hri ti nity i ri ri y
i ion o e ent. I'n_c
the e enth-_cy I__c enti t
h r h e i t or on y one
re on i ion, e e i y en_eti e
i ion net rth o e tor_cthe ong- ite_ce h ton.
hen I__c enti o e it i ion-tothe- or _corient tion, it h o t it
on y re on or e i ten e.

The Grea C i i

hen e thin o i ion, tthe 2,1 to 20 gener y o e to
in c thority in he en n c
on e rth h e en gi en to e. Go
there ore n c e i e o
n tion, ti ing the in the n e
o the ther n co the on n co
the o y irit, te hing the to g
er e th t h e o n e cyo
n c o, ith yo y, to the
o e o the ge' (R 1).1

no in tion, t e e e t o e ent o ro he y ith ni e e e g ge to te h to the en c o the e rth.

h t n er t n ing h he c e enti ro n cthe or c ing it the otile re c ni e c rote t nt o e in the hi tory o hri ti nity.

The Ad₄e i J ₹e F₹ A i- i i a d A i-ed ca i

i og j e. heir on y t g
to o ort one nother n_c ee to
e _ i_cen i erite nti
the oon-e e te_cen_c e.2

, n y ery gr _c y _ccthey gi e their h t oor to i ion theoogy in the e r y 1 50 . 99 o y, ery o y, they, eg n to n_er t n_cth t they h_c i_er i_g ion. B t e en g te 15, ri h ith t orth the i_e th t in e the nite_c t te o e_co eo eo e ro n_cthe or _c the eq ge o the three ngeq to e ery n tion o _c e o i he_c i one er on ro e h o ntry o n_cin the nite_c t te he r_cthe
e ge. h , he rote, it nee_e_cto
e re he_cto one Ger n, one f
tr i n, one f ri n, n_c o on.3 en 20 ye r ter the i erite $-\dot{r}$ ointent, the i- \hat{r} o or -c \dot{r} ion h -c

ion ry n_cthe o ening o it 7 t o ege in_c te the o e tie, et een i ion n_ce_c tion. he trength o th t nity o _c e rein or e_cin the 1 0. h t_e _e o _c itne t o r e e o ion in the enti he Ttre te_cto i ion
n_cthe e on_cto e_c tion. / n_c
in the 1 0, the to o e_ctogether. tį i ort nt to re i e ro the o t et th t the iq ion enth i q o the 1 Q not re tri te_cto the 1 e enti t h r h. y_dey h tro , e _dng t _ent o f eri n h r h hi tory, h note_cth t the o ing t o _e _e o the nineteenth ent ry itne e cthe i ti h e o the oreigh i ion o e ent in r eri n rote t nti . 10, ne o the in ti nt o th t interet the tent o nteer o e ent or oreign i ion, hi h gre o to n e gy ight . oo_g in 1 or o ege t _ent to _e ote their i e to j ion er i e., ne h n_ce_ctoo their t nc h t n ger in rege_cto 2,200 in 1 , nc ithin e ye r, ny tho n_c o e nge i rote t nt yo ng eo eh_c e_ge_ctheir i e to i ion er i e. heir tthe 24,14-in ire_c otto tion o the or_cin thi gener tion. 11 he ore of te_c tion re to
the t i ion the t the rie of the
i ion ry of ege n_cBi e in tit te
of e ent ong erien e nge ier er er er en er o or er in hort erio_co ti e to t i i i i i on o t o t oth tho e n_co er e .

he hoo o e_con ro i_tng r ti tr ining n_cBj e no e_ge. 12 ent ithin the e enth-cy/e entith rh r e e c oth the i ion e q ion o e nge i rote t nti n_cit e_c tion e ten ion.

ign o ne i e in /_c enti t i ion eginto reinthe i.el 0. n 1 , Historical Sketches of the Foreign Missions of the Seventh-day Adventists oo the toch he to roote i ion ry irit ong /_c enti t

 $g = \frac{1}{2}$ σ g he_cin B g e, it er n_c

i_e_g, 15 g rog y the tto_e-e o ig ion ry hoo ithin the _eno in tion. i nit ri r ining hoo or e_c i ion rie hoo or e_c j i ion rie e t j he_cin 1 , o o e_c y the eri n e_c j ion ry o ege in 1 5. e n hi e, the fonce hoo or hri ti n or er in / - tr i (1 4), the tr ining hoo ti te_g y _c r_c/e n_er thern_c n_c er y . g n, n_cthe f_c entit i ion ry o ege, h t η , oro gh r i ion ry o ege (ng n_), q hington i ion ry o ege, n_c o thern i ion ry o ege (. ./.), oon ere_otting the /_e entit in_c e. iq ion e n ion e te_c/_cent-it e_c tion e n ion in t e t t o i_enti = e y ir t, it gre't y in reqecthen = er o hoo n_c t _ent in orth / eri , in e o t o the _eno in tion, er y or er e ro the nite_c t te . e on_c, __c entit e eg n to et , i h hoo ro n_c the or _c o th t or er o _c e tr ine_c in their ho e e _c. By 1 00, there ore, not on y h $_{-}c^{r}_{-}e^{-}$ oh _c een intern tion i e_c he gnit_eoth t hoe ro eq q o o n_e_g y n re e-_ente_cin tit tion _e e o ent_c ring the 1 0. Be i.e. h r he n.c. hoo, , / c entit t _e e o e_cho i-t , , , i hing ho e , n.ce ent y (to e e re tent) he th-oo_c torie in the nite_c t te n_co er e . h the hoo ere e_c on to y e'er-rger n er o in tittion e oyee, in _cction to e nge i ti or er.

