

SOUTHERN

Spreading Tidings of the Southern Union Adventist Family



Adventist "EDGE"
Education

A Passion for Excellence

A Goal for Godliness

Pointing to God's Way of Living

A few months ago my parents sent me an old report card. Why they saved this one, I don't know, but there it was—the original first semester, third grade report card from Home Study Institute. I tossed it aside at first, but later began to see the significance. Third grade was while my parents were missionaries in Colombia, South America, and they were determined, no matter what, that their children would receive an Adventist education. Mother was the teacher, and my brother and I got our books and assignments from Home Study Institute in Washington D.C.

It was far from convenient. Studying at home was not my favorite. There were lots of interruptions, and sometimes mother was overwhelmed with it all, but in our family, Adventist Christian Education is a priority.

Dad's parents, living in Bowdle, South Dakota, "became convicted of the truth," as they used to say, and joined the Seventh-day Adventist Church. They had eight children. What about Adventist education? Because there wasn't a school nearby, they moved the whole family to Lodi, California, so they could be near Lodi Academy and, later, Pacific Union College. It was a little inconvenient to sell the farm and move across country, but Adventist Christian Education is a priority in our family.

The other day on the phone I asked my granddaughter, Cassie, what she had learned at Savannah church school that day. Without thinking she said she'd learned about the fruits of the Spirit. In the first grade. "What does that mean?" I asked. "Well, like love and 'em-brance'." I felt proud of my little grandchild, and proud that a teacher, using Seventh-day Adventist curriculum, was pointing her to God's way of living.

It makes a difference, Adventist Education. And, I know it's your priority as well. Inconvenient? Sometimes. Takes sacrifice? Definitely. Worth it? I'm a believer. I especially affirm all those members who contribute to Adventist Education even though you may not have school-age children. You are investing in eternity. Thank you!

Praise God for this 2005 Report

When the Georgia-Cumberland Conference experienced the tragic loss of four conference leaders and one pilot in a plane crash on December 2, 2004, it was a devastating blow. They could have spent years recovering and asking questions. Instead, as faithful Seventh-day Adventists committed to the mission, the Georgia-Cumberland family has just finished 2005 stronger than ever before.

Baptisms/professions of faith equaled 1,341—highest in conference history. Membership stands at 30,984, a gain of nearly 800. Five churches, eight companies, and five mission groups were added. Mission offerings were up, and tithe showed an increase of 10.74%. Tithe per capita increased 6.82% to \$1,191.40—highest in the Southern Union.

The new conference president, Ed Wright, would be quick to respond that this is a team effort, and he would commend the administrative team that led in the months before new leadership was elected. On behalf of the Southern Union family, we affirm the members and leaders of the Georgia-Cumberland Conference for allowing God, through the power of the Holy Spirit, to ignite greater passion for evangelism as you faced tragedy.



Gordon Retzer
*Southern Union
President*

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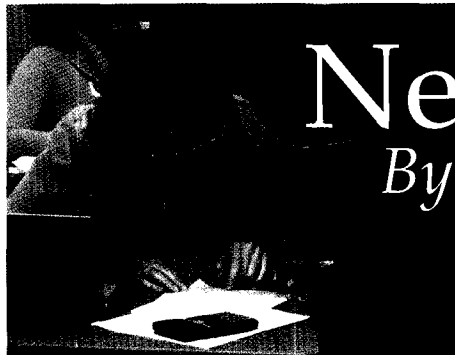
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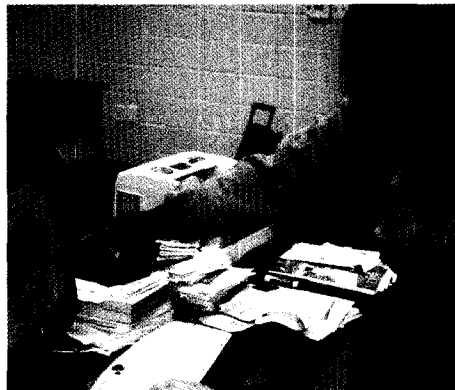


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Cover: The students and teachers at the Advent Christian Academy in Charlotte, North Carolina, agree that the Adventist EDGE makes learning more exciting and comprehensive.

Never By Accident

BY CONRAD GILL

Good is okay, but GREAT is better! Southern Union Conference educators have accepted the Adventist EDGE call to action that will assure our parents, students, and neighbors that there is nothing better than a Seventh-day Adventist school.

GREAT education.” And, it continues in our Mission: “Educators Developing Goals for Excellence to Delivering GREAT Education that is: **G**od centered, **R**esults oriented, in an **E**nvironment that nurtures, **A**ligned with Adventist and national standards, and is a **T**eam effort.”

In Adventist education, planning for excellence must be our number one preoccupation, because excellence is never achieved by accident. Our educators have embraced this statement and are determined, by the grace of God, to set the course for excellence in all areas.

We officially began this excellence journey in May, 2004. Educators from all conferences, representing PreK through college, met in intense collaboration. With a passion for quality, we have established an *Adventist EDGE Handbook* that contains the extensive guidelines needed to enable each conference and school to achieve excellence. It also contains a matching grant process. Financial help is offered to qualifying Southern Union schools that are willing to develop a school-wide master plan, and are willing to complete specific criteria required to become an “Adventist EDGE School of Excellence.” This means the

school, its board, and its stakeholders are determined to reach exemplary status in every category.

We make no apology! We are aiming high for masterful instruction by educators who are trained and proficient in the latest strategies and best practices, participate in professional development activities five to eight days per year, and honor each learner and every learning style. “Educators Delivering GREAT Education” encompasses that which is spiritual, academic, experiential, service/mission driven, and realistic.

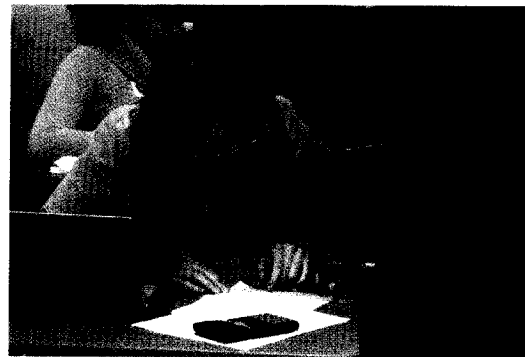
We make no excuses! We are embracing on-going assessment that clearly defines what students should know and be able to do, their critical thinking ability, their analytical capabilities, and their ability to both identify and solve problems. “It is the work of true education...to



Students at Atlanta North work together on a classroom project.

The dream of the Adventist educators was to collaboratively and intentionally design excellence. The components for “raising the bar” and establishing exemplary schools, PreK-12, is now a reality in every conference in our territory. It is better known as The Adventist EDGE.

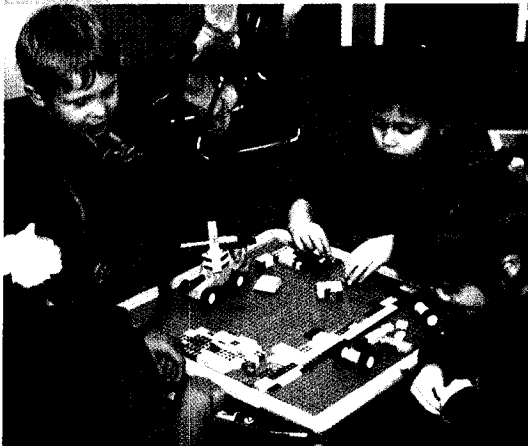
It started with our vision: “To restore the Southern Union constituents’ confidence, commitment, and passion for Adventist education, and increase student enrollment by 30% within five years by delivering



Student collaboration at Atlanta Adventist Academy is an important part of learning.

train the youth to be thinkers, and not mere reflectors of other men's thought" *Education*, p. 17.

We are not ashamed of past failures! We are taking action to address our customer service weaknesses. Outstanding customer service is absolutely essential for success and excellence. We want to make sure that every school is warm and caring, is determined to satisfy, is enriched through volunteerism, is willing to share its resources and



Elementary students learn through creative play.

programs with home school parents, and is sensitive and diverse in all operational aspects. In other words, "Adventist EDGE Schools of Excellence" will be invitational and contagious.

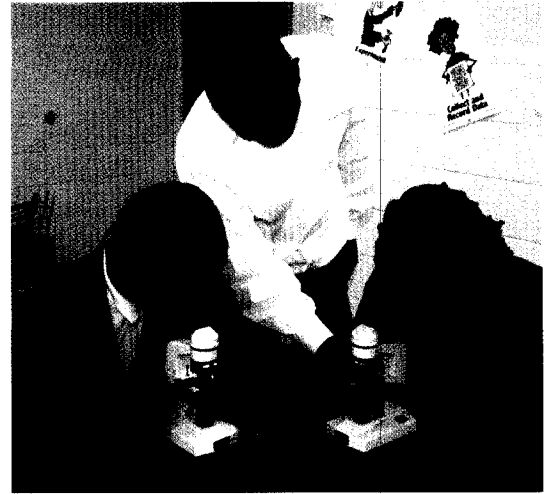
We are determined! Our parents and our students deserve the best from all of us. We cannot afford to operate schools that do not meet Adventist and national standards. As Christian stewards we have to use our time, talent, and money wisely. We are aiming high because the delivery of spiritual and academic excellence will not come by accident. We will honor innovative curriculum and essential learning experiences that take place outside the traditional classroom.

We are dedicated! We want all PreK-12 students to attend our Seventh-day Adventist schools and finish with an "EDGE" over other students. Not a boastful edge, but an "EDGE" that is embedded in their hearts and minds because the

Divine blueprint was followed. Development of the head, heart, and hand can only be accomplished by the cooperation of the home, church, and school. Spiritual development leads to mental development, that leads to unselfish service to others. "We all need to study character and manner that we may know how to deal judiciously with different minds, that we may use our best endeavors to help them to a correct understanding of the Word of God and to a true Christian life....

the words and acts of those laboring for him may be a savor of life unto life or death unto death" Vol. 1, *Mind, Character and Personality*, p. 36.

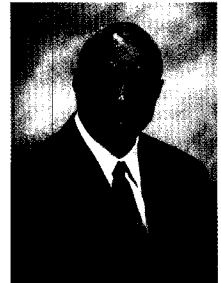
You have probably heard it said, "Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached" *Education*, p. 18. Because we embrace this statement, every conference is now participating in the Adventist EDGE. We solicit your prayers and support as we continue on our "journey to excellence." We



Biology lab classes bring science to life for students at Greater Atlanta Adventist Academy.

are humbled, yet excited, about the opportunity we have to better serve our Adventist families and communities. We expect the vision and mission of the Adventist EDGE to become the culture of Adventist education in our union.

Conrad Gill is director of the office of education for the Southern Union Conference.



If you share our mission and vision and would like to financially support the Adventist EDGE Comprehensive School Improvement Initiative, please feel free to send a contribution to the Southern Union Conference office of education made out to The Adventist EDGE. Your contribution is tax deductible and will assist us in professional growth training and materials; it will also assist us in marketing our quest for educational excellence system-wide.

Conrad L. Gill, Director of Education
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www.adventistedge.com

Throughout this special issue of the *Tidings*, you will encounter various terms that may be unfamiliar. *J2E (Journey to Excellence)* is a North American Division publication that identifies the core essential elements of exemplary Seventh-day Adventist schools in the twenty-first century. The term 4MAT refers to the About Learning method of instruction adopted by the Southern Union; it emphasizes the natural cycle of learning, is compatible with the latest brain research, meshes with current instructional strategies, and overlays perfectly with the book *Education* by Ellen G. White. ECE (early childhood education) has been embraced by the Southern Union Conference Board of Education and offers spiritually-based curriculum and care for more than 2,300 children, ages birth to 4 years old.

Learning *the* Dignity *of* Labor

For more than 20 years, Advent Home, in Calhoun, Tennessee has provided teenage boys and families who have special needs with an Adventist "Edge" in education. Its mission is serving 12- to 16-year-olds with ADHD and other learning disabilities, by fostering physical, mental, emotional, social, and spiritual wellness. "We believe in education as Ellen White says—a transformation of the whole human being," states Claudia Gulfan, principal.

The Advent Home program encompasses all facets of **GREAT** education:

- **God-centered** through worship services, Week of Prayer services, and church attendance every Sabbath (Last year, six students were baptized through the Bowman Hills Adventist church, and two are now preparing for baptism.)
- **Results-oriented** with a 90 percent success rate for graduates who return to a Seventh-day Adventist academy, obtain employment, or enroll in a vocational school
- **Environment**, with minimum distractions, on 220 picturesque acres of riverside property, helping nurture and calm hyperactive temperaments, and providing opportunities for agricultural training, outdoor education, and recreational activities
- **Aligned with excellence** because of its mission to reverse



Boys at Advent Home gain confidence through a curriculum that joins labor with academics.

ADHD through the unique Maturation Therapy® program, based upon the Bible and counsel of Ellen G. White

- **Teamwork** among staff, students, their families, and other supporters to provide services such as residential care, remedial instruction, tutoring, individual and family counseling, and graduate placement

Blondel Senior, Ph.D., director, believes one fundamental aspect of the Adventist educational edge for supporting ministries is vocational training. "The youth should be led to see the true dignity of labor" (*Child Guidance*, p.348). AH students attend classes in the morning and work several hours in the afternoon. They may be found peeling potatoes in the kitchen, preparing mail-outs, harvesting farm produce, pruning in the tree nursery, propagating greenhouse plants, mowing lawns, falling trees, helping with construction, or repainting dorms.

