

Recorder



Annual Education Issue

Adventist Education 101

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My Favorite Teacher

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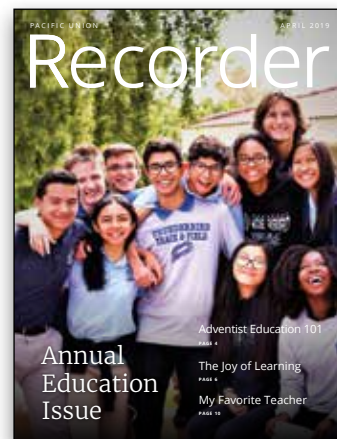
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Our 2nd Annual Education Issue celebrates our Pacific Union Conference Schools with the secondary theme of “Joy,” one of the Fruits of the Spirit named in Galatians 5.

The joyous faces of students from Thunderbird Adventist Academy grace our cover—and represent the thousands of students in the schools across our union.





Adventist Education 101

Introduction to Joy

BY RICARDO GRAHAM

Isaiah 55:12 states, “For ye shall go out with joy, and be led forth with peace” (KJV). I often think of this text when I reflect on my life and the way that God has led me “with joy.” One of the most important turning points in my journey relates to my experience with Adventist education as a young man. The simple, joyful statement is this: I am a Seventh-day Adventist today because of three pivotal, life-changing years I spent in Adventist schools in Detroit, Michigan.

Those three joyous years shaped my life—grades 7 to 9. As a young man I experienced the love and care of teachers who were interested in me personally. They demonstrated that care from the first day I attended, not just in general but also in spiritual terms. Through their leadership, I made a decision to join the Seventh-day Adventist Church and was baptized at age 14 by Elder Calvin Rock at the City Temple church in Detroit. I have never regretted that decision, and I

will always be appreciative of my teachers. I see in that experience that I was being led *with joy!*

I am one of many who pray for our schools every day. I pray for our students, and I pray for our teachers. And I know that I am just one of thousands of believers who include our schools, students, teachers, and school leadership in their prayers each day. If you are in one of those categories—if you are a teacher or administrator at one of our schools, if you are a board member or volunteer, if you are a student at any level in any school—the saints are praying for you and your success. This is also part of being led with joy.

In 1 John 4:16 it says, “God is love. Whoever lives in love lives in God, and God in them” (NIV). This is the joyous truth that all our teachers know. It is the foundation of every lesson plan, every lecture, every experiment, and every homework assignment. “God is love” is the foundational truth for all of our teachers.

Our teachers also know the text in Genesis 1:27 that says, “So God created man in his own image” (KJV). First, they know that God is love, and then they know that their students are created in God’s image. They believe that the young lives they are shaping are in fact the handiwork of God Himself—and not just as a part of God’s creation but in the very image of God!

Knowing those two things can unleash great joy and provide courage and direction for our teachers. They know that God’s love is not small, not timid, and not motivated by fear. Ellen White wrote, “Love to Jesus will be seen, will be felt. It cannot be hidden. It exerts a wondrous power. It makes the timid bold, the slothful diligent, the ignorant wise. It makes the stammering tongue eloquent and rouses the dormant intellect into new life and vigor. It makes the desponding hopeful, the gloomy joyous” (*The Review and Herald*, Nov. 29, 1887).

And in the *Youth’s Instructor*—to our young people—she wrote, “Where love exists, there is power and truth in the life. Love does good and nothing but good. Those who have love bear fruit unto holiness, and in the end everlasting life” (Jan. 13, 1898).

It is with such confident, joyous ideals that our teachers stand before their students determined to demonstrate the love of God, illuminate the graceful and accepting character of God, and teach what it means to be the children of God.

In classrooms across the Pacific Union, our teachers proclaim that being loved by God means that you can approach God directly, as a friend. They believe and teach that when you open your life and heart to God, He will listen and respond to your needs.

Our teachers take seriously the conviction that being made in God’s image means that no aspect of life should be overlooked—that grace is wholistic and transformative. Talents should be used and opportunities pursued. More than that, teachers know that God calls on them to create opportunities for learning, discovery, and mastery that challenge young minds and create confidence and strength in their students.

Our teachers commend to our students the com-

munity of believers who recognize that God loves them and who respond to that love as children of the Most High—and they invite our young people to become believers themselves. They demonstrate that in our learning communities, we are not just teachers and students and classmates, but brothers and sisters—embraced by a loving Father in the family of God.

All of those who take up the work of education in our schools show that it is through service that we best understand and demonstrate the character of God. And they impart this love of service to our young people. Think about how many hours our teachers spend with their students! In those hours together, our teachers embody the love of Jesus Christ Himself. They teach our students the story of Jesus serving His disciples by using His hands to wash their feet. They introduce the Savior who said, “I am among you as one who serves” (Luke 22:27, NIV). Fledgling young believers often become young disciples, and in our classrooms and schools the community of Christ’s followers become the community of God’s love and care.

Perhaps most important of all, our teachers know and teach that all of these things are a witness to the saving grace of Jesus Christ and a testimony to the God who loves us and wants only our good. This was the experience I had when I was a young student in Detroit. This is what opened the pathway to transformation in my own life. And this is the joyous pathway that is tended each day in the schools of the Pacific Union.

If you are a teacher who is reading this, allow me to make this declaration: You are the hands and feet of Jesus! You are the embodiment of the message of grace—and your ministry is transformational and enduring. Thank you! We are praying for you and for your ministry. We know that through your work, and through the ministry of Christian education, character will be shaped for eternity, talents will be nurtured, skills will be imparted and developed, and minds will be awakened! Through your work, our young people go out with joy and are being led forth with peace. ■

Ricardo Graham is the president of the Pacific Union Conference.

The Joy of Learning

BY BERIT VON POHLE

One of the most exciting times of any school year is graduation. It doesn't matter if it is pre-school or graduate school; it is a time of special celebration. Communities are gathered together, the regalia is colorful, and the atmosphere is charged with a sense of accomplishment.

As important as these milestones are, the real joy of learning takes place every day in classrooms across the Pacific Union. Children learn to recognize “their” letter—the one that begins their first name. Reading becomes a favorite subject. But then reading becomes more than a favorite subject when it becomes a way to connect with a group of senior citizens through an outreach activity.

Students experience a teacher who makes the subject matter real to them. They experience a teacher who provides the opportunity for small successes and thereby instills in them a sense of confidence. That confidence is strengthened when they overhear the math lesson being taught to the upper grades in the same classroom and realize that they understand the concept. Hearing the story of Joseph in the Bible prompts one first grader to share that they learned that “if you have a hard time, you can just believe in God and yourself and you can get through it.”

The academically prepared teacher finds a way to make the natural world amazing in a science classroom. And the nurturing Bible teacher challenges the students to think more deeply than they believed they could.

Ever seeking an innovative approach, a teacher leads students to discover the joy of problem solving when they realize they could use a plot of land near their classroom for a garden. Learning about what to plant, how best to cultivate and tend to the plants, and when to harvest result in the joy of being able to provide food for the community.

The joy of learning happens daily in classrooms where teachers and students develop relationships. When teachers know their students individually, they can adapt lessons to the needs of each learner. Students have the opportunity to apply what they learn in collaborative maker spaces—to show what they've learned through newspapers and magazines, brochures, stories, picture books, posters, murals, websites, podcasts, PowerPoint presentations, interviews, oral histories, models, diagrams, blueprints and floor plans,

plays and role-plays, mock trials, photographs, paintings, songs, surveys, graphs, and documentary videos. Students have choices and recognize the fun in their projects.

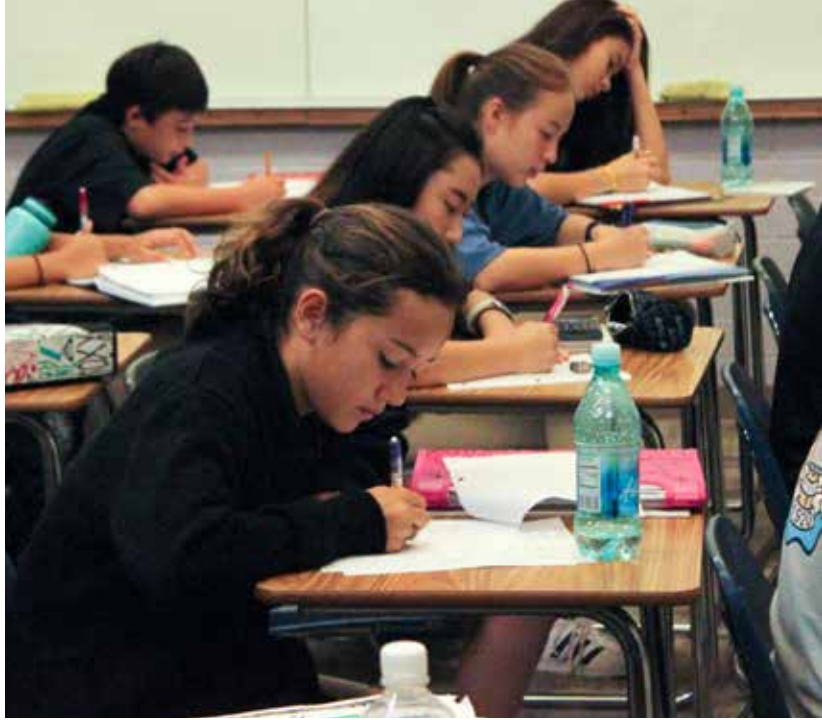
The joy of learning in Adventist education isn't limited to the students. With access to ongoing professional development, teachers and principals are also exposed to confidence-building experiences. Teachers being trained in the implementation of new curriculum are shown new methods and approaches for teaching. They make connections with others teaching the same grade level and use a variety of ways to stay in touch, even when they might work in a more remote school.

When the curriculum training involves a new approach to teaching Bible, the joy of learning goes even deeper. Teachers also experience the deep joy of spiritual learning. In this setting, teachers can reflect on their own experiences and plan for teaching the students in their classrooms as well as mentoring other teachers.

School leaders experience the joy of learning as they work on advanced degrees. There is an opportunity to network with other school leaders, to understand and use educational lingo, and to make plans for how to implement learning principles for the benefit of the students and teachers. While there is great deal of work involved in getting to that colorful regalia, the joy from the hours spent in research comes when the graduate knows that the findings will benefit teachers seeking to provide a joyful learning experience for their students.

Joy is intrinsic to the educational process. It is with joy that we celebrate the success of our students. Joy is the anchor for our appreciation of our institutions and schools. Joy is found in our classrooms and in the relationships our teachers forge with their students. We note with joy the way in which our teachers and school leadership pursue opportunities for personal growth and development. Joy comes from knowing that we share in the work of Jesus and that God blesses our endeavors. Throughout our system of schools in the Pacific Union, by God's grace, we experience anew each day the joy of learning. ■

Berit von Pohle is the director of education for the Pacific Union Conference.



THE JOY OF TEACHING: How Teachers Know

BY RAY TETZ



Arranged in a semicircle on the floor, with the teacher seated in a chair in front of them, the kindergarten students are listening to a lesson about beavers. Specifically, about beavers' front teeth—how they always keep growing, making it important for beavers to keep gnawing.

This is too much information to let pass unnoted; hands go up around the circle, and one by one the children are encouraged to share what the story has prompted in their eager minds.

There are questions about beavers, references to pets and

their names, excited reminders that someone's tooth is loose and about to fall out any minute—and a solemn demonstration of that very tooth being wiggled.

One child—Giovanni by name—is excitedly waving his hand and can hardly wait to be called on. When that moment comes, it turns out that he doesn't want to talk about beavers or teeth at all. He wants to talk about process. "Teacher," he asks, his face a combination of wonder and amazement and curiosity, "How do you KNOW all this stuff?"

Later on, when the teacher is

telling the story to her husband and friends, it is Giovanni's face and voice that she tries to recapture in the way she tells it. It is his eagerness and openness that has created her own sense of wonder and amazement at the process of learning. The cycle is complete; she has been Giovanni's teacher, and in turn he has become hers. And tomorrow it will happen all over again.

Ask teachers why they teach, or what is most important, or how they know they are spending their lives in the best possible way, and a certain intensity creeps into their faces.

There is wonder in their voices. Their eyes sparkle with amazement.

"What I love about teaching is the moment when a student gets the concept. You can see it click in their mind," says Matthew Payne, sophomore and junior English teacher at Glendale Adventist Academy.

Adds Fernando Rossi, chaplain and Bible teacher at Newbury Park Adventist Academy, *"I love the interaction with the kids. I love being able to be part of their lives."*

Robert Hicks, 7th and 8th grade teacher at Las Vegas



Junior Academy, echoes the same theme, *"What I like best about being a teacher is connecting with the young minds. I love being a part of their growth process and communicating with them."* As does Sara Filippis, teaching principal at Echo Ridge Christian School: *"What I love most about teaching is that I am rewarded every day. The students remind me why I do what I do. Just seeing their growth each day is a huge blessing to me."*

Some teachers knew from the start how they would spend their lives. As Justine Leonie, principal at Napa Christian Campus of Education, explains it: *"I was born wanting to teach. I have an enormous amount of energy. I get bored really quickly, and I knew from early on that I would have to find a profession that didn't involve staying still for long periods of time, sitting behind a desk, or in meetings. I knew teaching and working with children is a job that many of my family members do, and I knew that would be good for me."*

Other teachers claim the impact of good teachers on their own lives as the impetus for wanting to teach. *"I was a senior in academy and I had a couple of very influential teachers in my life. I was kind of a wayward kid, just sort of floundering, struggling, not knowing exactly what I was going to do,"* says Matthew Jakobsons, administration, Sacramento Adventist Academy. *"But I had a couple of important people in my life who were huge influences on me. I had a turning point where I said, 'I'm going to do this same thing for somebody else.' That's when I knew. I didn't know exactly what I was going to teach, but when I was 17 years old I said, 'I'm going to teach; this is what I'm supposed to do.'"*

Teachers and administrators in Adventist schools also recognize the unique opportunity they have to live out their own Christian faith in their classrooms and work. *"If you have the love for kids, I think it's the best job in the world. I just think there's not another job where you can see on a yearly basis that you're making an impact on a human being's life, or on a whole class of lives. Where you can see that you're making an impact, not only academically, but socially, spiritually, in their lives. Having that knowledge is so rewarding to an educator,"* explains Clayton Koh, vice principal at Loma Linda Academy Elementary.

"I want the kids to be exactly who God wants them to be," says Sheldon Parris, principal at Newbury Park Academy. *"And God has a plan far beyond my imagination, far beyond anything that I can plan for them, far beyond what they can plan for themselves. I want them to reach their full capacity in being the best individuals that they can be under God's tutelage. I want them to be successful, and I want them to be able to help each other and have an impact in the world that God intended them to."*

In the end, as it is for every person who has taken on the mantle of ministry as their life work, it is all about Jesus. *"I wake up every day excited about going to school. And I love the opportunity to have an influence over what happens, what takes place, how things are taken care of. Even the issues and challenges. I love being able to have that opportunity,"* says Jeff "PJ" Deming, principal at Monterey Bay Academy. *"I want the kids to see Jesus. I want the kids to have an opportunity to see how real Jesus can be. I want them to see how He impacts their world. Not just in the classroom, and not just at Sabbath School or church, but in a day-to-day environment where He is tangible, where He is available to them." ■*

Ray Tetz is the director of communication and community engagement at the Pacific Union Conference.



