

## Energizing Excellence

**O**ften an editor voices a value judgment on behalf of the society his paper serves and represents, or by his message defines the goals which will shape his public's future. The educational system of the Seventh-day Adventist Church is a vital part of such a society, and this JOURNAL is its voice. The work of 25,000 teachers and 600,000 students can be an energizing current in the onward progress of the church. I pray to God we as leaders may be the energizing current to awaken the church to the realization that it "is languishing for the help of young men and women who will bear a courageous testimony, who will with their ardent zeal stir up the sluggish energies of God's people, and so increase the power of the church in the world."\*

### Targets

As I assume the direction of the Department of Education, I inherit a proud tradition of excellence. Men like Butler, Prescott, Hoopes, Kellogg, Griggs, Salisbury, Shaw, Howell, Irwin, Nelson, Morrison, Cossentine, Brown, and Hirsch have, with their associates, sought to instill in teachers and students a sense of pride in quality. That quality is not so much in buildings, or in skills of the mind and hand, as in character.

\*Ellen G. White, *Messages to Young People* (Nashville, Tenn.: Southern Publishing Assn., 1930), p. 25.

At the 1981 Annual Council, the action appointing Dr. C. B. Hirsch to the be a general vice-president of the General Conference to replace Elder M. C. Torkelson created the need to elect a new director for the Department of Education. Dr. C. R. Taylor, former associate director of education for the General Conference, was asked to serve as the director. Subsequently Dr. A. C. Segovia, secretary of the Far Eastern Division, has been elected to fill Dr. Taylor's former position. We congratulate and welcome these two experienced educators to their new responsibilities and pray for God's blessing on the work they share with us in building SDA education. This editorial represents Dr. Taylor's introduction of himself as director to the academic family.

Together with academic excellence, we want to encourage the practical application of excellence in spiritual endeavor. We want to encourage every initiative that emulates the example of the 2,000 student colporteurs in South America, the college president at one of our U.S. colleges who conducted public evangelism, the faculty and students at Mountain View College in the Philippines who have raised up 40 churches, and the administrators and teachers who have contributed to the baptism of 3,000 elementary students in North America. We want to publicize the way many SDA students in public universities have organized to share the gospel with the future leadership of their countries, inspired by solid preparation in SDA programs. Even elementary school children have earned their school fees by selling truth-filled magazines and small books in Inter-America. We endorse the initiative of leaders in our seminaries in Europe, who have insisted on the retention of a division evangelist for two additional years to involve the senior theology students in reaching the great cities, as well as towns and villages, with the gospel. We want to be a part of the recently voted evangelistic thrust "A Thousand Days of Reaping."

Academic excellence means more than well-qualified teachers, well-chosen library holdings, and access to hands-on experiences appropriate to learning objectives. It includes defining goals and objectives in harmony with a Seventh-day Adventist philosophy of education—a task splendidly achieved in the "frameworks" developed by the North American Division Curriculum Committee, under the leadership of Dr. Reuben Hilde and others. These materials deserve to be shared with the world and adapted to the educational patterns of other countries.

Adventist education includes a love for nature and nature's God, the teaching and practice of good health habits based on an intelligent understanding of the human body, a respect for human dignity, whatever the person's occupation, as well as exalting the importance of a practical education. Our boarding schools should still be in the country and seek to provide personal out-of-classroom contact between Christian role models and adolescents. Our emphasis on vocational readiness

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12. A positive result of the additional enrollment will be a larger number of youth prepared to serve God and the church. Economic benefits that will accrue include an improvement in plant facilities, an increase in academic offerings, an enriched spiritual program, and improved student morale.

The above emphasis on enrollment was followed at Indiana Academy during the years 1960-1968. A comparison of the years 1951-1959 and 1969-1977 with

that period clearly demonstrates the positive results of planned promotion.<sup>7</sup>

Fluctuations within the nine-year period 1960-1968 reflect interruptions in the use of the promotional program. Potential student enrollment was nearly constant during this time.

