

# UPDATE





# Art for Today's Job Market

*Prospective art students  
wonder,  
"Will I be able to get a job after I graduate?"  
If you enroll in PCC's COMMERCIAL ART  
or GRAPHIC DESIGN PROGRAM,  
the answer is "Yes!"*

Art programs at PCC train students in practical skills to work as professional designers, illustrators, and artists. The need for commercial artists and graphic designers is great. Everywhere are books, newspapers, magazines, advertisements, and corporate logos that someone designed or illustrated. PCC art grads are prepared to do that.

"Our graduates are sought after for their ability to communicate," said Jim Hutchinson, dean of communicative arts. Some are gallery painters, some work for design studios, and others work in design and illustration departments of companies and ministries. Some PCC grads have started design and illustration companies.

By using a traditional approach to art, students learn the fundamentals of drawing and design, which prepare graduates for design and illustration jobs. "We start with pencil on paper," said art department chairman, Jason Montgomery.

Unlike art programs which embrace the ideas of self-expression, spontaneity, and chaos, the PCC art faculty give a balance between formal in-

struction and practice time. Formal instruction gives students access to the storehouse of knowledge accumulated by the past art masters through the centuries. The teaching techniques and processes make the student practice time profitable.

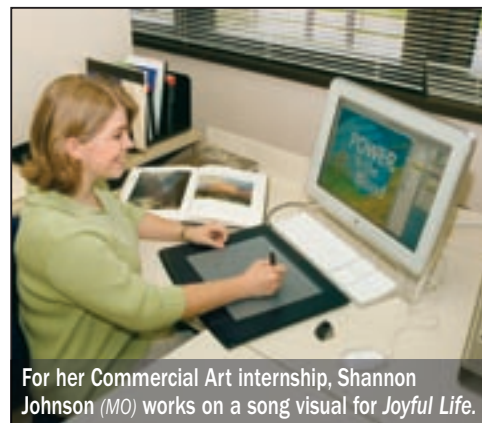
"Instruction is so important," said commercial art major Shannon Johnson (Sr., MO). "I had never had an art class before I came to college. By the time I finished Drawing I, then I could draw, because someone taught me how."

Students quickly move from drawing and design fundamentals to courses in digital typography and digital graphics. These courses are taught using two state-of-the-art Macintosh computer labs equipped with scanners and color/large-format printers as well as a photography lab with digital cameras.

## Two programs

**Commercial art** students begin painting and illustration by working with watercolors, acrylics, oils, and mixed media, while focusing on landscape and portrait painting.

**Graphic design** students get further training in advertising design and digital illustration. Using digital media, they design practical products and advertisements that communicate specific ideas. Courses in public relations, marketing, and selling expose them to the business side of advertising and de-



For her Commercial Art internship, Shannon Johnson (MO) works on a song visual for Joyful Life.

sign. Students also gain practical experience in printing technology by working directly with professional printers at the A Beka Book print shop.

One major goal is to give PCC students a passion for using their skills in ministry, whether as employees or volunteers.



**Ian Brownlee** ('03 grad) completed a graphic design internship at Bible Visuals International (BVI), and now serves as BVI's art director. "I love the ministry,"

Ian said. "I got a good foundation at PCC, and I now use what I learned in my ministry. In secular colleges you don't get a connection between art and a biblical worldview. Secular artists think their job is to be cute. They miss that the real job is to communicate. At PCC, I learned to communicate."



David O'Hara (MO), Sara Schmidt (OK), and others complete oil paintings in sophomore painting class.

"I especially appreciated printing classes," continued Ian. "Combining graphic design and hands-on printing is unique to PCC. Most colleges don't have a full-scale print shop that ships books and materials all over the world."

#### Shannah (Jernigan) Smith

('98 grad), also appreciates PCC's biblical philosophy in the art department; she said, "At PCC, we learned that godly principles should direct all we do." Shannah is art director for *Lifestyles* magazine.



Her husband **Rob Smith** ('98 grad) works in graphic design as a photographer and graphic designer for Accolade, a business development firm.

#### Intern program

By the time art and graphic design students reach their junior year, they are ready to intern at design and illustration companies and print shops around

the country. Some intern in the *A Beka Book* publishing department.

Through their two 80-hour internships, students complete projects for portfolios and finish their art education with a **senior exhibit** displaying their best paintings, illustrations, and designs.

#### Graduate programs

Students can continue their training on the graduate level in PCC's Master of Arts program in commercial art or Master of Fine Arts program. The graduate programs offer an advanced level of instruction with high standards in philosophical and practical art training.

If you want to study art, be assured that PCC's art and graphic design programs provide practical training with a broad range of art and design skills that are needed in today's job market. ■



Ashley Motsinger (Soph., NC) paints an oil portrait of her pastor and his wife.



Senate Majority Leader Bill Frist commissioned art major Sarah Brunst (Sr., MD) to complete a pencil rendering of his home.



◀ Students in Digital Typography class learn to lay out text in Adobe InDesign.

They also learn Photoshop, Illustrator, Freehand, and Quark in other classes.

**NEW** 3-disc DVD

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**Joe Bowler**  
Hilton Head, SC

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## From the President



**Dr. Arlin Horton,**  
Founder/President

In 2004, when Hurricane Ivan hit this area, the PCC campus, located seven miles from the Gulf of Mexico, sheltered over 5,000 faculty, staff, and students without a scratch. We are thankful the buildings are designed to withstand hurricane winds.

But when Gulf Power's electricity went off, the campus only had emergency power (dim lights and no a/c) from Thursday through Saturday evening.

Since then, engineers have designed and built a standby **electrical generation facility**, using 8 huge, gas-fired Caterpillar engines, to provide electricity for all buildings, including air conditioning for residence halls, dining areas, classrooms, etc.

Should another storm blow into Pensacola, we will be able, Lord willing, to continue classes and normal operations throughout the ministry.

**Below:** Generators at the new standby electrical power facility.



**Above:** Each of the 8 Caterpillar engines generates 1.3 megawatts of power.

# How A Rabbi

**B**orn in Germany, of orthodox Jewish parents, my first fifteen years were saturated with training in orthodox Judaism. Then I began my studies toward a career, and was apprenticed to a manufacturer, doing office work. Although I continued to read the prayers and attend synagogue, my worldly associates led me into sinful pleasures and I drifted from the faith of my fathers.

