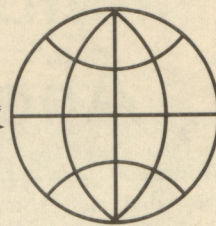
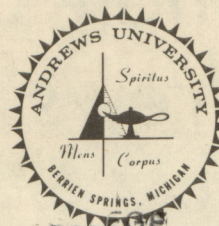


ANDREWS UNIVERSITY

FOCUS



ATLANTIC
SO. LANCASTER, MA. 01561

VOL. IV

SEPTEMBER-OCTOBER, 1968

MAGAFILE No. 5



NOT RETIRED

See story on Work-Study Program
pages 6 to 8

Thumbnail Sketch Andrews University

Andrews University is composed of three divisions—the College, the School of Graduate Studies, and the Seventh-day Adventist Theological Seminary.

Degree Offerings

The College offers Bachelor of Arts degrees with majors in 23 areas and minors in 32; a Bachelor of Science degree with majors in 15 areas (minors, the same as for B.A.). Professional degrees of Bachelor of Science are bestowed in art, education, engineering, medical technology; also a Bachelor of Music degree. Pre-professional degrees of Bachelor of Science are bestowed in the following areas: Dental assistant, dental hygiene, dentistry, dietetics, law, medical technology, medicine, occupational therapy, osteopathy, optometry, pharmacy, physical therapy, podiatry, social services, veterinary medicine, X-ray technology. Terminal curricular (diploma) offerings include agriculture, art, building and workshop trades, graphic arts, home economics, mechanic arts, secretarial science.

The School of Graduate Studies offers master's degrees in arts, in teaching arts, business administration, and music.

The Theological Seminary provides for the Bachelor of Divinity degree, a Master of Theology, and Master of Arts (joint program in religion).

Faculty and Staff

Andrews faculty numbers 212 persons, 72 with doctorates, 5 with the Bachelor of Divinity degree, and 112 with the Master's degree. A staff of 570 persons is employed by the university for maintenance.

Enrollment

Enrollment this past year was over 2,000 with another 1,000 enrolled for the summer quarter. These students came from all 50 states of the Union and from 60 different countries and territories, offering a rich and varied cultural background to the campus.

The Library

James White Memorial Library is designed to house 280,000 volumes. Currently it has 175,000 accessioned volumes with approximately 1,200 new volumes being catalogued every month.

The library subscribes to 1,710 magazines and periodicals and has many unbound journals, pamphlets, microfilms, photostats and other types of library materials.

Physical Plant

The university, located on a 700-acre tract of land along the St. Joseph River, has a net worth at present of \$14,739,000.

Industries

Industries on campus providing work for students include the University Press with a two-color Mergenthaler offset press, 4 other offsets, and other equipment; the Wood Products Company which makes furniture for many firms; a Laundry; Bookbinding, which rebound over 100,000 textbooks this summer for area schools; a farm and dairy; a greenhouse; a Standard service station; a store, which includes a book and arts supply section.

Andrews University is a center of

- Academic Activity
- Cosmopolitan Culture
- Intellectual Integrity
- Spiritual Sincerity

ANDREWS UNIVERSITY

FOCUS  

Vol. IV September-October, 1968 Vol. 5

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

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Application pending for second class matter.

Cross Cuts

TOTAL APPRECIATION was evidenced for the last issue of FOCUS which came off the press just in time to be distributed at the first meeting of the Quadrennial Council for Higher Education convening at Andrews.

With temperature soaring in the high, hot nineties—and no air conditioning in the Physical Education building—over 1,000 copies of FOCUS (for fans) performed a real service to guests assembled to hear Dr. C. B. Hirsch, General Conference educational secretary, give the keynote address for the Council.

ARTISTIC ADDITION to the square in front of Campus Center is the fountain, a gift from the spring graduating college class of '68. Its suggestion of coolness was especially appreciated during the hot summer days. Thanks, Class of '68. It will bring continuing pleasure to campus pedestrians, for "A thing of beauty is a joy forever."

THANKS, FOLKS, for your letters:

"This little note is to express to you sincere gratitude for making our family's stay at the Quadrennial Council such an outstanding experience. I have been a delegate to many such sessions, both in our denomination and of other origins, but never has such an atmosphere been so genuinely cordial nor the environment so hospitable. . . ."

—A Delegate

"... I certainly want to thank you and your staff for your many acts of kindness and the wonderful hospitality shared with us during our stay on your campus the past week or two. It was evident that much thought and planning had gone into the preparation to receive this one thousand or more guests on your campus, and we shall long remember what you did in our behalf—from the daily newspapers, the malted milks, and all the way to the farewell memento which was presented as we were leaving the campus. Fine public relations such as these are hard to beat. . . ."

—General Conference Secretary

"Just a note to thank you for all that you did to make our stay at Andrews so pleasant. It seems you were busy from early morning until late at night helping people with one problem after another, and you did it so patiently and so pleasantly that I was greatly impressed with what you were doing to enhance the stature of your institution. . . ."

—Conference President

"You and your staff are surely to be commended on the hospitality and efficient provision made for the Quadrennial Session. Everyone with whom we came in contact on the Andrews campus was indeed helpful. We especially appreciated the efforts on the part of your staff which made it possible for us to move to an air conditioned area even though it was midnight, the fine spirit with which Mr. Johnson drove the bus on the Battle Creek tour, and the efficient and delicious food service which Mr. Wall provided. . . ."

—Hospital Director,
Nursing and Education

Wernick Is New Vice President For Andrews University Board

Francis Warren Wernick is the new vice president of Andrews University Board and new president of the Lake Union Conference.

Elder Wernick comes to Andrews from the Oregon Conference where he has served the past year as president of the 18,643 member conference.

Born at Lake City, Iowa, 1920, Elder Wernick graduated from Oak Park Academy, Nevada, Iowa; from Union College, Lincoln, Nebraska, 1942. He was a graduate student at Andrews Theological Seminary in 1952.

Wernick entered denominational work as a pastor in North Dakota where he was ordained at Jamestown in 1945. He also served pastorates in East Pennsylvania and Ohio before becoming president of the West Pennsylvania Conference in Pittsburgh in 1958. In 1964 he returned to Ohio as president of that conference.

Mr. and Mrs. Wernick (Sue Huffhines of Texas, college classmate at Lincoln, Nebraska) have three children: Brenda, 16, at Columbia Academy; Robert, 10, and Carolyn, 9, at Portland Union Elementary School.

President Wernick states he plans to spend considerable time in the Lake states this fall before his family moves to Berrien Springs later in the year.

Retiring President and Mrs. Jere Smith have purchased a home in Loma Linda, Calif., and plan to settle there in late September.

Pastors Advise Professors

Sixty church pastors from an area of 130 miles met at AU to discuss effective means of training religion students in pastoral work by sending them out to area churches to serve for a time as assistants to the church pastors.

The students are assigned to various area churches for a semester or two to observe, attend committee meetings, assist the pastor with visiting and in speaking at services from time to time, and to participate in all the regular activities of the church.



Francis Warren Wernick



Dr. C. A. (Bill) Oliphant has been appointed associate professor of Journalism at Andrews University for the school year 1968 to 69. He comes to Andrews from Southern Publishing Association where he has been book editor since 1967. Previously, he was the director of public relations for Faith for Today and the Pacific Union Conference, and the assistant editor of *Listen* magazine. Author of numerous magazine articles and the book, *The Miracle of the Microphone*, he is a member of Sigma Delta Chi and Kappa Tau Alpha, and enjoys the hobbies of gardening, reading, writing, and cooking.



