



LEARNING FROM WORK

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Why Should the Church Offer Adventist Education?



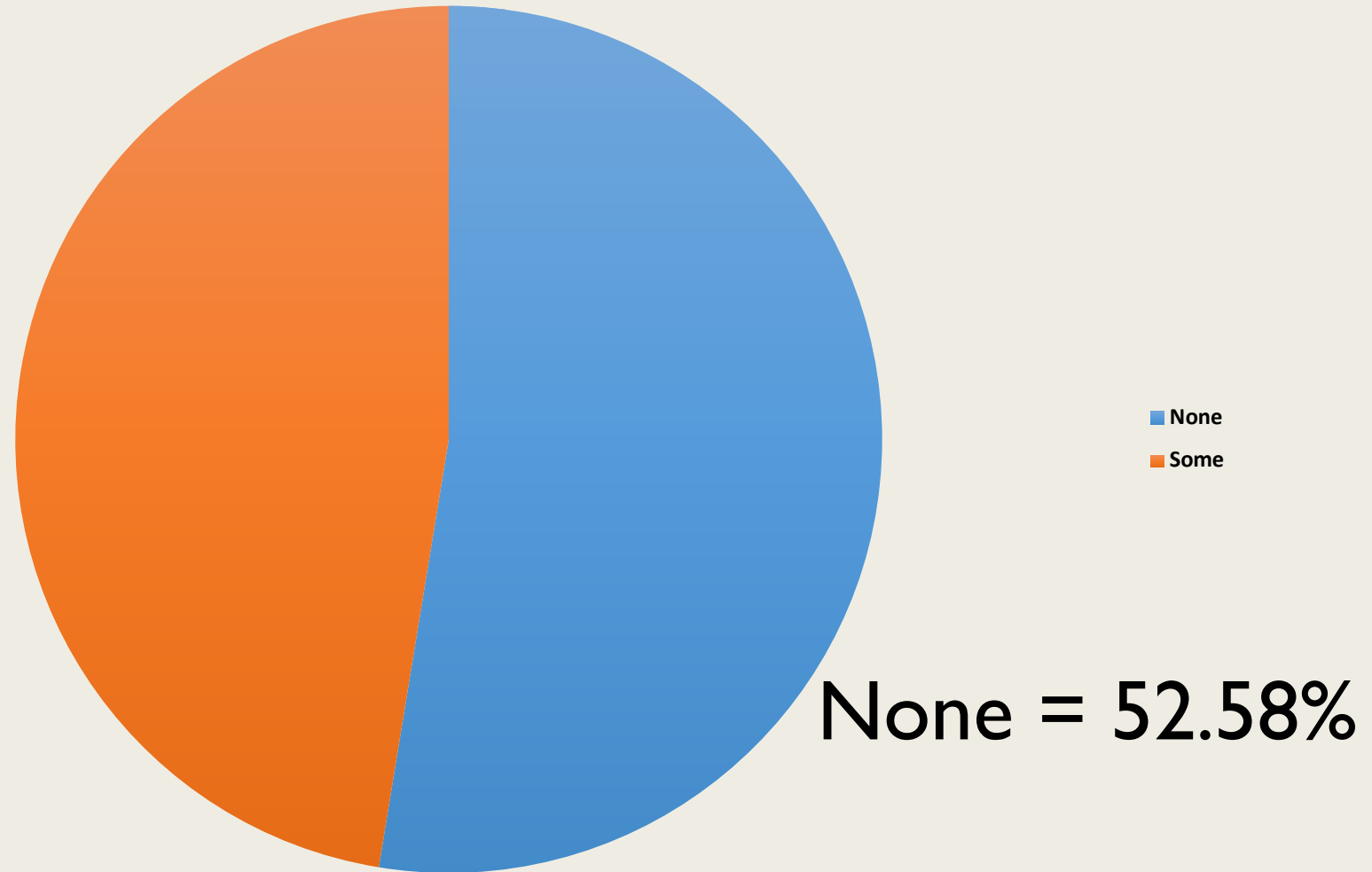
To redeem and restore the image of God in students and to prepare them for service in this life and the next.