My Favorite Teacher Called Me Conchita...

and Other Stories of Some of Our Favorites

Other than parents, there is probably no better influence on a young person's life than a good teacher. Good teachers motivate, educate, inspire, encourage, mentor, and empower their students to learn, grow, and fulfill their God-given potential.

Ellen White said it best: "This is the work that devolves on every Christian teacher. There must be no haphazard work in this matter; for the education of the children requires very much of the grace of Christ and the subduing of self. Heaven sees in the child the undeveloped man or woman, with capabilities and powers that, if correctly guided and developed, will make him or her one with whom the divine agencies can co-operate—a laborer together with God" (*Counsels to Parents, Teachers, and Students*, p. 197).

We have gathered seven stories of some of our

favorite teachers—unsung heroes who exemplify the very best of the Christian teacher.

Of all the teachers I have had, perhaps my favorite was Mr. Bobby Lewis. He taught the seventh and eighth grade classes at the Berean church school, operated by the City Temple church in Detroit, Michigan. Two teachers left us that year. Maybe it was the challenge of trying to teach a real interesting group of kids. But then Mr. Lewis showed up and "tamed" us, calming us down so that we could actually learn.

In a word, he was cool, and that was important to us city kids. He dressed like someone from an Ivy League, and he was just cool. It's hard to explain, but he talked to this group of rowdy kids in a way that we understood. He related to us well. He had funny sayings. For instance, when we were getting a

bit boisterous, he would say, “At ease, disease; there’s a fungus among us.” And, with corporal punishment still acceptable, he would say, “You’re sailing for a wailing” to caution us that we were pushing the limits with our behavior.

But with all his coolness, we knew that he loved Jesus. We could tell—and not just because he was a Seventh-day Adventist teacher. We could tell by the way he talked about Jesus in our lessons. We could tell that he cared about us. We flocked around him after church on Sabbaths, and when we missed church, he would ask why on Monday morning. We knew he was inter-

influence on a person’s life, but Mr. Bob Calkins’ classroom and his steadfast style was exactly what I needed as I navigated high school.

I have many great memories of Mr. Calkins and his quiet and calm teaching style. He was a man that knew everything, and that meant everything to a young man who really had no clue what he was doing in a garage. Mr. Calkins was someone you could always depend on and someone who had faith in me. You could tell that he had a passion for what he was doing and possessed a genuine concern for the students. A teacher who can inspire students to want to learn,

“
A TEACHER WHO CAN INSPIRE STUDENTS TO WANT TO LEARN, TO TRY SOMETHING NEW, AND TO GIVE IT THEIR ALL IS AN EXAMPLE OF CHRIST’S LOVE FOR OTHERS IN ACTION. ”

ested in us beyond the classroom lessons.

Mr. Lewis passed away a few years ago; I didn’t get to go to his services, but I will never forget him. I will be looking for him in God’s eternal kingdom. I am sure he will be there worshipping and praising God with the rest us—all saved by the grace of God.

Ricardo Graham, president, Pacific Union Conference

One of my favorite teachers, an individual who made a great impact on my life, was my shop teacher at Rio Lindo Academy. I know you don’t always hear of a shop teacher being a big

to try something new, and to give it their all is an example of Christ’s love for others in action. The impact Christian educators have on forming the adults we become should not be underestimated and has such value to His Kingdom! I thank all the great teachers that led me to the Lord!
Stephen Mayer, treasurer, Pacific Union Conference

My third grade school year (1965-66) began in an unusual way. The enrollment at La Sierra Elementary was so large that there wasn’t room at the school for all of us. Two classroom groups were provided space in



the Sabbath School rooms at the La Sierra University church, just up the street from the school. We started the year with a substitute teacher because the newly hired teacher had not yet arrived in the area. But what an incredible experience it was when Mrs. Ardith Trubey arrived in our Junior Sabbath School/Grade 3 classroom!

We fell immediately in love with Mrs. Trubey. She wasn't much taller than we were, and maybe that made her seem more accessible. She was so genuinely caring of each of us and had a way of nurturing us on both good days and bad days. There was an expectation that we would do our very best. Mrs. Trubey reminded us that the small things were as important as the big things (especially on a spelling test). Mrs. Trubey modeled an attitude of flexibility as well. Every Friday, all of the desks in our classroom were removed and stored until Sunday when they were returned. This meant that all schools supplies and textbooks had to be put away at

the end of every school week.

Probably the most memorable trait was that Mrs. Trubey fostered leadership, even in third graders. She concluded our study of California history by having the students present an evening of entertainment for our parents. We were afforded the opportunity to conduct the music and participate in ways that seemed appropriate to each of our talents. My relationship with Mrs. Trubey continued for many years. What a difference she made in my life!

Berit von Pohle, director of education, Pacific Union Conference

One of my favorite teachers was Milton Wheeler. Mr. Wheeler taught music and woodshop during my 7th- through 10th-grade years at Escondido Jr. Academy. In those early years I probably didn't appreciate the professionalism and demand for excellence that became a critical part of my current appreciation, now that I'm an adult. The need to continue



hand sanding a shop project until the wood was as smooth as glass wasn't the most fun activity of my immature youth. But it played a significant part in shaping my character and helped me realize that always doing my very best is of utmost importance.

He had a subtle but definite influence on my development of a variety of lifelong interests. The enjoyment of quality music, high-fidelity stereo equipment, woodworking, sports cars, and classic cars are just a few of the areas of interest he has that also became of interest to me. And now, after more than 50 years, our relationship is far more than simply student/teacher. We are personal friends.

Teryl D. Loeffler, associate director, secondary education, Pacific Union Conference

He was demanding, and he made little effort to do things for me. But his consistent challenge to me was, "You can make it! Become a teacher, *senorita!* It is one of the best careers you can choose." He encouraged me and gave me information. That made a difference.

I was a foreigner in this country and did not know that he was also a foreigner. I should have figured it out because his accent, even at his mature age, was strong and unforgettable. It all took place at La Sierra Universi-



ty, and it has impacted my career in Christian education. His name was Victor Christensen, and he said I could do it when others told me, “How could you become this or that when you can hardly speak our language?”

I persisted, I worked hard, and many other teachers came to my aid, as well as other professionals. Today I am a Christian educator, encouraging others to learn and challenging them to do their best. I truly believe teaching is one of the best careers. I have had a rewarding experience because a teacher at La Sierra University believed I could do it and made a difference!
Martha Havens, associate director, elementary education, Pacific Union Conference

While every teacher I had helped to shape and form me, my high school girls’ dean at San Pasqual Academy was perhaps my favorite. Eunice Youngberg was real, transparent, and open about her spiritual journey, and she was always encouraging us in ours. I was an RA for two years, and she personally invested in leadership development, always debriefing situations and helping us to be reflective in our decisions. She also taught us how to make homemade whole wheat bread in her apartment!

Sandy Roberts, president, Southeastern California Conference

When my parents dropped me off at Newbury Park Academy in 1971, they promised they would return within a month or two and I could move out of the dorm and into our new house in Thousand Oaks. But we didn’t have a house yet. They hadn’t sold our old house and barn and horses in Maryland. All I knew was that my dad was being “called” to the West, where they would gather all the media ministries in one location. The details of



moving hadn’t been worked out, but I needed to start my sophomore year of academy. I was not thrilled about living in a dorm at age 15. I was definitely not thrilled about leaving my friends at Spencerville Jr. Academy. But that school year turned into the adventure of my young life—all because of Mr. Gomez.

Eleazar Gomez taught Spanish, Bible, and Driver’s Education. In Spanish class, he gave each student a new name. He called me Conchita. I loved that name! It sounded so much more exotic than Connie. And Mrs. Gomez made something called a burrito! I had never heard of a burrito before, and I had never tasted anything so delicious in my entire life. Who knew that beans, rice, lettuce, cheese, sour cream, and salsa could be wrapped in a wonderful tortilla and eaten with your hands? Mr. Gomez knew my classmates and I were homesick. He’d invite us over for Mrs. Gomez’s

fabulous Mexican cuisine and to just hang out. He taught me to drive in an old VW Bug with a stick shift. On the winding country roads through Hidden Hills and around Newbury Park, I would grind my way through the gears, and eventually I learned to drive smoothly, and slowly, all over the Conejo Valley as he said, “Well done, Conchita!”

By the time my parents arrived many months later and I moved out of the dorm into our new house, I was in love with my new school, my new friends and teachers, and especially the Gomez family. Mr. Gomez’s humor, patience, and joy of teaching, combined with his warm, Christ-like care for his students, will never be forgotten. I have a feeling that there will be burritos in heaven and that my name will be Conchita!

Connie Jeffery, associate director, communication & community engagement, Pacific Union Conference

For college freshman like Joli Weber, Pricila Hernandez, and Rachel Molander, their educational experience is preparing them for a career of shaping future generations—and the Pacific Union is helping them out.

Every year since 2015, the Pacific Union provides four-year scholarships to five high school seniors pursuing degrees in education at an Adventist university. Scholarship winners receive \$6,000 to \$9,000 towards their tuition over the course of their education. The scholarships vary in amount depending on whether students choose to study at Adventist institutions within the Pacific Union.

Each spring, scholarship winners are chosen by the local conferences, and staff from the Pacific Union Department of Education make it a priority to attend the students' graduations or awards events in order to present the scholarship certificates.

"It's imperative to invest in our young educators," said Berit von Pohle, director of education for the Pacific Union. "Twenty percent of our education workforce in the Pacific Union is over the age of 60. That equates to about 200 positions."

The Pacific Union is serious about supporting future educators—especially those whose passion for making a difference is reflected in their vision for their future. According to Von Pohle, this is why the scholarship applicants write an essay that answers questions such as, "Why do you want to be a teacher?"

The winning candidates shared a common theme. "Every winner identified the impact they wish to make on children," Von Pohle said. When presenting the scholarships, Von Pohle challenges the future educators to remember that being a teacher is about making a difference in a young person's life. The end goal? Seeing their students go on to make a difference in the lives of others.

The up-and-coming educators chosen for these scholarships are excited to take their place in the teaching field and speak enthusiastically about their future roles as teachers. The reasons for choosing a career in education varied for each but surround the common theme of making a difference in young peoples' lives.

2018 – 2019 Scholarship Recipients

Annjanette Figueroa —Graduated from Thunderbird Adventist Academy, attends La Sierra University

Audry Guzman —Graduated from San Fernando Valley Academy, attends Pacific Union College

Pricila Hernandez —Graduated from Orangewood Academy, attends La Sierra University

Rachel Molander —Graduated from Glendale Adventist Academy, attends Walla Walla University

Joli Weber —Graduated from Mountain View Academy, attends Pacific Union College

"God placed this dream since I was a little girl," said Hernandez. "I had seen the love and passion my teachers had, and it inspired me to want to have an impact on students as well."

Molander narrowed in on education because of her love for working with children. "Throughout high school, I tutored a number of elementary students, and I enjoyed it," she said. But Molander had another reason as well. "I have experienced the struggles of learning, and I hope to be there for students who are struggling."

For Weber, it was an Intro to Teaching class that gave her the inside look she needed to know that education was the right fit. "Up until this point, I have always been the student. Being able to see that other side and to experience some of that has solidified my desire to become a teacher," she said.

The Pacific Union's financial support helps students to pursue their dreams, and according to these students, there are positive ripple effects. Weber and her three younger siblings all attend Adventist schools, and they have since kindergarten. "This scholarship allows that door to becoming a teacher to be

Investing in Educator's Dreams

*The Pacific Union Supports
the Teachers of Tomorrow*

BY FAITH HOYT

opened and also allows my parents to keep sending my siblings to Miramonte and Mountain View Academy," she said.

In their essays, students shared their sources of inspiration to become educators. For Weber, that inspiration comes from a specific Teacher.

"By being an Adventist educator, I am doing the Lord's work through His example: teaching," Weber said. "I see Jesus in the teachers who are mentoring me, in helpers that are in classrooms, and in the job itself."

Molander also sees Jesus in her education professors and mentors who show students' God's love in the classroom. "One of my goals as a teacher is to show Jesus' example to my students and display His character," she said.

Now almost a full year into their programs, these students are closer to realizing their dreams. They have a vision for their future and are dedicated to preparing for a lifetime of serving others. Students like Hernandez, Weber, and Molander are the future of Adventist education, and their church is excited to support them on their journey. ■

Faith Hoyt is an intern for the communication and community engagement department of the Pacific Union Conference.

2018-19 scholarship recipients
(above) Joli Weber,
(middle) Pricila Hernández
(bottom) Rachel Molander.



Signature Images by Lori Rose



Please Pray for Our Schools

“For this reason, ever since I heard about your faith in the Lord Jesus and your love for all God’s people, I have not stopped giving thanks for you, remembering you in my prayers. I keep asking that the God of our Lord Jesus Christ, the glorious Father, may give you the Spirit of wisdom and revelation, so that you may know him better. I pray that the eyes of your heart may be enlightened in order that you may know the hope to which he has called you, the riches of his glorious inheritance in his holy people, and his incomparably great power for us who believe.”
—Ephesians 1:15-19, NIV

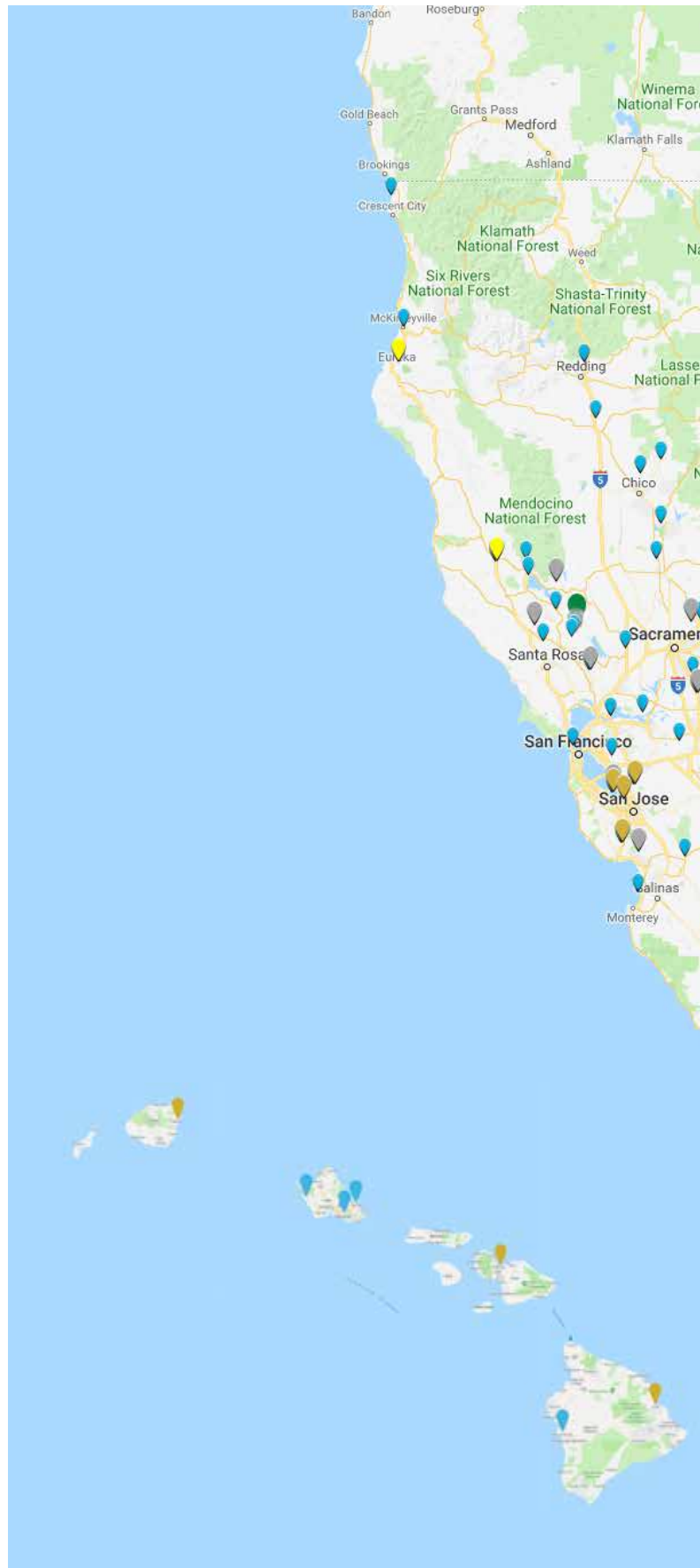
The Pacific Union Conference Office of Education coordinates a cohesive system of schools in the seven conferences in the states of Arizona, California, Hawaii, Nevada, and Utah. This system is comprised of 32 early childhood education centers, 102 elementary schools that serve grades K-8, and 37 junior and senior academies that serve grades 9-12. Within this system, La Sierra University and Pacific Union College are institutions of higher learning offering college and advanced degrees. Loma Linda University, an institution of the General Conference, is located in the Southeastern California Conference territory.

