

Summer 2006

Columns Summer 2006

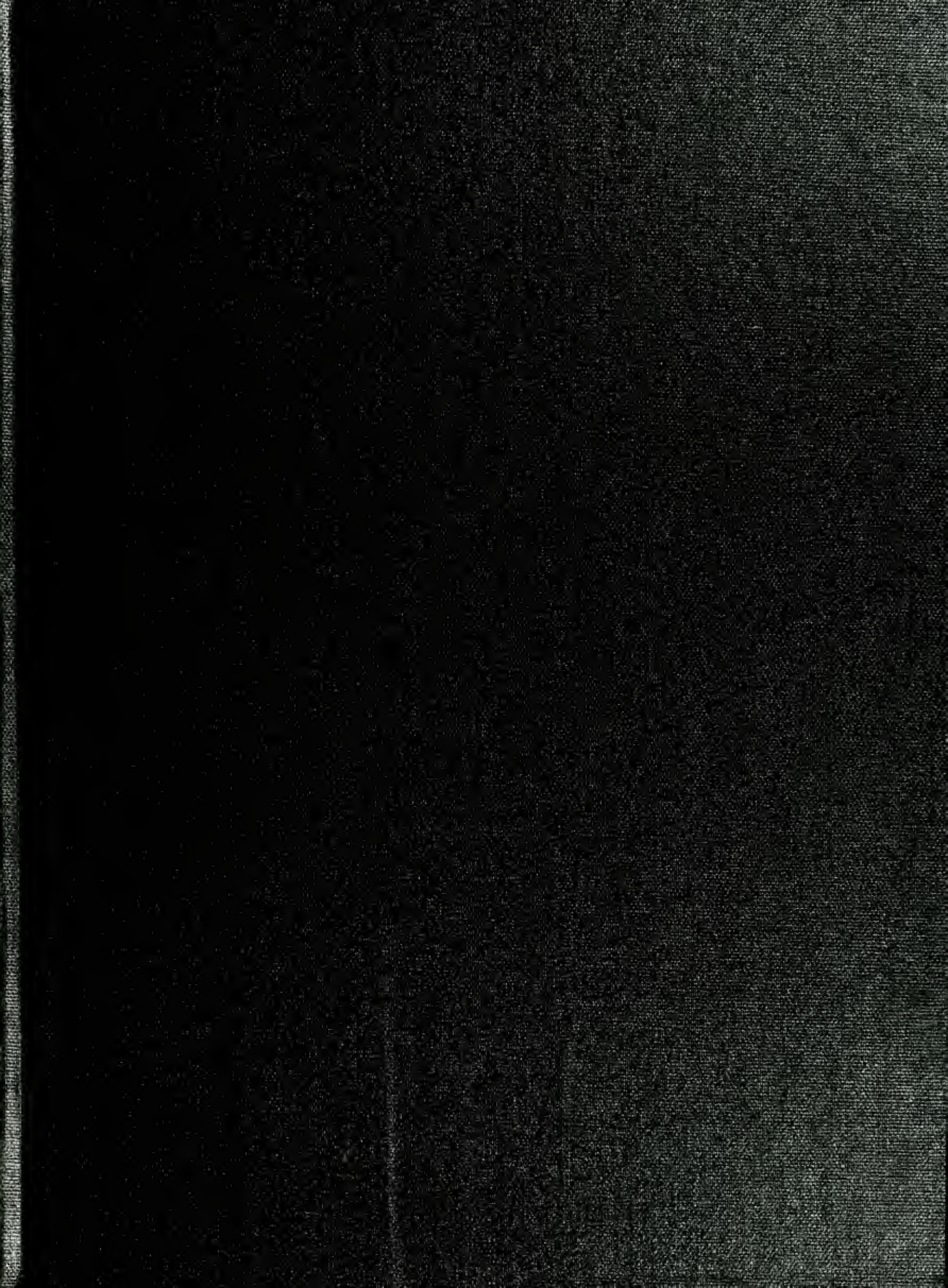
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Southern Adventist University, "Columns Summer 2006" (2006). *Alumni Newsletter*. 163.
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The Magazine of Southern Adventist University

COLUMNS

[Serving God
& Country]

HOLY BIBLE

Summer
2006

Memory Lane

My burgundy Saturn came to a stop at Four Corners. It was the summer of 1995, and I was now only 2.7 miles away from home—and from introducing my new boyfriend, Robby Fatcher, to Mom and Dad.



If Robby was as nervous as I was, he didn't show it. Instead, he seemed to be lost in his own trip down memory lane.

"I remember when this was nothing but a field," he said. Then waving his hand at the hill to our right, he added, "and the road used to go that way over the mountain."

"You know," I smirked, "someone overhearing us might think this was your hometown!"

Though Robby had never lived in Collegedale (or anywhere in Tennessee), his memory of the town stretched back much further than mine. He had been coming here to visit his grandparents, Cyril and Gladys Fatcher, since he was a baby—3 weeks old to be exact.

I was *much* older on my first trip to Collegedale. I was a whole 3 months old when my parents stopped to visit the campus on their way back to California from a wedding in Maryland. It was during this visit, my mother tells me, that I first met then-Director of Admissions and Records Cyril Fatcher (who would soon be promoted to academic dean).

Now, 35 years later, I carry the last name of Fatcher and work in the same building where I first met my future grandfather-in-law.

Yet my history with Southern is minimal when compared to the professors here who have devoted their lives to serving students.

I recently spent some time talking with professors who have been here on campus most of my life or longer (to see the article that resulted from these conversations, turn to page 8). In doing so, I learned things about my grandfather-in-law that my husband didn't even know.

"Did you know your grandfather helped transform the nursing program into the way it is today?" I asked my husband recently.

"No," he responded, his interest clearly piqued. "I knew he'd done some pretty neat things, but I

guess I didn't really know what."

While Robby's memories of his grandfather include picking vegetables from his big garden and making trips to Red Clay, Nursing Professor Shirley Spears' memories of the same man revolve around him working hard to support a drastic change in the nursing program.

My own family history has come alive as a result of listening to a colleague reminisce. Maybe that's one reason I love trips down memory lane—even when the lane is someone else's.



Thirty-five years after first meeting Cyril Fatcher, Lori continues the Fatcher presence on Southern's campus while her grandfather-in-law enjoys retirement in North Carolina.

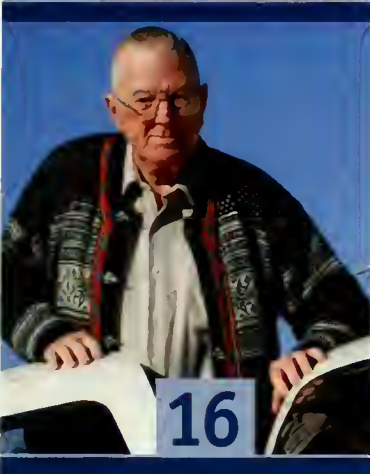
Lori Fatcher



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When professors Shirley Spears and John Beckett started working at Southern, there were only 200 telephones on campus. Today, there are more than 1,700. Read their experiences of watching the campus grow and embrace technology.



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COVER: Students and alumni are choosing to serve God and our country as military chaplains.

Mistaken Identity

Congratulations on a really fine-looking issue of COLUMNS [spring 2006]. I enjoy the content, and I must say the design is very pleasing and makes us alumni proud.

On page 18, however, there is a blooper that some of your older readers will spot, so I thought I would prepare you: The couple identified as Joel and Peggy (Green) Tompkins are actually Chet Damron and his wife. I first thought that perhaps two captions had been switched, but I can't spot the Tompkins anywhere on that two-page spread. I suppose those things happen.

Again, you do a fine job with this magazine, and we always look forward to it.

Ray Minner, '70

Mathematically Speaking

Thank you for an interesting and attractive spring issue of COLUMNS. As a parent of a current Southern student, I enjoy receiving this magazine. It gives me a glimpse of what his campus experience is like.

I can't resist poking a wee bit of fun at your editorial, however. Art Richert no doubt cringed when he read your student memory of him proving mathematically "that .99 to the infinity is equal to one. Clearly, it would seem, .99 to the infinity would be slightly less than one.... things are not always what they seem." Indeed. In fact, 0.99 to infinity, or more precisely, the limit as n approaches infinity of 0.99 raised to the n th power, is 0, not 1. You can see this intuitively even without a mathematical proof by just trying $.99$ raised to a large number using your calculator or spreadsheet program, or thinking through the fact that $0.99^1=0.99$, $0.99^2=0.9801$, $0.99^3=0.970299$, etc., and realizing that there is no way a progression of this type will get you to 1.

Don't feel bad. As you wrote, "Everyone is ignorant in something." That includes all of us.

Thanks again for the nice publication.

Robert Johnston

Editor's note: Thank you, Robert, for the mental exercise I received while trying to figure out where my memory was failing me. With the help of my husband, I finally determined that it's not .99 to the infinity that equals one, but .99 for infinity (i.e., .9999...) that equals one. Lesson learned on the importance of prepositions!

Another Caving Memory

I enjoyed reading the letters about the student park cave that were in the recent [spring 2006] COLUMNS.

I first came to Collegedale in the summer of 1943 and worked at the woodshop to get money to go to academy.

One day the boys started talking about the cave and interesting things that happened there. They mentioned about the Indians having visited there and storing something in the cave. I didn't think I was interested in it because I was claustrophobic, and I didn't think I wanted to be in the cave. They assured me I would be interested in it because it was big and you could stand up in the first part.

They talked me into going. I went into it with trepidation and inward fear, but I walked along in there with them and kept looking back and saw the daylight in the hole getting smaller and smaller. When I looked back and could no longer see the hole, I told them that was as far as I could go, that I had to get out of there. They didn't want me to go because if I left, the brightest light would be leaving.

I told them they could have the light, and I got to where I could see the light from the entrance hole. I slowly worked my way toward the entrance to get out of the cave as soon as possible. I went back to the dormitory and waited for two or three hours for them to come back. They came back all wet and muddy from their exploration in the cave. They brought what was left of my flashlight and said, "You don't know what you missed by not going with us on that excursion!"

Winford Tate, '60

InBox is a forum for reader feedback.

Questions, concerns, compliments, criticisms, and even discussions—all are welcome and encouraged. Letters may be edited for length or clarity. Please send InBox letters to: COLUMNS Editor, PO Box 370, Collegedale, TN, 37315-0370 or email columns@southern.edu.

COLUMNS

Volume 58

Number 2

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COLUMNS is the official magazine of Southern Adventist University, produced by the Office of Marketing and University Relations to provide information to alumni and other friends of the university. ©2006, Southern Adventist University

Why I'm Not Opposed to Opposition

by Stephen Bauer, School of Religion

Throughout my seven years of teaching at Southern, I've periodically had my beliefs challenged by students. Whether we're discussing biblical or social issues, their input has stimulated discussions that compel me to think deeper on issues of importance.

Defending the Divine

While grading a large stack of papers on Ellen White and the Ten Commandments written by students in my Christian Ethics class, I was feeling a certain sense of dullness due to the monotony of reading similar things over and over again. But then I began reading a paper that quickly brought me to full alertness. A student whom I'll call Jim* argued that the commandments were not spoken or given by God, but rather, these commands evolved as a form of communal wisdom. This paper began a series of interactions throughout the semester.

I knew my response to Jim couldn't be a superficial note that the Bible says the Ten Commandments were spoken by God, for his presuppositions rejected the claim of Scripture in this matter. So I responded to him using other methods.

For example, I asked Jim to consider the following: If the Ten Commandments are merely the product of an ancient culture, why should we bother with them today? Furthermore, the commandments prohibit bearing false witness, yet if they were not divinely given, the community is breaking the ninth commandment by falsely testifying to their divine origin. Additionally, the commandments themselves are written as the voice of God, not the voice of the community. So if God did not speak the Ten Commandments, they violate the very standards being promoted, thus destroying their moral authority. And so it went with various issues throughout the semester.

Jim's questions helped me refine course content to be more precise and clear. They made me think more deeply about what I believed and why, making me more articulate in expressing my faith and views.

After the final exam, Jim approached me. "Thank you for your comments and conversations this semester," he said. "I expected that I would be dismissed as a 'liberal' and given intellectually shallow answers, but you addressed me in a careful, logical, respectful way. I'm still thinking about some of the issues you raised."

His comments reinforced my belief that I should never write off a student and that all students should be treated respectfully.

Modeling Morality

One topic that's always sure to stir up controversy is abortion. Every semester, I explore this topic with my Christian Ethics class. As we tackle the question of who is morally responsible for this decision, sometimes my students bring perspectives that help bring clarity to the discussion.

During one class, while discussing the case of a typical 16-year-old

who learns she's pregnant, I pointed out that in this case the moral responsibility for the decision goes beyond the girl and her boyfriend.

"If a 16-year-old vandalizes public property, that person's mom and dad pay for the damage," I argued, "but that same 16-year-old can get an abortion in some states without her parents even knowing it. If parents are held responsible for other aspects of their daughter's life, don't they have a moral right to have input in the outcome of their child's pregnancy?"

"What about in cases of emancipation?" asked Jane*, a legal expert in certain aspects of abortion.

Being only vaguely familiar with the concept of emancipation, I asked her to explain. She told us how sometimes due to abuse or neglect, a minor teen is released from the authority and responsibility of his or her parents.

"So these parents would not be responsible for the teen's vandalism?" I asked. Jane nodded in affirmation.

Seeing this topic in a new light, I veered from my notes and interacted with the class on some implications of emancipation. As we talked, my argument for appropriate parental responsibility was strengthened, because students were able to more clearly see why, in the eyes of the law, some parents are entitled to moral claims in the life of their child, while others (who have by their actions already neglected this right) are not. At the end of this diversion, Jane's comments made it clear that we had come to a meeting of the minds.

I anticipate that I will continue discovering new and exciting things because of the students who question, challenge, and interact with me. ✧

*Names have been changed.



Religion Professor Stephen Bauer isn't afraid of a good challenge.

Ahad Kebede Out of Yemen

It's 6:30 a.m., and senior nursing major Ahad Kebede wakes up to the sound of his alarm clock. The noise is nothing compared with the sound of mortar shells and helicopter blades he once woke up to.

Ahad remembers vividly when civil war broke out in Yemen. Waking up to a faint but growing sound, he and his mother went out to the balcony to see what was happening. When Ahad realized that the sound was bullets coming from a chopper, he ran into the house. But his mother wanted to stay outside.

"That was the time I most feared for my mom's safety," Ahad recalls. "I kept thinking a bullet would take her life."

It wasn't only the war that made life in Yemen a challenge, however. As a Christian, Ahad experienced religious persecution.

"For years, I had this dream of wanting to go to the United States," says Ahad. "I would mention it to my mom, and she would just smile.

After many prayers, she decided to look into sending me to the U.S."

Once the decision was made, God began opening doors. American co-workers of his mother, who was an accountant with ADRA in Yemen, asked about Ahad's plans for the future. When she mentioned his dream of going to the United States, they offered to help find a school for him to attend and began correspond-

ing with academies. Soon after that, Ahad's mother had the opportunity to travel to the United States for an ADRA meeting. While there she visited the schools they were considering and arranged for him to attend Highland Academy in Portland, Tennessee.

Ahad and his mother arrived at the Cincinnati International Airport in Ohio three days before his 15th birthday. There he met the faculty from Highland and said goodbye to his mother, who flew back to Yemen.

As a member of the gymnastics team at Highland, Ahad visited Southern's campus several times during his high school years. He also learned that the university had a well-respected nursing program, which he decided would be a good first step toward his dream of becoming a doctor and helping people in countries like Yemen who don't have access to quality medical care.

"I want to be a surgeon and work with ADRA or any other relief agency," says Ahad, "traveling around the world providing medical services."



Pam Allen The Confidence Doctor

When Pamela Allen, '91, was a teenager, she saw her friends struggle with acne and eczema and wished she could do something to help.

"I knew it bothered them," she says, "because they tried to camouflage it with thick make-up or attempted to manually remove the lesions, only to make it worse," she says.

