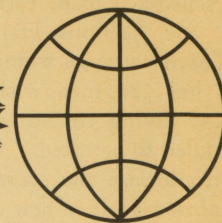
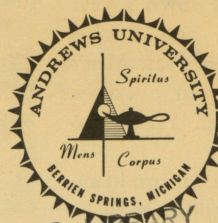


ANDREWS UNIVERSITY

FOCUS

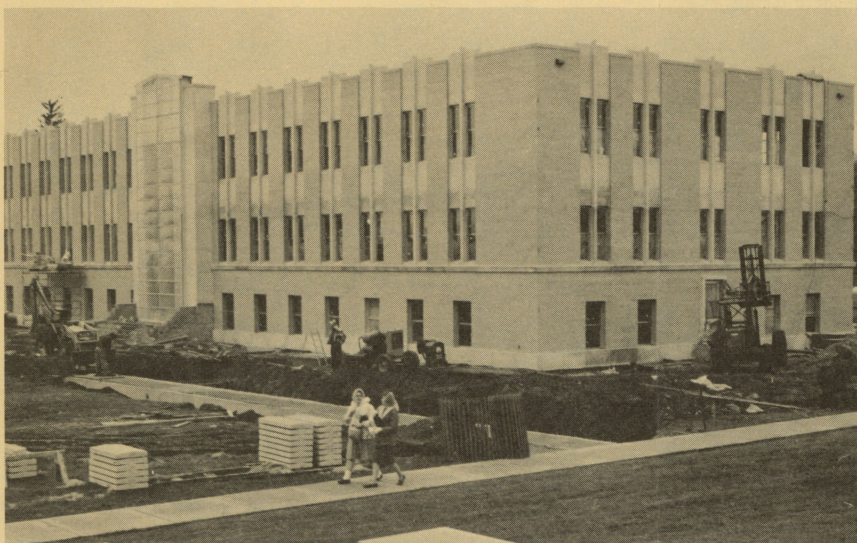


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MAGAZINE

VOL. 1

NOVEMBER-DECEMBER, 1965

No. 4



The new Administration building (see picture on page 2 for location) will be ready for occupancy by the spring of 1966, states V. E. Garber, vice president of financial affairs. The building will be used for offices, class and committee rooms, and for storage of various service divisions of the university.

TWO-YEAR PLANS CALL FOR \$2,000,000

Growth Marks All Phases Of Campus Activities

Four building projects related to Andrews University will involve nearly \$2,000,000, estimates President Richard Hammill. The projects include the new Administration building (pictured above); a new wing for Lamson Hall to be started as soon as the architect has completed the drawings; Beechwood I and II married student housing units, now almost complete, and a plan for three more apartment buildings to be in operation by the start of 1966-67 school year; a Physical Education building addition to house a swimming pool, handball courts, more classrooms, and general gym rooms. Classrooms now used by the elementary school will be converted to locker rooms and showers.

Alumni will remember that five years ago, a student body approximately half the present size ate meals in the basement of Birch Hall, studied from a "measly 60,000 volumes" housed in what is now Griggs Hall, and trudged through drifts of snow to cross an open field where the Library, Seminary Hall, and the new Administration building are now located. The growth represents a net worth of almost \$4,000,000 in five years, said President Hammill.

The enrollment this year has crowded classes and facilities. It was necessary to close many classes and add new sections, according to Registrar Dyre Dyresen.

Residence halls are full to overflowing. Lamson Hall has over 400 women with three living to a room on the top floor.

(Continued page 2)

Hammill Addresses Largest Enrollment

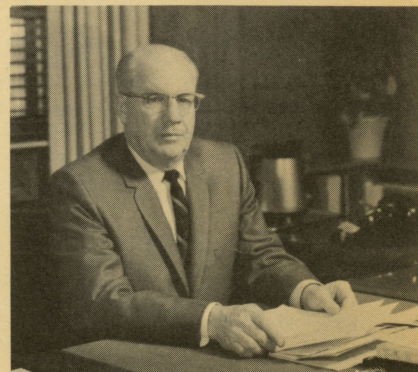
Dr. Richard Hammill, president of Andrews University, addressed the largest student body on record in the first university convocation of the new school year. Approximately 1500 undergraduate students and nearly 400 students of the Theological Seminary and Graduate School were in attendance.

Emphasizing a "balanced approach" to the search for truth,



Hammill said that Dr. Richard Hammill Andrews seeks to provide experience for its students that will "ensure that their lives will be meaningful and worthwhile."

130 Degrees Awarded At Summer Session



Speaker Dr. G. T. Anderson

Speaker at the Andrews University summer commencement was Dr. Godfrey T. Anderson, president of Loma Linda University since 1954. One hundred thirty graduates heard his address and were awarded degrees. "The Christian University — Anomaly or Panacea?" was the topic of Dr. Anderson's address.

GROWTH (From p. 1)

Forty women live in Birch Hall which was scheduled to be torn down a year ago; and Campus Hall and Rachel Hall each house 16 women. New Meier Hall has 428 men with an overflow of 142 living in Burman Hall, also scheduled to be razed.

To alleviate the crowded condition in Lamson Hall, a new addition to be finished by the fall of '66 at the cost of \$700,000 to \$800,000 will be started soon, stated V. E. Garber, vice-president of financial affairs.

"We have women everywhere but in the linen closet," Miss Arlene Friestad, dean of women, said. "We have them in the sewing room, the isolation ward, the infirmary, and the gymnasium. The worship room is so full we've had to move the piano out to make room for more chairs."

The new wing, states Garber, will extend across the west end of the present hall, connecting with both north and south wings and worship room, providing room for at least 200 women. The enlarged worship room will seat 600. The addition, designed by McGrath Associates of St. Joseph, Michigan, will have two-suite rooms with lavatory in each room and bathroom facilities shared by the two rooms. It will include trunk storage and laundry rooms. The projection of the west entrance of the addition will contain a main lobby, lounge, reception desk, library, and guest rooms, Garber states.

"Operation Splash" by which the students and alumni designate their part in raising \$30,000 for the modern, olympic-sized swimming pool was

The three-story, double-faced new Administration structure faces north and south between the present Administration building and the Theological Seminary building. This forms a mall between the new building, the Seminary, the James White Library, and the Pioneer Memorial Church.



New Housing Nears Completion

Beechwood Court, a 34-family unit of the new housing scheme being built at Woodside Village, adjacent to Garland Apartments, was ready for occupancy of 24 families in October. Other courts will be built, making a total of 450 family units. The special feature of these apartments is parking facilities close to the individual apartments, somewhat like the modern motels.



Nelson Apartments

Future university married students and staff will find the chore of apartment hunting eased by the recent acquisition of a new six-apartment building located on 1st Street, behind the Tri-Sum Bakery, off Highway U.S. 31.

The apartments, which contain four two-bedroom apartments and two three-bedroom apartments were made available through an annuity by William Nelson, a Benton Harbor businessman residing on Lemon Creek Road, Berrien Springs.

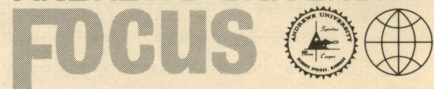
launched Saturday night, November 6, when four alumni comprising the Faith for Today quartet came to A.U. in a secular concert, "Salute to America." The quartet consists of Stan Schleenbaker, first tenor; Larry Fillingham, second tenor; Jim Ripley, bari-

tone; Don Siebenlist, bass; and their accompanist, Van Knauss.

Karl Anatol, president of the Student Association, notes that everywhere on the campus there is concerted energy and action by faculty and staff members, students, and talent groups to raise the necessary funds for the pool.

"If you desire to identify yourself with the spirit of your alma mater," says Anatol, "mail your contributions to the Student Association, Andrews University, Berrien Springs, Michigan."

ANDREWS UNIVERSITY

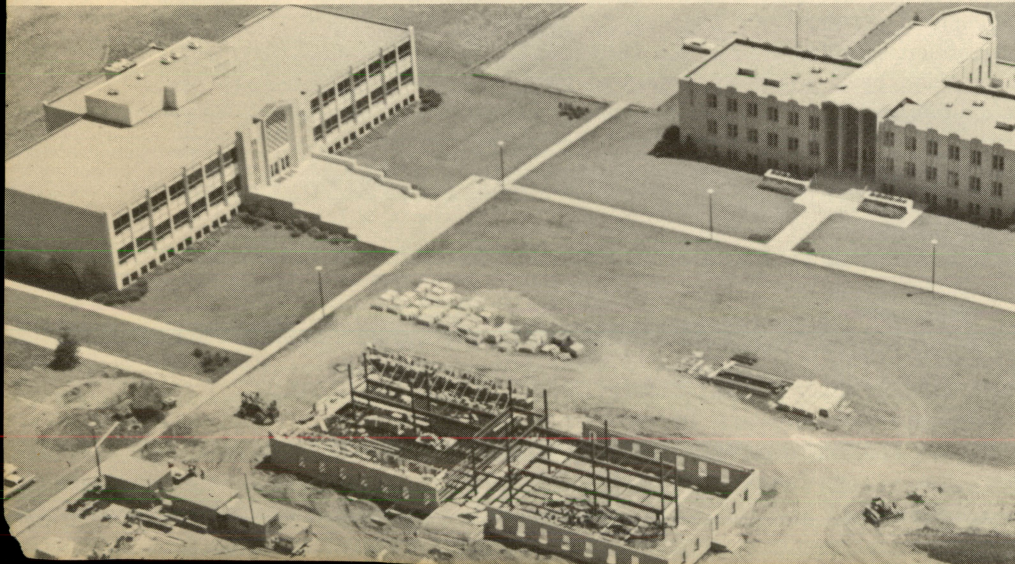


Vol. 1 November-December No. 4

Donald Lee Editor
Editorial Board: Charles B. Hirsch, Donald Lee, Louis Pettis, Horace Shaw.

