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The Magazine of Southern Adventist University

COLUMNS



Fall
2002

Pinnacle

I felt a little strange. On top of my blue suit, I wore a black gown with long, wing-things on the arms. A sash hung around my neck, the cloth draped carefully so the brown color, affectionately called “drab,” would show properly on my back to identify me as a business major. On my head was a flat square complete with swingy tassel that kept getting in my mouth as I walked and talked.

As you’ve probably guessed, I was decked out in academic regalia for graduation. I have to admit that I felt a little funny. But at the same time, I stood with appreciation in my regalia recognizing that I was participating in the age-old tradition that students before me have upheld for centuries. According to the American Council on Education, academic dress originated in the 12th and 13th centuries, when universities were just developing.

Prestige and tradition aside, I felt different this time. Every other time I had wildly anticipated the moment of donning the garb that recognizes academic accomplishment. I first wore it at Mount Pisgah Academy in May of 1995. Again, at Southern, I dressed appropriately to receive my undergraduate degree in May of 1999. Yet this time was different. I almost felt too grown up to be participating. After all, I’d done this twice before! (Wouldn’t you think that should be enough?)

But then as I looked around at my fellow MBA classmates, I realized we’d been through something special together—a graduate education. Those term papers, group projects, class discussions and exams were just part of the learning process, and we had survived to the end. But something about that process is special. Friendships develop with classmates and professors—bonds form.

This cycle of education is time-honored and precious. As students arrived back on campus for the fall semester, I was excited to see them. It had been lonely without them this summer. Soon, after populating campus with their energy and enthusiasm, going through the educational process and making memories with friends, they too will be walking down the aisle in funny garb with swingy tassels getting stuck in their mouths. Parents, friends and classmates will look on as they experience graduation—the pinnacle of the educational process.

Reaching the pinnacle is good, yet it is the knowledge gained and memories made that will leave lasting imprints.



Ruthie Gray



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COVER PHOTO: Garrett Nudd, '00



Recycling

The Spring 2004 issue is beautiful. However, I would like to point out a detail that may bother some folks. In Steve Cash's feature on page 6 in the People section, Southern's landfill is mentioned but the recycling aspect is not. The landfill area is only for brush, clean lumber, block and rock. There is a separate recycle depot for plastic, glass, tin, paper and cardboard.

Ray Hefferlin, professor emeritus

Food for Thought

I loved R. Lynn Sauls' article on the food history of Southern! Just the week before I read this article, my brother was visiting and we were trying to figure out something to eat. When I asked if he wanted a fried egg sandwich, he said, "You mean a Lomino?" We both smiled and wondered why we called it that. Our grandmother, Virginia Draper Combs (Anderson), managed the Campus Kitchen for several years in the '80s, so I guess that is where we got it. Thanks for clearing up that mystery!

Melanie (Cowan) Gobbell, '93

Hats Off

I wanted to write in and comment on the quality of layout, photographic clarity and editorial continuity of COLUMNS. It's something that [readers] take for granted and assume it just happens. Yet, when we see it all flow together from beginning to end, we are impressed.

After reading the last COLUMNS, I was wowed. The layout, the choice of pictures and articles and the editorial continuity showed planning, thought and a spirit of excellence. Thanks for a great issue of COLUMNS.

Mark Thomas, '04

Subscription

I was wondering if it would be possible for a copy of the [Winter 2004 issue] to be sent to us. Just this past weekend we received the issue with the animation professor on the cover, and I read the entire magazine from cover to cover, enjoying it all. It is the first issue that has come to us in more than a year. We moved in March 2003, and it has taken this long to get our COLUMNS subscription to the correct address.

Maureen (Mayden) Wisener, '84

Editor's note: Some back issues of COLUMNS magazine may be available to readers by request.

COLUMNS

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Mutual Respect

by Volker Henning, School of Journalism and Communication

Fifteen years ago, during my first year teaching at Southern, I was assigned to instruct a seminar class in broadcasting. The subject interested me, but despite some work-related experience, the topic was not squarely in my area of expertise. As I prepared for the task, I was relieved that only three students signed up for the class. However, I grew apprehensive when I found out about Bill*—one of my students. Bill had the background to make an unseasoned broadcast professor quake. He had taken all of the other broadcast classes that Southern offered and had completed internships in both radio and television. He clearly knew the overall field of broadcasting better than I did.

To say that his knowledge intimidated me would be an understatement. I feverishly prepared for each class so that I could teach effectively. And yet, I distinctly remember several instances when Bill obviously knew more about the subject of the day than me. As the semester progressed, I made it through one class period after another, but I couldn't shake the recurrent sick feeling that I failed to challenge this particular student. Still, no matter if I taught well or if his stories and experience directed the topic of the day, one thing never changed—Bill was always gracious and respectful. And throughout the semester, even though I was the professor and he the student, I learned so much from him.

For one thing, he showed me that I always have more to learn. I held a master's degree in communication, had studied broadcasting and prepared diligently before each class to continue my learning. But I knew there were things about broadcasting that I did not know. I brought information to the classroom, and Bill helped make it relevant. All the while he was open to learning more and gaining a broader understanding of the subject.

Bill also helped me see the importance of combining experiential learning with "book learning." Broadcasting fascinated me, and I had worked in both radio production and station engineering but had gained most of my information by *studying* broadcasting. Bill, however, had spent less time in the books but had *experienced* many aspects of broadcasting—



knowledge he brought into my classroom. Often he simply told us a story from his experience, making that piece of the broadcast world clearer. Stories are powerful and stick in the mind, helping to bring understanding to even a complicated subject. They flesh out the skeleton of theoretical knowledge.

It is the third lesson I learned from Bill that has made the greatest impact on my life. Though some days he did much of the teaching, Bill was always gracious when sharing his knowledge with the rest of us. His humble attitude made me feel much more comfortable and improved the overall climate of the classroom. Several times throughout the course, Bill could have assumed a superior air because of his knowledge. He could have played his knowledge like the high trump card in a game of Rook. If he had, he would have "won," but class rapport would have suffered. Because Bill did not choose that route, he helped a young professor become successful in his new career and in the process also enhanced student learning.

In the years since my class with Bill, I've tried to apply these lessons in my interactions with students. No matter what the topic or who has a comment, I try to fit it into my understanding of the subject. I still have much to learn.

Usually I know the subject area far better than any of the students do, but occasionally one or another adds a concept I could not.

Also, because of the impact of a well-told story, I try to use stories to illustrate theoretical points, both from my own experience and from the experiences of class members. Invariably, stories make points clearer and easier to understand.

Most of all, I pray for God's grace to shine through me. I seek to treat each member of the class with respect; I have come to value the knowledge they have and the contribution they can make.

And Bill, wherever you are, thanks for teaching the teacher. ✨

*Pseudonym

June Hooper Around the World

When she first moved to Collegedale, the road connecting Southern to Four Corners wasn't paved, few people on campus owned cars and Southern was a junior college. The year was 1934, and June (Snide) Hooper, '42, was in seventh grade. Since then she has lived around the world, but she always comes back home to Collegedale. "We've been kind of tied to the school," she says.

June's family moved to Collegedale so her father could teach Bible, history and speech at the college. They shared the old Yellow House (originally the farmhouse for Thatcher's Farm, razed in 1958) with four other staff families.

"It was a missionary venture being part of the staff," she recalls. "I remember my mother canning over 100 quarts of wild blackberries one summer. Often that was our only fruit for the winter."

June attended the elementary school, academy and finally Southern Junior College. "In those days the elementary school and academy

were considered part of the college, so I graduated from Southern three times," June explains. Academy seniors marched alongside the college seniors, so she considers them part of the class of 1942 and still keeps track of many.

June reminisces about Collegedale changes: "All that's left from when I was first here is the Doll House, Lynn Wood Hall and one house. Back then, Lynn Wood Hall was everything." The building's many uses included administration, church, assembly, classrooms and Saturday night entertainment. There was even one small apartment. In many ways, Lynn Wood Hall was Southern. "And we all fit in it somehow," June adds with a smile. She even got baptized in the old concrete baptismal that was located next to Lynn Wood Hall.

After Southern, June finished her education degree at Andrews University, then moved to Texas to teach. In 1946 she married Ralston Hooper. The couple returned to Collegedale for awhile, and in the course of their careers, both taught at Southern. They also served as missionaries in India and Pakistan. There June was librarian, professor and academic dean at

Pakistan Adventist Seminary. Along the way, she earned a Master of Education degree, an unusual achievement at a time when many missionary wives didn't have even a college education.

The couple continued to visit Collegedale



Randi Demaree Regeneration

She started computer programming back in the '80s, and now Randi Demaree manages

Southern's telephone system, voicemail and wiring. Although she is content with her life right now, she has faced many obstacles.

Being a woman in a technology field hasn't always been easy. When she worked in technical support several years ago at a previous job,

Randi found that many men who called in didn't want to talk with a woman. "So I transferred them to a guy who couldn't speak English very well," she says with a twinkle in her eye. Today with more women in technology, she says that's not a problem anymore.

Recently Southern had to change all of its campus telephone numbers, and Randi coordinated the smooth transition. "Everybody has been so nice during the switch over," she says. "It's great to work in this environment."

The atmosphere around Randi, who smiles often and has a quirky sense of humor, is also pleasant. "I had to learn to laugh early in life," she explains. "Life hasn't been easy." After going through three divorces, she practically raised her three children, now 23, 18 and 5, as a single mom. "It's made me have a close relationship with them," Randi says. "We laugh and joke a lot."

Not long ago, she met Doug Demaree at a seminar for divorcees called "Binding the Wounds" held by Faith for Today. Randi and

periodically, and 22 years ago, after years of living abroad, June and Ralston (who passed away in 2003) returned to her childhood home. "This was kind of home," she says, "so when we retired, we came here."



Doug were re-baptized together last fall and married in Simi Valley, California. Dink, Randi's long-haired Chihuahua who thinks he rules the roost, had a hard time getting used to Doug, while Doug had to adjust to the family's sense of humor. But Randi says, "He's fitting in well."

From their own painful pasts, Randi and Doug are reaching out to help others. "My past is there to help someone," Randi explains. Doug facilitates a men's group for "Binding the Wounds," while Randi does regeneration work of a broader kind. She is the regional coordinator of a Christ-centered, 12-step program that deals with *all* addictive behaviors, including anger, work, alcohol, overeating, computers and even religion. She also holds a regeneration Sabbath School class at the Collegedale Church. "You meet a lot of good people who help you personally," she says. "Even though you're in charge, you're still a participant."

Through numerous challenges both in her technology career and in her personal life, Randi has learned the secret of smiling and using her experiences to help others.

Ardel Gorospe Growing Internationally

Met Ardel Gorospe: born in the Philippines, raised in Ethiopia and Madagascar, educated at an academy in Kenya. Now he's a senior at Southern Adventist University. Like many missionary kids, he has grown up appreciating diverse cultures and a broad range of friends. But one event made Ardel's international childhood anything but typical.

When Ardel was 9 years old and living in Ethiopia, he and his family planned a weekend camping trip with friends. On the drive to the campsite, a man carrying a machine gun stopped their car and began making demands. Suddenly he opened fire on the car, then grabbed whatever valuables he could and ran into the woods.

"I heard my mom crying hysterically," Ardel says. "The windows were shattered, and my dad lay on my mom's lap, with blood all over his face and gushing from his neck." Ardel looked on helplessly as his father died.*

"I don't think about it a lot now," Ardel explains, "but subconsciously that incident still influences me to quite a degree." For example, Ardel believes that life-changing event is part of the reason he is pursuing a degree in biology at Southern and planning to be a doctor in the future.

Despite the trauma of witnessing the murder of his father, and then continuing to live in Ethiopia for several years while his mom worked long hours at the Seventh-day Adventist clinic, Ardel has fond memories of his "whacked childhood." Like many boys, he participated in his share of mischief.

"My childhood was spent throwing rocks, stealing guava fruit from trees and running from the guards," he says with a grin. "I had so much fun as a kid, but I never really appreciated it until I was in college."

From his exposure to a wide variety of cultures and the resulting need to be culturally sensitive, Ardel adopted the habit of studying new situations and observing how others behave before jumping into a situation himself. Growing up overseas influenced him in other ways, too.

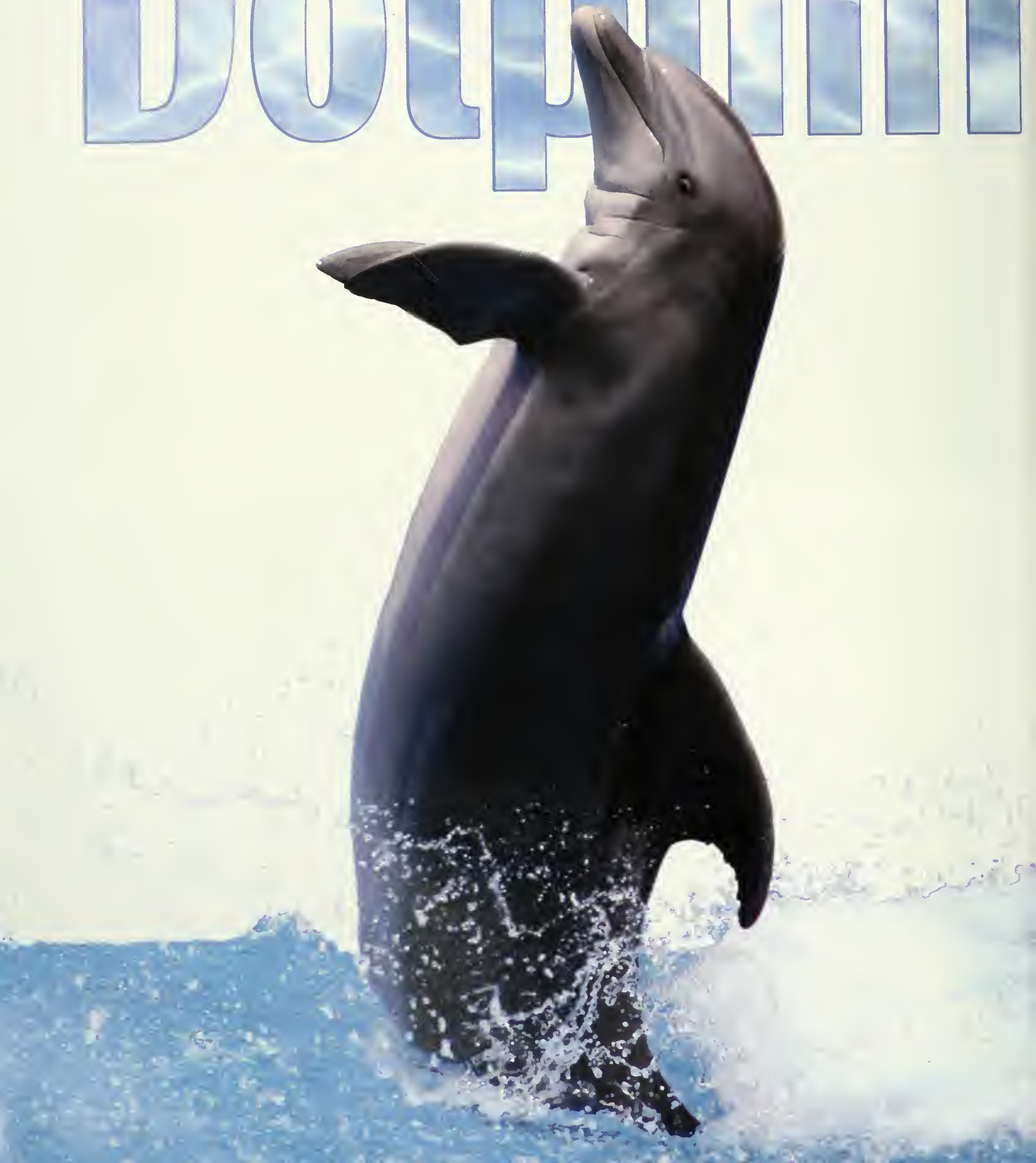
"It's made me more independent, more likely to make friends with people from a broad range of backgrounds and," he adds with a laugh, "I know how to travel like a pro!"