VOTED BY ANNUAL COUNCIL 2016:

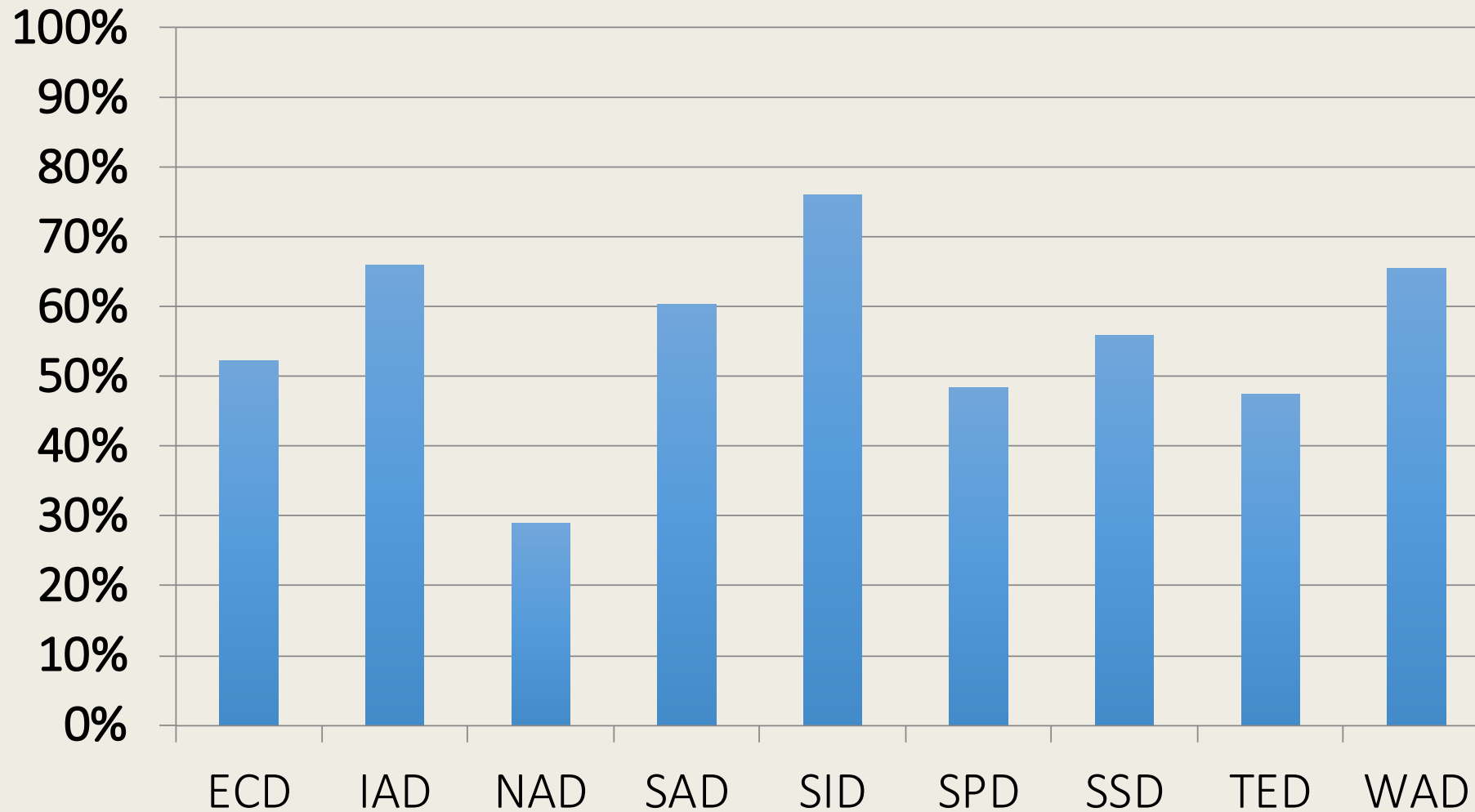
To authorize General Conference Education Department, in collaboration with the world divisions and as a quinquennial priority, to develop a guiding philosophy and a worldwide, regionally responsive plan for SDA education, to be approved by the 2017 Annual Council and to include the following:

8. Development of educational resources, support, and/or standards for other models of education (e.g., homeschools, residence hall non-degree awarding “college”, innovative educational centers of influence in both urban and rural settings, pastoral-led classes, Massive Open Online Courses, etc.) in a way that enables such students to be a part of Seventh-day Adventist education;