Published at Berrien Springs, Michigan, jointly by the University and the Alumni Association of Andrews University bimonthly January-February, March-April, May-June, July-August, September-October, and November-December.

FOCUS



James White Library Reports Growth

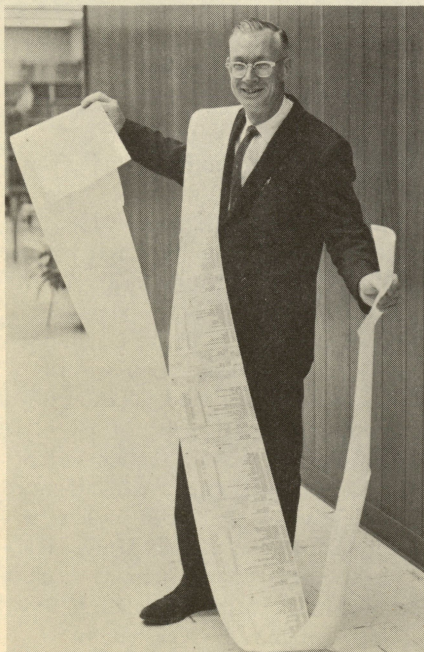
The Andrews University James White Library grows by 1000 volumes a month. "But we have plenty of room," says Mrs. Mary Jane Mitchell, university librarian, "because our new library is built to hold 280,000 books, and at the present time we have 140,000."

The James White Library has five main reading rooms: arts and sciences; social sciences; references; periodicals; and the Seminary reading room, which has the library's collection of Seventh-day Adventist books and periodicals as well as a large number of books and magazines from other faiths and of general theological reference.

The periodicals reading room is on first floor. The library is currently on the mailing list of 1,194 magazines and periodicals. The invoice received recently for periodicals, says Leonard Hill, assistant professor of library science, is 22 feet long. It arrived in triplicate.

"The most recently expanded part of the library facilities," says Mrs. Mitchell, "is the curriculum room." The curriculum room is equipped specially to serve elementary and secondary teachers and education students, as well as the college teachers of education methods in any field.

Leonard Hill, assistant professor of library science, is shown here with the 22-foot length invoice for the 1,194 magazines and periodicals to which the James White Library subscribes.



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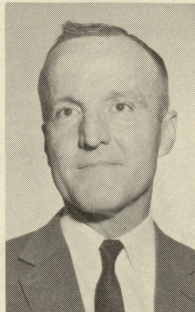
New Organ Ready for Dedication Soon

The new Casavant pipe organ* has been installed at Andrews University in the chancel of the Pioneer Memorial Church, and the dedication concert is now scheduled for early January. Describing the organ, Dr. C. Warren Becker called it remarkable for its many individual voices, its architectural beauty, and its luxuriant ensemble or tonal "bouquet," a blend of considerable brilliance and richness. Disposed in functional arrangement, the Swell and Choral divisions are housed in the large chambers already provided, whereas the Great and Positive organs are hung on the large walls flanking the main baptistry arch. To complete the artistic arrangement of pipes, some of the pipes frame the baptistry and lancet windows.

The new pipe organ replaces the Moller organ that was in the old chapel before that building was razed to make way for an enlarged campus, said Becker, and is necessary to fulfill requirements of the Master's degree program; it will make it possible for us to train teachers of organ, to produce radio and television programs, to create a center of cultural advantages, to recreate the great organ masterpieces, and to ennoble and enrich all who hear the organ.

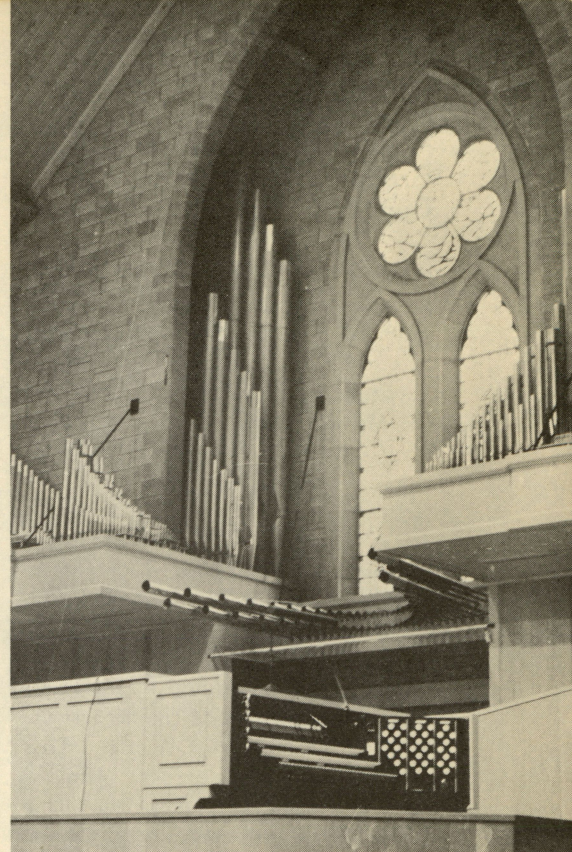
Chimes Donated By Stocker

A set of class A. Deagan chimes has been donated by Howard O. Stocker, M.D., of San Bernardino, as a memorial gift to his parents, Mr. and Mrs. Christian A. Stocker, Frankfurt, Indiana, both now deceased. "It was my parents," said Dr. Stocker, "who lent encouragement, support, and sacrifice through the difficult depression days or years of that time that made my education possible."



Dr. H. O. Stocker
Chimes Donor

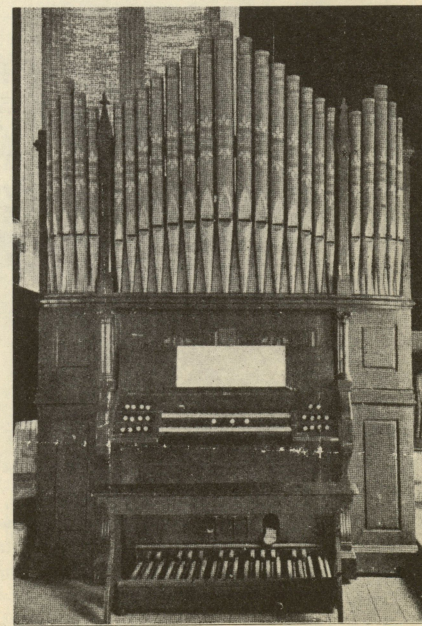
The chimes are a welcome and necessary addition to the Casavant pipe organ, explains Becker and are of the best quality possible with the lower register of the chimes richer and more sonorous than other chimes of an inferior quality.



Dr. Stocker has also donated an appropriation for a cymbalstern which will be used with especial success in the performance of 17th and 18th century compositions, Dr. Becker said.

* The growing list of pipe-organ donors will be brought up to date in the January-February, 1966, FOCUS.

AU's first organ had simulated pipes. It was brought here when the college was moved from Battle Creek. The organ was pumped by bellows manned behind the scenes. Old timers remember a day when one of the pipes tumbled down during a performance.



Wives of Seminary and Graduate Students Complete Nutrition Course

A class of 43 seminary and graduate students' wives consisting largely of professional women, home economists, teachers, nurses, secretaries and graduate students, recently received lay nutrition instructors' certificates from the Medical Department of the General Conference. Mr. Clinton A. Wall, chief dietitian of the Charles F. Kettering Memorial Hospital, addressed the group regarding their responsibility as lay instructors and their place as leaders in the community and the church.

The group completed an active and intense program of seven weeks of instruction in nutrition by Mrs. Frank L. Marsh, chairman of the department of home economics of Andrews University, and Miss Barbara Jemison, instructor; both are dietitians. Concurrent with the classes were laboratory groups conducted by the instructors with the aid of advanced students of the home economics department.

Emphasis was given in the use of ordinary foods to assure good nutrition, to know nutritional allowances and to recognize and deal directly with food fads and misinformation.

