Beautiful minds

“A Beautiful Mind” is a film based upon a book with the same title by Sylvia Nasar. It tells a story about John Nash, a brilliant Princeton student who went on to become a professor and Nobel Laureate in Economics. Along the way he suffered from a severe mental disorder that negatively impacted his life, his work, his family, indeed everyone around him. The point of this is simply that every mind, brilliant or ordinary, comes in a human package that is determined by genetics, the environment, upbringing, health, social contexts, values, religious practices, etc. Our minds wrapped up in this are the key focus of education, and that is why education must be holistic in its approach—the mind is part of the whole human being, body, soul and mind, whom we are educating. That principle should also guide our relentless discussion about education including the recent debate of cost versus value in college.

For example, recently President Obama raised that question during a swing through the northeast and proposed that the federal government should introduce yet another system for evaluating colleges based upon student success, graduation rates, student borrowing for college, along with the employment opportunities and earning power following graduation. That ought to inform us about the real value of a college degree—does it lead to a job that pays enough for students to repay their loans?

The good thing about stating it this way is that it puts us all on notice that everything we do, including education, must have value and purpose, and this added value must be measurable in a meaningful way. Colleges and universities, including Andrews, should be transparent and forthright about the cost/value ratio.

The bad thing about putting it this way is that it tends to ignore the true nature of these beautiful, complicated minds with which we work. We are dealing with human beings, our children, young adults, the next generation. They do not all learn at the same speed. They are not all equally bright. They do not all mature at the same rate. They have not all been given the same chances in life. They do not all have the same skills, motivation and talents, and many come with deficits and disorders. But they all need education. These are the minds students bring to college and we must educate them. Sometimes this takes five years and a change of major. Sometimes they breeze through in three and a half. Some take out loans, others take time out to work. Some study day and night, others socialize a bit more than they should. Our academic and financial advisors are eager to work with students and parents to find the best way forward for everyone. But at the end of the day, graduation day, the really important question to ask is, what has happened to these students with their beautiful minds?

One of the nicest answers to this question I heard recently from a father who wrote me about his daughter, and gave me permission to share it with the readers of this magazine. Here are some excerpts:

From the father: “My wife and I have seen (our daughter) grow and mature exponentially over the past four years, and we credit the Andrews environment and deeply spiritual culture for the wonderful young lady she has become.”

From the daughter’s internship supervisor: “I just wanted to let you know how thrilled we are to have (your daughter) here. She is such an amazing talent so confident, capable and inspiring—her drawings are among the most beautiful I’ve seen...She’s far more technically competent than I had hoped for and her outlook and composure are remarkable.”

And finally: “...we are unabashedly supportive of Seventh-day Adventist Christian education, however, the sole purpose of this email is to say thank you for the outstanding, Christ-focused education and excellence that is being dispensed by the Andrews team. We can truly hold our heads up high, as we uplift the name of Christ.”

Arthur Mullins

FOCUS (ISSN 1077-9345) is published quarterly, free of charge, for alumni and friends of Andrews University, an institution owned and operated by the Seventh-day Adventist Church, by Merlin Burt. The director of the Center for Adventist Research provides an overview of what is happening when a handful of Honors students travel around the world in service to others.

25 James White Library: The First Seventh-day Adventist Library for Advanced Education
by Merlin Burt
The director of the Center for Adventist Research provides an overview of what is now the James White Library, beginning with two bookcases at Battle Creek College.

features
16 From the Table to the Ends of the Earth: Stories of Scholarship, Service and a Study Spot
by Samantha Drews
A look behind the CSA basket. The Andrews Student Gardens grow food for the community, and they’re also a training ground for young farmers.

22 Community Growth: The Andrews Student Gardens Put Down Roots
by Samantha Drews

28 Campus Update

29 JLLS: A Musical Celebration of Adventist Heritage
by Stephen Payne

30 Alumni News

36 Letters

46 From the President’s Desk

60 From the Student’s Desk

73 Focus on Howard

83 Just in Focus

96 About the Authors

106 Who’s Who in Focus

120 Focus on Diverse Students

220 Alumni and Friends Directory

240 Classifieds

260 Advertisers’ Index

278 Index

Sunflowers for sale

FOCUS
The Andrews University Magazine

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Plans moving forward for new Health & Wellness Center
In conjunction with establishing a renewed focus on a wellness mission and philosophy for the campus
Design Collaborative of Fort Wayne, Ind., has been selected as the architectural firm to design the new Health & Wellness Center, which is slated for construction after fundraising efforts are completed. Approximately $11 million has already been raised in gifts and pledges for this capital campaign.
Design Collaborative previously worked with Andrews University on the redesign of Dining Services and the design of D azzo Hall, a residential hall that is part of University Towers.
Two groups have been working on wellness plans on campus. The first, a Health & Wellness Center Committee chaired by Lawrence Schals, vice president for Financial Administration, is concerned with the development and building.
The committee reviewed and selected the architects for this project and has worked with that firm and key players across campus, including the School of Architecture, Art & Design, Office of Plant Administration, Division of University Advancement and campus administration. These entities have made decisions about the footprint and general location of the new Health & Wellness Center in the front part of the Andrews University campus.
The group has also worked with the architectural firm in helping to define the recreational, fitness and instructional functions of the building.
Proposals presented to the group include a basketball gymnasium, aerobic and exercise space, racquetball courts, a .8 mile running/walking trail, a climbing wall, a juice bar, offices and a educational wing which includes a demonstration kitchen for healthy eating focused activities for students and the community.
A second phase of the plan, which would be the subject of an additional capital campaign, would add a new pool to the complex.
Throughout the building, large windows and natural spaces, paths and pathways will allow Andrews students, faculty and staff, as well as the community, the opportunity to be exposed to the natural beauty of our campus, including options to access the University’s trail system. Actual plans will be finalized by the time construction begins within the next few years.

"...wellness of body, mind and spirit is a central part of Adventist higher education."

The committee has reviewed these proposals, and the concepts will next go to the President’s Council and the Board of Trustees on September 29 and October 29, respectively. Another committee designed to define health and wellness goals for the campus, co-chaired by Niels-Erik Andreassen, president, and Lawrence Schals, has been seeking a deeper understanding and embrace of wellness as a campus community—in other words, to make wellness part of campus life, not simply a building.
The group has developed a draft document that tentatively defines wellness as “an active process of optimizing every aspect of our multidimensional self to harmoniously reflect the image of our Creator.” It also suggests four wellness goals—Interactivity, Accessibility, Integration and Motivation—as hallmarks of how that wellness mission will be fulfilled on this campus as part of an effort to create an institution where healthy living can inspire a healthy world. The President’s Council and University Board will also review the mission and wellness goals created by this committee.
“This proposed center will give powerful attention to a concept that has characterized our educational principles since the very first days in Battle Creek College—the concept that wellness of body, mind and spirit is a central part of Adventist higher education.
“I believe this kind of education of which the new facility is an outward symbol, will help us refocus on the essential elements of our mission. We will have a world-class health and wellness center, but we’ll also create an institutional culture on campus that embraces and distinctly demonstrates our educational principles in powerful and world-changing ways,” says Niels-Erik Andreassen, president.
Andrews University hosted the ninth meeting of the Adventist English Association from June 26-30. College professors and academy teachers from schools across the country, as well as Peru, met for four days of seminars on literature, composition, ESL instruction, and integrating faith and literature.
The Adventist English Association was formed in 1994 with the intent of giving Adventist teachers and college professors a forum in which to discuss best practices, trends in literature, and challenges facing Adventist English teachers. Omilla Stubbef, a professor at Atlantic Union College, served as temporary chairman for the first year, and Verne Wehrly, then-chair of English at Pacific Union College, was chosen as the first AEA president. Since then, the organization has met nine times, and the last meeting was in 2004.


The 2013 conference was a watershed moment for the next generation of English teachers. More than 50 participants represented every Adventist university and several academies, including Andrews Academy and Loma Linda Academy. Several graduate students from La Sierra University, Washington State University, Indiana University Bloomington, and University of California Riverside and Davis were also present.
Topics at the seminars ranged from the literature pathway, filling the Trust with Help, Thanks, Wow: Three Views from the Pulpit and Pew of Frederick Buechner and Anne Lamott,” presented by Beverly Matiko, professor of English at Andrews University, to the composition paper “Brain-based Strategies for Improved Learning,” presented by Sarah Henderson of Loma Linda Academy, to a TESOL paper on “Integrating Generation 1.5 Students into the Mainstream Composition Classroom” by Thula Lambert of Andrews University. Friday afternoon’s seminars focused on the history of AEA and best practices for teaching English in Adventist classrooms.
The keynote addresses were given by Martyn Chandler McEntyre, an author and professor of medical humanities at the University of California Davis and the UC Berkeley UC San Francisco Joint Medical Program. McEntyre gave an invited talk on Wednesday evening as well as a presentation on Thursday morning. Her keynote presentation drew on themes from her book Caring for Words in a Culture of Lies, which advocates careful stewardship of language in a society where language is becoming increasingly empty.
In a world where half truths are sold as news, where we never hear the whole story and much information is never revealed to us, where sweeping generalizations and clichés represent organizations and institutions not interested in the public good or human welfare, McEntyre reminded her listeners that their duty as Christians is to be stewards not only of the earth but of the words that are the basis of social contract and communities. Those who care for language are called to reclaim words colonized by nationalism, marginalizing, discriminatory and oppressive institutions—and can do this by telling plain and simple truth; by avoiding lies and dissimulation; and by cherishing words and their complexity and the rhythms and music of language.
At a conference focused on analyzing great works of literature and discussing how best to create stewards of words in the classroom, it was fitting that the weekend should culminate in a service celebrating the rhythms and beauty of a language readily forgotten—that of the King James Scriptures. At the church service on Saturday, June 29, conference attendees gathered for a cycle of verses read by past and current faculty, alumni and graduate students of the Andrews Department of English.

