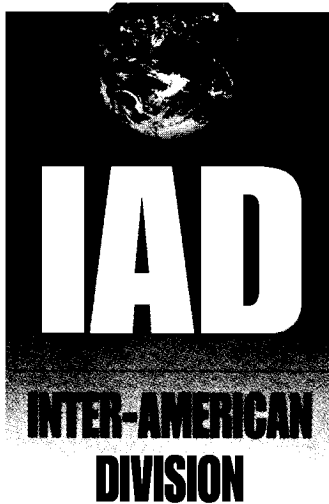


RIDING THE WAVES OF TECHNOLOGY 1995-2000 REPORT



Education in the Inter-American Division (IAD) is a very dynamic process. It is similar to being caught in the wake of a speedboat. There are waves of technology, waves of educational methodology, and waves of learning theories, all coming to us from our next-door neighbor, the United States.

The North American, Inter-American, and South American divisions all occupy the same land mass—the American continent. Forty-one countries and territories make up the Inter-American Division. It is bordered to the north by the southernmost tip of North America—Mexico—and extends to the northernmost part of South America, which includes the countries of Guyana, French Guiana, Suriname, Colombia, and Venezuela. The Caribbean islands are also a part of our division.

Three major languages are spoken in IAD—Spanish, English, and French. However, other languages and dialects are spoken on some islands and by indigenous tribes on the mainland.

The climate is predominantly tropical, with some exceptions in the highlands of the continental land mass, thus making this territory a favorite for tourism.

We have attempted to bridge the gap between the developed and less-developed countries by providing state-of-the-art technology throughout our school system. Cyberspace technology came as a great swell and we rode the waves. We now navigate smoothly through the ocean of information that is available.

Our educational work has been blessed during this quinquennium. We have experienced growth both in enrollment and in number of schools.

College/University Education

During this quinquennium, the new facilities of Cuba Adventist Seminary were inaugurated; these are some of the finest buildings in that country's capital. More than 70 young people are currently studying theology—the only religious education available to them to fulfill the mission of the church. Montemorelos University, the flagship institution of the



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Inter-American Division, has had classroom blocks and laboratories refurbished to accommodate the center for forensic medicine, which will serve the surrounding region. In addition to medicine, the academic offerings include a doctoral degree in education, several master's degrees, and programs affiliated with Andrews University.

West Indies College became Northern Caribbean University and received a charter from the Jamaican government to function as a private institution of higher learning. The Venezuelan Theological Institute also received government accreditation as a university college, and has begun an outreach program for the surrounding communities. Nine of the 10 institutions of tertiary education in our division have denomination accreditation, and eight have accreditation from local and state agencies.

Higher education is a priority in IAD. The young people of most countries desire a college education, particularly in the technological area so much in demand in the more-developed lands. Our tertiary institutions try to stay on the cutting edge of educational development, while addressing the needs of the local environment.

Our institutions are scattered throughout the IAD territory. Two are located in the English-speaking territories—one in Jamaica, the other in Trinidad. Our university for French-speaking students is located in Haiti. For students who speak Spanish, we have a university in each of the following countries: Venezuela, Colombia, Costa Rica, Puerto Rico, the Dominican Republic, and Mexico, plus the theological seminary in Cuba. Together, these institutions offer a variety of natural- and social-science degrees and pre-professional programs. Graduates

from the Spanish-speaking institutions obtain "Licenciaturas," which is equivalent to a B.S. degree. The English-speaking schools follow the North American nomenclature. At the end of the quinquennium, enrollment at the tertiary level was 8,659.

Elementary and Secondary Levels

Some 93,707 students are enrolled in our elementary schools, and 37,713 at the secondary level. We face a challenge to equip all of our 253 academies and 630 elementary schools with the necessary technology and methodology. The industrial and economic demands of the region have made clear the need for education reform, which is now underway in several countries and will definitely affect our schools. We are making plans to face these changes.

In both Mexico City, one of the most populated cities of the world, and in the Tabasco Conference in south Mexico, choirs from our schools have testified to the quality of Adventist education when they won first prize as the best interpreters of the national anthem. In El Salvador, Adventist education made headlines when a student from our Colegio Adventista de Sonsonate won first prize at the VI Contest on Knowledge of Language, Spelling, and Literature at the national level.

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A Mexican girls' drill corps participates in civic activities.

We have also had some setbacks. The island of Guanaja, just off the coast of Honduras, was hit very hard by Hurricane Mitch. However, under the leadership of the school principal and the help of other supporters of Christian education, we were able to restore the school, which has functioned for more than 105 years. People with this determination and commitment to the church and the spreading of the gospel are what Adventist education is all about.

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During the quinquennium, Adventist education has been responsible for 3,262 baptisms. Education in Inter-America is a vital part of the church's evangelistic thrust. We continue to look for creative ways to surf the waves of technology, finance, and methodology; and will continue to do so until we land at the safe harbor of our heavenly home. ✍

Adventist school choirs won first place in interpreting the national anthem in two separate competitions in Mexico.

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Students prepare for science lab at an Adventist secondary school in Venezuela.

Pacific Academy (Colegio del Pacifico) in Sonora, Mexico, awaits the evaluation/accreditation visit to attain college/university status.

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Two schools on the island of Dominica were closed and a new, stronger school has emerged, the Temple Adventist Primary School.

A soccer game at Colombian Adventist University.