

ViewPoint

PACIFIC UNION COLLEGE FALL 2011



Working on the Hill

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president's message



“Everything we have done in the last two years is designed to be put into action, and so far the first fruits of that action have been an incredible sense of momentum across campus.”

Planning for Success

There's a sublime confidence that comes from having a plan. When you know where you're going and how to get there, the journey becomes so much more enjoyable. This is a truth we've taken to heart here at PUC.

We have just completed two very productive years of planning for the college's future. It all began with our review process for the Western Association of Schools and Colleges (WASC), our accrediting organization. This has been a long and involved process of deep introspection as we built the case for why WASC should continue to endorse the excellence of our institution and our programs. We've found much about ourselves of which to be proud, but surely there are many areas where we have opportunity to grow.

For one, we're developing a better understanding of the important role of our board of trustees, and we've articulated that role in our new Board Policy Manual. We're taking ambitious steps to enhance and make the most of our land and facilities, and we have created a new Campus Master Plan to guide our growth in that area. We've established our Dashboard Indicators, a set of benchmarks to help us track our progress as we work toward our goals. And at the heart of all this planning is *The PUC Advantage*, our road map for growth and improvement in all areas of our operation. You can read more about *The PUC Advantage* further along in this issue.

WASC has taken notice and has rewarded our efforts by extending our accreditation without additional review until 2018. The college community has caught the vision as well, and academic and support departments across campus are working harder—and smarter—than ever to make the most of their resources. The entire PUC family has committed itself to the mission of planning for an ever-brighter future.

Now that we have a solid foundation based on carefully-laid plans, our work for the next several years will focus on successful implementation of our goals. Everything we have done in the last two years is designed to be put into action, and so far the first fruits of that action have been an

incredible sense of momentum across campus. Important decisions that will affect the college's future are being made right now, and we have a committed board of trustees, administration, faculty and staff who are working energetically to create the best possible future for PUC and its students.

But we need more than planning and commitment to move forward to the next stage of excellence. We will also need the support of alumni and friends to make the big dreams that we are dreaming for PUC a reality. The ability to improve organizational effectiveness and to fund the dream will be critical to our ongoing success in the future. We hope your passion for PUC's mission is as great as ours and that you will support your alma mater by your participation, your constructive input, and your abundant generosity.

Please pray that God will give us wisdom and miraculously open the right doors for us. As excited as we are about the plans we have laid for our school, we recognize that no plans can succeed apart from His grace. With His help and your involvement, we here at PUC can be confident that we are truly on the path from good to great.

A handwritten signature in black ink that reads "Heather J. Knight". The signature is written in a cursive, flowing style.

Heather J. Knight, Ph.D.
President

ViewPoint

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Vision Statement: *ViewPoint*, the journal of Pacific Union College, connects PUC's alumni and friends in a community that celebrates the college's activities and stories, and supports the continuation of its mission into the future. *ViewPoint* aims to provide quality features about topics relevant to our community; news about the college and alumni; and means to unite, motivate and inspire.

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THE OHANA OF KATHERINE LUI

How one woman spread the blessings of Adventist education to three generations

Larry Pena



Katherine at home in Southern California, tending her garden.

WHEN RITA HOSHINO, '79, SPEAKS ABOUT Katherine Lui, profound affection is evident in her voice. Although the two are not related by blood, Rita considers herself a part of Katherine's *ohana*, or family.

"She was Grandma to me," says Rita. "For a little woman, humble as the day is long, she had such a huge impact."

Three generations, including dozens of Pacific Union College students and dozens more who studied at other Adventist colleges, can trace their paths back to one tiny community on the Hawaiian island of Kaua'i and one woman who connected them to a larger community of faith and learning.

Working For Her Family

In 1928, the Hawaiian island of Kaua'i was sparsely populated. The community that lived there was a rainbow collection of native Hawaiians and immigrant laborers who harvested rice, sugarcane and pineapples on the vast plantations that dominated the life and economy of the island.

The Lui family belonged to this group. Katherine Lui was the daughter of rice planters who had immigrated to the island from China. Her husband, Quon Oi, was himself an immigrant from China and worked at the sugar mill in Kealia. In 1928, Katherine began attending evangelistic meetings held by Adventist missionary Ernest Moore, eventually receiving baptism in

the waters of the Pacific. She would be one of the first members of the Adventist community on the island.

Exuberant in her new faith, Katherine began to spread the message of Christ to others on the island. She worked vigorously, trekking up and down the dirt roads and taking her faith and Adventist literature to the islanders' front doors. "My mother probably visited every home in Kaua'i," recalls her oldest son Alfred Lui, '43, now a retired physician.

Her efforts were instrumental in founding the Adventist company in the town of Kapa'a, where she served as Sabbath school superintendent, missionary volunteer leader, Dorcas leader, church treasurer, church clerk, deaconess, Sabbath school teacher, prayer meeting leader, and church janitor and decorator—many of those positions simultaneously every Sabbath.

With her commitment to the church, Adventist education became of utmost importance to Katherine, despite the fact that her own education ended in the sixth grade. To that end, her literature evangelism served another purpose beyond spreading the gospel: it helped pay her children's way through the Adventist schools in Hawaii. Describing her motivations in her ministry, she wrote, "I am very grateful to our Heavenly Father for all the blessings He has bestowed upon me and for how He has led me to this work: first, in the placing of 'silent messengers' in people's homes so that they could

find their way to God's kingdom; second, that my children have been given the privilege of a Christian education to prepare themselves for God's service; and third, that my own faith may be strengthened as I see the wonderful power of God working in those who obey Him."

But in 1934, Katherine's husband died in an accident at the sugar mill, leaving Katherine to raise five children on her own. To make matters worse, she was simultaneously struck with a debilitating bout of septicemia that kept her bedridden for months.

As part of the settlement over the accident, the sugar plantation where they lived guaranteed her a place to live and some meager supplies, but little else. Suddenly she was the sole provider for her family and the children's Adventist tuition. With the prayers and support of the small Adventist community in Kapa'a, Katherine eventually returned to work as a literature evangelist, this time with renewed vigor. Fellow workers tell of one house visit in which she sold more than 30 books for a total of \$108—an astounding achievement given the generally low income on the island and the fact that bread at the time cost 10 cents per loaf.

Despite the hardships, Katherine's children say that forgoing the expense of an Adventist education was never a sacrifice the family had to consider making—it was available to all five children. "Somehow or other we were fortunate enough with our circumstances, and we were able to help each other to get our education," says her youngest son Percy Lui, M.D., att. '55.

Growing the Community

As Katherine crisscrossed the island winning souls and earning an education for her family, the fledgling Adventist company in Kapa'a began to grow with those with whom she had shared the story of Christ.

"Mrs. Lui was one of the original members that started the Adventist church," says Ernest Zane, M.D., '51. He tells the story of how his mother, Helen, became an Adventist. She was Chinese, and her family had just moved from the bustling city of Honolulu on Oahu to sparsely populated Kaua'i.

There were few other Chinese families in the area, but Katherine's was one of them. She invited Helen to some meetings and welcomed her and her three children into their community. Soon Helen was baptized.

"I was just a little fella then, only about four or five years of age," says Ernest. "Of course we got to be very close friends with the [Lui] family. Us kids were all about the same age." Helen even joined Katherine in her work as a colporteur, as they were both trying to raise money to eventually send their children to Hawaiian Mission Academy on Oahu, then the only Adventist secondary school in the Hawaiian Islands.

The Luis, the Zanes, and another family, the Hews, formed a small core of Chinese believers within the Kapa'a company that helped lead the growth of the community while providing a warm cultural welcome to other immigrant families from the same country. "They all hung together while they were leaders in the church

Katherine's Ohana

Adventist college attendees from her family

First Generation

Alfred Lui: *PUC, Loma Linda*
 Samuel Lui: *PUC, Loma Linda*
 Margaret Lui: *La Sierra*
 Percy Lui: *PUC, La Sierra, Loma Linda*

Second Generation

Alfred Lui: *Andrews, Loma Linda*
 Karen Wat: *La Sierra, Loma Linda*
 Linda Wat: *PUC, Loma Linda*
 Michael Wat: *La Sierra*
 Pamela Wat: *PUC, Loma Linda*

Second Generation continued

Gordon Lui: *PUC, Loma Linda*
 Paul Lui: *PUC, Loma Linda*
 Janice Lui: *Loma Linda*
 C. Joy Lui: *PUC*

Third Generation

Erik Nielsen: *Walla Walla*
 Christopher Jacobsen: *Walla Walla, Loma Linda*
 Tyler Jacobsen: *Walla Walla*
 Rebecca Lui: *PUC, Loma Linda*
 Brianna Lui: *PUC, Loma Linda*

Adventist college attendees from families she brought into the Church

First Generation

Beatrice Zane: *La Sierra*
 Ernest Zane: *PUC, Loma Linda*
 Ronald Zane: *La Sierra*
 Tetsuo Ito: *Andrews*
 Asao Hoshino: *Andrews*
 Leslie Del Prado: *PUC*
 Norma Pastor: *PUC*

Second Generation

Steven Zane: *PUC, Loma Linda*
 Ryan Zane: *PUC, Loma Linda*

Second Generation continued

Sandra Zane: *PUC*
 Russell Zane: *PUC*
 Alan Zane: *La Sierra*
 Gary Zane: *La Sierra*
 Tammy Zane: *La Sierra*
 Michi Ito: *PUC*
 Lorna Wong: *PUC*
 Bonnie Ito: *PUC*
 Randy Ito: *PUC*
 Dennis Hoshino: *PUC*
 Rita Hoshino: *PUC*
 Colin Siaw: *PUC*

together, getting it started,” says the oldest of the Hew children, Rachel Same, who was a small child at the time.

Meanwhile Katherine continued reaching out to others for Christ, whether in her formal ministry or just in everyday life. Two Catho-

one Katherine’s children left Kaua’i to attend HMA, four of them going on to Adventist colleges in California. “We didn’t get pushed there, but my mother knew the importance of education, as well as religion, and she believed in it,” says Percy.

Alfred, the eldest, studied at PUC before going on to the College of Medical Evangelists—now Loma Linda University. Stanford, the next eldest, remained in Honolulu, working at Pearl Harbor at the outbreak of World War II. Younger sons Samuel and Percy, following Alfred’s example, attended PUC and La Sierra University, respectively, before completing their studies at Loma Linda University. Margaret graduated from La Sierra.

It was the beginning of the legacy that continues to this day, with many of the second and third generations of the Lui and Zane families completing their education at or currently enrolled in Adventist schools. Alfred’s son attended Andrews University. One of Stanford’s children went to PUC and one to Andrews University. Two of Margaret’s children attended PUC and two attended La Sierra. All four of Percy’s children are PUC graduates. “Our children were sort of self-motivated. We didn’t have to push them, they just made their own decisions about where they wanted to go to school,” says Percy.

The Zane children, taking a cue from the Lui family, headed for college in California—Ernest to PUC and his siblings Ronald and Beatrice to La Sierra. The brothers finished



Katherine in 1959, with the first of her many grandchildren

lic young men, Asao Hoshino and Tetsuo Ito, worked on the plantation where the Lui family lived, and Katherine began to take an interest in them. She would feed them and have them keep an eye on her youngest son Percy when

“Katherine continued reaching out to others for Christ, whether in her formal ministry or just in everyday life”

she would leave on evangelism trips. Eventually she began giving them Bible studies. Asao and Tetsuo were baptized together at Kapa’a.