Legend

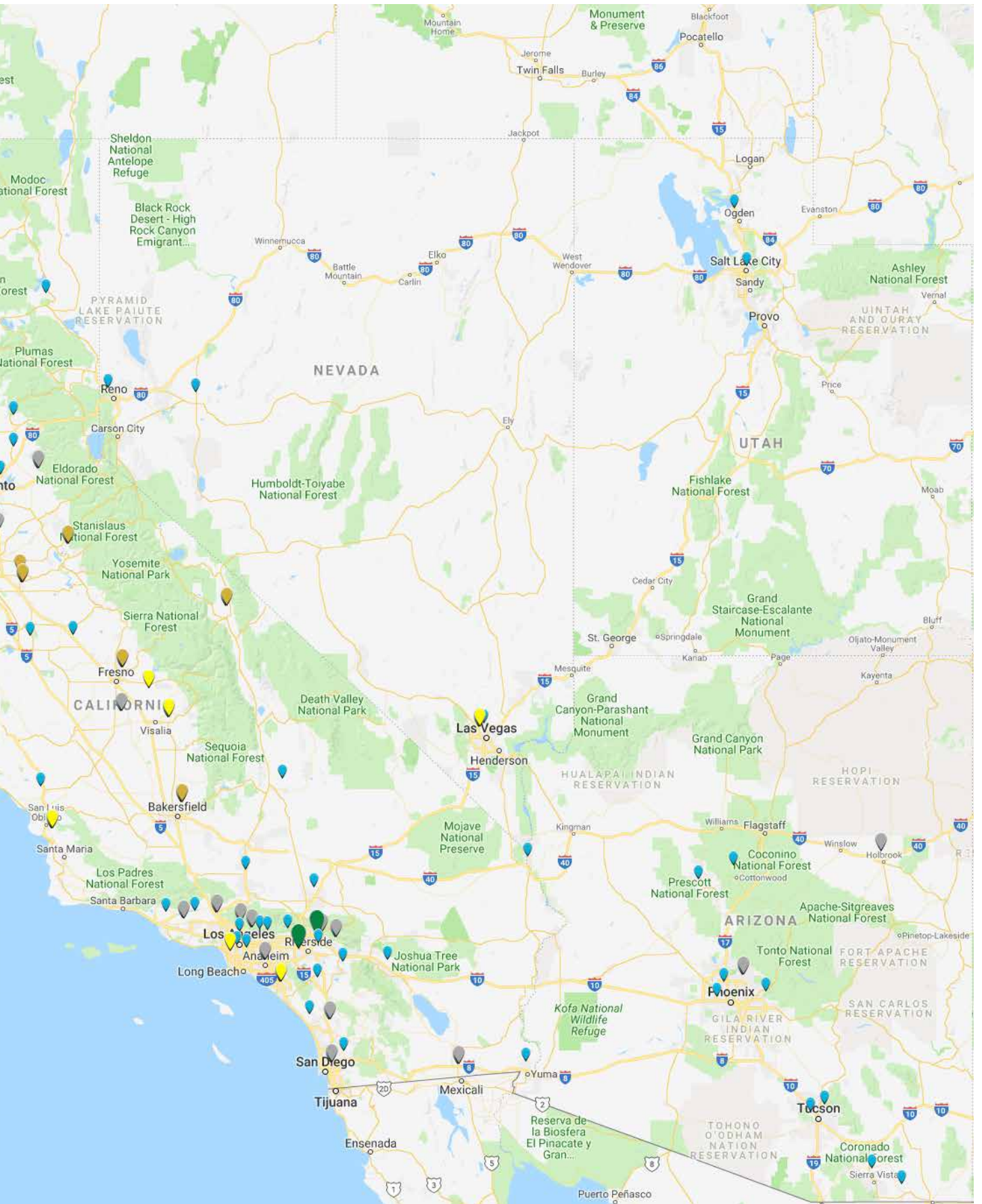
- Preschool
- Elementary
- Junior Academy
- Senior Academy
- College/University



Journey to Excellence
Seventh-day Adventist Schools
in the Pacific Union Conference



For a complete list and location of our schools, visit our website at: <https://adventis>



Education —What is it Good For?

BY ALBERTO VALENZUELA

It wasn't exactly the same phrase used in the popular 70s song, but as an early teen attending endless hours in the classroom, I couldn't help but wonder: "Education—what is it good for?" Little did I know that my middle school experience was only the beginning of many more hours both as a student and as a teacher.

But that still is an interesting question, regardless of whether I enjoyed the experience!

Let's consider it. From time to time my classmates and I would make comments regarding what we learned in class, or if we learned anything at all. Because, when we are young, we find very few sub-



jects really appealing. Not as appealing as playing basketball or soccer, say. Looking back, after so many decades, I can't help but still wonder. What is it good for?

Have you ever used any trigonometry in your weekly shopping? Forgotten all the French you took? Ever used a chemical formula? Still wondering where that atom went?

Maybe. And yes, subjects like parenting or cooking or employment might be more useful (and some school curricula now include more of such useful life skills). But in a sense, the debate is missing the point.



The education that is generally given in the schools of the world is not that which can be accepted as true education. Educators of youth should be Christians, who are themselves under the discipline of God. They will then have a sense of their responsibility, which, as Christians, they will maintain under all circumstances and provocations, never displaying a passionate or an arbitrary spirit. They will reveal sound principles, unswerving integrity, pure sentiments. These are the high thoughts which will draw the youth to the higher education." Ellen White, *Pacific Union Recorder*, April 24, 1902

First, you don't know what you're going to be good at until you try. Did you really know what you were going to end up doing as your career until you tried out some of the necessary subjects? So education is kind of an experiment to see what you like and what skills you have.

Second, education makes you think and makes you concentrate. You have to discipline yourself. It proves to you and to others that you can focus your mind, use your time wisely, and get the job done—though I have to admit that I did a lot of daydreaming during those endless hours in the classroom. Perhaps that's the reason employers like to see good grades: it's not just the grade; it's the proof that you can apply yourself to a subject and master it.

Third, it supplies a social environment in which you can learn, understand how to cooperate with others, and share as part of a team. While some aspects may be competitive, the more important part of learning is that there is a benefit in sharing and working together.

And we can think of many more aspects of what education is good for beyond these.

But we need to add an additional aspect here: What is *Adventist* education for? It includes all of the above but goes beyond. For behind our philosophy of education is the recognition that we're not just preparing pupils for good



jobs, to appreciate arts and science, or to become model citizens. We're thinking deeper, wider, and farther.

We're talking about a deep, meaningful life experience in the present, seeing purpose and value in our contributions. We're talking about a wide sphere of influence, helping others in many different ways, working for good in our communities. Most of all we're talking about a life that extends far beyond—into eternity!

This is no propaganda exercise or the imposition of religious dogma; rather, it's sharing the wonderful good news as it is in Jesus. He was the one who said, "Anyone who has seen me has seen the Father" (John 14:9, NIV), and He welcomed the little children to Him. This picture of God is at the heart of true Adventist education—inviting everyone to come and meet the greatest Educator of all, our loving Lord.

Some wonder about how this "integration of faith and learning" can really work. They ask how religion can be brought into math class, for example. The actions and attitudes of the teachers are foremost—for Christianity is shown in the way we behave, treating children with respect and kindness. And even in the actual math—show those inquiring minds how the value of "pi" stretches to infinity without the numbers recurring in any pattern: 3.1415926535897 932384626433832795028841971693 993751058209749445923078164062 86 and on. An intriguing touch of the Creator's hand?

What we're really saying is that true education helps us all to look beyond. We need to find meaning and purpose for ourselves in this vast universe. We need to discover more than what this world has to offer. We need to think spiritually. Not in terms of imposed religious observance or required rituals but pointing minds in the right direction. God says, "You will seek me and find me when you seek me with all your heart" (Jeremiah 29:13, NIV). He wants this, hoping "that they would seek him and perhaps reach out for him and find him, though he is not far from any one of us" (Acts 17:27, NIV). Jesus tells us, "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; the one who seeks finds; and to the one who knocks, the door will be opened" (Luke 11:9-10, NIV).

Evolutionary biologist Richard Dawkins has concluded, "The universe we observe has precisely the properties we should expect if there is, at bottom, no design, no purpose, no evil, no good, nothing but blind, pitiless indifference."¹ This is where secular humanism ends up.

But as C.S. Lewis points out, "My argument against God was that the universe seemed so cruel and unjust. But how had I got this idea of just and unjust? A man does not call a line crooked unless he has some idea of a straight line. What was I comparing this universe with when I called it unjust?"²

See how we look for meaning?

See how we are innately designed to look for purpose? As Lewis continues, "If the whole universe has no meaning, we should never have found out that it has no meaning: just as, if there were no light in the universe and therefore no creatures with eyes, we should never know it was dark. Dark would be without meaning."³

Now this is the real purpose of true education: to help people to see and understand, to grasp meaning and purpose in their own lives now and for the world beyond. For if this was all there is, how foolish it would be.

So, looking back, what is education for? To grow in every way, especially spiritually. For children to open their minds to the wonder of this world and the world beyond. To develop the real you, so you can help others and live in God's community of love forever. Now that's something worth aspiring to! ■

Alberto Valenzuela is an associate director in the communication and community engagement department of the Pacific Union Conference

¹Richard Dawkins, *River Out of Eden: A Darwinian View of Life* (New York: Basic Books, 1995), p. 133.

²C. S. Lewis, *Mere Christianity* (New York: HarperCollins Publishers, 2001), p. 39.

³*Ibid.*, p. 40.



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Academy

Maricopa Village
Christian School

Prescott Adventist
Christian School

Saguaro Hills Adventist
Christian School

Thunderbird Adventist
Academy

Thunderbird Christian
Elementary School

Verde Valley Adventist
School

Yuma Adventist Christian
School



AZADVENTISTEDUCATION.ORG





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Bakersfield Adventist Academy/Elementary
661-871-1591 • bakersfieldacademy.org

Central Valley Christian Academy
209-537-4521 • cvcaonline.net

Chowchilla Adventist Elementary
559-665-1853
chowchilla22.adventistschoolconnect.org

Dinuba Junior Academy
559-591-0194
dinubajracademy@gmail.com

Foothill Adventist Elementary
408-263-2568
foothilladventistschool.com

Fresno Adventist Academy/Elementary
559-251-5548 • faa.org

Hollister Adventist Christian School
831-637-5570 • hollistersdaschool.org

Los Banos Adventist Christian School
209-827-4624
losbanosadventistschool.org

Miramonte Adventist Elementary
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miramonteschool.org

Monterey Bay Academy
831-728-1481
montereybayacademy.org

Mother Lode Adventist Junior Academy
209-532-2855 • motherlodeja.org

Mountain View Academy
650-967-2324 • mtviewacademy.org

Peninsula Adventist School
831-394-5578
peninsula22.adventistschoolconnect.org

San Francisco Adventist School
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559-592-3689 • svja.org

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805-434-1638 • thaskto8.org

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- Hawaiian Mission Academy
Windward Campus
- Malama Na Keiki
- O Waianae Preschool



KAUAI

- Kahili Adventist Preschool
- Kahili Adventist School

MAUI

- Maui Adventist School
- Maui Adventist Pre-elementary School

HAWAII

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- Kona Adventist Christian School
- Mauna Loa School
- Mauna Loa Preschool



More information available at
www.808AdventistEducation.com



Restoration: HIS OBJECT OF EDUCATION

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is a first- through twelfth-grade Christian boarding school for Native American youth, located in Holbrook, Arizona, just a few miles from the Navajo Nation. HIS serves indigenous youth from many tribes: Navajo, Hopi, Apache, Supai, Lakota, Pima, Crow, and Micmac, to name just a few.

Operated by the Pacific Union Conference, Holbrook Indian School also manages Chinle Adventist Elementary School (CAES), a first-through eighth-grade day school located in Chinle, Arizona, Navajo Nation.

Each year more than 100 children and youth enroll at HIS or CAES. Most come from Christian homes but not all of them.

The goal of HIS is to minister to the whole child through MAPS (Mental, Academic, Physical, and Spiritual Health), not only seeking to educate the students but, more importantly, to restore in them the image of their Maker. HIS strives to promote a ministry of healing and restoration to the Native youth.

HolbrookIndianSchool.org

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School
Crescent City Seventh-day
Adventist School
Echo Ridge Christian School
El Dorado Adventist School
Feather River Adventist School
Foothills Adventist Elementary
School
Fortuna Junior Academy
Galt Adventist Christian
School
Hilltop Christian School
Humboldt Bay Christian
School
Lodi Academy
Lodi SDA Elementary School
Magalia Adventist School
Middletown Seventh-day
Adventist School
Napa Christian Campus
of Education
Orangevale SDA School
Pacific Union College
Elementary School

Pacific Union College
Preparatory School
Paradise Adventist Academy
Pine Hills Adventist Academy
Pleasant Hill Adventist
Academy
Redding Adventist Academy
Redwood Adventist Academy
Rio Lindo Adventist Academy
Sacramento Adventist
Academy
Tracy SDA Christian
Elementary School
Ukiah Junior Academy
Vacaville Adventist Christian
School
Westlake SDA School
Yreka Adventist Christian
School

EARLY CHILDHOOD EDUCATION CENTERS

Discoveryland Preschool -
Pleasant Hill
Foothills Christian Preschool
Hilltop Christian Preschool
Kingdom Kids Christian
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Sacramento Adventist
Academy ECEC

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Conejo Adventist Preschool
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Preschool
Three Angels' Preschool
and Infant Center

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Conejo Adventist Elementary
East Valley Adventist School
Glendale Adventist Elementary
Linda Vista Adventist Elementary
Los Angeles Adventist Elementary
Ridgecrest Adventist Elementary
San Fernando Valley Elementary
San Gabriel Elementary
Simi Valley Adventist School
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West Covina Hills Adventist School
White Memorial Adventist School

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Los Angeles Adventist Academy
San Fernando Valley Academy
San Gabriel Academy

9-12 BOARDING ACADEMY

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The **mission** of the Southern California Conference Adventist school system is to glorify God through academic excellence in nurturing Christian environments. Here, students establish a lifelong friendship with Jesus Christ while preparing for a lifetime of devoted service to Him and to humanity. The system pursues this mission by educating for eternity.

