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Institute For Christian Teaching  
Education Department of Seventh-day Adventists

A SELF-STUDY DOCUMENT FOR THE EVALUATION OF ADVENTIST  
HIGH SCHOOLS IN THE NORTHEAST INDIA UNION

by

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## INTRODUCTION

Seventh-day Adventists believe that their students are the children of God, their teachers servant of God. Their schools and colleges are commissioned, therefore, to follow after the mind and will of God, the knowledge of which is communicated by revelation.

The church operates a school system to ensure that its youth may receive a balanced religious, intellectual, vocational, social and physical education in harmony with denominational standards and ideals, with God as the source of all moral value and truth.

Seventh-day Adventists conduct their own schools—Elementary, Secondary and Higher Secondary for the express purpose of transmitting to their children their own ideals, beliefs, attitudes, appreciations, habits and customs.

A true knowledge of God, fellowship and companionship with Him in study and services, likeness to Him in character development are to be respectively the source, the means and the aim of Seventh-day Adventist Education and the purpose of this paper.

Looking at the present conditions and current trends of our educational institutions, it is high time and utmost importance that we have a fresh look at our philosophy of education and see if we fall in line with plans of implementation in our day to day school activities. Failure to do this, on the part of the working staff, makes the school declines and decays. Worst still than that is the ignorance or our philosophy of education and yet professed as teacher working in an Adventist institution. These two negative roles in our schools seem to cause our institutions drifting towards secularism. If we continue to run them as at present trends, sooner or later, the identity of true Adventist school, highly esteemed by general public, will certainly be buried in the dust of secular education. Consequently, it will have no meaning for the Adventists for whom it is basically established. And those who are working in it will feel no sense of being co-labourers with God in His vineyard.

As one cannot help but feel the pendulum of our schools today swings much too far toward in compliance with the world's standard, let us have a closer look at our Adventist philosophy of Education and its implementation with a set of mind for revival and reformation in our respective schools.

OVERVIEW OF THE LAND AND THE ADVENTIST PEOPLE OF THE NORTHEAST INDIA UNION

The Northeast India Union was born in January, 1984. This Union is the youngest in Southern Asia Division. It comprises of seven states of India--Manipur, Nagaland, Assam, Meghalaya, Mizoram, Tripura and Arunachal. The Union has three Sections--Meghalaya Section, Mizo Section, and Manipur/Nagaland Section. It also has one region--Assam Region. Shillong is the headquarters of this Union.

Our hearts have been thrilled to see this baby Union grows up in good health. It is the result of workers and laymen taking part in nurturing the new Union.

In Southern Asia Division, the Northeast India Union is the hardest place to work due to many problems. We have no proper communication. The workers and laymen, who are actively engaged in soul-winning, have to travel on foot miles and miles from one village to another. They have to cross dangerous rivers, jungles and mountains with sweat and yet they find it a pleasure to do it, feeling deeply that they are doing something for the Lord. A pair of shoes does not last more than a year. Most of the time the workers and laymen have to travel alone.

Our workers find themselves very often that it is very difficult to manage with the low salary they receive due to very high cost of living. Our workers are living in the most expensive area and yet God's work has not suffered because of this problem.

STATISTICAL REPORT

	1984	1989
1. Membership	9,951	14,183
2. Tithes	Rs.730,986.00	Rs.2,381,742.62
3. <u>Education</u>		
a) No. of schools	29	33
b) Enrolments	3294	5260
c) S D A Students	852	1560
d) No. of Teachers	161	235
e) No. of Students Baptized	45	127

The Adventist Educational Philosophy is based on the belief that the ultimate purpose of man is to love and serve God and his

fellow men, and that all instructions and learnings must be directed toward helping him achieve that end.

Accordingly, the curricula in SDA schools are designed to instruct the students in a Biblical view of the origin of life of man's duty, and of man's destiny; and to safeguard them from errors arising from humanistic and materialistic world view.

#### SELF-STUDY DOCUMENTS

The following documentary questions are to be answered by the Heads of the Institutions in Northeast India Union for the evaluation of their schools. All the heads of the institutions are expected to answer these questions honestly and to the best of their knowledge and ability. The progress, the standard and the upgrading of their schools will largely depend on the answers they give to the questions therein.

