

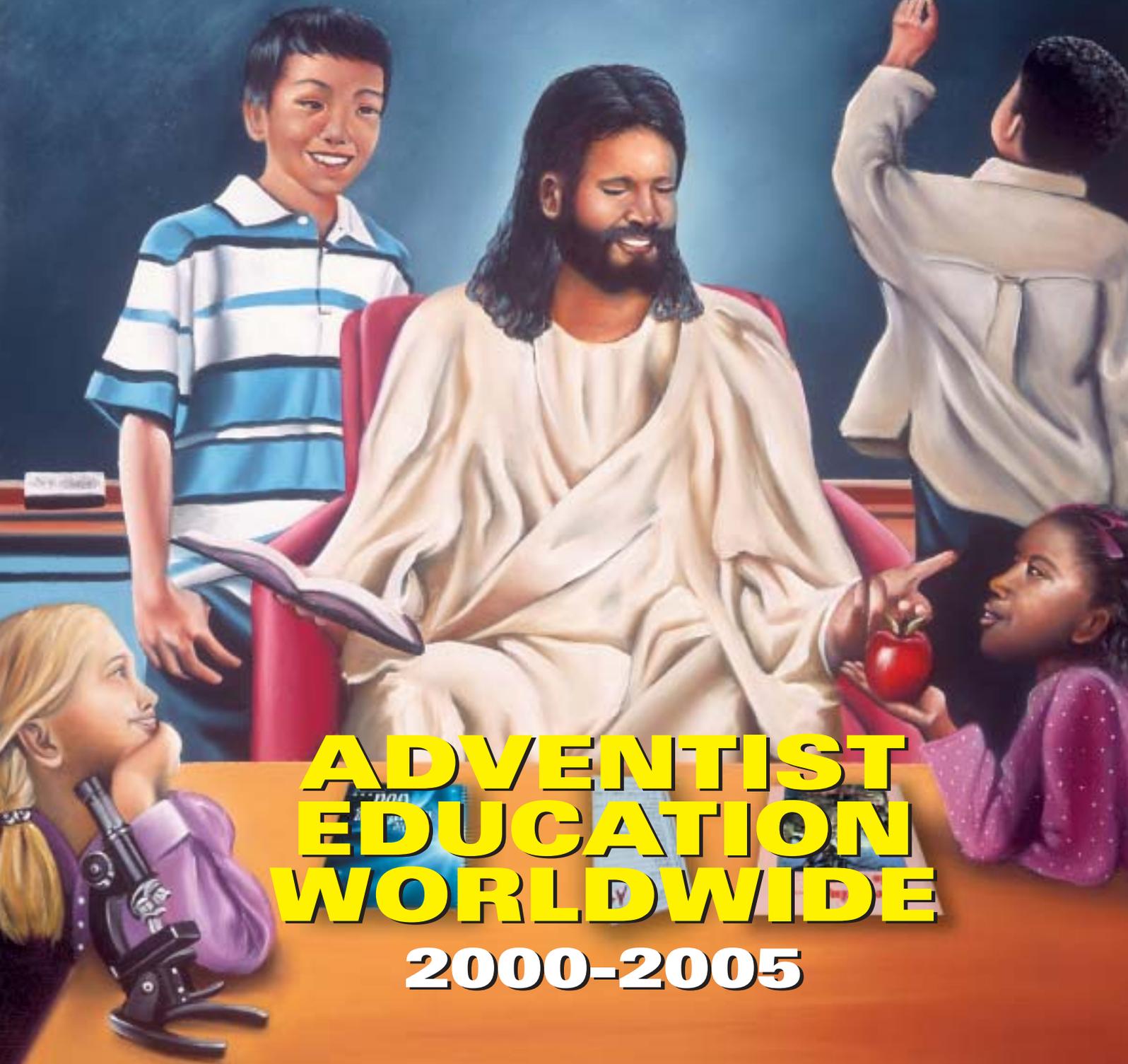
THE JOURNAL OF

Adventist Education

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SUMMER 2005

Jesus is our Teacher



**ADVENTIST
EDUCATION
WORLDWIDE**

2000-2005

World Education Statistics December 31, 2004

	Teachers Total	Teachers Elementary	Teachers Secondary	Teachers Tertiary*	Students Total	Students Elementary	Students Secondary	Students Tertiary*
East-Central Africa Division (ECD)	8,667	5,554	2,741	283+89	262,380	200,483	56,468	3,883+1,546
Euro-Africa Division (EUD)	542	143	216	125+58	4,741	1,510	2,017	842+372
Euro-Asia Division (ESD)	154	125	0	29	1,150	801	0	349
Inter-American Division (IAD)	9,202	4,431	3,755	1,016	149,613	90,438	46,784	12,391
North American Division (NAD)	7,705	3,764	1,472	2,469	84,880	44,288	17,274	23,318
Northern Asia-Pacific Division (NSD)	1,123	216	644	263	20,511	4,098	8,919	7,494
South American Division (SAD)	12,919	8,370	3,282	1,267	190,491	139,560	34,060	16,871
South Pacific Division (SPD)	1,699	870	656	151+22	34,305	22,760	9,342	1,917+286
Southern Asia Division (SUD)	5,525	827	4,294	293+111	92,189	15,601	73,549	2,039+1,000
Southern Africa-Indian Ocean Division (SID)	3,434	2,076	1,228	74+56	107,893	81,437	22,801	3,108+547
Southern Asia-Pacific Division (SSD)	5,676	3,435	1,517	724	110,894	74,518	22,563	13,813
Trans-European Division (TED)	1,280	622	428	219+11	17,665	11,747	3,713	2,078+127
West-Central Africa Division (WAD)	7,056	5,745	1,013	230+68	218,820	190,035	23,017	4,451+1,317

	Schools Total	Schools Elementary	Schools Secondary	Schools Tertiary*	Education-Related Baptisms	
East-Central Africa Division (ECD)	984	712	254	6+7	2000	28,622
Euro-Africa Division (EUD)	44	21	11	7+5	2001	32,860
Euro-Asia Division (ESD)	10	7	0	3	2002	28,673
Inter-American Division (IAD)	1,029	680	336	13	2003	30,849
North American Division (NAD)	1,033	892	126	15	2004	36,222
Northern Asia-Pacific Division (NSD)	44	21	17	6	TOTAL	157,226
South American Division (SAD)	773	551	210	12		
South Pacific Division (SPD)	277	224	47	4+2		
Southern Asia Division (SUD)	246	97	129	6+14		
Southern Africa-Indian Ocean Division (SID)	306	225	73	4+4		
Southern Asia-Pacific Division (SSD)	994	884	96	14		
Trans-European Division (TED)	118	69	40	8+1		
West-Central Africa Division (WAD)	998	934	47	4+3		

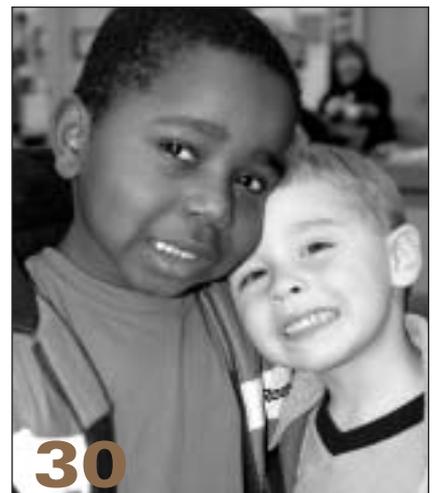
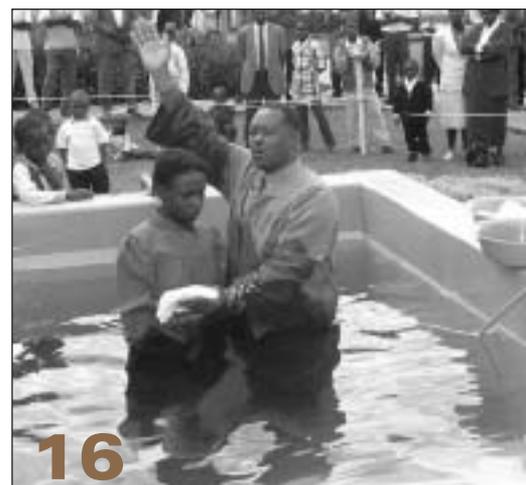
* Second number is for teacher-training institutions.

contents

Summer 2005 Volume 67, No. 5

Features

- 6 WHY HAVE ADVENTIST EDUCATION?**
BY GEORGE R. KNIGHT
- 10 TIMELINE FOR SEVENTH-DAY ADVENTIST EDUCATION**
COMPILED BY FLOYD GREENLEAF
- Adventist Education Around the World 2000-2005:
Division Reports**
- 16 East-Central Africa Division
LOOKING AT THE CHALLENGES WITH HOPE**
BY HUDSON E. KIBUUKA
- 20 Euro-Asia Division
NEW FREEDOMS AND CHALLENGES**
BY HERIBERTO C. MULLER
- 24 Euro-Africa Division
REORGANIZING, UPGRADING, AND INNOVATING**
BY ROBERTO BADENAS
- 27 Inter-American Division
SURVIVING AND SUCCEEDING**
BY CARLOS ARCHBOLD
- 30 North American Division
JOURNEY TO EXCELLENCE: MISSION, CURRICULUM,
AND COLLABORATION**
BY GERALD KOVALSKI
- 34 Northern Asia-Pacific Division
TOWARD THE UNIVERSITY OF THE REDEEMED**
BY MASAJI UYEDA
- 38 South American Division
GROWTH, PLANS, AND PUBLICATIONS**
BY ROBERTO CÉSAR DE AZEVEDO
- 40 South Pacific Division
REORGANIZATION, ECONOMIC PRESSURES, AND
ADVENTIST DISTINCTIVES**
BY BARRY HILL
- 44 Southern Africa-Indian Ocean
Division
RIGOROUS AND RELEVANT LEARNING FOR THE
21ST CENTURY**
BY TOM NKUNGULA



**48 Southern Asia Division
FROM SOWING TO REAPING: AN UNDIMMED
VISION**

BY GORDON CHRISTO AND S. SUNDARAM

**52 Southern Asia-Pacific Division
GROWTH, OUTREACH, AND INNOVATION**
BY STEPHEN R. GUPTILL AND GLADDEN O. FLORES

**56 Trans-European Division
BREAKING NEW GROUND**
BY ORVILLE WOOLFORD

**59 West-Central Africa Division
QUALITY AND GROWTH**
BY CHIEMELA IKONNE



Departments
5 Editorial

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In April 2005, the directors of education from 11 of the church's 13 worldwide divisions met with the General Conference (GC) Department of Education directors/staff and presenters for strategy sessions. Members of the GC Department of Education in the front row are, left to right, John Fowler, associate director; Linda Torske, secretary; Esther H. Rodriguez, administrative secretary; Beverly Robinson-Rumble, editor, *Journal of Adventist Education*; Andrea Luxton, associate director; and (second from right) Chandra Goff, the *Journal's* editorial secretary. In the back row, C. Garland Dulan, director of education, is fourth from the right. Enrique Becerra, associate director, is at the far right in the third row.

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The Way to Plan

Recently, I attended a professional baseball game between two rather mediocre teams. I arrived at the ball park about two hours early so I could watch batting practice. During the pre-game activities, I observed many items on the field: batting cages, screens to protect inattentive players from inadvertently being hit, tarps covering part of the field to slow down ground balls emanating from home plate, and sections of the field cordoned off to protect fans and players from stray baseballs. Special care had been given to the playing field. The groundskeepers had raked it, sprinkled it with water to keep down the dust, and dragged wire mesh over the dirt infield to remove rocks and other debris. The lines around the batter's box and between the bases had been freshly painted; the base pads were brand new. As I sat in the stands waiting for the first inning, it occurred to me that although this was just a "game," to those involved in its preparation, it was serious "business." The game could not begin until everything was in readiness.



C. Garland Dulan

During the game, spectators engaged in such traditional activities as eating, clapping, chanting, and rooting for their respective teams. Sometimes the crowd was quiet, sometimes boisterous, sometimes thoughtful, sometimes nervous or anxious. But they were never apathetic or disengaged—they came to participate, to cheer their team on to victory.

What if we prepared for the coming of Jesus the way the groundskeepers prepared for the game? Then there would be no doubt of our readiness for Him to come. But of course, the groundskeepers knew exactly when the game would begin, when the national anthem would be sung, and when the umpire would shout "Play ball." Even if there was a rain delay, it was for a designated amount of time.

The philosophy underlying the education system of the Seventh-day Adventist Church is to prepare each student for an eternal encounter with Jesus Christ. Studying to show oneself "approved unto God" (2 Timothy 2:15) is not a game. It is preparation for eternity. Yet as a church, our preparation at times seems much less serious than that of those who prepare for a baseball game. Our attention appears less focused than spectators at earthly games; our cheers less enthusiastic; our anticipation less buoyant.

It is in Adventist schools where preparation of the field for service begins. Ellen White wrote that "With such an army of workers as our youth, rightly trained . . . how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world" (*Education*, p. 271)! Teachers carry a heavy responsibility in preparing the field (doing the groundwork) and in helping our children understand what God's plan is for their lives. Things that seem like barriers, such as guidelines, requirements, codes of behavior, philosophy, and so forth, serve as the screens, the wire mesh, the painted lines—all there to protect the players. This is no game; it is real, and they are teaching our young people about ideas with eternal implications.

Christ warned that we should always be ready for His coming, for "in such an hour as ye think not, the Son of Man cometh" (Matthew 24:44, KJV; Luke 12:40). But unlike the consequences of failing to attend to temporal activities like games, the consequences of being unready for the coming of Christ are terminal. Planning now, in advance of His arrival, preparing the field, is the only way to go. Prepare your child by sending him or her to an Adventist school. The benefits are eternal. ✍

C. Garland Dulan, Ph.D., is Director of the Department of Education at the World Headquarters of the Seventh-day Adventist Church in Silver Spring, Maryland.

Why Have Adventist Education?

BY GEORGE R. KNIGHT

In spite of its outstanding contributions to the church and the larger world, Adventist education is under fire. But the sad fact is that in the early 21st century, the attack all too often is coming from inside the denomination.

Some pastors, for example, have argued that Adventist education “is stealing money from evangelism.” A concerned church member recently wrote that “the pastor of my church has decided that Christian education is irrelevant and not soul winning and therefore our local [Adventist] school should be closed so as not to waste any more of the money that he could be putting into his evangelism to win souls. He has previously sent out e-mails stating that it is his intention to see the school closed. Last school year, the school presented a church service at each of the constituent churches, except ours, because the pastor felt it was irrelevant to the members and a waste of time, and told them they were not welcome. He has even preached a sermon on the evils of not bearing fruit, which is a great sermon topic, except when his whole point was that our academy does not bear any visible fruits and therefore should be closed.”

Taking the Long View

As I read that letter, I wondered how that pastor would have evaluated the teaching/evangelistic ministry of Jesus. After all, He intensely taught a core of 12 disciples/students for three years, yet when He went to the cross, not one of

them, as far as we can tell, was converted or even understood the central message of His teaching. Far from self-denial and servanthood, they were *all* arguing about who was the greatest, even as He ap-

proached His sacrificial death. And, of course, one betrayed Him and another swore that he didn't even know Jesus.

What a wasted life! From a human perspective, Jesus could certainly have



spent His time in a more profitable way.

But He had His eye on the long run rather than the short term. After Pentecost, the majority of those disciples would be transformed into powerhouses for the gospel.

So it is with Christian schooling. Results are generally not immediate. Ellen White caught that vision when she wrote of the resurrection morning:

“All the perplexities of life’s experience will then be made plain. Where to us have appeared only confusion and disappointment, broken purposes and thwarted plans, will be seen a grand, overruling, victorious purpose, a divine harmony. There all who have wrought with unselfish spirit will behold the fruit of their labors. . . . How little of the results of the world’s noblest work is in this life manifest to the doer! . . . Parents and teachers lie down in their last sleep, their lifework seeming to have been wrought in vain; they know not that their faithfulness has unsealed springs of blessing that can never cease to flow; only by faith they see the children they have trained become a benediction and an inspiration to their fellow men, and the influence repeat itself a thousand-fold. Many a worker sends out into the world messages of strength and hope and courage, words that carry blessing to hearts in every land; but of the results he, toiling in loneliness and obscurity, knows little. So gifts are bestowed, burdens are borne, labor is done. *Men sow the seed from which, above their graves, others reap blessed harvests. They plant trees, that others may eat the fruit. They are content here to know that they have set in motion agencies for good. In the hereafter the action and reaction of all these will be seen.*”¹

Myopic vision just won’t do in evaluating the true value of Christian education. Short-term evaluations of long-term projects are nearly always distorted and inadequate.