Nigerian Elizabeth Edokpolo and Biafran Luke Anosike, both students at Andrews, talk over the war situation in their country with W. Duncan Eva, head of the Northern European Division of Seventh-day Adventists, which supervises the SDA mission work in West Africa. Although they come from warring countries, these Seventh-day Adventist young people have bridged the chasm of war in planning with Elder Eva for a relief fund which will help relieve the suffering people in both Nigeria and Biafra.

FACULTY NEWS

New Heads of Departments

Engineering: Albert Heaney, assistant professor, will be acting chairman of the department for two years while Mr. Lang is away working for his Ph.D.

Mathematics: Dr. Harold Jones will be the acting chairman of the department while Dr. Specht is at Harvard University doing post-doctorate study.

Physical Education: Mr. Farrel Brizendine will be the new chairman of the department.

New Teachers

Jerry Baker, Academy, physical education

Joseph Battistone, College, religion department

David Bauer, assistant to Don G. Prior, vice president for student affairs

Hartley Berlin, Junior Academy, 7th and 8th grades

Thomas Blincoe, Seminary, theology

Velma Butler, Academy, librarian

Theodore Chapin, mathematics

William Chobotar, biology

Jean Crider, nursing

George Cumings, food service

Gladys Fernandez, Elementary School, music

Ann Fisher, Elementary School

Clarence Goertzen, Academy, Bible

Carolyn Grubbs, Academy, home economics

Sue Grubbs, Academy, physical education

Marjorie Harder, Laboratory School, art

Glenna Herzog, Kindergarten

King-yi Hsu, history

Vernon Jewett, assistant registrar

Carsten Johnsen, Seminary

Robert Kalua, physical education

Clifton Keller, Academy, science

Annemarie Krause, College, geography

David Kuebler, Junior Academy

Alice Lankford, first grade

Mervyn Maxwell, Seminary, church history

Dewey Murdick, chemistry

Ruth Nielsen, home economics

Ronald Numbers, history

C. A. Oliphant, English

Gottfried Oosterwal, Seminary, missions

LeRoy Peterson, College, music

Humberto Rasi, modern language

Annette Ross, nursing

J. G. Smoot, Graduate School, dean

Irma Jean Smoot, secretarial science

Melvin St. John, engineering

Nancy Swan, nursing

Louis Venden, Seminary, applied theology

Aida Weiss, chemistry

Mary Zezas, assistant dean of women

Blincoe Teaches At AU Extension

Thomas Blincoe of the AU Seminary department of systematic theology, along with R. L. Odom of the General Conference, and Dr. William Landeen of Loma Linda University, conducted an Andrews Extension school for the ministers of the Central and Northern California conferences this summer. A four-hour credit course in Christology was taught by Elder Blincoe, who has returned this fall to Andrews after four years of study at Union Theological Seminary, Richmond, Va. The extension school was held at Pacific Union College.

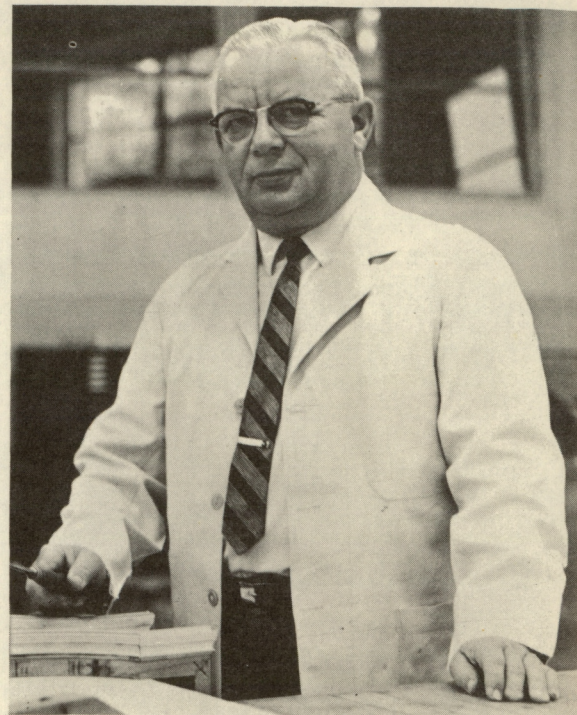
Akers Consultant In Youth Survey

George Akers, professor of education at Andrews, is serving as chief consultant to the Education and Youth Survey Committee of the General Conference. This committee is considering (at the request of the General Conference MV and Education departments) a massive research project involving a large sampling of SDA youth opinion (30,000 to 50,000) in North America.

Donald Snyder Voted Guest Research Professor

At the September meeting of the AU board, Dr. Donald Snyder, former professor of physics at Andrews, was voted the status of Guest Research Professor. He will continue his research in the field of mechanical properties of separated metallic isotopes.

Snyder is chairman of the arts and sciences department of Indiana University, South Bend, Ind., campus.



Leslie Smith

Omitted unwittingly from the list of names on campus buildings in the last FOCUS was Smith Hall, home of AU's industrial education.

The hall is named for Leslie Smith who did much to promote this phase of Andrews' educational program (1939 to 1963).

Smith (retired) and his wife, Nita (Williams) live in Fletcher, North Carolina, in a home of his building, christened "Lesita"—a combination of their first names. Leslie and Nita are both alumni of Andrews.

Dyer Lectures at Institutes

Dr. Mercedes Dyer gave five lectures at the Teachers' Convention for the Canadian Union in Quebec City the last of September. Following her appearances there, she went to Custer, S. Dak., where she lectured to the Northern Union Secondary Teachers' Institute. Mrs. Dyer is professor of education at Andrews.

Vitrano Promotes Religious Activities

Steven Vitrano, associate professor of religion at AU, conducted Week of Prayer services at Union College, October 6 to 12.

Vitrano also sponsored a program of oral Scripture reading at AU Campus Center during National Bible Week in October. Both teachers and students participated in the reading.

Mr. EMC



Dr. H. M. Tippet

Visiting Andrews during QCHE in August was H. M. Tippet, doctor, elder, professor—take your choice of titles. He holds them all and graces them all.

Professor was the title that endeared him to students and faculty alike from 1926 to 1946.

His contribution and devotion to Emmanuel Missionary College, to its progress, tradition, purpose, and its inspirational offerings in teaching have made him deserving of still a fourth title: Mr. EMC, the highest honor Andrews could bestow upon him, though in 1961 President Floyd Rittenhouse in behalf of the university conferred on him the degree of Doctor of Letters.

Elder Tippet gave of himself to everybody and everything that needed his versatile talents. Serving his college, he perhaps burned his candle at both ends:

"But, ah, my foes, and, oh, my friends—It [gave] a lovely light."
(Tribute by Opal Hoover Young, a teacher-contemporary under his chairmanship of the Department of English.)

September-October, 1968, Vol. 4, No. 5

Biblical Record of Heshbon AU's Excavation Site

During this past summer, Dr. Siegfried H. Horn, professor of Old Testament at Andrews University Theological Seminary, made further excavations at Heshbon, located about twenty miles east of the Jordan River where it enters the Dead Sea.

Heshbon first appears in the Biblical record as the capital city of the Amorite King Sihon, the first ruler to be defeated by Moses, according to Werner Vyhmeister, River Plate College, Argentina.* The conquered territory was divided between the Israelite tribes of Reuben and Gad.

During the early period of the judges, the city and its surrounding territory fell into the hands of the Ammonites who subsequently lost con-

The city was thought to be the capital of the Tobiads in the Hellenistic and Maccabean period of Jewish history, and from the inscriptions which have been found, was apparently a city of relative importance during the reign of the Roman emperor Hadrian. In the fourth century A.D., Heshbon (inscribed as Ebus) was both an episcopal seat and the capital of a provincial district. The correspondence of Pope Martin I shows that Heshbon was an important bishopric in the middle of the seventh century. According to military records, the city may have been destroyed in a war which raged in the area around 790. It next appears in clear historical context in 1184 as a



Tell Heshbon, Biblical mound of Heshbon where Andrews University's Siegfried H. Horn is directing excavation.

trol of it in a later war with one of the Israelite judges.