When she attended Southern, her fascination with skin and beauty, coupled with her interest in science, led her to study biology and prepare for medical school to become a dermatologist.

Today, Allen is cosmetic director in the University of Oklahoma's Department of Dermatology and is certified in both dermatology and internal medicine. In addition to her responsibilities as assistant professor, she is a practicing doctor at the University of Oklahoma Medical Center and the medical director of the university's



Clayton Greenleaf Fixing Cars and Lives

Clayton Greenleaf was 5 years old when he took apart his first motor.

"Of course I couldn't figure out how to put it back together," he says with a chuckle.

But it didn't take Greenleaf long to discover that working on motor vehicles was something he could do for a living. When he was 15 years old, he had his first paying job at his father's car shop in New Hampshire. It was his father who taught him auto bodywork. Since then, he's continued a 40-year career working on motor vehicles.

"God blessed me a lot and gave me something I can do," he says. "It's a gift from God that flows out of my hands."

For the last six years, Greenleaf has worked for Southern repairing and reconditioning the school's fleet of vehicles.

"I enjoy the satisfaction of a job well done," he says. "I like taking a car that's been

wrecked and making it nice again. I just love doing it."

Cars aren't the only thing he enjoys fixing. He's also passionate about mending lives. Greenleaf has taken about a dozen mission trips to areas devastated by Hurricane Katrina. He has helped deliver food and water and participated in building a house.

Greenleaf says helping the area heal has affected his relationship with God and view of life.

"Life is so fragile—you might have everything this minute and then 10 seconds later it's gone," he says. "Wealthy people and poor people are all in the same boat."

Whether repairing dented cars or rebuilding a devastated community, Greenleaf follows the advice his father gave him.

"He told me to always do a good job and to do it right the first time," Greenleaf says. "The secret is to not cut corners and try to beat the clock or do it fast. It will come back to bite you. He talked about being honest and about work ethics. When you say you'll do something, then do it—and it pays off."

satellite clinic in Enid, Oklahoma, her hometown.

"I'm treating people who nurtured me when I was young, such as my nursery, elementary, and junior high school teachers," she says. "It's amazing how the roles have reversed."

Allen performs at least one surgery per week, as well as botox and collagen treatments, spider vein therapy, chemical peels, laser procedures, and many consultations.

"It's so gratifying when I see the kids I treat becoming more confident and outgoing as their skin begins to clear up," comments Allen. One of her most memorable patients was a college-aged woman who had suffered from severe psoriasis. Her entire body was affected by the condition, especially her scalp, causing significant hair loss. After several months of therapy, her psoriasis was controlled and her hair began to grow back.

"She told me that I am her role model," Allen recalls. "She now wants to pursue a career in medicine."

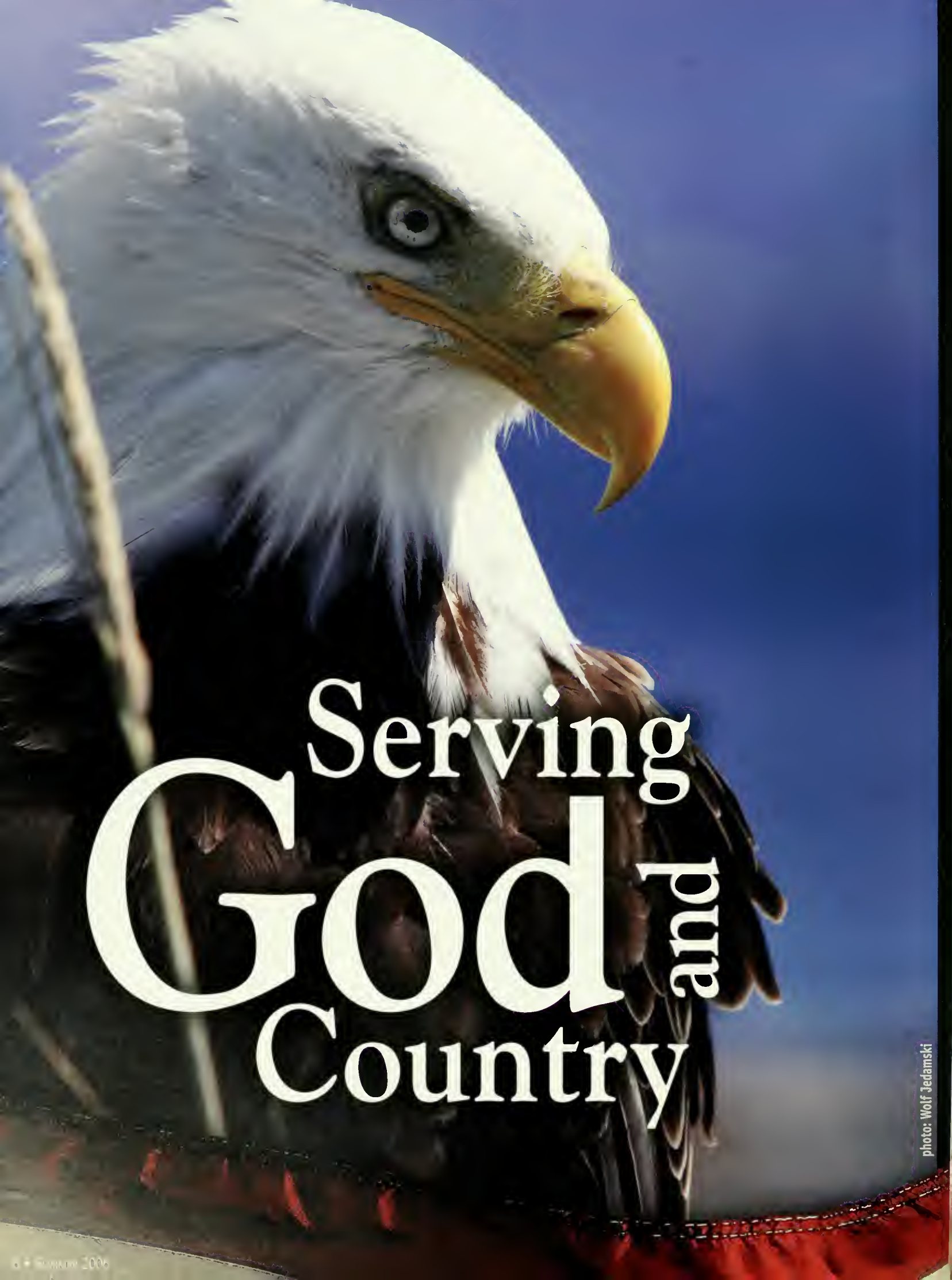
As Allen thinks about her own role models from her years at Southern, she



realizes the effect her college years have had on the rest of her life.

"The Christian education I received has molded my life and the way I treat my patients,"

says Allen. "I try to maintain an upbeat, positive attitude and keep a smile on my face. That's my way of sharing Jesus with my patients."



Serving
God and
Country

photo: Wolf Jedamski

What is the first thing that pops into your head when you think of service? For some, the word evokes images of pastors and missionaries dedicating their lives to serving God. Other minds turn to the men and women of the armed forces who risk their lives in service for their country. While these two roles may seem contrary at first, there are those who are called to fill both.

Such is the case for two theology students with aspirations of serving as military chaplains. Though their career goals are similar, the journeys they've taken to arrive at this point are vastly different.

As you read their stories, as well as the story of an alum whose chaplaincy career has taken him all the way to the Pentagon, you may find yourself with questions that go beyond these individuals' stories. Therefore, we have provided some resources to open the discussion.

As the daily news continues to bombard us with wars and rumors of wars, there couldn't be a more appropriate time to look carefully at both meanings of the word service.

by Sean Reed, senior theology major, and Lori Futcher, '94

A Marine Finds God

Before Joel Klimkewicz joined the Marines, he was a belligerent troublemaker. Angry and lacking a respect for authority, he spent more time drinking than studying the Bible. Those who knew him then would probably have never guessed this man would one day enroll at Southern Adventist University as a theology major.

Joel's transformation took place aboard the U.S.S. Oakhill in the Indian Ocean when he joined a Bible study group with

Adventist Marine Chaplain Santiago Rodriguez. Along with 25 other Marines, Joel was baptized by Santiago in the Indian Ocean. The change in his life was immediately recognizable and served as a witness to those around him.

Joel grew and matured in his Christian experience during the next several months. After re-enlisting in the Marine Corps, Joel came to a startling realization that would dramatically impact his military career.

"As a Marine, I was trained to kill," Joel says. But now the job of killing was in direct conflict with his personal convictions and his understanding of his duty as a Christian. After carefully praying and thinking, Joel decided he must choose to be a non-combatant.

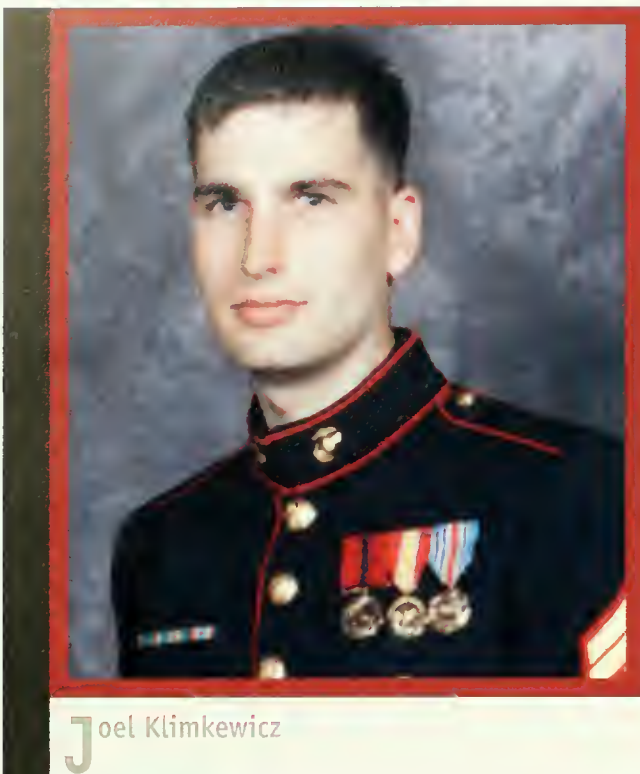
"My decision had to do with my personal relationship with God," says Joel.

Joel informed his commanders of his convictions. He even volunteered to clear land mines in Iraq, a particularly dangerous assignment that would not require him to use a weapon.

"My request for non-combatancy gave opportunity for answering questions about my faith," says Joel.

Convicted for His Convictions

Joel's personal relationship with God was not, however, the Marine Corps' primary concern. His request



Joel Klimkewicz

was denied, and two months later he was court-martialed.

Receiving a court-martial conviction equivalent to a felony, Joel was sentenced to the Navy brig (jail). While not the outcome for which Joel had hoped, he now realizes that God was ultimately in control, for much like Joseph in Pharaoh's prison, Joel found himself serving fellow prisoners.

"It seems almost like God placed me in the prison to be a prison chaplain," says Joel, who was soon giving many Bible studies and helping prisoners deal with a myriad of problems. Although he wasn't trained or experienced, Joel listened to their problems and attempted to find stories in the Bible of people coping with similar problems.

One of these prisoners was Trey, a crack addict who committed his life to Christ after studying with Joel. Knowing his family wouldn't believe him if he told them himself, Trey asked Joel to write a letter to his family telling them of his transformed life.

"I was comforted to know God really wanted me there," reveals Joel as he tells of his experience with Trey. "Prison was a priceless opportunity for practical experience."

Words From Southern

As word spread regarding Joel's imprisonment because of following his conscience, Joel received more than 250 letters that gave him a great deal of encouragement, including letters from one of Southern's religion professors.

As a member of Adventist Peace Fellowship, Donn Leatherman received an email describing Joel's situation, including contact information.

"In my letter, I thanked him for taking a stand and told him we were praying for him," remarks Leatherman, who also encouraged members of his Sabbath School class to send postcards and notes to Joel.

Leatherman's initial letter led to a continued correspondence during the months Joel was in the brig. As Joel began considering what

he wanted to do with his life when released, Leatherman encouraged him to consider the ministry and provided him with an application packet for Southern. Largely because of Leatherman's interest and encouragement, Joel decided to attend Southern.

"I was praying about what school to attend when I received a letter from Dr. Leatherman," recalls Joel. "His was the only correspondence from an Adventist university. It was clear that God wanted me to go to Southern."

Joel was released from the brig five months early, allowing him to be at Southern when the 2005-06 school year started. Furthermore, Joel's discharge was upgraded from bad conduct to general discharge, opening the door for him to be a military chaplain.

"I have a special burden for military chaplaincy," says Joel. "I may serve as a pastor for some time, but I specifically feel called to military chaplaincy."

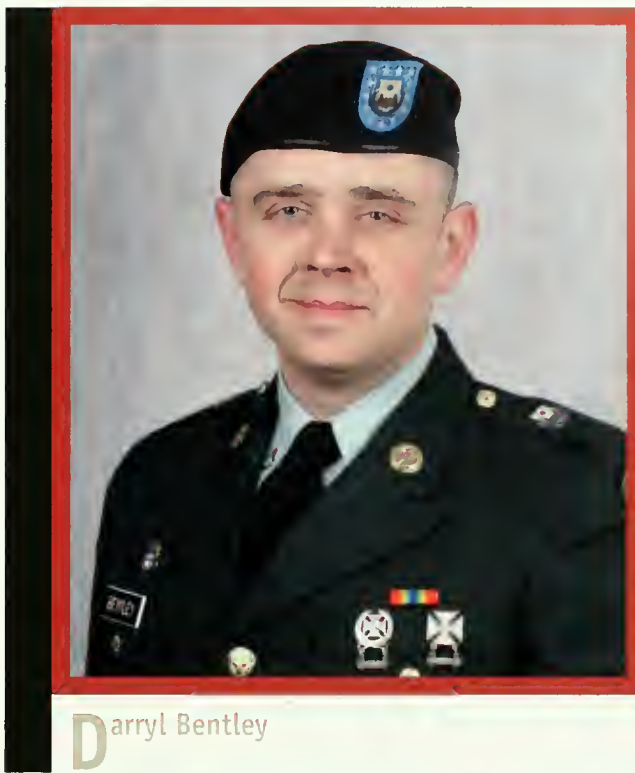
Joel believes the military is a mission field with a special need for dedicated men and women who can take a message of life to an audience inundated with death.

"Many in the military are young kids who don't have good role models," Joel says. "Having been in that position in the past, I feel that God wants me to work there."

A Soldier Shares God

Darryl Bentley's evening guard duty assignment was a welcome relief from the incessant shouting and grueling

physical exertion of the Army's basic training. The seemingly constant exercises of running, push-ups, and shooting practice—experiences vastly different from his usual activities as a theology major at Southern Adventist University—had taught him to savor any moment that allowed him time to read his Bible, meditate, and pray.



Darryl Bentley

"I have to keep him alive," Darryl says. "I pray that I will never be required to use that training. None of the chaplain's assistants who were training me had ever fired a weapon in combat. That gives me hope."

Darryl's primary task is also his favorite—to assist the chaplain in offering spiritual support to soldiers regardless of religious affiliation. "This gives me numerous opportunities," he says, "to share Jesus with soldiers when they may be hurting the most."

Turning to 2 Timothy 1:7, Darryl read, "For God has not given us a spirit of fear, but of power and of love and of a sound mind." The reassuring words of Scripture brought welcome refreshment following a day that had been especially taxing—physically and mentally.

When Darryl glanced up from his Bible, his guard duty partner, Tommy, began to ask a question.

"I've been thinking about death," Tommy said. "What really happens when a person dies?"

Opening his Bible to texts very familiar to him, Darryl led Tommy on a journey through God's Word to a biblical understanding of death. The love of God exuded from the reading of the Scripture texts, and Tommy was deeply affected.

"There were tears in Tommy's eyes," Darryl later recounts. "Right there, surrounded by 428 M-16 rifles, we prayed."

"This is why I'm in the Reserves," Darryl continues. "It's all about the ministry, and this is where God wants me."

Two Callings

As a boy, Darryl dreamed of someday being a soldier, and he even attempted to enlist in the Marines after graduating from high school. His life took a different turn, however, when the family of the woman who later became his wife led him into a saving relationship with Christ.