My parents sent me to America to study in the Hebrew Union College in Ohio. There were major adjustments to be made, but I finished my training in all phases of Hebrew learning, completed my undergraduate work and received, eventually, my Master's degree.

Having become proficient in translation of Hebrew into the vernacular, and with a complete knowledge of Jewish history, I was ordained and inducted into the rabbinical office.

In my first charge I served ten years, receiving many tokens of affection from my flock. I contributed much to their knowledge of the social, industrial and economic problems of the day.

I spoke on monotheism, ethical culture, and the moral systems of the Jews. On Sabbath mornings I gave addresses on the Pentateuch and on Sundays I taught from eight in the morning to five in the evening with only an hour's break for dinner. I became popular as a public speaker and was often asked to speak in Christian churches.

Well do I recall the day when I proudly stood before an audience of professing Christians and told them why I was a Jew and would not believe in their Christ as my Messiah Saviour. I gloried in the Reform Judaism that acknowledged no need of an atoning sacrifice for sin, a religion of ethics which quieted qualms of conscience through a smug self-righteousness.

In that audience sat a humble, elderly woman who prayed, "O God, bring Dr. Wertheimer to realize his utter need of that Saviour he so boastfully rejects! Bring him, if necessary, to the very depths in order that he may know his need of my Lord Jesus Christ."

What did I need of Jesus? I was perfectly satisfied with my life. My wife was young, attractive and accomplished. I was rabbi of the B'nai Yeshorum Synagogue, lived in a beautiful home, enjoyed a place of prominence in the community where I spoke in every denominational church, was honorary member of the Ministerial Association, served as Chaplain in the Masonic Lodge, and fared sumptuously every day.

## Suddenly there came a change.

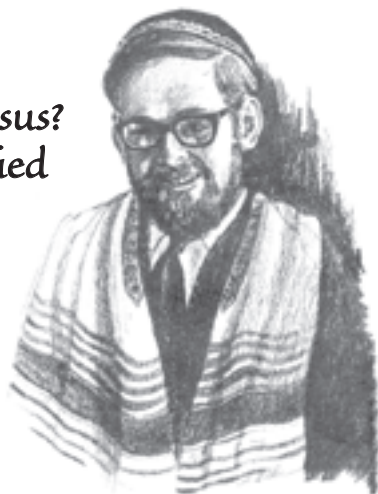
Suddenly there came a change. My wife became seriously ill, and was soon dead, leaving me a distraught widower with two small children. I could not sleep. I walked the streets striving to find something that would make me forget the void in my life. My dreams were shattered. Where was comfort to be found? I called on the God of my fathers, but the heavens seemed as brass. How could I speak words of comfort to others when my own sorrow had brought me to despair?

I delved into Spiritism, Theosophy and Christian Science only to find them futile and hopeless. I decided that I must resign and take time to think things through. I was perplexed about one thing in particular: Where was the spirit and soul of my loved one who had made my existence so sweet? What had become of all her faculties, the intents and purposes of that active, keen mind? I turned to the Bible for an answer.



# Found Peace

**What did I need of Jesus?  
I was perfectly satisfied  
with life.**



Again I studied Judaism, but it answered no questions, it satisfied no craving in my heart. Then I began to read the New Testament, comparing it with the Old. In the fifty-third chapter of Isaiah I was perplexed by the expression, “my righteous servant.” I found He was going to bear the iniquity of Israel. I decided it could not mean Israel, for the prophet spoke of them as a sinful nation, laden with iniquity.

Who was it? I began to study the context and in Isaiah 50:6 I found, “I gave My back to the smiters.” Then I read how the chapter began: “Thus saith Jehovah.” I asked, does God have a back? Did He give it to the smiters? Then I read He “gave his cheeks to them that pluck off the hair,” and how He hid not His face “from shame and spitting.” I asked myself, when did Jehovah have these human characteristics? When and why did He suffer these indignities?

I was further perplexed by Psalm 110:1. In my confusion I began to read Isaiah from the beginning. I was stopped at the sixth verse of chapter nine: “For unto us a child is born, unto us a son is given, and the government shall be upon His shoulders: His name shall be called Wonderful, Counsellor, The Mighty God, The Everlasting Father, The Prince of Peace.” Here was a most incomprehensible thing!

**I was faced with the  
doctrine of the Trinity.**

I was suddenly faced with the doctrine of the Trinity. What now about our popular monotheistic slogan,

“Sh'ma Israel, Adonai Eloheynu, Adonai, Echod.” Upon that word “Echod” (one) the entire philosophy of Judaism is based. I had been taught by the rabbis that echod means absolute unity. I began to study that word and found to my amazement it was used of Adam and Eve, who became one. It was used again when the spies returned from Canaan with a cluster of grapes (Eshol Echod). It was used again when the “men of Judah stood up as one man” (Ish Echod).

Suddenly I was struck with the error I had believed and proclaimed all through my ministry. Echod cannot mean absolute unity, but a composite unity! Next I began to search for the name of Jesus in the Old Testament.

In my study I found that 275 years before Christ, King Ptolemy Philadelphus summoned men from Palestine and commanded them to translate the Hebrew Scriptures in to the Greek vernacular. They took the Pentateuch first, and when they came to “Joshua” they translated it “Jesus,” written with a circumflex over it, to show that there had been a suppression of the Hebrew that could not be expressed in Greek.

When Joshua went into Canaan with the other eleven spies, he was called “Yehoshuah” (Jehovah is Saviour). That is exactly what the word “Jesus” means.

I could hold out in unbelief no longer. I was convinced of the truth of God as it is in Christ Jesus. I cried, “Lord, I believe that Thou as Jehovah Yesous has made atonement for me. I believe that Jehovah Yesous died for me. I believe that Thou has made provision for me. From henceforth I will publicly confess Yeshuah as my Saviour and Lord.” Thus, after months of searching, I was convinced that Jesus was the righteous servant of Jehovah: (Jehovah-tsidkenu), “The Lord OUR righteousness!”

**There is but one source  
of eternal life.**

While I had served as a rabbi, I had yearned to give the bereaved some hope and comfort, but I could not give what I did not possess. Now I could approach those in heartbreaking grief and tragedy and give them the satisfying words of the Lord Jesus, “I am the resurrection and the life; he that believeth in Me, though he were dead, yet shall he live; and whosoever liveth and believeth in Me shall never die.” And again, “Verily, verily I say unto you: He that heareth My Word, and believeth on Him that sent Me, hath (possesses now) everlasting life, and shall not come into condemnation, but IS passed from death unto life.”