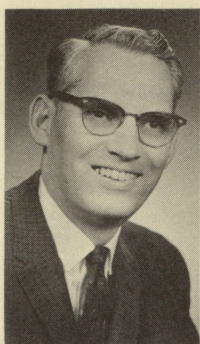
These minister's wives with their husbands are now scattered to many parts of the world and carry with them the charge given by Mrs. T. Housel Jemison to use their information wisely with a strict code of ethics that will help to stem the tide of misinformation while they teach principles of good nutrition and the preparation of excellent, healthful food.



Wives of Andrews University Seminary and graduate students who received certificates as lay nutrition instructors. Pictured on the front row are the officers of the Graduate Guild: Kay Duge, Kay Priebe, and Sandra Poole; instructors, Mrs. Frank L. Marsh and Barbara Jemison; Guild sponsor, Mrs. T. Housel Jemison.

Masters of Business Administration Classes Offered

Classes were taught this past summer, for the first time, as part of a program which will continue this



Dr. R. E. Firth

school year and lead to the degree of master of business administration. This is the first time that this degree has been offered, says Dr. Robert E. Firth, chairman of the department of business administration and economics.

Firth has been organizing the program since his arrival on campus as professor of business administration a year ago.

Prerequisites for the new graduate degree include principles of accounting, principles of economics, principles of management, personnel management, business law, marketing, business finance and statistics.

The primary objective of the Masters in Business Administration offered at Andrews University is to more fully prepare men and women to fill positions of administrative responsibility in Seventh-day Adventist institutions.



Charter students of the business administration department's master of business administration program who "represent many backgrounds" are pictured with their professors.



Twenty-five students attended the summer institute in mathematics for secondary school teachers sponsored by a National Science Foundation grant of \$29,980 to cover tuition and fees that otherwise would have been charged to the students. Students also received a stipend to cover personal expenses. This is the third time Andrews University has been the recipient of similar grants from the foundation, states Dr. Harold T. Jones, professor of mathematics and director of the summer institute.

Materials presented in the courses will draw both from the needs of the denominational institutions and from the general business world.

Teaching personnel included R. E. Firth, Ph.D.; Wilson Trickett, who plans to complete requirements for a Ph.D. at Michigan State University this fall; and Harold Phillips, assistant professor of business administration. Phillips is completing his doctoral dissertation at the University of Florida.

Also on the graduate faculty is Arthur Klein, who is on leave of absence until the fall of 1966 to complete his doctorate at Michigan State University.

The students represent many backgrounds: missionaries on furlough, foreign students and college seniors.

TO SHARE IN GREATNESS

BY RICHARD HAMMILL

IN RECENT MONTHS the President of the United States has had a great deal to say about "the great society" which he envisions for this country, a socialistic society apparently designed to increase the total wealth and gross national product of the nation and to redistribute the wealth, giving a greater share of it to the poor, and providing means through education to help the lower income groups become greater producers. This is a laudable goal, and though perhaps some may have reservations relative to the methods that will be used to promote this goal, we all agree that efforts to improve the lot of economically deprived citizens is a worthy endeavor of our society.

As citizens and as educators of this great nation we stand ready to assist in building a greater society, but at the same time we have our own work to do which transcends that of building a greater America. Like Nehemiah of old, we assert that we are doing a great work and will not be turned aside from our major goal, which is to prepare educated, highly skilled, and highly dedicated youth who love the Lord and His church more than we do, and who are more deeply committed to its work than are we ourselves. We will do our part to help build "the city of man" but will not be turned aside from our objective of using our abilities and our vigor to build "the city of God."

THE WORK of the church on earth embraces all areas of life. This is the truly "great society," a society planned in the purposes of God, and which far transcends the dreams and visions of the most idealistic politician, economist or sociologist. When we pause to reflect upon it, we become aware of the fact that it is God's plan to build a society through the work of the Holy Spirit and His loyal followers here on earth—a society with a distinctive economic system, with a distinctive social and cultural life, and with a goal of intellectual development exceeding that of the most starry-eyed educator in our world today.

The goal for Seventh-day Adventist educators is far higher than most of us are willing to accept. Consider, for example, these statements written by Ellen White, one of the founders of our denomination and of our educational work: "God designs that the college at Battle Creek shall reach a higher standard of intellectual and moral culture than any other institution of the kind in our land."—4T

425. "It is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing."—6T 126.

HERE WE ARE plainly told that we are to conduct our educational institutions in such a way that their excellence will be observed by all. Whenever I stop to reflect upon this statement I must conclude that the attention of the public has not been drawn to us because of the excellence of the work offered in our educational institutions. It is true that we have done fairly well in the realm of character education. Our work-study program with its excellent character-building aspects has drawn favorable attention at times, but as far as intellectual excellence goes, we have received little, if any attention at large. To my knowledge, no product of our schools has ever been a Rhodes scholar. Very few students in our colleges receive Woodrow Wilson Fellowships; in fact, we rate very low in this respect. Even though a number have applied for them, few of our teachers have received Fulbright Awards or Guggenheim Fellowships.

OTHER DENOMINATIONAL COLLEGES and universities are known for their excellence. Certain colleges, smaller than ours and with smaller operating budgets, are known as schools of excellence and receive favorable attention in the national press. Their leaders are well known in the higher educational circles of the nation and many of them are elected to positions of honor in accrediting associations and the voluntary associations of higher education.

In recent years our denomination has established two universities. I am not among those that feel that this was a mistake; in fact, I believe that we have sorely needed such institutions for quite a while. They have come almost too late. We are finding it difficult now for authorities to accept that a denomination like ours can operate a university in these days of terrific costs and short supply of highly educated, talented teachers. I am sure it would have been almost impossible to have started universities if we had tarried a few years longer.

What shall be the function of our universities? Are they merely to offer a fifth year, or sixth, or seventh year

of college-level work? Is this the conception that we should hold of them?

I do not have time in this report to delineate fully what the essential nature and characteristics of a university are. I shall mention only two of them very briefly.

A COLLEGE is basically a teaching institution founded to transmit the compendium of accumulated worthwhile knowledge. A university has this added function that it is not only a teaching institution transmitting knowledge, but it is also a collection of scholars, both teachers and students, who engage in the joint discovery of new facts and knowledge and in the synthesizing of them into meaningful concepts.

Moreover, a university is a place of excellence in its educational activity. This excellence does not lie in the name "university" nor in the name chosen for the university, but in the quality of instructional and research programs carried on. Oxford University gets its name from a ford for oxen, and Cambridge from a bridge over the river Cam; yet, despite their humble names, they have come to stand as symbols of excellence in scholarly and intellectual activities.

Our problem at Andrews University is that of how to achieve excellence in our activities as we strive to reach our own goals of preparing youth who are fully dedicated to the Lord and to His church, who have high spiritual ideals regularly translated into practice in their lives, and who have intellectual attainments and skills of the highest quality. What shall we do here at this university to reach these goals upon which we all agree?

Tonight I will comment on efforts to achieve intellectual and scholastic excellence by discussing four topics:

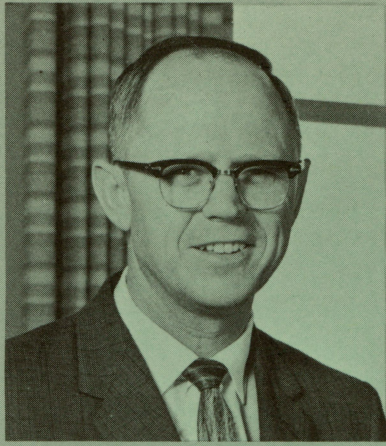
NO FACTOR in achieving the scholastic objectives of this institution is as important as that of developing and maintaining an outstanding faculty. The first aspect of achieving excellence in the faculty is their education and experience. Andrews University is fortunate in having many members on its faculty that are highly educated and competent in their specialized fields. The Board of Trustees has approved a program of faculty development that provides opportunities for faculty members to have leaves of absence in order to obtain the best academic preparation. The examining team of the North Central Association of Colleges in their recent report commented favorably upon the preparation and ability of our faculty and upon the institution's program of faculty development. They did, however, raise the very serious question of whether or not the Seventh-day Adventist church will be able to provide enough adequately trained staff members to meet the needs of a developing university, let alone two.

Next to the training and competence of the faculty lies the important matter of their dedication to the task. The examiners' report again made statements of commendation on the degree of dedication of our faculty to the work of our university: "Any university would envy the sincerity of this faculty." They point out that the faculty members' pay scales are notably smaller than those in other universities and that the faculty member is "expected and required by the salary policy to serve his church in lieu of some salary payment." Although some of our faculty members are financially hard pressed (notably the younger family men with small children at home which prevents the wife from working), yet our faculty recognize that along with all other categories of workers in the church's activities, they are dedicating their services to the work of the church and are willing to manage on the same remuneration as do other workers. Our faculty are dedicated to the work of the church. They gladly commit themselves to the activity of higher education and ask only for facilities and policies that will enable them to contribute their best toward achieving the objectives of this institution of higher education.