When he was in his late 20s, Darryl heard God's call to full-time ministry and enrolled at Southern Adventist University. His sophomore year, Darryl began investigating what would be required to be an Army chaplain. He discovered that a chaplaincy candidate must have at least a Master's of Divinity degree and be endorsed by a recognized church.

An Army recruiter suggested that Darryl should venture into the military as a chaplain's assistant, thus gaining valuable military experience in a ministry setting while also continuing his theological training.

"After much prayer," Darryl says, "I felt the

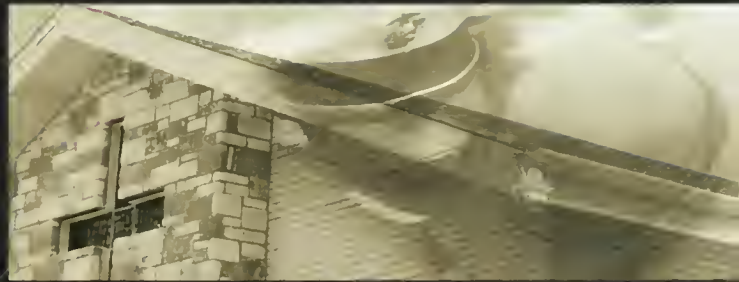
Lord was leading me to try out the military."

As a chaplain's assistant, Darryl has two primary responsibilities. His most controversial is protecting the chaplain. As the assistant, he is required to carry a weapon to defend the chaplain, who is not allowed to bear arms.

Keeping God First

Soon after arriving at the U.S. Army training center in Fort Jackson, South Carolina, for basic training, Darryl encountered difficulties with keeping the Sabbath. A Sabbath accommodation request wasn't sensible, he was told,

The Church's Stance



As Civil War broke out in 1861, sympathies of the Seventh-day Adventist Church were with the North. James White and other church leaders raised funds to pay non-Adventists to enlist in the Union army in an effort to avoid a draft. At the same time, they strongly discouraged Adventists from enlisting.

After a draft was instituted, the church took steps to have the government officially recognize its position. A 1864 General Conference declaration stated that Adventists "are conscientiously opposed to bearing arms."

Since the Civil War, Adventists have been largely known as conscientious objectors, forbade by conscience to engage in combat or carry arms.

Church declarations throughout the years have consistently held to this position.

In 1972, after reaffirming the historical position, the church also recognized the importance of individual conscience saying, "This statement is not a rigid position binding church members but gives guidance leaving the individual member free to assess the situation for himself."

because even the Jews in his unit were willing to suspend Sabbath worship during basic training.

Miraculously, Darryl's drill sergeant gave Darryl permission to use the sergeant's office on the Sabbath to spend time with God.

"No one is allowed in the drill sergeant's office!" Darryl exclaims as he recounts his unique experience. "It was truly a miracle that I was allowed to go into the office alone on the Sabbath."

Darryl treasured the Sabbath hours spent reading the Bible and studying the Sabbath School lesson in the office. While for most soldiers, being in the drill sergeant's office was the result of some infraction, for Darryl it was an oasis of peace from the daily yelling that accompanies basic training. The time spent in study each Sabbath prepared Darryl for the ministry God had planned.

Serving Fellow Soldiers

When Darryl's fellow recruits learned he was studying theology in preparation for the pastoral ministry, they came to him for prayer and spiritual counsel. Several were open to studying the Bible with Darryl, and about half of the 52 men in Darryl's platoon accepted a copy of *The Desire of Ages* or *Steps to Christ*.

"It became abundantly clear to me during basic combat training," says Darryl, "that the Lord can use me in the military."

While preparing to deploy to Iraq, where he's now serving, a surprising door was opened for him to more fully serve God.

A unit he was training with did not have a chaplain. When Darryl told them he was studying to become a minister and a military

chaplain in the future, the unit commander was elated.

"I told them I would be willing to have a chapel service for them," says Darryl. "They said they would love that."

In addition, Darryl's chaplain agreed to allow him to conduct Adventist services on base.

"There are currently no Adventist services offered, and for my chaplain to allow me, as a chaplain's assistant, to begin and conduct services is nothing short of miraculous."

As Darryl serves in Iraq, he knows God will enable him to bring hope and comfort to soldiers fighting far from home.

"I long to return to Southern and continue my education," says Darryl. "I know I will be a better pastor or chaplain because of this adventure."

William B. Broome III



Serving God at the Pentagon

For William B. Broome III, '74, the road to the Pentagon began when, as a seminarian in the mid-1970s, he was called to the dean's office to receive some chiding and advice. A chaplain recruiter was visiting the campus, and Broome had not signed up for an interview.

"Why didn't you go talk to the recruiter?" Thomas Blincoe, then dean of Andrews University's Adventist Theological Seminary, asked Broome. "Do you know more than God? God may have a plan for your life where He wants you back in the military."

Broome had been raised in the Air Force, served as an Army helicopter pilot, and even served a tour of duty in Vietnam.

But after becoming an Adventist, getting his theology undergraduate degree at Southern, and continuing toward his master's in divinity at Andrews, Broome assumed his military days were over.

"Sign up and let God decide," Blincoe urged.

Called to the King's Court

Broome spoke with the chaplain recruiter. Five years later while pastoring in Moultrie, Georgia, he received a call to become a military

chaplain. From his start at Fort Benning, Georgia, Broome's 24 years as military chaplain have taken him to several military installations and most recently to the Pentagon, where he ministers to the nation's top military commanders.

Broome likens his role at the Pentagon to that of Daniel and the prophets of old.

"I have access to whatever commander I am working for and can tell that person whatever I feel he or she needs to know about," he says. "This gives me tremendous influence with what I feel God wants to accomplish in that unit through me and through the command structure. Some commanders use my advice well, and some don't. So, like the prophets, I can be the King's right-hand man—or be banished from the court!"

Standing Firm

As military chaplain, Broome is responsible for all soldiers under his spiritual care, regardless of denomination or beliefs. Broome sees no tension between his biblical beliefs as a Seventh-day Adventist and his duties as an Army officer.

"I'm expected to stay true to my faith and denomination and always look for ways to be cooperative rather than an objector," he explains.

Broome feels that consistency to principle and belief is vital to instill soldiers with confidence that the chaplain can be trusted to help them.

"If the soldiers see the chaplain as someone who is an integral part of the unit yet not compromising his faith, then they see him as someone they can turn to," says Broome.

Ministering and Leading

When soldiers encounter problems—be it drugs, family issues, or another of a myriad of possibilities—they can go to the chaplain for help. Often, they view the chaplain as their advocate.

"When someone comes to me, all they see is the cross on my uniform. They don't know if

I'm Baptist or Catholic or Adventist, but

they see me, the chaplain, as their advocate," says Broome. "And usually they are in trouble."

Then there is his role as grief counselor. On September 11, 2001, this was his role throughout the day and most of that night as he helped those who worked in the Pentagon cope with the day's tragedy and notified families of those who had died when the building was hit. Now his office is right across from the chapel that was built where the airplane hit the Pentagon.

Broome is part of a respected group of Adventist chaplains who minister to this nation's

leaders, both military and civilian. One of Broome's chaplain colleagues is Chaplain Jonathan McGraw, who serves as an adviser to an Army three-star general responsible for personnel. Across the river in Washington, D.C., former Navy Chaplain Barry Black is the chaplain for the United States Senate.

"It's interesting that at this time in history," Broome says, "God is choosing to place Adventist chaplains where we may be able to influence some of our nation's leaders with upcoming issues." ♦

Cadets on Campus

Seldom is a man or woman in military uniform seen at Southern today, except on the rare occasion a military recruiter visits campus. However, in the early 1940s, uniformed men frequently were seen marching in formation down the hill in front of Lynn Wood Hall. In addition to drilling, the young men in Captain C.D. Bush's medical cadet corps studied first aid, self-defense, military discipline, and an Adventist philosophy of military service.

Burgeoning war in Europe and the Pacific had arrested the world's attention, and Southern faculty and students were no exception.

Concerned that young Adventist men might be drafted into the military, Southern Union leaders followed the path of Everett Dick at Union College and formed the Southern Union Medical Cadet Corps at Southern. Assurances had been received from the War Department indicating that men who completed the medical cadet training would be assigned to the medical service of the military. Here, Adventists could save lives rather than take them.

The first medical cadet corps session was held in 1941, with

80 young men. The next year, nearly 100 participated. A third session was also strong. With Bush leading, several faculty taught courses for the corps.

In Lynn Wood Hall was placed a Soldier's Directory plaque listing the names of Southern students who served in the military. By the end of World War II, the plaque listed the names of 171 who had served in the United States armed forces.

A Discussion on Adventists in the Military

Having served at the Pentagon and now working at the General Conference, one thing I've noticed is that the church and military have a lot in common.

By nature, militaries are conservative organizations, much akin to the Adventist church structure. Furthermore, we dress our young people in Pathfinder uniforms with lots of awards and badges, send them off to barracks (dormitories) with First Sergeants (deans), and teach them to obey the rules or else. No wonder many Adventist youth voluntarily enlist in the military services!

In the earthly realm, the Almighty establishes order through government and its civil leaders. The apostle Paul declares government officials to be God's ministers, telling us that "Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established

I believe Adventists can serve their country.

by Gary R. Councell, '67, '69

by God" (Romans 13:1, NIV). Christians are commanded to give responsible, ethical service in the earthly realm, as rendered by Joseph, Daniel, and Esther.

The New Testament makes no derogatory statements toward soldiering. In their frequent dealings with soldiers, neither John the Baptist nor Jesus ever told soldiers, "Get out" or "Don't join." Rather, when some soldiers asked John the Baptist what they should do, his response was, "Don't extort money and don't accuse people falsely—be content with your pay" (Luke 3:14, NIV).

Today, the vast majority of Adventists in uniform train to use weapons as combatants. This should not come as a surprise. The thinking of pacifists and Vietnam anti-war protestors influenced the church to end Medical Cadet Corps in 1971. For more than 35 years, the ethics of

combat and/or the issues around military service have not been systematically addressed. Hence, many Adventists join the military without fully considering consequences or options.

The church must provide members better guidance in these areas. That guidance must inform and respect free choice in agreement with the official position of the denomination (see page 11).

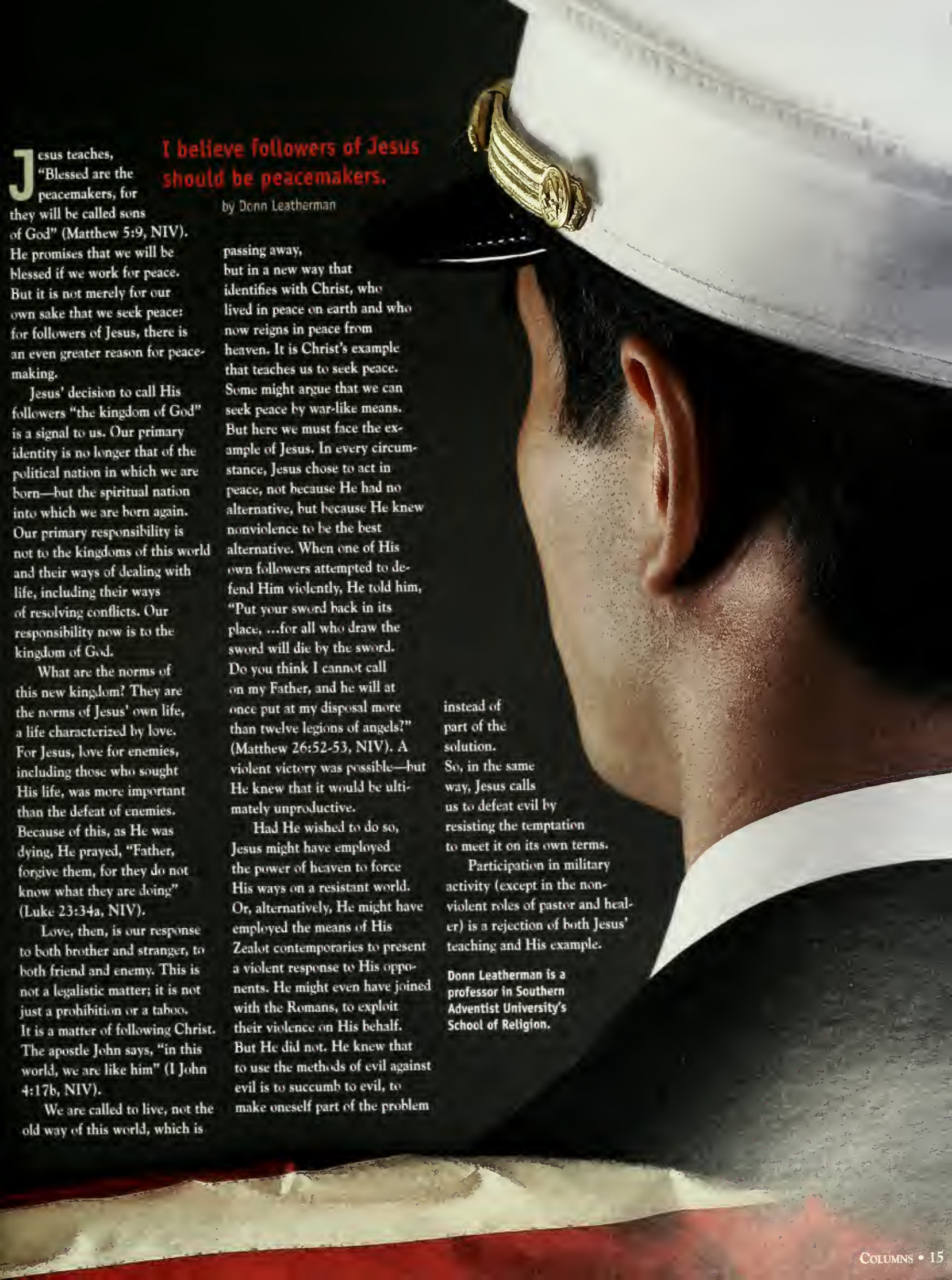
For those considering serving, they may want to pursue entering as officers or serving in one of the professional branches (chaplain, legal, or medical). The pay is much better, and there are fewer hassles over accommodation of religious practice. Before enlisting, contact Adventist Chaplaincy Ministries, one of the National Security Office field representatives, an Adventist military chaplain, or an Adventist veteran, and ask questions.

Hundreds of young adult Adventists around the world have demonstrated that faith overcomes situations in the militaries of many nations. If Adventism cannot be practiced

in the military, then our faith has limitations that are greater than its Author. That view would make our faith null and void. It would also demean the honorable service and sacrifice of thousands of Adventist veterans who loyally adhered to their faith while honorably serving, often with distinction (such as Keith Argraves, Desmond T. Doss, and countless others).

It is possible to serve in the military and remain an Adventist. The U.S. Armed Forces make provision for accommodation of religious practices with certain caveats. After 36 years in uniform, I have observed that Adventists who live by their faith and values are appreciated by commanders. They are effective witnesses inside closed circles. Their influence helps earn the denomination credibility and respect from fellow Christians and the government as "conscientious cooperators" rather than "objectors."

Gary Councell is the associate director/military endorser for Adventist Chaplaincy Ministries at the General Conference.



Jesus teaches, “Blessed are the peacemakers, for they will be called sons of God” (Matthew 5:9, NIV). He promises that we will be blessed if we work for peace. But it is not merely for our own sake that we seek peace; for followers of Jesus, there is an even greater reason for peacemaking.

Jesus’ decision to call His followers “the kingdom of God” is a signal to us. Our primary identity is no longer that of the political nation in which we are born—but the spiritual nation into which we are born again. Our primary responsibility is not to the kingdoms of this world and their ways of dealing with life, including their ways of resolving conflicts. Our responsibility now is to the kingdom of God.

What are the norms of this new kingdom? They are the norms of Jesus’ own life, a life characterized by love. For Jesus, love for enemies, including those who sought His life, was more important than the defeat of enemies. Because of this, as He was dying, He prayed, “Father, forgive them, for they do not know what they are doing” (Luke 23:34a, NIV).