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 Needles SDA School
 Oceanside Adventist Elementary School
 San Antonio Christian School
 Valley Adventist Christian School
 Victor Valley SDA School

JUNIOR ACADEMY (K-10)

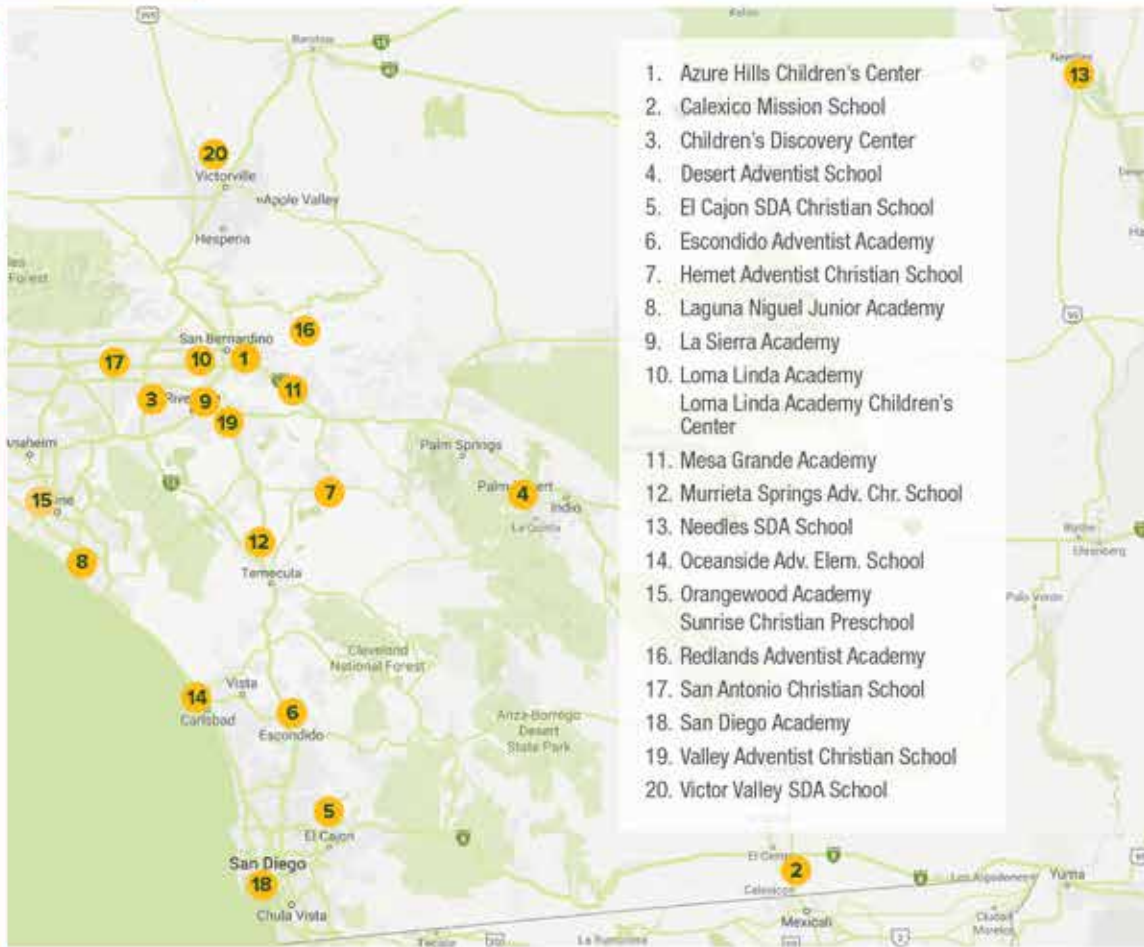
Laguna Niguel Junior Academy

EARLY CHILDHOOD EDUCATION CENTERS (ECEC)

Azure Hills Children's Center
 Children's Discovery Center
 Loma Linda Academy Children's Center
 Sunrise Christian Preschool

ACADEMIES (TK/K-12)

Calexico Mission School
 Escondido Adventist Academy
 La Sierra Academy
 Loma Linda Academy
 Mesa Grande Academy
 Orangewood Academy
 Redlands Adventist Academy
 San Diego Academy



1. Azure Hills Children's Center
2. Calexico Mission School
3. Children's Discovery Center
4. Desert Adventist School
5. El Cajon SDA Christian School
6. Escondido Adventist Academy
7. Hemet Adventist Christian School
8. Laguna Niguel Junior Academy
9. La Sierra Academy
10. Loma Linda Academy
Loma Linda Academy Children's Center
11. Mesa Grande Academy
12. Murrieta Springs Adv. Chr. School
13. Needles SDA School
14. Oceanside Adv. Elem. School
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School of Public Health study links unhealthy diet to mental illness



Researchers find junk food is associated with both moderate and severe psychological distress.

BY JAMES PONDER

A study has found that poor mental health is linked with poor diet quality—regardless of personal characteristics such as gender, education, age, marital status, and income level.

The study, published in February in the *International Journal of Food Sciences and Nutrition*, revealed that California adults who consumed more unhealthy food were also more likely to report symptoms of either moderate or severe psychological distress than their peers who consume a healthier diet.

Jim E. Banta, PhD, MPH, associate professor at Loma Linda University School of Public Health and lead author of the study, said the results are similar to previous studies conducted in other countries that have found a link between mental illness and unhealthy diet choices. Increased sugar consumption has been found to be associated with bipolar disorder, for example, and consumption of foods that have been fried or contain high amounts of sugar and processed grains have been linked with depression.

“This and other studies like it could have big implications for treatments in behavioral medicine,” Banta said. “Perhaps the time has come for us to take a closer look at the role of diet in mental health, because it could be that healthy diet choices contribute to mental health. More research is needed before we can answer definitively, but the evidence seems to be pointing in that direction.”

Banta cautioned that the link found between poor diet and mental illness is not a causal relationship. Still, he said the findings from the California study build upon previous studies and could affect future research and the approaches that healthcare providers administer for behavioral medicine treatments.

In their study, Banta and his team reviewed data from more

than 240,000 telephone surveys conducted between 2005 and 2015 as part of the multi-year California Health Interview Survey (CHIS). The CHIS dataset includes extensive information about socio-demographics, health status, and health behaviors and was designed to provide statewide approximations for regions within California and for various ethnic groups.

The study found that nearly 17 percent of California adults are likely to suffer from mental illness—13.2 percent with moderate psychological distress and 3.7 percent with severe psychological distress.

The Loma Linda University School of Public Health prepares its students for rewarding public health careers in an increasingly changing health care system. It offers 14 public health degree programs at the master’s and doctoral level.

See the latest news and Health & Wellness stories from Loma Linda University Health at news.llu.edu.

7 things to know if your child is going to medical school

Medical school is a thrilling but challenging time for your student.

BY JANELLE RINGER

If your child has been accepted to medical school, they've taken the first step in a challenging and rewarding journey. Learning about the human body and how to care for patients is time-consuming and difficult, but medical school will be a thrilling and satisfying time for your student.

In addition to being a time of growth, your student will face challenges along the way. As a parent, you will have opportunities to support your student throughout their medical school experience.

Roger Hadley, MD, dean of Loma Linda University School of Medicine, shares seven ways you can support your student on their journey.

1. Talk to them about what they're studying. Talking to your students about the materials they're studying can promote their understanding of the course and be a great way to connect with your student. Hadley recommends asking them questions such as, "What has been challenging this week?" or "Have there been any especially rewarding concepts you've enjoyed learning about?"

2. Encourage them. As a parent, you've taken on the responsibility of being a support system, cheerleader, and soundboard for stressful days. "It's not only crucial to encourage your child in what they're doing, but it's also important to encourage them to use the resources available to help them at the school," Hadley says.

The School of Medicine at Loma Linda University has a faculty mentoring program, which provides spiritual and emotional support and motivation. "Many schools have

mentorship programs in which mentors regularly visit with students," Hadley says. "At Loma Linda, this includes encouraging them on their walk with God through school."

3. Urge them to seek help if they're struggling. Hadley says it's important to remind your child they are loved and prompt them to access the resources available on campus. Many schools have learning skills specialists who can help students with academic growth. "There are also group tutors and individual tutors available to help students navigate more difficult school subjects," Hadley says.

4. Be flexible. Ask ahead of time if your child can participate in events instead of expecting them to be available. It may be difficult, but they might not be able to attend each vacation or family gathering. Hadley suggests making it clear that it's OK if they can't make it, and that you support them putting school first. "This is often one of the most challenging aspects for parents, but it's important to avoid making students feel guilty," Hadley says. "Instead, work to plan around their schedule when possible."

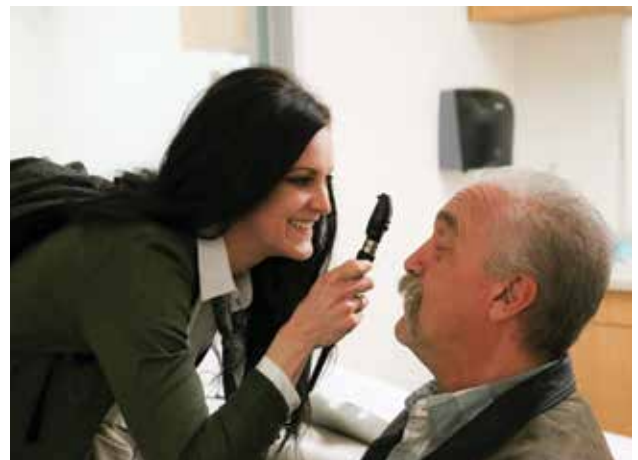
5. Give them space. Your child is going to be very busy: medical school academics are rigorous and

Medical students bring their parents and loved ones around the School of Medicine for an inside look into their daily routines.

responsibilities are increased. "In the first few weeks after your student begins school, keep your phone or e-mail conversations brief and encouraging," Hadley says. "Give your child plenty of notice before a visit so they can plan ahead and make the most out of the time with family."

6. Send care packages. You can get your child groceries, healthy snacks, or gas cards. "Anything that may help take stress off of your child can make a big impact," Hadley says. "While you cannot take all the stress away, it makes a big difference to remove some of the smaller stresses." This can also include letters of motivation to let your child know they have a support system backing them up.

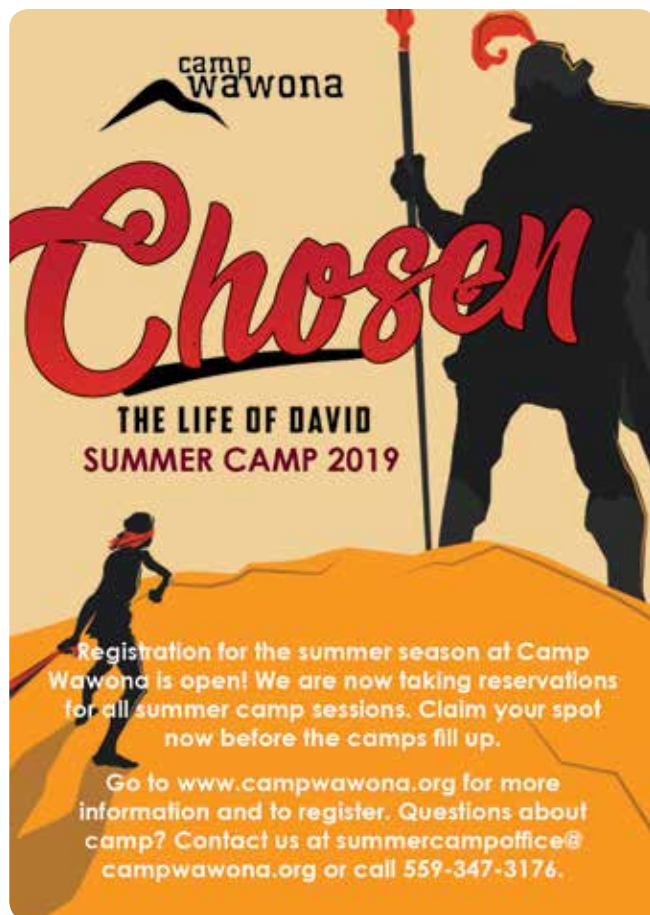
7. Connect with other parents. Talk about your journey as a medical student's parent with others who understand. "Ask questions or ask for tips from other parents—you'll find that you have a lot in common and can support each other," Hadley says. Building a community with other parents of medical students can make the process easier, and understanding that your student is not alone can provide a sense of comfort, he says.



Tithe Teaser

This entrepreneur felt the urge to tithe because “he recognized that God was the giver of all that he possessed, not only of opportunity, but even of the elements which were used in the manufacture of his products.”¹ Who was this famous tithe payer? Hint: You might see his name written on your toothpaste. To find out, go to the Central California Conference website at www.centralcaliforniaadventist.com.

¹G. Ernest Thomas, *Spiritual Life Through Tithing* (Nashville, Tennessee: Tidings, 1955).



The poster features the Camp Wawona logo at the top, a silhouette of a man in a red hat holding a staff, and the word "Chosen" in large red cursive. Below it, the text reads "THE LIFE OF DAVID SUMMER CAMP 2019". At the bottom, there is registration information and contact details.

Registration for the summer season at Camp Wawona is open! We are now taking reservations for all summer camp sessions. Claim your spot now before the camps fill up.

Go to www.campwawona.org for more information and to register. Questions about camp? Contact us at summercampoffice@campwawona.org or call 559-347-3176.

CENTRAL CALIFORNIA CONFERENCE OF SEVENTH-DAY ADVENTISTS

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FOR HIS SERVICE

We Need You at the Upcoming Soquel Work Bee, May 4–7

Come one, come all to the Soquel Conference Center. Have a group? Plan a service project. All ages and skills needed. To register, go to centralcaliforniaadventist.com and complete the survey. For questions, e-mail sschramm@cccsda.org or call 559-347-3031.

Camp Wawona Work Bee, May 19–26

Camp Wawona is looking for skilled laborers who are willing to donate their time and skills to help with some infrastructure projects and prepare for the summer camp season. Specific skills and knowledge in HVAC, plumbing, electrical, and/or framing are most needed at this time. To let us know what dates you are coming and what you can help with, contact Damian Martin at ranger@campwawona.org or call 661-231-5736.



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A humanitarian service of the Seventh-day Adventist Church

The Value of Adventist Education

In the church we often speak of the importance and value of Adventist education. As the focus is on Adventist education this month, we decided to ask some of our members to reflect on their current or past experiences in our schools. Here are some of their responses as to why they value their educational experiences:

Adventist education

has been a blessing to me ever since kindergarten. I've always enjoyed having the freedom of being able to ask any of my teachers questions about God. Also, having a religion period is a blessing because we have a class dedicated just to learning more about God.

DIANA LOZANO, 15

I like my school because it's cool, and I like my teacher because she is kind. Owen Torres, 7

I love Adventist education

because of how God is intertwined in our daily lives when we come to school. All the activities and extracurricular things that we do are things that I love, and I enjoy reaching out to the community. Adventist schools are smaller, but that makes it all the better to make friends and to bond with others.