"They should be taught that the discipline of systematic, well-regulated labor is essential, not only as a safeguard against the vicissitudes of life, but as an aid to all-round development" (*CG*, p.348). AH graduate Scott Minten, a flight attendant who enjoys helping people, has worked ten successful years in the airlines industry. He is grateful for the job skills obtained at AH. "I have a picture in my mind doing some kind of work,"

he recalls. "I was not a hands-on work person, nor very athletic, but at Advent Home, I became industrious. I helped grow the food, put up fences that separated the pastures, I bush-hogged the fields. It was a challenge, but I never had any objections." Scott also worked in the office. "I fine-tuned my interpersonal skills," he says. "I also enjoyed public speaking, traveling with Dr. B., and talking about how Advent Home helped me."

As a result of the Adventist EDGE in education, students at Advent Home learn to help others. "Our work is much higher than teaching skills," Gulfan emphasizes. "We teach our boys how they can be useful for God and society."

For more resources to help ADHD teens and families, call (423) 336-5052 or visit www.adventhome.org.

—BY BARBARA GRAHAM

Balancing *the* Whole Person

Atlanta Adventist Academy, Atlanta, Georgia, recognizes the need for Seventh-day Adventist schools to provide not only a high standard of Christian education, but one that demonstrates advancement beyond the traditional scholastic structure. As the administration and teachers have implemented the Adventist EDGE guidelines, there have been opportunities to provide excellent academics, while preparing our students to have a life of service.



Students provided relief and assisted in rebuilding Bass Memorial Academy following Hurricane Katrina.

Innovative Changes

4+1 School Week: The school week has undergone major renovations. Four days of class time, Monday through Thursday, are “protected” days for instruction. Our block schedule is intense, and no time is designated for anything other than in-class instruction. Friday’s “unprotected” schedule includes other activities such as sports, special rehearsals, community service, field trips, test preparation, and independent studies.

AAA Scholars: This honors program recognizes students who

have completed a rigorous and challenging program. These students must work toward a college preparatory diploma, take advanced courses, maintain a 3.75 GPA, be a member of the National Honor Society, and attend departmental seminars.

Integrated Faith-based

Learning: Community service is very important at AAA. Students are required to participate in a minimum of 15 hours of community service each school year they are enrolled at AAA. This community service can be done through activities planned by a school or church group, and includes local and foreign mission trips. In response to Hurricane Katrina, a group of 45 AAA students went to assist with the rebuilding of Bass Memorial Academy and provide other relief in the immediate area.

Technology: Every teacher and student is supplied with a laptop computer. Teachers and students use technology daily as part of their lesson plans, class times, and homework activities. The entire school is networked so students can submit work directly to their teachers, as well as print assignments from any printer on the campus. In the near future, plans include interactive classrooms that are equipped to receive and transmit subject matter. Additionally, distance learning will allow instruction via a live, interactive learning platform.

Dress for Success: Students are being prepared for the work



The entire school is networked; students and teachers can communicate from any room on campus.

place, and thus are required to dress professionally while attending classes. This dress code provides students with a sense of confidence in themselves.

Advisee and Advisor: Three mornings a week each faculty member meets with their advisee group. Students are assigned to small groups. During this time, teachers lead individual small groups through character development exercises. In addition to worship and discussion, we have a “character success” word that we build on each week to mentor and guide students.

Even though the Adventist EDGE calls for positive change, there is one thing it emphasizes that will never change. Students need to know Jesus Christ as their personal Savior and to share this message in a life serving others. Our goal is to balance the whole person.

—BY LA RONDA FORSEY

Incredible Opportunities

At its core, the goal of every Seventh-day Adventist academy is to achieve true education: that is, to restore human beings into the image of their Maker. The Adventist EDGE program means giving schools watermarks by which to measure their progress in working toward this end. Bass Memorial Academy, Lumberton, Mississippi, has always been an institution committed to providing a quality secondary education marked by excellence in scholastics, physical health, mental maturity, and spiritual growth.

With an eye toward providing such a learning environment, BMA did several things over the summer to enhance its program, in harmony with the spirit of EDGE's guidelines. Hoyt Hall, the girls' dorm, was totally remodeled to make it cleaner, healthier, and more aesthetically inviting. The curriculum was expanded to include Psychology 101, so the seniors could jump start their higher education careers. An outdoor basketball court was built to enable greater recreation time participation. Potential new staff members were prayerfully interviewed to fill open positions. The grounds department planted and mowed, trimmed and watered. On registration day, almost half the students registering were



The students and faculty at Bass rely on God as they rebuild their school following the devastation of Hurricane Katrina.

first-year attendees.

Two short weeks into the school year, America was succinctly reminded that we are not in control. On August 29, 2005, Hurricane Katrina put southern Mississippi on the map; all our fine intentions and well-laid plans were, literally, blown away. The things we considered problems were brought sharply into perspective. They took an immediate back seat to the more pressing question of where, exactly, was there enough remaining viable space to hold classes—any classes, accelerated or otherwise!

As is so often the case, what was meant for harm, God has used for His purposes. The aftermath of Katrina has opened innumerable opportunities, not only for our students, but for many students

from sister institutions as well. The true meaning of generosity and self-sacrifice has been brought home to them in ways no other life lesson could possibly do. The mission field suddenly landed in their own back yard. However, to Bass students, specifically, was opened a rare window of enlightenment. Not only did they have the chance to put hands and feet on the Gospel as they reached out to their community, but they also felt the comfort and relief that comes on the receiving end of Christ-

like actions. Many now realize, in a much deeper way, the *value* of belonging to a worldwide fellowship of churches.

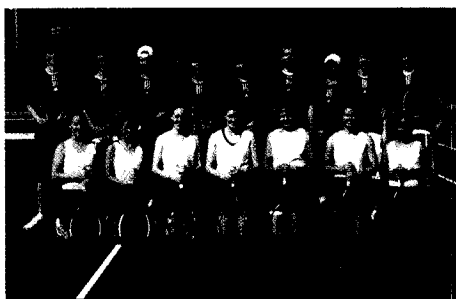
Bass will be rebuilt. The Master Carpenter is in charge of construction. When all is said and done, the carpet will be cleaner, the floor plan will be better laid out, and roofs will not leak. In the end, Bass will be a better school, more sound and updated for the 21st century. Meantime, faculty will be undergoing some "development" as well in the areas of patience, flexibility, sympathy, and total reliance on the Father. Ultimately, this will improve Bass also. God has provided an incredible opportunity for us to grow. We covet your prayers through the process.

—BY CRAIG ZEISMER

Spirit of Excellence

The 2005-2006 school year is well under way at Collegedale Academy, Collegedale, Tennessee, and God has blessed in a mighty way. Last year we finished with 337 students and graduated 92 seniors, our largest senior class in CA history. When registration finished this August, we had 373 students, including 115 freshmen, an enrollment record for CA.

On August 8, 2005, Collegedale Academy opened the doors to a new, 22,000-square-foot science/technology building. A special dedication ceremony for this building was held on Sabbath, August 27, 2005. The gymnasium building was also renovated to create a 360-seat commons area upstairs and a 90-seat "50s Café" downstairs. The renovations have provided our students with two fantastic new lunch areas, allowing us to use the classrooms for teaching instead of dining rooms. We are grateful to



Collegedale Academy tennis teams won district championships for the second straight year

have this new facility for our students.

Over the past year our students and school have accomplished so much. We were named the Academy of Excellence in North America by the Alumni Awards Foundation. The Madrigals performed at the General Conference in St. Louis; the band and choir received special recognition from Congressman Zack Wamp; 80 students participated on two mission trips, one to Costa Rica and the other to Puerto Rico; the boys and girls tennis teams won the district championships for the second straight year; and Adam Litchfield became CA's first ever state champion.

CA was recognized by the Chambliss Home Children's Shelter for 25 years of service, as well as by the Chattanooga Blood Bank for our continued outstanding participation with the Blood Assurance program. *The Chattanooga Times Free Press* summed up our students by recognizing CA as the "granddad of them all" when it comes to school food drives for needy families. However, the highlight this year was that 24 young people committed their lives to Christ and were baptized.

So what is the key to this success? We believe prayer is the main catalyst behind these positive outcomes. Students and



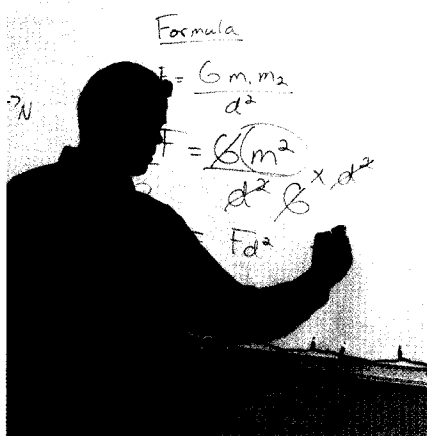
Performing arts are an important part of both curriculum and outreach.

faculty make prayer a regular part of each day, both by design and spontaneously. Each week parents coordinate special prayer programs. On Mondays at 8 and 9:30 a.m., parents meet at CA to pray for special requests and each student by name. On Tuesday mornings, another group of parents visits with faculty during short periods of free time to pray with them. Students have prayer bands after each day's chapel program.

We are committed to our mission, which is to uplift Christ through our young people in all our programs. "Devote yourselves to prayer, being watchful and thankful. And pray for us too, that God may open a door for our message, so that we may proclaim the mystery of Christ..." Colossians 4: 2, 3

—BY MATT NAFIE

Walking *with the* Lord



Fletcher endeavors to provide informative and exciting lessons in each class.

Our mission at Fletcher Academy, Fletcher, North Carolina, is to focus all of our efforts towards providing an environment on our campus that will encourage each of our students to choose to walk hand in hand with the Lord. In every aspect of our program, our first question is, "How can this be done in a ministry-oriented manner?" Christ's challenge in Matthew 28:19-20 is taken very literally on our campus. Our mission includes preparing students to go into all the world, making disciples and baptizing them in the name of God; therefore, it must first happen at home on our own campus.

While spiritual commitment and growth are our primary goals as a school, we are also proud to have a dedicated and professional staff to help ensure that our students can enjoy a high degree of academic success. Our expectations for our students are that they

will achieve individual academic success to the best of their ability. Through our efforts to provide informative and exciting lessons in each class, we are endeavoring to ensure that students will be inspired to pursue the acquisition of knowledge.

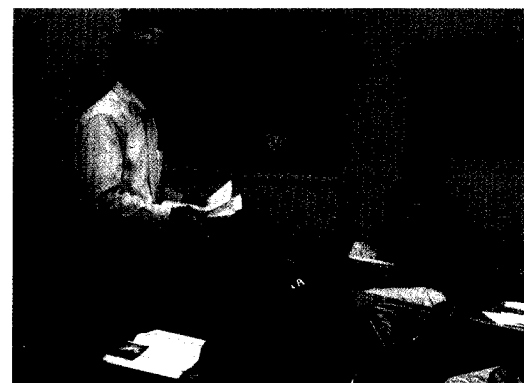
The tremendous results that we are experiencing are evidenced in students' standardized test scores, as well as the high percentage of graduates who have chosen to attend college and then gone on to be successful professionals. These results can be attributed to the high caliber of caring, committed, qualified, Christian teachers that we have. As a small Adventist school, we have the luxury of having a family atmosphere that allows our students and teachers to develop an extremely close bond. We are able to foster an environment where our staff members are able to mentor and model on an individual basis.

As part of our school improvement plan, we have recently upgraded our networking and server capabilities in the first phase of a technology plan that will network our entire campus. We feel that it is very important to fully prepare our students for the technological work environment of the 21st century. We are also currently working to develop an industry on our campus where students are part of a computer repair service. The computers can be brought to our campus for repairs, and in some cases our technicians will even make house calls.

Another part of our effort to better prepare our students for life in the 21st century, as we anticipate Christ's return, is offering an introduction to horticulture class as part of our new agriculture education department. Through this department, each student will have the opportunity to learn gardening related skills that we may need before Christ's return.

Being part of the Adventist EDGE initiative has helped us to improve certain areas of our program that, by developing or enhancing them, can result in improved student outcomes and ultimately ensure our students' success. Our staff is completely committed to challenging our students daily to grow physically, socially, mentally, and, most importantly, spiritually. It is our hope as a school to be a part of the bountiful harvest that is soon to take place.

—BY ROB GETTYS



Caring teachers are integral to the high percentage of graduates who have chosen to attend college.

The Journey To Excellence

Forest Lake Academy is one of the best-kept secrets in the Florida Conference. In addition to a spiritual program at the heart of the school, FLA, located in Apopka, Florida, has a dynamic, challenging learning atmosphere. In conjunction with the North American Division education initiative *Journey To Excellence* and the Southern Union Conference Adventist EDGE programs, FLA embarked a year ago on a journey from "Good to Great," based on the principles incorporated in the book *Good to Great: Why Some Companies Make the Leap...and Others Don't* (2001, HarperCollins Publishers Inc., by Jim Collins). This ongoing study,



Television production offers students the chance to gain hands-on skills for future job opportunities.

combined with the goals of *Journey To Excellence* and Adventist EDGE, is producing increasing changes at the school in how the school "does business."

Next to spiritual values, which are at the heart of FLA, the most important component of the school program is the academic curriculum. In addition to the general high school curriculum, FLA offers 15 honors level classes, five advanced placement courses, and eight dual enrollment classes in conjunction with Florida Hospital College of Health Sciences and Southern Adventist University, which is more than any other North American Division academy. Teachers are committed to innovative teaching methods and varied assessment methods. FLA's distance learning program, AE21, is a technology-based instructional program that offers a quality, Christian, high school program to students throughout Florida and the United States via the Internet.

Music and athletics are a major part of FLA. Music helps students academically by both strengthening and refreshing their minds after long days of academic classes. Sports activities are considered an integral part of the education program that seeks to develop young men and women physically, mentally, socially, emotionally, and spiritually.

FLA is partnering with Florida Hospital and Florida Hospital College of Health Sciences to create a Health Academy. The mission of this program is to offer interested students a rigorous, interdisciplinary academic program that provides relevant preparation for healthcare professionals at the college level.