Six Reasons for Adventist Education

1. At the top of the list of reasons for Adventist schooling is that *it introduces students to the Bible as a framework for thinking and evaluating.* In 1881, in writing about Adventism’s first educational institution, Ellen White noted that “God has declared His purpose to have

one college in the land where the Bible shall have its proper place in the education of the youth.”²

It does no injustice to that quotation to expand the idea to an entire system of Christian schools. But, and this is a crucial point, *the Bible in an Adventist school is never studied as an end in itself.* Rather, the Scriptures provide the framework for everything that takes place on campus, whether it be academics, extracurricular activities, chapels and Sabbath services, or work-study programs.

2. Chief among the “everything else” for which the Bible is instrumental in Adventist schools is *introducing young people to Jesus Christ as Lord and Savior.* At its core, Adventist education is evangelistic and redemptive. As the book *Education* puts it, “In the highest sense the

work of education and the work of redemption are one. . . . To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher’s first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God.”³

This redemptive role of education means that teaching is just as surely a form of ministry as that which takes place from behind a pulpit.⁴ Martin Luther glimpsed that idea. “If I had to give up preaching and my other duties,” he wrote, “there is no office I would rather have than that of school-teacher. For I know that next to the [pastoral] ministry it is the most useful, greatest,



and best; and I am not sure which of the two is to be preferred. For it is hard to make old dogs docile and old rogues pious, yet that is what the [pastoral] ministry works at, and must work at, in great part, in vain; but young trees . . . are more easily bent and trained. Therefore let it be considered one of the highest virtues on earth faithfully to train the children of others, which duty very few parents attend to themselves.”⁵

And, Ellen White points out, while “it may seem that the teaching of God’s word has but little effect on the minds and hearts of many students, . . . some lessons of divine truth will linger in the memory of the most careless. The Holy Spirit will water the seed sown, and often it will spring up after many days and bear fruit to the glory of God.”⁶

The primary function of Adventist education is to help young people find a saving relationship with Jesus Christ. And that function is just as important for children who grow up in an Adventist home as for those who don’t. Concerning the evangelistic potential of Adventist education, it is important to realize that worldwide, the percentage of young people from non-Adventist homes attending Adventist schools is more than 50 percent and sometimes runs as high as 90 percent. When we get our perspective right, we will see that public

evangelism and Christian education are not adversaries but rather serve as complements to each other in achieving the gospel commission.

Don’t let anyone tell you that the school one attends makes no difference. The power of education was forcefully brought to my attention as a young pastor in Galveston, Texas. One of my professional families wanted to keep their only daughter near to them, so they sent her to the very fine local Roman Catholic school. It is perhaps not altogether surprising, given the power of education, that she dedicated her adult life to being a nun.

3. Even introducing students to Jesus as Lord and Savior is not an end in itself in Adventist education. *Adventist schooling at its best leads a person to a lifelong dedication of service to others.* It is no accident that the first and last pages of the book *Education* focus on the “joy of service.”⁷ A major function of Adventist education is to help naturally selfish human beings gain a vision of service for others. That is one reason why Seventh-day Adventist higher education has traditionally been heavily slanted toward the helping professions such as teaching, health care, spiritual nurture, and related fields. Most church leaders have been trained in Adventist schools. What if we had no such institutions?

Adventist educational institutions at all levels need to be viewed as training grounds for soul winners—in whatever profession they choose. And for the young to be prepared to give a definite sound to their service/soul winning trumpet, they need to be properly instructed. The magnitude of that challenge becomes clearer when we realize that 74 percent of Adventists are first generation and lack even a basic grasp of the denomination’s heritage, structures, and beliefs—and most importantly, an understanding of the church’s apocalyptic mission to the world.

4. We noted in our first point above that Adventist education introduces people to the Bible. But that goes far beyond required religion and Bible classes. *Adventist schooling helps students to view every topic from the philosophic perspective of Scripture.* For example, while the Bible is not primarily about history or science, it does provide a framework for thinking about and organizing the facts of history, science, and every other subject.

In a similar manner, the Bible provides the tools for valuing and decision making. Here we have a contribution of Adventist education that is all too often overlooked. And that is unfortunate, since, as one author puts it, “education has to do with the transmission of values.”⁸ Values are strategic to human thinking and behavior because they form the basis for every decision a person makes in life.

Our humanistic, postmodern culture has many methods of transmitting values. Young people are influenced by the glorification of consumerism, violence, and immorality in the media, video games, and music; and a peer culture that celebrates drinking, drugging, carousing, and casual sex. Yet public schools in most countries are barred from teaching religion or morality, and cannot even tell students that there are alternatives to evolution. Other schools transmit a distorted view of the meaning of life and the way of salvation. Adventist schooling is one of the most forceful ways of transmitting a biblical value system. That transmission is not perfect, but when one considers the alternatives, it is a giant step in the right direction.

5. A fifth imperative for supporting





Adventist education is in the social realm. While any gathering of young people has its potential for problems, that likelihood can be minimized if a large sector of a peer group share a biblical/Christian/Adventist value system and have an interest in developing a future lifestyle that is built upon those values.

To put it more bluntly, I firmly believe that *one of the major contributions of Adventist schools is to bring young people together in sufficient numbers so that they can make lifelong friends and meet spouses who share their vision of what is important in life.* I still vividly remember my first three visits as a beginning pastor in San Francisco. Each of those visits was to young church members who had married non-believers. Disorientation and depression were the messages that con-

sistently bridged their individual experiences. At that point in my professional career, I began to view the social function of Adventist education as extremely important.

We must not forget that most students learn more from other students than from either teachers or parents. Thus, it is important that we do all we can to create an educational atmosphere that maximizes the benefits of peer-group power and the influence of student leaders.

6. There are certainly many other reasons for upholding Adventist education. One of the most important is *the influence of godly teachers and other adult role models.* Then there is the fact that *lessons are best learned when students hear the same message at school, home, and church.* And last, but not least in importance, *extracurricular activities, including sports and other programs, often occur during the Sabbath hours in most schools and thus force Adventist students to make difficult choices between their faith and their social life.* That reality is an extremely important one for most young people. The obvious solution is the creation of schools that respect both the needs of faith and healthy social development.

Conclusion

Adventist education has held a central place in the building of a unified church, which since 1863 has spread

throughout the world. And yet, Adventist education is not keeping up proportionately with the growth of church membership. In 1945, the ratio of students in Adventist schools to church membership was 25 per 100. That figure remained somewhat constant until 1965. But since that time, the ratio has dropped off precipitously, to 15 per 100 in 1985 and 9 per 100 in 2000. At the same time, more non-Adventist students are enrolling in our schools, which makes the actual ratio of Adventist students to members closer to 5 per 100.

As the denomination continues to mature, it needs to constantly reassess its commitment to Adventist education. To lose that commitment would have a devastating effect on the very nature of Adventism as it moves into the 21st century. Re-commitment should be viewed as an imperative as the denomination focuses on advancing the gospel mission. ✍



Dr. George R. Knight
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education, including *Philosophy and Education* (Andrews University Press, 3rd ed., 1998) and *Myths in Adventism* (Review and Herald, 1985), and currently teaches at the Seventh-day Adventist Theological Seminary in Berrien Springs, Michigan.

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TIMELINE

For Seventh-day Adventist Education

COMPILED BY FLOYD GREENLEAF

Based on my research in writing a new book about the history of Adventist education, I offer the following timeline of the hundred or so most important happenings and persons in the 150-year development of Seventh-day Adventist education, worldwide. The items selected represent my opinion; other researchers would doubtlessly differ on what to include. I hope that this list will stimulate discussion and an improved understanding of the events and issues that have formed the denomination's large and very diverse system of education.—*Floyd Greenleaf.*

1853 Martha Byington, daughter of future General Conference (GC) President John Byington, opens the first-known church school for Sabbatarian Adventists in Buck's Bridge, New York.

1872 In Battle Creek, Michigan, Goodloe Harper Bell opens the first school sponsored by the Seventh-day Adventist Church.

Ellen G. White writes her seminal essay, "Proper Education," which appears in installment form in *The Health Reformer* and later in *Testimonies for the Church*, volume 3.

1874 Battle Creek College, the first Adventist college, opens with Sidney Brownsberger as president. It enrolls both male and female students.

In order to provide oversight for its new program of education, the General Conference organizes the Educational Society, incorporated in Michigan.

1881 The first Adventist textbook, *A Natural Method in English*, is produced by Goodloe Harper Bell.

1882 The church opens its second college program, Healdsburg College, in northern California.

1883 The church's first school of nursing opens at Battle Creek Sanitarium, operated by Drs. Kate Lindsay and Ann Stewart under the auspices of Dr. John Harvey Kellogg.

1887 The General Conference creates the office of Secretary of Education, appointing W. W. Prescott to the posi-

tion in addition to his responsibilities as president of Battle Creek College.

1888 The church's first teachers' institute convenes in Battle Creek.

1891 The Harbor Springs (Michigan) Teachers' Institute meets, the first convention for all North American teachers. Its approximately 100 attendees initiate the first reforms in Adventist education, advocating that the Bible be the center of all curricula.

1893 Claremont Union College, the first Adventist college outside of the United States, opens in Kenilworth, South Africa.

1895 Battle Creek Sanitarium establishes the first Adventist school of medicine, American Medical Missionary College, with John Harvey Kellogg as president.

James Edson White begins the first church school for African-Americans aboard the *Morning Star*, in Vicksburg, Mississippi.

Workers from South Africa and North America establish Solusi Mission in Matabeleland after receiving a grant of 12,000 acres of land from Cecil Rhodes to educate Africans.

1896 Oakwood Industrial School opens in Huntsville, Alabama, as a training school for African-Americans after GC President O. A. Olsen personally leads a commission to prepare buildings and land.

Battle Creek College establishes the first Adventist teacher-preparation de-



The *Morning Star*, on which James Edson White established the first Adventist school for African-Americans in 1895.

partment, led by Frederick Griggs.

1897 Avondale School for Christian Workers (the future Avondale College), begins classes in Cooranbong, Australia, with C. B. Hughes as principal.

E. A. Sutherland, president of Battle Creek College, launches the "Movement of '97," which dramatically increases the number of church schools.

1898 N. Z. Town founds the first worker-training school in South America, the forerunner of River Plate Adventist University, at Las Tunas, Entre Rios, Argentina. Frank Westphal and fellow workers later re-establish the school near Diamante.

1899 Missionsseminar Friedensau, the predecessor of Friedensau Adventist University, offers its first classes on an old estate, Klappermuhle, near Magdeburg, Germany.

1900 P. T. Magan begins a campaign to eliminate the debts of Adventist schools and other institutions. Ellen White donates the proceeds from the sale of *Christ's Object Lessons* to raise money for schools.

Teachers from North America's 220 elementary schools gather at Battle Creek, Michigan, for the church's first institute for church school teachers.

1901 The General Conference creates the Educational Department with John Harvey Kellogg as chairman and P. T. Magan as secretary.

1902 Duncombe Hall Missionary College, precursor to Newbold College, opens in London, England, with H. R. Salisbury as principal.

George McCready Price publishes *Outlines of Modern Science and Christianity*, the first Adventist book offering scientific support for creationism.

1903 Ellen White publishes *Education*, the leading Adventist treatise on education. It becomes a leading source

for college classes on principles of Christian education.

1904 E. A. Sutherland and P. T. Magan launch the Nashville (Tennessee) Agricultural and Normal Institute, the beginning of the self-supporting educational movement in the American South.

Ida Thompson establishes the first Adventist school in China, Bethel Girls' School in Canton, which later evolves into Hong Kong Adventist College.

Buresala Training School (the fore-

runner of Fulton College) opens in Fiji for Pacific Islanders.

1905 The Southern California Conference buys a resort hotel that will become Loma Linda University and, the following year, opens a school of nursing.

The General Conference adopts a "harmonious system of education" that integrates elementary, secondary, and college levels and articulates teaching materials and manuals. The GC Educa-



Early photo of Avondale College in Cooranbong, Australia, which opened in 1897.



An early photo of Healdsburg College, established in Healdsburg, California, in 1882. The name was changed to Pacific Union College in 1906, and three years later, the school moved a few miles to its present location in Angwin.

tional Department becomes the Department of Education.

1906 Pacific Press publishes the first Adventist church school manual.

1907 Washington Training College in Takoma Park, Maryland, becomes the Washington Foreign Missionary Seminary with H. R. Salisbury as president.

Sam Yuk Shin Hak Tai Hak (Korean School for Boys), forerunner of Sahn-yook University, opens in Soonan.

Pacific Press begins to publish the *True Education Reader Series*, graded reading books for elementary schools authored by Adventists.

1909 The College of Medical Evangelists (CME) receives a charter to operate schools of medicine and dentistry, and admits its first class of medical students.

Pacific Press begins publishing Alma McKibbin's *Bible Lessons*, a graded series of Bible textbooks for elementary schools.

Frederick Griggs establishes the Fireside Correspondence School, which later becomes Home Study International and Griggs University.

Christian Education, the first denomination-wide periodical about education, begins publication with Frederick Griggs as editor. Thirty years later, it becomes the *Journal of True Education*,

the forerunner of the *Journal of Adventist Education*.

1910 Three seminaries for Scandinavian- and German-speaking Adventist students open in Minnesota, Missouri, and Illinois.

1911 CME receives a "C" rating from the American Medical Association, sparking a 25-year debate over accreditation.

1912 Manuel Camacho collaborates with Fernando and Ana Stahl to build La Plateria Mission in Peru, the first of a system of mission schools that helped to transform society among Andean tribespeople.

1915 Adventist Seminary in Brazil starts classes with 18 students and J. H. Boehm as director. It later becomes Brazil Adventist University.

South India Training School (forerunner of Spicer Memorial College) opens in Coimbatore under the direction of G. G. Lowry.

1917 Philippine Seventh-day Adventist Academy (later the Adventist University of the Philippines) opens.

1918 Denton Rebok conducts the church's first teachers' institute in China.

1919 West Indian Training School, the first permanent worker-training school in the Caribbean and forerunner

of Northern Caribbean University, opens in Mandeville, Jamaica.

1921 Seminaire Adventiste du Saleve opens in Collonges-sous-Saleve, France, and serves for many years as the church's primary worker-preparation school for French-speaking Adventists.

1922 The GC Department of Education designates assistant and associate secretaries for elementary, secondary, and higher education. Sarah Peck be-



Administration building at Seminaire Adventiste du Saleve in France, about 1972.



Built by student physicians, the first School of Medicine building at the College of Medical Evangelists in Loma Linda, California, included administrative offices for the president, a faculty room, a small library, and classrooms.

comes the first female member of the department, assigned to elementary education.

The Far Eastern Branch of the Fireside Correspondence School, the first branch outside the United States, opens in Shanghai, China.

1923 W. E. Howell, GC Secretary of Education, conducts the first world council for Adventist educators in Colorado Springs, Colorado.

1928 The Association of Seventh-day Adventist Colleges and Secondary Schools is formed with its executive arm, the Board of Regents, to accredit Adventist schools.

1930 The General Conference drafts a position statement on creationism and authorizes a program of research and publication to refute evolution. Science and math teachers in North American colleges meet to begin discussions of creationism.

1932 Pacific Union College earns accreditation from the Board of Regents, the first Adventist college to obtain denominational accreditation.

Philippine Junior College becomes Philippine Union College, the first Adventist four-year degree-granting institution outside North America.

1933 Pacific Union College is awarded accreditation by Northwest Association of Secondary and Higher Schools, the first Adventist college to be regionally accredited.

1934 The Advanced Bible School (forerunner of the Seventh-day Adventist Theological Seminary) is organized at Pacific Union College, in Angwin, California.



Campus of Montemorelos University in Mexico, about 1977.



Library building at Solusi College (now Solusi University) in Zimbabwe, in the 1970s.



Seminary building at Newbold College in England, about 1983.

The Medical Cadet Corps is introduced at Union College (Nebraska), with Everett Dick as the commanding officer.

1936 After heated debate, GC session delegates approve of regional accreditation for Adventist colleges.

1937 GC Education Secretary H. A. Morrison conducts the Blue Ridge Educational Convention, the second (and last) world council for Adventist educators.