Javan Knowlton, 15

*I attended Adventist schools from the 6th grade through college and loved my experiences. Through each stage of my academic journey I was invited to contribute to the Adventist mission and vision in a relatable, practical, and genuine way. I am eternally grateful to my church for fostering schools where young minds, hearts, and characters can be shaped for heaven through our work on earth. **Rachael Gaskill, 27***

I attended Pine Forge Academy for three years. Attending Pine Forge gave me an opportunity to learn about the **love of God** in a positive way. I met many lifelong friends during my years at Pine Forge, and I feel it is the reason I am still a member of the church today.

Dorothy Corley, 76

I was fortunate to be born to my parents who strongly believed in and valued Christian education. What I learned at school was reinforced at home, and vice versa. My parents sent all their children to Adventist schools, convinced that it was the greatest investment of their lifetime. I was able to learn lessons of faith and trust in God, and today I am able to face life's challenges, like the death of my husband of 38 years, trusting God. God is sovereign, loving, and faithful in His promises.

Feda Bastien, 63

My first experience with Adventists came on a playground in 5th grade on a visitor's day. I was very pleasantly surprised when the other kids and teachers **welcomed me** like one of their own. As a child who went to many schools throughout elementary school, arriving at this little school on a hill felt like coming home. I loved the acceptance, the patience, and the inclusionary attitude.

KEVIN NOBRIGA, 40

Redlands Adventist Academy Opens New Administration Building

BY NATALIE ROMERO

Redlands Adventist Academy, attended by 408 students, recently opened a brand-new administration building with a ribbon-cutting ceremony on January 11.

In 2015, the K-12 school found itself in need of a better flowing work environment, a central location for the campus community, and a way to increase safety monitoring. Erecting an administration building capable of filling those three main needs became an important goal, and the contract to begin construction was signed in October of that year.

Two phases of construction, spanning approximately two years and nine months, resulted in a building that includes six offices, a conference room, a reception area, and a kitchenette. Its location creates easy access for parents. When the building's doors are locked, they can only be opened by staff in case of emergency, providing an additional layer of security.

"We now have a better flowing work environment," said Sarah Bibb, RAA's administrative assistant, about the new building. "It also houses the business office, where parents are able to inquire about student accounts and make payments."

The new addition to the campus landscape is also beneficial for RAA's students, who now have a central location to meet with the school counselor, check in or out for the day, call their parents, or wait to be picked up if they are feeling ill. Likewise, the staff are finding the building to be a



The project got underway in April 2016, nearly six months after the contract was initially signed.

welcome enhancement—and not just because of the brand-new kitchenette.

"This new building has also resulted in increased opportunities for collaboration among all staff, because it serves as a central point for all their needs," explained Bibb. Though only nine staff members, such as Principal Iveth Valenzuela, have official workspaces in the administration building, all staff and faculty regularly access the new space for meetings,

collecting their mail, and other daily activities.

RAA's next project to continue increasing the efficiency and welcoming nature of the campus is to add air-conditioning to the gym. Because the school does not have a chapel or an auditorium, the gym serves as the main gathering space for music programs and worship services,

as well as regular Physical Education classes. These fundraising efforts are being led by the RAA Home and School Association.

And while they are working to meet that new goal, RAA school family members are enjoying their administration building.

"Ultimately," said Bibb, "it has allowed for better customer service and a very welcome environment for visitors and prospective students."



The building was formally opened with a ribbon-cutting ceremony on January 11, 2019. From left to right: Claudette Sanders (administrative assistant), Luisa Desia (business manager), Shirley White (vice principal for academic affairs/counselor), Iveth Valenzuela (principal), Brian Anderson (board chair), Dennis Gibbs (maintenance), Linda Woolley (former principal), Don Dudley (superintendent of schools), Jessica York (former administrative assistant).



ALL PHOTOS: LAUREN LACSON

In a comedic coincidence, pastors James Fell, Whittier church, and Jim Ayars, Ventura and Thousand Oaks churches, tied for the most years in the ministry with 50-plus each.

Inaugural Pastor-Teacher Summit Fosters Unity and Understanding

BY LAUREN LACSON

“I hope this event becomes an annual tradition and part of SCC’s DNA,” said Rogelio Paquini, pastor of the West Covina Hills church, of SCC’s recent pastor-teacher summit.

This February, more than 250 SCC pastors and educators gathered for this special all-day meeting. The first of its kind, at least within the last 50 years, the event opened up an important opportunity for dialogue and understanding.

The goals for the day, as outlined

Educators wore yellow badges and pastors wore red. Near the end of the meeting, every attendee received an orange badge, signifying unity and collaboration.

by SCC President Velino A. Salazar, were fourfold:

- To better understand the other ministry group.
- To increase collaboration between these two groups.
- To support each other’s ministry.

- To better serve our church families and their mutual communities.

“What I appreciated most is seeing pastors and educators meet together as one and receive the affirmation from conference leadership that we

(Far left) Carol Todd, principal of Los Angeles Adventist Academy, spearheads a discussion with LAAA’s constituent churches. (Left) Michele Choi, SGA English teacher (second from left), shares a conversation with SGAE kindergarten teacher Bernell Rivera, SGAE principal Angel Nair, and SCC Asian-Pacific Region Director Sam Lee.



(Right) Judah Amargo, principal at Adventist Union School, interacts with representatives from his school's constituent churches. (Far right) Rogelio Paquini, pastor of the West Covina Hills church, brainstorms.



are all working together to shape lives," said Danny Chan, pastor of the Eagle Rock church. "We all have the common goal of shaping lives, so being able to partner together toward this goal at this event was a strong statement to all of us."

The day was packed with meaningful interaction. Steve Case, Founder/CEO of Involve Youth Ministry, shared the morning's worship thought and spearheaded impactful interactive group activities that addressed teamwork and collaboration and were meant to cultivate creative ideas. "I appreciated the early morning breakout sessions," said Ira Barksdale, pastor of the Miramonte and Maranatha churches. "The questions posed challenges that, if answered honestly, could help in developing transparency and open communication. This is helpful in tearing down barriers of all sorts."

In the afternoon, as attendees broke out into smaller groups that paired constituent churches

and schools, understanding deepened and practical application resulted. "I'm looking forward to implementing a way for our churches and schools to partner together to bless the community in a way that they both can become more active, and even indispensable, in the community," Chan said.

"I'm in a unique setting," Paquini noted, "because we share the campus between our church and school. Even though we do activities together for fundraising and Sabbath worship, now we get the chance to plan together how to improve both institutions simultaneously."

"There was an overwhelming feeling by many that we need to continue to move forward and endeavor

to be creative and supportive in the ministry of schools and churches," said Harold Crook, SCC superintendent of education.

When asked about the anticipated long-term impact of an event like this, Crook responded: "To bring pastors and teachers together into one ministry team in the Southern California Conference. Also, to increase enrollment in our schools and membership in our churches, with schools and churches working together." This—working together for our common mission—is the ultimate goal.



(Right) Israel Olaore, Glendale Adventist Academy principal (standing, right), listens intently as Tim Hansen, GAA music teacher (bottom left), excitedly shares his perspective on how GAA's constituent churches can work with the school for mutually beneficial growth.



Attendees gather together, forming a circle around the auditorium, to close the program by singing the classic "Side by Side."

A Non-Adventist Parent's Perspective on Adventist Schools

BY LOREN C. DIVERS

For a variety of reasons many people in Honolulu prefer to send their children to private schools. My wife and I share that preference, so when our two daughters were approaching kindergarten age, we joined the thousands of other parents seeking the best schools for their children—going through a series of applications, private tutoring, tests, and interviews, and then waiting for the acceptance letters in the spring. We found what we thought was a great school system, and during the next two years we were vocal advocates during presentations to new parents who were considering that school for their children. Then everything changed, and we were ultimately deeply disappointed by what was happening at the school without any warning.

The unannounced change from the traditional liberal arts curriculum alarmed me and brought back unpleasant memories of "new math" from my own elementary years. I was skeptical of a new curriculum. Yet, before making any decisions, I researched the new system versus the classical education model that has for centuries been so successful in the western world. The results of my research were even worse than I expected, and we decided to change schools the next year.

The very same evening, I went online and searched for something like "the best private schools." At the top of the results, as if it were calling to me, was an editorial in the *Christian Science Monitor*. What stood out in the article was author Elissa Kido's statement:

"By educating mind, body, and spirit, Adventist schools outperform the national average across all demographics." I learned in the article that the Adventist school system is nationwide. The next day I looked up the Honolulu Adventist schools and made an appointment to interview the elementary school principal. I was extremely impressed and registered our daughters for the next school year. After the second week at their new Adventist school, our fourth grader said, "Daddy, don't you ever take us out of this school!" Our second grader loved her teacher so much that she stayed after school helping her almost every day. She was the best teacher I ever met, and it was gratifying to be able to tell her so.

Today, our daughters are both thriving. Our elder daughter is a sophomore at Hawaiian Mission Academy and has gone on several special school excursions to the mainland, with more to follow. These trips are vitally enriching and add incalculable value to the substance of the education she is receiving, and we can really tell. Our younger daughter is now an eighth grader at Hawaiian Mission Academy Ka Lama Iki and is following close on her sister's heels. Both are getting excellent grades, and we are all very happy about the school's loving, close-knit family atmosphere.

We realize that "education reform" and its challenges have affected all of America's school systems, but we are exceedingly happy that by and large, the local Adventist schools have

avoided the turmoil. Nationally, the Adventist school system is so large and strong that it doesn't need anyone else's curriculum. They have the best performing educational philosophy in the country, and from my perspective they should endeavor to preserve and sustain it.


Still, every year in our town, thousands of parents scramble to find private schools for their children. And every year I am thankful that we found Adventist schools for our daughters. The Adventist school that we have made our own is God's complete fulfillment of our prayers, and we are very grateful for this and the wonderful people in the Adventist education system orbit.

Madison is in 8th grade at HMA Ka Lama Iki and Brooklyn (right) is a 10th grader at Hawaiian Mission Academy.



“It’s Different Here”

Finding a Spiritual Home at PUC



Eunece Hong was welcomed into a deeply spiritual, friendly community at PUC, which was extremely important to her when choosing a college.

BY BECKY ST. CLAIR

PUC has long been a place for students of all backgrounds to find community, quality academics, and God. Eunece Hong is one example.

While attending public high school, the pre-dent chemistry major always felt her religion—or religion in general—was one of those taboo topics you just didn’t talk about with other people. After her dentist told her about PUC, Hong decided it sounded ideal.

“It’s so different at PUC,” she says. “Since many are Adventist and share a common background, we can talk about religion, not just personally but also in class.”

Hong appreciates the opportunity to discuss science from a Christian perspective.

“As biology scholars, we talk about the creation of the world from both evolutionist and creationist points of view so we can thoroughly understand both theories,” she explains. “At PUC I get to study them with evidence from the Bible for why we as Christians believe what we do. It solidified my faith in a way a public university couldn’t have.”

She also finds it helpful to have resident assistants in her residence hall checking in on not just her physical

presence but also her spiritual needs.

“At room check every night, they ask for any prayer requests I have, and I ask them back,” Hong says. “It’s comforting to know we pray for each other.”

Prayers in class, going to church with the whole school, regular worship opportunities, and small group Bible studies are all part of what Hong loves about PUC.

“Being able to attend church, learn about God, and praise Him with fellow students is an important experience I wouldn’t want to give up,” she says.

The spiritual aspect is just one of many Hong appreciates about PUC. The small student-teacher ratio makes it possible for personalized, one-on-one explanations of course concepts with professors. Many teachers invite students to their homes for dinner and give students their cell numbers in case they have questions.

“In many public universities, labs and some classes are taught by teaching assistants,” Hong says. “At PUC, the professors teach, they have office hours,

and since they know me, they’re able to adjust their explanations to match my style of understanding. These personalized Q&A sessions really help me in my classes.”

Hong worried that at a public college she would struggle to find a way to be part of a Christian circle. At PUC she didn’t have to find that group on her own; it was ready-made for her.

“I love being at a Christian school where teachers talk about God in the context of science, where they tell stories about themselves and sincerely want to know about you and your life, and where other young people are interested in God and the Bible,” she says. “On top of that, I’m getting an excellent education that will prepare me for my future schooling and career. I’m glad I chose PUC. We put God first here, and that truly matters.”

**Schedule a visit
to see PUC for yourself:
puc.edu/visit.**

Jolina Barron comes from the Yaqui tribe. She is a college-bound senior who is working to combine her passions for writing and photography by becoming a photojournalist.



HOLBROOK INDIAN SCHOOL

A Seventh-day Adventist Boarding Academy Serving Native American Youth Since 1946

Hope: A Future Without Poverty on the Reservation

BY JOLINA BARRON, 12TH GRADE

Native youth have adopted the “Rez mindset.” The unemployment rate on the Navajo Reservation is 42%, and 43% of Native Americans live below the poverty rate. In all the places that I’ve lived (over 20 different locations in four separate states), the reservation has had the biggest poverty issues. Native youth witness poverty on the reservation firsthand throughout their childhood.

Children and adolescents on the reservation have the highest rates of major depressive episodes and the highest self-reported depression rates of any ethnic group. Native American youth have grown up believing that improving their condition in life is impossible. This

carries into their adulthood and prevents the reservation from getting any better. The “Rez mindset” has permeated the young generations, causing them to believe that the reservation cannot be helped.

Believing in the hopelessness of the situation creates and perpetuates

this form of self-fulfilling prophecy. Negative or positive things can happen as a result of people’s projected expectations. Living on the reservation and seeing its poor conditions leads its residents to accept their environment. All too often you hear the phrase, “Well,

As a new generation, we need to start taking action to break the “Rez mindset” and its cycle.

that’s the Rez.” The terms *rezzed out* or *rezzy* have become synonymous with *bad* or *poor*.

Most residents believe that the reservation has reached an insurmountable state of poverty. Because our youth have grown to accept this belief, nothing is being done to help. As we grow, we carry this perception of the reservation into adulthood by continuing to believe that the reservation’s poverty issues are unsolvable. That is why, as a community, improving the reservation is an intimidating challenge; we have made it out to be

impossible. Life has conditioned us to accept poverty on the reservation with no hope of it getting better—thus it won’t get better.

As a new generation, we need to start taking action to break the “Rez mindset” and its cycle. Our leaders need to encourage Native youth and tell them that change and reform are possible. When Native youth start helping in their communities from a young age, they will carry that resolve into adulthood. With a generation of willing young people, we can hope to improve the reservation. Native youth should be

the driving force to bring about the reform to diminish poverty on the reservation.

Holbrook Indian School (HIS) gives Native American youth the tools they need to break the cycle of poverty through education and the love of Christ. Programs such as the Summer Leadership Program, College Transition Program, and Accelerated Reading Program are designed to help students achieve their goals. You can learn more about Holbrook Indian School by visiting our website: www.HolbrookIndianSchool.org.



Monument Valley on the Navajo reservation.

ALL PHOTOS: JOSEF KISSINGER



Holbrook Indian School (HIS) is a first-through twelfth-grade boarding academy operated by the Pacific Union Conference of the Seventh-day Adventist Church. HIS also manages a first- through eighth-grade day school on the Navajo reservation in Chinle, Arizona. Eighty percent of funding comes from individuals who have a desire to support Native American ministries and Christian education. Your generosity makes a difference in the lives of our students, their families, and the communities they serve. **Thank you for your support.**



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Elko Pathfinder Club Director Inspires Young People to Study God's Word and Serve the Community

BY FAITH HOYT

In Elko, Nevada, a local church Pathfinder club director is inspiring young people to study God's Word, reach out to their community, and make their faith their own—and it all got started with a request from young people and an answer to prayer.