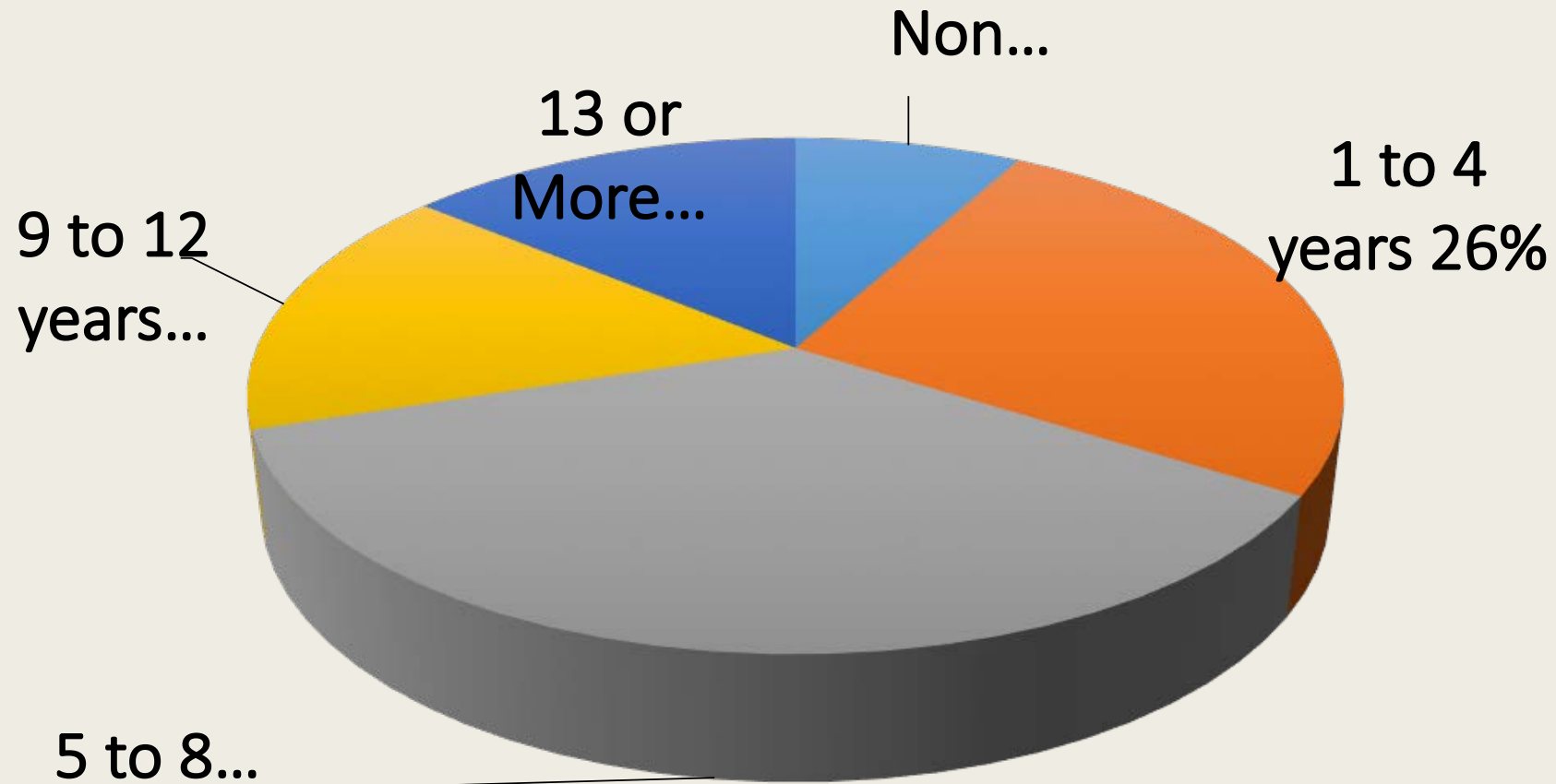
Church Membership with Some Adventist Education



Church Membership with No Adventist Education (By Division)



Years of Adventist Education for the Church's Pastors





Core features of SDA Education

- *Redemptive purpose; restoring the image of God in students*
- *Balanced, wholistic development*
- *Centrality of the Bible in all disciplines*
- *Developing the ability to think and do—not merely reflect others' thoughts*
- *Practical skills for life; manual labor*
- *Preparing for service in this life and the next—for the whole period of existence*

Learning to Work contributes to each:

- ✓ *Redemptive purpose; restoring the image of God in students*
- ✓ *Balanced, wholistic development*
- ✓ *Centrality of the Bible in all disciplines*
- ✓ *Developing the ability to think and do—not merely reflect others' thoughts*
- ✓ *Practical skills for life; manual labor*
- ✓ *Preparing for service in this life and the next—for the whole period of existence*
- ✓ Discipline and self-control
- ✓ Work ethic, industriousness and responsibility
- ✓ Accountability
- ✓ Time management, punctuality, how to balance study and work
- ✓ Problem-solving and creativity
- ✓ Initiative and persistence
- ✓ Interpersonal skills with peers and supervisors
- ✓ Communication skills
- ✓ Financial self-sufficiency, relationship between time and money
- ✓ How to be a blessing to others
- ✓ The meaning of a well-deserved Sabbath rest

