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Andrews University  
School of Education

KEY ADMINISTRATIVE DECISIONS IN THE HISTORY  
OF SEVENTH-DAY ADVENTIST EDUCATION  
IN BERMUDA

A Dissertation  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Leslie C. E. Holder  
January 1998

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IN BERMUDA

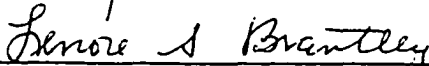
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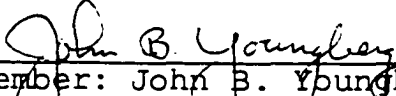
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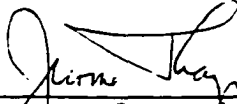
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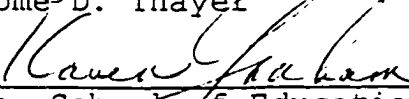
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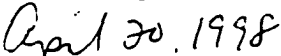
  
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Member: John B. Youngberg

  
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Karen R. Graham

  
Date approved

ABSTRACT

KEY ADMINISTRATIVE DECISIONS IN THE HISTORY  
OF SEVENTH-DAY ADVENTIST EDUCATION  
IN BERMUDA

by

Leslie C. E. Holder

Chair: David S. Penner

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: KEY ADMINISTRATIVE DECISIONS IN THE HISTORY OF  
SEVENTH-DAY ADVENTIST EDUCATION IN BERMUDA

Name of researcher: Leslie C. E. Holder

Name and degree of faculty chair: David S. Penner, Ph.D.

Date completed: October 1997

Problem

In 1993, during the celebration of fifty years of continuous Christian education in Bermuda, it became strikingly evident that the Seventh-day Adventist Church had no single literary, historical compilation of SDA education in the country. This research can help to fill this information void.

## Method

Seven key administrative decisions have been identified as being of paramount importance in influencing the manner in which SDA education has developed in Bermuda: (1) the initial decision to found an SDA school, (2) the relocation of the school to the Sandringham property, (3) the expansion from eight grades to twelve, (4) the choices made between an American and a British curriculum, (5) the decisions concerning the best use of limited land, (6) the selection of a financial plan for operating the school, and (7) decision-making processes involved in selecting successive principals.

This research covers the period from the year 1943 through 1997, the period of continuous SDA education in Bermuda. The scope of this research excludes any schools which may have existed before 1943. The intent of this research is not to provide a complete historical record of the period, but to examine certain key administrative decisions and their effects on the development of SDA education in Bermuda.

## Results

These key administrative decisions have been important for the evangelistic thrust of the SDA Church in Bermuda and for training workers for both the Church

and the broader community. They have enabled Bermudian students to have the convenience and financial benefits of acquiring more of their education at home, have made the teaching process easier for the mostly American-trained staff, and have facilitated the transfer of students' academic credits between Bermuda Institute and American schools.

These decisions have raised the quality of education and accommodated a growing student population by constructing buildings on the limited open land spaces. They have enabled the Bermuda Conference to operate the school for the most part without recurring deficits but have contributed to a rapid turnover of principals.

#### Conclusions

The SDA school in Bermuda has grown from humble beginnings to a respected and competitive institution due largely to certain key decisions made by successive administrators and administrating committees.

To the memory of three Bermuda Institute alumni whose  
early exit from this life deprived Bermuda of the  
full benefit of their talents and service:

Michael Cann (1951-1987), musician

Dawn Lambe (1951-1992), secretary/teacher

Darlene (Stowe) Jordan (1947-1986),  
social services administrator

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## PREFACE

Bermuda Institute (BI), the only Seventh-day Adventist (SDA) school in Bermuda, has been in continuous existence since the year 1943. This research covers certain key administrative decisions affecting the development of SDA education in Bermuda from that date through the year 1997. The intent of this dissertation is not to provide a complete historical record of the period, but to highlight the effects of these key decisions on the development of the school, the career preparation of the students, and the broader work of the SDA Church in Bermuda.

In the creation of this document I wish to acknowledge the valued assistance received from four persons who served as perennial consultants: Carlyle Simmons, the President of the Bermuda Conference of SDA, a former student of BI, and former Director of Education for the Bermuda Mission; James Pearman, master builder and construction supervisor for most of the school buildings; Belvina Barnes, who has given forty-two years of service to BI, first as a teacher and later as librarian; and Sheila Holder, a former

student at BI, who has served the school since 1968, first as a teacher, then as the school counselor, and ultimately as the principal.

I acknowledge also the valued assistance of the office staff of the Bermuda SDA Conference, the Atlantic Union Conference, and Bermuda Institute. I express appreciation to Delbert Pearman, Secretary-Treasurer of the Bermuda Conference, for locating and providing access to important documents in the conference archives, and for his guidance through the maze of computer technology; to Lois Bailey, a teacher of English at BI, who proofread the whole document; Edwin Smith, who prepared the slides for the video presentation; and to many others who by means of telephone calls, letters, interviews, manuscripts, and personal contacts provided useful information for this research paper.

## CHAPTER I

### INTRODUCTION

The history of Seventh-day Adventist education in Bermuda is largely the story of the development of Bermuda Institute, the fully accredited SDA school located in the Parish of Southampton, Bermuda. This school first began operations in the year 1943 with one teacher, Mr. Adrian Simons, and twenty-six students. They met in one room in the old Southampton SDA Church near Jews Bay. Fifty-four years later, in 1997, the school provided education from Kindergarten through Grade 12, and occupied five buildings located on the former Sandringham Estate on Middle Road, the main thoroughfare in Southampton. The student body numbered over 500 students, of which approximately one-quarter were in Grades 9 through 12. There were thirty-six teachers and eight other administrators and support staff. The remarkable growth of Bermuda Institute was evidenced by the fact that, when classes began in September 1997, for the first time in the school's

History, there were two sections of every grade level from Kindergarten through Grade 10.

### Background--Bermuda

#### History

The Bermuda Islands were discovered in 1503 by Spanish explorer Juan de Bermudez after whom they were named. They are surrounded by treacherous reefs which have created a graveyard of wrecked ships. For this reason and a reputation as the "Isle of Devils," the islands were not inhabited for over 100 years after their first recorded discovery.

In 1609, Admiral Sir George Somers, in his flagship Sea Venture, became separated from his fleet of seven ships and was shipwrecked on Bermuda's reefs. Sir George had left Plymouth, England, carrying a party of colonists intending to sail to the plantations in Jamestown, Virginia. The first permanent settlers arrived from England in 1613. From such a happenstance beginning, Bermuda commenced its history of settlement.

#### Geography

Bermuda has long been considered part of the Caribbean, although it is actually located north of the Caribbean in the Atlantic Ocean approximately 570 miles (917 kilometers) to the East of Cape Hatteras on the

coast of North Carolina in the United States of America. The group consists of about 150 islands and islets, extending from northeast to southwest in a fishhook-shaped chain along the edge of an extinct, submarine volcano.

The ten principal islands are connected by bridges or causeways to form a chain about twenty-two miles (35 kilometers) long with an average width of less than one mile (1.7 kilometers). The land area is twenty-one square miles (53 square kilometers) and is divided into nine parishes. The terrain is generally hilly, the highest point being 260 feet (79 meters).

There are no rivers or fresh water lakes. The major source of fresh water is rain, which falls fairly evenly throughout the year (annual average 57.6 inches), is collected on roof tops, and is stored in individual tanks under each building.

The climate is generally mild, equable, and frost-free due to the influence of the Gulf Stream. During the coldest and warmest months, February and August respectively, temperatures average sixty-two degrees Fahrenheit (17C) and eighty degrees F (27C).<sup>2</sup>

---

<sup>2</sup>Bermuda Report 1980-1984 (Hamilton, Bermuda: Island Press, 1985), 2, 3.



## Employment and the Economy

The 1991 population census recorded a population of 58,460, an increase of 8 percent over the eleven years since the previous census.<sup>1</sup>

Bermuda has no physically exportable natural resources that can be used as a source of revenue. In the mid-1990s its economy was based almost entirely on the two service industries of tourism and international company business. At that time tourism was experiencing a leveling off after several years of outstanding growth in the number of tourist arrivals. The number of international companies established in Bermuda continued to grow, attracted by political stability and a high standard of public administration and banking.<sup>2</sup>

At the end of 1994, there were 34,143 persons employed in Bermuda. Employers reported 755 vacancies, and only 65 persons were registered as unemployed.<sup>3</sup> The largest employers were, by industry, as follows:

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<sup>1</sup>Census Office, The 1991 Census of Population and Housing (Hamilton, Bermuda: Bermuda Press, 1991), 14.

<sup>2</sup>Bermuda Government Annual Report and Accounts 1990-91 (Hamilton, Bermuda: Bermuda Press, 1992), 4.

<sup>3</sup>Bermuda Government Statistics Department, Manpower Survey 1994 (Hamilton, Bermuda: Bermuda Press, 1995), 2, 20.

hotels and restaurants, 5,900 persons; banks, insurance and business services, 5,000 persons; community & personal services, 5,000 persons; wholesale & retail, 4,800 persons; and public administration, 4,300 persons. Conspicuously scarce in the local economy were jobs in farming and manufacturing, which when combined employed about 1,600 persons.

The average employment per capita income was \$32,000, a figure which placed Bermudians among the highest levels of per capita income in the world. The sophistication of the economy made it necessary for Bermuda to import much highly skilled labor, business managers, teachers, accountants, and generally highly educated workers, since the country could not produce them in the numbers in which they were needed. Non-Bermudians held 21 percent of the jobs in Bermuda.<sup>1</sup> This situation encouraged Bermudians to continually pursue higher levels of education.

This tiny country was poised on the threshold of independence for several years but, as of 1997, Bermuda remained the oldest self-governing colony in the British Commonwealth.<sup>2</sup>

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<sup>1</sup>Facts & Figures 1995 (Hamilton, Bermuda: Bermuda Government Statistics Department, 1995), 3.

<sup>2</sup>Bermuda Report 1980-1984, 2.

## Background--The SDA Church in Bermuda

### Organization

The Bermuda Conference of Seventh-day Adventists is the unit of church organization comprising the territory of the Bermuda Islands, and forming part of the Atlantic Union Conference, which, in turn, is part of the North American Division.<sup>1</sup> At the end of 1995 the total membership of the conference was 3,038 persons who held memberships in eight local church congregations. Churches were located at Devonshire, Hamilton City, Midland Heights, Pembroke, Somerset, Southampton, St. George's, and Warwick. The conference also operated two Community Services centers and the K-12 church school.

### History

The work of Seventh-day Adventists began in Bermuda in the 1890s when Marshall Enoch and his wife emigrated from Nova Scotia. About the same time, two brothers, Frank and Marquis Poque, came from Minnesota as colporteurs. The first Bermudian converts were the R. T. Munroe family who began observing the Sabbath after studying SDA publications bought from one of the Poque

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<sup>1</sup>Seventh-day Adventist Encyclopedia, 1966 ed., s.v. "Bermuda Mission."

brothers. In 1895, when Marshall Enoch heard of the Munroes, he visited them and arranged to hold weekly services in their home.

The first SDA minister sent to Bermuda was J. W. Bartlett, who organized a company in Hamilton on March 16, 1901. During the pastorate of J. A. Morrow, the first permanent pastor (1903-1909), the first church was built in the capital city, Hamilton. A larger church building, serving also as an evangelistic center, was later built on King Street and dedicated in 1949. This building was used for over forty years when it was completely demolished and replaced by a modern, even larger and very attractive building, which was completed in 1996.

The second church, begun in Southampton in 1926, was a small chapel erected on land near Jews Bay donated by Profirio Gomez. This small building was later enlarged and housed the forerunner of the present SDA school. The building was eventually sold after the congregation moved to a much larger building, completed in 1961 and dedicated in 1964. This Southampton Church building is situated on a more easterly site in Southampton, near the Sandringham property to which the church school had relocated.

A third church was organized in 1935 in St. George, the seventeenth-century town first settled in Bermuda. The members met in rented quarters until 1954 when they bought the historic Cooper Estate on Duke of York Street, the main street in the old town. They remodeled the building into a church auditorium and Sabbath School rooms, which were dedicated free of debt in 1957. They worshipped in this building until 1984 when they moved into a very large edifice which they had spent several years building on Secretary Road, some distance away from the town center. A portion of the old church on Duke of York Street is currently being used as the Community Services Center for the St. George's SDA Church.

At the time the church school was started in Southampton there were only three SDA churches: Hamilton, Southampton, and St. George's.

In 1962, two properties were purchased for additional churches at Crawl Hill in Hamilton Parish and on the South Shore Road in Warwick Parish. In 1965, the Warwick Church was dedicated. The Midland Heights Church (Crawl Hill) was dedicated in 1978. Since then, three more churches have been organized and have their own church buildings in the heavily populated parish of

Devonshire, the small village of Somerset, and Glebe Road, a heavily populated section of Pembroke Parish.

From 1901 until Bermuda was made a part of the Atlantic Union Conference in 1915, the SDA work in the Bermuda Islands was directed by the General Conference as one of the "miscellaneous missions." The Bermuda Mission was fully organized in 1959, and was incorporated by an act of the Bermuda Parliament in 1960. On May 4, 1986, the Bermuda Mission became the Bermuda Conference of Seventh-day Adventists.<sup>1</sup>

The first Bermudian to hold the highest office in the Seventh-day Adventist Church in Bermuda was Dr. Edward Richardson, who, at the time of his election, was a church pastor in the Allegheny East Conference.<sup>2</sup> Earlier in his career he had been a principal of Bermuda Institute (1960-63). He was elected President of the Bermuda Conference in 1986, along with Pastor Carlyle Simmons as Executive Secretary and Delbert Pearman as Treasurer. This trio represented for the first time a totally Bermudian conference administration.

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<sup>1</sup>Carlyle Simmons, President, "Bermuda Conference of Seventh-day Adventists—History," TMs, 1996, Bermuda Conference of SDA, Hamilton, Bermuda.

<sup>2</sup>The Allegheny East Conference was an administrative unit comprised of churches in New Jersey, Pennsylvania, Maryland, Delaware, Virginia, and Washington, D.C.

Dr. Richardson served for two three-year terms. Carlyle Simmons became the president in 1992, and Pastor A. Llewellyn Williams became the executive secretary. The treasurer was unchanged.

Government statistics for the year 1995 revealed that, out of a total population of approximately 58,000 persons, about 3,400 persons listed their religion as Seventh-day Adventist. This was about 6 percent of the population, making the SDA Church the fifth largest religious denomination, behind the Anglicans, Roman Catholics, the African Methodist Episcopal, and the Methodists.<sup>1</sup> These statistics showed notable church growth in the fifty years since the Seventh-day Adventist school was founded in Southampton. At that time the membership of the SDA Church in Bermuda was a total of 205 persons.<sup>2</sup> It was this small group of believers who with much faith, labor, and financial sacrifice started a Christian educational institution. At the time of this writing, this school, carrying the name "Bermuda Institute of Seventh-day Adventists," had been in continuous operation for fifty-four years. The

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<sup>1</sup>Facts & Figures 1995, 2, 3.

<sup>2</sup>M. L. Rice, "Report for 1945," Atlantic Union Gleaner, 22 February 1946, 1.

school had grown from its original twenty-six students to a fully accredited Kindergarten through Grade 12 school of approximately five hundred students.



## CHAPTER II

### FOUNDING OF THE SCHOOL

#### A Philosophical Need

The decision to start a Seventh-day Adventist school in Bermuda emanated from the fundamental philosophy of the church. Seventh-day Adventists have long regarded formal educational institutions as being essential to the church's fulfillment of the Divine commission, "Go into all the world and preach the Gospel to every creature" (Mark 16:15). Ellen G. White, the premier writer of books and articles which have delineated the philosophy of SDA education, encapsulated the objective of SDA education in these words:

Not that all are called to be ministers or missionaries in the ordinary sense of the term; but all may be workers with Him in giving the glad tidings to their fellow men. . . . Let every child, then, receive an education for the highest service.<sup>1</sup>

It is preparation for this "highest service" which the Seventh-day Adventist Church has traditionally viewed as philosophically separating its educational

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<sup>1</sup>Ellen G. White, Education (Boise, ID: Pacific Press Publishing Association, 1903), 264, 266.

system from that which is ordinarily offered in the public schools. The Church has described its formal education as a more complete education, reflecting eternal values, as stated in this Ellen White excerpt:

True education means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.<sup>1</sup>

The establishment of schools has been viewed by the SDA Church as a means of solidifying its work in new territories and of training workers to carry on that work. Written instructions from Ellen White encouraged this emphasis on formal education both in America and in foreign countries:

There are schools to be established in foreign countries and in our own country. . . . Our institutions are to be regarded as God's instrumentalities for the furtherance of his work in the earth.<sup>2</sup>

This was a primary concern of Elder M. L. Rice, the President of the Atlantic Union Conference<sup>3</sup> when he

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<sup>1</sup>Ibid., 13.

<sup>2</sup>Ellen G. White, Fundamentals of Christian Education (Nashville: Southern Publishing Association, 1923), 531-2.

<sup>3</sup>The Atlantic Union Conference is the parent organization administering the SDA Church in Bermuda,

visited Bermuda early in the year 1941. Although at that time there were only three SDA churches in the island and two families of Seventh-day Adventists employed by the church, Rice perceived the need to establish an SDA school. He wrote in the Atlantic Union Gleaner:<sup>1</sup>

Among the pressing needs in Bermuda at the present time, I will mention just two. Both of these were given much prayer and study. One is the establishing of Christian education in Bermuda, and the other is the erecting of a new church building in the city of Hamilton.<sup>2</sup>

The two families of Seventh-day Adventists employed by the church in Bermuda at that time were those of John F. Knipschild, the senior pastor, and Carlyle Nelson. Knipschild had arrived in Bermuda two years earlier, in 1939, and found no Adventist church school in operation. In his position as the effective head of the local SDA Church he would have to show leadership if a school were to be established during his administration. Scant information available concerning earlier attempts to start an SDA school indicates that those attempts were

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New York, and the New England States. Headquarters are in South Lancaster, Massachusetts.

<sup>1</sup>The Atlantic Union Gleaner is the official news publication of the Atlantic Union Conference of SDA.

<sup>2</sup>M. L. Rice, "A Trip to Bermuda," Atlantic Union Gleaner, 12 March, 1941, 1.

unsustainable for various reasons such as a lack of teachers and inadequate supervision. They were generally single-teacher home schools, which eventually had to be closed.<sup>1</sup>

Knipschild's concern about the nonexistence of an SDA school was shared by a young Bermudian named Adrian Simons, who at that time had just graduated from West Indies Junior College in Mandeville, Jamaica, British West Indies. He had returned to Bermuda and taken employment in the public school system as a teacher at Paget Glebe School. His record of that period includes these statements:

I experienced an increasing longing to see a church school operating in Bermuda for the Adventist children. So, at an opportune occasion in 1941 I mentioned my desire to Pastor Knipschild.<sup>2</sup>

Knipschild was also approached by Granville and Lillian Wilson of Southampton, who had several children of their own and were concerned that the Wilson children could not get an Adventist Christian education in

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<sup>1</sup>H. Reese Jenkins, former President of the Bermuda Mission, interview by author, 2 March 1996, Southampton, Bermuda, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

<sup>2</sup>Adrian P. Simons, Medford, NY, to Leslie Holder, Pembroke, Bermuda, 4 November 1994, p. 3, original, Bermuda Conference of SDA, Hamilton, Bermuda.

Bermuda. Being a person very supportive of SDA education, and knowing of the Atlantic Union president's desires in this regard, Knipschild was sympathetic and willing to take action.

He had been involved in starting Brookside Academy in Taunton, Massachusetts, so he took up this new challenge of starting an SDA school in Bermuda.<sup>1</sup>

I believe that the decision to found a permanent SDA school was one of the most momentous administrative decisions ever made in the history of Adventism in Bermuda.

The proposed school would provide immense impetus to the work of the young and growing church. This point in time in Bermuda resembled the period just prior to the opening of an SDA school in Melbourne, Australia, in 1892. At that time Ellen White wrote the following advice in an article entitled "The Relation of Education to the Work of God":

Not many can go to America to obtain an education; and even if they could go, it might not be best for them, or for the advancement of the work. The Lord would have schools established in this country to educate workers, to give character to the work of present truth in these new fields, and to awaken an interest in unbelievers. *He would have you make a center for education in your own country, where students of promise may be educated in practical branches, and in the truths of the Bible, that they*

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<sup>1</sup>Jenkins, interview, 2 March 1996.

may be prepared to work in these lands, rescuing souls from the bondage of Satan (emphasis mine).<sup>1</sup>

This is the spiritual philosophy that constrained the Adventists in Bermuda to view as a necessity the setting up of their own school.

### Overcoming Obstacles

During the next year John Knipschild made an application to the Bermuda Board of Education with a view to opening the SDA church school by the fall of 1942. He reported these events to his superiors in the offices of the Atlantic Union Conference:

We have made an earnest and carefully prepared appeal to the education authorities for the privilege of having a school in Southampton. This will be taken up soon by the board, and we are hoping we may get a start.<sup>2</sup>

After much discussion and some controversy, the board at first denied the petition. Opposition to the petition came from board members who were opposed to having church-operated schools in Bermuda, and from others who did not want to allow the Adventists to have a school where "Colored" children and White children attended classes together.

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<sup>1</sup>White, Fundamentals of Christian Education, 203-4.

<sup>2</sup>J. F. Knipschild, "A Report from Bermuda," Atlantic Union Gleaner, 29 July 1942, 2.

During the 1940s when the SDA school was founded, racial segregation of schools was the universal practice in Bermuda--White children attended certain schools, and Colored children attended certain other schools. This separation of the two dominant racial groups caused much anxiety to the members of the Southampton SDA Church and the local SDA administration.

Nathaniel Simons, the brother of Adrian, was intimately involved in this controversy. He was a trustee and elder in the Southampton Church and was among the great majority who felt that God's church school should not be segregated. The church had many board meetings over this racial issue. His recollection of the events is recorded in a 1996 interview:

Southampton Church did not receive the idea of having the school only for the colored people. . . . The man from the government committee brought to us that the school would be for colored children only. . . . They knew we sort of preached on unity, and he [Knipschild] told them,<sup>1</sup> and I quote, "No, they are all colored." The members wanted a school for all, everybody. . . . The white children did not have an opportunity to attend.<sup>2</sup>

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<sup>1</sup>In response to a question about the racial make-up of the proposed student body.

<sup>2</sup>Nathaniel Simons, trustee of the Southampton SDA Church, interview by author, 7 January 1996, Warwick, Bermuda, videotaped by Pastor Carlyle Simmons, President of the Bermuda Conference SDA, transcript, Bermuda Conference SDA Headquarters, Hamilton, Bermuda.

The Board of Education threatened not to give the church a license to operate a school if it were integrated. Nathaniel Simons further recalled that, at the final meeting on this issue, Josiah Wilson cast the deciding vote to go along with the demands of the government board.<sup>1</sup> The decision was a practical one, made in the interest of getting some kind of SDA school started as soon as possible.

After the vote to comply with the demands of the Board of Education, Knipschild resubmitted the petition, and the Board of Education finally granted permission on December 15, 1942.<sup>2</sup> Thus, the first sustained SDA school in Bermuda was a school for Black children.

The decision to exclude White children from the SDA school subtracted a major evangelistic ingredient from the church's outreach to the White youth of Bermuda. Since a parallel school for White children was not established, White Adventist parents either sent their children abroad or sent them to the segregated public schools for White children. Even after the desegregation of all local schools (1965), White

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<sup>1</sup>Ibid.

<sup>2</sup>Nellie E. Musson, The Missing Mr. Read: The Story of Bermuda's Adventists (Toronto: University of Toronto Press, 1983), 153.



children still have not attended the SDA school in significant numbers. As a result, the school, as an evangelistic arm of the church, has extended its influence for the most part among the Black youth of Bermuda. The continuing effect, as of 1997, has been that White children are virtually nonexistent in the SDA high school and show a minimal presence in the SDA elementary school.

### The Opening

John Knipschild worked closely with the church boards of the Hamilton and Southampton SDA churches, making plans for the opening of the church school. In preparation for this event he formally contacted Adrian Simons and invited him to be the first teacher. Simons accepted.