Love, then, is our response to both brother and stranger, to both friend and enemy. This is not a legalistic matter; it is not just a prohibition or a taboo. It is a matter of following Christ. The apostle John says, “in this world, we are like him” (1 John 4:17b, NIV).

We are called to live, not the old way of this world, which is

I believe followers of Jesus should be peacemakers.

by Donn Leatherman

passing away, but in a new way that identifies with Christ, who lived in peace on earth and who now reigns in peace from heaven. It is Christ’s example that teaches us to seek peace. Some might argue that we can seek peace by war-like means. But here we must face the example of Jesus. In every circumstance, Jesus chose to act in peace, not because He had no alternative, but because He knew nonviolence to be the best alternative. When one of His own followers attempted to defend Him violently, He told him, “Put your sword back in its place, ...for all who draw the sword will die by the sword. Do you think I cannot call on my Father, and he will at once put at my disposal more than twelve legions of angels?” (Matthew 26:52-53, NIV). A violent victory was possible—but He knew that it would be ultimately unproductive.

Had He wished to do so, Jesus might have employed the power of heaven to force His ways on a resistant world. Or, alternatively, He might have employed the means of His Zealot contemporaries to present a violent response to His opponents. He might even have joined with the Romans, to exploit their violence on His behalf. But He did not. He knew that to use the methods of evil against evil is to succumb to evil, to make oneself part of the problem

instead of part of the solution.

So, in the same way, Jesus calls us to defeat evil by resisting the temptation to meet it on its own terms.

Participation in military activity (except in the non-violent roles of pastor and healer) is a rejection of both Jesus’ teaching and His example.

Donn Leatherman is a professor in Southern Adventist University’s School of Religion.



From to Daredevil Safety Guru

by Jennifer Jas, '92

In 1944, a high-performance Mono-coupe airplane zoomed over Southern Junior College and dived toward the men's residence hall. Suddenly, it turned on its side to miss the flagpole, dived below the second floor of the women's residence hall, then pulled straight up in a series of vertical rolls.

The college president, K. A. Wright, called the Chattanooga Airport to report that an aircraft was breaking up classes. When the

plane landed, the assistant airport manager was already walking out to meet it. Luckily for Jack Parnell, who had been a Southern student the year before, he was the passenger and not the pilot of his airplane during the campus airshow. The pilot was Eddie Stork, a Southern board member and manager of the Chattanooga Airport. Nothing more was said.

Parnell was capable of the same stunts, however. "In my first year of flying, I thought low-level acrobatics proved you were a good

pilot," he says. He once put on his own show near the airport, doing spins, loops, chandelles, and slow rolls. As Parnell walked out of the hangar afterward, an old gray-haired pilot, without even looking up, told him the other pilots were placing bets on how long he would live.

"I didn't answer him at the time, but I've been thinking about it for over 60 years," Parnell says. "Since then, I've never done anything to compromise safety."

“To me, flying is just as relaxing as a massage is to some people.”

—Jack Parnell



sometimes wears to church, showing a Wright brothers' plane superimposed on a supersonic transport. Parnell is a member of almost every aviation organization and has received too many awards to count, but he is especially proud of this one. Why? “Because this one is a recognition of my life’s dedication to safe flying,” says Parnell.

It didn’t take Parnell long to go from his early days as a daredevil young pilot, to one with a passion for safe and precise flying. Along the way, he took every opportunity to learn from others. The lessons he applied to his life are now the lessons that he passes on to students at Southern, where he lectures on occasion; to other pilots; and to anyone who wants to go through life living, working, and flying to the best of his or her ability. ✧

Parnell, now 81, has spent two solid years of his life—19,000 hours to be exact—in a cockpit. Most airline pilots retire with around 16,000 hours, but Parnell is not retired and is still regularly racking up time in his flight log. The most amazing part is that he has never had an accident, never received even a minor Federal Aviation Administration violation, and never so much as scratched an airplane.

“I don’t see any reason why you can’t fly an airplane,” the second examiner said, and he awarded Parnell the certificate.

Lesson in Excellence

During a course on instrument flying, Parnell learned a lesson that forever changed his piloting style. Instructed to fly at 5,000 feet with airspeed of 140 knots, Parnell flew within what he believed was the acceptable range, knowing instructors didn’t expect student pilots to hold the plane at exactly those numbers.

But this instructor, Courtney Chapman, recognized Parnell’s ability. He said, “Mr. Parnell, why can you not fly at exactly 5,000 feet and exactly 140 knots? I expect every pilot to fly to the limit of his ability.” So Parnell held the plane at 5,000 feet and 140 knots on the dot.

“That day, I learned that it’s just as easy to fly precisely as it is to fly sloppily,” says Parnell.

“From all the pilots I have ever flown with,” Chapman says, “Jack Parnell is the very best, the very top in precision, accuracy, and knowledge.”

A Master Pilot

Because of his stellar record, Parnell was recently awarded one of the FAA’s top honors for pilots: the Wright Brothers Master Pilot Award.

“This award recognizes outstanding aviators like Jack Parnell who have achieved at least 50 years of safe flying—an incredible achievement when we consider that the Wright brothers themselves made the first flight just 102 years ago,” says Carolyn Blum, Regional Administrator of the FAA’s Southern Region.

The walnut-framed plaque hangs in Parnell’s home office, surrounded by 75 other certificates and honors, shelves of books, indexed binders, and model airplanes. The award also included a lapel pin, which Parnell

Parnell’s Numbers

0 Number of accidents or FAA violations he has received

18 Years spent working as a pilot examiner

32 Years spent working as an aviation accident investigator

40 Years spent working as a corporate pilot

62 Years he has been piloting planes

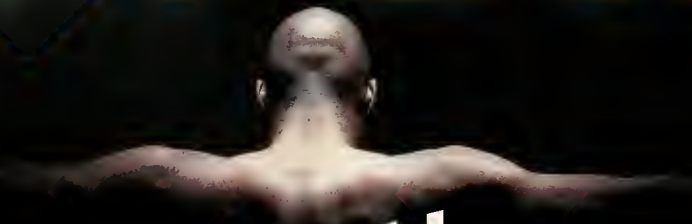
111 Countries he has flown over

1,000 Approximate number of pilots he has tested and certified

19,000 Number of lifetime flight hours (as far)



Well



worth the wait

by Lori Futcher, '94

Gym-Masters Coach Richard Schwarz has been distracted lately. It's not due to the classes being taught immediately outside his closet-sized office. It's not due to the never-ending task of setting up and taking down gymnastics mats. It's not even due to the buzzers and other noises from intramural games that share the gym during Gym-Masters practice time. Schwarz's distraction comes from the constant desire to get up and check on the progress of the construction outside.

When Phase One of the new Wellness Center is complete, Schwarz and the Gym-Masters will have a new place to work and practice.

The contagious excitement exuding from this normally easy-going coach comes from knowing that part of the plans he was shown when joining Southern six years ago will become a reality this fall.

God's Timing

Though Schwarz has been anticipating construction on the new facility, no one has waited longer than Phil Garver, dean of the School of Health, Physical Education, and Wellness.

Garver first came to Southern 30 years ago. "I realized right away there was a need," he says. Ten years later, Garver started actively pursuing the dream of a wellness center.

Though one might expect a man who's been pursuing the same dream for 20 years to be frustrated, Garver is quick to point out that he believes the delay was providential.

"The delay has allowed us to develop the kind of facility we need here, one that will

really meet the needs of the students," he says. "Even though it's taken time, it's all been a part of the good Lord's plan to make sure we get the kind of facility the students deserve."

"It's going to be a campus focal point," asserts Garver. "To me, that's huge. The new Wellness Center will speak volumes about Southern's commitment to a holistic lifestyle."

Other elements that have been added throughout the years to enhance the Wellness Center's original plans include a therapeutic pool, office space, a library, more classrooms and laboratory training areas, places for students to gather, a larger fitness center, a walking track, a child-care area, and an indoor climbing wall.

The new Wellness Center will speak volumes about Southern's commitment to a holistic lifestyle.

—Phil Garver



Breaking ground for the Wellness Center are Southern President Gordon Bietz, Committee of 100 President W. T. McGhinis, Southern Student Association President Seth Gillham, Southern Board members Mark Schiefer and William Hulsey, North American Division Director of Education Gerald Kovalski, and Board Chair Gordon Ret...

Phasing In

Plans call for the Phase One gymnastics area to be completed in time for ACROFEST, a gymnastics clinic that will bring more than 1,000 high school and college students and sponsors to campus in early November. Phase Two will begin in 2007.

Learning for Life

With President Gordon Bietz driving a bulldozer and dignitaries turning the first shovels of dirt, Southern launched construction of the \$6.5 million Wellness Center, the most ambitious building project since completion of the Hickman Science Center in 1997.

Phase One is the first and smallest of the Wellness Center complex, consisting of a practice gymnasium for the Gym-Masters. The larger Phase Two will be a complete renovation and expansion of the current Iles P.E. Center, more than doubling the size of the current facility.

Plans for Phase Two fulfill the vision of providing a comprehensive wellness education for Southern's students. "The deteriorating health of our nation pro-

vides us with a great opportunity to be a shining star in healthful living," said Bietz at the groundbreaking ceremony. "I am convinced of the importance of providing for the wellness education of our youth."

"We're saving lives now," says Phil Garver, dean of the School of Health, Physical Education, and Wellness. "Our majors are learning how to practice holistic wellness by assessing the lifestyle of an individual and then steering that person toward prevention and treatment."

As an example, students learn wellness center management, assessment technique, personal training, diabetes prevention education, and how to con-

duct cooking schools and smoking cessation seminars.

"Currently, we don't have adequate practice laboratories for these activities although we have these components in our curriculum," comments Bietz. "The Wellness Center will provide an incredible change in our learning environment for the whole student body."

"In the South, we have one of the sickest, most obese populations in the United States, and we need to teach our students how to live right, exercise right, and stay well," says Garver. "With Phase Two, we have powerful potential for leadership in preventive wellness education. Students can learn to embrace persistent discipline and balance in life."

The new facility will be made possible by the Committee of 100 and the continuing generosity of alumni and friends.



Architect's drawing of the Wellness Center, a \$6.5 million project with two construction phases. Phase One will be complete in the fall of 2006. Phase Two begins in 2007 and will more than double the size of the current facility.

Though the first phase of construction focuses primarily on the needs of the Gym-Masters, the entire student body will benefit from more space after the team's relocation.

Sandy Haviland, junior health, physical education, and recreation major, looks forward to how the team's vacated space in the gym will benefit Southern's intramural program. The way things are currently set up, Sandy sometimes misses a call when officiating games because of people walking in front of her, and she sometimes needs to stop hockey games briefly so people can walk past her.

When students leave college, they should have better health and a better understanding of the laws of life than when they entered it. The health should be as sacredly guarded as the character.

—Ellen G. White

"I'm glad this year's over," Sandy states, "so that next year we can take advantage of the beginning of the new Wellness Center."

Sitting in their offices where they can neither see nor hear the construction, Schwarz and Garver visualize what it will be like when they enter the new gymnas-tics area for the first time and when Phase Two can begin: "It's going to be one big celebration," Schwarz says.

"It will signal the dawn of a new day," says Garver, "with a tremendous sense of newness and excitement."



Construction begins on a building that will bring a new level of excellence to wellness on campus.

Watch building progress online. Go to www.southern.edu, and click on the webcam.



GIVE

To make a gift to the Wellness Center, call Advancement at 800.444.4444 or visit www.southern.edu

HOW to Make a Quick Quilt

by Judy DeLay, '81 & '82

When my sister Tracey suggested we make our mom a family quilt for her 80th birthday, I agreed, even though I had never before made a quilt.

When Homecoming rolled around, I signed up for the quilting workshop by Hazel Allen, '68. It was during that workshop that I sewed my first quilt block. Now, I enjoy quilting so much that I've lost track of the number of quilts I've made.

Quilting doesn't have to take months or years. In as little as two hours, I can make an attractive lap-size or crib quilt. These are working quilts, not heirlooms. They're intended to be used, get dirty, and be machine washed. Heirlooms are wonderful works of art, but I also want my grandsons to have quilts they can use, not just admire.

I've used them as gifts, not only for babies but also for adults. These lap quilts are a great size for use in the car or in a wheelchair.

There is no right or wrong way to make a quilt. The techniques you use depend on your preferences and the amount of time you wish to invest. A whole-cloth quilt is a quick way that you too can enjoy creating a quilt.

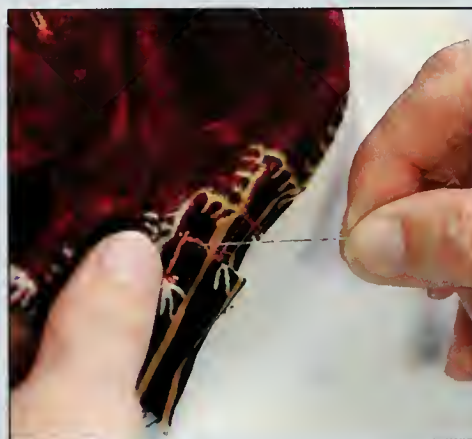
Step 1: Wash the fabric.

To avoid any surprises after you wash the quilt, pre-wash and pre-shrink the fabric.

Prevent your fabric from bleeding by washing it with a white washcloth in cold water

once, then in hot water and detergent twice.

Some fabrics shrink differently. To avoid having your quilt shrink to an odd shape, it's best to use the same type of fabric for both the top and the back. Pre-shrink your fabric (and batting, if it is cotton) by machine washing it and drying it in a hot dryer.



STEP 2

One way to straighten your fabric is to pull a thread.

Step 2: Straighten the fabric.

When fabric is wound onto a bolt, the folded edges are sometimes stretched. There are three ways to straighten stretched fabric.

Ripping is fastest, but it leaves a frayed edge and may also distort or ripple the edge. To rip, measure 1 inch (1½ inches for flannel fabric) up the side of the salvage (factory woven) edge. Cut a 1-inch slit across the salvage and into the fabric. Grasp the fabric on each side of the slit and pull apart, ripping across the fabric.

To straighten fabric by pulling a thread, cut

a slit into a salvage edge near a corner, just like for ripping. Firmly grasp one crosswise thread, and gently pull the thread by carefully scooting the fabric along the thread and away from your fingers. If the thread breaks before making a line all the way to the opposite edge, cut as far as possible along the thread line, then grasp a new cross thread and pull again.

If your fabric has a dominate print, it can be straightened simply by cutting a straight edge across the fabric following the print.

Step 3: Assemble the quilt sandwich.

A quilt sandwich, like an edible sandwich, has three layers: a top, a filler, and a bottom. For a turned quilt, the sandwich is built inside-out with the batting (filler) on the bottom. Spread the batting out on the floor and smooth it without stretching it. On top of the batting, spread the quilt back with the fabric right side up. On top of the quilt back, spread



STEP 3

Layer the elements of your quilt with the front upside down.

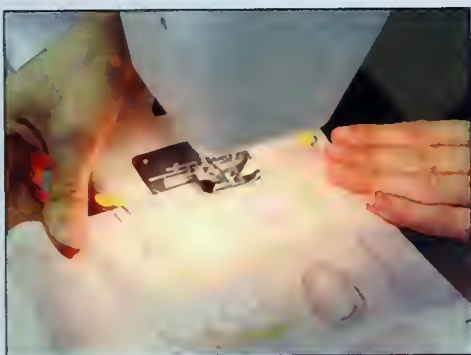
What You'll Need

1. Needle (I've found the chenille needle I picked up at Wal-Mart to work well because of its big eye and sharp point.)
2. Scissors
3. Pins
4. Sewing machine (nice, but not necessary if you're up to sewing by hand)
5. Material
6. 45x60-inch piece of batting (Just about anything can be used for batting. Old blankets work nice, or you can buy batting in your local department store's sewing section.)
7. Yarn (sport weight or baby yarn works best) or embroidery floss (use all six strands)
8. 1½ yards of 45-inch-wide print fabric for the quilt top and another 1½ yards (print or solid) for the quilt back.
9. Rotary cutter, mat, and ruler are nice (but not necessary)



the quilt front right side down. Carefully trim the back and the batting to the same size as the quilt top.