There is but one eternal life, and one source of eternal life; that is God's Son. What a great and glorious message we, His redeemed ones, are commissioned to deliver today. ■

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Personal testimony of Rabbi Max Wertheimer (1863–1941), former Rabbi of Temple Israel, Dayton, OH.

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# PCC *Students* *from*

## Top 10 States

Florida	411
Ohio	236
Michigan	235
Pennsylvania	204
Georgia	198
Texas	193
Virginia	191
North Carolina	178
Indiana	170
New York	152

## Top 10 Countries

Indonesia	97
Canada	81
South Korea	37
Bahamas	22
Japan	22
Mexico	19
Haiti	12
Germany	11
Belize	9
Puerto Rico	9

★ Home areas of  
PCC students



# *50 States and 65 Countries*

Fall 2005

**4,712 Students**

College/Seminary

4,197 U.S. students

515 International Students



# “Anything but Knowledge”

Why Johnny’s Teacher Can’t Teach

by Heather MacDonald

America’s nearly last place finish in the Third International Mathematics and Sciences Study of student achievement caused widespread consternation: except in the one place it should have mattered most: the nation’s teacher education schools. Those schools have far more important things to do than worry about test scores.

For over 80 years, teacher education in America has been in the grip of an immutable dogma, responsible for endless educational nonsense. That dogma may be summed up in the phrase: *Anything But Knowledge*. Schools are about many things, teacher educators say (depending on the decade)—self-actualization, following one’s joy, social adjustment, or multicultural sensitivity—but the one thing they are not about is knowledge. Oh sure, educators will occasionally allow the word to pass their lips, but it is always in a compromised position, as in “constructing one’s own knowledge,” or “contextualized knowledge.” Plain old knowledge, the kind passed down in books, the kind for which Faust sold his soul, that is out....

The course in “Curriculum and Teaching in Elementary Education” that Professor Anne Nelson (a pseudonym) teaches at the City College of New York is a good place to start. Dressed in a tailored brown suit with close-cropped hair, Nelson is a charismatic teacher, with a commanding repertoire of voices and personae. And yet, for all her obvious experience and common sense, her course is a remarkable exercise in vacuousness.... The semester began, she said in a pre-class interview, by “building a community, rich of talk, in which students look at what they themselves are doing by in-class writing....”

She asks the students to write for seven minutes on each of three questions: “What excites me about teaching?” “What concerns me about teaching?” and then, the moment that brands this class as hopelessly steeped in the *Anything But Knowledge* credo: “What was it like to do this writing?”

This last question triggers a quickening volley of self-reflexive turns. After the students read aloud their predictable reflections on teaching, Professor Nelson asks: “What are you hearing?” A young man states the obvious: “Everyone seems to be reflecting on what their anxieties are.” This is too straightforward an answer. Professor Nelson translates into ed-speak: “So writing gave you permission to think on paper about what’s there.” Ed-speak dresses up the most mundane processes in dramatic terminology—one doesn’t just write, one is “given permission to think on the paper”; one doesn’t converse, one “negotiates meaning.” Then, like a champion tennis player finishing off a set, Nelson reaches for the ultimate level of self-reflexivity and drives it home: “What was it like to listen to each other’s responses?”

The self-reflection isn’t over yet, however. The class next moves into small groups—along with in-class writing, the most pervasive gimmick in progressive classrooms today—to discuss a set of student-teaching guidelines. After ten minutes, Nelson interrupts the by-now lively and largely off-topic conversations, and asks: “Let’s talk about how you felt in these small groups.” The students are picking up ed-speak. “It shifted the comfort zone,” reveals one. “It was just acceptance; I felt the vibe going through the group.” Another adds: “I felt really comfortable; I had trust there.” Nelson senses a “teachable moment.” “Let’s talk about that,” she interjects. “We are building

trust in this class; we are learning how to work with each other.”

Now, let us note what this class was not: it was not about how to keep the attention of eight-year-olds or plan a lesson or make the Pilgrims real to first-graders. It did not, in other words, contain any material (with the exception of the student-teacher guidelines) from the outside world. Instead, it continuously spun its own subject matter out of itself. Like a relationship that consists of obsessively analyzing the relationship, the only content of the course was the course itself.

How did such navel-gazing come to be central to teacher education? It is the almost inevitable consequence of the *Anything But Knowledge* doctrine, born in a burst of quintessentially American anti-intellectual fervor in the wake of World War I. Educators within the federal government and at Columbia’s Teachers College issued a clarion call to schools: cast off the traditional academic curriculum and start preparing young people for the demands of modern life.... “Life adjustment,” not wisdom or learning, was to be the goal of education.

The early decades of this century forged the central educational fallacy of our time: that one can think without having anything to think about. Knowledge is changing too fast to be transmitted usefully to students, argued William Heard Kilpatrick of Teachers College, the most influential American educator of the century; instead of teaching children dead facts and figures, schools should teach them “critical thinking....”

Two final doctrines rounded out the indelible legacy of progressivism. First, Harold Rugg’s *The Child-Centered School* (1928) shifted the





## Continues to Train Teachers in Traditional Education Methods

and rejects the **Anything But Knowledge**  
(Progressive Education) system.



PCC **elementary** and **secondary education** majors are taught that the students they will teach can be trained using proven, successful methods that help them master the basic principles of reading, writing, arithmetic, history, and science throughout their school years.

The education program at PCC is...**traditional**, **content-rich**, **practical**, **hands-on**, and **biblical**.

**traditional** Education students learn to master traditional teaching methods, which include—following a curriculum, adequate review, sufficient practice, reinforcement of concepts, memorization, testing, etc.

*“Traditional teaching methods help every student learn,” says **Dr. Phyllis Rand**, PCC dean of education, “so that ‘no child is left behind.’ PCC graduates know what a fourth or a sixth grader is able to learn, and they know how to teach it.”*



**content-rich** While “progressive” education emphasizes letting children choose what they want to learn, PCC ed majors learn that there is a certain body of past knowledge that students at each grade level should know, and that knowledge is included in the *A Beka* curriculum. Because intensive phonics is used in kindergarten and early elementary grades, soon all the children are reading even the Bible and newspaper. They can also read their *A Beka* science, history, and language arts textbooks, plus other books for reports. Arithmetic facts and processes are mastered and built upon each year.

