Mishael S. Muze, "Adventist work-experience education: A case study of Eastern Africa Division tertiary institutions" (No. 104-92; 7CC: 133-152).

Melvin C. Niswander, "Theory and practice meet in an academy landscaping program" (18CC: 367-372)