“I think my dad considered her his mom,” says Asao’s daughter, Rita Hoshino. “He always just adored her for bringing him into the truth.”

Generations

Member by member, the Kapa’a company grew into a full-fledged church. And one by

their advanced studies at Loma Linda University. Three of Ernest’s children studied at PUC. All three of Ronald’s children graduated from Adventist schools, including one son from PUC.

Asao Hoshino and Tetsuo Ito both went on to Andrews University, then known as Emanuel Missionary College, and both eventually worked for Pacific Press. Tetsuo’s four children all went to PUC, as did Asao’s son Dennis and daughter Rita.

Brianna Lui, '09, PUC's most recent representative from Katherine's family, says that Adventist education has been an important thread tying her family together throughout the generations. All along, her great-grandmother's gentle encouragement was evident in her family's legacy. "My family was open to giving me the opportunity to attend whatever college I chose," she says. "I knew that previous family members attended PUC. After visiting the college and hearing about previous students' experiences, I chose to attend."

A Cloud of Witnesses

With most of her children out of Hawaii and studying on the mainland, Katherine moved away in 1949. She joined her children for short periods in Michigan and California, but relished her independence and whenever possible established her own home. She worked for a number of years in the diet kitchen at White Memorial Hospital, where she was known as the "Salad Lady." She finally settled in Redlands, California, in 1961, continuing her active and independent lifestyle.

She relished being at the center of a warm and caring community—perhaps one reason why she was so successful at growing the body of believers as an evangelist. "Sixteen Dale Lane in Redlands—that was Grandma's home, and you never left without a good conversation and your hands full of food," says Rita. She recalls gathering with the Lui family in Southern California, and the strong bond felt between all the members. One dinner in particular "was planned about a week in advance, and at least 40 people showed up."

In the meantime, Katherine hasn't been forgotten in Kapa'a. "I was young when she left, but I remember her being such a gracious lady," says Rachel Same, still a member of the Kapa'a Seventh-day Adventist Church.

Today the nearby town of Koloa boasts the oldest private school on the island. Originally known as Kapa'a Mission School, it was founded in 1938 in response to the growing need of families in the community to give their children an affordable, local Adventist education. In 1985 they outgrew the tiny schoolhouse in Kapa'a and moved down the road.

At the new location in 1989, the renamed Kahili Adventist School honored the woman who played a big role in its foundation. At the dedication of the Katherine Lui Science and Admin-

istration Building, the mayor of the County of Kaua'i sent this message: "Special thanks to Mrs. Lui for all her good work...she represents what Christianity is all about." Katherine herself flew home to attend the ceremony, and she told family that it was one of the highlights of her life.

Katherine passed away in 1992, but for the young students of Kaua'i, her legacy in Kapa'a and at Kahili Adventist School is the first step on the journey of Adventist education. And for the generations in her *ohana*, including the families of those she introduced to Christ, it is more than just the love and care of a wonderful mother, grandmother, and even great grandmother. It is a lifelong connection to a community of faith and knowledge gained through Adventist education. **VP**

"With her commitment to the church, Adventist education became of utmost importance to Katherine"



Katherine (center, in leis) with her family at the dedication of the Katherine Lui Hall at Kahili Adventist School on Kauai.

THE PUC ADVANTAGE

An interview with President Heather Knight on PUC's new strategic plan

Martin Surridge

IN THE FALL OF 2009, HEATHER KNIGHT, Ph.D., became the twenty-first president of Pacific Union College, bringing with her a reputation as an effective and proactive administrator. She was tasked with a special mission—nothing less than bringing about a turning point in the history of the college and cementing PUC's place among the region's top schools. Now, after a year in consultation with the board of trustees, constituents, administrators, faculty, and staff, Knight is unveiling *The PUC Advantage*, a strategic plan to guide the college's growth and development for the next five years.

The PUC Advantage contains seven specific strategic goals, each with a series of supporting goals detailing areas for long term improvement. It also lists sixteen points of distinction and four "next level of excellence indicators." Knight's bold vision of the college's potential was the catalyst and guide for this planning project, which involved collaboration across campus and beyond.

"When I arrived at PUC, the college had been without a strategic plan for the past four years," she says. "Furthermore, six weeks after my arrival, PUC had its first of two WASC accreditation visits, and the lack of a current strategic plan was mentioned as a point of concern by the WASC visiting team. Therefore, the strategic planning process became a major priority for the institution. As the old adage goes, 'if you fail to plan, you plan to fail.'"

The PUC Advantage begins with the formal mission statement of the college, a history of the school, the institutional student learning outcomes, and a new "vision statement" to help others understand the importance of long term planning and what the administration intends for the future of the college.

"Pacific Union College, a premier Seventh-day Adventist educational institution, will achieve a national reputation as an outstanding Christian liberal arts college, recognized for its holistic and progressive philosophy of education, state-of-the-art

learning environment, responsible stewardship, and shared spiritual values."

"Students from diverse backgrounds will be prepared by the highest quality teaching and the enlivening power of the Holy Spirit to thrive in a complex and dynamic global society as creative Christian problem-solvers and light in the world."

That aforementioned "holistic and progressive philosophy of education" forms the foundation for the *The PUC Advantage*. The first of the plan's seven strategic goals is academic: "Create and support a more vibrant learning community." This goal includes supporting the faculty as they develop new teaching practices, updating the library, and preparing for a possible conversion to the semester system favored by 80 percent of U.S. colleges and universities.

However, as strong as the school's academic program might be, it wouldn't be PUC without a dynamic campus spiritual life. In fact *The PUC Advantage* describes how important it is that the two elements go hand in hand. According to the plan, spiritual life at PUC should "support students in meaningful individual journeys of faith by engaging them in vibrant spiritual communities and providing them with opportunities to serve others." One of the supporting goals is to "ensure that PUC's General Education curriculum provides coherent, holistic support for students' faith journeys, ethical life choices, and future engagement and leadership in their local congregations."

Knight's enthusiasm for the connection between academic excellence and spiritual life is

"The strategic planning process became a major priority for the institution. As the old adage goes, 'if you fail to plan, you plan to fail.'"

Academic excellence is the number one goal for a reason—it effectively impacts every area of school life at PUC. Knight explains how a great teaching and learning community can go a long way to establishing a national reputation.

"We have been ranked as one of America's "Best Colleges" by *U.S. News and World Report* for the past seventeen years, and we are very proud of this fact," Knight declares. "However, we cannot rest on our laurels. Great institutions have to continue to improve and to innovate in order to maintain or improve their place in a very competitive educational marketplace."

"In 2011 we were listed among the top ten schools in our category," she notes. "We were actually number ten, but I ask the question, why not number one?"

refreshing. "I have a vision for PUC that aspires to move the college from 'good to great,'" she says. "Why great? Because we serve a *great* God, and so nothing less will do!"

Knight explains the importance of PUC owning its Seventh-day Adventist heritage, what she calls a "compelling and relevant message for a twenty-first century world." This is part of a parallel platform she has developed, a concept she calls *The Adventist Advantage*.

"The Adventist advantage provides meaning and purpose in life through a personal relationship with Jesus Christ, focuses on health, wellness and a wholesome lifestyle," Knight says. "It focuses on lifelong learning extending into eternity, emphasizes an ethical and moral compass, promotes a life of service and civic engagement, models the educational and spiri-

tual benefits of unity in diversity and promotes intentional stewardship of the Earth.”

Marketing *The Adventist Advantage* in education can be a challenge at times. Tuition rates are climbing nationwide, and PUC is hundreds, if not thousands of miles away from the homes of many students coming to Angwin. That’s why the plan’s third strategic goal focuses on marketing and enrollment, an area with the potential to change how both religious and secular communities view PUC. Knight sees the Adventist brand as something to embrace rather than shy away from.

“I truly believe that if Adventist colleges and universities can hold up this banner of our core values and commitments, then we will be distinctive, relevant, and successful in the higher education arena,” she said.

“I think that for many years, Adventist colleges and universities took our customers for granted. We assumed that our families would choose us simply because they are Adventist. We are in a much more competitive environment now. I believe strongly that we will only be the college of choice if we deliver the product that our constituents want—a first-class, Seventh-day Adventist education for our young people.”

The PUC Advantage is not simply a plan set in motion and carried out by top administrators. Knight developed it to be a campus wide, collaborative process that could transform the entire institution. She describes it as being “very inclusive and meaningful for the campus community.”

Julie Lee, PUC’s vice president for marketing and enrollment, agrees. “I think that the collaboration will show, and people are drawn to a place where good things are happening. Creating a strategic plan gives us a focused, shared goal not only for the administration but for the entire campus.”

Strategic goal four focuses on advancement, specifically planning to “increase philanthropic support to Pacific Union College by engaging a greater number of alumni and friends in helping fulfill the mission of the College.” Most notably, advancement goals include an ambitious increase in alumni giving.

The fifth goal in the plan is a renewed commitment to developing quality student life on campus, to “ensure student learning and development spiritually, academically, physically, and socially in a creative, caring, Christ-like community.” That means increasing the amount and impact of student services, enhancing shared student facilities such as the residence halls and Dining Commons, and de-

veloping a program that encourages student health and wellness.

The final two goals are quite interconnected—finances and assets. In order to achieve financial sustainability for the long term future, the strategic plan proposes that the school will “establish an operating reserve fund to minimize the effects of economic downturns of the college by developing sources of revenue in addition to tuition.”

Knight explains that being financially stable begins with basic customer service.

“Five-star customer service is part of the product that families want and deserve,” she said. “Why pay \$32,000 per year to be treated unkindly or disrespectfully? I also believe that along with all of our points of distinction, that five-star customer service—Ritz-Carlton customer service—will also set us apart in a positive way and encourage students to come back to have the PUC experience.”

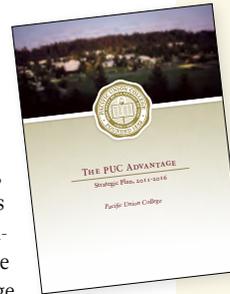
Knight came to PUC during one of the worst economic periods of the last fifty years, but since then the school has performed remarkably well financially, erasing a considerable deficit and returning the college to the black. In addition, the college has had a 12 percent increase in total enrollment since 2009.

She describes the impressive, even stunning change. “We have been in the midst of a somewhat miraculous financial turnaround, having experienced a change in total net assets in the past three years that has taken us from a \$7.5 million deficit (2008-2009), to a \$2.7 million gain (2009-2010) to most recently a \$7.4 million gain (2010-2011).”

“We are grateful to God and to our enrollment team for bringing us more students,” she explains. “The financial formula has been simple: revenues up, expenses down.”

Under such sound leadership and with the support of the campus community, financial office and administrative team, it is easy to think that PUC’s future is secure. But Knight knows that putting the plan in place is just the beginning.

“Even as we project further enrollment growth for the 2011-2012 academic year, we still have progress to make as we work to decrease debt and to improve cash flow,” she says. “But God is blessing PUC, and we want to be ready to receive His abundant blessings!” **VP**



An Overview of the Plan

Strategic Goal 1: Academics

Create and support a more vibrant learning community.

Strategic Goal 2: Spiritual Life

Support students in meaningful individual journeys of faith by engaging them in vibrant spiritual communities and providing them with opportunities to serve others.

Strategic Goal 3: Marketing and Enrollment

Increase competitive positioning and student enrollment by establishing a brand that is exceptional among Christian schools in providing outstanding academics within an exemplary spiritual context.

Strategic Goal 4: Advancement

Increase philanthropic support to Pacific Union College by engaging a greater number of alumni and friends in helping to fulfill the mission of the College.

