

WINTER / SPRING 2025

# INSIDE *ASI*

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## TRUE EDUCATION

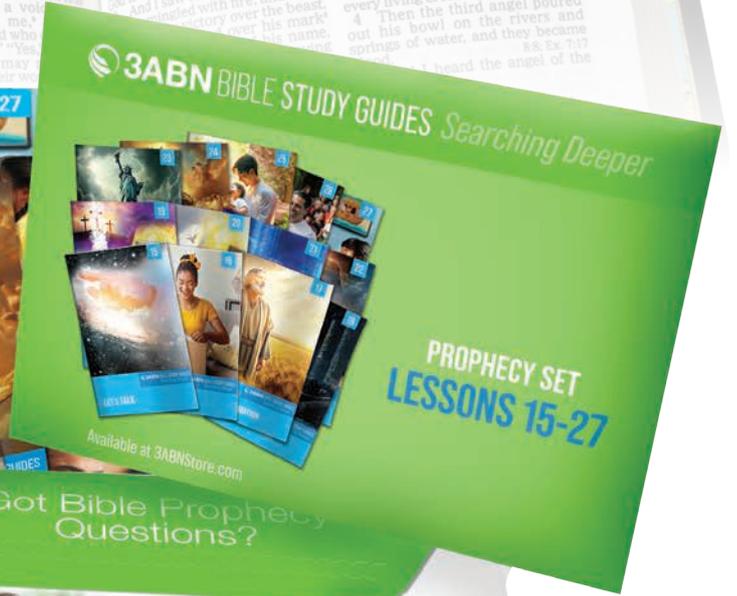
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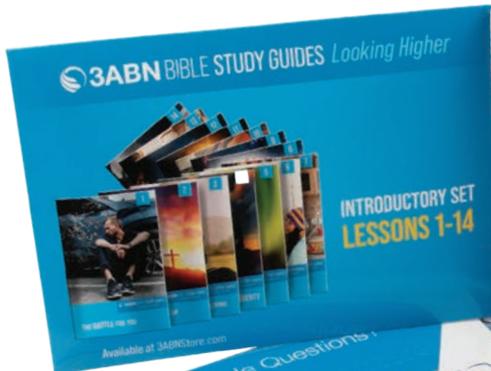
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# WHAT'S INSIDE?



## EDITOR'S NOTE

### TRUE EDUCATION: A Foundation for Life

Where can students find an education that nurtures not just their intellect, but also their character, skills, and faith? For generations, Adventist self-supporting schools have answered this question by offering an education that goes beyond textbooks and test scores. These institutions shape not only minds, but hearts, preparing students to serve God and their fellow man.

In this issue of *Inside ASI*, we explore the rich legacy and present-day impact of true education through the stories of these self-supporting schools. From Hartland College, nestled in Virginia's Blue Ridge foothills, to the vibrant music and media programs of Fountainview Academy in British Columbia, these schools carry forward a tradition of integrating faith, practical work, and academics. We trace this heritage back to Madison College, where the founders envisioned education as a transformative experience that balances spiritual growth with practical skills.

True education doesn't just prepare students for careers—it equips them for life. We see this in self-supporting institutions that offer hope and redemption through vocational and spiritual training, and in programs that teach students to work the land, serve their communities, and live out their faith each day.

Jessica Lozano  
*ASI Editor*



**Jessica Lozano** is a freelance writer and communication professional based in Northwest Arkansas.

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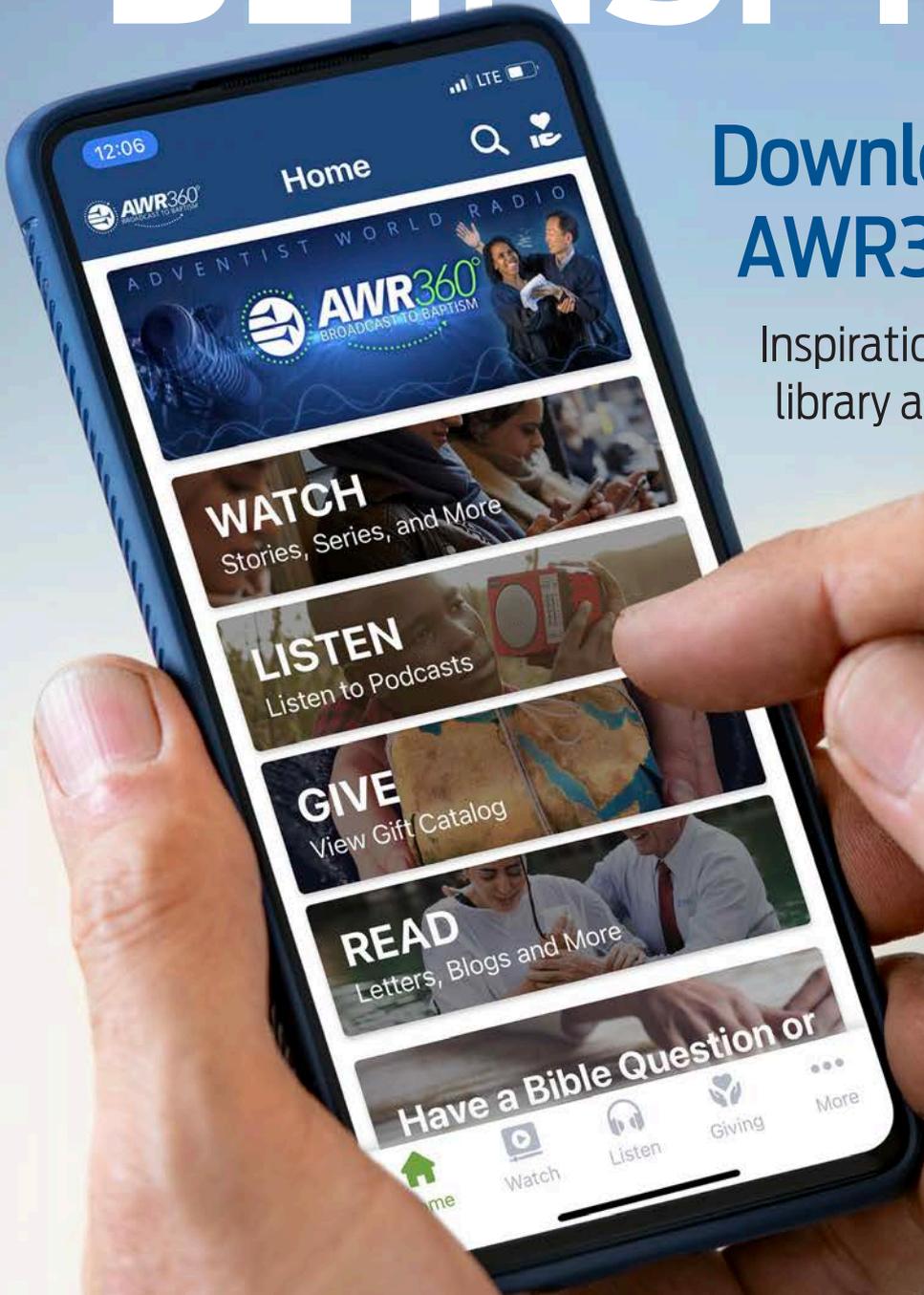
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# The Value of True Education

