

JOHANNESBURG 2000

FRIDAY, JULY 14

The MAC Region opened the worship session with prayer by Gabriel Lopez. Cookie Tressler read from Psalms 67. Singing of “Master the Tempest is Raging” and “Jesus Saves” was led by John Haines. Rene Guzman gave a devotional from Mark 4:35-41. Participants then sang “His Names is Wonderful” and Ruben closed the devotional time with prayer.

The participants sang “Happy Birthday” to John Mellenger, our videographer. Al also expressed appreciation to John and Kyle for the work they have done to audio and video tape the conference.

In the session yesterday, the regions listed their elements for the formation of an “Academy for Global Education.” The list needs to be prioritized. The regions will prioritize three separate times and Mike Vail will process it with Delphi software each time. Al asked the participants to begin thinking of prioritizing the items heard for both their region and for the international perspective.

John Haines led the vision casting presentation for the Eurasia Region. He shared their regional mission statement (to develop an indigenous interdependent self-supporting holiness church in the Wesleyan-Arminian tradition) giving an explanation. John outlined the various projects happening at the ENBC, the extension programs, the CIS project, and the training of lay workers. He also explained the program at Eastern Mediterranean Nazarene Bible College is based on a rabbinical model.

John demonstrated what Jesus, and all Jewish students, experienced on the first day of school. As the student would approach the school, the Rabbi would kneel down to child's level, place his hand on the student's shoulders and say "I covenant to teach you by living." The Rabbi would then pray a blessing on the child and the learning he was about to enter. Following the blessing, the Rabbi would embrace the child and welcome him into the school. How would our teaching and schools be impacted if we followed this model with our students?

Nathaniel Cardosa shared challenges in the Southern Europe Field with its strong Catholic influence. He outlined the 2-year certificate program. The students spend 24% of their time in course work and 76% of their time doing research and written assignments.

Raja Nwaissar told about the extension program conducted in Cyprus. Every year they offer four intensive classes with multiple cultures represented in the students. Two obstacles they face are the lack of a library resources and the time involved in translating during class time.

Following the report, Al Truesdale asked Brent Cobb to pray for the work in the Eurasia Region and dismissed the participants to teatime.

Brent Cobb introduced Sung-won Kim. Following the tradition of his culture, Sung-won began his presentation with apologies. His apologies were (1) due to discussions that have taken place thus far in the conference he has revised his paper. Consequently he will not be distributing copies; (2) his paper will not contain new thoughts and (3) his paper may be less Nazarene at times and may be provocative or controversial. He also asked for corrections and comments on the paper. After these apologies Sung-won presented "A Philosophy of Education for the Wesleyan-Arminius Theological Tradition"

Following the presentation of his paper, Sung-won and the participants engaged in dialogue.

Al Truesdale offered two book suggestions on post-modernity. The titles are “A Primer on Post-Modernity” by Stanley Grenz (Eerdmans) and “Truth is Stranger than it Used to Be” by Brian _____ (IVP). He also has a post-modernity summary and a bibliography he would be happy to share by e-mail.

David Wesley spoke for the SAM Region vision casting. South America is experiencing tremendous growth. Eighty-five percent of the Nazarenes have been Christians less than 15 years. He shared a statement by Franklin Cook, Eurasia Regional Director: “In Europe, the Church of the Nazarene has very deep roots but we have not expanded very far. In South America you have expanded very far but have not dug very deep roots. I think the two of us could learn a lot from each other. In Europe, we not only need to have deep roots, but we need to expand. In South America, you not only to expand but you need dig very deep roots.” This emphasizes the necessity to teach, and to preach, who we are and what we believe.

David shared the vision for theological education in South America. At the January regional education conference the educators wrote the following:

We acknowledge:

- 1) That in the historical development of our denomination in this region, the ministry of theological education has played a determining role in forming a church desiring to be faithful to it’s mission.
- 2) That a relationship between theological education and other ministries of the church have not always been fluid (especially during formative years, times of expansion, etc.).

- 3) That because of various factors, each institution of theological education has limited itself to its own area of influence. The tendency has been to isolate ourselves from the help and support of sister institutions.
- 4) The majority of those who serve the Lord in this ministry of education are doing so because of a deep commitment to the Lord and His Church, admitting that this ministry would be greatly enriched if we could count on a systematic formation in the areas of administration, pedagogy, etc.
- 5) That we need to share our needs, problems and challenges. Our education institutions have much more in common than any of us had imagined. This has challenged us to work together, looking for common solutions.

Affirmations:

- 1) That theological education is a vital part of the life and mission of the church. Our institutions exist to serve the church, and not to be served by the church.
- 2) That we have received the complete support of regional leadership in order that this ministry fulfills its role in the development of a healthy and growing church that glorifies our Lord Jesus Christ.
- 3) That the context of our Latin-American cultures as well as our theological heritage form fundamental perimeters that must be taken into account in the articulation of Nazarene Theological Education that is pertinent and contextualized.