Six years ago the young people of the Elko church approached member Jeanie Jones with a request to start a Pathfinder club. Jones grew up participating in Pathfinders; her father, Vernon Krenzler, was a Pathfinder director for 25 years. She was willing to start a club, but there was one thing keeping her from committing to the role of director: her work schedule.

Jones worked as a nightshift nurse, which often required weekend shifts. Taking on the role as director looked impossible, but she felt inspired to pray. "I told God yes, I would do this ministry, but He would have to show me I had time to be a leader," Jones said. "He would have to help change my schedule at work, allowing me to have Sabbaths off." Not long after praying this prayer, her work schedule changed—opening up Fridays and Sabbaths.

Joyfully, Jones immediately got to work organizing a host of fun outings, outreach activities, and learning opportunities for the young people in the club. Once a month the club takes

field trips to places like the Elko Fire Department and the local U.S. National Weather Service station. With the help of Mario Navarro, pastor of the Elko church, Jones leads group visitations to the Highland Manor of Elko nursing home to sing songs for the residents.

Each year Jones organizes the club's involvement in the Pathfinder Bible Experience, giving them a chance to study and memorize the Bible as a team. It's a time-consuming commitment, but Jones feels she is following God's leading. "The kids are hungry to learn about



(Above left) Jeanie Jones, director of the Elko Pathfinder group, is inducted as a Master Guide during the Nevada-Utah Conference Pathfinder, Adventurer, & TLT Leadership Convention hosted in Las Vegas in 2018. (Below left) two siblings in their Pathfinder uniform stand at the door to the sanctuary on the Sabbath they accept Jesus Christ as their personal Savior at the Elko church.



Christ. They also work as a team now, which is something they learned by doing this," she said. "It takes time from my family, but my husband has been supportive and

goes on camping trips with us." Recognizing avenues for the young people to share their faith, Jones coordinates Sabbaths where the young people give sermons, present skits, and pass out GLOW tracts in Elko. "It's a blessing to see our young people learn, grow, and enjoy serving Christ through our Pathfinder Club," Navarro said.

Outreach, such as singing to the elderly, is a regular part of the Elko Pathfinder club's experience.



(Above left) Jeanie Jones and a Pathfinder clean up after making a meal to fulfill a camping honor requirement. (Above right and right) The Elko church Pathfinder group sings for the residents of the Highland Manor of Elko nursing home.



Over the last six years, the club's opportunities for service to the community expanded with the help of Bonnie Carter, an Elko church member. Carter volunteers at Underdog Street Ministries, a local non-profit organization that provides aid to homeless individuals and low-income families in the area. Inspired by Carter's work to help the homeless, the Pathfinders asked Kimberly Clements, director at Underdog Street Ministries, if they needed food donations. "That is something that we are always in need of, and we said sure," Clements said.

Soon after, the club delivered 90 cans of food to Underdog Street Ministries from their food drive. "The kids were begging to do it again," Jones said.

The club has also supported Underdog Street Ministries by preparing care packages filled with toothpaste, toothbrushes, socks, combs, snacks, and more. "They are awesome," Carter said. "They set a good example for the younger kids. They are very kind and caring. They aren't afraid to get out and share. I really love those kids."

Love for outreach, learning, and teamwork has given the young people in the Elko Pathfinder club many great experiences, and this year they are anticipating a special and culminating event. Thanks to the support of parents, church members, and the church board, the club will get to attend the Oshkosh Camporee—a trip the Pathfinders are working hard to make a reality. "It will be lifelong memory for them," Jones said. "Most

of our club will only have this one opportunity to go. We are going to have best time ever."

For the young people in Elko, Pathfinders has become the conduit for a wealth of opportunities. For Jones, the opportunity to impact the lives of these young people has inspired her to commit her time. Since her retirement from nursing in April of 2018, Jones has used her extra time for ministry and says she is glad she accepted the call to serve. "There is nothing I'd rather do more," she said. "Wherever there are children and youth, they need to know they are loved by us."



(Left) Elko Pathfinder participants and their families pose under the camp unit banner at the 2018 Nevada-Utah Conference Camporee and family camp. (Right) Pathfinders stand at attention at the 2018 Nevada-Utah Conference Camporee.

Rio Introduces International Students to Jesus

BY JULIE LORENZ

Students come to study English, but then they keep hearing about a Man named Jesus. For nearly three decades, teenagers from countries around the world have enrolled at Rio Lindo Adventist Academy. Many of the students from Asia know little to nothing about Christianity. “They do not know who Jesus is or what a Bible is,” said Jill Richards, who teaches English as a second language.

Rio’s staff has endeavored to find the best methods to take some of the mystery out of this unfamiliar religion. One effective way is through a class called “Introduction to Christianity,” which Richards has taught for five years. She focuses on three main themes: forgiveness, the need for choice, and the need to be loved. “I intertwine them in all the Bible stories as we try to explain God’s character,” she said. Sometimes she can see when the concepts are hitting home. “There are moments that I feel like I’m walking on holy ground—moments when I see the light come on,” she said.

During the course of the school year, Rio’s weekend programs focus on positive character traits—a new one every month or so—such as kindness, honesty, and respect. This emphasis serves as a bridge to students from a variety of backgrounds, showing that Christianity has many of the same values as they do. “We chose the traits that anybody around the world could say: ‘My culture would support that, too,’” said Lyle Bennett, Rio Lindo Adventist Academy church pastor.

Although they hope that everyone on campus will meet Jesus and develop a relationship with Him, Bennett says that the teachers are careful not to coerce students into making a decision for Christ. “We will not manipulate them into emotional connections they don’t want to be part of,” he said.

Through the years, a number of international students have been baptized. One teen attended Rio for three years. “He was always very respectful when it came to religious ideas, but he was not committed or interested,” said Richards. After graduation, he stayed in touch with staff on campus. Several of them helped him to obtain his California driver’s license.

After experiencing life at a public university, the young man told Bennett that he was interested in studying for baptism. “He told me that **(Below) Rio Lindo Adventist Academy students play a game in their class, “Introduction to Christianity.”**



Rio Lindo Adventist Academy church pastor Lyle Bennett baptizes Nina Fan in 2016.

the teachers here really cared about him, and that’s what convinced him baptism was an important thing to think about,” said Bennett, who

baptized the young man in December.

In some cases, the kids have unknowingly witnessed to their parents. “Students have told me that their families have noticed that they have changed,” said Richards. After one girl was baptized, her mother told Richards that she had seen a really big difference in her daughter. The mother has since started Bible studies with an Adventist pastor.

Richards is thrilled to see the Lord work in the lives of her students and their families. “We never know what seeds we might have planted,” she said.



(Above) Rio Lindo Adventist Academy teacher Jill Richards celebrates graduation with Penny Mongkolsutee (left) and Yino Li (right), both of whom were baptized in 2016.



PHOTOS: JIM LORENZ

Junior High Band Festival Ends on a High Note

BY JULIE LORENZ

Band students from five Northern California Conference schools enjoyed meeting other young musicians and performing together at the Junior High Band Festival, held at the Antioch church on Friday, April 1. About 60 kids came from El Dorado Adventist School, Hilltop Christian School, Orangevale SDA School, Pine Hills Adventist Academy, and Pleasant Hill Adventist Academy.

"This festival was the culmination of much hard work on the part of our music teachers and their students," said Associate Superintendent of Education Coreen Hicks. "Many of these young people have been playing their instruments for less than a year, so it's especially impressive to hear them come together and praise the Lord in music."

The festival's clinician was Elsy

M. Gallardo-Diaz, the new director of bands, orchestras, and handbells at Andrews Academy, as well as the beginner band and orchestra teacher at Ruth Murdoch Elementary School in Berrien Springs, Michigan. "Dr. Gallardo-Diaz brought a wealth of experience—both in music and in teaching," said Hicks.

Hours of rehearsal concluded with an evening concert of sacred music. "My daughter had fun during the full day of practice as a member of a team of performers," said Jason Mitchell, whose daughter, Amber, is a Pleasant Hill Adventist Academy seventh grader. "And she enjoyed opening the Sabbath in worship through music."

The opportunity to meet other music students was a real plus for the young people. "I really enjoyed connecting with other kids my age

who had similar passion and talents," said Makensie Burgess, El Dorado Adventist School eighth grader.

Her sister, Savanna Burgess—an eighth grader at Orangevale SDA School—agreed. "My favorite parts of band festival were performing all together and meeting more people who shared my love of music," she said.

The joint band had fewer members than at previous music festivals, which allowed for more individualized instruction and a less formal atmosphere. "A smaller group of students than in years past was a bonus for my students," said Barbara Cunningham, music teacher at Orangevale SDA School. "The size was not overwhelming, and I observed my students happily interacting with many students from other schools."

Arizona Conference Elects Jose Angel Ramírez Executive Secretary

BY PHIL DRAPER

José Angel Ramírez, formerly executive secretary of the Potomac Conference (covering parts of Maryland, Virginia, and Washington, D.C.) has accepted an invitation to come to Arizona Conference as executive secretary and ministerial director.

Arizona Conference President Ed Keyes said, "I went through a long, extensive, and careful process looking for just the right person for this position. At one point I had 24 names, narrowing that down to 14 who showed an interest in coming, and then personally interviewing three great candidates."

The Lord seemed to make it clear to the Personnel and Executive Committees that Ramírez was best for the job at this time.



The Lord seemed to make it clear to the Personnel and Executive Committees that Ramírez was best for the job at this time. He brings with him a wealth of experience in ministry as well as a personal knowledge of working in the Pacific Union. He has also served in the capacity of executive secretary for

12 years now, and that is truly a key component for this position.

Ramírez began his pastoral ministry in 1985 in the Southeastern California Conference. He served there as a pastor for 22 years before accepting the invitation of the Potomac Conference in 2007 to be the vice president for administration.

He holds a B.A. degree in pastoral ministry from Loma Linda University and an M.Div. from

Ramírez is married to Bexy Castellón, who works as a respiratory therapist. They have three sons.



Andrews University. In May of 2014 he completed his Doctor of Ministry degree from Andrews University in the area of leadership and church growth.

Ramírez is married to Bexy Castellón, who works as a respiratory therapist. God has blessed them with three sons: Reuben, Ryan, and Reiss.

Ramírez enjoys jogging, traveling, and playing guitar. His greatest passion is serving a God who has the power to restore any broken relationship. He considers this the greatest miracle in life.

His fluency in Spanish will be invaluable to the large number of Hispanic members in the Arizona Conference. He and his wife plan to transition to Arizona on April 1.



Partners in Philanthropy: *Making an Impossible Dream a Reality*

BY STEVE WILLIS

Tanya Piazza knows—firsthand—a wonderful truth about philanthropy: It can change lives!

She knows this because just over a decade ago she was a single mom who was picking tomatoes in the fields during the day, sleeping on the floor at night, and, as she says, “literally counting pennies.” Today, Tanya, MSN/INF, MSN/Ed, RN, PHN, ENPC, TNCC, is a highly respected

registered nurse with two master’s degrees whose skill and hard work have led her to her current role as RN residency program manager at Adventist Health White Memorial.

What made the difference between Tanya’s former life and her life today? It was, primarily, the Adventist Health White Memorial/TELACU Health Careers Program. This partnership, which started in 2002 with four years of generous funding from UniHealth Foundation, provides stipends and scholarships for young people in East Los Angeles to use for the education and testing required to become a registered nurse. Just as important, the program offers the support, mentoring, professional development, and hope people often need to push through the challenges of pursuing higher education.

That was the case for Gloria Santamaria, who once believed her dream of becoming a nurse would never become reality. “I had family members who told me I wasn’t smart enough to be a nurse or that I really didn’t want to be a nurse,” she said.

Gloria worked as a medical assistant and a secretary, and she went to college. But then family finances became an issue, and she once again saw her dream slipping away. One day she attended a TELACU presentation at Rio Hondo College, and hope came charging back into her life. “TELACU came along at a time when I thought I was going to have to

quit college,” she said.

The financial help was, in Gloria’s words, “a game-changer.” Nearly a decade later, she—like Tanya and so many other graduates of the Health Careers Program—has become a highly-valued member of the leadership team at Adventist Health White Memorial, running two programs that help to ensure employees are working at their highest potential.

Donors to the Adventist Health White Memorial/TELACU Health Careers Program see their gifts multiply in exciting ways: They not only forever change the lives of those who complete the program but also improve the care of Hispanic patients by offering culturally competent nurses who understand more than just their language. The entire community benefits too as our graduates buy homes, support local businesses, and give back in other ways to this community they love. The value of the program even extends beyond today, as graduates go on to mentor and influence future generations of medical professionals.

“Donors give us a voice while allowing us to keep our pride,” Tanya says. She appreciates the generous continued support of Adventist Health White Memorial and the TELACU Health Careers Program. “It is a huge investment in our lives. I am so thankful and, as a result, I have a huge sense of loyalty to White Memorial.”

Monumental Success

Since 2002, the White Memorial/TELACU Health Careers Program has empowered more than 160 first-generation residents to become registered nurses. Many are the first in their families to go to college. With impressive 100 percent graduation and passing rates, graduates are hired by Adventist Health White Memorial to serve throughout the hospital, in places such as the Emergency Department, the Intensive Care Unit, and the Neonatal Intensive Care Unit.

We’re grateful for the Southern California colleges and universities that partner with us, including Azusa Pacific University; California State University, Los Angeles; East Los Angeles College; and Rio Hondo College.



From Insurance Agent to Teacher *Alum's Career Pivot Brings Fulfillment*

BY DARLA MARTIN TUCKER

For 25 years Hugh Barker-Hatch made a living in the insurance industry. But when the competitive environment took a toll, his wife suggested the education field and he decided to check it out.

Barker-Hatch, a resident of Eastvale in Southern California's Riverside County, graduated in June 2018 from La Sierra University's School of Education with a Master of Arts in Teaching, aiming to become an elementary school teacher. He completed seven weeks of teacher training last summer and in November and December worked as a substitute teacher at Honey Hollow Elementary School in Moreno Valley. He is currently a long-term substitute first grade teacher in Moreno Valley.

"I have had a long career in a competitive industry," Barker Hatch said. "It's a pleasure to now give back in a collaborative environment."

Barker-Hatch joins a field that anticipates substantive job growth. The U.S. Bureau of Labor Statistics anticipates nearly 1.9 million job openings for teachers between 2014 and 2024 in preschool through postsecondary education.

And his career switch is not uncommon. Various reports peg the

number of career changes an individual may pursue in his or her lifetime as ranging between three and seven. For those considering a professional metamorphosis, La Sierra offers a variety of options, including master's and doctoral degrees in education, a Master of Arts in English, a Master of Business Administration with various emphases, and a Master of Science in Accountancy, which prepares students for the CPA exam.

Barker-Hatch graduated from

TIPS TO MAXIMIZING FINANCIAL AID

- > Fill out the FAFSA at www.fafsa.gov between **October 1** and **March 2**.
La Sierra's code: **001215**
- > Visit lasierra.edu/afford to find out about national and local scholarships.
- > From California? Submit a Cal Grant application. calgrants.org
- > If applicable, complete the California Dream Act application. www.caldreamact.org

Cal Poly, Pomona in 1992 with a Bachelor of Science degree in business administration. He became an insurance agent and then owned an agency in Anaheim offering multiple lines of insurance. Seven years ago he married into a family of teachers, and around that time his wife, Trish Barker-Hatch, earned a teaching credential in biology and geoscience at Claremont Graduate University. The education field piqued his interest, and Trish suggested he try teaching.

