

# North American Division

## *Adventist Education— Better Than Ever!*

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Gilbert Plubell

Gordon Madgwick

**S**eventh-day Adventist education continues to be a vital part of the life and mission of the church in the North American Division. As we near the dawn of a new century, church leaders—from division officers to teachers at all levels to local school boards—are striving to make Adventist education better than ever!

### **PRIMARY AND SECONDARY EDUCATION**

Total enrollment for schools in the division is higher this year than in the past five-year period, while academy enrollment, while remaining steady, has not increased.

### **Service Projects**

Preparing for the future does not mean abandoning methods that have been successful in the past. One such

activity is the inclusion of local service projects in a school's curriculum, which trains young people to have a strong impact on the quality of life in their communities. The NAD Office of Education, K-12 continues to encourage all schools to be actively involved in a number of outreach/witnessing programs and projects. It is exciting to see the large number of schools involved, as well as the work that is being done across the division. The following is just a sample of these endeavors:

- Michigan Conference students are bringing friendship, hope, and service to hundreds through community service and sharing activities—as part of their Bible classwork.

- The Greater New York Conference issued 321 Community Service Awards to elementary students.

- Students at Andrews Academy in Berrien Springs, Michigan, improved the environment by planting 30,000 grass seedlings to control erosion of the sand dunes along nearby Lake Michigan.

- Great Lakes Adventist Academy in Cedar Lake, Michigan, is running an active Bible study outreach program.

- Students in Caldwell, Idaho, use a puppet ministry to share Christianity with other elementary schools in their area.

- Indiana Academy students have found serving others to be a genuinely rewarding life-style through their outreach motto, "Doing Senseless Acts of Kindness."

### **Short-Term Mission Trips**

Young people who have become aware of the problems in the community around them then gain a broader view of ministering to others through mission trips, which continue to be scheduled frequently by many schools in the division. These trips are having a very positive influence on those students who participate, many of whom devote their holidays, home leaves, or other school vacations to these projects. Seeing that this world has many needs leads to a fresh vision of how to

help others through a life of service. Schools that promote short-term mission projects either inside or outside the country find that they not only help the people they are serving, but also create a greater spirit of support among parents, who become more enthusiastic about their school.

### Recognition Awards

Though helping others while spreading the gospel is indeed its own reward, the North American Division does its part to encourage the spirit of Christian service by students in our secondary schools through the "Caring Heart Awards," which are given out annually to one pupil from each of the division's senior academies. This award also has a more tangible benefit: It gives each young person a \$500 cash voucher that can be used toward tuition or expenses incurred on a short-term mission project.

**B**ut students are not the only people whose contributions the division recognizes. Each year, some of the teachers who are dedicated to quality Adventist education are honored by the "Thomas and Violet Zapara Excellence in Teaching Awards" program, which annually provides a \$1,000 award to 73 exemplary elementary and secondary

teachers. Funded by a generous gift from Adventist education supporters Thomas and Violet Zapara, these awards are given based on the following criteria: spiritual credibility, respect of peers and administrators, concern for students, competence in teaching, commitment to quality education, professional development and participation, involvement in the church and community, and current denominational certification.

### Division-Wide Meetings

NAD education leaders also believe that excellence is enhanced through the efficient coordination of educators' work across the division. To accomplish this goal, two special

meetings were held during the past five years.

The Association of Seventh-day Adventist School Administrators (ASDASA) holds a major conference every three years for all Adventist educational administrators, including those from the colleges and universities involved in teaching school administration. The most recent of these events was held in February of 1993 in Las Vegas, Nevada, with "Creating the Future" as its theme. Along with presentations from several outstanding speakers, group seminars dealt with a wide variety of topics ranging from sexual harassment to community marketing.

One year later, nearly 300 school administrators attended a special conference for Bible teachers, chaplains, and principals held at La Sierra University in California. "Reflecting and Affecting God's Kingdom" was the theme of its five-day program.

