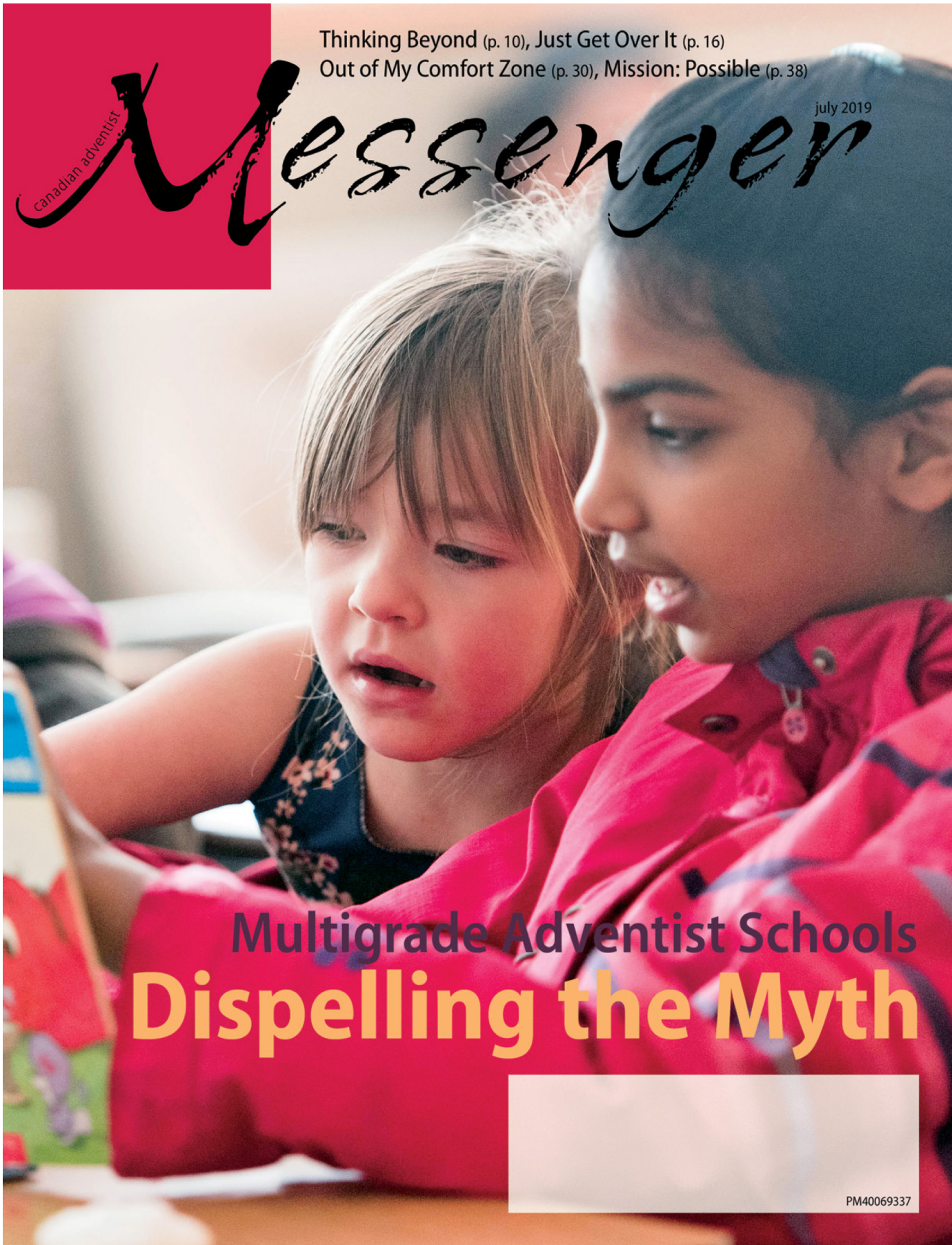
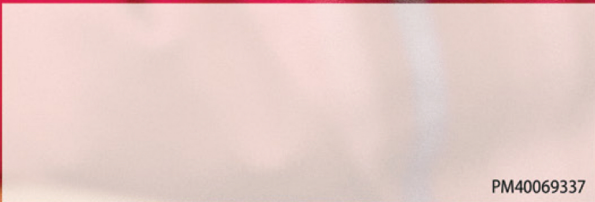


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canadian adventist  
**Messenger**  
july 2019



Multigrade Adventist Schools  
**Dispelling the Myth**



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# Messenger

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heart to heart

“Train up a child in the way  
he should go; even when he is old  
he will not depart from it.”

—Proverbs 22:6, ESV

## Good Education

Teachers are important. They mould young minds and, in many cases, steer them in ways that remain with them for the rest of their lives. That's both exciting and scary. And this is also why Seventh-day Adventists are committed to being involved in education.

When our church was first conceived, forward-thinking young Adventists dreamed of schools that could explore reading, writing, and arithmetic and many other skills—in the context of faith. This initiative naturally arose out of the church's understanding of the person as a whole, complex, integrated being. Thus began the teaching ministry of the church in earnest. I, along with many others, learned in that context. And so it continues today for a current generation of young, impressionable minds.

Education has at least two major components. First, there is the matter of faith. Let's be frank here. We live in a time where social movements want fast access to young and pliable thinkers. The Bible says, “Train up a child in the way he should go; even when he is old he will not depart from it” (Prov. 22:6, ESV). It applies to both boys and girls equally. Faith is an important part of life. It strengthens and gives purpose to our good impulses. It sustains us through disappointment, hardship, and grief. It enriches our understanding of God's purpose in Creation. It reminds us that a life well-lived in time will be continued for eternity.

Second, there is the matter of knowledge and skill. As we live, we learn new things. We need a framework in which to organize and practically apply knowledge. At first it may not seem obvious that something will be useful, but it will be. Some of us have tried to figure out how geometry or algebra will be useful, but trust me, it will come in handy.

Good teaching produces lifelong learning. Reading and contemplating what surrounds us, then, becomes a key to fill us with an appreciation that will last a lifetime. Good education is like a card index for the mind. It is how we organize thinking and facts. We need it starting early in life.

So please do your child a favour and enrol her or him in an Adventist school. Encourage your local Adventist teacher or teachers. Pray for them.

Lastly, point your children to Jesus, the Great Teacher. He has a lot to offer. Will your family benefit from His instruction? ■

*Mark Johnson is president of the Seventh-day Adventist Church in Canada.*



 July 2019

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# One Vision

## The will to do, the faith to endure

Ed Dejarlais met Jesus and the Adventist message in Edmonton's Charles Camsell Hospital—the hospital where First Nations people from Northern Alberta were sent.

It was a turning point for the hard-working young Metis. Ed left the coal mines and spent the rest of his life working for First Nations people on the Treaty 6 reserve half an hour from Burman University. He dreamed of a place where First Nations people could be educated, learn a trade, and find a First Nations Adventist spiritual community that changes lives.

**That dream is at hand. It's Mamawi Atosketan Native School and The Maskwacis Congregation.**



**The Maskwacis  
Congregation  
& Mamawi Atosketan  
Native School**

[lmcdowell@albertaadventist.ca](mailto:lmcdowell@albertaadventist.ca)



Read Ed Desjarlais' story on  
the MANS page of this issue.

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aguilars in uganda

# My First Year at Maxwell Adventist Academy

Situated on what the locals call Advent Hill, the East Central African Division Compound is home to several institutions, including Maxwell Adventist Academy (MAA). I would not have believed you if you told me five years ago that I would go to boarding school for my high school years. To make it even more unbelievable—in Kenya! But here I am with one year under my belt, and I survived. I have to admit it was hard, but over time it got better. There were challenges but also many great experiences.

I experienced a lot of “firsts” at Maxwell. First time away from my family. First time to travel on a plane by myself. First time meeting my cousins on registration day. First high school banquet. And even my first giraffe kiss.

Usually, when we visit a new place, someone knows my parents or we move because of my papa’s job. The circle of associations always revolved around my parents. Boarding at Maxwell, I’ve had the chance to trailblaze my own circle of associations. I could easily retreat and hide in my room after classes, but there’s always something to do: an activity planned, worship to attend, or a dorm mate who’s hungry and looking for food. It’s amazing how many of us have bonded over a bowl of instant noodles.

Maxwell is a place for MKs (missionary kids) and TCKs (third culture kids) like me. It was established for GC missionary families, and adopted the U.S. school curriculum to make it easier for MKs to apply to North American colleges and universities. The enrolment at Maxwell is 40 percent MKs, 30 percent children of local conference workers, and 30 percent affluent African families (mostly non-Adventist) who are attracted to the Adventist lifestyle and want the advantage of the American curriculum.

But I have realized it’s more than just the academics. Maxwell is a place for MKs and TCKs like me. For instance, I was born and grew up in Canada. Most of the Filipino MKs at Maxwell grew up in Africa. We are all TCKs because we didn’t grow up in the culture of our ethnicity. We have the



Jewel at Maxwell Adventist Academy.



Jewel (back row, third from left) with other international missionary kids attending MAA.

Filipino culture mixed with the culture we grew up in. The dilemma is we don’t really fully adopt one or the other and most times feel like we don’t fit in.

When I first visited the campus, one Filipino girl asked, “Do you speak Filipino?” And when I replied no, she looked so relieved and smiled, “Me neither!”

Ironically, none of the Filipino students speak Tagalog, but the non-Filipino student missionary teachers who had grown up in the Philippines are fluent in Tagalog.

MK, TCK—confusing, right? It was confusing for me too until I found friends who can relate and share the rollercoaster of being an MK and TCK. But before I became a PK, MK, or TCK, I have always been and will remain God’s precious Jewel. I can boldly move forward knowing He will always be by my side as I anticipate experiencing many more “firsts.” ■

*Jewel Aguilar is the daughter of Charles and Elizabeth Aguilar, who hail from British Columbia. They are currently serving as missionaries in Uganda.*



# Oil and Flour

"A generous person will prosper; whoever refreshes others will be refreshed." —*Proverbs 11:25, NIV*

It is quite the story. The prophet Elijah had been hiding from King Ahab for some time, his food having been supplied by ravens. He had announced God's displeasure on the king, as the king had not only disregarded God's will for the tribes of the northern kingdom, but had done "more evil in the eyes of the Lord than any of those before him" (1 Kings 16:30, NIV). As a result, God had spoken through His prophet Elijah to tell the evil king that there would be "neither dew nor rain in the next few years except at my word (1 Kings 17:1).

As a consequence for sharing this divine judgment on King Ahab, Elijah had to escape for his life. God provided safe passage to a wilderness home, where he was fed morning and evening by ravens as directed by the God of heaven. As the drought continued, the brook that supplied Elijah with water dried up, since there had been no rain. God then directed Elijah to go to the town of Zarephath, located near Sidon, as the Lord had set up further provisions for Elijah through the kindness and generosity of a widow who really had nothing to share with anyone else.

Elijah followed God's directions and travelled where he was instructed to go. Sure enough, there was a widow who was out gathering sticks. Elijah asked her for a drink, which she proceeded to get for him. And then he called out after her asking for a piece of bread as well. Knowing that she had only just enough flour and oil to make one last small meal for her son and herself and that she had nothing else to eat in the house for the two of them, she recognized that she and her son were going to die as so many others had.

She was gathering the sticks for the fire that would bake that last loaf of bread. Elijah, having experienced how God had taken care of him

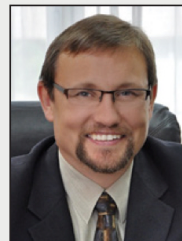
during the drought, told her that if she did this small kindness, "the jar of flour will not be used up and the jug of oil will not run dry until the day the Lord sends rain on the land" (1 Kings 17:14, NIV). Believing that Elijah was God's prophet, she did as she was told, and a miracle occurred. The flour and the oil did not run out, and God's promise was fulfilled.

Because of her belief in God and His promises, this poor widow saved herself and her son and experienced what the wise man had written in Proverbs 11:25: "A generous person will prosper; whoever refreshes others will be refreshed" (NIV). A simple act of kindness, an act of love and generosity was rewarded through a miracle that, in turn, saved the lives of both her and her son.

Solomon knew what he was talking about when he shared this somewhat counterintuitive nugget of wisdom. A generous person, it would seem, would not likely prosper, because by being generous they would be giving away their wealth. But it is the opposite: the person who shares actually ends up prospering. The person who refreshes others through unselfish acts of love and kindness will, in turn, be refreshed.

How does this work? Why would this be so? Only God knows how to turn the kindness of generosity into the reverse miracle. All we have to do is let Him perform this miracle in our lives as we generously serve others in need. Now, that is a God to serve. ■

*Loren Agrey is president of Burman University.*



# teen talk

**Q:** It often seems as though a lot of high school students aren't motivated to be in class and can't stop complaining, and a majority of college students seem depressed in the face of their workload and social obligations. As a student, how might one attempt to feel not only happy but also fulfilled in school, and avoid or better cope with the negativity of their peers and [one's own] personal urge to complain?

**A:** I'll suggest two tips for your first question, which will help you solve the second one.

The first tip has to do with perspective. Happiness and fulfillment are subjective and difficult to measure. That's good in itself, though, because the power to define both terms resides within you. To give you a specific example, you can either complain that a professor is too strict or be thankful for having a teacher who knows how to extract the best potential from their students.

The second tip has to do with goals and boundaries. When you have a clear goal, you'll set boundaries around the path to achieving it. Like this example: you want to do better in math than you did last semester (goal), so you'll limit the number of school nights out with friends (boundary) so that you can focus more during class. Students with clear goals tend to complain much less than their peers.

That last sentence is the key to your second question. Having a clear set of goals with their accompanying boundaries will give you a healthy perspective on school issues. By removing unnecessary negativity from your way, you'll naturally be happier. Do this for a while and you'll find that your peers' poor attitude won't affect you that much. ■



Do you have a question for Pastor Josué Sánchez? Email it to [messenger@adventist.ca](mailto:messenger@adventist.ca).



# Creation Corner for Kids

And I, when I am lifted up from the earth, will draw all people to myself.—John 12:32, NIV

## Magnets

Magnetite is a type of black rock made of iron that can often be found in beach sand. Lodestone is a special type of magnetite that is magnetic and draws iron to itself. If you were to hang a piece of lodestone from a string or float it in a bowl of water, it would line itself up along the magnetic lines of the earth.