**practical** Education graduates know how to begin their classroom the first day of their professional teaching career. And they know how to provide structure and routines to enhance learning that is enjoyable to each age group and needed in the student’s academic life.

**hands-on** PCC seniors finish their education major with an internship at Pensacola Christian Academy, which enrolls over 2,500 students (K4–12th grade) and has always rejected the progressive education philosophy.

**biblical** All subjects are taught from a biblical foundation and a traditional philosophy of education throughout the K–12 teacher education programs. ■

**A Beka Academy**

### Master teachers instruct your child at home

This DVD program features the master teachers of Pensacola Christian Academy in a traditional classroom setting (K–12th grade).

See ad on p. 18.



focus of power in the classroom from the teacher to the student. In a child-centered class, the child determines what he wants to learn. Forcing children into an existing curriculum inhibits their self-actualization, Rugg argued, just as forcing them into neat rows of chairs and desks inhibits their creativity. The teacher becomes an enabler, an advisor; not, heaven forbid, the transmitter of a pre-existing body of ideas, texts, or, worst of all, facts. In today's jargon, the child should "construct" his own knowledge rather than passively receive it. By the late 1920s, students were moving their chairs around to form groups of "active learners" pursuing their own individual interests, and, instead of a curriculum, the student-centered classroom followed just one principle: "activity leading to further activity without badness," in Kilpatrick's words. Today's educators still present these seven-decade-old practices as cutting-edge....

The final cornerstone of progressive theory was the disdain for report cards and objective tests of knowledge. These inhibit authentic learning, Kilpatrick argued; and he carried the day, to the eternal joy of students everywhere.

The foregoing doctrines are complete bunk, but bunk that has survived virtually unchanged to the present. The notion that one can teach "metacognitive" thinking in the abstract is senseless. Students need to learn something to learn how to learn at all. The claim that prior knowledge is superfluous because one can always look it up, preferably on the Internet, is equally senseless. Effective research depends on preexisting knowledge.... Lastly, Kilpatrick's influential assertion that knowledge was changing too fast to be taught presupposes a blinkered definition of knowledge that excludes the great works and enterprises of the past.

The rejection of testing rests on premises as flawed as the push for "critical thinking skills." Progressives argue

that if tests exist, then teachers will "teach to the test"—a bad thing, in their view. But why would "teaching to a test" that asked for, say, the causes of the Civil War be bad for students?...

Once you dismiss real knowledge as the goal of education, you have to find something else to do. That's why the **Anything But Knowledge** doctrine leads directly to Professor Nelson's odd course. In thousands of education schools across the country, teachers are generating little moments of meaning, which they then subject to instant replay. Educators call this "constructing knowledge," a fatuous label for something that is neither construction nor knowledge but mere game-playing. Teacher educators, though, possess a primitive relationship to words. They believe that if they just label something "critical thinking" or "community-building," these activities will magically occur....

The **Anything But Knowledge** credo leaves education professors and their acolytes free to concentrate on far more pressing matters than how to teach the facts of history or the rules of sentence construction. "Community-building" is one of their most urgent concerns. Teacher educators conceive of their classes as sites of profound political engagement, out of which the new egalitarian order will emerge. A case in point is Columbia's required class, "Teaching English in Diverse Social and Cultural Contexts," taught by Professor Barbara Tenney (a pseudonym). "I want to work at a very conscious level with you to build community in this class," Tenney tells her attentive students on the first day of the semester this spring. "You can do it consciously, and you ought to do it in your own classes." Community-building starts by making nameplates for our desks. Then we all find a partner to interview about each other's "identity." Over the course of the semester, each student will conduct two more "identity" interviews with different partners. After the interview, the inevitable self-reflexive moment

arrives, when Tenney asks: "How did it work?" This is a sign that we are on our way to "constructing knowledge."...

All this artificial "community-building," however gratifying to the professors, has nothing to do with learning. Learning is ultimately a solitary activity: we have only one brain, and at some point we must exercise it in private. One could learn an immense amount about Schubert's lieder or calculus without ever knowing the name of one's seatmate. Such a view is heresy to the education establishment, determined, as Rita Kramer has noted, to eradicate any opportunity for individual accomplishment, with its sinister risk of superior achievement. For the educators, the group is the irreducible unit of learning. Fueling this principle is the gap in achievement between whites and Asians, on the one hand, and other minorities on the other. Unwilling to adopt the discipline and teaching practices that would help reduce that gap, the education establishment tries to conceal it under group projects....

For all their "progressive" sympathies, not all ed students like this regime. "I'm a socialist at heart," says one of Tenney's students, establishing her bona fides, "but some tasks, like writing, are not collaborative. It's hard when someone loses their voice." Another Columbia student in the Education Administration program complains that "teachers here let the group projects run wild." At \$1,800 a course, it's frustrating "when the last four sessions of a class are group projects that are all garbage." Lastly, small group discussions have a habit of careening off the assigned topic. The professors rarely intervene, however, says a Teachers College student, "because they don't want to interfere with the interaction."

The elevation of the group entails the demotion of teachers—yet another plank in the **Anything But Knowledge** platform. To accord teachers any superior role in the classroom would be to acknowledge an elite hierarchy of knowledge, possessed by some but not all, at least without effort. Teachers tra-



ditionally represent elitism, learning, authority—everything that progressivism scorns—and so they must be relegated to the role of mere facilitators for the all-important group....

Though the current diversity battle cry is “All students can learn,” the educationists continually lower expectations of what they should learn. No longer are students expected to learn all their multiplication tables in the third grade, as has been traditional. But while American educators come up with various theories about fixed cognitive phases to explain why our children should go slow, other nationalities trounce us. Sometimes, we’re trounced in our own backyards, causing cognitive dissonance in local teachers.

A young student at Teachers College named Susan describes incredulously a Korean-run preschool in Queens. To her horror, the school, the Holy Mountain School, violates every progressive tenet: rather than being “student-centered” and allowing each child to do whatever he chooses, the school imposes a curriculum on the children, based on the alphabet. “Each week, the children got a different letter,” Susan recalls grimly. Such an approach violates “whole language” doctrine, which holds that students can’t “grasp the [alphabetic] symbols without the whole word or the meaning or any context in their lives,” in Susan’s words. Holy Mountain’s further infractions include teaching its wildly international students only in English and failing to provide an “anti-bias multicultural curriculum.” The result? By the end of preschool the students learn English and are writing words. Here is true belief in the ability of all children to learn, for it is backed up by action.