FLA and the Florida Conference office of education are currently working with the Conference junior academies to establish a secondary school system with FLA as the hub. This system utilizes AE21 and technology to deliver secondary education on the satellite campuses of FLA throughout Florida, and will maximize the quality of secondary education by connecting all senior and junior academies electronically.

Forest Lake Academy is one of the Florida Conference's best-kept secrets, and actively works to follow the guidelines in the book *Education* by Ellen White, to provide "the harmonious development of the physical, mental, social, and spiritual powers" of its students. This is accomplished through the foundation of faith...the power of His word...the comfort of friendship...the joy of praise...the strength of diversity...the thrill of adventure...the peace of prayer...and the beauty of compassion. All, hopefully, lead to the joy of being shaped by the Master's hand!

—BY CAROLYN JENSEN

Learning Enhanced *by* the EDGE

Where does learning take place in a school? On a boarding academy campus, it takes place in the classroom, in the church, and, often, very far from the campus.



Assisting with hurricane Katrina fallout was part of GCA mission outreach.

Adventist EDGE academies recognize that new technologies can help students learn by allowing “hands-on” involvement. One example: at Georgia-Cumberland Academy, located in Calhoun, Georgia, students and teachers are using “InterWrite” tablets. Whatever the student or teacher writes on the tablet is broadcast to classroom computers and displayed on the video screen. Teachers and students can instantly access the Internet, lesson plans, PowerPoint lessons, textbooks, and the campus network. The “InterWrite” tablets increase student participation and enthusiasm, allowing students to participate in the teaching, as well as the learning.

Learning takes place as students worship. At GCA, our campus church and chaplain’s

office work together to help each student have direct involvement in all aspects of worship and church life. Students lead out in children’s Sabbath school departments; serve on the church board; and are ordained deacons, deaconesses, and local elders. Students and church members work together to make sure church is relevant to teenagers. Every aspect of decision making involved in the recent construction of the David C. Cress Memorial Youth Worship Center at GCA involved students. Their involvement was not “window dressing.” Several times during the planning and construction phases, key decisions were made by students.

At GCA you can also learn through travel and exploration of new lands. This past year, one of our mission trips was to the Appalachian Mountains of Kentucky to help several impoverished families with home remodeling. In addition, 40 students and faculty traveled to Bass Memorial Academy following hurricane Katrina and helped with clean-up and distribution of food, water, and clothing on campus and in Waverly, Mississippi. In a third mission trip this past year, more than 40 students helped build an addition to an elementary school, led out in health programs, and conducted a vacation Bible school in Belize. Another group of students traveled to Italy during spring break as part of an art and history study tour. Junior class students traveled to Washington, D.C.,

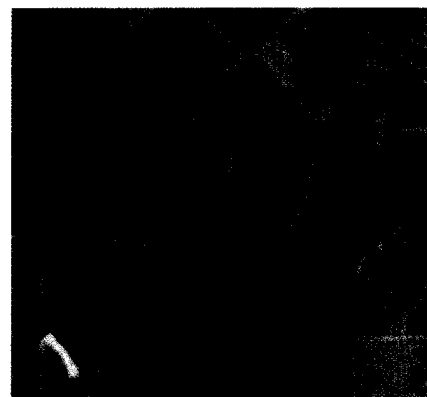


Students witnessed history and culture firsthand on a trip to Italy.

New York City, and New England to experience United States history where it was birthed. This past December, our choir attended a choral workshop for more than 400 singers in Florida and performed at Disney World.

At an Adventist EDGE academy, student learning and growth are extended far beyond the classroom. Often, it is those unique learning environments that provide life changing experiences.

—BY CARL ANDERSON



A student showing their decision for Christ through baptism is always a high point of the year.

Delivering *Dynamic* Education

Greater Atlanta Adventist Academy is located in Atlanta, Georgia, and serves grades 9-12. GAAA emerged out of Berean Junior Academy, which offered grades 1-10, from a grass roots movement. Berean was started by the Berean Seventh-day Adventist church in 1906. For many years, parents in Atlanta did not want to send their children away to boarding or public schools for the 11th and 12th grades. The parents, using the Home and School Association as a catalyst, fulfilled all the necessary requirements in a short period of time, and in 1981, GAAA was born.

Initially the physical plant was the former South Atlantic Conference office headquarters that was reconfigured into classrooms. After many years of planning, moving to leased facilities, and moving back to the original site after renovations, the dream of an adequate school building was realized. In 2004, GAAA entered into a brand new, state-of-the-art facility.

This building plays a major role in moving toward the goals outlined for the Adventist EDGE, not only in the instruction of students,



Varied methods of instruction appeal to the learning styles of all students.

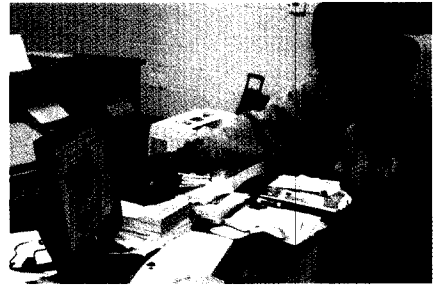
but also as a center for training teachers.

Shirley Johnson, the associate superintendent for South Atlantic, says, "The Adventist EDGE is a dynamic and progressive educational thrust which aims to apply educational research findings to implement change. Several of our teachers are certified trainers, and the majority of our teachers have received training in the 4MAT system of instruction."

The 4MAT system of instruction, introduced to the South Atlantic teachers in 1995, is a method of teaching where instruction is given that encompasses the learning styles of all the students. Sylvia Wilson, the social science teacher at GAAA, not only became a practitioner of 4MAT, but became a certified trainer as well. When asked why she is an avid user of 4MAT, she responded, "Recognizing the different learning styles of my students enables me to generate strategies in presenting a lesson that guarantees that they not only understand, but can walk out the door and use what they have learned, as well as explain it to someone else."

Leola Wade, the principal of GAAA, believes "every child God created has a different way of learning. The Adventist EDGE is an avenue through which every student can find success. Praise the Lord for that 'edge!'"

The students are excited about being taught based on the way they learn best. Ashley Atkins, a ju-



Computer learning is emphasized in the curriculum.

nior at GAAA, says, "I like the way Mrs. Wilson teaches. She presents the lesson in a creative way where we can participate. It's a class where learning is hands-on."

Informal learning is another way students enjoy learning. Catherine Jackson, the English instructor, took the juniors and seniors on a tour of Washington, D.C., and the New England states. Charlita Brown and Quinesha Hicks, also juniors, had this to say about their trip: "It's one thing to read in a book about Walt Whitman and Ralph Emerson, but it's another to actually experience the places where they lived and composed their literature. But, one of the most enjoyable parts of the trip was our visit to the White Estates. People talk about Ellen White, and it usually leaves you with negative feelings, but after seeing firsthand for myself, my feelings about Mrs. White have changed."

As this initiative is implemented in more and more of our schools, we believe learning will explode exponentially.

—BY JAMES K. LAMB

A School on the EDGE



Vespers programs rejuvenate students and prepare them for mission outreach.

At the risk of adding still another acronym to the concept of Adventist EDGE, I humbly present Greater Miami Adventist Academy's application of the Adventist EDGE: **GOMAA**.

Goal-Oriented: One of the objectives this year at GMAA, Miami, Florida, is to unite the faculty by working together as a team toward the goal of accreditation. By achieving our goal, we demonstrate to our students that through Christian team effort we "can do all things." To increase student enrollment, another goal, the entire GMAA staff and faculty visit different constituent churches two Sabbaths a month to emphasize the kingdom-value of a Seventh-day Adventist Christian education. Students join us in this effort as they participate in their various musical

organizations and performing groups.

Mission-Minded:

At GMAA we not only perceive the idea of "the mission field" as being the Dominican Republic, where we will be working this Spring Break, but also we view our own campus as a mission field. This year so far, at least 20 students have been baptized as a result of different efforts. Our Parent Teacher Association, National Honor Society (NHS),

and other organizations have been working towards raising money for various projects in our very own "mission field" here at home.

Active: No one would ever accuse GMAA of being passive, in or out of the classroom. There never seems to be enough space in the schedule to include everything—from the new honors college classes in conjunction with Miami-Dade College, to our brain function research; from our Hispanic Heritage celebration, to our Friday night vespers programs; from our community outreach projects, to the NHS Hurricane Katrina clean-up—we never seem to

stop moving forward.

Adventist: At our school, we offer not just Christian education, but truly *Adventist* Christian education. Our mission at GMAA, through the implementation of the components of Adventist EDGE, is to give our students an educational experience that will prepare them for Christ's soon return. We have even taken the step of changing our name this school year by adding the word "Adventist" so that the community will recognize who we really are, and to show our sense of pride in being a Seventh-day Adventist Christian school.

As you can see by our actions and our words, Greater Miami Adventist Academy is genuinely an Adventist EDGE school.

—BY LUIS CORTES



Teachers meet to discuss the process of accreditation.

Maintaining *a* Balance



Vocational training, along with academics and spiritual emphasis, adds to the balance of Harbert Hills curriculum.

It is a privilege for Harbert Hills Academy to be involved with the Adventist EDGE program. Maintaining a balance between vocational, academic, and spiritual training is the focus of our program. This plan can be traced from the school of Eden, through the patriarchal schools, through the schools of the prophets, through the education of Christ, right down to today. The emphasis of the Adventist EDGE on addressing every student's learning style and encouraging students to expand their knowledge through active techniques, such as experiments and real world problem solving, fits well.

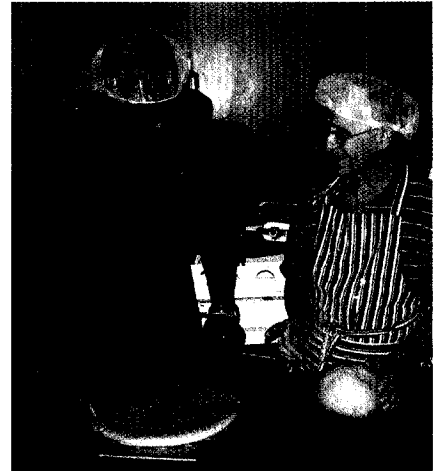
The latest research and strategies clearly show how the learning processes of the mind are encouraged and supplemented by activities that involve the hands, and call on the other creative processes

of the mind through a variety of activities. In speaking of Christ's education, Ellen White writes in *Education*, page 77, "His education was gained directly from the Heaven-appointed sources; from useful work, from the study of the Scriptures and of nature, and from the experiences of life." What better model could we possibly follow? The Adventist EDGE, focusing on the whole child, real life, and the integration of religion, is so needed in our world today.

At Harbert Hills Academy, Savannah, Tennessee, the 4MAT learning system is being implemented in the classroom, the vocational work training programs are being strengthened, and the concept of collaboration is being given added emphasis. Students and teachers are together, not only in the classroom, but also in the work place. The Harbert Hills Academy Nursing Home, Bread of Life Bakery, WDNX radio station



Students expand their knowledge through fun, creative techniques.



Activities that involve the hands encourage learning processes of the mind.

(89.1 FM), and farm offer many and varied opportunities for experiencing real life while learning. Community service and missions serve as a way to develop the attitude of unselfish service. The rural setting among the rolling hills of west Tennessee gives a special atmosphere of peace for hearing more distinctly the Voice of Nature.

The school improvement process is active. Harbert Hills Academy has become a member of EASEA (E. A. Sutherland Education Association) and will have its first on-site evaluation team visit this spring.

Today's technology demands are being addressed through the installation of a new, campus-wide, high-speed Internet system. There is still much to be done, but by God's grace we are moving forward. There is indeed an "edge" to the Adventist system of education. May we fully experience it.

—BY JOE SIMPSON

Learning Through *Flexibility*

With the implementation of Adventist EDGE at Heritage Academy, Monterey, Tennessee, we have seen almost immediate differences in the way and degree in which our students learn. Teachers have the freedom and are encouraged to bring into the classroom multiple resources to compliment the curriculum. Technology has made this process clearer and easier for both our teachers and students, and because they are not tied to the textbook, both are enjoying the classroom experience much more, with considerable results. Projects in small groups, oral presentations, giving worship talks, and Bible studies have all been incorporated into the classroom curriculum that have helped our students retain the materials they are taught and then share it with others. Math games such as Sudoku, word games such as Scrabble and Mad Gab, vocabulary bees, Monopoly using checks instead of paper money for

Consumer Math—these are only a few of the examples we are using. This flexibility has been a real asset to the teacher in dealing with students at different learning levels and learning styles. Allowing their students to express themselves in various ways creates thinkers and not mere reflectors of what they have been taught. Teachers are collaborating together on the ways they have involved these aspects into their classroom, and, although

some teachers have been trepid, once they see them in action, they are convinced. A simple change overall has proven to be a liberating experience for everyone and has put the fun back into the classroom. The encouragement from our conference and union educational leaders has been invaluable. Adventist EDGE has changed the complexion of education at Heritage Academy for the better.

—BY DEBBIE BAKER



From the fun of word games like Scrabble, to the serious of nature of classroom worship, students are given the opportunity to participate in a variety of learning platforms.

Toward Something Better



A Microsoft Office systems class enhances the computer skills of the students.

The primary focus of Highland Academy, Portland, Tennessee, is to help our students realize their need for a personal relationship with Jesus Christ and encourage the development of that relationship. Ultimately, our goal is to develop and educate young people to love Christ, grow in Him, and serve Him. We want our students to be able to serve their fellow man in a way that profoundly affects their global community. In order to do this, we make opportunities available for our students to prepare themselves for the ever-changing world and church of which they are a part.

Our curriculum is focusing on more project-based learning, while targeting real-life issues in a group setting. Our classes are shifting from teacher-centered learning to student-centered learning, with the teacher as the learning facilitator. In an effort to enhance the computer skills of our students, we have added an IC3/MOS (Microsoft Office Systems) class, which provides certification upon completion. Through a diverse faculty, varied teaching styles, and continued staff training in the areas of 4MAT and classroom technology, we are adding real-world relevance to our classes.