Thousands of years ago, the Chinese used lodestone for making compasses as direction-finders. Emperor Hoang-ti (about 2700 BC) used compasses made of suspended magnetic stone that were attached to his carriages. Other early compasses used floating fish (made of lodestone or magnetized iron) that always pointed south in a bowl of water. With the invention of the compass, travellers were able to get from one place to another safely, even on cloudy or foggy nights when the stars could not be seen.

### Think about it.

The name *lodestone* comes from an old English word that meant “journey” or “way.” So a lodestone was a stone that helped show the way. Jesus’s love is like magnetic lodestone. Whenever you feel the desire to do what’s right, it’s Jesus’s power pulling you in His direction. If you don’t resist His drawing power, He will bring you to Himself and give you power to follow Him.

### Do it!

Take a magnet to the beach and run it through the sand to see how much magnetite you can collect. Pray that God will help you to respond to Jesus’s love the way the magnetite is pulled to a magnet.



Tammie Burak and her family enjoy studying and learning from God’s creation. To learn more, visit Creation Corner at [www.facebook.com/CreationCornerforKids](http://www.facebook.com/CreationCornerforKids). Inspired by *Steps to Christ* by Ellen G. White.



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Teacher Samantha takes her kindergarten class outside.



Primary school boarders stretch out on mattresses on the classroom floor.

## Thinking Beyond

Samantha takes her place at the front of the class and begins the lesson. She instructs her kindergarteners to repeat the main points after her. The children's voices recite in deafening unison, enjoying the sanctioned opportunity to be noisy. The classroom is filled with their energy and enthusiasm. They seem to be taking great joy in learning. Perhaps that is because they are conscious of just how privileged they are to be in school.

In many countries education is still viewed as optional, and perhaps not even all that beneficial. For students in Uganda, there are several barriers to education and, therefore, to the opportunities it affords.

"I grew up like these children," Samantha reminisces. "My family was poor."

That one sentence is loaded with meaning. Poor families in Uganda—and many other African families—face tough choices. To survive poverty, parents often do not send their children to school. Unable to afford school fees, uniforms, and books, they use their scant means for household necessities and food. The parents who do send their children to primary school will often pull them from school once they finish Grade 7, believing they have gained enough education. They can use the school fees for other expenses, and their children begin working to help support the family.

Girls face additional challenges. In poor families the financial

lure of the bride price often outweighs the long-term benefits of keeping their daughters in school. Girls as young as 13 and 14 are married so that their families can use the bride price to take care of the remaining younger children. These girls are pulled from school and become wife, mother, and housekeeper. Without an education or employable skills, they are fully dependent on others.

For the girls who do continue in school, once a month they face another challenge. Too poor to afford sanitary pads, these girls must stay home until their period passes and fall behind in school.

Refugees face all these challenges, and more, in their pursuit of an education.

The Adventist Development and Relief Agency (ADRA) believes in the importance of education. We seek to enable people to live life to the full, physically, socially, and spiritually—in a word, to have well-being. A major component of well-being is education.

Until 15 years ago, there was no school in this region of Uganda. When the harsh years under Idi Amin's rule ended, Ugandans who had fled to other countries began to return home. A large population settled in this region. The government had many priorities as it helped to settle these returnees. One of their priorities was education.

ADRA, working in partnership with the government, built a

primary school. It has become known throughout the region as the ADRA school. It was built to accommodate 200 students. ADRA has been visiting communities and families to stress the importance and benefits of education, not only for their children but also for their own future, for their communities, and for their country.

Within the last few years, the student population has quadrupled. The ADRA school is now bursting at the seams with young students from Uganda as well as refugee students from the Democratic Republic of Congo. Many of the refugee students are boarding students at a school that was intended for day learners. By day, classrooms are filled with busy students. By night, they are filled with mattresses for the sleeping boarders.

Even though the school is far beyond capacity, ADRA is still visiting refugee families to encourage them to send their children to school. They contrast the short-term benefits of a little money now versus the support an educated, professional child could bring. ADRA also seeks to help with the very real difficulties in sending children to school. By assisting with the food needs and other necessities of the household, ADRA helps to take financial pressure off the family, thereby freeing up some of the finances for education.

"ADRA is very good," Samantha observes. "It has tried much to help students who are orphaned, or those who come from poor families, by supporting them, providing them with books, school fees, and clothes."

Samantha also visits families to encourage their children's school attendance. "I tell parents who think about keeping their children out of school because of school fees and materials that it's better to toil for their education than anything else.

Because you never know, they could become important people in the future. I tell them that when I went to school, I suffered for a little time. But now I am enjoying being able to support myself and to help my parents. I advise parents to look far, to look beyond. To think beyond, to think about their future."

ADRA is also assisting with a nearby secondary school. As its student population, too, has significantly grown, ADRA has built a dormitory for the boys. It also helped the school to begin a garden of its own. Its produce helps to feed the students. With so many more students, it is essential that the school hire enough teachers to deliver a quality education. ADRA is helping to pay for some of their salaries.

ADRA is especially keen to support the girls, so that they can remain in school. Recently, ADRA distributed sanitary kits to the girls. These kits contained sanitary pads, soap, and other items.

"The provision of the sanitary pads by ADRA helps the girls to stay in school. Some of them would drop out because they don't have the pads. Some are ashamed and simply leave school. That's how important it is," said Nkoba Boaz, the secondary school principal.

Whether it's building schools, assisting with financial concerns, uniforms or books, encouraging parents, or giving sanitary kits, ADRA seeks to remove the obstacles to education for students around the world. Your support of our ministry enables children to reach their potential, to give back to their families and communities, and to make the world a better place. Thank you! ■

*Heather Grbic is the publications coordinator for ADRA Canada.*



Education opens up many more possibilities to students.

*M* July 2019

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where are they now

# Where Are They Now

*Messenger* catches up with former leaders of the Seventh-day Adventist Church in Canada. In this issue we talk with Carol Tataryn.

Interview by J.D. Victor Fitch, *Messenger* Staff Writer.



Russell and Carol Tataryn

**Messenger:** Tell me where you were born and about your childhood family.

**Carol Tataryn:** I was born in Avonlea, Sask., to George and Verna (Choban) Horne. My sister, Ethel, was five years older than me. My dad and his brother farmed together, so my cousins were more like brothers.

I was a tomboy and liked horses, snakes, frogs, etc. My life was full with school, play, and work around home. In our little country church, I played the pump organ, served as Sabbath school secretary, and did anything else that needed to be done.

I was blessed to have godly parents who knew that family worship was very important. I loved to read, and every campmeeting my dad would be sure that I got a supply of good reading material, which I usually had read before we even got home. So, of course, I reread many books. I also developed a love for astronomy from my dad. We travelled a lot when I was growing up, and I was my dad's navigator from quite a young age.

**M:** Where did you go to school and what degree did you earn?

**C:** During my elementary school years, I was only able to attend Adventist schools for two years. I went to Okanagan Academy for Grade 1. We had a farm in Saskatchewan, and because for large parts of the school year my dad was away from our family working on the farm, we missed him. We then moved full-time back to Saskatchewan, and I attended a one-room country school for Grades 2–9, except Grade 5 when we moved to CUC for the school year.

After that we stayed at the farm. I attended CUC

High School for Grades 10–12. I was so happy to be able to attend an Adventist school. After Grade 12, I went to Regina for teachers' college and one year of university to get a Standard Teaching Certificate. Many years later I had the dream to get my B.Ed. degree, so we moved to Lacombe, and in 1992 I graduated with my degree, the only grandmother in the graduating class.

**M:** *What factors influenced you to choose teaching as a career?*

**C:** I have always enjoyed children, so teaching seemed the obvious choice as a profession. Because of the strong spiritual influence in my growing-up years, teaching in church school was my goal. I went to public university because I wanted a recognized teaching certificate, and at that time CUC still did not have that certification. The spiritual aspect was important for me in university too, and so I joined the Teachers Christian Fellowship group that was available.

**M:** *Tell me where you taught.*

**C:** I taught Grade 1 at the public school in Avonlea, Sask., for one year. After that I chose to be a stay-at-home mom for many years until our youngest daughter was in Grade 6.

At that time we lived at Yorkton, Sask. I did a fair amount of substitute teaching in the public system, but then I was asked to teach Grades 5–8 at Yorkton Adventist Academy. I taught on and off for several years, the last few as principal and elementary teacher.

While I taught in Yorkton, Myron Wareham, who was the superintendent, said, "Carol, I wish you would get your degree so we could pay you what you're worth." That made me want to get my degree for myself, even if I didn't teach anymore. So we moved to Lacombe, and I even had the enjoyment of attending classes with my daughter. After one year I graduated with my B.Ed. degree and was privileged to teach at College Heights Adventist Junior Academy (now College Heights Christian School) for five wonderful years. Then I decided to let someone else have that privilege, and I retired early so I could spend more time with my husband.

**M:** *Since there was no Adventist school where you grew up, what did you personally enjoy about Adventist education?*

**C:** In high school, I especially enjoyed the opportunity to have wonderful Christian friends. Having teachers and other staff who really cared was very meaningful to me. It has been so much fun to reconnect with these friends and teachers at alumni gatherings. I also loved Bible classes and the Saturday night socials. My friends and I always looked forward to the Saturday night marches.

**M:** *What brought you the greatest joy in teaching?*

**C:** My favourite part of teaching was seeing the "lightbulb moment" when a student caught on to some previously difficult concept. Making school a safe place for those children who didn't come from a safe place was also very important to me. Above all, it gave me great joy when my students got excited knowing Jesus loved them so much.

One incident that was very special to me was when a Grade 10 student who didn't want to be in church school anymore and was causing some problems wrote in my yearbook, "It's not so bad being in the principal's office when Mrs. T. is the principal." With patience, understanding, and prayer, God was able to use me to reach the different needs of students in my classroom.

**M:** *Tell me about your family.*

**C:** I married Russell Tataryn, who became a social worker in youth and family counselling for the Dept. of Health. We have three daughters (Russell would say we were specialists!). Londa is a physical therapist for Veterans Affairs in Walla Walla, Wash., Carmelle is a social worker also for Veterans Affairs, and Shellie is a teacher and principal at Shuswap Adventist School in Salmon Arm, B.C.

As our children were growing up, we wanted them to be involved in the mission of the church—from home missions to faraway places. Sometimes home missions meant getting together with other families so our young people could develop meaningful lifelong friendships. Although as parents we were not able to go on mission trips because of health constraints, it has brought us great joy to sponsor students on mission trips—our own family members and other young people in the church.

I love that there are many ways to serve God. We have seven grandchildren, and they are the lights of our lives. All of our children and grandchildren attended or are attending Adventist schools. Russell and I always believed that Adventist education does not cost; it pays.

**M:** *Where are you now and what are you doing in your retirement?*

**C:** We live in Lacombe, Alta., and I like to do what I can to be involved in church activities. I enjoy being a greeter in church, visiting shut-in members, and having students over for Sabbath dinner. We have also delivered Meals on Wheels. Retirement gives me time to read and reread some of my favourite books such as *Steps to Christ* and Morris Venden's *Faith That Works*. We love to spend time with our children and grandchildren and also with other family and friends as we eagerly await Christ's soon coming. ■

## ABW Canada Names Young Teacher as Its 2019 Citizen of the Year



Julie Lapointe and other students from École H. J. Cody High School in Sylvan Lake, Alta., attend the 2009 opening of a Kenya school they raised money for.



Julie Lapointe received A Better World Canada's 2019 Citizen of the Year award on April 7 in Lacombe. (Photo credit: Laura Tester)

Ever since she was a child, Julie Lapointe wanted to become a teacher. Now the high school teacher can call herself an acclaimed humanitarian, too. In April, A Better World Canada named Julie its 2019 Citizen of the Year. For the past 10 years, the 27-year-old high school teacher has been a dedicated fund raiser for projects in Kenya and Afghanistan.

Helping schoolchildren so far away never bothered Julie in the least. She was driven to this goal early on, thanks to her mother who had taken her on an ABW trip in 2006.

"The mother was on the right path," said co-founder Eric Rajah during 29th anniversary celebrations in Lacombe. Two years after that first trip, Julie had phoned Rajah, asking, "Do you remember a school I saw?" Well, there were many, he recalled. The Grade 12 student had said she'd like to build a school in Kenya. "That's when my journey started with Julie Anderson at that time," said Rajah before an audience of 125 people.

Julie initiated fundraising with classmates at École H. J. Cody School in Sylvan Lake, Alta. In 2009, Julie led a trip of classmates, teachers, the school principal, as well as family of hers to take part in the grand opening of Kiprengwe Primary School.

"I followed her journey to see what would become of Julie," said Rajah. "She went on to the University of Lethbridge and invited us there to raise money for schools in Afghanistan."

After graduating with an education degree, Julie became a teacher at Ponoka Secondary Campus. She has been teaching Grade 11 and 12 biology and chemistry for the past five years.

"I followed her there as well, and as recently as (April 5) she launched with her students a fundraiser for water projects for a school and raised \$3,700," said Rajah. "Julie is never finished with making the world a better place."

Recently married, Julie also organizes an annual project with her family, Rajah added. The family's latest project was to raise money for 87 new pairs of shoes bought in Kenya. Recipients included an intellectually disabled boy and a 100-year-old woman; neither had owned shoes before.

During the ABW celebrations, Julie thanked several of her "truly amazing" students from the school's humanitarian and social awareness club she had launched. The club participated in a sweater fundraising project, providing 500 sweaters to the most needy students at ABW-sponsored schools in Kenya.

To date, the students at Ponoka have raised an estimated \$9,000 for ABW projects under Julie's direction.

"My involvement has never been a solo adventure," Julie said. "My family has been consistently involved with A Better World in one way or another and has been a support throughout."

She also said Rajah was "a hero" to her because of his selflessness and determination for creating self-sustainable projects for deserving people. Julie said she was "super humbled" by the honour. Supporters of ABW don't do it for the recognition, she added, "We do it because it's the right thing to do and we can make a difference on this planet." ■

*Laura Tester travels with A Better World and is a freelance writer for newspapers.*

# MINISTERING TO BOOMERS

**H**ave you noticed there is an abundance of literature on how to reach millennials?<sup>1</sup> The church is not the only group trying to understand this target audience. Hundreds of millions of dollars are spent on market research to fully study their group habits, moral leanings, and decision-making processes.