Mark a 7- to 10-inch opening in the center of one of the quilt's short sides by placing two pins side by side on each end of the opening. This opening will later be used for turning the quilt sandwich right side out. Continue pinning the layers together, using single pins every three to four inches.



STEP 4 Sew from one set of double pins around the edge to the other set of double pins.

Step 4: Begin sewing.

Working with a ¼-inch seam allowance on your sewing machine, sew from one set of double pins around the edge to the other set of double pins. Between the double pins, pull back the quilt top fabric and sew only the backing and batting together. Remove all pins. Trim the corners diagonally without cutting the stitching.

Step 5: Turn the sandwich.

Roll the long sides of your quilt sandwich together like a scroll. Take the rolled end opposite the opening, and tuck it inside the sandwich. Reach into the opening, grasping the rolled bundle, and ease it through the opening

to turn the sandwich right side out. Reach into the sandwich again, and poke a finger into each corner to sharpen the point. Blind stitch the opening shut by hand.

Step 6: Finish sewing.

Pin every three to four inches around the quilt, then top stitch ½ inch from the edge. Once you've sewn all the way around the quilt sandwich, remove the pins.

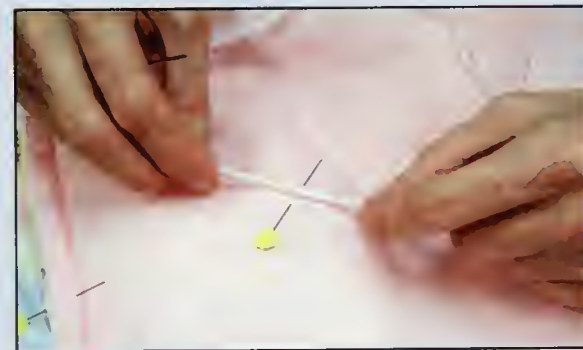
Step 7: Mark where to tie.

Your batting package will state the recommended distance between quilting, which is also the recommended distance between ties. Use straight pins to mark rows the appropriate distance apart along one long edge. Now, fold the sandwich, aligning the two long edges, and place the corresponding pins along the other long edge. Unfold the sandwich, and mark rows along one short edge. Fold the marked short edge, and align the corners with the farthest set of pins on the long edges. Insert pins into the sandwich, using the pins on the short edge as a guide. Continue doing this, using each set of pins along the long sides until



STEP 5 Reach into the opening and ease the material through, turning it right side out.

the grid is complete. Remove the pins along the three edges. Now you are ready to tie your sandwich, transforming it into a quilt.



STEP 8 At each grid pin, take a small stitch through all three layers and tie the ends.

Step 8: Tie your quilt.

Thread your needle to the middle of about 18 inches of yarn (or whatever you are using to tie your quilt). At each grid pin, take a small stitch through all three layers, leaving the ends about two to three inches long for tying. Tie the ends using a snug square knot.

Once you've tied all the marks on your grid, make sure you've taken out all your pins, and step back to enjoy your masterpiece. Oh, and when you pack up for next year's Homecoming Weekend, don't forget to bring your quilt so you can show it off to other alumni at the Homecoming Weekend quilt show. ✧

Judy DeLay, '81, '82, is senior programmer analyst for Information Systems at Southern. During a presentation for Homecoming Weekend 2005, she shared information on how to make this and other easy timesaving quilts. Judy says that the turned quilts are great for beginners, she's found self-binding quilts to be even faster. If you'd like directions on how to make a self-bound quilt, email columns@southern.edu or come to the quilting workshop during Homecoming Weekend.

BEYOND CHALKBOARDS & NOTEBOOKS

by Kelli Gauthier, '06, and Lori Futcher, '94

If your memory of college classes includes copying notes from the chalkboard into your spiral notebook, you'd hardly recognize today's classroom. PowerPoint presentations are now used far more frequently than the chalkboard, and many students prefer to take notes using their laptops. Once considered innovative, PowerPoint and laptops have become classroom standards.

So what are innovative professors doing today? Continuing to look for new, creative ways to provide their students with learning opportunities that truly impact their lives. Whether this means bringing new tools into the classroom or trying new techniques, Southern's professors are creating educational experiences their students will never forget.



■ Paula Clark learned how different worldviews influence popular movies in Religion Professor Jud Lake's class.

What Would Jesus Watch?

Philosophy and the Christian Faith

Familiar scenes from one of Scott Fogg's, '04, favorite movies flickered across the screen at the front of the classroom. Scott had seen Tom Hanks in the role of Forrest Gump at least a dozen times. But this time, he was viewing the film in a whole new light.

"The movie wasn't completely anti-God, but it had existentialist undertones," Scott says, referring to how the movie's scenes are each completely self-contained, which gives the feeling of there being no overarching plan, a sentiment that is also expressed by the movie's character. "As Christians, we believe God has a plan. There had been times when I had a problem and would quote the movie. But I had to rethink a lot of that—and rethink the things I believe."

Scott was a part of an experiment born in the classroom of Jud Lake, professor in Southern's School of Religion. Lake, who teaches Philosophy and the Christian Faith, decided that Southern students needed a practical under-

standing of the ways in which societal worldviews influence contemporary society.

Lake divided the class material into three sections beginning with a study of the worldviews of Plato, Aristotle, Augustine, and other ancient philosophers. Next he discussed the Seventh-day Adventist worldview in the context of contemporary non-Christian worldviews. In the final segment of the class, Lake showed students how Hollywood imposes various worldviews on its audiences through film. In groups of five or six, students did a case study on a movie and then made a presentation to the rest of the class on the worldview present in their film.

"Through the movies, we discussed Christianity, nihilism, naturalism, existentialism, New Ageism, postmodernism, and more," Lake says, "but all of the worldviews were evaluated in the light of the Adventist worldview."

Students appreciated the opportunity to consciously analyze the ways in which Hollywood is seeking to undermine Christianity. Lake says that each film producer and director holds a certain worldview, and it is often in direct conflict with the Christian worldview. Analyzing the films helped students learn to stay alert instead of mindlessly absorbing whatever Hollywood feeds them.

"Engaging interactively can actually be a growing experience," Lake says. "It enhances

your ability to critique competing worldviews."

Certainly a religion class in which students watch movies is not without some controversy. After prayerful consideration and discussion with colleagues, however, Lake believes in what he started.

"I teach to the very conservative side and stay away from movies with gratuitous violence, sexuality, and language," he says. "[These] have no place in this class or in the Christian experience."

Lake also made it clear to his students that while they would watch movies during the class, there was a greater purpose for doing so.

"This class was not an excuse for watching movies," he says. "If you're going to watch, you must learn to be careful, prayerful, and very selective. Critical thinking must be fully engaged at all times during a movie."

Lake acknowledges that most of his students are watching movies already. Instead of spending time telling his students to stay away from film altogether, he was happy to use movies to equip his students with an understanding of the world in which they live.

Scott, who was a film major, says that he and his wife, Kelly, '06, share a love for movies. So when she was looking for a religion class to take her senior year, Scott recommended she take Philosophy and the Christian Faith. Kelly's experience was much like her husband's.

"Dr. Lake realizes that we interact with the world," says Kelly. "He gave us the tools that we as Adventists need to discuss our differences with the world."

After taking this class, many students say they are more selective with the movies they choose to watch.

"School is all about learning, and learning means a change in behavior," says Grant Graves, '06. "This class has made me a better person."

Homework:
watch a movie

■ Physics Professor Chris Hansen helped students like Evan Colom learn about the principles of physics through hands-on experiments.

Determined to try teaching students physics hands-on, Hansen and the Physics Department replaced Introduction to Physics with Exploring Physics. Rather than skimming across the surface, the new class was created to introduce non-science majors to the subject by looking at two big physics topics per semester.

During winter 2006, Hansen and his class looked at the principles of buoyancy and pressure as well as heat and temperature. At the beginning of each class, Hansen facilitated a discussion about the topic, and then the class broke into groups of three to five to work

on experiments from a workbook. Instead of being told how pressure and buoyancy work, the students discovered the principles on their own through scientific experimentation.

"Students simply looking for someone to tell them the right answers were somewhat frustrated," Hansen says. "The punch line didn't come every day; they had to work several class periods."

Students like Evan Colom, '06, appreciated being able to learn about physics at her own pace.

"We could take things step by step—you didn't always have to figure things out right away," she says.

Although teaching and learning physics in a different way takes some time for adjustment, Hansen is excited about the direction in which the Physics Department is moving. He says there is a movement in the world of physics education toward helping students to find answers on their own. Although this tactic has most often been applied at the General Physics level, he thinks that non-science majors benefit from a deeper understanding of scientific principles.

Hansen asserts that students who want to sit passively in an introductory science class probably won't like Exploring Physics. But he says that an understanding of scientific principles is valuable for anyone.

"Learning things firsthand is a little messy sometimes and not as efficient," says Hansen, "but it seems to be more valuable."

Kinetic Learning

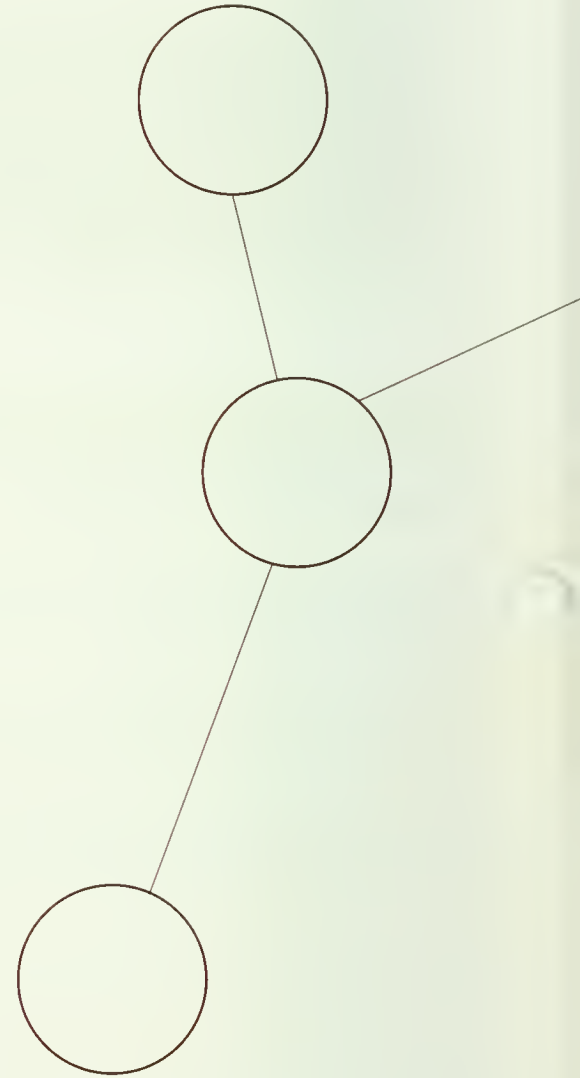
Exploring Physics

It was a beautiful Sunday morning in late February, and Rika Gemmell, junior mass communication major, was up early. With a bottle of orange juice and a rubber tube in hand, Rika headed outside to learn how to siphon gas.

Don't worry; Rika wasn't a thief. She was simply a student in Chris Hansen's Exploring Physics class—an introductory experiment-based physics class for non-science majors. In the end, Rika and her group decided to siphon only the bottle of orange juice, but the experiment would be part of their class presentation on the scientific principles of pressure, suction, and force.

"One of the goals of this class," says Hansen, "was to learn the scientific process and how it works by practicing it instead of hearing it from a professor."

Three years ago, Hansen went to a conference to understand how students learn physics. It came as no surprise to him that students learn best by doing. As a result, Hansen was inspired to revitalize Southern's Introduction to Physics class to make it more useful to students.



siphon gas
(or orange juice)
this Sunday

■ Shelly Lake appreciated how Associate Professor Laren Barnhurst's anonymous quizzes using clickers helped her prepare for the class's standardized final.

shucks!
No quiz today.
☹



Click 'n Learn

Organic Chemistry

Pointing gadgets that looked like half-sized remotes toward the screen in front of the room, the students watched and waited with anticipation. Suddenly the entire class, professor included, erupted into a huge cheer. What could cause such excitement? They weren't watching a football game, as some might guess. These students had just finished taking a quiz. They're cheering because everyone in the room got a perfect score.

"One of the problems I found in teaching organic chemistry is that everything draws on previously learned information," says Associate Professor Loren Barnhurst. "It's difficult to memorize it all and keep it fresh in the students' memory."

Barnhurst began trying to keep previously learned information at the forefront of his students' minds by handing out large colored cards labeled A, B, C, and D, which the students used to take informal group quizzes. He would ask multiple-choice questions and the students would raise the card

they thought was the correct answer. This approach gave him the immediate feedback he was looking for, but those who didn't know the answers were sometimes too timid to participate or they'd look to see how others were answering before raising their card.

Then he learned about the Interwrite™ Personal Response System, which he began using for pre-lab group quizzes.

The system consists of an infrared receiver, just like what's inside a home television set, and 50 remote-like gadgets called clickers. Barnhurst displayed his multiple-choice questions using PowerPoint, and the students would click in their answers. Once all the students had clicked in, Barnhurst moved on to the next screen, which would have a bar graph showing how everyone answered. The bar showing the correct answer would be in green, while all other answers would be in red.

"The clickers made the quizzes a lot more interesting," says junior organic chemistry major Jonathan Schilling, "and when something's more interesting, you pay attention to it more."

Barnhurst found the friendly competition that emerged between the different lab sections provided a strong motivation for students to know their material. At the same time, he set up the system up so that students could enter their answers anonymously, eliminating the fear that their peers or professor would look down on them for missing an answer. Most importantly, the immediate feedback these clickers provided helped Barnhurst to know when a concept needed further explanation.

"Teaching organic chemistry, you will often see blank looks on the students' faces," Barnhurst says. "Then you're left wondering, 'Are they bored because this is so easy, or are they lost because it's too difficult?'"

On the occasions when the majority of the class clicked in a wrong answer, Barnhurst wasn't left wondering anymore. He used those opportunities to review and clarify that particular concept. Then he would put a similar question in one of his upcoming quizzes. Usually, he found, by the time the concept came up in a quiz a second time, most students had it nailed down.

"The best part about using the clickers for me was reviewing previously studied material," says Shelly Lake, junior business administration and pre-med major. "I appreciated that the questions he was asking helped us review for the standardized final."

It seems this form of review worked. Last year, student test scores for the cumulative American Chemical Society organic chemistry final averaged in the 77th percentile. Barnhurst says this is a huge improvement from the first year he taught at Southern, when average test scores were somewhere close to the 30th percentile.

"I don't know if it's just the clickers that have caused this increase—but they can't hurt," says Barnhurst, who has made other changes to his class that could also have contributed to the improved test scores. "I'm going to continue using them until it's proven that it was something else I did that was key."



English Professor Rachel Byrd and Associate History Professor Lisa Diller teamed up to teach a class at Southern that helped students like Emily McArthur more fully understand martyrdom.

It Takes Two

Persecution and Martyrdom: Voices of Power and Dissent

Sitting around a conference room table, students participated in a conversation on martyrdom with not one, but two professors.

By studying under university professors with different backgrounds, students were able to benefit from the blending of two areas of expertise as they studied the development of toleration in England during the 16th and 17th centuries.

Professor Rachel Byrd is a literary critic studying polemics (the art of arguing powerfully and effectively for or against something and engaging in controversy) in the 16th century, and Associate Professor Lisa Diller is a historian studying Catholic contributions to toleration in the 17th century.

"These differences," says Diller, "enabled us to give students a more complete picture on the subject matter than either one of

us could have done on our own."

As students benefited from two teachers' knowledge and expertise, they were provided with thorough context and insight about how ideas change over time.

Erin Morgan, a senior English major, explains how this helped stimulate class discussion. "I liked having two different authoritative voices because I think it helped to set the open discussion tone. If we got 'stuck' in a discussion and couldn't think of anything to say, the two professors could start a lively discussion between themselves, and that generally attracted our attention and got our minds going," she says. "It helped us share our opinions very openly because they started the class promising to disagree with each other on some things, and that made us feel like we didn't always have to agree with one another, which was lots of fun!"