Across the city, young teachers are dumping progressive theories faster than Indonesian currency. For all the unctuous talk of diversity, many progressive tenets are dangerously ill adopted to inner-city classrooms. ■

Originally published in *City Journal* Spring 1998.  
Internet: [www.city-journal.org/html/8\\_2\\_a1.html](http://www.city-journal.org/html/8_2_a1.html)  
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# The Wealthy Place

*The Lord may let others be honored and put forward, and keep you hidden in obscurity, because He wants to produce some choice, fragrant fruit for His coming glory, which can only be produced in the shade.*

*He may let others be great, but keep you small. He may let others do a work for Him and get the credit for it, but He will make you work and toil without knowing how much you are doing.*

*And then to make your work still more precious, He may let others get the credit for the work which you have done and thus make your reward ten times greater when Jesus comes.*

*Selected*

# COLLEGE Days

Apr. 6-7, 20-21, '06  
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God has a plan for your life. And PCC might be God's plan for you to discover your God-given abilities and develop them for His glory.

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# Interested in Teaching Music? consider MUSIC EDUCATION

Effective music teachers are those who love music, are talented, and desire to teach others. PCC's music education program offers vocal pedagogy, music theory, and choral writing and arranging for those who aspire to be music teachers.

Music education is a popular teaching field for secondary education majors because the program provides a variety of music experience. In addition to a concentrated study in piano, voice, band, or orchestral instrument, students also receive foundational training in voice, strings, brass, percussion, woodwinds, and piano.

Music education students have opportunities for growth as musicians with private lessons; plus participation in band, orchestra, or choral groups; and also performing in Vespers, weekly repertoires, and senior recitals.

During their senior year, students complete a secondary teaching internship at Pensacola Christian Academy. As interns, they work with private students (under a music teacher) and also gain valuable experience working with a choir, band, orchestra, or teaching classroom music theory. A highlight

of the internship is directing performance groups in a school assembly or concert.

A degree in music education will open many doors for professional opportunities and ministry. Recent graduates were hired to begin Christian school music programs and teach music. Some graduates have their own music studios, and many serve as church musicians.

"Musicians can either promote themselves, their music, or God," says

▼ Intern Marlena Reichert (CA) assists Academy band director, Mr. Nick Kozar (PCC '88 grad).



▼ PCC senior intern Jeremy Landers (MI) directs an elementary choral group.





# Education at PCC

Dr. Ron Smith, chairman of the music department. "Our goal is to teach students to be professional without being prideful, so they can be effective witnesses for the Lord."

PCC's music faculty helps students maintain a servant's heart along with performance skills. Dr. Mark Crawford, ass't chair of the music department, says, "We challenge our students to be the best musicians they can be with the goal of serving God." PCC's ultimate goal is to train students to use their musical talents to serve the Lord. ■

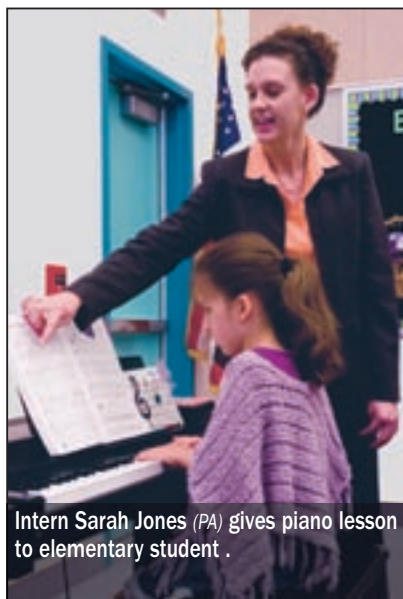
Music Education  
Music, Church Music  
(proficiencies in voice, piano,  
strings, brass, and woodwinds)  
Piano Pedagogy



▲ PCC music education intern gives violin lesson to high school student.



▲ Interns work with a choir, band, or orchestra.



Intern Sarah Jones (PA) gives piano lesson to elementary student.

## Academic Programs at PCC

### Arts and Sciences

Commercial Writing  
English  
History  
Humanities  
Political Science  
Prelaw

\* also  
Master's  
degree

### Basic Sciences / Engineering

Biology  
Chemistry  
Electrical Engineering  
Mathematics  
Mechanical Engineering  
Pre-Medicine  
Pre-Pharmacy  
Pre-Physical Therapy

### Bible

Evangelism  
\*General Studies  
Missions  
Music Ministries  
\*Pastoral Ministries  
Youth Ministries

### Business

Accounting  
Computer Information Systems  
Computer Science and  
Software Engineering  
Criminal Justice  
e-Business  
Finance  
Legal Office Admin.  
\*Management  
Marketing  
Medical Office Admin.  
Office Admin.  
Public Admin.

### Communicative Arts

Advertising/Public Relations  
\*Broadcasting  
\*Commercial Art  
\*Graphic Design  
\*Speech Communications

### Education

Early Childhood  
\*Elementary  
\*Secondary  
Biology \*Mathematics  
Business \*Music  
Chemistry Physical Education  
\*English \*Science  
\*History Spanish  
\*Speech Communications  
Sport Management

### Music

\*Church Music  
\*Music  
Piano Pedagogy

### \*Nursing

### Advanced Degrees

Master of Business Administration  
Master of Fine Arts—Art  
(terminal degree)  
Master of Science in Nursing  
Master of Science in Education Admin.  
Education programs on doctoral level

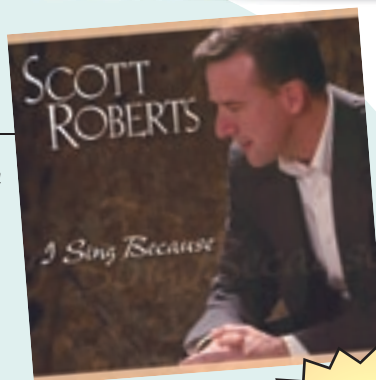
# Highlights

## New CD's

### I Sing Because ▶

features Scott and his friends  
in a delightful song collection

Mercy Came Down  
Higher on the Mountain  
Faces  
Acres of Diamonds  
plus 8 more titles.