Marienhöhe Academy (1924) [closed 1933; 1941-1948]

Elizabeth Duncan Schule



(aus: Isadora Duncan, Memoiren. 1928)

<http://promarienhöhe.eu/e-duncan-schule.html>

“Those who combine useful labor with study have no need of gymnastic exercises. And work performed in the open air is tenfold more beneficial to health than indoor labor...Nothing short of nature’s invigorating air and sunshine will fully meet the demands of the system. The tiller of the soil finds in his labor all the movements that were ever practised in the gymnasium. His movement-room is the open fields.” Signs of the Times, June 29, 1882, art. “Importance of Physical Training.” {PH124 36.4}



Importance of Practical Labor for Optimal Growth and Development

“If the youth can have but a one-sided education, which is of the greater consequence—a knowledge of the sciences, with all the disadvantages to health and life, or a knowledge of labor for practical life? We unhesitatingly answer, The latter. If one must be neglected, let it be the study of books....the two should go together.” —CG 358



Madison College to be an Example of Balanced Education

“Much acceptable work has been done in Madison. The Lord says to you, "Go forward." Your school is to be an example of how Bible study, general education, physical education, and sanitarium work may be combined in many smaller schools that shall be established in simplicity in many places in the Southern States.”

— E. G. White, Manuscript Releases, Vol. 11, p. 190

Balanced Education

“The work that the laborers have accomplished at Madison has done more to give a correct knowledge of what an all-round education means than any other school that has been established by Seventh-day Adventists in America. The Lord has given these teachers in the South an education that is of highest value, and it is a training that God would be pleased to have all our youth receive.”
—11MR, 182

Balanced Development

"A return to simple methods will be appreciated by the children and youth. Work in the garden and field will be an agreeable change from the wearisome routine of abstract lessons."--
Test., Vol. VI, p. 179. {PH124
15.3}



Learning Theory and Practice



Gardening and Nature.--"No line of manual training is of more value than agriculture. . . . Let the teacher call attention to what the Bible says about agriculture. . . . In the study of agriculture, let pupils be given not only theory, but practice."--Ed., p. 219. {PH124 15.2}

Aesthetic and Social Development

"In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of care-taking will be encouraged; and the spirit of fellowship and co-operation developed will prove to the pupils a lifelong blessing. {PH124 15.4}



Agriculture to Improve School Meals



"What Shall We Teach" (Pamphlet)

- ✓ "Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon. Our schools should not depend upon imported produce, for grain and vegetables, and the fruits so essential to health."— Test., Vol. VI, p. 179. {PH124 37.3}
- ✓ Exemplar: Pacific Adventist University's farm, PNG

The Fruit of Work to Bless Others

- "So also a new interest may be given to the work of the garden, . . . as the pupils are encouraged to remember those shut in."--Ed., pp. 212, 213. {PH124 15.5}

Using God's Second Book to Teach

- ✓ "Of the almost innumerable lessons taught in the varied processes of growth, some of the most precious are conveyed in the Saviour's parable of the growing seed." "As parents and teachers try to teach these lessons, the work should be made practical. Let the children themselves prepare the soil and sow the seed."--Ed., pp. 104, 111. {PH124 15.6}
- ✓ "The great Teacher brought His hearers in contact with nature, that they might listen to the voice which speaks in all created things; and as their hearts became tender and their minds receptive, He helped them to interpret the spiritual teaching of the scenes upon which their eyes rested. . . . So we should teach."--Ed., p. 102. {PH124 16.1}

Direct Contact with Nature and God



"There is a simplicity and purity in these lessons directly from nature that make them of the highest value. . . . The children and youth, all classes of students, need the lessons to be derived from this source. In itself the beauty of nature leads the soul away from sin and worldly attractions, and toward purity, peace, and God. For this reason the cultivation of the soil is good work for children and youth. It brings them into direct contact with nature and nature's God."— Sp. Test., p. 60. {PH124 15.7}

Manual Training and Practical Duties

- ✓ --"When the child is old enough to be sent to school, the teacher should co-operate with the parents, and manual training should be continued as a part of his school duties."--Sp. Test., p. 38. {PH124 14.2}
- ✓ "Many think that these things [the practical duties of life] are no part of school work; but this is a mistake. The lessons necessary to fit one for practical usefulness should be taught to every child in the home and to every student in the schools."--Sp. Test., p. 32. {PH124 14.3}