### Curriculum

Another major function of the North American Division Office of Education is to manage the transition from the past to the future of Adventist education by coordinating production of Christ-centered curriculum materials and textbooks. Having successfully met these needs in the past, NAD education leaders have been preparing for the

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*Students from Greater Boston Academy (Stoneham, Massachusetts) help with the Boston van ministry.*

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*Students from senior Bible class at Auburn Adventist Academy (Auburn, Washington) assist pupils with special needs at an Indian reservation.*

*Education and counseling psychology students from Andrews University work with at-risk students in nearby Benton Harbor, Michigan.*

future through the following projects, which were completed during the past quinquennium or are currently in process:

- New science-health textbooks for grades five through eight. (The last book will come off the press in 1996.)
- New books for Bible classes in development. The first book for grade nine will be available for the 1995-1996 academic year, while new materials for elementary Bible courses will be ready for use by the 1996-1997 school year.
- Small-schools materials.
- New curriculum guides that have been developed or revised into new user-friendly formats.

### Curriculum Futures Commission

In a related development, the Curriculum Futures Commission was established by the NAD Board of Education, K-12 at the recommendation of the union directors of education and the curriculum associates. With all that is going on in the world of education—restructuring ideas, course requirements, and innovations—it was deemed essential to give in-depth study to Adventist K-12 education in North America and make recommendations for change. We believe that this commission could very well set the direction for Adventist education as we enter a new century.

### NCPSA Accreditation

Another step into the future was taken in the fall of 1994. After years of planning and months of evaluation, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (formerly known as the Board of Regents) became a fully recognized member of a national body designed to accredit such groups. This occurred when the Washington, D.C.-based National Council for Private School Accreditation (NCPSA) voted to recognize the church's ac-

creditation program and grant full approval to its organizational structure, standards, and accreditation procedures. Adventist-accredited schools now enjoy the benefits of national recognition for our school programs.

### Educators Online

The development over the past few years that could have the most significant impact on Adventist education is the tremendous advance in computer-related technologies. In order to fully utilize this exciting new resource for teachers, the division has joined many other Adventist institutions on the

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*Adventist teachers like this one at Union College (Lincoln, Nebraska) take a personal interest in each student.*

CompuServe online computer bulletin board service.

**A**long with the availability of its education library and conference rooms, CompuServe also provides the opportunity for dialogue with fellow colleagues, as well as church news and updates. The office of education is sponsoring call-in conferences with education and church leaders, as well as posting documents and other relevant information in the Education Library of the SDAs On-line service.

### HIGHER EDUCATION

The advancement of our primary and secondary schools is echoed by

the division's institutions of higher learning. It is easy to take familiar and everyday things for granted, but it is difficult to imagine what the Seventh-day Adventist Church in North America would be like if its colleges and universities had never existed. In brief, these institutions have played and continued to play a major role in preparing the church for the continuing challenges of the future. As they do this, there can be no doubt that the church's significant investment in higher education is not just thrown to the four winds; it is returned to the church many times over.

### Meeting the Challenges

The church and its colleges and universities must respond to the extraordinary changes of this global age and to a multicultural, ecologically threatened world.

In the 1980s, the United States saw diminishing student enrollment in higher education and faced the grim fact that education costs were rising faster than the technology-driven general economy. Nevertheless, the three universities, nine senior colleges and two health-care two-year institutions of the North American Division have reflected a

remarkable and dynamic record of health and vitality.

These schools serve a large and diverse number of students and are geographically scattered across North America from College Heights, Alberta, Canada, to Orlando, Florida, and from South Lancaster, Massachusetts, to Loma Linda in California.

All of these schools are committed to offering the finest possible educational experiences in the context of the values undergirding Seventh-day Adventist beliefs and traditions. The quality and diversity of these institutions make them a rich treasure for the church at large and for its global mission.

Despite increased costs and depressed regional economies, the

overall head count and full-time equivalent enrollment statistics for the division's colleges and universities in the past five years show modest increases.

### **Student Missionaries**

In just one of the many available service opportunities, more than 1,240 students from North American colleges and universities during the past five years have served officially in overseas student missionary positions—true partners in the service of the church and Global Mission.

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### **Marketing for the Future**

A new cooperative marketing program for all our institutions of higher education in North America, COLLEGENET, was implemented in December of 1994 with a mailing of 10,000 recruitment magazines to academy and high school students. To date, the mail-in cards received from this magazine have exceeded all expectations and offer hope for future enrollment increases.

*Students from Pacific Union College (Angwin, California) prepare food for the homeless.*

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### **Adventist Colleges Abroad**

The same spirit of cooperation among NAD colleges and universities supports the Adventist Colleges Abroad program, which helps students acquire language skills, cross-cultural sensitivity, and a global outlook on life with a sense of mission to other people in the world.