At Sunday’s business meeting, Vanessa Correda, assistant professor of English at Andrews, was voted vice president of the AEA. “I am very excited to help the process of revitalizing an organization so important to Adventist education at both the secondary and tertiary levels,” says Correda. “This year’s conference demonstrated our Adventist English teachers’ impressive pedagogical and research accomplishments while helping us build and strengthen our intellectual community. I am looking forward to the next meeting at Southeastern Adventist University, where we will once again have the opportunity to connect intellectually, socially and spirituallly.”

those who care for language are called to reclaim words colonized by nationalist, marginalizing, discriminatory and oppressive institutions...
Notable news correspondent speaks at Leadership Conference
Solead O’Brien, critically acclaimed journalist and CNN correspondent, was the keynote speaker

Andrews University’s third annual Leadership and Diversity Conference, held July 19–22, was sponsored by Whipple Corp-oration and Lakeside HealthCare as well as Andrews University.

A three-day pre-conference on spiritual leadership, held July 19–21, was coordinated by Stanley Patterson, associate professor of Christian ministry. It featured a keynote address by R. Scott Rodin, author of The Steward Leader, as well as several interactive leadership presentations and workshops. O’Brien, a special correspondent for CNN, has reported on breaking news around the globe as well as more persistent, often-divisive issues that concern modern society. For her reporting on the 2011 Haitian earthquake, she won an Emmy in the category of Outstanding Live Coverage of a Current News Story Long Form. She was also part of the team that earned CNN a George Foster Peabody Award for its coverage of Hurricane Ka- trina and the BP oil spill, as well as an Alfred I. DuPont Award for coverage of the Southeast Asia tsunami. She helped develop the award-winning “Black in America” franchise, and has also been involved in producing “Latino in America” and “Muslim in America.”

O’Brien was named Journalist of the Year by the National Association of Black Journalists, and her series “Latino in America” won the KTRA/UNITY award in 2010. She is the au-thor of The Next Big Story: My Journey Through the Land of Possibilities, a memoir chronicling her biggest moments in reporting and how her upbringing has influenced her career.

Recently, O’Brien formed an agreement with CNN to produce a series of long-form programming specials through her company, Starfish Media Company. Starfish Media is dedicated to uncovering and producing stories that examine issues of race, class, socioeconomic status and opportunity, and empowering others through storytelling. O’Brien was featured in an extended interview on Sunday night, July 21, at the Howard Performing Arts Center. Debbie Weathers, associate dean for Student Life, interviewed O’Brien about her family background, her experience in journalism and media, and her perspectives on race, increasing opportunities for minorities, and the role of media in society.

O’Brien’s answers combined intelle-tligence, experience, humor and opinion to brilliant effect, eliciting laughter from the audience on many occasions but also provok-ing thought about many of the issues presently concerning Americans. She addressed audi-ence questions about increasing diversity in the workforce, encouraging the professionals and administrators in the audience to seek out locations where excellence and diversity can be found. “The solution is not to hire slightly less competent people at the same places,” she said, “but to go find where the good diverse students and employees are.”

O’Brien actively promotes education for disadvantaged minorities and women, and asserted in the interview, “raising the tide of education benefits everyone.” She and her husband run the Soledad O’Brien and Brad Raymond Foundation, which sends young minority women through college.

The next morning, O’Brien gave a keynote speech entitled, “Diversity: On TV, Behind the Scenes and in Our Lives.” She referenced Mar-vel’s Iron Man saying It’s original “I Have a Dream” speech, noting how the original draft “was a very uncomfortable message. Digging into fairness and justice can make us very uncom-fortable,” she said. “True leadership is about going off-speech because you know it’s more comfortable,” she said. “True leadership is about fairness and justice can make us very uncom-fortable, but it’s your voice that has to go behind an idea—a CEO, for example—everyone falls in line. People who have a lot of advantages, myself included, have this opportunity to use our voices and point our instances where things are unfair. At the end of the day, it only helps the community for everyone to have opportunities.”

R.B. Douglas honored at summer commencement
Receiving an honorary Doctor of Laws
Douglas was a law clerk for Judge Timothy Lewis at the United States Court of Appeals for the Third Circuit before joining the NAACP Legal Defense & Educational Fund, where he litigated issues concerning educational equity, school choice and affirmative action. He has also served as associate director for Economic Policy and director of the Economic Mobility Program at the Center for American Progress. From 2009-2012 Douglas served as President Obama’s Special Assistant for Urban Affairs where he was one of the chief architects of the White House’s agenda to strengthen the nation’s cities and metropoli-tan areas. He helped develop national policy on issues related to economic and community development, affordable housing, transportation, K-12 education, urban health, public safety, entrepreneurship, public-private partnerships. He is also an alumnus of Andrews Academy.

A total of 364 undergraduate and 181 gradu-ate degrees were conferred at the 2013 sum-mer commencement on Sunday, August 4. Rebekah Wang-Cheng, medical director for clinical equality at Kettering Medical Center in Kettering, Ohio, and clinical professor of medicine at Wright State University Boon- dford School of Medicine in Dayton, Ohio, offered the Consecration address, “Be the Bright Spot,” on Friday evening, August 2. Wang-Cheng is a former associate editor for the British Medical Journal USA, and has been elected to Phi Kappa Phi, Alpha Omega Alpha Medical Honor Society, Society of Teaching Scholars, and Best Doctors in America.

Gordon Bietz, president of Southern Adventist University in Collegedale, Tenn., presented the Baccalaureate, “Flunking with All As,” on Sabbath. Under Bietz’s leader-ship, enrollment at SAU has increased by more than 1,200 students, and facilities have experienced record renovations to accommo-date that growth. Also under Bietz, SAU has earned top accreditations for its professional schools, and its Graduate Studies program has grown to include ten master’s degrees and numerous concentrations. Prior to his appointment as president, Bietz pastored the Collegedale Church of Seventh-day Adven-tists and served as president of the Georgia Cumberland Conference of Seventh-day Adventists.

The Sabbath Vespers tribute to parents, faculty and students included the presenta-tion of roses to those who contributed to the graduate’s success. The President’s Reception, always a popular event for graduates and their families, took place in the Great Lakes Room in the Campus Center. Derek R.B. Douglas, vice president for civic engagement at the University of Chicago, was the guest speaker for Commencement. His address, “Higher than the Highest Human Thoughts Can Reach,” inspired graduates to aim high with God’s help. Douglas was also awarded an honorary Doctor of Laws.

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### Focus Summer 2013
The state of the University

Andreasen addresses educational footprint, finances and focus on health & wellness

On Thursday, August 15, President Andreasen delivered his annual State of the University address to a capacity crowd in Newhold Auditorium. His three topics of choice were Andrews University’s educational footprint, finances and mission. In response to recent questions about how large Andrews educational footprint should become, Andreasen provided a short historical perspective of Adventist education. “I’ve always been impressed with easily Adventist colleges. An educational building in the middle, boys dorm on one side, girl’s dorm on the other, both the same size. We may have some difficulty nowadays treating men and women with equality in our church, but we have always offered them equal opportunity to attend college.” He also spoke about the movement toward openness in online education and the abundance of other forms of distance learning. Andreasen observed, “The geographical distance between students and teachers will continue to grow, and the footprint of Andrews University can expand. There is always been impressed with early Adventist enterprises,” he further explained the idea of replacing Johnson Gym—not to change Andrews into a sports-focused campus but instead to align with “our historical and fundamental educational mission being listed in this order: physical, mental and spiritual.” He remembers, “that idea that health is important just took hold at lightning speed, leaving our planning far behind.” The new building had $31 million committed without even a sketch of the facility or an outlined program. Adventists aren’t alone—public health is now a national concern. The goal across the nation is to keep students healthy and well—physically, mentally, emotionally and socially. In closing, Andreasen remarked this holistic approach makes an Andrews education worth investing in.

Students build Tesla coil

One of the “fun toys” in the Department of Physics

What goes on at Andrews University during the summer? In the Department of Physics, students and faculty create and construct a six-foot Tesla coil. “In laymen’s terms, a Tesla coil is a lightning generator,” explains Brendan Cross, instructor of physics at Andrews. “In even simpler terms, it makes big sparks.”

In more technical terms, a Tesla coil is a resonant transformer circuit used to produce high-voltage, low-current, high frequency alternating current electricity. The device is named after Nikola Tesla, a Serbian inventor, engineer and physicist who invented the coil around 1891.