Heshbon lay in the disputed border between Israel and Moab during the reign of Saul, was a city with some splendor during the reign of Solomon, later reverted to Moab after the break-up of the ten northern tribes of Israel. In Jeremiah's prophecy against Moab (Jer. 48) Heshbon occupies a prominent place as one of the cities that would fall under the scourge of Babylon.

village. There is no evidence that the Crusaders ever occupied Heshbon.

Several important western travelers and explorers have visited Heshbon in the nineteenth and twentieth centuries, finding two main hills containing ruins dating back to the Middle Bronze Age, the Late Bronze Age, Early Iron I, Nabatean, Roman, and Mediaeval Arabic times.

* *Andrews University Seminary Studies*, July, 1968.



Alice Call, a sophomore nursing student, works on a layout in the art department of the University Press. Miss Call has worked part time at the press for three years and this coming school year will work there again 12 to 15 hours a week.

The year, 1968. The Great Society goes great guns, government giveaway style. Labor pickets for less work while unemployed march for more. All agree they want more money. Few do more to get it. Fiscal planners do their best to hold off a failure in the monetary system. Yet, in this current system of thinking there are still people who believe in honest labor for honest work. This concept, an old one, has proven its validity in the lives of secure, successful people.

From its beginning, the Seventh-day Adventist church adopted this philosophy as its own. Its success and growth has been due, in large measure, to this concept. Adventist parents passed it to their children and it brought the satisfaction of a job well done. The church grew as it heeded the counsel: "The exercise that teaches the hand to be useful, and trains the young to bear their share of life's burdens, gives physical strength, and develops every faculty. All should find something to do that will be beneficial to themselves and helpful to others. God appointed work as a

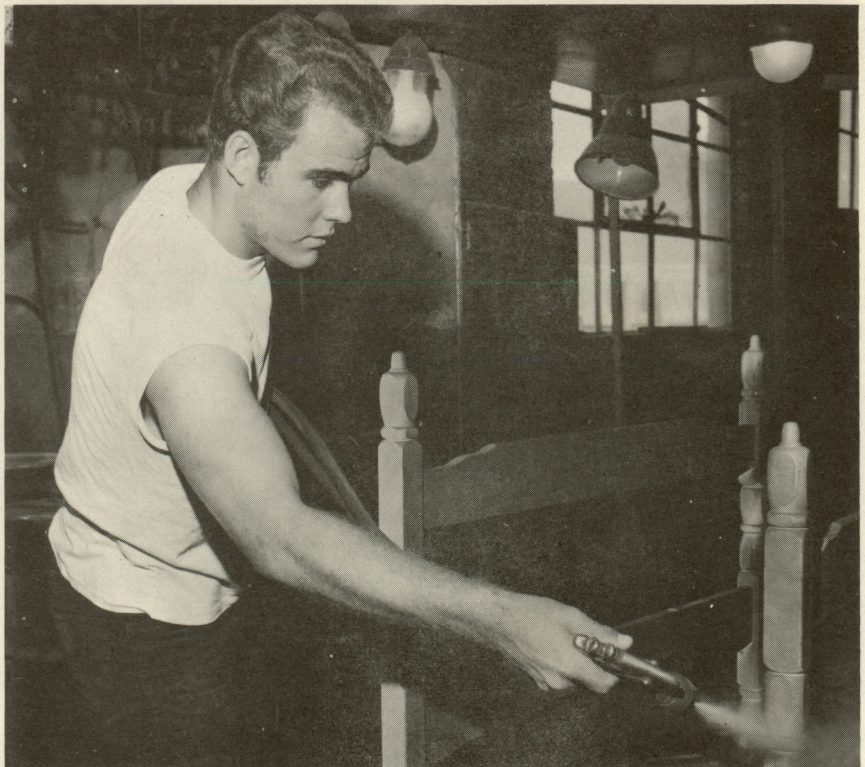
blessing, and only the diligent worker finds the true glory and joy of life."—*Testimonies*, Vol. VI., p. 180. The challenge of inspiring tomorrow's workers with this philosophy is yet before us.

The year, 1968. The cost of education is rising. The work programs of our schools face new challenges. Curriculum requirements, set by accrediting boards and others, leave less time for work programs. Government aid and a wealthier society provide students with funds, thus lessening the demand for work programs. Society has moved from the agrarian economy to a technological economy, thus necessitating changes in the type of work offered to students.

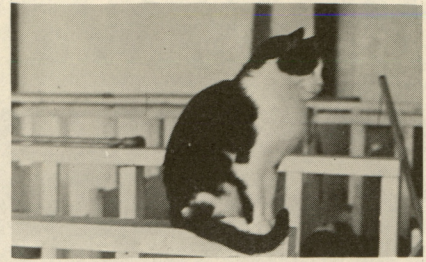
In the fast tempo of today's world, students must be quickly trained to perform jobs requiring more skill. The work programs of our school face the problem of skilled workers constantly leaving through graduation, class schedule changes, and other reasons. This is why it is so important that persons with skill and Christian character supervise in the work departments of the campuses. Their importance is quickly ascertained when one realizes that they have students under their charge and influence up to four and five hours a day, while a teacher may supervise a student for one or two hours only.

Men and women with work skills, who are inclined to share and teach

WORK-STUDY PROGRAM



Gary Beagles, one of some 225 students who will be employed by the College Wood Products this fall, will be a freshman physical education major. He is spraying a set of bunk beds that may be sent anywhere in the United States. Gary plans to work about 25 hours a week.



On duty at the dairy 24 hours a day (with napping privileges) is Thomas the Cat.

Carlos Iri Zarry, New York, who is employed in the dairy on Andrews University farm, is registering as a freshman this fall with a major in biology. He will work 25 to 28 hours a week on the farm along with his studies. Left, he is milking one of the 225 cows currently being milked on the farm.

PAYS OFF

*Feature Story by Robert Ruskjer
Photos by Shafer*



Forrest Wente, a full-time pressman at the University Press, puts ink in the ink fountain of a Miehle 25 offset press. Approximately two thirds of the press employees are part-time student workers.

Frank Lee backs books in the Berrien Bindery, preparatory to putting covers on the books. Summer's output for rebinding school books for Ohio, Michigan, and Illinois was over 100,000 copies with 15 full-time workers and 75 students. Lee is working on a master of theology degree at the Seminary, but he will spend 20 hours a week in the bindery this school term.

Hi Ho, We Went to the Fair



Winner of the Outstanding Commercial Display Award for Building 16 was AU's booth at the Berrien Springs Youth Fair. Designer Rae Lee Cooper is seated with her husband, Lowell, at left. Mr. and Mrs. Arthur Klein (right), former missionaries to the Middle East, are faculty members at Andrews.

Andrews University won the Outstanding Commercial Display Award for Building 16 this year at the Berrien County Youth Fair, August 13 to 17. The award was voted and presented by the competing exhibitors of the same building.

Students and faculty members worked the three-hour shifts during the time the fair was open. On Sabbath the scene changed as Bible Speaks literature and Bibles replaced university propaganda. Nationals from various countries and former missionaries, dressed in costumes of their respective countries, were on duty greeting visitors and answering questions asked by the continuous flow of passers-by.

Many youth and adults attending the Fair visited the AU booth and asked questions about Andrews.

WORK STUDY PROGRAM — from page 1



Barry Smith, Huntsville, Ala., staples a desk drawer together. Besides desks, the College Wood Products makes case goods such as dressers and bunk bed frames. Barry plans to work about 20 hours a week during this school term.

their work skills, should not feel that a college degree is necessary to teach. They can fill one of the many spots available in school work programs.

