



Educating Head, Hand, and Heart

By Phenias Bahimba

“Education and redemption are one and the same.” This was the guiding principle of the Africa-Indian Ocean Division Department of Education throughout this quinquennium, 1985-1990. In keeping with this principle, educational personnel, school staff, faculty, and students were actively involved in Harvest 90 soul-winning programs.

The educational system in the division encompasses four institutions of higher education, 36 secondary schools, and 375 primary schools. Our educational institutions have been evangelistic centers, and the Lord has richly blessed the teaching ministry in the division. During the quinquennium 20,175 people were baptized through the activities of faculty and students.

In 1985 81,879 students were enrolled in the Africa-Indian Ocean Division school system. The number rose to 100,567 for the school year 1989-1990. However, the enrollment increase has not kept pace with the church growth rate. At the end of 1985 the division church membership was 544,637. At that time the ratio of members to students was 15 to 1.

As of September 1989, the total division membership had grown to 759,827, an increase of 40 percent. Currently the member to student ratio is 10 to 1. While membership has increased by 40 percent, school enrollment between 1985 and 1989 increased only 23 percent.

Higher Education

Adventist Seminary of West Africa now in its 31st year, is the oldest Seventh-day Adventist institution of higher learning in the Africa-Indian Ocean Division. In 1975 the seminary became affiliated with Andrews University. This affiliation opened the door for the graduates not only to earn an Andrews University degree, but it also facilitated their entry into other colleges and universities in Africa and abroad.

The seminary offers Bachelor of Arts degree programs in theology and religion. Students enrolled in religion have a wide choice of minor areas: Business administration, biology, home economics, English, and history. These study offerings give Adventist Seminary of West Africa the opportunity to prepare students for a variety of careers, as many with degrees in religion have pursued advanced degrees in their minor fields of study.

During the quinquennium it became apparent that we needed better educated gospel ministers, corresponding to the increasing proportion of a well-educated laity. The division signed an agreement with the Seventh-day Adventist Theological Seminary at Andrews University,

for an extension program offering a Master of Arts degree in pastoral ministry. Its purpose is to bring advanced professional studies within the reach of the individual minister. The program aims to provide present and future ministers, administrators, and leaders at all levels with the necessary expertise to enhance their effectiveness.

Fifty-five people have enrolled in the Master's degree program in pastoral ministry at the seminary, which is heavily subsidized by the division. They have attended three three-week sessions each year since it started in June 1988, and are already more than halfway to completing their degrees. They have been able to study near home, and at a very minimal cost, yet have been able to acquire quality education and skills provided through interaction with top professors of the Seventh-day Adventist Theological Seminary.

The project has also induced the

division to greatly expand its theology library holdings. Further library development is planned, in preparation for the Master's degree in religion, which will be offered for resident students at the seminary in the near future.

Adventist University of Central Africa (AUCA), was established in March 1988 with the securing of a charter jointly signed by the government of Rwanda and the Seventh-day Adventist Church. The government committed itself to provide land and to recognize degrees and diplomas bestowed by the university. The church was required to follow the national law pertaining to higher education and to secure prior approval of its programs from the Ministry of Higher Education.

In February 1988 the Rwanda Ministry of Higher Education sent a high-level team of experts from various fields of study to evaluate the university. Their highly positive 195-

page report recommended that the university be officially recognized. As a result, in June 1988, the first graduates of the university were granted degrees, signed by the government minister of education in the name of the president of the republic.

AUCA offers bachelor's degree programs in the following areas: theology, business administration, education, math-physics, biology-chemistry, public health, technology, and agriculture. Postgraduate programs are under serious consideration.

Intensive campus development occurred between 1985-1990 at AUCA. Some of the major new buildings are as follows: business office, classroom building, science block, first part of the women's dormitory, and married students' houses. A new men's dormitory is now under construction.

The enrollment at the university has shot up from 183 last school year



to 322 the first semester of the 1989-1990 school year, an increase of 76 percent. The number of female students has risen dramatically, from three in 1984-1985 school year, to 66 during the current school year.