Strategic Goal 5: Student Life

Ensure student learning and development spiritually, academically, physically, and socially in a creative, caring, Christ-like community.

Strategic Goal 6: Finances

Achieve and sustain financial strength and stability sufficient to support the range and quality of programs and facilities required to serve the needs of the College’s stakeholders.

Strategic Goal 7: Assets

Create and implement an effective plan to enhance and leverage the use of PUC’s land, facilities and other assets in order to produce additional revenue streams that will support and sustain a twenty-first century state-of-the-art learning environment that will attract and retain outstanding faculty, staff and students to this destination campus.

We're PUC-ites Where'er We Go... Even to Work

A roundtable with alumni who work at their alma mater
Julie Z. Lee



The participants*

Cambria Wheeler, '08, has worked at PUC in the theater program and also as an enrollment counselor. She is currently the director of recruitment.

Kirt Brower, '04, was hired in 2011 as the varsity basketball coach and alumni coordinator.

Rosemary Collins, '69, assistant professor of communication, has worked at PUC in many capacities since 1998.

John Collins, '70, has served as vice president for student services and dean of students, vice president for financial administration, and most recently, vice president for asset management.

Aubyn Fulton, '81, professor of psychology, has worked at PUC since 1995.

Richard Rockwell, '67, professor of mathematics since 1969.

Maria Rankin Brown, '95, assistant professor of English, began teaching at PUC in 2006.

Laurie Wheeler, '86, has worked in financial administration at PUC for more than 20 years, and is currently the director of student finance.

Marlo Waters, '05, registrar, has worked at PUC since 2006.

Michelle Rai, '97, assistant professor of communication, began her career at PUC as an enrollment counselor before becoming director of public relations and then a professor.

** Pictured left to right.*



Since 1882, Pacific Union College has graduated more than 25,000 students who have gone on to pursue life and career all over the world. However, a small but substantial percentage has chosen to return to school after graduation, not for additional degrees but to work.



Kirt Brower, '04



John Collins, '70



Rosemary (Hardcastle) Collins, '69



Aubyn Fulton, '81



Michelle (Konn) Rai, '97



Maria Rankin-Brown, '95



Richard Rockwell, '67



Marlo (Woesner) Waters, '05



Cambria Wheeler, '08



Laurie Wheeler, '86

Today, nearly 150 college employees at PUC are also alumni or attended PUC, and it is a number that seems to be growing. From professors near retirement to brand new recruiters fresh out of Commencement Grove, there is broad range of age and experience among our alumni. The variety adds an interesting texture to the campus community as alumni-employees enter their work with a context different from those without a built-in connection to PUC.

As an administrator and alumnus of PUC myself, I've made mental calculations of how many fellow graduates were among my colleagues. At one point, I counted a dozen faculty and staff who overlapped with me at PUC in the mid-to-late 1990s. I've enjoyed getting to know them on a deeper level as we work together while also raising our children in the same community—or in my case, on the same street.

As an alumnus, the investment in my work at PUC was immediately intense without having to first put in a decade of service. In my first year of working at PUC, I would walk campus and observe the students (Are they smiling?), buildings (Do they need repainting?), and grounds (Does that plant need replacing?) as they were part of an internal litmus test that determined the success of PUC's work. I ached for everything to be right because, as I would remind myself daily, "This is my college."

I wondered, do all my fellow alumnus-employees feel the same way? What is it like to work at your alma mater?

I brought together ten PUC employees, representing different areas of campus and different alumni decades, to discuss what it's like to graduate from PUC and then just stay. For each of them PUC—more than a property or place—is a living character in the story in their lives.

After all, this is our college.

For one hour, we talked (and laughed) about what it's like to return to PUC, the things that make us worry, what we miss most about when we were students, and our hopes for the future.

While you were a student at PUC, did you ever imagine that you would one day work for PUC?

Maria Rankin-Brown '95: *[Shaking her head]* I wanted to get as far away as possible. It was a bubble that we always talk about, the whole Angwin bubble... I thought I would never, ever come back.

John Collins '70: I was asked if I had ever envisioned working for PUC. And I said no, but it caused me to go and think about it.

Kirt Brower '04: I envisioned myself to one day be back. I was someone that I got along with my professors, and I enjoyed teaching, and I felt that at some point I would be able to.

Marlo Waters '05: I thought I would, but I thought I would be in a different role. I thought I wanted to be a professor. It didn't take me long to figure out I really didn't want to do that. *[Laughter]*

Aubyn Fulton '81: You wanted more power. *[Laughter]*

Those of you who are professors, did you think that you did want to come back and teach for PUC?

Maria: I love teaching here now. I've been here five years. But I didn't when I graduated, no.

Richard Rockwell '67: I wasn't planning on it but the Vietnam War was going on, and it was the choice of being drafted or coming back here. *[Laughter]* Wasn't too hard with those options.

Let's talk about Richard. You graduated from PUC in 1967, and two years after receiving your masters from UC Berkeley, the math department snapped you up. Along the way you got your Ph.D. and you've been here this whole time, right?

Richard: Right. That too I never imagined. In fact, I've accepted jobs at several places since then, but each time, for some strange reason, it fell through. So then I stopped accepting, and they stopped asking. But I actually feel extremely fortunate. I sometimes drive up in the morning, and before I go in the morning, I think, "Wow, how fortunate could I be to serve the Lord here." There are a million ways to serve the Lord, but this is a great, fun place to have spent my life. I'm just very grateful.

John, how long have you worked here?

John: A while. We moved here in the fall of 1988. And I've been told that I have the distinction of being the longest serving vice president in the college's history. Number one. Number two, that my wife and I have the distinction of making more gifts to PUC than anyone in its history. We work on the systematic small giving for the most part, *[Laughter]* rather than the large gifts.

You were hired by Malcolm Maxwell, our first alumnus president. What is it like to be an alumnus and also be a vice president? You certainly have a different perspective on campus than faculty or staff.

John: [As a student] I was fortunate at PUC to become friends with some senior administrators. And as I look back, I am amazed at the candor. Dr. Wilbert Schneider, who was the academic dean when I came as a freshman, told me some stories that were painful to him but important. I worked for Dr. [Floyd] Rittenhouse for a year when I was a student and came to admire him. A lot of buildings that we use—his energy brought them about. And little things like the road behind Irwin Hall. I also worked with George Gott who was the campus business manager for a period of time [when I was] a student. And I realized some of the difficult things in operating the college. So I had a certain stream of history that has been useful to me.

There are four of you who have worked here for multiple decades—Richard, John, Laurie, Aubyn. What are some of the changes you've seen over the years?

Richard: For me it's so dramatic. When I was here, we had one computer. *[Laughter]*. And it was in the same place in the basement there. It was one big computer.

What was it used for?

Richard: Educational purposes. Eventually the business office got their own. We imagined how it would be to own a computer of our own, but it was completely out of our imagination. It's just incredible... It also reminds me how much distractions have changed. We couldn't even have TV. Now there are video games, Internet, movies, all kinds of things [the deans] have to control—we didn't even have cars, most of us. So that's changed a lot.

Has it changed the way you've had to teach?

Richard: We're expected to be more entertaining. *[Laughter]* And I think they try fit in more. We have to make them budget enough time for our classes, more so than we used to.

Aubyn: I was going to say the same thing. I was an R.A. (resident's assistant) for three years when I was a student here. One of the biggest parts of my job was to go around checking for TV sets in the dorms. It was against the rules,

Alumni working at PUC

There are nearly 150 PUC alumni* who currently work on campus or in one of PUC's subsidiary organizations. Here are some interesting facts about this group of employees.

Alumni employees who are:

- Married 12**
- Parent-Child 3**
- Siblings 2**
- Most alumni Psychology & Social Work Department (All but one are alumni)**

**Includes those who attended PUC at least one quarter*



Kirt Brower (right), makes a move as a member of the varsity basketball team in 2004. He returned to the team in 2011 as a coach.

and we were confiscators of TVs. As you can imagine I was a big enforcer of that—hardly! [Laughter] But even if you wanted to, you couldn't enforce that rule now. There is too much access—which is wonderful, it's fantastic. It's been a great resource for PUC and all college students to have so much information... But it does give students just so many more options. Also when I was a student, it was hard to have a car. So there was a lot more center-of-gravity on campus. And one change, which I don't think is necessarily for the better, is how easy it is for students to be offcampus. I think it's made it harder to create community. I remember as a student, my whole life was pretty much oncampus, for better and for worse. As Maria was saying, it's easy to feel stuck here and isolated here, but it also made it possible to create [community]. I have such great friends that I made here because of that.

Cammie Wheeler '08: I've actually got a quick question for you guys. Have you ever taught students who are children of students?

Aubyn: [Nodding] It's depressing. One of the students in my classroom was someone I had lived in the dorm with.

Richard: At alumni Homecoming, I see my classmates and their children. And one of the questions I get is "You've been here so long,

Isn't it boring by now?" And I tell them, "I've got your kids. Are they really that boring?" [Laughter]

What about you Laurie? Do you sometimes meet parents that you went to school with?

Laurie Wheeler '86: Yeah, a lot now.

So now is the time when students are coming through. Do they say, "Hey Laurie, give me more money."

Laurie: Yeah. It's interesting to figure out that oh yeah, these are the kids of students that I went to school with either in high school or college.

I hope Cammie doesn't mind me sharing this. Cammie and I have talked about her positive experience at PUC. It was a great time for her—rich experiences and great friends. As one of our newest graduates, you were recently promoted to director after working here for three years, and you had some hesitation about going deeper down the rabbit hole of an institution, possibly knowing too much and that marring your memories about PUC. Can you talk about that?

Cammie: I started saving for college in kindergarten. I knew that college was going to be the ultimate experience of my life, so my little penny jar started in kindergarten. I would always tell myself when I was having that rough patch in high school and junior high, "Oh college is going to be your time. You're going to blossom in college." Then I came here, and I really did feel like, wow, that's so true! The best friends, I got involved, my confidence grew so much—I had these incredible relationships with my teachers. [It was] just a real highlight of my life so far. So my transition into a staff role, that gloss started to wear off a bit... realizing that the decisions that an institution makes are very difficult sometimes, you realize the struggles of PUC. My experience here was so positive, but the college has had its ups and downs and recognizing that truth was kind of disappointing in a way. Sometimes when I feel that down, I walk around campus, and I'll talk with students, and I'll realize that they are still having that positive experience that I did. And that is very, very true and very rich. And that is the mission of the institution—it's not supposed to preserve my memories. It's really supposed to really create those memories for these students.

Can anyone relate to this?

Kirt: I can a little bit. To comment on what she mentioned, my mom has worked for Adventist higher education for as long as I can remember. So I knew there was always going to be politics whether you work here or somewhere else. There is always going to be things that are going to be done that you don't necessarily agree with—

Cammie: No, no. *[Laughter]*

Kirt: I think you don't let that stand in your way. You try to build bridges and do things the right way. I find the longevity of the people here speaks to the stability and the type of place it is. People aren't going to stay here for 20-30 years and work here unless they are happy and having a good impact and a good experience. So for me that was encouraging.

Anybody else?

Marlo: I had a great academic experience. I definitely saw the politics, even as a student, and there were times when I was very frustrated about the politics. When I started working here, when you get to know people on a personal level and you get to know them as a colleague, I felt like I started understanding people better, understanding their motivations better, and getting beyond just seeing the politics on a superficial level but seeing what is really going on—and there were complex issues as well—and different sides. And to me, it wasn't so much the gloss wore off, I felt I understood things better. It increased my admiration for the institution.