Though the coil is being built in the department labs, it will, for obvious reasons, be moved on to the next fun thing. Whoever said change because once we figure it all out we move on to the next fun thing. Whoever said learning can’t be fun?”

The Howard Center Presents...

The 2013–2014 Season

The Heritage Singers with Pete McLeod Saturday, September 7, 8:30 P.M. Reserved Seating $15 | Flex Series $10 | AU Students $5

Ten Year Anniversary Celebration—Anniversary Gala: Symphony Orchestra Concert Saturday, October 5, 8 P.M. General $10 | Flex Series $5 | AU Students $3

Compassion International Presents: In The Round Tour—featuring Bebo Norman, Andrew Peterson & Sara Groves Sunday, October 6, 7 P.M. Reserved Seating $15 | Flex Series $10 | AU Students $5

Chanticleer Tuesday, October 8, 7 P.M. Reserved Seating $30 | Flex Series $25 | AU Students $10

Omer Quartet Wednesday, October 23, 7 P.M. General $5 | Flex Series Free | All Students Free

A Night of Music, Art & Folklore in Mexico: Carlos Flores, piano; Laura Ortiz, soprano; Mariachi Band Saturday, November 16, 8 P.M. General $10 | Flex Series $5 | All Students Free

Faith Esham, soprano Saturday, January 18, 7 P.M. General Admission tickets required—All Students Free

Israel Houghton & New Breed Sunday, January 19, 7 P.M. General Admission tickets required—All Students Free

Great Piano Trios: Claudio Gonzalez, violin; German Marcano, cello; and Chi Yong Yun, piano Saturday, March 8, 8 P.M. General $10 | Flex Series $5 | All Students Free

For tickets, information and a complete listing of performances, including student recitals, call the box office or visit us online. 888-467-6442 | howard.andrews.edu

Flexible Series Pricing: Purchase tickets to 4 or more concerts from the Howard Center Presents...series and receive $5 off each ticket.
The Journal of Adventist Education recently won the Distinguished Achievement Award for Whole Publication. Professor Emerita Janet Ledesma guest edits award-winning journal issue. Learn about her work and success in the classroom. The Journal of Adventist Education has won AEP awards on multiple occasions, including Distinguished Achievement Awards for separate articles, feature articles, and entire publications. The Journal of Adventist Education, begun in 1978, is a resource for Christian K-12 teachers, university professors, and administrators of all levels. The journal publishes eight issues a year, and includes practical and theoretical articles on praxis, pedagogy, and integrating faith in the classroom.

Shelly Perry was awarded associate professor emerita. A passionate individual with a strong interest in effecting positive change, Rachel Williams-Smith is excited about her new role as chair of the Department of Communication. For more than 20 years her passion has found expression through writing, teaching and administrative and community service. In the past she served as associate professor of communication at Oakwood University and as director of the university’s Adult & Continuing Education program. Her professional experience also includes serving as associate editor of scientific publications at The University of Texas M.D. Anderson Cancer Research Center in Houston, Texas, and teaching English at both Tomball College and Cy Fair College, both in Houston.

Williams-Smith holds a bachelor’s degree in language arts: secondary education from Oakwood University, a master’s degree in English: professional writing from the University of Cincinnati, and a PhD in communication from Regent University in Virginia Beach, Va. Additionally, she plans to complete her EdD in education from Cappella University in Minneapolis, Minn., in December 2013. A member of the National Communication Association, Williams-Smith has appeared on television as a featured presenter, published numerous articles and presentations, and presented at a variety of conferences. “My goals for the department are best captured in two words: improvement and growth,” says Williams-Smith. “My aim is to help the department become elevated to and reflective of its full potential so that students from across the U.S. and around the world come here to study because they know we offer the best Christian communication degree programs available.”

Williams-Smith is married to Carl Smith, a tailor and fashion design professor. They have four children and two grandchildren. Kimberly Ferreira is the new chair of the Department of Physical Therapy. Ferreira holds both bachelor’s and master’s degrees from Andrews University, and is currently pursuing a PhD at Nova Southeastern University. Her doctoral research is focused on clinical education.

Ferreira joined the faculty at the Department of Physical Therapy in 2006. Prior to her recent appointment as chair, she served as the program assistant director and director of clinical education. “I never dreamed I would return to become a faculty member,” says Ferreira. “During my seven years as director of clinical education there was consistent feedback that our students are different from others in that they are truly living out our mission to unite Christian values and healthcare education. Our exceptional faculty and staff’s commitment to our mission is what makes this program top-notch.” Ferreira has presented nationally on cultural diversity in a physical therapy program, clinical education and women’s health. She is a member of the American Physical Therapy Association in both the education section and the section on women’s health. She is also involved in the state and local clinical education consortia.

“I have been blessed and my faith has grown by seeing God’s divine guidance over His program,” she says. “With our hard work and willingness to allow Him to lead I am certain our program will continue with excellence. Our graduates are going out into the world and making a lasting positive impact in the lives they touch, and that is why our program exists—for His glory.”

Ferreira and her husband, Kevin, have two children, Seth and Madalyn. Clive Holland has accepted the position of chair of the Department of Agriculture. He has been on campus since early fall. Holland obtained his master’s and PhD from Michigan State University in plant physiology, genetics and crop production & management. He did post-doctoral work at the University of Florida, Gainesville, and on the faculty of South Dakota State University, with a three-year appointment of teaching, research and extension.

Clive and his wife ?? spent time as missionaries at Fulton College in Fiji, located in the South Pacific. They are both native New Zealanders and at that time were under appointment of the South Pacific Division. His primary responsibilities there were to manage the 1,800 cow dairy herd owned by the college and provide agricultural instruction to the students.

In 1985 he moved into the commercial world with the plant genetics company called Pioneer Hi-Bred International. His profession- al career has been in the world of biotech- nology, the development and promotion of trans-gene plants for use by farmers globally. He has spent the last 25 years in global management of various agricultural crops and Andrews University recognized his efforts with an honorary Doctor of Science in 2003.
After 43 years of service, Alan Anderson will be leaving Andrews Academy as supervising instructor of industrial arts and technology education. Born in Bennington, Vt., Anderson graduated from Andrews University in 1970 with a bachelor’s degree in industrial arts/tech education. Just two weeks later, he got a job at Andrews Academy and junior academy. He worked as the assistant registrar at the academ-y and taught drafting and religion classes at the junior academy. Two years later, when the two schools combined, Anderson became a full-time instructor of technology education. He went on to earn a master’s degree in industrial education from Western Michigan University in Kalamazoo, Mich.

Over the years, Anderson taught a wide range of courses including General Shop, Woodworking, Auto Mechanics, Automotive Drafting, Photography, Graphic Arts, Small Engines, Personal Auto Care, Bicycle Repair, and the occasional course in vegetable gardening. He is always ready to try new courses, whether it’s digital photography or a recent small engine class that created pedal power from a broken bicycle. “My philosophy has always been that the purpose of this depart-ment is not to get students ready for jobs but to provide them with exploratory opportuni-ties,” says Anderson. “Thus, a broader variety for inventions, one of which interested Anderson, and he hopes to revisit some ideas for inventions, one of which is a high-mileage vehicle using motorcycle technology. He looks forward to spending more time with his family and trying out many of the recipes he’s collected over the years. “I have thought of writing a book or two, and I want to find some new ways to serve others,” he says.

A fellow teacher, Steven Atkins, speaks highly of his good friend, whom he worked with for 21 years. “He was an active, dedicated faculty for Andrews Academy, so often behind the scenes getting things ready, often without anyone knowing what he had done. He’s always willing, with a smile on his face, to drop what he is doing and help fix or show how to use the technology. We could always count on him. I was always impressed with his knowledge and extensive reading in so many diverse fields, He frequently told me about new discoveries in my discipline that I would then use in my classroom. On a personal level we had many good talks dur-ing the lunch break of our busy school day. I noticed this not only with myself but also with the many students that have spent many hours talking with him as they worked on cars, bikes or woodworking projects together. There is a well-known painting of Jesus working in His carpenter shop, and in many ways Mr. Anderson’s example in his shop helped make that painting come alive in my life and many students’ lives.”

David Vestenburgh, who teaches English at the Academy, shares “It’s tough to say goodbye to a colleague and friend, especially one who has been a part of the school (at least in our current building) from the very beginning. During the 12 years that I’ve been teaching at AA, I have relied on Mr. Anderson too many times to remember. He has been the in-house tech expert, building maintenance ‘super,’ and one of a few reliable sources of ‘institutional memory,’ i.e., why we do what we do at AA. Beyond that, he’s been a good friend and mentor as I’ve dipped my toes in repair and restoration projects at school and at home. I have yet to find a question too difficult for him to answer. And that knowledge edge extends to other areas and disciplines. Mr. Anderson and I have enjoyed numerous chair in the AA library over good reads and interesting historical tidbits well past quitting time. His presence will be missed.”