Our work programs face a challenge which can be met and is being met through the work of dedicated supervisors and managers. How is this challenge being met? Let's take a look at where the work program began and see how it is progressing.

Andrews University is the oldest Seventh-day Adventist institution of higher learning in the world. Since its inception as a university through merger in 1959, the campus has been renovated and an accelerated building program has produced an institution which is thoroughly modern. Its facilities are modern and up-to-date, and yet the traditions of the past are not forgotten. One of those traditions—the work program—is still, in a modern setting, proving its worth.

The university operates 12 industries and services. A student working part time (about 15 hours a week) during the school year can earn three-fourths of his tuition. Should he continue to work during the summer,

he can earn nearly 80 per cent of his college expenses and graduate in four years. Each year three out of four students are involved in the work-study program. This program puts \$690,000 in the hands of students each year. In addition to this the university places \$115,000 in the hands of students through loans and scholarships. The State of Michigan gives students \$130,000, and the Federal government provides \$14,000 in the form of loans, grants, and scholarships. Nearly one-third of the funds provided in this manner comes from the university itself.

It is interesting to note that our institutions developed the idea of work-study long before many of the current government projects based on work programs were developed.

The value of the work program should not be underestimated. With this work program, anyone who desires an education can be assured of a way to pay the cost of school, and the skills that are learned can always be called upon later in life. They have shown their worth in the form of a diploma earned and skill learned.

Optimum Size of Colleges

By Richard Hammill

RECURRING in discussions among educators is the question of what size a college should be to best serve its purposes. Dr. Richard Hammill, president of Andrews University, examines the question as it relates to the Seventh-day Adventist college with its particular goals and objectives. He presents his thesis that the Seventh-day Adventist college must seek to achieve certain objectives within a financial structure that it can afford, and he lists the factors that relate to an optimum size for effective operation.

Dr. Hammill brings to bear on his topic the experience of many years as an educator, having served as teacher, chairman of a college religion department, dean of a college, General Conference education secretary, and since the summer of 1963, president of Andrews University.

THE General Conference Committee on Costs of Education asked me to write on the topic "Maximum Size of Colleges." I have chosen to change slightly the title of the assignment to the "Optimum Size of Colleges" because I think that the answer we really want to find is the best size our colleges should be to meet our particular goals and objectives, and at the same time be within a financial structure that we can afford.

In the past, the optimum size of a college in the United States has been merely a matter of choice. Some very small colleges and some very large colleges have maintained extremely high-quality programs, while on the other hand, both small and large colleges have likewise operated very low-quality programs. The optimum size of a high-quality college depended upon the viewpoint of the Board of Trustees and the faculty, and upon the financial resources available for the operation of the college. In recent years some new factors have come into the picture which have reduced the place choice occupies as far as the optimum size of the college goes; these new factors center around the extremely high and ever-increasing cost per student of operating a quality college program for a small number of students, and upon the necessity for having several specialists in each instructional department in order to teach adequately the mass of data accumulating in scholastic disciplines.

I WISH to approach the study of the optimum size of colleges from these five viewpoints:

1. The aims and goals of the Board of Trustees and the faculty.
2. The needs of the constituency.
3. The present competition for students and enrollment trends.
4. The educational viewpoint of the Board of Trustees and the faculty.
5. The financial resources available to the Board of Trustees and the faculty.

These embrace the pertinent factors to be considered in trying to decide the best size for an Adventist college. Let us examine them one by one.

Effect of Aims

IN what ways do the aims and goals of the Board of Trustees and the faculty affect the optimum size of the college? One of the basic reasons Seventh-day Adventists operate colleges is to provide for the religious training of the student. Character building and the formation of proper spiritual outlooks and attitudes must ever remain the primary "reason for being" of our colleges. On this there is complete unanimity of opinion. Closely related to it is the fact that our colleges serve as centers for the education of workers. The colleges must not only teach the necessary skills and general education for prospective workers, but the college must be operated in such a way that when the young people finish a curriculum they will be committed to the work of the church and willing to embark upon a lifetime career of serving the church in its areas of need.

IN harmony with this basic purpose, how is the size of the school affected? As far as I have been able to understand by observation and study of this problem, the size of the school does not affect the attainment of these basic goals. Some of our colleges have been twice as large as others during the past two decades, and sometimes certain ones have been almost three times as large as the smaller ones. During this period the smaller colleges have not achieved this basic goal any better than have the larger ones. The graduates of our larger schools appear to be on an average just as fully dedicated to the Lord as are those from the smaller ones. There is no noticeable difference in the spiritual tone of the campuses or in the spiritual quality of the students. Of course, on a larger campus there are more discipline problems *in toto* than on the smaller ones, but proportionately the number of discipline problems or violations of Adventist standards has not been greater in the larger schools than in the smaller ones. Likewise, the proportion of young people dedicating themselves to the needs of the church's work appears to be proportionately about the same regardless of the size of the school from which the student was graduated.

We all recognize the validity of the counsel given by Ellen G. White, under whose urgings our first college was established, to the effect that largeness is no guarantee of superior quality; and that it is folly for an institution to lower its standards in order to get more students, and then make that largeness a matter of rejoicing. Our colleges, however, have grown in size only in a desire to meet the needs of the ever-increasing number of Adventist youth of college age. From the past experience of growth in enrollment, I would conclude that our basic objectives and purposes for the Adventist college may be achieved regardless of the size of the school, and that, therefore, this particular criterion cannot be a deciding factor in the specific problem under discussion.

Pressure of Needs

IN what way do the needs of the constituency affect the optimum size of the college? The constituency of each of our colleges is in reality the members of the churches of the union conference in which the college is located, although legally it may be somewhat different. The experience of the past has shown that if a union conference did not have a college of its own, the work of that conference suffered. Testimony is not hard to find to show that when certain of our union conferences in the '30s and '40s started senior colleges, they experienced immediate gains. They were able to obtain more workers, and a better quality of worker for the activities of the church. The young people growing up in the churches attended the college in larger percentages than they would have had these young people had to travel outside of the union conference to attend the college of a sister union conference.

Another relevant factor is that our church activities demand a wide variety of trained personnel. Each conference needs annually for its corps of workers young recruits trained to serve in the capacity of nurses, secretaries, home economists, food service directors, deans of men and women, doctors, dentists, teachers, and ministers. Moreover, the parents require that the college offer the curricula that their young people like to study; and these desires are covering a wider spectrum of curricula every passing year. In the old days a liberal arts college could offer majors in seven or eight subject areas and get by with a small faculty concentrating on these particular disciplines; but today the needs of our work and the desires of our people make this impossible. It is more and more becoming necessary to widen the curricular offerings in order to meet the needs of the constituency.

IT has been suggested that the solution to this problem is for the college of one union conference to specialize in certain areas, and the college in a neighboring union conference specialize in others, and so on across the country; and that our young people desiring a certain curriculum could be directed to the college offering it. Who of the college administrators will maintain that this plan is effective? If John goes off to a college outside his union conference in order to take a certain curriculum, often in a year or two his girl friend goes along, and a year later his younger brother, and the younger brother persuades several of his friends to accompany him. As long as the colleges are struggling to balance their budgets and have need of more students, this matter of sending young people outside of the college territory will not find very wide acceptance. It would probably be successful for certain very specialized and expensive curricula, but otherwise this policy probably will not be satisfactory.

If this line of thinking is valid, then it means that each college must have a fairly wide choice of curricula for

the young people of its territory, and these can be provided only by a large college.