Despite an atypical childhood, Ardel has a healthy outlook on life: "I learned how to live life and appreciate what I've got."

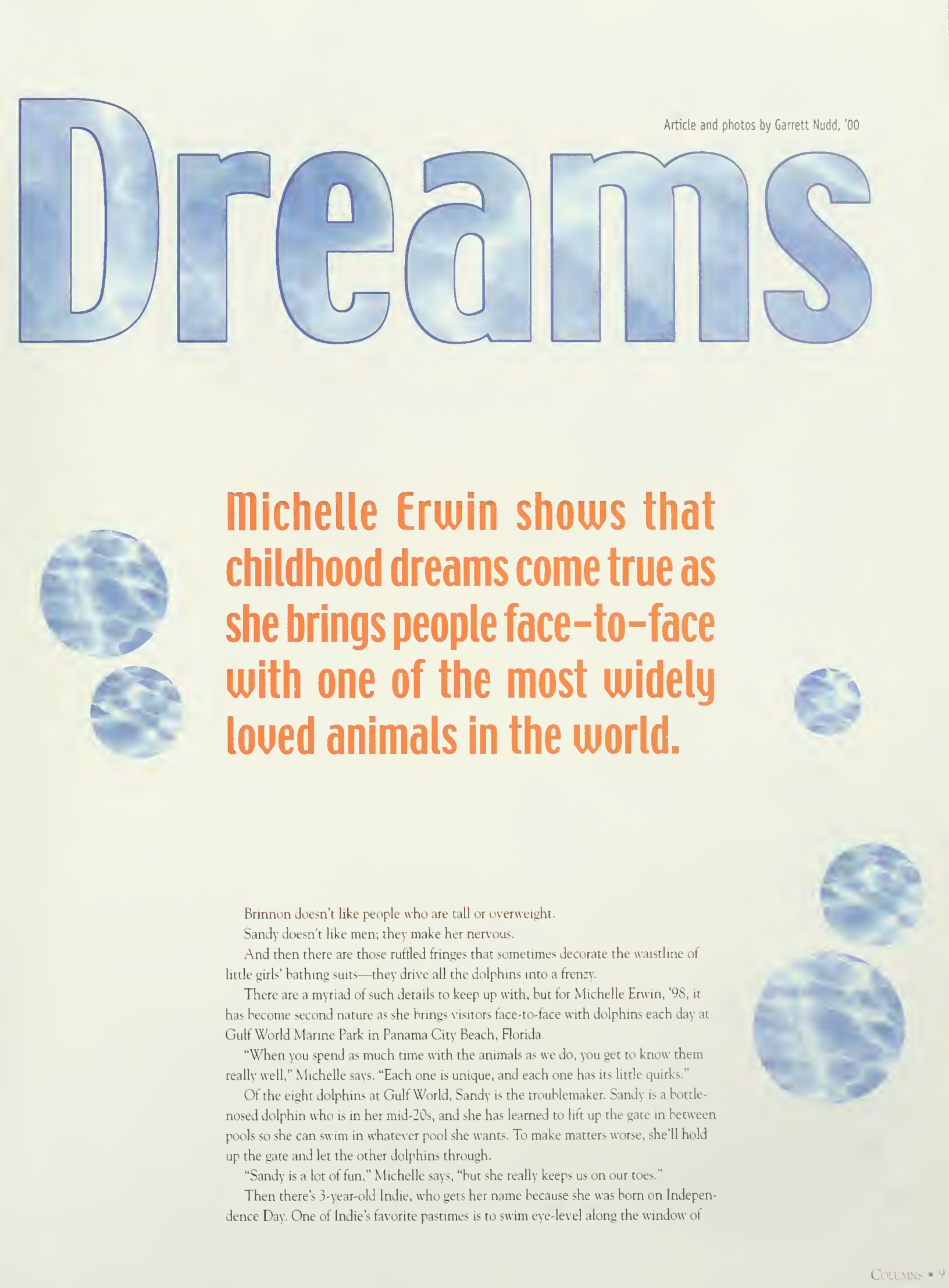
*The man who killed Ardel's father was caught one year later. While in prison, he received Bible studies and was baptized into the Seventh-day Adventist Church.



Dolphin



Dreams



Michelle Erwin shows that childhood dreams come true as she brings people face-to-face with one of the most widely loved animals in the world.

Brinnon doesn't like people who are tall or overweight.

Sandy doesn't like men; they make her nervous.

And then there are those ruffled fringes that sometimes decorate the waistline of little girls' bathing suits—they drive all the dolphins into a frenzy.

There are a myriad of such details to keep up with, but for Michelle Erwin, '98, it has become second nature as she brings visitors face-to-face with dolphins each day at Gulf World Marine Park in Panama City Beach, Florida.

"When you spend as much time with the animals as we do, you get to know them really well," Michelle says. "Each one is unique, and each one has its little quirks."

Of the eight dolphins at Gulf World, Sandy is the troublemaker. Sandy is a bottle-nosed dolphin who is in her mid-20s, and she has learned to lift up the gate in between pools so she can swim in whatever pool she wants. To make matters worse, she'll hold up the gate and let the other dolphins through.

"Sandy is a lot of fun," Michelle says, "but she really keeps us on our toes."

Then there's 3-year-old Indie, who gets her name because she was born on Independence Day. One of Indie's favorite pastimes is to swim eye-level along the window of

the pool and stick out her tongue at visitors. "It's not something we taught her," Michelle says laughing. "She just picked it up on her own, and she obviously likes the reaction it gets from the visitors."

J.B. (short for Joe Bob) looks different from all the other dolphins at Gulf World because he's a rough-toothed dolphin—the only rough-toothed dolphin in long-term human care in the United States. No one likes toys more than J.B., and one of his favorites is orange construction cones. He puts one over his head while he swims around the pool. "It's one of the funniest things I've ever seen," Michelle says.

But even with a cone over his head, J.B. knows exactly where he's going. Dolphins have a unique sense called echolocation, which allows them to find an object without using their eyes.

Michelle demonstrates by throwing three rings into the water while Sandy waits by her side with blinders over her eyes. At the sound of Michelle's whistle Sandy takes off, and several seconds later she resurfaces with all three rings around her rostrum.

The dolphins' unique ability to use echolocation is one of the visitors' favorite parts of the dolphin shows, which Michelle and the other trainers usually host three times a day.

Gulf World is an educational facility that emphasizes the importance of learning about animals. Since 2001, Michelle has served there as a dolphin trainer.

Every day

Dolphins are good at recognizing various human motions and movements, and they respond well to human interaction.



Courtesy of Gulf World

she is surrounded by dolphins, sea lions, seals, otters, penguins and a host of other animals. At Gulf World, Michelle shares the responsibility of training, feeding and cleaning up after the animals. She even provides medical care.

"There are very few facilities in the country that offer such a wide variety of experience and responsibility," Michelle says. "I have the opportunity to do a little bit of everything—even to go out and help rescue animals that have become stranded along the Gulf coast."

As a young girl, Michelle shared the fantasy that is fostered by so many children: to swim with dolphins. When she was 5 years old, her parents gave her *The Several Tricks of Edger Dolphins*, a children's book that chronicles the struggles of a captured dolphin who cleverly figures out a way to free himself.

The book spurred a lifetime love affair with dolphins, and for Michelle, it also sparked the dream to someday work with the magnificent mammals.

Michelle was born in Atlanta, Georgia, the second daughter to Jim, '68, and Andi Erwin. At an early age, Michelle learned the value of hard work from her parents. "Everything they did, they made sure they did the best job they could," Michelle says. That example would one day prove beneficial as Michelle entered her career.

Even at 5 years old, Michelle and her sister had household chores, aside from the typical childhood chores of making your bed and cleaning your room. Michelle's responsibility was to

do the dishes after every meal, while her sister, Kristin (Erwin)

Sea lions love human attention almost as much as dolphins. Karen peeks around the corner to see if it's time for lunch.



Emmer, attended, did the laundry. "We didn't get any allowance," Michelle recalls. "Our chores were our responsibility, and that was it."

Michelle's parents took great interest in their daughters' development, involving them in church, Pathfinders and many other activities.

In 1987 Michelle and her family moved from Kingsport, Tennessee, to southeast Tennessee, where Jim and Andi pastored the Birchwood and Decatur Seventh-day Adventist churches. Michelle, a seventh-grader, and Kristin, an eighth-grader, transferred to Bowman Hills Elementary School.

Two years later Michelle enrolled as a freshman at Collegedale Academy.

At C.A., Michelle involved herself in as many extracurricular activities as she could. A solid student, she was well-respected by her classmates as well as the faculty. Throughout her four years at C.A., she held several leadership positions as a class officer and as a student association officer.

Matt Nafie, '81, who served as the guidance counselor and student association sponsor at Collegedale Academy, knew Michelle well and remembers her not only for her involvement, but also for her love of making people laugh.

"Michelle was always funny, especially when she was on stage," Matt says, recalling several skits that Michelle participated in for various programs. One time Michelle and several of her classmates pretended they were in a Miss America pageant. Michelle was Miss Idaho, and she entered the stage proudly carrying a big potato. Another time Michelle purposefully tripped as she exited the stage, and when she fell, she let out a terribly loud scream that caused the entire student assembly to erupt in laughter.

"Michelle always kept people laughing," Matt says. Over the years Michelle has remained especially close to the Nafie family, and on several occasions Matt and Tamara (Dortch), '82, and their daughters have stayed with Michelle in Panama City Beach, visiting



Formal training sessions take place when Michelle is in the water with the dolphins. But every interaction with the animals, whether in the water or out, is a training session, Michelle says.

she began working at DRC in the training and animal husbandry (breeding) department.

The summer prior to Michelle's college graduation, one of her friends living in the Florida Keys had a Weimaraner with a litter of puppies. Weimaraners are medium-size sporting dogs that love activity and the outdoors. They are known for their fun-loving disposition and companionship.

From the moment she saw them, Michelle was in love with the pups. There were 12 in the litter, so to tell them apart, the owners put a different colored drop of nail polish on each of their heads. One special puppy always caught her attention.

Each time Michelle visited the puppies, the same one would come over to her. And when they were all huddled together in the large box with their mother, Michelle would blindly reach down into the squirming group of puppies and always grab the same one.

Michelle was convinced that she had to have that puppy. Still a student at Southern, and living with her parents during the school year, Michelle called her mother to try to convince her to let her bring home a dog.

On the telephone Andi was skeptical. With all the time required for Michelle to complete her biology degree, plus the hours she put in with the dolphins when she was down at DRC, Andi wondered how her daughter would find

wanted to stay in Florida at DRC.

During the slow journey back to Colledale with her parents, Michelle couldn't help thinking how far away she was going from her dreams in the Florida Keys.

Little did she know that only a couple of months later she'd be back at DRC volunteering for the summer. For the next three years Michelle spent every academic break, Christmas, spring break and summer vacation volunteering at DRC. During that time, she completed every internship program that DRC offered, and by the end of her sophomore year, Michelle had already been offered a full-time job.

Michelle declined the offer and decided it would be best to remain at Southern to complete her formal education. In 1998 she

Dolphins develop great relationships with their trainers. Michelle communicates with Cola and lets her know that she is doing a great job.

graduated with a degree in biology and a minor in childhood psychology, and the following week

Gulf World and helping out behind the scenes.

Michelle graduated from Colledale Academy in 1993. About that time, her mother had learned from *Reader's Digest* that the Florida Keys was one of the hottest spots for dolphin training and research. On a whim she called information and inquired about dolphin training programs in the Florida Keys. She found three options.

Andi called the first number, and the person who answered was rude and unhelpful. The second place she called, Dolphin Research Center (DRC), was exactly what she was looking for. After spending several minutes on the phone discussing the possibilities and opportunities for young people working with dolphins, Andi requested an informational packet.

DRC proved to be just the break that Michelle needed. Each year the Center offers two one-week labs, to which people come from across the country to learn about dolphins. Michelle was starting her freshman year at Southern, and as it turned out, one of the labs was scheduled during her spring break.

When spring break arrived, Michelle and her parents headed to Florida. They had visited Sea World in Orlando when Michelle was 6 or 7 years old, but it was at DRC where Michelle first had the opportunity to touch a dolphin. Her heart raced in anticipation. She remembers feeling the animal's rubbery skin. "I had never touched a dolphin before," Michelle says, "and it was such an unbelievable experience for me."

For a week she was immersed in the study of dolphins, their behaviors and training methods. At DRC, Michelle had what she still calls the greatest week of her life.

All too soon the week was over and it was time to return to Southern. In the back seat of the car, Michelle dreaded the thought of spending the next three years in college. She wanted to be with the dolphins, and she





Dolphins can jump as high as 20 feet out of the water and land on their backs or sides, creating quite a splash.

the time to care for a dog—especially a puppy. But Andi understood Michelle's soft spot for animals and knew that the dog would make a perfect companion for her.

Michelle named her puppy Sahara, and they were best friends from the beginning. On rare days when Michelle didn't have to work at DRC, she and Sahara went bicycling, camping and anything else that got them outdoors. When they were in Collegedale, nearly every day Michelle and Sahara hiked the Biology Trail.

But in the summer of 2000, things took a turn for the worse. Three-year-old Sahara was diagnosed with cancer, and three weeks later she died. Michelle was devastated.

Facing huge veterinary bills, Michelle didn't know where to turn. The high cost of living in the Florida Keys had already put her in such a financial strain that she had been forced to pick up a second job working as a hotel clerk at night.

Because she was so far away from her family in Tennessee, Michelle's colleagues did their best to provide the emotional support she needed. And to ease her financial situation, when DRC distributed annual bonuses, several of Michelle's colleagues gave her their entire bonus check to help cover the vet bills.

"It was overwhelming," Michelle remembers. "They gave me more than \$1,000 when I had nothing."

The loss of Sahara proved to be harder on Michelle than anyone could have imagined. Even with the support of her colleagues, she missed her family and friends back in Tennessee. She had an old car that could barely get

her back and forth to work, so driving back to visit Collegedale was not an option. Occasionally friends would come down to Florida to visit her, but she continued to become more and more depressed.

That fall Michelle made the difficult decision to give up her dream job and return to Tennessee. "I cried and cried," Michelle recalls. "I loved the people at DRC and I loved the dolphins that I worked with. I even wondered if I would ever have a chance to work with dolphins again."

Michelle returned to Tennessee, to the comfort and support of her family and friends. She devoted the next couple of months to soul-searching and reflection. Her busy schedule in the Florida Keys had not afforded her much time for herself, so her break at home provided a much-needed vacation.