Cleon White, a longtime colleague of An-derson’s, recalls his service to the Academy: “Mr. Anderson is a man of his word. If he said something, then it would happen. He is always prompt and expected his students to be punctual as well. He is a committed Seventh-day Adventist Christian who would rather sacrifice himself than be dishonest. There is precious little that Alan Anderson does not know or is not aware of. Often he was referred to as Mr. Andrews Academy, not only because of the initials of his name but because of the many tasks and responsibilities that he had while serving on the staff through more than four decades of service. He expected perfection, but gave the student generous mercy to complete the material or project long after the due date. He will always be remembered as one who would go the second mile to help to his neighbors.”

Anderson’s life in and out of the classroom was an example to the many students he taught during nearly half a century of service, and he will be greatly missed at the Academy.

Judith Fisher receives J.N. Andrews Medallion

At summer commencement on Sunday, August 4

Judith Fisher, psychologist and director of the Counseling & Testing Center, holds a Bachelor of Arts in English and psychology from Oakwood College, a Master of Arts in linguistics from Northeastern Illinois Univer-sity, and a Doctor of Philosophy in counseling psychology from Andrews University. From 1976 to 1992, Fisher taught English literature, creative writing, French, Spanish and journalism at the Chicago SDA Academy in Chicago, Ill. She also taught adult educa-tion for the City Colleges of Chicago, offering academic and vocational advising to students from a diverse multicultural population and mentoring students contemplating career changes. For three years, beginning in 1992, Fisher assumed the responsibilities of school principal of the Chicago SDA Academy, dur-ing which time she was responsible for the administration of the E-12 school.

Before joining the Counseling & Testing Center (CTC) at Andrews University in 2001, Fisher completed an internship and postdoc-toral fellowship at the University of Notre Dame where her responsibilities included psychological assessment, clinical diagnosis, individual therapy, and ongoing client evalua-tion for the student and university staff population. Fisher currently provides a variety of clinical services to the Andrews community includ-ing pre-and post-doctoral internships, couple and family therapy, substance abuse treatment, and treatment of depres-sion, eating disorders, and anxiety disorders.

Since becoming CTC director, Fisher has placed great emphasis on developing a culture of prevention and wellness, bringing to the Andrews Uni-versity community annual Wellness Emphasis weeks, with multiple mental health screening and educational oppor-tunities for students. This culture of care is evident in the Center’s increased accessibility and visibility on campus. In addition to the countless hours Fisher devotes to the CTC, she also works with many entities on campus including the University administration and USIT (University Student Intervention Team). She also currently serves as vice-chair of the Andrews Academy board, sponsor of Haitian Student Clubs and other international stu-dent volunteer organizations.

What do Andrews University, 100 young musicians from around Asia, and a Filipino governor have in common? The answer is Claudia Gonzalez, director of the Symphony Orchestra.

Gonzalez recently directed the orchestra portion of the International Adventist Youth Music Festival in the province of Negros Oc-cidental, the Philippines. In partnership with Central Philippine Adventist College, Gonz-alez worked with Heidi Cerna, music director at CTC, to coordinate the event for young musicians across the continent.

This is the third Bible, health and mu-sic camp Gonzalez and Cerna have done together; previous camps were held in Corta-rica and Malaysia. The 2013 camp hosted youth from China, Thailand, Malaysia, Singapore, Korea and various locations in the Philippines.

In addition to directing at the camp, Gonzalez also serves as a regular consultant for the music department at CTC. Opened in 2010, the department is young and looks to an experienced music professor such as Gonzalez for guidance on best practices.

“An answer questions year-round for them regarding enrolling music education majors, how to improve various areas of the depart-ment, and the best way to select and organize their music library,” says Gonzalez.

“This is a new way of sharing our mission as Adventist and Andrews University,” Gu-zon says. “We educate our students through music and then we take a message—without taking away their woods—all over the world, further associating our institution and the Adventist Church with dignity and with hope.”
Randall Schell (BS ’83)

Please give us a snapshot of your educational and professional journey after graduating from Andrews in 1983.

The education I received at Andrews University was outstanding, personal and spiritually focused. I was fortunate to have great teachers in and outside of my major (biology). Teachers such as Deain Ford (organic chemistry), Bill Mitch (general chemistry), Bruce Lee (physics), John Stott (animal physiology), Richard Ristland (embryology—I taught labs with him for three years), Bill Chobotar, Harold Heidtke (Foundations of Biology), Carl Coffman (religion), and Douglas Jones (freshman composition) stand out in my memory. After graduating from Andrews in 1983, I attended medical school (1983–87) at Loma Linda University School of Medicine, Loma Linda, Calif. Following an internship in Internal Medicine at Loma Linda (1987–88), I did residency training in anesthesiology (1988–1991), also at Loma Linda. From 1991–1993 I completed fellowship training in cardiovascular anesthesia and research at Duke University, Durham, N.C. Following fellowship training, I returned to Loma Linda University to join the faculty in the department of anesthesiology (1993–2003). While at LLU I taught in the college of medicine (physiology, pharmacology) and was director of medical student and resident education in anesthesiology. In 2003, I was recruited to the University of Kentucky, in Lexington, where currently I am the academic vice-chairman and program director of the residency training program in anesthesiology, professor of anesthesiology, surgery, and pediatrics. I have a passion for education/teaching and between 2007–2010 I obtained a master’s degree in education (Master of Academic Medicine) from the University of Southern California. Currently my time is divided between practicing cardiovascular anesthesia, teaching residents, leading an educational training program for approximately 50 residents in anesthesiology, and performing educational research within the department and in collaborative studies with other institutions. I’ve been married to Lois Schell for 19 years and our son Connor is 12 years old and starting 7th grade this year. We are active in a wonderful Adventist church in Lexington, Ky.

During your time as a student were you interested in health/fitness activities? I have always enjoyed sports. At Andrews my interests included racquetball and running. I remember one physical education class in which I was required to run 115 miles in under 8:30 to get an A. I ran 3–4 miles per day, 5 days per week, training all quarter and at the end did the 1 1/2 miles in about 8:15. There was little time in medical school but I continued to play racquetball. The erratic schedules and poor eating habits during medical school likely contributed to an undesired weight gain and by the end of medical school I was up about 20 lbs. In 1986 I made the decision to “get back in shape,” to find time for physical fitness, and purchased a bicycle. After riding it home from the bike shop, which was only about four miles, I was exhausted. Started slow but began riding longer and longer distances and discovered a new enjoyment and passion for physical fitness.

If so, how did you manage to find time to fit them into your busy schedule? Like most things in life, if you deem something important, you will find time for it. Not uncommonly I will read to my son, put him to bed, and then do an hour on my spin bike along with some weight training before bed.

What’s the most interesting trip you’ve taken on your bicycle?

After turning 40, my mid-life “crisis” was riding approximately 4,100 miles from Anacortes, Wash., to Bar Harbor, Maine, across the northern part of the United States. My wife drove an RV, with our then 7-month-old son, which we slept in each night. We raised money for a pediatric charity called The Unforgettables, based in Loma Linda, Calif. A close second is a 15-day cycling trip I just completed from Geneva, Switzerland to Nice, France; more than 800 miles and about 100,000 vertical feet of climbing mountain passes in the Alps.

Is there a particular area of the world you would still like to cycle or hike in? Tentatively planning to cycle the Dolomites (Italy mountains) in 2015. Would like to bike from Alaska to Mexico also.

What advice do you have for aspiring cyclists or bicycle commuters?

Find friends who have a similar passion to ride with and find the most beautiful places to ride you can. Don’t ride entirely for fitness/speed but enjoy the natural beauty that God has created for us. Initially start slow (low miles) and go slow and then gradually increase the miles and/or difficulty (grade/elevation) as your fitness improves.

What benefits have you personally experienced from maintaining a healthy lifestyle?

Maintaining a level of physical fitness opens up opportunities to do many other activities (backpacking, hiking, etc.) and work. Also, improved sleep, mood and performance at work.
When you first walk into the Honors office, it’s tucked away in the back room, down a hallway past the cheery administrative assistant, Maria, and Dr. Pittman’s office. It’s small, round, unassuming, and on a good day can seat four people, but usually two when it’s being used as a study spot—which it is often. Chances are you’ll find someone at the table at any given time throughout the day. Whether it’s a group of freshmen studying for Western Heritage, seniors discussing Miroslav Volf, or professors chatting in between classes, there’s bound to be something interesting going on, and someone interesting to talk to.

The table also has its regular occupants. Once the semester settles into a rhythm, a consistent group of students will gather to study at the table, that over a cup of tea, or just stop in to say hi. They change with the passing years, and as some graduate, others take up their place. For the past few years, the scholars who convene around the table have also spent time away from it, working as student missionaries, interns or researchers, or teachers in other countries.

More than just a social and academic meeting place, the Honors table connects a series of stories that extend across the world. Some missions were first hatched at the table; other stories that extend across the world. Some missions were first hatched at the table; other stories that extend across the world.