Cammie: I will hope that that will continue to be the case.

John: There are times that I have questioned myself. Should I be here? I've discovered some good therapy... To walk around campus and look for somebody who appears to need to have a conversation. Once I'm involved in helping someone, my own thing goes away. And I'm back in the spirit of why PUC is here.

Aubyn, you said that you were a “trouble-maker” on campus and that’s what you remember about your time at PUC. What do you mean by that?

Aubyn: I'm sure it's hard to believe now.

Yes, it's a shock. I feel like I'm uncovering a whole other side of you. *[Laughter]*

Aubyn: As other people have said, I had just a great experience as a student. And there were the relationships with teachers—we had such fantastic teachers here while I was a student here in the late 70s and early 80s. And the friends... I was also involved in student government. I was involved in different activities. That was a particularly active time on campus. My freshman year, Desmond Ford gave the Week of Prayer for fall quarter... and it was a life changer for me. I think in many ways it saved my life, my spiritual life. The next year he was fired in a very dramatic way. And we had all kinds of late nights—I was the kind of student here, I was up until 3 o'clock in the morning having passionate arguments about esoteric details of Adventist theology and politics on campus. I remember having big arguments about Irwin Hall—we shouldn't tear down Irwin Hall—

John: You lost. *[Laughter]*

Aubyn: I lost. And I was very involved in the Black Student Forum when I was here... PUC was not the most welcoming place for African Americans... We were involved in a lot of arguments about that. And I was on the student senate for three years when I was here, and we were involved with a lot of arguments about things going on back then. Looking back though, I see that as a huge part of my education. But your first question, I never thought that I would ever set foot on this campus again after I graduated because I was in such an intense place with PUC... I thought they would call public safety. *[Laughter]* And when I came back to work, every other person I met who recognized me said, “What are you doing here?” I said, “I'm teaching here.” “They let you teach here?!” *[Big laughter]* And that still happens. “They let you teach here? I can't believe it!” Again, whatever the good and bad of that is, I think it speaks well of PUC that we're like a family. And so we might have arguments—we might have pretty intense arguments—but they happen among people who care deeply about their community. And I wasn't ostracized. I was allowed to continue to be a part of the community.

You talk about some of the big issues you were dealing with while you were a student. Do you feel like students are still passionate the way they were in the late 1970s when you were in school?

Maria: They are passionate about things but not necessarily campus-wide things, like the whole REVO movement. With the transition to cars and the Internet and a whole large world,

the bubble is no longer quite the bubble. And I think they are viewing things a little further from campus than we possibly were. I think that's a good thing. I think that helps the world, not just our little world that's right here.

Aubyn: I'm so inspired by our current group of students... How committed they are to community issues, to larger societal issues, international issues. Time they spend on that, I think they are very passionate. They are not into the more esoteric campus issues, except the usual kind of whining about the food and worship.

As somebody who has not had such positive memories of being an African American student on campus, is it surprising that we have a female African American president?

Aubyn: Shocking. I would have never ever believed in my lifetime that there would be an African American president at PUC. It was unbelievable. So that is also a testament to how people of good will can change in a relatively short amount of time. It's the importance of not giving up and engaging, working, and letting the spirit move.

Let's talk about families. Michelle, you and your husband are both alums of the college. And now you have two kids, and fellow alumni who also have kids surround you. It just seems like a lot of alums returning to campus and raising their kids here.

Michelle Rai '97: It's something that's been a shock to me. I never expected to work for an Adventist [organization]... I remember specifically telling my advisor, “I don't want to work for the *Recorder*. Stop pushing those internships on me. I'm not going to work for the Adventist church—not going to happen.” Then I remember John Collins offering me a job. Actually both you and Rosemary are the ones that hired me for my first job and my current job... blame them. *[Laughter]* I remember thinking I would probably stay for one year, and one year turned to, well, since 1997. Along the way got married and had kids. And it's been such an amazing blessing. I love working for PUC. What I love about the college is the level of respect they have when they disagree. And when you go over things, people aren't shouting expletives at you—which is what happened at my husband's former place of work. His boss would come in and just start shouting expletives. And I thought, “Really, people talk to you like that

there?” People are at least passive aggressive here. [Laughter] But people treat me well here, and so I felt safe to raise my family here... Then to see former classmates and schoolmates come back and have their kids in the same school, it's just been really, really awesome.

Rosemary and Marlo, you are both one-half of a PUC couple in that both you and your spouses work at PUC. What do you think are the advantages and disadvantages of this?

Rosemary Collins '69: Well for the college obviously their advantage is that they are constantly asking both of us for money! [Laughter]

You're married to an administrator, so that's even more unique.

Rosemary: Our paths don't cross very often here on campus. It's unusual for us to see one another. So I have to say it isn't quite like people say it is. But to have as the core of who we are and what we're about, to be [part of] the goals and the objectives of our alma mater... I think we so much better understand what each other is all about. And our children growing up in that has been very interesting too. They are very proud of that connection.

How about you Marlo?

Marlo: I wouldn't say there are really disadvantages, except when maybe paychecks come. [Laughter] It creates a lot of shared experiences.

We interact more actually because we're both in the academic area... We both love working in an academic environment, so it just creates a lot of shared experiences—so many things to talk about that we can't stop talking about things. It's really a good thing.

Cammie and Marlo and Kirt—as the youngest people in this group, what was it like to come back to campus and have to work with your former professors? And then in some cases you even have to tell them what to do. Was it intimidating?

Cammie: There are certain parts that are, certainly. I just called Dr. Lecourt the other day, and she said, “You should really start calling me Nancy.” And I thought, “Right.” I think that's always an awkward thing. And then also interacting with students at the same time, I

could say “Michelle” to Michelle, but Professor Rai to a student, and switching that back and forth can be very strange... And still being very involved with the Dramatic Arts Society and to be interacting with those students in a way that's a lot more casual than any other relationship I might have with them. To balance that a little bit when you're closer to the students' age than you are to the faculty and staff members is a strange balance.

Kirt: For me, I think one thing that was really helpful is that I stayed in contact with all my professors. That was a big reason why I'm back. I think having been out and teaching away from here for a few years helped me through that transition.

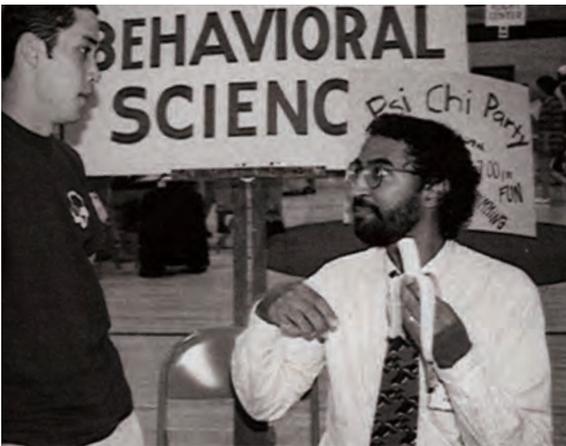
Marlo: I really enjoy working with faculty, and it was a really quick transition for me. One of the advantages of PUC for students is the interaction that they have with not just faculty but with various people on campus... there are so many opportunities for mentorship and it carries over into the employment experience. When you're a new employee, you're developing yourself as a professional and developing your career. I had mentors in the employment area that helped me grow as a professional... they also gave me the room to develop my own identity and that really carried over as something special as a student and special as an employee as well.

How many of you were hired by your former professors? [Kirt, Aubyn, Richard, Maria raise their hands] I know Aubyn, you were hired by Bruce Bainum and then at one point you became his boss. What was that like?

Aubyn: It is weird at first and then you quickly get used to it. I felt particularly blessed that our department is so collegial and so supportive. But most of the people I work with in my department were my teachers at one time. That's how old they are. [Laughter]

Except that Bruce Bainum (long-time psychology professor). He never seems to age. [Laughter]

Aubyn: It is bizarre. Even broader than that, and maybe some other people who are my age would have this same experience, you walk around this campus and there are so many echoes, and it's hard for me to always be clear. Am I remembering something from when I was a student? Am I remembering from when I first came to work here? Is it from yesterday?



Aubyn Fulton chats with a student during a break at the 1996 fall registration event. Until 2001, the fall quarter started with the ritual of all students registering for classes in the gymnasium. Compared to the ease of online registration these days, gym registration was a circus. But the event was also a great time for the entire campus to interact.

And it adds this texture and layers to my experience. The most awkward thing is somebody will come up, who I clearly haven't seen for a long time. "Hey Aubyn how are you doing?" And I am clueless now. Are they a former classmate of mine? Is this a parent of one of my students? Is this an old student that was here? ... Is this an old girlfriend? *[Laughter]*

Maria: I still look for my roommate as I'm walking across campus. Oh I need to meet my roommate to go to the caf!

Aubyn: Little things will trigger some memory that was from 30 years ago. I hardly ever have to go Newton Hall anymore though I lived there for four years... and if I have to go there for something, all of a sudden I'm 19 again, and it brings back a flood of memories... It's great.

What changes have happened on campus that surprise you?

Maria: Coffee. Such a huge [thing].

I may have to edit this out. *[Laughter]*

Laurie: I think even the dress code, how it's changed over the years. It's been really interesting to see. I mean not only with the students but even with faculty and staff.

Has it gotten more casual?

Laurie: I think in some ways it has. When I was a student here, I think it was the last quarter that I was here, it was just a big to-do that all of a sudden they would allow [students] to wear shorts. *[Mock gasping]* You think now that sounds crazy but it was a big deal.

John: It was crazy back then.

Laurie: Maybe we shouldn't have been wearing shorts.

Cammie: Honestly it surprises me how much there is to learn about this place. Part of my job is to be an expert on PUC, and I have to ask questions nearly every single day. An e-mail or calling someone to say "Can you please explain this to me?" There is so much to know about PUC. You'll never ever get to the bottom of it, even if you've been here for 40 or more years.

What are campus traditions that existed when you were a student but no longer exist? What are you nostalgic for?

John: Window tree. It died of natural causes about 12 years ago.

Everyone talks about the Window Tree. What's so special about the Window Tree?

John: The Window Tree is an oak tree that had natural joining of limbs so you had these openings that looked like windows. And the history is that maybe 300 years ago or so an oak fell over and the roots became the tree. I don't know if that's true although I've been here a while. But that tradition was fun.

Aubyn: It was a place for activities, for meetings

Cammie: Students can still go there. They'll still say, "Meet at the Window Tree." The tree is not there, and it never was when I was a student, but I knew the general vicinity.

I miss afterglow on Friday nights. That was sometimes the best part of my week and unexpectedly so. We would just sing in a dark room with candles. Sounds kind of corny, but it was great.

Aubyn: One thing that I miss—which only probably in memory [because] the fact of the matter is it would be horrible—is the gymnasium registration. You had everyone in the gym. It was horrible as a teacher and as a student it was a pain in the neck. And yet it was such a nice community-building thing. And I think I am nostalgic about that... If you were a student, there was a little ritual you go through, you see your friends, you go to each table and you see your teachers.

If you could go back and give your PUC student-self a message about the future, what would you tell yourself?

Michelle: One thing I tell my students all the time is "I wish someone told me to go abroad." That's the only regret I have in college. I was very concerned about getting done in four years. I did my double major, and I graduated and then I went, "Oh wait, now I have to work. There is no time to go abroad! What just happened here?"