After several months had passed, Michelle decided it was time for another dog—another Weimaraner, which she named Piper.

It wasn't long before Michelle received a call from Gulf World in Panama City Beach, Florida, asking her if she'd be interested in sending them

her resumé. She agreed, and within a week, she was contacted again and asked to come for an interview.

Located less than seven hours from her family and friends in Collegedale, Gulf World proved to be a much more attractive option for Michelle. Following the interview, Michelle was offered a position, and in January 2001, she and Piper moved to Panama City Beach and Michelle began working at Gulf World.

After nearly four years at Gulf World, Michelle serves as senior trainer and medical coordinator, and she is just as passionate about her work today as she was 10 years ago during her freshman year when she experienced her first dolphin encounter at DRC.

Michelle plans on remaining at Gulf World indefinitely. "In this field, if you've been at the same place for four years, you'll likely be there a long time," Michelle says. But she couldn't be more pleased as she looks toward the future. Plans are under way for another Gulf World facility in Alabama, as well as an expansion project at the Panama City Beach headquarters.

"Michelle is a dedicated employee, and we're fortunate to have her," says Ron Hardy, president of Gulf World, Inc. "She's dedicated



During each dolphin show, Michelle pulls a few children from the audience to give them an up-close look at Sandy and Indie.



to the company and particularly dedicated to our animals."

But it's Michelle who feels fortunate to be a part of such an outstanding organization. "I'm really proud of Gulf World," Michelle says.

Dolphins are highly social animals and when in captivity, they are eager to interact with humans. Sandy does tricks as she plays with a young visitor.



"Our emphasis is education. We give people the opportunity to see the animals up close without disturbing them in the wild," Michelle continues. "I believe this is most important because if people learn about the animals and become better educated, they have a stronger desire to support animal research and they gain a better appreciation for the animals."

As a trainer, Michelle works closely with all species at Gulf World, and as the medical coordinator, she serves as the liaison between the veterinarian and other trainers.

When working with the dolphins, trainers practice operant conditioning, something Michelle learned about in her psychology classes at Southern. Operant conditioning rewards positive behaviors and ignores negative ones. Dolphins are so fond of attention that if the trainer withholds their attention, the animals will assume they've done something wrong, and they are less likely to repeat the negative behavior.

Michelle enjoys working with the dolphins because it gives her the opportunity to interact closely with another species. "If you spend

enough time with the dolphins, they can understand you and you can understand them," Michelle says. "It's incredibly rewarding to share that special bond with them."

Michelle emphasizes that there is a perfect trust that trainers and dolphins must share with each other. "Dolphins have to form a trust with you," Michelle says. "Once it is gone, it takes a long time to rebuild."

"With that in mind, we go into each training session with a fresh mind. If you're not patient, the animals will sense it," Michelle explains. "As trainers we do everything we can to keep the animals from failure, and in each training session we look for positive ways to make the animal succeed."

Michelle is quick to share examples of how some dolphins, when they know they've messed up while trying to perform a certain trick or behavior, will swim along the side of the pool, sit in the corner and pout.

Michelle admits that even with all the benefits of working with dolphins, there are some challenges. In late June, the staff at Gulf World was stunned by the loss of Zoe, one of their baby dolphins. "When you lose an animal, it really impacts the staff," Michelle says. "We're there 24 hours a day, working and caring for the animals. Our hearts are really in it, otherwise we wouldn't work such long hours."

When one of the animals dies, perhaps no one is impacted more than Michelle. "It's really tough when we lose an animal," Michelle says, pausing as she fights her emotions, "but it's a part of the job. Many of the dolphins we rescue have no chance of survival in their natural environment. When they come to Gulf World, they are put under 24-hour watch. And even though you expect them to experience all kinds of challenges, you can't help but become attached to them."

One of the most meaningful aspects of her job is the "dolphin encounters," when a group of people enter the water with a trainer to get close to and touch the dolphins. Frequently,

when Michelle sees the excitement on the faces of the visitors, she is reminded of her first dolphin encounter. "It really makes my job rewarding," Michelle says.

One family that recently participated in a dolphin encounter really sticks out in Michelle's mind. Betty was 80 years old and had always dreamed of swimming with dolphins. She and her family traveled to Panama City Beach to visit Gulf World for her 80th birthday. "Betty had the time of her life," Michelle recalls, "and the family members were having just as much fun watching her."

As Michelle watched Betty interact with the dolphins and saw the happiness on her face, she was once again reminded of the significance of her job.

Although her career has had its share of ups and downs, Michelle remains grateful for the opportunity to work in what she considers to be one of the most fascinating and rewarding careers in the world.

At the end of a long day of work, Michelle walks through the front door of her house, tired and exhausted. Often she's too worn out to check the messages on her answering machine or respond to email on her computer.

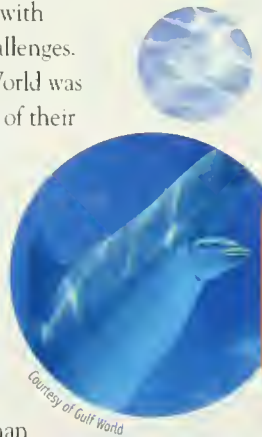
On the way to her bedroom she passes a bookcase. Resting

After a 12-month gestation period, dolphins give birth to live offspring. Zoe gets her first glimpse of the world as she exits her mother's birthing canal.

on the shelf is *The Several Tricks of Edger Dolphins*. Its pages worn and somewhat faded, the book has a permanent place in Michelle's personal library, where it serves as a constant reminder that with hard work and perseverance, childhood dreams do come true. ✧

To learn more about educational opportunities at Gulf World, in Panama City Beach, Florida, visit www.gulfworldmarinepark.com

Garrett, '00, lives in Orlando, Florida, with his wife, Joy, '00, and their dog, Sulley. Garrett works in the corporate communications department at Adventist Health System.



Courtesy of Gulf World

Graduation



A few May 2004 graduates share post-graduation plans, how Southern prepared them for their future and a favorite memory of Southern.

Hometown: Baldwinsville, N.Y.

Plans: Continue as information services intern at McKee Foods Corp.

Preparation: Southern provided me with an incredible mix of an awesome spiritual atmosphere, lifelong friends and a strong academic program, which is giving me the confidence and knowledge to succeed in life.

Memory: I will never forget the Civil War and Civilians class that I took my freshman year. As a class we went on camping trips dressed in clothes from the Civil War era and participated in historically accurate re-creations of what it was like to eat, sleep, fight and live in the past. Instead of remembering facts because I learned them from a book, I remember them because I experienced them.



Michael Hafner

Hometown: Jeannette, Pa.

Plans: Teach kindergarten at Ooltewah Adventist School.

Preparation: I feel well-prepared for teaching. Some experienced teachers during my student teaching said that they felt unprepared when they started, but they have noticed how well-prepared I am coming from Southern. I feel confident as a teacher, and most of that

has come from my education at Southern and the teachers I have had.

Memory: I have a lot of great memories from my time here at Southern, and I wouldn't trade them for anything. I'm glad I chose to come to Southern and will treasure my memories



Jenny (Brown) Spicer

Hometown: Plainfield, Ill.

Plans: Return to Southern for a master's degree in counseling.

Preparation: The education I received at Southern prepared me to proceed to my next degree.

Memory: One of my favorite memories is the vespers at Coolidge Park. It was a wonderful way to witness to the community that we are not a "weird" denomination; we are just Christians who love to praise God.



Ashley Saint-Villiers



Michael Christo

Hometown: Marshfield, Wis.

Plans: Apply to medical school next year.

Preparation: Southern definitely prepared me academically as well as spiritually for life from here on.

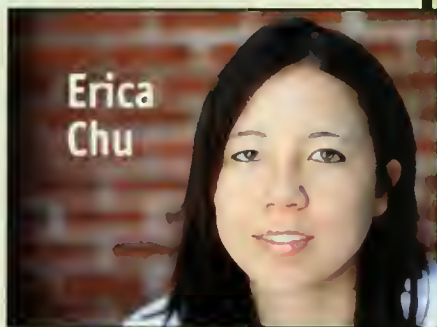
Memory: I had a prayer group that met every Monday night for the whole time I was at Southern. I'll remember the lessons I learned in that group for the rest of my life.

Hometown: Dayton, Ohio

Plans: Attend Loma Linda University, School of Medicine.

Preparation: Not only do I feel prepared for medical school, but also I feel more prepared for life out in the world. Most importantly, Southern's integration of Christ into education has better equipped me to share Him with those I will meet out in that world.

Memory: Strawberry Festival was always one of my favorite events. What's better than visiting with and seeing pictures of friends, laughing at funny videos, listening to good music and eating strawberries?



Hometown: Oxford, Wis.

Plans: Graduate again in December with religious education then serve as a missionary teacher.

Preparation: I appreciate the practical experiences Southern incorporates into education. Through teacher education, field school of

evangelism, and student missions programs, I had opportunities to teach in local classrooms, hold an evangelistic series in Florida and serve as a missionary teacher in Guyana for nine months. These practical experiences, more than anything, prepared me for life in God's service.

Memory: One year a group met on a nearby ridge around a campfire every Saturday night to study Revelation. We sang, studied, prayed and had the best time there. I wouldn't have missed it for anything.

Hometown: Baltimore, Md.

Plans: Continue as a police and court reporter at the *Daily Citizen* in Dalton, Ga. Hope to pursue master's and doctorate degrees in print journalism from the University of Maryland.

Preparation: My journalism classes taught me the fundamentals of reporting. Without the encouragement of the journalism faculty, I probably wouldn't be where I am today.

Memory: Definitely editing the *Accent* [student newspaper]. I learned so much that year, from learning pagination and how to manage a staff, to printing the paper and keeping all my expenses within budget.



Hometown: Leominster, Mass.

Plans: Serve as assistant dean at Sagunto Adventist College in Spain for a year, then pursue a doctorate in child clinical psychology.

Preparation: My professors took time to enhance my education by helping me individually when needed. I appreciated how they took the extra step to know and care for me not only as a student, but also as a friend.

Memory: Our resident assistant retreat to Gatlinburg and Six Flags Over Georgia with the deans. It was a great way to have fun and get to know each other before the school year began.



Graduates Challenged to Dream Big

Tennessee humidity, sunshine and black gowns were the order of the day as the May class of 2004 gathered for a group picture.

For commencement speaker, Southern was honored to have Heidi Nelson Cruz, the economic director for Western Hemisphere at the National Security Council at the White House. President Gordon Bietz introduced her, saying he had invited her to speak "to reinforce in your minds that you should not limit yourselves as you think about the contribution you can make to society when you leave here. Don't think small."

While not on official White House assignment, Ms. Cruz attended the graduation of her niece and spoke in her private capacity on the topic "American Idealism." She gave the graduating class six pieces of advice:

1. Be idealistic. Dare to dream big.
2. No job is beneath you.
3. Don't be afraid to fail.
4. Get enough sleep. When you get behind, catch up.
5. Be a good friend and marry someone who complements you—literally and figuratively.
6. Don't be afraid to do good while doing well.

"These are great times to be you," she concluded. "These are great times to be graduating."

The graduating class was made up of 284 undergraduate and 16 graduate students. Southern holds three graduation ceremonies each year. During summer commencement exercises held in July, another 25 undergraduate and 27 graduate students received degrees. Niels-Erik Andersen, president of Andrews University, presented the commencement address, "In the Right Place at the Right Time."

Including May and July graduates, Southern has over 13,000 alumni.

Taking the Training Wheels Off:

Education that Matters

by Steve Pawluk & René Drumm
Illustration by John Williams



Two parents, who are also educators, explore the principles of higher education.

Good bicyclists don't need training wheels. You won't see six-time Tour-de-France winner Lance Armstrong relying on them to get him up the Alps. Even President Gordon Bietz would have had a hard time completing his 60-mile birthday bike ride (see story page 32) with them. While training wheels make learning easier, they only get in the way once you develop the skill to ride. Like learning how to bike, higher education is about taking the training wheels off.

In Seventh-day Adventist higher education, many think the chief goal is protecting students—in other words, keeping the training wheels on. Parents often say their top reason for choosing Southern Adventist University is safety. They talk about the importance of theological safety, as well as limiting students' choices in dress, activities, diet, worship, entertainment and curfews. Faculty agree; safety is definitely important. Parents and educators also understand that safety is only one of the important goals of education. Another primary goal is to teach students how to expand their intellectual abilities.

While training wheels do provide safety at first, experienced riders know that enjoying a bicycle ride requires an angle of lean and control that isn't achievable with training wheels. Training wheels can actually get in the way of an experienced rider and may even be the cause of an accident or injury.

It's true that children can learn pedaling, braking and even shifting gears on a bike with the help of training wheels. There is some value in using them; that is why training wheels are perfectly appropriate in elementary and junior high education. Training wheels provide a comforting sense of security and stability. Sooner or later, however, the training wheels must come off. Mom or Dad runs behind the child, holding onto the seat to steady the bicycle, and then lets go, hoping for the best. Sometimes it's hard to let go.

Bicyclists-in-training will fall. That's a fact. If strangers were to see the fall, they might think the parent was a bad teacher, a failure. A wise and understanding judge, though, would understand that a scraped elbow is part of learning. Both the fair observer and the parent would encourage the bicyclist to try again, giving suggestions based on their own experiences along with expressing faith in the rider's ability to master this complex skill.

Eventually the bicyclist learns the limits of leaning into a turn at various speeds. Ultimately the rider becomes skilled at navigating the bicycle around corners and obstacles. The ride becomes fun. The wind blowing, the freedom to explore independently and the swoosh of a well-executed turn become the foundation and motivation for life long learning.

After a while, the bicyclist looks to new skills—jumping

a curb, racing, riding in the mountains. The previous falls and victories provide the foundation for continuing to explore, but not ignore, the limits of the bicycle. This process of learning and truly mastering a bicycle could not happen if safety were the only concern. It does happen, however, when safety is properly balanced with risk. The early lessons are not forgotten by the rider who assesses the possibilities and risks, straps on a helmet and attempts a more difficult ride, expanding ability while remaining within the bounds of the laws of physics.

And so it is in higher education. It's time to take the training wheels off. In Adventist higher education, we should challenge our students to explore new ideas, read uncomfortable essays and books, confront troubling arguments, consider new evidence and try new perspectives. Professors steady the seat, give the college student a push in

the right direction and then stand by, breathless, as the student navigates new ideas at unfamiliar speeds. Sometimes they wobble to a stop, only to be challenged again. Other times they miscalculate, stumble and fall.

Sometimes they find an excuse not to try. Just because the process looks difficult at times, we need to resist the temptation to put back on the training wheels. Our job is to say: "You can do it. Wear a helmet. Try again." Our educational responsibility is to create a significant and genuine challenge for the new rider that expands his or her abilities while protecting beginners from steep, mountainous trails they are not ready for.

Sometimes unfamiliar onlookers notice skinned attitudes, broken curfews and other evidences of apparent failure. They think higher education is a failure. But parents and professors who understand the developmental needs of young adults and who trust young people—as author Ellen White says is so necessary for their successful growth—will understand that temporary difficulty is part of learning. These things are not signs of educational failure any more than falling off a bicycle is a sign of an inability to learn. Falling happens. It is normal. It is the process of learning.