We are empowering our students with effective leadership skills through student-led revivals, Sabbath school programs, VBS programs, and prayer and Bible study groups. We also have student representatives on our administrative/discipline committee and our school board. Our Student Council is also actively helping to create school policies that express the views of the students.

Meaningful service to our community has become an important part of our curriculum as well. We have developed a strong outreach program. In light of our help with



Many students have the opportunity to work with community outreach projects.

the clean-up of Hurricane Katrina, we are taking steps to become a first response school, which will give us the opportunity to respond immediately to natural disasters and other situations of need.

We feel that we are continuing to develop a well-rounded curriculum that focuses on the development of the whole person—the spiritual, intellectual, social, emotional, and physical person. We believe that this process is truly a “Journey to Excellence.” We continue to follow our school motto—“Always Moving Toward Something Better.”

—BY BECKY PATRICK AND
STEVE BAUGHMAN

Preparing *for* Service



A freshman frames a building addition as part of his vocational training.

Anyone who steps onto the campus of Laurelbrook Academy in Dayton, Tennessee, is stepping into a 2,000-acre classroom. You will see students applying the Algebra I concepts of slopes and y-intercept while learning to put a new roof on a staff home. Chemistry and geometry is taking place while students are learning the science of agriculture or working in the water-treatment plant. Principles of health and the importance of service are reinforced as students serve as certified nursing assistants in the sanitarium.

“Jesus taught nothing but that which could be utilized” *Ministry of Healing* page 448. The Adventist EDGE is committed to a curriculum that is “authentic, relevant, meaningful, and standards-based.” This is consistent with the methods of Jesus, the Master Teacher, and this is Laurelbrook Academy’s philosophy of education.

“I’ve learned the importance of putting to practical use everything

that I learn in the classroom,” says Ashley Berger, a four-year senior. “When I graduate in May, I will not only be prepared to enter a university nursing program, I will also have essential life skills like time management, how to work as a team, and how to love and appreciate the differences in people, just like Jesus does. I’ll also have my CNA license.”

Laurelbrook, started in 1950 on 21 acres of mountaintop beauty, has never lost its focus of training an army of young people for a life of service. Students are often reminded in assemblies that the objective of an LBA education is not to prepare them to enter Ivy-league schools or to be hired by Fortune 500 companies. Laurelbrook education is, as the Adventist EDGE plainly states, “to anchor students in a relationship with God and prepare them for a joyful life of service.”

Every year LBA students go on mission trips in the U.S. and other parts of the world. At the writing of this article, the senior class is preparing to go to Bolivia, South America, to help build a school.

“This will be my second mission trip,” says Honiko Abrams from Jasper, Tennessee. “I’m so excited about going to Bolivia. I always feel stronger spiritually when I’m helping others.”

A strong spiritual environment with high standards and a belief that every student is uniquely gifted

is the campus culture at Laurelbrook and is part of the EDGE. Small class sizes with differentiated instruction, a strong English language learners program, and a full-time SUCCESS teacher help ensure that every student reaches their full potential.

When Eugene Chirshev came to LBA from Russia this school year, he knew only a few words in English, loved the Lord, and would not hesitate to offer a public prayer in Russian. But, before the end of the first semester, Eugene was participating in Sabbath School programs, reading and reciting scriptures in English.

As the Adventist EDGE continues to raise the bar in Seventh-day Adventist Christian education, Laurelbrook Academy’s dedication to excellence in the field of practical, God-centered, service-oriented education will continue. EDGE: Educators Delivering GREAT Education!

—BY DORIS MORRIS



Student and teacher work together to build a footbridge.

The Possibilities are Almost Endless

Madison Academy, the first academy in the Southern Union to complete the Adventist EDGE training, has embarked on an aggressive project to integrate technology into the classroom. Robert Stevenson, the school principal, says that he has never encountered the necessary ingredients to make this dream a reality—not until coming to Madison Academy, in Madison, Tennessee.

According to Stevenson, a crucial factor to make a program like this happen is full staff support, with a competent and motivated technology director. Additionally, there needs to be a quality student body from supportive homes. And finally, a school must have a progressive conference and school board, who have a far-reaching vision for education.



Students can send homework by school-provided e-mail.

Madison Academy has all of these components and is a model for computer technology in any school. The school uses a multi-server wireless system which enables students and teachers to interface digitally in a number of ways. For example, students can send homework to teachers by school-provided e-mail, in addition to creating and sharing PowerPoint presentations from their laptops. Teachers are able to post homework assignments, worksheets, and activities using Microsoft shareware, which means that many assignments are done completely on the computer from beginning through grading.

In addition to using “smart boards,” teachers have handheld tablets using Bluetooth technology, which gives them the ability to manage their computer from anywhere in the classroom, as well as projecting images from their computer to a classroom projector, or sending images directly to student machines. Additional management software allows teachers to view activity on student laptops while the students are on campus and logged on to the network.



Madison Academy is a model for computer technology.

Taking advantage of a program called EdLine, students and parents can access grades at any time over the Internet, which gives families another tool to keep up with their students’ progress.

With technology like this, the possibilities are almost endless. And, as our teachers explore the capabilities of the new technology, they continue to find ways to enhance learning.

It is the goal of the staff at Madison Academy that their school has a program which students will want to attend, not for the sake of mere academics, but where they will find Jesus integrated into every part of the program. Every student should leave with a GREAT education, but most importantly, find Jesus in the process.

—BY MARVIN LOWMAN

Developing the Whole Person

Miami Union Academy, nestled in the diverse community of north Miami, Florida, has taken the Adventist EDGE call to action. Under the direction of our dedicated principal, Regina Harris, MUA fosters a balanced development of the whole person—physically, intellectually, socially, and spiritually. Working together with the home and church through quality academics and co-curricular activities, masterful instruction, ongoing assessment, outstanding customer service, qualified school board members, and advanced educational technology, MUA is preparing students for responsible citizenship in this world and in the world to come.

The motto of Miami Union Academy is “Nothing Without Effort.” It takes effort to maintain a school dedicated to excellence in all areas. Adventist EDGE encourages team effort, which is fostered when parents, teachers, and students participate each year in supporting our high school choir, under the direction of Renee Hodge, for the Christmas performance at Bayside in Miami, an opportunity to witness to the community.

Seven students decided to be baptized this year as a direct result of Week of Prayer. Our speakers, Willie Ramos and Juan Carlos Leon, inspired our youth to live better Christian lives and be closer to God. The baptismal service was solemn and spiritual, under the



Miami Union is preparing students for responsible citizenship in this world and in the world to come.

capable coordination of our school chaplain, Juan Garcia. MUA strives to integrate Christian principles with learning to anchor students in a relationship with God.

Challenging our students to a constant pursuit of academic excellence requires innovation and creativity. MUA established the *Nil Sine Numine* Association, based on the Latin version of our motto, to recognize the academic achievement of our students on a quarterly basis. Initially, students with GPA's of 3.0 to 4.0 for the second grading period comprised 30 percent of our high school student body; however, at the beginning of the third quarter, we were excited to realize an increased involvement of approximately five percent, and we anticipate continued growth.

Another area of focus has been improvement of standardized test scores for college admission. Miami Union Academy formed a partnership with the Princeton Review, a national company dedicated to assisting students with preparation for all standardized tests. With

this partnership, we were able to offer PSAT and SAT preparation classes at an overwhelming discount, offering a money-back guarantee of 200-point score increase.

School clubs and classes have taken on various projects, including blood drives, shoes drives, food basket distribution to needy families in the community, voter registration, community fairs offering medical screenings, and business networking. Last school year, the high school participated in a mission trip to Puerto Rico, helping students to broaden their horizons, serve their fellow men, and appreciate the blessings received. This focus on outreach is all based on MUA's plan to provide relevant connections to real life concepts with practical, hands-on applications. Students are acquiring skills for a successful future and are prepared for a meaningful life of service and outreach.

—BY RENEE MALCOLM



Seven students decided to be baptized following Week of Prayer.

Reflections *on* Life

Last year Mount Pisgah Academy, Candler, North Carolina, initiated a portfolio program as a way for students to collect and display their accomplishments. The program highlights a student's positive experiences in academics, work, organizational participation, and even social experiences while in academy. As part of the process, students are asked guided questions to encourage reflective thought for each area of school and personal life.

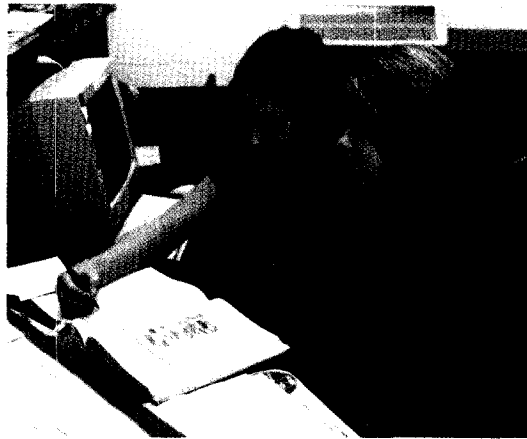
The portfolio program meets the Adventist EDGE goal of providing performance-based assessment as part of the student evaluation. Portfolios have become an accepted tool for personal and professional presentation, and many colleges and employers now look at portfolios when interviewing a potential candidate.

There are monthly check points to make sure that students are on track, and they are given time in classes and organizations to work on compiling their artifacts.

"I like being able to personalize my portfolio," said Brandy Johnson, a junior at MPA.

Students present their portfolio to a staff review board at the end of the year. It gives them an opportunity to share with the staff their reflections on their progress through the year.

"When I'm in college and look back at my portfolio, I'll be able to remember what I did in academy,"



Students work together to share ideas for portfolio production.

Brandy explains. "I'll have more proof of what I accomplished," she continued.

"Even if academics isn't their strong area, students should be able to recognize growth and appreciate the areas where they do excel," stated Kathy Brannan, vice principal for academics.

Portfolios are required of all students each year they attend Mount Pisgah Academy, and while they are graded on their participation in the program, it is not reflected in their GPA.

Another important part of the program here at Mount Pisgah Academy is our service and outreach. Each week, one class takes a day off from classes to participate in community service projects around the Asheville area. Projects include adopt-a-highway; volunteering at the VA Hospital, homeless shelters, and area food banks; and cleaning up area parks.

This year the students were able to expand their community service into a different community—the town of Waveland, Mississippi, one of the towns hit hardest by Hurricane Katrina. In September more than 200 students, staff, parents, and other volunteers traveled from Pisgah to Mississippi to work with A.C.T.S., an organization from the Florida Conference.

Just a couple miles from the Gulf of Mexico, the town of Waveland was completely flooded by storm surge that covered the town with more than 25 feet of water. Anthony Isom, a junior from Anderson, South Carolina, was shocked at the devastation he saw. "It was hard to believe we were still in America," Anthony said. While in Waveland, students operated the area's largest distribution line, handing out food, water, ice, cleaning supplies, hygiene products, diapers, and other essentials.

Our ministry to the people of Mississippi didn't end after we left Waveland. This past December Mount Pisgah Academy donated \$22,000 to A.C.T.S to help build a small mobile kitchen unit to serve the communities surrounding Waveland as they continue to rebuild. This donation was made on behalf of the hundreds of church members, alumni, parents, and individuals who donated almost \$50,000 to the Academy last fall.

—BY ELISSA MORELLO

On the EDGE

Education, Technology, Service

Nursing Assistant Program

Thanks to the efforts of Aline Dormer of the Oakwood College Seventh-day Adventist church, several Oakwood Adventist Academy students are training to become nursing assistants. The nursing assistant program is offered at the Oakwood College nursing department through Drake Technical Institute, also of Huntsville, Alabama. Students take classes every Sunday from 9 a.m. to 12 noon. Upon completion of the program, students will become certified nursing assistants. As professionals they may work in hospitals, nursing homes, and other health care facilities.

We've Gotta Hunch...

OAA and NASA will soon sign a Space Act Agreement that will put students on the cutting edge of technology. HUNCH, which is the acronym for High School Students United with NASA to Create Hardware, is a partnership where "students gain valuable working skills by developing tangible products that meet a real need in NASA's Space Station payload training program."

OAA students will participate in the computer and sewing technology areas of the program. Yvonne Peters (Home Arts) and Joseph Roberts (Macromedia Flash) will lead



The Oakwood choir has collaborated extensively with a local orchestra, community vocalists, and other Adventist academies.

out in this educational experience. The Home Arts class will sew various items that will be used or worn by the astronauts in their training. The Macromedia Flash class will design interactive training simulators for the astronauts to use in their virtual space training.

A Notable Choir

The OAA choir is in its seventh year under the direction of Philip Williams. In addition to singing regularly at area Seventh-day Adventist churches, the 54-member choir presents three annual concerts: Christmas, winter, and spring. As part of a 125-voice choir accompanied by members of the Huntsville Youth Orchestra, they performed selections from Handel's Messiah at this year's Christmas concert.

The choir presented a Black History Month concert in February for the public. In March they will travel to Atlanta, Georgia, to sing in a joint concert with Greater Atlanta

Adventist Academy choir. Later in March, the choir will join other voices in Huntsville to present the music of composer Rosephanye Powell.

An Eye-opening Experience

Hurricane Katrina left a lasting impression, not only on its victims, but on OAA relief workers as well. The 25

students and two sponsors, Crystal Thomas and Joseph Roberts, who traveled to Lumberton and Waveland, Mississippi, to help, said the experience changed their lives.