Because both professors graded the papers, students got two sets of feedback on their tests and drafts, and many students said they found it to be very helpful. They knew that their grade had been thought about and discussed at length between two professors instead of just one.

Today I learned we don't have to agree to get along well with each other.

The course ended with the students doing research on a contemporary issue and leading a class discussion on that topic.

"I loved the application in the very end," says Valerie Miller, senior liberal arts education major, "the way everything that happened in the 16th and 17th centuries trickled down to where we are today."

"Getting to write a paper on political persecution in Zimbabwe was without a doubt my favorite part of the course," adds Emily McArthur, '06. "Sometimes the personal stories of those affected by the persecution would literally move me to tears, but then I'd delve more into the history and realize how such an atmosphere of fear and intolerance has come about. Leading a class discussion opened my mind to even more possibilities of why a society like Zimbabwe would persecute and that there are two sides to the story."

It is unusual for a small college like Southern to have two professors with such similar research backgrounds. By taking advantage of this opportunity, Byrd and Diller were able to provide students with a unique educational experience.



■ Rennie Bodden was assigned to work with Southern's Director of Development Services Rob Raney as his personal trainer.



A Lesson in Fitness

Personal Trainer

After six days of visiting family in Ashby, Massachusetts, Lynn Sauls, an adjunct professor in the School of Journalism and Communication, couldn't wait to tell Darin Rampton, '06, the good news. For the first time in his life, Sauls had returned from vacation without gaining a single pound! At their post-vacation meeting, Sauls told Darin about his accomplishment, and together they celebrated his progress.

As a student in Harold Mayer's Personal Trainer class, Darin got a firsthand, practical look at what it takes to be a successful personal trainer as he worked one-to-one with faculty and staff members who had been assigned to him.

Mayer decided to involve faculty and staff in his class as a way of giving students what he felt would best prepare them for success—experience.

"The classes that meant the most to me in college were the ones where I received practical experience," Mayer says, and my philosophy is that this class is beneficial to both sides."

Mayer sent out a campus-wide email asking who would be interested in working with a student personal trainer. Within minutes all the slots were filled, and each student was assigned three to four employees to work with.

After students performed health assessments to determine their clients' level of physical fitness, they helped clients design fitness programs tailored to their needs. From there, students and clients met together once a week, in addition to keeping in touch via phone and email.

Mayer used class time for lectures and workbook assignments. The students often came to class early on certain days to discuss problems they were facing with their clients and how to solve them. Mayer considered this to be very valuable time, as students and professor were able to learn from each other.

As an exercise physiologist with 25 years of experience, Mayer understands the importance of meeting people where they are. "You get them to change because you're speaking their

language," he says. Although students were required to know technical information such as basic muscle groups and how they function, Mayer was much more concerned that his student trainers understood how to work with people.

Darin found that working with his clients and hearing their satisfaction was gratifying. "Dr. Sauls told me that because of the program we had set up, he didn't feel nearly as many aches and pains when he got up in the morning," he says.


In addition to his increased level of physical fitness, Sauls was also pleased with other aspects of his experience.

"It was tremendously rewarding to be a guinea pig, knowing I was helping a student to learn," he says.

Because of the huge success of the Personal Trainer class, Mayer is excited to continue building the program. With the new Wellness Center under way (see pages 18-19), Mayer wants to see Southern become the forefront in physical education, training, and overall wellness.

"I really want people to be impressed and say to our graduates, 'oh, you were trained at Southern!'" ♦





Beckett and Spears

through the years *with*

by Lori Futcher, '94, and Rebekah Bissell

How has Southern Adventist University changed in the last three decades? Consider this: 30 years ago, Southern had less than 200 telephones on campus with only 17 phone lines from Collegedale to the world beyond, and only six computers. Today, there are nearly 1,700 phones (not including cellulars), 1,000 university computers, and an estimated 1,500 student-owned computers on Southern's campus! Faculty members Shirley Spears and John Beckett share firsthand accounts of how Southern has grown and embraced technology.

"If I were to choose one item that would be symbolic of my early years here, I guess it would be teaching from a mobile home," says Shirley Spears, associate professor in the School of Nursing who came to Southern in 1970. Only a year after Spears began teaching at Southern, the bachelor's nursing program was moved out of Jones Hall and into three temporary mobile homes parked beside Lynn Wood Hall.

"I had skills lab in the kitchen of one of the mobile homes," she recalls. "We had very little equipment. We didn't have IV pumps and tube-feeding pumps. We didn't have supplies on campus to teach students what they were going to find in the hospital. When we oriented them to the hospital, we oriented them to the equipment. I remember when we got our first mannequins, we thought we were making progress. Now our computerized mannequins can talk to us!"

John Beckett, who began his career at Southern in 1975 as an engineer at WSMC, also remembers a very different campus, technically speaking. "If I had a technological problem, I was probably the guy who was going to solve it," he says. "These days we have a lot of technically savvy people. It's very rare that I have a problem and can't find somebody who knows how to fix it."

The Road to Southern

Spears' and Beckett's career journeys have been filled with challenges and successes. For both of them, their journeys began with God opening doors that would lead them to a lifetime of service at Southern.

"We first came in 1964 to visit my brother-in-law, Ken Spears [then director of Student Finance]," says Spears. "When we saw this place, we decided this was where we wanted to come if the Lord was willing."

Spears started nursing school at Arizona State University, but before she was able to graduate, her husband, Don, was asked to supervise Southern's Purchasing and Duplicating Office. As much as the couple wanted to make the move to Southern, they were concerned that transferring nursing schools would simply be too difficult, particularly since the final year of Southern's nursing program was taught on the Orlando campus at that time.

"I was writing a paper one night during final exams at Arizona State, and I was troubled about whether or not we should go to Southern," Spears remembers. "I prayed that if we were supposed to go to Tennessee, God would help us work out the program so I could transfer and finish. I asked God to let me know within one week. I went to bed, and then at 5:30 a.m. my time (8:30 a.m. Eastern time), we received a call from Southern. Doris Payne [then chair of the Nursing Department] was on the line to work out my curriculum. God didn't wait a week!" After completing her degree, Spears was offered a job as a professor.

Beckett's career at Southern began in much the same way. His new wife, Barbara, was hired to work in the Records Office, where she remains to this day. Beckett, who had been working full time as chief engineer for Columbia Union College's radio station, decided to come to Southern to complete his degree in communications. As a student, he worked part time as an engineer for WSMC.

As graduation drew near, there was talk of possibly hiring him full time, but he hadn't received an official job offer. Meanwhile he turned down two jobs, at a time when the job market wasn't very good for graduates, in hopes he would be able to stay at Southern.

Graduation day came, and he still hadn't heard anything—until he walked across the stage to accept his diploma from then-President Frank Knittel.

"Oh, John," Knittel said as Beckett reached out to shake his hand, "we've got a job for you. Would you stay?"

Nursing's Big Change

At that time, Lynn Wood Hall was quite a hub of activity. Classrooms, WSMC, and offices for English, history, and religion were there, as was the associate's nursing program.

"The associate's and bachelor's programs were completely separate departments," Beckett explains. "I recall they were thrown together with some violence."

"We didn't kill anybody," Spears responds. "Though there was a philosophical difference."

In the '70s, having a career program where nursing students could earn their associate's degree and then continue until they completed their bachelor's was virtually unheard of, with only two or three colleges in the nation taking this approach.

"This was really a pioneering concept," says Spears. "When we went to the National League for Nursing, they didn't support us. They actually laughed us out of the room. They thought it would never fly."

However, the nursing program did have support from Southern's administration.

"Cyril Fitcher [then academic dean] helped us get where we needed to be," remembers Spears. "He supported us by going to universities that had adopted this concept and bringing in a consultant to make the change happen. This was a huge step for nursing. From my perspective, I thought we merged pretty well. When we came together, we stuck together nicely."



The addition of computers is only one of the changes Shirley Spears has witnessed over the last three decades.



50 Years of Nursing

In September 1956, 11 Southern students began preparing for their nursing careers. This in itself was not unusual; Southern had offered pre-nursing since 1934. The difference was that students could complete the entire nursing program at Southern. Fifty years later, with nearly a quarter of students majoring in nursing, the program has become a pillar of the university. The School of Nursing's 50th anniversary will be celebrated on October 29, 2006, with continuing education workshops followed by a golden anniversary gala.

"The combined program benefits students financially and in experience," says Linda Marlowe, progressions coordinator for the School of Nursing. "Once students graduate with an associate's degree, they can earn registered nurse wages while attending classes to earn their bachelor's, and by graduation they may have one to two years of experience in the field."

The Computer Challenge

Beckett's big challenge came during the next decade, when debt incurred from the mid-1980s construction of Brock Hall collided with a severe drop in enrollment, leaving essentially no money for equipment upgrades in the institution's budget.

Beckett, who became director of Information Services in 1977, was forced to use his own ingenuity to keep the campus computers running.

"We got really lucky," Beckett comments. "Our vendor was obsoleting the machines we were using. They did this by increasing the maintenance prices so most customers would find it cheaper to lease a new machine than to keep an old one. Suddenly, there was a wealth of equipment for the taking!"

He made multiple trips to pick up donated equipment, going even as far as Kansas City for a crop of discarded computers.

"I learned how to maintain the computers, keep them alive, and expand them to their maximum use," Beckett says. "That was sufficient as long as we wrote our own programs. When we bought programs elsewhere, we had to upgrade. But by then, enrollment was back up."

A Time of Growth

Southern wasn't the only institution struggling in the '80s. Changes in the Medicare system caused substantial financial losses to hospitals all over the country. Hospitals began to question whether they could afford to hire RNs, and nurses had to prove their worth. With fewer nursing jobs available, enrollment in Southern's nursing program also dropped.

Entering the Computer Age

When John Beckett began working at Southern Missionary College in 1975, there was no computer science major—only a minor and some service classes. An associate degree was offered the following year, and in 1980 Southern began offering its first four-year degree in computer science. Today, the university's School of Computing offers both a bachelor of art and a bachelor of science in computer science as well as degrees in computer information systems and computer systems administration.

"One hospital administrator told me that robots were going to take over the nursing profession," Spears says, "but studies have since shown that mortality rates decrease when you increase RN coverage."

By the 1990s, the nursing career had evolved and established itself as a valued profession. At the same time, an explosion in technology offered more careers for computer science majors.

"What stands out the most in my mind about the 1990s," Beckett comments, "is growth."

By 1997, the computer science program had moved into the newly constructed Hickman Science Center, and Herin Hall, where nursing students had been studying for more than 20 years, was bursting at the seams.

"I was thrilled when we got to use the science center's classrooms," says Spears. "It's wonderful that they're sharing space with us."

Throughout the '90s and even today, nursing has remained the major on campus with the most enrollees. As the university entered the 21st century, the number of nursing majors was a little over 200. Six years later, the number has more than doubled to more than 500 nursing and pre-nursing majors, including graduate students. Plans are currently under way for an expansion and renovation of Herin Hall to better meet the needs of today's nursing students.

Moving Forward

"Technology has changed dramatically," says Spears. "My cousin went to the ICU recently and commented that it looked like the cockpit of a 747. These days it takes a year to orient students to the operating room. This is one area where students who play computer games really excel, because they already know how computers operate."

Beckett, who became a professor in the



John Beckett has witnessed Southern's transformation from a 17-phone-line campus to a wireless university.

School of Computing in 2000, has also observed that this generation of students has grasped technology and gone beyond what any previous generation could imagine.

"My favorite experiences are always watching people who worked for me or who took classes from me move beyond what I taught them," Beckett says. "Sometimes I have to catch my breath and realize that it's my turn to be quiet and listen."

Students who have been tapping away at computer keyboards nearly from birth may adapt more easily to new technologies than those who remember when the campus had only six computers, but they still rely on their elders to help navigate the path from youth to adulthood.

Brought to Belong

"I feel certain God brought me to Southern every time a student walks out of my office and we've solved a problem," says Beckett, who was awarded Southern's Distinguished Service Medallion in May 2003, "and that happens quite often."

Spears expresses feeling the same way when former students call her to ask for career guidance or when those about to graduate tell her that her support helped them get through the program.

"God impresses me that this is where I'm supposed to be," Spears says. "When I get discouraged because students aren't doing well or aren't focused on learning, I pray that if I'm in the right place, God will help them do well."

Whenever she prays that prayer, she sees an improvement in her students' test scores.

The Heart of Southern

While both Beckett and Spears speak honestly about the challenges of the ever-widening generation gap and full-to-the-brim schedules, they never mention the thought of working elsewhere.

"You really have to be committed to what you believe in to work here," Spears comments. "Anybody on this campus could be making a lot more money elsewhere, but God provides great rewards in other ways. I feel privileged to be here. If I had to earn a living another way, I'd volunteer my time here—it's that great of a place to be."

The elements that make Southern a great place for professors like Beckett and Spears to work—a strong spiritual atmosphere, positive faculty/student relationships, and purpose-driven learning—are the same elements that continue to attract students to campus.

"You can find what you're looking for at Southern," Spears comments. "You can find spirituality, focus, purpose, and meaning for your life, and you can make friends for life with the type of people you would want to spend time with."

Though the campus has grown from a small missionary college to a mid-sized university and cell phones and laptops are now as prevalent as pens and textbooks, there is much that remains the same.

"The heart and soul of Southern is still here," Beckett says. "Things have to adjust to the times we live in, but the reason I came here as a student is the reason I think students still come now, because it's a great place to get a Christian education." ✧



What has remained the same while you were here?

"The main thing I feel remains the same each year is the focus on teaching the importance of Jesus and a personal relationship with Him."

—Katy Hunt, A.N.G.E.L.
(began working at Southern in 1976)

"Good students...especially in physics. We tend to get good students."

—Henry Kuhlman, Physics Department
(began working at Southern in 1968)

"While fashion and landscapes change with time, the commitment of students, faculty, and staff remain Christ-centered."

—Linda Marlowe, School of Nursing
(began working at Southern in 1972)

"One aspect of Southern that has never changed is the synergy between students and professors, that magical interaction necessary for education to happen."

—Wilma McClarty, English Department
(began working at Southern in 1972)

"The way the campus shifts gears Friday evenings as the Sabbath approaches and students make their way to vespers."

—Phil Garver, School of PE, Health, Wellness
(began working at Southern in 1976)

"The people are still as nice as then, and the university is still attracting students that hopefully will continue to think their time here was really some of the best days of their lives."

—Wayne Janzen, Leaseholds
(began working at Southern in 1967)

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**SOUTHERN
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power for mind & soul

Devotional Book Wins Awards

Southern has been honored with two awards for its devotional book, *Power for Mind and Soul*. The devotional was written by university president Gordon Bietz and conceptualized by the Marketing and University Relations Office.

The 21st Annual Admissions Advertising Awards recognized the devotional with the Silver Award in the category of external publications. The Admissions Advertising Awards is the oldest, largest, and most prestigious competition of its kind, with more than 3,500 entries submitted last year from every state in the United States as well as multiple foreign entries.

The other award came from Council for Advancement and Support of Education (CASE), which recognized the book with the Special Merit Award in the category of Institutional Publications.

“To be compared to a number of other university publications and be recognized is an honor

for Southern,” says Ruthie Gray, Marketing and University Relations director. “The university is being recognized for excellence for the devotional book, meaning the professionalism and quality of Southern publications are up there with the best of the best.”

To request a complimentary copy of this award-winning book, email columns@southern.edu.



Nixon Accepts Call to Collegedale

John Nixon became the senior pastor at the Collegedale Seventh-day Adventist Church in the summer.

After Georgia-Cumberland Conference officials approached Nixon about the position, he and his wife, Januwoina, began the decision-making process. “On the first morning, our devotion was 2 Timothy 4:6: ‘For I am already being poured out like a drink offering, and the time has come for my departure,’” Nixon says. The couple interpreted the text as a sign from God and after prayerful meditation, accepted the call.