Steve Erich pops into the office regularly with a cheery smile, usually with a report on the latest book he’s read or service project he’s promoting. For the past five years—except one he spent as a student missionary in Thailand—he’s been working at Harbor of Hope, a church in Benton Harbor, Mich. (www.harborofhope.org). He first heard about the church his freshman year, through a poster advertising “urban ministry.” “It sounded edgy and cool,” he says, “and I was looking for something that would push me out a little.” Since then, he’s grown even more involved. For the last year and a half, he’s worked as the administrative assistant to the lead pastor, first Walter Rogers and now Taurus Montgomery. He also teaches Kindergarten Sabbath School and helps out with Kids’ Zone, an outreach project in the Benton Harbor neighborhoods. Between Sabbath School and the afternoon programs, Harbor of Hope reaches 100–150 kids each week. Last spring, the Harbor of Hope teams organized and performed a youth concert. “That concert showed me a side of the teens I hadn’t seen before,” Steve says, “and it’s simply one more example of the many ways they keep proving to me their passion for Christ.”

Steve traces his desire to serve wherever he is to his time in Western Heritage, the freshman honors history and philosophy course. “The class and the discussions with classmates that accompanied it, stirred up an urge to live unimpeded by convention and to build something of value with my life,” he says. “Those friends have stayed with me through my entire college experience and have been a source of strength and growth beyond the classroom—I always feel welcome to share what I’m learning as well.” He continues to look for ways to serve—his time in Thailand introduced him to the terrible consequences of human trafficking, and he and several friends started The Stoplight Project as a result (www.thestoplightproject.org). Over the next several years, they will be building a safe house for trafficked women in Cambodia.

Everyone knows Camden Bowman for his love of knowledge for knowledge’s sake and his determination to live in as many countries as possible. He was a constant fixture in the Honors Office his last two years, and took an interest in everyone’s story, usually finding ways to help. His passion for people and travel took him to Sao Tome three years ago, although he had planned to go to Peru.

stories of scholarship, service, and a study spot

by Samantha Snively

You won’t see the table

from the table to the end of the earth

Lindsay Weigley stands by a poster displaying her Honors thesis, “A Visual Exploration of Christological Pacifism.” Lindsey’s thesis combined a multimedia installation mediating on the Beatitudes with an examination of modern Christian pacifist thinkers such as Mircea Eliade.

Steve Erich poses with Briana Tunusen, one of the Benton Harbor children who gather every week for Kids’ Zone. During the school year, Harbor of Hope reaches between 100 and 150 children of all ages each week.
Far Left: Camden Bowman sits at the Honors table with L. Monique Pittman, director of Honors. Camden spent a year as an administrative assistant and part-time teacher for EPIK, English Programs in Korea, on the coast of West Africa.

Left: Christine Lairson (on left) poses with Accessories Editor Amanda Tipton (on left) and Brooke Ely Danielson, Accessories Editor. Right: Associate Accessories Editor (center) at the Glamour offices.

During his first year at Andrews, he decided to act on his long-term wish to be a student missionary as well as a place to practice in Latin America. He’d already signed up for a post in Peru when Campus Ministries chaplain Japhet De Oliveira told him about an opening with ADRA in Sao Tome, a small island off the coast of West Africa. “I never heard of the place,” he says, “but the position was with ADRA and related to my major (International Development), so I went for it.”

After brushing up on his Portuguese, Camden started working as an administrative assistant in the main ADRA office in Sao Tome, the capital city. “I started out doing small tasks, such as writing project concept papers and grant proposals and translating internal memos and manuals,” he says. Later on, he was made project director for several small projects, including a benefit marathon for Jeopardy. It’s always been one of her favorite assistant in the main ADRA office in Sao Tome, the capital city. “I started out doing small tasks, such as writing project concept papers and grant proposals and translating internal memos and manuals,” he says. Later on, he was made project director for several small projects, including a benefit marathon for Jeopardy. It’s always been one of her favorite.

Theron Calkins and Arianna Lashley, both finishing up their senior year in 2012, weren’t quite sure of the next step in their careers. The two friends both loved to travel, and considered taking “an extraordinary hiatus” in Arianna’s words, before going on to graduate school or a job. Arianna’s brother, who had been working in South Korea as an ESL teacher for three years, and she had heard him singing her praises. Theron’s cousin had also spent time in South Korea, and at family visits he heard stories of living in Seoul. Both began looking into teaching English in South Korea, “since one of the best ways to find a job overseas is to teach English,” Theron says. The demand for English speakers willing to teach overseas has grown dramatically, and the two quickly realized her skills were needed elsewhere: many of her students had lost a mother and father, and were several grades behind. “After encountering the fifth and sixth graders who couldn’t write, spell, or read, my focus shifted to building a foundation of the basics,” she said. “It took a lot of creativity and effort to positively portray a subject that my subjects had been failing at for years.” Her efforts paid off, however: she describes one lesson in which her students used “all the adjectives they’d learned to describe me: ‘Art teacher is long, and beautiful, and pretty and very kind and… umm…handsome!’”

Arianna’s interdisciplinary experience in Honors helped prepare her for the students and fellow teachers she’d encounter over the next year. “I’ve met a lot of Buddhists, and I was able to put a face to the belief system I had read, discussed, and written papers about in World Religions,” she says. “I cherished the talks about faith and hope and doing good in the world, and my friends seemed pleasantly surprised by what I knew of their faith.”

Arianna wasn’t the only one learning from others—her students were learning from her as well. One second grader named Daisy wrote her a note for Teachers’ Day: “When I saw you the first time, I felt surprised because we have different colours of skin. But now I know that you are kind and pretty and we have the same hair. I know you are my teacher, I love you.”

Two hours a week in a rural part of Korea, Theron had been placed at a middle school (7th to 9th graders, in the Korean system) to help improve his students’ fluency and speaking ability. After one semester, he was hired by a nearby school as well, and he divided his time between the two schools and more than 110 students. He planned English language activities in classes, after-school programs, and vacation camps, “but in reality, I was there to put a real face on the English sub- ject,” he says. Theron’s days started early, as he’d arrive at school to chat with his students before classes. “They come to my office dur- ing lunch to tell me about their day, or just hang out,” he says.

More than just a teacher, Theron’s daily interactions with his students made him a cultural ambassador, “to teach them a little bit more about the English-speaking world: our customs, our habits, and our worldview,” says Theron. “I’m one of a handful of foreign- ers my students will meet and certainly one of the few they’ll spend a significant time getting to know. So it’s always encouraging when I see them trying to engage English by it makes me feel like I’m being a part in educating these kids to be curious, global citizens.”

One of his students, Ahn Shi On, was an influential influence to his decision to stay in Korea for a second year. Si On attends the same local Adventist church as Theron, and the two have become friends outside of the classroom as well. One day in April, after church potluck, Si On asked Theron if he could walk home with him. The two talked the whole way, and kept going on a hiking trail up a nearby mountain. “It’s hard to pin- point exactly what about that afternoon made me want to stay, but that was when I made up my mind,” says Theron. “He’s renewed his contract for another year, and will continue to work at the same two schools—and learn Korean,” he says. In addition to an interest in other cultures and philosophies that the Honors program helped cultivate, Theron
also credits the program with developing “an appreciation for different intelligences,” a knowledge that has improved his teaching. “When communication is difficult, it’s important to be able to keep your cool and push for understanding and harmony with all the tools at your disposal.”

Ivan Ruiz collects stories almost instinctively, and the Honors office has been a good place for him to not only find them, but also tell them. Despite his store of others’ narratives, one big story he didn’t know was his parents’.

The Ruzys are both from the same village in southern Mexico, and they immigrated to the United States nearly 25 years ago. “Growing up as a Mexican-American and experiencing some of the cultural disconnect that comes from being an immigrant’s child, I became very interested in the story of my parents. I wanted to know where they came from—what they left behind—and try to see if I could recover any of it,” says Ivan. The pursuit of his story took him to that village in southern Mexico’s last semester, as Ivan, a documentary film major, created a film seeking his roots called Descent (www.lovethisink.com/descent).

“I was very interested in the story of my parents. I wanted to know where they came from—what they left behind—and try to see if I could recover any of it,” says Ivan. The pursuit of his story took him to that village in southern Mexico’s last semester, as Ivan, a documentary film major, created a film seeking his roots called Descent (www.lovethisink.com/descent).

Kyllinda Bauer is often in the office, leading a Western Heritage study group or stopping by for a moment to say hello. She loves research, and joined the Honors program partially because it offered many research opportunities. For the past two summers, she has pursued her own research interests in a virology lab at the U.S. Army Medical Research Institute of Infectious Diseases in Fort Detrick, Md. A portion of the project from USAMRIID became her Honors Project; this summer, she wanted to “try our research in different fields of biology.” Kyllinda applied and was accepted to the Systems Biology Interdepartmental Program at Harvard University where she’s spending her summer at the Turnbaugh Lab at the Faculty of Arts and Sciences Center for Systems Biology at Harvard. Turnbaugh, as it’s commonly called, studies the digestive microbiome—the world of 10–100 trillion bacteria living in your gut. Her particular research focuses on the cycle of antibiotic- and diet in bacteria in the digestive tract, and could provide much-needed information for nutritional guidelines and the development of drugs with less negative side effects.

Every day in the lab is different—he has learned a slew of new skills including dissecting, fluorescent staining and DNA extraction, and attended the Boston Bacterial Meeting, where she attended presentations and built networks. As a dedicated Adventist researcher in a largely non-Adventist scientific community, Kyllinda sees her role as a unique opportunity: “My goal is to represent Christ through my interactions with others and in my research endeavors. I want to break the stereotype of a Christian afraid to engage in science,” she says. “Ellen White wrote that ‘Everyone knows the name of Christ should work so that others, by seeing his good works, may be led to glorify their Creator and Redeemer,’ and I guess that is what I am trying to accomplish, daily good works in the name of Christ.”