EDITORIAL by **ANDI HUNSAKER**



It was not until I became an ASI member nearly 25 years ago that I learned of self-supporting schools. To that point, I had never known anyone who attended a self-supporting school. I had false impressions of people who attended and were involved with those types of schools. Then, when I attended my first ASI convention, my impression radically changed. I am convinced now that there is no better education than self-supporting Seventh-day Adventist education.

At the core of this self-supporting education is a belief in the principles of true education, not merely as preparation for earthly pursuits but one which attends to the physical, mental, and spiritual. As Ellen White wrote, “True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the

physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come” (*Education*, p. 13).

She further says that regardless of the course of study we pursue, “true education brings the mind of man into communion with the mind of God. ... In this communion is found the highest education. It is God’s own method of development” (*Education*, p. 14).

Two men, Edward A Sutherland and Percy T. Magan, grasped these truths completely. They sat at the feet of Ellen White, Magan living in her home, thus drawing them into a close relationship with her. They developed a profound belief and acceptance of her gift to the remnant church. “The conviction that the revelations to Mother White came from God struck deep into the hearts and minds of both young men and shaped all their future action” (*Madison, God’s Beautiful Farm by*

*Ira Gish and Harry Christman*, p. 35).

Magan particularly studied White’s writings on education reform and stood committed to certain basic principles of reform that would later enlist him as their champion for the remainder of his life. Both Sutherland and Magan were convicted on White’s ideas of true Seventh-day Adventist Christian education. When the time came, they followed her counsel, leaving the comforts of a reliable salary, and went out to practice those reforms which they held dear. Included in the reforms were the following concepts: 1) a knowledge that God is the essential education; 2) His Word is the principal textbook; 3) the book of nature is a close second to God’s Word; and 4) our schools should be located in the country.

Both men taught at Battle Creek College and, in 1897, received a message from White, who was then in Australia. The message read, “Now as never before we need to understand the true science of

education. If we fail to understand this, we shall never have a place in the kingdom of God. 'this is life eternal, that they may know Thee, the only true God and Jesus Christ whom He has sent.' If this is the price of heaven, shall not our education be conducted on these lines?" (*Madison, God's Beautiful Farm by Ira Gish and Harry Christman*, p. 65).

At the 1901 General Conference Session, the delegates voted to move Battle Creek College to Berrien Springs, the country, where it became Emmanuel Missionary College. Sutherland and Magan were able to implement White's reforms. Sadly, the transition was not smooth, and Sutherland and Magan left the college they loved and set out on a boat journey down the Cumberland River to find a place where they could follow Ellen White's counsel. The idea of Madison, a self-supporting institution, was born in the hearts of two men who understood that Seventh-day Adventist education is not for the here-and-now but for eternity. This is the history of ASI. We now have at least 68 self-supporting schools worldwide: 37 with grades K-8, 28 with grades 9-12, and three colleges.

Though I received a good Seventh-day Adventist education, I did not have the privilege of attending a self-supporting school. However, my husband and I had the opportunity to encourage a young person to leave Ireland, where she was educated at the equivalent of an Ivy League School in the United Kingdom. She had recently become a Seventh-day Adventist after being an atheist for many years. She had completed her bachelor's and master's degrees in this prestigious school. But, as we all know, new converts need support. She had always dreamed of becoming a doctor, but her studies to this point did not include any sciences and she needed those prerequisites to apply and be accepted to medical school. She wanted to attend an Adventist college, and without hesitation,

we suggested Weimar College. She came to the U.S. and attended Weimar and still considers the education she received there as the best schooling experience. Today, she is a thriving, committed Seventh-day Adventist and will graduate from Loma Linda University Medical School in May 2025. I can honestly say, "Praise God!" Weimar College solidified her Christian experience and deepened her love for and dedication to the Lord. I would

encourage every student to attend one of the many self-supporting schools where the principles of true education that Ellen White counsels us to follow are practiced.



**Andi Hunsaker, M.D.**, is the president of ASI and a graduate of Loma Linda University School of Medicine. She practices medicine full-time at a major teaching hospital in Boston, Massachusetts, and shares her passion for the Word of God as a Sabbath School teacher in her home church in Stoneham.

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# Fountainview Academy:

## ANCHORING STUDENTS FOR LIFE'S JOURNEY

**W**hen Izabella Cruz-Froese first arrived at Fountainview Academy as a sophomore, she was hesitant. An introverted teenager, she wasn't sure if she wanted to leave her familiar life behind to attend a boarding school four hours from her home in Chilliwack. But within days, that uncertainty faded. "The first week that I was there, it really didn't take me a lot

of time to get used to the place, and it just really felt like home," she recalls.