So how do educators and administrators develop an educational environment that nurtures moral development in students? What can parents and educational leaders do to make sure children get the highest-quality education—an education that helps students take off the training wheels?

When it comes to education, Christian institutions are especially focused on moral development. And according to two important theorists, Lawrence Kohlberg¹ and Carol Gilligan², helping students achieve higher, more sophisticated levels of moral development is simply about helping them through the right stages.

"While training wheels make learning easier, they only get in the way once you develop the skill to ride."

Looking for Real Beliefs and a Real Education

by Steve Pawluk

As an academy student and, later, a theology major in college, some of my teachers and professors gave me the impression that only ignorant people believed in evolution. I was taught the Bible could be proven by a correct understanding of science, history and archaeology. There seemed to be little reason to question our fundamental beliefs.

And then I read some books that I found at a used bookstore. I discovered some very compelling questions raised by some very convincing scholars. And my faith was shaken; I was left doubting.

Why hadn't my teachers told me about these things? Were my teachers even aware of these evidences and questions? If so, why hadn't they prepared me for them? If not, what other important information might they also have missed? Did my professors not have answers for the difficult questions? How strong were the answers and how robust were the beliefs they did teach us? How might my teachers and professors have responded to the very sophisticated arguments that I had encountered? I wish that I had known.

Fortunately, there were a few professors with whom I could honestly visit about my doubts without fear of their judgment or scorn. They modeled for me how they thought about difficult issues and showed me how they responded to some of the problems. They admitted that there were some areas for which they had not yet formulated perfect solutions. And most importantly, they told me why they were still faithful Seventh-day Adventists in spite of the gaps in their understanding. As a result, I obtained courage and my faith strengthened.

If only I had been better inoculated. I wish that each of my academy teachers and college professors had demonstrated for me how mature believers thoughtfully deal with difficult arguments and complex questions.

I now have a son and a daughter in college. Their mother and I wish for them an educational experience that recognizes that they will be lifelong learners and that prepares them to be informed and intelligent Seventh-day Adventist believers in Jesus. What better place for our kids to grapple with difficult issues than at an educational institution filled with professors who can provide the safety net of their own guidance and experience? We are grateful for honest and open professors who respect and stimulate our kids' spirit of inquiry and who are preparing them to develop a resilient and strong faith.

Stage 1: Preconventional *Beginning Moral Development*

In the first stage of moral development, individuals obey rules to avoid punishment. The best approach for this stage is to lay down rules with clearly defined consequences—"Do what I say because if you don't...." Professors or educational administrators operating from this perspective encourage students to do things in order to avoid punishment and/or get rewards. The primary educational goal here is to get students through the curriculum safely and get their degree. This approach rarely leads to a higher level of moral development for students. The danger is that students will remain dependent on external validation for their moral decisions. For very young children, this is a good approach. We want to keep them safe until they begin to reason. For high school and college students, however, this approach might be considered developmentally delayed, especially at an institution that strives to prepare its graduates to be moral leaders in their communities and to stand firm for principle at the end of time.

Stage 2: Conventional *Understanding Parameters*

The goal of stage two is for individuals to meet social expectations. People gain an understanding that rules and norms are needed for the greater good of the organization and for the well-being of society. At this stage, students have internalized the rules learned in the first stage and generally uphold them. Students in this level see appropriate morality as obeying the rules for the good of the community. These students still

have the training wheels firmly in place, but they recognize the wheels' function and even ask for them to be kept on the bike. Educators

"The danger is that students will remain dependent on external validation for their moral decisions."

and parents sometimes feel comfortable when students operate from this stage because there is no challenge to authority, no dispute concerning right and wrong. By failing to challenge students' thinking about complex issues, neglecting to expose students to a diversity of



thought, or by not allowing for a degree of ambiguity and uncertainty, educators invite students to remain contentedly stuck in this phase of development, producing good followers but not leaders.

Stage 3: Postconventional *Solidifying Beliefs*

People who operate in the third stage of moral development think issues through based on the principles they learned in the earlier stages but don't insist on conformity to a rule or norm. This is the stage where the training wheels come off and education is sometimes seen as dangerous. Educators promoting this stage of development define their roles as facilitators of discussions—they no longer have all the convenient and pre-packaged answers. The only rules in place are those that condemn exploiting or hurting others, not rules that condemn a particular way of thinking or acting.

The ultimate goal of Seventh-day Adventist Christian education is best served through directing energy, at least at the college and university levels, toward the

"These students still have the training wheels firmly in place."

third stage of moral development. In this phase, people develop their own ideas of justice, become aware of diversity, develop contingency approaches and balance individual as well as social concerns.

If the goal of Adventist education is to help students move toward higher levels of moral development, then, as Ellen White says in *Education*³, administrators, educators and parents must reflect similar growth. They must grapple with difficult questions about rules and rule enforcement, church standards and Seventh-day Adventist traditions as well as acceptable levels of conformity and nonconformity with the prevailing culture. Parents must catch the vision of growth-through-risk and facilitate their children's growth by supporting educators who challenge conventional thinking. If we wish to



the image of God in their characters. Ellen White defines the image of God as being "a power akin to that of the Creator—individuality, power to think and to do" (17). Only in this last stage can this power be developed.

Southern Adventist University is committed to the challenging but highly rewarding work of helping students learn not only academic information, but

also to explore, develop and establish their own identities as committed Seventh-day Adventist Christians, people who are prepared to bring the values of the kingdom of God into their present society and who will develop into life long learners able to navigate through the perplexities of this world and enjoy the world to come—a world without training wheels. ✧

"We must help them as they develop the image of God in their characters."

Steve Pawluk, Ed.D., is the senior vice president for academic administration at Southern Adventist University and has a son and a daughter in college.

René Drumm, Ph.D. is the chair of the Social Work and Family Studies Department at Southern Adventist University and has two daughters in college. After finishing one year at Southern, René's daughters are serving as student missionaries this school year.



encourage our youth to be learners, to infiltrate society with the Gospel of grace, to be courageous enough to go against culture when needed, we need to continue to seek ways to help them, in the words of Ellen White, "stand for the right though the heavens fall" (57). We must help them as they develop

Footnotes

¹Kohlberg, L., (1969). Stages in the development of moral thought and action. New York: Holt, Rinehart and Winston.

²Gilligan, C., (1982). In a different voice: Psychological theory and women's development. Cambridge, MA Harvard University Press.

³White, E., (1903). Education. Mountain View, CA: Pacific Press Publishing Association.

Cultivating Decision-Making Skills

by René Drumm

Imagine college freshmen, straight out of high school. In four years, they'll be facing all of life's challenges without mentors or adults around to help. What is the best way for our students to develop decision-making skills right now?

After working in higher education for 12 years, I've seen the struggles that students face in college and many times take with them as they leave campus. It's a personal passion of mine to help with their struggles. I've often taken a collegial approach in my discussions with students, which is based on mutual respect, instead of a top-down approach.

Developing decision-making skills must begin in early childhood and be nurtured through young adulthood. After earning bachelor's and master's degrees in sociology and social work, I gained extensive knowledge about how to help children make decisions on their own. Later, when I had children of my own, twin daughters, I got the opportunity to apply the theories. I saw first hand how important it is to give children choices within parameters.

I started with easy decisions like which shirt to put on or what pair of socks to wear. Providing either/or choices gave my daughters parameters while still allowing them to make the decision.

Through most of their elementary school years, I was fairly strict about bedtime. One day my daughters decided it was time to renegotiate bedtime. Instead of dictating a new time for them, which was tempting, I asked them what they thought would be fair. Amazingly, the time they chose was actually earlier than I would have set for them.

As my daughters matured, they continued to make decisions. I remember when they wanted to go to a contemporary Christian music event on Sabbath afternoon during their academy years. It wasn't the kind of event that I felt would be in keeping with the Sabbath, and I stated that but left the decision up to them. They decided to go. When they got back, they talked about their surprise regarding the loudness of the music and the carnival-like atmosphere. They had felt uncomfortable. Next year, when the same event rolled around, they decided on their own not to attend.

While I have a tremendous responsibility as a parent to help my girls make decisions on their own, my responsibility as an educator is to help students develop good decision-making skills. The young adult years are a very important time when many decisions are made. Preparing students with decision-making skills is paramount.

HOW to

Make a Temari Ball

by Trudi (Hullquist) LaFlair, '96

First it was crochet, then it was tatting, bobbin lace, Romanian point lace, Pysanky and, most recently, Temari—"it" being the particular craft that seemed impossible to me at first, but also held an unspoken challenge. These crafts, like strange brain parasites, got inside my head and dared me to figure them out.

Several years ago when I first saw Temari online, it intimidated me. Even as "crafty" as I tend to be, I was fooled by its apparent impossibility. Finally I got up the nerve to try making one. It actually wasn't as difficult as I expected, although I did the first side completely backwards. But the funny thing is, it still looked quite good. When I was done, I had a nice ornament that didn't look half bad for a first attempt. The good thing about Temari is there isn't just one right way to do it; if the stitches are neat, tidy and look nice on the ball, you're set.

Temari (meaning "hand ball"), originally crafted by Japanese mothers and grandmothers, were formed from wadded-up strips of old kimo-

nos, paper, rice husks or cotton, tightly wrapped with silk threads. These became Hacky Sack®-like balls for children to play with based on a game played in China called "kemari." They were also tossed back and forth by children who had to remain indoors because of feudal warlords.

As time went by, women began embroidering designs onto the balls. In the early 1600s, Japanese ladies in the Imperial Court competed with each other to achieve the prettiest or most elaborate designs. The Temari patterns from this time period reflected nature, including trees, birds and flowers, and were quite realistic in their representations. Today, Temari designs include some original free-hand inspiration, but most tend to be very intricate and geometric.

After the introduction of rubber balls to Japan, the popularity of Temari began to die out. However, thanks to exposure on the Internet and television home decorating shows, the ancient craft appears to be making a comeback, not only in Japan but also around the world.

Reminiscent of the Western custom of waking up on Christmas morning to find a tree "magically" bestrewn with presents, Japanese girls often wake up on New Year's morning to a bright and cheery Temari from their mothers. Temari are also used to commemorate special occasions such as a wedding, anniversary or promotion. They represent friendship and loyalty, and the bright colors used in the designs wish the recipient a vibrant and happy life. Bells are often added inside



Step 2

the Temari for "good luck." Potpourri and small music boxes are whimsical additions to the core.

Temari make eye-catching art pieces, gifts and Christmas ornaments. They also make an attractive mantle arrangement, displayed on egg stands, napkin rings or candle stands of varying heights. Furthermore, a glass bowl or vase makes a striking presentation of several Temari together. Other display options include hanging them from ornament stands or making them into a mobile.



circles and stars

kiku in square

pentagon caning basketweave

stripes and pinwheels

3 direction wrapped

rectangles with points overlapping

regatta



Materials needed to create Temari

- 2 ½- to 3-inch styrofoam ball
- baby yarn
- cotton thread
- 2-inch quilt basting needles
- glass-headed pins, multi-colored
- pearl cotton or cross-stitch thread
- metallic thread
- print a one-foot paper ruler from: www.vendian.org/mncharity/dir3/paper_rulers

Below is a brief description of how to make a Temari using the method I've found to be the simplest. More detailed instructions can be found on the Internet at sites such as www.Temarikai.com and www.Temari.com.

Directions

Step 1. Wrap the Styrofoam ball with a layer of yarn and then a layer of thread. Cut the thread, weaving the tail around the ball to stabilize the layers.

Step 2. With a white pin, attach the ruler (at zero) to the ball. This will be the North Pole. Wrap the ruler around the ball to find its circumference. Divide the measurement by two. Place a yellow pin at the South Pole.

Step 3. To find the equator line or "obi," divide the circumference by four. With ruler still attached, place eight pins around the equator, roughly equidistant from each other. Measure the equator's circumference and divide by eight to find the exact distance for the equator pins.

Step 4. Starting at the North Pole and using the equator pins as a guide, wrap metallic thread around the ball, making a slight right turn around the North



Step 4

Pole to complete each segment. Continue until you have eight divisions that resemble sections of an orange. Tack stitches at the North Pole and South Pole to hold the threads in place. Finish by trailing the thread under the wrapped thread layer and cutting it.

Step 5. Wrap metallic thread around the equator using the pins as guides. Wrap it a second time, making tacking stitches where the equator line and division lines meet. Then wrap it one more time, and finish off the thread as before. Remove the equator pins.

Step 6. Place colored pins (not white or yellow) at set points on the division lines, based on the Temari pattern you are creating.

Step 7. At this point the ball is ready for a design. Basic Temari stitches are made by inserting the needle on the right side of a division line, picking up a few threads from the wrapped thread layer and coming out just to the left of the division line. Each row moves slightly downward (away from the pole) to create a solid patch

of color, and the stitched patches nearer the pole become gradually wider as threads overlap.

Many designs and patterns are available on the Internet and in books. When trying to decide on colors for your Temari, look to nature for inspiration. There are many beautiful combinations of colors in flowers, birds and tropical fish. Also look at decorator fabrics, greeting cards and wrapping paper for ideas.

Once you've mastered the basics, the possibilities are endless and so delightful. Based on the classic ship-in-a-bottle trick, some Temari artists make "Bin Temari" in a narrow-mouthed glass vase so that the Temari, once finished, cannot be removed.

Other artists make "teenies," Temari the size of a quarter or smaller. Also, six-inch and larger Temari are quite popular in Japan.

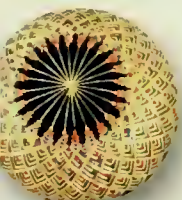
Have fun—you can do it! Make impossible-looking art and impress your friends. ✨

Trudi, '96, (pictured) and her husband Daniel, '97, live outside Atlanta, Georgia, with their two children, Gideon, 3, and Galena, 1. Despite keeping up with toddlers, Trudi still makes time for many crafts.

[Temari gallery below used with the permission of temari.com and Diana Vandervoort]



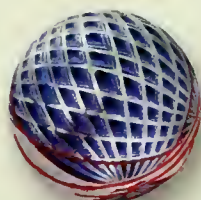
Step 7



golden feathers



contour stars



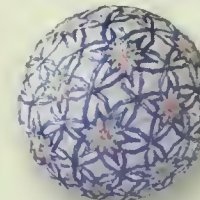
the wave



pentagon basketweave



4 elongated kiku



alhambra



asano-hime

CASING ABOUT

by Kelli Gauthier, senior public relations major

With the presidential election fast approaching, politics are a hot topic across the nation, and Southern is no exception. Take a look at what students and professors have to add to the discussion.



Erica & Kelli

When I was in kindergarten, my friend Erica and I wore matching red, white and blue jumpers and sang “America the Beautiful” for our elementary school’s talent show. I’m sure it was a touching scene for everyone present, and I like to think of it as the moment that sparked within me a passion for patriotism. That same year, our teacher, Mrs. Denslow, taught our whole kindergarten class the words to a plethora of patriotic favorites. We sang our young hearts out about purple mountain majesties long before we knew what they were.

It’s been quite some time since I’ve been able to fit into my red, white and blue jumper, but I like to think that my enthusiasm for my country hasn’t shrunk. I like being considered passionate, patriotic and political, so I always cover my heart during the national anthem, wear a flag shirt on the Fourth and faithfully watch TV shows like *The West Wing*. As unwaveringly patriotic as those actions are, come November I will, for the first time, be allowed to practice what I preach. With a mid-November birthday, I narrowly missed being eligible to vote in the historic 2000 election, so my anticipation has only escalated since then.