Last summer, John Ahn also worked in Boston, at the Harvard-affiliated Angiogenesis Laboratory at Massachusetts Eye and Ear Infirmary. He, like Kyllinda, aspires to a career in medicine and research. Having finished most of his Honors project during his sophomore year—which he spent many hours at the back table taping up—the summer after his sophomore year “represented the perfect time to try out other fields of research.” During the three-month internship at the Infirmary, Ahn worked with another student from Boston University on a project involving cell cultures and scratch assays, which Ahn describes as “basic experiments in medical research.” He also got to observe more advanced research being conducted by the research phthalomologists around him.

Johnny’s love of tennis led him to a unique witnessing opportunity, the Volley Against Violence program (www.sportsmenstennisclub.org). When he first arrived in Boston, John began searching for a tennis partner, but no one in his lab or at the local Adventist church played tennis. Johnny posted on a local forum and Office Frank Williams responded. Williams is the founder of Volley Against Violence, a program that allows more than 100 underprivileged children from housing projects in the inner city to play tennis at one of the nicest tennis clubs in the city—guiding the children away from street life and providing them with good role models. Williams, who himself grew up in government housing projects, was able to escape street life through the influence of people who invested their time and concern into showing him an alternate way. Now a police officer in Boston, Williams convinced the Sportman’s Tennis and Enrichment Center to provide their best courts for two hours each Friday so the kids can play tennis. “After helping out for the first time, I was hooked, and I subsequently spent every Friday evening and Sunday afternoon playing tennis with a group of energetic kids,” Johnny said. “Frank often mentioned how important it is for young adults my age to be involved in programs like these to provide role models for younger kids.”

Matthew Chacko is Dr. Pittman’s reader and research assistant, and can always be counted on for a cheery greeting and an interest in everyone who stops in. He combined his love of travel with a humanitarian drive and spent a year in Zambia, at Mwami Adventist Hospital and School of Nursing in Chipata. “The prospect of living abroad in a developing country was exciting and offered a chance for me to explore new cultures, create friendships, help in whatever capacity I could, and consider my future careers,” he says. Over the year, he did a little bit of everything: he taught Anatomy & Physiology and Nursing, worked as an office assistant for the medical director, created the hospital website, and taught piano lessons and Sabbath School. The Honors program was a large influence on Matt’s decision to spend a year abroad, he says. “Being a part of a faith community that serves through scholarship helped motivate me to do student missions, and the things I learned as part of the program were invaluable in my year abroad.”

Matthew’s sister Allie Chacko and two other Honors scholars, Seth Stacey and Ariana Cunningham, are continuing the tradition of service this year. The three pre-medical students will spend between a semester and a year at Ambassadors Medical Outreach and Relief Projects (AMOR) in Peru. AMOR provides medical services, spiritual support and education to underserved communities in the jungles of eastern Peru. “Although I am extremely fortunate for the opportunity to develop my language and medical skills, I am also excited to create new friendships and investigate how people in the Amazon Basin see life,” Allie says. “The Honors program has taught me the importance of striving to understand how others think and live in order to grow meaningful relationships and cultivate a rich and dynamic worldview.”

For each of the travelers whose stories trace back to the table, Honors and service are inextricably linked. “An important part of the Honors experience is service and fostering a love for others. While it may seem indirect, the role of a scholar is to supply society with new insights into the world. These insights have profound potential to shape and aid cultures,” says Matthew. “True scholarship, then, is a humanitarian endeavor. The advances we make in the sciences are of extreme importance to humanity and humanities challenge us to live more equitable and compassionate lives as new insights contest societal norms, shift mindsets, and change the course of human history. The Honors program seeks to instill this love of scholarship into its students, fostering compassion and understanding.”

Samantha Stelvink (BA ’15) was a graduate student for Integrated Marketing & Communication and is now pursuing doctoral studies in English literature at the University of California-Davis. She received her BA in English Literature (summa cum laude) and graduated as a J. Andrews Honors Scholar.
COMMUNITY GROWTH

THE ANDREWS UNIVERSITY STUDENT GARDENS PUT DOWN ROOTS

by Samantha Snively

I

It’s mid-August, there’s a slight chill in the morning air, and the ground is still damp from heavy rains last night. Garth Woodruff is cleaning out of the truck window, discussing the plans for the piles of just-harvested potatoes in the Andrews Student Gardens with Arthur Mulyono, a student worker and horticulture major. Since today and tomorrow will be gloriously sunny, Arthur says the potatoes can be field-dried before making their way into CSA baskets and the nearby farm stand.

The field Arthur and two other students are working in previously grew nothing but corn for years. Corn, if not part of a rotation of crops, is rainious to soil: it strips out nitrogen and nutrients, and puts almost nothing back in. (Part of the reason farmers must put thousands of pounds of fertilizer onto their cornfields every year is to artifically restore this balance, while trying to supply a market that demands a nearly unsustainable stream of corn.) When the Department of Agriculture wanted to expand the garden, the soil samples sent out for testing returned with an expensive prescription: it would cost $15,000 to restore the proper nutrients to the starved ground. “And we told them we didn’t even have $1,500,” says Woodruff, instructor of horticulture and garden production specialist. So the students tried the old-fashioned approach: they planted two-thirds of the field with old-fashioned approach: they planted two-thirds of the field with

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an English Romantic painter busy for weeks.

And then there’s 80 acres of Concord and Niagara grapes ripening in the vineyard, plus a 1-acre peach orchard, two greenhouses, a small plot next to the athletic field, and somewhere near campus, 800 acres of corn for dairy cow feed. For students in Andrews University’s ag- culture program, the Student Gardens are an ideal place to cultivate the practical skills that go along with their degree.

The garden’s roots (pun intended) reach all the way back to the early days of Andrews University, when what was Battle Creek College moved to Berrien Springs. One of the primary attractions of the Berrien Springs site was its suitability for extensive agriculture. The college administrators envisioned vast gardens and orchards, producing much of the school’s food and giving the students a place to develop their bodies as well as their minds. In their heyday, the turn-of-the-century gardens produced all of the food for the College, plus enough extra to restore this balance, while trying to supply a market that demands a nearly unsustainable stream of corn.) When the Department of Agriculture wanted to expand the garden, the soil samples sent out for testing returned with an expensive prescription: it would cost $15,000 to restore the proper nutrients to the starved ground. “And we told them we didn’t even have $1,500,” says Woodruff, instructor of horticulture and garden production specialist. So the students tried the old-fashioned approach: they planted two-thirds of the field with old-fashioned approach: they planted two-thirds of the field with

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A few miles down the road, Nasta Tishina is picking blackberries at the vineyard, plus a 10-acre peach orchard, two greenhouses, a small plot next to the athletic field, and somewhere near campus, 800 acres of corn for dairy cow feed. For students in Andrews University’s agriculture program, the Student Gardens are an ideal place to cultivate the practical skills that go along with their degree.

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The garden’s roots (pun intended) reach all the way back to the early days of Andrews University, when what was Battle Creek College moved to Berrien Springs. One of the primary attractions of the Berrien Springs site was its suitability for extensive agriculture. The college administrators envisioned vast gardens and orchards, producing much of the school’s food and giving the students a place to develop their bodies as well as their minds. In their heyday, the turn-of-the-century gardens produced all of the food for the College, plus enough extra to

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And that’s just peaches. Multiply that by 10 different crops, three growing seasons, and five different locations—not to mention the knowledge of soil composition, plant culture, weather patterns, rainfall, and pests required to keep the plants healthy—and you’ll have a pretty good idea of just how busy the students are, and just how much knowledge they need at the ready. A knowledge of crop and soil and land is rapidly disappearing from our cultural consciousness, as the average age of the agricultural workforce hovers around 60 (compared to a national workforce average of about 60). Farmers are desperate for younger workers to bring new knowledge and advancements in agricultural science to the fields. The market is responding: of the top 10 majors with the lowest unemployment rates, agriculture is the third most popular.

Woodruff has seen this trend in his own department—the agriculture programs grew by 40% one year, and 60% the next. “Our program is one of the fastest-growing on campus. Of course, when you’ve only got 12 students, that sounds more impressive than it is,” but the Department of Agriculture has about 70 students in its related programs now, including many in a new International Agriculture Development program.

The Department of Agriculture has also partnered with Zaoksky Adventist University in Russia to allow Zaoksky students to complete their degrees and get hands-on training in the Student Gardens. Nastia, our blackberry-picking friend above, is one of the students from Zaoksky. Arthur Mulyono is from Indonesia. In fact, the majority of students in the Student Gardens are international students. Much more can be done in the communities surrounding Andrews, and the Gardens’ staff is hoping to grow even larger. They put a grant together, and are now currently fundraising to conduct educational programs and obtain space to sustain a year-round growing season. Just up the road, the town of Benton Harbor is a food desert—a place where healthy, affordable food is hard to obtain. Even the village of Benton Springs, actually, is considered a food desert. “And we have the largest vegetarian restaurant in the country, not to mention we’re surrounded by farmland,” says Woodruff. Although the Gardens are plentiful during the summer, the harsh winters mean that off-season access to food is limited to what’s available in the stores.

