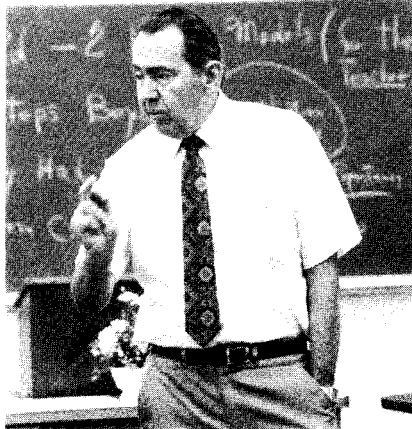


College Teachers Study Techniques for Integration of Faith and Learning

The first annual Institute for Christian College Teaching selected 19 participants for its June 13-30 session at Union College in Lincoln, Nebraska.

With detailed applications from candidates, which included proposals for study papers, the ICCT selection committee reviewed prospective participants in early January, selecting them on the basis of their professional qualifications and on the quality of their proposed papers. In addition to other qualifications, the committee wanted a group of college teachers representing as many NAD colleges as possible, consist-



Dr. George Akers, General Conference Director of Education, makes a point.

ing of both men and women and a mix of academic disciplines and ethnic groups. In the end, eight North American colleges and Newbold College (England) participated.

The institute's origin is interesting, if not dramatic. About 18 months ago, George Akers, head of the General Conference Education Department, and John Wagner, president of Union College, shared adjacent airplane seats. In their short flight together, they began to discuss the integration of faith and learning.

Their conversation expanded to the possibility of holding an ongoing institute dedicated to fostering this integration on SDA college campuses. Although the integration was already often done well, even expertly, both men nevertheless saw a need to do it better. This need,



An international group of students from Brazil, Germany, the U.S., West Indies, France, Nigeria, Canada, and Great Britain are the first to participate in a full-time master's program in education offered at Newbold College, Bracknell, Berkshire, England. Four students graduated from the program in 1988. Last year two students completed the program who had been studying for a master's degree during the summers. Pictured above are four of the master's students with Dr. Ole-Christian Bjerkan (center), who has been Newbold's academic dean and director of the M.A. course.

they felt, demanded concerted attention, not just pep-rally emphasis.

As discussion continued, Akers and Wagner conceived a three-week institute where especially qualified SDA college teachers could meet together, listen to integration specialists—both SDA and non-SDA—share cross discipline ideas, react to books, and finally themselves present papers for peer critique.

But this dream “planned in the clouds” needed some down-to-earth funding. To show its support, the General Conference promised a subsidy, but the bulk of the funding came from private donors who too were convinced of the need to give the best professional help possible to ensure increased skills in integrating faith and learning on college campuses.

“Too often a teacher thinks he or she has integrated faith and learning when he says a quick prayer at the beginning of class,” Dr. Akers pointed out, “but then the teacher goes on to teach the rest of the class the same way it would be taught in any college classroom in the nation.”

By requiring participants to read and annotate a dozen books prior to the institute, the organizers prepared the teachers for the lecturers, book reviews, discussions, and peer critiques of the institute itself.

Competing world views were discussed first. Then the emphasis switched

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INSTITUTE FOR CHRISTIAN COLLEGE TEACHING

at Union College
June, 1988 Seminar



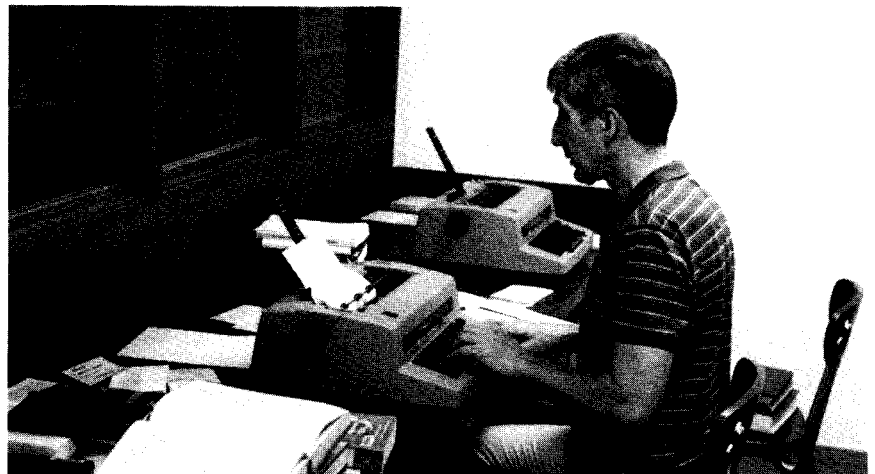
Participants and staff of the first annual Institute for Christian College Teaching at Union College, Lincoln, Nebraska.