1939 Adventist College of Beirut, the only Adventist postsecondary institution in the Islamic Middle East and forerunner of Middle East College, opens with G. A. Keogh as president.

1941 The Seventh-day Adventist Theological Seminary moves into new and separate quarters in Takoma Park, Maryland.

1942 Colegio Agricola Industrial Mexicana (forerunner of Montemorelos University), begins classes at Montemorelos, Mexico.

The church establishes the Hispanic-American Seminary in Corrales, New Mexico, to serve the Spanish-speaking U.S. population.

The world church authorizes its seminary to grant Master's degrees.

1944 Spicer College (Pune, India) becomes the second Adventist four-year, postsecondary institution outside North America.

1946 Union College inaugurates the church's first baccalaureate program of nursing education.

1947 Education resumes at Friedensau, East Germany, after having been closed during World War II.

1950 China Training Institute closes following the Communist Revolution.

1952 Philippine Union College becomes the first Adventist school outside the United States to receive authority to offer graduate courses.

1953 The first class enrolls in the School of Dentistry at CME.

The General Conference makes the Master's degree the standard academic preparation for ministers.

1954 Solusi Training School (Zimbabwe) becomes Solusi Missionary College, the first four-year, postsecondary program for Africans.

Australasian Missionary College affiliates with Pacific Union College, inaugurating the era of international affiliations among Adventist schools.

The Board of Regents extends its accrediting authority beyond North America, the inception of international denominational accreditation.

1957 The GC organizes Potomac University in Takoma Park, Maryland, for ministerial training.

The GC establishes the Geoscience Research Institute.

Philippine Union College becomes the first non-American Adventist institution to receive authority from the General Conference to offer Master's degrees (education).

1958 The GC approves the merger of Potomac University and Emmanuel Missionary College in Berrien Springs, Michigan. A new name, Andrews Uni-



Administration building at Brazil College (now Brazil Adventist University) in the 1970s.

versity, is selected two years later.

CME grants the first Adventist Ph.D. (medical sciences).

1959 Columbia Union College and Sligo church (both in Takoma Park, Maryland) combine to send the church's first student missionary.

1961 CME changes its name to Loma Linda University (LLU).

1963 Loma Linda University Overseas Heart Surgery Team begins a program of treating international heart patients in their home countries.

1965 Administrators of Adventist colleges and universities adopt a statement on academic freedom that prohibits classroom instruction contrary to Adventist teachings.

1966 The Academic Conference on Modern Church-State Problems convenes at Andrews University. Attendees

challenge the traditional Adventist position on government aid to church-sponsored schools.

1970 Newbold College becomes the first postsecondary school outside North America to achieve accreditation by the church's Board of Regents.

1972 The theological seminary begins to offer its first doctoral program (doctor of ministry).

1973 The Vocational and Professional School in Montemorelos, Mexico, receives state authority to issue recognized university degrees. The institution establishes the second Adventist school of medicine.

1974 The General Conference Department of Education begins to issue the Citation of Merit, Award of Excellence, and Medallion of Merit awards.

1978 The theological seminary at Philippine Union College becomes the first recognized division-sponsored seminary outside North America. The institution moves from Caloocan City to its present site in Silang, Cavite.

1979 The South American Division organizes the Latin American Theological Seminary, headquartered in Brasilia, the church's first division-wide, multi-campus seminary.

1981 The landmark Defence of Government Schools case in Australia establishes the legitimacy of government financial aid for church-sponsored schools in that nation.

1984 Loma Linda University affli-



Middle East College (now Middle East University) in Beirut, Lebanon, about 1976.



ates with Kasturba Medical College near Manipal, India, to educate physicians and other healthcare professionals.

1987 The GC Department of Education forms the Institute for Christian Teaching and initiates seminars in every world field to promote the integration of faith and learning.

1988 The Adventist University of Central Africa, serving Francophone Africa, is accredited by the Rwandan government. It becomes the first government-recognized, degree-granting Adventist institution for Africans but closes six years later during civil disturbances. It later reopens as a multi-campus institution.

1989 The Department of Education launches *Dialogue*, a periodical published in four languages that discusses intellectual issues and is beamed to Adventist college and university students, worldwide.

Zaoksky Theological Seminary (Russia) opens as the first educational center

world's first hospital-based proton treatment facility.

The postsecondary portion of Home Study International become Griggs University.

B. Lyn Behrens is the first woman to become president of an Adventist university.

1991 The University of Eastern Africa, Baraton receives a charter from the Kenyan government, becoming the church's first tertiary institution for English-speaking Africans with government-recognized, degree-granting authority.

1992 South Korea's Sahmyook College becomes Sahmyook University; adding a doctorate to its theology curriculum.

1994 The church's Annual Council votes to place ministerial education under the jurisdiction of the divisions as monitored by the International Board of Ministerial and Theological Education.

for Adventists in the Soviet Union.

The Far Eastern Division opens the Adventist International Institute of Advanced Studies, in Silang, Cavite, Philippines, the church's only free-standing graduate school.

1990 LLU Medical Center installs the

of Education began to confer the Global Award in Adventist Education.

1999 Worldwide enrollment in Adventist schools surpasses one million.

2000 The General Conference organizes a new Commission of Higher Education to develop a global plan for Adventist tertiary institutions.

2001 In *Columbia Union College v. Clarke*, the court rules that Columbia Union College (Takoma Park, Maryland) may legally receive money from the state of Maryland, using the "neutrality" test rather than the "pervasively sectarian" legal test to determine the eligibility of church-sponsored colleges for government aid.

The number of Adventist elementary schools passes 5,000.

2002 The number of teachers in Adventist secondary schools exceeds 20,000.

2004 Annual Council accepts a recommendation from the International Faith and Science Conferences affirming traditional Adventist beliefs about creation.

2005 In the years since 1974, a total of 31 people worldwide have received the Citation of Merit, 130 the Award of Excellence, 43 the Medallion of Distinction, and 13 the Global Award in Adventist Education (1997-).

The *Journal of Adventist Education* receives its seventh Distinguished Achievement Award (including one Finalist nomination) from the Association of Educational Publishers—two for theme issues; six for feature articles. /

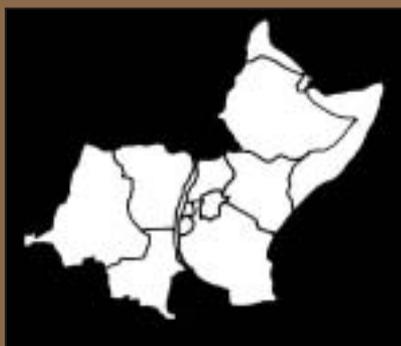


At the Educational Press Association's 1990 Awards ceremony, the *Journal of Adventist Education* won one of its seven Distinguished Achievement or Finalist awards. Left to right: Editor Victor Griffiths; Assistant Editor Beverly Robinson-Rumble; Art Director Howard Bullard.



After a 30-year career in the history department at Southern Adventist University in Collegedale, Tennessee, during which he authored the two-volume *The Seventh-day Adventist Church in Latin America* and the

Caribbean (Andrews University Press, 1992), **Floyd Greenleaf, Ph.D.**, "retired" in 1996. Since then, he has co-authored *Light Bearers: A History of the Seventh-day Adventist Church* (English edition: Pacific Press, 2000; Spanish edition produced by the Inter-American and South American Divisions, 2002), and has just completed *In Passion for the World: A History of Seventh-day Adventist Education* (Pacific Press, 2005). Dr. Greenleaf writes from Lake Suzy, Florida.



The East-Central Africa Division (ECD) is one of the new territories created by the realignment of the African divisions in 2002.

The division covers the countries of Eritrea, Ethiopia, Djibouti, Somalia, Kenya, Uganda, Tanzania, Rwanda, Burundi, and the Democratic Republic of the Congo (DRC)—formerly Zaire.

Five of these countries comprise what is referred to as the great lakes region in Africa, which has been plagued by civil wars and strife. Despite this, Adventist education has continued to thrive in almost all territories and to contribute to the growth of the church in these countries.

Challenges, in addition to wars, include inadequate roads, which make travel very difficult. On one occasion, two teachers reported spending two weeks walking back and forth more than 200 kilometers to an education meeting in Tshikapa, DRC.

We have primary schools in all but two of the countries in the division territory, secondary schools in all but three, and six tertiary institutions. These schools and their teachers have accounted for 6,903 baptisms during the two years of the division's existence.

Challenges

The church is facing a number of educationally related challenges in the new East-Central Africa Division:

- Wars in seven of the 10 countries of the division, including conflicts

Looking at the Challenges With Hope

BY HUDSON E. KIBUUKA

within and between various countries.

- Devastating poverty, which makes it difficult for people to afford food and other necessities, as well as education.

- A large number of refugees, including children whose parents cannot afford education and who are constantly on the move to avoid the fighting.

- Lack of adequate training for many of the teachers.

- The need for vocational training to equip the youth, who make up more than 75 percent of the church membership, with skills to survive and to support the church.

- The need to provide more pastors with higher levels of education.

- The demand for Adventist educa-

tion by a fast-growing church membership. The number of students studying in Adventist schools represent less than 83, 24, and 2 students per 1,000 members in primary, secondary, and tertiary levels of education respectively, even though the church membership is more than three-quarters young people.

- The need to promote Adventist education among the church members.

- Competition with numerous privately owned schools in many of the countries.

- The challenge of unentered areas, some of which present obstacles because of their traditions and religious beliefs.

- HIV/AIDS devastation in the region.



Graduation at Adventist University at Lukanga, Democratic Republic of the Congo.

Achievements

Despite the above challenges, the division has achieved the following:

- We are providing education in most of the countries.

- We have six tertiary institutions (in Ethiopia, Kenya, Tanzania, Uganda, Rwanda, and DRC), four at senior level. The other two either have obtained or expect to soon receive International Board of Education (IBE) and government approval to offer university-level programs.

- Many schools continue to perform well in government examinations and receive praise and honor from state leaders. On one of his trips, the division president met the minister of education for Uganda at the airport. When he mentioned that he was a Seventh-day Adventist leader, the minister told him



Inside a primary classroom in the DRC, the students look forward to the future with hope.

how much he appreciated the church's educational efforts.

- During its short existence, the division has already sponsored, in its bursary program, more than 136 individuals for upgrading, including some 56 for Master's degrees, 15 for doctoral degrees, and more than 60 for bachelor's degrees.

to being involved in in-reach programs that yielded 6,903 baptisms, are also actively involved in outreach programs in the communities close by and far from their campuses, which bring many souls to Christ. UEAB, for example, baptizes on average of 500 students from public secondary schools each year as a result of

- Several new programs have been approved and introduced at our universities and colleges.

- After the destruction of the campus of the Adventist University of Central Africa at Mudende, Rwanda, the university acquired a new campus at Masoro near the capital, and construction has begun.

- Many of the institutions have made strides in acquiring Internet and electronic media facilities, despite their rural locations.

- All schools, in addition



Graduation at University of Eastern Africa, Baraton.

student and faculty witnessing programs.

- Seminars have been conducted to assist the teachers on the integration of faith and learning, faith and science, and collaboration.

- Institutions are being evaluated, and several have achieved denominational accreditation. Plans are being made for the rest. In the past two years, four of the tertiary institutions—Bugema University, University of Eastern Africa, Baraton (Kenya), Adventist University at Lukanga (in DRC), and Ethiopian Adventist College—have had their accreditations renewed after evaluation visits.

Looking to the Future

- One of the ECD focus issues is nurturing the members, and education is an excellent avenue of nurture. Therefore, the division is emphasizing quality primary and secondary education. When the country's schools were nationalized, Tanzania had only one Adventist ele-



Library, University of Eastern Africa, Baraton, Kenya.

mentary school, but now has eight. The division has set aside funds to supplement and encourage giving by church members.

- We plan to improve the working

conditions of teachers, who have dedicated their lives to serving the church.

- We will continue to conduct seminars for teachers, as many of them have received training in non-Adventist edu-



Baptism at University of Eastern Africa, Baraton.



Groundbreaking for a new campus at Adventist University of Central Africa (AUCA) in Rwanda.

ational institutions.

- We will make promotional materials available in the major languages of the division, including English, French, and Swahili, to educate church members about the value and benefits of Adventist education. The book *Education* has already been provided in English and French.

- We will continue to emphasize the need for cooperation and collaboration to ensure maximum and equitable utilization of resources.

- We are encouraging schools and church organizations to establish bursary funds for needy students. Such funds will assist students who have been disowned by their parents for accepting Christ and others who may have been orphaned due to HIV/AIDS and wars.

- We are working to ensure that all secondary and tertiary institutions have current denominational accreditation.

- We are planning to establish a school in Djibouti. Already, a language school is reaching many families from the grounds of the dental clinic.

- We are seeking additional ways to use education as an entering wedge into some of the difficult areas.

Despite all the challenges, the East-Central Africa Division looks to the future with hope, having adopted as its theme "God's Ability Is Our Ability." ✍



Hudson E. Kibuuka is Director of Education for the East-Central Africa Division in Nairobi, Kenya.



Ethiopian Adventist College administration building and classroom block.



Tanzania Adventist College administration building.



East-Central African students praising God in song at their school worship.



New Freedoms and Challenges

BY HERIBERTO C. MULLER

Geographically, the Euro-Asia Division (ESD) is the largest Adventist division territory in the world, stretching across 11 time zones and 12 countries from Eastern Europe to the Pacific Ocean.

ESD's territory includes all of the former Soviet countries except the three Baltic nations. Current church membership is more than 150,000, making it one

of the smallest divisions in the world church. However, it has grown significantly since 1990, when its membership was about 36,000.

The fall of Communism brought new personal and religious freedoms to ESD, but it also brought political chaos, militant nationalism, growing materialism, economic hardship, and the conviction that the state is responsible for providing education.

The challenge for the church in this

uncertain environment is to grow healthy and strong and to design an educational system that provides "an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above" (Ellen G. White, *Education*, p. 19).



Graduation, Ukrainian College of Arts and Sciences. Bucha, Kiev Region, Ukraine.



The Heritage School in Tokmak City, Kyrgyzstan, is unique among Adventist elementary schools. In operation for only eight years, it has 121 students, 60 percent of whom are from Muslim families. More than 50 people have been baptized as the result of school missionary work.

Accomplishments

Here are ESD's main accomplishments in the area of education during the present quinquennium:

1. Transferring the administrative responsibility of Russian Sahmyook University on Yuzhno-Sakhalinsk Island from the Northern Asia-Pacific Division to the Euro-Asia Division (East Russian Union).
2. Upgrading Zaoksky Theological Seminary to Zaoksky Adventist University.

3. Building two projects funded by the Thirteenth Sabbath Offering:
 - a. A multi-purpose building at Zaoksky Adventist University (2001);
 - b. A women's dormitory at Ukrainian Institute of Arts and Sciences (2004).
4. Offering a Master of Sciences in Administration (International Development Program) in partnership with Andrews University (Berrien Springs, Michigan, U.S.A.) for ESD church administrators, ADRA workers, and teachers (July 2003-April 2005).

5. Approval for a Master of Public Health program sponsored by Loma Linda University (Loma Linda, California, U.S.A.), which will commence in August 2005 at Zaoksky Adventist University with 90 pastors and health professionals enrolled.

6. Preparation of an education policy book for use throughout the division.

7. Offering a training seminar (August 2003) for primary and secondary teachers on "The Philosophy of the Christian Education and Faith and Learning Integration" with Raul Lorenzo and Ines Posse as presenters.

8. The opening of two more English Language Centers in Georgia, making seven in all.

Zaoksky Adventist University

In January 1987, the church received a plot of land of approximately two acres in the village of Zaoksky, Tula Region, near Moscow. The parcel included an old school building partly destroyed by fire. The local villagers were using the gutted building as a garbage dump.

A Bachelor of Arts degree in religion was the first course of study offered, to prepare young people for ministry in the vast territory of the Euro-Asia Division. A program of agriculture directed by Ja-



In 2004, the tertiary institution on the island of Yuzhno-Sakhalinsk, Russia, came under the jurisdiction of the Euro-Asia Division. Russian Sahmyook University offers programs in linguistics and music.

cob Mittleider was also established, leading to a certificate program. In 1990, the Committee of Religious Affairs of the Soviet Union gave Zaoksky official registration as a full-time institution of higher education.

In the past quinquennium, the following degree programs have been added: M.A. in music (2000); B.A. in economics (2003); B.A.'s in social work, secondary English education, and accounting (2004); and A.S. degrees in office management and jurisprudence (2004).