A THIRD FACTOR relative to excellence in the faculty has to do with policies that enable a faculty to achieve excellence in their work. One of the most pertinent policies in this area is that of the teacher load. A competent, dedicated teacher spends all day and long hours in to the night preparing for his classes and seeking to improve himself by research, study, and writing. Many of our teachers labor beyond the point of good judgment in order to fulfill their function properly.

One of the reasons that has prevented us from achieving greater scholarly excellence in our institutions has been a teaching load that is too heavy for faculty members. We urge them to excellence but do not give them time for it. They have been forced into marginal teaching by the high semester-hour teaching load.

Just a few weeks ago at the Association of American Colleges I watched while the Danforth Foundation officials awarded prizes, high honors, and national recognition to teachers from certain colleges who had achieved eminence because of the quality of their instruction. I hope the day will come when some of our teachers can receive an award like that, and share in awards for institutional excellence made by the Standard Oil Foundation and others. I also hope the day will come soon when numerous of our students will receive Woodrow Wilson Fellowships. I am convinced that our teachers and students have the native ability and the quality of training to enable them to do this if we but give them the opportunity and let them know that it is expected of them. It is necessary, however, to exercise care in the kind of faculty members we appoint, in the duties we assign them, and in the kind of activities for which we reward them.



President Richard Hammill

Dr. Richard Hammill assumed the presidency of Andrews University in June of 1963. He has served as a pastor, teacher, missionary, and administrator in the Seventh-day Adventist denomination since 1936. In 1955 he was chosen as an associate secretary of the Department of Education of the General Conference, the position he held at the time of his election to the presidency of Andrews University. The past two years and three months have shown notable gains for the University in all of its activities—new buildings, curricula, departments, faculty have been added; after four years of intensive planning and study the "Working Policy" has been published; net dollar evaluation has increased by a million and three-quarters. In this first issue of the Andrews University "Focus Supplement" Dr. Hammill discusses the need for "intellectual excellence" at Andrews University.

A SECOND basic institutional policy that will help to achieve excellence is increased emphasis upon research. Whether we like it or not, university research is basic to excellence. The *Detroit News* of December, 1964, contained a discussion of the development of one of the universities of the state. It discussed a report that had been made about this institution. The report defined a university as "an institution concerned with scholarship and research above and beyond the programs required for the bachelor's degree." I will not here belabor the obvious point that teaching is the major function of our faculty, but I do wish to express my conviction that basic to excellence in teaching is opportunity for faculty members to engage in a reasonable amount of research. Learning results best from a real spirit of inquiry on the part of the teacher and of the student. I believe that no group of people should be more interested in research than Seventh-day Adventists. We believe that the universe and all the materials things in it and all its forces and laws owe their existence to the all-wise Creator. What we see in our environment around us, both in this earth and in surrounding solar systems and galaxies, is the result of the mind and workmanship of God. Moreover, all that has happened on the earth bears the influence of the Creator working out His purposes in the activities of mankind. How diligent every scholar should be to try to find out more of the aspects of nature, more real understanding of the forces that shape human behavior and history. In the book *Education* are numerous references to the investigations of the first human couple prying into the "exhaustless source" of nature. "On every leaf of the forest and stone of the mountains, and every shining star and earth and sea and sky God's name is written. With both the animate and the inanimate creation—with leaf and flower and tree and with every living creature from the leviathan of the waters to the mote in the sunbeam—the dwellers in Eden held converse, gathering from each the secrets of its life, God's glory in the heavens, the innumerable worlds in their orderly revolutions, 'the balancing of the clouds,' the mysteries of light and sound, of day and night—all were objects

of study by the pupils of earth's first school." (p. 21) This book further delineates the fact that the "treasures of the universe will be open to the study of God's children." Their curious minds will seek out ever more glorious revelations of their Creator as they realize that there are ever "new wonders to admire, new truths to comprehend."

AT ANDREWS UNIVERSITY the faculty will be encouraged to search deeper into the mysteries of God's handiwork. I hope that permission will be granted in due time for more research, study, and advancement of teaching in the area of the sciences. We do not wish to be confined to the study of the past, digging up old bones to bury in new graves. We would like to reach out in an effort to discover what can be known of this world—not only of the physical aspects, but also in the area of social sciences, pressing our studies into the forces that shape human behavior, test our theories of conduct, and bring them before the world as sound and reliable.

PERHAPS ENOUGH has been said relative to our faculty's engaging in research in an effort to discover the secrets of our environment, and to pass them on in teaching and in writing. In harmony with this function of the university to seek to discover knowledge and to transmit it, I must comment on an element of the transmission of knowledge which we have neglected. Most of our emphasis thus far has been on the teaching side. As we move into university activity it is expected that our faculty also do their part in the transmission of knowledge by writing and publication. The North Central Association report had the following to state on this subject: "Faculty research and publication have not been pushed to any great extent. At an undergraduate college, this was not so important. At a university striving for recognition, research and other scholarly effort become of greater import." The report further states that our faculty

need wider recognition for their efforts and that they must occupy themselves with publishing in order to obtain recognition as creative scholars. Only in this way will the university be able to obtain permanent accreditation for its graduate programs. We were very pleased several months ago when Dr. Siegfried Schwantes won a national author's contest with his manuscript, *A Short History of the Ancient Near East*. We hope more of our teachers follow his example in preparing book manuscripts.

Focus Supplement

At a recent meeting of the general faculty of Andrews University it was voted to publish occasionally a supplement to the University FOCUS. The exact wording of the action is as follows:

"Voted that articles of a general nature be included in the Andrews University FOCUS under the title of Andrews University "Focus Supplement." This "Supplement" should present talks, sermons, addresses, etc., by university faculty members, students, and alumni, directed to board members, ministers, alumni, business friends, parents, civic leaders, etc. Three members of the faculty, including the vice-president for academic administration, shall serve with the director of public relations as the editorial board. The annual budget shall be determined by the president and be administered by the director of public relations. The "Focus Supplement" shall be free of charge and its frequency will depend on the annual budget."

This first "Supplement" carries the State of the University message given by President Richard Hammill at the January 31, 1965, faculty-board banquet.

The Editor

Closely related to the first essential ingredient of excellence of Andrews University is the curricula. I have just spoken of our hopes to expand our graduate curricula sometime in the future to include studies of the physical universe, and of social behavior. We have recently broadened our curricular offerings by adding a Department of Behavioral Sciences. This very important and entrancing phase of modern study must be strengthened and expanded. We find it necessary also to provide for the ever-growing number of Adventist workers engaged in the business activities of the church by means of an expanded program in accounting, economics and business administration.

THE SCHOOLS of our church are greatly handicapped by an almost complete dearth of adequately trained teachers of art. I do not believe that this important deficiency in our elementary and secondary schools will ever be remedied until Andrews University can expand its program to include the training of many art teachers.

Also of special emphasis to our church is the important area of religious liberty. Closely allied to religious liberty are matters of law, business, political science, and international relations. It is our hope that as the years go by it will be possible for us to establish here a school of law, bolstered on one side by our master's curriculum in business administration, on another side by our new programs in political science and international relations, and on another side by the excellent work of our Seminary. For its proper development, the study of law should be enconced in a center where, as I have just said, it is bolstered and surrounded by teaching in business, political science, international relations and religion. We think that the place for a school of law is at Andrews University. Certainly, with our religious and educational outlooks we have much to say to the world in the area of law, religious liberty and political organization—words based upon a Christian viewpoint and not merely upon the old outworn political systems of the balance of power and of power politics.

THE UNIVERSITY is girding itself in an effort to offer two professional degrees: The Doctor of Theology and the Ed.D. These curricula are vitally needed because the church has a voracious demand for people educated and skilled in these areas. This is a demand that thus far shows no prospect of being met, so we must enter into these two programs in order to serve the church in the way the church deserves and demands. Our growing system of parochial education requires an almost unbelievable number of secretaries and superintendents of education, elementary and secondary school principals, and teachers for the departments of education in our colleges. In the public universities they cannot get the type of education that fits them for the particular needs of operating our parochial schools. At the advanced level they need an opportunity for study and research centered around the improvement of our parochial school system; it is our intention to provide for that need.

A third vital concern in our effort to achieve excellence at Andrews University is the matter of facilities. We have an excellent library building and are hard at work trying to provide a collection of books and research periodicals that are equal to our growing graduate curricula. In 1900 it was considered that an adequate university library had to consist of 250,000 volumes. Big university libraries are now approaching a million and it is considered that in order to support doctoral programs the university library should have a minimum of half a million volumes. At the present time our library contains over 140,000 books and they are being augmented by over 11,000 every year. Our holdings in the areas in which we plan to offer doctoral programs are improving rapidly. The Board of Trustees has given excellent support in providing special appropriations to build up our holdings in these areas.

IN THE AREA of facilities our institution stands in urgent need of a new science building to house the Chemistry, Physics, Mathematics and Engineering Departments in space that is satisfactory, that provides room for growth, and that has adequate laboratory facilities. This will be a major undertaking. We cannot embark upon it for several years. We must, however, begin planning for it; and when the time comes we expect to launch a solicitation program to secure funds from philanthropic foundations and from industry and business firms in South Bend, Niles, Benton Harbor and other cities of Michigan. We must begin now a public relations program that will make such a solicitation program successful when we launch it.