Influence of Competition

HOW do the present competition for students and current enrollment trends affect the optimum size of the college? In the last fifteen years there has been a definite change in the trend of college student enrollment. In the earlier years of the nation most of the students going to college attended private colleges; then as the public colleges and universities were started there was a shift, and for many decades the number of college students stood at about fifty per cent in the private colleges and fifty per cent in the public colleges and universities. During the past few decades, however, the percentage of students in the public colleges has been rising rapidly, while the percentage in the private colleges has been declining by about two per cent a year.¹ In this there is an alarming factor not usually noted; and that is that the small colleges have lost a much higher percentage of the student enrollment than this overall two per cent loss a year indicates on the surface. Many of the small colleges have not been gaining in enrollment, or if they have, their percentage gain is very small as compared to the overall gain in college student enrollment. This is an important and dangerous trend. It has led to the closing of some small colleges. Predictions are that in the next twenty to thirty years many more of the small colleges will go out of existence because they cannot maintain the increase in enrollment that is necessary to enable them to offer an acceptable program of college education. In other words, the competition is forcing the small college out of business.

WHY are the majority of college students in America turning away from the small private colleges to the large universities? One answer, and the one most often cited is that the tuition is cheaper. This is a factor, but it is not the major one. Let us examine the factors that make it difficult for the small college to compete for enrollment:

1. In the past half century there has been a tremendous explosion in the sum total of human knowledge. The scientific method and the emphasis upon research has greatly expanded our knowledge of old disciplines and has brought into being entirely new scholastic disciplines that were not in the college curriculum in earlier decades. To choose just one discipline, for example, a few years ago several good college courses in physics would enable the student to have a fair grasp of what was known in that particular discipline; but man's knowledge in the field of physics

¹ Lewis B. Mayhew, "Destiny of the Liberal Arts College," *Liberal Education*, Vol. XLVIII (March, 1962), pp. 48-414.

today is so great that it takes many courses for the student to come anywhere near having a grasp of what is known of the whole field of physics. Within that one discipline there are many sub-disciplines such as nuclear physics, solid state physics, classical physics, bio-physics, bio-statistics and others. Some of these fields are so specialized that a general physics teacher cannot handle them. An adequate physics department today needs four or five teachers, each one a specialist in a particular field of physics. The same is true of chemistry; a decent college chemistry department today should have an organic chemist, a bio-chemist, a physical chemist, and an analytical chemist.

IT is increasingly the consensus of heads of our college science departments that one or two men are not able to offer the type of instruction that our college students need; in order to give top-flight instruction in the special areas within a given discipline, a collection of scholars is necessary. It used to be that we could have one person teaching all the natural sciences in a college; then it came to the place where we had one person in the department of physics, another in chemistry, another in biology, and another in mathematics. Now each of these departments really needs a minimum of four or five men in order to handle adequately on an upper biennium level the knowledge in his particular field that a baccalaureate degree candidate from a high-quality college ought to have.

In order that a student be adequately prepared in his discipline, either for teaching or for graduate work, the major has to be heavier in terms of the number of courses offered and in the depth of those courses. It has been stated that a young man graduating from college today with a major in his specific field must know at least four times as much as his father did when he graduated from college with a major in the same field.

2. We must also recognize that today there are many new scholastic disciplines, requiring college departments that were not necessary in former years. Any respectable college today ought to have a department of sociology, of psychology, of anthropology; it ought to offer data processing, cybernetics, radio and television communication, and linguistics.

3. In the first-class college today the students are carried much more quickly through the basic areas of a given subject or discipline. The secondary schools are expected to carry the student much deeper or farther than even ten years ago; therefore, many of the college courses have had to be restructured, starting at higher levels and going much more quickly into the deeper areas of the scholastic discipline. As a result, the teacher must be better prepared

than formerly. He must be a specialist in his field in order to go into it in depth.

THE teacher must give much more time to the preparation of his lectures and laboratory of experiments. Consequently there has been a steady lowering of the teacher's normal instructional load. A twelve-semester-hour teaching load in undergraduate colleges is normal now, and in the top-quality undergraduate colleges it is much lower, between six and ten hours. One of our teachers recently handed me a page that he had torn out of the professional periodical for his discipline. This was a page of advertisements that runs in every issue of the periodical in which various colleges list the staff members that they desire to employ. In practically every case the colleges and state universities listed the teaching load as from six to nine hours, although a couple listed twelve hours as the required load. In addition to the low teaching load, the salaries were high. This low teaching load has been accepted by the colleges because the teachers are expected to do so much more preparation for high-quality teaching today than in former years. It is virtually out of the question that top-level teaching can be done with a semester-hour load of fourteen to sixteen semester hours.

4. In the previous paragraphs I have commented on the explosion of knowledge and the necessity for teachers to be specialists within a given area of a scholastic discipline, such as organic chemistry, solid state physics, finite mathematics, European history, or Victorian literature. This is becoming standard procedure in high-quality colleges. If, in our schools, the departments are small and a teacher who is a specialist in a certain area of his discipline is expected to teach everything that is offered in the department, there is a loss of morale that cannot be avoided. A young, highly trained, forward-looking teacher recognizes that he cannot adequately cover all of his discipline; moreover, he knows that to try to do this will cause him to fall behind in his own specialty. He cannot teach the whole discipline and carry a heavy teaching load without becoming professionally ruined. He knows that after a few years of this program he will be hopelessly behind the developments in his field, for he lacks time to keep up with the professional literature in his specialty.

MOREOVER, in a one- or two-man department he does not have the professional stimulus that his colleagues in other colleges have in larger departments with specialists dealing with specialized areas of knowledge. When there are four or five specialists within

a given department, let us say of mathematics, or English, they can assist one another in their teaching; they stimulate one another in their research. They engage in joint efforts and much zest is added from the cross stimulation afforded by such specialists within the department.

In a department with four or five members, each as a specialist and with a teaching load that comports somewhat with that of his peers in other high-quality colleges, the teacher has opportunity to engage in some research and to publish articles in learned periodicals. In this day a teacher does not have professional standing unless he is doing research and publishing. A young scholar today who does not publish is soon considered second-rate and inferior. This, of course, reflects upon the morale of the professionally minded teacher, if a high teaching load automatically eliminates him from this type of professional experience.

Moreover, high-quality institutions today are expected to have staff members who are writing books and publishing in the learned journals. We may say that we don't like this, but the fact of the matter is that if we want to operate high-quality colleges, have good standing, and compete successfully for students, this activity must be carried on.

5. Finally, in considering the problem the small liberal arts college has of meeting the competition and holding its quota of students, there is the vital matter of adequate teaching equipment in the form of sufficient library holdings, well-equipped laboratories, and other up-to-date teaching tools. It is expensive in these days to maintain the quality library that is expected of first-rate colleges. Secondly, it is tremendously expensive to provide the type of equipment that good colleges have today in their laboratories; but if the small college is to compete successfully for adequately trained teachers and for its quota of students in a day when an ever-increasing number of college-age young people are turning to the big public universities where first-class facilities and highly trained teachers are available, then the small college must provide equal facilities.

Potential of Viewpoint

IN what way does the educational viewpoint of the Board of Trustees and the faculty affect the optimum size of the college? In the past the advantage of the small liberal arts college has resided in the superior teaching that is offered. Therefore, the small college could appeal to the gifted college students by pointing to the excellent instruction it offered. This was its major "reason for being" and its most effective appeal for maintaining its enrollment. A drastic change has taken place in recent decades; the salary scales have become proportionately very low in many

of the small colleges; the teachers in each department are few, with the resultant overwork, lack of time for research and for keeping abreast of developments in the discipline; all this has resulted in a deterioration of the quality of instruction in the smaller colleges.