Among the most significant changes for Zaoksky was recognition from the Ministry of Education of the Russian Federation. In 2003, the ministry granted the License of the Right of Educational Activities, the first of a two-part accreditation process. To satisfy the government requirements, three separate institutions were created.

Today, the campus houses five educational institutions: Zaoksky Theological Seminary, Zaoksky Christian Institute of Arts and Sciences, Zaoksky Christian Professional College, Zaoksky Seventh-day Adventist School (K-11), and the Mittleider-Agro Study Center. The university also provides pastoral education through extension schools in seven locations throughout the ESD.

Three hundred students live on campus; 736 attend classes in extension schools; 43 are studying for the M.A. in religion through Andrews University; and 90 are preparing for a M.P.H. through Loma Linda University. A new classroom building completed in 2004 enables Zaoksky to accommodate 1,000 on-campus students, but the school cannot increase its enrollment without addi-

tional housing. Plans are in place to build a new men's dormitory and additional married student housing. The master plan also calls for adding the following degree programs: Doctor of Ministry, M.A.'s in economics, social work, and business administration; B.A.'s in social work, philology (English), journalism, and law; A.S. degrees in nursing, youth education, home management, in-



Music students, Russian Sahmyook University.



Computer lab, Ukrainian Institute of Arts and Sciences.



Entrance to Ukrainian College of Arts and Sciences.

formation processing and management, economics and accounting, elementary education, and choir conducting.

Recent years have seen a significant change in the attitude of government officials and local villagers toward Zaoksky Adventist University. Non-members pay tuition to send their children to the Adventist elementary school. The mayor of the Zaoksky Region regularly visits campus and supports the development of the university. The director of the local hospital welcomes the addition of a nursing program that will benefit the village. The orphanages in the Tula Region have opened their doors to student ministry groups.

Ukrainian Institute of Arts and Sciences

Ukrainian Institute of Arts and Sciences (UIAS) is the church's first tertiary institution in the Ukraine. This professionally oriented institute, which opened in Bucha, Kiev Region, in October 1999, offers five-year undergraduate degrees, with emphases in English, business management, finances, and marketing. Its campus is also used as a training center for distance education. UIAS operates special summer/winter programs in the study of Slavic (Ukrainian, Russian) languages and culture.

At present, the school has 625 students in four departments. The student body is comprised of students from Ukraine, Turkmenistan (a Muslim country), Moldavia, Belarus, Russia, Armenia, Georgia, and Rumania.

In June 2003, the institute graduated its first class of 49 students, who were awarded Bachelor's degrees.

In June 2004, the Ukraine Ministry of Education and Science gave approval for a Bachelor's degree in marketing.

In June 2004, UIAS graduated 96 students (52 Bachelor's and 44 Master's), each of whom received a State Standard Certificate. UIAS is the first Adventist ed-

ucational institution in the Ukraine to receive state accreditation. Officials and students consider this to be a clear indication of God's blessing in this former Soviet territory.

Now, the institute is in the process of receiving state accreditation for its Master's degrees in the rest of the specialties. An Adventist international accrediting committee has also approved its status as a graduate-level institution.

Between 2000 and 2005, the institute grew from 90 to 625 students and significantly increased the number of volumes in its library.

The Institute Student Church also continues to grow, with new people being baptized and joining our Christian family. Last November, the institute held a revival week that finished with a baptism. In early 2005, another six students were baptized.

Russian Sahmyook University

In 1992, a new university opened on the island of Yuzhno-Sakhalinsk, Russia. It was founded by the South Korean Union and the Western Siberian Mission. In 2004, the university came under the jurisdiction of the Euro-Asia Division. Its student body is international, with students from Korea, China, and Vietnam. Subjects are taught in several languages.

Russian Sahmyook University now has two departments: music and linguistics. Its linguistics specialists are in great demand in the new social and economic situation. These students master two

languages, study theory and practice translation, and learn to use their knowledge in different fields, such as politics, culture, economics, and law.

The music department trains students to play the piano and stringed orchestra instruments. It has a contract with the Academy of Music in St. Petersburg, which was named in honor of Rimsky-Korsakov.

Conclusion

The ESD Education Department is working on a strategy to provide stability to a church that faced almost 80 years of oppression and suffering as a result of a lack of freedom.

The activities for the next five years



Zaoksky Adventist University, Tula Region, Russian Federation.

will focus on the following:

1. Making members aware of the importance of Christian education.
2. Starting one new school in each mission and conference in the division.
3. Helping each union establish a higher education institution in its territory.

I would like to thank Mario Veloso, who served us the education director for our division the first two years of this period (2000-2002), as well as the union and division administrators, for their support. May the Lord provide guidance and blessings as we seek to provide

for the education for His church in the huge territory of the ESD. /



Heriberto C. Muller
is Director of Education for the Euro-Asia Division in Moscow, Russia.



This past quinquennium (2000-2005) has been an important and challenging one in the Euro-Africa Division (EUD). The division has concentrated its efforts on improving its quality of services. Despite many problems, the majority of our colleges and seminaries have succeeded in upgrading their programs, creating new ones, and receiving accreditation.

New Programs

We rejoice at the creation of a new seminary in Sofia, Bulgaria. In November 2004, the EUD Board of Ministerial and Theological Education (BMTE) voted to approve this important school to train our Bulgarian workers.

In June 2003, the Romanian Adventist Theological Institute in Cernica began to offer an M.A. in religion (through Andrews University) to upgrade pastoral education. In June 2004, Sagunto College (Spain) initiated a Master of Public Health program in partnership with Montemorelos University (Mexico).

The so-called "Bologna agreement" on university-level education reached by the European Community is forcing our institutions to reorganize their college and graduate studies according to the new paradigm (based on a 3 years of college level + 2 years of graduate level = 5 years of study) leading to a new Master's diploma. This has extended the required education for our pastors from four years to five.

Reorganizing, Upgrading, and Innovating

BY ROBERTO BADENAS

Our seminaries in Spain and Italy are poised to receive state recognition for their full five-year programs. On April 23, 2003, Italian Theological Seminary (Villa Aurora) obtained from the Italian government the first step toward recognition of its theology programs, with a major in Religion, Rights, and Society.

In September 2003, a new M.A. in youth ministry was launched by the Jose Figols Center at Saleve Adventist University (Collonges, France). The new program, taught in English and offered as intensive sessions, is the result of cooperation among Saleve Adventist Uni-

versity, Friedensau Adventist University, and Newbold College. The first cohort includes 26 students from three divisions. This M.A. degree is approved by both the Adventist Accrediting Association and the University of Wales, Lampeter College, U.K.

New Projects

Saleve Adventist University is working on a distance-learning (DL) program in religion in cooperation with Griggs University in Silver Spring, Maryland (U.S.A.). Currently, it offers only non-degree DL programs.



The 31st Integration of Faith and Learning Seminar was held for European Adventist college teachers July 13-25, 2003, at Friedensau Adventist University, Germany.



Zaragoza, Spain, Adventist elementary school choir presents its 2004 Christmas concert.

In September 2004, Maurice Tieche Adventist Academy in Collonges (France) opened a new high school program with emphasis on mountain activities. "This innovative program has been so well received in this alpine region that two friends of Collonges have graciously financed the two school vans needed for the transportation of the students to and from the sky resorts and other training places," reports Jean-Philippe Lehmann, the academy principal. The dynamic team of specialists working on this project includes some volunteers, such as Didier Oppliger, a member of the Swiss national snowboard team. "The aim of the program is not to train young athletes for high-level competition, but to prepare them for the mountain jobs, learning at the same time to appreciate and protect the alpine environment, putting into practice the very Adventist concept of wholistic education," says Youri Gilg, five-time French freestyle skiing champion and one of the new teachers.

In October 2004, the ILF (Institut de Langue Française) at Collonges received accreditation from the Chamber of Commerce of Paris as an official examination location for the Test d'Evaluation du Français, the French equivalent of the TOEFL or the Michigan Test for

English. The ILF has also received permission to utilize the fle.fr label, which indicates that it has met the high requirements of the European Common Frame of References for the Teaching of Languages, developed by the Council of Europe.

The secondary-level Marienhoehe College (Germany) continues to have a strong outreach program. Once a year, a group of students, together with a dormitory dean, provide aid in cooperation with Adventist Development and Relief Agency International in a developing country. Participants sacrifice at least six weeks of their school holidays and pay their own travel expenses. So far, they have been to Thailand, Cambodia, and Laos, and have helped to construct a medical ward, a well, and a primary school.

Awards

The city of Oliveira do Douro (near Oporto, Portugal) gave the highest Award of Merit to the local Adventist academy (CAOD) on April 24, 2004. The medal recognizes "the benefits received by the local community from our institution in the areas of education, culture, and community services." The ceremony, which took place at the city hall, commemorated the school's 30-year an-

niversary.

In 2003, the Department of Social Work at Friedensau University (Germany) received an important recognition from the state educational authorities for the program they offer in the public schools, which promotes the acceptance and tolerance of all races and nationalities.

Twice, in 2003 and 2004, the Waldfriede Adventist Nursing School (Berlin) won a special prize from the Robert Borch Foundation at a national contest for German nursing schools. The contest theme in 2004 was "Innovative Concepts in Nursing Education," and the winning project was a practical program of "Students Teaching Students."

Construction

The long-awaited dedication of new facilities for Braila Nursing School (Romania), in November 2002, was made possible thanks to the Italian Union, among other sponsors. In the 10 years since the school opened, more than 700 nurses have graduated. A new elementary school was dedicated in Targu Mures (Romania) in September 2002, as a result of the commitment and creativity of faithful lay members, under the initiative of Leonard Azamfirei.

In 2003, Bogenhofen Seminary (Austria) completed a beautiful new church, with large elementary classrooms. Italian Theological Seminary has had several important building projects, including a large new Tuscan-style church complex that was consecrated in spring 2005. Colegio Timon, an elementary school in Madrid (Spain), is about to finish construction on a large school and a social center on a piece of land donated by the city council.

In 2004, we celebrated the 50th anniversary of "AbisZ Privatschule" (Zurich), the only Seventh-day Adventist school in German-speaking Switzerland. This elementary school has purchased a beautiful piece of land outside the city to build a new school.

Colegio Rigel, the Adventist primary school in Saragossa (Spain), celebrated its 40th anniversary in 2004. It is the only Spanish Adventist school (out of four) that does not receive any government subsidy. Land owned by the school



Administration building, Saleve Adventist University, France.



Students from Marienhoehe College, the Adventist secondary school in Germany, work on a mission project.



A Marienhoehe dormitory student is baptized by the school's youth pastor.

in a protected sector suddenly received authorization to sell and build, multiplying its worth by 100.

Student Associations

The division's student associations, having adopted the AMiCUS philosophy (Adventist Mission to College and University Students) are consolidating their influence. On November 1-3, 2002, students from all over Europe par-



Oliveira do Douro Adventist Secondary School in Vila Nova Gaia, Portugal, celebrates 30 years of education ministry.

ticipated in the second European Convention of College and University Students in Eisenberg, Germany. There, not far from where Luther fought for his faith, the students produced their own "70 theses" to reform the church in Europe. Their third convention is scheduled to meet October 28-November 1, 2005, in Rimini (Italy).

On May 2-6, 2003, during a convention in Veliko Tarnovo, Bulgaria, the student association of the Bulgarian Union was officially organized.

AEGUAE, the student association of Spain, deserves special mention. This dynamic group of students and professionals is now putting online a large number of Adventist resources in Spanish (<http://www.aula7activa.org>). "We want to share this wealth with the students who cannot afford to pay for expensive books," says Ramon-Carles Gelabert, a young physician and one of the leaders of the project.

Adventist education in the EUD faces important challenges. But under God's guidance, committed leaders, consecrated teachers, and creative stu-

dents are doing their best to achieve the gospel mission in old Europe. ✍



Roberto Badenas is Director of Education for the Euro-Africa Division in Berne, Switzerland.

Surviving and Succeeding

BY CARLOS ARCHBOLD

Because of its immediate proximity to the United States, the Caribbean basin is often affected adversely by whatever happens to the north. The 9/11 terrorist attack was no exception. This crisis, which affected the U.S. economy, also had a devastating effect on many parts of the Inter-American Division (IAD). For example, decreased tourism has affected private enterprises, which include the Adventist educational system. However, God has been merciful, and our educational system has survived despite these challenges. Throughout the past five years, other circumstances such as political tensions and currency devaluation have been major obstacles, but these have not discouraged our teachers, who continue to fulfill the mission of the church. Adventist education continues to confront all these challenges and to thrive.

Graduate Education

During this quinquennium, the Inter-American Adventist Theological Seminary received candidacy status from the Association of Theological Schools. The seminary offers a Master of Arts in pastoral theology and a Doctor of Ministry. These programs are offered on the campuses of selected tertiary institutions within the IAD. Another major step in professional education was the opening of the School of Dentistry at Montemorelos University—the first of its kind in the division. Antillian Adventist University now offers a Master's degree in education. Northern Caribbean Univer-

sity has expanded its graduate program to offer a Ph.D. in education, and recently received accreditation of its Master's program in business administration from the local government.

Undergraduate Level

Of the 12 tertiary institutions in the Inter-American Division territory, all but one are accredited by the Adventist Accrediting Association and their respective governments. By the time this report appears, that institution will be well on its way to receiving accreditation from its local government. A staff of 1,016 teachers caters to an enrollment of 12,391 students in three major languages: English, Spanish, and French.

In June 2004, the first IAD convention for college professors was held at Montemorelos University with the theme, "Pursuing Excellency While

Preserving the Mission." More than 200 participants met to renew their commitment to Christian education. A convention highlight was the agreement for all institutions to collaborate in the areas of



The Maranatha Adventist Elementary School in Venezuela was chosen by local officials in 2003 as the best Christian school.



Puerto Rico Adventist middle and high school students participate in a public health awareness event.

research and support.

Two institutions were upgraded from high school to college level. First, in the outskirts of Navojoa, North Mexico, Colegio del Pacifico became Universidad de Navojoa. This institution has full accreditation by the state and has made a positive impact in the surrounding community. In South Mexico, in addition to Colegio Linda Vista (secondary level), there is now Universidad Linda Vista. The governor of the state of Chiapas was present at the inauguration ceremony of this institution. His older brothers, and three members of his cabinet who accompanied him to the ceremony, completed their high school education at Colegio Linda Vista. This event was a stirring testimony to the influence of Adventist education.

Another milestone was the increased enrollment at Northern Caribbean University (NCU) from 1,800 in 1999 to almost 5,000 in 2004. In fact, NCU has become one of the favored tertiary institutions in Jamaica.

Whether in Colombia, Puerto Rico, Dominican Republic, Trinidad, Haiti, Venezuela, or Costa Rica, we rejoice at the consistent growth and maturity of students and committed teaching staff.

The Adventist Church has been very fortunate to obtain permission from the Cuban government to operate a seminary to prepare pastors. For several years, it operated as an extension of Montemorelos University, but after a recent evaluation, it was recommended

that the seminary operate independently. This will give it some flexibility to address the unique educational needs of the society in which it is located.

Secondary and Elementary Education

The closing report for 2004 indicates that there are 336 secondary schools and 680 elementary schools, with 137,222 students enrolled in these levels, of which 61,883 are Adventists. At the K-12 level, 8,186 teachers are employed. The division is divided into 15 unions; 11 are Spanish-speaking, two are French, and two are English.

The past five years have seen some of the most active hurricane seasons in the history of this region. Several of the unions were hit hard by these storms.

But the system survived. One example of great determination and faith occurred in Haiti, the union with the most members. In addition to the other challenges in their school system, they suffered great losses during the 2004 hurricane season. Recognizing the need for external assistance, the union director of education created a foundation that has already gathered support from outside the country to help train teachers and build new schools, since only 15 percent of our Haitian schools have their own buildings.

Adventism in Mexico has experienced substantial changes during the past few years. For a long time, it was a challenge to operate private schools in Mexico. In recent years, Adventist schools have become well known in



Colegio Algeciras students in front of their remodeled school building in Colombia.



Puerto Rico academy students march in a non-smoking rally through the streets of old San Juan.



The recorder group for the Savonna-la-mar Adventist Preparatory School plays at the West Jamaica Readers Expo.



Administration building of the new Navojoa University in Mexico.



The inspiration behind the School of Dental Technicians, Dr. Lloyd Baum (far left), and his family with the bust erected in his honor at Montemorelos University in Mexico.

their communities and have won recognition for their performance.