Fountainview Academy, set on several hundred acres of farmland three hours from Vancouver below the Coast Mountains, offers more than academics. For Cruz-Froese, and for the nearly 80 students who study at Fountainview from around the world, it's a place of growth, faith, and community. She clearly remembers her early days on the farm, participating in the work program by

weeding the fields. "We would do mud fights," she says with a laugh. "And the conversations were just so uplifting." More importantly, she found that her spiritual life deepened in ways she hadn't anticipated. "Fountainview really encourages relationships with God. There are specific times in the day scheduled so that you can have your personal devotions."

This combination of community, faith, and personal development is the essence of Fountainview Academy.

Students don't just attend classes; they live, work, worship, and learn to anchor themselves spiritually for life's journey.

## A MERGED LEGACY

The modern Fountainview Academy is the result of a merger between two struggling schools in 1997. Both Fair Haven Academy and the original Fountainview Academy faced challenges, but a team led by Stan Smith, Scott Richards, and Craig Cleveland saw potential in combining their resources.

"At that point, neither school was doing well," says Richards, now the school's president. "I called Stan and said, 'I think we're wasting our time trying to run two failing schools. Why don't we join forces and get one of them off the ground?'"

The team chose the Fountainview campus for its facilities and location, merging the schools under one mission-driven vision. Richards explains, "We visited other schools that were seen as good spiritual environments and combined the best of their practices with our ideas."

The commitment to revitalizing the school didn't stop there. The team worked tirelessly to ensure that the new Fountainview Academy would not only survive but thrive. Smith recalls the challenges of those early days. "It was a leap of faith. We were working with limited resources, but we had a vision of what the school could be."

## A WHOLISTIC APPROACH

While Fountainview's music and media programs have gained international attention, the school's mission extends far beyond performance. The music program, which began under the direction of Cleveland, was initially a practical solution to



**More than a performance: Izabella Cruz-Froese** enjoys singing with the Fountainview orchestra. She feels like the music she participates in is more like a sermon than just singing a song. It's a way to share her relationship with God to those listening.

budget constraints. "Craig had the idea to film outdoors to save on lighting costs," Richards recalls. "That decision became one of the defining features of our music videos."

What started as a way to stretch limited resources blossomed into a key part of Fountainview's identity. Major projects like *Steps to Christ in Song*, filmed across North America, brought the school a degree of recognition. "That project really brought attention to what we're doing here," Richards notes. "We've gone from 30 students in the late 1990s to nearly 80 today, and the music program has been a big part of that growth."

Smith reflects on how the music program has shaped the students. "It's more than just performance. It's about

using music as a tool for ministry and personal growth. We've seen students who didn't even know they had a musical gift discover new talents and use them to share their faith."

"People see the polished music videos and well-dressed kids, but that's just one piece of what we do," Richards says. "Inside, it's about much more—building a positive culture, fostering relationships, and ensuring students leave with a strong sense of who they are and what they believe."

For Cruz-Froese, the music program became a way to connect with others and express her faith. "The type of music Fountainview encourages shows that you're not just singing a song, you're kind of preaching the gospel while you're singing it," she



Academic excellence is a part of each day's routine. Students are exposed to learning from a balanced, biblical perspective.



The Fountainview work-study program allows students the opportunity to participate in the school's organic carrot farm.



Valuable object lessons are gained and lifelong friendships are forged as students tend to the soil by pulling weeds.

explains. "God can even use our mistakes. It's about doing your best in the moment and trying to make other people's relationship with God closer."

### PRACTICAL EDUCATION AND SPIRITUAL GROWTH

Fountainview's wholistic approach combines academics, music, and a unique work-study program that provides students with life skills and real-world experience. "The students are involved in running the school—cafeteria meals, janitorial work, landscaping, and more," Richards explains. "They also work in the media department and on the farm, where we grow organic carrots."

The work-study program instills a sense of responsibility and teamwork. Smith believes this practical education is essential. "The skills they learn—whether it's cooking, cleaning, or working in the media department—are skills they can take with them."

This environment of teamwork and responsibility has been transformative for Cruz-Froese, who says, "I feel like Fountainview has really prepared me.

And I know that if I've had a hard time wherever I am, I can always come back to the people I've met here and know they care about me."

Spiritual growth is embedded into daily life, from morning worships to Friday-evening vespers. One cherished tradition sees students and staff forming a circle to sing "I Want to Go to Heaven" every Friday night. "Even years later, alumni still come together and sing that song," says Smith. "It's become part of their identity."

### INVESTING IN STUDENT LIFE

Fountainview ensures that students receive individual care and mentorship, with four to five deans per dormitory and additional religious volunteers. "We've found that the student life department is critical to creating the right culture," Richards notes. "The deans act as the parents while students are away from home, providing guidance and support." Richards credits longtime staff members Baird Corrigan, academic principal, and Mary Corrigan, vice

president and general manager of student programs, for their instrumental role in fostering this commitment to student life.

This nurturing environment helps students feel a deep sense of belonging, even when they are far from home. "That first year at school, with people from all over the world, we had a sense of, 'Oh wow, we're all so different,'" Cruz-Froese reflects. "But then we realized that our values were the same."

The support doesn't end at graduation. Alumni often return to reconnect, mentor, and encourage current students. "That connection lasts a lifetime," Richards says. "Fountainview becomes a second home."

### A MODEL FOR SUCCESS

Fountainview's transformation from two struggling schools to a thriving institution offers valuable lessons. "The first step is building the right team," Richards advises. "You need people who share your vision and are willing to invest in creating a positive culture."



Exciting outdoor adventures abound in the western Canadian countryside. Tubing on clear mountain lakes is just one of the many fun-filled activities that Fountainview students look forward to.