Rosemary: I would say study what you are most passionate about. Don't make the mistake I did and take nursing because [I thought] at 19 I could have my RN, and I could go and support myself. And I was way too immature to be doing that. Furthermore, I never found my niche. I felt like a failure every day. And it took me about 15 years before I could be practical—that and the fact that I was raising children while I was married to an administrator. I didn't have the privilege of dropping out and doing what I was passionate about. But you're not going to



Mathematics student Richard Rockwell points out the various functions of the G15, the college's computer. According to Richard it was the only computer on campus in 1965, and he says "the abacus was our backup computer."

work in a profession if the subject is something that is repugnant to you or exceptionally difficult for you.

Kirt: I would tell myself to probably get more involved. Basketball took up a lot of my time, and I would have done more with clubs and organizations or Student Association.

Richard: I think that's what came to mind, that there are opportunities here. Lots of them that you'll have only now. And there's such a tendency to just get done and get your degree... but there are a lot of choices, and you can shut them out or you can embrace them. And I think if I were doing it again, I would want to embrace more. And savor it more. And maybe even take a little longer. Maybe I'd be better off if I took five years and remembered even most of it. But you can't go back.

Rosemary: I think some of our happiest students are the super seniors!

Michelle: I'd like to ask something and see if anyone has this experience. When you graduated or when you said you were coming back to PUC, what was your experience like with your friends and family? Because when I told them, hey PUC offered me this job, pretty much all my friends said, "Don't do it!" For a while I felt very self-conscious. I have to continually defend why I am working here. And as I look around I think everyone here is amazing. PUC does not hire just whomever we can scrounge up. Everyone's just—I'm so impressed by the people I work with that now I feel this sense of pride...

Kirt: I'm smiling because in my experience the Lord closed doors very quickly and opened these doors for me. There's no doubt in my mind that this is where He wanted me to be. And looking back were things that prepared me that I would have never thought ahead of time but I can clearly see. So that makes me feel really good. Besides that, I did have friends that told me you should come back and coach at PUC. You should come back and work here.

Michelle: So I just had bad friends?

Maria: My friends said that. They still say that! "You're still here? When are you going to leave?" I'm like, "I like it here!" It's a wonderful environment. It's safe. There is really no reason to leave.

Laurie: My family was very supportive. I had a sister who was working here at the time, and it was "Of course come back here and work!"

Michelle: I will say those same friends who said don't work here, they come back and say, "You're so lucky. Oh my goodness, I wish I could work here." Yeah, it's pretty great. And I'm going to ride it out as long as I can.

I think part of the difficulty of working at a college and maybe why some of us might feel that way is that you are in a place where things are constantly moving. There are groups of students who are moving and we are guiding them through them, and then they graduate to start a new life. And we're the constant that stays put. So sometimes I think it's hard to see people moving while we remain—even though it's our job to move them forward.

Maria: We were supposed to move as students. And we still kind of have hints of that rule, to keep going. When are we going to graduate?

Rosemary: And yet what community can we move to where we get so much intellectual, social, and cultural stimulation? If I had to live anywhere but a college town, I don't know what I would do! The intellectual stimulation you get with the kind of people we work with—no one is boring.

Aubyn: In my discipline PUC is not the most high prestige academic job to have. So I've often had people say "Why are you teaching at PUC? You've had opportunities to go elsewhere, why wouldn't you go elsewhere?" I've never agreed with them, so I've never felt bad or internalized that [but] it's hard to explain to people, who aren't part of this, all of the other benefits of being part of this community, and what I think many teachers feel is their unique opportunity—their role to play in the lives of young Christian people who are just beginning to kind of figure it out. And have the chance to be one piece of that puzzle as they are putting it together is so stimulating. It's so gratifying to be able to be part [of their lives in] so many different ways. Intellectually. Occupationally. Spiritually. Socially. It's just very gratifying—not to mention people spend millions of dollars to live in the Napa Valley. It's a great blessing.

Kirt: I totally agree. On top of that, the draw for me is I love PUC and now maybe it's not the most prestigious or highest profile, but what's going to be my part in making it prestigious? And what's going to be my opportunity to make it a place where the outside community and the world recognize what we are doing? That's exciting.

Marlo: I'm continually amazed by the quality of what we offer to our students. I mean it is true that we are, in terms of higher education, we are very small fish in a very large pond... But we really do offer something phenomenal for the kids who are here in terms of what they are getting in an education. A lot of people don't realize it because we don't seem prestigious. Yet when you spend time here you realize... I have these moments still where I am amazed by the quality of what we offer for as small as we are. I think it's the Lord's guidance in what we are doing here. And it is true that this is a special place being guided in special ways.

On that note, what are your hopes for your dear, dear alma mater?

Kirt: My first one is that people, not only in the valley here, but on a broader range, know who we are and what we are about.

Maria: I hope that each student we have in our department leaves feeling like they can come back any time. I hope that whatever we represent to them is that safety, that they can come back anytime, and we will be there for them.

Aubyn: I think PUC really is a unique place, even among the Adventist system. And I think it's a precarious place. I'm really hoping and praying that we can maintain this position of being a residential, undergraduate-focused, Adventist community. And there is a lot of pressure—financial and other pressures—that are trying to unravel that and make it more and more difficult to maintain. But in terms of my reason for being here, that's what it's all about. And I think if we can just keep doing what we are doing and not get thrown off the track by this trend or that trend and keep being this student-centered community where we developed these stimulating relationships with each student, then I will be very happy. **VP**

A PLACE LIKE HOME FOR PUC STUDENTS

Sabbath meals with caring families

Larry Peña

WHEN NORMAN AND CAROLYN LOW were students at Pacific Union College in the early 1970s, they fell in love with the Angwin area and hoped to retire there someday. Thirty years later, living in Modesto, Calif., they preemptively bought a small house on the side of Napa Valley's Howell Mountain and began planning for that eventual retirement. But little did they know God had a plan for the house that would take effect long before their golden years.

"From the time we purchased the house, we gave it to the Lord," says Carolyn.

The Lows are a major part of Home Luncheons, a ministry of the PUC Church. The project recruits nurturing families in the Angwin community to host hungry PUC students one Sabbath afternoon a month. And while many homes nearby participate in the project,



Home Luncheon hosts Norman and Carolyn Low, with student Jenn Arizza, '11, center.

the Lows generally draw the biggest crowd for their warm hospitality, spectacular Napa Valley views, and legendary cooking.

"When we have good weather and we can have them inside and outside on the deck, the normal run is 40 [students]," says Carolyn, who knew what she was in for as the mother of two PUC grads herself. "I've had as many as 90 kids. And if you saw our little house, you would wonder how in the world!"

"They're always willing to accommodate more people than expected," says recent graduate Katelynn Christensen, a Sabbath-afternoon regular at the Low home. "And somehow there's always more than enough food!"

Providing a free meal for ninety college students is no small feat for the Lows, especially since they must travel two and a half hours from Modesto with a carload of groceries to prepare the food. In six years of involvement with the program, the Lows estimate that they've missed three or four weekends at most. But they find that their sacrifice is nothing compared to the joy it creates for the students involved.

"What makes home lunches so great is that it bridges the gap between the college students and the community," says senior business major Megan Tresenriter. "It's easy to feel unnoticed in a large church. [Home Luncheons] provides the much-needed fellowship that ... connects the college students with community members who really care about their well-being."

Carolyn notes that many students share their appreciation of Home Luncheons as a safe haven in their busy collegiate lives. "Time and



PUC students enjoying a good meal and a spectacular view from the Low's Napa Valley home.

time again, students will tell me [they're] so stressed during the week. So Sabbath is a time where they can pull away, and when they go to other people's homes they can just really relax and enjoy each other's fellowship, and fellowship with church members."

"It makes you feel like you're a part of a community, part of something bigger," says junior Amador Jaojoco.

But Carolyn admits that there's something that keeps her involved, beyond the altruistic benefit it gives to the students. "When we started this, we just did this to be a blessing to the kids, and I think we are blessed more than the kids," she says. "When you serve, it's like you're the one that's blessed. God just tends to work it out that way. It just grows your faith, and it makes you want to reach out and do more. And He actually creates that passion within you to keep on doing for Him." **VP**

collegenews

Young Students Experience College at PacificQuest

Academic camp for outstanding 7th-9th graders

TWENTY-FOUR OUTSTANDING STUDENTS IN GRADES seven, eight, and nine earned advance college credits and had a preview of college life at Pacific Union College's annual PacificQuest, July 24-29. The program recruits high-performance students from schools across the Adventist system for a well-rounded and challenging academic and social experience. Students came from as close as the Bay Area and as far away as Colorado.

"All of the kids are exceptional—they are academically gifted but also many are artistic," says PacificQuest academic director Aimee Wyrick, a PUC biology professor. "Our students are very athletic as well. Altogether, a well-rounded bunch."

This year's program included a core class and two electives. Every student took a class on biology emphasizing exotic animals, taught by PUC biology professor Bryan Ness. He guided the students through interactions with a variety of unconventional pets, including monitors, tarantulas, and snakes, learning about the science of how they live and what makes them unusual.

PUC business professor Wally Lighthouse introduced the students to the study of business in one of the elective options. In "Business as Usual," students explored the impact of trade and economics on history and culture, researched the value of unexpected commodities, and practiced business principles through

trade-themed games like Monopoly and Pit.

"Learning about trade was more complicated than I ever imagined," says Elizabeth Porco, a sophomore from Pine Hills Academy in Auburn, Calif.

The other elective course was "Creative Writing: Letters to the World," taught by PUC English professor Sara Kakazu. Using the overarching theme of personal narratives, she gave students a chance to develop their imaginations, as well as publish short stories and poetry, write creative nonfiction, and perform in front of their peers.

PUC senior Mark Monterroso, last year's student association religious vice president, offered worship services every morning—the first time in PacificQuest history that a student has held this role.

The program also offered many learning, social, and spiritual opportunities outside of the classroom. One evening a visiting professor from Solano College in Fairfield, Calif., offered a lecture on diversity, focusing on California's large Hispanic community. On Tuesday students competed in an annual Quiz Bowl competition, teaming up to answer college-level questions about topics such as math, science, geography, and art. Almost every student per-



formed in a talent show that featured music, skits, and a student completing a Rubik's Cube puzzle in a minute and 30 seconds. The week wrapped up with the traditional end-of-the-week Luau Pool Party.

Many students are eager to encourage others to experience PacificQuest. "It's a great place and fun things will happen," says Matthew Mizuta, a sophomore from southern California who has attended PacificQuest all three years he has been eligible. "It's a fun way to broaden your horizons and get a feel for college life."



Pioneers Athletics Receives Cal Pac Sportsmanship Award

THE CALIFORNIA PACIFIC (CAL PAC) CONFERENCE OF THE NATIONAL Association of Intercollegiate Athletics named Pacific Union College the winner of the 2010-11 Cal Pac Sportsmanship Award at the annual Cal Pac Convention on Sunday, August 21. The award honors the Pioneers athletic program as the best example of the value of respect in sport.

“We are very honored to receive this recognition from our fellow members in the Cal Pac Conference. We are proud to be a member of a conference that strives to make character such a focal point in our competition,” said PUC athletic director Robert Castillo. “This is a testament to the quality and character of our student-athletes here at Pacific Union College and throughout the Cal Pac Conference.”

The Cal Pac Conference recognizes one institution each year with the Sportsmanship Award. At the end of the season for each sport, the coaches of each college submit their top two choices for the most sportsmanlike team in their respective sport. The institution with the most points at the conclusion of the season wins the award. This is the eleventh year the Cal Pac Conference has granted a Sportsmanship Award.