An August 1944 Gleaner article written by J. F. Knipschild reported that the school opened in September of 1943:

After a series of events definitely indicating the Lord's hand in making it possible for us to open a church school in Southampton, a school was started last September and has just finished its first year.

When that article was written, the school had, in fact, been operating for more than just the 1943-44

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<sup>1</sup>J. F. Knipschild, "Bermuda Mission," Atlantic Union Gleaner, 18 August 1944, 6.

school year. The students of that first class remember the first day of school as being in January 1943. In commemoration of that event these same students presented to Adrian Simons a plaque of much significance. The plaque was presented in 1993 in commemoration of the fiftieth anniversary of continuous Seventh-day Adventist education in Bermuda. The plaque clearly exhibits the date January 4, 1943.<sup>1</sup>

The location of the first school was on the edge of Jews Bay in Southampton Parish. Jews Bay was a tranquil body of water sheltered from the open sea by a few little islands, providing a haven in which fishermen and sailors could moor their boats. The rear of the Southampton SDA Church bordered on this bay, and in this placid setting the first SDA school commenced in 1943. The Jews Bay location accommodated the school through the first ten years of its infancy. This was the beginning of the current period of over fifty years of continuous operation of Seventh-day Adventist education in Bermuda.

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<sup>1</sup>This is the inscription on the plaque: "To Adrian Simons, from the students of the Southampton Adventist School of January 4, 1943. We would like to thank you for the dedicated time you gave to us. May God continue to bless you."

Although Adrian Simons was the only teacher, he attempted to provide instruction for each student at the level at which he or she was entering this brand-new school. Under the British educational system, this meant providing the full elementary school range of standards 1 through 6. (A few years later the school converted to the American system of Grades 1 through 8.)

The initial efforts in establishing the SDA school were confronted with several difficulties. The 1943-44 school year was particularly challenging. There was an unanticipated delay in receiving books and supplies, which did not arrive until the end of December. Knipschild compared the first three months of the school year to the experience of the children of Israel, while captives in Egypt, being forced to make bricks without straw.

An epidemic of whooping cough swept over the island for about two months in the spring of 1944, closing some schools. Despite these setbacks, the SDA educational work was begun, and there was hope among the administrators and supporters of the school that the work would strengthen and grow.<sup>2</sup>

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<sup>2</sup>Knipschild, "Bermuda Mission," 6.

The First School Building Project

When the school first opened, the schoolroom was an area in the back of the one-room meeting place serving as the Southampton SDA Church in the Jews Bay location described earlier. Sometime between 1944 and 1946 James Pearman and other men of the Southampton church added a separate room, and Adrian Simons with his group of about twenty-five students moved into this new area.<sup>1</sup> This is the point at which John Knipschild left Bermuda in 1945, having accomplished his mission of setting up an SDA school.

Knipschild was replaced as Superintendent of the Bermuda Mission by John A. Toop. In 1945, Toop recorded the continuance of the school in the Atlantic Union Gleaner:

Arrangements have been completed for opening our school at Southampton on September 17.<sup>2</sup> The church school at Southampton, under the leadership of Brother Adrian Simons, has opened with an enrollment of twenty-five students. This is an improvement over last year. Every seat is occupied and the teacher is putting his best into the work.<sup>3</sup>

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<sup>1</sup>James E. Pearman, construction supervisor, telephone interview by author, 15 February 1997.

<sup>2</sup>J. A. Toop, "Bermuda Mission," Atlantic Union Gleaner, 14 September 1945, 6.

<sup>3</sup>J. A. Toop, "Bermuda Mission News Notes," Atlantic Union Gleaner, 19 October 1945, 3.

Toop, in June 1946, stated his priorities as follows: "An extensive building program is needful in our church work in Hamilton and St. George's, and a school for Southampton."<sup>1</sup>

He had arrived in Bermuda only the year before and had seen the potential for church growth in this yet-young Adventist community. He had inherited the pioneer SDA school and realized that its inadequate accommodations within the Southampton Church were unsatisfactory to the church members. He assumed leadership as plans were made to expand the Southampton Church building in order to provide better accommodations for the school.

At the beginning of the new school year, after the summer of 1946, Toop reported,

School opening day at the Southampton church school found twenty-three bright and eager youth enrolled. Brother A. F. Simons, back from his summer school course at South Lancaster, promises to do his best to make the school bigger and better. The faithfulness of the members in Hamilton and St. George's as well as in Southampton, in supporting the church school indicates the good spirit that prevails.<sup>2</sup>

Later, in the spring of 1947, Toop made the following report on the progress of this first-recorded

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<sup>1</sup>J. A. Toop, "Bermuda Mission News Notes," Atlantic Union Gleaner, 7 June 1946, 5.

<sup>2</sup>J. A. Toop, "News Notes," Atlantic Union Gleaner, 11 October 1946, 2.

building project in Bermuda which had Adventist education specifically in mind:

The Southampton church and school find it necessary to extend their building for both Sabbath school and church school to accommodate their students. Steps have been taken toward the excavation and building of this necessary extension and we are looking forward to the enlarged enrollment that will thus be made possible.<sup>1</sup>

Toop's vision of having building projects in progress in Hamilton, St. George's, and Southampton, the three locations in which Adventist congregations existed at the time, was largely realized in 1947 when there were at least two contemporary building projects. The new Hamilton Church was being built on King Street while an addition was in progress for the Southampton church and school. His news report to the Atlantic Union late that year included this excerpt:

Friends will welcome the news that the construction steel for the new church in Hamilton has arrived. Already most of the basement floor is placed. . . . The addition to the Southampton church is nearing completion.<sup>2</sup>

The addition consisted of two rooms, one above the other, built closer to the bay at the rear of the existing building. The lower room was used for the

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<sup>1</sup>J. A. Toop, "Notes from Bermuda," Atlantic Union Gleaner, 13 May 1947, 1.

<sup>2</sup>J. A. Toop, "News Notes," Atlantic Union Gleaner, 9 December 1947, 2.

school. In these somewhat improved accommodations the church was able to operate the full range of elementary school instruction.<sup>1</sup>

#### Enrollment and School Name

Summarizing the enrollment figures quoted earlier in this article, it is evident that the total student enrollment at the school remained fairly constant at between twenty-three and twenty-six students during its beginning years. It is also apparent from the following Gleaner excerpt that, at least through the end of 1947, Adrian Simons remained as the teacher:

The church school pupils and M. V. Society gave a very fine Christmas program on December 28. Parents and visitors were fluent in their praise of all accomplished under the direction of the teacher, Brother A. F. Simons.<sup>2</sup>

In the earliest years of the formation of the SDA school, it was considered to be the responsibility of the Southampton SDA Church. The school was physically located in that church building; it was that church's board which made the decisions concerning how the school would be operated; and that church was primarily

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<sup>1</sup>Pearman, telephone interview by author, 15 February 1997.

<sup>2</sup>J. A. Toop, "News Notes," Atlantic Union Gleaner, 13 January 1948, 3.

responsible for financially subsidizing the school.<sup>1</sup> Therefore the school was generally known as the Southampton SDA Church School.

When the school was physically relocated to the estate called "Sandringham" (1953), it unofficially acquired that name, a name which became a household word among the Adventist members and students who attended the school in the 1950s and 1960s.

The official name of the school, however, was "Bermuda Institute of Seventh-day Adventists." This name became official during the school year 1951-52. Alma Foggo<sup>2</sup> recalled that she was the first graduate under this name. She was actually the only student in a temporary Grade 9 at the time. The head teacher was Esther Pitt.

That graduation service occurred during the year 1952 in the Hamilton SDA Church on King Street. Mrs. Senecal, the wife of the superintendent of the Bermuda Mission, assisted Alma in writing her graduation speech,

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<sup>1</sup>Musson, 159.

<sup>2</sup>Alma Foggo York became a Registered Nurse. At this writing (1997), she is the Vice-president for Student Affairs at Atlantic Union College.



which began thus, "As the first graduate of Bermuda Institute of Seventh-day Adventists . . ."

### Summary

When one looks at the Seventh-day Adventist Church as the evangelistic organization that its declared mission demands that it should be, then the founding of the Bermuda Institute of Seventh-day Adventists is one of the most important decisions the Bermuda SDA Church has ever made. From year to year, hundreds of children from non-Adventist families have attended the school and carried the Adventist message into homes all over Bermuda.

Another result of the key decision to found an SDA school has been that the children from Adventist families have had the benefit of associating daily with others of like faith. This has provided for the young Adventists a sense of belonging and fellowship which could not be experienced in the public schools.

A third important benefit of the decision to found the school is that this school has served as a training facility for Adventist workers in the SDA Church and in the wider community. It has provided basic scholastic

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<sup>1</sup>Alma Foggo York, interview by author, 22 February 1997, South Lancaster, MA, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

and moral training for young people who have eventually entered a variety of trades and professions throughout Bermuda.

## CHAPTER III

### SANDRINGHAM

The Seventh-day Adventist school in Southampton, Bermuda, was founded in 1943 with an initial enrollment of twenty-six students. A decade later, in 1953, the enrollment had increased to over one hundred students. This was clearly too large a number of students to continue to be accommodated in one room in the basement of the old Southampton SDA Church at Jews Bay. In that year the administrators of the Southampton SDA Church and the Bermuda Mission of SDA decided to relocate the school to the newly acquired Sandringham Estate, near the eastern boundary of Southampton Parish. This decision opened the way for tremendous growth of the school. The newly acquired land provided space for physical expansion, particularly the construction of additional school buildings to accommodate a growing institution.

A published commentary on this physical transition of the school noted that "prior to the purchase of this building our school was conducted in the Southampton

Church in very crowded quarters." The article affirmed the teaching staff and praised them for "doing a very fine job for our young people."<sup>1</sup>

The change of location brought joy to the church members in spite of the fact that funds were not immediately available for the construction of new classrooms. The article continued thus:

It would cheer your heart to visit the school and see these young people at work. The school has plenty of playground space; however, the classrooms are very crowded, and more space will have to be provided as soon as funds are available.<sup>2</sup>

#### A Historic Estate

The Sandringham house was one of the oldest buildings in Southampton Parish.<sup>3</sup> At the time of the purchase, it was a very attractive two-story stone building with top-hung shutters, and upper and lower wooden porches stretching across its entire front, all in traditional Bermudian architecture.

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<sup>1</sup>Author unknown, TMs (photocopy), Bermuda Institute Library, Southampton, Bermuda. The accuracy of content was verified by Belvina Barnes, one of the four teachers named in the article.

<sup>2</sup>Ibid.

<sup>3</sup>"Rapid Progress of Work on Seventh Day [sic] Adventist School," The [Bermuda] Royal Gazette Weekly, 19 September 1953, 12.

In the middle of the yard at the front of the Sandringham building, under the umbrella of a magnificent poinciana tree, was a circular garden surrounded by a smooth, concrete pavement.<sup>1</sup> This formed an inviting main entrance to the estate.

Two outstanding features about the Sandringham property are of historic significance. The first concerns a large, stately poinciana tree that stood in front of the building facing the main road. The tree was reportedly many generations old, yet each summer its broad, umbrella-shaped green foliage would luxuriate with showy red flowers in a unique display of natural beauty. This tree had gained national significance and nostalgic endearment to hundreds of students who for over thirty years studied in its protective shadow and played under its soothing shade.<sup>2</sup>

The second Sandringham feature of historical significance is that the house is reported to have been, at some earlier time, the residence of a governor of

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<sup>1</sup>In the renovations, this pavement was retained and used, for many years, by the students and the broader Adventist community as a roller-skating rink.

<sup>2</sup>By 1985, a few of the poinciana's very large branches, which had succumbed to age and decay, were deemed to be hazardous to the school children. The tree was cut down and replaced by a children's playground as part of the new elementary-school complex.

Bermuda. A 1953 newspaper article describing both of these historical features read thus:

In front of the building is a huge poinciana tree, stretching its branches over the driveway to provide shade, just as it has done for hundreds of years. Soon there will be children playing on the grounds of what was once the residence of one of Bermuda's governors.<sup>1</sup>

A credible parallel to the governor living at Sandringham House in Bermuda is that the governor of Bermuda is appointed by the Queen of Great Britain, and is officially her representative. The queen lives, among other famous places, in Sandringham House in Norfolk, England. Since Bermuda is a very small island there is, as might be expected, a vast disparity in acreage between the two similarly named residences. The English Sandringham includes a 200-acre park<sup>2</sup>, while its Bermudian namesake comprises a total of just over 2 acres. The similarity of names, however, is probably more than mere coincidence.

#### The Purchase

The quest for space for a growing Adventist school was temporarily satisfied by the purchase of the Sand-

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<sup>1</sup>"Rapid Progress of Work on Seventh Day Adventist School," 12.

<sup>2</sup>Encyclopedia Americana, 1994 ed., s.v. "Sandringham."

ringham Estate. Information surrounding the purchase of this property is not entirely clear or verifiable since the deeds to that property cannot be located. However, historian Nellie Musson has recorded that the property was purchased at least partially with funds obtained from the sale of land donated to the Southampton SDA Church by her parents, Granville and Lillian Wilson.<sup>1</sup>

Adrian Simons, the first teacher in the SDA school, has written that, as a keen interest developed in securing the Sandringham property, it was through the diligent efforts and sacrificial spirit of many SDA members that the property and building were eventually purchased. Some of these members were Granville and Lillian Wilson, Josiah and Ellen Wilson, George Burchall, George Darrell, the James Pearman family, and Nathaniel Simons.<sup>2</sup>

Chronology indicates that the property must have been purchased between 1950 and 1953. The superintendent of the Bermuda Mission at that time was Beaman Senecal, whose term of service in Bermuda ended in 1956. Reese Jenkins, Senecal's successor, remembered

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<sup>1</sup>Musson, 157-158.

<sup>2</sup>Simons to author, 4 November 1994.

that Senecal, through Morris Gibbons' Real Estate Company,<sup>2</sup> was involved in buying the Sandringham property from a local family surnamed White.

#### Conversion for Educational Use

When the SDA Church bought the Sandringham real estate, there were only two buildings on the property. The two buildings were a very old two-story main house and a horse stable. The rest of the property was mostly farmland.<sup>3</sup> The farmland was a particular attraction to the school administrators who were seeking to provide for the students a complete education which included industrial training in addition to mental, social, and spiritual development. Adventist schools all over the world had been attempting to take the counsel of Ellen White who saw particular educational value in the cultivation of the soil. Her advice to Adventist educators included these statements:

It would be a great aid in educational work could every school be so situated as to afford the pupils

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<sup>1</sup>Morris Gibbons was the brother of Edmund Gibbons, one of Bermuda's most well-known businessmen of that time.

<sup>2</sup>Jenkins interview, 2 March 1996.

<sup>3</sup>James E. Pearman, interview by author, 5 February 1997, Southampton, Bermuda.



land for cultivation, and access to the fields and woods.<sup>1</sup>

No line of manual training is of more value than agriculture. . . . In the study of agriculture, let pupils be given not only theory, but practice.<sup>2</sup>

There was arable land for education in agriculture, but the main house was in a state of disrepair. It was in such poor condition that the technicians and administrators decided to completely remove the top floor, since it would be unsafe for use as classrooms for children.

The renovations were supervised by James E. Pearman, a carpenter and member of the Southampton SDA Church. The work was done with mostly volunteer labor. This was the early stage of a long association between James Pearman and SDA building projects all over Bermuda. The recollection of Adrian Simons regarding the remodelling of the Sandringham building was that "following much prayer, financial sacrifice, and hard labor, both professional and unskilled, the Sandringham property was excavated and remodelled. The result was a building which at the time provided ideal classrooms to accommodate kindergarten and grades one to twelve."<sup>3</sup>

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<sup>1</sup>White, Education, 212.

<sup>2</sup>Ibid., 219.

<sup>3</sup>Simons to Holder, 4 November 1994, 4.

When completed in 1953, the renovated Sandringham contained three classrooms, and the horse stable had been converted into lavatories.<sup>1</sup> It was into this renovated facility that the Southampton SDA school relocated after operating for ten years in one room in the old Southampton Church at Jews Bay.

The decision of the SDA church leaders in Bermuda to purchase the Sandringham property was a key decision affecting the advancement of the educational work of the Church in these islands.

The new school at Sandringham was within youthful walking distance of the pioneer Jews Bay school, about eight-tenths of a mile in an easterly direction along Middle Road. In addition to the farmland there was, by Bermuda's standards, an appreciable quantity of undeveloped land that would provide opportunities for improved outdoor recreational activity for the school children. There was room for expansion; more buildings could be added as needed. The school now had room to grow physically to accommodate hundreds of students whose parents wanted them to have a Christian education.

Three years after the renovation of the Sandringham main house and relocation of the school there, the first

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<sup>1</sup>Pearman, telephone interview, 15 February 1997.

expansion building project was undertaken. A room was added on the eastern side of the Sandringham building in order to accommodate the eighth grade.<sup>2</sup>

Other major buildings were completed on the property in 1961, 1965, and 1970. The end of the historic Sandringham building came in 1981, when it was demolished to make way for the construction of a very large building containing the elementary school, administrative offices, and an auditorium. It has been expressed by some, including this writer, that when the buildings on the campus are given permanent names, this last-mentioned edifice, which was completed in 1983, and stands on the spot of the original house, will simply be called "Sandringham."

#### Evangelistic Outreach

The increased number of students that could now be educated at Sandringham enabled the church to spread its influence to a much greater degree in the local community. Graduates from Sandringham became prominent in many lines of work in Bermuda, particularly in the banks, the hospital, the civil service, the public school system, and at Bermuda Institute itself.

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<sup>2</sup>In order to improve the quality of education, the twelve grades had been subsequently reduced to eight. Pearman, telephone interview, 15 February 1997.

In a newspaper article reporting on the ceremony of the official opening of the 1961 Elementary School building--the first new building to be constructed on the Sandringham campus--Bermuda was made aware of the value of Christian education to society. In the presence of the governor, two members of parliament, the director of education for Bermuda, and other invited guests, Larry E. Smart, Secretary of Education of the Atlantic Union Conference of SDA, spoke on the topic "The Role of Christian Education in Civilization." This is an excerpt from the report in the daily newspaper, The Royal Gazette:

Western education owes a great debt to religion that fostered learning, scholarship and the cultural arts which make up our present concepts of education. The majority of the great colleges and universities of Europe and America had humble beginnings as church-sponsored or church-affiliated schools. And even before the humble beginnings of educational institutions, it was the clergy and their associates who for centuries kept the flickering light of the language arts from extinction.<sup>2</sup>

The newspaper article further reported:

The speaker noted that in many so-called new nations of the world, the government-sponsored educational systems have been inaugurated, but in few cases have they supplanted the Christian educational

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<sup>1</sup>The Royal Gazette was the only daily newspaper in Bermuda.

<sup>2</sup>"Extension to School Opened by Governor," The Royal Gazette, 17 November 1961, 6.

programme. Rather, the two have joined forces against the common enemy--illiteracy.<sup>1</sup>

The influence of the SDA Church has been spread by Sandringham-educated students even to the world at large. At the time of this writing (1997) some were employed by the SDA Church in North America. Among them were Wilton Simmons, a school principal in Texas, Alma Foggo York, a senior college administrator in Massachusetts, and the brothers Alan and Glen DeSilva, church pastors in Canada. Persons whose high-school training was received at Sandringham were also working as missionaries for the SDA Church in Third World countries. Among such persons were Linda Lambert, a school teacher in Seoul, Korea; Dr. Sydney Gibbons, the President of the Cameroon Mission in Africa; and Delbert Pearman, the Union Treasurer in Sri Lanka.

These exemplary results of the Christian education available at Sandringham, Bermuda, are reflective of the basic purpose of all Adventist education, as expressed in these two additional Ellen White quotes:

Our educational institutions are to do much toward meeting the demands for trained workers for the mission fields.<sup>2</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>White, Fundamentals of Christian Education, 545.

For this reason our schools have been established, that youth and children may be so educated as to exert an influence for God in the world.<sup>1</sup>

In addition to its influence in countries abroad and in the wider Bermuda community, the "Sandringham experience" has been self-generating in providing workers for the local SDA church. In 1997, four of the church's senior administrators were former students at Sandringham. They were the conference president, Carlyle Simmons, the conference treasurer, Delbert Pearman,<sup>2</sup> the school principal, Sheila Holder,<sup>3</sup> and the vice-principal, Kathleen Wilson-Allers. Literally one-third of the staff, the following eleven teachers, were all former students on the Sandringham campus: Sonia (James) Dawes, Shalita Gibbons, Mendell Hill, Janet (Richardson) Holder, Elizabeth (Thompson) Knight, Lois (Wainwright) Lightbourne, Owen Simons, Wendell Simons, Jr., Gladwin Trott, Jr., Cynthia (Wilson) Tucker, and Oliver Wilson. Eugene Gibbons, David Rogers, and

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<sup>1</sup>Ibid., 289.

<sup>2</sup>In the summer of 1997, Delbert Pearman left his position as Treasurer of the Bermuda Conference in order to accept a position as Union Treasurer in Sri Lanka.

<sup>3</sup>Sheila Holder (nee Wilson) graduated from Sandringham when there were only 8 grades. She was the first graduate of BI to return there to work.

Randolph Wilson, three of the local SDA church pastors, also attended school at Sandringham.

It is unlikely that such a large number and broad range of professional persons could have been trained in Bermuda for their eventual service to the world and the SDA Church if the early administrators had not seized the opportunity to obtain the larger Sandringham property. It is unlikely that the magnitude of these results could have been attained if the early administrators had not caught a vision of the potential of Sandringham.

The establishment of the SDA school on the Sandringham property was the beginning of the development of an Adventist community in Southampton East. In 1961, the Southampton SDA Church itself moved from Jews Bay to a large, stately, new edifice erected by the church members on the western hillside virtually next door to the school.<sup>1</sup>

In subsequent years the Bermuda Mission purchased two more buildings and built three residences for workers on land adjacent to Sandringham.

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<sup>1</sup>The Jews Bay building was converted into three apartments (named Bayview Apartments), rented for a while by the Bermuda Mission, then eventually sold. This was a controversial sale because of nostalgic attachment by some members, and because it was water-

For decades "Sandringham" remained the endearing name used by former students, parents, and persons connected to the school in the 1950s through 1970s. Even church members of that era who had no direct connection to the school were likely to use this popular name when referring to the school. Compared to "Sandringham," the school's official name "Bermuda Institute of Seventh-day Adventists" did not hold a similar level of emotional attachment.

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side property with its own private dock for boats--a very valuable asset in the small island of Bermuda.



## CHAPTER IV

### EXPANDING TO TWELVE GRADES

The high-school section, Grades 9 through 12, at Bermuda Institute is largely a product of the vision and leadership of Roy Malcolm, who was the principal of the school from 1963 through 1968. The upgrading of the school from eight grades to twelve filled an important need for local Adventist parents who wanted their eighth-grade graduates to continue their education in a Seventh-day Adventist denominational school. Previously, in order to enter the ninth grade, these parents were forced to send their children abroad to schools in the West Indies, Canada, or the United States. Some parents were reluctant to do this because the children were only thirteen or fourteen years of age, and the parents felt they were too young to be so far away from home and parental guidance. The establishment of Grades 9 through 12 at Bermuda Institute enabled the young students to get their full high-school education at the Bermuda Adventist school, and not be required to leave home for further study

until they were ready for college at ages seventeen or eighteen.