We commit ourselves to:

- 1) Seek the excellence that the church deserves in our role in theological education.
- 2) Be faithful to the Lord, His Word, and to the heritage of our church as a denomination of holiness in the development of theological education.

- 3) Assist our church with methods to address the challenges that our social context and church present.
- 4) Establish a more fluid system that will allow us to meet periodically to exchange ideas, evaluate, and celebrate the results of the goals that we have established.

To close his presentation he showed a video about the call of God. It is being shown to the youth of South America. Following the video, Al Truesdale asked Ken Walker to offer prayer for the work on the South America Region.

Prior to breaking for lunch the first round of prioritizing the list of 60 items for the Academy was conducted. It was decided to separate Canada and U.S. for this process. David Strawn was appointed recorder for U.S. and Danny Gales for Canada. Al instructed the regions to establish priorities 1 through 60 of the items listed. It will be a quick process but will begin to identify the top priorities.

Following lunch, the participants left to visit the regional office.

David Strawn presented a paper entitled “International Study Opportunities For Students.” His paper is based on the experience of PLNU’s study abroad program. PLNU has attempted internationalization of their campus by altering their curriculums, adding diversity to their faculty, enrolling international students and supporting study abroad experiences. Most of these activities have met with limited, if any, success. PLNU has developed course that require an international study component. Some of the classes are conducted in the summer in an international setting; some do the course work on campus during the semester followed by a travel component. There are some courses done in conjunction with other organizations. David

covered issues such as finances, scholarships, student concerns, grading and grade point averages.

David reminded everyone that Moses, as God's chosen leader of the Israelites, was not allowed to enter the Promised Land. God took him to the top of a mountain and let him look at all the Israelites would possess. Joshua, who had met the people, observed their culture, and seen the bounty of the land, led the people into that land. He did not enter the land as a stranger. He had had a study abroad experience!

Following afternoon tea LeBron Fairbanks gave the first part of "Models for Educational Collaboration: Inter-and Intra-Institutional." He began by outlining how his interest in this topic began.

In collaborating situations there must be a champion, someone who will be, not just a designated leader but also a passionate leader. This champion will lead the group to teamwork and cooperation or coordination. Once this happens you can begin collaboration. Collaboration is touching people where they are. It must be a way of life, not a program.

LeBron shared the four phases of collaboration. The first stage is work one-to-one, or individual-to-individual. In that situation, you envision the results. You build trust. Stage two is working individual to organization. Here you empower teams, confirm roles, and organize an initiative. Stage three is initiatives stage where organizations work with organizations, or institutions work with institutions. Stage four is when organizations work with the community, when you engage outside organizations to change or improve the system. Although most will be involved in stages one, two and three, there will be opportunities for stage four involvement.

The risks of collaboration include: (1) time; collaboration is not a quick fix. It is a slow process. (2) compromise; collaboration involves give and take and recognizes that you are not the only one who has a creative idea or the answer to a situation you are facing, and (3) communication. There can never be too much communication.

The benefits of collaboration include: seeing the individual talents, gifts, even the individual perspectives surface when you ask people for their advice. When you ask others for input, their commitment level grows.

LeBron closed by saying

1. Using collaboration to manage change is challenging.
2. A vision and need are required for success.
3. Regular communication is the glue of collaboration.

For LeBron institutional collaboration has become, part and parcel of our institutional strategy.

Eurasia gave a glimpse of teaching cross culturally on their region. John Haines asked each region to discuss the following questions:

At what does your culture laugh?

At what does it cry?

Who are your culture's heroes?

Who are its villains?

What are your culture's myths or tales (stories, legends)?

What are your culture's taboos (forbidden areas or things or topics)?

What are your culture's highest hopes?

What are its greatest fears?

These questions can guide one going into a culture different from their own to teach or visit.

Raja said his culture laughs at the misery of fellow brothers while Natanael pointed out the pride of the Portuguese people. The Middle East is a culture of appearances. Students are greatly impacted when the teacher's lifestyle reflects what is taught.

Portugal has been greatly influenced by the Roman Catholic Church. However, the people are not interested in religion. Teaching is focused on the professor who has all the content. Students do not enter into discussion.

In India younger people never address their elders by name. Shadrakshari demonstrated this during our time together by never addressing anyone other than Raja, who is younger, by name. There are over 1600 languages in India. People are used to having interpreters present in their own city. The main method of education is rote. In India and the Middle East, family comes first.

John shared that they ask all teachers to work with their interpreter to build a lexicon of terms for your subject matter. This will help lay the groundwork for translating Christian terminologies that have not been previously used in these countries.

Al Truesdale dismissed the conferees to dinner.

Prior to the panel discussion scheduled for the evening session, John Smee, presented Wilbur Brannon with a gift for his work in the Church of the Nazarene. The participants offered him a standing ovation.

Wilbur and the panel of Greg Crawford, Cookie Tressler, Dunmerzier Charles, David McEwan, John Haines and Luis Meza then discussed “Teaching Creatively and Effectively by Using Available Resources.” (Refer to transcript)

Respectfully submitted,

Diane Miller
Recording Secretary