Our two English-speaking unions are located in the Caribbean, where many of the islands also suffered the effects of the recent hurricanes, especially in 2004. However, enrollment in the South Caribbean area has increased, with 1,750 baptisms from the school protectorate during the quinquennium. One of the outstanding events in that union is the annual talent parade. High school students from across the union convene to showcase their artistic talents and public-speaking skills. The logistics of the event are challenging, since gathering students from 14 high schools in a variety of island countries requires sub-



The large new gymnasium at Northern Caribbean University in Jamaica can accommodate the school's growing enrollment.

stantial travel and lodging expenses. However, participating in this activity continues to be the dream of the students.

Puerto Rico also had its share of hurricanes, but has recuperated from their effects, and its educational program is very strong. As a commonwealth associated with the United States, the island qualifies for educational development funds, so our church wrote a successful proposal to fund more than 60 workshops and seminars for their teaching staff. Reading the New Testament as a school project was a great success both at the elementary and secondary level. To further strengthen the Adventist commitment to service, they have added a course in community service for all secondary-level students.

Venezuela has had its share of political tensions and difficult moments, but the Adventist educational system has survived. In 2003, in the state of Bolivar, the Maranatha School was chosen by local authorities as the best Christian school. In Puerto Ordaz, Colegio Andrés Bello won both first and second prize at the state level in the Twelfth Conference on Science and Technology.

When hurricane winds threatened, our territory had to make necessary preparations. In like manner, recognizing the many challenges our schools may face, we are developing strategies to both address the threats and take advantage of the opportunities. We feel as-

sure that with God's help, the success of Adventist education is certain. ✍



Carlos Archbold is Director of Education for the Inter-American Division in Coral Gables, Florida, U.S.A.



Journey to Excellence: Mission, Curriculum, and Collaboration

BY GERALD KOVALSKI

The world changed dramatically during the 2000-2005 quinquennium. Nowhere has that change been felt more than in the North American Division (NAD). The new reality of a dangerous world has made us more aware, more careful, and more focused. Adventist education has responded to this change.

One of the Adventist Church's great gifts to its members is Christian education. This ministry unifies the efforts of the home, church, and school to save our youth. As educators, we have correctly set our sights on academic excellence, but our primary mission is salvation.

The division and union education leadership are processing all policy, relationships, and curriculum development through this mission perspective. Because "In the highest sense the work of education and the work of redemption are one . . ." (Ellen G. White, *Education*, p. 30), we must aspire to excellence in everything we do.

Journey to Excellence

To ensure high-quality education, NAD has embarked on a new journey, a *Journey to Excellence* (J2E). This is the basis of curriculum development, marketing, professional development, and school improvement. J2E is not a program; rather, it is who we want to be and how we plan to achieve our goals. (See <http://www.journeytoexcellence.org/>.)

Journey to Excellence presents 10 goals every student should realize, all focused



A student from Battle Creek Academy in Michigan demonstrates his model of a dam at the school's science fair.

on personal growth and eternal values:

1. Acceptance of God
2. Commitment to the Church
3. Interpersonal Relationships
4. Responsible Citizenship
5. Healthy Balanced Living
6. Intellectual Development
7. Communication Skills
8. Personal Management
9. Aesthetic Appreciation
10. Career and Service

J2E materials provide teachers with preferred practices to help them achieve each goal in their classrooms. Unions are implementing the J2E initiative by in-servicing personnel and leading schools to develop improvement goals.

All school accreditation/evaluation instruments have been revised to reflect the J2E model. Through agreements with the regional accrediting associations, Adventist schools may now choose to be accredited by those bodies along with their Adventist accreditation. The evaluation instruments, with all NAD education documents and forms, have been placed on the Office of Education Website in interactive PDF format, making it easy for administrators to submit their data.

Marketing

NAD has embarked on a marketing initiative, developing research-based

materials that highlight the purpose of Adventist education, its value to the church, and its focus on excellence. Research has included holding focus groups across NAD with parents, educators, pastors, students, and board members. Additionally, a telephone survey of Adventist parents whose children are not enrolled in church schools asked how we could make the system more attractive to them. The data will be used for school improvement and marketing. A new NAD Adventist education logo and theme have been adopted, and a marketing video with accompanying materials is now available. In February 2005, the first of a biannual series of marketing seminars was held for school and conference leaders. Through this ongoing initiative, we hope to grow enrollment and make Adventist education available to more children and young people. (For more information, see <http://www.nadeducation.org/marketing/>.)

Christian service and outreach continues to be a very important emphasis in NAD schools. Students from secondary schools and colleges serve in many locations around the world, as well as in their local communities. They have built churches and schools, assisted in communities struck by disasters, and held Vacation Bible Schools and evangelistic meetings, leaving each venture with hearts committed to service.

Technology

Adventist education has adopted an integrated approach to technology. Students are using the Internet, PowerPoint, robotics, and other resources to enhance their educational experience. Teachers are increasingly connected to Web resources and one another. A Technology and Distance Education Committee monitors and recommends directions for the division's elementary and secondary schools. (See <http://www.nadtdec.org/>.)

The CIRCLE Website service, sponsored by the NAD Office of Education and General Conference Department of Education, functions as a clearinghouse and resource for curriculum and other instructional resources. There are currently more than 4,000 links to resource materials at the CIRCLE site,



An Idaho student works hard at his studies.

which had nearly six million hits in 2004. (See <http://www.circle.adventist.org/>.)

New Textbooks

The Crossroads Series secondary religion textbooks, completed in 2000, are now in use. The last of the elementary religion textbooks are currently being introduced. These books represent a major commitment of time and resources by NAD, which continues a strong focus on the study of the Bible,

salvation and related history, and practical life issues.

A new K-8 integrated reading, phonics, spelling, and language-arts program will be introduced in schools for the 2006-2007 school year. It will have an intentional Seventh-day Adventist and nurturing focus. The NAD Office of Education is working with the Ellen G. White Estate to identify ways to incorporate more prophetic studies and denominational history into the curriculum.

Higher Education Collaboration

In November 2002, representatives from the administration of the 15 NAD colleges and universities, along with the NAD vice president for education, established the Association of Adventist Colleges and Universities (AACU) to enhance system-wide cooperation and collaboration. AACU has adopted four initial strategies: (1) strategic enrollment management/marketing, (2) distance education collaboration, (3) young adult job placement/church renewal, and (4) human and financial resource utilization. The Adventist Distance Education Consortium is enabling enhanced institutional cooperation by offering students easy access to distance-education courses, regardless of where they are studying or the courses being taught. (See <http://www.adventistedu.org/>.)



Teachers' editions of the new elementary Bible textbooks.



Mission trips enable students to help people and learn new skills.



Multigrade schools give children a chance to make new friends and help each other learn.

Adventist Colleges Abroad

Despite concerns about terrorism and political unrest, Adventist Colleges Abroad (ACA) continues its dynamic programs, which enable NAD students to study languages and cultures in 11 other countries, and benefit participating colleges in Europe and South America. Since 2000, 1,565 students have participated in summer and academic-year ACA programs.

As NAD develops materials and curriculum resources, we remain mindful of the possible benefits to other divisions. We want to grow, to ensure excellence, and to incorporate the latest innovations, but most important, we want to do everything possible to help our students and teachers experience a personal relationship with the Master Teacher. That is our true calling.

For more information about Adventist education in the North American Division, visit our Website at <http://www.nadeducation.org/>.



Gerald Kovalski is Vice President for Education of the North American Division (NAD) in Silver Spring, Maryland, U.S.A. **Odette Ferreira**, NAD Director for Adventist Colleges Abroad; **Erma Lee**, NAD Associate Director for Elementary Education;

and **Larry Blackmer**, NAD Associate Director for Secondary Education, also contributed to this report.



Graduating class 2004, Highland Academy, Portland, Tennessee.



As an important part of the *Journey to Excellence*, North American Division students become proficient in using the Internet, PowerPoint, robotics, and other resources.



Hands-on science and nature study are part of the curriculum in NAD schools.



At Pacific Union College and other Adventist colleges, fine arts, academics, and spiritual life are combined to ensure a wholistic education.



Students from Milo Academy in Oregon help neighbors in the community.



LSU students celebrate the La Sierra University Chamber Singers' performance at Carnegie Hall in New York in November 2004.



Participation on medical mission trips stirred the passion of Dr. Michael Duehrssen, director of the new international rescue and relief program at Union College in Lincoln, Nebraska, to create an academic program that would prepare students for a variety of service-focused careers.



Toward the University of the Redeemed

BY MASAJI UYEDA

Something new, something challenging, something transformational. That sums up the educational ministry of the Adventist Church in the Northern Asia-Pacific Division.

Consider the new. Not quite new, but an old emphasis brought back to life in Hiroshima. Much like the city itself, which arose from the aftermath of the world's first atomic destruction. Just outside the city is Hiroshima Saniku Gakuin—our Adventist secondary boarding school. The school currently serves 300 students and has 44 teachers, all Adventists. Only 36 percent of this past year's student body was Adventist, but when each school year begins, the board and the faculty of the institution are determined to make the school Adventist in every sense of the word. Every student, regardless of his or her financial status or religious orientation, is expected to participate in all activities of the school: spiritual, academic, and physical.

In addition to the traditional curriculum, which follows the government syllabi, the school has a comprehensive religious component, which all students are required to take. This component focuses on Bible teaching and integration of faith and learning in all classes. But what is unique for most students is work education. Every student is expected to put in eight hours per week of manual labor. The policy is announced publicly in advertisements, the school bulletin, and the application procedure. All parents and students are expected to

sign the work agreement for students to be eligible to enroll. And they do. No wages are paid for this minimum work requirement; students who want to earn part of their expenses must work beyond the eight hours. All teachers are expected to join in actual labor—not just supervision. The religious, academic, and work education create a dynamic Adventist emphasis that has made the Hiroshima school one of the most sought after in the country. "We learn," said one of the outgoing students, "not only what is good for our professional future, but also for our interpersonal re-

lationship in the community." Hiroshima Saniku Gakuin has revived something old and turned itself into a vibrant, wholistic, and dynamic part of education in that city.

Education Is Evangelism

Consider the challenge. Mongolia—that distant, mysterious land, almost unknown to the rest of the world—is our mission field. The Japan Union wanted to do something special for the country, so they threw out the challenge to the 10 Adventist elementary schools in their country. The technologically and eco-



Outdoor art class at Hancock Academy in South Korea.



Interview with the Minister of Education, Mongolia.

nomically most advanced country in Asia on the one hand, and perhaps the most challenging country on the other, joined together on the Adventist platform of education. Teachers and students of Ad-

ventist elementary schools in Japan pooled their human and financial resources to help establish the first Adventist kindergarten and elementary school in Mongolia. The initial donation

in 2005 amounted to \$13,500. Just a mustard seed! But by God's grace, who knows what that small seed will do for God's glory and the service of the community in Mongolia? After all, Adventist education is evangelism.

An Act of Faith

Consider the transformational. When Sahmyook Nursing and Health College was opened and accredited by the church in the late 1990s in Seoul, South Korea, it was an act of faith. Already, Sahmyook University, the largest Adventist university in the world in terms of enrollment and campus baptisms, just down the road was offering a nursing program, and the city has several non-Adventist nursing schools. But this one began with a vision—to be a teaching institution not only in nursing, but also in teaching the concepts of wholesome health and beauty. Today, the college is one of the top institutions in the country, with the 2000 application-to-acceptance ratio being 30 to 1, the second largest in the country. In



Year-end musical performance at Donghao Adventist Primary School in South Korea.

2005, the college received a government grant equivalent to U.S.\$700,000 to develop educational-industrial collaboration. The cosmetic and beauty department of the college is known throughout the country for producing a range of products from plants and grains. The department's graduates are able to set up independent businesses, and its lifelong education center has more than 240 students. Graduates from the departments of nursing, dental hygiene, cosmetology, health and social welfare, and medical-information systems have easy access to work opportunities.

Academic Excellence, Spiritual Growth

South Korea's Sahmyook University and College continue to dominate the educational map of the country. Enrollment for 2004 numbered about 6,200 in 35 departments. The university and college's 155 full-time professors, assisted by 180 staff members and 400 part-time faculty, are committed to imparting an education that excels in academics and integrates learning with faith. A common feature of the university is the high intake of non-Adventist students at the beginning of the school year. Last year, 1,700 of the 2,000 freshmen were non-Adventists. But the university faculty and Adventist students are committed to turning every dorm room and every

class appointment into a mission field. Witnessing, sharing, just being friendly, bringing a friend to Sabbath school—and every other conceivable approach—led to 900 baptisms at the end of the 2003-2004 school year. The commission of Matthew 28:18 is the focus of the university's existence.

But Sahmyook University, in empha-

sizing the spiritual, does not neglect the academic. Take, for example, the agriculture program. Last year, the department solicited a government grant for a research project on the embryo-transfer technique to mass produce Korean native cattle. Submitting a research project is a highly competitive business, but thanks to God and the prayers of the



Student volunteers from the Adventist academy in Hiroshima, Japan, participate in a beautification program by picking up garbage along a nearby road.



Week of Prayer at Hahnkook Senior Academy in Seoul, South Korea.



Hiroshima secondary-level students perform a minimum of eight hours of manual labor each week.

faculty and students, Sahmyook University was awarded a grant equivalent to U.S.\$1.8 million for the next three years.

The same commitment to excellence is seen in other departments of the university, especially in arts, science, and music. The university keeps the flag of Adventist education flying high.

The Threefold Education

Chinese Union Mission operates two colleges—one in Taiwan, one in Hong Kong. Although small, they serve an important role in preparing teachers and other workers for the Adventist Chinese

communities throughout the world, as well as supportive lay members for the church. Hong Kong has four secondary schools, and each is named Sam Yuk, which literally means threefold education (spiritual, social, and mental). The Hong Kong schools excel in their academic achievements, and their students have opportunities to enroll in exchange programs in universities and colleges in Australia, England, and the United States. The Chinese Union Mission developed its own Bible textbooks, which are used throughout the high schools in the union.

Two years ago, Taiwan Adventist



Cheerful students pose for a brochure describing the Sahmyook Nursing and Health College in Seoul, South Korea.



Graduate students from Sahmyook University in Seoul, South Korea, meet for a small-group discussion.



Students from Taiwan Adventist College in Nantou County, Taiwan, Republic of China, participate in a group jump rope performance.

College introduced a new program, known as San Yu Adventure Education, which combines adventure and instruction to produce wholistic development in students. Field trips, cliff scaling, boating, mountain-climbing, and other outdoor activities are combined with spiritual life and academics to ensure all-round development. The activities are designed to encourage physical development, communication skills, and interaction among students, innovations in solving social problems, and, of course, to encourage students to know and love the Creator. This adventure in education brings a new vibrancy and challenge to classroom teaching: Education takes place not simply with books, but also in God's great book of nature.

What is the future of Adventist education in the Northern Asia-Pacific Division? From Mongolia to Japan, we have only one answer: Every Adventist child in an Adventist school, and every Adventist school a medium of transmitting God's love and power in the community. To minister, to spread God's good news, and to hasten the coming of the University of the Redeemed is the ultimate purpose of Adventist education in the Northern Asia-Pacific Division. //



Masaji Uyeda is Director of Education for the Northern Asia-Pacific Division in Koyang Ilsan, Republic of Korea.



Growth, Plans, and Publications

BY ROBERTO CÉSAR DE AZEVEDO

During the past five years, education in the South American Division has been consolidated. Many publications were produced that provide information and orientation, encourage unity, and foster plans for medium- and long-range planning. These include the biannual *South American Education Magazine* and two monthly electronic bulletins, *Educ@ção On Line* and *Plantando Escolas*.

From March 2000 to March 2004, the Education Department produced a weekly television program that reached the eight countries in the division via satellite.

To provide orientation and encourage unity, various manuals were produced, including a procedures manual, which was launched in 2000, and various evaluation manuals.

Throughout the division, people recognize Adventist education by our standardized logo and banner, and by the uniforms worn by the 190,000 students enrolled in our schools.

Our most important accomplishment was the production and sale of more than 10,000 copies of the book, *Seventh-day Adventist Pedagogy*, which was under development for five years. The union directors of education and educational counselors in local fields collaborated on this in-depth analysis and synthesis of the writings of Ellen G. White.

In the area of educational plan-

ning, three Ten Year Plans were produced. The Plan Brazil 2010 carefully assessed the previous decade and made projections about elementary and secondary education to 2015. This 320-page plan was developed after a careful evaluation in each of the 34 Portuguese-language conferences and missions, with the participation of administrators and education departments. Evaluations were also carried out in each of the 27 Spanish-speaking unions, conferences, and missions.