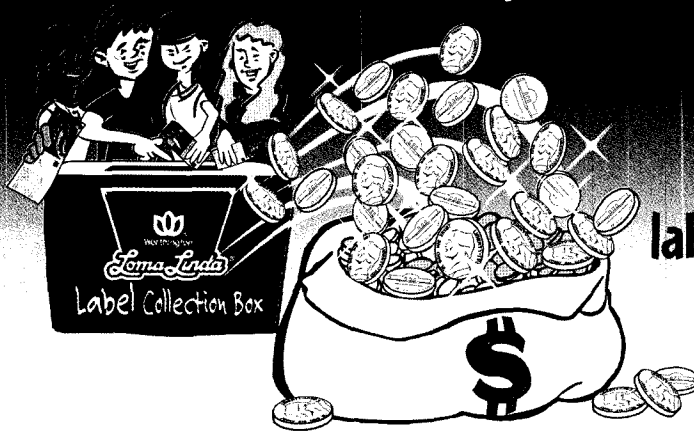
Their first stop was Bass Memorial Academy in Lumberton, where students packed and distributed food and supplies to approximately 600 people who drove in from area communities.

In Waveland, their second stop, the students organized food, water, and other essentials, and cooked meals for over 3,000 hurricane victims.

This expedition of service will never be forgotten by the students and staff. True education is all about service to mankind, and we're grateful that OAA students had a chance to experience it.

—BY GILBERT COOPER

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Building a Learning Community

Salisbury Adventist School

The school-wide theme for the year was "Building a Learning Community." Salisbury Adventist School, with only two teachers, teamed together to "4MAT" the school environment for the year. Community was the concept studied and experienced by the students through four major areas: their school, their city, the world, and heaven as a community, one for each quarter of the school year.

Comments on Salisbury:

- "I love the fact that they [the school] strive to include the body of the church in all activities so we can see what our monetary support goes for." *Church Member*
- "It is easy to feel like you are part of the Salisbury school, because they love unconditionally everyone in the community." *Parent*
- "We transferred my son for one year. It was the best thing we did for our son and for our family." *Parent*



Salisbury school really enjoys working with the 4MAT curriculum

- "My daughter begs to go to school everyday. That never happened before." *Parent*
- "This school doesn't stress me." *Second Grader*
- "I love how this school is full of humor. The kids don't pick on you. I thought that I would never like school this much!" *Fifth Grader*
- "My granddaughter is not afraid of school anymore—a real blessing." *Grandparent*
- "Now I learn better about Jesus, because I learn about Him all day long." *Second Grader*

Salisbury ended the school year with "Heaven as Our Community," which became especially pertinent with the tragic loss of an 8th grader from an expected illness in the spring. Students and family came to appreciate the hope we have of the resurrection in a very real way.

Camden Adventist School

Camden Adventist School is a one-teacher school in South Carolina that is truly unique. Sherry Housley, the teacher, says that "people have been telling me for years that I was a master teacher, but I never believed it until I got involved with the Adventist EDGE. Now I believe them. I know I am a master teacher because I understand how the brain learns and why I'm doing what I'm doing."

What makes Camden unique? Students say the Adventist EDGE "makes learning a lot more fun be-



The Camden teacher and students find learning fun now with the Adventist EDGE.

cause it is much better than working in the book all the time." Parents feel their children are learning and retaining the lessons much better than in a traditional setting. Church members are impressed because the students are much more involved in being up front and leading out in the worship service. They have watched these students' confidence and leadership steadily increase over the past four years.

The teacher is thrilled and amazed at how the Adventist EDGE implementation in her classroom has increased parental involvement in the school. The parents are actually asking when the students will be doing certain types of learning activities so they can arrange to be off work to come and see what is happening. "This has made learning come alive!" parents say.

One professional from the community who is not a church member couldn't believe the school is addressing issues that students will be facing in the work world with children at this young age, saying, "This is wonderful!"

—BY PAM FORBES

The Learning Never Stops

How do you make a good thing better? Put as many people to work as possible, doing as many things as possible, to make the biggest impact possible. In Florida, that means pulling out all stops to keep our teachers fresh in the latest techniques of working with children. And judging by our classrooms, all of this concentrated effort is yielding high results.

“When I put my children in this school, I noticed a difference right away,” says Nancie Nickless, mother of twin daughters in Lori Hudak’s kindergarten classroom at Orlando Junior Academy. “The girls love it. They’re involved in everything—soccer, gymnastics, basketball, piano lessons, handbells. And, what they are doing in the classroom is just amazing.”

None of this is by accident. For the past three years, through the Southern Union’s Adventist EDGE school improvement plan, the Florida Conference has taken a colossal leap forward in bringing our schools to a new level. How are we doing it?

Teachers inspire teachers. We do everything we can to connect teachers. This year, our teachers instructed others, demonstrating how they interact with their own students to bring new excitement and understanding to learning.

Through monthly study groups, teachers

work together to find new ways to bring such things as critical thinking, writing, and ecology to life in their classrooms. “We have been studying outdoor education for two years,” says Julie Center, East Pasco kindergarten teacher and study group leader. “The whole school has been energized by what we are doing.”

Technology breaks geographical boundaries. Through our One-to-One program, classrooms are connected by camera, with the words “small school” becoming a thing of the past. “The real beauty of the program is that it removes teacher isolation,” explains Nury Perez, One-to-One coordinator. “Teachers talk about how they can improve their teaching, plan together, and teach kids more than 100 miles away.”

Other teachers meet electronically to discover ways to help young children become better writers. Two

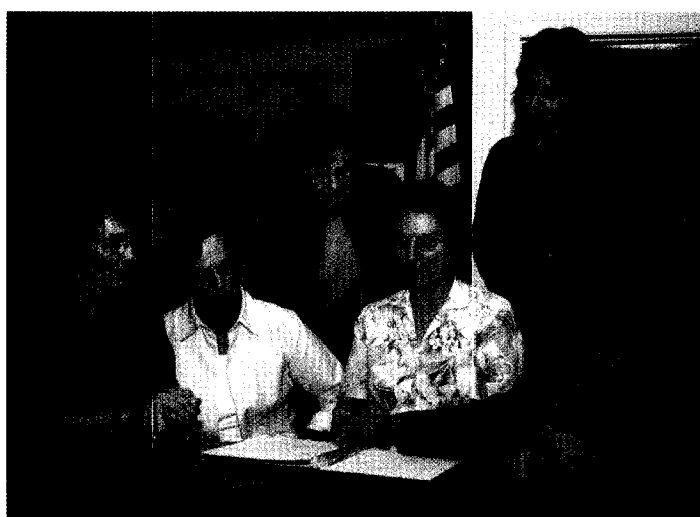
groups of teachers log on to their computer each Thursday afternoon, post actual student writing samples on a teacher site called LiveText, and discuss student progress using Skype, a computer program which allows for conversation.

Outside resources flow new ideas into the system. No stone has been left unturned in finding people with ideas to share that make us better at what we do. Teachers from other conferences, state groups such as FLARE (Florida Literacy and Reading Excellence), and local community agencies are all tapped for ideas. “I found a high-powered consulting group in my area that has trained my staff in working with children with special needs,” says David Gardner, principal of the Jacksonville School. “An out-of-conference educator recently dropped in and was amazed at what we are doing.”

And then there’s our Silver Team, retired educators criss-crossing the conference to support classrooms from High Springs to Miami... and the classes, workshops, and professional books that continually engage our teachers... and our office team, dedicating long hours to inspiring teachers to grow and stretch...

In the Florida Conference, the learning never stops—in the classroom or out of it.

—BY SANDRA DORAN



Florida teachers network in study groups to share ideas.



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One-on-one time with the teacher is an advantage found in Adventist education.

“God, in His mercy, placed my grandson in your classroom. In half a school year, you have accomplished what a series of other teachers had failed to accomplish. You saw my grandson’s potential. You applied love and your obvious gift of teaching to his life. You have motivated him to change his performance, his attitude, and his academic achievement. He now loves school, loves you, and enjoys his life. I thank God for the restoration He has wrought through you.”

The experience of this child, related by the child’s grandmother, is what the Georgia-Cumberland Conference office of education prays will happen for each of our almost 2,800 students enrolled in 47 schools where we currently offer education from pre-kindergarten through the twelfth grade level. We are committed to providing excellence in academics and nurturing spiritual growth.

The Conference church schools are first class all the way. All our teachers are denominationally certified and teach in their areas of certification. Our conference test scores on national tests rank well above the national average across all tested grades. Curriculum decisions are based on Southern Union standards in language arts, mathematics, science, and social studies, which incorporate all the national standards for these core areas, while also incorporating Adventist faith-based learning and community outreach activities.

Here are some examples of Georgia-Cumberland Conference church schools in action.

The Pikeville, Tennessee, one-teacher school opened this year with 10 students. They believed God wanted a school in Pikeville and that He would bless the school. Every Thursday morning, the Home and School prayer group came to the school and prayed for the teacher, the students, and the enrollment. By the beginning of the second semester, they had a 50 percent increase in attendance with 15 students enrolled. God answers prayers!

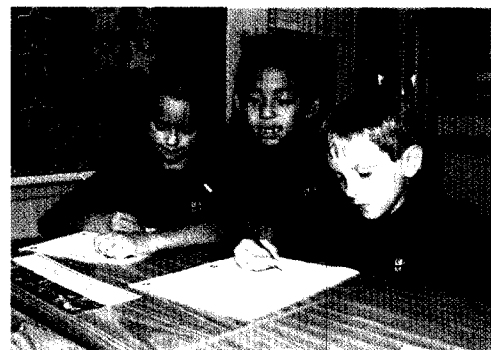
One of our school principals was looking for a substitute teacher. A student overheard the conversation and volunteered that her mother would be happy to substitute. The principal explained that substitutes have to be members of

the Adventist Church. The student turned to her mother and asked if they could join. The mother asked if they could join his church, and he replied they could. Since that time the principal and his family have studied with the family, and there have been six baptisms.

A youth group from Greeneville Adventist Academy and church has been learning about world hunger and are committed to raising \$2,500 to be dispersed locally and globally. It is their desire to be an example to other Church youth to join forces and funds to make a real impact on world hunger.

Success stories like these give us hope that God is using Adventist Christian education to make a difference in the lives of students. As Bowman Hills Adventist School teacher Melissa Harley recently shared with us, “I became a teacher because I wanted to make a difference in the lives of my students, academically and eternally.” That’s Melissa’s passion. That’s the Georgia-Cumberland Conference’s passion.

—BY CYNTHIA GETTYS



Children work together to accomplish the goals of their project.

Excellence is a Quest

A few months before his untimely and tragic assassination, Robert Kennedy said: *"Some men see things as they are and say 'why.' I dream dreams that never were and say 'why not.'"* Most of us recognize that excellence is not a destination; rather, it is always a quest...a journey on which we travel with twists and turns along the way. Similarly, excellent schools don't evolve by accident or as the result of any single change or event.

in the Gulf States Conference exist primarily to touch the lives of our children and youth for Jesus. Every student entrusted to our care is a gift of God to be educated for both now and eternity. It is our intentional approach to harmoniously blend the work of redemption and education as one ministry through a Christ-centered curriculum."

Here are some highlights of the Adventist EDGE in the Conference during the 2005-2006 school year:

- All teachers received training with 4-MATion, utilizing technology to develop and share unit lesson plans.
- All teachers of grades K-3 learned how to use DIBELS, a recognized reading-readiness test, to regularly measure the development of children's phonemic awareness in sounding out words as part of their reading proficiency.
- All teachers received an extensive workshop highlighting the latest research with respect to the brain and learning. Practical applications of the research were then explored.
- All principals participated in a fall weekend retreat that focused on the qualities and practices of Christian leadership.
- Students in grades 8-12 are given the opportunity to participate in an education mission adventure during spring break. This year's project will bring five schools together to work at a children's orphanage in Mexico.
- All students in grades 5-10 meet to highlight their skills at a two-day education fair, including a spelling bee, Bible quest, math mas-



Teachers and students at the Pensacola school find ways of making fall a fun-filled learning memory.

ters, science fair, art fair, and geography bee.

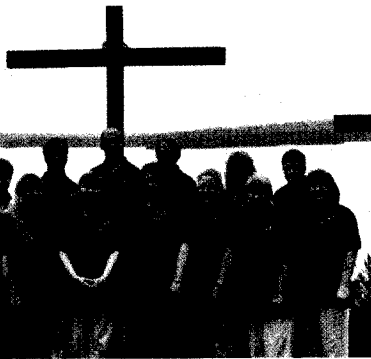
•All students in grades 5-6 will meet for our annual outdoor school. This year's theme will focus on physical fitness, with a theme of "Fit for Heaven."

•Students are participating in an on-going *Campaign for Compassion*. They raised over \$1,000 for the victims of the Tsunami, and now are raising funds to help a sister elementary school that suffered great damage in Hurricane Katrina.

—BY LESLIE LOUIS



Teachers love each of their students as unique individuals and recognize his or her dignity and infinite value.



Principals and head teachers meet at Camp Alamisco for the annual leadership training retreat.

The Adventist EDGE is not just a dream. It is the work of many hours of prayer and energy. It is the work of many educators collaborating together. And, it is the work of tapping into a variety of resources based on research and technology. The Adventist EDGE is a uniquely Southern Union vision of developing an intentional approach to improving the quality of our curriculum, our instruction, and our assessment.

The following mission statement is the guiding light of the educational ministry in our Conference: "The Seventh-day Adventist schools

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Dr. John McVay, Class of '76, Church Service
Brenda Micheff Walsh, *Battered to Blessed*, 5:30 p.m.

Birthday Party for GCA
GCA Cafeteria, Saturday, 7:00 p.m.

Alumni Sports Night, Saturday, 7:30 p.m.

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The Southern Union Home Health Education Services (HHES) is looking for individuals or businesses that are willing to donate cars or vans to its **YOUTH SUMMIT** student missionary program. These much needed vehicles will be used by student literature evangelists and Bible workers to do evangelistic work in various church locations throughout the Southern Union. Financial contributions are also accepted.