### Pioneer Efforts

The earliest record of a tenth grade at Bermuda Institute was under the principalship of William Morgan during the school year 1953-54. Here is an excerpt from this record:

Recently we have purchased a new school building at Southampton known as Sandringham. Prior to the purchase of this building our school was conducted in the Southampton Church in very crowded quarters. We are now offering ten grades of education in the new building, and the present enrollment is 132. The teaching staff consists of William Morgan--principal, Adrian Simons, Esther Pitt, and Belvina Barnes; and they are doing a very fine job for our young people.<sup>1</sup>

With only four teachers for ten grades and 132 students, there were obvious staffing limitations affecting the quality of education the children could receive. Nevertheless, Adrian Simons, who resumed the leadership of the school for the 1954-55 school year, pursued his vision of a twelve-grade school. For several years following the founding of the school he had been the only teacher, at a time when the school met in one room in the original Southampton SDA Church. To

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<sup>1</sup>Author unknown, TMs (photocopy), Bermuda Institute Library, Southampton, Bermuda. Accuracy of content was verified by Belvina Barnes, one of the four teachers mentioned in the quotation.

him, the much larger area available at the newly acquired Sandringham property offered educational opportunities even beyond Grade 10. He wrote concerning his vision for an expanded school: "Excavating and remodeling occurred, resulting in the preparation of ideal class-rooms to accommodate kindergarten and grades one to twelve."<sup>1</sup>

At the end of that school year, two students completed the twelfth grade, the first Bermuda Institute students to do so.<sup>2</sup> The two students were Matie Crockwell and Morris Binns.<sup>3</sup> Morris remembered an afternoon cap-and-gown graduation service which took place at the end of the school year in 1955. The venue was The Terraces, an outdoor auditorium located behind the Hamilton SDA Church. Two teachers who participated in the service were Adrian Simons and Gladwin Trott. Beaman Senecal, who was the superintendent of the Bermuda Mission at the time, helped Morris to gain

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<sup>1</sup>Simons to Holder, 4 November 1994, 4.

<sup>2</sup>Musson, 161.

<sup>3</sup>Matie became a nurse; Morris left Bermuda and eventually became a manager of a New York City bank.

entrance into Atlantic Union College where he continued his education.<sup>1</sup>

The significance of this first twelfth-grade graduation was that, for the first time, Bermuda's SDA school had produced graduates who had completed a full high-school program of study without having to leave Bermuda. This was a big step toward relieving the substantial financial burden of parents who would ordinarily have to send their children abroad to complete their high-school education in an Adventist school.

Adrian Simons did not return for the 1955-56 school year. He accepted a teaching position at an SDA school in the Boston, Massachusetts, area. Herbert E. "Jack" Stirling, a Bermudian teacher, became the principal. At the end of Sterling's school year, in a special service at the Hamilton SDA Church, four students received diplomas in what was the second twelfth-grade graduation from Bermuda Institute. The four graduates were Faith Burchall, Elizabeth Hill, Leonard Lightbourne, and Lois Wainwright.<sup>2</sup>

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<sup>1</sup>Morris Binns, telephone interview by author, 14 September 1997.

<sup>2</sup>Faith became a secretary and church organist; Elizabeth was first a teacher then a secretary; Leonard studied law; Lois became a teacher at BI.

The exultation over these twelfth-grade graduations was short-lived. One historian has recorded that "this rapid push to the 12<sup>th</sup> grade proved to be ill-advised at that time."<sup>1</sup> After only one year as principal of the school, Herbert Stirling resigned due to ideological differences with the Bermuda Mission administration. Linval Fleetwood, a Jamaican graduate ministerial student married to a Bermudian, was hired to be the new principal.

In 1957, Fleetwood quickly assessed that "the twelve grades were not being managed properly," and insisted that the school be reduced to ten grades. He taught Grades 9 and 10 himself.<sup>2</sup> There were only five teachers for ten grades. The high school lacked sufficient teachers, library facilities, and the proper curriculum design to be a credible senior high school, producing graduates who were ready for college. In the interest of quality of education rather than quantity of grades, the school was further reduced to eight grades,

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<sup>1</sup>Belvina Barnes, "The History of Bermuda Institute" TMs, 1982, Bermuda Institute Library, Southampton, Bermuda, 1.

<sup>2</sup>Linval Fleetwood, interview by author, 9 September 1995, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

where it remained through the next administration of Edward Richardson as principal (1960-1963).

After serving in the position for three years, Richardson left in order to further his education abroad. In 1963, Roy Malcolm, a Jamaican graduate student who was in the final phase of a Master's degree in Counseling and Guidance, applied for the vacant position of school principal. The initial response he received from H. Reese Jenkins, the Superintendent of the Bermuda Mission and Chairman of the Bermuda Institute School Board, was that the position was for an older person who had to be married.

Nevertheless, Larry Smart, the Director of Education for the Atlantic Union Conference, went to Andrews University to interview Roy Malcolm. After a brief interview, Smart hired Malcolm, and commissioned him to go to Bermuda and upgrade the school from eight grades to ten grades, making it a junior academy.<sup>1</sup>

#### The Junior Academy

Malcolm arrived in Bermuda two weeks before school was due to open for the 1963/64 school year. In one of his early meetings with Mission Superintendent Reese

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<sup>1</sup>Roy E. Malcolm, "My Bermuda Journey," TMs, 1997, Bermuda Conference of SDA, Hamilton, Bermuda, 2.

Jenkins, the latter promised to provide Malcolm with whatever he (Malcolm) deemed necessary to advance the school. The new principal took this promise seriously, and began to develop a vision for upgrading the school.

Malcolm's faculty included what he describes as "three of the finest people that have ever entered a classroom as Christian teachers."<sup>1</sup> They were Belvina Barnes, Edith VanLowe, and Hyacinth Lightbourne, teaching Grades 1 and 2, 3 and 4, and 5 and 6 respectively. Malcolm taught Grades 7 and 8 in addition to his duties as principal.

At the end of Malcolm's first year as principal, he encouraged the eighth-grade graduates to go on to high schools at West Indies College in Jamaica, or at Oshawa Missionary College (later renamed Kingsway College) in Ontario, Canada. The next year, 1965, he involved the subsequent graduating class in a dramatic presentation designed to highlight the need for the junior academy initiative.

The occasion was the Fourth Biennial Session of the Bermuda Mission constituency which convened on March 14, 1965, and at which the leaders of the Atlantic Union Conference were present. The eighth-graders presented a

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<sup>1</sup>Ibid., 3.

skit in which they expressed their collective desire to go on to high school at home, since at the ages of thirteen or fourteen they were too young to leave home for overseas study. The alternative, of course, was to enroll in a local, public high school. The young people made a deep impression on the delegates.

This dramatic presentation preceded the Principal's Report in which Malcolm emphasized the need for a junior high school. He pointed out that other islands such as Jamaica and Trinidad had several Adventist high schools and that each of these islands even had its own Adventist college. He argued that Bermuda, with such a thriving economy, ought to be able to operate a junior academy. The Bermudians in attendance were very pleased with his presentation.

Further into his speech, Malcolm revealed a plan whereby the junior academy could be initiated systematically by adding one grade each year. The talented eighth graders who had just performed for the delegates would be the ninth graders of the next year. The upgrading would continue each year with those same students as the vanguard class.

He reported on the progress of the school academically and delineated the major needs of the physical plant. He urged the constituents to latch onto



his vision for a much expanded school. Part of his speech, which was published in the local daily newspaper, was this:

Some may question the wisdom of such vast expenditure. Such questions are excusable only if the questioner lacks vision, therefore as leaders we cannot afford to allow other men's lack of vision to cause our children to perish.<sup>1</sup>

Malcolm recalled that before he had finished reporting, the Atlantic Union Conference president stood up and expressed his pleasure with the report and then stated supportively, "We cannot afford a junior academy in Bermuda, but we also cannot afford not to [have one]." He then sat down to a thunderous applause. The applause indicated the pleasure of the Bermudian Adventists at hearing expressions of support from the leader of the Atlantic Union concerning their much-desired expanded school.

The Union treasurer then stood up and said, "I just want to add a word to what the president has just said. AMEN!" The Union auditor then jumped up and pronounced a loud AMEN.<sup>2</sup>

Malcolm had successfully seized an opportune moment to gain broad support for immediate action on starting a

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<sup>1</sup>"Higher Grade to Be Instituted at 7<sup>th</sup> Day Adventist School," The Royal Gazette, 17 March 1965, 9.

<sup>2</sup>Malcolm, 5.

junior academy. He already had a previous commitment of support from the Mission superintendent; he knew he had the support of the local Adventist constituency; now he had public expressions of support from the top officials of the Atlantic Union. His own assessment of the events of that meeting was expressed in these words, "This marked a dynamic moment in the history of Adventist education in Bermuda."<sup>1</sup>

During the intermission, the Union president privately asked Malcolm if he had a floor plan to show how much additional space would be needed for the expansion. It was here that Malcolm made an ingenious decision. Although he did have a floor plan in his pocket, when he saw the enthusiasm of the Union president and others, he did not reveal his in-pocket plan, but promised instead to provide a floor plan before the Union officials returned to their headquarters in South Lancaster, Massachusetts.

At his earliest opportunity, Malcolm went to his office and *doubled* the amount of space he had put on his original sketch. He gave the new diagram to the Union president. What happened next is astounding in its

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<sup>1</sup>Ibid.

magnitude and the rapidity with which the events occurred. Again in Malcolm's own words:

I gave the new diagram to the president and, within a month or so,<sup>1</sup> ground was broken providing space for a library room, science lab, typing room, assembly hall, kitchen and general classrooms and teachers' offices.<sup>2</sup>

The groundbreaking ceremony inaugurating the expansion project was held on June 9, 1965. It was a highlight event for the Adventists in Bermuda, so much so that it earned front-page coverage in the local daily newspaper. This article publicized the upgrading of Bermuda Institute. A portion of that article read thus:

After the new classrooms are constructed the school will be able to accommodate students up to the tenth grade and give the institute *junior high school status*<sup>3</sup> (emphasis mine).

The Bermuda Institute ninth grade commenced operations in September of 1965. The construction of the new building was completed at the end of November and officially opened by Lord Martonmere, the Governor of Bermuda, on December 3 of that same year. Public awareness of the Church through its emphasis on

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<sup>1</sup>In reality it was closer to three months, which is still a short time between concept acceptance and the commencement of construction.

<sup>2</sup>Ibid.

<sup>3</sup>"£25,000 School Expansion by Adventist Group," The Royal Gazette, 10 June 1965, 5.

education was evident when the governor, who had come to Bermuda from England, said these words, "I have always appreciated the work the church has done, not only here, but throughout the world in the field of education." He went on to thank the SDA Church for its educational work in Bermuda and for its "great spirit of cooperation" with the Board of Education.<sup>1</sup>

While the physical plant was under construction, Malcolm began to put into place the necessary infrastructure that would enable the junior academy to provide for the students an education comparable to other local high schools and SDA academies abroad. He established links with the Bermuda Government's Department of Education, and began to work out the anomalies of curriculum design necessitated by dealing with both the American and British systems of education simultaneously.

In cooperation with his superiors, he attracted additional teachers to implement the expanded program. Gladstone and Sylvia Smith<sup>2</sup> left teaching positions in Canada to go to BI and improve the Science department.

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<sup>1</sup>"Governor Opens Wing at Church School," The Royal Gazette, 4 December 1965, 14.

<sup>2</sup>Gladstone was a Bermudian living in Canada; Sylvia was Canadian.

Roy Hingley, an Adventist minister from Canada, provided timely instruction in Bible and History. He also taught Physical Education. His American wife, Virginia, although not formally on the school faculty, taught piano and voice.<sup>1</sup> Her music program was very successful, resulting in some of her students receiving the highest national awards.<sup>2</sup>

Before the tenth graders completed what was supposed to be their final year in the junior academy, the school was evaluated by the Atlantic Union and the General Conference. The evaluators were satisfied that the education being provided up to the tenth-grade level was satisfactory.

#### The Senior Academy

The historic action enabling the Bermuda Mission to establish a full high school at Bermuda Institute was taken at the Fifth Biennial Session on May 21, 1967. Here is an excerpt from the report published in the Atlantic Union Gleaner:

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<sup>1</sup>William E. Carpenter, "Teacher Transfer," Atlantic Union Gleaner, 26 May 1967, 9.

<sup>2</sup>In the 1967 annual Choral Festival sponsored by the Bermuda Junior Chamber of Commerce, BI students Barry Richardson, Jr., and Edrene DeShield won the male and female titles of best youth soloists in Bermuda in their age groups.

An important step in the building up of the educational program of the Bermuda Mission was taken by the delegates to the session in voting to upgrade the Bermuda Institute to a full scale academy. . . . This marks another progressive milestone in Christian Education for the Atlantic Union.<sup>1</sup>

When this action was taken, the Bermuda Mission had a membership of only 864 persons.<sup>2</sup> This was a small number of people to consider operating a complete secondary school in a self-contained facility detached from any church building. Yet, this was a timely action, because the spearhead class of the junior academy was about to graduate. Parents were again facing the necessity of sending their children abroad to foreign countries if they were to continue their education in SDA schools. Although children could now be educated at BI from Kindergarten through Grade 10, when they would be in their middle teens, parents still preferred to have the opportunity to have them complete their high-school education at home in Bermuda.

Malcolm's junior-academy students were involved in a program of study which was aimed at satisfying the requirements of both the American and British curricula. Because of this challenging program, the students

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<sup>1</sup>William E. Carpenter, "Biennial Session of the Bermuda Mission," Atlantic Union Gleaner, 4 August 1967, 6.

<sup>2</sup>Ibid.

completing the tenth grade had done extra work beyond that which was required by their American counterparts. Malcolm's evaluation of the units of high-school work they had completed convinced him that they needed only one more year to qualify for a high-school diploma. With the support of the school board, Malcolm pursued an ambitious idea to prepare that highest grade for graduation within one year.

Confident in the collective scholastic ability of that senior class, Malcolm immersed them in a final year of study during which they completed all of the requirements for an American high-school diploma. Accordingly, in the spring of 1968, thirteen years after its first attempt to operate a full high-school program, Bermuda Institute had its first graduation of the reinstated twelfth grade. There were fifteen graduates.<sup>1</sup>

#### Ready for College?

Some Bermudians expressed doubts about the readiness of these graduates to do college work, but there was never any such doubt in the mind of Roy Malcolm. One measurement of the success of a high-school program is the performance of its graduates in a

<sup>1</sup>Malcolm, 6, 7.

recognized college. Malcolm, therefore, needed to get his graduates accepted into college. He was sure that their eventual performance in college would give credence to his high-school program.

Months before graduation, Malcolm alerted several Adventist colleges in the U.S.A. about the class of fifteen students who would be looking forward to attending college in the next school year. He received no favorable responses. Even the college for the Bermuda constituency, Atlantic Union College, indicated that the students would not be accepted there. AUC was requiring that, in addition to their twelfth-grade diplomas, the students must have G.C.E. certificates<sup>1</sup> with passes in English and Mathematics. Malcolm's tactic of giving advance information to prospective SDA colleges was not working.

Undaunted, Malcolm resorted to his greatest asset, the students themselves. He influenced his superiors to approve an invitation to Dr. Frank W. Hale, Jr., President of Oakwood College,<sup>2</sup> to be the guest speaker at

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<sup>1</sup>G.C.E. is an abbreviation for General Certificate in Education. This was the most widely recognized certificate of achievement for high-school graduates under the British system.

<sup>2</sup>Oakwood College is a Seventh-day Adventist liberal arts college located in Huntsville, Alabama. It is operated by the General Conference of SDA.



BI's Honors Convocation in March of 1968. Dr. Hale was an internationally renowned public speaker and author. He would have an opportunity to meet Malcolm's twelfth graders face to face. Dr. Hale came to Bermuda and spoke to three large audiences over the weekend. Commenting on that weekend's activities Malcolm wrote, "We were impressed with his dynamic presentations as much as he was with our school and students."<sup>1</sup>

Dr. Hale was so impressed with the work that was being done at Bermuda Institute that he offered Roy Malcolm an important administrative position at Oakwood College. Malcolm, however, did not react favorably to the offer, explaining to Dr. Hale that he wanted to remain at Bermuda Institute until the school received its accreditation. Hale, nonetheless, processed his job offer through the official channels of the General Conference of Seventh-day Adventists.

Two weeks after the Honors Convocation, Russell Adams, President of the Bermuda Mission, notified Roy Malcolm of an officially processed invitation for him (Malcolm) to join the faculty of Oakwood College as registrar and director of admissions. This job offer presented a significant dilemma for Malcolm. He was in

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<sup>1</sup>Malcolm, 7, 8.

the midst of implementing a plan to build Bermuda Institute into a respected twelve-grade school, and he was about to graduate his very first twelfth-grade class. In his mind his work at BI was at a very delicate stage. He wanted to lead the high school through the necessary accreditation process and establish an academic program of such outstanding quality that the credentials of BI graduates would be internationally recognized.

Yet, he recognized that the position which he was being invited to assume was one of significant responsibility at a prestigious Adventist institution. It would give him an opportunity to work at the tertiary level of education, and influence the educational development of students across North America and from several foreign countries. In summary, he was being offered a significant promotion. He had to make a tough decision.

In the end, the overriding influence on his decision was his desire to do what was best for the graduates of Bermuda Institute. Here is his own description of the decision-making process that led to his acceptance of the Oakwood post:

After wrestling with my thoughts and talking with the Lord, I saw that it would be best for our 15 graduates because I was to become the Registrar and Director of Admissions at Oakwood College. So I accepted the call and the 15 B.I. graduates.<sup>1</sup>

Leaders in Christian schools are often distinguished by their strong faith in God. Here Malcolm admits that it was after he had sought advice from the Lord that he saw the answer to his dilemma of finding an SDA school that would accept the BI graduates. He saw himself as the answer to his own problem. He would go to Oakwood and accept the B.I. graduates there.

When word circulated through the Bermuda constituency of parents and BI supporters that Roy Malcolm would be leaving the school, there was almost universal encouragement given to him not to accept the new job. Bermudians appreciated the educational strides that had been made under his leadership. The expanded school was a trophy of sound leadership and vision.

I remember trying to personally encourage Roy Malcolm not to leave BI at that particular stage of its development. His reply to me was pointedly laden with biblical parallel. He said, "I go to prepare a place for you."

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<sup>1</sup>Ibid., 8.

Of the fifteen graduates, eleven entered Oakwood College in the fall of 1968. For several years after that Bermuda held the distinction of being the country with the largest number of foreign students at that college. Roy Malcolm was the architect of that situation.

It is appropriate to insert here that I interviewed H. R. Jenkins, the Mission Superintendent who was at first reluctant to hire Malcolm because he was not married.<sup>1</sup> The interview took place thirty-two years after Jenkins had completed his term of service in Bermuda. When asked what was the greatest decision he made while he was the leader of the SDA Church in Bermuda, he answered without hesitation, "the calling of Roy Malcolm to be the principal of the school."<sup>2</sup>

Were these first graduates ready for college? The results are self-evident. Of the fifteen graduates, two obtained associate degrees in Secretarial Science, and two attained professional certification in technical areas. Ten of them earned bachelor's degrees, and of those ten all but one of them went on to achieve master's degrees. Among the professional attainments of

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<sup>1</sup>After leaving Bermuda, Roy Malcolm married Edrene DeShield, one of the graduates of the class of 1968.

<sup>2</sup>Jenkins interview, 2 March 1996.

individual class members are these: three college professors, two of whom became heads of departments, one of them an associate dean; four other school teachers, two of whom became school principals and another a deputy principal; two SDA ministers; two entrepreneurs; and three managers in the civil service.<sup>1</sup>

This is an outstanding record of achievement for such a small class. The school was not only providing an education for its students, it was cultivating leaders for the future of the church and the community.

Since Bermuda Institute is a school which is primarily concerned with the spiritual development of its students, it is appropriate to note here that, almost thirty years after that first twelfth-grade graduation, twelve of the fifteen graduates are active members of the SDA Church or in regular attendance therein. Lois Hill Tucker and Lynette Nisbett Woods are presently members of the BI school board, and Lois is also the Associate Director of Education for the Bermuda Conference of SDA.

The twelfth-grade graduating class of 1968 was the first in an uninterrupted series of annual high-school graduations at Bermuda Institute.

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<sup>1</sup>See chart and list in Appendix F.

The next year, the following announcement of the graduation exercises of the class of 1969 appeared in the local newspaper:

The second annual graduation exercises of 12<sup>th</sup> graders of the Bermuda Institute of Seventh-day Adventists will be held at the Southampton SDA Church Sunday evening. . . . A group of 10 young people will be graduating.<sup>1</sup>

The significance of this announcement is the continuity of the event. By following the process of adding one grade each year as the lead class moved from Grade 9 through to Grade 12, BI was assured that each successive year there would be a class of students ready to graduate from the twelfth grade. Roy Malcolm, the school board, and the education decision-makers of the late 1960s are to be commended for ensuring that the curriculum, teaching staff, and physical plant were adequate to provide a quality education for the Bermudian SDA high-school students.

Sufficient planning went into the setting up of the high-school grades that the school has avoided the experience of its predecessors whose well-intentioned efforts to have a twelve-grade school could not be sustained, and had to be discontinued. Herbert

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<sup>1</sup>"Graduation Exercises for S.D.A. School," The Royal Gazette, 14 June 1969, 5.

Stirling, the principal of the discontinued twelfth grade of 1956, was still undeterred in his vision almost forty years later. He expressed his view that the SDA Church in Bermuda should not be satisfied with having successfully operated a twelve-grade school since 1968. He envisioned great benefits to the people of Bermuda, both financially and logistically, in adding a thirteenth grade to Bermuda Institute.<sup>1</sup>

As of the date of this writing (1997), Bermuda Institute was a fully accredited Kindergarten through Grade 12 school in the Seventh-day Adventist educational system. That accreditation for the high school was achieved under the principalship of Clayton McKnight in 1994.<sup>2</sup> On that occasion the school was evaluated by an accreditation committee which comprised five SDA Union Conference education directors plus the Director of Education for the North American Division of SDA.<sup>3</sup>

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<sup>1</sup>Herbert Stirling, interview by author, 8 September 1995, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

<sup>2</sup>Clayton McKnight, interview by author, 13 April 1996, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

<sup>3</sup>Paul Kilgore, Director of Education, Atlantic Union Conference, interview by author, 19 March 1997, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

The accreditation was good for seven years, a period long enough to escort the school into the twenty-first century.

#### Summary

The decision to expand the school from eight grades to twelve was a key decision in the history of SDA education in Bermuda. For parents who wanted their children to have an SDA education, they no longer had to send their children abroad to school after the eighth grade when they were still early teenagers. The children would now leave home for foreign schools when they were of a more mature age and not need as much parental supervision.

Having the twelve grades available in Bermuda also provided some financial relief to parents. It would be much less expensive to pay for a local high-school education than to have the added expense of air fares, dormitory fees, cafeteria fees, higher tuition costs, etc., that they would be faced with in an overseas Adventist high school.

The twelve-grade school provided increased employment opportunities for Bermudians who entered the fields of teaching and educational administration. The expanded school also provided an opportunity for the SDA



Church to reach out into the community and carry its evangelistic message to a broader age range of non-Adventist students.

## CHAPTER V

### CURRICULUM--BRITISH VS. AMERICAN

Bermuda, although self-governing, is still a British colony. It has a British educational system. The Bermuda Conference of Seventh-day Adventists, however, is administered as a sub-organization of the Atlantic Union Conference, headquartered in Massachusetts, U.S.A. The SDA school in Bermuda is the only school in the Atlantic Union which is not located on the American mainland. The school is American by affiliation and British by virtue of its location. This duality of British and American influences has been a dilemma challenging the school board and successive Bermuda Institute school principals since the school's inception. Which curriculum should the school follow-- British or American?

Over the years, for the most part, the school board has allowed or encouraged a variety of attempts to satisfy both systems. However, during the period when Sheila Holder was the principal, beginning in 1994, the

school was operating almost exclusively under the American educational system.

### Operating Two Systems

In dealing with the two educational systems, Larry Smart, a long-serving Director of Education for the Atlantic Union (1961-1978), was a timely consultant during the years of BI's early growth. He attempted to put in effect a compromise educational system which would satisfy the major requirements of both the American and British curricula. He had gained experience with the British educational system from having been the educational director of the Far Eastern Division, which included the British colonies of Hong Kong and Singapore. After many years of working in various foreign countries, Smart's advice to Adventist school administrators was this: "Don't fight City Hall." He believed that, as far as it was conscientiously possible, cooperation with the government was the preferred method of operating our Adventist schools.

One example of this approach was in the choice of textbooks. He encouraged the school principals to use the textbooks suggested by the Bermuda Government.