Deep down inside it’s likely that most people think voting is “the right thing to do.” But I’m a grown-up now, and so I thought I’d talk with some of my professors and fellow students and ask them to share their perspectives on voting and political involvement.

Student Standpoint

Especially after the last presidential election, senior journalism major Tim Jester is convinced. “A difference of 500 votes isn’t that many—that’s about a quarter of Southern’s student body” he says. “If a vote for president can come down to that small of a margin, you can’t tell me that your vote isn’t important!”

Brian Lauritzen, senior music and broadcast journalism major, agrees that voting is a responsibility that he personally cannot ignore. “The importance of individual voters to the voting landscape in this country became very clear in the last presidential election,” says Lauritzen. “Every single vote in the state of Florida mattered.”

Perhaps memories of the close 2000 election will encourage even some of the most apathetic of voters to act, but Joye Petr, senior nursing major, isn’t so sure. “Our generation

has never had to sacrifice for the right to vote, so we don’t appreciate it,” she says. Petr, who wasn’t old enough to vote in the 2000 presidential election, eagerly anticipates voting this fall. In fact, she’s taken some extra steps to ensure that she is prepared to make an educated vote in November. Last school year, Petr became interested in researching the potential presidential candidates. Taking the initiative to check out the Bush and Kerry Web sites, she took note of where each candidate stood on certain issues. While looking at the Kerry site, Petr found an announcement for a monthly event called MeetUp. On the fourth Thursday of every month, Kerry supporters meet at coffee shops and restaurants across the country to discuss politics. Since one of the cities on the list was Chattanooga, Petr decided to attend the next MeetUp to find out more. Petr was the youngest in attendance at the meeting, but she vowed to get involved.

While spending last summer in Chattanooga, Petr helped the local Democratic Party by calling names of local registered Democrats and independents and reminding them to cast their ballots in November.

"You know, if we don't take advantage of our rights and freedoms," Petr says, "we could potentially lose them."

Politics isn't only about electing the nation's president. Gayle Eirich, '04, has taken steps to encourage political involvement in local and state politics. As president of the Republican Club for the 2002-03 school year, Gayle called the Republican National Committee and asked how Southern students could help with the 2002 mid-term elections. As a result, Gayle and the members of the Republican Club distributed flyers from door

Academy. During his junior year, Brian received a unique gift from one of his teachers, Gary Pennell. "When I turned 18, Pennell gave me an application for voter registration and made sure that I filled it out," Lauritzen says. "He did that for everyone's 18th birthday."

Professor Perspectives

In hopes of helping students understand the importance of voting, Ed Lamb's European field trips always seem to end up touring graveyards. Every few years, Lamb, adjunct professor in the Social Work and Family Studies Department and former chair of the department, takes a group of students on a trip to Europe for sociology class credit. The main purpose of the trip is to compare and contrast American culture with that of various European countries. During each

been involved in a more direct way as a poll watcher for the City of Collegedale. Each voting station must have both a Republican and a Democrat in order to protect the integrity of the election process. "There are so few Democrats in Collegedale that I always seem to be in high demand!" Lamb jokes.

Lisa Clark Diller, '96, remembers frequent and heated political debates during her freshman year as a history major at Southern, especially between professors Jan Haluska and Ben McArthur (see sidebar). But at the end of the day, everyone was still friends. "No one pointed fingers or called people immoral, stupid or narrow-minded," Diller says. This diversity of thought helped Diller later in life to realize that it's not so important whom you vote for or to which party you belong, but rather

Statistics are the result of an unscientific Internet survey of Southern Adventist University students. Of the 205 people who participated, several were not U.S. citizens.

Question:
What is the most important voting issue to you?



- 1 Abortion
- 2 Crime
- 3 Education
- 4 Environment
- 5 Gun control
- 6 Iraq
- 7 National security
- 8 Party affiliation
- 9 Religious liberty
- 10 Same-sex marriage
- 11 Social security & seniors
- 12 Taxes
- 13 Other

Out of the 205 participants, 72 percent plan to vote in this presidential election, while 14 percent don't plan to and 14 percent are unsure.

to door and went to several local call centers to phone thousands of registered Republicans, reminding them to vote. Nearly 40 Southern students helped at the call center over a period of three days, and as a result, Southern's Republican Club was invited to watch the election live with local candidates like Tennessee Congressman Zach Wamp.

Like Petr and Eirich, Lauritzen has also enjoyed political involvement while at Southern. In 2002 he served as a volunteer when Ray Minner, '70, campaigned for a Hamilton County Commission seat as a write-in candidate. But Lauritzen's interest in politics began even while he was still a student at Collegedale

tour, Lamb takes a side trip or two and visits some of the gravesites of American soldiers who have died in the world wars. While at a graveyard, Lamb instructs each student to find a soldier who is from the same home state and learn as much as possible about that soldier from the tombstone. "When they have identified with a particular soldier—especially if he was near their age when he died—I remind them that he died so they could enjoy certain privileges," says Lamb. "And one of those privileges is the right to vote."

Because Lamb feels strongly about the importance of voting, he offers extra credit to students in his class who vote in the presidential elections. For many years Lamb has also

that you exercise your right. Now a history professor at Southern, Diller says "the very act of teaching initiates the desire to learn more. With teaching, if you waited to do it until you knew everything, you'd never teach." Likewise, if citizens waited to vote until knowing everything about all candidates, no one would ever act.

Diller does feel that voting is a citizen's most basic civil responsibility. She says that regardless of whether or not you are happy with the direction that your country is heading, the minimum symbol of your engagement should be to vote. "Voting is important, but people need to remember to be even more involved," she says.

"In addition to voting, political participation should include serving jury duty, being active in the town council, researching information on the local school system and reading the local section of your newspaper."

Jan Haluska, English professor, sees voting as a way to preserve a very unnatural way of government. According to Haluska, it was only in the 19th century that the idea of allowing the average citizen to vote came about. "Up until that point, voting followed money," he says. "If you owned land, you might have some say in the government." With the birth of American democracy, Haluska says that those in power realized that the populous was able to govern itself. "Democracy is very unnatural, because normally power tends

to vote. According to *America Votes*, published by Congressional Quarterly Inc., only 52 percent of the voting age population cast ballots during the last presidential election. Without participation in the election process, can the people continue to be trusted to govern themselves?

Robert Jacobson, a student at Southern, doesn't think so. At age 23, Jacobson has never voted in a presidential election and doesn't plan to this fall, either. "[On average] the people are not economic experts, social theorists or anthropologists," he says. "Most voters do not have Ph.D.s in international business or law or agricultural sciences." Jacobson believes the act of voting allows people to pretend for a moment that they really are the experts, when most are not qualified to

remaining 14 percent who do not plan to vote this fall, some are apathetic while others aren't eligible. Several other reasons given include: "I'm not sure if there is anyone worth voting for," "I haven't registered to vote because I don't have time to be part of a jury," and "Because I haven't educated myself on the issues, I therefore don't see it as my place to [vote]." Commenting on the candidates, one student said, "There just aren't any choices being made that would move me to vote."

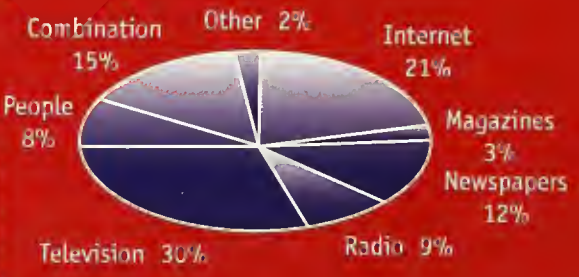
Come November

Regardless of how an individual feels about the importance of voting, casting a ballot is probably as close as many of us will ever come to influencing the direction of our government. By helping to decide who takes office, we bring ourselves one

Question: What is your party affiliation?



Question: How do you learn about election issues and candidates?



to accumulate in people who won't let it go," he says. Haluska compares a democratic government with teaching a dog to dance on its hind legs: It can be done, but it's not the most natural action for the dog. "Democracy is an ongoing experiment that requires a very delicate balance," Haluska says, "and voting is one way to preserve it."

Voter Apathy

Despite the historic results of the 2000 election and a deeply divided national political landscape, not everyone makes the effort

make such judgments. Mike Freeland, '04, doesn't necessarily feel ill-equipped to vote, but rather can't decide which political party is the lesser of two evils. Echoing the sentiments voiced by many Southern students, he asks, "I don't agree with the Democrats or the Republicans 100 percent, so why choose either one?"

One reason, though, that some students don't vote is simply because they don't care. An unscientific survey of 205 Southern students revealed that, 72 percent plan to vote in the upcoming presidential election while 14 percent are still unsure if they will vote. Of the

step closer to it. In November I'll be 9,000 miles away from home, teaching on the small island of Pohnpei in Micronesia. So my first shot at voting will be via an absentee ballot. Maybe some think the whole idea of voting is idealistic and outdated, but I'm still planning to put a check mark next to my choice and send my ballot back to the States. And I just might wear red, white and blue. ✧

Kelli Gauthier is teaching on the island of Pohnpei in Micronesia as a student missionary. She plans to return to Southern next fall.

Why I Am a Democrat



By Ben McArthur, history professor

Do people cast their presidential ballots based on the individual candidates or on their party? There was a time in American history when the answer was overwhelmingly the latter. These days, political loyalties are often attenuated, and much more split-ticket voting occurs. We more often have preferences than party-driven convictions. Nonetheless, party affiliation remains the single most important predictor of voting in a presidential election.

Which of the two political parties best deserves our support? I believe the Democratic Party does. I say this as one who by temperament is not strongly partisan. But as I consider the general disposition of the two groups it appears that Democrats generally promise sounder governance for several reasons.

First, the party of Jefferson, Jackson and Bryan remains closer in spirit to the original democratic aspirations of America. This was the party created to offset the elitist tendencies of the Federalist Party. The Jeffersonian Revolution of 1800, enhanced by the Jacksonian Age of the 1830s, helped further the original democratic promise of 1776. William Jennings Bryan's unsuccessful 1896 bid for the presidency solidified the Democratic Party's role as a voice for the economically disadvantaged. In the 20th and now 21st centuries this, the nation's oldest political party, remains more in touch with our ethnic, class and ideological diversity than the other (or even the once white supremacist Democratic Party). Diversity is generally celebrated, but it also poses huge threats to maintaining a civil society. Thus America requires a political organization capable of respecting diversity, reflecting its composition and, where necessary, restraining its centrifugal tendencies.

Second, the Democratic Party understands the necessary virtues of government power. Although Americans remain rightfully ambivalent about the reach of government into our lives, the hard fact

of contemporary life is social and economic interdependence. Neither personal virtue nor an untrammelled free market are adequate guardians of our well-being. Instead, government must establish boundaries and rules for corporate and individual behavior. The nature and extent of these rules will always be debated and revised, and we need the two-party system in order to provide a healthy balance of perspective. But where the Republican Party sees mainly problems in federal power (an attitude that Alexander Hamilton would find perplexing), the Democratic Party sees promise.

Finally, the Democratic Party has displayed a more mature understanding of America's 20th century international responsibilities. During World War I, Woodrow Wilson established the principle that America should pursue a world order based on democracy and ethnic self-determination. While the Republicans preached isolationism during the 1930s, Franklin D. Roosevelt readied America for the war that truly saved the world for democracy. He forged an international alliance that triumphed. His Democratic successor, Harry Truman, laid the foundation for the post-war coalition that staved off the persisting challenge of communism. Fifty years later we again are seeing the virtues of multi-lateral approaches to world conflict, and again the Democratic leadership has a firmer grasp of this principle.

These issues of equity, social responsibility and national security all suggest our collective interests are best entrusted to the Democrats.





Why I Am a Republican

By Jan Haluska, English professor



Despite having voted for both sides at one time or another, now I generally support Republicans. Here's why.

Republican dedication to liberty was impressive from the beginning. In 1864, partisan hatred blamed the bloody Civil War on Lincoln's stupidity and demanded immediate peace, but his re-election saved the Union and ended slavery. America's first black congressman was Republican Joseph Rainey.

A century later, Republican statesmen were still unifying America against racism. One black leader listed "federal judges appointed by Eisenhower...among the many unsung heroes of the civil rights movement."¹ When Klan-related Democrats hobbled Lyndon B. Johnson's party, Republicans rallied to force the Civil Rights Act of 1964 into law for him. A leading black editor responded by praising Senate Minority Leader Everett M. Dirksen's "generalship behind the passage of the best civil rights measure...since Reconstruction."²

That devotion to justice clarifies other issues also. Take the environment. Republicans fight the Green extremism causing ever-deadlier forest fires.³ They oppose locking Amazonians into poverty without ecological benefit.⁴ They deplore how malaria annually kills 1 million Africans who could be saved by careful, harmless use of D.D.T.⁵ So it goes, on issues from economics to abortion.

Most importantly, Republicans shun partisanship in wartime. A century of Democratic presidents fighting for freedom abroad received unwavering Republican support once the bullets flew: Wilson,

Roosevelt, Truman, Kennedy, Johnson and even Clinton in Kosovo.⁶ During Vietnam, for instance, Republicans avoided joining the crowds shouting "Hey, hey, L.B.J., how many kids did you kill today?" A few years later, the Party of Lincoln was simply being consistent in helping Ronald Reagan win the Cold War despite similar worldwide slander.⁷

This puts the current situation into perspective. Bill Clinton declared war on terror in 1998 but admitted after 9/11 that he had declined offers from various countries to deliver or kill Osama Bin Laden between 1996 and 2000.⁸ What if he had acted?

By contrast, George W. Bush, Jr. really did act, neutralizing Afghanistan while repeating warnings from two earlier presidents that military force would follow Iraq's refusal to surrender its deadliest weapons. Saddam responded by flaunting his links to terrorism, increasing his \$10,000 fee for suicide bombers to \$25,000.⁹ Apparently he trusted lavish bribes to U.N. members to shield him.¹⁰ Should we blame Mr. Bush because corrupt "allies" refused to help implement 17 U.N. resolutions? Why broadcast so many partisan falsehoods about this war?¹¹ Is it 1864 again?

Thus I support Republicans most because they continue to be guardians of John F. Kennedy's wonderful promise: "Let every nation know," he said, "whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe in order to assure the survival and the success of liberty."

¹ Andrew Young, *An Easy Burden*. New York: Harper, 1996, p. 96. Eisenhower's Civil Rights Act of 1957 was an important step in the right direction, too.

² Chicago Defender, June 20, 1964.

³ Mark Gossis, "Thick, Dead, Dying Forest Awaited its Fate," *The Sacramento Bee*, October 30, 2003, and Tom Gings, "Trial by Fires," *The American Legion*, March 2004.

⁴ Brian Kelly and Mark London, "Bright Spots in the Rain Forest," *The New York Times*, April 22, 2004.

⁵ Patrick Moore and Nick Schulz, "Has the Environmental Movement Left the World Behind?" *San Francisco Chronicle*, April 22, 2004, and John Stossel, "Myths, Lies, and Downright Stupidity," 26/20, March 22, 2004 (http://abcnews.go.com/sections/2020/2020/myths_john_stossel_040123-6.html#anchor).