Finally, in March 2002, we held a convention of the union, conference, and mission departmental secretaries to

complete the planning. Attendees visited 30 educational institutions. At some of them, short seminars were held, focusing on educational themes of importance to the institution, and printed material and information were distributed on CD's.

The third plan was created especially for the superior/university level, as a result of a request made by the General Conference. The most important aspects of University Plan 2020 are its focus on the problem of secularization, and coordination of planning for the university level during the next 15 years.

The division director of education visited each of the universities and, together with the local administration, carried out a careful assessment of the previous decade and planning for the future.

Great Focus on Creationism

In recent years, the topic of creationism has gained national media attention, especially in Brazil. Widely circulated newspapers and magazines noted the church's emphasis in this area. For example, an article in *Revista Época (Epoc Magazine)* observed that "One of the main focuses of creationist teaching in Brazil is a private network of Seventh-day Adventist schools and universities" (May 24, 2004).

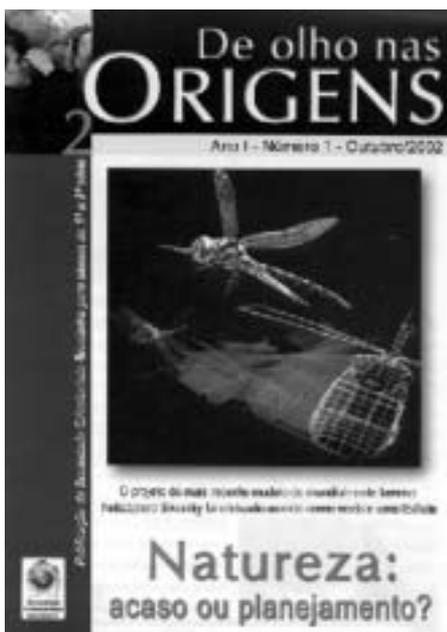
In the past five to six years, two dozen books, videos, and CD's have been produced on the subject, more than in the entire previous century. Centers of Creationist Studies were



established in the more than 200 SAD secondary schools.

The Brazilian Creationist Society contributed significantly to this achievement. On November 2, 2004, its headquarters in Brasília was officially inaugurated. This society produces a weekly half-hour television program—*De Olho Nas Origens* (*Looking at Origins*), broadcast via satellite to all eight countries in the division. Twice each year, the society also produces the *Revista Criacionista* (*Creationist Magazine*), and for elementary students, *De Olho Nas Origens* (*Looking at Origins*).

The division launched a large bill-



board campaign in Brazil during the 2003 school year, exalting the Creator and promoting Adventist education.

Global Mission

Throughout the entire division territory, our schools participate actively in evangelism. Most of the larger institutions establish one new congregation each year.

In fact, some schools and academies have opened before the establishment of churches. After they began to function, a company is established, and from there a church is organized! This began in the pioneer phase of the church's history in Argentina, Brazil, Peru, Bolivia, and Chile, and is still happening today.

The schools are participating in evangelizing of the 10/40 Window

through volunteer service by teachers and students.

Textbooks

Our publishing houses in Brazil and Argentina are producing textbooks. At the elementary and secondary levels, we now have religious education textbooks in both Spanish and Portuguese.

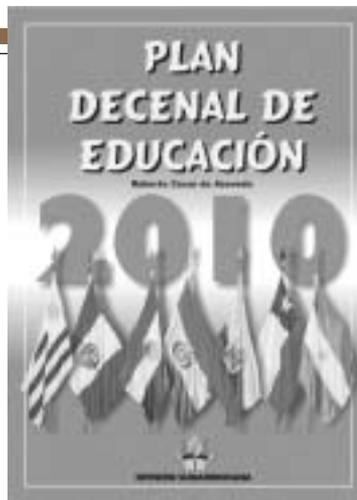
In Brazil, plans have begun to produce textbooks in religious education at the superior/university level.

The SAD has made great advances in the production of Portuguese textbooks for all elementary subject areas. This includes almost 100 titles. At the end of 2004, the four volumes of the textbook *Educación para la Vida* (*Education for Life*) were completed in Spanish.

One new project is the use of the magazine *Nosso Amiguinho* (*Our Little Friend*) at the elementary level and the Youth Bible with the Adventist education logo.

Doubling Enrollment at the University Level

Tertiary enrollment has grown from 8,476 students in 2000 to almost 17,000 students in 2004. During this period, our universities in Argentina, Bolivia, and Chile were recognized nationally and received complete autonomy. Brazil



educational philosophy.

Projections suggest a smaller rate of growth the next few years, reaching approximately 20,000 university students by 2010.

Academies Increase Enrollments

The SAD academy enrollment grew to 34,060 students between 2000 and 2004, an increase of 12 percent. We expect that in the next five years, secondary enrollment will surpass 40,000 students, in some 250 academies.

Growth and Recovery at the Elementary Level

Between 2000 and 2003, due to economic factors and the standardizing of schools throughout the division territory, we experienced a loss of about 11,000 elementary students (139,000 versus 150,000 students). However, in 2004, enrollment recovered somewhat to approximately 139,600 students. This situation reinforced the need for a well-thought-out Ten Year Plan, and the one implemented in 2003 aided in the growth recovery.

In the next five years, with God's continued blessing, we expect to enroll as many as 150,000 elementary students.

We thank God and all of the dedicated people who have contributed to the growth and advance in the area of education in the South American Division throughout the years. /



Roberto César de Azevedo is Director of Education for the South American Division in Brasília, Brazil.





Reorganization, Economic Pressures, and Adventist Distinctives

BY BARRY HILL

The 2000 education report for the South Pacific Division (SPD) portrayed an advancing system. As shown by a comparison of student enrollments in 2000 and 2004, the trend continues. Our numbers have grown by more than 5,000, good news indeed. While the system's vigor and innovative spirit continue to manifest themselves, a cluster of challenging issues and developments has also emerged to test our resolve. This report will chart the direction of our recent journey.

Political Changes

First, the church's political and educational map in the South Pacific changed markedly after 2000, with our five unions being reduced to four. One of our new unions, the Trans Pacific Union Mission (TPUM), combined two unions and must now manage small educational systems in nine countries. Our new Australian Union also combined two unions and acquired a strong education team. The SPD curriculum unit moved to that office, meaning that our division-level team lost two members.

Our most recent innovations go beyond the restructuring of unions. In the past two years, in response to economic hardships, we have obtained more government funding for teacher salaries in Pacific nations. In the Papua New Guinea Union, this resulted in the partial restructuring of our education system to improve accountability and make it easier for us to deal with the government.

Economic Pressures in the Pacific

Governments in the Pacific Islands region are now controlling education more than before 2000, and they are funding schools better through the use of overseas aid. Meanwhile, faced with the escalating costs of education, the church has steadily withdrawn expatriate budgets and granted more autonomy to local missions. In addition, our tertiary institutions continue to need substantial help. Consequently, many schools are now run by local communities, with lessened financial and professional support from their missions. We are not about to give up on these, and still count them in our statistical report as Advent-

ist schools. However, given these pressures, it has been a challenge to sustain the quality and competitive advantage enjoyed by Adventist schools in the past.

Adventist Ethos

Much of the SPD system now accepts all or part of its funding for teacher salaries from various national governments. Given the increased control brought about by this funding, our education directors are more committed than ever to identifying the "special character" or ethos of Adventist education and ensuring that school policy and practice reflect it. Schools in Australia and New Zealand are developing inno-



Happy students at Suvavou Primary School in Fiji.

vative chaplaincy programs, and all SPD schools are reaching out through “intentional evangelism” to their non-Adventist students and parents.

Continuing its excellent work from earlier days, the Australian Union Conference Curriculum Unit has produced additional frameworks and other resources to help schools integrate faith throughout the curriculum and cope with curriculum changes demanded by the various states.

Enlightened government policy in New Zealand requires all the Adventist schools in its “integrated” state system to clearly manifest and document their “special character.” It is encouraging to see abundant evidence of this focus in classroom displays, policies, and teacher-student relationships. In the union education office, Lanelle Cobbin has created practical resources for teaching values and developing relationships in schools, and is implementing a systematic program to help teachers use these resources to build faith in all schools. We predict that this kind of work will spread throughout the SPD.

Developing In-Service Program

The division has always had two economic zones, Australia-New Zealand and the Pacific Islands, which differ markedly in wealth and school quality. Since 2000, our division education office has developed Les Devine’s concept of conducting teacher in-services to link these contrasting zones. SPD Associate Education Director Ken Weslake arranges up to 20 events a year, funded by donors and ADRA Australia’s annual allocation. Local Pacific teachers are taken by plane, truck, or boat to some-



Education faculty, Avondale College, Cooranbong, New South Wales, Australia.

what remote centers to hear the presenters, mostly teachers from Australia or New Zealand. Both presenters and attendees receive a blessing.

The Australian Union has started a successful program to prepare and induct its new principals through annual seminars. In order to develop system leadership, the SPD has run annual conferences for current principals of the Australian and New Zealand unions, and

seminars to help Pacific Island principals master the basics of running an Adventist school.

Development of Larger Schools

In Australia, there has been a trend toward establishing K-12 schools, with their attendant complexities. In fact, five of the 55 Australian schools now enroll almost 40 percent of that system’s students.

New Zealand’s schools continue to grow, but are limited in size by state regulations—a trade-off for government subsidies. In the Pacific unions, a handful of urban schools are growing quite large, as are a few schools in rural areas with strong community support.

Accompanying this growth has been a significant increase in the number of non-Adventist students enrolled. While more pronounced in Australia and New Zealand, this trend is evident throughout the divi-

sion. Consequently, teachers who join our system with no Adventist undergraduate teaching preparation or experience in denominational schools are now inducted into an understanding of “Adventist distinctives” in regional seminars early in the school year.

Quality Assurance

We appreciate the professional help of the General Conference in accredit-



Fulton College, Suva, Fiji.



Fiji elementary students enjoy the personalized attention in their classroom.

ing our tertiary institutions. At all levels in the SPD, our school accreditation process continues to support quality assurance, and Adventist Schools Australia (the formal name of the Australian system) is continuing to refine the strategic planning process it started before 2000.

Our New Zealand schools are required to participate in a stringent government quality-assurance program that also includes strategic planning. The government Education Review Office conducts rigorous audits in all our schools and publishes their reports on national Websites and in local newspapers. Throughout the SPD, we are starting to add principal and teacher evaluations to the quality-assurance process.

Higher Education

Student enrollment continues to grow in the SPD's four tertiary institutions. Avondale College broke the "1,000 barrier" for the first time in 2005. Its new off-campus Master's program has flourished, with 129 scholars enrolled this year. Meanwhile, the college continues to pursue the lengthy and rigorous process of gaining university status.

While embarking on an ambitious building program, Pacific Adventist University (PAU) has also enrolled a record number of students (almost 500). In addition to its new church, it is currently adding new dormitories and a health-science education facility, with an administration block to follow.

Since 2000, the SPD tertiary institutions have found many ways to collaborate and consolidate. First, our Sopas Hospital School of Nursing moved onto the PAU campus. Then, following its successful primary teacher-education affiliation with PAU, Fulton College has begun to offer part of a PAU theology degree program. In addition, Sonoma Adventist College in New Guinea has just formally signed a Memorandum of Understanding with PAU, meaning that PAU will validate its academic programs.

Conclusion

In the past five years, demands on the wider church and financial stresses in our tertiary institutions and schools



Students from Ironback Christian School in Australia explore nature.



A drama presentation by Australian secondary students.



Samoan primary students learn practical skills.



Students from the Southland Adventist Christian School in New Zealand.



Avondale, Australia, secondary school band.



Catering class at Avondale Secondary School.



Students participate in a daily work program at Fulton College in Fiji.



Avondale secondary students on a campout.



Students relax in front of the Avondale College chapel.



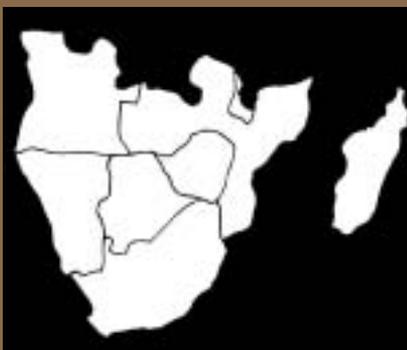
Students at South Auckland Adventist Primary School in New Zealand.

have created competition for diminishing resources. However, we have seen good growth in the tertiary sector and the mushrooming of some larger schools. Our professional development program is progressing well, and we continue to develop our strategic planning and distinctive Adventist ethos and curricula. It is our goal in the coming quinquennium to continue to apply and live our vision, and to show our clients

the wonderful things that Adventist education can do. ✍



Barry Hill is Director of Education for the South Pacific Division in Warrongga, New South Wales, Australia.



Rigorous and Relevant Learning for the 21st Century

BY TOM NKUNGULA

In the 21st century, Adventist educational leaders in the Southern Africa-Indian Ocean Division (SID) are asking the following questions:

1. What is the real purpose of

Seventh-day Adventist education in this division?

2. What kind of church members do we want our children to grow up to be?

3. How can we design Adventist schools so that students will acquire the skills they need to live productive lives?

These are just a few questions that are being discussed in offices and meetings. Based on surveys and an education summit, we have developed the following goals for Seventh-day Adventist education in SID:

1. Our Students Will Develop a Life of Faith and Commitment

Through encouragement, prayer, and study of God's Word, students will develop a faith commitment and a respect for the dignity of all human beings. To promote this, the formal Bible curriculum will be used at all levels, and religion classes will be taught by qualified, committed Adventist teachers.

Further, in consultation with the General Conference Education Department, the SID Education Department will organize Bible textbook-writing workshops.

2. Our Students Will Acquire Basic Skills

When students leave our schools, regardless of the level at which they exit,



Students at Maranatha High School, Taung, Northern Cape, South Africa.



Beit Hall, a newly added facility at Solusi University in Bulawayo, Zimbabwe, has a seating capacity of 3,000 people.

they must have acquired basic skills to survive and succeed in the world of work. There must be no gaps between what we teach and what is actually required in the real world.

As a result, SID schools will integrate into the curriculum practical skills like computer technology, building and masonry, agriculture (poultry, soil, and crop science, horticulture, etc.), architecture, graphic design, and auto technology.

3. Our Schools Will Employ High-Quality Teachers

To provide a wholistic education, our schools must have qualified and dedicated teachers who are adequately up-

graded in their specialties. The teachers' attitudes and skills have a huge effect on the students' everyday experiences and success.

When the teachers are adequately prepared and believe in the philosophy and mission of the school, they are excited about their jobs and see their role as not only developing skills, but also as modeling a Christian worldview. Their enthusiasm motivates the students to accomplish great things in life.

4. We Will Upgrade and Modernize the School Buildings and Environment

We are committed to ensuring that every student fulfills his or her potential.

We thus seek to develop school structures and relationships (environment) that nurture the strengths and energies of each student. Effective schools start with the student, not the curriculum.

To achieve these goals, we are investigating innovations that will produce school improvement—building new, modern structures with up-to-date equipment, upgrading existing buildings, and seeking to ensure the quality and relevance of Adventist education.

5. We Will Teach the Three R's and More

Although reading, 'riting, and 'rithmetic are still important in the 21st century, they are not enough to counter the challenges our students will face when they join the world market. Without commitment, a rigorous curriculum, and relevant learning, they will find it extremely difficult to succeed in life.

In the 21st century, learning has to be rigorous and relevant. Students must experience intense concentration in any activity that requires skill, relevance, and discipline, regardless of its content.

Future Plans

The SID Education Department is implementing preferred Seventh-day Adventist school practices, integrating into all aspects of the system the following Focus Issues:

1. Opening new schools, with these goals:
 - a. Each local church district is to establish at least one primary school by the end of 2005.
 - b. Each conference/mission/associa-



Students at Mundondo Secondary School in Zimbabwe.



Teachers and administrators in front of the administration building at Mundondo Secondary School.



Students enjoy singing at Fairview Adventist School in Zimbabwe.



Students at Solusi High School in Zimbabwe learn practical skills in the woodworking class.



Solusi University was established to help its students attain spiritual, mental, physical, and emotional growth. Here, students take their vows before being baptized.

tion is to establish at least one secondary school by the end of 2005.

c. The division is to build and operate a special school for the international personnel serving in its territory.