“Pacific Union College represents all that is right in the Cal Pac, as their student-athletes exemplify the highest standards of sportsmanship as they compete with passion,” said Cal Pac Commissioner Don Ott at the award ceremony. “I’m personally inspired when I see the consensus of the conference recognizing and applauding that core value at PUC. Along with speaking highly for the quality of the team members, it certainly reflects the leadership of the administrators and coaches.”

This is the fifth time Pacific Union College has received this award, and the first time since the 2007-2008 season. Only Simpson University has won more times, with a total of six awards.

Record Turnout for Publication Workshop

ACADEMY STUDENTS FROM ACROSS THE WESTERN STATES LEARNED TIPS FROM design and editing professionals, September 6-8, at PUC’s annual Publication Workshop. This year’s crowd was the largest in the 21-year history of the program, with 26 schools in attendance. Publication Workshop provides invaluable experience for high school yearbook, video yearbook, and newspaper publishers, and for many students is a first step into a lifelong career in publishing or journalism.

“PUC does an amazing job at providing support through the workshops and especially the opportunity to network with each other,” said Stanley Matsuda, yearbook sponsor at Redding Adventist Academy in Redding, Calif.

This year’s program instructors included professors from PUC’s communication and visual arts departments, working professionals in the public relations and student life offices, and upper division design students—some in their first teaching experiences. The program also tapped resources from off campus, including keynote speaker Donna Rooney, who has been a writer for a variety of TV shows and websites; Jesse Duarte, a reporter for the local newspaper *St. Helena Star*; and John Tagamolila, an assistant director with credits including *The Fighter* and *Dear John* and an adjunct professor in PUC’s visual arts department.

Following the workshop sessions on Wednesday, each academy showcased its publications from the previous year, and a panel of workshop presenters evaluated their work and gave awards in several categories. Hawaiian Mission Academy in Honolulu took home the most awards, sweeping all four newspaper categories: excellence in publishing, photography, writing, and layout and design. The local Angwin, Calif. academy Pacific Union College Preparatory School claimed the second most, with awards for yearbook photography and yearbook layout and design.

WASC Renews PUC Accreditation

THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, THE ORGANIZATION that accredits educational institutions in California and Hawaii, concluded a six-year review of Pacific Union College last month, awarding PUC uninterrupted accreditation through spring of 2018.

“This process, while long, was very helpful as we continue to improve student learning at PUC,” said academic dean Nancy Lecourt. “We learned a lot and consider it a growing process.”

That process included two visits by WASC evaluation teams, as well as three rigorous reports on the college’s progress in several areas recommended at the beginning of the review, including strategic planning, financial stability, and student enrollment and retention.

In a letter to the college administration, WASC applauded PUC’s “effective and committed engagement with issues of continuous improvement” and praised PUC’s faculty for maintaining a strong system of self-review, and the college in general for its “commitment to a culture of evidence” in evaluating best courses of action.



Publication Workshop High school photographers, designers, writers, and editors came to PUC to develop their yearbook and newspaper skills, September 6-8.



Family Gathering PUC's faculty and staff came together September 20 to share a meal and unwind before the rush of the school year began.



Foreign Visitor Ukrainian-speaking members of PUC's staff and faculty met with Sergei Luski, director of Ukraine's health ministry (center), when he visited campus.



Fusion Hundreds of PUC's incoming freshmen spent the weekend before school started bonding with each other at a retreat in Northern California's redwood forests.



Korean Camp Meeting PUC welcomed Korean Adventists from the west coast for their annual camp meeting, July 31 - August 7.



The Business Club and Department Pre-Vespers event drew 190 students of all majors. Students ate dinner and had fellowship before going to Friday worship later that evening.



Pioneers Volleyball PUC's volleyball team fought hard but fell short of a win in their season opener against the University of California, Merced, September 22.



PacificQuest Young college-bound students studied biology, business, and writing at PUC's annual academic camp for advanced 7th-9th graders.

Freshmen Move In, With a Little Help



THE RESIDENCE HALLS AT PACIFIC UNION College were a storm of activity Wednesday, September 21, as the year's crop of freshmen arrived on their new campus. Faculty, staff, and many upperclassmen welcomed the new faces to campus, helping the freshmen move into the dorms as a volunteer service known as Porter Power.

"This is great! I wish people had done this for me when I started college!" said Student Association Vice President Jessica Kremer, who transferred to PUC as a sophomore. The entire SA government turned out to assist their new classmates into the dorms and welcome them to the student body.

"Porter Power is a reflection of our very mission at PUC—to live a life of service!" says Lisa Bissell-Paulson, Vice President for Student Services. "Why not put our mission into action from the moment students set foot on campus? Parents love the assistance, students see faculty, staff, and students joining together to help them, and in turn, new students immediately embrace serving others. One good deed really does lead to another."

After settling on campus, the freshmen headed for a campground in the redwood forests for a retreat called Fusion, the freshman orientation program that creates a network of small family groups for their first year. The rest of the student body arrived on campus on Sunday, September 25, with instruction beginning the next day.

A New Year for Pioneers Athletics

THIS FALL IS AN EXCITING TIME FOR THE PACIFIC UNION COLLEGE ATHLETIC PROGRAM. THE COLLEGE WELCOMES new coaches for its men's basketball, men's soccer, and co-ed cross country teams, and introduces its first athletics-based scholarships.

PUC graduate Kirt Brower, '04 returns to coach the Pioneers basketball team for which he played as an undergraduate. In recent years, Brower has taught physical education in the Colton Unified School District in southern Calif., at Robert Louis Stevenson Middle School in St. Helena, and he has coached basketball, baseball, and track and field at St. Helena High School. Additionally, he assisted the University of Redlands' men's and women's basketball teams while completing a master's degree in education.

Bertin Loyola comes to PUC with eight years of coaching experience, having shared his expertise with the men's soccer club at the University of California, Davis, the girl's team at Vacaville Christian High School, and the North Bay Elite Futbol Club in Fairfield, Calif. In his time as a competitive player, Loyola won numerous awards as a student athlete at Vintage High School in Napa, Calif., and received distinction as "Freshman of the Year" at University of California, Davis, where he played from 2003-2006.

Philip Toohey brings deep enthusiasm and a fun, dedicated, and faith-oriented approach to his new role as cross country coach. A long-time adventurer and competitive runner, Toohey participates in the Napa Marathon and San Francisco Half Marathon. He has enjoyed running along the skirts of Mt. Everest and throughout Yosemite National Park, and he has immersed himself in the culture of athletic training. This season, Toohey's hope is to inspire a true love of cross country in students and to emphasize motivation and team spirit this season.

As of this year, head coaches are able to award scholarships of up to \$5,000 to student athletes meeting the department's standards of athletic ability, academic performance, and demonstrated quality of character.

academic highlights

Aimee Wyrick, assistant professor of biology, attended the Geoscience Research



Institute Conference, held in Banff, Alberta, Canada, in August. The theme of the

conference was "Encouraging Faith while Discussing Science/Religion Issues." The conference included two full days of meetings and an optional hike to the Burgess Shale, a world-famous fossil quarry. At the site, Wyrick viewed a number of these well-preserved Cambrian fossils.

Michelle Rai, professor of communication, presented a seminar on interpersonal communication for the staff



of PUC's Discoveryland Preschool in St. Helena, Calif., on June 30. In the seminar, she led the

group of early childhood education teachers in developing skills in nonverbal communication, perception checking, conflict resolution, assertive messages/feeling statements, and responding non-defensively to criticism.

alumninews

Class Notes, Births, Weddings, and In Memory

Class Notes

1940

John McConnell, '43, is active and in good health at the age of 91 and reports that "the doctors scratch their heads over me." John is finally retired after a long career as a teacher at Adventist academies in California and Hawaii, as well as a stint as a researcher developing rocket technology during World War II. His biggest project now is writing a weekly scientifically-oriented devotional that is read by more than 500 email recipients. In the last ten years this has amounted to over 500 essays that can be found at www.morningglorydevotionals.net.

Theodore Fortier, att. '44, found the highlights of his life profiled recently in the *Star-Courier* of Plano, Texas, where he has been a dentist for many of his 83 years. During World War II, Fortier was a member of the famed Tuskegee Airmen, a group of black aviators who were segregated into a flight combat unit to serve the Allied cause. The profile also takes note of a prestigious humanitarian award made to him by the American Academy of General Dentistry.

1960

Betty (Nelson) Waddell, '68, who has spent the past 30 years teaching students in the sixth through eighth grades at Lodi (Calif.) Seventh-day Adventist Elementary School, has retired. "Being able to talk about Jesus is what I love to do," she says of her teaching. Before her long teaching career at Lodi, Betty taught in Adventist schools in Stockton and Fresno, Calif. Her immediate plans for the future include some substitute teaching in Lodi, and traveling. (Lodi *News-Sentinel*)

Jeanne (Blue) Hartman, att. '68- '71, a resource specialist at Empire Elementary School in Empire, Calif., was named the California League of Middle Schools 2011 State Middle School Educator of the Year. "Teaching students in special education means the opportunity to interact every day, and the possibility that this time the lesson might get through," she said at her awards ceremony in February. "You're always looking for those 'aha' moments." Hartman teaches students from kindergarten to eighth grade, responding to each child's developmental level and individual needs as appropriate.

births



► Andrew Pierce Chee-Keong Oei, son of **Grace (Chan) Oei, '99** and **Jason Oei (att. '94-'97)**. Born 4-20-2011.



► Ethan Lee Ko, son of **Edmund Ko, '01** and **Grace (Lee) Ko, att. '00-'02** of Cleveland, Ohio. Born 5-11-2011.



► Austin Nathaniel Comm, son of **Dustin Comm, '07** and **Heide (Hamblen) Comm, '07** of Castle Rock, Colo. Born 5-27-2011.

1970

Darwin Knight, '77, '78, has retired from a 30-year career as a manufacturing teacher at Bandon High School in Bandon, Ore. After earning his master's degree at PUC and before starting his long teaching career at Bandon, Darwin taught at Moro High

School in north central Oregon. With a contractor's license in hand, Darwin says he'll stay in Bandon in his retirement and continue to work with Habitat for Humanity and his church's building program. "I got a call the other day to help build a church in the South Pacific. There are all kinds of options," he says. (Bandon *Western World*)

Anita (Chow) Lui, att. '78-'80, was named 2011-2012 president of the National Auxiliary to the Alumni Association of Loma Linda University School of Medicine. The organization supports the mission service and humanitarian work of the school's alumni, the academic success and welfare of the school's medical students and their families, and the intellectual and spiritual growth of the school's alumni community.

1980

Tony Fiorello, '83, recently became the chief operating officer/chief nursing officer at Kaiser Permanente in Santa Rosa, Calif. Before starting this administrative position, Tony worked for 15 years as an ER nurse while continuing his education, earning a BSN and an MBA. Tony and wife

Going Strong at 100

Pioneering alumna's amazing life



Emily Jane Brown, M.D., '38 celebrated her 100th birthday on June 27, marking an amazing milestone on an already-fascinating life.

After studying at PUC, La Sierra College, and Loma Linda University, Jane began a career as a nurse that led her to service on the battlefields of New Guinea in World War II. Returning home after the war, she decided to change her career path a bit, studying medicine at Loma Linda University

and taking a residency in anesthesiology at White Memorial Hospital in 1953.