However, the school did use the SDA denominational Bible series.<sup>1</sup>

During the period when Roy Malcolm was the school principal (1963-68), Malcolm established links with officials at the Bermuda Government Department of Education. Dr. Kenneth Robinson, the Deputy Director of Education, expressed concern that the school had many more books on American social studies than on British history and geography. With an education that was British-Canadian-American,<sup>2</sup> Malcolm understood the situation and made major steps to create a balance for the young people who would continue their education in one of the three systems.<sup>3</sup>

He and his staff began ordering textbooks from England as well as the United States. He augmented this by employing some Bermudian teachers who had studied in

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<sup>1</sup>Larry E. Smart, former Director of Education, Atlantic Union Conference of Seventh-day Adventists, interview by author, 25 October 1996, South Lancaster, Massachusetts, transcript, Bermuda Conference of SDA, Hamilton, Bermuda.

<sup>2</sup>Roy Malcolm received his elementary and secondary education in Jamaica, West Indies, his college education in Canada at Oshawa Missionary College and Canadian Union College, and his graduate education at Andrews University in the United States.

<sup>3</sup>Malcolm, 6.

the Caribbean and Canada.<sup>1</sup> Dr. Kenneth Robinson and Dr. Marjorie Bean from the Bermuda Department of Education were very pleased when they reviewed the curriculum and noted that BI had developed a dual track equating the American and British systems in the upper grades.<sup>2</sup>

Near the end of Malcolm's administration the British system had attained some prominence over the American as indicated by this report in the official Atlantic Union journal:

Roy E. Malcolm, principal, reports a smoothly running program operating now under the British system but affording all graduates proper credits for entering either American or British colleges.<sup>3</sup>

The school yearbook, named the Poinciana,<sup>4</sup> revealed part of Bermuda Institute's fluctuating courtship with the two systems. The first Poinciana, produced by Roy Malcolm in the spring of 1968,<sup>5</sup> and the second Poinciana, produced by this writer in the spring of

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<sup>1</sup>He hired Gladstone Smith, Roy Hingley, and Wendell Simons.

<sup>2</sup>Ibid.

<sup>3</sup>William E. Carpenter, "Bermuda--Spot News," Atlantic Union Gleaner, 8 December 1967, 8.

<sup>4</sup>The yearbook got its name from a large, nationally recognized poinciana tree located at the front of the Sandringham property. This tree is described in an earlier chapter entitled "Sandringham."

<sup>5</sup>Poinciana [Yearbook of Bermuda Institute] (Hamilton, Bermuda: Island Press, 1968).

1969,<sup>i</sup> both list the grades under British terminology-- Juniors One and Two, then Standards One through Five in the elementary school, and Forms One through Five in the high school. The American terminology of Seniors and Juniors was retained for the last two high-school grades. Since 1970, the American designations of Kindergarten followed by Grades 1 through 12 have been consistently used in the school yearbooks.

Later, under the principalship of Ian Kelly (1982-1986), the experiment at satisfying both curricula began to take on increased significance. Kelly, who was a native of another former British colony, Jamaica, added new courses, and the Bermuda Secondary Schools Certificate became a focal point. In the school newspaper he wrote the following description of the curriculum:

The curriculum at Bermuda Institute is expanded to include English, Bible, Social Studies, History, Geography, General Science, Biology, Chemistry, Physics, Typing, Shorthand, Office Practice, Accounting, Spanish, French, Printing, Agricultural Science, Home Economics, Physical Education, Journalism, Music, Choir, and Band. Syllabi that prepare students for graduation and in addition prepare them to sit external examinations such as the

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<sup>i</sup>Poinciana [Yearbook of Bermuda Institute] (Kansas City, MO: Yearbook House, 1969).

BSSC,<sup>1</sup> and RSA,<sup>2</sup> are being revised so as to be up to date and more relevant.<sup>3</sup>

To help the reader better understand the complexity of the task undertaken by principal Kelly and others who attempted to operate the two educational systems simultaneously, this chapter includes here more detailed information from a manuscript entitled "A Summative Comparison of the British and American Systems of Education in Bermuda," written by Suzette Walters.<sup>4</sup>

#### Admissions: Age and Year Levels

Walters documented that the educational system of the Bermuda public schools was founded on the British colonial educational system comprising the pre-school, primary, secondary, and tertiary levels. At the age of four, children were admitted to a pre-school for one

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<sup>1</sup>BSSC is an abbreviation for Bermuda Secondary Schools Certificate, the recognized diploma signifying successful completion of secondary school in Bermuda.

<sup>2</sup>RSA is an abbreviation for Royal Society of Arts. This is a British certificate given to students who have successfully completed special examinations in certain Arts subjects.

<sup>3</sup>Ian Kelly, "Principal's Message," The [BI] Observer, October/November 1982, 2.

<sup>4</sup>The specific comparisons between the British and American educational systems are taken substantially from the named manuscript prepared by Suzette M. Flood Walters, B.A., M.A. a Bermuda Institute graduate, who, in 1997, was a primary-school principal in the Bermuda public-school system.

year as a transition to the primary-school level. Next, the students attended primary school for seven years. They then moved on to a secondary school for five years. At the tertiary level, they either attended Bermuda College or travelled abroad for further studies.

The private schools<sup>1</sup> admitted children at the age of six and followed specific curricula outlined by school districts in the United States and Canada. Although they offered similar courses of study, the ages of entry and exit were dissimilar. Students were accepted for entry into Grade 1 at age six, and followed the system without transition through to Grade 12 at age eighteen. (See table 1).<sup>2</sup>

For the information of prospective students or parents of students who were transferring from local public schools to Bermuda Institute, the BI student handbook presented a grade comparison similar to that shown in table 1, but offered no guarantee of actual parity. It stated:

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<sup>1</sup>Two of the private schools were parochial, one operated by the Seventh-day Adventist Church, the other operated by the Roman Catholic Church.

<sup>2</sup>Suzette Walters, Principal, Harrington Sound Primary School, "A Summative Comparison of the British and American Systems of Education in Bermuda," TMs, 1997, in my possession, Hamilton Parish, Bermuda, 1.



TABLE 1  
YEAR LEVEL COMPARISON CHART

<u>British System</u>		<u>American System</u>	
Age	Year Level	Age	Year Level
4	Pre-school	--	--
5	Primary 1	6	Kindergarten
6	Primary 2	7	Grade 1
7	Primary 3	8	Grade 2
8	Primary 4	9	Grade 3
9	Primary 5	10	Grade 4
10	Primary 6	11	Grade 5
11	Primary 7	12	Grade 6
12	Secondary 1	13	Grade 7
13	Secondary 2	14	Grade 8
14	Secondary 3	15	Grade 9
15	Secondary 4	16	Grade 10
16	Secondary 5	17	Grade 11
	College or Work	18	Grade 12

Source: Primary 1 Admissions School Booklet (Paget, Bermuda: Department of Education, 1989), 4.  
Comparison by Suzette Walters, 1997.

Bermuda Institute is a K-12 school (on the American Grade system). For your convenience this is compared with the Bermuda Government school system. The school reserves the right to administer an entrance and/or placement examination(s) for applicants. Therefore no guarantee is made of grade placement.

### Curriculum and Programs

#### Public Schools

Walters's manuscript further documented that the curriculum of the public schools was designed to prepare pupils in the general subjects--Mathematics, English, Science, Social Studies, Health, History, Civics, Foreign Languages, Fine Arts, and Physical Education.

Bermuda History and Civics were introduced at the primary five to seven levels; European History and Bermuda Civics and Government were studied in depth at the secondary levels.

Latin and French were the preferred foreign languages explored at the secondary two-to-five-year levels. In addition to General and Commercial Mathematics, Calculus was offered in the secondary school. Knowledge of specific concepts in Business, Commerce, Hospitality, Hotel Management, and Technical

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"Admissions and Registration," Student Handbook of Bermuda Institute of Seventh-day Adventists 1992-1993 (Abbotsford, BC: Premier School Agendas, 1992), 7.

Trades was acquired at optional levels during the secondary years.

Particular concentration of the specific subject matter was offered at all the secondary-year levels. Students were offered G.C.E.<sup>1</sup> courses and certificates for each subject ("A" and/or "O" levels of competency) and were awarded the Bermuda Secondary School Certification (BSSC), which enabled them to qualify for college in Bermuda, the U.S.A., Canada, the Caribbean Islands, and the United Kingdom. The S.A.T.<sup>2</sup> was also offered to students at the secondary-five level in preparation for college entry.

In the late 1990s, the public-school system was undergoing a restructuring which utilized the middle school concept as a transition from the primary school. At the secondary level an extra tutorial year was being added. Table 1 shows that students entering college under the British system were one year younger than their American counterparts. This restructuring process

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<sup>1</sup>G.C.E. is an abbreviation for General Certificate in Education. This was the most widely recognized certificate of achievement for high-school graduates under the British system. An "A" (Advanced) or "O" (Ordinary) level certificate was given for each subject successfully completed.

<sup>2</sup>Scholastic Aptitude Test, an American standardized test.

was projected to be fully implemented by September 1999.<sup>1</sup>

#### Private Schools

The private schools offered courses and certificates as directed by their sister districts throughout the U.S.A. and Canada. They had established individual school programs within the Bermuda educational system, and operated independently of the public system.

However, they used some of the same assessment tools.

The parochial schools offered biblical concepts and courses throughout all grade levels. At Grades 7 through 12 they concentrated upon academic, business/commercial, language (French and Spanish), and technical tasks and skills which were designed to enhance their spiritual growth and preparation for service in the church and in society at large. Additionally, they offered testing certification (S.A.T. or A.C.T.)<sup>2</sup> applicable for college entry in Bermuda and other countries, particularly at their affiliated colleges and universities.<sup>3</sup>

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<sup>1</sup>Walters, 2.

<sup>2</sup>American College Test, a standardized test.

<sup>3</sup>Walters, 2.

### Curriculum Innovations

At Bermuda Institute, an important change in the awarding of graduation diplomas was made when Rosemary Tyrrell was the principal (1986-1991). She introduced the practice of awarding more than one kind of graduation diploma. Previously all students had to graduate under the same diploma. Tyrrell introduced a General Diploma which allowed students who were not strong in Mathematics, Science, and Social Studies to graduate and still have enough credits to gain entrance into SDA colleges.

Tyrrell also introduced a School Leaving Certificate for the non-academic student. It was basically an attendance certificate, with the important difference being that BI listed all of the subjects that the student had passed successfully. This allowed the student to leave with dignity.<sup>1</sup>

In 1997 Bermuda's public-school system introduced the concept of middle schools as part of a general restructuring process, which was largely an adaptation of elements of the American and Canadian educational systems.

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<sup>1</sup>Rosemary Tyrrell, telephone interview by Sheila Holder, 14 July 1997, transcript in Appendix D.

A decade before the Bermuda public schools did so, Rosemary Tyrrell innovated the middle-school concept at BI. She proposed the separation of BI's seventh and eighth grades into a middle school. The first teachers at BI using this concept were a husband and wife team, Paul and Cindy Noel from El Paso, Texas. Paul taught Bible, Language Arts, and Mathematics while Cindy taught Science to Grades 7, 8, and 9. At that time the Sciences were distinctive in that Grade 7 was taught Life Science; Grade 8, Earth Science; and Grade 9, Physical Science. This served to strengthen the Science program in the high school.<sup>1</sup>

#### Phasing out the British System

Some of the major problems involved in trying to run a dual British and American curriculum, and the effects on the students as well as the teachers, were explained by Sheila Holder, then the Bermuda Institute principal, in her responses to a written questionnaire.<sup>2</sup>

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<sup>1</sup>Tyrrell interview, 1.

<sup>2</sup>The questionnaire was prepared by this author and completed by Sheila Holder on 11 July, 1997. The questionnaire is included in Appendix E.

She clarified that, during her administration, the school was totally on the American educational system.<sup>1</sup>

In past attempts to combine both systems, the teachers were given copies of both the British and the American syllabi in certain core subjects, and they attempted to cover both of them during the school year. In addition, at each year level the government gave tests, and students could get credits toward a BSSC diploma if they successfully passed the tests. The government tests were given at times that were not good for BI students. The school year at BI had concluded before the tests were given and the students did not approach the tests with a positive attitude. Neither did they see the importance of the tests, as the results did not determine if they would move on to the next grade level. BI's success rate was fair at best.

Another problem was that the information taught on the American system was not taught in the same sequence as the British system, and sometimes not even on the same year level. This frustrated both students and teachers. Therefore the BI administrators made a decision to discontinue BI's participation in the

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<sup>1</sup>Sheila V. Holder, Principal of Bermuda Institute of SDA, questionnaire by author, 11 July 1997, Andrews University, Berrien Springs, Michigan.

government testing program, and thereby limited the students to receiving one diploma upon completion of high school. This decision led to a gradual diminishing of the British program, but up to 1994 BI still had remnants of it as far as credits were concerned. During the 1993-95 school years, the Academic Review Committee worked to rectify these credits, and by 1997 BI was totally on the American system.

#### Effect on Students and Teachers

The decision to eliminate the British system made the curriculum less complicated for the students. They were able to successfully enter schools in Britain and Canada with the American diploma. Because they are coming from a British colony, however, foreign colleges may still have had questions regarding the number of "O level" passes that they had obtained. Once it was understood that they had high-school diplomas based on the American system, it was easy for them to complete the entrance requirements.

The elimination of the British system also lessened confusion for the teachers. Many of them had no previous exposure to the British system in their own education and experience. They were then able to concentrate on completing the syllabus as required by



the Atlantic Union. It must be stated here, though, that the school considered it important that its students knew the history and geography of their own country. Therefore, in the elementary school (Grade 4 or 5) and in the middle school (Grades 7 and 8) BI substituted its own requirements. This had the sanction of the Atlantic Union Conference.

One of the evaluation instruments used to compare the quality of education at Bermuda Institute with that of its sister schools in the Atlantic Union was the Iowa Test of Basic Skills. As reported in the student newspaper, this test was first given in 1980:

From September 16-19 the Iowa Achievement test was given for the first time. It was given to grades 1-9 and 11. Grades 1-6 wrote the IQ test as well. Testing was done under the direction of the Atlantic Union Conference Test Program. It tested vocabulary, reading, writing, and Math.

The Iowa Achievement Test was also useful for comparing the academic work at BI on a national (American) scale.

Four years after introducing the Iowa Test, which was mainly for the elementary school, BI became a national testing center for the ACT which many colleges used as part of their admissions process. According to the following newspaper report the opportunity to take

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"First Iowa Tests," The (BI) Observer, October 1980, 6.

this test was offered to students from other high schools:

A second school is to become a testing centre for the American College Testing programme (ACT). The School is the Seventh-day Adventist Bermuda Institute which follows in the footsteps of Roger B. Chaffee, the US Navy school. . . . The ACT tests provide information about a student's readiness for college.<sup>1</sup>

### Specific Comparisons

In comparing the British and American systems, BI's two principals of the 1990s made some comments regarding the strengths and weaknesses of each system. Clayton McKnight (1991-1994) said, "The American system is stronger in one respect because it is more general--the students can branch off. The British system is more specialized." He further commented, "In competing with the government schools, Bermuda Institute is better because it provides for the students to go directly into college."<sup>2</sup>

Sheila Holder observed the following advantages and disadvantages of the British and the American systems of education.

1. Advantages of the British system are:

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<sup>1</sup>"Second School in American Tests," The Royal Gazette, 18 February 1984, 3.

<sup>2</sup>McKnight interview, 13 April 1996.

The British tend to integrate core subjects (History, Math, Social Studies and Science) during the early high school years (7, 8, 9) The student is then able to concentrate in areas of strength during the last two years of high school.

In the area of testing, very few multiple choice tests are given. The students have to be able to present the information logically and in depth. There is less room for guessing.

2. Disadvantages of the British system are:

If a student plans to enter an American college and needs to take college entrance tests such as the ACT and the SAT they usually do not score well because they are not familiar with the multiple choice format.

Also, when a student transfers, the student has only a partial unit of credit.

3. Advantages of the American system are:

Most of our graduates attend American schools and the transfer is much smoother.

Students can transfer from one Adventist school to another without much difficulty. It should be noted that a fairly good percentage of students transfer after Grade 10. In the past, transfer of credits has been a problem.

4. Disadvantages of the American system are:

We live in a British colony and most schools on the island follow the British system. It is difficult to accommodate local students who transfer in the middle of the year. One reason is that their year is divided into three terms and ours into two semesters. If students transfer at the end of December they have completed their term but we are still in the midst of first semester.

### Trends Toward Congruence

In 1997, the Bermuda public-school system was restructuring along the lines of an American middle-school concept. There were other indications of the narrowing of the differences between the two systems. At that time Principal Holder made the following observations:

I am seeing the American high school system reconstructing their schedules in reference to longer periods and not necessarily teaching the same subjects every day. This is very similar to how the schools on the British system have been teaching all along.

These trends toward congruence of the two systems should lessen some of the earlier-described difficulties which the teachers and students at BI have often experienced with the curriculum.

### Summary

The decisions to operate Bermuda Institute under either the British or the American educational systems, or some combination of both, have been key decisions in the history of SDA education in Bermuda. The system being used has affected the choice of courses being offered to the students, the kinds of tests given to the students, the process of transferring students' credits between the Bermuda public schools and BI, the choice of

teachers to work in the school, and the ability of the students to gain acceptance into overseas colleges.

## CHAPTER VI

### MAXIMIZING THE USE OF SCARCE LAND

For many years the administrators of the Seventh-day Adventist school in Bermuda have faced a major problem: The land on which the school is located is very limited in size, yet there has been a need for much expansion to accommodate a growing student body and to build facilities to adequately carry out the philosophy and objectives of the school. There are three lots of land adjacent to the eastern border of the school property, the only real estate in the area not owned by the SDA Church. Every attempt by the Church to buy any of these properties has failed. The owners have offered unreasonably high prices or for various other reasons have refused to sell. Therefore, on several occasions when expansion has been necessary, the school board has decided to construct additional buildings on the already confined campus.

### Education and Nature

One of the stated objectives of the school was "to foster an appreciation of the best in books, nature, music and in all the fine arts."<sup>1</sup> Such an objective presented a vision of a campus not only providing an adequate library and other buildings, but also providing a mentally stimulating natural setting including gardens, trees, and open space. Ellen White, whose writings provide the basic foundation for Seventh-day Adventist education, has given the Adventist school system this counsel:

Schools should be established where there is as much as possible to be found in nature to delight the senses and give variety to the scenery . . . where the eye will not rest continually upon the dwellings of men, but upon the works of God.

This ideal became a declining reality at Bermuda Institute. With open space continually giving way to new buildings, the campus began to resemble the same author's uncomplimentary description of a city school:

How many children there are in the crowded cities that have not even a spot of green grass to set their feet upon. If they could be educated in the country, amid the beauty, peace, and purity of nature, it would seem to them the spot nearest heaven.

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<sup>1</sup>Statement of Philosophy and Objectives, Student Handbook of Bermuda Institute of SDA (Abbotsford, BC: Premier School Agendas, 1992-1993), 2.

<sup>2</sup>White, Fundamentals of Christian Education, 320.

<sup>3</sup>Ibid., 424.

These statements by Ellen White are important in the light of the high level of credibility and influence the SDA Church attaches to her writings. Her counsels form the framework for the structure of SDA education, including curriculum and location of schools.

In 1953, when the Sandringham property began to be converted for school use, there were only two buildings and much farm land, by Bermuda's standards.<sup>1</sup> In fact, agriculture was an integral part of the early curriculum.

#### The Campus in 1997

In 1997, the Seventh-day Adventist community in Southampton, Bermuda, comprised about five acres of real estate, approximately half of which was occupied by Bermuda Institute, the Seventh-day Adventist K-12 school. All of the major buildings of the school were located on the Sandringham property, which consisted of less than three acres. Non-school buildings were the Southampton Church, the Community Services Center, and three residences, those of the conference president, the school principal, and the pastor of the Southampton SDA

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<sup>1</sup>Compared to the United States, farms in Bermuda are usually small. The whole island is only 21 square miles in area.



Church. Open spaces were the main school playing field, a smaller play area called "midfield,"<sup>1</sup> a children's playground, a grass courtyard in the midst of the main buildings, a basketball court, and two parking lots.

The school property was bounded on the north by the Middle Road, which was the main travel route through the parish of Southampton, on the east by the three non-SDA properties already mentioned, on the south by the old railway,<sup>2</sup> and on the west by a pedestrian tribe road<sup>3</sup> and the Southampton SDA Church. The school itself occupied five buildings and part of a sixth. All of the buildings were built of Bermuda stone or cement block; there were no wooden buildings. Except for the elementary school/administrative office building (1983), which had a flat roof, the roof of each building was

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<sup>1</sup>In May 1997 this "midfield" site, an outdoor eating and play area for high-school students, was lost to the start of construction of yet another building, a combined gymnasium and science complex.

<sup>2</sup>The Bermuda Railway was disbanded in 1949 and sold to British Guiana. The scenic and wooded areas of the railway routes are now part of a national park system for pedestrians.

<sup>3</sup>In early Bermuda, tribe roads were originally built for pedestrian public access between the north and south shores of the island. Although sections of some of them have in later years been blocked by private land owners, many of these tribe roads, like the one to the west of the Sandringham property, still exist intact and are now protected by law from private development.

pitched,<sup>1</sup> and, in traditional Bermudian architectural style, constructed of Bermuda stone slates. There was at that time no land on the campus under cultivation as part of an agricultural education program.

#### The Beginning of Building Construction

The first major construction project on the Sandringham property was the conversion of the main house and stables to school use. This is described in chapter 3.

The second major construction project on the Sandringham property was completed in 1961 under the supervision of Leroy Darrell, a builder and layman in the Southampton SDA Church. It was located to the south of the original Sandringham building and consisted of two very large classrooms plus male and female restrooms built specifically for elementary-school use. Originally, one classroom housed Grades 1 and 2, taught by Belvina Barnes; the other new classroom housed Grades 3 and 4, taught by Edith Van Lowe.<sup>2</sup>

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<sup>1</sup>A "pitched" roof is one that rises from the outer walls in a triangular shape to a high point in the middle.

<sup>2</sup>At the time of this writing (Spring 1997), the classrooms were being used by the high school--one as a band room, the other as a computer laboratory.

This new building was officially opened on November 16, 1961, by the then Governor of Bermuda, Major General Sir Julian Gascoigne. The principal at the time was Mr. Edward Richardson who extended a welcome to those present, and traced the history of the school from its founding in 1943. He also pointed out that the new building was made possible by the support of church members who had pledged themselves to a three-year period of sacrificial giving.<sup>1</sup>

Among the guests present for this important occasion for local Adventists were Bermuda's Director of Education, D. J. Williams, and two parliamentarians, the Hon. W. L. Tucker, M.C.P.,<sup>2</sup> and the Hon. Gayous Powell, M.C.P., all of whom briefly addressed the gathering.<sup>3</sup> The Adventists had made quite a significant event out of the opening of this new building, even to the involvement of several prominent persons in the community. The school was growing, and this growth would eventually cause the administrators to have to make some difficult decisions regarding accommodations for a larger student body.

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<sup>1</sup>"Extension to School Opened by Governor," 1.

<sup>2</sup>"Member of the Colonial Parliament."

<sup>3</sup>"Extension to School Opened by Governor," 6.

In 1953, when the school was relocated to the Sandringham property it seemed as if there was much land for expansion. This new 1961 building, however, signaled the beginning of a series of construction projects which would over the next thirty years encroach upon virtually all of the open space on the campus.

#### Swapping Bananas for Books

In late August of the year 1997, while working with a small group of volunteers who were helping to get the school physically ready for a new school year, I noticed an unusual sight. On a fifteen-foot-wide sliver of land between the library building and the eastern boundary of the school property, a hardy patch of banana trees was growing. Although the area appeared to be neglected and not under active cultivation, there were fruit on some of the trees. Further investigation revealed that those trees were the progeny of an earlier era when nearly all of the eastern section of the Sandringham property behind the main building was a substantial banana garden. Here is the story of what happened to that garden of bananas.