This is a vital factor in considering the basic question of this paper, "What is the optimum size for our colleges?" To answer that question we must first answer another; namely, "Do we really desire to offer our students a first-class college education, or are we satisfied to offer a second- or third-rate program of instruction, based upon overloaded teachers, small departments with few specialists, and substandard laboratories and equipment?"

IN view of the following instruction from Ellen G. White, I think we must aim to operate instructional programs of the highest quality in our colleges: "Our school is to take a higher position in an educational point of view than any other institution of learning, by opening before the young nobler views, aims, and objects in life, and educating them to have a correct knowledge of human duty and eternal interests. The great object in the establishment of our college was to give correct views, showing the harmony of science and religion."²

"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 the land."³

"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."⁴

"While religion should be the prevailing element in every school, it will not lead to a cheapening of the literary attainments."⁵

"We are to show a superiority in intellect, in understanding, in skill and knowledge, because we believe in God and in His power to work upon human hearts."⁶

"The true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain."⁷

² Ellen G. White, *Life Sketches*, (Mountain View, California: Pacific Press Publishing Association, 1915), p. 220.

³ Ellen G. White, *Testimonies*, Vol. IV, (Mountain View, California: Pacific Press Publishing Association, 1948), p. 425.

⁴ Ellen G. White, *Testimonies*, Vol. VI, (Mountain View, California: Pacific Press Publishing Association, 1948), p. 126.

If we really want to provide top-quality instruction in our colleges, then we must be prepared to operate larger size colleges in which teacher specialists can be provided in each scholastic discipline, with adequate libraries and laboratories, and with teaching loads compatible with high-quality teaching.

Purport of Financial Resources

IN what way do the financial resources available to the Board of Trustees and the faculty affect the optimum size of the college? It is axiomatic and beyond argument that a first-class college today offering majors in physics, chemistry and biology must provide expensive up-to-date equipment that enables the teacher to instruct the students in the latest developments in the scholarly discipline. It is almost impossible for any but the wealthy colleges to provide this equipment on their own. Some of our colleges have obtained good equipment due to matching or full grants from the Atomic Energy Commission or National Science Foundation. Some of this equipment has come to the colleges in connection with approved research projects. We cannot continue to offer majors in the natural sciences unless we do provide adequate equipment. If the college is able by extreme measures to provide this equipment, then the only sensible thing to do is to keep it in use. In order to keep this equipment active and the laboratories full, our colleges will need to be much larger than they are at the present time. Presently, in most of our natural science departments, except where there is an influx of premedical students, the upper biennium classes are very small. This means that in order to have adequate laboratories and equipment, and to make full use of them, the colleges should be three or four times as large as some of them currently are.

IF our reasoning is valid, where we discussed above the necessity of departments staffed with specialists competent to deal with the advanced and technical data within the major, then it follows that these specialists must be kept busy in order for the college to be able to balance its budget. This would mean that the physical chemist should be offering a number of courses in physical chemistry. This, again, is an additional argument for a greatly increased size of college.

⁵ Ellen G. White, *Counsels to Parents and Teachers*, (Mountain View, California: Pacific Press Publishing Association, 1913), p. 504.

⁶ Ellen G. White, *Christ's Object Lessons*, (Oakland, California: Pacific Press Publishing Association, 1900), p. 358.

⁷ Ellen G. White, *Education*, (Mountain View, California: Pacific Press Publishing Association, 1903), p. 29.

Small enrollments in upper biennium classes have plagued our colleges for years. We have made a number of efforts to reduce and to eliminate them, but the fact of the matter is that a student who is majoring in physics, mathematics or history needs specialized courses in order to have a respectable major. We cannot cut out these courses just because the enrollment is small. The answer to that problem is to increase greatly the enrollment in the classes, and to do that we must increase the size of our colleges.

In previous paragraphs I have pointed out that in order to serve our constituency and the needs of the church, we must offer new majors, majors in sociology, in anthropology, in communications, in linguistics, in food service administration, in personnel management. It is beyond the ability of a small college to offer specialized majors like this. The only solution, it would seem, is that the college, itself, must be enlarged.

Conclusions

AS a result of my reading and study on the matter of the optimum size for Adventist colleges, I have come to the conclusion that all of our colleges are too small. I would suggest that the minimum size to meet the need of the decades that lie ahead is about 2,000, and the optimum size about 3,000. Only in this way will our schools be able to meet the competition, and to keep our students from taking advantage of the superior facilities and educational opportunities offered in the publicly supported universities. It is necessary that our tuition costs be kept somewhat comparable with those of the public institutions; it will be impossible for us to do this with small colleges, unless, of course, the quality of the instruction drops way down, or unless we greatly restrict the number of majors offered to our young people. This latter possibility will be discussed below.

IN the widely discussed work, *Memo to a College Trustee* by Beardsley Ruml and Donald H. Morrison⁸ it is stated that the optimum size for a good quality college is about 1,800, but that under very limited conditions the college might survive with 800. Dr. Ruml did not take into consideration, however, the special needs of our colleges. He was writing of the strictly liberal arts college that confines its offerings to a relatively few liberal arts disciplines. In our own colleges we must offer prenursing, secretarial science, home economics, vocational education and a number of other majors or types of instruction which Dr. Ruml did not include at all in his college of 800. Dr. Lewis Mayhew of Stanford University says that student bodies of less than 800 to 1,000 should be regarded as an uneconomical operation.⁹ In his comments it is clear,

however, that he, too, is discussing the standard liberal arts college with endowments running into the millions, with alumni oriented toward making annual substantial gifts toward the operation of the institution and with a restricted liberal arts curriculum.

INASMUCH as we do not have endowments running into the millions, nor can we expect large gifts from alumni or foundations, we must look at our own problem in a practical way. As far as I can understand it, this practical, down-to-earth view would indicate that our colleges, in order to provide for the wide range of offerings that are necessary to meet the needs of our church and our constituency, and in order to provide a high-quality education with teachers who are specialists, having available the expensive equipment that is needed for operating in certain of the disciplines, and with teachers who are not overloaded but who can teach in their special areas of competence and have enough time for research and publishing, should be increased in size to about 2,000 student enrollment, and that the optimum enrollment should be 2,500 to 3,000.

The answer to our problem is not to start more colleges, but to more adequately finance the ones we have, and increase their enrollment as the requirements of our constituency indicate. It is false thinking, unrealistic, and harking back to past decades to think that the answer to our problem is more small colleges; or that any of our colleges should limit enrollments to 700-800 as was previously propounded.

FINALLY, what suggestions can be offered in view of the fact that our colleges do not reach the optimum size indicated? The answer is that until the enrollment grows larger, the college must recognize that it cannot be all things to all men. It must chart its course carefully, relying on intensiveness and high-quality work in those curricula that it does offer rather than on an extensive approach to the curriculum. In some of our schools it is apparent that the curriculum is becoming unmanageable. The piece-meal additions that are being made, both in terms of curricula offered and in courses


⁸ Beardsley Ruml and Donald H. Morrison, *Memo to a College Trustee*, New York: McGraw Hill Book Co., 1959), p. 26.

⁹ Lewis B. Mayhew, *The Smaller Liberal Arts College*, (Washington, D. C.: The Center for Applied Research and Education, 1962), p. 99.

within the curricula, are ruinous. Each college must, after carefully counting the cost, decide which curricula it can offer, and then pray for the fortitude to hold to this until developing financial strength as a result of increased appropriations and enrollments enables it to increase slowly the variety of curricula.

IN order for a small college to offer a quality program that will be worthy of our young people, it appears that we have no choice but to reduce the teaching load of our staff members to an average that will give them adequate opportunity to maintain their professional standing and competence, and to do a first-class job of teaching. We must also recognize that we cannot have one-man departments. It is much better to limit the number of departments and to make those departments that we do have adequate in terms of the number of teachers, the preparation of teachers, the class loads and the equipment that we provide for them.