⁶ No Republican former president has ever criticized a sitting Democratic during wartime.

⁷ Peter Schweitzer, *Victory*. New York: Atlantic, 1996.

⁸ Mansoor Ijaz, "Clinton Let Bin Laden Slip Away and Metastaze . . ." *Los Angeles Times*, December 5, 2001, "The Road to Ground Zero," *The Sunday Times* (London), January 6, 2002, and Richard Munter, *Leaving Bin Laden*. Washington: Regnery, 2003.

⁹ CBS News, April 4, 2002.

¹⁰ "Documents from Saddam Hussein's Oil Ministry Reveal He Used Oil to Bribe Top French Officials into Opposing the Imminent U.S.-led Invasion of Iraq," *UPI*, January 28, 2004, and Brian Ross, "Monumental Ripoff? Allegations of Widespread Corruption Involve Saddam Hussein, U.N. Senior Officials," *ABC News*, April 20, 2004.

¹¹ Christopher Hitchens, "Unfairenheit 9/11: the Lies of Michael Moore," *Newsweek*, June 21, 2004.



MEXICO

by Tonya Tuell, '04

MEMOIRS

Early-morning sunshine peeps through a window as Tonya Tuell sits on her sleeping bag in a crowded dorm room, the only person awake. Later the room will become a hive of activity as students prepare for another busy day serving the people of Tijuana, Mexico. But for now, Tonya utilizes the quiet to record the previous day's activities in her journal.

For the nine-day duration of spring break, 20 Southern students devoted time to building a home for a needy family with five children. They worked in conjunction with the Student Association and Chaplain's Office, as well as Spectrum Ministries.



*Friday, February 27:
Introduction to Mexico*

We got up at 2 a.m. in order to get to the airport on time. We were so tired, but we finally got to San Diego and met up with our contact, Efren, who is the mission director of Spectrum Ministries. He has a really dry sense of humor, but he's very knowledgeable.

I was surprised at the huge difference between one side of the border and the other. As soon as we crossed into Mexico, the economic change was dramatic. The streets are littered, and it's apparent you've entered a Third-World country.

The mission compound is nice on the inside compared to what we've seen in Mexico so far. In the United States it would be considered sparse, but it's built by higher standards than typical Mexican construction. We even have an American-style toilet, although we can't put toilet paper in it because the sewage system would clog.



*Sabbath, February 28:
Culture shock*

Efren made breakfast for us this morning—eggs, fried potatoes, oatmeal. We went to a local Spanish Seventh-day Adventist church. The people were really friendly and found a young guy to translate for us. I think he felt really embarrassed about his English because he kept apologizing, but he did a pretty good job.

The culture is so different here in Mexico, and the people are much more laid back. While we were standing in front of the church following the service, a man was backing out of his parking spot and ran into another car. The owner of the other car was in it, but he just sat there. The man who hit him drove away like nothing had happened.

In the evening we went shopping on the streets of Tijuana. That was interesting! You shop by bartering here. One shopkeeper started out trying to sell us a bracelet for \$28 and ended up trying to sell it for \$5. The shopkeepers kept yelling, "Almost free! Almost free!"

The streets are lined with nightclubs. There are people outside the clubs that follow you around and try to get you to go in. One of them actually grabbed a guy from our group by the arm and tried to drag him into one of the clubs. Needless to say, it was an interesting experience.



*Sunday, February 29:
Beggars on the beach*

Today we got up early and headed out for a day at the beach, near Ensenada. While we were on the beach, Mexicans came along trying to sell us necklaces, hammocks, etc. I feel so bad for them and wish I could buy something from each one of them. I felt sorry for the little kids who beg or try to sell candies, too. It makes me wonder if these people are forced into this kind of life.

After the beach, we went to Ensenada and shopped for a while. It was very similar to Tijuana. Efren had us all over to his ranch for dinner. His wife made us a delicious meal. She's so sweet to spend so much time cooking for us.



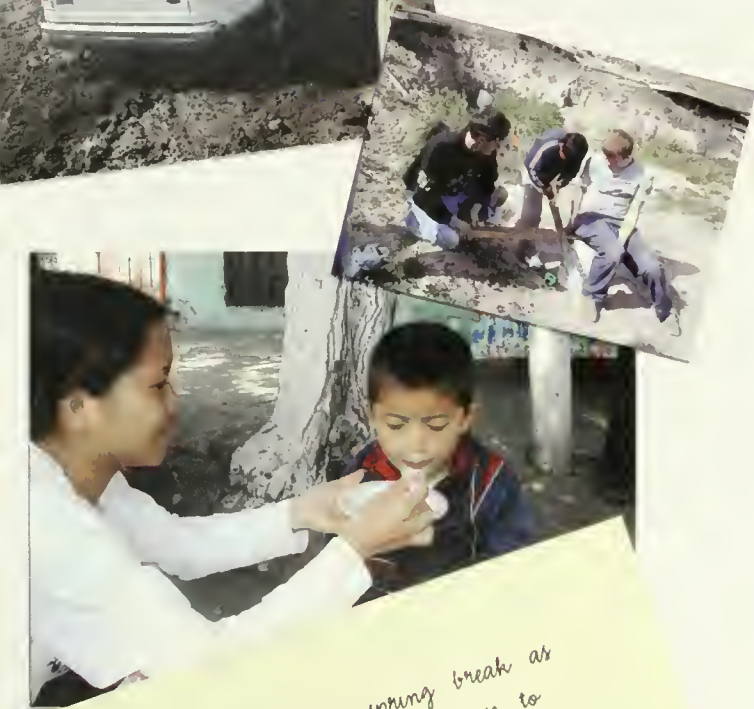


*Monday, March 1:
Construction begins*

Today we began construction on the house. The man leading the project is named Ernesto. He told us girls that if we had trouble pronouncing his name we could call him "Guapo" (which means handsome) instead! We went and picked up our supplies at the "Constru Depot"—a knock-off of The Home Depot.

The spot where we are building the house is beautiful. Rolling hills are covered with green grass, and in the distance you can see the mountains. We got a lot done on the house today. All four walls and the roof are up. We also dug about five or six feet of the outhouse hole. Here they do construction very differently. The walls go up before the concrete floors are poured.

We are all exhausted.



*Tuesday, March 2:
Rain and mud*

It rained last night, which is not a good thing. The clay roads turned into miry, sticky, slippery mud. The driver I was riding with to the work site was very aggressive and drove too fast. We were slipping and sliding all over the place in our 15-passenger van, driving sideways half of the time. We slid into a bank once and finally got stuck. I was thankful to get out and walk the rest of the way while the guys stayed to push. I think we kept our guardian angels busy.

Even though the construction site was muddy and nasty, we got a lot done again today. I helped dig some more of the outhouse hole. By the end of the day it was probably 10-12 feet deep. We also put tar paper and chicken wire on the house to make it last longer. The man for whom we are building the house and two of his children helped us today. Someone from our group met his wife. They said she was so grateful that she cried. I'm glad we can help them. We built an additional room for their five children today, and we are going to build bunk beds for them, too.

It was another really long and tiring day, but it felt good to do something to help someone else.

*Wednesday, March 3:
Children help out*

The main things we worked on today were finishing the addition to the house and putting in concrete. We also dug deeper on the toilet hole. I spent the whole day working on the floor of the house. It's back-breaking work. The local children helped us gather rocks to make the floor level before we poured the concrete. The kids are so adorable.

They loved helping us. They played games with us while we worked.

The day was long and a lot of hard work, but the best part was in the morning. We took food to the children who live in the red-light district. They were so sweet. There was one baby boy who had cerebral palsy. I felt so sorry for him. These little kids just tear at your heart.

While many students see spring break as a time to simply relax, others choose to add the element of service to their vacation. This year, as usual, Southern sent out several mission groups for spring break.

Forty Gym-Masters went to the Dominican Republic to promote their anti-drug message at 12 gymnastics shows in 10 days. They performed in an Independence Day parade, led out in church services and worked in the community.

The School of Nursing organized two mission teams, one to Nicaragua and another to the Dominican Republic. These groups operated clinics and taught health principles plus personal hygiene, which included shampooing the hair of nearly 200 children at one location.

*Thursday, March 4:
Meeting physical needs*

Today we met with Spectrum Ministries. This Baptist group has established mission work in Tijuana for many years. We went and gave baths to kids in a poor neighborhood. There were curtained changing areas for the kids, but the adults have to haul in all the water they use.

A doctor was there to help as much as she was able. Spectrum Ministries also had games for adults to play so they could win clothing. After the children had a bath, they were allowed to play a game to win toys or sweets. They also got a bag full of fruit to eat.

I helped with the food distribution. We gave out staple foods to the adults—potatoes, chilies, onions, tomatoes and bread. The people were so grateful. There were a lot of pregnant women. I felt so sorry for them. I really hope they are able to get the nutrition they need.



*Friday, March 5:
Done!*

Today we did as much as we could on the house. We've actually done more than we expected to, adding a second room, insulation and drywall. I also helped put a window into the addition we built. We poured concrete around the house and put in a water tank and some plumbing. Some of the [Southern] girls planted a flower garden and two trees.

In the evening the family came out. The wife was so touched that we did this for her. She was crying and thanking us over and over. A lot of people from our group were crying, too. The family was so grateful for everything we did for them. It was really touching. It made all the hard work worth it for me.



*Sabbath, March 6:
Helping the children*

We went out with Spectrum Ministries again today. I helped bathe the children. There weren't any facilities at this place. They had to set up tents for the boys and for the girls. I did the little girls' hair after they got out of their baths, and they got to choose little hair clips. They all wanted sparkly butterflies. We had to separate those who had lice from those who didn't so we didn't spread them by using the same brush. The little girls were so cute; I wanted to take some of them home with me.

At the end of the day, we headed home. It was so sad to say goodbye to everyone. I knew that once we all got back to the States and got back into our normal routines, it wouldn't be the same. I didn't know most of our group before this trip, but we all got along so well. Once we go our separate ways, I'll miss the camaraderie.

Overall, this trip taught me a lot and has been a good experience. It hasn't all been fun. It's been a lot of hard work, but I feel good about how I've spent time helping others. Now I realize just how close the mission field is to home. ✧



Bietz Rides for Wellness as Part of Sixtieth Birthday Celebration

To celebrate his 60th birthday, Gordon Bietz, president of Southern Adventist University, cycled 60 miles to raise money for the university's future Wellness Center. His "Ride for Wellness" raised more than \$29,000.

The ride was a success despite a rainy start at 7:45 a.m. A group of alumni, employees and friends accompanied Bietz: Rick Halterman, Mike McClung, Stephen Johnson, Harrold Mayer, Rusty McKee, Doru Mihaescu, Franklin Farrow and Leonard Lastine.

The team completed the ride at 11:30 a.m. and was met on campus by friends, family and TV news cameras. The party that followed featured lively music, speeches by local dignitaries plus the traditional cake and ice cream. Bietz had requested that any gifts for his party be made to further the Wellness Center building.



Southern Receives High *US News and World Report* Ranking

Southern is ranked one of the "Best Comprehensive Colleges—Bachelor's" in the South by the *U.S. News & World Report* in its 2005 edition of America's Best Colleges. Southern is also listed as having one of the highest graduation rates in its category.

"We are very pleased with the ranking," says Gordon Bietz, president of the university. "It is an affirmation of the high quality of our aca-

demic life and an encouragement in our quest for excellence."

Southern has a long history of being in one of the top tiers. The university's aim to give students power for mind and soul is a call to excellence in higher education and is contributing to the place Southern holds in the top school category.

The *U.S. News* rankings are used primarily

by parents and prospective students as criteria in selecting colleges. This year 324 comprehensive colleges, ranked within four regions, are included in the report. A comprehensive college is one that offers a range of degree programs in professional fields such as business, nursing and education, with liberal arts degrees accounting for fewer than half of the bachelor's degrees conferred.

Schools Receive Reaccreditation at Southern

Southern's School of Music has received full and unconditional reaccreditation by the National Association of Schools of Music. The June 2004 action of the NASM Commission of Accreditation retains Southern Adventist University as a member in good standing for the maximum period of 10 years. Membership in NASM signifies that the music program at Southern meets the highest level of operational and instructional standards. Southern has been an accredited member of NASM since 1968.

The Commission specifically commended the School of Music for its substantial accomplishments since its last review in 1993.

"We are confident that the church at large knows the quality of our music program," said

Scott Ball, dean of the School of Music. "But the endorsement of the professional organization of our peers is especially significant and rewarding."

Southern's School of Business and Management also received accreditation news for its Master of Business Administration program available online. At its June 2004 meeting, the Southern Association of Colleges and Schools Commission on Colleges voted "continued accreditation following review of the MBA program offered via online web-based distance learning originating at the main campus. No additional report was requested." There are currently 20 students enrolled in the online program.

Southern Seniors Pass Academic Profile Test With Flying Colors

Every year seniors at Southern take the Academic Profile Test. The results of last fall's testing revealed the highest scores in the history of Southern's participation in this standardized test. Southern ranked in the 87th percentile of the university's national comparison group overall. In the various categories, Southern's rankings ranged from 76th percentile in math to 98th percentile in natural sciences.



LYNN H. WOOD ARCHAEOLOGICAL MUSEUM

Don't miss your opportunity to experience a special preview of Southern's newest museum during Alumni Homecoming 2004.

Sabbath afternoon

October 30, 2004

Hackman Hall

Students Find Unity in Celebrating Diversity

About 40 students at Southern discovered global leadership principles during the Southern International Leadership Conference (SILC) held on campus during April.

The theme for the weekend was "Creating Unity Through Diversity." Participants shared and discussed different cultures and perspectives, learning to accept, appreciate and understand diversity.

The conference featured group breakout sessions, cross-cultural games, ethnic food and a global panel discussion. The panel consisted of professors from Southern who were born and raised outside of the United States or who had lived abroad for many years.

This leadership conference marked the beginning of Southern's International Student Association. The second SILC retreat is planned for October 2004.



Southern Adopts New Phone Numbers

Southern Adventist University's telephone numbers have changed. The former 238 prefix has switched to the present 236 prefix. Some campus extensions have also changed. Unfortunately the local phone company was unable to provide more numbers in the 238 range to accommodate continued campus growth. To remedy the situation, Southern has changed to the 236 prefix, which will also allow for future expansion.

A list of the new numbers now in effect can be viewed by going to the southern.edu website, then clicking on "Contact" followed by "Phone Numbers." If you have questions, please call 1.800.SOUTHERN.

Frequently Used Numbers

- Southern's main numbers: 423.236.2000 or 1.800.SOUTHERN
- Admissions: 423.236.2844
- Student Finance: 423.236.2835
- Talge Hall (men): 423.236.2994
- Thatcher Hall (women): 423.236.2904
- Thatcher South (women): 423.236.2907
- Southern Village: Call Thatcher Hall

Students Get a Head Start by Attending SmartStart

During Southern's annual We-Haul event, faculty, staff and alumni worked alongside parents to help students move into residence hall rooms for SmartStart. The SmartStart ses-

ion lasted from July 26 to August 20. This year, 254 new students participated in SmartStart.

SmartStart offers new students one free summer class to get a head start on their college

career. By coming to Southern before fall semester, students become familiar with the university's campus, get one class ahead, make new friends and can even find an on-campus job.