Friends and family remark that her strong, independent attitude led her to success as a woman in a career dominated by men. "Most male doctors wouldn't let her into their practice because she was a woman, so she decided to start her own anesthesiology group," says her niece, Nancy Perry. "She always makes good decisions."

Jane has always been lively and athletic, and keeps in good physical shape. Upon replacing her knee in the mid 90s, Jane's doctor remarked that she had the bones of a 30-year-old. A lifelong lover of travel, she has been all over the world, including Antarctica, and led friends on international excursions as recently as 2002. Those who know her describe her as a decisive go-getter who knows how to get what she wants without being rude. In another unique turn in her journey, Jane found love late in life with Jim Corbett, a businessman. The two married after her retirement in the 80s, enjoying 15 years of companionship before his passing.

Always mindful of her background, Jane has been faithful in her support of all three of her alma maters, and even established an endowment at Walla Walla University.

Catherine (Baumbach), '85, currently reside in Santa Rosa. Their daughter Marisa graduated from PUC in '09, and son Aric will begin at PUC in fall '11.

1990

Jolie (Cook) Trogdon, '90, returned to her alma mater as PUC's new controller, the

head internal auditor for the college's financial operations. She began her career in financial administration as a student worker in the college's accounting office as a freshman. After graduation she transitioned into a staff role in that department, later working in information technology and at PUC Prep. She has spent the last several years enjoying the

challenge of home-schooling her three children—one of whom is starting this year at PUC, the other two at Redwood Adventist Academy in Santa Rosa, Calif.

Larry L. Caviness, att. '93, has recently been reelected president of the Southern California Conference of Seventh-day Adventists by constituency representatives of the more than 40,000 members who attend some 130 churches in the conference's territory. The representatives also elected **Harold L. Crook, '76**, long-time principal of Newbury Park (Calif.) Academy as superintendent of the Conference's many schools. (Pacific Union Recorder)

2000

Danny Hopgood, '08, '10, is enjoying his work as a staff nurse and safety coach at the Blood and Marrow Transplant Unit at Cincinnati [Ohio] Children's Hospital Medical Center. His job is to outmaneuver chemotherapy-resistant cancers, autoimmune disorders, and the transplant complication known as graft v. host disease in young children—a role in which he has found his natural sense of humor to be a great asset. He writes, "The best part is when we get to see patients leave with a second chance at life. To look at a kid's lab [results] and see that their [blood cell] counts are stable or that their cell morphology is normal makes everyone here smile." Danny plans to continue his education with the goal of becoming a nurse practitioner.

2010

Jenn Ariza, '11 found a job right after graduation in her hometown of Las Vegas, Nev., working in a clinic as a front desk receptionist. She also volunteers at a local family agency where she is involved

in outreach while receiving mentorship from experienced social workers. She plans to return to school in the next two years to continue her studies in social work. Jenn writes, "The Lord has been placing great opportunities in my path, and I could not be happier! I am happy to be living in Las Vegas again and knowing that I am making a difference. At the same time, I miss PUC more and more every day. PUC played a big role in the woman that I am today, and I will forever be grateful for that. The Lord is really blessing my post-collegiate life, and I am excited to see what else He has planned for me and my future. I would greatly appreciate prayers!"

Your Update Here

► Let us know about your adventures, jobs, and family! Class Notes come from a variety of sources, but we like it best when they come from you.

viewpoint@puc.edu
puc.edu/alumni/news-memories
 707-965-6303

In Memory

Charles Thomas Smith, Sr., '35, former dean of the Loma Linda University School of Dentistry, died April 21, 2011, in Thousand Palms, Calif. He was born March 22, 1914, in San Diego, Calif. Charles leaves behind his wife, Mary Lou; his daughter, Charlyn Ruth Sorensen; stepdaughter, **D. Dween (Sessums) Muse, '80**; son, Charles Thomas, Jr.; stepson, Richard Dwight Sessums; and 11 grandchildren. (Pacific Union Recorder)

Barbara (Andross) Folkenberg, '37, a long-time missionary and an invaluable partner support to her husband, evangelist **Stanley Folkenberg, '38**, died July 1, 2011, in Dayton, Md. She was born Jan. 11, 1917, in Glendale, Calif. After their marriage, Barbara and Stanley set off on a 24-year missionary career that spanned South America and Europe, before returning to the states to minister to communities in California, New York, and Washington. Stanley preceded her in death in 1991, and she leaves behind three children: former Adventist world church president Robert Folkenberg, Donald Folkenberg, and Barbara Jean Folkenberg; five grandchildren; and 12 great-grandchildren.

Robert E. Hopkins, MD, FACS, '41, an ophthalmologist and noted international humanitarian, died April 26, 2011, in Lodi, Calif. He traveled the world providing care to needy communities in Latin America, Asia, Africa, Europe, and Russia. He also spent several years teaching and practicing in India, and Mexico. The Lions awarded him with the Melvin Jones Fellowship Award in 1995 and the Life Member Award in 1998 for his lifetime of humanitarian service. He leaves behind his wife, Rae; their three children, Marilyn Davidian, Larry, and Gary; and five grandchildren and seven great-grandchildren.

Helen L. Popoway-Holiak, '43, died June 6, 2011, in Orangevale, Calif. She was born October 16, 1922, in Harbin, Manchuria, China. In 1951 she completed her medical residency at White Memorial Hospital and began a career as an anesthesiologist in San Francisco and then Los Angeles. In 1968 she changed careers and served the California Department of

Social Services as a MediCal consultant. She was known for her generosity and volunteered in several roles in her church. She and her late husband Joseph traveled extensively in Europe, the Mediterranean, Japan, the Caribbean, and the South Pacific.

Robert H. Shepard, '43, an Adventist academy teacher, died August 1, 2011, in Redding, Calif. He was born September 9, 1921, in Bangalore, India. Robert served at Adventist schools in India and in California at San Gabriel Academy and Loma Linda Academy. His wife Wilma and daughter Cecelia preceded him in death.

Pansy M. (Luchessa) Johnson, '48, a long-time nurse in California, Nebraska, and Washington, died March 28, 2011, in College Place, Wash. She was born May 20, 1923, in Gilroy, Calif. Serving for years as Walla Walla (Wash.) University's school nurse, Pansy was a great friend of students and was noted for her hospitality in welcoming them into her home. Pansy leaves behind her husband, Melvin; a half-brother, Glenn Bowen; two sons, Roger and Lee; a daughter, Melva Lou Johnson; and three grandchildren and several nieces and nephews.

Helen Marjorie (Johnson) Bornhauser, '48, who served at Pacific Union College as a teacher, as a missionary in Hawaii, and as a nurse, died February 20, 2011, in Tehachapi, Calif. She was born on December 17, 1922, in Kusa, Okla. Helen leaves behind her husband, Paul (died 4 months later, see Paul Bornhauser); her daughter, Jeannie Joham; her son, Dan; four grandchildren and four great-grandchildren. (Pacific Union Recorder)

Abda Elvira Rosado, att. '48, died April 13, 2011, in Ukiah, Calif. She was born on February 28, 1915, in Salinas, Puerto Rico. She leaves behind her husband, Manuel; her daughter, Irma Turner; her son, Edgar; four grandchildren and six great-grandchildren. (Pacific Union Recorder)

Carl Coffman, Jr., '50, a Seventh-day Adventist pastor and teacher, died July 4, 2011, in Battle Ground, Wash. He was born on May 9, 1922, in Los Angeles, Calif. Carl was a veteran of World War II military service in Iceland. After his retirement from teaching, Carl taught religion classes at PUC on a contract basis for 11 years. He also taught at Andrews University, where he was awarded an honorary doctor of divinity degree. Carl leaves behind his wife, Virginia; his daughters, Carol Christensen and Linda Fannon; a sister, Virginia Anderson; five grandchildren and 15 great-grandchildren. (Napa Valley Register)

James N. Lee, '50, a retired Seventh-day Adventist pastor, died April 22, 2011, in Sun City, Ariz. He was born January 28, 1920, in French Camp, Calif. James leaves behind his wife, Jo Ann; his daughter, Bonnie Barnhart; his son, Melvin; stepsons Charles and David Harness; stepdaughter, Connie Soderberg; nine grandchildren and nine great-grandchildren. (Pacific Union Recorder)

Paul A. Bornhauser, '52, who was a Seventh-day Adventist pastor in Hawaii and elsewhere in the United States, died June 6, 2011, in Tehachapi, Calif. He was born March 1, 1918. Paul's wife Helen preceded him in death, and he leaves behind his daughter, Jeannie; his son, Dan; four grandchildren and four great-grandchildren.

Yvonne E. (Roth) Hilgert, '45, died August 16, 2011, in Charlottesville, Va. She was born March 29, 1925, in Geneva, Switzerland. A scholar and a world traveler, she was at various times a librarian and teacher at the Adventist Theological Seminary in Washington, D.C.; Philippine Union College in Manila, the Philippines; the University of Basel, Switzerland; Andrews University in Michigan; and McCormick Theological Seminary in Chicago, Ill. She was also a consultant to the American School of Oriental Research in Jerusalem. She leaves behind William; her brother, Ariel Roth; her sisters-in-law Laverna Steinert and Willa Hendrick; and many nieces and nephews.

Wilma Louise Owen, att. '52- '68, a retired teacher who taught at schools in four California cities, died June 4, 2011, in Bonners Ferry, Idaho. She was born January 30, 1922, in Oklahoma. Wilma leaves behind her husband, Max; and nieces Lynda Blumberg, Mary Medeiros, and Sherlyn Jacobs. (Pacific Union Recorder)

Rose M. (Merrill) Bergin, '66, a former secretary and teacher, died July 26, 2011, in Napa, Calif. Rose leaves behind her husband, Jack; her daughters, Judith Walsh and Patricia Fifield; her son, Michael; 15 grandchildren and nine great-grandchildren. (Napa Valley Register)

James Anderson, '71, a general contractor and owner of Anderson Construction, died June 13, 2011, in Napa, Calif. He was born in 1958 in Lincoln, Neb. After studying education at PUC and San Francisco [Calif.] State University, Jim switched careers and pursued a passion for residential architecture and construction, starting a general contracting company that has served the

Napa Valley for nearly 30 years. Jim's wife of 40 years, Beverly, preceded him in death, and he leaves behind his daughters, Ingrid and Ursula Anderson; his sister, Rebecca (Anderson) Archey; and a handful of nieces, nephews and cousins.

Jayne E. (Gerard) Bauer, '74, died July 31, 2011, in Anchorage, Al. She was born December 5, 1951, in Loma Linda, Calif. Jayne was a lover of travel and exploration, and friends note that while traveling she would often be planning her next trip in advance. She leaves behind her husband of 25 years, Daniel; children, Melissa and John; stepchildren, Amy, Daniel, Michael Bauer, Jacquelyn, and John; 13 grandchildren; her parents, Bernard and Evangeline Gerard; and siblings, Mike and Jolene.

Suzette (Stanley) York, '83, who was principal of Memphis Junior Academy in Tennessee, died August 10, 2011, in Memphis, Tenn. She was born on April 18, 1962, in Red Deer, Alberta, Canada. Suzette taught in Adventist schools for nine years in Canada and was a teacher at Memphis Junior Academy from 1996 until 2001. She returned to the school in 2008 to serve as principal and teacher. Suzette leaves behind her husband, Lesley. (News wire services.)

