

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

**T**he 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-

tist in theory and practice—to show the world we really practice what we preach. We must not dilute or destroy these principles by combining them with worldly practices. Furthermore, we should not apologize for the unique life-style that is based upon divine principles.

Our campuses must be significantly different from those of secular schools, and this difference must be seen and felt by even the most casual visitor. A different spirit must pervade the classrooms, the hallways, the cafe-

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terias, the dormitories, and the recreation areas.

We feel that the Far Eastern Division is making significant strides to attain the challenges listed above. Evidence of this success is reflected in such encouraging statistics as the increasing number of well-prepared and committed persons who, after receiving their training in the division or with the assistance of scholarships and grants from the church, are now teaching or serving as educational administrators in local fields.

The division maintains ten doctoral and three Master's scholarships for study outside its territory, and 30 scholarships for graduate work within the division. Thanks to this provision, 13 persons have studied overseas and returned to strengthen our educational and administrative staff. In addition, 51 persons have acquired a Master's degree within the territory and are now employed in various educational positions.

Because of the commitment and Christian example of our dedicated teachers and other school personnel, more than 10,000 students were baptized between 1980 and 1984. In some areas, this represents more than 25 percent of the total baptisms for the respective unions! Such statistics encourage us to redouble our efforts to enhance the total educational program of our division, for indeed "In the highest sense the work of education and the work of redemption are one."  
—*Education*, p. 30.

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