A few months after Vernon E. Kelstrom arrived in Bermuda to take the position of Mission superintendent, he was quoted in the daily newspaper as having a very

optimistic view of the potential of the Sandringham property. "We have an excellent school, competently staffed, with an enrollment of 114," he is quoted as saying. "We have ample land for expansion and continued development. We plan to build added facilities so that we can offer the ninth and tenth grades."<sup>1</sup>

This statement was made in March of 1965. It indicated that, up to that time, the leader of the Bermuda SDA Church felt that the Sandringham property was quite adequate for the school operations, including the planned development of the physical plant.

Three months later, on the ninth of June, a groundbreaking ceremony was held. The event was significant enough to receive front-page picture coverage in Bermuda's only daily newspaper. The picture shows four men with shovels--K. W. Tilghman, Treasurer of the Atlantic Union Conference of SDA, Dr. K. E. Robinson, Inspector of Schools for the Bermuda Department of Education, Vernon Kelstrom, and Roy Malcolm, the school headmaster.<sup>2</sup> Behind them stood a group of smartly dressed, uniformed BI students, their teachers, and

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<sup>1</sup>"Higher Grade to Be Instituted at 7th Day Adventist School," 9.

<sup>2</sup>The word "headmaster" was more commonly used in British countries than the word "principal."

other guests. Construction costs were estimated to be 25,000 pounds (approximately \$60,000 U.S.).<sup>1</sup>

The inclusion of an officer from the Department of Education in the groundbreaking ceremony is evidence of a practice of cooperation with the local government, a practice which was adopted by successive administrations of the local SDA Church. Larry Smart, Director of Education of the Atlantic Union at that time, remembered that, before new school buildings were constructed, the school administrators would, as a courtesy, share the building plans with the officers of the Board of Education.<sup>2</sup>

It was largely because of the vision of principal Roy Malcolm that the school gradually progressed toward a fully credible twelve-grade academy. In the process of this development, the need for a library and auditorium became acutely obvious. There was also a need for more classrooms. Therefore a major building project was approved, larger than any of the other buildings then existing on the campus. At the completion of that building, BI would be able to

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<sup>1</sup>[Photo], The Royal Gazette, 10 June 1965, 1.

<sup>2</sup>Smart interview, 25 October 1996.

accommodate students up to the tenth grade, and acquire junior high-school status.<sup>1</sup>

The building had two floors, and was built to match the architecture of the elementary school building completed just four years earlier. The focal point of the top floor was the library. It was large, purpose-built, and afforded a much expanded opportunity for research and study by students and teachers alike. Also on the top floor, next to the library, was a classroom built for teaching the sciences--particularly Chemistry and Biology. A third room, a large general classroom, was built between the science room and the elementary building. It was originally used mainly for the teaching of Mathematics, but was later designated the high-school English room.

On the lower floor, below the library, an auditorium was built with a seating capacity of 300 persons. That auditorium served as a meeting place for the whole student body which, by the time the building was completed, had grown to 126 students.<sup>2</sup> It also served the Bermudian Adventists as a recreational and cultural center, being the venue for concerts, active

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<sup>1</sup>"£25,000 School Expansion by Adventist Group," 5.

<sup>2</sup>"Governor Opens Wing at Church School," 14.

games, banquets, and other social events. Principal Malcolm was particularly pleased with this part of the building, being a single man, and understanding personally the need for wholesome recreation for the Adventist youth of Bermuda.

The rest of the lower floor contained another classroom, and a kitchen, which during the week was used for teaching Home Economics, and on weekends complemented the social activities of the auditorium.

That major building project was supervised by James Pearman, and was completed at the end of November of 1965 at a total cost of 40,000 pounds (about \$96,000 U.S). The building was officially opened by Lady Martonmere, the wife of a popular Governor of Bermuda, Lord Martonmere, who was the speaker for the opening ceremonies. An excerpt from a newspaper report declared the governor's appreciation for the educational work of the SDA Church. It read thus:

He thanked the Seventh-day Adventist Church for their educational work in Bermuda and for their "great spirit of cooperation" with the Board of Education.

In the present day, when most countries were trying to provide education for their citizens it was a good thing to see State and Church hand-in-hand for the good of the country.

The Seventh-day Adventist Church and the Board of Education in Bermuda both had the same desire to



maintain the highest standard of education for the people of Bermuda.<sup>1</sup>

In addition to the governor and his wife, other guests at this opening ceremony were D. J. Williams, Director of Education for Bermuda, and Larry Smart, Education Director of the Atlantic Union. These kinds of events served to showcase the progress of the Adventist educational work in the community, and provided opportunities to demonstrate a spirit of cooperation with the local education authorities.

It is convenient to note here that due to the continued growth of the school, the auditorium in that building was eventually converted into three classrooms, and it would be eighteen years before the school would again have its own auditorium.

Since the building included a library and an auditorium as well as additional classrooms, it used up quite a bit of land area. It made a significant reduction in the area of land under cultivation. Edith Van Lowe, a long-standing teacher at the school (1956-1993), remembered when that section of the campus was a part of a fair-sized banana garden.<sup>2</sup> Nearly all of the

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<sup>1</sup>Ibid.

<sup>2</sup>Edith Van Lowe, retired Bermuda Institute elementary school teacher, telephone interview by author,

banana garden was forfeited to the building construction; however, the L-shaped building formed an enclosed grassy courtyard which still allowed a "green" view from all of the main buildings. There was still some land available on the campus for cultivation on a limited scale, but open space had been sacrificed in order to build facilities for an expanding school.

#### The Disappearance of a Tranquil Corner

It was part of the educational philosophy of Bermuda Institute that the students receive a multi-dimensional education, not just an intellectual education alone. An excerpt from BI's statement of Philosophy and Objectives reads thus:

The philosophy of education at Bermuda Institute provides a Christ-centred curriculum that would foster the development of the physical, mental, social, and spiritual dimensions of our students.:

This multi-dimensional educational philosophy mandated that the school provide for the education of the hand as well as the head and the heart. On the Sandringham campus, agricultural science was for many years a part of the physical education of the students. In the late

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24 September 1997. Mrs. Van Lowe taught at BI for 37 years (1956-93).

:"Statement of Philosophy and Objectives," TMs, Bermuda Institute, Southampton, Bermuda, revised 1997.

1960s, when there was a tremendous effort made to have the students qualify to meet the entrance standards of American colleges, there was much concern expressed by parents that the industrial arts were being neglected.

The administrators of the school wanted to make available within the curriculum an organized program of industrial arts including such subjects as Carpentry, Masonry, Automobile Mechanics, Agriculture, and various other trades. The problem was that there was no building available on the campus to accommodate those subjects. To solve this problem, the administrators decided that the southeastern section of the campus would be excavated and an industrial arts building built there. That section of the campus was at the time partially hilly and undeveloped, and contained a greenhouse operated by science teacher Gladstone Smith. Both the hill and the greenhouse were removed to make way for the fourth major construction project on the Sandringham property.<sup>1</sup>

The building was completed in 1970, again under the supervision of James Pearman of the Southampton SDA

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<sup>1</sup>James Pearman, construction supervisor, telephone interview by author, 24 September 1997.

Church. For the actual construction, Pearman hired the Williams brothers--Hillary, Warren, and Morton--three tradesmen who were also members of the Southampton SDA Church. The building was located toward the southeast corner of the Sandringham property and consisted of two floors plus a basement, which was used as a maintenance storeroom and workshop.

On the top floor was an area for student lockers and three classrooms (later designated for Bible, Social Studies, and Art). On the lower floor were restrooms and showers plus two additional rooms, one serving for a long time as a language room, and the other as a physical education office.

The school board had originally planned for this building to be used for industrial arts, but even as it was being built, some structural alterations were made and its purpose was changed to that of more general education.<sup>1</sup> The building eventually became more commonly known as "the high school building." The final cost of the building was approximately Bd\$125,000,<sup>2</sup> and it was dedicated free of debt in March of 1972.

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<sup>1</sup>Pearman interview, 5 February 1997.

<sup>2</sup>On February 6, 1970, Bermuda changed its base currency from the pound sterling to the Bermuda dollar (Bd\$). The value of the Bermuda dollar was set at par with the U. S. dollar.

The 1970 building fulfilled a need for extra classrooms to teach academic subjects and home economics at the time, but it took away from the campus a greenhouse and more open space. The industrial arts program has had spurts of activity, but as of the late 1990s had failed to become a consistent reality.

#### The End of "Sandringham"

As of 1997 the largest building to be erected on the Sandringham property was that which housed the elementary school and administrative offices. This building drastically changed the look of the campus. With soaring enrollment and limited acreage, the school board decided that the time had come to erect a building that made maximum use of available land. This decision had some sentimental connotations, since it was also decided that the new building would be built on the site of the original "Sandringham" house. And thus the fate of this historic house was sealed. It was demolished in 1981, and construction began on a spacious edifice that became the landmark school building on the Bermuda Institute campus. It contained the administrative offices and all of the elementary school.

It is ironic that the builder who was asked to supervise this major construction project which included

razing the old Sandringham House, was the same man, James E. Pearman, who twenty-eight years earlier had restored Sandringham from near dereliction to a comfortable learning facility for many of the SDA school's earliest pupils.

When the building was completed in 1983, the second floor contained six large classrooms, an infirmary or sick room, a storage room (which was later converted for use as the school counselor's office), a teachers' lounge, and four restrooms--two for the students, one for the infirmary, and one for the teachers' lounge.

The ground floor contained a large foyer. Wide indoor stairs were built in the middle of the building and on the eastern end. There were three more large classrooms, four administrative offices, two restrooms for students, and an auditorium. In a very short time this auditorium, like its predecessor, also fell victim to the need for more classroom space, and was converted into two classrooms and an elementary-school computer room.

In an attempt to comply with General Conference Education Department specifications, all of the classrooms were originally large--approximately thirty feet by thirty feet. Most of these new rooms had their own storage closets. These large classrooms, while

excellent for the learning environment, were soon seen as an unaffordable luxury. Principal Ian Kelly had the upper large classrooms divided into smaller rooms, thereby increasing the number of elementary classrooms. One of the large classrooms on the ground floor was later converted into an elementary-school library.

After a few years the administrative offices were redesigned to provide offices for the principal, the vice-principal, a business manager, an accountant, a secretary, and a receptionist. In the school year following the completion of this substantial addition to the school plant, the enrollment climbed to 356 students. The faculty then numbered twenty-eight persons.<sup>1</sup> The total cost of the completed building, when ready for occupancy, was Bd\$1.04 million-- Bd\$978,975 for the actual construction, and Bd\$61,395 for new equipment.<sup>2</sup> This was the costliest project ever undertaken by the Adventist community in Bermuda.

This newest and largest building was constructed on a greatly reinforced foundation, and framed with steel girders sufficient to support four stories of school rooms. Only two floors were originally built, but the

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<sup>1</sup>Simmons, "Bermuda Conference," 3.

<sup>2</sup>Financial report supplied by Delbert Pearman, Treasurer, Bermuda Conference SDA.

flat roof and steel framework were purposely installed to facilitate future additional upward construction.<sup>1</sup>

In April, 1993, the Premier of Bermuda, Sir John Swan, Lady Swan, Ella Rose Simmons, mother of the conference president, and Reese Jenkins, former President of the Bermuda Mission of SDA, officially opened the elementary school/administration building. It was dedicated free of all debts just ten years after completion.<sup>2</sup> The building provided relief from much of the overcrowding in the elementary school, and made possible the emplacement of administrative offices which were more efficient, more comfortable, and more attractive. Regrettably, the building also consumed part of the children's play area, and sealed the demise of the remnant of the original Sandringham building. Additionally, due to its large size, its box-like appearance, and its lack of a traditional Bermudian roof, it detracted from the quaint rural appearance of the campus.<sup>3</sup>

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<sup>1</sup>Pearman interview, 5 February 1997.

<sup>2</sup>Simmons, "Bermuda Conference," 3.

<sup>3</sup>The rural setting of the campus was further eroded when developers constructed the Heron Bay Shopping Plaza directly across the street from the main entrance to BI.



The Lightbourne Property

Between the Sandringham property and the new Southampton SDA Church was a narrow strip of land (.209 of an acre) known as the Lightbourne property. It was an anomalous interruption into the contiguous family of properties owned by SDA organizations in Southampton East. The local SDA church had for a long time been interested in purchasing the property but on at least one occasion passed up an opportunity to do so. Without formally recording the reason for doing so, the Mission Committee, in 1962, voted not to buy the property when it was for sale. The action states:

After a thorough discussion regarding the purchase of the Lightbourne property next to our school in Southampton, the committee voted not to purchase the property.<sup>1</sup>

The church did later buy the property at a very much higher price.<sup>2</sup>

In the 1970s there were two buildings on the Lightbourne property: a small building along the side of the main road, and a larger two-apartment private

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<sup>1</sup>Minutes of the Bermuda Mission Committee, Action 62-26, 3 September 1962, Archives of the Bermuda Conference SDA, Hamilton, Bermuda.

<sup>2</sup>Smart interview, 25 October 1996. Smart stated that Knipschild had declined to buy the property because he considered the price to be too high. This would have to have occurred before 1945 when Knipschild left Bermuda.

dwelling behind it. In January of 1977, the Bermuda Mission bought the house from Mr. Hughes, a taxi driver, who was the owner at the time.<sup>1</sup> The lower apartment was used for teaching Home Economics and for a snack shop concession. The upper apartment was used as a residence for teachers.<sup>2</sup>

The small building at the front of the Lightbourne property was a two-room structure in which Mr. Flavio Pires operated a shoe store. Mr. Pires,<sup>3</sup> a Portuguese businessman, was a member of the Warwick SDA church. His son, Howard, although having made his home in the United States, was called to be the Principal of Bermuda Institute, and served in that position for two years, 1974 through 1976.

In March of 1979, after retiring from the shoe business, Flavio Pires sold the building to the Bermuda

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<sup>1</sup>Deeds of the Hughes property, January 13, 1977, courtesy of Delbert Pearman, Secretary-Treasurer of the Bermuda Conference of SDA, Hamilton, Bermuda.

<sup>2</sup>At the beginning of the school year, September 1995, the Community Services Center was moved to this upper apartment, and the school took over the Pires building in front of it. In 1997 the Pires building was being used as a music center for choirs, piano lessons, and the office of the choir/piano teacher.

<sup>3</sup>Flavio Pires's son-in-law, William Linthwaite, who married Pires's daughter, Carol, was, in 1997, the teacher of Band music at BI.

Mission.<sup>1</sup> This purchase by the SDA Church completed the Church's ownership of all the contiguous land in the immediate area. For several years the former Pires store was used as a Community Services Center, receiving clothing from the community and redistributing it to needy persons both locally and abroad.

#### Summary

The proliferation of buildings on the SDA school campus has greatly reduced the amount of open space available for play, cultivation, or esthetics. The school administrators have considered these buildings to be necessary because of burgeoning enrollments, particularly in the elementary school. The high school has required additional buildings because of the competitiveness of educational requirements both locally and abroad. A reputable high school in this age must meet certain standards for library, science, and computer facilities, to name a few.

Bermuda is a small country, and any land that is available for sale is usually at a very high price in the best of circumstances. This is the economic law of supply and demand. When inquiries have been made with a

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<sup>1</sup>Deeds of the Pires property, March 6, 1979, courtesy of Delbert Pearman, Secretary-Treasurer of the Bermuda Conference of SDA, Hamilton, Bermuda.

view to acquiring land adjacent to the school, the owners have either been unwilling to sell, or the price has always been prohibitively high. In order to accommodate the physical plant needs of the growing school, the ultimate decision of the school planners has been to build more buildings on the already limited land area.

In the spring of 1997 construction began on another large building intended to contain science classrooms and a gymnasium/auditorium. The last major area of open space on the Sandringham campus was surrendered to make room for this building.

## CHAPTER VII

### FINANCING THE SCHOOL

In 1959 the Seventh-day Adventist Church in Bermuda was organized as a Mission attached to the Atlantic Union Conference whose headquarters was in South Lancaster, Massachusetts. On November 11 of that year, a national holiday, Armistice Day, the first official Mission Executive Committee met to make some important decisions concerning the Seventh-day Adventist work in Bermuda. Attending that meeting were five men, H. R. Jenkins, A. R. Goulbourne, Vernon Becker, J. G. Mitchell, and Edric Lowe.<sup>1</sup> One momentous decision they made that day was Mission Committee Action Number 59-30:

#### OPERATION OF CHURCH SCHOOL

VOTED, That we encourage our churches to carry the financial burden of operating the church school, and that the Bermuda Mission plan to give a flat appropriation for the operation of the church school in the coming school year.<sup>2</sup>

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<sup>1</sup>Edric Lowe was a Bermudian layman from St. George's SDA Church; the other men were missionaries from the U.S.A.

<sup>2</sup>Minutes of the Bermuda Mission Committee, Action 59-30, 11 November 1959, Archives of the Bermuda Conference SDA, Hamilton, Bermuda.

That action, blending the church headquarters and all of the local SDA churches in a team responsibility for operating the school financially, set the initial groundwork for a stable financial plan enabling the school to carry on its work, without interruption, for over fifty years.

### Voluntary Cooperation

The early school in Southampton was considered to be a *Southampton SDA Church* school, and, as such, the financial responsibility rested mainly on that local church. Before Bermuda was formally organized as a Mission (1959), financial support from the other two local SDA churches, Hamilton and St. George's, was not mandated. This is clear from an article written at the end of the school year in 1945 by John A. Toop, the Mission Superintendent:

The closing program of the Southampton Church School was well attended. The teacher, Brother Adrian Simons, and pupils had prepared a short but interesting program for the occasion. A splendid spirit prevailed. We are hoping and planning for bigger and better things next term. The other churches in Bermuda have shown their good will by contributing generous financial support for our Southampton church school. This good spirit of cooperation is appreciated very much.<sup>1</sup>

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<sup>1</sup>J. A. Toop, "Bermuda News Notes," Atlantic Union Gleaner, 20 July 1945, 5.

Whatever money was contributed to the school by the Hamilton and St. George's churches was considered to be done, not out of obligation, but out of a spirit of goodwill and cooperation with the major undertaking of a sister church. This system of the sister churches voluntarily contributing to the school continued into the next year, 1946, as evidenced by this record:

School opening day at the Southampton church school found twenty-three bright and eager youth enrolled. Brother A. F. Simons, back from his summer school course at South Lancaster, promises to do his best to make the school bigger and better. The faithfulness of the members in Hamilton and St. George's as well as in Southampton, in supporting the church school indicates the good spirit that prevails.<sup>1</sup>

#### A Sound Financial Plan

As the school grew in numbers of teachers and students and in size of the physical plant, especially after moving to the Sandringham location, the school administrators realized the need for a more sound financial plan than to depend on the "good spirit" of sister churches. They realized also that this growing school was no longer the "baby" of the Southampton Church but the "toddler" institution of the Bermuda SDA Church as a whole. Hence, the 1959 decision was

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<sup>1</sup>Toop, "News Notes," 11 October 1946, 2.

necessary to set the groundwork for long-range stable financial support for the operations of the school.

That system of school financing has been refined over the years to take into consideration the changing dynamics of the local churches, but the administrators have always sought to avoid deficits, or at least make them as temporary as possible. That practice is in harmony with this advice given by Ellen White, whose writings articulate the framework for SDA education:

The funds of the school are not to be overdrawn, but every effort is to be made to increase the usefulness of the school. Those intrusted with the financial management of our educational institutions, must allow no carelessness in the expenditure of means. Everything connected with the finances of the school should be perfectly straight. The Lord's way must be strictly followed, though this may not be in harmony with the ways of man.<sup>1</sup>

In 1997, the main sources of financial income for the school were the following:

1. an operating subsidy from the Bermuda Conference
2. subsidies from the eight local churches
3. the Atlantic Union Conference K-12 subsidy
4. tuition.

For several years during the 1970s and 1980s there was a scheduled Bermuda Institute special offering taken in all of the local churches once each quarter. With

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<sup>1</sup>White, Fundamentals of Christian Education, 510.



the introduction of campmeeting during the administration of Dr. Edward Richardson as President of the Bermuda Conference (1986-1992), the summer offering would be taken during a spirited Bermuda Institute emphasis campmeeting service. The scheduled BI offerings in the local churches were discontinued in order to allow the churches to keep more offerings in light of increasing regular subsidies to the school.

An annual Ingathering Tag Day used to be another source of funds for the school. This event was coordinated for many years by the school's Bible teacher. It involved BI Students soliciting funds from the general public on behalf of the school. Here is a partial report on one such event as it appeared in the school newspaper, The Observer, in early 1984:

#### Tag Day

On December 7th, the students from grades 6-12 took part in the annual Bermuda Institute Tag Day. . . . When the day was over the students had raised well over \$1,600 even after a late and problematic start.<sup>1</sup>

This event has been discontinued. In fact, no longer are any Ingathering funds being used for the SDA school

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<sup>1</sup>"Tag Day," The Observer [BI student newspaper], December/January 1983-84, 8.

in Bermuda. The discontinuance of this method of raising funds removed the awkward situation of direct solicitation of the general public for money to support the SDA private school.

The Treasurer's Report for the year 1994, presented at the Fourth Triennial Session of the Bermuda Conference of SDA in May 1995, contained several figures that illustrated the process of financing the operations of Bermuda Institute. Table 2 shows appropriations to Christian education from the local churches, the local conference tithe and non-tithe funds, and the Atlantic Union Conference.

Attached to the financial report was the following comment by the treasurer:

Outside of the Conference operations, Bermuda Institute is our largest single cost center with an annual operating budget approaching 1.8 million dollars. There is no calculator this side of Heaven that could compute the value B.I. adds to the Adventist community within our territory.<sup>1</sup>

The treasurer's comment, especially since it was written as an accompaniment to the financial report, was a reflection of the high level of commitment the Bermuda church leaders had toward Christian education.

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<sup>1</sup>Delbert Pearman, "Treasurer's Report, Fourth Triennial Session, Bermuda Conference of SDA," Hamilton, Bermuda, 1995, 14.

TABLE 2

BERMUDA CONFERENCE OF SEVENTH-DAY ADVENTISTS  
 APPROPRIATIONS TO CHRISTIAN EDUCATION  
 FOR THE YEARS 1994 AND 1993

Appropriations/Contributions	1994	1993
Local Churches - 12%	310,106	306,030
Local Churches - 2%	79,226	50,998
Conference - Tithe	265,000	265,000
Conference - Non Tithe	70,000	60,000
Teacher Certification	16,762	18,553
Education Department	6,958	10,401
Union K-12	53,172	48,867
Misc. Educational Expense	30,000	2,129
Building Expansion Reserve	10,000	20,000
TOTALS	841,224	781,978

Note: Amounts quoted are in Bermuda dollars, which were on par value with American dollars in 1994.

Delbert Pearman, "Treasurer's Report," Fourth Triennial Session, Bermuda Conference of SDA, 1995.

That financial report shows that the local churches were giving an amount equal to 14 percent of their annual tithe as a regular subsidy to the school--12 percent plus 2 percent. The 12 percent was the regular subsidy, which was based on the total of the previous year's tithe. This was used for normal school operations. Having a stated percentage allowed the school business manager to prepare realistic budgets since he or she could make a fair estimate of how much to anticipate receiving from the churches. Over the years the subsidy from the local churches had grown to the 12 percent level. In 1969, as quoted below, it was only 6 percent:

VOTED, In harmony with the Mission Executive Committee recommendation, that each church be responsible for the payment to the Mission of an amount equal to six per cent of their monthly tithe as a subsidy toward the operation of the Bermuda Institute. This is to be based on the previous year's tithe and divided into twelve equal monthly payments.

Even after the 12 percent level was reached, the school still needed more money. Faced with that need for more funds, the Bermuda constituency, in 1989, voted a 2 percent increase to the subsidy. The action read,

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"Churches' Subsidy to Bermuda Institute," Action No. 23, Minutes of the Sixth Biennial Session of the Bermuda Mission of SDA, Hamilton, Bermuda, 8 June 1969, 5.