These documents will be administered every five years.

SELF-STUDY DOCUMENTS:

## A. GENERAL INFORMATION

1. The names and official position of the chief administrative officers.
2. Enrolment:
  1. By classes
  2. By sex
  3. By religion (SDA parents, other Christians and non-Christians)
  4. Total (totals for 1,2,3 above should be the same)
  5. Percentage of SDA students
  6. Number of students in the boys' dormitory.
  7. Number of students in the girls' dormitory.
  8. Total number in the dormitories.
  9. Percentage of SDA students in boy's dormitory.
  10. Percentage of SDA students in the girls' dormitory.
3. Provide the following information for each of the local fields comprising the constituency of the institution:
  - a. Membership in the Seventh-day Adventist Church
  - b. Enrolment in the school
  - c. Percentage of membership to enrolment
4. How adequately does the location of the institution serve the constituency?
5. How does the Seventh-day Adventist community in the area served by the school make its desires heard in the operation of the institution?
6. What means does the institution use to communicate with the community? With the constituency? What kind of reaction has been elicited?
7. What service does the institution render to
  - a. The Seventh-day Adventist Community?
  - b. The community at large?
  - c. What has been the reaction of these?
8. In what ways is the institution cooperating with other Seventh-day Adventist schools within and without its area of influence?
9. Give the names(s) of the departments, authorities, or institutions which have granted recognition, approval, authorization or affiliation to the institution.

**B. PHILOSOPHY AND OBJECTIVES**

1. In what ways and to what degree is the guiding philosophy of the institution consistent with the thought and belief of the Seventh-day Adventist Church? How does the institutional philosophy undergird the function of the institution?
2. Do the institutional master plans reflect the philosophy and the objectives of the school
  - a. In the academic section?
  - b. In the property and campus?
  - c. In the financial aspects?
3. What methods are being followed to maintain the objectives up-to-date in order to adjust to changing social and religious conditions and to prepare the institution for its roles in the future?
4. What evidence can be adduced to demonstrate that school objectives are being achieved?
5. To what extent are the school objectives reflected in the specific objectives of
  - a. The academic areas: Schools, levels, or departments of the institution?
  - b. The auxiliary and industrial departments?
  - c. The administration as it makes its plans?
6. To what extent are individual staff members formulating personal objectives to guide them in their specific responsibilities?
7. In what ways does the institution attempt to educate students and staff in the areas in which it establishes policy?
8. How are the following groups involved in the development of the objectives of the institution? How are their opinions used to evaluate and to modify where necessary, the programmes and policies of the institution?
  - a. The academic community
  - b. The faculty and staff
  - c. The students
  - d. The recent graduates
  - e. The Seventh-day Adventist community which the school serves

**C. SCHOOL ADMINISTRATION**

1. How well is the institution organized for carrying out its educational objectives as a Christ-centered school
  - a. In the administration?
  - b. In the organization of the faculty committees?
    1. List them
    2. How often do they meet?
2. How is the Seventh-day Adventist constituency represented on the Board of Trustees
  - a. By occupation?
  - b. By ethnic origin?
  - c. By sex
  - d. By church level of responsibility?
3. How does the Board of Trustees endeavour to meet its responsibilities in developing the institution in accordance with the accepted philosophy and objectives?
  - a. Where and with what frequency does the full board meet each year?
  - b. How, where, and how often are decisions made between the plenary board sessions?
4. What care does the Board of Trustees exercise in the hiring of school personnel to ensure that these really wish to become involved in a programme that will endeavour to achieve the objectives of the institution?
5. What is the specific responsibility assigned to the Board, the Administration, and the faculty in the operation of the institution?
6. Describe the ways in which the Administration guides the faculty as a whole in the study of specific outlines of Christian education as found in the Bible and in the Spirit of Prophecy.
7. How does the Administration provide leadership and counsel
  - a. By the use of faculty meetings? How often does the faculty meet? How is the meeting time distributed?
  - b. In the supervision of instruction? Who does it, and how?
  - c. In the professional improvement of the staff.
8. Describe the procedures followed by the Administration to ensure that the health care of both the staff and the students is adequate and is in accordance with the principles outlined in the Bible and Spirit of Prophecy

- a. In the residence halls
  - b. In the food center
  - c. In public information
  - d. In medical attention
  - e. In physical education
9. How are the philosophy and objectives of the institution used in the drawing up of the standards of conduct for the school? What groups participate in the formation of the standard? How are they communicated to students and teachers?
  10. How are the Christ-centered objectives of the school implemented in the way that discipline is administered in the institution?
  11. What efforts are made to operate the institution in accordance with the policies established by the Office of Education of the Seventh-day Adventist Church at its various organizational levels? List and explain any variations that may exist.
  12. How far has this institution progressed in having its teachers denominationally certified? What concrete steps have already been taken?