Another physical facility very much needed is an addition to the women's residence hall. At the present time our women's enrollment has reached its maximum until further residence hall facilities are provided. Last, but not least, we face an urgent need to extend our Physical Education Building. Last spring I was greatly disturbed by the drowning of two of our very fine students. I cannot have my conscience at ease until we face up to this problem, and provide a swimming pool to teach our college students swimming and the basic elements of water safety. We must also provide facilities to teach recreational activities for small groups. The indoor courts and facilities we now have for large group activities are fine and are very necessary; but one of the most important aspects of physical education is to teach young people games that they can carry on through later life to maintain themselves in good health. We make very little provision for this at the present time; this facility must be added in connection with the swimming pool.

ANOTHER MEANS for developing excellence at Andrews University is to secure a type of student that is capable of mastering a scholastic program of high quality and then to motivate him in such a way that he will remain in school until his studies have been completed. In order to accomplish this, Andrews University must give serious study at once to providing more help for the superior student. This help must take two forms.

First, we must provide an instructional program that challenges him. In the past we have given adequate attention to the average student but inadequate care to the superior students in our midst. This imbalance must be corrected; we are studying ways to do this at the present time. We have no interest in trying to develop a psychology centered around the intellectually elite. We do, however, have a responsibility to provide for our superior students. We must also try to better motivate our students that have ability and are not achieving their potential. I am not sure just how we can do this but we must give study to it. One of the best ways, of course, is to

offer a superior instructional program. We must tell the youth in our churches that Andrews University is "a school for those who desire to learn with thoroughness that they may serve with distinction." The administrators of the University must bear the brunt of the responsibility for attracting a good student body. The soundest means of doing this is the assembling of superior faculty and developing outstanding curricula. In every institution which has achieved high rank as a university, a superior college using the university's best teachers has been a major factor. We want our full professors and best teachers to be engaged in the teaching of freshmen and sophomores as well as in teaching graduate students.

IN ORDER to attract and hold superior students we must continue to provide opportunities for students of high ability who do not have adequate funds to earn their way through school. In order that such students do not become unduly discouraged by slow progress toward their goal caused by the necessity for low class loads and high work loads, we must assist them by providing more scholarship funds. We do hope that our alumni and friends of the University can be encouraged to make gifts to our scholarship funds so that we can assure every student of good ability that by his own efforts and the assistance of scholarships provided by friends he may obtain a college education.

In developing a program of excellence at Andrews University we fully recognize that the intellectual and scholastic affairs are by no means the greatest. There are other areas of student life that are tremendously important. We do not have time on this occasion to go into these, but they should be mentioned just for the record. Social, cultural, emotional and spiritual development and maturation are basic aspects of the superior educational institution. We still have much to learn in order to achieve our goals in this respect. Botanists have discovered that plants grow much better if the amount of carbon dioxide in the air is increased slightly. This has been proved amply by experiments in greenhouses where the carbon dioxide content of the air can be controlled. Some of our scientists have speculated that the amount of carbon dioxide in the air before the flood was much greater than at the present time, resulting in a much more luxuriant foliage on the earth. I have often wondered what we could add to our campuses that in like manner would serve to increase the luxuriance of spiritual, social and emotional growth. Sometimes I feel very much at a loss to know what we need to do to improve in these important respects. We are doing a fairly good job but we do not have anywhere near the success that we ought to have. This is a matter that will engage us in much study and thought in the future.

In closing I would like to comment briefly on the part that each group has to play in developing Andrews University into an institution of excellence.

THE BOARD for its part exercises overall control and sets the general policies and objectives of the institution. It helps in providing the finances needed for the rapidly growing program. The faculty have their part laid out clearly; namely, in teaching, in research, in publishing, and in the setting of educational policies. Just a few weeks ago (January 12, 1965) Dr. J. P. Elder, Dean of the Graduate School of Arts and Sciences of Harvard University speaking before the Association of American Colleges, commented on the necessity of maintaining quality of instruction. Among the factors mentioned that tended to cut down on the quality of instruction is the entangling of the faculty in administrative chores and duties that divert their attention from their major function of teaching and research. However, we recognize that the faculty and staff of Andrews University have a great stake in the future of the institution and they are not to be regarded as employees, but as joint partners in the enterprise of developing an institution of excellence.

The President and his associate administrators bear the part of executing the policies voted by the Board and the faculty. Moreover, they must assist the Board in a greater degree than formerly in raising funds for the rapidly developing university. We recognize that the proportion of church funds now being given to higher education cannot be increased without impinging upon other aspects of the church's activities. We know that if these activities would be circumscribed, our own growth and development would be retarded. Therefore, we must seek other means of adding to the financial income of the institution through gifts from alumni, philanthropic foundations, and industry. Another part the administration has to play in the institution is that of adding constancy and stability to educational outlook. It is only to be expected that inasmuch as the faculty and staff are many, there would be a multitude and diversity of ideas relative to the proper management and development of the institution. A large ship must follow a steady course. There can be no caprice nor sudden movements. Someone has facetiously said that the type of government that faculty and staff members like most is anarchy. This, of course, is an overstatement, but it does pinpoint the fact that every person has his own ideas about how the University ought to be run; these must be given a hearing in a proper form, but it is the responsibility of the President and his associates to see that the ship is steered into proper waters on a steady course.

FINALLY, we must not overlook the part that students play in the future development of an institution. They, too, have a proper sphere of influence although many times they are unable to discover properly what it is. Someone has said that "youth advances endlessly upon the march of learning, armed with tom-toms

in the effort to get occasional attention from either administration or faculty, or both." We desire the cooperation and assistance of our students in the development of Andrews University. They have several roles, but surely the major one is making an outstanding success in their studies.

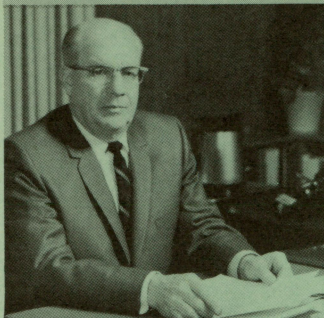
Recently I counseled a young man who was asserting his opinions about what ought to be done in the University, but who at the same time was making very poor grades, that the most that he could do for the welfare of Andrews University was to apply himself to his studies.

FROM ALL GROUPS connected with the University,—the board, the faculty, the staff, the students,—the University seeks integrity, strength, purpose and dedication to the task. There is much hard work before us if this institution is to succeed in the way and to the degree that we believe it should. We want that Andrews University share in greatness—not only in the greatness of providing higher education for the youth of America, but in the greatness of providing highly educated, skilled and dedicated youth for the work of God in all places of the earth. We seek this greatness for the institution, not for ourselves. We bear in mind the counsel that "Jesus did not strive for greatness"; we seek no greatness of our own; we only want to do our duty in a way that is worthy of Andrews University. John Steinbeck made a very critical statement of the Soviet leaders who banned Boris Pasternak's book, *Dr. Zhivago*. He said that "these men will be punished as were the judges of Socrates—their names forgotten and their stupidities remembered." I have often thought of this. I do not care a bit if my name is forgotten but I surely hope that my stupidities will not be remembered. As an educator in God's church I often pray that God will give me wisdom, a warm heart, and a broad mind to do my part in such a way that it will build faith, love, excellence and achievement in the youth who attend this University.

I am sure that this is the desire of all of us who have a part in Andrews University. We come to our responsibilities in the spirit of humility and dedication. We want to be satisfied with what we have but dissatisfied with what we are, seeking always to improve in our work, trusting in divine guidance and the blessing of our Creator. In the face of our responsibilities and tasks we confess with King David, "Blessed art thou, O Lord, the God of Israel our Father, for ever and ever. Thine O Lord is the greatness, and the power and the glory, and the victory, and the majesty; for all that is in the heavens and in the earth is thine. Thine is the kingdom, O Lord, and Thou art exalted as head above all. Both riches and honor come from Thee, and Thou rulest over all. In Thy hand are power and might; and in Thy hand it is to make great and to give strength to all. And now we thank Thee, Our God, and praise Thy glorious name." I Chron. 29:10-13.

The Christian University — Anomaly or Panacea

Dr. G. T. Anderson, president of Loma Linda University, was the guest speaker for the summer commencement exercises. Dr. Anderson received his B.A. from Broadview College in 1931; his M.S. degree from Northwestern University in 1934; and his Ph.D. degree from the University of Chicago, in the field of history, in



1944. He was also granted an LL.D. degree from Walla Walla College in 1961.

The following abstract of the commencement address was especially prepared by Dr. Anderson for the readers of the University FOCUS.

Dr. G. T. Anderson

THE APEX of higher education is the university. In recent years our church has placed this capstone on its educational system—both East and West. These young universities have reached their present stage, as have others, by a process of exuberant escalation. The intention has preceded the deed, but we have come to a time when the actuality of performance must match the profession. This being an Adventist University, its administrators and faculty and graduates have a genuine concern with its quality, and its competence to assume its role in the educational system of the church.