ACA programs provide specifically designed educational opportunities on nine beautiful campuses around the world—in Argentina, Austria, Brazil, France, Greece, Italy, Kenya, Singapore and Spain. Each year, some 200 pupils in North America from nearly every church college take part in Adventist Colleges Abroad programs.

*Oakwood College (Huntsville, Alabama) pastoral ministry student visits a nearby hospital.*

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### **FACING THE FUTURE**

Even though Adventist educators across the North American Division have made significant progress in many areas, they must still confront the difficulties of preparing for the future needs of students at all levels. Teachers and other leaders across the

*Students at Tualatin Valley Junior Academy (Oregon) display quilts they made for AIDS babies.*

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*Students from La Sierra University (Riverside, California) team up with HeadStart programs for annual Christmas and Easter parties.*

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*Visiting an area nursing home was one of the activities Southern College (Collegedale, Tennessee) students participated in for Community Service Day last fall.*

division are encouraged by the belief that “with such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen and soon-coming Saviour might be carried to the whole world! How soon might the end come—the end of suffering and sorrow and sin!”\*

So how goes it with education in the North American Division? Better than ever!—*G. L. Plubell, Director of Education K-12, North American Division; Gordon Madgwick, Director, Board of Higher Education, North American Division; with editorial assistance from Randy Hall, an assistant in the Communication Department in the Columbia Union Conference, Columbia, Maryland.*

\* *Ellen G. White, Education (Mountain View, Calif.: Pacific Press Pub. Assn., 1903), p. 271.*

*Students from the Lafayette, Indiana, SDA elementary school create greeting cards on the computer, then give them to nursing home residents.*

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*Students and staff from Auburn Adventist Academy (Auburn, Washington) pose at the beginning of the first student mission trip from the United States to Vietnam.*

# Columbia Union College Students Perform at Carnegie Hall

**S**ing *pineapple*,” John Rutter said, addressing the 280-member choir before him. The internationally acclaimed conductor and composer was urging the mass choir to substitute “pineapple” for Latin words to perfect the rhythm of a triplet. “Next time we’ll do it with the correct text,” he promised, stressing that it was important not to rush the timing. Fifty-three members of the Columbia Collegiate Chorale from Takoma Park, Maryland, joined the other voices as they rehearsed for a concert at Carnegie Hall in New York City.

The following evening, November 21, the mass choir sang the perfected triplet in the original Latin before an appreciative audience. The program for the evening featured Rutter’s work, *Requiem*, and the orchestral world-premiere of *Christ Is Born*, a work by conductor and composer Jonathan Willcocks. The New England Youth Ensemble of Columbia Union College, led by Virginia-Gene Rittenhouse, provided the orchestration for the concert.

Along with their regular rehearsals, CUC students had prepared for the November 21 performance with two days of intensive rehearsal with both conductors. The ensemble and chorale, which joined with eight other choruses from around the United States to comprise the mass choir, rehearsed separately with each conductor, coming together for a dress rehearsal on Monday afternoon in the concert hall.

“It was very exciting to work with

John Rutter,” says chorale member Larry Karpenko, a pre-physical therapy major. “He made us work hard, but it really paid off. When the sopranos began singing the first part of *Requiem* in Carnegie Hall, it was so beautiful I almost couldn’t sing my part.”

Rutter’s compositional career has embraced both large- and small-scale choral works, various orchestral and instrumental pieces, a piano concerto, two children’s operas, music for BBC television, and special works for such groups as the Philip Jones Brass Ensemble and the King’s Singers.

Jonathan Willcocks’ *Christ Is Born* is a celebration of the festival of Christmas. The musical tapestry of the work is woven with traditional carols and Willcocks’ new musical settings. Willcocks is currently the conductor and musical director of the Portsmouth Choral Union and the Chichester Singers, and is director of the junior department at the Royal

Academy of Music, one of London’s most prominent music conservatories.

CUC students enjoyed the time they spent with Willcocks. Ensemble member and music major Susie Amorim, who played a flute solo in Rutter’s *Requiem*, describes Willcocks as a “worker-friendly” conductor. “His attitude was ‘Let’s have fun—and make great music,’” she says.