Rolland H. Howlett, who was foreman of the composing room of the PUC Press from 1974 until his retirement in 1980 and taught English-as-a-Second-Language and French for three and a half years, died June 9, 2011, in Angwin. He was born in Danville, Mich., on February 10, 1915. A Seventh-day Adventist educator, Rolland served in Vietnam, Singapore, Haiti, Kenya, at Monterey Bay [Calif.] Academy and Sandia View [N.M.] Academy in the U.S., and in Puerto Rico where he was president of Antillian

College. He leaves behind his daughters, Louise Driver and Pat O'Neil; five grandchildren and four great-grandchildren.

Gerry E. Thompson, a member of the Pacific Union College Board of Trustees from 1990 to 2002, died June 19, 2011, in Roseville, Calif. He was born on June 30, 1929, in Hotchkiss, Colo. He leaves behind his wife, Eunice; his daughter, Becky Evans; his sons, Ron and Greg; his sister, Beryle Marah; his brother, K. Don Thompson; and seven grandchildren. (Pacific Union Recorder)

Correction: In the last issue we incorrectly published the obituary of John W. Scott.

John P. Scott died February 10, 2011, as noted, but he was a building contractor and not affiliated with Tulane University. Also, he was born in La Junta, Colorado, not La Junta, California. He did not attend PUC, but was married to **Edith (Gallion) Scott, '39**. John W. Scott, M.D., '69, is alive and well, teaching clinical pathology at Tulane University Medical School.

Remembering Friends

► In Memory is our opportunity to honor and remember fellow alumni. Currently, we receive obituaries from various sources and information may not always be complete. Family members with obituaries or information can contact the Alumni Office; the names we receive are also read each year at Homecoming.

alumni@puc.edu
puc.edu/alumni/news-memories
707-965-7500

leave a legacy

They Even Put it in the Bank for Me... PUC Charitable Gift Annuities



Herb Ford, '54 has been a PUC professor and director of Advancement.

That's right—PUC deposits the payment from my Charitable Gift Annuity investment in my bank, automatically. And what's so good about it is that I'm earning a rate far higher than a CD would bring, and at the same time I'm helping PUC provide the kind of Christian education I received.

Here's how it works: I handed the college \$20,000. In return the college guaranteed me that I'd receive a 6.4 percent* return on that amount for the rest of my life and the same for the rest of my wife's life. And I could take some tax deductibility just for doing that, and a part of each

of my quarterly payments is tax-free income. Then when my wife or I no longer need any money, whatever remains of that initial \$20,000, plus any growth, becomes a significant gift to "Dear Old PUC."

Talk about something you can count on—my investment is guaranteed at the rate it started out at 6.4 percent*. So while it will never go up, it will also never go down. No worry about what the stock market does, my rate will always be the same—guaranteed.

Maybe you can, but I can't think of a better investment than that. Of course I could have invested \$5,000, or \$50,000, or \$500,000 in this plan if I had wanted to (and had those larger amounts), but \$20,000 suited me just fine. It was \$20,000 that wasn't going anyplace in CDs, and at my age it certainly wasn't going into mutual funds or other iffy securities. And right along I'd always wanted to do something kind of special that would help PUC, so it was natural to go this route.

If you're a 65 years old or more, why don't you give Eckhard Hubin at the college a call at 707-965-6596 and ask him to prepare and send you an analysis for this kind of investment, for whatever amount you feel best? It won't cost you a dime to look at the figures.

* Your rate may vary.

For more information on wills, estate plans, and other types of planned gifts, please contact Eckhard Hubin at the Office of Planned Giving.

Office of Planned Giving
plannedgiving@puc.edu
www.pucplannedgiving.org
Local: 707-965-6596
Toll-free: 1-800-243-5251

back in the day



1956



1962



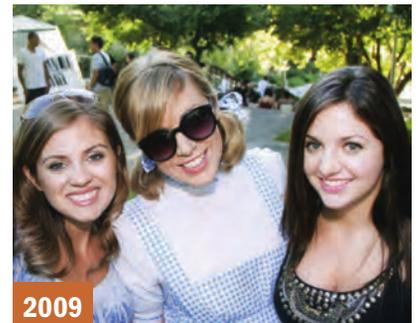
1968



1985



2000



2009

Welcome Back! Kicking off the school year

September is always a bittersweet time for college students. The summer is ending, but a new year of adventures and opportunities is beginning. You're saying goodbye to home but hello to friends and classmates.

At PUC, that transition has been marked in different ways through the generations. In earlier years it was the crush of registration day in the gymnasium. More recently that first hectic gathering has been replaced by the Welcome Back party. But however you began your school years at PUC, and whether the experience was more bitter or more sweet, one thing is certain: there's excitement in the return to campus.

1956

Eager fans cheer their classmates from the sidelines of a thrilling back-to-school baseball game.

1962

Students lining up for registration were astounded by a new piece of processing equipment—an IBM computer terminal.

1968

Anxious crowds of students jostled to their major stations for the hectic ritual of registration day.

1985

Musical knees was a classic way to meet people of the other gender at the Get Acquainted Party.

2000

Nothing breaks the ice like an awkward game of Twister. Bruce Chan, '00 (left), and Juan Perla demonstrate.

2009

Jeracho Bryan, Stephanie Ward, '11, and Kaitlin Frank, '11, at a Wizard of Oz-themed Welcome Back Party.

What's your memory?

viewpoint@puc.edu or online at www.puc.edu/alumni/share-your-memories or by post to ViewPoint Editor, One Angwin Avenue, Angwin, CA 94508

the interview

Looking Forward to College



Academic Stars (Left to right) Lauren Chang, Matthew Mizuta, and Elizabeth Porco are three-year veterans of PacificQuest.

“You learn a lot of new things and you make really good friends. It’s a fun way to broaden your horizons and get a feel for college life.”

Each summer Pacific Union College hosts PacificQuest, a challenging academic camp for seventh-, eighth-, and ninth-graders that gives them a preview of college life at PUC. Academy administrators invite the most advanced students from their schools to apply, and the best and brightest from these applicants experience a sampling of college courses. Attendees are rewarded with a unique learning experience, as well as a one-unit head start on their college education at PUC.

This July we spoke to three PacificQuest students, all of whom are high school sophomores and have attended each year they have been eligible. They are Lauren Chang and Elizabeth Porco from Pine Hills Academy in Auburn, Calif., and Matthew Mizuta from West High School in Torrance, Calif.

How did you first hear about PacificQuest, and what made you decide to come?

LC: The receptionist at school told us about it and had us apply. I was excited to be challenged academically and to meet other kids who are kind of like me.

EP: I had some cousins who were coming, and they told me I should come too. We’re a really tight family.

What do you think of PUC?

LC: I really like it here. It’s really pretty and a nice campus.

MM: It’s a fun school! It’s really nice. The view is beautiful, and the air is really nice too.

What’s the most interesting thing you’ve learned this week?

LC: I learned a lot in biology about the animals. We got to hold them, so that was pretty cool.

MM: I’ve learned that tarantulas aren’t scary, and that they can poop on your hand.

What’s the most challenging thing you’ve learned this week?

EP: Probably trading. It’s a lot more complicated than I ever expected.

MM: Probably in the creative writing class, learning how to write dialogue correctly. I’ve always been bad with dialogue in my writing.

What advice do you have for students who are thinking about coming to PacificQuest?

EP: Just come! It’s really fun and you learn a lot. You get to meet new people who go to different schools, and then later you get to see them again.

MM: Don’t be nervous. Just go into it with all you’ve got. The first year I was really shy, and I didn’t have as much fun as I could have. But when you go there, just make new friends. It’s a great place and fun things will happen.

Why do you think students should check out PacificQuest?

MM: You learn a lot of new things and you make really good friends. I still talk to a couple of people over the school year. It’s a fun way to broaden your horizons and get a feel for college life.

What are your plans for the future?

LC: I’m thinking I want to be a doctor. I’m not sure what kind, but I want to go into the medical field.

MM: I want to become a researcher in a medical field.

What do you think college will be like? Do you have any expectations?

LC: Probably a lot harder work, but less classes than in high school. More choices, I guess. More flexibility too.

EP: I think it will be more busy, maybe a little more stressful. But hopefully I can just pace myself and get through it.

my viewpoint

Seventh-day Awesome

A question has been floating around our fair church in the last few generations: “Why be Adventist?” This responds to a fear that the Adventist faith has lost its relevance or that some demographic (usually “young people”) are leaving the church in droves and need convincing to stay.

However, a recent *USA Today* headline read, “Adventists’ back-to-basics faith is fastest growing U.S. church.” Closer to home, PUC has seen a rash of baptisms. The question, “Why be Adventist?” suddenly has an uncharacteristically positive spin to it. For growth like that, *someone* must think that being Adventist is, well, awesome. So I propose a better question: “Why is being Adventist awesome?”

God is still speaking. One of the most intellectually satisfying perks of being an Adventist is progressive revelation. Instead of being fenced in to a crystallized picture of truth, humans constantly learn more and more about God.

People who love you. The Adventist church takes the basic Christian ideal of community and upscales it via the world church. As cool as it is to experience a loving Christian community on a local level, it is downright awesome to encounter it all over the world.

God invented sex. Although Adventism’s focus on the unity of body and soul usually describes the state of the dead, the living can enjoy the concept as well. Because the two parts are one entity, sex has a spiritually harmonious place in life through the gift of marriage. This idea of holism extends to every aspect of life, making it a spiritual act to take care of the body through diet and rest. The payoff is awesome: longevity, energy, and an enjoyment of life.

Hope. Ever since Christ ascended, Christians have been waiting for Jesus’ return. Some have become obsessed with watching for the signs of His coming. However, no one needs to obsess because when we die, we all sleep until Christ comes. Whether it’s the end of time or not, the Adventist message remains urgent and relevant because death is as unpredictable as the time of Christ’s coming. Whatever times you live to see,

you still have victory over death and the hope of seeing Jesus at the end.

Answers. Why do terrible, evil, or unjust things often happen to good people? A uniquely beautiful yet oft-neglected doctrine addresses this problem. After Christ’s coming, we have a thousand years to ask these heart-wrenching questions and receive an answer more satisfying than many of the excuses well-meaning people give whenever a disaster happens.

Logic. Adventism has a wonderful internal logic and external coherence with the Bible that is hard to find anywhere else.

Ellen White. For many reasons, Ellen White’s life work remains a legacy to be celebrated rather than an embarrassment to be hidden. For starters, she is one of the world’s best-selling female authors. She was a brilliant Biblical scholar who took difficult concepts and put them in beautiful Victorian prose. If that weren’t enough, her messages from God actually check out with the Bible and have become an inspiration to millions.

Forgiveness. Much of recent Adventist theological development deals with how we are forgiven. Most of the Christian world believes in the one-time forgiveness Christ won on the cross. Adventists have bonus forgiveness in the form of a Christ who continues to apply that forgiveness as our go-between with God. Although you will never stop sinning, Christ will never stop forgiving.

A Day of Hope. The Sabbath means rest for the body, rest for the soul, justice for the oppressed, healing for the sick, time for busy families, and a weekly date with God. A whole day of awesome.

Progress. Like any community composed of human beings, the Adventist church has had its internal tiffs and struggles. Fortunately, history shows an ability to set these differences aside enough to stay together as a group. It progresses towards a deeper understanding of the variety of perspectives the world church carries. Even though we may disagree with each other, we can still worship together and find meaning.



Jillian Spencer, '11, developed the idea for this article as part of her senior thesis, “Ten Reasons to Stay Adventist.” She is working on a full-length book based on her thesis for eventual publication

“A question has been floating around our fair church in the last few generations: “Why be Adventist?” I propose a better question: “Why is being Adventist awesome?””



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