### ◀ Tell Me His Name Again

features Rejoice Singers

Well, Think of That  
Wherever You Are  
When I Wake Up to Sleep  
No More  
plus 10 more titles



**SPECIAL**  
2 CDs for \$20  
3 CDs for \$30  
Single CDs \$15

Order PCC Bookstore 1-800-722-3570, PCCinfo.com/bookstore  
S/H and tax included—Code #10129357 when calling

## Remember

*That what you possess  
in the world  
at the day of your death  
will be found to belong  
to someone else.*

*But what you are,  
the time you give,  
the service you render,  
and your tithe and offering—  
that you bring to God,  
will be yours forever.*

## Faculty Recognition



Dr. Doug Devaney completed his Ph.D. degree in Human Services from Walden University. He serves as PCC criminal justice chairperson.

## Fall enrollments accepted



For information, call: 1-800-PCC-INFO (1-800-722-4636)  
visit: [PCCinfo.com](http://PCCinfo.com); e-mail: [info@PCCinfo.com](mailto:info@PCCinfo.com);  
fax: 1-800-722-3355; write: Director of Admissions,  
Pensacola Christian College, P.O. Box 18000,  
Pensacola, FL 32523-9160

**Estate Planning** It is often difficult to make a large gift during one's lifetime, yet many would like to make a significant contribution to PCC. You might consider a bequest to Pensacola Christian College.

For more information, write:

Office of Institutional Advancement,  
Pensacola Christian College, P.O. Box 18000,  
Pensacola, FL 32523-9160, U.S.A.

## Upcoming events

**Bible Conference Mar. 15–17**  
(850) 478-8496, ext. 2777

**Principals Clinic Mar. 27–29**  
Administrators Pastors/Office Staff  
(850) 478-8496, ext. 2828

**College Days April 6–7; 20–21**  
1-800-PCC-INFO (1-800-722-4636)

**Graduate School June 19–Aug. 4**  
1-877-PTS-GRAD (1-877-787-4723)

**Summer Seminar July 24–27**  
for Teachers/Administrators  
(850) 478-8496, ext. 2828

**Teachers Clinic Oct. 9–10; 23–24**  
(850) 478-8496, ext. 2828

**Ladies Celebration Nov. 2–4**  
(850) 478-8496, ext. 2828

## Employment Opportunities

*Good salary, benefits, retirement program*

An investment in ministry is an investment for eternity. Have you considered what you can do for the Lord with your life? PCC has openings in the following areas:

### Faculty positions:

- Biology/Chemistry
- Electrical Engineering
- Business
- Music/Brass

### Staff positions:

- Carpet/Tile Installer
- Plumber or apprentice
- Electrician/Appliance Repair
- HVAC technician
- Painter/Wallpaper Hanger
- General Maintenance

Send resumé with short testimonial to Personnel Office,  
Pensacola Christian College, P.O. Box 18000, Pensacola, FL 32523-9160, U.S.A.

### A Beka Services, Ltd., positions:

- Printer
- Print Shop Quality Control Specialist

### A Beka Book position:

- School Field Representative—  
Southern California/Arizona and Florida
- Home School Field Representative—  
Colorado/Nebraska/Kansas

Send resumé with short testimonial to Personnel Office,  
A Beka Services, Ltd., P.O. Box 19100, Pensacola, FL 32523-9100, U.S.A.





## PCC Alumni and Former Students\* in U.S. Armed Forces

---

### **ARMY**

John Beebe '89  
Celeste Beebe '90  
Bob Kitchell '91  
David Haymond '92  
Mark Brooks '93  
Tyesha Lowery '95  
Mark Moberly '95  
Stephen Shankle '96  
David Hurst '98  
Robert Zuniga '98  
Steve Altomari '99  
Dusty Werner '99  
Al Norton '01  
Amanda Ingraham '02  
Ryan Stevenson '02  
Craig Wagoner '02  
Katie L. Smith '03  
Joe Stanton '03  
Nathaniel Torberson '03  
Mike Norton '04  
Nelson Bunch\*  
Nate Thoreson\*

### **NAVY**

Tita Rodgers '91  
Rich Rowe '91  
Eric Chitwood '92  
Russ Martin '93  
Mary Rose Anker '98  
Nathan Lee '99  
Ben Corliss '02  
Mandie Richards '02  
Jeremy Benson\*

### **AIR FORCE**

Matt Drake '83  
Sean Brown '90  
Bill Carbaugh '91  
Scott Clark '92, M '95  
Brian K. Hall '95  
Kelly McCarter '97  
Sam MacIlroy '98  
Ray Durrell '99  
Cliff Jones '99  
Ben Leiby '01  
Ginger Morgan '02  
Chris Cooke '03  
Jesse Hamel '03  
David Anderson\*  
Adam Mullenix\*  
Stephen Vogel\*

### **COAST GUARD**

Amanda Armstrong '04  
Jeremy Weible '04

### **MARINES**

Brock Schultz '92  
Don Herod '98  
Wes Pyke '98  
Jim Clark '99  
Lori Miller '99  
Norm Mitchell '99  
Patrick Callahan '00  
David Catlin '00  
Josh James '01  
Cheryl Maddox '01  
Chris Harrison '02  
Aaron Milroy '02  
Matthew Anker '03  
Steve Hemminger '03  
Stephen Peters '03  
Earl Sweigart '03  
Dan J. Johnson '05  
David Masche '05  
Matt Beardall\*  
Trevor Pant\*

### **BRANCH UNKNOWN**

Daniel Henderson\*  
Darren Specht\*  
Lew Ellinger\*

Others may serve, but only the  
above names could be verified.

# Summer 2006 Opportunities at PCC

Sponsored by Youth Outreach Ministry,  
affiliate of Pensacola Christian College

**for Grades 9–12 and class of 2006**

## Art Camp

July 17–22

### Sharpen skills and techniques in

- drawing and design fundamentals
- desktop publishing
- daily drawing exercises
- practical studies



## History/Political Science Camp June 12–17

### Connect with your historical roots

- Visit local historic sites/museums
- Learn more about America's "faith heritage"
- Experience the Historical "Mono-Drama Series"



## Boys' Basketball Camp June 12–17 • June 26–July 1 June 19–24 (team week)

### Strengthen skills in

- ball handling
- defense
- rebounding
- offense
- team building



## Nursing Camp

July 10–15 • July 17–22

- Hands-on experience in a fully equipped nursing lab
- Training in CPR and basic first aid
- Tours of regional health care facilities



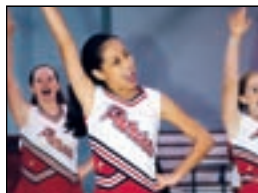
## Girls' Cheerleading Camp

July 17–22

### Senior High and Junior High (minimum age 11/grade 6)

### Instruction and practice in

- new cheers and stunts
- techniques and teamwork
- new ideas for fundraising and pep rallies



