

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



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Australasian Division

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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.

Pacific region, including a large solar air-conditioned library complex. The campus overlooks two man-made lakes, which are used for water storage and irrigation purposes. The college has received a charter from the government of New Guinea granting it the authority to issue its own degrees. The initial enrollment in February, 1984,

exceeded 100 students.

In 1984 the division appointed its first curriculum development officer, whose primary function is developing supplementary curriculum materials that reflect Adventist thought and distinctive educational philosophy. Key issues in Adventist education have been identified through consultation

with teachers in Australia and New Zealand, and a major project was undertaken to produce resource materials on Creation and evolution for high-school science teachers. Materials that are not readily available to teach-

ers are collated and issued in kit form. The curriculum development officer also coordinates workshops and seminars.

In addition, a full-time officer has been appointed to coordinate the use of computers in instruction and provide computer literacy training for both teachers and students. Most of the elementary and secondary schools in the home unions employ one or more microcomputers, and some of the larger schools have computer networks for group instruction.

The division office of education, in conjunction with the two Home Union Education offices, has established an extensive computer software library for school use. The library contains a large selection of public domain software that is available to schools, as well as commercial software that may be examined and evaluated before being purchased from regular retail outlets.

The latest development initiated by the Australasian Division Adventist Education Research Service has been the publication of a set of six Adventist readers. These readers have been designed for the upper elementary and lower secondary school levels. They incorporate character-building stories and articles from denominational publications not now in print, as well as mission stories from the world field. All the stories have been edited and adjusted to appropriate reading levels.

For the first time seven schools have been granted denominational accreditation. While all schools must be registered with local government education authorities, denominational accreditation acknowledges the aspect of education as a ministry.

Because of increased interest in education by both public and government authorities, Adventist schools in Australasia have experienced greater involvement by government and state authorities. The church is grateful to government for granting extensive freedom in the operation of denominational schools and recognizing the development and use of specific curriculum materials distinctive to the Adventist philosophy. The freedom to operate schools with distinctive characteristics is cherished by the Seventh-day Adventist Church in the Australasian Division. Both members and leaders are committed to expanding and extending the school program at all levels. □