Development of Habits of Industry

"Manual Training is deserving of far more attention than it has received. . . . Multitudes of our boys would thus be kept from the street corner and the groggery. . . . And the youth themselves, trained to habits of industry, and skilled in lines of useful and productive labor,—who can estimate their value to society and to the nation?" --Ed., pp. 218, 219. {PH124 14.4}

Work line at Sonoma College,
Papua New Guinea

Supervision of Skilled Instructors

"Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures,--covering as many as possible of the most useful trades,--also in household economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment-rooms should be provided, and the work in every line should be under the direction of skilled instructors." --Ed., 218. {PH124 26.4}



Theory and Practice



"In the study of agriculture, let pupils be given not only the theory, but practice. While they learn what science can teach in regard to the nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use. Let teachers share the work with the students, and show what results can be achieved through skilful, intelligent effort."-- Ed., p. 219. {PH124 37.5}

Agriculture Develops Self-Support

"Students should be given a practical education in agriculture. This will be of inestimable value to many in their future work. The training to be obtained in felling trees and in tilling the soil, as well as in literary lines, is the education that our youth should seek to obtain. Agriculture will open resources for self-support. Other lines of work, adapted to different students, may also be carried on. But the cultivation of the land will bring a special blessing to the workers. We should so train the youth that they will love to engage in the cultivation of the soil."--Counsels, p. 311. {PH124 37.4}



Avocados, Ethiopia Adventist College

Directors of Work and Manual Labor

“A much larger number of young people need to have the advantages of our schools. They need the manual training course, which will teach them how to live an active, energetic life. Under wise, judicious, God-fearing directors, the students are to be taught different kinds of labor. Every branch of the work is to be conducted in the most thorough, systematic way that long experience and wisdom can enable us to plan and execute.”—
Counsels, p. 315. {PH124 26.3}

- Exemplars:
- Montemorelos University, Mexico
- Mountain View College, Philippines

Kaizen, CQI

"Manual training . . . should develop habits of accuracy and thoroughness. Pupils should learn tact and system; they should learn to economize time, and to make every move count. They should . . . be inspired with ambition constantly to improve. Let it be their aim to make their work as nearly perfect as human brains and hands can make it."—
Ed., p. 222. {PH124 14.5}

Exemplar: Union College, Nebraska, USA

Christ Modeled Work Ethic

- "In His earth-life, Christ was an example to all the human family. . . . He learned the carpenter's trade, and worked with His own hands in the little shop at Nazareth. . . . As He worked in childhood and youth, mind and body were developed. . . . In the children and youth an ambition should be awakened to take their exercise in doing something that will be beneficial to themselves and helpful to others."--
-Counsels, p. 147. {PH124 14.6}
- "He [Christ] was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character."--
Sp. Test., p. 39. {PH124 15.1}

Exemplary Models

- ✓ MVC
- ✓ Naga View College
- ✓ Central Philippines Adventist College
- ✓ Zaoksky Adventist University (greenhouses and open farm)
- ✓ Avondale College and Friendsau University (nearby nursing home)
- ✓ Universidad Peruana Unión (bakery, printshop)

Learning the Duties of Practical Life

"Various industries should be carried on in our schools. The industrial instruction given should include the keeping of accounts, carpentry, and all that is comprehended in farming. Preparation should be made for the teaching of blacksmithing, painting, shoemaking, and for cooking, baking, washing, mending, typewriting, and printing. Every power at our command is to be brought into this training work, that students may go forth well equipped for the duties of practical life."— Counsels, p. 310. {PH124 27.1}

"For the lady students there are many employments which should be provided, that they may have a comprehensive and practical education. They should be taught dressmaking and gardening. Flowers should be cultivated and strawberries planted. Thus, while being educated in useful labor, they will have healthful outdoor exercise. {PH124 27.2}