## Pre-Medicine Camp

June 12–17

- Hands-on experience in college labs
- Participate in animal dissection
- Gain insight from practicing physicians



## Computer Science Camp June 26–July 1

### Learn the basics of

- Web page construction
- writing Internet applications
- programming languages
- network programming techniques



## Summer Music Academy July 5–22

### Improve musical talent and build confidence through

- intensive daily teaching
- practice in PCC's facilities
- supervision and encouragement
- concert and Honors Recital



## Elementary Education Camp June 19–24

### Learn the "tricks of the trade"

- Create dynamic visual aids
- Practice teaching a Bible story
- Apply technology to the classroom



## Speech/Drama Camp

July 10–22

### Gain practical hands-on experience in

- performance techniques
- technical aspects of production
- proper use of voice in public speaking
- production practices and backstage processes



## Engineering/Science Camp June 19–24

### Explore God's handiwork in nature

- Hands-on experience in college labs
- Great ideas for science fair projects
- Exciting competitions



## Girls' Volleyball Camp

July 10–15

- Improve basic skills
- Analyze abilities/smooth out problem areas
- Practice teamwork
- Compete in actual games
- Fellowship with players from around the country





# Joyful Life®

A BeKa® Sunday School Program

**Free 30-Day  
Exam Order**  
Youth 1, Youth 2,  
Adult

**Adult • Youth 2** (gr. 10-12) • **Youth 1** (gr. 7-9)  
**Junior • Middler • Primary**  
**Beginner • 2s and 3s • Toddler**

Materials are **available** for churches to use in Sunday school and Bible study programs through the *Joyful Life* Sunday school program! To learn more about the beautiful materials that *Joyful Life* offers your church Sunday school, call today for a free catalog.

Call for FREE INFORMATION  
☎ 1-877-3 JOYFUL, ext. 153  
(1-877-356-9385 toll free)

Visit our Web site at  
🖱 **JoyfulLife.abeka.com/153**  
to view sample weeks for each age level,  
order online, and much more!

## Pastors comment

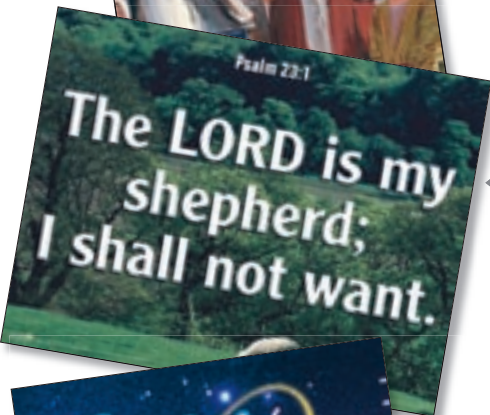
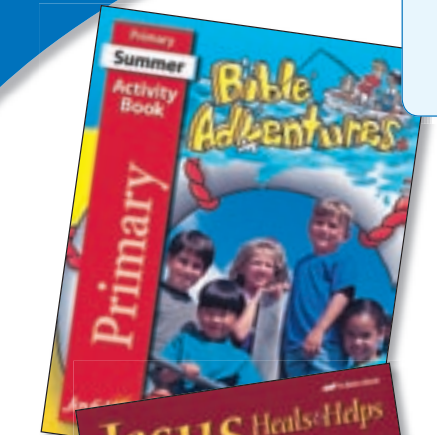
"Our church has used *Joyful Life* since last summer, and **our Sunday school has more than doubled in attendance** since then.

We are adding another class to accommodate the children. I'm thrilled with *Joyful Life* material because of its excellent content and Scripture (KJV) memory emphasis.

"Churches should use *Joyful Life* because the children really enjoy it, and they want to come back each Sunday." —Pastor, Georgia

"I like *Joyful Life* because of the visuals. Many children struggle because they cannot follow the story if it is all verbal.

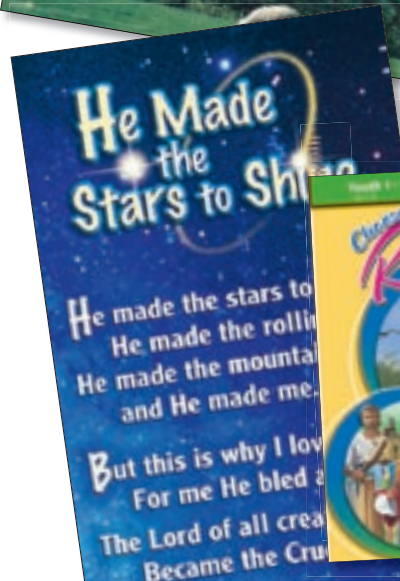
Thank you for your faithfulness to God's Word." —Pastor, Florida



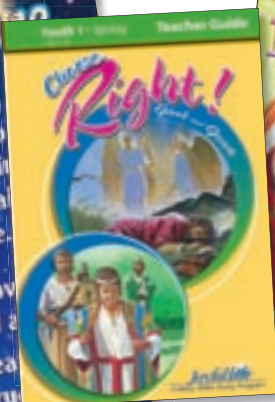
verse  
visual



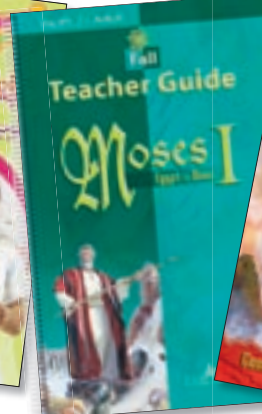
music  
CD's



song  
visual



Handout  
Youth 1



Handout  
Adult





## Discover the Difference with A Beka Academy!

- Choice of outstanding academic programs
- Valuable time-saving parent materials
- Character-building Christian textbooks
- Proven success with 38,000 enrolled
- Recognized leader in home education

## Master teachers instruct your child at home

This DVD program features the master teachers of Pensacola Christian Academy in a traditional classroom setting (K–12th grade).

### 2 programs:

- Program 1 A Beka Academy keeps records (fully accredited college prep. program).
- Program 2 Parent keeps records.