Left to right: Doug Jacobs, Merritt MacLafferty, Gail MacLafferty and Michael Cafferky participate in the annual We-Haul program.

Collegedale Campus Goes Wireless

Not only is Southern wired, but now it is also wireless. While wireless Internet access has been available for faculty, staff and off-campus students since 2000, the office of

Information Systems recently completed the campus wide wireless network.

"This is a new network that we are installing for the convenience of our students, faculty and

staff...it will in no way replace the wired network," said Henry Hicks IV, executive director of Information Systems. "The wired network is faster and more secure, and it will still be used for dorms, servers and employee computers."

Campus buildings received wireless Internet access first, with outdoor locations following soon after. "Our goal is to cover the entire campus including outdoor areas such as the Student Park, duck pond and ball fields," Hicks said. "The wireless network allows the Internet to be available from anywhere on campus, not just where there happens to be a plug."

"There is a lot of potential for better serving our clients with our wireless infrastructure," said Doru Mihaescu, senior network analyst, who managed the project.

Employees Doru Mihaescu, Dennis Rogers and Daniel Cates worked along with students Mark Eirich, Josh Rhodes and Trevor Ehrlich to map the coverage area, install the wireless access points and test the connection. Wireless Internet access is slower than a wired connection and is suitable for low-bandwidth activities such as checking e-mail and surfing the Internet.

Spring Night Celebrates Cultures of Asia

Interactive booths featuring cultural dances, ethnic food and colorful clothing lined Iles P.E. Center in March as members of the Asian Club shared their diverse cultures with Southern. Approximately 650 people participated in this annual Southern event.



Two Summer Day Camps Held at Southern to Serve the Community

During June, a group of 20 young girls from Girls Incorporated® attended a day camp at Southern Adventist University to gain exposure to the field of art. The areas of painting, ceramics, film, animation and graphic design were all part of the three-week curriculum prepared by the School of Visual Art and Design. Each day the girls, ages 6 to 12, were given different artistic opportunities to explore and to help develop their talents.

"This is good experience for our students, working and sharing art with children," says Ben Wygal, assistant to the president. "It's also refreshing for the faculty and a great opportunity to serve the community and share our resources."

A second group of approximately 12 young ladies in their teens attended the Girl's Incorporated® journalism camp hosted by the School of Journalism and Communication for two weeks

in July. Under the direction of Southern student Heidi Martella, the girls produced a newspaper.

Content of the eight-page newspaper included fashion advice, news about the Girls

Incorporated® organization, teen opinions and perspectives, a "Top 10" list and even a comic strip created by one of the participants.

Part of Southern Adventist University's mission is to prepare students for a life of service, and Southern teamed up with Girls Inc.® to provide a meaningful contribution to the community.

Girls Incorporated® has served the Chattanooga area with quality educational opportunities for girls for the past 42 years.



Girls Incorporated's art day camp



Girls Incorporated's journalism day camp

Upcoming Events

Week of Prayer	September 13-17
ViewSouthern	September 26-28
Sunbelt Cobutta Springs Triathlon	October 3
Midterm Break	October 21-24
Alumni Homecoming	October 28-31
Archaeological Museum Open House	November 12
Thanksgiving Break	November 24-28
Christmas on the Promenade	November 30, 6:30 p.m.
Winter Commencement	December 15
Christmas Break	December 16 to January 2

Southern Physics Professor Lectures at a University in Columbia

Professor emeritus of physics, Ray Hefferlin, presented a 20-hour seminar on mathematical chemistry at the University of Pamplona in Colombia, July 12 to 16. According to Colombian chemistry professor Guillermo Restrepo, this seminar was the first of its kind to be held at the University of Pamplona, and Hefferlin is the first of a series of speakers who will be invited to introduce research in mathematical chemistry to Colombia and the rest of South America.

Hefferlin's lectures described molecular classifications, worldwide efforts to construct periodic tables of molecules, and the computer

prediction of molecular properties. These topics have been the subject of research that Hefferlin has pursued for over 25 years with students and faculty at Southern and with other colleagues in America, Europe, Russia and China.

Graduate work in the sciences is scheduled to commence at Pamplona in the spring semester. Scientific collaboration between Hefferlin and members of the course has already begun.

Earlier this year, a letter to Hefferlin from the Russian Chemical Society recognizing his scientific contributions stated: "Your scientific

activities in research...are well known in Russia and evoke deep respect. We are grateful to you that for all these years you found time and strength to work together with the Chemical Society...."



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Master of Science in Administration

Master of Science in Nursing
Adult Nurse Practitioner, Family Nurse Practitioner, or Nurse Educator
(Accelerated program for RNs available)

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Master of Business Administration
(dual degree)**

Master of Science

Community Counseling, Marriage and Family Therapy, or School Counseling

Master of Science in Education

Curriculum and Instruction, Educational Administration and Supervision, Inclusive Education, Multiage Teaching, or Outdoor Teacher Education



The School of Music

A Passion for Excellence

by Jennifer Jas, '92

If you want to know what passion for excellence sounds like, take a walk through J. Mabel Wood Hall, home of the School of Music. With each step, you'll hear music wafting under closed doors and bursting from open ones. These are the sounds of students practicing, practicing and practicing some more—pursuing excellence with a passion.

Music has been a part of Southern since at least 1908, when a diploma in music was offered at what was then Southern Training School. With about 55 majors and 25 minors, the department has a stable history of growth. Each year approximately 500 students participate in classes, lessons or performing groups for the sheer pleasure of artistic expression.

Keeping in tune with the times

After the retirement of two icons, longtime dean Marvin Robertson and faculty member Orlo Gilbert, W. Scott Ball became the dean in 2000. The School of Music also welcomed Laurie Redmer Minner and Ken Parsons the same year. "Every day we are indebted to the leadership and legacy of those who have gone before us," Ball says. "But it hasn't forced us to continue everything in the same way. We have an obligation to the new generation to keep up with new trends in music education. We're delighted with our history, but we're looking to the future."

The full-time faculty also includes J. Bruce Ashton, Judy Glass and Julie Penner plus 18 adjunct professors who are experts in their respective areas. Students can study virtually any band or orchestral instrument, voice, keyboard, classical guitar or even hammer dulcimer.

Another change is the school's expansion to include international music. "Students used to exclusively study Western European classical music. Now they learn about the drumming styles in Ghana in addition to the symphonies of Mozart," Ball says.

Music to your ears

A variety of performance groups tour around the world. There are four choirs: Chorale, I Cantori, Die Meistersinger male chorus and Bel Canto female chorus. Instrumental groups include the Wind Symphony, Symphony Orchestra, Jazz Ensemble and various chamber groups.

"When other people get done with their homework, they play. When musicians get done with their homework, they practice," says Kristin Holton, a senior majoring in organ performance, and theory and literature. She explains that music is an everyday responsibility for most majors. It's no wonder, when you consider that Holton is a percussionist in the orchestra and band, a singer in Bel Canto plus an organist and accompanist for various services and performances.

Music education graduates have nearly 100 percent job placement after graduation, according to Ball. The school also offers a bachelor of science degree in music. Regardless of a major's concentration, each student must have a performance specialty, which includes performing a senior recital. About 75 percent of the school's graduates decide to continue their education in graduate school.

May 2004 graduate Tim Hinck, an organ major, became the first Southern student to be awarded the prestigious Fulbright Scholarship,

enabling him to study organ at the Rotterdam Conservatory of Music in the Netherlands. "Tim has remarkable talents," Ball says. "Many apply for a Fulbright, but few are chosen."

Instrumental needs

One of the biggest assets of the School of Music is its organ program and student access to world-class organs. The Anton Heiller Memorial Organ in the Colledale Seventh-day Adventist Church is the largest tracker-action organ in the United States built by an American. The department's recital hall, Ackerman Auditorium, features a 13-stop mean-tone organ, which is more unusual and draws organists from around the world. "As an organ teacher, I'm fortunate that I can play and teach on high-quality organs," says organ professor Judy Glass. "These were built to last for hundreds of years."

However, not all instruments last that long. Current needs of the school include a new concert grand piano and practice room pianos plus band and orchestral instruments.

The long-term dream of the School of Music is for a performing arts center, which would include a larger recital and concert hall. "Southern is growing, our department is growing and our audiences are growing," Ball explains. The university's Ackerman Auditorium seats an audience of only 250 people and has a small stage and backstage, but lacks an orchestra pit. The Church serves as the other primary concert venue.

Music has always been important to society. Nothing can stir the senses, invoke praise or lift the soul like a good song or a well-played piece of music. As Southern's School of Music continues the tradition of excellence, people all over the world are touched by the passion demonstrated by students, faculty and alumni. ✧



Isolated in Paradise

by Jill Hardesty, senior, intercultural communication major

Pelicans chased gently rolling turquoise waves into the bay, searching out the day's catch. My eyes followed their movements listlessly as I pondered the 500 miles between the islands and all other civilization. My attitude toward the island paradise had changed abruptly as feelings of isolation and worthlessness had seeped in.

Just a few months earlier, I had stepped off the plane onto Santa Cruz, the most populated island of the Galápagos, eager to begin my new life there. The Galápagos Islands had everything I wanted for my student missionary experience—a school where I would teach English to all ages, beautiful beaches, unique and fascinating wildlife plus a Spanish-speaking population. Two other student missionaries (SMs), who had already been there for several months, greeted me with open arms and eagerly took me around to see all the sights. I practiced my skills in Spanish but relied on the other SMs whenever necessary. I even shared a classroom with one of the other SMs and team-taught most of my English classes until I felt more comfortable leading the lesson.

I was completely enchanted by island life. I was happy to recognize improvement in my Spanish language skills, I enjoyed teaching and I even had time to learn to surf on Sundays. I remember joking that my hardest trial was walking back 20 minutes from the beach and finding the ice cream stand closed!

I thanked God every day for leading me to such an amazing place. However, I soon learned that God doesn't always lead people places to have a good time—He wants us to grow to be more like Him, so He allows challenges along the way.

My happy little world suddenly went for a roller coaster ride when the other two SMs finished up their year, leaving me as the only SM on the island. Not only had they been my sole English-speaking companions and wonderful friends, but they had also been the backbone of the English department and leaders of the outreach efforts we had been pursuing with the youth. Now I was alone to carry all of that responsibility.

As I sat out on the bay watching the pelicans float over pristine water, I wondered how I could cope. I suddenly found myself with a double class load and the responsibility of running the English department as well as leading out in youth ministries. The tranquility of the scenery surrounding me seemed so ironic since I felt completely overwhelmed and alone. I felt the language barrier had stripped me of all my natural talents and

gifts. On top of that, I had so many classes to teach that I didn't have time to prepare good lessons. I still struggled just to hold a decent conversation in Spanish and didn't have the musical talents of the past SMs—so how could I minister to the youth? I poured out my heart to God that day and wondered how He could use me, when it seemed like my talents just didn't fit the job description.

I felt completely powerless on my own, but I soon learned this was exactly where God needed me to be. It wasn't until I realized my own inability to do God's work that I learned to completely rely on God to do His work through me. It wasn't my skills, talents or determination that mattered. All that counted was my willingness to let God take control.

Every day as I stepped into a classroom, I prayed that God would speak through me and guide my lessons. I know His presence within me was far more effective than anything I could have done



based on my own ability. It just took feeling completely useless for me to learn that lesson.

God carried me through those difficult months when I was by myself, and I was able to adjust more completely to my life there. It took some pretty tough lessons for God to get through to my thick skull that I can't face hard situa-

tions on my own and that I need to rely on Him for my value and worth. Whenever I started to gain confidence in my own abilities and trust in myself, things just didn't go right. I learned that when I am listening to God's voice, He leads me through challenges I cannot overcome on my own.

I've found the best and worst part of doing God's work is that it's truly His and not mine; it's not about me or what I am capable of doing. I don't need to worry about whether or not I have what it takes to do the job. My job is just to make sure I allow Him to do His work through me. ✧



Now the oldest building on campus, the Doll House has been multi-purpose since James Thatcher built it as a playhouse for his daughter, Evadne, in the 1800s. It has served as the president's office, library, beehive storage, smallpox quarantine room, shoe repair shop, residence hall room, prayer room, "Grafonola" music studio (pictured), seed and tool storehouse, and WSMC's relay station.

In 1981 the Alumni Association restored the building, placing it in its current campus location across from Taylor Circle. Evadne Thatcher Smith (top photo, center) and her brothers, Jason (left) and Paul, attended the dedication.

40s

Leta (Brown) Schelles, academy graduate '44, SWJC '50, enjoys country living and gardening with her husband, Jack. Together they say that they love sharing their faith with their neighbors. Leta's son, Douglas Wakefield, and his wife have two children, Ashley Marie and Shawn. Doug is a police officer.

Sarah M. (Conger) Cushing, '44, recently retired after working 36 years at Sierra Vista Health Care Center. She and her husband own and maintain 58 rental units. They are also active in their church.

Guy Hyder, '49, and his wife, Judy, celebrated their 50th wedding anniversary by taking a trip to Skagway, Alaska. Guy had taught public school there, and Judy had been a nurse at the Skagway hospital.

60s

Richard, '64, and **Sharon (Randolph) Terrell**, attended '59-'64, live in Michigan, where Richard is the associate treasurer for the Lake Union Conference and Sharon is the associate pastor for finance and stewardship at Pioneer Memorial Church on the campus of Andrews University.

Jerry, '69, and **Linda (Hallock) Rickaby**, '70, moved to Bremerton, Washington, three years ago to live on five acres in the country. Jerry is a building contractor, mostly for medical offices, and Linda teaches K-2 at Kitsap Adventist School. Their sons, Marc and Matt, are both married.

70s

Margaret (Mote) Unglaub, '71, and her husband, Kurt, were Adventist Frontier Missionaries in Burkina Faso, Africa, for seven years. Now they live in Honolulu, Hawaii, where Kurt pastors the Diamond Head SDA Church and Margaret works for American Healthways Inc. The couple is pleased to live near their married daughter, although their other two children both attend Adventist colleges on the mainland.

Florabelle (Graham) Wear, '73, has taught music at Blue Mountain Elementary School in Hamburg, Pennsylvania, for the past three years.

Kaye (Horner) Allen, '76, and her husband, Chuck, will celebrate 30 years of marriage next May. They were married in Thatcher Hall chapel in 1975. Now they work at Blue Mountain Academy. Friends can contact them at kayea@bma.us.

Sallieann (Brown) Brewer, '76, is a nursing professor at Walla Walla College. Her daughters are **Cheris**, '02, who is attending graduate school at Washington State University, **Amber**, '03, who is a nurse in Chattanooga and **Katie**, who is a student at Rogers SDA School. Her husband, Bill, is retired.

John, '77, and **Pamela (Keele) Cress**, '75-'77, work at Walla Walla College. John is an associate pastor for worship and communications at the college church, and Pamela is an associate professor of social work. Their two daughters, Jana and Jaci, are both seniors at Walla Walla College.

Connie (Nelson) Serl, '79, her husband Larry, and their two children, Heather, 17, and Mitchell, 15, live in College Place, Washington. Connie is a secretary at Walla Walla General Hospital, and Larry is a contractor.

80s

Lillian (Boles) Trvon, '80, is the director of health promotion for Adventist Whole Health Network in Reading, Pennsylvania, as well as the Pennsylvania Conference health ministries director. She has two sons, Daniel, 16, and David, 13, and is working toward her master of science in nursing.