While this is very important for the future, we must not forget the second-largest demographic group, the baby boomers.<sup>2</sup> It is true that market researchers have moved on from boomers because they are aging and because many are on fixed incomes and, hence, lack disposable income.

The baby boomers came on the scene after the Second World War. There was such a “boom” in the number of children being born, they easily became the largest population group in modern history. Important decisions and infrastructure, such as building new schools, were necessary to accommodate this large group.

The current reality is that most of our churches are crowded with boomers. Without them, we would likely have to close our doors. The truth is, there are many more boomers in our communities who could benefit from the ministry of their local churches. Here are a few seminars that can be used to reach the boomers in your community.

- Retiring With More
- Making Meals for One
- Everything You Should Know About Advance Directives
- Finances for Seniors

These are just a few examples of seminars I have led in my community. The church is like a local shopping mall. You must have an offering for everybody, based on people’s personal needs. As boomers grow older, they are going to have unique issues that they must face, such as health, finances, and relationships. How can your church meet the changed needs of this generation? ■

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*Kumar Dixit is the creative principal of Dixit Media Group, an organization that rebrands religious and non-profit organizations.*

<sup>1</sup> Millennials are considered those who were born between 1981 and 1996. They are given this name because they came to age in the new millennium.  
<sup>2</sup> Baby boomers were born between 1946 and 1964. These babies “boomed” or were born after the war.

looking beyond the horizon

# Looking Beyond the Horizon



## Just Get Over It

**Five** hundred years of shared history, and Canada and the Indigenous Peoples of Canada are not yet reconciled. The reason? Most non-Indigenous Canadians don't know the truth of our history. Bring up Indigenous issues and the question is always there, "Why can't they just get over it? Can't we just move on?"

Interestingly, I used "Why can't I just get over it, or move on" to survive growing up in an alcoholic home and, later in life, battling anxiety and depression. But as a health-care chaplain and registered psychotherapist, I have learned something: no one ever just gets over it. "Life" might go on, but we will never be whole until our truth is reconciled. Not buried. Not repressed. Not denied. Not forgotten. But, revealed, reflected on, accepted, forgiven, and redeemed.

"Search me, God, and know my heart; test me and know my anxious thoughts. See if there is any offensive way in me and lead me in the way everlasting (Psalm 139:23, 24, NIV). Our salvation is secured through a Suffering Servant who says, *Let me enter your woundedness so that together we might become all that the Creator intended.* The power of God is seen in how desperately willing He was and is to incarnate into our lives, to come alongside us, walk in our woundedness, and fill us with resurrection power.

The ultimate act of redemption is to heal humanity and restore us to wholeness. *Your power is in your reconciled woundedness*, and "all this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation" (2 Cor. 5:19, NIV). *Reconciled truth is the most powerful way to move forward into a healthy future for everyone.*

Joining others in reconciling their wounded humanity is the very picture of God's incarnation. To move on or get over it without facing truth, good and bad, will

leave us less than whole, less like Jesus, unhealthy, and without the ability to experience the abundant power of the Creator.

Senator Murray Sinclair, former chief of the Truth and Reconciliation Commission, was asked about "getting over it" as an Indigenous person. Sinclair said:

My answer has always been, "Why can't you always remember this?" Because this is about memorializing those people who have been the victims of a great wrong. Why don't you tell the United States to get over 9/11? Why don't you tell this country to get over all the veterans who died in the Second World War, instead of honouring them once a year? Why don't you tell your families to stop thinking about all of your ancestors who died? Why don't you turn down and burn down all of those headstones that you put up for all of your friends and relatives over the years? It's because it's important for us to remember. We learn from it. And until people show that they have learned from this, we will never forget. And we should never forget even once they have learned from it, because this is part of who we are. It's not just a part of who we are as survivors and children of survivors and relatives of survivors; it's part of who we are as a nation. And this nation must never forget what it once did to its most vulnerable people.

Let's learn and never forget.

Join me at [imsdacc.com](http://imsdacc.com) for more education and awareness about Indigenous issues and spirituality. Sign up. Become a member. See what we can do as Christ works His ministry of reconciliation through us. ■

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*Campbell Page is the Indigenous Relations director for the Seventh-day Adventist Church in Canada.*





# Taught by the Lord

*"What does God want to teach us? Is He a trustworthy Teacher?"*

**A**ll your children shall be taught by the LORD, and great shall be the peace of your children.—Isaiah 54:13, *ESV*.

What a beautiful promise!

We only know what we are taught. We trust some people to teach us right, and others we dismiss. How often have we discovered that those we trusted had taught us wrong? Not because they purposely deceived us, but because they had been taught wrong by those they trusted as well, and that is all they knew. Some of us get to a place where we resist being taught at all.

What does *God* want to teach us? Is He a trustworthy Teacher? Could there be more we need to learn?

The knowledge of God's works and ways we can only begin to obtain in this world; the study will be continued throughout eternity.<sup>1</sup>

The philosopher turns aside from the light of salvation, because it puts his proud theories to shame; the worldling refuses to receive it, because it would separate him from his earthly idols. ... The character of Christ must be understood before men could love Him or view the cross with the eye of faith. Here must begin that study which shall be the science and the song of the redeemed through all eternity.<sup>2</sup>

As we try to become acquainted with our heavenly Father through His Word, angels will draw near, our minds will be strengthened, our characters will be elevated and refined.<sup>3</sup>

How much we still have to learn!

How much we have to *unlearn*, in order to be able to accept what God has to teach us! And great peace is the result of being taught by the Lord.

Nature and God's Word were the lesson books of Jesus and the tools He, as the Great Teacher, used to instruct the multitudes who followed Him. What great textbooks for each one of us, as well.

Last weekend at our conference's Prayershop event, we took a little time to go outdoors and look at the trees and let God teach us lessons from them. Of all the people in attendance, no two came back with the same discovery, but all came back with deeper insights into the love of God.

What would He like to teach you today? ■

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*Erna McCann is the prayer coordinator liaison for the Seventh-day Adventist Church in Canada.*

<sup>1</sup> Ellen G. White, *Child Guidance*, 50.

<sup>2</sup> Ellen G. White, *Acts of the Apostles*, 273. Emphasis mine.

<sup>3</sup> White, *Child Guidance*, 51.



## barry's blog

### Rooted and Established in Faith

**Every day we wake up** to a society that has been built by the hard work and sacrifice of generations before us. We take for granted the fact that we live in a free society that is dependent upon truth-telling. We expect our gas pumps to be accurate, our bankers honest, our cars safe. When these things are not the way we expect them to be, we are justifiably upset, and demand amends be made. But such malfunctions are the exception rather than the rule. By and large, our free society works.

Underpinning our free society is a long history of religious freedom. There is increased recognition of this fact from many deep thinkers. However, there is also a loud contingent of popular voices who argue that religion, particularly Christianity, is a primitive source of knowledge, that Christianity is a crutch for the weak who cannot handle the trials of life, and that it is also a cause of civil strife.

In his 2011 book *Why We Should Call Ourselves Christians: The Religious Roots of Free Societies*, Marcello Pera says these views are dangerous because they deny the truth. Instead, he points out, the very concepts of human dignity and individual freedom are Judeo-Christian ideas. These ideas formed the basic building blocks for our modern development of human rights and civic freedom. When we lose these foundational concepts, Pera argues, our open society will collapse.

European philosopher Jürgen Habermas takes a similar position. He views Christianity as the normative force in our modern world. Our desire for universal equality, freedom, human rights, and democracy directly flow from the Judaic ethic of justice and the Christian ethic of love, he says.

Despite the constant barrage in secular media, the reality is that Canada continues to draw on this Judeo-Christian heritage today. The preamble of the Charter declares, "Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law."

When either of those principles are threatened—when government ignores the convictions of a conscience devoted to a higher authority, or when government attempts to bend the law to suit a certain agenda—we see the stability of our liberal, democratic society undermined.

It may seem melodramatic to suggest that issues such as the Canada Summer Jobs controversy or the SNC Lavalin scandal could jeopardize the health of our nation. But such trends are worrying.

This year marks the 30<sup>th</sup> anniversary of the fall of the Berlin Wall: a dramatic symbol of the collapse of communism in Europe. As democracy spread in the wake of the Cold War ending, there was tremendous enthusiasm and optimism. However, that flowering was chilled by subsequent corruption, populism, and breakdowns in the rule of law. Democracy is now in a troubling state of global decline. Freedom House, a think tank that has been advocating for democracy since 1941, raises the alarm in a 2019 report. They warn that "even long-standing democracies have been shaken."<sup>1</sup> Indeed, there is now a "crisis of confidence" in democracies.<sup>2</sup> Very basic civil, political, and human rights are being challenged as never before. There is an increased strain on democratic states to hold back these winds of strife.

While the factors are many, scholars such as Pera and Habermas remind us how vital it is to respect religious freedom. Indeed, I would argue that freedom of religion is so essential to a liberal democracy that undermining that freedom goes to the very DNA of our society: it is fundamental to our understanding of a free, open society. ■

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*Barry W. Bussey is director of Legal Affairs at Canadian Council of Christian Charities. He blogs at [lawandreligion.org](http://lawandreligion.org).*

1 Freedom House, "Democracy in Retreat: Freedom in the World 2019," [https://freedomhouse.org/sites/default/files/Feb2019\\_FH\\_FITW\\_2019\\_Report\\_ForWeb-compressed.pdf](https://freedomhouse.org/sites/default/files/Feb2019_FH_FITW_2019_Report_ForWeb-compressed.pdf), 1.

2 Freedom House, 2.

# Growing Up Millennial



*"So even when I feel overwhelmed by studying, or when I feel I'm too tired and want to give up, I have to remember ... I'm one of the lucky ones."*

## The Big Picture of Education

**I**n western society, I think that every one of us in university has said at least once, "I want to drop out. I hate school." I know that I have. I'm stressed, anxious, exhausted. Sometimes studying for exams and completing projects is overwhelming.

Times when homework, tests, or projects start piling up are when I most often wonder why I decided to do this to myself. It's when I see other people my age getting married, or having kids, or working really cool jobs they had gotten into at the right time or that are part of a family business. Couldn't I have just followed one of these directions?

For me, the answer is no. Because I don't want to be married at 21. And I'm certainly not ready to have kids yet. I wasn't interested in working right out of high school, and there's no family business that I could jump right into without some education. So, going to university was my best option.

And I really do love this stage of my life. I love learning and being at school and making friends. I feel that this is probably going to be one of the best times of my life, whether I'm extraordinarily stressed about assignments or not.

So, I'm grateful that I get to be here. I'm thankful that I had the opportunity to move away from home and grow and learn independently. But most importantly, it makes me see how lucky I am, and how many people my age there are in this world who don't have the opportunity to

do this and yet want to be in school more than anything.

When I was in Kenya four years ago, I had seen this for the first time. I hated school at that point. I was in Grade 11 and miserable. But the schools we visited were full of children wanting to learn, kids who genuinely seemed to want to be there. They weren't on phones in class as some of us here are; they were engaged, listening, and trying to glean as much information as they could. Some of these kids wanted to be hugely successful in life, and I hope they get to be. I hope they get to attend post-secondary if they want to.

But the reality is, not everyone who wants to continue their education will get to. I'm one of the lucky ones, and realizing this has not only made me more grateful for my situation but has also helped me grow closer to God.

I thank God that I get to learn, and for having an education. He is the reason that I am here, and He is the reason that I have the chance to learn about the world around me, about how I can make an impact, and how I can help those who need it. So even when I feel overwhelmed by studying, or when I feel I'm too tired and want to give up, I have to remember that I'm continuing my education to help the world and that I'm one of the lucky ones. Those of us who get to continue our education should thank God for helping us get to where we are, and use this education to serve Him in every aspect of our lives, embracing the big picture of learning. ■

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*Jordyn Boonstra is a British Columbian millennial studying at Walla Walla University.*

*If the unimaginable happens...*

# Last Will and Testament

I, John Smithson, an ac  
of sound mind, declar  
previously made by me

I appoint Johnson Smi  
he/she be permitted to  
Smithson is unwilling  
Representative, and as  
posting bond.

I direct my Personal  
last illness, adminis  
to my wife inherita



*who is the next best  
person to raise your child?*

[www.willplan.ca](http://www.willplan.ca)

email [legal@adventist.ca](mailto:legal@adventist.ca) or call 905-433-0011 ext. 2078



SEVENTH-DAY  
ADVENTIST CHURCH



## Light of the World

Dear VOAR,

*"I've just been reading again your VOAR Newsletter that I received in April. My wife and I listen in regularly to your station, including the church service on Saturdays. We are seniors in our late 70s and have more time to listen now. We also used to listen to VOAR back when the station was located on Freshwater Road. While living in St. John's, we even visited your church on Aldershot Street, twice, some years ago for the service.*

*"My wife was a patient at the hospital in late November, one year, when we saw the new towers on Kenmount Road, and we have been listening to the music on the 10,000-watt station whenever we can. Today we love that we can get the signal from your new FM tower even stronger here in Clarenville. It is very powerful and clear. I am enclosing a cheque for VOAR as a little extra something besides our regular Sharithon gift. Jesus is telling me to help where I can, to keep the wonderful Christian music and spiritual*

*messages shining around the world. Sending all the staff my love and prayers, thank you VOAR from two devoted listeners!"*

These folks have been tuning in to Voice of Adventist Radio (VOAR) for many years now in different locations and have even visited an Adventist church. God is clearly working to make sure that His will is accomplished no matter where He may lead His people. We have a great honour to reflect Jesus to the world. God is working. John 8:12 says, "I am the Light of the world."

Because of your prayers and financial support, VOAR can guide even more people to the true Light of the world. This is the first time the town of Clarenville has had a Christian station in their community. God is good! Please pray that even more people will find the new FM signal and will be blessed by the Word of God. ■

*Sherry Griffin is the station manager for VOAR.*



Rebecque Johnson

ON THE  
ROAD WITH

Becky

*Why did Jesus come to earth to die for us?*

AT THE FIRST FILIPINO AND DURHAM FIL-CAN  
SEVENTH-DAY ADVENTIST CHURCHES IN ONTARIO.