Call toll free: 1-800-874-3592

**abekaacademy.org**

A subsidiary of Pensacola Christian College



## What Parents Say

Thank you for the superb DVD home school program and the wonderful, experienced teachers. Each class is excellent. My son is getting the best and most thorough education he has received to date...PRICELESS! NM

I have seen my son's tremendous academic growth. I am thoroughly impressed with how well organized and comprehensive the program is.... Thank you for a well-put-together curriculum. I carefully researched several home school curriculums before I selected A Beka and am very pleased with my choice. IL

I am a busy wife and mother of four children. My children have learned so much more through the DVDs than they would have if I had to teach them myself. I would not be able to do it alone. SC

We used A Beka Book for two years and found it to be fool proof. This year we are using the DVD and are ecstatic! Our three children are flourishing in both their academic and spiritual worlds. We are so grateful and privileged to have them studying daily in a God-centered curriculum. GA

Academically, our children are doing well. Most importantly, we see spiritual growth in their young lives. A Beka material goes hand in hand with teachings from our home and church and is scripturally sound. In a day when standards are slipping and compromise abounds, A Beka is a trusted lifeboat. NB, Canada

**Over 1,400 attended—2005**

## Summer Seminar

**July 24–27**

Designed to meet the needs of Christian school administrators and teachers, Summer Seminar will benefit first-year teachers as well as experienced faculty.

*"Summer Seminar helped me get focused on teaching for the Lord and putting Him first in my lessons."*

—Arkansas



**For more information,**

**Call:** (850) 478-8496, ext. 2828

**E-mail:** [reservations@PCCinfo.com](mailto:reservations@PCCinfo.com)

**Fax:** (850) 479-6576

### 13 Fantastic Tracks to meet Your Needs

Administration  
Grades 9–12  
Grades 7–8  
Grades 5–6  
Grade 4  
Grade 3  
Grade 2  
Grade 1  
K5 and K4  
Nursery (Ages 2–3)  
Office Mgmt.  
Music



## TEACHERS CLINIC

**Oct. 9–10 or 23–24**

Teachers Clinic equips N–12th grade teachers with practical classroom helps. Delegates will observe classrooms in session and glean from Pensacola Christian Academy's 50 years of teaching experience. An Office Management track is also available.

**Observe classes at Pensacola Christian Academy**

**For more information,**

**call:** (850) 478-8496, ext. 2828;

**e-mail:** [reservations@PCCinfo.com](mailto:reservations@PCCinfo.com);

**fax:** (850) 479-6576

*"This was my first time attending Teachers Clinic, and I loved it. I learned so much, but will definitely be back next year for more."*

—Bahamas

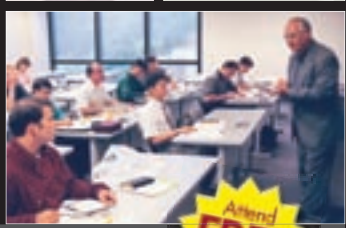
*"The teachers demonstrated excellent ways to use time efficiently, make subject transitions, keep the students' attention, and organize classroom activities. I am taking home many useful ideas."*

—AL

*"Teachers Clinic was very informative and practical. You reminded me that God gave me my students to teach me something."*

—NC





## Pensacola Theological Seminary

Qualified candidates can attend one module, tuition FREE through Jan. 2007, to earn credit toward a Doctor of Ministry or Master of Ministry degree. Take advantage of this opportunity to see exactly what Pensacola Theological Seminary can offer you and your ministry.

### 2006 D.Min./M.Min. Modules



**May 15-19**

• Dr. Rick Flanders

**The Book of Judges:  
Principles of Revival  
and Apostasy**



**Aug. 21-25**

• Dr. Shelton Smith

**The Local Church: Build-  
ing and Growing in the  
21st Century**

For information,

Call: ☎ 1-877-PTS-GRAD (1-877-787-4723)

E-mail: pts-grad@pcc.edu Fax: (850) 479-6548

Write: Pensacola Theological Seminary, P.O. Box 18000  
Pensacola, FL 32523-9160, U.S.A.



**Doctor of Ministry (D.Min.)** Modules are offered in Jan., Mar., May, and Aug. This program is designed for those successfully engaged in ministry and builds upon an M.Div. or its equivalent.

**Master of Divinity (M.Div.)** The minimum M.Div. residence requirements can be completed in one year (fall/spring) with the remaining courses taken through summer sessions and one-week modules in Jan., May, and Aug.

**Master of Arts in Bible Exposition (M.A.)** Residence work can be completed in one-week modules, summer sessions, or year round. Complete 9 of 10 courses by distance learning.

**Master of Ministry (M.Min.)** Modules are offered in Jan., Mar., May, and Aug. Flexible scheduling of courses can be completed in summer sessions and one-week modules.

**Master of Church Music (M.C.M.)** Requirements can be completed in two summers of five sessions each. Three music sessions are offered each summer. Bible requirements may be met by attending summer sessions or one-week modules in Jan., May, or Aug. or through distance learning (9 credits).

# Graduate School

2006 Summer  
session begins June 19

## Summer Programs in Education

(Core courses also offered fall and spring)

### Master of Science degrees

- Ed. Administration
- Elementary Ed.
- Secondary Ed.
- English Ed.
- History Ed.
- Mathematics Ed.
- Science Ed.
- K-12 Library Specialization

### Education Specialist degree

- Ed. Administration

### Doctor of Education degrees

- Ed. Administration
- Elementary Ed.
- Curriculum and Instruction

Specializations: English, History, Science



Dr. Phyllis Rand  
Dean of Education



## Year-Round Programs

(Two-year residency required)

### Master's degrees

- Music/Music Ed.
- Interpretive Speech/  
Speech Ed.
- Commercial Art
- Media Communications

M.B.A.—Business Administration

M.F.A.—Art (terminal)

M.S.N.—Nursing

**Distance-Learning  
Option Available**



Graduate chapel

For more information, call: 1-877-PTS-GRAD (1-877-787-4723) (toll free);  
e-mail: info@PCCinfo.com; fax: (850) 479-6548; write: Graduate-Seminary Studies Office,  
Pensacola Christian College, P.O. Box 18000, Pensacola, FL 32523-9160



## Ladies Nov. 2-4 Celebration

### Speakers

Mina Oglesby  
Marilee Schettler  
Vicki Taylor

Come for a refreshing and  
spiritually invigorating  
conference with scriptural insights  
and music that will challenge and  
warm your heart.

Ladies Celebration, Pensacola Christian College, P.O. Box 18000, Pensacola, FL 32523-9160  
Call: (850) 478-8496 ext. 2828 • E-mail: reservations@PCCinfo.com

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