"It was VOTED, to commence a 2% Church Subsidy increase effective January 1, 1990."<sup>1</sup>

That 2 percent has at different times been designated for operating usage, although originally it was instituted for capital development:

Action 87-75     VOTED, that the church 2% subsidy for June, July, and August, 1987 be given directly to B.I. amounting to \$8,571.00.<sup>2</sup>

Action 87-115   VOTED, to give 2% capital development subsidy directly into the operational [sic] of Bermuda Institute for the period of 1 year. Amount to equal \$34,000.<sup>3</sup>

Action 93-04     VOTED, to allocate \$20,000 from the 2% given by the churches to assist in balancing B.I.'s 1992/1993 Operational Budget as needed.<sup>4</sup>

That obligation at times caused hardship to certain individual churches, but it was considered vital to the survival of the school under the existing financial

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<sup>1</sup>Minutes of the Second Triennial Session of the Bermuda Conference of SDA, Action No. 89-37, Hamilton, Bermuda, 24 September 1989.

<sup>2</sup>"B.I. 2% Subsidy from Churches," Action No. 87-75, Minutes of the Executive Committee, Bermuda Conference of SDA, Hamilton, Bermuda, 22 June 1987.

<sup>3</sup>"2% of Present School Subsidy," Action No. 87-115, Minutes of the Executive Committee, Bermuda Conference of SDA, Hamilton, Bermuda, 23 November 1987.

<sup>4</sup>"Bermuda Institute," Action No. 93-04, Minutes of the Executive Committee, Bermuda Conference of SDA, Hamilton, Bermuda, 17 January 1993.

plan, and it was seen as an equitable method of sharing the financial responsibility among all the local churches.

It must be noted here that in special cases, such as for a new church or when a church was involved in a major building program, payment of the subsidy has been temporarily deferred in order to ease the burden of that particular church.

The report in table 2 also shows that Conference subsidies came from both tithe and non-tithe funds. This was because of General Conference restrictions on the use of tithe funds. The tithe could only be used to pay the salaries of the principal and the Bible teacher, and for 30 percent of the salaries of the elementary-school teachers. It was required that the rest of the operating money must come from non-tithe sources. The purchase or construction of buildings was always done with non-tithe funds.

Funds appropriated to the school under the title "Miscellaneous Educational Expense" usually referred to the Conference stepping in to remove an operating deficit, or to help the school to pay for major, necessary, non-recurring or unanticipated expenditures. For example, Conference Committee Action No. 87-114:

VOTED, to grant \$50,000 in special appropriation to Bermuda Institute from Bermuda Conference (Funds to come from tithes and non-tithes).<sup>1</sup>

The Conference attempted to avoid any deficit carryover into a successive year. That kind of appropriation was made only after consideration of tuition increases to prevent recurrence of the deficit. Very direct advice has been given to the Adventist church against carrying financial deficits in its institutions:

The president and the business manager are to work unitedly together. The business manager is to see that the expenditure does not exceed the income. He is to know what there is to depend on, so that the work here shall not be burdened with debt. . . .

God help the managers of our schools never to allow the outgo to exceed the income, if the school has to be closed.<sup>2</sup>

Similar advice has been given concerning the management of school debts. School managers are advised to shun recurring deficits and undiminished debts. It would be better to close the school than to have them. Note the specificity of the following advice:

Debts must not be allowed to accumulate term after term. The very highest kind of education that could

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<sup>1</sup>"Special Appropriation to Bermuda Institute," Action No. 87-114, Minutes of the Executive Committee, Bermuda Conference of SDA, Hamilton, Bermuda, 23 November 1987.

<sup>2</sup>Ellen G. White, Counsels on Stewardship (Takoma Park, Washington, DC: Review & Herald Publishing Association, 1940), 275-276, 271.

be given is to shun the incurring of debt as you would shun disease. When one year after another passes, and there is no sign of diminishing the debt, but it is rather increased, a halt should be called. Let the managers say: "We refuse to run the school any longer unless some sure system is devised." It would be better, far better, to close the school until the managers learn the science of conducting it on a paying basis. For Christ's sake, as the chosen people of God, call yourselves to task and inaugurate a sound financial system in our schools.'

The Union K-12 subsidy was an appropriation which the Atlantic Union Conference gave to all of the schools within its constituency. When that appropriation was being considered, the Bermuda Conference representatives on the Union K-12 Board and the Union Executive Committee were able to make a case for the needs of Bermuda Institute. The substantiality of that appropriation was significant considering that, during the same period, the Atlantic Union Conference was having to reassess its financial expenditures, and even undergo dramatic reorganization, because of monetary considerations concerning the survival of Atlantic Union College and other important matters.

Again, on the Conference level, there were some appropriations for education which did not go directly to the school. They included items such as sending

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'Ellen G. White, Testimonies for the Church, vol. 6 (Boise, ID: Pacific Press Publishing Association, 1948), 211.



teachers abroad to be certified and operating the Education Department of the Conference. The Bermuda Conference Treasurer's Report for the year 1994 showed that the total operating expenses of the Conference were \$2,598,852, while the total funds expended for educational programs amounted to \$584,151 which was 22 percent of the Conference's total operating costs. The treasurer's note explained that "educational programs" included all programs used to further the educational work of Bermuda Institute as well as scholarship and operating appropriations to Adventist colleges and universities abroad.<sup>1</sup>

#### Internal Control

Along with finding dependable sources of revenue, the financial system for operating the Bermuda SDA school included a number of planning mechanisms and controls on expenditures. Among them were the following:<sup>2</sup>

1. preparing annual operating and capital budgets

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<sup>1</sup>Pearman, "Treasurer's Report," 12.

<sup>2</sup>This list was developed in collaboration with Delbert Pearman, Treasurer of the Bermuda SDA Conference, while he was at the Mission Institute at Andrews University, July 7, 1997.

2. restricting the amount of money that could be spent by the school principal without school board approval
3. insisting on the timely preparation of monthly financial reports
4. annually auditing the financial statements (this was done by the General Conference Auditing Department)
5. requiring major plant expenditures, such as the remodeling of buildings, to be approved by the Trustees of the Bermuda Conference,
6. requiring school board approval for all travel involving teachers leaving the island
7. monthly comparing the actual operating expenditures with the budgeted allowances
8. requiring that tithe and non-tithe subsidies be voted by the executive committee
9. continuously monitoring staffing levels versus needs.

That system of controlling revenues and expenditures has worked well for Bermuda for many years. Educational administrators have taken particular notice that Bermuda, with a total church membership of approximately 3,000 persons, has been able to operate a full K-12 school, and remain solvent in doing so. Other conferences in the Atlantic Union were operating their

academies with very much larger memberships and were having much more difficulty in financing their operations.

#### Strengths of the Financial System

Clayton McKnight, a non-Bermudian who was Principal of Bermuda Institute for the three years 1991 through 1994, returned to visit Bermuda two years later. On that occasion he was asked what he considered to be the greatest strengths of Bermuda Institute. He replied,

One of the greatest strengths of Bermuda Institute is the financial support the school gets from the eight local churches and the Bermuda Conference. In other places the school has to collect subsidies from the churches. In Bermuda the conference sends the subsidy regardless of whether the local church pays up. This takes the burden off the principal.<sup>1</sup>

McKnight here pointed out an important strength of the Bermuda system. Each month, the Conference would advance to the school an amount equal to the total of the local churches' regular school subsidies. The local churches would pay their 12 percent subsidy to the Conference office, not directly to the school. This method enabled the school to get the money sooner than if it had to wait for the monthly remittances of the various local churches. The school never had to worry

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<sup>1</sup>McKnight interview, 13 April 1996.

about an individual church being late in paying its subsidy.

A concurring viewpoint was held by Paul Kilgore who, at that time, had been the Director of Education for the Atlantic Union Conference for eighteen years. He appreciated that Bermuda Institute was not "tuition run," and expressed that the school was financed better than any Adventist school he had ever seen. He noted that BI was in good financial shape compared to other academies under his supervision, and he described the BI financial structure as "the best system in the world."<sup>1</sup>

#### Constituency Support

Kilgore's comment was significant when viewed in the light of the much larger constituencies served by the other academies in the Atlantic Union, as is shown below:

1. Northeastern Academy was serving an estimated 25,000 constituents in the Northeastern Conference.<sup>2</sup>

2. Greater New York Academy was serving 14,414 constituents in the Greater New York Conference.<sup>3</sup>

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<sup>1</sup>Kilgore interview, 19 March 1997.

<sup>2</sup>Seventh-day Adventist Encyclopedia, 1996 ed., s.v. "Northeastern Conference."

<sup>3</sup>Seventh-day Adventist Encyclopedia, 1996 ed., s.v. "Greater New York Conference."

3. South Lancaster and Greater Boston Academies together were serving 9,993 constituents in the Southern New England Conference.<sup>1</sup>

4. Union Springs Academy was serving 4,530 constituents in the New York Conference.<sup>2</sup>

5. Pine Tree Academy was serving 4,212 constituents in the Northern New England Conference.<sup>3</sup>

Bermuda Institute, by comparison, was serving only 3,038 constituents in the Bermuda Conference.<sup>4</sup> This smaller number of constituents obligated that the members of the SDA Church in Bermuda be very faithful in giving offerings in addition to tithe. In this obligation the members have been commendable over the years.

Financial comparisons have shown that, in per capita giving to World Missions, the Bermuda Conference was highest of all the local conferences in the Atlantic Union. For the period of 1997 ending July 31, Bermuda's

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<sup>1</sup>Seventh-day Adventist Encyclopedia, 1996 ed., s.v. "Southern New England Conference."

<sup>2</sup>Seventh-day Adventist Encyclopedia, 1996 ed., s.v. "New York Conference."

<sup>3</sup>Seventh-day Adventist Encyclopedia, 1996 ed., s.v. "Northern New England Conference."

<sup>4</sup>"The Year in Review-1995," Office of the President, Bermuda Conference of SDA, Hamilton, Bermuda, 4.

per capita giving to World Missions was \$21.64; for the rest of the five conferences the figure ranged from \$18.79 to \$3.24.<sup>1</sup>

Leading the way in per capita giving was not a new phenomenon for Bermuda. An Atlantic Union Sabbath School Offering comparative report compiled fifty-five years ago shows that, even then, Bermuda's Adventists were ahead of their counterparts in the sister conferences in per capita giving. The Comparative Statement of Sabbath School Offerings for the three months ending March 28, 1942, showed that the Bermuda Mission had 181 Sabbath School members and a per member weekly Sabbath School giving of 38 cents. This was the highest in the Atlantic Union; the other four conferences<sup>2</sup>--New York, Greater New York, Northern New England, and Southern New England--had per member Sabbath School contributions ranging between 19 and 23

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<sup>1</sup>"World Mission Fund Comparison," 1997 Statistical Report of the North American Division of Seventh-day Adventists, period ending July 31, 1997, Silver Spring, MD.

<sup>2</sup>The Northeastern Conference had not yet been organized, and Bermuda had not yet been formally organized as a Mission.

cents.<sup>1</sup> These comparisons with other conferences show the Bermudian members' higher level of per capital giving to church offerings. This willingness to give was essential as a base of member support to the financing of Bermuda Institute.

A specific historical example of financial support of the Bermuda Institute constituents is in the construction of the first new building on the Sandringham campus. The local newspaper recorded it thus:

This new building was officially opened on November 16, 1961 by the then Governor of Bermuda, Major General Sir Julian Gascoigne. The principal at the time was Mr. Edward Richardson who . . . pointed out that the new building was made possible by the support of church members who had pledged themselves to a *three year period of sacrificial giving* (emphasis mine).

#### Additional Sources of Revenue

In addition to the main sources of revenue mentioned earlier, the school took responsibility for acquiring supplementary income by having its own regular fund-raising programs, notably through its Music Department, its Drama Club, and the Spring Exhibition.

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<sup>1</sup>I. G. Ortner, "Comparative Statement of Sabbath School Offerings," Atlantic Union Gleaner, 22 April 1942, 8.

<sup>2</sup>"Extension to School Opened by Governor," 1.

The Spring Exhibition, formerly called the "Spring Thing," has been held annually on a Sunday in March or April on the Sandringham campus. It has included a wide variety of activities in which the teachers worked together and actually made fund-raising a joy rather than a chore. Usually the school band would put on a concert, and classroom art work and science projects would be open for public viewing. The 1982 school newspaper's report on that year's event, written by student reporter Fredricka Smith, showed the cooperation of the teachers in that fund-raiser. She reported that on Sunday March 2, 1982:

Mrs. Trott sold clothes, shoes, etc. at bargain prices; Dr. Lightbourne set up a Science exhibit in the Chemistry room; Mr. Kaiser sold tacos; there was an Art exhibit in the grade 7 home room; Mrs. Holder and Mrs. Lightbourne sold hot lunches and cold drinks, Mr. Simmons operated a book stall with books at good prices; Mrs. Smith sold small treats, and conducted contests in apple bobbing, bowling, and basketball.<sup>1</sup>

The 1988 Spring Exhibition earned coverage by the local newspaper. It showed a trio of consecutive pictures of Dr. Ronald Lightbourne<sup>2</sup> in various stages of

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<sup>1</sup>Fredricka Smith, "Spring Thing," The [BI] Observer, March-May 1982, 6.

<sup>2</sup>Dr. Ronald Lightbourne was a prominent local Adventist physician and hospital administrator who, before going to medical school, was a teacher at Bermuda Institute. While practicing medicine, he offered his services as a part-time teacher of Health Science.



a cartwheel. The caption accompanying the pictures read:

Dr. Ronald Lightbourne's wild cartwheel brought a roar of applause and laughter yesterday from the crowd at the Bermuda Institute *spring exhibition*. . . . The annual exhibition, which featured a fun castle and food, a gymnastic display and clowns, raised money for the Seventh-Day [sic] Adventist school<sup>1</sup> (emphasis mine).

One of the more innovative fund-raising techniques was the one executed by Reese Jenkins when he was president of the Bermuda Mission (1956-64). He recalled giving to the members of the church ten shillings (about \$1.20) each to be invested in a project of their own choosing--the original investment and profits to be returned by a given date, and used for the school building fund.<sup>2</sup> This resembles an investment technique sometimes used in the Sabbath School departments of local churches in order to raise money for foreign missions.

Other fund-raising events put on by the school as a supplement to planned sources of revenue have included bake sales, walkathons, band and choir concerts, dramatic plays, and Christmas programs.

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<sup>1</sup>[Photo], The Royal Gazette, 2 May 1988, 3.

<sup>2</sup>Jenkins interview, 2 March 1996.

Government Funds

Although the laws concerning the separation of Church and State have not been as strict in Bermuda as they are in the United States, the Bermuda Conference of SDA accepted no government funds in aid of its school. There was a long-standing respectful and often congenial working relationship between the school administrators and those of the Board of Education, but Bermuda Institute was operated entirely from non-government funds. The Bermuda Conference took this position under the influence of the experiences of its North American counterparts. It was an attempt to protect the independence of the SDA Church from government regulations over its school standards and policies.

At the Education-PARL<sup>1</sup> Conference in 1991, Alfred McClure, President of the North American Division of SDA, pointed out to this group that

the meaning of religious liberty in the context of governmental relations is viewed differently in different parts of the world. Those principles we hold to so firmly in the United States may not even be seen as principles outside of the United States.<sup>2</sup>

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<sup>1</sup>PARL is an abbreviation for Public Affairs and Religious Liberty.

<sup>2</sup>Alfred McClure, "Preface" to Public Funds and Private Education, ed. David S. Penner (Berrien Springs, MI: Andrews University, 1991), v.

At that same conference, Lee Boothby, General Counsel for Americans for Separation of Church and State, warned of the serious danger of church-affiliated educational institutions accepting federal funds. "What becomes clear," he said, "is that the government can couple the grant of public funds with a state policy or position on ideological, social, or educational issue."<sup>1</sup>

While not accepting government funds directly, the Bermuda SDA school has accepted duty-free allowances on imported school supplies and equipment. Acceptance of these government allowances has a history dating at least as far back as the period when Reese Jenkins, former Superintendent of the Bermuda Mission, formed a personal friendship with D. J. Williams, Bermuda's Director of Education. Through that contact, Jenkins was able to have desks imported duty-free for the SDA school through the Board of Education.<sup>2</sup> This duty-free allowance was offered by the Bermuda Government despite the fact that Bermuda traditionally had no income taxes, and the government's main source of revenue was the duty it charged on imported goods.

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<sup>1</sup>Lee Boothby, "State and Federal Aid to Church-Affiliated Elementary and Secondary Schools," in Public Funds and Private Education, ed. David S. Penner (Berrien Springs, MI: Andrews University, 1991), 11.

<sup>2</sup>Jenkins interview, 2 March 1996.

### Threats to the Financial Plan

The above financial plan for operating the SDA school in Bermuda has worked admirably for many years. There have been periodic modifications for various reasons, but the basic sources of funding have been consistent. This financial plan must be under continual review by the school board and the Conference administration because there are some areas that could become problematic in the future.

One potential problem area is the trend of increasing the monthly subsidy assessed from the local churches. There are signs that some of the local churches are having notable difficulty in meeting this obligation.

There is also the problem of the widening gap between the salaries of the SDA teachers and the teachers in the public schools. The disparity has become so wide that it has fueled increasing difficulty in attracting Bermudian SDA teachers to teach in their own school. Some teachers have even left BI for more lucrative employment in the public-school system. Funds may have to be provided to raise the salaries of the BI teachers.

Finally, with the school rapidly outgrowing the physical plant on which it is located, there will be a need for funds for plant expansion. The high cost of real estate and building construction in Bermuda will necessitate huge financial commitments by the local church members. If Seventh-day Adventist education in Bermuda is to continue its commitment to competitive excellence, there will be a need for even greater skill, creativity, and dedication in the financial administration of the school.

#### Summary

The school that was started in the Southampton SDA Church in 1943 was for sixteen years the financial responsibility of that church. Other sources of funding were tuition and voluntary donations from the other local churches. In 1959, the year that the Bermuda Mission was formally organized, the Mission Committee made the decision to give a flat appropriation to the school, and to share the financial burden of operating the school among all of the local churches. Since there was only one SDA school in the whole island, that singular decision solidified the funding base and provided for many years of dependable resources to finance the growth of the school.

As of 1997, the Bermuda Conference was requiring each of the eight local SDA churches to pay a monthly subsidy to BI equal to 14 percent of their tithe receipts. The Conference itself was expending almost a quarter of its operating budget for educational programs. These funds supplemented tuition income and a subsidy from the Atlantic Union Conference. The construct of the financial plan presumed a commitment of the three thousand SDA members to prioritized giving to the development of Christian education in Bermuda.

## CHAPTER VIII

### PRINCIPALS: THE SEARCH FOR LONGEVITY

At the time of this writing (1997), the Seventh-day Adventist school in Bermuda has been in continuous existence for fifty-four years and has had seventeen different principals. Hence the average length of service of each principal has been just over three years. This frequent turnover of school principals is a reflection of the decision-making process that has been employed in selecting each new principal.

In some cases non-Bermudian principals were hired on work permits<sup>1</sup> which were usually for periods of two years. The work permits could, on application to the government, be renewed for an additional two-year term.<sup>2</sup> In each of those cases, the school board consciously hired the principal for a two-year period knowing that

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<sup>1</sup>In order to protect jobs for qualified Bermudians, the Bermuda Government limited the duration of time foreign workers were allowed to work in Bermuda. In the field of education, work permits were issued for periods of one or two years.

<sup>2</sup>The SDA Church would have to convince the government that there was no Bermudian person qualified and willing to fill that position.

even with a renewal the person would be able to serve a maximum of four years. Non-Bermudian principals who stayed for only two years are Carlyle Skinner and Joseph Redcross. Non-Bermudian principals who remained for four years are William H. Brown, Jr., and Ian Kelly.

In other cases, there was not such a direct relationship between the length of time a principal stayed at the school and the original decision of the school board to hire that principal, inasmuch as the board did not specifically hire the person for a stated number of years. Indirectly, however, the boards' selections over the years have resulted in principals being hired whom the boards knew, or could have known, would hold the office for only a few years. This was the reality of the situation when persons were hired to be the head of the school when their career goals were not in the field of educational administration. Persons fitting into this category are Linval Fleetwood, Edward Richardson, and Carlyle Skinner.<sup>1</sup> Fleetwood was the principal for four years, Richardson served for three years, and, as mentioned earlier, Skinner held the position for only two years.

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<sup>1</sup>Fleetwood became a medical doctor; Richardson and Skinner became SDA ministers.



The effects of those school board decisions have been that long-range planning could not be effectively carried out, and the progress of the school was retarded while it reorganized every few years to reflect the prioritized objectives of a new principal.

#### Frequent Turnover

The rapid turnover of school principals<sup>1</sup> reflects the reality that, over the years, it has been difficult for Bermuda Institute to retain a principal long enough for that principal to carry out meaningful strategic planning. Only three principals have remained in the job for at least five consecutive years: Adrian Simons (7 years), Roy Malcolm (5 years), and Rosemary Tyrrell (5 years).

In contrast, three of the most prestigious schools in Bermuda have had head teachers who have dedicated their lives to their particular schools for decades. At Bermuda High School for Girls, one of the most highly regarded local private schools, Rose Gosling was the head mistress from 1906 through 1934--a total of twenty-eight years. She was followed by Marjorie Hallett who was the head mistress from 1935 through 1962--a total of

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<sup>1</sup>See chronological list of principals in Appendix B.

twenty-seven years.<sup>1</sup> Here is a very successful school which, between 1906 and 1962, had only two principals in fifty-five years, while Bermuda Institute in its total life of fifty-four years, a similar period of time, has had seventeen different principals.

Three more examples taken from prestigious local schools are as follows. At Warwick Academy, a historically public school which elected to become a private school in 1992, Jeffrey Lamacraft was the headmaster for nineteen years (1953-1972). He was followed by Joseph Marshall, who was the headmaster for fifteen years (1972-1987).<sup>2</sup> This school had only two principals in a thirty-four-year period.

Accepting the fact that the racial segregation of schools is a historical reality in Bermuda, we can mention here that both Bermuda High School for Girls and Warwick Academy have been traditionally White schools. Unquestionably the most prestigious traditionally Black high school has been the Berkeley Institute. At that

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<sup>1</sup>Judy Masters, development officer, Bermuda High School for Girls, Pembroke, Bermuda, telephone interview by author, 11 March 1997.

<sup>2</sup>Gabriel Rodrigues, deputy principal, Warwick Academy, Warwick, Bermuda, telephone interview by author, 11 March 1997.

high school, Frederick Furbert was the headmaster from 1936 through 1970--a total of thirty-four years.<sup>1</sup>

Similarly, at The Central School, arguably the most successful traditionally Black elementary school, Victor Scott was the headmaster from 1934 through 1961--a total of twenty-seven years.<sup>2</sup> He made such a lasting impact on that school that, at his death, the school's name was officially changed to the Victor Scott Elementary School.

The schools mentioned above have been for many years among a small group of the most highly regarded educational institutions in Bermuda. A common factor that is evident in this group of schools is that there has been low turnover in school leadership. Whatever vision the school principals had for the school, they stayed there long enough to see the vision achieved. It is conceivable that the development of Bermuda Institute would have progressed in a more orderly and less costly manner if the leaders were fewer in number, and were persons with a commitment to seeing their visions through to fruition.

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<sup>1</sup>Secretary to Maxine Esdaille, Department of Education, Paget, Bermuda, telephone interview by author, 11 March 1997.

<sup>2</sup>Esmee Trott, principal, Victor Scott School, telephone interview by author, 12 March 1997.

### Loss of Continuity

One problem with this quick turnover of leadership in the SDA school is that each new principal comes with his own ideas and there is a loss of continuity of development of specific programs. Each new principal of necessity goes through an initial stage of setting up the programs he thinks are important and representative of his administration.

His new agenda may necessitate hiring the right personnel, raising money, and building or redesigning teaching areas. Much of this initial preparation is nullified when that principal leaves after a few years, and a new principal does not follow through with the existing plan. The situation may even necessitate the tearing down of that which has been built up in order to make way for the new ideas of the next incoming principal.