A food desert is defined by more than just access, however—people need to know how to use the food once it arrives. “But how do you juice when you can’t afford a toaster? How do you spend an hour cutting up vegetables for a healthy dinner when you’ve just worked a 12-hour working for $5 an hour, and a cheeseburger is 99 cents?” In Benton Harbor, this is too often a reality. The Gardens hope to alleviate a little bit of this through their proposed expansion program—all they need now is the funding.

“We’re growing 20–30 acres of produce, and with that comes an education to the community of how to grow it themselves, how to preserve it, how to work it into their diet so that a small home in Benton Harbor can start adding fruits and vegetables to their diet that give them better nutrients and a better lifestyle,” Woodruff says. “It’s a lifestyle people are eating up throughout the country, and it’s a tasty way of spreading the mission of Andrews.”

FOR STUDENTS IN ANDREWS UNIVERSITY’S AGRICULTURE PROGRAM, THE STUDENT GARDENS ARE AN IDEAL PLACE TO CULTIVATE THE PRACTICAL SKILLS THAT GO ALONG WITH THEIR DEGREE.

The 1879–1880 bulletin noted that “two thousand dollars” was appropriated as a “first installment of a college literary club, the Fide-delectians, called for gifts of books, or funds with which to purchase them.” This led to the 200-volume core nucleus of the college library. The next major step was a $2,000 appropriation of the Seventh-day Adventist Educational Society Board in 1887. A second 1877 motion by John Harvey Kellogg established a committee to purchase books consisting of Uthah Smith, Sydney Brownoswerger and Kellogg. At first the library was contained in two bookcases purchased from the sanitarium. A few brief references indicate that Brownoswerger, principal of the college, was making purchases for the library through various catalogues. Though $2,000 was voted in 1877 for library books, the money was incrementally released. In July 1878, $600 was voted for actual purchases. The 1879–1880 bulletin noted that “two thou-sand dollars” was appropriated as a “first installment of a College Library.” Half was spent at the time of the notice for 1,000 “standard volumes of the choicest selection.” The note continued, “More will soon be added.”

By the next year, a library reading area was added to the already established reading room, which contained secular newspapers and other periodicals.

A notice in The College Record announced the publication of a “catalogue of books in the College Library.” It continued: “The books are classified in two divisions, Reference and Circulating. Reference books are not to be taken from the building.”

A librarian is mentioned but not named. The excellence of the collection was advertised. “Every volume is a standard work, so that he [the student] need not waste time and labor to find valuable information.” The library was open from 8 a.m. to 5:30 p.m. and closed for an hour and half for lunch. Use was limited to the building and an incidental fee of up to a $1 a year was charged to students. By 1886 they had set the library fee at $25 per term from all students except those of the Primary Department. There were three terms per year and thus the library fee was 75 cents per year. Over the years the fee slowly increased.

After the expansion of the college building in 1886, the annual description of the library shows a slow increase in holdings until the early 1890s when acquisitions dramatically jumped. Library book holdings were indicated as follows in the school bulletins: In 1887 (1,200 volumes); in 1888 (1,300 volumes); in 1891 (2,000 volumes); in 1892 (2,600 volumes); in 1893 (3,000 volumes); in 1894 (3,500 volumes).
In 1913 the Library Science classes were moved to the Department of Applied Arts and Blackney was made a lecturer. There were references in the board minutes on library faculty remuneration in relation to academic training. The board supported Blackney’s education as a librarian and provided funding for her courses. This included her BLS and further graduate studies at University of Chicago.

EMC James White Library White 1938–1962

On July 31, 1934, the EMC board formed a committee to study the “future housing of the library.” It met in the summer of 1934, under the supervision of various instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of instructors, all under the supervision of 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University bulletin. The faculty included one person who is still a part of the library faculty, Cynthia M. Helms. The end of formal library education at Andrews University has slowly refocused library energies more completely toward student and patron services.

Keith Clouton followed Marlyer Spencer as library director from 1993 to 2003. Since 2003, Larry Onsager has been director and dean. During the tenures of Clouton and Onsager, the shift to digital resources has continued and will likely continue to accelerate. Collection includes not only paper resources but also electronic resources and cooperation with other libraries to share electronic resources. One of the major challenges has been the need for increased resources to maintain both paper and electronic materials and to keep the tools to access them. The world will remain in transition from paper to electronic into the foreseeable future. Paradigm changes of this nature take a generation or more and are in some way comparable to the transition from handwritten manuscripts to printing during the 15th and 16th centuries.

Conclusion

So what do we learn from this brief history of the first and most extensive library of the Seventh-day Adventist Church?

The Battle Creek period saw a foundation laid that emphasized the importance of selectivity and building a strong reference collection. It is also a period of relatively limited library resources.

The early EMC era at first gave little attention to the library except to continue what had been available at Battle Creek. This changed under the leadership of the first real librarian, Bertha E. Allen. She established two courses to prepare teachers and others to develop school libraries. During this period, librarians became a part of the EMC instructional faculty. This role would continue in teaching library science until 1990. Of the librarians who have continued to be involved in instruction to the present, but not in teaching their own discipline.

The James White Library, which has reached the time-marker of 75 years, brought the first major concentration of school resources toward library excellence. The construction of the new library was a major investment. The building of resources leading up to 1960 and the establishment of Andrews University paved the way for this expansion.

The Andrews University era was a paradigm shift. The investment that occurred previously was multiplied to support a full university that included the granting of advanced degrees. The foresight of the first University president and the boards of trustees to make significant investments in the library has been a foundation for the instructional program at Andrews University. Thankfully, subsequent administrators have continued this focus on instructional resources to make Andrews University the premier humanities university for the Seventh-day Adventist Church. The James White Library remains a precious treasure of educational support for the world church and at 150 years of church organization, it inspires other Adventist universities to excellence. It also remains one of the truly significant theological libraries in the world.

One thing is certain. The Seventh-day Adventist Church's faith and mission, led to the establishment of Battle Creek College and all the other Adventist universities around the world, is the foundation for the remarkable libraries at this University. The libraries give emphasis to the various branches of the humanities, theology, Adventist studies, architecture, music, technology and science.

The unique focus of the Seventh-day Adventist Church on taking the gospel to the world in light of the soon coming of Jesus has driven the need for an educational program. This has facilitated the training of missionaries and workers who have taken the three angels' messages around the world. May this 75th-year milestone for the James White Library remain a precious treasure of the angels' message around the world. May this 75th-year milestone for the James White Library remain a precious treasure of the world.
Camp meeting regional events

Hundreds of people across the Lake Union, Lake Region and New New England Conferences enjoyed fellowship and food at camp meeting events held from June through August 2013.

Top: The line for the June 15 strawberry feed near the Andrews University cabin at Wisconsin camp meeting seems to stretch around the whole campground.

Above left: Three enthusiastic recipients of strawberry shortcake at Wisconsin camp meeting.

Above right: Alice and Mike Weakley (BA ’78), at the Illinois camp meeting strawberry feed held July 25, 2013.

Left: Sharon Dudgeon (MMus ’86), general manager of WAUS 90.7 FM (pictured left in the Andrews apron), represented Andrews University at the Southern and Northern New England camp meetings.

Join us, the meal’s on us!

There’s nothing quite like an alumni gathering to catch up with old classmates, visit with local alumni, or maybe even network with a local professional. Be sure and bring your family and invite fellow attendees too, because the more the merrier. Find out about staying informed and connected. To find out if there’s an upcoming regional event near you, see the Alumni Calendar on page 29.

AS/Florida
Thursday, August 8, 2013

A large crowd of interested alumni from the Orlando area and those attending the annual ASI Conference came to hear updates from President Andreasen and Alumni Services staff.

For the first time this fall, alumni were invited to come and share their thoughts on how to be successful in college with new students. About 20 local alumni took part in this mentoring opportunity, including Arvin DelaCruz (BARCH ’97), pictured center in the blue shirt.

2013–14 Alumni Board

Front row, L–R: Jonathan Jacobs, AUSA president, ex-officio, Andriy Kharkovyy (BBA ’06, MBA ’09), executive assistant director; Tami Condon (BS ’91, MA ’13), executive director; Vladimir Radivojevic (BS ’95, MSPT ’96), president

Middle row, L–R: Arvin DelaCruz (BARCH ’97); Denise Curnutt (MAT ’96); Caryl-Lynn Ferguson (att.), executive secretary; Deborah Busch (BS ’92, BS ’96)

Back row, L–R: Patricia Spangler (BS ’94), ex officio; Dave Nelson (AT ’79), Norma Greenidge (BS ’80, MA ’92, PhD ’00); Michael Villwock (BT ’08)

Not pictured: Bruce Wrenn (current faculty)
1970s
Albert Dittes (BD ’70), in Portland, Tenn., and recently published a book through TEACH Services, Inc., titled Three Adventist Titans: The significance of heeding or rejecting the counsel of Ellen White. In addition to writing, Albert is a semi-retired musician who still plays piano and organ for three churches and teaches some piano lessons.