For more information, please contact:
Rocky Davis or Jim Wilson at:
404-299-1621

No More “School as Usual”

For more than a hundred years, it has been “school as usual” in the Adventist educational system. We meet state requirements. We teach all the required courses, plus Bible. Our teachers are certified. Our schools are accredited. Statistics show we’ve done a good job.

So why change? Because the world has changed dramatically! Not only has the world changed, but our children have changed. They come from different family structures now. Society has bombarded them with endless television, questionable music lyrics, loose morals, and overwhelming materialism.

Today, advances in every element of our existence are making what we knew yesterday obsolete. Fifty minutes a day of “reading, writing, and arithmetic” is not going to produce the results needed for tomorrow’s adults. It’s time to rethink how and what we teach. It’s time to push the EDGE of innovation.

Today, we realize that radical change begins with us—leaders and teachers...

- Our schools are setting aside days during the school year for teachers to work on professional development.
- Teachers are studying the latest research on the brain—how it learns, what it remembers, and why.
- Study groups have been formed to practice proven learning strategies.
- All are learning the 4MAT unit design which follows the brain’s natural cycle of learning.
- Teachers are looking for ways to develop real-life connections with the curriculum.

- Standards continue to be developed so that teachers can thoughtfully and creatively design their classes around their students.

- We are watching technology trends and updating classrooms with computers and software.

- More importantly, we are training our students to care for their world and their fellow man by emphasizing community service, church participation, and missionary endeavors.

Yes, many positive changes are being made, but we’re not through yet. We must push the EDGE a little farther. In the schools of tomorrow, the individual will be placed at the heart of all we do.

- Classrooms may be in “pods” or grouped seating arrangements to facilitate discussion and creativity.

- Teachers will create and guide the desire for learning, rather than merely lecturing.

- A system will be in place to track literacy skills so they can be corrected early.

- Multi-sensory teaching techniques will be used, rather than workbooks, to reinforce skills.

- Union-wide standards will be the basis of evaluations, and mastery will be determined

using not just traditional testing, but also performance, peer evaluations, and student portfolios.

- Up-to-date technology will drive and enhance projects and performances.

- Students will be solving real life problems, learning leadership skills, participating in labs, mentoring, and tutoring.

- Learning and outreach will be designed to strengthen personal faith and develop a Christ-like character.

The “journey to excellence” has begun. We are preparing a generation for unknown challenges, and it must be an education grounded in the power of God’s Word, delivered by qualified teachers who themselves kneel daily at the feet of Jesus Christ.

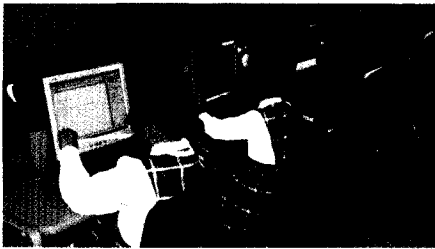
This is what the Adventist EDGE is all about: **Educators Delivering GREAT Education**—to prepare our children for an uncertain world, but a certain future.

—BY MARVIN LOWMAN



The Conference sets aside time for teachers to work on professional development and classroom activities.

Salvation and Education



Students at Decatur Adventist Junior Academy gain computer skills at a young age.

Christian education is still an Adventist essential. Salvation and education cannot be separated, and should be the top priority for our children.

Yvonne Brown, principal of Decatur Adventist Junior Academy in Decatur, Georgia, states, "It is the goal of our school to fulfill God's mission one year at a time. We are more than a school that teaches mere academics. While we believe the acquisition of knowledge is power, we also believe the knowledge that Jesus came to impart is even more powerful."

In Macon, Georgia, Bethany Christian Academy's principal, Sheridan Albert, reverberates the same sentiments: "Even though a child may go to public school with nice facilities, they miss the spiritual component. While it is our goal to give our children the best education possible, it's our paramount goal to see them in heaven."

The South Atlantic Conference is positioning itself to make change happen in its schools. Pennie Lister-Smith, Ed.D., vice president for education, says, "As valuable and essential as Seventh-day Adventist Christian education is, it is at the crossroads. The North American

Division (NAD) has responded to this concern with the *Journey to Excellence* initiative. The Southern Union response to the NAD initiative is the Adventist EDGE, and as a conference in the Southern Union, South Atlantic has embraced the concept of the Adventist EDGE being integrated in all of its 23 schools."

Berean Christian Junior Academy is a K-8 school in Atlanta, Georgia. Fern Freeman, who teaches third grade, loves to find innovative ways of challenging her students. As her students glue toothpicks to the drawing of a human skeleton, they also name the bones included in the anatomy. When asked how third graders are able to learn such in-depth information, she responded, "Students are capable of learning just about anything you teach them, if the information is presented in an exciting and fun way." Patricia Sherrod, principal, added, "I am excited about the idea of reaching all students, academically as well as spiritually, in some way. The Adventist EDGE initiative affords us this opportunity."

The principal at Napoleon B. Smith Academy in Greensboro, North Carolina, has found an exciting way to teach math and agriculture at the same time. After the city donated a truckload of compost, the students had to find the perimeter and area of the ground in preparing to plant their garden of pansies. Her students also pooled their money to purchase a fish tank and fish to assist in their study of sea life. Each student used the Internet to do research on the care and feeding of the fish.

Berean Junior Academy & Pre-school Center is located in Charlotte,



Charlotte-Berean students and faculty journey to Panama to help repair the Adventist school.

North Carolina. The principal, Henrietta Bishop, believes there must be application of information for students to achieve. One of the best ways of doing that is by teaching students to serve others. She says, "In the field of community service, our school has made great strides and looks forward to greater opportunities to give back to our community." To stretch their community service beyond the city borders, Bishop took students on a trip to Panama to help repair and upgrade the Adventist school. The students and volunteers worked diligently to clean and paint the school building and help create a nicer environment for student learning.

—BY JAMES LAMB



Creative study of anatomy is part of the third grade curriculum at Berean Christian Junior Academy.

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Growing Ever Upward

The South Central Conference's Adventist EDGE initiative includes modernizing a new academy facility and campus. On October 23, 2005, the Oakwood College board of trustees voted to deed 32 acres of prime land to the South Central Conference for the erection of a new Oakwood Academy preK-12 education facility.

Oakwood Academy, founded in 1896, has held the distinction of being one of the original, historically Black, boarding high schools in America. The academy has graduated a number of notable Adventist leaders, among them C.E. Bradford, Marshall Kelley, Delbert Baker, Paul Brantley, Janette Rogers Dulan, and Jeffery White.

Principal Gilbert Cooper feels that the Academy's destiny is linked to the Spirit of Prophecy statement in Vol. 7 of the *Testimonies for the Church*, p.231. Ellen White said of the Huntsville schools, "... These schools are to receive encouragement and help, for the Lord led in their establishment." Auldwin Humphrey, South Central Conference's superintendent of education, cites the academy development as, "South Central Conference's most significant Adventist EDGE initiative, because it is our only PreK-12 school." Also, the new facility will satisfy major NAD accreditation recommendations



Executives from the college, academy, and conference display plans for the new Oakwood Academy facility.

and action plans for improvement.

Innovative features of the new campus will include housing for a recently formed partnership between Oakwood Academy and NASA, the HUNCH program: *High School Students Unite with NASA to Create Hardware*. Students will study realistic hardware designs, fabricate simulated hardware, and manufacture products used by NASA in its Space Station payload training program. A partnership with Garden Cove health food store is being planned where students will grow vegetables in greenhouses and garden plots to market to Huntsville residents. In this, students will experience firsthand God's lesson book of nature.

Elder Benjamin Browne, president of South Central Conference, has embraced the vision of developing the pre-K-12 campus. He

has galvanized the local ministerial leadership, saying, "Building an academy in Huntsville is a tangible way we can show our gratitude to the Huntsville membership for their financial support over the years."

The Adventist EDGE initiative has also stimulated other educational progress in South Central Conference. The EDGE's vision to increase enrollment by 30 percent within five years is reflected in a 10 percent overall enrollment increase over the last two years. Enrollment at the Ephesus

Academy in Birmingham, Alabama, has jumped from 120 students in 2002, to 185 students in 2005-2006. The enrollment at Bethany Academy in Montgomery, Alabama, is up from 65 students in 2001, to 120 students.

Other EDGE initiatives include a Conference-wide Mental Math program and web site, www.projectmath2k.com. It was launched to tutor students and motivate their interest in mathematics. A short-term mission program called *The Jr. NAPSTERS*, designed to build faith maturity in students, has taken eighth graders on mission junkets to Mexico, Costa Rica, and the Gulf shores. This spring, students will assist locals on the island of Jamaica in repairing a school.

—BY AULDWIN HUMPHREY

Embracing Innovation

Southeastern Conference officially launched the Adventist EDGE initiative during a one-hour telecast at camp meeting 2004. The event was broadcast live via satellite and Internet throughout the conference.

Recognizing that the educator will play a vital role in the successful implementation of the Adventist EDGE, Elisa Young, superintendent of education, developed a number of staff development initiatives.

One of the key components of the Adventist EDGE is the 4MAT instruction delivery format. Young put together an intensive 4MAT training program. As a result, 95 percent of the teachers in Southeastern have completed all three levels of 4MAT certification.

A special Adventist EDGE committee used data collected from an education survey to form a comprehensive K-12 action plan that incorporates the tenets of the Adventist EDGE. Issues addressed in the plan include curriculum, science education, and technology integration.

To address its educational

program, a curriculum committee was appointed. The committee examined programs from across the nation and incorporated the best elements into Southeastern's curriculum.

Science education was enhanced via SciMath, an innovative science education program. The conference hired Trina Bowden, a biochemist with industry experience, to develop the program. A visiting lab program and DVD video labs have improved science education. Additional support and resources is provided via the SciMath website (www.secsci-math.org).

A newly-appointed technology committee was asked to develop a comprehensive plan to integrate technology into the curriculum. The communication/technology department of Southeastern has partnered with the education department to create the following technology-based initiatives: the Miami Union Academy School of Technology, web-based platforms that provide students with access to high-tech courses, and the Model Technology School. The Model Technology School project focuses on the integration of technology in ways that will foster the creation of original works of knowledge.

Other initiatives included the addition of child care as an official part of the



Science education has been improved with a new, innovative curriculum.

education system, and the implementation of a church school rally day, an annual event that serves as a showcase of Adventist education. Young has also taken an active role in the development of the home and school secretary and education secretary offices of the local churches.

The addition of Carol Byrd, associate superintendent, and Marion Joseph, Conference librarian, has strengthened the education department. Byrd, stationed in South Florida, where half of the conference schools are located, extends the presence of the education department.

As we look ahead, Southeastern is determined to use the Adventist EDGE to develop the type of education system that God demands of us. While every Conference initiative could not be mentioned here, you are invited to explore the efforts of the education department by visiting the news and events section of the education page (www.secsda.org).

—BY ROBERT HENLEY



The newly created School of Technology provides students with access to high-tech courses.

OAKWOOD COLLEGE NOTICE OF REGULAR MEETING OF MEMBERS

To the constituency of Oakwood College, an Alabama nonprofit educational corporation: Pursuant to the laws of the State of Alabama, notice is hereby given that the regular meeting of the Oakwood College Constituency will be held in the auditorium of the Business and Technology Complex on the campus of Oakwood College, Huntsville, Alabama, on Sunday, May 28, 2006, at 9:00 a.m. The purpose of the meeting is to elect the members of the Board of Trustees and to conduct such other business as may be necessary.

Mervyn A. Warren
Secretary of the Corporation

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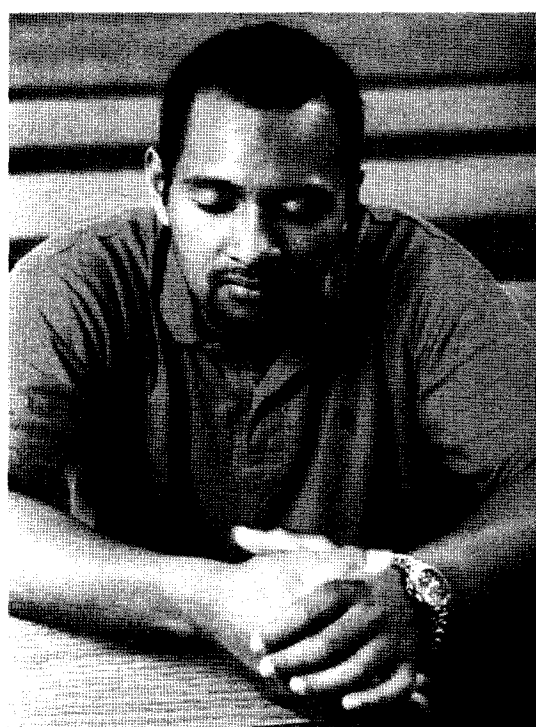
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LEGAL NOTICE

The South Atlantic Conference Session

Notice is hereby given that the 23rd regular session of the South Atlantic Conference of Seventh-day Adventists will be held at the River Oaks Praise & Worship Center, in Orangeburg, SC, Sunday, May 21, 2006, at 9:00 a.m. The first meeting of the Conference Session is called for 9:00 a.m. This session is called for the purpose of electing officers for the ensuing term and for transacting any other business that may properly come before the session. The Organizing Committee shall be constituted as follows: Each church represented at the constituency meeting shall choose one member for the organization, plus one additional member for each five hundred (500) members and an additional one delegate for each major fraction over five hundred (500) members. Each church in the conference is entitled to one delegate for the organization and an additional delegate for each fifty (50) members or major fraction thereof.

Vanard Mendinghall, President
Ronald Wright, Secretary
Linwood Stone, Treasurer

The South Atlantic Conference Association of Seventh-day Adventists, Inc.

