
Euro-Africa Division

By Pietro Copiz

The year 1980 represented a turning point for education in the Euro-Africa Division (EUD). Because of the reorganization that took place in Africa, many schools, especially in Cameroon and Madagascar, became part of another division. Consequently—with the exception of Bongo Adventist Seminary, Angola; and the Beira training school in Mozambique—education in the EUD during the past quinquennium was mainly characterized by activities in its European territories.

General Highlights

1. *Accreditation.* Four institutions—the schools in Bogenhofen, Austria; Florence, Italy; Friedensau, German Democratic Republic; and Sagunto, Spain—received initial accreditation. Collonges, France; Marienhoehe, Federal Republic of Germany; and Marusevec (Yugoslavia) had obtained this recognition during the preceding quinquennium.

2. *Religious instruction.* Since many Adventist children do not attend denominational schools, a few years ago EUD churches began to offer weekly Bible courses during the school year. Some countries already have a long tradition in this area; others are barely starting. Considerable efforts have been made to provide adequate textbooks. We expect religious instruc-



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tion to increase systematically until it reaches all EUD children.

3. *Buildings and properties.* Many new buildings and facilities were added on several campuses. At Collonges: a modern library, a radio station, and a language laboratory. At Marienhoehe: a large chapel and a new section of the main classroom building, with science, language, and computer laboratories, as well as TV sets in all classrooms. At Marusevec: a partially completed cafeteria-auditorium building. At Oliveira do Douro (Portugal): a dormitory, library, and new classrooms. At Sagunto: a girls' dormitory and apartments for married students; in addition, important land acquisitions provide room for future growth. Extensive remodeling, considerable improvements and additions were made at the schools located in Barcelona, Bogenhofen, Bucharest, Florence, Friedensau, Madrid, Niscemi (Italy), and Saragossa (Spain).

4. *New schools.* Elementary schools were opened at Funchal (Portugal) and Niscemi; initial programs were started at Santarem and Setubal (Portugal).

5. *Statistics.* The quinquennium saw an increase of more than 18 percent in enrollment, mainly among primary and secondary school students; but the proportion of those coming from Adventist families decreased by more than 9 percent. The number of teachers increased proportionally; however, a larger percentage than before were non-Adventists. In general, though, these persons teach only one or two courses. Baptisms in EUD schools during the quinquennium were estimated at more than 400.

6. *Faculty upgrading* was pursued systematically, with many teachers obtaining prestigious degrees. Teachers' courses and conventions were held regularly at Sagunto and occasionally at Collonges and Florence.

7. *Summer courses* for lay persons, on a three-year cycle, were started at Sagunto and later at Collonges. Other countries plan to follow this example. A number of parents attended education conventions in the German Democratic Republic. Florence pioneered courses for students before they begin studies in public universities.

8. *Spiritual outreach.* Many schools contributed, in various ways, to the "1000 Days of Reaping." Collonges featured multilingual broadcasts and Florence had regular programs on their radio stations. Probably the most

***New chapel, Marienhoehe Seminary,
Darmstadt, Federal Republic of Germany.***

touching project was started by Bongo students who chose to evangelize a heathen village near which some workers and students had died in a mine explosion.

9. *Other firsts* include an educational newsletter published twice a year during the quinquennium; a contest-winning educational poster printed in six languages; and the establishment of division and union boards of education, as well as national curriculum committees.

Local News

1. *Bogenhofen*. The "Oberstufen-realgymnasium" (upper high school level) was introduced in 1984. A two-year business program (secondary level) received official recognition. Sauna facilities are a unique feature. A lampshade industry, initially started at Collonges, offers partial employment to many students.

2. *Collonges*. Through an official agreement with the University of Strasbourg, students of the Faculte Adventiste de Theologie can obtain the official Licence and Maitrise en Theologie granted by the French government.

3. *Czechoslovakian Bible Seminary*. A new theological program was established on a correspondence/monthly consultation basis. All teachers are also pastors or occupy other church positions. The first graduates have already entered denominational work.

4. *Florence*. The school's choir, under the direction of Mrs. Gisela Winandy, performed before large audiences in many Catholic cathedrals. A new president, Dr. Raul Posse, has been called to replace Pierre Winandy.

5. *Friedensau*. The seminary enhanced its international character with a regular influx of students from Angola, Mozambique, Czechoslovakia, the Soviet Union, and Yugoslavia (as well as from Brazil and Switzerland). The school's choir has made some memorable performances.

6. *Marienhoeh*. The "Lernboerse" (learning exchange), a richly diversified adult education program, is among the most successful community outreach projects going on at the school. A church growth center for German-speaking countries has been established on campus.

7. *Marusevec*. The third year of ministerial training was officially authorized. A variety of optional fields of specialization, including nursing,

1984 faculty, Czechoslovakian Bible Seminary.

are offered to secondary students.

8. *Sagunto*. The school experienced an extraordinary enrollment growth (65 percent), even without including the new primary school (about 80 pupils). "Granovita," a small affiliate of a health food factory in Germany, started regular production. The prospects for profits and student work are good. A "mini" Ellen G. White Research Center was established in the improved library.

Finally, among the less measurable improvements, there is, in many EUD countries, an increased awareness of the role and importance of Christian education and a renewed commitment to educate all of God's children for the kingdom. □

Lampshade industry, Bogenhofen Seminary, Austria.

Far Eastern Division

By Amos Simorangkir

The countries of Japan and Korea in the north, Malaysia and Indonesia in the south, and a host of other lands in between comprise the colorful, rich, and heterogeneous Far Eastern Division. The peoples are diverse in culture, language, and religion. The countries boast varied climates, geographical characteristics, and natural resources.

While we marvel at the diversity of the nations, we also praise God for the way the gospel transcends national and geographical boundaries, breaking down prejudices and narrow political orientations. We are also grateful that Seventh-day Adventist education has



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taken a strong hold in the lands of our division, so that it is now available in nearly every country.

According to the most recent statistics available, the Far Eastern Division has 27 kindergartens, 453 elementary schools, 19 overseas schools, 131 secondary schools (of which 45 are boarding schools), and 12 colleges. A total of 3,573 teachers minister to the 70,162 students enrolled in division institutions.

The Far Eastern Division's 1984 secondary enrollment (24,581) is the highest of any world division of the church. Seoul (Korea) Academy's 1984 enrollment of 1,164 makes it the largest SDA secondary school. A total of 1,909 students pushed Korean Sahn Yook University (Korean Union College) into first place among SDA union-supported colleges.

Of the ten senior colleges and two extension campuses, and the SDA Theological Seminary, Far East, eight are now accredited by the SDA Board of Regents; two have been recommended for initial accreditation, and the remaining school is only in its third year of operation.

Despite these encouraging statistics, certain problems in education need to be addressed. These include the finan-

cial burdens imposed by inflation; the rapidly increasing cost of manpower, equipment, and maintenance; and government control of school fees. How can schools survive this financial crisis? Many proposals and ideas should be explored. Among these are the following suggestions:

1. Establish new industries and income-producing ventures.
2. Strengthen and if possible increase church subsidies.
3. Promote endowment funding.
4. Encourage alumni support.
5. Seek ways to decrease operating costs.

A second challenge to teachers and administrators is to make our schools truly Adventist institutions, thereby fulfilling our mission and striving to reach church objectives and goals. This includes the areas of character building, education in Biblical health principles, and adequate preparation to meet the manpower needs of church and country.

Our schools are established upon sound educational principles, as delineated by inspiration and practice. Whenever they adhere to these principles, they become a marvel to all around them. Our challenge, then, is to make our institutions truly Adven-