WE will fail in our task if we cannot get our highly qualified young people that are coming from graduate schools to join us in operating our colleges. They will make the same sacrifices that all the rest of us make, working for a lower salary; but our professionally trained young teachers will not join the faculties of our colleges if they are expected to carry a teaching load that will make it impossible for them either to do a first-class job of teaching or to maintain their professional competence by having adequate time for study, reading and research in their own disciplines. The young teacher of the type that we really want is not willing to commit professional suicide; we should not ask him to do so. We can continue to attract competent, highly trained teachers if we take these things into consideration. While our colleges are still small we must limit our offerings, but make those that we do offer of first-class quality.



Picnic Grove
Andrews Campus

SHADES of QCHE



Approximately 1,000 Seventh-day Adventist educators attended the Quadrennial Council for Higher Education in an eight-day session at Andrews University, August 20 to 27, to consider the challenge of "Relevant Teaching for Revolutionary Times."

Besides administrators and department chairmen from the 14 colleges and universities in the U.S. and Canada, delegates were on hand from the church's Middle East College in Beirut, Lebanon; from its college at Collonges, France; from Marienhoehe College at Darmstadt, Germany; and from its Southeast Asia College near Hong Kong.

Keynoting the session at the first general meeting, Tuesday evening, August 20, was Dr. C. B. Hirsch, secretary of the Department of Education for the General Conference.

"Seventh-day Adventist education must be distinctive," Hirsch declared. It must not "merely attempt to duplicate and imitate what is being done by hundreds of other colleges." He listed two objectives for Adventist education: (1) keeping our young people within the church and helping them prepare for a life eternal and at the same time face the secular world

Dr. D. J. Bieber, president of Loma Linda University, and Dr. C. B. Hirsch, educational secretary of the General Conference, greet each other at the registration tent for QCHE.

Don Scully and Rae Lee Cooper of Public Relations host the information booth at the QCHE.

QCHE pictures by Shafer



QCHE

in which they find themselves; (2) training youth for service.

"Teachers on Adventist campuses," Hirsch told the delegates, "must know where they stand in their relation to the church and its teachings. No students anywhere, on any of our campuses, should find a religious vacuum."

Urge Clarification of Church College Role

Other speakers at the general sessions promoted the same objective for church-related colleges: clarification of the role of church-related colleges. President David L. McKenna of the Seattle Pacific College, a Methodist institution, declared, "The Christian liberal arts college should unapologetically reaffirm its role as the conscience of American higher education."

McKenna told the educators that present trends toward secularization simply "bring into focus the value of the Christian liberal arts college for

General Conference President Robert H. Pierson passes the time of day with AU's John O. Waller, professor of English. No doubt the weather (90 degrees) was mentioned.



President David L. McKenna of Seattle Pacific College explains his views on higher education in Christian colleges to Educational Secretary C. B. Hirsch and AU President Richard Hammill.

the future. Higher education," he declared, "needs an institution which accepts the special responsibility to keep learning whole, human, moral, and spiritual."

Predict Survival of Church Colleges

Prediction at another general session by Calvert N. Ellis, chairman of the Association of American Colleges, asserted that the church-related college will survive. "The various churches and denominations are struggling to find a significant place in the world today," said Ellis, "but young people have so many material things that they see little need for the church, and many of them have no belief in anything beyond death."

In the face of such disregard for religion, the demand for education, Dr. Ellis stated, "is greater than ever before. To meet this demand," he said, "a college or university must be first of all an academic institution of excellence *educating* young men and women—not only dealing in subject matter and degrees." He echoed Dr. Hirsch's keynote speech in urging that our church-related institutions clarify their purposes.

Special-Interest Groups

More than 50 special-interest groups met simultaneously throughout the session exchanging ideas in their various areas of study disciplines and administration. Administrative groups singly and in various combinations discussed different angles of administration in 30 sessions. Academic discussions represented 23 study disciplines of the college and university. Inter-disciplinary meetings were divided into seven groups. Institutional group sessions represented the 14 Seventh-day Adventist colleges and universities of North America; and another session was a discussion between Adventist teachers in non-Seventh-day Adventist schools.

General discussion topics for all groups included three topics of general interest: (1) Government Aid to Seventh-day Adventist Education, (2) Results of Seventh-day Adventist Education Surveys, (3) Evolution and the Bible: Recent Findings.

Resolutions Emphasize Inter-Campus Cooperation

Recurring in resolutions growing out of the quadrennial council was an

outreach for more inter-campus cooperation.

Resolutions from nearly 50 different educational sections were presented at the final session of the council, Tuesday, August 27. Many of these pointed out the need for a more tightly knit program of education.

The need was strongest in the areas of (1) economy through non-proliferation, or duplication of course offerings, (2) harnessing of graduates' talents for the work of the church, (3) exchange of intellectual developments among graduate students and teachers, and (4) coordinated challenge to undergraduate students in the areas of humanitarian service and student leadership.



Father and son team play a violin duet for guests at the Council banquet. Right is Professor Alfred Walters, music staff, La Sierra College, and son Robert, music staff Union College.

"Spectrum"

Approval was expressed for the establishment of an Association of Adventist Forums, which would serve Adventist graduate students on university campuses both Adventist and non-Adventist. Vehicle for opinion exchange for the forum will be a quarterly publication known as *Spectrum*.

Negro History Week

In an effort to expand interracial understandings, it was recommended that the church's colleges and universities in North America conduct each year a Negro History Week. Andrews and Atlantic Union College reported already having done so with excellent results.

N.I.C.

A National Intercollegiate Council was recommended with executive director at the church's world headquarters. The N.I.C. would coordinate a program incorporating the best of such programs as the Peace Corps, Vista, Teen Challenge, Campus Crusade, and the National Student Association. Its advisory committee would include both student and faculty representation for each campus.

The quadrennial council was directed by Dr. C. B. Hirsch, secretary of the Department of Education of the General Conference. Coordination of the program was under the care

of Dr. W. J. Brown, assisted by Dr. T. S. Geraty, both associate secretaries of the department. Miss Linda K. Anderson, editorial assistant for the *Journal of Adventist Education*, aided in the coordination of the program and acted as secretary to Dr. Geraty.

The General Conference's able press secretary for the council was Miss M. Carol Hetzell, editor of *Tell* magazine.

P.R. Provides Recreation for QCHE

Much credit for the smooth running of university hospitality was due to Dr. Horace J. Shaw, director of public relations at Andrews, and his staff. Recreational arrangements were made for the delegates and for their families while on campus.

Included were tours of the Simplicity Pattern Company, Niles, for the ladies; a Chicago tour (Lincoln Park Zoo, Museum of Science and Industry) for the 9- to 15-year-old youth; daily story hours at the James White Library for the little folks; and—to beat the heat—swimming for everyone in Andrews' new Olympic-size swimming pool.

Ladies were also taken on a guided shopping tour to Chicago; delegates from the public relations departments visited Michigan State University; and a group toured Battle Creek and



B. B. Beach, secretary of the Education Department of the Northern European Division of Seventh-day Adventists, addresses QCHE banquet guests.

Story Hour at QCHE



QCHE Recreation

interesting points of early Seventh-day Adventist denominational history.