#### D. THE INSTRUCTIONAL STAFF

1.
  - a. The number of full-time teachers
  - b. The number of part-time teachers. Indicate the number of full-time equivalents, and the standard used by the school to measure full-time work.
  - c. The number of non-teaching personnel employed
  - d. The number of student teachers
2. Which teachers are not SDA8s? Why did it become necessary to employ each one?
3. To what extent are the members of the teaching staff professionally and experientially prepared to work within the framework of an institution operated in accordance with
  - a. The national requirements?
  - b. The Seventh-day Adventist philosophy of education and with Christ-centered objectives?
4.
  - a. Demonstrate that the members of the faculty involved in the teaching of the religion curriculum have adequate preparation and experience to provide depth and breadth in the course they teach, and that they are prepared to teach within their specialties.



- b. If they do not have adequate preparation and experience what is being done to change this situation?
5. What evidence shows that members of the teaching staff are significantly involved in applying the philosophy and objectives of the institution:
    - a. In the content of courses and grasp of their subject matter as demonstrated by the teaching plans and syllabii used in their classes.
    - b. In the inclusion of moral training and spiritual guidance and an atmosphere of Seventh-day Adventist religious philosophy and ideals within their own areas of influence and in their classes? What results have been manifested?
    - c. In upholding the standards of conduct of the school by their own example and also in the encouragement of students both in and out of the classroom?
    - d. In the self-evaluation of what they are doing?
  6. How are the teachers seeking to improve their efficiency within the Seventh-day Adventist system of education by
    - a. Further professional preparation?
    - b. Personal research?
    - c. Becoming involved in professional organization within and without the Seventh-day Adventist system of education?
    - d. Engaging in creative activity?
  7. How does the class size within the institution effect the administrator-staff-student understanding and rapport? What is the student-teacher ratio?
  8. What evidence is there that faculty members take a personal interest in individual students and in their progress toward desired goals?

#### E. THE STUDENTS

1. Describe the admission policy of the institution in the light of the Seventh-day Adventist objectives. How many have been admitted to the school this year who do not meet the minimum academic qualifications?
2. Describe the student orientation procedure in the light of the Seventh-day Adventist educational objectives.
3. Describe the student guidance programme, giving emphasis to that

which is done to help students in their personal relationship to God.

4. What kind of control is exercised over student study or work load to ensure that spiritual values will not be minimized in their lives?
5. Describe the policies that govern social conduct, and especially the campus relationships between young man and young woman in relation to the general standards of the Seventh-day Adventist Church.
6. What regulations does the institution establish concerning dress and general appearance of faculty and student men and woman? Do these represent the objectives of the school? What visible results are manifested?
7. What evidence is there that students have confidence in the administration and the faculty and that there is a satisfactory relationship between the two groups? What appears to be the general feeling of most of the students concerning the school?
8. With reference to the residence halls:
  - a. What evidence is there that the health of the students is being protected by the establishment of adequate schedules for meals, sleep, study, recreation, work, and classes?
  - b. In what ways does the food service help in fulfilling the objectives of the institution? What has been done to make the dining area attractive?
  - c. How are the residence hall rules and regulations formulated? What participation do the boarding students have in the process?
  - d. What evidence is there that adequate discipline is maintained?
  - e. In what ways are the deans of the residence halls playing a positive up-to-date role in directing their students toward God and in helping to provide answers to current questions of youth?
  - f. What practice is being followed in the holding of morning and evening worship during the work-week? On week-ends?
    1. What plan is being followed to make them worshipful and devotional periods of fellowship with God?
    2. What is the regulation on attendance?
  - g. How are guests made to feel a part of the institution while on campus?