A key decision-maker in the development of SDA education in Bermuda during the 1980s and 1990s was Carlyle Simmons. He was the superintendent of education for the Bermuda SDA Church from 1981 through 1989, and the president of the Bermuda Conference from 1992 through 1997, the time of this writing. He expressed

that with such a "high turnover of school principals the school goes in various directions."<sup>1</sup> He cited the example of the management of Grades 7 and 8. Under various principals those two grades were administered as a part of the elementary school, the high school, or the middle school. This affected methods of teaching, teacher selection, classroom designation, and class scheduling.

Simmons also mentioned that there were cases in which new courses had been initiated by one principal, then discontinued a short time later by a subsequent principal. He pointed out that the "general education direction" of the school was affected by frequent changes of principals.

Marshall Sashkin, a prominent researcher of the improvement of leadership and organization in schools, made the following comment on the topic of the visionary leader:

Just about anyone can carry out the four skills of visioning--expressing, explaining, extending, and expanding--with respect to short-range visions--those implemented in a day, a week or a month. Many individuals can do this over time spans as long as a year. Few people, however, can do so over periods of 1 to 3 years, and fewer still can vision over periods of 5 to 10 years. The person who can think through a

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<sup>1</sup>Simmons interview, 29 November 1997.

vision over a time span of 10 to 20 years is the rare visionary leader.<sup>1</sup>

A school principal, with a long-term vision of what the school can become, and with a deep personal interest in seeing that the school achieves its long-range goals, would work diligently with the school board to achieve those goals, and would want to stay at the helm long enough to see the tangible results of his efforts.

Drake and Roe, in listing twelve competencies required of a school principal, headed the list with a competency described as a "commitment to school mission and concern for its image--Helps identify values, goals, and missions for the school and continually enunciates them."<sup>2</sup> The importance of "commitment" and "goals" is here noted. It is to the advantage of the school that the principal not only has a vision but have a commitment to achieving that vision. That commitment will obligate the principal to remain at the helm of the school in order to keep the program on course.

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<sup>1</sup>Marshall Sashkin, "The Visionary Leader," in The Leader's Companion, ed. J. Thomas Wren (New York: The Free Press, 1995), 402, 405.

<sup>2</sup>Thelbert L. Drake and William H. Roe, The Principals, 4<sup>th</sup> ed. (New York: Macmillan College Publishing Company, 1994), 36.

### Role of the Principal

The selection of a person to be the school principal is one of the most important decisions a school board is required to make. Drake and Roe pointed out that

the principal is the person who is in direct and often first contact with parents, students, teachers needing resources and direction, and outside persons and agencies wishing to make their impact on the school. The principal is the person who must articulate to these various "customers" a vision of what should and can be.<sup>1</sup>

The role of the principal was more metaphorically expressed by Ann Weaver Hart:

While those responsible for appointing and studying new leaders ponder the important questions that shape the process and its outcomes, scholars interested in effective schools identify the principal as a key figure in school effectiveness--its orchestrator and shepherd--drawing additional attention to the importance of principal succession.<sup>2</sup>

According to Hart and Bradeson, "as formal leaders, principals are responsible for coordinating and addressing perennial organizational problems," the first of which is "articulating mission, goals, strategies, and main functions" of the school.<sup>3</sup>

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<sup>1</sup>Ibid., v.

<sup>2</sup>Ann Weaver Hart, Principal Succession (New York: State University of New York Press, 1993), 7.

<sup>3</sup>Ann Weaver Hart and Paul V. Bredeson, The Principalship: A Theory of Professional Learning and Practice (New York: McGraw-Hill, 1996), 132.

Goldring and Rallis point out that

a school that is truly changing, needs a principal who can articulate a vision, provide direction, facilitate those who are working for the change, coordinate the different groups, and balance the various forces impacting schools today.<sup>1</sup>

The four sources just quoted stress the important role of the principal as an articulator of a vision or goal for the school and a key person responsible for school effectiveness. In general, BI principals have not remained on the job long enough to carry out long-range strategies that have been envisioned by the school's decision-makers. It is possible that not enough care was taken, during the hiring process, to place a high emphasis on the principals' potential for longevity of service.

Carlyle Simmons explained that, during his years as superintendent of education and chairman of the school board, the longevity of the school principal was desired but unspoken during the selection process. He offered the following list of candidates' attributes as being of primary concern: (1) educational qualifications, (2) teaching experience and performance, (3) ability as an administrator, (4) personality, (5) SDA education,

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<sup>1</sup>Ellen B. Goldring and Sharon F. Rallis, Principals of Dynamic Schools (Newbury Park, CA: Corwin Press, 1993), 135.



(6) relationships with co-workers, (7) commitment to Christian education, (8) philosophy of education, (9) philosophy of discipline, (10) attitude towards church administration, and (11) personal spirituality. In the cases of non-Bermudian candidates, attention was given to their ability to adapt to Bermuda's expensive economy and other cultural differences.<sup>1</sup>

Outside of the spiritual mission of SDA education, Simmons's list can be compared to that of the National Association of Secondary School Principals (NASSP). In 1975, this organization developed an assessment center that, after extensive pilot testing and evaluation, served as a national model for school districts in selecting principals. Having become quite sophisticated in its operation, this center was regarded as the most comprehensive, educationally oriented center in the United States. Assessors evaluated participants on twelve skill dimensions: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation, and educational values.<sup>2</sup> Of these twelve

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<sup>1</sup>Simmons interview, 29 November 1997.

<sup>2</sup>Drake and Roe, 35.

skill dimensions, the last two--personal motivation and educational values--would be of particular significance to the longevity of service of the selected principal in an SDA school.

#### Reasons for Leaving

It may be beneficial to analyze the reasons why the average length of stay of the Bermuda Institute principals has been so short. Obviously the present principal is eliminated from this length-of-stay analysis because she is presently still serving (since 1994) and we do not know how long her stay at the helm will be.

Two of the BI former principals are deceased-- Esther Pitt and William Morgan. They each held the position for only two years. Due to the inability to get personal verification of the reasons why they left after serving for such a short period, they are also eliminated from this present analysis.

Of the fourteen living former principals of Bermuda Institute, two of them left the position in order to further their studies in the field of education, two left for ideological reasons, three left in order to pursue careers in other fields, two were promoted to

larger denominational responsibilities in the field of education, one was a foreign worker who returned to his home at the end of his contracted time, one gave up the school leadership due to failing health, and three others left for what can tactfully be described as "personal reasons."

This analysis points out no single factor that is prevalent as the main reason why Bermuda Institute principals have given up the position after an average of three years on the job. However, it does indicate that a variety of matters must be considered if the school board should seriously seek to reduce the frequent turnover of principals.

#### A Questionable Decision

One example of a key administrative decision which resulted in a short-term principal was the hiring of Carlyle Skinner. In 1968, Carlyle B. Skinner was hired after graduating from the Theology program at Atlantic Union College. He had served the church as pastor and headmaster of the Davis Indian School in Guyana, where, during his administration, a new church was built and the school enrollment increased.<sup>2</sup>

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<sup>2</sup>"New Head at Seventh-day Adventist School," Royal Gazette, 21 September 1968, 12.

This former missionary was hired to be the pastor of the Hamilton SDA Church. However, since he was not an ordained minister at the time, and the Hamilton Church was the largest SDA church on the island, indeed the "mother" church, the members of that congregation strongly protested his appointment.

The Bermuda Mission president, who was the chairman of the school board, had nonetheless made a commitment of employment to Carlyle Skinner, and allowed his family to be relocated in Bermuda. The compromise reached, after much controversy and embarrassment, was that Carlyle Skinner would be the principal of Bermuda Institute,<sup>1</sup> and an ordained minister would be called to Hamilton Church.

The result was that Skinner obtained his degree in Theology, came to live in a foreign country, thinking he was going to pastor a church, but instead found himself the principal of a 12-grade school of 184 students.<sup>2</sup> It is no surprise then that Principal Skinner stayed at the school for only two years and went on to the Adventist Theological Seminary to pursue his ministerial ambition.

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<sup>1</sup>Mrs. Skinner, Carlyle's wife, was appointed to the position of language teacher at Bermuda Institute. She had studied French and Spanish in England.

<sup>2</sup>Poinciana, 1969 ed., 69-72.

Health

The job of Principal of Bermuda Institute can be very strenuous and time-consuming. The principal is in reality the director of two schools: an elementary school and a secondary school. The job often approximates a "7-day per week, 24-hour per day job." Only persons in good health need apply. The board can be careful to employ only such persons as appear to be healthy enough, both physically and mentally, to handle the volume of work and local constituency expectations of the job. Even then it is nearly impossible to predict who will get sick in office, and be advised to give up the position. The following advice from Ellen White is particularly relevant to choosing an SDA school principal:

For almost every other qualification that contributes to his success, the teacher is in great degree dependent upon physical vigor. The better his health, the better will be his work.<sup>1</sup>

The importance of the teacher's physical qualifications can hardly be overestimated; for the more perfect his health, the more perfect will be his labor. The mind cannot be clear to think and strong to act when the physical powers are suffering the results of feebleness or disease.<sup>2</sup>

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<sup>1</sup>White, Education, 277.

<sup>2</sup>Ellen G. White, Counsels to Parents, Teachers, and Students (Boise, ID: Pacific Press Publishing Association, 1913), 177.

### Contract Expiration

Regarding contract workers, defined as foreign workers coming to be of service to Bermuda Institute for a specified period of time, it is expected that these persons will leave when their work contracts expire. The contracts are issued by the Bermuda Government, which in recent years has been reluctant to issue long-term contracts, that is, contracts of over two years duration. Therefore, when looking for a principal who would be expected to hold the job for at least five years, the board should not, as a general rule, look to hire a non-Bermudian.

### Wider Service

One scenario which is viewed with mixed emotions is that in which a Bermuda Institute principal, because of his or her outstanding work, is called to serve in a wider capacity by a higher organization within the SDA Church. This has happened on two notable occasions. In 1968, Roy Malcolm was called to be the Director of Admissions and Registrar of Oakwood College, a General Conference college in Alabama. Similarly, in 1991, Rosemary Tyrrell was called to be the Associate Director of Education for the Atlantic Union Conference,

headquartered in Massachusetts. On these occasions the Bermuda constituents experience bittersweet feelings-- happiness for the recognition of outstanding service, and sadness at the loss from the local field of a loved and dedicated fellow worker. This is a definition of the Adventist movement.

#### Summary

The frequent turnover of principals at Bermuda Institute is either a direct or an indirect consequence of the decisions made by successive school boards in selecting the persons who would serve in that office. The school boards have not placed a high priority on the candidate's potential for longevity of service. This has had a negative effect on the execution of long-range planning at the institute.

## CHAPTER IX

### SUMMARY

#### Founding of the School

When one looks at the Seventh-day Adventist Church as the evangelistic organization that its declared mission demands that it should be, the founding of the Seventh-day Adventist school has been one of the most important decisions the Bermuda SDA Church has ever made. From year to year hundreds of children from non-Adventist families have attended the school and carried the Adventist message into homes all over Bermuda. Additionally, the children from Adventist families have had the benefit of associating daily with others of like faith. This has provided for the young Adventists a sense of belonging and fellowship which they would not have experienced in the public schools. The SDA Church perceived this school to be a philosophical need based on its mission of evangelism and this biblical admonition given in the book of Proverbs, "Train up a child in the way he should go: and when he is old, he will not depart from it" (Prov 22:6).



The school has served as a means of solidifying and perpetuating the Adventist doctrines in the minds of successive generations of the Church's young people. Best of all, this school has served as a training ground for Adventist workers in the SDA Church and in the wider community.

#### The Relocation to "Sandringham"

The relocation of the school from the basement of the old Southampton SDA Church to its own campus on the Sandringham estate opened the way for tremendous growth. The school was able to accommodate a much increased number of students--over five hundred by the mid-1990s. Four original school buildings have been built on the property; construction of a fifth building was begun in 1997. Two additional buildings adjacent to the property have been purchased for school use.

When combined with contiguous properties owned by the SDA Church, the Sandringham property formed an integral part of an SDA community comprising the relocated Southampton Church, homes for pastors and teachers, a Community Services Center, and recreational areas. The area, including the school, has been used as a convocation center for Bermuda's Adventists during campmeetings, major evangelistic tent meetings, the

annual Spring Exhibition, and various other social and religious gatherings. The purchase and conversion of the Sandringham property for school use has enabled the Church to spread its influence to a much greater degree in the local community.

#### Development of the High-School Grades

The establishment of Grades 9 through 12 at Bermuda Institute enabled the young students to get their full high-school education at the Bermuda Adventist school, and not be required to leave home for further study until they were ready for college at ages seventeen or eighteen. When the school offered education only as far as the eighth grade, parents who wished their children to continue their education in a SDA school were forced to send them to schools abroad, mainly to the United States, Canada, or the West Indies. Some parents felt that their eighth-grade graduates were too young to be sent off to a foreign country, and reluctantly opted to place them in local public schools.

The upgrading of the school from eight grades to twelve filled an important parenting and philosophical need for local Adventist parents. It also removed from them a substantial financial burden. It was much less expensive to educate children in Bermuda than to send

them abroad to school. In addition, the period over which parents would have to financially support their children in pursuit of college degrees overseas was substantially reduced by four years.

The SDA high school also provided employment for local Adventist teachers who had acquired the necessary qualifications and wanted to teach on the secondary level in their own church school.

The full high school, Grades 9 through 12, has been in continuous operation since 1968, following some unsustained earlier attempts to conduct a school at that level. The administrators who reinstated the high school and have kept it running over the past thirty years have created an institution in which students have been encouraged to achieve scholastic excellence, demonstrate exemplary personal deportment, and develop their leadership abilities. It has been the hope and expectation of the local SDA Church that the spiritual and academic training the students have received at BI would make them exemplary employees and employers in the workplace and exemplary students in institutions of higher learning abroad. Indeed, every year, at BI's spring graduation ceremonies, its twelfth-grade graduates have been aggressively recruited by personal representatives sent to Bermuda from Atlantic Union

College, Oakwood College, and West Indies College. Those representatives have offered substantial scholarships and other benefits as enticements for BI students to attend their schools.

The Choice of a British or an  
American Curriculum

Over the years, for the most part, the school board has allowed or encouraged a variety of attempts to satisfy both the British and the American educational systems. However, during the latter half of the 1990s the administration has operated the school almost exclusively under the American system.

The decision to concentrate on the American system has made the curriculum less complicated for the students. Most BI high-school graduates were electing to attend American colleges, hence the evaluation of their transcripts by these colleges was made easier. Even the transfer of credits for students in the earlier high-school grades was much smoother. Graduates were still able to successfully enter schools in Britain and Canada with the American style diploma.

Concentration on the American system also lessened confusion for the teachers. Many of them had had no exposure to the British system in their own education and previous experience. With minor exceptions, the

exclusive use of the American system enabled the teachers to concentrate on completing the syllabus as required by the Atlantic Union.

The difficulty still persisted of transferring credits for students moving between BI and the local public schools, since the latter were on the British system. There were indications, however, that the two systems were gradually moving toward some congruence in Bermuda.

#### The Best Use of the Land

Bermuda Institute is located on less than three acres of land. In this area the school has to accommodate as many of the facilities as are considered necessary to be a credible twelve-grade school. With over five hundred students and a commitment to provide those essential facilities, successive school boards have approved the construction of a series of buildings on the limited land. Arable land, open spaces, and play areas have had to give way to new buildings. Those developments have resulted in the transformation of a scenic country estate into something resembling a city school with many buildings and diminishing greenery or natural scenery.

The decisions to construct the various school buildings on the campus have been made because the SDA Church has been unable to purchase additional adjoining property at anything resembling a reasonable price. Due to the scarcity of land in the small island country, the land that is available is always very expensive.

One negative effect of so many buildings in a small area has been that the school children have not had sufficient outdoor areas for physical exercise and recreation. The older high-school students and the younger elementary-school children have been forced to encroach upon each other's external recreational areas. There has not even been an appreciable amount of land left for the esthetics of gardens and trees, and on-site agriculture is impracticable.

Arable land and open spaces have been replaced by additional classrooms, libraries, computer and science laboratories, music rooms, administrative offices, and other artificial structures. The school administrators have considered those tradeoffs to be necessary.

#### Financial Operations

International educational administrators have expressed that it is a remarkable achievement that Bermuda, with a total church membership of approximately

3,000 persons, could operate a respectable K-12 school, and remain solvent in doing so. Tuition, an Atlantic Union K-12 subsidy, subsidies from the eight local SDA churches, and a liberal subsidy from the Bermuda Conference head office were the four main sources of financial income for the school in the 1990s.

This financial plan has worked comparatively well for several decades largely because the Bermuda Conference has been able to alleviate or provide for the dissipation of any fiscal deficits incurred by the school. The school principals have not had to spend much of their time in fund-raising activities, and therefore have been able to spend a larger share of their time on other essential administrative concerns.

A 1994 financial report showed that the Bermuda Conference was spending 22 percent of its total operating budget on educational programs. The local churches were subsidizing the school at a rate equal to 14 percent of their tithe income. There was some concern that those two dependable pillars of support might be at risk of being strained beyond their reasonable capabilities. The viability of the financial system was dependent on a strong Bermudian economy and the liberality of the SDA Church members in giving to their educational institutions and processes.

### Rapid Turnover of Principals

Compared to other highly regarded schools in Bermuda, both public and private, the turnover of principals at Bermuda Institute has been high. Throughout the fifty-four years of the school's existence the average length of stay for a principal has been about three years. This is not enough time for the leader of the school to formulate strategic plans and see them through to their successful attainment.

In their selection of successive principals the school boards have not placed a high priority on choosing someone who had the potential for long-term employment in the position. This has hindered the strategic planning process and has occasioned sporadic programs as new leaders came and went with undesirable frequency.



## CHAPTER X

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

This study of key decisions in the history of SDA education in Bermuda was not intended to provide merely a running historical commentary on the events of the past, although the study has required extensive research into historical records related to the SDA school and appurtenant educational issues. The study was intended to examine the effects of those key decisions on the development of the school, the career preparation of the students, and the broader work of the SDA Church in Bermuda.

The selection of the key decisions was made based on my opinion of the magnitude of their impact in these areas. The sources of information for this research included many documents and interviews. In an attempt to avoid personal bias, I have attempted, in many cases, to include in quotes the actual words spoken or written by the originator. However, Barzun and Graf, in their widely used guide to research and writing, have pointed

out that "no matter how it is described, *no piece of evidence can be used in the state in which it is found.* It must undergo the action of the researcher's mind known as the critical method."<sup>1</sup>

In addition to information procured from external sources, I have included in this study some detailed knowledge acquired from my own personal experience as a former teacher at the school (1968-69), as an employee in the treasury department at the SDA Mission Office (1969-81), as a former member of the school board, and as a family member of persons attending or working at the school. Every attempt has been made to avoid the problem of subjectivity analysis sometimes occasioned by an author writing on a subject which is so close to himself. In cases where a chapter chronicled prominently the work of a particular individual, before completing that chapter, I gave a draft of the chapter to that prominent individual for early analysis. Roy Malcolm has given approval to the chapter entitled "Expanding to Twelve Grades," Delbert Pearman has approved the chapter entitled "Financing the School," Rosemary Tyrrell has approved the chapter on the British

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<sup>1</sup>Jacques Barzun and Henry F. Graff, The Modern Researcher, 5<sup>th</sup> ed. (Fort Worth: Harcourt Brace Jovanovich College Publishers, 1992), 156.

versus the American curriculum, James Pearman has approved the chapter on the continued construction of buildings on scarce land, and Carlyle Simmons has given his approval to the chapter that describes the frequent turnover of school principals.

Although I have attempted to enhance the credibility of this study by seeking verification from the above individuals, the value of my input as an eyewitness must not be diminished. Quoting again from Barzun and Graff:

The value of a piece of testimony usually increases in proportion to the nearness in time and space between the witness and the events about which he testifies. An eyewitness has a good chance of knowing what happened.<sup>1</sup>

Any bias or lack of objectivity in the presentation of this study is sincerely unintentional.

### Recommendations

Following are some recommendations for further study on the general topic of the development of SDA education in Bermuda.

#### Early Home Schools

Before 1943, reportedly back as far as the late 1800s, there were scattered attempts to operate SDA schools in certain homes. Research could be done with a

view to gathering all of the information available concerning those schools, possibly as part of a larger compilation of the full history of SDA education in Bermuda. Official documentation of those schools is sparse. The researcher may have to rely heavily on personal recollections of persons of advanced age, personal artifacts, or interviews with persons of the "as told to" variety.

#### Industrial Arts

It has been the philosophy of Bermuda Institute that the school would provide education of the heart, the hand, and the mind. Intellectual and spiritual education has been evident, but, in the late 1990s industrial education was lacking. Over the years BI has offered education in such trades and skill areas as Carpentry, Automobile Mechanics, Agriculture, Masonry, Photography, Cooking, Electrical Engineering, Printing, and Wood Crafting. A study could be done of the history of industrial education at BI, the desirability of its continuance, and the feasibility of doing so.

#### Rapid Turnover of Principals

In the fifty-four years of continuous operation of the Seventh-day Adventist school in Bermuda, the school

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<sup>1</sup>Ibid., 158.

has had seventeen principals. This is a much more rapid turnover of principals than has been observed in the best schools in Bermuda. A detailed study could be done to see if that rate of turnover of principals is desirable, and the effect it has had on long-range planning and financial expenditures at the school.

#### Financing the School

A study of the financial plan for operating the school would be beneficial because it might expose potential threats to the continued success of the plan being used at the time of this study. The financial plan which was being implemented in the late 1990s relied heavily on the Bermuda Conference being able and willing to make appropriations to alleviate fiscal deficits. It also relied on substantial subsidies from the local churches. A detailed professional financial review could possibly discover opportunities for a more efficient use of funds. Such a study could also explore the possibilities of alternative sources of funds such as the alumni of the school and the local SDA business and professional community.

APPENDIX

## APPENDIX A

### RESEARCH METHODOLOGY

The research for this dissertation was organized according to the following basic plan:

- Determination of need
- Preliminary research
- Detailed research of the history
- Research of published literature
- Verifications and continuing consultations

#### Determination of Need

The need for an authoritative written history of SDA education in Bermuda first became apparent to me during the 1993 celebrations of fifty years of continuous SDA education. I was aware of the difficulties encountered by those who attempted to present a historical summary for those celebrations inasmuch as no single substantial literary work dedicated to that topic had ever been compiled. Through my thirteen years of experience as an employee of the SDA church in Bermuda, first as a school teacher and subsequently as the accountant and secretary-treasurer, I knew that no such historical work existed.

Having served also as a member of the school board and the church's local executive committee, I felt that such a reference work would help the school administrators in their decision-making processes, since it would provide for them a clearer understanding of the dynamics of the past. I also felt that a knowledge of the SDA school's heritage would promote among the teachers and students a sense of pride, school spirit, and loyalty. In the broader view, this document could serve as important resource material for future researchers both in Bermuda and abroad.

On the advice of my dissertation committee I reduced my ambition of writing a complete history to that of "Key Administrative Decisions." The seven key administrative decisions which are the subject of this dissertation were selected from a larger list of key decisions which I had originally compiled. After doing preliminary research, I considered these seven decisions to be the most important.

#### Preliminary Research

My preliminary research included an examination of the files of the Bermuda Institute library and the head office of the Bermuda Conference of SDA to determine what kinds of information were available there. I also had informal conversations in person and by telephone with



persons whom I knew had some previous influence on or exposure to the major decisions affecting the SDA educational work in Bermuda. These persons were mainly former school principals, teachers, students, and Bermuda Mission presidents. After deciding which key decisions would comprise the dissertation, I began detailed research.

### Detailed Research of the History

A part of the early detailed primary research involved personal interviews of persons, both in Bermuda and in the United States, who were actually involved in the events of the 1940s and 1950s when the SDA school was in its infancy. This part of the research I considered of primary chronological importance since some of those persons were aging. Among that group were Reese Jenkins, Larry Smart, and the two brothers Nathaniel and Adrian Simons. Between 1995 and 1997 I personally interviewed eleven key persons and received written manuscripts from two former principals - Adrian Simons and Roy Malcolm. Among my interviewees were five BI principals and the two long-serving directors of education of the Atlantic Union Conference - Larry Smart and Paul Kilgore. In addition, former principal Rosemary Tyrrell and contemporary principal, Sheila Holder were interviewed on the key

decisions affecting the school curriculum. Substantive portions of those two interviews are included in the appendix.