Work Programs are Worth the Cost

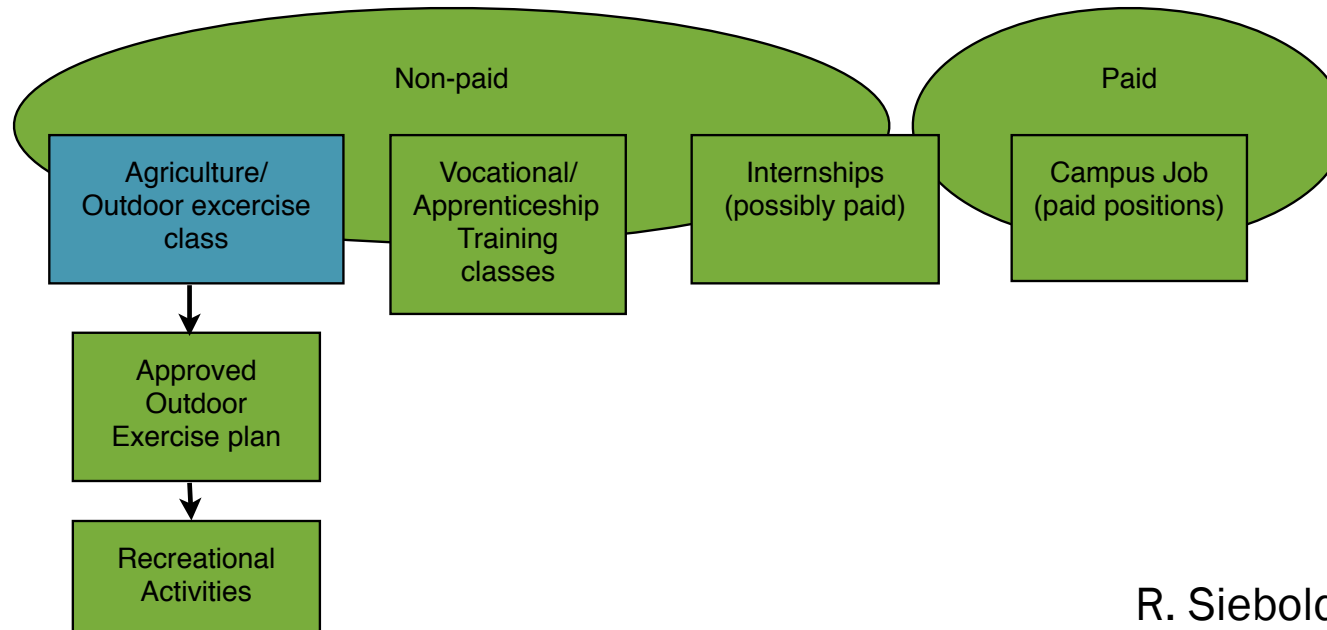
- ✓ “The objection most often urged against industrial training in the schools is the large outlay involved. But the object to be gained is worthy of its cost. No other work committed to us is as important as the training of the youth, and every outlay demanded for its right accomplishment is means well spent.”
{PH 124 28.1}
- ✓ Even from the viewpoint of financial results, the outlay required for manual training would prove the truest economy...the expenditure for gardens, workshops, and baths would be more than met by the saving on hospitals and reformatories. And the youth themselves, trained to habits of industry, and skilled in lines of useful and productive labor,—who can estimate their value to society and to the nation?”—Ed, 218-219 {PH 124 28.2}