Smith emphasizes the importance of spiritual anchoring. “If students are connected to the Bible, no matter what challenges they face, they’ll be equipped to handle them.”

For students like Cruz-Froese, Fountainview Academy has been an anchor—a place

where faith, community, and personal growth are deeply rooted. “It’s really nice to see all the people coming back for events like alumni weekend,” she says.

“That family environment, it’s never really left them, and now I’m a part of that.”

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# Hartland College:

CONTINUING THE LEGACY OF SELF-SUPPORTING EDUCATION  
BY SHAPING MISSION-DRIVEN ENTREPRENEURS

**N**estled in the rural, forested hills of Rapidan, Virginia, near the Blue Ridge Mountains, Hartland College has sought to embody the concept of wholistic education since its founding in 1983. Rooted in the original model of education established by Ellen G. White and the founders of Madison College, Hartland's mission remains clear in 2025: to train young people for service, not just in traditional ministry but as professional missionaries equipped for careers or entrepreneurship in diverse fields.

President Norbert Restrepo explains the college's purpose as training students for a modern mission work—equipping them with the tools, the faith, and the drive to share the gospel wherever they are called. This vision aligns with White's counsel that “the work of education and the work of redemption are one” and is integrated

throughout Hartland's structure, from the daily schedule to long-term development plans.

## A DAY IN THE LIFE

The daily rhythm at Hartland is structured to nurture growth across all aspects of students' lives. Mornings begin with chapel services for worship, followed by classes that combine intellectual and spiritual study. Each student takes core courses—Bible studies, agriculture, health principles, and physical fitness—designed to educate the whole person.

“Hartland's emphasis on wholistic education drew me in,” shares Jayson Hutchison, a second-year Bible Instruction major. “I wasn't looking for a degree. I needed practical training for the mission field.” For Hutchison, Hartland has provided not only a strong academic foundation but also real-world training and mentorship, all of which have illuminated his calling.

## PROGRAMS WITH A MISSION FOCUS

Hartland's degree programs are specifically designed to prepare students for mission-driven careers. The college offers majors in Health Science, Bible Instruction, Pastoral Evangelism, Media and Communication, Christian Elementary Education, and an upcoming program in Biblical Psychology. Each program focuses on imparting knowledge alongside vocational skills, rooted in the mission of a practical, faith-centered education.

For instance, Health Science majors study subjects like anatomy, physiology, and nutrition. The program's emphasis on lifestyle and natural remedies aligns with Adventist health principles, preparing graduates to serve as health educators or pursue medical studies if desired.

Clay Tan, a former Health Science and Pastoral Evangelism major, describes how his studies prepared

him for mission work. “Hartland is unique in its mission-minded approach, training young people not only intellectually but also helping them experience Jesus,” he shares. Inspired by Hartland, Tan founded EMET (Emerald Missionary and Evangelistic Training) in Thailand, a self-supporting missionary school that now serves 49 students.

## A POWERFUL BEGINNING

Hartland’s Summer Outreach Training School is a defining experience for new students. This program, which takes place before the first quarter, immerses freshmen in intensive evangelism training before they even begin their regular classes. The summer curriculum includes workshops led by seasoned missionaries and evangelists, such as Mark Finley and Scott Griswold, who teach students essential skills for effective soul-winning. This training includes Bible study techniques, community outreach, and health ministry, creating a foundation that guides students through their entire Hartland journey.

For incoming students like Hutchison, the summer program sets the tone for Hartland’s mission. “It’s a great place to get grounded, spiritually and intellectually,” he reflects. “I was very nervous, but God reminded me that this training is what I needed.” The summer quarter immerses students in real-life outreach scenarios and provides the mentorship and peer connections they’ll rely on throughout their time at Hartland.

Bethany Nicholaides, a self-described “missionary kid” who grew up in Cambodia and realized her love of teaching through the experience, chose to study elementary education at Hartland. She appreciates the

mission focus of Hartland. “Here at Hartland, everything revolves around mission work and preparing you to go out as a missionary,” she shares.

## A PATHWAY TO SELF-SUFFICIENCY

Hartland’s commitment to self-supporting education extends beyond academics. Through its Work Education Program, students work 12 hours per week on campus, helping cover tuition while gaining practical skills. The program allows students to work in areas related to their majors while also contributing to the college’s missional enterprises. Some of the jobs students can do include working at the Wellness Center, particularly for health science students; assisting with the hospitality business, which includes managing cabins and rooms; helping with media projects, such as developing videos or setting up websites for other ministries; participating in agricultural activities on campus; supporting the college’s food service operations; and assisting with maintenance and grounds keeping. This program not only helps fund students’ education but also instills a strong work ethic and sense of responsibility.

The Wellness Center, which treats lifestyle diseases, provides Health Science students with direct patient interaction. “We focus on lifestyle diseases and also provide support to individuals with cancer,” Restrepo explains. The hands-on training prepares students for service-oriented careers while reinforcing principles of self-sufficiency and community care.

## ENTREPRENEURIAL SKILLS AND MINISTRY

Hartland’s entrepreneurship program encourages students to start





their own mission-driven initiatives. Through three entrepreneurship courses—Faith and Entrepreneurship, Faith and Finance, and Ministry Leadership—students develop projects tied to their studies, allowing them to graduate equipped to launch sustainable, faith-based initiatives. The goal is to ensure that Hartland graduates not only complete their degrees but also leave with the confidence and practical skills to lead their own missional enterprises, bridging the gap between faith and vocation.

Some students pursue digital marketing skills to support Adventist ministries, while others train as health coaches or Bible instructors. Restrepo describes the program's intent: "We want students to graduate ready to start mission-driven initiatives, equipped with both faith and practical skills."