Dr. Calvin Seerveld, who teaches esthetics at the Institute for Christian Studies in Toronto, tied together philosophy and the arts in his presentation.



Dr. Wil Clark, professor of mathematics at Loma Linda University, does some research at the library.



Dr. Morris Taylor, professor of music at Andrews University, prepares his paper.

quences and restore human beings to fellowship with Him. Salvation is the restoration of God's sovereignty in human affairs. We can look forward with anticipation to its culmination when sin and death are completely destroyed and God's people are restored to eternal communion with Him.

(Part II, dealing with the doctrines of the Church, Eschatology, and the Sabbath, will appear in the February-March 1989 issue of the JOURNAL.) □

Dr. Richard Rice is Professor of Theology in the School of Religion at Loma Linda University, Riverside, California. He holds a Ph.D. in Christian Theology from the University of Chicago Divinity School, and is the author of several books, including The Reign of God, a college religion textbook.

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- ¹ *Institutes of the Christian Religion*, Book 1, chap. 1, trans. by Ford Lewis Battles (Philadelphia: The Westminster Press, 1960), 1:37.
- ² The Scripture quotations contained herein are from the Revised Standard Version Bible, copyright 1946, 1952, 1971 by the Division of Christian Education of the National Council of Churches of Christ in the USA, and are used by permission.
- ³ St. Augustine, *The Confessions of St. Augustine*, trans. Edward B. Pusey (New York: Washington Square Press, 1962), p. 1.
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⁵ *Institutes of the Christian Religion*, Book 1, chap. i, par. 1, 1:35.

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¹⁰ Dylan Thomas, *The Collected Poems of Dylan Thomas* (New York: New Directions Publishing Corporation, 1957), p. 128.

This continuing education article is adapted from The Reign of God by Richard Rice, and is used by permission of the publisher, Andrews University Press. The book is available for \$23.95 from Andrews University Press, Berrien Springs, MI 49104. Postage is included on cash orders.

NEWS NOTES

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to general academic areas, such as the arts or sciences. During the last week, specific disciplines received attention, with all recognizing that certain subjects lend themselves much more naturally than do others to a faith and learning mix in the

classroom (literature as opposed to math, for example).

In his closing remarks, Dr. Humberto Rasi, assistant director of education for the General Conference, expressed his appreciation for the quality of both the discussions and the papers presented, saying that some of the participants would themselves be lecturers at future institutes.

Union College will continue to host these institutes, where a second session last summer featured an international group of educators. Already the library there has an impressive collection of books and papers on faith and learning integration, a holding that will soon reach a total of several hundred.

But what had the participants themselves to say about the first institute? Unanimous praise went to Dr. Wagner and the whole college staff for providing comfortable accommodations, delicious food, and helpful computer hours and assistance, all in a genuinely hospitable environment.

Several participants acknowledged preinstitute skepticism, wondering if the organizers would make all participants leave thinking the same things in the same ways.

But as one teacher said, "I detected no hidden agenda. Both Akers and Rasi were

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If you wish ½ continuing-education credit (5 contact hours) for studying the article "Bible Doctrines, Part I: The Christian Understanding of God and Human Existence," please fill out the coupon below. Enclose a check or money order for \$15 U.S. made out to Loma Linda University, and mail it to the address below. If this credit is to apply toward the renewal of SDA teacher certification, please fill in the name of the union office to which the report should be sent. You will then receive a packet with instructions and a sealed envelope inside. You will be asked to take the examination in the presence of a witness. This may be a conference education officer, your pastor, or another professional educator.

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demographic factors within and without the church that affect the funding of Adventist education; (2) new strategies to increase funding for all levels of Adventist education so at least 10 percent more eligible students can attend Adventist schools; and (3) a ministerial continuing education series and in-service seminars for pastors, lay leaders, and all church members on stewardship and financing Adventist education.

Models for Listening to Constituencies

Several models for listening to constituencies will be developed during 1988 and 1989. These will utilize effective ways to elicit concerns, values, and recommendations of a broad range of constituency groups. Subsequently to be detailed in facilitators' manuals, these models will be used in training at least one facilitator from each NAD conference to engage constituencies between March 1989 and August 1990 in planning for Adventist education. (Facilitators will be carefully trained persons who help promote the plans prepared by the study groups.)