Today, the school's well-trained alumni ministers, teachers, and accountants are living testimony to the Adventist Christian education in French-speaking Africa and the islands of the Indian Ocean.

Valley View College, a junior college in the West African Union, serves Gambia, Sierra Leone, Liberia, and Ghana, countries that collectively had an Adventist membership of 149,583, as of September 30, 1989. In October 1985 the enrollment at the college was 32 students, but by the beginning of the 1989-1990 school year the number had risen to 93. In 1985 the school operated in scattered rented buildings, situated approximately 17 kilometers from the center of Accra, the capital of Ghana.

During this quinquennium a new 476-acre site was purchased at Oyibi, 35 kilometers from the center of Accra. The land will accommodate school buildings, faculty homes, and provide an area for crops such as tomatoes, cassava, beans, onions, corn, watermelon, eggplant, and carrots. Temporary classrooms, dormitories, and a library were built early in 1988 and students moved to the new campus in October 1988.

Some of the Valley View College graduates are now serving in the field, while others have gone for further studies in various institutions in Africa and abroad. Plans are underway to develop the campus on the new site and to improve school facilities, with the expectation of hooking up to government supplied water and electricity. Serious consideration is also being given to upgrading the school to senior college status.

New School

A new secondary school, Collège Adventiste de Yaounde, opened in Yaounde, the capital of Cameroun, in 1987. The building has 14 classrooms, offices, and a large workshop room. Enrollment for 1989-1990 was 850.

Schools Upgraded

Nine secondary schools were upgraded to full secondary school status: Collège Adventiste de Kribi in Cameroun; Collège Adventiste d'Antarandolo in Madagascar; Collège

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Adventiste de Bouaké in Côte d'Ivoire; Collège Adventiste de Rwankeri (the school was already authorized by the church but now has been officially recognized by the government); Institut Utazame and Institut Nuru-Bigobo, both in Zaire; and Monrovia Adventist High School, Bassa SDA High School, and Sanni-quellie Adventist High School, all in Liberia.

This upgrading will make it possible for more young people to become eligible for college studies.

Head-Hand-Heart Education

Work-study programs have been promoted in the division rural and urban secondary and primary schools. Institutions have begun school gardens where they grow vegetables and fruits. Typical examples are found at Collège Adventiste de Gitwe in Rwanda; Collège Adventiste Soamandrarinny in Madagascar; Seminaire Adventiste de Nanga Eboko in Cameroun; Institut de Lukanga in Zaire, to name a few.

The economic situation has

affected the viability of industries at Adventist Seminary of West Africa. However, the farming has continued and the bakery has been reopened. These supply the college needs, and plans are underway to extend the service to the surrounding community.

The Adventist University of Central Africa has set the tone in training the whole person—head, hand, and heart. A work-study program has been organized in plan categories A to E. Each student, regardless of his economic status, is required to participate in the work-study program at least six hours per week; this is for Plan A. Depending on their financial situation, students can choose a plan that gives them the opportunity to meet this need.

A work-study program being implemented at Valley View should revolutionize the way students meet their financial responsibilities. The large farm at Oyibi, when fully developed, will allow students to pay their bills while learning to appreciate the dignity of labor.

International Year of the Adventist Teacher

In 1988 the division department of education prepared a 42-page booklet entitled "Philosophy, Objectives, and Selected Concepts of Adventist

Christian Education." This booklet was printed in both French and English, and distributed to all Adventist teachers around the division, from primary to university level. It was the basis of teachers' seminars in 1988 and 1989, where it helped to clarify and deepen teachers' understanding of Christian education, its *raison d'être*, and ways it can be put into practice.

Early this year, the book *Education* by Ellen G. White was offered to each Adventist school teacher, which together with the booklet, will continue to assist our teachers in preparing the youth for the Lord's service and for His kingdom.