#### F. THE GRADUATES

1. What efforts are being made by the institution to produce Christian commitment in its graduates? With what results?
2. What appears to be the reaction of administrators of the Seventh-day Adventist Church, in general, concerning the preparation, quality, and capacity of the graduates?
3. What statistics can the institution present concerning its graduates during previous years which indicate the number and percentage which has retained its membership in the Seventh-day Adventist Church in relation to the total number?
4. What is the record of graduates from this institution to work in areas outside of the region served by the school? How many have gone within the last ten-year period?

#### G. THE CURRICULA AND PROGRAMMES OF STUDY

1. How well do the curricula fulfill the stated objectives of the institution? Are there areas of the curricula that mitigate against achieving the objectives? which?
2. Give evidence that the philosophy, the objectives, and the spiritual emphasis of the institution are implemented in the approach, the content, and the instructional methods in each of the curricula of the school.
  - a. In what way are the counsels and teachings of the Bible and of the Spirit of Prophecy used as a core to the curriculum?
  - b. How are denominationally-approved guidelines being implemented (i.e., in literature, in music, in physical education, etc.)?
3. In the teaching of religion:
  - a. Describe the requirements of the institution for students who have had no formal studies in religion in their previous scholastic career.
  - b. To what extent are all students expected to enroll in classes of religion? What religion courses are required of all students?
  - c. How do the courses of religion provide students with a context in which current life problems may be understood?
  - d. How does the institution provide stimulating experiences to complement the teaching of religion?

1. How are they planned and organized?
2. How are they directed and supervised?
3. What procedure is followed in the evaluation of the results?
- e. How does the Department of Religion make allowance for the differentiation and individualization of programmes to reflect individual backgrounds and needs?
- f. Give evidence as to how the quality of instruction in religion courses compares to that in other departments of instruction within the institution (i.e. the rating of teachers and courses by students, the grading, etc.)
4. Explain the position of the career (vocational) curriculum within the curricula of the institution as related to the counsel of the Bible and of the Spirit of Prophecy.
5. What instruction and experience for students is provided by the institution in public communication? What proportion of the student body is expected to take part? How is the institution endeavouring to meet the need of the Seventh-day Adventist Church in this respect?
6. Approximately what proportion of the student body participates in musical activities, formal or extra-curricular? What is being done to meet the musical needs of the church?
  - a. How is the music area of the school organized?
  - b. List the kinds of music taught.
  - c. What music organizations are active?
7. Describe the programme provided by the institution in health education. How does it implement the philosophy outlined in the Bible and in the Spirit of Prophecy?
8. Explain the position of work-study or cooperative education programme within the curricula of the institution as related to the counsel of the Bible and of the Spirit of Prophecy.

#### H. INSTRUCTIONAL MEDIA

1. Who makes up the list of new books to be purchased? Who decides on the magazine subscription list?
2. List all periodicals and magazines to which the school is currently subscribing.

3. List, by division, the number of library books. What is the grand total?
4. Are the library books properly classified and catalogued? What cataloguing system is being used?
5. Daily schedule of hours that the library is open to students.
6. Does the library use the open or closed shelf system?
7. Is there evidence that teachers regularly make assignments that require students to use the library?
8. Is the library lighting adequate by day? by night?
9. What is the seating capacity of the library?
10. How are students encouraged to use the library for recreational reading and for self-improvement?
11. How does the librarian assist teachers and pupils in the selection and use of a variety of library materials?
12. What records show evidence that the library is being used sufficiently. Please illustrate with a record of recent use.
13. Is the library hall used for any other purpose(s)? If the answer is positive, list these:
14. What measures have been taken to ensure that the library holdings in all areas conform to the standards outlined in such documents as:
  - a. The Guide to the Teaching of Literature in Seventh-day Adventist Schools.
  - b. The Guidelines Toward a Seventh-day Adventist Philosophy of Music.
15. Concerning instructional equipment:
  - a. Describe what materials are available for use by the instructors.
    1. Illustrative material such as maps, charts, etc.
    2. What laboratory facilities have been provided for the various departments?
    3. Audio-visual materials and equipment.
  - b. Are the learning resources adequate? If not, how could they be improved?

- c. What evidence can be presented that indicates that teachers and students in the various departments are using these materials and facilities?