Wanda (Wallace) Van Raden, '80, lives near Hamburg, Pennsylvania, with her husband, Robert, and children. Robert, Jr., is an engineering student at Walla Walla; Jason, 17, and Julie, 15, are students at Blue Mountain Academy. Wanda is also a foster parent.

Bob, '82, and **Susan (Brown) Smith**, '81, live in Walla Walla, Washington, with their three children, ages 18, 14 and 11. Bob owns his own business, and Susan teaches in the School of Social Work at Walla Walla College.

Barry Tryon, '82, received his D. Min. from Andrews in '02 and accepted a call to the Pennsylvania Conference, where he will serve as executive secretary and ministerial director.

Carolyn (Hall) Hasty, '83, is an implementation consultant for Eclipsys for hospital electronic documentation programming. She is married and has five children.

Denise (Hallock) Hollenbach, '83, married Erick Hollenbach in 1998, and they have a 2-year-old daughter, Richelle. Denise also has two daughters, Gail and Larissa Creelman. The Hollenbachs reside in Roanoke, Virginia, where Denise is a home transcriptionist for MedQuist and her husband is an insurance agent.

Diana (Johnson) Engen, attended '81-'83, is the registrar and an instructor at Blue Mountain Academy. She and her husband, Eric, have two children: Jared, 13, and Kristen, 11.

Annabelle (Kendall) Randall, '84 and '86, married Forest Randall in November 2003. They currently reside in Burtonsville, Maryland, where she is a secretary at the General Conference. Annabelle and her husband are involved in the Adult Singles Ministry for the Chesapeake Chapter. They also enjoy hiking, caving, planting flowers, traveling and more.

Ann (Baynard) Nelson, '84, enjoys working part-time as an ER nurse at a small hospital in Grantsburg, Wisconsin. She married Wally Nelson in 2001, and they currently reside in Lewis, Wisconsin. When she's not working, she enjoys stamping, scrapbooking and gardening.

Joseph Marr, '85, made a career change after working several years as an R.N. He returned to college, earned his degree in education and is teaching high school Spanish.

William McKnight, '87, is the founder and president of McKnight Associates, Inc. He is a speaker, writer, instructor and an industry "best-practices" judge. He is a semi-finalist for Southwest Entrepreneur of the Year and the business intelligence expert at www.searchcrm.com. William was an Information Technology V.P. of a Best Practices Business Intelligence program at a Blue Cross/Blue Shield. He earned an MBA from Santa Clara University. He lives in Plano, Texas, with his wife, Lourdes, and son, Daniel.

Oliod Moura, '87, received a master of arts in religion in 1992 and a Ph.D. in religion in 1995. She is working on a master's degree in public health.

90s

Gayle (Koehn) Stevens, '90, is the principal at Waterford Adventist School in Waterford, Michigan, and teaches grades K-3. Her husband works for Intier Automotive. They have two daughters: Bethany, 10, and Andrea, 5.

Robert Zegarra, '92 and '94, completed his M.Div. from Andrews in 1999. While there, he met Heidi Lee Sabnant, and they were married on October 12, 2003. Five days after the wedding, they accepted a call to the Centerville SDA Church in Ohio, where Robert is the associate and youth pastor. He had previously pastored a three-church district in upstate New York for four years.

Sherrie (Platt), '93, and **Baron Williams**, '88, welcomed Dakota Scott on Mother's Day, May 9, 2004. Baron owns a photography studio, and Sherrie is communications director for Collgedale Seventh-day Adventist Church.



Baron, Sherrie & Dakota Williams

Kim (Sigmon), '90, and **Quentin Purvis, '92,** are the parents of Kathryn, 11, and Kaila, 5. Quentin pastors the Kalamazoo, Michigan SDA Church, and Kim works in home health care.

Jennifer (Swackhamer), '93, and **Rick Bianco, '97,** live in Pennsylvania, where Rick is a math and science teacher and Jennifer teaches grades 5-8. They have two daughters: Alyssa, 10, and Gabrielle, 5.

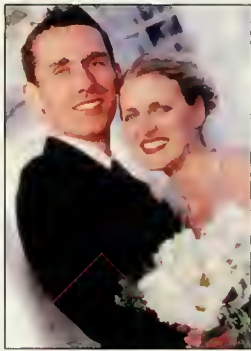
Ann (Aaron) Barrios-Ruiz, '94, married Eduardo on May 20, 2000. They currently live in Lacy, Washington, where Ann is a life skills instructor at Kokner, and Eduardo works at a plant nursery.

Cynthia (Achenbach), '94, and **James Ashburn, '93,** live in Mohrsville, Pennsylvania. Cynthia is a candy vendor for Ruckers Candy, and James works at Cabelas in Hamburg. The Ashburns have two daughters: Amanda, 10, and Hannah, 8. They would love to hear from friends.

Darron Boyd, '95, and **Ruth (Ashworth), '92** and '94, are church planting in the Georgia-Cumberland Conference. They live in Ringgold, Georgia, with their three sons: Aubrey, 6, Andrew, 4, and Jacob, 1. Darron is a pastor in North Georgia and an evangelist for the Chattanooga area. Ruth is busy with full-time home and homeschooling duties, while picking up an occasional shift as an R.N.

Remy, '95, and **Stephanie (Zalabak) Guenin, '92,** relocated to Waynesboro, Virginia, this summer. Remy formerly served as the assistant dean at Kingsway College in Canada and will now be working for McKee Foods Corporation as a product services administrator. They are the proud parents of Hannah.

Thomas Knoll, '95, is practicing law in Waynesboro, Virginia. He was married to Deanna Marsh on November 23, 2003. Deanna is a pediatric physical therapist. The couple reside in Waynesboro.



Thomas & Deanna Knoll

Alicia (Goree) Adams, '97, experienced two exciting events recently: her marriage to Ken Adams and a promotion to the position of editor for the *Pacific Union Recorder*.

Tim Arena, '97, lives in Bloomington, Indiana, where he earned his master's in choral conducting.

Melinda (Keener) Steagald, '97, graduated from the James H. Quillen College of Medicine at East Tennessee State University in May 2004.

Steve Laubach, '97, is newly married and has two wonderful step children. He has been living in Iowa for the last two years but will be moving to Wisconsin soon.

David, '98, and **Lori (Brannan) George, '98,** live in Ooltewah, Tennessee. David teaches film production at Southern in the School of Visual Art & Design. Lori works part-time as an organist and accompanist. The couple has a 2-year-old daughter, Julianna, and a second girl expected to arrive in October.

Jennifer (Sommerville) Colburn, '99, completed medical school at Loma Linda University and is starting a pediatric residency in Greenville, South Carolina. Her husband, Ryan, grew up close to Greenville, so they are happy to be back home. They live in the town of Simpsonville.

Crystal (Candy) Weigley, '99, works at the Orange County Sheriff's Office in Orlando, Florida, as a media specialist. She hosts and produces a cable television show called "To Serve and Protect" and handles some of the media spokesperson duties. She says that she's enjoying working for the government and being away from the crazy hours and deadlines she had as a TV reporter for several years.

Elisa Rahming, '99, was an auditor for a few years and is completing her MBA at Georgia State University. She took classes in Italy this summer in a Study Abroad Program. She resides in Atlanta, Georgia.

Roma J. Bennett, '99, earned a master's degree in healthcare administration and is managing a 29-bed medical surgical unit.

Amy (Adams) Manly, '99, completed her master's degree in youth ministry in August 2003 just in time to deliver her son, Nathan. Her husband, Scott, will pastor in the Michigan Conference following his graduation from Andrews.

Julie (Reaves) Thompson, '99, and her husband, **Murray,** attended, have two boys: Alexander, 4, and Benjamin, 2 ½ months old.

Terri (McFarland) Martin, '94 and '99, graduated from St. Francis School of Anesthesia in '02. She lives in Hattiesburg, Mississippi, with her husband, Kevin, and five children. She is a certified registered nurse anesthetist for the Hattiesburg clinic and is active at the Bass Memorial Academy Church.

00s **Stephanie Gladden, '00,** has been living in South America for two years working with the David Gates programs. Last year Stephanie accepted the position of principal at the industrial school in Guyana. Some of her other responsibilities include school nurse, health teacher and choir director, and she says she loves it.

Kameron DeVasher, '00, is beginning his fifth year as pastor of the Gem State Academy Church and as Bible teacher/chaplain of the academy.

Amy Strahl, '00, graduated from Temple University this May with her master's degree in social work. She works as a special services caseworker doing foster parent recruitment, orientation, training, home studies and monitoring coordination of homes. She also bought her own home recently in Dauphin, Pennsylvania.

Jared Schneider, '00, was awarded the doctor of optometry degree at the 88th commencement of the Pennsylvania College of Optometry. The ceremony was held at the Kimmel Center for the Performing Arts in Philadelphia.

Monica (Davis) Heyden, '00, married John Heyden in June. She received a multi-subject teaching credential from California State University, Chico, with an emphasis in English.

Suzanne (Eyer) Standish, '98 and '00, and her husband, Ryan, are expecting their first child in October. They are both employed at Mercy General Hospital in Sacramento, California, where Ryan works in the float pool and Suzanne works in Postpartum in the FBC.

Kellie Coelho, '01, lives in California, where she works as a cardiac nurse at a local hospital. Her future plans include going on a preaching mission trip and working as a traveling nurse.

Remembrance

Ruth Carterette Sands, '42, passed away July 9, 2003, in Oshawa, Ontario, Canada. Her husband, Jack Sands, M.D., passed away before her. She is survived by seven children, 12 grandchildren and several great-grandchildren.

Bettie Jeanne Knott Hicks, who attended Southern, passed away on March 5, 2004. She was a homemaker and a member of the Ellijay Seventh-day Adventist Church. She was 55 and is survived by her husband, Gene, and her brother and sister-in-law, Tim Knott and Patricia Veach of Davenport, Iowa.

Florence Adelia West, former postmistress at the Collegedale Post Office, passed away at her home on June 19, 2004. She was 85 years old. After 15 years as postmistress, she pursued a career in nursing that spanned 23 years. Florence worked faithfully at Standifer Place Healthcare before her death. She was a member of the McDonald Road Seventh-day Adventist Church, along with her husband, Don, '49. She is survived by her husband, three children, one brother and sister, six grandchildren and four great-grandchildren.

Send your On The Move entries to the alumni office at PO Box 370, Collegedale, TN, 37315 or e-mail to alumni@southern.edu. We will gladly accept photos of alumni and their families, but we do not print photos that do not contain the specific alum listed in the entry.

Finding the Right Path

by Melissa Turner, senior, English major and Journalism major

Growing up, I loved reading about idealistic teachers like Laura Ingalls Wilder and Anne of Green Gables. And, from my academy years onward, I longed to one day follow in the footsteps of my own academy English teachers who opened the world of writing and literature to me and who mentored and guided me during academy. But as I got further into my teacher education training at Southern, I began to wonder if I was heading down the right career path.

Last winter, I found myself sitting quietly at a desk in the very classroom where I had struggled through Algebra I and II during my academy experience. I wasn't there to take another mathematics course, thankfully! I was taking spare time out of my day to observe an academy-level English class—the place I hoped to work some day.

I watched one of my beloved academy English teachers hustle around the classroom trying to get things prepared for the class period. The teacher suddenly realized she was missing some important papers and rushed out of the classroom and down to the main office to get them.

A few minutes passed by and then I heard her dress shoes “clickety-clacking” down the tile hallway. The teacher hurried back into the classroom and hastily passed out the papers so students could get started on their assignment. She rushed around the room, her glasses slipping further and further down her nose.

As I watched this scene, my recent doubts and feelings resurfaced and I again wondered if I wanted to pursue a teaching career. Teachers live harried lives, rushing from class to class and trying to make time for students and parents as well as preparing lessons and attending various committee meetings. They hardly have the time to stop and catch their breath or even to eat an entire lunch.

In order to teach successfully as a perfectionist, I would have to replace my need for precision with the need to survive a daily time crunch. I wasn't so sure my conscience would allow me to do that.

My ideals of what teaching should be were quickly being replaced by the realism of how things actually are in today's classroom. So, being the idealist that I am, I resolved, for the first time during my college experience, to perhaps look outside of the classroom to build my future career.

What I rediscovered was my love for writing and journalism. But I didn't want to make a hasty decision. I spent days going through my typi-

cal decision-making processes—prayer, Bible study, talking with trusted friends, family and professors and weighing pros and cons. Finally, I felt fairly confident about my newly made decision to pursue a career in writing or communications and added a journalism major.

Just a couple weeks later, though, I was scheduled to teach a class period of English at Collegedale Academy. I decided to go ahead and fulfill my duties by teaching a lesson on Katherine Anne Porter's “The Jilting of

Granny Weatherall,” a short story I had recently studied in a literature class at Southern. The story is definitely not an action-packed thriller, and I was afraid my high school-aged audience would find it rather dull, but I was determined to encourage students to contemplate the themes of life and death, relationships and forgiveness.

I prayed a lot in the moments leading up to that class period. I asked God to speak through me to the students and to guide the discussion. The results were completely astounding! I listened carefully as the students opened up and got into the discussion. When the small group leaders reported back to the rest of the class, they shared incredibly valuable insights about the story and about life with their classmates. Once again, as He has done many times in my life, God showed me that when I fully depend on Him, whether it be in meeting the demands of the classroom or in choosing the right career path, He will guide me and bless my efforts.

After this positive experience,

I decided not to abandon the idea of a teaching career. I never dreamed that I, like many university students do, would ever change my career goals or major. But through this experience I have become much better acquainted with the familiar adage “Let go and let God.”

Because God has shown me the incredible blessing of fully depending on Him no matter what I do, I know that whatever qualifications I graduate with, God has a place and purpose for me as a future worker in His fields. It might be in teaching, writing or something completely different, but as long as I fully depend on God, He will guide me and bless my efforts. ✧





Prayer is an important part of student life at Southern. Before classes began this fall, Student Association and Campus Ministries leaders went to classrooms across campus and prayed over each seat that will be occupied by students. They asked for God's presence to dwell in the hearts and minds of professors and students. PHOTOGRAPHER: Billy Howard

“Remember When...”



Alumni Homecoming 2004

Honoring Him Through the Humanities

October 28-31, 2004

Honor Years: 1934, 1944, 1954, 1959, 1964, 1974, 1979, 1984, 1994

Homecoming Highlights:

Alumni Banquet – Thursday, Oct. 28, at 6:30 p.m.

Southern Golf Classic – Friday, Oct. 29, at 11:00 a.m.

Die Meistersinger (Men's Chorus) Reunion Concert – Vespers, Friday, Oct. 29, at 8:00 p.m.

Worship Service Speakers – David Osborne, '64, at 9:00 a.m. & 11:30 a.m., & Jeff Wood, '94, at 10:00 a.m. Sabbath, Oct. 30.

Sacred Concert – Carole Derry-Bretsch, '77, Paco Rodriguez and Message of Mercy, Sabbath, Oct. 30, at 4:00 p.m.

An Evening with Mark Twain – Dr. Marvin Cole, Mark Twain portrayal, Saturday, Oct. 30, at 8:00 p.m.

For more details, visit alumni.southern.edu or call the Alumni Relations Office at 423.236.2827



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