Thomas Mayhew, a theology graduate now pastoring in Michigan, credits Hartland's Church Commitment program and internships with shaping his pastoral skills. "Hartland's Theology degree was really what set the foundation for my ministry today. It gave me the solid biblical foundation I needed, along with practical experience." This experience gave him skills he otherwise would have lacked, reinforcing Hartland's hands-on approach.

## LIVING OUT THEIR CALLING

Hartland's impact extends beyond graduation, helping students from diverse backgrounds find their callings in unique ways. Tan's journey from a refugee camp in Thailand to founding EMET demonstrates the lasting influence of Hartland's model. "Hartland opened my eyes to the need to extend the experience I had there to others," he says. His school, EMET, offers mission-focused education to young people in Thailand, extending the reach of faith and self-sufficiency.

For Hutchison, Hartland has been a place to deepen his faith and distill his purpose. "Hartland has changed my life. I'm a very different person now than when I first started. My time at Hartland has softened my heart so that I care even more about the unreached."

## A VISION FOR GROWTH

As Hartland grows, the college aims to expand its facilities and earn accreditation. This development would allow students to pursue advanced studies or vocational opportunities without compromising their faith-centered education. "We're now aiming for accreditation, ensuring our graduates can serve in both self-supporting and professional environments," Restrepo explains.

This balance between practical education and spiritual depth draws

students who seek both personal growth and the tools to make a meaningful impact.

## BUILDING A LEGACY OF SERVICE

Graduates like Tan, who now leads young people in Thailand, and Mayhew, who pastors in Michigan, showcase the reach of Hartland's model. The college's blend of academics, practical and entrepreneurial skills, and spiritual grounding equips students with a foundation for service and leadership. For Nicholaides, who is unsure of where God will call her in the mission field, Hartland has provided a unique family of like-minded students and dedicated staff who are preparing her for whatever comes.

As Hartland looks toward the future, with plans to increase its student capacity to 250, it remains rooted in the principles laid out by White, preparing students to serve both God and humanity. By combining academics with entrepreneurial training and a heart for mission, Hartland's aim is that students grow in every dimension, carrying forward the Adventist message with conviction and ultimately fulfilling the call to serve God and His people.

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– Weimar, CA

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– Castle Valley, UT

**Oklahoma Academy**  
– Harrah, OK



## **Self-Supporting Adventist Academies and Colleges in North America**

See page 18 for details and contact information for each school.



**Herbert Hills Academy**  
- Savannah, TN

**Heritage Academy**  
- Monterey, TN

**Hartland College**  
- Rapidan, VA

**Beacon Academy**  
- Ooltewah, TN

**Laurelbrook Academy**  
- Dayton, TN

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- Fletcher, NC

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- Amity, AR

**Jefferson Christian Academy**  
- Jefferson, TX

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- **BEACON ACADEMY** – Ooltewah, TN  
Nestled in the rolling hills of Tennessee, Beacon Academy offers a nurturing environment that combines academic excellence with practical skills for lifelong service.  
**BeaconAcademy.us**
- **CASTLE VALLEY ACADEMY** – Castle Valley, UT  
Located in pristine Castle Valley, near Moab, CVA's focus is preparing students for a life of serving God and their fellow man.  
**cva.school**
- **FLETCHER ACADEMY** – Fletcher, NC  
With a rich heritage in Christian education, Fletcher Academy integrates academics, vocational training, and community service to develop well-rounded leaders.  
**FletcherAcademy.org**
- **FOUNTAINVIEW ACADEMY** – Lillooet, BC  
Known for its vibrant music and media programs, Fountainview Academy provides a Christ-centered education set against the stunning backdrop of British Columbia's mountains.  
**FountainviewAcademy.ca**
- **HARBERT HILLS ACADEMY** – Savannah, TN  
Combining rigorous academics with hands-on vocational training, Harbert Hills Academy equips students with skills for service and self-reliance.  
**HarbertHills.org**
- **HERITAGE ACADEMY** – Monterey, TN  
Dedicated to character development and leadership, Heritage Academy emphasizes academic, vocational, and spiritual growth to prepare students for service in Christ's cause.  
**HeritageTN.org**
- **JEFFERSON CHRISTIAN ACADEMY** – Jefferson, TX  
Situated in East Texas, Jefferson Christian Academy fosters a spirit of service and excellence through a balance of academics, work experience, and spiritual enrichment.  
**JCAweb.net**
- **LAURELBROOK ACADEMY** – Dayton, TN  
Offering a unique work-study program, Laurelbrook Academy provides students with practical experience in healthcare, agriculture, and service industries.  
**Laurelbrook.org**
- **LAURELWOOD ACADEMY** – Vernonia, OR  
Surrounded by Oregon's natural beauty, Laurelwood Academy offers a holistic education that blends academics, outdoor experiences, and Christian values.  
**LaurelwoodAcademy.org**
- **OKLAHOMA ACADEMY** – Harrah, OK  
Focused on missionary training and hands-on learning, Oklahoma Academy empowers students to serve through practical skills and spiritual development.  
**OklahomaAcademy.org**
- **HARTLAND COLLEGE** – Rapidan, VA  
Nestled in Virginia's Blue Ridge foothills, Hartland College follows the Madison model, offering self-supporting education that integrates faith, academics, and vocational training.  
**Hartland.edu**
- **OUACHITA HILLS ACADEMY** – Amity, AR  
With a mission to prepare young people for service, Ouachita Hills Academy blends academics, music, and ministry training in a serene Arkansas setting.  
**OHC.org**
- **WEIMAR INSTITUTE** – Weimar, CA  
Known for its emphasis on health and wellness, Weimar Institute offers a Christ-centered education that integrates academics with practical ministry and lifestyle training.  
**Weimar.edu**



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# ROOTED IN MISSION:

The Legacy and Influence of  
Self-Supporting Education

## The Ellen White Family poses with personal staff and administrators of Madison College (1909):

**Back LR:** Clarence C. Crisler, Percy T. Magan, Minnie Crisler, Nellie Druillard, Edward A. Sutherland, Sarah McEnterfer. **Seated LR:** W. C. White, Ellen G. White, Emma White, Edson White.