ne re to the f_c entit i ion
e o ion in the l 0 i i r

_on i _e e o ent in f_c entit e_c tion. I ith i ion, c ring the 1 0 the e_c tion e n ion gr h goe tright . n 1 0, the eno in tion h _ct o hoo . By 1 O, the n _ er h _cin re _ e_cto 1 . B t _ y 1 OO, it _ 245. I n_c _ ith _ i - _ ion, th t _cyn _ i e _ n ion _ o _ c _ on tin _ o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ith _ or th _ r _ 00 _ hoo _ hoo _ contin o _ ontin e, ith ore th n 00 hoo

in 1 10 n_c ore th n 2,000, y 1 30.1 e nee_cto re ogni e th t, ro it in e tion, 1 th- ent ry /_c enti t e_c tion h _c een ine tri , y onne te_c ith oreign i ion . h the re _co /_c entite_c tion _cring the 1 Q __dre t y re te_cto the irit re i in the _eno in tion, theo ogy in 1 n_cto n enrge_c i ion o the h r h' i ion to the or_c t i i ort nt to note th t tho e ere o iti e oti tor. eg ti e oti tor h the nee_c to e e ro in i ient r ini n_cre igio e ti j ye_c inor ro e. 7_c enti t e_c tion t it et t n_c or o ething o gre ti ort n e, r ther th n re re enting n e e ro the non-hri ti n or _c ith the e on o the 1 Q n_c 1 Q in in_c e n on _eth t /_centite_c tion n_c/_centit iof ion retoe, entire of the hoe. Leentite conjugate of the hoe. n i or e in or _cin nee_co re-_e ti e he ing. Adventism's educational system is obviously dependent on church support. But the denomination's mission to the world is dependent upon its ability to train the next generation

i e n_c o eth t o _cre _c

their Bi e.

te 1 th- ent ry /_c entit ere
in ire_c y i i r in ight. h , it
no i ent th t en hite r e_cher e_c tion tho ght ithin the onte to the gre t ontroer y_q tr gg e_g et een hri t n_c t n n_ctheir re e ti e rin i e . he gre te to the or _c t re r i or the in_c n_che rt o the ding gener tion . In cthe e ienter o the tr gg e i or the ontro o hoo ing dontro o the in tit tion the theorem to the matter than the tion that he can be not only the tion that he can be not only the case of the case o re en e re o tion ry o e ent.
B t, g h, it i not o t to ontro the ing_o o thi or_c t to t n en_cto the rrent on ion n_c her in the neg o hri t' ingo t i g e on c c ent. n th t
en e, hri ti nity in gener n_c/_e
enti in rti r re re o tionry or e o the ttor_er. h the i ort neo er n_ert n_eng o the go o /_c entit e_c tion. tr_q t th t yo h e gr_q e_cthe oint, _c tion t n_c t the ery enter o the Gre t ontro er y. _ction t n_c t the enter of the tr gg e or the t re o i io ogi o e ent hether they e e ri_eo ogie orreigio . iter n_ertoo_cth t t, _i_cct in, the on er of erine or y, nc Ron thoij trythte /_centit nre i e th't /_centit e_c tion i not ere i_e ho in the _eno in tion, i i ion, t nother in tit tion entity the the o eho o e gi en he it nt no co ro n_ch ting y n_e_c the h r h goe o t it i ort nt or o inning o o o!! -c tion i entr to / -c enti o iq ion to the or -c t i not n o tion. t i eq enti , the most essential aspect of the church's mission of the oto the t n_cinto the t re n_cto-

r_cthe e on_c/_c ent. o re e t Education stands at the very center of

the Great Controversy. h t tho ght n t r y e _c to the enti o th te_c tion. B't, e ore e go there, e nee_cto ee the re t o the centitection i ion. e h e e $\frac{q}{q}$ e t $\frac{q}{q}$ o e ength n e y, the e_c tion o t re e_er_. B t there i _ q e on_c _ e t o _ r_c e tion _ q t _ r i . _ e y, it e _ nge i ti i _ t on the _e e o ing yo tho the hrh ho e ho e $\,$ i $\,$ gi e their he $\,$ t $\,$ n_c $\,$ in_c to $\,$ hri $\,$ t $\,$ n_c $\,$ e ote $\,$ c $\,$ ini $\,$ try in oth the roe ion ene nc _@_c te_c y eo e. the gre tontro er yo et een hrijt n_c tn yo tin the ro o i or _cor_er, there i t the eti e i ro o i tr gg e th t ontin y t ing din the tt e for the egine o the hert n_c in_c o in_c i_c hi_cen n_cyo th. en hite ght the i ort ne o th t tr th hen he rote th t y i on e tion o the trentre n_c g'e to e_c tion, ny h e_ een e_cinto_ erio_ n_ce en t error .