Improvement of Secondary School Facilities

Secondary schools are mission/union institutions. However, in January 1990, the division, being aware of the special and specific needs in certain schools, made a grant of U.S. \$10,000 each to five schools in five different unions. The funds were allocated as follows:

1. Collège Adventiste de Kribi, Cameroun, Central African Union: to build an administrative office for the school.
2. Collège Adventiste d'Antarandolo, Madagascar, Indian Ocean

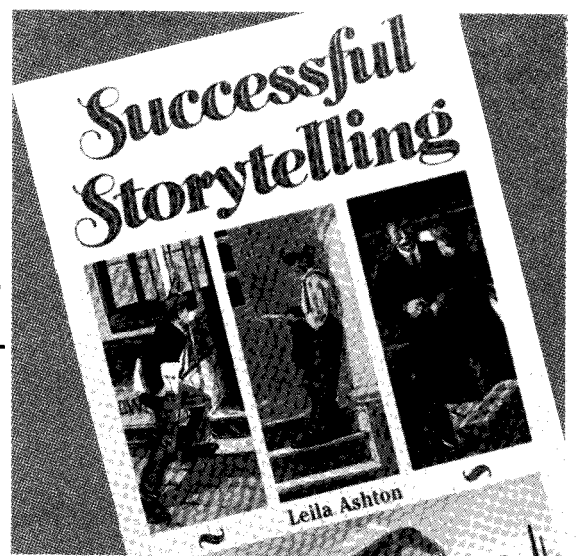
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Union: to improve its classroom buildings.

3. Collège Adventiste de Rwanakeri, Rwanda Union: to complete construction on the men's dormitory.
4. Institut de Bandal, Kinshasa, Zaire Union: to remodel its classroom building.
5. Togo Mission, Togo, Sahel Union: to begin plans for a new secondary school in Lome, Togo.

During the past quinquennium, the education work in the Africa-Indian Ocean Division has expanded and consolidated. Many of our schools have so excelled that they received monetary rewards from their governments. Spiritually, our schools have become more aware of their role as Christian institutions in the church and the community. Throughout the division teachers and administrators have achieved a growing appreciation of the *raison d'être* of our school system. We praise the Lord for His guidance. □

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English, math, biology, industrial technology, and nursing. Except for nursing, all are affiliated with Andrews University. Again with the exception of Zimbabwe, all degree majors offered at UEA are recognized in the countries of Eastern Africa. According to the *Kenya Daily National*, Friday, September 22, 1989, The UEA was included in the list of recognized private universities in Kenya. The university is therefore seriously seeking a charter from the Kenyan Government.

New buildings

Construction of a large three-level administration building, made possible by a donation from National Cash Register Corporation, is the most visible evidence of the collegiate atmosphere of the Solusi College campus. Exeley Hall, named in honor of the chairman of the board of National Cash Register, provides spacious accommodation for administrative offices, a computer center, an assembly hall, and a temporary recreation center. Several apartments for married students have also been built during this same period from the Thirteenth Sabbath Overflow Offering.

Spiritual activities

Nearly all school campuses—primary, secondary, college/univer-

sity—have been actively involved in off-campus evangelistic activities involving students, faculty, and staff. These activities include a weekly prison ministry, local evangelistic crusades, and supervised involvement in the practical life of neighboring churches. On-campus ministries feature an annual Week of Prayer conducted by a guest speaker, a yearly student Week of Prayer, and active prayer bands. As a result, a number of non-Adventist students have been baptized during their study in our schools.

Conclusion

Our schools in the Eastern Africa Division have identified reforms that will help our teachers provide meaningful learning activities to meet the needs of students and communities.

We seek to personalize Seventh-day Adventist education, and will make serious efforts to draw educational strength from the needs and ideas of teachers, local education secretaries, students, and communities. We will encourage every worker to invest time, energy, and imagination to achieve greater productivity. This will help our students achieve their goals and prepare them to meet our soon-returning Saviour. □

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great plan."³⁵

Equity for Teachers

The church's response brought equity to church school teachers. As full-fledged denominational workers, they were soon salaried at the rate of the licensed ministry. Adventists had adopted the philosophy that church school teachers deserved moral and financial support just as did ministers. It was as important to instruct the church's children in scriptural principles as to teach those doctrines to adults.