2. Using 50 percent of the division bursary funds to train teachers for the new schools, and to encourage unions and conferences to embark on similar programs for the teachers in their new schools.

3. Requiring all teachers who were not trained in Adventist colleges to complete an in-service course in the Seventh-day Adventist Philosophy of Christian Education.



Nyahuni High School in Zimbabwe, which opened in 1985, offers classes up to A-Level.



Teachers and administrators in front of the administration building at Northwood Primary School in Zimbabwe.

4. Developing a strong marketing program to inform church members about the value and importance of Christian education as outlined in Spirit of Prophecy books such as *Education* and *Fundamentals of Christian Education*.

5. Ensuring that every school follows an Adventist curriculum that integrates faith and learning.

6. Recommending that all denominational employees, wherever possible, send their children to Adventist schools.

7. Recommending that denominational employees be urged to support Christian education by donating at least two percent of their monthly salary to this worthy cause.



Sports and play equipment at Presada Primary School in South Africa.



Students provide input to the evaluation team visiting Nyazara Adventist High School in Zimbabwe.



Students using the Ralph Watts Library at Solusi University.



Students praying at West Rand Adventist School in Zimbabwe.



Graduation at Solusi University.

8. Encouraging all church members in the division, including those in baptismal classes, to contribute money to Christian education.

9. Recommending that appropriations to denominational schools be based on how well they adhere to the philosophy of Adventist education, such as the percentage of Seventh-day Adventist students in these schools.

10. Requiring that each school appoint a chaplain to care for the spiritual needs of the students. /



Tom Nkungula is Education Director for the Southern Africa-Indian Ocean Division in Highlands, Harare, Zimbabwe.



Ladies' hostel accommodations, Solusi University.



From Sowing to Reaping: An Undimmed Vision

BY GORDON CHRISTO AND S. SUNDARAM

Satya had no family except his grandmother. At birth, his teenage mother died of complications. A few years later, his father was killed in an accident. The grandmother, aged, fragile, and poor, worked on the farm of the village landlord, earned what little she could, and did her best for 10 years to care for Satya—to feed and clothe him, and to send him to the local government school, which was

also a partner in the poverty that shaped that village. A little bit of addition, a little bit of reading, and a little bit of writing the local alphabet is all the education the 10-year-old got. Every Sunday, Satya washed his clothes, bathed in the nearby river, worshiped the god of the village, and then took a long nap under the tree in front of his little hut, even as his grandmother made the best meal of the week—rice with some lentils and a potato thrown in.

The old woman often wondered what would happen to Satya if her days should suddenly be cut short. At such times, she would begin to cry, though she always tried to keep a cheerful countenance while her grandson was nearby.

One hot and dusty summer day, a stranger approached the old woman's hut. He was an Adventist Global Mission volunteer, stopping more for the shade than any great evangelistic motive, but he got the attention of the old



Teacher and students from the Adventist elementary school in Mumbai, India.



Thirty-five young people attended the Pathfinder camp conducted in October 2004 by the Adventist senior secondary school in Hapur, India.

woman. She had lots of time, and the volunteer had much to say. The conversation continued day after day, and eventually included Satya as well. Some three months later, Jesus was welcomed into the hut and became the abiding Companion of the helpless two. Satya, whose name literally means “truth,” seemed to have met Truth at last. He felt himself changing from within. The Way, the Truth, and the Life has a strange way of

transforming ashes into beauty, hopelessness into a triumphal future, and death into life. Soon, Satya and his grandmother were baptized. The Global Mission volunteer did not stop there, but challenged Satya to take a long journey to the Seventh-day Adventist school at Roorkee in northern India.

Now, 14 years later, Satya has graduated from college and has become a servant of *satya*, the Truth. One little candle

lit in a distant village became a beacon of light to many such villages.

Christian education is evangelism at its best—giving hope to the hopeless, light to those in darkness, and gathering the weary, the thirsty, and the tired to the One who can shape and mold the broken pieces of humanity into God’s image, in which they were created.

The school at Roorkee still stands. It can be cited for its manicured lawns, clean and cozy dormitories, students’ tidy uniforms, and teachers and administrators’ commitment to excellence. But more than all these, the school is known as an oasis of character formation, a center of spiritual growth, and above all, an institution where God and people meet each other.

K-12 Successes

But the Roorkee school is not alone. It is just one of the 226 Seventh-day Adventist elementary and secondary schools in the Southern Asia Division (SUD). These schools enroll nearly 90,000 students, taught by some 5,100 teachers. The size of the system is an indication of its extraordinary success in



Boarding students and teachers from the Lasalgaon Seventh-day Adventist Higher Secondary School in Maharashtra, India.

meeting the goal set by the SUD education leadership 10 years ago—making the Adventist presence real in every major city and town in the division. While the goals are not quite reached, what the church has achieved in the past decade is phenomenal in terms of developing quality education and providing a Christ-centered education to thousands of students who, with their parents, would otherwise know little or nothing about the meaning and purpose of Christian education.

Higher Education—A Leap of Faith

One major development in Adventist education during the current quinquennium is the leap of faith that higher education has taken. For nearly 90 years, the entire SUD was served by only one tertiary institution—Spicer Memorial College—but today, five other colleges have sprung up in different union missions of the field. While Spicer remains the division's flagship institution, higher education has taken a sharp and focused



Morning assembly is a regular feature for schools in the Southern Asia Division. These students are enrolled in the division's largest day school, in Ahmedabad, India.

turn in five new locations. The Adventist College of Professional Studies in Surat, north of Bombay, grew out of one

man's belief in what Ellen White wrote long ago: "Something better" ought to be the watchword of Christian educa-



Students from the Adventist school in Aurangabad, India, participate in a temperance rally.

tors. Confident that this was the secret of success, the principal of the Surat Secondary School launched a college for business and computer studies, mainly to hold onto the graduates of his secondary school, many of whom were children of business men. The school grew into a college of professional studies, with tertiary programs in nursing, medical technology, medical transcription,



Adventist school building at Nagpur, India.

and allied health. Surat has the best of facilities, computers, teachers, and professional students—making it indeed a latter-day fulfillment of “something better.”

Five of the seven unions in SUD now have tertiary institutions. These schools train graduates who in turn provide faith-centered education in the secondary and elementary schools throughout the division.

Long Journey—Consistent Purpose

The 90-year-old educational work in the Southern Asia Division has come a long way—from a simple orphanage in the village of Karmatar in northeast India to large institutions that dot the entire map of India. But it still has the same purpose: to serve the hand, the head, and the heart through the One who is the Maker of all. And it still uses the same method: academic excellence combined with spiritual commitment.

While the achievements are abun-

dant and self-evident, the challenges loom ahead in three areas: training Adventist human resources to catch up with the enormous growth on all fronts, turning every institution into a school of the prophets, and expanding the school network into a viable presence in every

city and town, so that the name Adventist will be identified with education that saves and serves. Such a challenge, under God’s guidance, is indeed the seed of future growth. ✍



Gordon Christo



S. Sundaram

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In February 2004, during the Golden Jubilee at the E. D. Thomas Memorial Higher Secondary School in Poondi, India, there was a ribbon cutting to inaugurate a new science lab, girls’ hostel, and worship hall.



Growth, Outreach, and Innovation

BY STEPHEN R. GUPTILL AND GLADDEN O. FLORES

During the past quinquennium, the Southern Asia-Pacific Division (SSD) has continued to expand and improve the church's educational ministry in its territory. The system has grown to about 1,000 schools with more than 5,600 teachers and 100,000-plus students. The church has education programs in all of the division's 17 countries except Laos, Vietnam, Brunei, and East Timor.

Some countries have seen rapid growth in education, thanks to the vision and generosity of the McNeilus family, Maranatha, and ASI. The support of alumni and friends, as well as supporting unions and missions, has done much to build the education work in SSD.

Higher Education

The Adventist International Institute of Advanced Studies (AIIAS), a General Conference institution in the Philippines, provides graduate-level programs and continues to be a primary source of college teachers and workers throughout the division. AIIAS has also created an extensive network of distance-learning centers throughout the region.

There are nine Adventist colleges in the Philippines, including two hospital-based nursing and medical-training institutions, which are applying for church accreditation. Indonesia has three colleges, while Bangladesh, Myanmar, and Thailand have one each. Some of these schools, such as the Adventist University of the Philippines, Mission College, and

Indonesian Adventist University, are developing or already offer graduate programs. There is also a nursing college in Malaysia associated with Penang Adventist Hospital.

The division also has 96 secondary schools and 884 primary/elementary schools.

The Education Department directs the Adventist Ministry to College and University Students (AMiCUS) program for church members attending non-Adventist colleges and universities. Some of the local chapters hold annual outreach programs that result in scores of baptisms every year.

Education and Outreach

Outreach and witness are emphasized at all levels. Our colleges and secondary schools hold annual evangelistic meetings; and most of the division,

union, and mission/conference education leaders have conducted their own meetings. Many of the colleges are so active in outreach and witness that, at times, despite great transportation challenges, a third of the student body will leave campus on Sabbath morning for these programs. This outreach has produced thousands of baptisms during the past five years. The division office, together with some of the colleges, has purchased five uniquely Filipino vehicles—"Jeepneys for Jesus"—to assist in these outreach projects. Mountain View College also has a student missionary program called SULADS that sends students into tribal villages to start schools and churches.

Making Education More Adventist

Education in SSD emphasizes the "Adventist" part of the training pro-



Adventist University of the Philippines, Silang, Cavite, Philippines.

gram. Values-education resources have been developed for the primary and secondary levels, including handbooks for each subject to help teachers integrate values and faith into their lesson plans. One of the resources is REBIRTH—89 Adventist values with illustrations and teaching resources organized into value groups represented by each letter of the title. Published and posted on the World Wide Web (<http://www.ssd.org/rebirth>), this has become a major resource for the schools. The division is also working on a series of new Adventist readers for grades 1-6, which will provide values-rich stories for this region, where there are few Adventist reading choices for school-age children.

Nurturing Education Leadership

SSD has published a two-volume set entitled *Teaching the Adventist Way* to communicate and reinforce core Adventist education principles. These books assist in teacher training, provide foundational instruction for teachers who have trained outside the Adventist

system, and strengthen every teacher's vision and purpose.

The *Journal of Adventist Education* plays a vital role in nurturing teachers. An Asian edition, produced from the English edition, is circulated to 3,000 teachers and education students.

The division office of education has spearheaded a renewed effort to encourage Adventist certification for every teacher. This has created a need for college classes and expanded certification programs in the unions and at our colleges.

SSD has made a major commitment to nurturing educational leaders through the bursary and teacher scholarships. A budget is provided for each college and union secondary school for teacher upgrading to supplement each school's program of teacher development. By funding graduate education, these scholarships play a vital role in developing the "brain trust" of the educational system and the church. The Nelson Endowment Scholarship provides assistance to scores of students, primarily on the un-

dergraduate level, in the division's colleges.

Education Trends and Challenges

In the Philippines, nursing education has become a major emphasis and challenge. Between one-fourth and one-third of Adventist college students are in these programs. The increased enrollment has been a financial blessing, but has also created a huge need for qualified faculty.

Three Adventist hospitals in SSD have developed nursing and medically related programs and are now seeking church accreditation. As the college faculties grow and improve, they naturally desire to offer graduate degrees. Program quality, duplication, and saturation within the Adventist system are issues that must be carefully monitored as these programs seek approval.

In some countries, Adventist colleges are able to provide an abundant supply of trained faculty for our primary and secondary schools. In other locations, the enrollment has grown faster than



Indonesian Adventist University, Parongpong, Bandung, Java.

our church membership and qualified Adventist faculty. Some missions, therefore, rely on Adventist volunteers to staff their schools. A clear focus on the mission and long-term strategic plans of the church is needed as we plan for future growth.

The availability of Adventist textbooks from preschool through graduate level is a major concern. On the primary level, in about 65 percent of schools, we need to subsidize the purchase of Bible textbooks to loan to students whose families are unable to purchase them. On the college level, there is also an urgent need for textbook lending libraries for core Adventist classes such as life and teachings of Jesus, Spirit of Prophecy, Adventist history, Daniel, Revelation, philosophy of Christian education, Adventist health, etc. While textbooks for other subjects may be available in local bookstores at Asian prices, textbooks for these subjects are currently not avail-



Students at Mission College, Muak Lek, Saraburi Province, Thailand.

able. A united effort will be necessary to ensure availability of required textbooks, especially in religion classes. Some outside help may be needed to make this a

reality. Already, we have had some generous offers by Adventist publishing houses in the U.S. to make the materials more affordable. Most of our colleges do



Some of the faculty and students at Adventist University of the Philippines.

not have bookstores, so we will have to find other ways for students to obtain these important textbooks.

A promising new trend is the introduction of Internet courses. AIIAS has begun to offer entire programs online, and other SSD institutions have indi-

cated an interest in this new form of education. Many students in SSD are interested in taking online courses offered by institutions in other lands, but the tuition fees are often beyond their reach. SSD institutions may be able to provide distance education at economical rates

not only for Asia, but also the rest of the world.

God has greatly blessed the education work in SSD during the past five years. Adventist children are being trained in the ways of the Lord and prepared to carry the gospel to the world. Tens of thousands of non-Adventist students

have come to know God and the great Adventist truths, and many have made their decision to follow Jesus and be baptized. Please pray for the education work in the Southern Asia-Pacific Division. ✍



Stephen R. Guptill



Gladden O. Flores

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Using five unique vehicles, Jeepneys for Jesus, students spread the gospel in the Philippines.



Nursing students at Adventist University of the Philippines.



Breaking New Ground

BY ORVILLE WOOLFORD

During this past quinquennium, the work of Seventh-day Adventist education in the Trans-European Division (TED) has broken new ground in many ways, achieving modest but significant progress in spite of difficult challenges.

TED is a huge and very diverse division. It stretches from the north Atlantic (Iceland, Greenland, and the British Isles) through Scandinavia, Poland, and the Baltics, southward to Hungary, the Adriatic countries, and Greece, and all the way to Israel, the Islamic countries of the Middle East and northern Africa, and Pakistan. Citizens of these territories speak 62 languages and numerous dialects and are part of many different cultures.

In TED, as in the world church, we are committed to the foundational belief that our educational system is designed to prepare persons, not only for useful service in the world in which we live and work, but also for the world to come. As a consequence, we firmly believe that Adventist education should not only provide excellent academic training and intellectual development, but also intentionally nurture spiritual growth and provide students with a good grounding in biblical knowledge. As we seek to achieve these goals, our schools will continue to fulfill a key role in the life and witness of the Seventh-day Adventist Church in the regions of our division.

Difficult Odds

In achieving these lofty goals, our 118 educational institutions battle against almost overwhelming odds. Highest on the list of difficulties are the perennial problems of trying to attract paying students in times of falling exchange rates and declining birthrates; of promoting and nurturing standards and traditional values in the midst of moral decline; of staffing institutions efficiently with godly, motivated, adequately qualified, and decently paid professionals, in times of declining finances. Yet, in spite of these daunting challenges, by the grace of God, our schools continue to prevail, and have even “broken new ground” and flourished in amazing and innovative ways.

New buildings were built on several of our school campuses during the past quinquennium (2000-2005). On June 9, 2001, ground was broken for a church on the campus of Newbold College in England, reinforcing the institution’s

commitment to spiritual values and pastoral training. The church, dedicated on September 14, 2002, has expanded the college’s ability to showcase a variety of worship services.

Other important additions were the new secondary school in Novi Sad, Serbia; the new educational centre for South Sudan in Arua, Uganda; the rebuilding of the administrative building at Middle East University in Beirut, Lebanon; the building of a new gymnasium at Danish Junior College; a major extension of our elementary school in the Netherlands; and the building of new science buildings at John Loughborough School in England and at Pakistan Adventist Seminary.

Enrollment Gains

During the past quinquennium, we have seen a steady increase in the number of students enrolled in our schools. Although the gains have not been evenly spread across the system, many schools



Breaking ground for the new church at Newbold College, Bracknell, Berkshire, England.



A Pakistani student demonstrates her reading skills.

have had outstanding success in attracting students. For example, in 2000, our Polish Spiritual Seminary had 15 full-time tertiary students. To succeed, it clearly needed to break new ground. Our leaders spotted a niche in the Polish educational market—incorporating Bible knowledge and Christian values naturally and appropriately in a B.A. degree program. So under the leadership of school principal Bernard Kozirog, the



Students line up at Zatoni School in Egypt.

school redesigned its curriculum to include “Tourism in Bible Lands” and changed its name to the “Polish Seventh-day Adventist College of Theology and Humanities.” Since that time, the school has increased its enrollment to 1,500 students!