The term university as used in the United States covers a wide range of institutions. It applies on one hand to a single small liberal arts "college" in Kansas, and also to the multi-school, multi-campus University of California with an enrollment a hundred times as large. In this latter instance the institution might aptly be called a multi-versity with its operations in more than a hundred locations, its employment of over 40,000 persons, its nearly 10,000 courses, and its 100,000 students, 30,000 of which do work on the graduate level.

IN THE LIGHT of the great inclusiveness of the term—just what is a university? Among other things a university is a dialogue—it speaks and it listens. It is, or should be, a place dedicated to the adult pursuit of learning. It must remain the capital and fortress of thought—a place for the development of scholars, which, defined very simply by Emerson, are people who think.

There are four important hallmarks of a good university. One is a basic commitment to stimulating the life of the mind. This does not rule out emotion, or morals, or esthetics, but rather presupposes their enrichment through understanding. Another hallmark is freedom of inquiry in seeking and promoting truth. It is to the search for truth, and its dissemination, that the university program is largely dedicated. Of necessity, research must play

an important part in this advancement of knowledge, and it is this search for truth in all the areas in which it manifests any competence that makes the work of the university valid and significant. Other hallmarks of a true university are a concern with both ends and means, without confusing the one with the other; the development of the synthesis of culture and knowledge; and, in a Christian university a synthesis of faith and learning as well.

THERE ARE THOSE who believe sincerely that a Christian university is an anomaly, if these are the legitimate goals of a university. Can it meet the accepted definition of a university, including joining in the untrammled search for truth, and still operate within the framework of Christian faith? We who believe in Christian education are dedicated to the proposition that not only is a Christian university not an anomaly, but that it may, in the fullest sense, achieve these purposes. It would be in its ideal form a panacea for the ills which affect the world around us.

When Jesus Christ said You shall love the Lord your God with all your heart, soul, strength, and *mind*, he sanctioned the use of the mind in all areas of human endeavor. Anti-intellectualism is a repudiation of the duty laid upon us by Christ himself, to use and develop the God-given faculties.

The mind has been compared to a compass by which the captain of a ship determines his course and maintains his navigational directions. To repudiate the processes of reason and judgment is equivalent to smashing the compass. It leaves us with no way of establishing direction, and no means of determining the truth. Some who would not go so far as to smash the compass, still ignore its guidance, and others would tinker with it, or try to control its operation. We know that there are times when the mind may seem inadequate for the problems it is set to solve, but this should not discourage us from making every effort to use our divinely-given mental power to the fullest extent. But "the ability to see involves the courage to look," and one must face up to problems in order to bring the powers of the mind to play on them.

THE FRENCH PHILOSOPHER Descartes made the famous remark, "I think, therefore I am." If, as he says, thinking proves the actuality of being, then the activity of our minds would indicate our vitality. The quality of our thoughts would indicate the depth and range of our personality and character. Thinking would be a more accurate gauge of life than breathing. And the effectiveness of a university would be measured by the extent to which it could stimulate its students to creative and perceptive thinking.

Some of the critics of the Christian university suspect that these institutions are not so earnestly engaged in teaching students how to think as what to think. They sometimes think that the same rigorous standards of scholarly study and research are not maintained there as in a good

secular university. We believe that our church universities have the same obligation to uphold sound scholarship as any other, and we take seriously the words of Ellen G. White that such should be the case when she wrote, "Let not intellectual slothfulness close up your path to greater knowledge. Learn to reflect as well as to study, that your minds may expand, strengthen, and develop. The cultivated mind is the measure of the man."—4T 561.

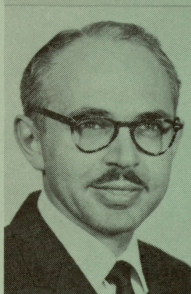
While it is a chief end of education to awaken and develop young minds, there are two hazards in the use and development of the mind. One is that we shall not use it enough, and the other is that we shall come to depend upon it too completely. A disciplined mind will avoid both pitfalls. It is possible to be at the same time a sincere believer and a creative thinker.

THE CHRISTIAN UNIVERSITY must stand for a definite commitment to the life of the mind and the life of the spirit. The greatest service to be performed by the Christian university will be to introduce uncommitted students to the intellectual validity, ethical grandeur, practical applicability, and unifying comprehensiveness of the Christian commitment.

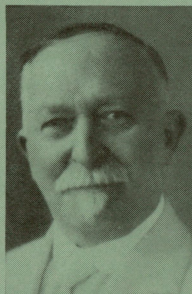
John Harvey Kellogg: American Health Reformer

by RICHARD WILLIAM SCHWARZ

Dr. Richard Schwarz has been on the faculty of Andrews University since 1955. A member of the national honor society, Phi Beta Kappa, he is currently associate professor of history and acting chairman of the Department of History and Political Science. Schwarz received



Dr. Schwarz



Dr. Kellogg

his doctoral degree from the University of Michigan in 1964.

Dr. Schwarz's doctoral dissertation should prove of interest to all thoughtful Seventh-day Adventists interested in the developing history of the denomination.

JOHN HARVEY KELLOGG, the originator of flaked cereals, was born of pioneer Michigan parents who accepted Seventh-day Adventism shortly after his birth. As a youth he worked as a typesetter and proof-reader in the denominational publishing plant during the time that Ellen White, the sect's main leader, was beginning to publish suggestions for healthful living similar to the health reform doctrines promoted in antebellum days by men like Sylvester Graham, William Alcott, and James Caleb Jackson. As the result of Mrs. White's influence Kellogg conducted a seventy-year campaign to change American health habits.

Kellogg's professional training began at the reform medical school operated by Dr. Russell Trall at Florence Heights, N.J. It was continued at the University of Michigan and New York's Bellevue Hospital Medical College. Later Kellogg made several trips to Europe for post-graduate study, particularly in the field of surgery, in which he became very adept. A specialist in gynecological and gastrointestinal surgery, Kellogg performed over 22,000 operations during his lifetime and developed several distinctive surgical procedures.

DR. KELLOGG called his health program "biologic living." It stressed an abstemious, well-masticated, vegetarian diet, the extensive internal and external use of water, and the importance of exercise, posture, sunshine, fresh air, and correct dress. Kellogg opposed the use of alcohol, tobacco, narcotics, tea, coffee, and cola drinks, and favored the treatment of illness by hydrotherapy, rest, heat, and other "natural remedies" rather than by the use of drugs.

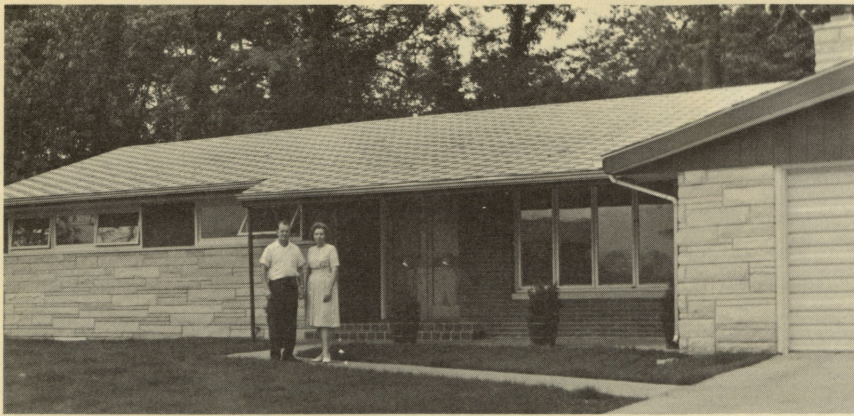
Kellogg utilized a wide variety of methods to publicize his health program. Chief among these was the Battle Creek Sanitarium, which he transformed from a faltering "water-cure" into one of the nation's largest health resorts. He developed several professional schools at the Sanitarium, including a medical college and schools of nursing, home economics, and physical education. Kellogg was a prolific writer who produced more than fifty major monographs, one of which sold more than half a million copies.

IN AN EFFORT to secure more attractive foods from grains and nuts, Kellogg was the first to develop flaked cereals, peanut butter, and vegetarian substitutes for meat. To support his program he also perfected a wide variety of exercise and therapeutic equipment.

A convinced humanitarian who reared more than forty foster children, Kellogg helped direct Seventh-day Adventists into a variety of welfare activities. The doctor's most ambitious social-service project, the Chicago Medical Mission, eventually expanded into a cluster of activities designed to aid the lower economic classes of the city.

In the first decade of the twentieth century a number of theological and organizational differences with the Adventist clergy led to Kellogg's expulsion from the Adventist sect. After this event he increased his interest in food manufacturing, which led to several sharp legal encounters with his younger brother, Will, the successful promoter of corn flakes. During his later years Kellogg also became active in the American eugenics movement.