The availability of potential SDA ministers, teachers, and other professional workers is largely dependent on their enrollment in an Adventist school. Failure to increase

enrollment robs God's work of those whose talents are needed in finishing the gospel commission. And students who choose secular employment also need a Christian education! Many of these young people later serve as leaders in their home churches. The academy administrator who does not place the increasing of enrollment high on his list of priorities may one day need to answer the question, "Where is the flock that was given thee, thy beautiful flock?" (Jeremiah 13:20).

#### INDIANA ACADEMY Closing Enrollment

Nine Years 1951-1959		Nine Years 1960-1968		Nine Years 1969-1977	
Year	Enrollment	Year	Enrollment	Year	Enrollment
1951	124	1960	216	1969	202
1952	126	1961	196	1970	192
1953	151	1962	215	1971	192
1954	161	1963	233	1972	155
1955	180	1964	255	1973	148
1956	171	1965	241	1974	177
1957	180	1966	211	1975	164
1958	189	1967	231	1976	196
1959	180	1968	237	1977	214
<b>TOTAL</b>					
<b>Enrollment</b>	1472		2035		1640
<b>MEAN</b>					
<b>Enrollment</b>	163.5		226.1		182.2
<i>Mean Enrollment Comparisons</i>					
<i>1951-1959 — 163.5</i>			<i>by Percent</i>		
<i>1960-1968 — 226.1</i>			72.3%		
<i>1969-1977 — 182.2</i>			100.0%		
			80.6%		

#### FOOTNOTES

<sup>1</sup> Marshall McLuhan, *Understanding Media* (New York: McGraw-Hill, 1964), pp. 7-21.

<sup>2</sup> George Akers, "The Measure of a School," *THE JOURNAL OF ADVENTIST EDUCATION*, vol. 40, No. 2 (December, 1977-January, 1978), p. 8.

<sup>3</sup> Benjamin S. Bloom, Ed., *Taxonomy of Educational Objectives* (New York: Longmans, Green and Co., Inc., 1956), p. 7.

<sup>4</sup> The boarding school principal should, of course, obtain permission before recruiting students who are eligible for day academies near their homes.

<sup>5</sup> Based on an analysis of students eligible for academy enrollment in three very different conferences—New York, North Dakota, and Indiana—from 1948 to 1968. The estimates include non-Seventh-day Adventist students who indicated an interest and Seventh-day Adventist students from outside the specific academy territory who wrote for information, indicating an interest.

<sup>6</sup> Ellen G. White, *Christ's Object Lessons* (Mountain View, Calif.: Pacific Press Pub. Assn., 1900), p. 229.

<sup>7</sup> Closing enrollment statistics for the years 1977-1978 through 1980-1981 range from a low of 171 (1980-1981) to a high of 210 (1978-1979), with a mean enrollment of 188.3. Current enrollment (1981-1982) is 178.

### Editorial

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calls for marketable skills which may be those of a typist, housewife, carpenter, or farmer, as well as those of a dentist or physician.

#### Organization

Today the church and its schools are truly moving toward an international mold in organization, as well as in thought. The Department of Education has pioneered in recognizing the dual character and function of its offices, that of serving the world field as well as providing a staff for the division within which the General Conference is located. During this quinquennium, 3.5 staff members with strong international background are designated to serve the world field, along with the General Conference vice-president assigned to us; and 4.5 staff members with strong roots in

North America will carry on regular assignments as a division staff. The day is past when any individual or small group can specialize in the entire spectrum of concerns in education. The international staff will identify and coordinate the exchange of talents and ideas. It will also encourage the use of resource persons at our universities and other institutions in the world divisions, as well as share its own expertise.

#### Conclusion

In my new capacity as director of the Department of Education of the General Conference, I am writing this editorial with the humble consciousness that while "I'm supposed to be in charge of this place," the achievement of our goals and objectives may only properly be realized "under the power and direction of the Spirit of God." May each of us who leads have the abiding confidence that such is indeed the case.—C.R.T.