As a result of the church's ongoing decisions and actions relating to education, Adventists became committed to corporate support of church schools and equitable pay for teachers.

During this period the philosophy prevailed that church school teachers performed a ministry similar in importance to that of the minister. Indeed, Ellen White had emphasized, "The work of God in all its wide extent is one."³⁶ That philosophy continues to this day. The Autumn Council of 1913 formalized the financial implications of that philosophy:

We believe that the remuneration of all should be equitable and just to all; that there should be no discrimination in favor of a certain class, nor against those whose line of work does not yield large direct returns in money. Faithful, painstaking, efficient workers in every part of the world, and in every line of work should receive a remuneration that will be fair and equitable.³⁷ □

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NOTES AND REFERENCES

¹ J. G. Lamson, "Organization of Church Schools," *West Michigan Herald* (September 28, 1904).

² Frederick Griggs, "Department of Education Biennial Report for the Period Ending Dec. 31, 1904," at 1905 GC session, *Review and Herald* (May 18, 1905).

³ W. C. White letter, October 23, 1899, quoted by William Covert, "Testimonies Concerning the Support of Church Schools," *Wisconsin Reporter* (November 2, 1904).

⁴ Ellen G. White, *Testimonies for the Church* (Mountain View, Calif.: Pacific Press Publishing Assn., 1948), vol. 6, p. 142. While the church thus is ever to be innovative, it can benefit from some of the useful concepts that were considered in the early years of the 20th century as it embarked upon a wide-scale church school movement.

⁵ Soon to be entitled *Christ's Object Lessons*.

⁶ Ellen White statement, January 23, 1900, published in *Advocate of Christian Education* (April 1900).

⁷ Ellen White article read at 1900 Teachers' Conference, published in *Advocate of Christian Education* (July 1900).

⁸ Ellen White, "The Need of Church-Schools," *Pacific Union Recorder* (November 21, 1901).

⁹ *Ibid.*

¹⁰ Ellen White, "Offerings," *Pacific Union Recorder* (October 24, 1901).

¹¹ *Testimonies*, vol. 6, pp. 217, 211, 145.

¹² *Ibid.*, p. 162.

¹³ Source material for this section is taken from the *1899 GC Daily Bulletin*.

¹⁴ Considering that the total tithing income for the church that year was \$490,000, the enormity of the educational debt can be seen in perspective.

¹⁵ Proceedings of the 1889 General Conference session, October 31, 1889.

¹⁶ P. T. Magan to Ellen White, July 19, 1901.

¹⁷ *Ibid.*

¹⁸ "Support of Schools," *Advocate of Christian Education* (January 1903).

¹⁹ H. A. Washburn, *Bulletin of Conference of Church School Teachers*, 1900, pp. 201-202.

²⁰ *Ibid.*, p. 226.

²¹ *Ibid.*, p. 33.

²² P. T. Magan to Ellen White, July 31, 1901.

²³ *Ibid.*

²⁴ *Ibid.*

²⁵ E. A. Sutherland to Ellen White, July 31, 1901.

²⁶ P. T. Magan, "Organization of the Educational Work," *Advocate of Christian Education* (May 1902).

²⁷ Ellen G. White, Letter 67, 1901.

²⁸ Ellen G. White, Ms. 67, 1901, p. 4.

²⁹ "Conference Proceedings: Recommendations," *Advocate of Christian Education* (October 1902).

³⁰ "Report of First Annual Conference of Southern California Conference," *Pacific Union Recorder* (November 6, 1902).

³¹ *1903 General Conference Daily Bulletin*, pp. 177, 178, 183.

³² Frederick Griggs, "Convention of the Educational Department of the General Confer-