

# Is the Dream Still Alive?

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"I have a dream. . ." Martin Luther King, Jr. intoned from the steps of the Lincoln Memorial in Washington, D.C., on August 28, 1963. He dreamed that races locked in generations of bigotry and hate would break free and live in peace and harmony. He dreamed that the words in his country's Declaration of Independence, ". . . all men are created equal. . ." would at long last become a reality.

A tiny group of committed Christians living in the 19th century had a dream, too. In 1872 they gave birth to their dream by establishing the first Seventh-day Adventist school to educate the youth of the church. They dreamed that "this gospel of the kingdom" would be preached to all the world through the mission and message of youth rightly trained. Their dream produced the educational system of our church, which today spans the world field.

Is this dream still alive? The dream that Adventist education would equip our young people to proclaim the three angels' messages to a world in the death-grip of sin? The dream that education by committed, dedicated administrators and teachers would transmit the reality of a living and soon-coming Saviour to the children of the church?

As Adventist educators we need to ask ourselves, "Is my dream still alive? Do I find myself year after year committed to the dream that called me into the ministry of teaching?" A conversation with an Adventist parent whose child attended the local public high school jarred me from my complacency. He asked, "What would my son get from you that he can't get in the school he attends?" My immediate response included such things as a Bible-based curriculum, individual attention from teachers who were guided by the principles of Christianity, and a biblical perspective for resolving life's great issues. Reflecting later on my answer, I had to admit that none of these occurred consistently from teacher to teacher or class to class in the Adventist schools I had visited. Can we make them consistent in our schools worldwide?

Valuegenesis survey results have caused Adventist educators to look seriously at what happens in our schools; to ask sobering questions about the effectiveness of our system. Millions of dollars are invested each year in the dream of Adventist education. Is it paying off? What should the parents, who sacrifice to send their children to us, reasonably expect?

Although diverse, the authors who contributed to this issue of *The Journal of Adventist Education* share a common belief: Integration of faith and learning is vital to every subject, activity, and interaction of Adventist education. It is an essential part of transmitting our dream. Some of the articles offer practical suggestions to help teachers integrate private and corporate faith into their specific content areas. We hope these topics will challenge you to incorporate the uniqueness of Seventh-day Adventist Christianity into your interaction with students inside and outside the classroom, thus bringing them into a saving relationship with Jesus Christ. We also hope the suggestions in this issue will inspire you to discover methods that work for you and to integrate them into your own teaching so that the dream will live on in the next generations, as they become the dreamers of tomorrow.

*Where there is no vision, the people perish (Proverbs 29:18, KJV).* ☞

*The coordinator for this issue, Kathy Saunders Goddard teaches English and Bible at Highland View Academy, Hagerstown, Maryland, and is a member of the JOURNAL's advisory board. Mrs. Goddard previously taught at the elementary level, and wrote the seventh-grade Bible textbook, God Is the Victor. The staff of the JOURNAL expresses its appreciation for her enthusiasm, hard work, and commitment, without which this issue on integrating faith and learning would never have become a reality.*

**BY KATHY SAUNDERS GODDARD**