Kellogg's varied activities helped to modify American eating habits and to make Americans more health-conscious. His humanitarian endeavors contributed to the development of social-service activities within the Adventist church and mark him as an early, although little known, member of the social-gospel wing of the American Progressive movement.

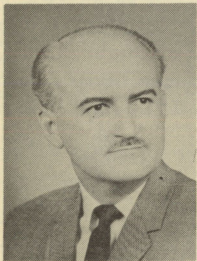


Carpentry and masonry classes at Andrews University have completed building a four-bedroom, one-story modern house on George Street, Berrien Springs. Features of the house, says Melvin Andersen, instructor in industrial education at the university, include a large living room fireplace, 2 full baths, a half bath off the kitchen, and vertical redwood trim exterior. The house was built for the John Schmidt family. Schmidt is director of food services at Andrews.

Education Department Received Equipment Grant

An unsolicited grant of equipment totaling \$2,000 worth of retail merchandise was given to the education department of Andrews University for the training of future teachers by the 3-M Corporation last week. The 3-M Corporation, especially known for its brand of Scotch tape, chose to donate the equipment to private schools.

Dr. F. E. J. Harder, chairman of the department of education, stated that the equipment given by the 3-M Corporation included an overhead projector, a classroom kit including prepared transparencies of natural science subjects, a



Dr. F. E. J. Harder Thermo-fax copying machine, a box of photographic transparencies and designs to help teachers use the transparencies for a particular subject matter, and a carton of books to be given to future teachers, *The Teacher and the Overhead Projector*, which explains the possibilities of overhead projectors.

"We highly appreciate this gift," acknowledges Dr. Harder, "which indicates the interest of the 3-M Corporation in the preparation of teachers.

Physical Education Department Accepts Donation

The physical education department of Andrews University is the recipient of a large collection of books on physical education, reports Miss Ingrid Johnson, department chairman.

The collection was donated by Harry Collins of Walkerton, Indiana. Until his retirement Collins was an athletics coach in the Indiana public school system.

His contact with the university came through a discussion of health principles with his Adventist physician.

The donation includes a complete collection of the *Athletic Journal* from 1827 to 1954. This includes many valuable issues to complete the set in the university's James White Library.

Historical Lincoln Rocker Given University

Andrews University recently acquired an antique Lincoln rocker with its original horsehair upholstery which belonged to Professor W. H. Littlejohn of Battle Creek, Michigan, one of the early presidents of Battle Creek College. He kept the chair exclusively for Sister Ellen G. White who used it many times in her frequent visits to his home.

The chair is approximately 100 years old and was presented to the White Estate of Andrews University by Mark L. Bovee, grandson of Elder Uriah Smith and a graduate of Andrews University, class of 1927. In presenting the rocker he stated, "I am pleased to have had a part in bringing this priceless item to Andrews University."

Pictured with the chair is Mrs. Hedwig Jemison, office secretary for the university branch of the Ellen G. White Estate.

German and Political Science

New majors in German and political science are being offered for the first time here during the 1965-1966 school year.

The major in German language and literature will include new classes in German culture, German philosophers, and German literature. An exchange program between Seventh-day Adventist families in Germany and the United States is also under study.

"I believe many students that have a German background will be interested in taking this major," said Dr. Daniel Augsburg, chairman of the modern languages department.

"The political science major will be entirely new, and is only offered in one or two of our other colleges," said Dr. Richard Schwartz, associate professor of the history and political science department.

The major will require 30 semester hours, 12 of which will be basic history courses. New courses will include Parties and Politics, Soviet Diplomacy, and American Institutions. Several courses will also be included from the business and behavioral sciences departments.



Chair used by Mrs. E. G. White.

With the Faculty

Leffler Receives Honorary Doctorate

Dr. Emil Leffler, dean of the school of graduate studies, was granted an honorary doctorate of science in business administration after giving the commencement address for the Detroit



Dr. Emil Leffler the doctorate degree Dr. Leffler addressed the students regarding "Dimensions of Living," stating that we are facing the problems of change in the external, material world and at the same time being engulfed in social complications which he feels are most significant.

Four Teachers Awarded Advanced Degrees

During the summer months four teachers completed their graduate requirements for advanced degrees.

• Douglas Waterhouse joined the religion department at Andrews University as instructor in religion in 1963. He received his B.A. from La Sierra College, California, in 1956, and a year later his Master's degree from the Seventh-day Adventist Theological Seminary. His thesis topic was *Did Pharoah Ikhnaton Worship God?* Waterhouse did his graduate work at the Oriental Institute in Chicago, Illinois, and at the University of Michigan at Ann Arbor. He received his Ph.D. degree from the latter institution. His dissertation topic was "The History of Syria in the Amarna Age."

Waterhouse served 11 months in Korea during his 1951-53 term in the United States Army. He won the Korean Service medal, two Bronze Service Stars, a Combat Medical Badge, and a U.N. Service medal during his service.

He holds membership in the following societies: Israel Exploration Society, Society of Biblical Literature,

Egypt Exploration Society, American Schools of Oriental Research, Archaeological Institute of America.

• A dissertation entitled "A Detailed Objective Analysis of the Speech Style of Winston S. Churchill" was successfully defended by Brian J. Jacques at the University of Michigan which awarded him the Ph.D. degree. Jacques, a graduate of Columbia Union College and the Seventh-day Adventist Theological Seminary joined Andrews University as an assistant professor of Speech in 1962. He has been on the staff of the Eastern Michigan University at Ypsilanti. From 1954-1959 he was principal of the Seventh-day Adventist training school in East Pakistan. He holds membership in two speech organizations—Speech Association of America, and Central States Speech Association.

• Dr. Louis Pettis received his doctoral degree from George Peabody College for Teachers at the end of the summer session. His dissertation was in the area of American literature and dealt with "Recent Approaches to Nature: Viewpoints of Selected American Non-fiction Nature Writers, 1945-1964."

Pettis graduated from Union College in 1934. In 1960 he received an M.A. in history from Peabody College. From 1936 to 1949 he was M.V. and education secretary in a number of conferences; from 1949 to 1951 he was pastor and Bible teacher at Forest Lake Academy, Florida; from 1951 to 1955, a pastor in the Kentucky-Tennessee Conference; and, until 1962, a teacher at Highland Academy, Tennessee.

• A 1961 graduate of Andrews University, John Russo received his Ph.D. degree this summer from Florida State University in Tallahassee where he was a part-time instructor and research assistant. His master's degree was also earned at this institution.

He was the recipient of a fellowship from 1961 to 1963 and has had an assistantship since that time. He is a member of Phi Mu Epsilon, an honor society in mathematics. He did his dissertation in the field of functional analysis.

Phillips Joins Business Department

Harold R. Phillips, recently associate professor of business management at Arizona State University, joined the business administration department in September, said R. E. Firth, chairman of the department.

According to Firth, the department is very fortunate in securing the services of Phillips,



Harold R. Phillips

Phillips received his M.B.A. from the University of Florida in 1960 with a major in business management and a minor in economic theory.

At present he is finishing work on his Ph.D. at the University of Florida.

Staff, Teachers Attend Professional Sessions

• Andrews personnel attending the biennial college and university administrators recent meeting at Camp Berkshire, New York, were: Dr. Richard Hammill, president of Andrews; Charles B. Hirsch, vice-president for academic administration; V. E. Garber, vice-president for financial affairs; Martin E. Kemmerer, controller and treasurer; Harry K. Show, manager of credit, housing, labor; Donald Lee, director of public relations. Representing the board of trustees were Reuben R. Figuhr, chairman; and Jere D. Smith, vice-chairman.

• Attending the Seventh-day Adventist college sectional meeting at La Sierra College this summer from Andrews were: Education—Dr. Wilton Wood, Elder George Akers, and Miss Millie Urbish; English—Dr. John Waller, Dr. Merlene Ogden, Prof. Harry Taylor, and Mrs. Jeanne Jordan; Modern Languages—Dr. Daniel Augsburg and Elder Edward Nachreiner; Physical Education — Miss Ingrid Johnson, Mr. Farrel Brizendine, and Miss Sandra Dalzell; Library—Mrs. Mary Jane Mitchell, Prof. Leonard Hill, Mrs. Marilyn Fivash, Miss Esther Tyler, and Mrs. John Waller.

Ferguson Awarded Specialist Diploma

Gerald Ferguson, associate professor of music, was awarded the Specialist in Music Education diploma. Ferguson has returned from Columbia University Teachers College to the Andrews University after a year's leave of absence at Columbia University where he did graduate study toward his doctorate degree in music. He holds an M.A. degree from Columbia University and an undergraduate degree from Walla Walla College.

A dramatic tenor, Ferguson has studied with Dimitri Onofrei of Chicago and the late Douglas Stanley of New York City.

He is a member of the National Association of Teachers of Singing and a member of the American Choral Directors Association.

Thoresen Publishes

Dr. Asa C. Thoresen's research paper entitled "The Breeding Behavior of the Cassin Auklet" was published in the November-December, 1964, issue of *The Condor*.