The listening/visioning sessions are designed to reach out quickly and solidly to key constituencies of the church: youth, parents, teachers, pastors, local and union conference lay, professional educational and church administrative leadership, as well as the grassroots membership of the church. As they meet in visioning conferences, project personnel will seek the guidance of the Holy Spirit, believing that He will lead the membership of the whole church in planning the educational/redemptive mission of the church.

Visioning conferences have three components: reviewing strategic information about Adventist education, setting goals, and determining priorities and directions for specific action plans that will renew and revitalize Adventist education. Plans will (1) commit those involved to make a difference in Adventist education, (2) show constituencies and church leadership that the whole church is responsible for bringing about needed change, and (3) involve constituencies in discussing critical issues relating to their needs, concerns, and hopes for the future. Plans should define priorities, address critical issues, encourage pilot testing of promising new ideas, and facilitate ongoing evaluation.

Several events in the Pacific Northwest, Canada, and the Lake and Southwestern unions have already involved educational leadership, union executive committees, academy principals and Bible teachers, and elementary and secondary teachers. Additional events will involve parents, teachers, students in Adventist and non-

Adventist schools, and pastors and educational leadership in the Atlantic, Southern, and Pacific unions.

Priority topics include ethnic needs, rationale for school/college choice, psychological ownership of and meaningful involvement with local schools, promoting the Adventist educational system and exploration of new strategies for funding Adventist education.

PROJECT AFFIRMATION is designed to assist the church in its battle for the minds, hearts, and souls of its young people, to show young people and their families that the church and spiritual values are relevant to their needs and those of their fellow human beings. It also seeks to ensure that our schools minister to the needs of students and their families as whole persons created in the image of God. We solicit your prayers and your support for PROJECT AFFIRMATION. □

Dr. Charles T. Smith, Jr., is Coordinator, PROJECT AFFIRMATION, North American Division Office of Education. He writes from Takoma Park, Maryland.

NEWS NOTES

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themselves informed but not pushy, were open to differing opinions but yet were convinced of the necessity for a Christian worldview to permeate the college classrooms."

Another participant commented, "I have become aware of a teacher's need to shore up his worldview and his classroom practices."

But the best compliment to the institute came when one teacher observed, "I enjoyed the institute so much, especially the exchanges with all those other teachers, that I'd come again next year if it weren't against the rules."—Wilma McClarty. □

Dr. Wilma McClarty is Professor of English at Southern College of SDA, Collegedale, Tennessee, and a participant in the first Institute for Christian College Teaching.

OF INTEREST TO TEACHERS

Continued from page 42

a projected 24 million Americans—could not identify the United States.

"A separate 81-question test administered to the Americans found similar gaps in knowledge. □

"For example, only half knew the country in which the Sandinistas and Contras were fighting; 25 percent could name the countries that acknowledge having nuclear weapons; and only 15 percent could name the world's largest city.

The study also found that Americans consider map-reading skills more important than the ability to write a business letter or use a computer. But less than two-fifths of Americans consider geographic knowledge 'absolutely essential' to be considered a 'well-rounded individual.'"—*Education Week*, vol. VII, No. 39, August 3, 1988. Reprinted by permission.

State Board Advice on Home Schools

"State education officials should work both to cooperate with the growing home-schooling movement and to set basic standards for it, the National Association of State Boards of Education suggests in a recent report . . .

"The 10-page report is intended only to provide state-board members with background on the issue. NASBE has no official policy on home schools, a spokesman for the group said.

"Among its other suggestions, the report calls on state officials to

"Establish a procedure between public educators and home-schooling parents.

"Define criteria for home schooling at the state level, and apply them uniformly throughout the state.

"Establish regulations to monitor students educated at home but officially enrolled in a private school. Such 'satellite students,' it says, should receive a diploma clearly differentiating them from regular students.

"Require that home-school parents hold at least a high-school diploma or a General Education Development certificate.

"Limit 'process requirements' to submission of a list of texts and materials, a proposed syllabus, or the name of the correspondence course the parent intends to use.

"Require that the results of a nationally normed test as baseline data for each child who will begin home schooling at age 8 or older.

"Require that, during the first two years of schooling, the parent report quarterly on the child's progress to either the state or the district.

"Hold parents accountable for the academic progress of their children by requiring either a yearly evaluation by someone other than the parent, a portfolio of student work, or the results of a standardized test."—*Education Week*, vol. VII, No. 39, August 3, 1988. Reprinted by permission. □