The history of self-supporting education in the Seventh-day Adventist Church is one of innovation, resilience, and dedication to mission and service. From the establishment of Madison College in 1904 to the global reach of lay ministry organizations today, this unique educational model has inspired countless individuals to combine faith, work, and learning in transformative ways. Central to its success is the enduring tradition of sharing ideas, experiences, and encouragement through gatherings like ASI's annual conventions, which provide fertile ground for collaboration and growth.

"It's about creating an environment where service becomes second nature, and the tools and support to make it happen are shared freely," Harold Lance, a retired lawyer, former president of ASI, and former board chairman for ASI Missions Inc., explained. "The Madison legacy lives on because people are encouraged to replicate it, and those ideas continue to spread."

### THE MADISON FOUNDATION: WHERE IT ALL BEGAN

In the early 20th century, pioneers E.A. Sutherland and P.T. Magan left Emmanuel Missionary College (now Andrews University) to establish a new educational institution: Madison College. Their goal was to integrate academics, practical labor, and health ministry into a cohesive model that prepared students for careers and service-oriented lives.

"Sutherland and Magan left denominational employment because of philosophical differences about what

Adventist education should be," Lance said. "They implemented a program that emphasized agriculture, practical labor, and evangelistic service. It was controversial but profoundly effective."

True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers.

—Ellen G. White, *Education*

At Madison College, students split their days between classes and hands-on work, such as farming or maintaining the campus sanitarium. This approach helped students fund their education and ingrained the values of responsibility and service.

Madison quickly became a training ground for missionaries who would go on to establish similar schools, health centers, and ministries.

By the 1940s, there were approximately 50 institutions following the Madison model. These organizations combined education and labor, encouraging self-reliance and a spirit of evangelistic outreach.

### THE ROLE OF ASI IN EXPANDING THE VISION

As Madison-inspired schools proliferated, the Adventist Church faced challenges in coordinating with these independently-run institutions. This led to the formation of ASI in 1947. "ASI was created as a way to give the church and lay organizations a method of liaising and working together," Lance explained. "It was also a continuation of Madison's practice of annual reunions, where people could come together, share their experiences, and be inspired to start something similar."

The annual ASI conventions became a cornerstone of the movement, nurturing a spirit of collaboration and mutual support. These gatherings mirror Madison's early model of bringing together students, staff, and alumni to exchange ideas and inspire new initiatives.

"These conventions are like the glue that holds the vision together," Lance said. "People learn and grow and are motivated to take the next step in ministry."

Through ASI, lay members and institutions gained a structured platform to share resources and successes, making the model replicable and sustainable on a broader scale.



**True Education.** A group of Madison College students pose with E. A. Sutherland (2nd row, center). In this undated photo from the 1910s, you can see the dedication on the faces of these young Adventists.



**Was this perhaps the first ASI meeting?** on the Madison campus, 1909.

## THE MADISON LEGACY LIVES ON

While Madison College closed in 1964, its principles continued to thrive through institutions like Wildwood Health Institute and Fletcher Academy, both of which have direct ties to the Madison model. Wildwood, for instance, was established in 1942 by Madison graduate Neil Martin, who envisioned a health-focused training school near Chattanooga, Tennessee. “Wildwood’s focus has always been on short-term training for medical missionaries,” Lance noted. “They’ve trained hundreds of people to go out and replicate what Madison started.”

Similarly, Fletcher Academy, established in 1910, remains a model of self-supporting education. Founded by Madison-inspired leader G.W. Brown, Fletcher initially included a sanitarium and a school of nursing alongside its agricultural programs. Although the hospital and nursing school no longer operate, the academy has preserved its emphasis on work-study programs, practical training, and community engagement.

These institutions have stayed true to their roots, continuing to offer students a wholistic education that integrates academics, spiritual development, and practical skills.

## INTERNATIONAL IMPACT

Madison’s influence is not confined to North America. Wildwood played a pivotal role in expanding the model internationally, beginning with Riverside Farm in Zambia in the 1980s. There, the Madison-style education was replicated with a banana plantation, agricultural schools, and lay evangelism training programs.

“At Riverside, they replicated the Madison-style education,” Lance explained. “Kibidula Farm in Tanzania took it further with programs for at-risk girls, teaching them practical skills like sewing and farming to help them succeed.”

Today, organizations like Outpost Centers International (OCI) carry this vision forward, coordinating more than 60 schools in 80 countries. These institutions focus on agricultural training, medical missionary courses, and evangelism, offering practical

solutions to community needs.

“These schools follow the same principles: work-study programs, agricultural training, and short-term health courses,” Lance said. “The model has scaled globally, and its impact is tremendous.”

## MODERN CHALLENGES

Despite its successes, the self-supporting model has faced challenges, particularly regarding accreditation and legal issues. Some institutions have struggled to balance their autonomy with the need to meet state and federal regulations. Lance highlighted key cases, such as Laurelbrook Academy’s successful defense against labor law violations, which reaffirmed the legitimacy of their work-study program.

“The court recognized that it was an educational curriculum rooted in character building,” Lance explained. “That outcome was a huge affirmation for self-supporting schools.”

Lance also addressed the tension some schools face over pursuing accreditation. “The ones who resist are concerned about compromising their



Attendees of the first self-supporting convention



**Ready to serve.** The graduates of Madison College’s 1914 nursing class pose in their crisp white starched nursing uniforms.

standards,” he said. “But accreditation can ensure credibility and protect schools from legal risks.”

This adaptability and willingness to navigate challenges have allowed the Madison model to remain relevant and effective in changing times.

## WHY SELF-SUPPORTING SCHOOLS MATTER TODAY

For families seeking a spiritually focused education, self-supporting schools offer something unique. “They’ll learn how to work, take responsibility, and pursue a life of service,” said Lance.