Frank Clark (BS ’79, MA ’82) recently self-published the book Four Angels’ Message, which results from intensive studies of Bible prophecy. The book is sixth in the series “Preparing for the End of Time.” His ministry website is www.tauu.name.

1980s
Scott (BS ’81) and Bekki (Olson) Gardner (BA ’82) are moving to Kona, Cameroon in West Africa. Scott will be the medical director and surgeon at Kona Adventist Hospital. He will be joining one other doctor and together they will be providing hospital healthcare for more than 100,000 people. Bekki will be volunteering as a nurse, writing and producing health education programs, cleaning and fixing equipment, taking care of SM’s and volunteers, working with the local pastor and chaplain with evangelism and Godpods. This is a very remote hospital in the northern tip of Cameroon between Nigeria and Chad, a two-day journey from the capital. Bekki writes, “We feel privileged that God would choose us and often wonder why us. I piaus because we said yes. We feel our work with God has become more and more intimate as we venture into this unknown. Please pray for us as the challenges appear as giants in the land. Our God is a giant slayer and so we hold His hand and watch to see Him work. We leave our adult children Jonathan and Lindsey here in the U.S. We would love to have you follow our blog/newsletter (and keep us on your prayer list) at www.gardnersKona.wordpress.com.”

Edwin Reynolds (MA ’87, PhD ’94) has been professor of New Testament and Biblical Languages and graduate program coordinator at the School of Religion at Southern Adventist University since 2004. His son David graduated from SAU with a major in pastoral studies in 2009. After working for the Oklahoma Conference, along with his wife, they have decided to come to the Seventh-day Adventist Theological Seminary at Andrews to complete his MDiv, making him the fourth generation of pastors trained by this institution. Edwin writes, “My grandfather, Earl R. Reynolds Sr. was the first, studying at Emmanuel Missionary College back in 1919. He served as a health educator, clinic director and pastor. During a furlough from mission service in Pakistan, 1956–57, my father, E. Robert Reynolds Jr., did an MA in church history at Potomac Academy, Saint John, N.B., Canada. My brother, Wayne Demmings, Jr., received his master’s degree in nonprofit management in May of 2010; his mother Iris; and two great-grandchildren. Peggy (Wright) Kroncke; mother, Peggy Kroncke (MA ’70, former staff); brother, John Kroncke (BS ’86) and nephew, Johnathan Kroncke.

School of Education at Andrews University. In addition, she was studying psychology and was just one of several churches of earning her bachelor’s degree.

Survivors include her son, Zachary (Jennifer) Miller of Walla Walla, Wash.; her husband, Bill Gates; Grove; and a master’s program in French and a PhD in religion, with a major in New Testament, in 1994, followed by 11 years teaching at the theological seminary at ATISS in the Philippines.”

James Simonds (MD ’64) received his DMin in May 2013 from Carolina Graduate School of Divinity. His thesis was titled, “Activating Men in Ministry in a Mid-sized Mainline Congregation.” He has been the pastor of Zion United Church of Christ in Thomastonville, N.C. since 2007.

1990s
Vaughan (BS ’98) and Nadine (Bubb) Nelson (BSA ’98, MBA ’01) are proud to announce the birth of their baby girl, Adele Harper. She was born on July 7, 2013, in Lincoln, Neb., and weighed 6 lbs, 4 oz. Nadine is vice president of Enrollment and Student Financial Services at Union College and Vaughan works at Five Nine’s Technology Group as a senior project engineer.

2000s
Berenice Beckles (BSA ’08) received her master’s degree in nonprofit management in May of 2013 from the University of Central Florida, with induction into the Delta Epsilon Iota Academic Honor Society. She earned her Bachelor of Business Administration with a major in accounting in May of 2006 from Andrews University. Berenice plans to prepare for the Certified Public Accountant (CPA) examination this fall.

Deaths
Judith Anne Chittick (BA ’87, MA ’90, 66, of Berrien Springs, Mich., died Sept. 1, 2013, at her home.

Judy was born Nov. 19, 1944, in Saint John, N.B., Canada.

On July 1, 1964, she married Thomas N. Chittick. They resided in Berrien Springs for the past 28 years, coming from East Africa, where they served as missionaries.

Judy earned a Bachelor of Science in biology and a master’s degree in nursing in running from Andrews University. She also taught English as a second language for the Berrien Springs Public School District for 26 years.

She is survived by her husband, Tom (BS ’71, MAT ’72, MA ’86, EdD ’95); sons, George (BA ’86, current staff) and Jeremy; daughters, Debbie Lorenz and Jennifer Powers (BA ’88); six grandchildren; and a sister, Marilyn Miller. Judy was predeceased in death by her parents; a brother, Wayne Demmings; and a sister, Ruth Fulton McAllister.

Nancy Lee Miller (current staff), 56, of Stevensville, died Aug. 23, 2013 at her home, after a short battle with cancer.

Nancy was born August 17, 1957, in Buchanan, Mich., the daughter of Bill and Iris (Kimball) Gates. She worked as administrative assistant for the Department of Teaching, Learning & Curriculum in the

School of Education at Andrews University. In addition, she was studying psychology and was just one of several churches of earning her bachelor’s degree.

Survivors include her son, Zachary (Jennifer) Miller of Walla Walla, Wash.; her husband, Bill Gates; Grove; and a master’s program in French and a PhD in religion, with a major in New Testament, in 1994, followed by 11 years teaching at the theological seminary at ATISS in the Philippines.”

During the six years they were abroad, Edwin also conducted evangelistic campaigns in Lucknow, Calcutta, and New Delhi, India; Bangalore, Burma (Myanmar); Kandy, Ceylon (Sri Lanka); and Lahore, Pakistan. In 1955 the family drove by car through Ceylon, India, Pakistan, Afghanistan, Iran, Iraq, Jordan, Lebanon, and Europe on their way back to the United States. After returning to the U.S., Edwin served as a minister in Nashville, Tenn., and Miami, Fla., for eight years. He received a Master of Arts in counseling and guidance from Andrews in 1964 and a Doctor of Philosophy from Michigan State University four years later. He taught communication arts at Purdue University North Central from 1966–1990 and was awarded the title of professor emeritus. Edwin developed a passionate interest in airplanes and flying
Louis Paul Bozzetti Jr. was passionate about helping those in need. He expanded his media to include thousands of slides and many hours of movies documenting life in South Asia during the 1960s. He was actively involved with Pioneer Memorial Church in Berrien Springs, where he served as first elder for 15 years, as well as teaching a Sabbath School class.

Edwin was predeceased by his beloved wife of 69 years, Elsie Landon Buck. He is survived by his son and daughter-in-law Linda and Edwin Buck of Gwinn, Mich.; daughters and sons-in-law Amalia (D’Amico) and Louis Bozzetti Jr.; and his only granddaughter, Chantel Bozzetti (Kåre) and Lisa Bozzetti (Kåre); his daughters: Marie Engstrom (Stefan) and Linda and Edwin Buck of Gwinn, Mich.; daughters and sons-in-law Sylvia Angelo and Danand.

Helen Margaret Hoagland Hamel was pre-deceased at her home on May 31, 2013. Helen was born Sept. 12, 1922, in Green Bay, Wis., in her parents’ home. Her mother’s name was Mary Margaret Heisell Hoagland and her father’s name was Gerald Leslie Hoagland. When Helen was 12 years old she was baptized by Elder M.E. Anderson and became an active member of the Green Bay Seventh-day Adventist Church. Helen graduated as a regis- tered nurse from Benedictine Holi- day School of Nursing in the class of 1946. She used her nursing skills in several hospitals and as the school nurse at Sheyenne River Academy and Pioneer Val- ley Academy. Helen also started the Pre-Nursing Club at Forest Lake Academy.

Helen’s primary interest was her family and helping those who were in need of assistance. After retirement, Helen was a very good traveling partner, albeit a reluctant copilot of their small airplane. She never complained when her health began to fail, always looking forward to the time when Jesus would return. Surviving Helen is her hus- band of 66 years, Lyie Hamel, (BS ’67, VS ’67), her older brother, Dell Hoagland of Marshall, Wis., two daughters, Valerie Morikone of Wavesly, WV, and Lynette Hamel of Wars, Msc.; four grandchildren, Gregory Morikone, Janelle Morikone, Tami Hamel and Bryan Hamel; and one great-grandson, Mahlon Hamel. She was preceded in death by two sons, Orlyn Hamel (att.) and Bryan Hamel.

Al established the Hoagland Foundation for the National Commission on Marijuana and Drug Abuse for pastors in 11 different countries. The family returned perma- nently to the U.S. in 1980 when Al became the pastor of the 650-member Walla Walla City Church in Washington state. He later served as associate minis- terial secretary for the Oregon Con- ference and executive secretary for the Gulf States and Georgia- Cumberland Conferences. In 1996, Al and Myrna retired to beautiful Prescott, Ariz. His family includes his wife of 44 years, Myrna Long, a daugh- ter Valerie Radu of Chattanoonga, Tenn., son Kevin (att.) of Bend, Ore., and four grandchildren.
Students working in the Andrews Student Gardens take a “planking break” in the broccoli patch.