**Milwida Rombaa:** "He came to die for us because he loves us so much to the point of giving his own life just to redeem us from our total degradation."

**Bless Arriola:** "To pay our sin."

**Fidel Babida:** "He wants to be with me in paradise. To reunite with the Father."

**Erika Leigh Beroncal:** "Jesus has come to earth to die for us to save us from sin. This expression of great love and sacrifice is what gave us the chance to live in this earth and allows us to join him in heaven when he returns."

rainmakers

# RAINMAK

## Storytelling to Create Change

In 1975, Yvonne Rodney's story was just beginning to unfold. She was 15 and had just immigrated to Canada from Jamaica, a major move that Rodney says took some getting used to. She went to school in St. Catharines, Ont. "There were a lot of adjustments in those initial years. I think I went quiet for about a year. I didn't participate much in class. Everything was different."

Despite the cultural transition, a couple of steady constants remained: church and her budding love of language. Aside from these core passions, Rodney soon discovered she had another interest in "understanding people," which led her to pursue her master's in psychology.

While it may not have been completely evident at the time, her keen fascination with people and the human mind would eventually lead her on a path full of purpose. She has been writing, advocating, and counselling people on life and career choices for over 25 years now.

Yet, the road to fully discovering the writer within her would not come easily. Rodney says that she dealt with many fears early on as she wrestled with her calling. Despite such obvious struggle, an inner desire to write still burned fiercely within her. So, finally in 2007, she responded to the call and began writing her first book—although, the thought of publishing it didn't immediately come to mind. Instead, it unleashed a new set of fears in her mind. "I was afraid," Rodney admits. "I mean, here you are pouring out your heart. And what if people don't like it?"

Her book *Getting Through* was published in summer 2008 as a young adult devotional and deals with the topics of grief and loss. Rodney says that at the time of writing, her inner reflection led her to dwell on the topic of pain in a spiritual context. "The driver for me is the pain. It's

how people overcome adversity, and will we still trust God? Will we still keep our faith in God when things don't go well?"

Nine years later, in 2017, Rodney published her sixth and most recent book, *Melanie's Decision*, about a Christian woman who chooses to stay in an abusive relationship. Following a familiar format as her previous speaking gigs, Rodney has led the discussion on abuse in the past by using her book as a starting point. She says that doing so allows her and others to speak about the topic safely. "When the issue relates to Melanie in the book, I can talk about abuse," Rodney explains. "I think it gives people a chance to discuss the issues and learn from it without necessarily having to out themselves on the stage."

Susan Williams-Kozachenko, a close friend of Rodney's, further tells of the significant issues that *Melanie's Decision* brings to the table. "It makes you think about your own feelings, opinions, ideas, and Christianity. I think that is why [Rodney] is so relevant as an author."

In addition to writing books, Rodney has a wealth of experience writing, directing, and producing plays for church audiences. Some of the plays she has done over the years are *That Thing We Do*, *Saying Grace*, *Blood and Fiya*, *Sive Black Guys*, and *Finding a Wife for Isaiah*. Her most recent play, *Church People*, released last year, was co-written and co-directed with *Toronto Star* columnist and long-time friend, Royson James.

No matter the chosen medium, it's clear that Rodney doesn't shy away from the raw and gritty issues at hand. The larger themes behind many of these plays have included teen pregnancy, black men's coming of age, forgiveness, mental health, faith, incest, and homelessness. "Whether it is a book or a play, they are all

addressing topics that need to be spoken about," she says. "The book or the theatre forum gives a better platform; you can hear it better through these mediums than through a sermon."

In 2009, Rodney organized a coming-of-age ceremony for the young male members of the dramatic arts group she had formed when they were children. Due to the overwhelmingly impassioned response from both the participants and other witnesses, Rodney became inspired to bring *Something to Offer* to the stage. With the play suited to build up and empower African-Canadian men in a racially charged society, its debut couldn't have come at a better time.

A column written by James and published in the *Toronto Star* on Feb. 21, 2013, hinted at what Rodney was up against when she chose to introduce such arresting themes in the production. Indeed, some mere hours after the play made its appearance at the Toronto Centre of the Arts, there was a reported shooting of a 15-year-old Jamaican teen, in Rexdale, Ont. In reference to the larger issue revolving around the amassing street violence, James quotes a line from one of the characters in the play: "We are committing mass suicide ... three or four generations of handicapped men."

As the play was powerfully moving audience members on stage, another story was quietly unfolding behind the scenes. The male cast members involved—some of whom Rodney would have met for the first time—were forming unbreakable bonds with one another and initiating a dramatic healing process from their own father issues, enough to launch a movement of love. Rodney says such examples testify to the strength of community and influential narrative. "What was beautiful to me was that sons would call me and tell me things

# ERS

like: ‘My father told me for the first time he loved me,’ Rodney shares. ‘This magic reveals the power of story.’

James, who was present at the life-changing production, says of Rodney: ‘She is a good actor, writer, and producer all-around. Rarely do I get somebody I can partner with who does the same thing and has the same type of vision and breadth of experience and knowledge that you can bring to a project.’

Now recognized widely for her books, Rodney has received multiple opportunities to speak at churches and various events on many issues including abuse, identity, dreams, purpose, and faith-based topics. In January of this year, she led a talk on brokenness for the Ministerial Spouses Group in Ajax, Ont.

Above all else, Rodney is determined to tell stories to uplift people’s hearts and to reveal the hand of God in their everyday lives. ‘It’s storytelling to create change and to get people to understand themselves,’ Rodney says. ‘I want to make it contextual to what people are living and experiencing so that the Bible and what we believe remains current and relevant.’

Today Rodney strives to daily overcome her fears by being intentional in her pursuit of her goals for the future. ‘Everything that I’ve done or accomplished in my life has been done because of fear. I don’t want fear to be the thing that cripples me,’ Rodney says. Why? She doesn’t wish for there to be any limit to the endless possibilities in store. ‘When you open yourself up to new things and not let fear dictate you, you will end up in places you will never have dreamed.’ ■

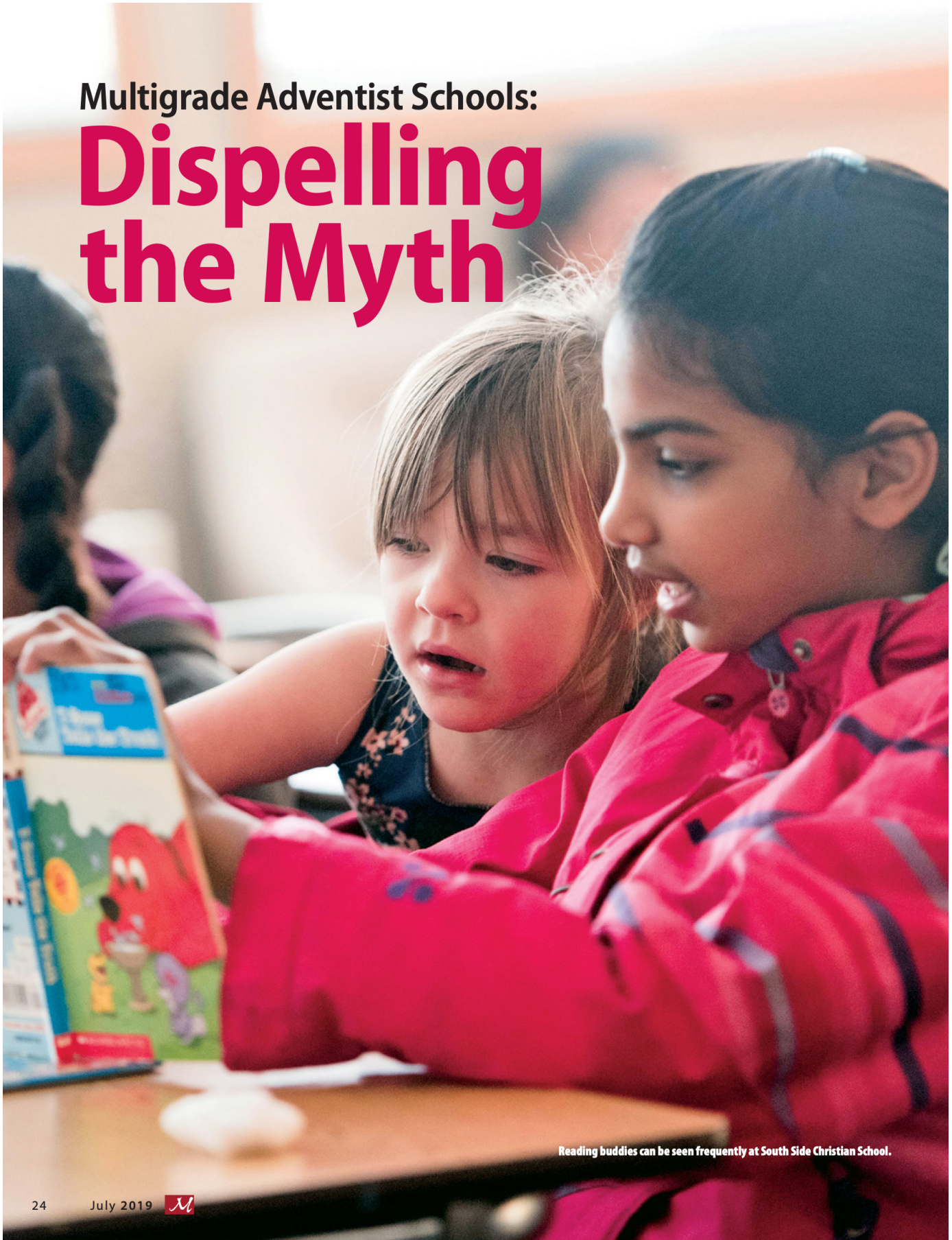


Yvonne Rodney

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*Alexandra Yeboah is a freelance writer and storyteller facilitator living in Ontario. Visit her at: [theheartofthestory.ca](http://theheartofthestory.ca)*

# Multigrade Adventist Schools: **Dispelling the Myth**



Reading buddies can be seen frequently at South Side Christian School.



**MULTIGRADE SCHOOLS ARE NOT NEW.** *In fact, when formal education began in North America, all schools were multigrade, most meeting in one-room schoolhouses. As education expanded, we came to believe that single-grade classrooms provided better education, but research has shown that this is simply not true.*

**M**ultigrade classrooms still play a significant role in many schools worldwide and are an important and valued part of the Adventist school system. Though some classes are combined because of low enrolment or budget constraints, many schools intentionally establish multigrade classrooms for their proven benefits to students and learning.

The North American Division (NAD) defines a small school as one with three or fewer teachers. Though all our Adventist schools across Canada are small when compared to public schools, 19 of our 42 schools fit the NAD definition. Multigrade teaching is demanding in that it requires more planning time, creative strategies, and flexible scheduling. Our small-school teachers are dedicated professionals who focus on providing learner-focused instruction for each of their students.

Research has shown that there is little or no difference in achievement between single and multigrade classrooms. And, in fact, learning improves for some students in small schools as a result of a more individualized approach. John Medina asserts, “It has been known for many years that smaller, more intimate schools create better learning environments than megaplex houses of learning.”<sup>1</sup> Other studies have shown that both older and younger children benefit as younger ones “learn up” and older ones have opportunities to review and teach.<sup>2</sup>

Lorenna Pardy, teaching principal at Chilliwack Adventist Christian School in the BC Conference, has found this to be true: “Academically, our students have the chance to be exposed to re-teaching and pre-teaching, for they can revisit concepts that need extra practice as well as learn about upcoming concepts. In such an environment, every student has a chance to shine.”

David Forsey, teaching principal at Adventist Christian Elementary School in London, Ont., suggests that the flexibility of the multigrade classroom is an added advantage: “Not only does the teacher integrate cross-curriculum subjects, but there is also flexibility to take the time for teachable moments when teachers can direct the minds of students to the Master of the universe.”

In addition to a more individualized approach to learning, multigrade classrooms offer environments that help children develop socially and emotionally. Research evidence shows that these students have (1) a sense of community, (2) more positive attitudes toward school, (3) positive self-concepts, (4) well-developed interpersonal skills, and (5) leadership skills. Observations from a few

of our small Adventist schools in Canada support this research.

#### A Sense of Community

**S**mall multigrade schools tend to develop a family-like community where teachers get to know their students and families well, and students bond with another. Rebecca Landry, teacher at Curtis-Horne Christian School in the Manitoba-Saskatchewan Conference, says, “When the children enter my classroom, I immediately think of them as ‘my kids.’ God has let me borrow them, and I want to be able to demonstrate His love to them.”

When describing Woodlands Adventist School in Ponoka, Alta., Jai Dubyna, assistant superintendent for microschoools in the Alberta Conference, writes, “The school functions almost like a family, with students from K to 8 playing and working together throughout the day. All these activities lead to a very close-knit student body who work together and encourage each other on a daily basis.”

Lorenna Pardy describes her Chilliwack school as “a family united under God. We work, learn, worship, play, and attend church together,” she says.

Karen Landry, teaching principal at Rosthern Christian School in the Manitoba-Saskatchewan Conference, adds, “Our school prides itself on providing a top-notch education for our students in a loving, friendly environment.”

#### Positive Attitudes Toward School

**A**s a result of the close community built, students usually develop more positive attitudes toward school and less anxiety as they progress from grade to grade. Describing Peace Hills Adventist School in Wetaskiwin, Alta., Dubyna writes, “The whole atmosphere at Peace Hills is one of encouragement, learning from mistakes, and working together to make a great school year.” Students at South Side Christian School in Red Deer, Alta., are so excited to be at school, she says, that “some even comment that they missed attending school after being on a holiday.”

When asked why she loves her school, Audrey Grovet, a kindergarten student, said, “I love South Side Christian School because we have friends and we are like a family.”

“It is clear,” Dubyna continued, “that the students





know they are cared for, loved, and accepted by their peers, staff, and most of all by God.” These positive attitudes contribute to other positive outcomes like better attendance and fewer discipline issues.