Dwight Herod, the church’s interim senior pastor during the search, says the committee was looking for three qualities in a new pastor. “Nixon has a high level of spirituality as well as speaking and leadership abilities,” Herod observes.

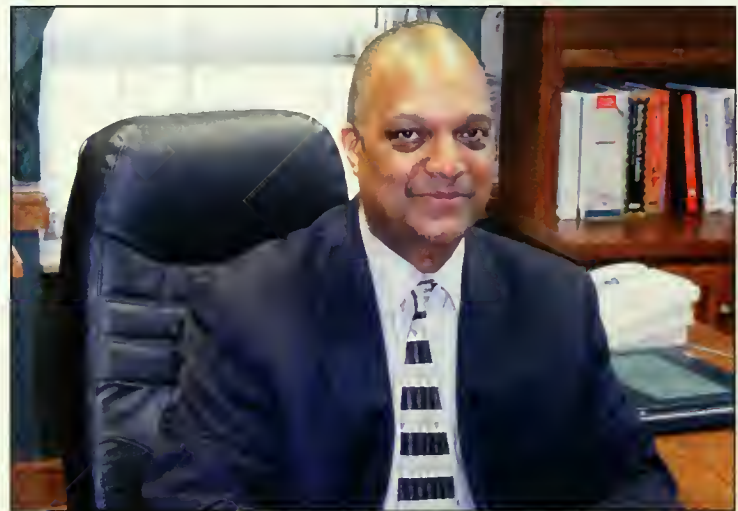
As Collegedale’s first African-American pastor, Nixon plays a historic role, but he feels comfortable with the position. “My wife and I have a lot of experience with multicultural congregations,” Nixon says. “After a little time goes by, people get to know you, and color issues really fade away. You simply become John, or Katie, or Mary, or whatever your name is.”

Nixon served as the pastor of Oakwood College Church for eight years. Collegedale Church is his third college church and sixth congregation of more than 1,000 members.

Nixon graduated from Oakwood College in 1976 with a theology degree, received his master’s in New Testament studies from Fuller Theological Seminary in 1990, and earned his doctorate

from Andrews University in 2003.

The Nixons have three children: John II, Paul, and Clarise. John II is a minister. He and his wife, April, have a son, John III. Paul teaches English at Pine Forge Academy, and Clarise graduated from Oakwood in May.



Southern Launches Online Program

Students can now go to class without leaving home. Southern officially launched several online courses this summer.

Southern Adventist University Online offers an opportunity for students who want an early start on their college career or the flexible schedule needed for balancing work and family along with university coursework.

“It’s an option for people who will not come here physically,” says Dan Lim, Southern’s dean of online learning.

Twelve to fourteen classes are planned for the 2006-2007 academic year.

For more information, visit the program’s website at virtualcampus.southern.edu.

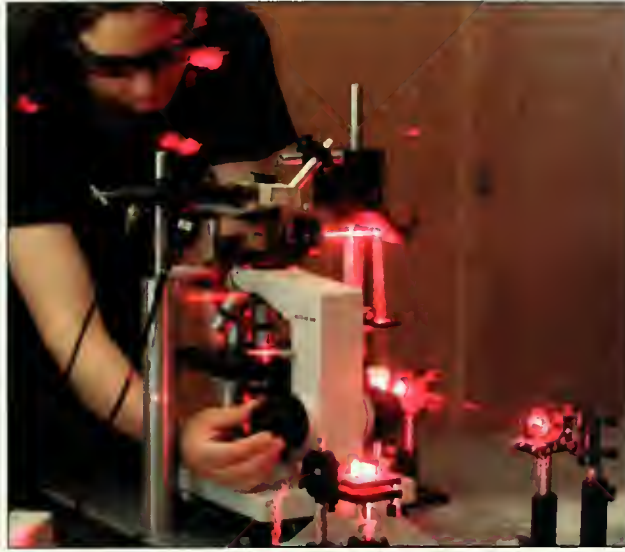


Optical Research Aims at Reducing Implant Infections

Bacteria clinging to joint implants is a problem that can lead to infections for those who have had joint replacement surgery. This is a problem Southern Adventist University students are hoping to help solve through current research using optical tweezers to determine how bacteria adhere to surfaces.

The goal of the Physics and Biology students who are collaborating in the research is for their findings to reveal a better way for creating joint implants more resistant to bacteria that cling to current implant surfaces.

The optical tweezers consist of a high-quality laser beam focused through a microscope. The beam is capable of grabbing bacteria the size of one millionth of a meter.



With the optical tweezers, student researchers trapped and moved bacteria for the first time last semester.

"It's a big hurdle we jumped this year," says Physics Professor Chris Hansen. The optical tweezers may then be used to manipulate the bacteria in determining its adhesive properties.

"The students are participating in the scientific process," Hansen says, "conducting original research—not something that is canned."

Southern Joins Organization to Better Serve Hispanic Students

In less than 20 years, Hispanics will comprise 18.9 percent of the United States popula-

tion according to a 2003 U.S. Census report. As a new associate member of the Hispanic

Association of Colleges and Universities (HACU) and the only affiliated university in Tennessee, Southern is well situated to meet the growing Christian educational needs of the Hispanic community.

"Southern's membership in HACU sends a strong message to those who identify with the Hispanic community that Southern is open to them," says Carlos Parra, chair of the Modern Languages Department.

Now that Southern is an associate member of HACU, additional scholarship and internship opportunities will be available to enrolled Hispanic students. This is especially important as the Southern Union is experiencing increased Hispanic growth.

More than 300 colleges and universities are affiliated with HACU, a national advocate for the needs of Hispanics in higher education. HACU provides institutions and students with valuable resources for successful higher education through lobbying, student and faculty development programs, conferences, and technology programs.

Membership in HACU is based on several factors, including the percentage of the students that are Hispanic. In 2005, Southern's student body was 12 percent Hispanic. In addition to being the sole member in Tennessee, Southern is one of only two Adventist universities in the United States partnered with HACU.

"We're very proud to join an elite group of colleges in America dedicated to serving Hispanic students well," says Vinita Sauder, vice president for Marketing and Enrollment Services. "HACU's commitment to higher-education success fits well with Southern's mission."



Upcoming Events

PowerStart: New Student Orientation	August 20 to August 24
Fall Semester Classes Begin	August 24
ViewSouthern	September 25-27
Symphony Orchestra/Organ Concert	October 8
PreviewSouthern	October 12-13
Wind Symphony Concert	October 15
Alumni Homecoming	October 26-29
School of Nursing 50-Year Gala	October 29

Frogs and Turtles Bring New Life to Hickman Science Center

Poison Arrow Frogs and Fly River Turtles are the newest permanent residents of Hickman Science Center. Sophomore biology major Carl Person, an avid collector of reptiles and amphibians, assisted in the Biology Department's acquisition.

"We thought it would be good to have some new life in the department," says Carl. "Many students never see something like this other than in their textbooks. These creatures give students a chance to see something they would not otherwise see."

The Poison Arrow Frogs are housed in an aquarium that mimics the warm and humid Amazonian environment they call home. The Fly River Turtles live in a freshwater aquarium



that simulates the Australian environment where they are often found.

"It helps students get a feel for diversity," Biology Professor Lee Spencer says, "and realize that things are not the same all over the world."

When students look at the frogs' aquarium, Carl hopes they are reminded of the rainforests that are rapidly disappearing as a result of clear cutting.

"They're quickly vanishing," he says. "What students are seeing is a small piece of what was once a massive domain in Earth's ecosystem. The take-home message should be to remember to protect them and all of God's creation. God asks us to be good stewards."

Bietz and Hasel Lead a Holy Land Tour

The Bible will never be the same for Southern Adventist University benefactors and alumni who toured Jerusalem and surrounding areas in March.

Members of the President's Circle, other university contributors, and alumni



participated in The President's Tour of the Holy Land, a tour allowing participants to visit biblical sites and retrace many of Jesus' journeys.

Leading the tour were University President Gordon Bietz and Michael Hasel, director of the Institute of Archaeology and professor of Near Eastern studies and archaeology.

"All of the stories made more sense," says Christy Zinke, '94, of how the trip affected her. "It gave me a better understanding. The Bible really opened up to me."

Student Experiences Awe-Inspiring Silence of Antarctica

During Christmas break, April Evans, '06, headed to a place where few have been—Antarctica.

After spending last fall studying abroad in Argentina, April backpacked her way down to the tip of Chile, where she was joined by her mother and journeyed to the remote continent.

"I wanted to go partly because it is one of the most unknown places in the world," she says. "It is so harsh and fierce and naturally the last place on earth that hasn't been corrupted."

Aboard an ice-breaking vessel, April endured a jarring three-day trip through icy waters.

Upon arrival, what struck April most was

the silence that encompassed Antarctica. She says it was as if God would commune better with her without sound. The experience reminded her of the prophet Elijah's experience in 1 Kings 19 when he observed wind, earthquake, and fire but did not experience God until the silence that followed.

"In Antarctica I learned the true value of silence—silence so thick you can almost feel it as an embrace. The silence is so beautiful that I miss it. But it is not so far away. I can still tap into it. When God touches me, I spiritually feel surrounded by silence. It's good to have that calm and quiet."



In Wonder of God's Universe

by Jennifer Jas, '92

It was 1844, and Samuel Morse was attempting the first public telegraph message. He carefully tapped out the dots and dashes from Washington, knowing he would make history when his code was received in Baltimore. His message was: "What hath God wrought."

This same sense of awe in God's universe is one of the qualities that Southern Adventist University's Physics Department instills in students. "Trying to see patterns in the universe tells us something about God and leads us to praise Him," says Ken Caviness, chair of the department.

Though small, the department's impact on the scientific world is impressive. According to the Southeastern Section of the American Physical Society, it is "considered by many to be the outstanding small-college program in America." It has averaged two graduates per year for the past 30 years, but growth is expected since the number of physicists hasn't been increasing as fast as the demand.

General classes usually have about 45 students, but classes for physics majors have no more than five.

"My average upper-division class size was three students, and I had two classes where I was the only student," says alum Nick Vence, who graduated in 2005 with a double major in physics and math and is now working on his PhD. "Now that is the way to learn quantum physics! 'Excuse me Dr. Hansen, can you explain that to me again? I didn't get it the first two times!'"

Specialties

From its modern facilities in Hickman Science Center, the department offers majors in physics, biophysics, and engineering studies. It also offers a distinguished group of faculty.

"Each one has a unique experience from which to pull that makes each class as enjoyable as possible," says Matt Andersen, who graduated this year with a triple major in physics, computer science, and math.

Caviness specializes in relativity and the *Mathematica* computer program. Chris Hansen specializes in optics and is working with students on a project using laser tweezers to trap microscopic particles and bacteria. Henry Kuhlman specializes in nuclear physics and astronomy. Adjunct Professor Jim Engel teaches Earth Science. And then there's Ray Hefferlin, who was the longtime chair of the department until his retirement in 1997 and who is now the professor for international research in physics.

"I love doing research," Hefferlin says. "I love being around students, and Southern provides the right environment for this kind of research."

Hefferlin's primary research for 30 years, with the help of many stu-

dents, has focused on the analysis and prediction of molecular data, specifically on adding to the graphical representation of the periodic table. Now he is researching the principle of periodicity.

The faculty's pride and joy is involving students in research and scientific writing, and Southern starts students earlier than do most universities. A display cabinet in the Hickman Science Center contains 15 examples of publications in which Southern students were the authors or contributing authors of research.

"[Research is] an important aspect of education because it gives students a respect for how much effort goes into research," says Hefferlin. "It also stirs creative thinking and is a plus on a resumé."

Experience

Internships are available for physics students, and a lucky few land research-related jobs while

still in school. Before graduating, Andersen began working for a government-contract research facility, and one of his work projects was also his senior research assignment: building a plasma limiter to protect electronic systems from radiation damage.

Southern alumni have served in such jobs as aerospace researcher for the Apollo project, computer imaging specialist for the Human Genome Project, chemical researcher, geophysicist, instructor for fossil-fuel powerplant operators, and oceanographer.

Physicists see the world through wondering eyes. They think in terms of laws, theories, and probabilities. But the real beauty of physics is much more than that; "It is seeing nature proclaim the glory of God," says Andersen. Every day, the Physics Department helps students catch a glimpse of God's design and apply it to their world. ✧



Biology students use high-tech optical tweezers to trap bacteria. To learn more about this project, turn to page 35.

Afraid No More

by Amanda Gaspard, '06

The orphanage in Calcutta, India, is surrounded by high walls with barbed wire, and four guards patrol the compound constantly. Kidnappings (especially of little girls) are common. Some are sold into child prostitution, but others are sold to the Hindu priests for pujas, special religious holidays. Right across the road from the orphanage, a temple still practices child sacrifice during the pujas. As a student missionary at the orphanage, I was constantly on guard to keep the children safe.

There was one fear, however, many locals had for our children that I did not share. That was the fear of evil spirits. Many of the small children at the orphanage had special strings tied around their waists or arms to ward off the evil spirits. We would take them off, but when the children's relatives visited, they would retie the strings on the children.

"Why are you wearing the string?" I would ask the children.

"My auntie put it on me," would be the reply of those too young to yet be fearful of spirits.

Ganesh's Fears

But older children, like my fourth-grade student Ganesh, were afraid.

Ganesh was a quiet, obedient boy who never gave the teachers trouble. He stood out, however, because of his name. Ganesh was named after a favorite Hindu deity, the elephant-headed god of knowledge. When his parents died, he came to our orphanage, where he began learning about the true God.

One evening, after missing a test due to an emergency surgery, Ganesh came to the building where the missionaries live to make up the exam. I was puzzled when Ganesh brought a friend, Dibakar, whose English was better than his.

"Dibakar cannot help you on the test," I reminded Ganesh.

"No, madam, he's not here to help me on the test," Ganesh replied hesitantly. "I want him to stay with me because it will be dark when I finish the test."

"Are you afraid of the dark?" I asked.

"Yes, there are evil spirits out at night," he responded. "Dibakar will walk with me so I'm not alone in the dark like Arobindu was when he was beaten up by invisible spirits right after he first came to the orphanage."

The boys told me how Arobindu had been choked and had gotten bruises on his body. He was so scared that he went back to live with his

auntie. After about six months, Arobindu had come back to the orphanage where he'd learned about Jesus and the Bible. Dibakar told me that Arobindu hadn't been bothered by the spirits since.

"It's not just Arobindu," Ganesh added. "When they sacrifice children at the Hindu temple across the road, the watchmen who patrol at night say they see spirits. They think they're the spirits of the dead children."

Biblical Comfort

I had never heard a child express fear of demons, so I wasn't sure what to say at first. But gradually I felt the Holy Spirit giving me words to say. I read the boys my favorite Bible chapter, Psalm 91—a passage that has given me comfort countless times.

When I read, "I will say of the Lord, 'He is my refuge and my fortress, my God, in whom I trust,'" the boys' eyes lit up.

"Where in the Bible is that found, madam?" Dibakar asked. Both he and Ganesh got pieces of paper and hurriedly started copying the texts down as I read. They were fascinated by the words, especially verses like,

"You will not fear the terror of night, nor the arrow that flies by day, nor the pestilence that stalks in the darkness, nor the plague that destroys at midday. A thousand may fall at your side, ten thousand at your right hand, but it will not come near you." (verses 5-7, NIV).

After reading Psalm 91, I prayed with the boys and asked the Lord to keep them safe and to take their fears

away. Before the youngsters left that evening, Ganesh told me, "Madam, we won't be afraid anymore. We know Jesus is with us."

This encounter opened my eyes to the fact that there are so many people in India and in other parts of the world who come up against experiences on a daily basis that rarely affect us here in the United States. There are millions of people on this planet whose lives are controlled by superstitions and by fear of the unknown. There are so many people who still need to hear the gospel. I'm thankful to have had the opportunity to share the news of the Good Shepherd with some of God's precious little lambs. ✧



Amanda Gaspard taught children in India about the loving care of the Good Shepherd.