n_chere_ he e nt t not ere y or thi e rth, t o etern y t . he ent on to note th t h it e i _e hen the reg tion o the he rt or the et, i h ent o rini e i neg e te cin the e ort to ere inte e t t re, or hen etern interet reoer oo e_cin the e ger_@ ire or te or _c nt ge. 20 g in, he rote, the ne e ity o e to i hing hri ti n hoo i rge_c on e ery trong y. n the hoo o to_cy, ny thing ret ght th t re hin_c n e r ther th n , e ing. hoo re nee_e_c here the or_co Go_ci _e the _i o e_c tion. t nj the gre tene yo Go_c n_c itį hį on t nt i to e_co y ro their egi n e to the King o he en. e o _ch e in_c o tr ine_cth t en n_c o en i e ert their in en e on the i_e o error n_c or orr tion in te _co ing their t ent in the er i e o Go_c His object is effectually gained, when, by perverting their ideas of education, he ee_c in en i ting rent n_cte her on hi i ee or rong e_c tion o ten t rethe in_c on the ro _cto in ze ity. ti no i_ent th t /_c enti t h e'e e o e_c ore th n ,000 e eent ry n_c e on_c ry hoo ro n_cthe or _c o the ontr ry, rge_c y en hite, they e to ee /_c enti t e_c tion or e ery /_e

enti t hi_c n e enti in the _eno in tion; ig ion.

ti igni nt th t the _e e o ent o !_c enti t e e ent ry e_c tion n_c it or t rning oint in
the i ion e ite ent n c on i the i ion e ite ent n_c.yn i o the i 0 _c ring en hite' o n oreign i ion er i e in f tr i .

hi e there, he note cth t rent ere o e e c y to en ctheir hi_cen to hoo. h t it tion git te_cthe i e o e e ent ry e_c - tion in her in_c he rote to her on i ie in y 1 th t thi_{q q} e t h_c ong een neg e te_c'in ite o the t th t the T t e en or ten
ye r o hi - c i e i the ti e hen
ting i re ion or goo_cor e i
re _ e . 22 e ing to the f
t i n it tion, he rote th t in
o e o ntrie rent re o e e_c y to en_ctheir hi_cen to
hoo. n the e o ntrie, in o itie
here there i h r h, educationlly tsen to

ye made."

Education. r e e_c tion, o he rote, en ore then the r o ert in or eogt _gv. t èn

t rte_ci e_c te y. f' re t, hi e the _eno in tion re orte_cl hoo in 1 5, it h _c220 e ye r By 1 00, the eo the o eeent ry, hoo ry et j he c
in / c entit ongreg tion . / n c ot
o tho e hoo h con y one te her.
he h r h h ct en erio y the
o n e th tit ho cet t j h
hoo i there ere on y i t ent.
he l 0 the e eo e
n e ent in / c entit e c tion. he h r h h _centere_cthe ninetie ith h n_c o hoo n_c oory er ei e_ç n_ce en ore oor y e ete_c hi o o hy o e_c tion. he t rn o the ent ry o n_c/_centit ith r i_cy e n_ing intern tion y te o e_c tion t e e_ ith on_chioohythth_ceeneeri ent y i_cte_c en hite h_g een ey er on ity in ti ting th t o i h ent. By 1 00,
e enth-cy /_c enti t ing oth i ion to all the or _c n_cthe e_c tion o e ery hi_c erio y.
ho e t o ni er ere in e_c Big
i_e o i ion n_ce_c tion h e

y gone together in /_c enti . or r_cthe i ion. h t i o t r ri ing i not th t they go together t th t it too the hrh 50 ye r to n y gr the nee_c or, oth or_c i ion nethe e nge i ti i ion o e_c tion.

Ad₄e i Ed cai a E e ia

h t tho ght, ring to the three e enti go o / c enti tec tion.

he t t i to re re yo ng eo e to n tion, e y in thi re ent or c - c tion or e e en e in thi i e n - c e in thi or - ci n e enti ge to / c enti tec tion.

B t i th t i it hie e , it h i e c / ter , th t i the n tion o the j or go ern ent hoo .

I n - c they o ten - o n e e ent o in In_cthey o ten_o ne e ent o in o j hing th t go.

h t tho ght, ring to the e - on_cgre t go o /_c entite_c tion, hi h en hite hinte_c t in the o ening r gr h o her, oo

C c i

• $he_q e on_q n e_c tion$