### Positive Self-Concept

**S**tudies cite evidence that students in multigrade schools have significantly higher self-concept scores than students in single grades.<sup>3</sup> Mulryan-Kyne found that “children leave school feeling confident and fulfilled.”<sup>4</sup>

Luz Ahumada, teaching principal at Sartigan Adventist Academy in St. Georges, Que., has found this to be true in her school of 14 students: “Our students feel encouraged to take initiatives, set their goals for learning, and follow personal instructional and planning strategies in our multigrade school.” For example, she adds, “in our multigrade classroom, you can observe Xavier (Grade 6) teaching and guiding Edward (Grade 2). This relationship benefits both students. Xavier enjoys a rise in his self-esteem that will help him improve. Edward knows that his tutor needs his respect, attention, and cooperation. He feels understood and has no difficulties in following directions.”

### Well-Developed Interpersonal Skills

**P**erhaps the most obvious benefit of multigrade classrooms is the development of interpersonal skills and relationships. Teaching and learning in these classrooms is intentionally focused on peer instruction and support which lead to the development of values such as respect and empathy for others. Social development is an important part of the educational process.

Kryshna Hylton, teaching principal at SDA Christian School in Saskatoon, Sask., illustrates: “A few days ago while I was teaching mathematics in our Grades 7–9 class, one of my Grade 8 students asked for my help while I was working with a Grade 7 student. I told her that I would be with her in a few minutes so she could work on something else while she waited. Before I finished my sentence, one of my Grade 9 students chimed in, ‘I will help her. Don’t worry about it, Mrs. H!’ I smiled and asked him if he was sure about stopping what he was doing to assist her, and he was rather happy to help. I thanked him and continued to work with my Grade 7 student. I thought that it was pretty awesome

that he would put his classmate’s needs above his own.”

“Team work can be pretty awesome in a multigrade school,” she goes on to say. “Multigrade Adventist classrooms facilitate encouraging and building wonderful lasting relationships.” In the words of Tony, a Grade 4 student at Sylvan Meadows in Alberta, “I like this school because there are more friendships and relationships and no one is left out.”

### Leadership Skills

**C**ombining different age groups of students naturally leads to leadership opportunities and the development of leadership skills. Older students assume leadership roles as they share their learning with younger students. Even those who, in a single-grade classroom, would be less likely to lead, often find opportunities in a multigrade classroom to mentor younger students and thus experience themselves as leaders.

Lorena Pardy has found this to be true at Chilliwack Adventist Christian School: “Another advantage of our multigrade school is that the older students gain valuable leadership skills. They have chances to work on many projects with students from younger grades. Older students help tutor and direct workshops for the younger students. There are many chances to learn leadership skills both in the school and church.”

Adventist schools, large or small, focus on holistic education and seek to inspire in each student a life of faith, wisdom, and service. Families may sometimes be tempted to choose large public schools with single-grade classrooms over small multigrade Adventist ones, and churches may consider closing their small schools due to low enrolments. Both would be a mistake. Ellen G. White advocated the establishment of small schools, counselling that both schools and churches that grow too large should be divided to maintain their effectiveness. She counsels that our schools “should be family schools, where every student will receive special help from his teachers as the members of the family should receive help in the home.”<sup>5</sup>

Lakeview Christian School in Victoria, B.C., is an example of a community that reached out in faith to keep its small school open. Susan Featherby, school board chair at Lakeview, recounts their experience:

“At the end of the 2017 school year, after 95 years of Adventist education in Victoria, Lakeview was about to close its doors. Numbers had been dwindling, but

**Clockwise from top: Camp Whitesand staff share climbing wall thrills with Rosthern Christian School students; Xavier and Edward at Sartigan Adventist Academy; Friendship and smiles are a part of each day at Woodlands Adventist School; Adventist Christian Elementary School students having fun working together to make play-doh; Students working together to build a snow fort at Sylvan Meadows Adventist School.**

that year saw the sudden loss of several students at once. Discouragement hung in the air. Was Adventist education viable? Sadly, we voted to close and look into the possibility of selling the property. But God had other plans.

"It began with a small spark of determination, which grew providentially, kindling a revival of hope in our community. A vision for a community of believers, lifting up Jesus and providing the best quality of care and education came into focus. With renewed purpose, the constituents voted to give Lakeview another opportunity.

"Inspired by the vision, Scott Bastien, the new principal, suggested an adjustment to the mission statement. Our mission would be to encourage children to love Jesus, love others, and love learning. The two great commandments would govern how we conducted ourselves, made decisions, and treated our students and families. At the end of that first year, enrolment jumped from 17 to 50 students in K–9, and we are expecting more than 70 for next school year!"

Lakeview is also partnering with West Coast Adventist School, the distance learning school in the BC Conference, to facilitate high school students who wish to stay close to home and complete high school credits online.

Several communities across Canada are currently studying the possibility of opening up a small school in their area to serve their families and to reach their communities. May you be encouraged by Lakeview's experience, and by the positive examples of our small schools across Canada, to step out in faith and reap the benefits of quality education in a multigrade Adventist school. ■

*Betty Bayer is the director of education for the Seventh-day Adventist Church in Canada.*

- 1 John Medina, *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* (Seattle, WA: Pear Press, 2014), 9.
- 2 Catherine Mulryan-Kyne, "Teaching and Learning in Multigrade Classrooms: What Teachers Say," *The Irish Journal of Education* 35 (2004): 5–19.
- 3 Bruce A. Miller, "A Review of the Quantitative Research on Multigrade Instruction," *Research in Rural Education* 7:1 (Fall 1990): 1–8.
- 4 Mulryan-Kyne, 12.
- 5 Ellen G. White, *Testimonies for the Church* (Mountain View, CA: Pacific Press Publishing Association, 1948), 6:152.



# The Very Best Education

*“The highest education is that which will teach our children and youth the science of Christianity.”*

It was a beautiful day, and I knew that God had a divine appointment lined up for us. I was knocking on doors with a student literature evangelist. Dozens of doors were knocked on with no positive response. Most people did not have the time or interest to speak with us.

We prayed. We claimed God’s promises. We smiled and showed genuine interest. But unlike other parts of the city, that particular neighbourhood was simply not responsive.

I was getting very worried about the faith of my student literature evangelist. Would he be able to hang in there? I knew a divine appointment was bound to come, but would he give up before then?

After a particular rough rejection, the student looked at me and whispered something I will never forget. He said, “Now I know how Jesus feels when I reject him from the door of my heart.”

We got our divine appointment that day. It was one that resulted in a commitment of a young person’s heart to God. God did use us to reach many people afterwards, but He first had to reach our hearts.

Some time later, I read a book called *Child Guidance* that stated, “The highest education is that which will teach our children and youth the science of Christianity, which will give them an experimental knowledge of God’s ways, and will impart to them the lessons that Christ gave to His disciples of the paternal character of God.”<sup>1</sup>

And then, I read elsewhere that “the very best education young men [and women] can obtain is by

entering the canvassing field and working from house to house.”<sup>2</sup>

Throughout the years, I have gotten some ideas on how a faithful student literature evangelist can truly experience that “very best education.” It has to do with five basic realities that must be handled correctly with God’s help:

- 1. Rejection:** Very few individuals know how to handle what some may deem failure. This lesson in humility and fellowship in Christ’s suffering is one of the most tender and valuable experiences one can have.
- 2. Faith:** A student literature evangelist must learn to rely on the promises of God above their feelings and negative thoughts. Every door is a lesson in walking by faith.
- 3. The gospel:** One of the most precious responsibilities we have been given is to share the good news of Christ’s salvation and soon return. A literature evangelist shares hope through encouraging words, prayer, and literature.
- 4. Minds:** One of the most important trusts given to God’s workers is how to properly deal with minds—guiding and training them towards Christ without coercion or manipulation. A faithful literature evangelist seeks to persevere in encouraging people to choose literature that they may not feel are that important but that will change their lives.
- 5. Money:** We are told that where your treasure is, there will your heart be also. Most people’s hearts are in their back pockets. As workers for God allow the Holy Spirit to guide them in reaching the hearts of the people, individuals in the community will see the value and provide funds from their hearts.

I guess that is why we are told that “those who are fitting for the ministry can engage in no other occupation that will give them so large an experience as will the canvassing work.”<sup>3</sup>

If you know a young person who is looking for the very best education out there, why not encourage them to try literature evangelism? I guarantee you that their lives will never be the same. ■

*Jonathan Zita is the director of Lifestyle Canada, Canada’s literature evangelism ministry.*

<sup>1</sup> Ellen G. White, *Child Guidance*, 296.

<sup>2</sup> Ellen G. White, *Colporteur Ministry*, 32.

<sup>3</sup> White, *Colporteur Ministry*, 34.

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# Out of My Comfort Zone



**Nelyssa Mendoza was awarded a Presidential Medal of Excellence by Burman president Loren Agrey at graduation this past April.**

For more information about the Education After Degree program, visit [www.burmanu.ca/education](http://www.burmanu.ca/education).

THERE ARE TIMES when we hear the calling of God in our lives. For Nelyssa Mendoza it was a surprise turn that shaped her future and career. Nelyssa's plan was always to have a career in medicine. She completed a degree in biology at Burman University and was well on her way along her chosen path when she decided to step out of her comfort zone and serve as a student missionary.

Nelyssa was accepted to teach in Honduras, which began her calling to education and moved her to become a teacher. "I saw this as God's leading because things fell into place for me to get there. I know God orchestrated this path for me because I wouldn't have been accepted for that teaching position if I didn't have my biology degree. Through this mission trip, God not only brought out a new passion in me that I never imagined having, but He also showed me how much more I can accomplish when I put His will over my own," says Nelyssa.

With a new inspired direction, Nelyssa chose to go back to Burman U to become a teacher. Armed with a degree in biology, she was accepted into the Education After Degree program that provides candidates who already have a degree the opportunity to complete an additional two years of study and be awarded a degree in education. For Nelyssa, the change from medicine to education was a growing experience.

"Every aspect of the program was a growing experience. I heard that Burman University is highly recognized in teacher education because they provide field experience opportunities even in the first semester. I'm sure my classmates would agree that it was a blessing to go into the classrooms so early in the program to see all the angles of teaching," says Nelyssa.

Along the way, her classes and professors confirmed her calling. "My 8 a.m. Classroom Management Class taught by Dr. Darko was so exciting! That was one 8 a.m. class I didn't mind waking up for. Every one of his classes had something more than just your typical lecture. You could tell he genuinely cared for our well-being and success in the class, but more importantly, he made teaching more than just about the 'academics.' He never missed a moment to apply teaching principles to the Bible or share God-led experiences that had improved his teaching practice. He models the kind of teacher that I strive to be for my future students," says Nelyssa.

This past April Nelyssa graduated from the Education After Degree program and was awarded a Presidential Medal of Excellence for her accomplishments. Before graduating, she was interviewed for several teaching positions and has chosen to go to Avalon Adventist Christian Academy in Port Hardy, B.C.

Walking through an open door has led Nelyssa through a successful education program and has put her in a position to help educate the future. "I've learned and experienced the blessing of being intentional in prioritizing time with God. The education program comes with an endless list of tasks to fulfill, so it's tempting to exchange time with God for other errands or desires. I believe with my whole heart that I made it through this program because I purposefully made time for God. I found peace in Him, even during the many hard times of my practicum. I believe it's because I know full well that God has a purpose in all that happens in my life, good or bad." ■

*JR Ferrer is vice-president for marketing and enrolment services at Burman University.*

# In the Beginning

## Ed Desjarlais, First Nations Adventist Pioneer

**E**d Desjarlais was a pioneer in First Nations work in Canada. Sandra Kiehlbauch Tomms, the first teacher in the Adventist school on the reserve, recalled Ed's continuously supportive encouragement in what was a very tough beginning. She was teaching in the lean-to of a reserve church, and it is this school that eventually became Mamawi Atosketan Native School (MANS).

Caroline Taylor, who was a social worker on the reserve for many years, recalls how a Seventh-day Adventist nurse in Charles Camsell Hospital introduced Ed to the Adventist faith with some literature. Ed was being treated for TB caused by coal dust inhaled while working in the mines near his Métis settlement in the Lac LaBiche area. Ed had worked in the mines since the age of 15 in conditions that cost him a lung. Ed was at such a low point when he heard the Advent message that he could only turn to the wall and say, "God, if you exist, reveal yourself to me." God did, and for Ed, there was no going back.

It was Ed's persistence, vision, and example that persuaded the Alberta Conference to begin working on the Treaty 6 reserve now known as Maskwacis.

Ed attended Burman University for three years between 1955 and 1961. He died on Jan. 6, 2002, but his vision is alive and coming true. As the official opening of MANS High School drew close, Ed Reimche, remembered his remarkable friend.

"What a crowd and cross-representation of peoples," wrote Ed Reimche on the Grand Opening Day of Mamawi Atosketan Junior and Senior High School, Sept. 28, 2018. "First Nation people, employers, employees, lay persons, persons with special contributions.

"In 1955/56, I attended Canadian Union College to take my teachers' training class. To pay for my college expenses, I worked at the college furniture factory. I was responsible for putting springs in chesterfields and chesterfield chairs. Beside me were two gentlemen who performed the same task. We became good friends. One was Bob Schafer, who became a teacher in the [Adventist] school system and later went into pastoral work and to become a conference president. The other friend was a First Nation gentleman by the name of Edward Desjarlais from up north. He had become a member of the Seventh-day Adventist Church and was now attending college to receive further training.

"One day Ed confided in me with this remark, 'I'd like to see something built for my people, like a church or a school or a centre of some kind.' I have never forgotten that.

"Today if Ed were alive, he'd be so thrilled to see his

*"I'd like to see something built for my people," Ed confided to his friend, "like a church or a school or a centre of some kind."*



**Ed Desjarlais was a Métis Adventist pioneer who had a vision that became Mamawi Atosketan Native School (elementary and junior-senior high) and the Maskwacis Adventist congregation. The congregation has worshipped in various venues over the years since the 1980s without a building of their own.**

dream fulfilled, a school from Kindergarten to Grade 12 and special trades. I just want to say on Ed's behalf: a big thank you for fulfilling Ed's dream. To all those who built the physical plant, those who have given financial help, and to all the teachers over the years who have helped in the teaching of the special children of this First Nation people.