Throughout the system, mere numbers fail to reveal some aspects of school life that are infinitely more exciting and important. High on this list is the enthusiasm of students engaged in the life-changing experiences that are daily offered in our school system. The energy, vitality, and potential of children and youth provide our schools with a world of possibilities, which are just waiting to be channeled and liberated.

Accordingly, our teachers, driven by core Adventist educational philosophical

ideals such as “Higher than the highest human thought can reach is God’s ideal for His children,” seek to open before their students “a path of continual progress,” encouraging them to “advance as fast and as far as possible in every branch of true knowledge” (Ellen G. White, *Education*, p. 18). The many graduation services held each year testify to TED’s success in attaining these goals.

Higher Education Achievements

New ground was broken in other ways during the most recent five-year period. Middle East College in Lebanon became the first institution in our division to achieve university status, and Newbold College forged a partnership with the University of Wales, Lampeter, to offer a British-style Ph.D. research degree in theology. In Serbia, work has begun to adapt the church’s elementary Bible curriculum to use in the new Novi Sad secondary school. Similar adaptation is also in process in Poland.

In the Baltics, the first post-war graduation of pastors with a Griggs University B.A. degree in theology took place in 2002. Major financial groundbreaking support was required to enable students from economically challenged countries of TED to attend Newbold College for ministerial training. This problem was virtually solved by the introduction of a new formula for division support, based on the local monthly



At the Hungarian Theological Seminary in Pecel, Hungary, their motto is “One Goal in Mind—Service!”

wage factors of the workers.

The success of our system is heavily reliant on and powered by our teachers' faith in God and their dedication to delivering high-quality education. TED supports them by providing a variety of in-service training and nurture events; for example, regional and division education conventions and inter-division religion teachers' meetings. Such conventions provided significant encouragement, networking, and professional development for the teachers



Adventist leaders attend a graduation service in Latvia.

from Britain, Scandinavia, the Middle East, Hungary, and Pakistan.

In-Service for Educators

To support teacher development, the division held its quinquennial education convention July 30 to August 3, 2003, in the beautiful Adriatic coastal town of Portoroz, Slovenia. On the opening day, the 215 registrants heard Niels-Erik Andreasen, president of Andrews University in Berrien Springs, Michigan, deliver a challenging keynote address, "Adventist Education: Delivering the Promise Today." Ten guest lecturers and workshop presenters provided high-quality sessions during the ensuing days.

Winning Students to Christ

Finally, while we rejoice in numerical growth, statistics reveal little about the "breaking of new ground" in the sense of tilling the "fallow ground" of students' hearts, with many being won to Christ in our schools. From Finland to Pakistan, Adventist schools are igniting students' interest and their aspirations and pointing them toward long-term betterment. One indication of their success is that during this quinquennium (between 2000 and 2004), our schools accounted for 533 baptisms. While we give God the glory for this, we acknowledge an enormous debt of gratitude to our 1,280 teachers who inspire the 17,665 students in our schools.

Ultimately, we believe that God "is just as willing to work with the efforts of His people now" as He was in the past (Ellen G. White, *Patriarchs and Prophets*, p. 554). Therefore, confident that our God is "able to do exceeding abundantly above all that we ask or think" (Ephesians 3:20, KJV), our team of educators in TED seeks to maintain a burning passion for the mission of Adventist education. They envision an even more exciting and challenging future as, increasingly, their work continues to deliver on its holy promise through the grace and empowerment of our loving

Lord. /



Orville Woolford is Director of Education for the Trans-European Division in St. Albans, Herts., England.



Nordic teachers' convention in Denmark.



Teachers take a break for lunch and conversation during an Adventist education convention in Lebanon.



Quality and Growth

BY CHIEMELA IKONNE

The West-Central Africa Division (WAD) was organized in 2002 from the former Africa-Indian Ocean Division. The educational emphasis in WAD this quinquennium has been on quality and growth. This theme has been promoted in various ways, including the following:

Leadership Conferences for Education and Church Leaders

Forty-one division and union officers as well as personnel from the General Conference Education Department participated in a 2002 inter-division education leadership conference in Nairobi, Kenya. The conference equipped participants to promote and support quality schools and to encourage growth in Adventist education. Since then, each

union, in collaboration with the division, has held a similar conference for its educators at the conference and mission levels.

Integration of Faith and Learning (IFL) Seminars

We have largely accomplished our goal of having all of our educators participate in an IFL seminar at least once every two years. The IFL theme is "Teaching With Authority." Seminar topics have included Adventist education philosophy; effective teaching practices; discipline; and HIV/AIDS awareness, prevention, and care for infected persons.

Publication of the *Adventist Educator*

This free biannual departmental

journal provides an opportunity for our educators to share their IFL knowledge and experiences with their colleagues. It is distributed to all university educators, as well as primary and secondary schools in the division.

Continuing Education

The division Department of Education provided scholarship monies that enabled the universities to send personnel for advanced degrees. Likewise, a division-coordinated Home Study International (HSI) program has helped many adult church workers and members to obtain a high school diploma and enroll in postsecondary training.

Learning Resource Materials

Quality education requires appropriate and adequate learning materials. To this end, the division obtained encyclopedias, Bible commentaries, and science and art books for many secondary schools to enhance their library holdings.

Evaluation of the Institutions

Besides the regular Adventist Accrediting Association visits, the division collaborates with the universities for internal self-evaluation, and the union and conference directors do likewise for the secondary and primary schools, respectively.

General Promotion of Education

Because education is central to every form of development, Adventist schools are promoted at every opportunity. We



Gambian Union educators' conference in 2003.

have produced a “Total Commitment” education T-shirt, and education Sabbaths are joyfully celebrated throughout the division.

In 2002, the Adventist Educators Association of Nigeria (ADEASON) was formed. This organization brings together Adventist educators who teach at the secondary and tertiary levels, within and outside the church, for the promotion, support, and advancement of Adventist education.

Evangelism and Baptisms

Our teachers and students distributed more than 1.5 million pieces of literature for the Sow One Billion program. Their active involvement in evangelism has led to more than 11,000 baptisms. Our three universities (Babcock, Valley View, and Cosendai) have baptized more than 1,500 persons, most of whom were students. Our primary and secondary schools have baptized more than 9,400.

Quality Education

A clear evidence of the quality of Adventist education in WAD is the high demand for it. Across the division, parents and guardians have great respect for the wholistic quality of our schools. And they are proud to be associated with them. This explains why Nigerian President Olusegun Obasanjo visited and worshiped at Babcock University on Sabbath, October 26, 2002—an event rarely seen in Nigeria. Likewise, Alhaji Aliu Mahama, vice president of the Republic of Ghana, was the commencement speaker during graduation exercises at Valley View University on September 28, 2003.

A unique feature of WAD universi-



Students work in a modern, well-equipped science laboratory at Babcock University in Nigeria.

ties is their provision of bursaries (scholarships) to all Adventist students. This ranges from a 50 percent discount for theology students to 30 percent for students in other fields of study.

Babcock University (BU)

Babcock University ranked first among the first three private universities that received their charters from the Federal Government of Nigeria in April 1999. It has rapidly grown from 753 students in 1999 to 3,531 in 2004. The university currently offers three areas of study: education and humanities, management and social sciences, and science and technology, with a total of 25 programs. Its facilities include a modern, well-equipped laboratory complex, central cafeteria, modern guest house, and V-SAT-operated Internet facilities.

BU's quality education has been recognized in various ways by different organizations: (1) The BU Students' Parents Consultative Forum has donated more than U.S.\$1.5 million for the construction of water, health, and sports fa-

cilities; (2) in 2002, the Nigeria National Universities Commission (NUC) gave an award to BU Vice Chancellor Adekunle A. Alalade for the delivery of quality education in Nigeria and appointed him the admissions panel chair for the 2002-2003 academic session; (3) BU received high recognition in the Nigerian University Systems' annual review of 2003; (4) Godwin N. D. Aja of BU's Health Sciences Department was elected as a representative for Africa on the Governing Council of the Cochrane Collaboration Consumer Network Incorporated, in Melbourne, Australia; (5) the Institute of Chartered Accountants of Nigeria (ICAN) granted full accreditation to BU's accounting program; and (6) at least two state governors visit BU each year.

Valley View University (VU)

In 1998, Valley View University became the first private university accredited by the Ghana National Accreditation Board. Student enrollment has risen from about 200 at that time to 900 in 2004. Degrees offered include accounting, computer science, theology, and religious studies. Degree programs in banking and finance, marketing, human resources management, and education are scheduled to begin in 2005-2006.

VU is the only university in Africa, and one of the very few in the world, to use ecological sanitary technology. The urinals utilize a “dry cleaning” method that saves water and produces fertilizer for crops and methane gas for cooking.



An Adventist Accrediting Association team visits Babcock University.



Students and teachers from the new Adventist secondary school in Abidjan, Cote d'Ivoire.

Higher Education to offer degrees in theology, church management, computer maintenance and software engineering, information management, accounting and finance, and business administration.

Although student enrollment has remained modest (about 200), AUC's impact is felt nationally as well as

locally. In 2004, the faculty of business and computer science placed second in the national universities competition. The active involvement of AUC family in nearby churches has yielded more than 600 baptisms this quinquennium.

Primary and Secondary Schools

At the beginning of this quinquennium, Adventist education was operating in only 11 of the 18 countries in WAD. Now, three more (Gabon, Mali, and Togo) have opened church schools. A volunteer group of Adventist youth from France constructed much of the primary school building in Libreville, Gabon, in 2003. In 2002, the same organization did major renovations at the Adventist secondary school in Kribi, Cameroon. In 2004, Outpost Centers International constructed a six-classroom building in Chad.

The number of primary schools in WAD has increased dramatically, especially in Ghana and Nigeria. There were 704 church primary schools in Ghana in 2004, compared with 401 in 2000 (a 76 percent increase). Nigeria started this quinquennium with 49 primary schools, but now has 70 (a 42 percent increase).

Among the events of special note was the establishment in 2003 of a new sec-

ondary school in Abidjan (the commercial capital of Ivory Coast), even as civil war threatened social stability. Two other secondary schools were established in major WAD cities during this quinquennium: in Yaoundé, Cameroon; and N'Djamena, Chad.

Many WAD secondary and vocational schools have distinguished themselves as centers of excellence. The Nigerian Ministry of Education ranks Owerrinta Adventist Secondary Technical College (ASTEC) among the best in the nation, and its students and teachers have represented the state at national science and technology competitions.

In Cameroon, Yaoundé Adventist Secondary School (CAY) is spearheading computer education in secondary schools in the nation. Its computer courses and well-equipped laboratory are attracting the children of the upper class. CAY has such a good reputation that some public notables contact top church leaders in order to secure admission for their children.

Conclusion

As we reflect on the educational activities and events of the past five years, all we can say is: "Surely God has led." To Him alone we give the glory and honor. Certainly, He has used church and educational leaders to promote and support the work of education. And of no less importance are the faithful educators, students, parents, and the entire division membership. We say "Thank you" to all.

As we look to the future, we plan to improve on what we have been able to do thus far by the grace of God. ✍



Chiemela Ikonne is the Director of Education for the West-Central Africa Division in Abidjan, Cote d'Ivoire.



Students at Valley View University in Ghana performing community service.

The Ghanaian government has commended the efforts of VVU by giving it a special status, which allows it to award its own degrees without being affiliated to a state school, as is required of other private institutions.

Adventist University Cosendai (AUC)

Established in 1996, Adventist University Cosendai has received authorization from the Cameroon Ministry of

INDEX

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The index for Volume 67 (October/November 2004-Summer 2005) is available online at the Seventh-day Adventist Periodical Index site: <http://www.andrews.edu/library/car/sdapiindex.html>

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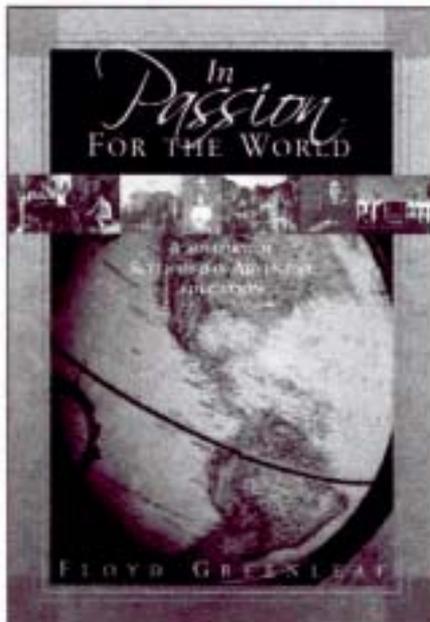
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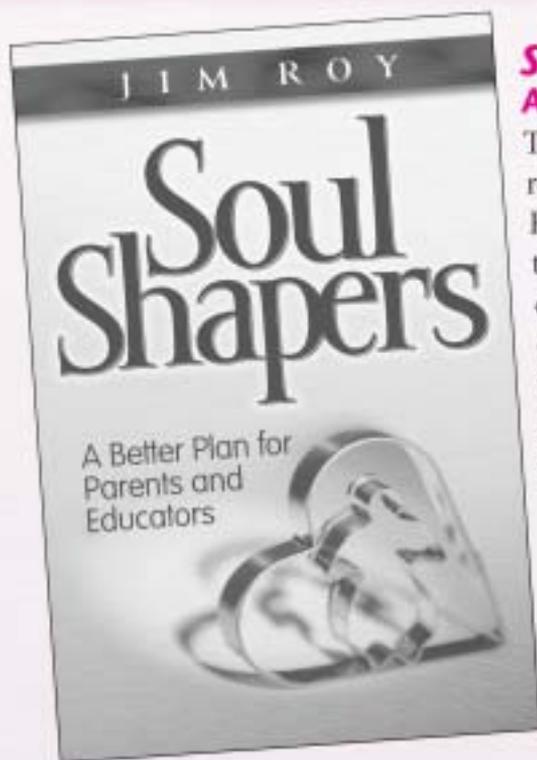


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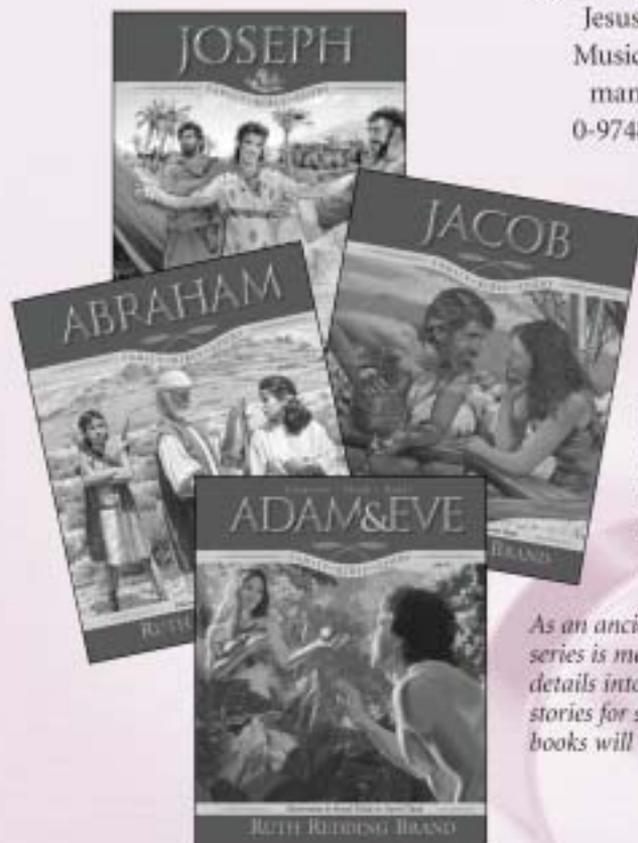
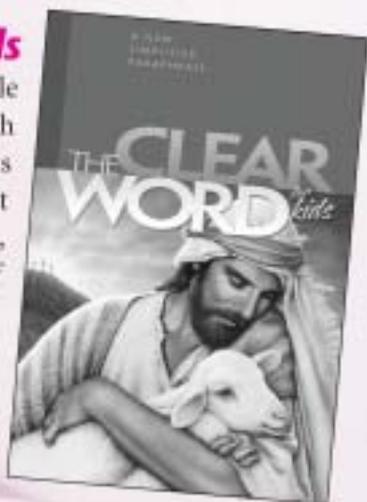
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