#### I. EXTRA-CLASS ACTIVITIES

1. Are the extra-class activities of the institution consistent and relevant to the school philosophy and objectives
  - a. In the educational activities?
  - b. In the recreational activities?
  - c. In the church-related activities?
2. How are the planning and programming of activities designed to encompass a wide range of student interests?
3. What type of opportunities are offered students to assume responsibility in church-related activities? To become leaders? To utilize their own initiative?
4. What part do members of the administration and the school staff have in the promotion, planning, supervision, and participation in school extra-class activities?
5. Give an estimate of the proportion of students who participate in religious extra-class activities. How do they manifest their interest, if any?
6. What safeguards have been established to ensure that extra-class activities, religious and otherwise, will not interfere unduly with the academic programme and will not overload students?
7. What evidence can be adduced to demonstrate that the school cultural programmes help in the achievement of the objectives of the institution? What policies govern their presentation? How are they supervised? How are denominational guidelines being implemented in
  - a. Music?
  - b. Films?
  - c. Lectures?
  - d. Literary and cultural programmes?
  - e. Skits and acted-out materials?
  - f. Others?

8. What provisions are made for the training of student Literature Evangelists to place Seventh-day Adventist literature in the homes of the public during the longer vacation periods?
9. How do you evaluate the over-all spiritual tone of the institution? What changes do you contemplate making as a result of the self-study?

#### J. THE WORK PROGRAMME

1. How do the work departments and the industries on-campus help the institution to reach its objectives?
  - a. How do they contribute to the character development of student workers?
  - b. What efforts are made to involve the workers in attaining the spiritual aims of the institutions?
  - c. What proportion of the student body is involved in the work programme:
    1. Boarding students?
    2. Day students?
2. What measures are taken to develop an interrelated and supportive programme among the instructional work, and extra-class activities of the institution?
3. How are the work programmes supervised?
4. How well do the work-area facilities and programmes support the Seventh-day Adventist philosophy that the work programme within a school is of primary importance?
5. To what extent are opportunities for student labour provided to meet the demand or need? What plans have been made or are being made concerning the future development of the work programme?

#### K. THE SCHOOL PLANT

1. In what ways is the school location and plant in harmony with the counsel of the Spirit of Prophecy? In what ways could the plant be improved?

2. To what extent do the following facilities support the institution in achieving its objectives? Where do they fail?
  - a. Classroom?
  - b. Laboratories?
  - c. Living quarters?
    1. For the faculty?
    2. For the formitory students (residence halls, hostels)?
    3. For the married students?
  - d. Recreational and physical education facilities?
  - e. Sanitary facilities?
  - f. Adequacy of lighting throughout the institution?
  - g. Meditation, devotion, and workship areas?
  - h. Work areas?
  - i. Lawns. flowers, shrubs. walks. general landscaping, etc.
3. Are the teaching facilities sufficient and adequate to provide good instructional programmes? How can they be improved?
4. What efforts are being made to develop the appearance of the campus so that it will represent well Seventh-day Adventist education?
5.
  - a. Do you have a Master Plan approved for the development of your institution?
  - b. Are the objectives of the school incorporated into the long-range plan?
  - c. Are buildings and units constructed in terms of this longrange plan?
6. What safety and fire prevention programmes are in effect to protect the school family? To protect the school plant?
7. What type of insurance coverage is carried by the school?
8. Is the water supply adequate? Is it pure? When was it laboratory-tested last?

#### L. INSTITUTIONAL FINANCES

1. How and by whom is the financial budget of the institution planned and approved? How well do its financial provisions meet the needs of the school?



2. a. Does the administration have a copy of the audited statement for the last fiscal year?  
b. Does the administration have a current operating statement?
3. List the amount of financial gain or loss for each of the last five fiscal years.
4. Where the records reveal financial indebtedness, whether of the entire school or individual departments, what measures have been and are being taken to reduce and eliminate the same?
5. What percentage of student accounts was collected during the last fiscal year?
6. Please supply the following financial average per student and per level of instruction for the last fiscal year:
  - a. The total cost of instruction (education in general).
  - b. The total instructional income.
  - c. The balance which is covered by subsidies or is absorbed in the institutional loss.
  - d. Total cost per student of instruction, room, and board.
7. List the amounts of the following subsidies received for the current school year:
  - a. From church sources of operation.
  - b. From church sources for capital improvement
  - c. From non-church sources for operation (name the sources and the amounts).
  - d. From non-church sources for capital improvements (name the sources and the amounts).