"May God's blessings rest upon all who have had a part in fulfilling Ed's vision." ■

*Ed Reimche is a retired teacher and supporter of First Nations work.*



You can follow school life and activities at MANS on Facebook.



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Andrew and Norman Hansen preparing to make an airdrop of medicine.

## Hope From the Sky

Have you ever been in a life-and-death situation, isolated from medical care and not knowing if help would arrive before it is too late? This was the case for six-year-old Garby, who lives in a remote village near San Carlos near the border of Nicaragua and Honduras, where the nearest hospital is a 10-hour boat ride down the river.

Garby was bitten by a venomous snake known as a barba amarilla, or a fer-de-lance. The local people know that the chances of survival if bitten are small, unless you can reach the hospital quickly.

We had sent our worker, Ervin Pantin, to San Carlos earlier that week to help the villagers reopen the runway that had not been used for four years. While he was there, Garby was brought in from a neighbouring village. We were notified of the situation and called the aviation authorities to obtain permission to land on the airstrip, even though it had not officially opened yet. Unfortunately, due to safety concerns, permission was denied. We all felt defeated and helpless; all we could do was pray for this little boy, and so we did.

After we prayed, God popped an idea into our minds: why not drop a package containing the antivenin from the air? A call was made requesting permission to fly over the village and airdrop the package. The aviation authorities were happy to approve the request, as they were also concerned for the boy's health. Precious time had been lost, though. There was not enough daylight time left to make the drop that day, so plans were made to do it early the next morning. That night we and many of our friends prayed that Garby would survive the night.

The next morning, Norman and his son Andrew were up at 4:30 a.m. to practise an airdrop over our home runway.

Disappointed to see that a heavy fog had settled in, we had to wait for the fog to burn off. When the fog finally cleared, we did a practice drop. Thrilled by our success, we continued on to Waspam to pick up the package of medicine, then continued on to San Carlos.

As we made our first pass, many excited villagers gathered to wait anxiously for the plane to drop the precious life-saving medicine. On the next two passes, we dropped the packages and they landed safely with only two of the 50 vials of antibiotic breaking.

Finally, Garby was able to receive the intravenous medicine and find relief from his horrible pain. His body was swollen and he had spent most of the night crying. Soon after, the pain subsided, and by the end of the day he was walking and feeling so much better. The entire village was grateful for the life-saving delivery, and we are sure that God has preserved Garby's life for a special purpose. Garby continues to recover, and we praise God for this!

It is Adventist World Aviation's privilege to serve Jesus and share His message of love with those around us, here in Nicaragua. We thank each one of you for partnering with us so we can continue to provide this life-saving help to the Miskito people of Nicaragua and witness to them of His great love. ■

*Norman and Nancy Hansen and their children, Melanie, Steven, and Andrew, hail from Alberta and serve as AWA missionaries in Nicaragua. Norman is the pilot and project manager.*



AWA worker Ervin Pantin with Garby.





Matthew encourages students to plan for university.

## Our BROTHERS' Keepers

team of eight volunteered at Mamawai Atoskotan Native School (MANS), an Adventist school near Maskwacis. They chaperoned field trips, worked as teachers' aids, coached and refereed sporting events, and more.

Currently, Craig and Matthew live in Thunder Bay, Ont. Craig is a nurse. He has seen first-hand the many injustices that Indigenous people face and is working to set up a non-profit organization to help them on their journey to personal autonomy.

Matthew studies kinesiology at Lakehead University. As a volunteer for Reach Up! he is part of a group that flies to remote reserves to conduct a variety of sports camps. While there, he talks to young people about the university programs open to them. He continues connecting with them on social media when they update him on their basketball and academic aspirations.

Matthew also volunteers with the Achievement Program at Lakehead. From Grades 4 to 12, students can earn financial support for their post-secondary education by participating in academic and recreational programming at their school, in their community, and at Lakehead.

Recalling his Burman experience, Matthew writes, "My work with First Nations children has shaped me into the man I am today, not only because of the many unbreakable bonds formed by watching these children grow into teenagers and stay in the church, but also because it opened my eyes to the work needed for Indigenous youths all around the country." ■

*Renate Krause is the editor for Burman University Magazine.*

**IT WAS DÉJÀ VU** for Craig Edwards when he and Peter Ford, his basketball coach at Burman University and pastor of the First Nations church at Maskwacis, drove onto the reserve. He looked around in amazement. Not since his family had left Jamaica had he encountered this level of poverty. Correction: he had *never* encountered *this* level of poverty. Not even in Jamaica. And here he was, just a 45-minute drive from Burman!

Pastor Ford had invited Craig to Maskwacis in hopes of recruiting volunteers to help with programming for the children of his church. It took only a heartbeat for Craig to decide to help. How could he not when the need was so obvious?

Before long Craig and some friends had Kids' Church organized. Every Sabbath, they ate lunch with their little "parishioners" and spent the afternoon hiking or playing games. Once the sun set, they took 20 children back to Burman to watch basketball games or other campus programs. Craig says, "Seeing how happy the kids were and how they looked up to us was so rewarding. We became role models for them."

When Craig's brother, Matthew, started his freshman year at Burman, Craig invited him to help lead out at Maskwacis. Matthew hesitated. Just dressing up and sitting in a pew didn't appeal to him. But Craig convinced him that he would become part of something bigger than himself and would be able to reach children in ways that older adults couldn't. So Craig and Matthew spent Sabbaths together at the reserve.

It quickly became obvious that for their program to be successful, it needed continuity. It shouldn't fall apart when Burman students leave for summer vacation. So Craig pitched the idea of a year-round Kids' Church to Peter Ford. Pastor Ford's advocacy resulted in the Alberta Conference offering jobs to eight university students to conduct Vacation Bible Schools primarily at Maskwacis, but also at other First Nation communities in Yellowknife, Port Hardy, and Onoway.

Craig and Matthew signed on. They would continue to "hang out" with the children and encourage them in their spiritual growth. When the school year started again, their

Craig helps with a field trip.



# Q & A

BY STAN JENSEN

*Education is foundational to human development. With such a heavy responsibility, it's safe to say one has to be passionate and certain about being a teacher. This month we sit with one such person, Coralwood Adventist Academy Junior High teacher, Michael Adams.*



Michael, Beverly, Elliott, and Zoe Adams, with his nephew, Jevaughn, at Zoe's Grade 9 graduation from Coralwood.

**EDITOR:** Please tell us about yourself and your family.

**MICHAEL ADAMS:** I am a first-generation Adventist Christian, born in India and raised in Canada. My parents were both Radhasoami Sikh, and coming to Canada we had Catholic, Baptist, Pentecostal, Church of Nazarene, and Adventist influences. There was a time in my life where we went to church on Saturday and Sunday.

I eventually left church altogether, but God had a way to bring me back. I was baptized into the faith when I was 19 and have not looked back, like the hymn, "No turning back, no turning back." I am married to a beautiful woman, Beverly, and have the privilege of teaching in the same school with my wife.

We have two amazing children, Zoe (15) and Elliott (13). I love watching them grow and change and come into their own. They're absolutely beautiful and talented. I can't wait to see what they will do next with their lives.

**EDITOR:** How did you decide, or how were you called, to become a Seventh-day Adventist educator?

**MICHAEL:** Growing up Indian, becoming a teacher is not among the list of career options for "a good Indian boy." If you're Indian or know Indians, you'll understand what I mean.

After floundering around and not being able to make serious decisions about my life, God led me to Burman. It was there that my life literally opened up. I started taking science classes to pursue a science degree and eventually medicine, like "a good Indian boy."

However, one academic counsellor urged me to take an education course. So, I took a class with Professor Keith Leavitt, which also required classroom observations.

I observed Mrs. Loraine Popik's high school English classes at PAA. After about two or three observations, Mrs. Popik asked me if I wanted to teach a class. I reluctantly

agreed. She gave me her lesson plans, and told me what to do and what to focus on with the students. I did it. It was amazing. I loved it. It felt like all the stars and planets had aligned to show me the path that I was now to take. This was my calling. It amazes me to see how God orchestrated events to lead me to this profession.

**EDITOR:** *What do you enjoy the most about teaching?*

**MICHAEL:** I love getting into the lives of the students to build relationships with them, mentor them, and learn who they are as people. I didn't have that opportunity as a student, and I want to make sure that my students get it.

When it comes to teaching itself, I love those "Aha!" moments, where something has just clicked, the neurons have just made a neural connection, the student just connected some seemingly unrelated things and learned something. If you're a teacher or have worked with kids, you'll understand. That moment is rewarding.

As a Christian educator, I love being able to share the gospel. In university education classes you learn about something called the "hidden curriculum," the indirect teaching of norms, values, and beliefs; things that students observe and recognize as how a person should live. I love that as a Christian educator I can live out my faith, and students can observe that I live as I preach.

**EDITOR:** *Could you tell us about some of the programs and initiatives you've developed as a teacher?*

**MICHAEL:** When I first started teaching, my first assignment was as a junior high science teacher. I started Science Olympics, a hands-on science competition at the school. This was something where project-based challenges were given to students, and they had to work in teams and compete against other groups to solve problems. Science Olympics gave students the opportunity to apply science knowledge and problem solving skills in a dynamic and fun way.

Another teacher, Mr. Orville Ferris, founded an outdoor education program at the school. I had the privilege of running the program after his retirement. Our students learned to handle themselves in the outdoors. Among the many activities, students learned to canoe, kayak, backpack in the mountains, build fires, build shelters in the snow, orienteering, cross-country skiing, and downhill skiing/snowboarding.

**EDITOR:** *Where would you like to see Adventist education go in the future?*

**MICHAEL:** I would like to see Adventist education be a front-runner in education. If we have the second-largest parochial system in the world, so many universities, so many schools, and a system that puts out so many teachers,

then I think we should be a world leader in education.

And as a world leader, many of our schools would not be struggling with enrolment. Zechariah 8:23 says, "Let us go with you because we have heard that God is with you" (NIV). This is what I would like to see with Adventist education, that our name and reputation, as a church and educational system, would go before us and draw others to us. This, to me, is evangelism. The Word of God is infused through all of our teaching in all of our various subjects.

My dream would be to see Adventist education viewed as we view evangelism. If we want to see our young people in the church, then we need to divert funds to where our young people are. If our children are the future of our church, then let's put money where they are and train them and disciple them to lead our church.

Our schools are evangelistic centres; let's treat them as such. Let's equip our education leaders and schools to be world leaders.

**EDITOR:** *Do you have a favourite Bible verse or story you don't mind sharing with us?*

**MICHAEL:** I don't have a favourite Bible verse because favourite Bible verses shift depending on the season of life I am experiencing. Presently, the Bible verse that is of constant focus for me is Jeremiah 12:5: "If you have raced with men on foot and they have worn you out, how can you compete with horses? If you stumble in safe country, how will you manage in the thickets by the Jordan?" (NIV).

To understand this verse, you have to understand the context behind it. Jeremiah is talking to God about the problems and the wickedness he sees around him, and this is how God responds. It's almost similar to the way God responded to Job in Job 38. It contrasts what God can do to what humans are able to do.

In the context of this verse, I view it as God saying to Jeremiah, *I know the problems you are having. Those problems are meaningless to what I created you to be able to do. You are abundantly able to do more than you think you can do because I am with you. I didn't create you to race with men, but created you to be able to compete with horses. If you get weak where it's safe, how are you going to survive when the real problems come? You have to trust me and realize that what you are facing is nothing compared to what I will strengthen you to face.*

This verse is amazing to me. ■

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*Stan Jensen is the communication director for the Seventh-day Adventist Church in Canada and editor of the Canadian Adventist Messenger.*





# THE HASKAP PROJECT

**WHAT IS YOUR FIRST** memory of learning something for the first time? Chances are that learning took place long before you encountered a textbook in school. This kind of learning, referred to as discovery- or inquiry-based learning in education today, is at the heart of the Haskap Project at Peace Christian School (PCS).

PCS is located in the Peace Region of northern British Columbia on the eastern foothills of the Rocky Mountains. We are the most northerly K–12 school in the North American Division of Seventh-day Adventists (NAD) and serve the small community of Chetwynd.

Shortly after I arrived in Chetwynd nearly 13 years ago, Norm Bunker, one of the longest-serving school board chairs in the NAD, shared the core philosophy that drives our school program: “Darren,” he said, “Jesus is free.” The students who attend PCS do so tuition-free. The Adventist community in Chetwynd sees our school as a mission, reaching out to the community to share the love of Jesus. Though most local Adventist students attend, they often make up less than 10 percent of the students enrolled.

Not charging students for an opportunity to experience Christianity first-hand comes with financial challenges. This reality pushed us to consider various industries where students could access a hands-on learning environment while covering the required curricular expectations, and to provide a revenue stream that would ensure the sustainability of the program at PCS for years to come.

In 2015 we were given an opportunity to participate

in a research project to explore the commercial viability of a new crop to Canada being developed at the University of Saskatchewan (U of S) by Dr. Bors. Although some varieties had been grown in Japan and Russia for over 100 years, the super berry known as Haskap (*Lonicera caerulea*) was just beginning to receive attention in North America and in Europe. A non-GMO crop, Haskap is one of the healthiest natural food products in the world and thrives in the growing conditions found in many areas of Canada. The PCS school board agreed to participate as one of the four test locations for the pilot project in B.C., and the Haskap Project was born.

The purpose of the research was to gather data on which of the 17 varieties were best suited to the growing conditions in a particular region. Our involvement in this research has proven to be providential for our school program. Working with the U of S and Dr. Ashish of Floramaxx in West Kelowna, recommendations for future commercial planting of Haskap in the Peace Region of B.C. and Alberta will be made on the basis of real research being conducted by the students of PCS!

The test orchard located at PCS contains nearly 1,000 plants. Students collect data on plant growth, bud break (when the plant wakes up), flower bloom start/end/duration, and berry production per plant. Students explore curriculum in a meaningful way connected to real life. These PCS students are gaining the added benefit of vocational training for a new industry while

covering the essentials of their K–12 program. Some of our Grade 5 students know more about drip irrigation than 99.9% of the population—and they didn't learn it from a textbook!