Use a

College Made Broom



COLLEGE
BEAUTY

Help a Youth - Help Home

College Broom Factory
Collegedale, Tennessee

This broom cover encouraged potential buyers to support a college beauty by purchasing brooms from the College Broom Factory. Started in 1925, the factory was an integral part of student life at Southern until its closure more than five decades later in 1976. The cover girl is Rheba (Goggans) Dake, '55, whose father was the primary salesperson for several years in the 1950s.

40s

Margie (Futch) Bird, attended '46-'47, says that she is enjoying retirement with her husband, Bob, in Avon Park, Florida. They have celebrated their 50th wedding anniversary and report that they are doing fine and are blessed.

50s

Burton L. Wright, '51, is a retired pastor, serving as a chaplain for prison ministries at two correctional institutions in the Avon Park, Florida, area. He shares that at his first evening meeting, he was expecting around a dozen prisoners and was thrilled to see more than 200 in attendance.

Thomas Stone, '52, retired after a career as a teacher, junior academy principal, and band teacher/director. He also taught in China for 14 months and spoke at a Global Evangelism (now Share Him) crusade in the Dominican Republic.

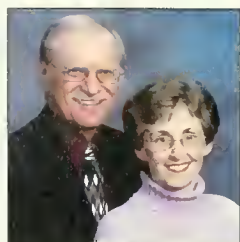
Gladys (Alvarez) Hollingsead, attended '52-'54, is CEO of Pacific Health Education Center in Bakersfield, California. The Center is a worldwide organization that

trains health professionals in preventive medicine and health education. Gladys and her husband, Marshall, have traveled and given lectures in several countries for evangelists. They live in Lamont, California, and are the parents of Marshall II (a dentist) and John (who has a degree in prosthetics and orthotics).



60s

M. Lloyd, '66, and **Charlotte (Ballard) Erickson**, attended '65-'66, reside in Battle Creek, Michigan. Lloyd says that after years of denominational service, most recently as director of the Counseling and Testing Center at Andrews University, he has retreated to the relatively calm life of private practice in psychology. Lloyd and Charlotte say they are very active in the Battle Creek Tabernacle Seventh-day Adventist Church, and Lloyd makes presentations at camp meetings and other church gatherings on topics that are covered in his book, *The Embrace of God*.



70s

Vicky (Heath) Murphy, attended '70-'71, is the vice president of Wilson Automotive Group. She was named "Outstanding Business Woman of the Year" in 2001 by the American Business Women's Association and "City of Orange Citizen of the Year" in 2004. She also recently received the "Good Scout" award from the Boy Scouts of America. Vicky has written two books and is currently working on a third, entitled *Brooksong*. Her husband, Mark, is the mayor of Orange, California.



Beverly (Benchina) Brett, '78, welcomed her first grandson, Skylar Andrew, on June 10, 2005. She also took some time out from her job as an elementary school teacher last December to cruise the Mexican Riviera with her husband, Andrew, in celebration of her in-laws' 50th anniversary.

Paul, '78, and **Vickie Boling**, '79, accepted a call for Paul to serve as senior pastor for the Walker Memorial Church in Avon Park, Florida. Vickie is a wellness educator in network marketing. They are avid birdwatchers and have started a bird club at the church. They appreciate the enthusiasm and involvement of the members in community outreach.

Charles Flach, attended '78-'81, says that he is very active at his home church in Mobile, Alabama. There he serves as the personal ministries leader and assistant head deacon. He also preaches wherever and whenever he can.

80s

Dan, '84, and **Carol (Hurley) Turk**, '85, make their home in Fort Collins, Colorado. Dan recently was offered tenure for his employment at Colorado State University. Carol serves as the youth pastor at the Denver Korean Church, and she also operates a private practice as a licensed professional counselor.

Oliod S. Moura, '87, spent a couple years with Christian Record Services shortly after graduating from Southern. He then continued his education, receiving an MA and a PhD in religion. He is currently working toward his master's in public health and volunteering at the Colton Church in California.

Richard Gayle, '87, and his children reside in Tustin, California. Richard opened his business called the Real Estate Marketplace in 1998 and is actively growing the company. His children Mi-Yang, 9, and Drew, 8, are students at LaSierra Academy.

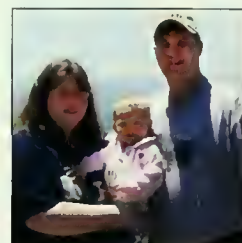
90s

Luc, '93, and **Anita (Gonzales) Sabot**, '94, are serving as missionaries in Dakar, Senegal. Luc serves as president of the Senegal Adventist Mission. The Sabots invite friends to visit their website (sabot.ca) to read their missionary blog and to view photographs and video footage.



James "Jim" Milks, '96, is earning his PhD in environmental sciences at Wright State University in Dayton, Ohio. He previously taught in community colleges in South Carolina and Ohio.

Michael, '96, and **June (Leeson) Whalley**, '96, live in Boiling Springs, South Carolina, where they are raising their 2-year-old daughter, Kaitlyn Elizabeth. Michael is completing his MBA degree and is working as a financial analyst at Lancaster Distributing. June is an account manager at Contec Incorporated.



Christopher, '97, and **Angela (Cobb) Hammonds**, '96, live in St. Petersburg, Florida. Christopher is associated with the offices of James W. Denhardt and is the assistant city attorney for the city of Pinellas Park, Florida. Angela is the assistant to the medical director of emergency medicine at All Children's Hospital. They became the proud parents of a son in March 2006.

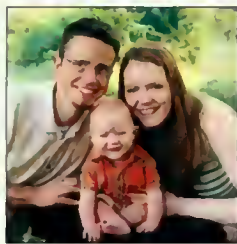
Jason Liu, '97, is vice president and regional sales manager for Wells Fargo's Private Client Services Division covering the Southern California territory.

Scott, '97, and **Mindi (LaFever) Guptill**, '97, are living in Loma Linda, California, where Mindi is completing her last year of medical school and beginning a residency in emergency medicine. Scott is a graphic designer for Loma Linda University.

Bianca (Andersen), '97, and her husband, **Steve Kurti**, '98, welcomed their third child, Adam Nicholas, on January 2. Bianca received her master's in marriage and family therapy from the University of Akron in May 2005 and is homeschooling their two older children, Cassandra, 7, and Gabriel, 5. Steve received his PhD in physics from Case Western Reserve University in January 2005 and is doing post-doctoral work at China Lake Naval Base. The family lives in Southern California.



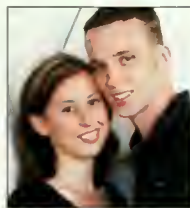
Daniel, '99, and Ami (Lundquist) Warner, '97 and '99, live in Nashville, Tennessee. Daniel is a medical insurance underwriter for CIGNA, a job he calls challenging and fun. Ami enjoys being at home full time with their active 1-year-old son, Noah. She also does graphic design work from home. They invite former classmates to get in touch with them at djwarner01@bellsouth.net.



Jose Perez, '04, is attending New York University working on a master of public administration degree in Health Policy and Management.

Elizabeth (Davis) Thomas, '04, married Richard in November 2005. They are living in Lakeland, Florida, where Elizabeth is working as a Wal-Mart associate.

Brad Clifford, '05, and Jessica Winters, '00, were married on June 11, 2006, in Chattanooga, Tennessee. Jessica is in medical school at Loma Linda University, and Brad is in graduate school, also at Loma Linda.



Jack Facundus, '53, passed away on September 7, 2005, following complications from surgery. He was a pediatrician in the Orlando area. He is survived by his wife of 51 years, Elsie, attended; a son; two daughters; a brother; and a sister.

Pat O'Day, '56, died on December 4, 2005, in Pasadena, California. Pat taught chemistry at Pasadena City College for 30 years and served on the Pasadena Tournament of Roses Committee for 20 years. He is survived by his wife of 48 years, Carol (Stern), '56; one son; two daughters; 11 grandchildren; and a brother.

Frank B. Holbrook, longtime professor in the School of Religion, passed away on December 18, 2005.

Glen McColpin, '57, passed away on January 5, 2006, following a long battle with cancer. He was a resident in the Chattanooga area and a member of the Georgia-Cumberland Finance Committee for many years.

Monte Mitzefelt, '92, died in January 2006 from sleep apnea. He was 36 years old.

Ronald L. Whicker, attended '58-'59, passed away on January 29, 2006.

David Castleberg, '69, passed away on February 24, 2006, in his home in Durand, Wisconsin. David was a family medicine physician and was very active in his community, even serving for a time as mayor of Durand. He is survived by his wife, Evelyn, '68; two daughters; four sons; five grandchildren; seven brothers; and four sisters.

Former English professor Sue Baker passed away on March 17, 2006. Sue was an active member of the Committee of 100 from 1972 until her death.

Marcus, '99, and April (Russell) Mundall, '99 and '00, are living in Bairnsdale, Victoria, Australia. Marcus was ordained in the pastoral ministry on January 14. He and April have two sons, Moses and Zadok.

Faculty & Staff

William McKinnev, former Motor Pool Director, and his wife, Lillian, are living in Thompsonville, Illinois, where they occasionally volunteer their time for 3ABN.

Del Watson, nursing professor '64-'72, retired from California State University and is serving as a parish nurse volunteer at Loma Linda University Church of Seventh-day Adventists.

Remembrance

Nellie Jane Macdonald, '40, died on April 5, 2005.

Larry Payne, former College Press employee, passed away on November 17, 2005. Larry had devoted 20 years to denominational work. He was 68 years old.

00s

Randy, '00 and Kalie (Conrad) Kelch, '00 are living in Hagerstown, Maryland, with their two children Katelyn, 4, and Rvan, 1. Randy is working as a science teacher for Frederick High School. Kalie is a stay-at-home mom and part-time telecommuting public relations specialist for Lord Fairfax Community College in Virginia. In addition to work, church and family activities keep them very busy.

Patrick Crane, '02, and Andrea Kuntarat, '02, married May 2006 in Calhessa, California. Both are graduating from Loma Linda University School of Medicine this year.

At 94, Marion Cashman is still planning for the future.

Marion's outlook and recipe for a vibrant and fruitful life is health, happiness, good friends, and proactive planning for the future.

Through her gift annuities with Southern, Marion increases her retirement income. She receives guaranteed quarterly fixed income for life and saves income tax while ensuring that after all payments have been made, the residual will be used to support the future of Christian education at Southern Adventist University.

Though Marion plans to live to 100 or more, her legacy will continue to live well beyond her years.

For more information on how you can make a gift to Southern and receive guaranteed fixed income for life with a sizeable income tax deduction, contact the Office of Planned Giving.

Phone: 1.800.SOUTHERN or 423.236.2818 • Email: plangive@southern.edu • Web: plannedgiving.southern.edu



Time was not on my side. As I sat near the back of the bus on my way to Buenos Aires, Argentina, I glanced at my watch incessantly, feeling increasingly helpless as the minutes slipped by. I tried to distract myself by practicing the Spanish phrases my younger brother, Alban, had written to help me communicate with the driver of the taxi that would be my next method of transportation.

This distraction didn't ease my apprehension. If the bus didn't arrive in the city soon, I wouldn't have enough time to make my 6 p.m. flight back to the States.

My trouble had started two days before. After nearly four weeks of backpacking around Argentina and Chile with Alban, an Adventist Colleges Abroad student in Argentina, it was time for me to return to school at Southern Adventist University. Tickets for the midnight bus to Buenos Aires were sold out. I had to take the 9 a.m. bus the next day, which barely gave me enough time to make my departure flight.

Arriving in Buenos Aires at 3:50 p.m., I dragged my luggage out of the bus station, found a taxi, and arrived at the airport by 4:30 p.m.

It was 5:30 p.m. when I finally made it to the front of the excessively long baggage check line. The flight had already been boarding for 15 minutes. There wasn't much time to clear customs and security.

"Where's your receipt for the airport tax?" the ticket lady asked.

"What?"

"You have to pay an \$18 tax to leave the airport. You must pay first, or I cannot check your luggage." She wasn't friendly.

Out of Money

I had barely six pesos (US \$1.50) in my wallet. Nothing else. No change, no credit card, no other currency.

Not sure what to do next, I gave up my place in line and walked optimistically to the airport tax booth, thinking someone there would have mercy on me.

Nope. The group of three uniformed tax collectors eyed me suspiciously. The response was, "You have no MONEY?" I actually had to show them my empty wallet before they would believe me.

"Do you have friends in Buenos Aires?" one of them asked.

I shook my head. Alban was just about the only person I knew in the whole country, and he was now eight hours away. I asked if I could call the States collect, get a credit card number from one of my parents, and use that. The airport tax people refused. "The card has to be here, in our hands," they firmly told me.

Out of Time

by Ansley Howe, senior nursing major

"Do you have any other ideas?" I asked.

They stared, then frowned, and then shooed me, sending me down a hallway to the customer service kiosk.

The customer service guy was apathetic. "You could maybe get some cash from the Western Union bank through an international transaction." He pointed me in the right direction. I dashed down the long corridor with all my luggage trailing behind, only to find the bank closed and dark. At this point it was 6 p.m.—the time my plane was scheduled for take off.

I found a pay phone booth and tried to place a collect call to my parents. Maybe they would have an idea. There was no answer.

Out of Options

I ran back to the airline check-in counter. "What do I do?" I asked the ticket lady, a little frantic.

She shrugged her shoulders. "You'll have to buy a new ticket."

One guy sitting behind the ticket counter piped up, "You could ask someone for the money."

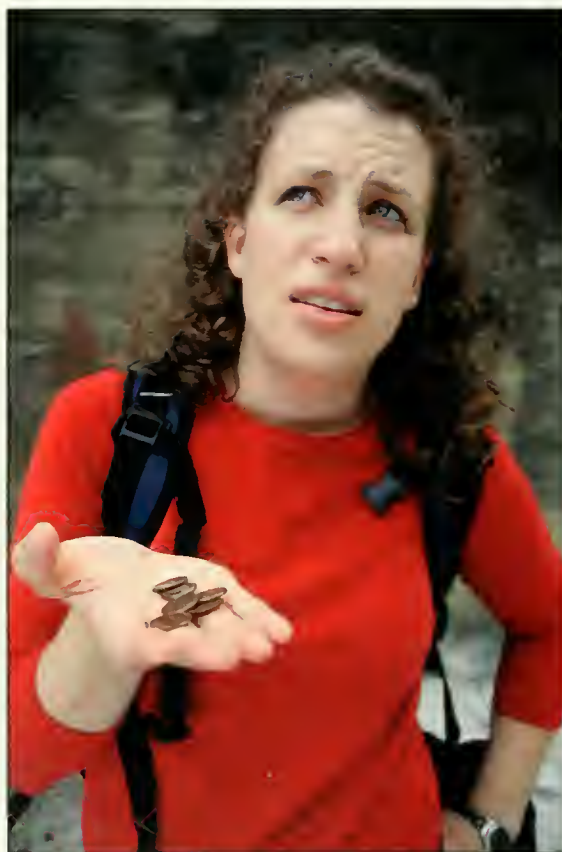
Surprisingly, there was no one around by this point. The really long line of passengers had disappeared—everyone had already boarded the plane.

Suddenly an American guy walked up out of nowhere and stood beside me. He leaned over a little, smiling. "Do you need some money?" he asked. It sounded like a California accent, easy and smooth.

I could have burst into tears, but I didn't; there wasn't time.

I got my airport tax receipt, checked my bags, dashed upstairs, skipped to the front of the security line, made it through customs, and made it to the gate at 6:34 p.m. The flight attendants in their funny outfits shut the door right behind me—I was the last passenger to get on.

Seventeen hours later, I arrived home. As I recounted my traveling adventures to my parents, I was hardly able to contain my thankfulness for the man who helped me at the last minute. Even though I had run out of ideas, God hadn't given up. He found a way to provide for me. His timing was perfect. ✧



Short on money, Ansley Howe was afraid she was going to be stranded in Buenos Aires.



Two insects enjoy an afternoon in Kelly's English Garden. Established as a memorial to Kelly Weimer, the garden is a place where students can rest, eat, and study while enjoying a profusion of colorful flowers.
PHOTOGRAPHER: Nick Evenson, current