	5 (Exceptional)	4 (Above Average)	3 (Average)	2 (Below Average)	1 (Unacceptable)	NA (Not Applicable)
Dress	Student arrived dressed in the appropriate clothing, as agreed upon by the supervisor, every day.	Student arrived dressed in the appropriate clothing, except for one day.	Student arrived dressed in the appropriate clothing except for two days.	Student arrived dressed in the appropriate clothing except for three days.	Student never arrived to work with the appropriate clothing during the week.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Humility (ISLO-LE.C1.a)	Student was positive and supportive of supervisor and peers and responded well to critique, training and suggestions.	Student was most often positive and supportive of supervisor and peers and most often responded well to critique, training and suggestions	Student was often positive and supportive of supervisor and peers and often responded well to critique, training and suggestions.	Student was sometimes positive and supportive of supervisor and peers and sometimes responded well to critique, training and suggestions.	Student was rarely positive and sometimes unresponsive of supervisor and peers and rarely responded well to critique, training and suggestions.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Attitude (ISLO-LE.C1.c)	Student always willingly and enthusiastically engaged in given task(s) and was never critical. No complaining or querulous behavior was exhibited.	Student willingly engaged in given tasks. No complaining or querulous behavior was exhibited.	Student apathetically engaged in given tasks and/or negatively affected peer attitude.	Student reluctantly engaged in given tasks and was occasionally critical.	Student reluctantly engaged in given tasks and was negative, critical, complaining or querulous behavior was exhibited.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Cooperation (ISLO-LE.C2.b)	Student is always cooperative with colleagues and supervisor and always shows sensitivity to others, values other work colleagues/supervisor and fosters a cooperative environment.	Student is frequently cooperative with colleagues and supervisor and often shows sensitivity to others, values other work colleagues/supervisor and often fosters a cooperative environment.	Student is often cooperative with colleagues and supervisor and occasionally shows sensitivity to others, values other work colleagues/supervisor, and occasionally fosters a cooperative environment.	Student is often uncooperative toward colleagues and supervisor and does not value other work colleagues/supervisor and occasionally fosters an uncooperative environment.	Student is consistently uncooperative toward colleagues and supervisor and is consistently insensitive and does not value other work colleagues/supervisor and consistently fosters an uncooperative environment.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Timeliness (ISLO-LE.C3.a)	Student arrived every day before the designated work time and was ready to work at the designated work time.	Student arrived at the designated work time and was ready to work at that time (or shortly after). Student did not arrive late for any day.	Student arrived late at least one time or was not ready to work at the designated time during the week.	Student arrived late or was not early to work at the designated time a least two times during the week.	Student did not show up for work or was late more than three times during the week.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Dependability (ISLO-LE.C3.a)	Student can always be relied upon to fulfill work obligations without excuse and has never absent.	Student can frequently be relied upon to fulfill work obligations without excuse. Rarely absent, but when the need arises, student notifies the supervisor.	Student can often be relied upon to fulfill work obligations without excuse. Student most often notifies the supervisor when he/she will be absent from work.	Student occasionally fails to meet work obligations and is often not responsible to make necessary arrangements or notify the supervisor when he/she will be absent from work.	Student often fails to meet work obligations and is not responsible to make necessary arrangements or notify the supervisor when he/she will be absent from work.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Productivity (ISLO-LE.C3.a)	Student used their time to the best of their ability. The given task(s) were completed in a time-sensitive fashion.	Student frequently used their time well. The given task(s) was (were) almost always completed in an appropriate amount of time.	Students occasionally used their time poorly. The given task(s) could have been completed in a shorter amount of time.	Student negatively affected the productivity of co-workers or supervisors. The given task(s) could have been completed in a much shorter amount of time.	Student reduced the productivity of the entire time. It would have been more efficient not to have them as a worker.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Quality (ISLO-LE.C3.a)	Student produced high quality work that was compatible to or exceeded the knowledge level that they had or had access to. Student was not satisfied with mediocre work.	Student produced good quality work that was comparable to the knowledge level that they had.	Student produced poor quality work that was below the knowledge level that they had but sought additional training.	Student produced poor quality work that was below their knowledge level and did not seek additional training to improve quality.	Student negatively effected the quality of co-workers or supervisor's work.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Initiative (ISLO-LE.C3.b)	Student independently took initiative to complete required job responsibilities (or identify necessary tasks) and actively pursued appropriate work when none was given. Student consistently sought new opportunities for learning and is a "self-starter" (I-LE.C3.b).	Student took initiative to complete required job responsibilities and frequently identified necessary tasks and pursued appropriate work when none was given. Student occasionally seeks new opportunities for learning. Occasionally could be seen as a "self-starter."	Student took initiative to complete required job responsibilities with some prodding but did not routinely identify necessary tasks. Student often seeks new opportunities for learning.	Student sometimes took initiative to complete required job responsibilities but often required prodding. Student seldom sought new opportunities for learning. Student requires frequent supervision to keep on task.	Student rarely took initiative to complete required job responsibilities. Student rarely sought new opportunities for learning. Student requires constant supervision to keep on task.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Persistence (ISLO-LE.C3.c)	Student shows optimism and works to complete all necessary work assignments without giving up due to difficult or frustrating circumstances (and encourages others to remain ambitious and industrious). (ISLO-LE.C3.c)	Student frequently possesses optimism and usually works to complete necessary work assignments without giving up due to difficult or frustrating circumstances.	Student often possesses optimism and works to complete necessary work assignments but occasionally gives up due to difficult or frustrating circumstances.	Student is often not optimistic and works to complete necessary work assignments but often gives up due to difficult or frustrating circumstances.	Student is never optimistic and rarely completes necessary work assignments due to difficult or frustrating circumstances.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Focus (ISLO-LE.C3.c)	Student was engaged in relevant, work-related activities during the entire work period. Student prioritized according to supervisor's instructions. (ISLO-LE.C3.c)	Student was engaged in relevant, work-related activities during the entire period.	Student was engaged in relevant, work-related activities during most of the work period and would occasionally distract co-worker(s)/supervisor. Student occasionally had problems maintaining focus and completing assigned task.	Student often engaged in non-work related activities during the work period and/or would need full supervision to stay on task, even when a clearly defined job was before them.	Student needed full supervision in order to stay on task and needed to be reminded multiple times a day to get back to work even when a clearly defined job was before them.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Problem Solving Ability (ISLO-LE.T1.b)	Student demonstrates exceptional problem solving ability.	Student demonstrates strong problem solving ability.	Student demonstrates problem solving ability.	Student has limited problem solving ability.	Student has little problem solving ability.	Students Work-Education experience did not allow him/her to demonstrate this quality.
Communication (ISLO-LE.T2.b)	Student's communication is always clear, concise, courteous, positive, and helpful and never requires prompting.	Student's communication is often clear, concise, courteous, positive, and rarely requires prompting.	Student's communication is frequently clear, concise, courteous, positive, and helpful with occasional prompting.	Student's communications are sometimes unclear, unfocused and/or tense or negative.	Student's communications are frequently unclear, unfocused and/or tense or negative.	Students Work-Education experience did not allow him/her to demonstrate this quality.