The Haskap Project has grown since its inception in 2015. About two years ago, long-time supporters of PCS, Gwen and Eugene Skoretz, became involved in the project. Hearing about the commercial and health potential of Haskap as a crop, they offered to buy land to plant an orchard. On Nov. 1, 2018, some 217 acres of prime (for Eastern Slope Rockies) agricultural land on the banks of the Pine River just south of Chetwynd were purchased. Once again, we believe that God was leading.

In the four years that PCS has been exploring this emerging industry, we have had the opportunity to collaborate with dozens of growers and other specialists. In the spring of 2018, our own Burman University joined the collaborative effort. Dr. Pekka Määttänen has positioned Burman to participate in Haskap research, mainly focused on the many recognized health benefits of the berry, especially related to its high anthocyanin content. He has also begun some small projects addressing how to best grow Haskaps.

The concept of “getting in touch with the land” is not new. God placed us in a garden. Ellen G. White wrote much about the benefits and joy of working in the soil. In addition, the Adventist health message includes the

benefits of whole foods, a reality that is increasingly recognized and valued in today's society. God has provided an amazing opportunity for Adventist education to partner with the Haskap Project in a way that allows us to be on the leading edge of research that has the potential for major health and nutrition benefits.

The Haskap Project combines inquiry-based learning with authentic and meaningful agricultural research. It is an option other Adventist schools may wish to explore. The land provided by Gwen and Eugene provides such an opportunity for schools that may wish to connect with the orchard at PCS. For example, Deer Lake School in Burnaby, B.C., is considering planting a test plot at their school. Even students in the middle of this urban centre can have access to explore curriculum while they conduct real agricultural research, and to connect that knowledge to a commercial orchard located in Chetwynd.

If you would like more information on the Haskap Project, please see [www.peacechristianschool.ca](http://www.peacechristianschool.ca), or contact us by phone at 250/788-2044, or email [office@peacechristianschool.ca](mailto:office@peacechristianschool.ca). ■

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*Darren Shankel has been the principal at Peace Christian School for the past 13 years. He is constantly driven toward innovation and the application of student learning to tangible realities.*



# Mission: Possible

Ever since Seventh-day Adventist pioneer J. N. Andrews boarded a ship for Switzerland in 1874, mission has been important to the Adventist Church. Mission, as demonstrated by service, is still an essential component of Adventist education.

This school year, students from several academies across Canada said yes to an invitation to serve. Their mission, since they chose to accept it, took them to various countries to complete a variety of projects. A description of some of these operations follows.

## MISSION: GUATEMALA

**TARGET:** Nov. 5–12, 2018

**AGENTS:** Prairie Adventist Christian eSchool

**OPERATION:** Build a home for a family in need.



PAceS students teach “art class” using scrap wood from the construction site.

The adventure began at 3:30 a.m. We arrived in Guatemala late that evening and prepared for work the next day. The family whose house we were building was shy at first, but relationships grew quickly. Every day they helped build, 12-year-old Tammy swinging a hammer better than most of us.

On the third day, some of us played hide-and-seek and built houses out of scrap boards with five-year-old Litzy. On the last day, with the building complete, we held “art class” (drawing on scrap wood with construction pencils) with Litzy and Tammy.

Weekday evenings were spent helping 17-year-old Wilfred with his English homework and playing Uno and Slapjack. It was tough to leave our new friends to come home. This trip inspired us to find new service opportunities and showed us that it is not necessary to speak the same language to show people God’s love.

-contributed by Sara Ferster, Grade 11 student

## MISSION: TESOPACO, MEXICO

**TARGET:** Jan. 25–Feb. 4, 2019

**AGENT:** Kingsway College

**OPERATION:** Build a church.

In the early hours of a cold winter morning, 39 students and 14 adults left Kingsway College for Tesopaco, Mexico, and the beginning of the 2019 mission trip. Their task: to build a church for the Sonora Conference.

The group was housed and fed at Adventist Mission School, operated by Isaac and Francis Chagoya. Early Sunday morning, work began with



Kingsway students begin construction of a church building in Tesopaco, Mexico.

students mixing cement, carrying blocks, and preparing the site. Then construction began . . . one block at a time. The hours were long, but gradually the building took shape.

During construction, students rotated to provide VBS programs for the local Adventist elementary school and young people in

the town of Tesopaco. Students from Kingsway and the school in Mexico worked side by side, singing, laughing, sharing, and building lasting relationships even though they spoke different languages. It was a glimpse of heaven.

As the building neared completion, excitement grew as all anticipated worshipping together Sabbath morning in their new building. On Friday evening, the KC group and academy students participated in worship and the dedication of the new church. On Sabbath morning 150 people gathered in a church designed to hold 70 with many others outside looking in.

-contributed by Greg Bussey

## MISSION: BILLY WHITE, BELIZE

**TARGET:** March 15–25, 2019

**AGENT:** Parkview Adventist Academy

**OPERATION:** Facility upgrade

It’s recess at Billy White School in rural Belize, and the Parkview Adventist Academy (PAA) mission team must work around volleyballs and soccer balls while painting the exterior of the new chapel/multipurpose room. It is Day 4 of a 10-day trip to paint, pour a cement pad, and raise walls for a new computer room and library. Billy White’s K–8 students have already connected with PAA students, bonding over snacks, recess, VBS, and Sabbath school.

“It’s funny how jumping into a new cultural experience can make you reflect on where you are at as a person,” explains



Painting crew from Parkview makes friends at Billy White School.

PAA senior J. J. Alvir. "Some of these kids are growing up on the streets, learning about life by trial and error, . . . but they always find a way to be happy. I felt like a temporary 'big brother' to each of the kids."

For Janelle Glover, hauling buckets of sand, laying bricks, and painting buildings

gave her a sense of accomplishment. "It was amazing to see the school slowly being built and knowing the difference it will make in the community," said Janelle. "I am so grateful to all the people who made this trip possible."

With over 20 years' mission experience in Belize, Pastor Ted Deer says this was the best team he has ever sponsored. "The combination of students and sponsors was incredible," he said. "Whether mixing cement, painting, VBS programming, or talking live on Faith FM 104.5, it was an incredible experience beginning to end!"

-contributed by Patti Smedley



Jerry Bautista says his first mission trip was "memorable and life-changing."

**MISSION: BILLY WHITE, BELIZE**

**TARGET: March 17-27, 2019**

**AGENT: Fraser Valley Adventist Academy**

**OPERATION: Build, lead, and host.**

Late on the evening of March 17, nineteen students and accompanying sponsors boarded a plane in Vancouver to travel to beautiful Belize, where we would spend the next 10 days.

We had three areas of ministry: building a classroom, leading a Vacation Bible School, and hosting the Adventist radio station, Faith FM. Mornings were spent building another classroom at Billy White SDA School. Before lunch was served, the group had mixed cement, moved and laid bricks, and painted a new classroom. Occasionally, work

paused for a pickup volleyball game with the school children during recess. In the afternoon students led out in VBS, followed by crafts and games outside. After supper, the group hosted Faith FM, discussing relevant topics within the Adventist faith.

This mission trip showed FVAA students their potential in helping to make a Christ-centred place even better. One student was impacted so powerfully that she was rebaptized to show her renewed commitment to Christ.

-contributed by Pastor Ben Amoah



Nathan, Shelby, and Autumn, CWAA students baptized in Belize on March 30, 2019.

**MISSION: LADYVILLE, BELIZE**

**TARGET: March 24-April 4, 2019**

**AGENT: Chinook Winds Adventist Academy**

**OPERATION: Facility upgrade**

When 19 students, three staff members, and four parents arrived at Ladyville Primary Adventist School in Belize, they were received with open arms by principal Acosta, who fondly remembered Chinook Winds Adventist Academy's (CWAA) last trip there in 2011.

The project was simple: prepare a 150' x 40' room for classrooms by September 2019. With that directive, the team quickly got busy chipping concrete floors, pouring cement, cleaning, preparing walls, and painting. Students also lead a VBS program, helped mark exams, connected with students during recess and after school, and helped in the nearby orphanage. The team also enjoyed a day at a water park in Old Belize City, and another snorkelling off the Island of San Pedro.

On Sabbath, they led out in the Sabbath services at the Ladyville Adventist Church. After church, students and church members headed to the ocean where they celebrated the baptisms of Nathan Price, Autumn Schultze, and Shelby Edgson. We praise God for the time there with our Belizean brothers and sisters.

-contributed by Pastor Paul Antunes

Service changes lives—not only the lives of those served but also the lives of those who serve. When God blesses us, He intends us to use those blessings to bless others. With His help, every mission trip is a mission: possible.

Please note: Items in the "News" section may originate from various sources. The Canadian Adventist Messenger will give credit, via a byline, to authors of material submitted directly to us for first printing. Stories without a byline may have been written by Messenger staff, reprinted from other publications, or supplied to us by a general press release.

## North American Division

# Don C. Schneider, Former NAD President, Passes Away

Don C. Schneider, former president of the North American Division of Seventh-day Adventists (NAD), passed away on May 23, 2019, in Texas, where he was living with Marti, his wife and partner in ministry. He was 76.

Schneider served as NAD president for 10 years. He was elected to the office in 2000 at the General Conference Session in Toronto, Ont. Before this, he served as Lake Union Conference president for almost six years.

Several friends and former colleagues shared the following words upon hearing of Schneider's death. "Don was 'the Jesus man.' There is no more eloquent statement that can be made," said Daniel R. Jackson, current NAD president. "He travelled throughout the NAD and the world declaring that Jesus was his best friend. His loss will never be equated with being forgotten. He was a 'one of a kind' man and leader."

G. Alexander Bryant, NAD executive secretary, shared that "Don Schneider's greatest passion was to introduce people to his best friend, Jesus. He sought to model this to his colleagues in many ways, but one comes to mind: he routinely held block ice-cream parties for his neighbours to show love and genuine compassion for them. I don't know how he managed this with his hectic travel schedule, but he did. He truly lived what he preached. It was a pleasure to serve with him. He was my friend; he will be missed."

"It was a shock for Shirley and me to hear of the passing of Don Schneider," said G. Thomas Evans, recently retired NAD treasurer. "I have known Don for many years and worked with him at the NAD office for two and a half years. Don had a great memory and was able to work effectively with committees and in meetings from his vast knowledge. I will remember his fervent faith and his love for his friend, Jesus. Our prayers are



with Marti and the family as they mourn their loss."

Juan Prestol-Puésan, current General Conference treasurer and former NAD treasurer, said he had the pleasure of working with Schneider for nine years. "He was a man of impeccable integrity and a balanced, spiritual leader who was always engaged with people and issues," said Prestol-Puésan.

He is survived by Marti, daughter Carol, son Don Jr., and daughter-in-law Dorothy. A memorial service was held on Tuesday, May 28, 2019, at the Keene Seventh-day Adventist Church in Keene, Tex. ■

— NAD Office of Communication

To read more about former president Don Schneider's life and legacy, visit <https://bit.ly/2WK9ULD>.



## British Columbia

### Hands of Love



Southern Vancouver Korean church volunteers provide foot massage services to the community.

What are reflex zones? Reflex zones are nerve points that are in communication with other, distant parts of the body. They are found throughout the body. Most reflex zones are found in the feet, and with good reason, because no other part of the body is so atrophied and neglected as our feet.

Nature intended for humans to walk barefoot over rough ground, sticks, and stones, and this was the way that reflex zones were looked after. However, our environment changed. The area our feet are now traversing is no longer rough and uneven but smooth—having been rolled

flat and asphalted over. Additionally, we wear the wrong shoes. Through perpetual confinement in this prison, blood circulation is choked and cut off. The result is cold feet, and much worse, badly circulated reflex zones that can no longer carry out their duties properly.

In response, the Southern Vancouver Korean Seventh-day Adventist Church has been operating foot massage services for the Korean community in a credit union's meeting room, in Surrey, B.C.; this credit union location offers the room freely and supports this program.

People are interested in health and

want to keep their bodies healthy. Getting a 30-minute foot massage is a safe and delightful way to promote health. Also, just as Jesus washed his disciples' feet, those providing the service have the opportunity to serve others in Jesus's humble and loving spirit.

A couple of years ago, the Southern Vancouver Korean church had invited an elder of the Seventh-day Adventist Church in Korea and an expert in foot massages. In January 2017 their special guest held an evangelism program for foot massages in their church. After seeing the beauty in this unique ministry, the Southern Vancouver Korean church has continued providing foot massage services to Koreans every Monday for over two years.

Currently, 10 people are receiving the foot massage service between 11 a.m. and 1 p.m. on Mondays. Anyone who would like to receive this service is welcome. May God be with the volunteers for the foot massage service. Please pray for the program. ■

—Submitted by  
Sung-Ho Hong

*GEORGE'S TREE* will teach you how to benefit from Canadian tax deductible policies when you make your current charitable donations, as well as charitable bequests in your Will. A financial specialist in Planned Giving, author Alain Lévesque uses an easy-to-read story format to demystify many preconceived notions. This special edition includes examples for Planned Gifts to Canadian Adventist charitable organizations.

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**>> SDACC REVOLVING FUND REPORT:** As of May 31, 2019, there were 397 depositors with a total deposit of \$29,923,351. There were 89 loans with a value of \$28,637,549.

For more information or to make a deposit, contact Girly Quiambao—[quiambao.girly@adventist.ca](mailto:quiambao.girly@adventist.ca); 905/433-0011.

news

# Clearwater Company Purchases Church Building

March 1, 2019, was a memorable day for the Clearwater Seventh-day Adventist Company as we took ownership of the church building we had rented for 14 years. The building was previously owned by the Clearwater Christian Church and was listed for sale after they purchased a larger facility for their congregation.

The church was built in 1963 and had been in continuous service as a home for the Clearwater Christian congregation. Located on a large serviced lot at #11 Lodge Drive, in the scenic community of Clearwater, B.C., it is adequate for the needs of the 13 active members in our Adventist company. Renovations are planned to make electrical and structural upgrades as funds become available. Under the leadership of Pastor John Masigan, and with financial help from the BC Conference, as well as funds previously invested in the SDACC Revolving Fund, we were able to proceed with this purchase, which has also created considerable interest in this close-knit community in the North Thompson Valley.