But Barker-Hatch wanted to be certain before making such a drastic jump. In 2016 he substitute taught across five Southern

California school districts in every level from transitional kindergarten to 12th grade, and in classrooms serving students with mild, moderate, and severe special needs. "I did everything to see what I liked best," he said. "I came to realize that my real passion was teaching the younger students. They still like their teachers, they want to learn and do well for their teachers, and they are still teachable."

Barker-Hatch learned about La Sierra's graduate program online and initially chose to enroll at the university because of its proximity to his home and his substitute teaching work. "I came to really appreciate the physical campus and the camaraderie

among students, faculty, and staff there," he said. "It was an excellent choice for me. I especially appreciate the personal contact with DeAnne Knipschild, Angela Reynolds, Dr. [Keith] Drieberg, and Dr. [Raymond] Hurst."

As a La Sierra graduate student, Hugh was also impacted by a field trip to NASA's Jet Propulsion Laboratory in Pasadena where he and other education students learned how to teach science to different age groups, which included how to do certain types of experiments. They learned about projects such as how to make a planetarium out of a large piece of black felt and how to make small rockets. They also visited the JPL control room and learned about the latest activities of the Mars rover program.

Barker-Hatch is now applying his skills and knowledge in the classroom and using his newfound career to make a difference in young lives.

"I want to teach students about the importance of teamwork," he says, "[of] taking care of themselves, finding solutions rather than seeing only problems, taking responsibility for their actions, and being nice to others."

"He's a natural-born teacher," said Trish, who teaches ninth grade biology in Moreno Valley.

Added her husband, "It's fun."

PHOTOS BY NATAN VIGNA



La Sierra University Master of Arts in Teaching graduate Hugh Barker-Hatch teaching at an elementary school in Moreno Valley.



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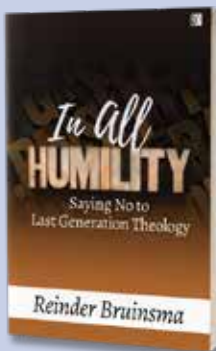


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Reinder Bruinsma served the Seventh-day Adventist Church in various assignments (pastor, education, publishing, and church administration) for over 40 years in his home country (the Netherlands), West Africa, the United States, and the UK. His last assignments were as executive secretary of the Trans-European Division and, subsequently, president of the Netherlands Union.



Perfection is a biblical teaching. Perfectionism, however, is a distortion that can lead to pride or despair. Adventists have their own version of this ancient error—Last Generation Theology. In this compact, well-researched volume Reinder Bruinsma explains and unmask this errant teaching.

—William Johnsson, scholar, author, longtime chief editor of *Adventist Review*

Assertive but balanced, short but well documented. A must-read for every Seventh-day Adventist confronted (or not) with Last Generation

Theology. Beyond addressing the topic, Bruinsma provides a user-friendly overview of the most current hot potatoes within Seventh-day Adventism.

—Dr. Jean-Claude Verrecchia, principal lecturer in New Testament, Hermeneutics, and Second Temple Judaism, Newbold College, Bracknell (UK)



Both *In All Humility* and *Con toda humildad* are available through Amazon.com and AdventSource (adventsource.com)



Oak & Acorn Publishing is a resource ministry of the Pacific Union Conference, www.adventistfaith.com/oakandacorn.

CALENDAR

La Sierra University

La Sierra Homecoming Alumni Weekend, "Embracing the Journey," (April 25-28). Dr. George T. Harding IV, Class of '49, will be honored as Alumnus of the Year. Information and registration is at www.lasierra.edu, e-mail alumni@lasierra.edu, or call 951-785-2578.

Northern California

"The Sanctuary Series" (April 25-April 10) 6:30 p.m., Monday, Wednesday, Friday. Stockton Central church, 1314 North Madison, Stockton. Speaker: Dr. David Resendes. Info: 916-316-5335.

Pathfinder Bike-a-thon

(April 7) 8 a.m.-4 p.m. Metro Air Park, Sacramento. Info: NCC Youth Department, 925-603-5080.

"Leading Children and Families to Heaven" (April 6) 2 p.m. Sacramento Slavic church, 4837 Marconi Avenue, Carmichael. Training for children's ministry leaders and children's Sabbath School teachers. Active learning and Bible learning activities, teaching children to think, disciplining with love and grace, craft lab, great storytelling. Info: www.nccsda.com/LeadingChildrentoHeaven, alice.merrill@nccsda.com.

Adventist Community Services Retreat (April 12-14) Leoni Meadows. "The Missional Church Movement." Devotional speaker: Pastor Marvin Wray. Workshop speaker: Sung Kwon, executive director of NAD ACS. Musical program: Kelly Mowrer. Pre-register on or before April 10. Info and registration: www.leonimeadows.org.

Teen Pathfinder Rock Climbing (April 18-21, April 25-28) Yosemite National Park. Info: NCC Youth Department, 925-603-5080.

Instituto Laico Adventista de California (April 21) 9 a.m.-4 p.m. Pacific Union College. Training for Spanish-speaking laypeople. Speaker: Dr. José Merced Espinosa, "Predicación Evangelística." Info: www.nccsda.com/ilac.

Church Treasurer Training (April 28) 9 a.m.-2:30 p.m. NCC Headquarters, 401 Taylor Blvd., Pleasant Hill. Bring your laptop computer. Lunch provided. RSVP. Info: NCC Treasurer's Office, 888-434-4622, ext. 209.

Men's Retreat (May 3-5) Leoni Meadows. Speaker: Michael Kelly, senior pastor of the Mount Rubidoux church in Riverside. "Conformed to Transformed." Two-mile run with prizes; free

t-shirt. Pick up a registration form at any local NCC church. Info and registration: www.leonimeadows.org.

Instituto Laico Adventista de California (May 26) 9 a.m.-4 p.m. Pacific Union College. Training for Spanish-speaking laypeople. Speaker: Dr. Luis Fernando Manrique, "El Evangelismo y el Espíritu Santo." Info: www.nccsda.com/ilac.

Pacific Union College

New Student Priority Registration (April 8). New students can register for Fall 2019 beginning April 8. Students should contact their admissions counselors for information. Registration for continuing students opens April 22. General info: 707-965-6336, admissions@puc.edu, or www.puc.edu/admissions.

Admitted Student Day (April 12). Students accepted for Fall



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Be a Pioneer—Apply today! PUC is still accepting applications for spring and fall quarters 2019. Learn more about our 70+ programs. It's free to apply and merit scholarships are still available. Info: Admissions, 800-862-7080 or puc.edu/admissions.

RAG: Student Art Exhibition (April 18). Opening reception, 7 p.m., Rasmussen Art Gallery. This exhibit features new work from students in PUC's visual arts program and runs through May 5. Info: 707-965-7362.

Homecoming Weekend (April 19-21). Reunite with classmates and enjoy time with each other at class events during Homecoming weekend. Honored classes: '1940s, '59, '64, '69, '79, '89, '94, '99, and '09.

Info: 707-965-7500 or <https://homecoming.puc.edu/>.

Angwin to Angwish Trail Run (April 21). Join us for the annual trail run supporting Pacific Union College students and programs. The race offers a half-marathon, a 10k, and a 5k fun run. For more information and to register, visit angwintoangwish.com.

PacificQuest 2019: Do you know a junior high student who loves to learn? Pacific Union College's weeklong summer camp for top students is a great way to have fun and earn college credit! This year, students will be introduced to the world of chemistry, computer programming and game development, and technology. Learn more about this year's camp, running June 23-28, at puc.edu/pacificquest. Application deadline is April 16.

PQRise 2019: Pacific Union College is pleased to offer a new academic summer program

where high school students take college-level STEM classes taught by PUC professors. The PQ Rise 2019 theme is the SCIENCE of EXPLOSIONS, with programming focused on the history, music, and poetry of July 4. Learn more about this year's camp, running June 30-July 5, at puc.edu/pacificquest. Application deadline is April 16.

Start Your MBA today! PUC's new 100% online MBA is accepting applications for summer and fall start dates in 2019. Learn more at www.puc.edu/mba or call PUC's Admissions Office at 800-862-7080.

PUC is hiring! Please visit www.puc.edu/careers for more information or to apply.

Southern California Conference

CYC Mini Camp Meeting (April 5-6) Friday: 7 p.m. Saturday: 11 a.m.-6 p.m. Guest presenters: Glenmar Flores, Jon Laolagi,

Myesha Tarvin, Destiny Joshua, Cheyenne Lyons, and Quinn Miller. Musical guests: Destiny Joshua, Ashley Smith, Mark Bihm, and Koko Venegas. 425 Arroyo Rd., Santa Barbara 93110. Info: 818-549-4147.

Simi Valley Women's Ministries Fourth Annual Women's Congress (April 6). 10 a.m. to 4 p.m. St. Francis Episcopal Church, 280 Royal Ave., Simi Valley. Guest speaker: Kris Stevenson. \$25 registration fee includes lunch, music, drama, spoken word, and fellowship. Registration after March 30 is \$30. To register: 805-526-0141, www.simiadventist.org (select Online Giving, Women's Ministries).

Prayer & Spirituality Weekend (April 12-13). Save the date and stay tuned for more details! Speaker: Dr. Debleaire Snell. Vallejo Drive church, 300 Vallejo Dr., Glendale 91206. Info: prayer@scsda.org or Janet Lui, 310-963-2578.

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Payment in advance must accompany all classified advertisements or they will not be published. Display ads for known advertisers will be billed. To pay by credit card, please call 805-413-7280.

How to Submit Advertising

Classified ads must be sent with payment to the Recorder office (Sali.butler@adventistfaith.com). Display ads should be arranged with the editor (info@adventistfaith.com).

Classified Rates

\$70 for 50 words;

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Display Rates (Full Color Only)

Back cover, \$4,200; full page, \$3,800; 1/2-pg., \$2,200; 1/4-pg., \$1,200; 1/8-pg., \$700; \$160 per column inch.

Information

Circulation is approximately 76,000 homes, and magazines are scheduled to arrive in homes by the last Thursday of the previous month. For more information about advertising, please click on the Advertising tab at www.pacificunionrecorder.com, e-mail info@adventistfaith.com, or call 805-413-7280.

2019 Deadlines

These are the advertising deadlines for the Recorder. Your local conference news deadlines will be earlier.

June: May 6

July: June 3

Contributions

The Recorder pages are assigned to the local conferences, colleges, and health care institutions, and all content comes through the communication departments in those organizations. If you have a news story/idea, calendar announcement, etc., please contact your local communication department.

See the masthead for contact information. Want tips for writing for us? See www.dailywritingtips.com/the-art-of-writing-news.

Second Saturday Series Concert (April 13) 5 p.m. Featuring Louis Mo, violin. Admission is by free-will offering, reception to follow. Glendale City church, 610 E. California Ave., Glendale 91206. Info: 818-244-7241.

GLAR Convocation (April 26-28). Join the Greater Los Angeles Region for the annual convocation weekend, with events beginning Friday night at 7:30 through 4 p.m. on Sunday. White Memorial church, 401 N State St, Los Angeles, 90033. Info: 818-546-8465.

Los Angeles Adventist Forum (April 27) 3 p.m. Speaker: Dr. Elizabeth Johnston Taylor, Professor of Nursing at LLU. Topic: Prayer and Illness: Evidence-Informed Reflections. All are welcome. Glendale City church chapel, 610 E. California Ave., Glendale 91206. Info: 818-244-7241.

ONE House Worship (May 4). Save the date and stay tuned for more info! Sign up to receive updates at onehousesocal.com.

Operation ReachBack Christian Education Benefit Brunch (May 5) 10 a.m. Donation: General, \$65. Children 3-12, \$20. Almansor Court Restaurant, 700 South Almansor Street-Palm Court, Alhambra, CA 91801. Info: Eunice Winston, 323-255-2897.

Dr. Tim Riesenberger Presentation (May 10-11). Guest speaker: Dr. Tim Riesenberger of Amazing Discoveries. Friday at 7 p.m., Saturday at 11 a.m. and 2 p.m. Topics include diabetes and cancer. Times are subject to change. Pico Rivera Bilingual church, 5058 Cord Avenue, Pico Rivera 90606. Info: 562-271-7221, www.picoriverasda.org.

Second Saturday Series Concert (May 11) 5 p.m. Featuring Vieness Duo, piano. Admission is by free-will offering, reception to follow. Glendale City church, 610 E. California Ave., Glendale 91206. Info: 818-244-7241.

7th Annual Can U Hear Me Now? Youth Conference (May 24-27). Theme: "Removing Barriers." Camp Cedar Falls, 39850 CA-38, Angelus Oaks, 92305. Info: canuhearwomenowconference.org.

Los Angeles Adventist Forum (May 25) 3 p.m. All are welcome. Glendale City church chapel, 610 E. California Ave., Glendale 91206. Info: 818-244-7241.

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Adventist Books: Looking for NEW Adventist titles to encourage and grow your daily walk? Visit us at www.TEACHServices.com. For USED Adventist books visit www.LNFBooks.com. AUTHORS: If you are interested in having your book published, call 800-367-1844 for a free evaluation.

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It Is Written is seeking applications for a full-time Planned Giving Field Representative. The candidate must be a highly motivated individual, able to work from a home office, travel routinely to communicate with supporters, and represent the ministry at assigned events. NAD trust services certification is preferred but not required to apply. If interested, please visit www.adventistmediacenter.com to download an application and e-mail application and resumé to mmendoza@adventistmediacenter.com.

Pacific Press Publishing Association is seeking a Human Resources Director.

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is required. SPHR or SHRM certification preferred. To apply contact Robert D. Hastings, Vice President of Finance at 208-465-2536 or Robert.Hastings@pacificpress.com.

Pacific Press is seeking a Director of Marketing for the trade book segment of operations. Candidates should have a strong record of collaboration and proven organization and communication skills. Experience in sales preferred. Bachelor's degree in marketing, communications, business or public relations or an equivalent in work experience a must. To apply contact Michelle Sinigaglio, HR Director at Michelle.Sinigaglio@pacificpress.com.

Pacific Union College, Management of Howell Mountain Enterprises, Inc. is seeking a Director of Howell Mountain Enterprises. Major duties to provide administrative oversight for

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Pacific Union College is seeking candidates for our Nursing program for the following positions: Department Chair-Associate or Full Professor of Nursing, Associate or Assistant or Full Professor of Nursing with Adult Clinical Focus, Leadership-Preceptorship, and Associate or Assistant or Full Professor of Nursing-Adult Clinical. Master's degree or Doctorate preferred

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Southern Adventist University seeks full-time graduate faculty to join our mission-focused team. Teaching responsibilities will be primarily at the MSN and DNP levels. Candidate must hold current acute care NP certification. Requisite qualities include advanced practice nursing experience, interest in research, successful teaching, flexibility, and commitment to SDA education. The candidate must be a member in good and regular standing in the SDA Church. Doctorate strongly preferred; MSN required. Send curriculum vitae or inquiries to search committee chair, Christy Showalter, cshowalter@southern.edu in the School of Nursing, PO Box 370, Collegedale, TN 37315.

