

SDA EDUCATION TODAY

Reports From the World Divisions

To survey the advance of Seventh-day Adventist education around the world is to feel the pulse of a dynamic system working in cooperation with other organs of the church in inspiration, witness, nurture, and preparation for service. While not flawless in its ministry, it challenges us to see and envision the tremendous potential that a prepared people could accomplish in ministry, witness, and modeling. We hope the following reports will reaffirm, renew, or awaken your faith in the ministry of Christian education.

The Africa-Indian Ocean Division spans English-speaking West African countries, as well as a vast territory of French-speaking nations. Hence, the division must operate two educational institutions of higher learning to effectively serve its constituency.

Adventist Seminary of West Africa (ASWA)

Since 1959 the Adventist Seminary of West Africa has faithfully carried out its mission of training West Africans for the Lord's work. Today, many graduates of the seminary are advancing the gospel at all levels and in various capacities within the church. Recently Dr. A. A. Alalade, a former student, was elected president of the institution. This gives a sense of achievement to ASWA, as it shows how well its students are trained and prepared for leadership.

The seminary celebrated its silver anniversary in 1984. The theme for this memorable occasion was "ASWA: A Vision Still Aflame."



Director of Education
Africa-Indian Ocean Division of SDA
Abidjan, Riviera
Ivory Coast

Africa-Indian Ocean Division

By Phenias Bahimba

The seminary's silver anniversary celebration highlighted the school's wholistic approach to education that helps its students harmoniously develop their spiritual, intellectual, and physical powers.

Spiritually, ASWA has affected many lives. Through the efforts of its dedicated staff, many more students are receiving character and values training and being changed into the likeness of Christ.

Intellectually, the seminary strives for academic excellence through its

affiliation with Andrews University.

The seminary is known as a leader in introducing work-study programs in the country. It operates a bakery that feeds the school family, the neighborhood, and even serves Lagos, the capital city of the country. Its poultry farm provides eggs for the school cafeteria and the community. Woodwork and mechanical workshops provide students with needed skills while making it possible for them to offset their school expenses.

Adventist Missionary College (AMC)

The West African Union serves an English-speaking population of more than 14 million people. Within the union, the church operates six secondary schools, a teacher training college, and a girls' vocational training school. The membership of the union now stands at 85,000.

The past few years have seen increasing economical restraints and political instability, which have created problems for students seeking a college education outside the West African Union. It has been especially hard for students from Ghana to attend ASWA. Generating foreign exchange has been extremely difficult.

In 1983 the West African Union, in

close consultation with the division and the General Conference, decided to establish a junior college to help young people prepare for ministerial and other church-related vocations.

Although the school operates in rented buildings and has not yet developed its own site, the students and staff are wholeheartedly engaged in Christian witnessing and soul-winning work in Accra. Their influence reaches even to the University of Ghana, where Adventist students have been given a room to hold church services. They are joined by AMC students to make the name of the Lord known at that state institution of higher learning.

The Adventist University of Central Africa (AUCA)

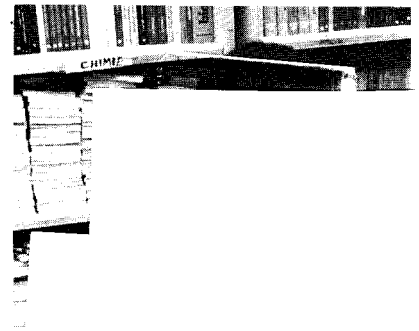
In 1974 the General Conference Committee voted to designate Nanga-Eboko school, in Cameroon, as the site for an Adventist francophone institution of higher learning in Africa. After the school was established, it was discovered that the laws of Cameroon would not permit Nanga-Eboko to offer any degree courses other than theology. This hindered the development of the school, and resulted in a drastic decrease in enrollment. As a result, the church began to look for a more suitable site.

The Republic of Rwanda was the only French-speaking country in Africa to grant the church's request to establish and operate a private university. The past four years have seen the development of the site, campus, and curriculum.

On October 15, 1984, the Adventist University of Central Africa admitted its first 68 students, offering five major degree areas: theology, business administration, sciences, social sciences, and education.

Academically, the programs have been developed to reflect a wholistic approach to education. Right from the beginning there were 20 full-time, dedicated, and well-prepared Christian teachers, representing 14 nations. With 7,000 volumes of French and English books, the university library is well-stocked, and new arrivals are being catalogued constantly.

The university is pushing ahead in its Christian witnessing programs. During campus development, evangelistic crusades were held by prospective students who came to participate in the construction. Many people were won to Christ, and a church was built in the nearby community. The school plans to conduct additional evangelistic efforts and build many more churches in the neighborhood.



The university has already opened a clinic on the campus, serving 52,000 people who did not previously have access to health care. Students take turns helping conduct morning worship services at the clinic. In this way patients are introduced to Christ, and students gain practical experience in conducting worship services.

Most of the manual laborers helping with the construction of the university are non-Adventists who are recruited from the nearby community. The university faculty and staff have donated money to provide a Bible for every worker who would like to have one.

Right from the beginning the Adventist University of Central Africa has recognized the need to increase effectiveness and at the same time reduce costs in order to improve efficiency. It knows that it exists to fulfill the gospel commission: "Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost" (Matt. 28:19).

Work-study is one of the vital concepts of Christian education. Various small industries have been planned to help the school reduce external financial aid and enable students to earn part of their school expenses. These skills and trades will help them become more efficient workers in their homes, churches, and communities.

School industries, either planned or already in operation, include (1) an institutional press that will help publish and distribute inexpensive and easy-to-read literature in as many languages

and dialects as possible; (2) school construction, in which work all students are now engaged; and (3) work on the farm, which provides most of the food needed by the school family.

Professor E. Wallace, president of the university, works with the students, thus setting a good example that strengthens the concept of dignity of labor among his staff and students.

A block-making machine, now available at the school, will speed up building construction and save money, since the uniformity of the blocks requires little plastering. These blocks could even be sold to replace the adobe being used for house building in the area.

The school is located in the best vegetable region of the country. Here beans, corn, cabbage, cauliflower, brussels sprouts, beets, and onions grow well. The school already produces wheat with a high gluten content. The Minister of Agriculture has encouraged the university to emphasize the production of wheat.

The university also plans to build a good dairy herd, as well as a poultry farm.

The three colleges in the Africa-Indian Ocean Division undoubtedly will be blessed as they continue to prepare youth for the Lord's cause and His kingdom. □

During the past quinquennium the education program in the Australasian Division has experienced a period of consolidation rather than expansion. In the K-12 school system the enrollment increased marginally (2 percent) to a total of 21,602 students, but, significantly, the number of



Director of Education
Australasian Division of SDA
Wahroonga, New South Wales
Australia

Australasian Division

By G. F. Clifford

teachers increased by 6 percent to 1,059. This has enabled schools to provide specialized instruction in such areas as music and remedial education and to increase library and media services.

In spite of this modest increase, the quinquennium has been characterized by a number of developments and innovations, such as the establishment of Pacific Adventist College near Port Moresby in Papua New Guinea. This senior college provides tertiary education for the growing membership in the mission unions of the division. The college's multimillion dollar plant includes some of the most up-to-date facilities and equipment in the South

A student displays produce from Avondale High School gardens.