The Clearwater Seventh-day Adventist Company has had a strong outreach program with a monthly Country Gospel Night, regular services at a long-term care facility, and member participation in various community organizations. We are ready and willing to continue to work for the Lord from our new permanent home, and request prayers on our behalf. ■

—Submitted by Joan Mumford



L to R: Pastor Lloyd Strickland, Elder David Parsons, Pastor Wayne Richardson, Pastor John Masigan, Elder Bob Mumford




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## Ontario



### Discipleship Bluewater District Campmeeting

August 17, 2019, at Elmwood Community Centre, Elmwood, Ontario



**Sharmilla Reid**  
Director, Supporter Relations, Adventist Disaster and Relief Agency

Come and join the Owen Sound, Harriston, and Hanover Adventist churches in the beautiful country setting of Elmwood, Ont. Full day program includes Sabbath school, main worship service, potluck lunch, and afternoon program. Sharmilla Reid from ADRA is our guest speaker this year. Be encouraged and strengthened in your walk with Christ. Learn how to be a light in this world and lovingly lead others into a saving relationship with Jesus! For more information call 519/371-1722 or visit [www.owensoundadventist.ca](http://www.owensoundadventist.ca).

## ■ Announcements

### PROCESS:

- All announcements (non profit events, new member notices, birth announcements, weddings, anniversaries, obituaries, and tributes) should be emailed to Megan Mootoo (mootoo.megan@adventist.ca) or faxed to her attention at 905/433-0982.
- Every individual named in the announcement must be aware of the submission and have granted the submitter approval for printing.
- Obituaries must be submitted on the appropriate form, completed and/or approved by a family member of the deceased. The forms (both printable and electronically submitable) are available at [www.adventist.ca/messenger](http://www.adventist.ca/messenger).
- The *Messenger* assumes no liability for typographical errors or responsibility for inaccuracies originating in submitted material.
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## ■ Obituaries

**Cecil (Syitze) Adema** was born on Sept. 10, 1929, in Friesland, Netherlands, and died on May 3, 2019, in Ancaster, Ont. Cecil was a charter member of the Bowmanville church and served faithfully as a deacon. He had a gift to strike up conversation with anyone and was a great supporter of *Quiet Hour* and ADRA. Cecil is predeceased by parents Dirk and Sijbrigje (née de Haan) Adema. Surviving: wife, Hendrina (née Schijff) Adema; sons, Jeff (Cindy) Adema of Dundas, Ont., and Mark (Christie) Adema of Rockledge, Fla.; daughter, Rachel (Stephen Hannes) Adema of Ancaster; brother, Klaas (Tine) Adema of Leeuwarden, Netherlands; sister, Tine (Albert) Bos of Ermelo, Netherlands; seven grandchildren.

**Dawna (née Johnson) Beausoleil** was born on May 30, 1952, in Lacombe, Alta., and died on April 5, 2019, in London, Ont. Dawna taught at Deer Lake Academy, College Heights Junior Academy, and was associate professor of education at Canadian University College (now Burman University) for two years. Surviving: husband, John Beausoleil; sister, Glenda Johnson.

**Dorothy (née Sigerson) Rodenbush** was born on March 7, 1938, in Glasgow, Scotland, and died on April 16, 2019, in New Westminster, B.C. Dorothy was a charter member of the Duncan church, where she was Sabbath school superintendent, deaconess, and children's Sabbath school leader. In Surrey, B.C., she served as deaconess, community services leader, and Guilford church plant co-leader. She is predeceased by her parents, Charles and Jessie Sigerson; brothers, William (Greta) Sigerson and Charles Sigerson. Surviving: husband, Bert Rodenbush; sons, Peter (Doris) Rodenbush of Surrey, Michael (Pam) Rodenbush of Gibsons, B.C.; daughters, Allison (Joe) Rodenbush of Menlo Park, Calif., Jennifer (Nick) Papageorge of Surrey, Nicole (Adam) Babuik of Vancouver, B.C.; sisters, Jessie (George) Gronlie, Mary (Wayne) Cassidy; eight grandchildren.

**Glenn Stansal** was born on April 12, 1944, in Oshawa, Ont., and died on Dec. 7, 2018, in Lacombe, Alta. Glenn taught in many SDA schools all over B.C. and Alberta. He loved working with young people and being of service to God. He will be remembered for his love of grammar, astronomy, and classic cars. Glenn is predeceased by his son, Benjamin Stansal; parents, Raymond Stansal and Mavis Stanley. Surviving: wife, Jeanette Stansal; sons, Emory (Sheri) Stansal of Lantzville, B.C., and Evan Stansal of Vancouver, B.C.; daughters, Cherie Kruger of Calgary, Alta., Mandy (Michael) Dubyna of Lacombe, Nathalie (Jordy) Lebel of Revelstoke, B.C., Lara (Michael) Reynolds of Olds, Alta.; brother, Jon Dallison of Victoria, B.C.; sisters, Bonnie (Marnon) Wilde of Saanich, B.C., Jennie (Skip) Carby of Sidney, B.C., Anne (Keith) Sutherland of Saanich, Martha (Greg) West of Victoria, Mary Stansal of B.C.; 10 grandchildren.

**Ian Miller** was born on Sept. 3, 1933, in Wilkie, Sask., and died on Jan. 1, 2019, in Nelson, B.C. Ian's greatest satisfaction was volunteering for Hope Channel and 3ABN, and installing the satellite dish so members could receive the programs in their homes. He served as the manager of Camp Hope for five years. Surviving: wife, Velma; sons, Douglas (Patti), Todd; daughter, Stacey (James); six grandchildren, two great-grandchildren.

**Kenneth Matiko** was born on June 23, 1928, near Struan, Sask., and died on Dec. 30, 2018, in Vineland, Ont. Kenneth was director of pharmacy at North York Branson Hospital for most of his career and a member of the Willowdale church, where

he enjoyed singing in the choir and volunteering many hours to church landscaping, sanctuary maintenance and repair, and building furniture and teaching aids for Pearl's kindergarten Sabbath school. In his retirement years, he and Pearl were members of the Niagara Falls church. Surviving: wife, Pearl Matiko; son, Warren (Sylvia) Matiko of Franklin, Tenn.; daughter, Beverly Matiko of Berrien Springs, Mich.

**Rene St. Onge** was born on May 14, 1967, in Terrace, B.C., and died on Dec. 9, 2018, in Malakwa, B.C. Rene shared his passion for the outdoors with his children, whom he loved dearly. Surviving: wife, Angela St. Onge; son, Reagan St. Onge; daughters, Mikayla St. Onge, Brooke St. Onge; parents, Leon and Evelyn St. Onge; brother, Raymond (Leanna) St. Onge; sister, Jeanette (Rick) Raymond.

**Ronald Sullivan** was born on May 23, 1934 in Ottawa, Ont., and died on April 6, 2019, in Warkworth, Ont. Ron served as director of computer services (Canadian Union Conference). He also worked at Parkland Furniture, Canadian Union College, and the Federal Ministry of Agriculture. He was an active church member, serving as treasurer, pianist, organist. Ron is predeceased by his wife, Lelah Sullivan; parents, Harry and Elizabeth Sullivan; brothers, Harry (Sue) Sullivan of Ottawa, and Douglas (Wes) Sullivan of New York, NY; sisters, Lola (Joe) Skula of Thunder Bay, Ont., and Jean Sullivan of Ottawa. Surviving: son, Jordan Sullivan of Toronto, Ont.; daughters, Virginia (Bob) Walsh of Beamsville, Ont., Heather (Jim Oldfield) Sullivan of Cobourg, Ont.; brother, Roger Sullivan of Kingston, Ont.

**Violet (née Curtis) Prouty** was born on July 12, 1921, in St. John's, Nfld., and died on Feb. 18, 2019, in Abbotsford, B.C. She taught church school in Newfoundland at St. John's and Corner Brook churches. In Ontario, Violet taught at College Park Elementary School. She is predeceased by her husband, Stewart Prouty; parents, Azariah Curtis and Elizabeth Mercer; brothers, Arch Curtis of St. John's, Roy (Ellen) Curtis of Oshawa, Ont.; sister, Winnie (Walter) Fedusenko of Hartselle, Ala. Surviving: sons, Don (Pam) Prouty of Itacha, Mich., Bob (Penelope) Prouty of Arlington, Va., Will (Anne) Prouty of Brazil, Ind.; daughters, Janet (Lawrence) Brock of Abbotsford, Joy (Marcus) Sheffield of Ooltewah, Tenn., Joan (Marcel) LaPointe of Courtice, Ont., Jean Benoit of Abbotsford; 27 grandchildren and 41 great-grandchildren.

**William (Bill) Van Scheik** was born on June 5, 1941, in Wildwood, Alta., and died on Jan. 28, 2019, in Lacombe, Alta. Bill's 40-year teaching career began at St. John's Academy and included positions at Kingsway College, Cariboo Adventist Academy, Bugema University in Uganda, Solusi University in Zimbabwe, and 24 years as biology professor at Burman University (formerly CUC). Bill is predeceased by his parents, Willem and Antoinette Van Schaik; brother, Gordon Van Schaik; sister, Thelma Pfeifer. Surviving: wife, Joyce Van Scheik; sons, Bill (Jessie) Van Scheik of Touchet, Wash., Rick Van Scheik; sisters, Thora (David) Van Damme, Kay (Arthur) Johnson; four grandchildren, seven great-grandchildren.

**William Richard Warman** was born on Oct. 10, 1928, in Vancouver, B.C., and died on Jan. 21, 2019, in Salmon Arm, B.C. Pastor Warman's ministry of over 36 years took him to Newfoundland, Alberta, and British Columbia, where he enjoyed ministering to 20 different congregations. He is predeceased by his wife, Evelyn Warman; parents, Arthur Royce and Mae Warman; brothers, Royce Warman, Harry (Betty) Warman; sisters, Maisie (Bill) Robertson, Edith (Bill) MacDonald. Surviving: sons, Arthur Royce (Jayne) Warman of Gunn, Alta., Gary (Kathy) Warman of Haliburton, Ont., (foster) Brian Mews of Borwood, Nfld.; daughters, Rosemary Warman of Salmon Arm, Evelyn (Robert) Conner of Hope, B.C., Barbara (Ellery) Warman Tetz of Terrace, B.C.; 13 grandchildren, 23 great-grandchildren.

## ■ Advertisements

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religions. July 12 (7 p.m.), July 13 (11 a.m. and 6 p.m.) 18345 62B Ave NW, Edmonton, AB. This seminar will be held in English and accompanied by a translation into Russian. (7/19)

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**JULY**

Local Church Budget ..... July 06  
 Women's Ministries\* ..... July 13  
 Local Church Budget ..... July 20  
 Conference Advance ..... July 27

**AUGUST**

Local Church Budget ..... August 03  
 Andrews & Loma Linda Universities\* ..... August 10  
 Local Church Budget ..... August 17  
 Conference Advance ..... August 24  
 Local Church Budget ..... August 31

\*Special materials provided.

from the editor



**WHEN I WAS A CHILD**, the Sears catalogues were something we eagerly looked forward to. As we lived in rural Alberta, the Sears Wish Book, a Christmas gift catalogue, was the primary source of gifts for the season. This is where I, as a child, ordered presents for my mother, father, and sisters. I remember going down to the post office in Whitecourt to get a money order to send off the funds I had earned from a paper route.

Houses, cars, motorcycles, a zillion or more articles of clothing, tools, pots and pans, and so much more were available through the catalogue. Now all this can be seen in the rear-view mirror.

Sears, in Canada since 1953, was our dominant retailer and the favourite store of many. When we purchased something from Sears, we knew it could be trusted, fixed, returned, or replaced. Many young Canadians went through their management trainee positions and were proud to say they had worked for Sears, which was called Simpsons-Sears back then. In the 1970s the Sears credit card was the most carried credit card among the affluent in Canada. It also was one of the first credit cards issued to me.

The Sears sales model was to have people shop from the comfort of their homes, perhaps their kitchen table, bedroom, basement, or garage. Sound familiar? As it has been said, Sears was the first Amazon.

Yet they fell into bankruptcy.

There are numerous commentaries for this failure. Often, people blame Amazon. But ultimately, it came down to leadership goals and visions. There were then reports of healthy golden parachutes given to management, while the hard-working front-line workers were treated as nothing more than cast-offs and had their pension reduced by 20 percent.

Now on to Amazon. This relatively new online retailer sells almost everything imaginable. When I order using my Amazon Prime account, I often get what I want the next day without having to drive to a store and shop. What a time and gas saver for me.

Amazon started with just books; now they have everything under the sun and are meeting our needs, and even letting us know what our unfulfilled needs are.

The situation is serious. What situation? The situation of not fully valuing and satisfying the needs, wants, desires, as well as the loyalty of organizations who were their base of existence.

What can we, as a church, learn from Amazon? Or Sears? ■

from the editor

Don't Be Sears. Be Amazon.

PS. Email your thoughts to me at [jensen.stan@adventist.ca](mailto:jensen.stan@adventist.ca) before the end of July to be considered for publication.



## Park Manor Care

Winnipeg, Manitoba

TO CARE  
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DOES

### Leadership Opportunity

Park Manor Care is seeking applications for the leadership position of Executive Director, who will be responsible for overall operations and for implementing the Strategic Plans of care home and Lodge. This includes assessing, planning, organizing, developing, directing and evaluating the overall operations and finances in accordance with current applicable federal, provincial and health region standards, guidelines and regulations to ensure that the highest quality of resident care is maintained at all times. The position will be available to fill beginning October 2019.

Applicants will preferably have a Business Administration degree plus 5-10 years of work experience in healthcare or related business administration fields. Applicants will be technologically competent, demonstrate excellent communication skills, and have solid leadership experience including the management of employees. Applicants will be committed to serving in our local community as part of an Adventist Health Care Organization. Please submit your CV/ Resume along with a cover letter to David Ripley, Board Chair, 301 Redonda Street, Winnipeg, MB R2C 1L7 or by email to: [dripley@mansaskadventist.ca](mailto:dripley@mansaskadventist.ca)

### Our Organization

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We serve a large geographic area in a great community that is committed to supporting us, and who contribute many hours in caring service through our volunteer program.

Learn more at [www.parkmanor.ca](http://www.parkmanor.ca)



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