The emphasis on service and practical training not only prepares students for meaningful lives but also inspires them to replicate the model. Graduates have gone on to establish schools and ministries worldwide, from Thailand to South America.

“This repetition of the program by students is one of the biggest things I’ve seen,” Lance said. “The Adventist Church is supported by thousands of missionaries produced by this model.”

## A LIVING LEGACY

Madison College may no longer exist, but its influence is as strong as ever. Through ASI’s annual conventions, dozens of schools like Wildwood and Fletcher, and international initiatives, the principles of self-supporting education continue to thrive.

“The concepts are bigger than ever,” Lance said. “Madison was just the beginning. Today, there are thousands of lay missionaries and hundreds of schools carrying the torch.”

The enduring legacy of Madison College exemplifies the transformative power of faith, work, and education—a combination that continues to inspire change in lives and communities across the globe. Anchored by a tradition of collaboration and support and a commitment to service, the self-supporting model remains poised for sustained growth and far-reaching impact.

INSIDE ASI editorial team.



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*Thanks for everyone...may the father permeate your hearts, minds, bodies and souls!!*

*"A am in prison, ye came unto me."*

Andrew, Inmate at a Correctional Facility in Indiana

### Other Inmate Comments

» *"Keep up the good work, it is working! We are opening our hearts to Jesus."*

» *"This token of love shown to each of us from this great ministry has lifted me up and confirmed to me that the Lord has not left us nor forgotten us in these troublesome times."*



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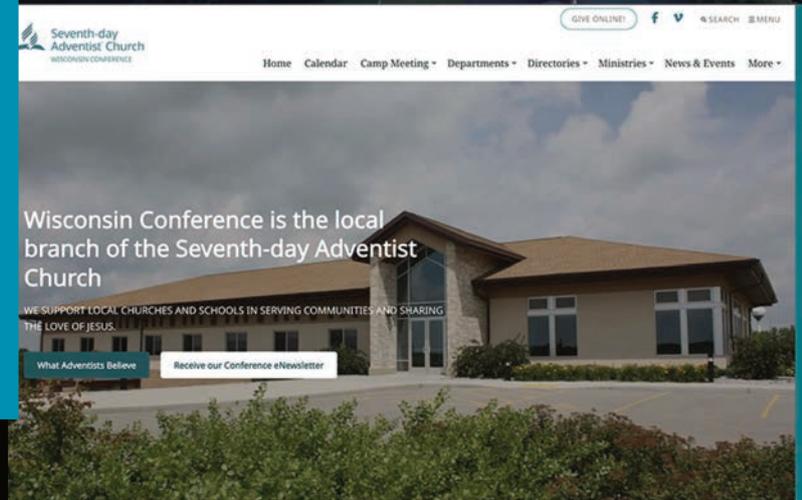
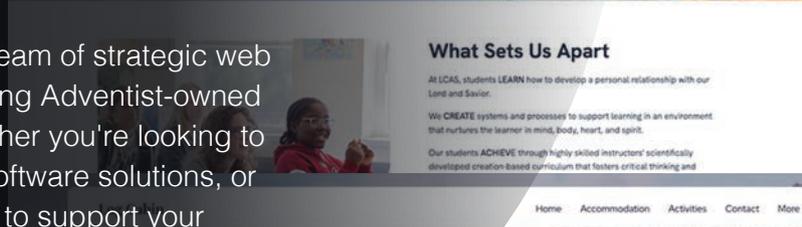
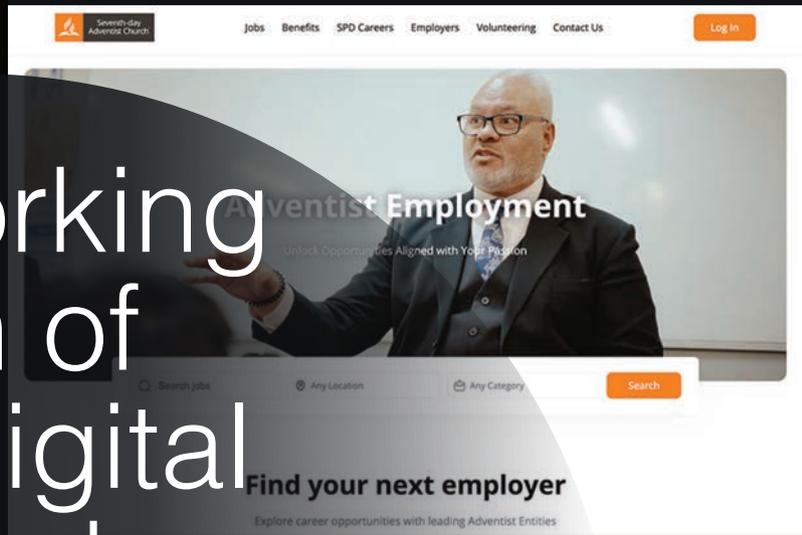
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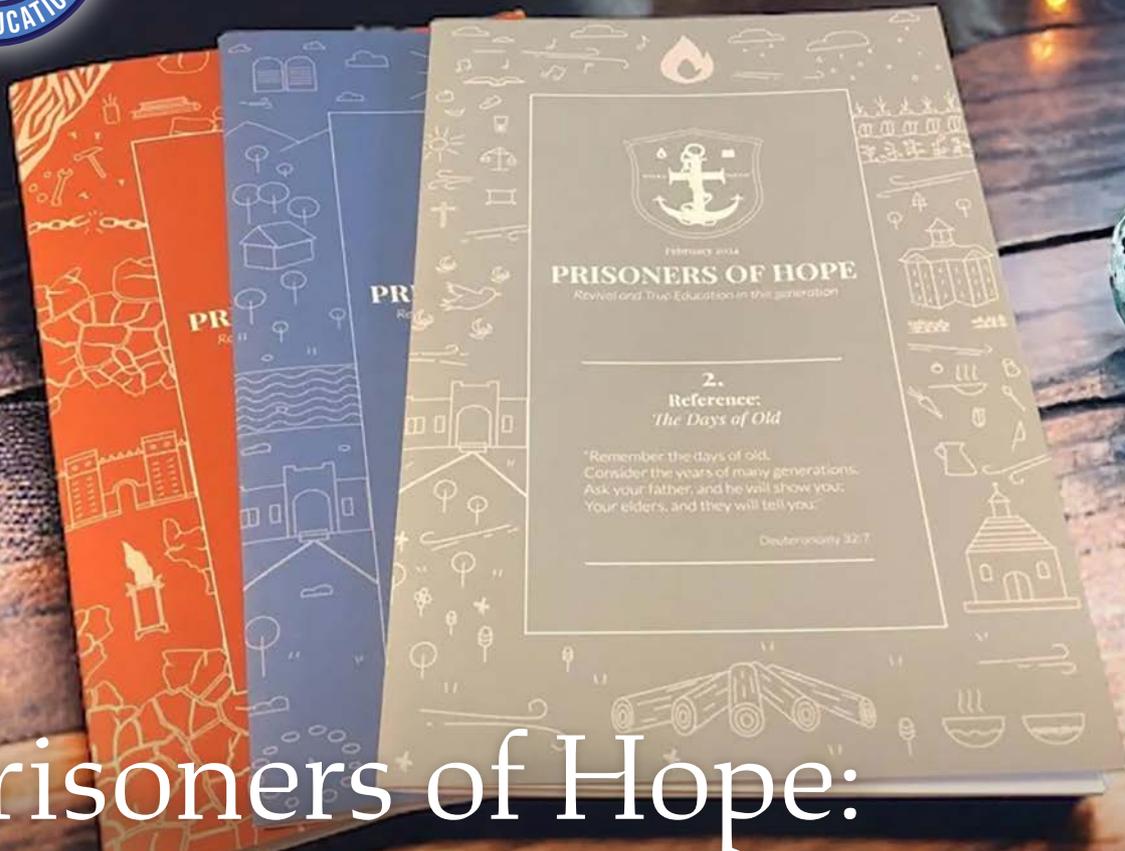
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# Prisoners of Hope: IGNITING REVIVAL THROUGH TRUE EDUCATION