Lorraine Siebold, Weimar
Academc

Work Education program

1. Agriculture class -- ONGOING
 - a. Lab class, meets on the farm, taught by Rocco (He will work, as able, with college and academy bio teachers)
 - b. Class may be repeated (or advanced--who would assist), may also have an approved exercise plan or recreational activities (needs more details)
2. Vocational/Apprenticeship training
 - a. volunteer teachers
 - b. limited class sizes, limited options
 - c. Sunday class times for vocational
 - d. Apprenticeship are long-term, full-time
3. Internships
 - a. Connected to course of study
 - b. Most will be non-paid
4. Campus Jobs
 - a. As needed, students chosen by suitability to the job (not all students)



R. Siebold, Weimar College, 2010

Work Colleges Consortium

Work Colleges share two fundamental beliefs. First, that a college experience should educate the whole person. Second, earning a college degree shouldn't require a lifetime of debt. Through an innovative approach of Work-Learning-Service, all Work College students offset college costs by participating in a mandatory work program and performing service in their communities. Most work positions are limited to 8 -15 hours per week and designed to enhance a student's academic studies. The Work-Learning-Service approach teaches students the critical balance of study, service to others and managed work expectations.

<http://www.workcolleges.org/>



An Education that Works.



Understanding and

Work Colleges Consortium

According to alumni, four years of purposeful work has a lifetime payoff. Graduates of Work Colleges enter their careers prepared with real world skills, and owing reduced or no debt. Research confirms that a Work-Learning-Service approach to higher education builds character, work ethic, leadership and competence in critical thinking and time management skills. These attributes are directly transferrable to the workplace and among the characteristics employers say they seek the most. [More supporting info from the National Association of Colleges and Employers here.](#)

<http://www.workcolleges.org/>



An Education that Works.



Understanding and

A Preparation for Foreign Mission Work

"The usefulness learned on the school farm is the very education that is most essential for those who go out as missionaries to many foreign fields. If this training is given with the glory of God in view, great results will be seen. No work will be more effectual than that done by those who, having obtained and education in practical life, go forth to mission fields with the message of truth, prepared to instruct as they have been instructed. The knowledge they have obtained in the tilling of the soil and other lines of manual work, and which they carry with them to their fields of labor, will make them a blessing even in heathen lands."— Counsels, p. 534. {PH124 38.1}



Peter Schmidt, printer
Bolivia Adventist
University

Obstacles

- External

- *Legal regulations*
- *Parent expectations (Elizabeth Duncan School)*
- *Student expectations and ignorance (Solusi University, Babcock University, UEAB)*

- Internal

- *Need to manage workers and teach students how to work (Solusi University)*
- *Costs of management*
- *Misunderstanding, spirit of criticism and lack of collaboration with organized work of Church*

Collaboration Between EASEA and Other Self-Supporting Schools and AAA-Accredited Schools

- University of Gitwe, Rwanda, <http://www.uog.ac.rw>
 - *Competition in tuition rates, workers*
- Bangkok, Thailand (SJMIS)
 - *Helen Hall, school on border of Myanmar and Thailand*
- India, Africa
- General issues:
 - *Use of SDA brand*
 - *Developing corporate know-how across the system (JAE)*
 - *Cult of personality; passing on the vision to successors*
 - *Board governance*

Focus on Christ

I appeal to you, brothers and sisters,^[a] in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought. ¹¹ My brothers and sisters, some from Chloe's household have informed me that there are quarrels among you. ¹² What I mean is this: One of you says, "I follow Paul"; another, "I follow Apollos"; another, "I follow Cephas^[b]"; still another, "I follow Christ."

¹³ Is Christ divided? Was Paul crucified for you? Were you baptized in the name of Paul? ... Therefore, as it is written: "Let the one who boasts boast in the Lord."^[c]

1 Cor. 1:10-13, 31 (NIV)



Recommended by Dr. Randy Siebold