Notice is hereby given that the 23rd regular session of the South Atlantic Conference Association of Seventh-day Adventists, a corporation, is called to meet at the River Oaks Praise & Worship Center, in Orangeburg, SC, Sunday, May 21, 2006. The Organizing Committee will meet Saturday, May 20, 2006, at 8:00 p.m. The Association will meet after lunch on Sunday, May 21, 2006. The delegates to the South Atlantic Conference of Seventh-day Adventists are the constituency of the corporation.

Vanard Mendinghall, President
Ronald Wright, Secretary
Linwood Stone, Treasurer

LEGAL NOTICE

The South Central Conference Session

Notice is hereby given that the 23rd regular session of the South Central Conference of Seventh-day Adventists will be held in the Oakwood College Church, in Huntsville, Alabama, Sunday, April 30, 2006, at 10:00 a.m. The Organizing Committee will meet Saturday night, April 29, 2006, at 7:30 p.m. The first meeting of the Conference Session is called for 10:00 a.m. This session is called for the purpose of electing officers for the ensuing term and for transacting any other business that may properly come before the session. For the Organizing Committee, each church is entitled to one representative for each full 500 members. The total number of representatives on the Organizing Committee is 156 and the quorum is 104. Each church in the conference is entitled to one delegate for the organization and an additional delegate for each twenty-five members or major fraction thereof.

Benjamin P. Browne, President
D. C. Edmond, Secretary
P. G. Palmer, Treasurer

The South Central Conference Association of Seventh-day Adventists, Inc.

Notice is hereby given that the 23rd regular session of the South Central Conference Association of Seventh-day Adventists, a corporation, is called to meet in the Oakwood College Church, in Huntsville, Alabama, Sunday, April 30, 2006. The Organizing Committee will meet Saturday night, April 29, 2006, at 7:30 p.m. The Association will meet after lunch on Sunday, April 30, 2006, at approximately 2:30 p.m. The delegates to the South Central Conference of Seventh-day Adventists are the constituency of the corporation.

Benjamin P. Browne, President
D. C. Edmond, Secretary
P. G. Palmer, Treasurer

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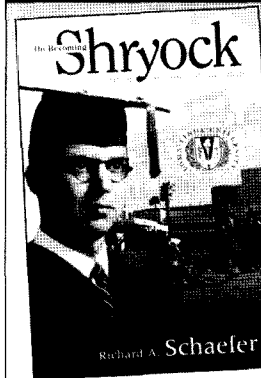
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NONDISCRIMINATION POLICY

The Seventh-day Adventist Church in all of its church schools, admits students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools, and makes no discrimination on the basis of race, color, ethnic background, country of origin, or gender in the administration of education policies, applications for admission, scholarship or loan programs, and extracurricular programs.

CAROLINA CONFERENCE

ACADEMY

Mt. Pisgah Academy, Candler, NC

ELEMENTARY SCHOOLS

Adventist Christian Academy, Charlotte, NC
Adventist Christian Academy of Raleigh, Raleigh, NC
Albemarle SDA School, Albemarle, NC
Asheville-Pisgah School, Candler, NC
Beaufort SDA School, Beaufort, SC
Brookhaven SDA School, Winterville, NC
Camden Adventist School, Camden, SC
Charleston Junior Academy, Charleston, SC
Columbia Adventist Academy, Lexington, SC
Crossroads Adventist School, Statesville, NC
Day Star Christian Academy, Anderson, SC
Eddlemon Adventist Academy, Spartanburg, SC
Fayetteville Adventist Christian School, Fayetteville, NC

Five Oaks SDA Christian School, Durham, NC
Greenville SDA School, Greenville, SC
High Country Christian School, Banner Elk, NC
Wm. Johnston Elementary, Hickory, NC
Myrtle Beach SDA School, Myrtle Beach, SC
Poplar Springs SDA School, Westminster, SC
Salisbury Adventist School, Salisbury, NC
Silver Creek Adventist School, Morganton, NC
Tri-City Junior Academy, High Point, NC
Tryon SDA School, Lynn, NC
Upward SDA School, Flat Rock, NC
Wilmington SDA School, Wilmington, NC

FLORIDA CONFERENCE

ACADEMIES

Forest Lake Academy, Apopka, FL
Greater Miami Academy, Miami, FL

ELEMENTARY SCHOOLS

Beryl Wisdom Adventist School, Orlando, FL
Clearwater Junior Academy, Clearwater, FL
Bright Horizons Christian Academy, Clermont, FL
Cocoa SDA School, Cocoa, FL
Deltona Adventist School, Deltona, FL
East Pasco Adventist Academy, Dade City, FL
Forest City Adventist School, Altamonte Springs, FL
Forest Lake Education Center, Longwood, FL
Gold Coast Junior Academy, Boynton Beach, FL
Gulfcoast SDA Elementary, St. Petersburg, FL
Heritage Junior Academy (Ocala SDA School), Ocala, FL
Homestead Christian Junior Academy, Homestead, FL
Indigo Christian Junior Academy, Daytona Beach, FL
Jacksonville Adventist Academy, Jacksonville, FL
James E. Sampson Memorial School, Ft. Pierce, FL
Lakeland Adventist Junior Academy, Lakeland, FL
Melbourne-Palm Bay SDA Christian School, Melbourne, FL
Miami Springs Adventist School, Miami Springs, FL
Mt. Dora Christian School (Life-Changing Academy), Mt. Dora, FL
Naples SDA Christian School, Naples, FL
New Port Richey Adventist School, New Port Richey, FL
North Florida SDA Elementary School, High Springs, FL
Okeechobee Adventist Christian School,

Okeechobee, FL
Orlando Junior Academy, Orlando, FL
Osceola Adventist Christian School, Kissimmee, FL
Port Charlotte Adventist School, Port Charlotte, FL
Sawgrass Adventist School, Plantation, FL
Tampa Adventist Academy, Tampa, FL
University SDA Church School, Orlando, FL
Venice SDA Elementary, Venice, FL
Walker Memorial Junior Academy, Avon Park, FL
West Coast Christian Academy, Bradenton, FL
W. Palm Beach SDA Christian School, West Palm Beach, FL
William A. Kirlew Junior Academy, Opa Locka, FL
Winter Haven Adventist Academy, Winter Haven, FL
Z. L. Sung SDA Church School, Gainesville, FL

GEORGIA-CUMBERLAND CONFERENCE

ACADEMIES

Atlanta Adventist Academy, Atlanta, GA
Collegedale Academy, Collegedale, TN
Georgia-Cumberland Academy, Calhoun, GA

ELEMENTARY SCHOOLS

Lester Coon Apison SDA School, Apison, TN
Becker Adventist School, Atlanta, GA
Atlanta North SDA School, Atlanta, GA
Augusta SDA School, Augusta, GA
Coble Elementary School, Calhoun, GA
Advent Home Youth Services, Calhoun, TN
Standifer Gap SDA School, Chattanooga, TN
Bowman Hills SDA School, Cleveland, TN
Cumberland Heights SDA School, Coalmont, TN
A. W. Spalding SDA School, Collegedale, TN
Columbus SDA School, Columbus, GA
Cookeville Christian Elementary School, Cookeville, TN
Inez Wrenn SDA School, Crossville, TN
Learning Tree Elementary School, Dalton, GA
Laurelbrook Elementary School, Dayton, TN
Meister Memorial SDA School, Deer Lodge, TN
Douglasville SDA School, Douglasville, GA
Duluth Junior Academy, Duluth, GA
Dunlap Adventist School, Dunlap, TN
Josephine Edwards Christian School, Ellijay, GA
Gainesville Christian School, Gainesville, GA
Cedar Ridge SDA School, Georgetown, TN
Tri-City SDA School, Gray, TN
Greenville Adventist Academy, Greenville, TN
Jasper SDA School, Jasper, GA
Jasper Adventist Christian School, Jasper, TN
Jellico SDA School, Jellico, TN
Knoxville Adventist School, Knoxville, TN
LaGrange SDA School, LaGrange, GA
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Maryville SDA School, Maryville, TN
Faulkner Springs Christian School, McMinnville, TN
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Murphy Adventist School, Murphy, NC
Oglethorpe SDA School, Oglethorpe, GA
Ooltewah Adventist Kindergarten & School, Ooltewah, TN
Pikeville SDA School, Pikeville, TN
Misty Meadows SDA School, Ringgold, GA
Savannah Adventist Christian School, Savannah, GA

Shoal Creek Adventist School, Sharpsburg, GA
Wildwood Adventist Elementary, Wildwood, GA

GULF STATES CONFERENCE

ACADEMY

Bass Memorial Academy, Lumberton, MS

ELEMENTARY SCHOOLS

Bass Christian Elementary, Lumberton, MS
Big Cove Christian Academy, Huntsville, AL
Clanton SDA School, Clanton, AL
Corinth SDA School, Corinth, MS
Country Place SDA School, Jackson, MS
Emmaus Elementary School, Columbus, MS
Emerald Coast Christian School, Ft. Walton Beach, FL
Floral Crest SDA School, Bryant, AL
Gulf Coast SDA School, Biloxi, MS
Hoover Christian School, Birmingham, AL
Kiddie Korral Childcare, Pensacola, FL
Mobile Junior Academy, Mobile, AL
Montgomery SDA School, Montgomery, AL
Mountain View Adventist School, Pell City, AL
North Hills Christian School, Meridian, MS
Panama City SDA School, Panama City, FL
Pensacola SDA School, Pensacola, FL
Skyland SDA School, Tuscaloosa, AL

KENTUCKY-TENNESSEE CONFERENCE

ACADEMIES

Highland Academy, Portland, TN
Madison Academy, Madison, TN

ELEM ENTARY SCHOOLS

Appalachian Christian Academy, Manchester, KY
Bill Egly Elementary, Lawrenceburg, TN
Columbia SDA Elementary, Columbia, KY
Dickson Adventist Elementary, Dickson, TN
Highland Elementary School, Portland, TN
Hines Memorial Elementary School, Jackson, TN
Leach Christian School, Cedar Grove, TN
Lexington Junior Academy, Lexington, KY
Louisville Junior Academy, Louisville, KY
Madison Campus Elementary, Madison, TN
Martin Memorial Elementary School, Centerville, TN
Memphis Junior Academy, Memphis, TN
Pewee Valley Junior Academy, Pewee Valley, KY
Ridgetop Adventist Elementary, Ridgetop, TN
Taylor Mill Christian Academy, Latonia, KY
Tulahoma SDA Elementary, Tulahoma, TN
Woodbury SDA Elementary, Woodbury, TN

SOUTH ATLANTIC CONFERENCE

ACADEMY

Greater Atlanta Adventist Academy, Atlanta, GA

ELEMENTARY SCHOOLS

Emanuel SDA Junior Academy, Albany, GA
Berean Christian Junior Academy, Atlanta, GA
Chamblee Adventist Academy, Chamblee, GA
Ebenezer SDA School, Augusta, GA
Berean Junior Academy, Charlotte, NC
New Bethel Christian Academy, Columbus, GA
Carolina Adventist Academy, Whiteville, NC
Decatur Adventist Junior Academy, Stone Mountain, GA

Abney Chapel Christian School, Fayetteville, NC
Oakland Avenue SDA School, Florence, SC
Napoleon B. Smith SDA Academy, Greensboro, NC
Baldwin's Chapel SDA School, High Point, NC
J. W. Jackson Adventist Academy, LaGrange, NC
Lithonia Adventist Academy, Lithonia, GA
Bethany Junior Academy, Macon, GA
Pecan Grove Junior Academy, Orangeburg, SC
Gethsemane SDA School, Raleigh, NC
Ramah Junior Academy, Savannah, GA
Berea Junior Academy, Sumpter, SC
Ephesus Junior Academy, Wilmington, NC
Mt. Hebron Adventist Christian Academy, Wilson, NC
Ephesus Junior Academy, Winston-Salem, NC

SOUTH CENTRAL CONFERENCE

ACADEMY

Oakwood Adventist Academy, Huntsville, AL

ELEMENTARY SCHOOLS

Alcy SDA School, Memphis, TN
Avondale SDA School, Chattanooga, TN
Bethany Christian Academy, Montgomery, AL
Birmingham Adventist Academy, Birmingham, AL
E. E. Rogers SDA School, Jackson, MS
Emma L. Minnis SDA School, Louisville, KY
Emmanuel SDA School, Mobile, AL
Ephesus SDA School, Birmingham, AL
Ephesus SDA School, Greenville, MS
F. H. Jenkins Elementary School, Nashville, TN
Oakwood Elementary School, Huntsville, AL
University SDA School, Knoxville, TN

SOUTHEASTERN CONFERENCE

ACADEMY

Miami Union Academy, N. Miami, FL

ELEMENTARY SCHOOLS

Broward Junior Academy, Plantation, FL
Daughter of Zion Junior Academy, Delray Beach, FL
Elim Junior Academy, St. Petersburg, FL
Ephesus Junior Academy, Jacksonville, FL
Ephesus Junior Academy, West Palm Beach, FL
Miami Union Elementary, N. Miami, FL
Mt. Calvary SDA School, Tampa, FL
Mt. Sinai Junior Academy, Orlando, FL
New Hope SDA School, Ft. Lauderdale, FL
Palm Beach SDA Bilingual School, Riviera Beach, FL
Perrine SDA School, Miami, FL
Shiloh SDA School, Ocala, FL

COLLEGES AND UNIVERSITIES

Florida Hospital College of Health Sciences, Orlando, FL
Oakwood College, Huntsville, AL
Southern Adventist University, Collegedale, TN

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CHRISTIAN RECORD SERVICES has openings for missionary-minded representatives to present free services to blind/visually impaired, fundraising, and public speaking. Denominational benefits available. Contact the Field Department, 402-488-0981, prhr@christianrecord.org or fax resumes to 402-488-7582. (3)