**SUGGESTIONS AND RECOMMENDATIONS**

1. Develop materials that would enhance the work of the teacher in the areas of philosophy integration of faith and learning, and promotion of christian education.
2. Promote teacher working relations by developing strategies for enhanced working relationships between teachers and pastors.
3. Encourage teachers and students to read the Bible through.
4. Encourage school to form a spiritual life committee, composed of students, teachers and parents and pastors/clergies.
5. Encourage each teacher to establish a goal of visiting with at least two students in their homes per week to build meaningful relationships leading to Bible studies.
6. Encourage school to finance and conduct one evangelistic campaign in a nearby community, leading to the establishment of a company.
7. Provide a Christ-centered approach to the academic disciplines.
8. Provide in-service training to enhance teaching effectiveness.
9. Encourage talented young people to enter the teaching ministry.
10. Promote in school participation in regular witness activities
11. To maintain in school a spiritual atmosphere in which prayer, worship and doing the will of God will be, in the eyes of the majority of the students the ideal and accepted pattern of living.
12. To make the Bible and Biblical world-view the center of all study and teaching.
13. To promote social, cultural and emotional growth, resulting in stable balanced citizens, who have developed insights and outlooks that make life worth living.

## CONCLUSION

A Christian school must have christian teachers--converted, sanctified, consecrated teachers--who are thoroughly committed to the distinctive principles of Christian education.

There can be no christian education without christian teachers. "Principals and teachers need to be baptised with the Holy Spirit." (6T.p. 153)

The christian teacher is in a class apart from all other teachers. The teacher of secular subjects may be quite successful at imparting knowledge in the classroom, yet he may be anything but honorable in private life. His teaching is based upon what he knows, and not necessarily upon what he is. In religious teaching what a man knows is inseparable connected with what he is. It has been well said that what a teacher is counts for more than what he says. Unless christian teacher is living a life in harmony with his teaching then the result of his teaching will be drastically minimised and, so far as some of his pupils are concerned, it may be ruined. The teacher may teach a little by what he says, he teaches more by what he does, but most by what he is.

### A Challenge for Adventist Education

"Adventist educational institutions have been established with the purpose of helping the church to fulfill its worldwide gospel commission. This includes the training of ministers, teachers, business administrators, and others both for missionary outreach and for strengthening the established work. By educating committed laymen and qualified workers for the church organization, our schools have traditionally played a major role in moving Adventists toward the second objectives of Global Strategy--to enlarge the Adventist presence where we currently have denominational work. In this connection, we now operate one of the largest church-related educational systems in the world." (Dr. Humberto M. Rasi)

### Christian Education

When teaching leads students closer to God--when students, seeing the starry heaven, believe in God, the creator, and claim kinship to Him--

When Geography and History are taught so students sense their relationship to other nations and develop a love for all men--

When the teaching of Civics instills in students the ideals of freedom, liberty and justice for all with duty to God paramount--

When Science is so taught as to reveal God's power in all creation--

When Music, Art, and Literature are made to reveal the beauties of nature, the truth of the word, and the generosity of the one who is altogether lovely--

When teaching results in the formation of habits, attitudes and points of view in harmony with divine guidance and in the realization that true character building is the chief aim of all learning--

When teaching prepares youth to uphold Christian principles in their association and in their planning for their life partners--

When students forget themselves in their service for others and for the Lord--

When students manifest self-control at all times, takes praise or censure for what it is worth, remain humble, kind and considerate--

When students, friendly, uncomplaining, not given to fault-finding and have an unselfish interest in others--

When students are so well grounded in the Holy scriptures and so familiar with the testimonies given to guide God's people through these last days that they will "stand for the right though the heavens fall."--

When students understand and practise true temperance, eating and drinking to the glory of God--

When students know the value of money, know how to earn it and how to spend it wisely, supporting their families and the cause of God--

When teaching instills the higher knowledge--Science of redemption--that only God can give--

When students realize that Christian Education begun here will continue throughout eternity--

When these things occur, then that is --Christian Education.