Southern Adventist University School of Nursing seeks a full-time faculty to join a mission-focused team.

Teaching responsibilities will be primarily at the undergraduate level. An earned doctorate is preferred. Requisite qualities include successful teaching experience, interest in research, flexibility, and commitment to Adventist nursing education. The candidate must be a member in good and regular standing in the Seventh-day Adventist Church. Send curriculum vitae or inquiries to search committee chair, Christy Showalter at cshowalter@southern.edu. SAU School of Nursing, PO Box 370, Collegedale, TN 37315. For full job description please visit www.southern.edu/jobs.

Southern Adventist University seeks full-time teaching faculty for the School of Music. This position will provide curricular oversight to and teach lower- and upper-division courses in area of primary expertise—either music history or music theory. Master’s degree in Musicology, Music History, or Music Theory required, doctorate preferred. Full job description: www.southern.edu/jobs.

The General Conference (GC) of SDA’s Office of General Counsel is seeking a law student for an 8- to 10-week paid summer clerkship. This position is not a full-time, hire-track position and is best suited for 1Ls. Duties include legal research and other projects; emphasis is on religious liberty and First Amendment work. Must be SDA church member. Interview and/or relocation expenses will be applicant’s responsibility. Send resume, writing sample, and transcript to karnik@gc.adventist.org.

Union College seeks full-time professor of communication with strong experience in emerging media and public relations beginning July 2019. Doctorate is preferred. Please submit a curriculum vitae to

Dr. Mark Robison, Humanities Division chair, at mark.robison@ucollege.edu.

Events

2019 ASI Pacific Union Conference: You’re invited to our annual ASI conference, April 25-28, 2019, at the Weimar Institute, in Weimar, Calif. We’ll be sharing stories of how people are sharing Jesus Christ in the marketplace in creative and compassionate ways. Featuring Taj Pacleb from Revelation of Hope Ministries and many others. Children’s program will also be available. More info and registration at www.asipacificunion.org/convention.

Missing Members

Smyrna church, 4394 W. Washington Blvd., Los Angeles, CA 90016, 323-732-4464. Orpah Anerson-Haywood, Cherris Awagah, Emmanuel Awagah Jr., Marquel Boardley, Stephenn Boardley, Ethel Brazil, Bridget C. Briggins, Ilya Brown, Lydia Brown, Christina Buller, Sheheda Buller, Ishimine Caldwell, Cornie Winston Carcamo, Michelle Chambers, Claudette Cottrell, Maxine Daniels, Charles Davis, Karen Dawkins, Nicki Decosta, Karen Dobbins, Hulda Dominguez, Betty Edwards, Chantel Esbend, William P. Ferguson, Debra M. Fisher, Mika Fisher, Conklin Gentry Jr., Richard Gibert, Elsa Goodman, Melrose Gordon, Gina Gorin, Rogelio Roy Gorin Jr., Darly Hansack, David Hansack, Raymond Harris, Bobby Haywood, Renee Haywood, Jason Haywood, Nicole Haywood, Dyenna Henderson, Etheal Yvonne Hendricks, Juan Henry, Sherill Henry, Richard Holland, Donna Jones, Geselle Jordan, Kevin Krigger Jr., Kunzai Krigger, Kynaira M. Krigger, Dawit Makonnen, Malcolm Malone Jr., Christina Marcell, Candice Matthew, Nicole McDonald-Gantt, Yvonne Mcfarlane, Adrienne

Sunset Calendar April 2019

City	April 5	April 12	April 19	April 26
Alturas	7:32	7:40	7:47	7:55
Angwin	7:36	7:43	7:50	7:56
Bakersfield	7:20	7:26	7:32	7:37
Calexico	7:04	7:09	7:14	7:19
Chico	7:35	7:42	7:49	7:56
Death Valley (Furnace Ck)	7:12	7:18	7:24	7:30
Eureka	7:45	7:52	8:00	8:07
Four Corners [E]	7:42	7:48	7:54	8:00
Fresno	7:24	7:30	7:37	7:43
Grand Canyon (South Rim)	7:00	7:06	7:11	7:17
Half Dome	7:24	7:30	7:37	7:43
Hilo	6:35	6:37	6:39	6:41
Holbrook	6:53	6:58	7:03	7:09
Honolulu	6:47	6:49	6:52	6:54
Joshua Tree	7:09	7:14	7:19	7:25
Lake Tahoe	7:27	7:34	7:40	7:47
Las Vegas	7:05	7:11	7:17	7:23
Lodi-Stockton	7:14	7:20	7:25	7:31
Loma Linda	7:12	7:18	7:23	7:28
Los Angeles	7:16	7:22	7:27	7:32
McDermitt [N]	7:20	7:28	7:36	7:44
Moab	7:45	7:51	7:58	8:05
Monterey Bay	7:33	7:39	7:45	7:51
Mt. Whitney	7:11	7:16	7:21	7:27
Napa	7:36	7:42	7:49	7:55
Nogales [S]	6:48	6:53	6:58	7:02
Oakland	7:35	7:42	7:48	7:54
Paradise, CA	7:34	7:41	7:48	7:55
Phoenix	6:51	6:56	7:02	7:07
Puuwai, Ni'ihau [W]	6:54	6:57	6:59	7:02
Reno	7:27	7:33	7:41	7:47
Riverside	7:13	7:18	7:23	7:29
Sacramento	7:33	7:39	7:46	7:53
Salt Lake City	7:56	8:03	8:11	8:18
San Diego	7:11	7:16	7:21	7:26
San Francisco	7:36	7:42	7:48	7:53
San Jose	7:33	7:39	7:46	7:52
Santa Rosa	7:37	7:44	7:51	7:57
Sunset Beach	7:33	7:39	7:45	7:51
Thousand Oaks	7:19	7:24	7:29	7:35
Tucson	6:46	6:51	6:55	7:00

[N]=Northernmost [S]=Southernmost [E]=Easternmost [W]=Westernmost point in the Pacific Union

"So there remains a Sabbath rest for the people of God." Hebrews 4:9

McMiller, Taiaha Mintas, Mara Montini, Helen L. Murrell, Doreese Newton, Marvin Orr, Mary Oliver, Jermaine Patnett, Preston Perry, Natalie Pierre, Eddie Polk, Eric Pullins, Christina Ramos, Olympia Reneaux, Richard Ronnie, Melaine Sampson, Edliana Smith, Xenia Smith, Brandi Solomon, Marvin Tate, Matthew Thomas, Kyrisha Turbe, Rose Ella Turner, Apolonia C. Udarbe, Theodore Van Buren, Richard D. Williams, Gerard Williamson, James Young.

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home. \$750,000. Call Judy—please leave a message: 530-410-8525

Reunions

CORRECTION: Mountain View Academy Homecoming Alumni Weekend (April 12-13). Honor classes: '04 and '09. Fri., dinner 5 p.m., Vespers, 7 p.m. Registration, Sat., 10 a.m., Roll Call, 11 a.m. followed by Worship with guest speaker, Rob Colon, senior pastor Sunnyvale church.

La Sierra Homecoming 2019 Alumni Weekend, "Embracing the Journey," (April 25-28) Dr. George T. Harding IV, Class of '49 will be honored as Alumnus of the Year. Registration info: www.lasierra.edu, e-mail alumni@lasierra.edu, or 951-785-2578.

Vacation Opportunities

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Egypt Bible Tour (Dec. 12-22) with Dr. Carl Cosaert of Walla Walla University. Discover the land of the pyramids, the Pharaohs, Moses, the Exodus, including a Nile cruise and more. Wonderful weather, meals, and accommodations for only \$2,425 plus airfare. For more information, Contact Sharon Searson at Sharons@uccsda.org.

Israel Tour with Pastor Jim Gilley & Friends (Nov. 17-25) \$3,295. Includes air, breakfast and dinner buffets daily, all tips, taxes. From New York, Chicago, or Los Angeles. Other departure cities available. Call Maranatha Tours at 602-788-8864.

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AT REST

Booker, Sharon – b. April 23, 1935, Green Valley, Ariz.; d. Jan. 18, 2019, Green Valley, Ariz.

Bost, Velma June – b. April 23, 1928, Falfurrias, Texas; d. Dec. 15, 2018, Cherry Valley, Calif. Survivors: husband, Dallas; daughters, Robyn Hufnagle, Susan Marshall, Deborah; six grandchildren; five great-grandchildren. June served the County of Riverside as a public health nurse.

Bradley, Norman – b. April 23, 1926, Massy Station, Iowa; d. Jan. 11, 2019, Auburn, Calif. Survivors: wife, Panzy Emery-Bradley; son, Daniel; daughters, Vicky Miller, Patricia Kurts; six grandchildren; 13 great-grandchildren; two great-great-grandchildren.

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Brown, Charles Dawson – b. Nov. 16, 1937, San Diego, Calif.; d. Nov. 29, 2018, Fresno, Calif. Survivors: wife, Phyllis; son, Roger; daughter, Tamara Stanic; two granddaughters.

Buchheim, Paul H. – b. April 21, 1947, Vallejo, Calif.; d. Jan. 11, 2019, Loma Linda, Calif. Survivors: wife, Carole Stanton; sons, Hans, Ivan; daughter, Heather; six grandchildren. Paul was a geology professor at LLU.

Dailey, Colin – b. June 28, 1990, Loma Linda, Calif.; d. Feb. 2, 2019, Loma Linda, Calif. Survivors: parents, Ron and Karen Winston Dailey; brother, Casey; sister, Katie; grandmother, Alma Winston.

DuBose, Erleen (Nightingale) – b. Feb. 3, 1924, Shafter, Calif.; d. Feb. 4, 2019, Lodi, Calif. Survivors: Valerie Suelzle, five grandchildren, eight great-grandchildren.

Gibb, Roy Elmer – b. Sept. 15, 1934, Columbia, Mo.; d. Dec. 7, 2018, Vallejo, Calif. Survivors: wife, Estelle; son, David; daughters, Robin McCloskey, Lisa Bartlett; nine grandchildren; 16 great-grandchildren.

Gomer, Sithambara T. – b. July 14, 1923, Pragasapuram, India; d. Jan. 30, 2019, Loma Linda, Calif. Survivors: wife, Grace; sons, Wilson, Dayasingh; daughters, Merlin Ponraj, Dharmaseeli Moses, Padmini Davamony, Doris Kore; 16 grandchildren; 24 great-grandchildren.

Harriss, Mary A. (McLean) – b. July 20, 1929, Beaver Crossing, Neb.; d. Feb. 3, 2019, Bonita, Calif. Survivors: sons, David, Dwight; daughters, Diane, Dorinda; six grandchildren; three great-grandchildren. Served as surgical nurse at Washington Sanitarium and as oncology nurse supervisor at Florida Hospital.

Heath, Leora Irene (Bates) – b. Feb. 14, 1927, San Francisco, Calif.; d. Feb. 19, 2019, Bakersfield, Calif. Survivors: son, David Robinson; daughter, Karon Sue Gonzalas; siblings, Dorothy Pulley, Marlene Thelander, Priscilla Davis, Gleason Appling; 12 grandchildren; 10 great-grandchildren; three great-great-grandchildren.

Jenicke, Irene B. (Schmechel) – b. Sept. 22, 1921, Granite Falls, Minn.; d. April 2, 2018, Sun City, Ariz. Survivors: son, Donald; daughters, Barbara Morphis, Sandra Monette; three grandchildren; four step grandchildren, and 13 great-grandchildren; sisters, LaVaun Heil, DeLoris Tallman.

King, Curtis Montice – b. Dec. 14, 1933, Dallas, Texas; d. Feb. 9, 2019, Green Valley, Ariz. Survivors: son, Monty; daughters, Joan Minear, Rebecca Parks. Loved to tell children stories at church.

Louis, Joseph S. – b. April 22, 1926, Vadakangulam, Tamil Nadu, India; d. Feb. 22, 2019, Loma Linda, Calif. Survivors: sons, Leslie, Lester; daughter, Lorraine E. Christopaul; three grandchildren; three great-grandchildren.

Love, Alfred Leroy – b. Feb. 19, 1934, Britton, Okla.; d. Feb. 16, 2019, Marysville, Calif. Survivors: wife, Georgia; daughters, Cheri, Ramona Thurman; two grandchildren.

Miller, DonnaLee (Zumwalt) – b. May 11, 1934, Campbell, Calif.; d. Feb. 19, 2019, Fortuna, Calif. Survivors: daughters, Linda, Pam Badzik; six grandchildren; five great-grandchildren.

Morris, Marlene Heinrich Abildgaard – b. July 15, 1932, Los Angeles, Calif.; d. Jan. 23, 2019, Chico, Calif. Survivors: son, Robert

Heinrich; daughters, Tere, Cindy Selby, Caralyn Henry; nine grandchildren; five great grandchildren.

Nabong, Lolita B. (Bautista) – b. Dec. 7, 1936, Manila, the Philippines; d. Aug. 23, 2018, Fair Oaks, Calif. Survivors: husband, Mariano; daughters, Lorelie Dahunan, Marilou Priddy, Marigold Verzosa; one grandchild. Served as piano teacher and choir accompanist at Walker Memorial Academy and as pianist/organist at churches throughout the Philippines and the U.S.

Peterson, Bill – b. Nov. 18, 1942, Lodi, Calif.; d. Feb. 6, 2019, Buffalo, Wyoming. Survivors: wife, Karla; sons, Cody, Jim; daughter, Kelly; sisters, Lisa Henderson, Susan Peterson; five grandchildren.

Phares, Betty L. (Morford) – b. Feb. 1, 1926, Lincoln, Neb.; d. Jan. 26, 2019, Clovis, Calif. Survivors: son, Alan Shafer; daughters, Terri Thompson, Cheri Melton; eight grandchildren; 15 great-grandchildren.

Rockwell, Joan C. (Edwards) – b. May 24, 1948, Sanitarium, Calif.; d. Nov. 22, 2018, Napa, Calif. Survivors: husband, Richard; daughters, Lana Brauer, Mitzi; two

grandchildren. Served as a teacher at Howell Mountain Elementary School.

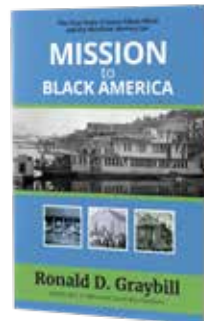
Schram, Ronda J. (Slack) – b. May 31, 1952, Napa, Calif.; d. Feb. 7, 2019, Cleburne, Texas. Survivors: husband, Richard; son, Levi; daughters, Kelly Schram, Brittney Schram Winder; seven grandchildren; one great-grandchild.

Shaw, Jeannine (Zimmerman) – b. April 11, 1948, Lodi, Calif.; d. Sept. 15, 2018, Cottonwood, Calif. Survivors: husband, Wayne; daughters, Kellie, Kimberly Bennie; two grandchildren. Served as a public health nurse.

Strachan, James L. – b. April 28, 1928, Stanton Long Island, New York; d. Feb. 7, 2019, Loma Linda, Calif. Survivors: son, Tim; daughter, Janet French; four grandchildren; three great-grandchildren.

Uniat, Joseph S. – b. April 26, 1931, Veauvallon, Alberta, Canada; d. July 26, 2018, Rocklin, Calif. Survivors: wife, Dorothy; son, Brooks; daughter, Susan Rollings; two grandchildren. An oral surgeon, he built a health center in the Carpathian Mountains and served for one or two months every year for 25 years.

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For more information

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