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FLORIDA HOSPITAL COLLEGE of HEALTH SCIENCES seeks a full-time Chemistry instructor beginning August 1, 2006. Applicants must have a minimum of a Master's degree in Chemistry (Doctorate preferred) and have college-level teaching experience. Send resumes to: Dr. Len Archer, Chair Pre-Professional Department, Florida Hospital College, 800 Lake Estelle Drive, Orlando, FL 32803. Email: len.archer@fhchs.edu Application deadline: April 1, 2006. (3)

SOUTHERN ADVENTIST UNIVERSITY seeks **two full-time professors in the Mathematics Department** for August 2006. Master's degree in mathematics or mathematics education required doctoral degree preferred. Applicants with expertise in abstract algebra, linear algebra, geometry and/or qualified to direct secondary mathematics teacher education program. Please send letter of application, curriculum vitae (with statement of teaching philosophy), names and addresses of at least three references to Dr. Arthur Richert, Mathematics Department, Southern Adventist University, PO Box 370, Collegedale, TN 37315-0370. (3)

SOUTHERN ADVENTIST UNIVERSITY of Nursing seeks **two full-time professors** beginning June

1, 2006. Job description includes classroom teaching, with flexibility for undergraduate or graduate teaching assignments, advising, and professional and departmental committee responsibilities. Preference given to candidates with earned doctorate and those with maternal-child, pediatric, or theory and research teaching experience. MSN is the minimum degree considered. Send curriculum vitae to: Dr. Desiree Batson, Search Committee Chair, Southern Adventist University, PO Box 370, Collegedale, TN 37315-0370 or drbatson@southern.edu (3)

SOUTHERN ADVENTIST UNIVERSITY Department of Biology/Allied Health seeks **full-time professor** for fall 2006. Prefer PhD with emphasis in human/animal biology. Desire Adventist scientist committed to involvement with undergraduate student learning and research. Send CV, statement of teaching philosophy, and three references to: Keith Snyder, Chairman, Biology Search Committee, Southern Adventist University, Box 370, Collegedale, TN 37315; Phone: 423-236-2929; Fax: 423-236-1926; email: kasnyder@southern.edu (3)

SOUTHERN ADVENTIST UNIVERSITY seeks **Communication professor** for its School of Journalism & Communication. Position opens July/August 2006. An earned terminal degree in communication or closely related field is preferred. A master's degree and significant relevant experience in communication will be seriously considered. Send curriculum vitae to Volker Henning, Dean, School of Journalism & Communication, Southern Adventist University, P.O. Box 370, Collegedale, TN 37315. Materials may be faxed to 423-236-1330, or emailed to henning@southern.edu. For more information, call 423-236-2733. (3)

WALLA WALLA COLLEGE's growing ACBSP-accredited School of Business seeks applicants for a teaching position in marketing/management beginning as early as March 2006. See details at www.wwc.edu/services Contact Dr. Clarence Anderson, Dean, School of Business, Walla Walla College, 204 S. College Avenue, College Place, WA 99324. Call 509-527-2368. andecl@wwc.edu (3)

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Events Calendar

Florida

Florida Calendar – March '06
Complete calendar online--
<http://www.floridaconference.com/calendar.html>

Florida Pathfinder Events--
<http://www.floridapathfinders.com/>
 or call 407-644-5000 x127.

Singles' Ministries Events and mailing list information.
 Spiritual study groups, fellowship dinners, outings, and more.
<http://www.asamcf.org/melodywest@ahss.org>, or 407-292-1421.

Estate Services Clinics and Seminars

March 25. Carol City Spanish.
 April 8. Hollywood.
 April 22. Ambassador.
 April 29. Okeechobee.
 May 6. Filipino-American.

Evangelism Series

April 1-8. Ebenezer Spanish. Rolando and Rebeca de los Rios.
 April 7-22. Miami Springs. Marc and Sarah Swearingen.
 April 13-May 20. Cross City. Lester and Zula Pratt.

April 22-29. Hialeah Spanish. Rolando and Rebeca de los Rios.

English-language Vacation Bible School Workshops--
 March 25. Miami Temple Church. 3-8 p.m. Details: 407-644-5000 x136.

Walker Memorial Academy Alumni Weekend--March 25-26. Walker Memorial Academy, Avon Park. Guest speakers: Rey Descalso and Mark Reams. Tribute program for William Farmer for 20 years of service. Details: kmaquera@wmja.org or 863-453-3131

Forest Lake Academy Alumni Weekend--March 31-April 1. Forest Lake Academy, Apopka. Honor classes: 1946, 1956, 1966, 1976, 1981, 1986, 1996. Details: www.forestlakeacademy.org/alumniweekend.htm, alumni@forestlake.org, or 407-722-3707.

The Journey--Marriage Retreat with Ron & Nancy Rockey. Details: 407-644-5000 x136.

April 8-9. Miami Temple Church.
 April 15-16. Forest Lake Church.
 April 29-30. Tampa First Church.

Spanish-language Vacation Bible School/Sabbath School Workshops--Details: 407-644-5000 x138.

April 16. Winter Park Spanish Church.

Kentucky-Tennessee

Conference Association Board and Executive Committee

March 15. May 16.
 July 18. Sept. 19.

Highland/Madison Academy Boards

March 16. May 11.

Homeland Evangelism Boot Camp -- March 24-26. Indian Creek Camp.

Prayer Conference -- March 31-April 2. Indian Creek Camp.

Announcements

Adventist Single Adult Ministries (ASAM) Conference -- March 22. Attend the country's largest training event for Single Adult Ministries leaders at the interdenominational SAM

Convention, March 23-25, following the 3rd Annual Adventist SAM Leadership Training Conference March 22. Both will be held in Phoenix, AZ. Featured speakers are Dr. Hyveth Williams and Dr. Dick Stenbakken, NAD ASAM Coordinator. Contact PlusLine at 800-732-7587 or go to <http://plusline.org/events> for registration information. The ASAM website is <http://www.AdventistSingleAdultMinistries.org/> Don Schneider, NAD President, said: "I am looking forward to thousands of lives being touched by Jesus through Adventist Single Adult Ministries. I encourage EVERY pastor, church, and conference to work together to help ASAM affect lives for eternity."

Granger, Washington SDA Church Celebrating 100th Anniversary -- July 28, 29. Yakima Valley Academy and Granger Jr. Academy reunion held in conjunction. Details: www.grangersda.com; Email: pat@grangersda.com; Address: Granger SDA Church, P.O. Box 460, Granger, WA 98932; Phone: 509-854-1132 or 509-837-4092.

Seventh-day Adventist Korean Language Institute Alumni Missionaries, where are you?
 If you served in South Korea as a student or regular Missionary, please send us your contact information in preparation for a reunion during summer/fall 2006. E-mail: marilynlararus@hotmail.com or sali@puconline.org.



Prayer Conference Schedule March 31-April 2, 2006

Carolina/South Atlantic
 Nosedale Pines Ranch, Liberty Hill, SC.
 828-667-2535

SPEAKERS: Philip Samaan, Linda Seyh, Artist, Charles Hongabruces

Prayer Objectives: Pastors have been asked to develop a prayer emphasis for each local church. Churches are encouraged to contact sister churches in their area and host prayer vigils that weekend.

THEME: In Everything...Pray

MISCELLANEOUS INFORMATION:

Two delegates from each church in the Carolinas. Delegates responsible for transportation. Every meeting will be simultaneously translated into Spanish. Special times allotted for small groups. Personal and corporate prayer will be sprinkled throughout the weekend. Each evening there will be a prayer vigil. Sabbath afternoon will feature an inspirational concert of prayer. Training in how to establish an effective prayer ministry in the local church will be offered Sunday morning.

Georgia-Cumberland/ South Atlantic

Cohutta Springs, Grandall, GA
 706-695-9093

SPEAKERS: Joe Kidder, Charles Bradford

PRAYER OBJECTIVES: Unity

THEME: Spiritual Oneness

Kentucky-Tennessee/ South Central

Indian Creek, Liberty, TN
 615-548-4111

SPEAKERS: La Clare Litchfield and Ken Mulzac

PRAYER OBJECTIVES: Unity for a finished work

THEME: Upper Room Revival

Housing: call Gail McKenzie 615-859-1391

Gulf States/ South Central

Twin Lakes Conference Center
 155 Milner Road Florence, MS 39073,
 601.845.6858

SPEAKERS: Ruthie Jacobson, Peter Neri, Leslie Pollard, and Fredrick Russell

PRAYER OBJECTIVE: To experience the presence of God, and to inspire participants to make prayer the priority in their churches.

THEME: Upper Room Revival

Housing:

GSC--Call Cindi DeWild at 601.845.4078

SCG--Call Laurene Williams at 615.226.6500, x125

Florida/Southeastern

Camp Kulaquqa, High Springs FL

386-454-1351

SPEAKERS: Diane Halvorsen,

Samuel Telemaque, Michele Siebel

PRAYER OBJECTIVES: Complete transformation so that delegates and workers will leave as different people than when they arrived.

MISCELLANEOUS INFORMATION:

Number of delegates will be determined by the size of congregation, and will register directly with Camp Kulaquqa. A 24-hour prayer room will be set up where attendees will volunteer to pray in one-hour segments. Prayers from this vigil will ascend from the beginning to the end of the conferences and be accompanied by the prayers of members in the home churches.

—Elder Oliver J. McKinney

Sunset

	Mar. 3	Mar. 10	Mar. 17	Mar. 24	Mar. 31	Apr. 7
Atlanta, GA	6:38	6:43	6:49	6:54	6:59	8:05
Charleston, SC	6:21	6:26	6:31	6:36	6:41	7:46
Charlotte, NC	6:23	6:29	6:35	6:40	6:46	7:52
Collegedale, TN	6:40	6:46	6:51	6:57	7:03	8:08
Huntsville, AL	5:46	5:52	5:58	6:03	6:09	7:14
Jackson, MS	6:02	6:07	6:12	6:17	6:22	7:27
Louisville, KY	6:41	6:48	6:54	7:01	7:07	8:14
Memphis, TN	5:59	6:05	6:11	6:17	6:22	7:28
Miami, FL	6:25	6:29	6:32	6:35	6:38	7:42
Montgomery, AL	5:46	5:51	5:56	6:01	6:06	7:11
Nashville, TN	5:46	5:52	5:58	6:04	6:10	7:16
Orlando, FL	6:28	6:33	6:37	6:40	6:44	7:48
Wilmington, NC	6:12	6:17	6:23	6:28	6:34	7:39

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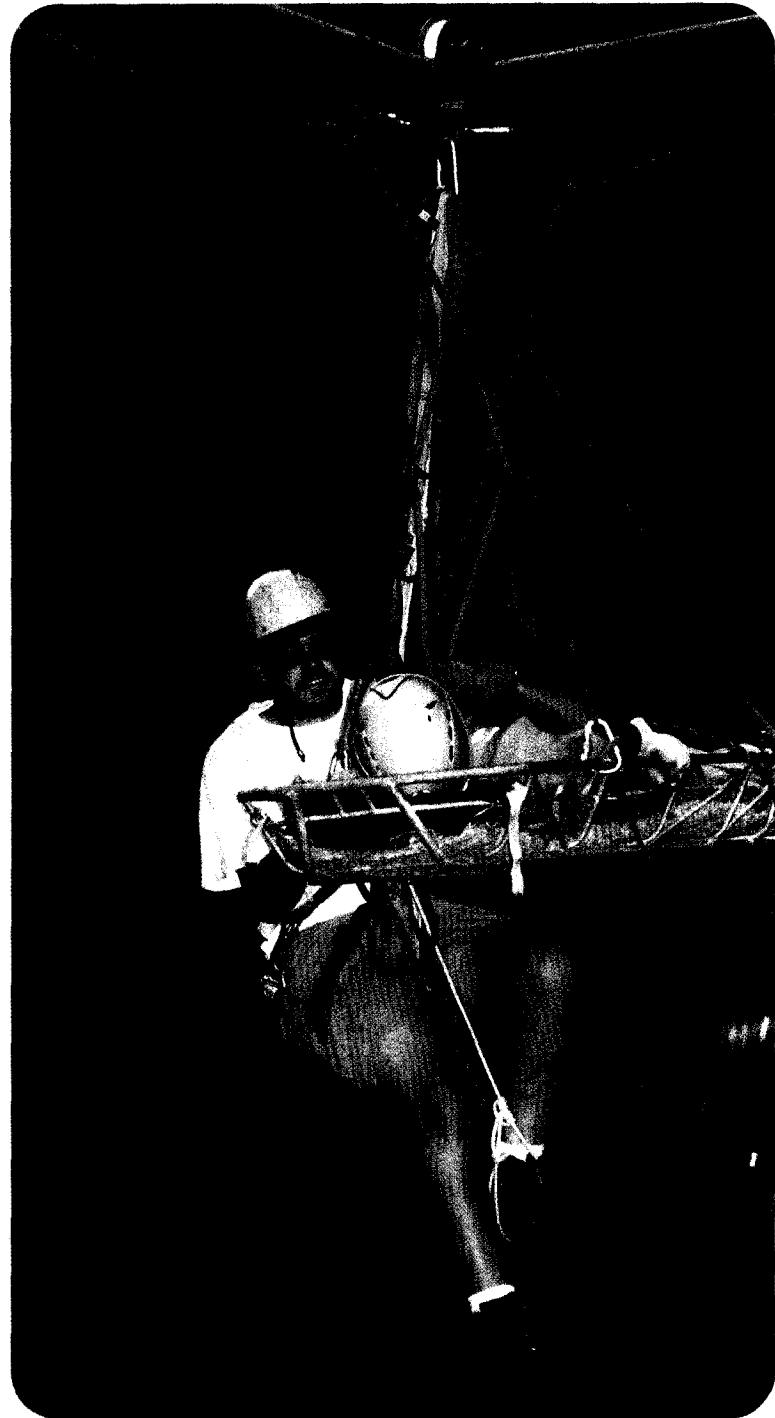
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