In a world where many institutions of learning face the pressures of modern conformity, a group of dedicated students has chosen a different path. They are the passionate minds behind *Prisoners of Hope*, a magazine born from a desire for spiritual revival and educational reform. Guided by faith, prayer, and the principles of true education, Sarah McRoberts, Nathan Jensen, and their peers are working to inspire a new generation of mission-minded students.

The magazine's name, *Prisoners of Hope*, draws from a quote by

Ellen G. White: "Our institutions of learning may swing into worldly conformity, but they are prisoners of hope." (*Fundamentals of Christian Education*, p. 290). For Nathan Jensen, this sentiment perfectly captures their mission. "Even though these schools may have become more or less worldly, they can't escape the fact that God can bring them back," he explains. "We believe there's hope for our schools, and we want to be part of that revival."

The roots of this initiative stretch back to prayer meetings and study groups at Weimar University.

Sarah McRoberts, a key figure in the magazine's founding, recalls how it all began. "We were praying for revival and reformation on our campus. We studied about true education—education that prepares us for service in this life and the one to come. We realized we couldn't keep these insights to ourselves."

The students' commitment to true education—which integrates academic learning with practical skills and spiritual growth—was more than a theoretical exercise. They dug deep into the writings of Ellen G. White, exploring how Adventist education

could return to its foundational principles. This led them to focus on mission work, practical training, and a balanced work-study approach.

Their desire to share these ideas culminated in the launch of *Prisoners of Hope*. Since its inception, the magazine has published monthly issues, reaching students, educators, and believers far and wide. Each issue explores themes of revival, missionary training, and the practical application of true education principles.

“Revival is inseparable from true education,” Nathan says. “They have to go together. Our goal is to see more students graduate with a heart for mission, ready to serve and even start new schools based on the true education model.”

Funding for *Prisoners of Hope* has been a journey of faith. “We felt impressed not to ask for money,” Sarah shares. “Instead, God provided. People who heard about the mission felt inspired to donate.” Today, the magazine is supported entirely by donations and subscriptions, a testament to the faith and trust that underpin the project. To date, they’ve distributed over 3,400 copies, and each issue is also available online for free, ensuring that the message of revival reaches as many people as possible.

The reach of *Prisoners of Hope* extends to other campuses, though Nathan and Sarah say there is still much work to be done. “We dream of student groups on every campus, seeking revival and influencing their schools spiritually,” Nathan shares. “We want to see a generation of youth rightly trained, ready to take the gospel to the world.”

For Sarah, the journey toward true education has been deeply personal.



Sarah McRoberts

Raised in a Christian home, she experienced the value of balanced education firsthand. “I attended a true education-focused program in high school,” she says. “It taught me that education isn’t just about getting a good job; it’s about preparing for mission and eternity.”

Nathan’s path was different but equally transformative. “I used to hate school,” he admits. But after a deep conversion experience he realized the importance of education for mission work. “I wanted to learn practical skills for the mission field, and Weimar provided that.”

Both Sarah and Nathan see *Prisoners of Hope* as a platform for change—a way to encourage students, educators, and institutions to embrace the principles of true education. Their vision is clear: a revival in Adventist education that will lead to a revival in the church and beyond. “We want to inspire revival and true education in this generation,” says Sarah.

As these young believers continue their work, they remain, in every sense, “prisoners of hope.” Their faith, passion, and commitment to God’s calling remind us all that, even in challenging times, hope remains. And



Nathan Jensen

through that hope, transformation is possible.

To read *Prisoners of Hope* and learn more about the magazine’s mission, visit [pohmagazine.org](http://pohmagazine.org).

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