**C**horale member David Fales, an education and psychology major, gave the whole weekend a four-star review: “It was really a once-in-a-lifetime experience to get to sing under the people who composed the music you’re singing,” he says. “They can tell you every little detail you need to know to make everything fall into place during the performance. It was a wonderful opportunity for us.”—Wendi Calbi, *Public Relations Assistant, Columbia Union College.*

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*Composer John Rutter directs the 280-voice chorale at Carnegie Hall.*

# Florida Hospital College of Health Sciences Trains for Service

**W**hat do you mean, the *new* Florida Hospital College? I graduated in nursing from here 50 years ago.” Returning for a tour of her alma mater in Orlando, Florida, the silver-haired woman looked out over the campus, saw a brand-new building where the old church used to be, and wondered what her guide was trying to tell her.

She was right. And 50 more nursing classes have graduated in the years since she left. The tradition of the very best in nursing education has continued to build through all those years.

However, her guide was right, too! This is a new college, the first new Seventh-day Adventist college in North America in more than a quarter of a century. Florida Hospital, with its long tradition of support for allied health and nursing education, established Florida Hospital College of Health Sciences, in Orlando, Florida, as a two-year, associate degree-granting college. Its first class graduated in May 1994.

The new college offers five areas of concentration: registered nursing, practical nursing, radiography, sonography, and radiation therapy. Only radiation therapy is a new program. Nursing had been offered on the Florida Hospital campus for more than 80 years under the auspices of Southern College of SDA in Collegedale, Tennessee. Radiography, sonography, and practical nursing also had been available for some time on the campus as hospital-based programs.

The question most often asked in planning the new college were: “Why start a new college? There are already too many SDA colleges in North America. Southern College is a fine institution serving Florida and the rest of the Southern Union.”

Good question; yet there were many excellent reasons for opening an additional college. Two of the courses of

study then offered by the hospital were being pressured by their professional organizations to move into college-accredited programs. A third program, nursing, was already offering full college credit through an affiliation with Southern College while scheduling all classes on the Florida Hospital campus.

In addition, many college-age Adventist students sought college work locally, delaying enrollment at a church institution or bypassing such attendance completely. These institutions offered sound academic programs but, especially in the allied health and nursing areas, could not offer the spiritual dimension that Adventist institutions stressed. With 7,000 SDA families living in the Orlando area, Florida Hospital was actively seeking to offer more of these students a spiritual experience.

**F**inally, the hospital’s reputation for excellence in all phases of medical activity ensured that a college affiliated with the hospital would have wide acceptance as a premier health-education institution.

So the decision was made to establish Florida Hospital College of Health Sciences, an independent arm of Florida Hospital. The response has exceeded its founders’ expectation. Initial enrollment was 241 students, which has grown to 270-300 students per semester.

How good is the program? The passing rate on national board exams in the first graduating class exceeded national averages in each curriculum, and 100 percent of graduates in nursing, radiography, and radiation therapy passed board exams on their first attempt.

Every SDA college has an additional area to evaluate: How well is the college enhancing the spiritual growth of its students? To meet this challenge, the college requires all students to take six hours of religion courses, choosing

from among such traditional courses as “Seventh-day Adventist Beliefs” or “Life and Teachings of Jesus” or such specialty courses as “Death and Dying” or “Bioethics,” courses designed specifically to aid the healthcare provider. A course in “Christian Life-styles” is also offered as a result of student requests for opportunities to explore the effect of Christianity on one’s social, physical, spiritual, and professional life.

In addition to these course requirements, a weekly chapel is mandatory for all students and a series of religious experiences is available on a voluntary basis.

With less than 30 percent of the student body being members of the Seventh-day Adventist Church, these experiences, required and voluntary, are designed to help every student grow spiritually and to develop the dimension of their professional practice that makes Christian healthcare unique.

These spiritual activities are accomplishing their purpose! For example, a number of students and faculty have been baptized. However, perhaps the clearest evaluation yet came from a father who accompanied his daughter (a high school senior) to a recent open house attended by more than 400 prospective students. He said, “We live very close to one of the local community colleges, which offers the same program as our daughter is looking at here. But we are told if you want the very best in healthcare education, go to Florida Hospital College; and you will get it in a good moral and religious environment. That’s why we want her here.”

That is what Florida Hospital College is all about.

An old school? Yes! A new college? Yes! Educational programs as new as tomorrow, tried and proved over many yesterdays.—Robert Williams, Assistant to the President for Educational Research, Florida Hospital College of Health Sciences.