Secondary research sources included records of the official minutes of school board meetings and conference executive committee meetings. Access to those documents was provided by the Bermuda conference president, Carlyle Simmons, the treasurer, Delbert Pearman, and the school principal, Sheila Holder. Key decisions recorded in those official minutes have been quoted verbatim in this dissertation. Access to the school archives was provided by Belvina Barnes, the librarian.

From the reference department of the Bermuda National Library I collected microfilmed information that had been published in local newspapers as far back as 1953. Those published reports about events at the school had the advantage of perceived objectivity since they were not produced by the SDA church.

Much of the official SDA information referenced in this dissertation was obtained from the archives of the Atlantic Union Gleaner located in the Atlantic Union Conference office in South Lancaster, Massachusetts. I was allowed unlimited access to the Gleaner records, but I was not personally allowed to examine the historical minutes of the Atlantic Union Conference. I was

instructed to give a designated employee the dates and topics I was researching. The employee who looked into the minutes on my behalf reported back to me that there was no information fitting my description.

My attempts to get information from the archives of the Education Department of the Atlantic Union Conference were also unsuccessful. Those records could not be located by employees who looked for them on my behalf.<sup>2</sup>

#### Research of Published Literature

For references concerning the philosophy of SDA education I researched books written by Ellen G. White, whom the SDA church believes articulated principles which were divinely inspired. For references concerning educational philosophy not specific to the SDA Church I researched the works of other prominent and more current authors in the field of educational administration. Those references I included in the dissertation as I deemed appropriate.

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<sup>2</sup>In my interview with Larry Smart, who had retired eighteen years earlier, he was very disappointed to learn that his records could not be located. He insisted that he had meticulously organized and indexed the records of his seventeen years (1961-78) of leadership in that department.

Verifications and Continuing Consultations

During the almost three years of actual writing of the dissertation, the contemporary conference president and BI principal named above were perennial consultants, as were the BI librarian, and James Pearman the building construction supervisor. By telephone and letter I contacted several other persons, both in Bermuda and in the United States, in order to verify certain items of information.

With the exception of the earliest two historical chapters (chapters II and III),<sup>1</sup> on the completion of each chapter I submitted it to a prominent person mentioned in that chapter for validation of my recording of the events and effects of the decisions. The chapters and their designated evaluators are listed in the Conclusions to the dissertation.

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<sup>1</sup>The persons were either deceased or of advanced age and in failing health.

## APPENDIX B

## PRINCIPALS AND PRESIDENTS

Chronological List Of Principals Of The  
Seventh-Day Adventist School In Bermuda  
1943 - 1997

1943 - 1950	Adrian F. Simons
1950 - 1952	Esther Pitt
1952 - 1954	William Morgan
1954 - 1955	Adrian F. Simons
1955 - 1956	Herbert E. Stirling
1956 - 1960	Linval K. Fleetwood
1960 - 1963	Edward R. Richardson
1963 - 1968	Roy E. Malcolm
1968 - 1970	Carlyle B. Skinner
1970 - 1974	William H. Brown Jr.
1974 - 1976	Howard N. Pires
1976 - 1979	Gladwin Trott
1979 - 1980	Inez Dixon
1980 - 1982	Joseph Redcross
1982 - 1986	Ian Kelly
1986 - 1991	Rosemary Tyrrell
1991 - 1994	Clayton McKnight
1994 -	Sheila V. Holder

Note: This chronology was prepared by Leslie Holder in consultation with Belvina Barnes, Librarian, Bermuda Institute, 1997.

Chronological List Of Superintendents/Presidents  
Of The Bermuda Mission  
And  
Presidents Of The Bermuda Conference  
Of Seventh-Day Adventists

1939 - 1945	John F. Knipschild
1945 - 1949	John A. Toop
1949 - 1956	Beaman Senecal
1956 - 1964	H. Reese Jenkins
1964 - 1965	Vernon E. Kelstrom
1965 - 1968	Russell R. Adams
1968 - 1971	H. Carl Currie
1971 - 1974	Frank R. Aldridge
1974 - 1977	Robert H. Carter
1977 - 1986	Alvin R. Goulbourne
1986 - 1992	Edward Richardson
1992 -	Carlyle C. Simmons

Note: This list is presented because the president of the Bermuda Mission or Conference has always been the chairman of the school board, and thus has had a very great influence on the final decisions that have been made by those boards.

[The principal of the school has traditionally served as secretary of the school board, and the conference director of education has always been an ex officio member of the board.]

Partial source: Seventh-day Adventist Encyclopedia, "Bermuda Conference", second revised edition, 1996.

## APPENDIX C

## HUMAN RESOURCES

Persons Interviewed

## Linval Fleetwood:

A former principal of Bermuda Institute (1956-60).  
Interviewed by the author and Carlyle Simmons on  
Saturday evening, September 9, 1995.

A videotaped interview in the living room of Leslie &  
Sheila Holder, Southampton Duplex, West Apartment,  
Middle Road, Southampton, Bermuda.  
Sheila was also present.

## H. Reese Jenkins:

A former president of the Bermuda Mission (1956-64).  
Interviewed by the author on Saturday, March 2, 1996  
at the home of home of Aristides Pires, St. Annes  
Road, Southampton, Bermuda.  
Interview witnessed by Sheila Holder.

## Paul Kilgore:

Director of education for the Atlantic Union  
Conference for 18 years to date (since 1979).  
Interviewed by the author on Wednesday evening,  
March 19, 1997 in the guest room of Aristides Pires'  
house, "Ripple Waters", St. Anne's Road,  
Southampton, Bermuda.

## Roy E. Malcolm:

A former principal of Bermuda Institute (1963-68).  
Interviewed via a telephone call from the author in  
Bermuda to Malcolm's home in Huntsville, Alabama.  
Date of the interview - July 1, 1996.

## Joseph Melashenko:

A former SDA church pastor in Bermuda (1960-63) and  
father of the first white children to attend Bermuda  
Institute.  
Interviewed by the author on Wednesday evening,  
March 5, 1997 at Hamilton SDA Church.

## Clayton McKnight:

A former principal of Bermuda Institute (1991-94).  
Interviewed by the author and Carlyle Simmons on  
Saturday evening, April 13, 1996 at the vacation home  
of Nathaniel Simons on Morgans Rd., Warwick, Bermuda.

James E. Pearman:

Carpenter and construction supervisor of most buildings erected on the Sandringham campus. Interviewed by the author on Wednesday, February 5, 1997. During the interview Pearman conducted an on-site tour of the buildings and grounds.

Larry Smart:

A director of education for the Atlantic Union Conference for 17 years (1961-78). Interviewed by the author on Friday, October 25, 1996 at his South Lancaster, Massachusetts home. Interview partially witnessed by Rosemary Tyrrell.

Nathaniel Simons:

A local elder and board member of the Southampton SDA Church in the 1940s. Brother of first teacher, Adrian Simons. Interviewed on Sunday, January 7, 1995 by the author and Carlyle Simmons, President of the Bermuda Conference of SDA. Also present was Nathaniel's wife, Mary. A videotaped interview at the Simons' vacation home on Morgan's Road, Warwick, Bermuda.

Herbert Stirling:

A former principal of Bermuda Institute (1955-56). Interviewed on Friday, September 8, 1995 in the parking lot of Continental Motors, his Peugeot dealership on the North Shore Road, Pembroke, Bermuda.

Alma Foggo York:

First graduate of the SDA school under its new name "Bermuda Institute of Seventh-day Adventists". Interviewed on Saturday evening, February 22, 1997, at the home of Rosemary Tyrrell, Clinton, Massachusetts.



Persons Interviewed

## Chronological Listing

1995	January 7	Nathaniel Simons
1995	September 8	Herbert Stirling
1995	September 9	Linval Fleetwood
1996	March 2	H. Reese Jenkins
1996	April 13	Clayton McKnight
1996	July 1	Roy E. Malcolm
1996	October 25	Larry Smart
1997	February 5	James E. Pearman
1997	February 22	Alma Foggo York
1997	March 5	Joseph Melashenko
1997	March 19	Paul Kilgore

Telephone Contacts

Department of Education:	Office of Maxine Esdaille, Paget, Bermuda.
Development Office:	Bermuda High School for Girls.
Michael Fields:	12 <sup>th</sup> grade graduate, 1968.
Kathleen (Williams) Ford:	Member of the early Jews Bay school, 1944.
Lois (Wainwright): Lightbourne	First 12th grade graduate, 1956.
Oreta (Joseph) Peniston:	Sister of Delwyn Joseph, 12 <sup>th</sup> grade graduate, 1968.
Elizabeth (Hill) Phillips:	First 12th grade graduate, 1956.
Dollene (Burchall) Ray:	Member of the first class in the Jews Bay school, 1943; sister of Faith Burchall, first 12 <sup>th</sup> grade graduate, 1956.
Gabriel Rodrigues:	Deputy principal, Warwick Academy, Bermuda.
Patricia Stowe:	Sister of Michael Stowe, 12th grade graduate, 1968.
Esmee Trott:	Principal, Victor Scott School, Pembroke, Bermuda.
Edith Van Lowe:	Elementary school teacher at BI for 37 years (1956- 93).
Villa Mae Wilson:	12th grade graduate, 1968

Conversational Sources

Lois (Hill) Tucker: 1968;	Twelfth grade graduate,  Assistant Director of Education, Bermuda Conference SDA.
Karen (Wilson) Simmons:	Twelfth grade graduate, 1968.
Lynette (Nisbett) Woods:	Twelfth grade graduate, 1968; school board member.

Primary Consultants

Belvina Barnes	Librarian and former long- serving teacher at BI.
Sheila Holder	Principal and former teacher and guidance counselor at BI.
Carlyle Simmons	President and former Director of Education of the Bermuda Conference SDA

## APPENDIX D

## Rosemary Tyrrell — Curriculum

The following information was transcribed by Sheila Holder from a telephone conversation with Rosemary Tyrrell. Leslie Holder set up the telephone link and participated in part of the conversation.

At the time of this interview, Sheila Holder was the Principal of Bermuda Institute, and Rosemary Tyrrell was the Associate Director of Education for the Atlantic Union Conference of SDA. She was also a former principal of Bermuda Institute (1986-91). She had been involved in both public school and Adventist education in several areas.

Rosemary Tyrrell was one of the principals who had a profound impact upon the curriculum of BI during her administration. When invited to become principal of Bermuda Institute in May of 1986 she was serving as chairperson of the History Committee for the Bermuda Government as well as the History teacher at Warwick Secondary school. Ms. Tyrrell was the chairperson of the Bermuda Government committee that produced the first completed drafts of syllabi for both U.S. and World History. These were to be used throughout the local public high school system. When she assumed the leadership role at Bermuda Institute she was invited by the Bermuda Department of Education to become a member of the Education Steering Committee.

While she was principal at BI she charted several curriculum changes. She believed that many of the elementary classes were too large, and that teaching and learning would be more effective if the classes were smaller. This proposal was taken to the school board and approved. (When school reopened in the fall of 1987, for the first time in the history of Bermuda Institute, there was two sections of every grade level from Kindergarten through Grade 10.)

She also proposed that seventh and eighth graders be separated into a middle school program, and that BI find teachers who were capable in that area. The first teachers hired using that concept was a husband and wife team, Paul and Cindy Noel from El Paso, Texas. Paul taught Bible, Language Arts and Mathematics, while Cindy taught Science to Grades Seven, Eight, and Nine. At that time the Sciences were distinctive in that Grade Seven was taught Life Science, Grade Eight – Earth Science, and Grade Nine – Physical science. This strengthened the Science program in the high school.

Another important change was the introduction of more than one graduation diploma. Previously all students had to graduate under the same diploma. A general diploma was introduced which allowed students who were not strong in the Science,

Math, and Social Studies areas to graduate under a general certificate and still have enough credits to gain acceptance into SDA colleges.

A school leaving certificate was also introduced at that time for the non-academic student. It was basically an attendance certificate with the important difference being that the school listed all of the subjects that the student had passed successfully. This allowed a student to leave with dignity.

A secondary special needs program was introduced during that time to meet the needs of students at both ends of the spectrum – high and low Math achievement. It was felt that this program would take away the negative stigma from students who were being pulled out on the lower end. The special needs program lasted for two years and was the beginning of what eventually became a three level math program in the high school.

Ms. Tyrrell also proposed that the school begin using “graded posts”. This meant that certain teachers with areas of specialty were given certain responsibilities for which there would be additional remuneration. This allowed her as the chief administrator to be an instructional leader, and freed her from some daily administrative trivia. That program worked very well.

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Sheila Holder

This is to certify that this document is a fair and accurate transcript of my telephone interview with Sheila Holder on Monday July 14, 1997.

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Rosemary Tyrrell

## APPENDIX E

## QUESTIONNAIRE

The British Versus the American Curriculum at Bermuda Institute  
Southampton, Bermuda

Questionnaire prepared by: Leslie Holder, Ed.D. Candidate  
Respondent: Sheila Holder, Principal of Bermuda Institute  
Purpose: Gathering information for L. Holder's doctoral dissertation.  
Date: Friday, July 11, 1997

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1. **Are there any major problems encountered in dealing with the British versus the American curriculum at B. I.? If so, what are they?**

ANSWER: At present we are totally on the American system and have abandoned the British system entirely. I am therefore unaware of any problems.

2. **Is B. I. attempting to be British or American or some combination of both? Explain.**

ANSWER: In the past Bermuda Institute has attempted to combine both the British and the American systems. In certain core subjects the teachers were given copies of both the British and the American syllabi and they attempted to cover both during the school year. In addition at each year levels the Govt. gave tests and students could get credits toward a BSSC diploma if they successfully passed the test. These test were given at times that were not good for our students because school was over for the year and our students did not approach these tests with a good attitude. Neither did they see the importance as the results did not determine if they would move on to the next grade level. Our success rate was fair at best. Another problem was that the information taught on the American system was not taught in the same sequence and sometimes not even on the same year level as it was on the other system and this used to frustrate both students and teachers. Therefore a decision was made to discontinue our participation in the testing program and thereby limit the students to receiving one diploma upon completion of high school. This decision led to a gradual diminishing of the British program but up to 1994 we

still had remnants of the systems in as far as credits are concerned. During the 1993-95 school years the Academic Review Committee worked to rectify this and at present we are totally on the American system.

**3. How does this decision affect the students?**

ANSWER: This decision has made it less complicated for the students. They are able to successfully enter schools in Britain and Canada with the American diploma. Because they are coming from a British colony however they may still have questions regarding the number of "O levels" passes that they have obtained. Once it is understood that they have a high school diploma based on the American system, it is easy for them to complete the entrance requirements.

**4. How does this decision affect the teachers?**

ANSWER: Obviously having to use just one syllabus makes it less confusing for the teachers. They can concentrate on completing the information as required by the Atlantic Union. It must be stated here, though, that the school sees as important that our students know the history and geography of their own country and in elementary school (grade 4 or 5) and in the middle school (grades 7 and 8) we substitute our own requirements. This has the sanction of the Atlantic Union Conference.

**5. What do you see as the advantages and disadvantages of the British system?**

Having not had much experience with the British system I can only offer the following:

ANSWER: Advantages:

The further in high school that one advances the less subjects one takes thereby allowing students to learn more in depth.

The British tend to integrate core subjects (History, Math, Social Studies and Science during the early high school years (7,8,9) The student is then able to concentrate in areas of strength during the last two years of high school.

In the area of testing very few multiple choice tests are given. The students have to be able to present the information correctly. There is less room for guessing.

Disadvantages:

If students plan to enter American colleges and need to take college entrance tests such as the ACT and the SAT they usually do not score well because they are not familiar with the format.

When students transfer they have only partial credits.

**6. What do you see as the advantages and disadvantages of the American system?**

**ANSWER: Advantages**

Most of our graduates attend American schools and the transfer is much smoother.

Students can transfer from one Adventist school to another without much difficulty. It should be noted that a fairly good percentage of students transfer after grade 10. In the past transfer of credits has been a problem.

**Disadvantages:**

We live in a British colony and most schools on the island follow the British system. It is difficult to accommodate local students who transfer in the middle of the year. One reason is that their year is divided into three terms and our into two semesters. If a student transfers at the end of December they have completed their term but we are still in the midst of first semester.

**7. Additional comments:**

I am seeing the American high school system reconstructing their schedules in reference to longer periods and not necessarily teaching the same subjects every day. This is very similar to how the schools on the British system have been teaching all along.

Sheila V. Holder, Principal  
Bermuda Institute of Seventh-day Adventists  
July 11, 1997



## APPENDIX F

THE FIRST GRADUATING CLASS OF THE  
REINSTATED TWELFTH GRADE  
BERMUDA INSTITUTE  
1968

		Degrees Earned			
		Associate	Bachelors	Masters	Prof. Cert.
1.	Edrene DeShield		*	*	
2.	Mark Fields				**
3.	Michael Fields				*
4.	Suzette Flood		*	*	
5.	Charles Hill		*	*	
6.	Lois Hill		*	*	
7.	Udora Ingham	*			
8.	Delwyn Joseph				
9.	Lynette Nisbett		*	*	
10.	Pamela Scott		*		
11.	Wilton Simmons		*	*	
12.	Michael Stowe		*	*	
13.	Karen Wilson		*	*	
14.	Noreen Wilson	*			
15.	Villa Mae Wilson		*	**	

- |    |                 |   |
|----|-----------------|---|
| 1. | Edrene DeShield | Professor of English, Oakwood College.  |
| 2. | Mark Fields     | Garage manager of Bermuda's Public Transportation Board; professional certificates in automobile engineering. |
| 3. | Michael Fields  | Manager of the electronics department of a major retail store; founder of the Executive Transport Company.    |
| 4. | Suzette Flood   | Principal of a Bermuda Government elementary school.  |
| 5. | Charles Hill    | SDA church pastor.  |
| 6. | Lois Hill       | Associate Dean of the Faculty Arts and Science, Bermuda college.  |

7. Udora Ingham Executive Secretary, Bank of Bermuda.
8. Delwyn Joseph Statistical clerk; carpenter.
9. Lynette Nisbett Chairperson of the English Department, Bermuda College.
10. Pamela Scott Elementary school teacher, Bermuda Government public school system.
11. Wilton Simmons Director of Education, Texaco Conference of SDA; Junior high school principal.
12. Michael Stowe Executive Director, Bermuda's National Drug Commission; Electronics engineer.
13. Karen Wilson Deputy Principal of a Special Education school.
14. Noreen Wilson Payroll Manager, King Edward VII Memorial Hospital.
15. Villa Mae Wilson Financial Assistance Worker, Department of Social Services; Founder/director of a halfway house for recovering hospital patients.

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VITA

Name: Leslie Clarence E. Holder

Date of Birth: October 19, 1944

Place of Birth: Pembroke, Bermuda

Post-Secondary Education:

Oakwood College, Huntsville, Alabama

Atlantic Union College, South Lancaster,  
Massachusetts

Virginia Commonwealth University,  
Richmond, Virginia

Andrews University, Berrien Springs,  
Michigan

Degrees Earned: B.S. Accounting,  
Atlantic Union College, 1966

M.B.A.  
Virginia Commonwealth University,  
1983

Ed.D. Educational Administration  
Andrews University, 1998

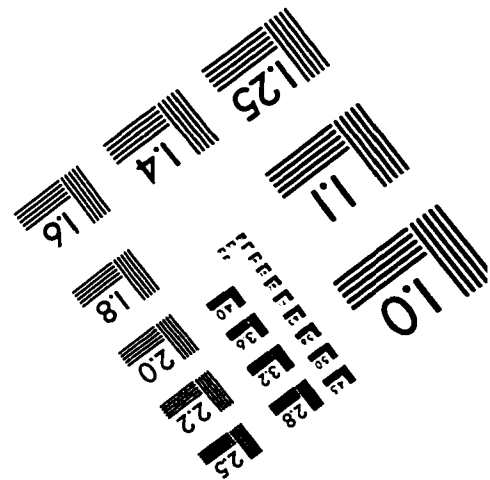
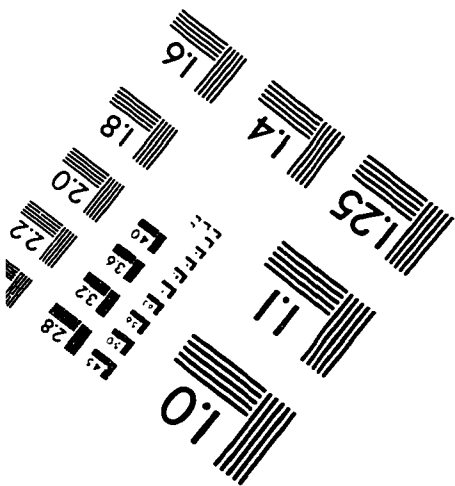
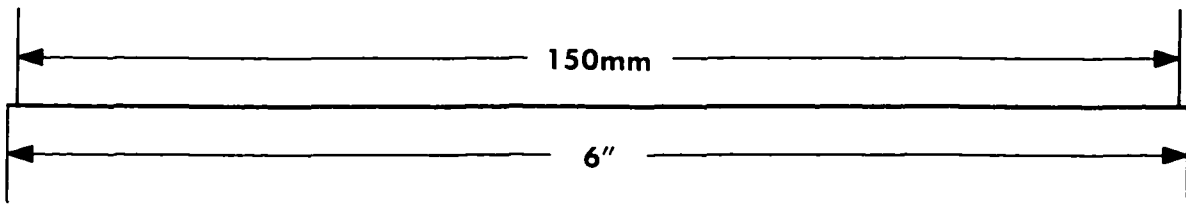
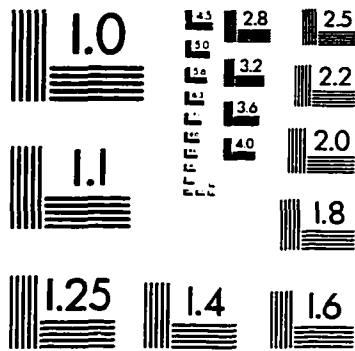
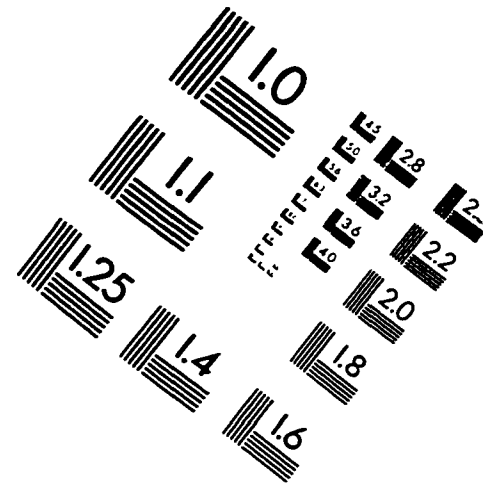
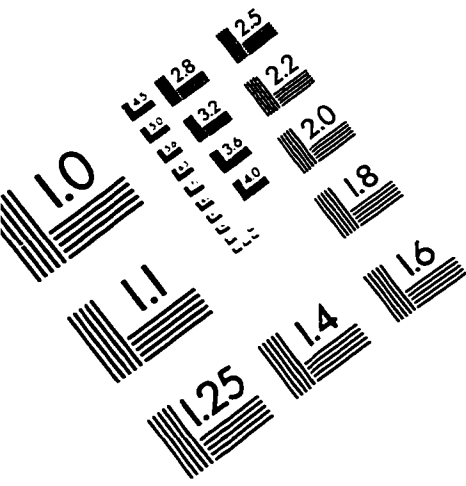
Professional Experience:

1966-1968 Accounting Clerk  
American International Ltd.  
Hamilton, Bermuda

1968-1969 Teacher  
Bermuda Institute (high school)  
Southampton, Bermuda

1969-1981	Accountant; Secretary/Treasurer Bermuda Conference of SDA Hamilton, Bermuda
1983-1989	Accountant; Assistant controller Fidelity International Ltd Pembroke, Bermuda
1989 -	Lecturer in Business Studies Bermuda College Paget, Bermuda

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