Summer Field Schools Baptize 600

Approximately 600 persons were baptized as a direct result of summer field schools of evangelism sponsored by the Theological Seminary of Andrews University. About 100 students took part in the six field schools conducted this summer sponsored by the Seminary to give candidates for the bachelor of divinity degree first-hand, practical training under the direction of experienced evangelists.

Seminary Students Register For Courses in Leadership

Approximately 100 seminary students registered for the inter-session course, Principles of Church Leadership, held August 30 to September 14. This was the first of two courses dealing with departmental leadership with specific instruction on the objectives and organization of the Home Missionary, Sabbath School, and Missionary Volunteer departments. All instruction was given by departmental personnel of the General Conference.

"Charles E. Weniger's Theory of the Relationship of Speech And Homiletics as Revealed in His Teaching Procedures, His Writings, and His Public Addresses"

Abstract of Doctoral Dissertation by
NORVAL F. PEASE
Professor of Applied Theology

The primary purpose of this study is to describe, analyze, and interpret Charles E. Weniger's theory of the relationship of speech and homiletics as revealed in his teaching procedures, his writings, and his public address. Weniger was trained in the fields of speech and literature, holding the Ph.D. degree from the University of Southern California. The major part of his professional career has been divided between Pacific Union College



Dr. N. F. Pease



Dr. C. E. Weniger

in California and the Seventh-day Adventist Theological Seminary, now a part of Andrews University, Berrien Springs, Michigan. In both institutions he taught speech and Biblical literature, and served as dean.

Weniger is presented in this study as an example of a speech-trained teacher of homiletics who has developed a theory of homiletics integrating the two disciplines. His theory is reflected in his definition of homiletics:

"Homiletics may be defined as that branch of speech which, employing all available means and taking to itself the whole realm of human knowledge with emphasis on the Bible, seeks by persuasion to draw men to a better life and a more abundant entrance into the kingdom of God."¹

A rhetorical biography (Chapter I), based on taped interviews, indicates the influence of (1) conservative religious background, (2) contact with the emphasis on persuasion during the twenties and thirties, (3) a strong background in the liberal arts, especially literature, and (4) a deep sensitiveness to the drama of human life. These factors helped shape his concept of preaching.

The relationship of rhetorical and homiletical theory since St. Augustine is reviewed in Chapter II, with the conclusion that homiletics has been greatly influenced by classical rhetoric, even though some modern homileticians are moving away from classical patterns.

A study of Weniger's teaching methods (Chapter III), based on teaching materials in the Weniger files, limits itself to four courses taught to seminary students. This study reveals carefully perfected techniques aimed at (1) adapting speech courses to seminary students, (2) teaching homiletics in a frame of reference of classical rhetorical theory, (3) emphasizing persuasion as a basic approach to preaching. A questionnaire, submitted to a group of Weniger's students, reports a high level of appreciation of his teaching methods and classroom *ethos*.

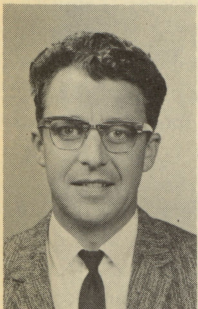
An investigation of Weniger's writings (Chapter IV), limited to those relevant to the rhetoric-homiletics issue, reveals a constant attempt over a period of nearly 35 years to communicate to the clergy the basic principles of speech in the framework of classical rhetoric. Special emphasis is placed in his writings on *ethos*, *pathos*, *logos*, and delivery.

Weniger's own public address (Chapter V) discloses examples of the application of his theory to the public platform. Rhetorical criticisms of a baccalaureate sermon and of a commencement address reveal an ideal of Invention as including "the whole realm of human knowledge"; a philosophy of Arrangement based on the art of persuasion; a style reflecting his training in literature; and a finesse in delivery that may be observed in listening to tapes of his addresses. Throughout both the baccalaureate sermon and the commencement address runs a strong religious emphasis, indicating his purpose "by persuasion to draw men to a better life and a more abundant entrance into the kingdom of God."

¹ Charles E. Weniger, "Taped Interviews with N. F. Pease, December, 1962," p. 8.

Among Our Alumni

• Everet W. Witzel, M.D., AU '57, assistant professor of anatomy at Loma Linda University, left Los Angeles October 5 for a two-year teaching position at Vellore Christian Medical College in India. As a visiting professor he will teach anatomy at the college which is affiliated with the University of Madras. He is accompanied by his wife (Joan Myers, '57) and two children — Eddie, age 6, and Judy, 4.



Dr. E. W. Witzel

• Master of Arts degree was conferred on Heinz G. Denda, AU '61, Morris E. McNutt, AU '61, and Robert E. Raz, AU '64 at the June 1965 Western Michigan University commencement. Ohio State University conferred the same degree on Lawrence F. Kagels, AU '45.

• Nina Williams Vollmer, AU '25, greets her classmates and informs them that she is teaching classes in French at Fletcher Academy. She says that western North Carolina, beautiful "land of the sky," is attracting a number of old AU-ites.

• Adell Haughey, AU '57, has assumed new teaching responsibilities with the Columbia Union College band at Takoma Park.

• Elder F. Donald Yost, AU '49, and his wife (Lois Scott Yost, AU '49), have moved to Collegedale, Tennessee, from Newbury Park Academy, California, where they taught for three years. Yost has been studying at Syracuse, New York, toward a doctorate in communications, specializing in religious writing and magazine journalism. Lois was a substitute teacher at Onondaga Central High School before being asked to complete the year at the church school as teacher of grades 5 to 8. The two Yost children—Bob, 13; and Pat, 10; entered grades 8 and 6 this fall.

• Seminary '55 graduate, Leonard Philips Tolhurst is serving three churches in New Zealand after spending five and one half years in evangelistic work in India where he was also the principal of the Northwest India Union boarding high school at Roorkee.

His children, Ewan, 9; Anne, 6½; and Sharon, 5, were all born in India.

• Cecil B. Guild, AU, '31, Sem. '60, writes that the university extension school held in Poona, India, this summer was greatly appreciated by the workers of the Southern Asian Division.

• Carolyn Bee Justesen, AU '62, writes that she and her husband Jerome Justensen, AU '63, are connecting with the Seventh-day Adventist college at Sao Paulo, Brazil, where Mr. Justesen will be teaching Hebrew and other Bible and ancient history courses. They are going for a five-year term.

• Accepted into the School of Physical Therapy at Loma Linda University are five graduates of Andrews, reports university Dean W. E. McClure: Emma Allison, John Copin, Roberto Henriquez, Harold Olsen, and Nancy Whitely.

Dental hygiene students accepted at Loma Linda University for the September class were: Virginia Leinberger, Judy Loudin, and Mary Walter.

• The Awards, Scholarships, and Loan Fund Board of the American

Dietetic Association recently awarded Patricia Black, '65, one of the two Eleanor L. Mitchell Memorial Scholarships in the amount of \$500 for 1965-1966.

Patricia Black's internship in the field of dietetics began August 23 at Loma Linda University, where she has also been accepted as a graduate student in nutrition.

• Dr. Philip S. Chen, AU '29, chairman of the chemistry department at Atlantic Union College, writes that his wife, Helen Fen Chen, is the 1964 Massachusetts Mother of the Year. She was presented a scroll by Governor Endicott Peabody on April 29 in the governor's office. She was also in com-



Patricia Black

petition for the National Mother of the Year at the Mothers' Conference held May 3 to 8 in Hotel Waldorf-Astoria in New York City, and has written a book entitled *How to Be a Mother of the Year*. Two of Chen's six children, Philip, Jr., and Samuel, have attended Andrews University.

Death Comes to the 1964 "Alumnus of the Year"

William H. Wineland, 1914 graduate of Emmanuel Missionary College, the founder of the alumni association, passed away July 12, 1965, at the age of 76. In 1964 he was honored by being chosen as "Alumnus of the Year" for Andrews University.



W. H. Wineland

Elder Wineland began his long, active career as a teacher at Broadview Swedish Seminary. Then he and his wife (Hildur Anderson) served in building mission schools in Jamaica, Costa Rica, and Colombia. All three schools expanded and are today sixteen-grade colleges, memorial to Wineland's sound leadership.

His 27 years in foreign mission work included terms as secretary-treasurer and mission director in addition to school work, during which time he was ordained to the ministry.

Returning to the States in 1946, Wineland taught at several academies, worked in the business office at Madison College and as administrator of Ardmore Hospital, Oklahoma.

The six years prior to his death this past summer, Elder Wineland was pastor of the San Marcos S.D.A. Church, Escondido, California.

Other Alumni Deceased

During the past year death has taken its toll of other alumni not yet reported in FOCUS: J. W. Christian, Roy Cummings, M.D., '25; Lena Ford Halenz, '25; Theodore Joyner, M.D., '27; Inis C. Morey, '18; Wadie Morcos, '64; Helen Anita Thurgood, '23; Ora Whitmore Williams, '16.

Andrews University FOCUS
Vol. 1, No. 4

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