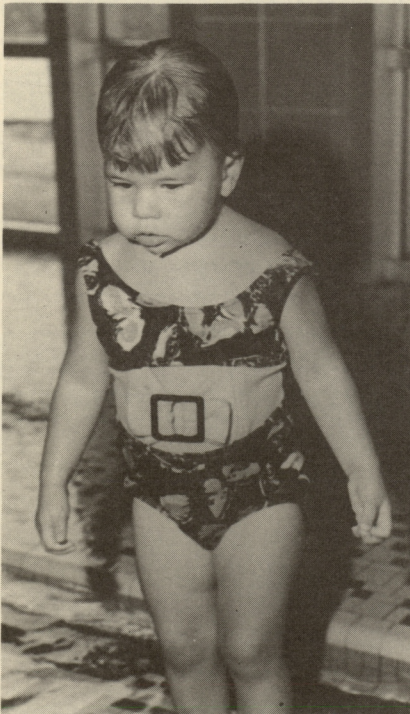
Facilities for a "keeping fit" schedule were available for the nearly 1,400 Q.C.H.E. visitors. Gymnasia within the residence halls featured free use of workout equipment, and sweat-outs in the sauna baths were available but not needed in the over 90-degree temperatures prevailing through the early part of the council.

The fountain in the Campus Center square (gift from last spring's graduating class) splashed out a sort of cooling compensation for the heat waves around it.

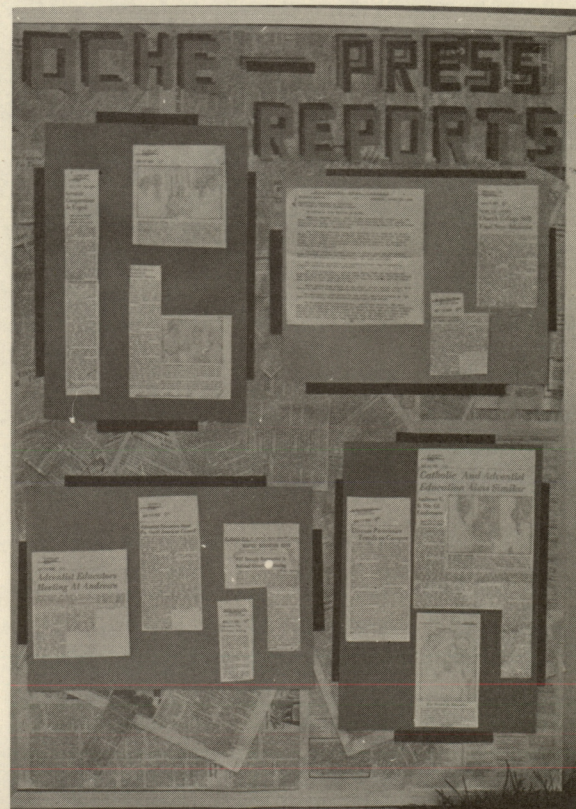
A smorgasbord banquet was served to 1,065 visitors on campus on Sunday evening, August 25. Through the able management of Mr. Clinton Wall, director of food services at Andrews, and Assistant Registrar Shahin Ilter, in charge of table arrangements, the whole group passed through the serving lines in one hour. The food service department also kept the lobbies well stocked with fruit punch to help alleviate the thirst of the delegates who were sweltering under "abnormal" temperatures that during the first few days of the council soared to a hot, high 90°.

The Campus Center lounge and the adjoining faculty-alumni lounge were

open to the guests for socializing. And judging from the conversation that coursed freely among them, the delegates were very enthusiastic about the council, feeling that it had served the purpose for which it had been intended. They said they were returning to their various colleges and institutions with renewed dedication and enthusiasm and with new ideas for their respective responsibilities.



Giving serious thought to a plunge in the AU swimming pool is Luz Marina Henderson, two-year-old daughter of Dr. and Mrs. Robert A. Henderson. Henderson, a delegate to QCHE, is chairman of the history department at Walla Walla College.





All aboard for Lincoln Park Zoo. Public Relations department at AU tried to make the time profitable and pleasurable for all ages of the 1400 plus visitors on campus.



Elder Anthony Castelbuono, youth's pastor at Andrews, prepares pizzas for some children of delegates on his portable pizza oven.



Surrounded by bosses, past and present, Gene Evers, Loma Linda, Calif., jots down a few notes of her own. Mrs. Evers has served as secretary to each of these presidents. Left to right the prexies are Dr. Richard Hammill, AU; Dr. D. J. Bieber, Loma Linda University, Calif., (her present boss); Dr. F. O. Rittenhouse, Pacific Union College, Angwin, Calif.; and Dr. W. M. Schneider, president of Southern Missionary College, Collegedale, Tenn. Mrs. Evers, who has spent 15 years in administrative secretarial work, ran into all her former chiefs when she attended QCHE.

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Apples for the Teachers

Apples, lots of them, were presented to delegates attending the QCHE. President Hammill and Dr. Hirsch receive a tray of apples from Donald Stover (First National Bank of Berrien Springs) on whose farm they grew.



Among Our Alumni



Sutton Receives Fellowship

Barbara Jean Sutton, M.D., Ann Arbor, Mich., BA '63, has been awarded a residency fellowship in pediatrics by Wyeth Laboratories.

Dr. Sutton served her internship at Kettering Memorial Hospital, Kettering, Ohio, and has undertaken her residency at University Hospital, Ann Arbor. She received her medical education at Loma Linda University, Loma Linda, Calif.

This fellowship—one of fifteen sponsored by the Wyeth Fund for Post-graduate Medical Education this year—provides \$4,800 during a two-year period, to aid each physician in completing advanced training in the medical care of children.

• David M. Jewell, BS '61, received in June a master's degree in Educational Administration from Xavier University, Cincinnati, Ohio.

• At the August commencement at Western Michigan University, Andrews alumni received advanced degrees. Master of Arts: Raymond Joseph Hamblin, BS '67; Adele Bertha Laszlo, BA '39; Lynwood Earle Smith, BA '64; James C. Stover, BS '65. Master of Science in Librarianship: Ronald Dean Hamilton, BA '65; Sakae Kubo, BA '47, MA '54, BD '55.

In Military Service

• Army Private Richard D. Show, BS '67, was assigned July 19 to the 86th Evacuation Hospital at Fort Campbell, Ky., as a medical laboratory technician.

• Major Alvin B. Olson, Minneapolis, BA '50, a member of the Air Force Reserve, attended the 39th Annual Aerospace Medical Association meeting held this summer at Miami. Olson was among Air Force administrators who also participated in a special symposium held annually to provide a closer understanding between reserve and active duty medical service personnel. The Miami meeting featured the latest developments in aerospace medicine.

Major Olson commands an Air Force Reserve medical unit at Minneapolis-St. Paul International Airport, Minn.

• Private Robert S. Probst, Jr., former AU student, recently completed a ten-week map-compiling course at the Army Engineer School, Ft. Belvoir, Va.

Deceased

Evelyn Lien Gordon, BA '28, died at her home after about a two-year illness, July 24, 1968. She was married to A. J. Gordon, Portland, Ore. Prior to her marriage Mrs. Gordon had served as dean of girls at Fox River Academy in Illinois. During the following years she taught in elementary church school for fifteen years.

Marriage

During QCHE we learned that Dorothea Abildgaard, secretarial diploma '40, and Dr. Molerus Couperus, BA '27, have been married.

Dr. Couperus is the editor of the new Association of Adventist Forums magazine, *Spectrum*.

Alumnus Is Layman of Year

Wilson L. Trickett, BA '49, associate professor of business administration at Andrews, was awarded Michigan Conference's Layman of the Year award for 1968.

Appointed Warden

Indiana State Prison Warden Ward Lane announced in May the appointment of Stan Showalter to the post of Administrative Assistant to the Warden.

Mr. Showalter graduated from Andrews University's undergraduate school in 1962 with a major in English; in 1966 he graduated from the



Stan Showalter

university's School of Graduate Studies with an M.A. in educational psychology *cum laude*. He taught English and speech for four years in the Dowagiac, Michigan, public school system and was instructor in psychology and assistant to the dean of students at Southwestern Michigan College.

In August, 1967 he was employed by the State of Indiana to serve the Indiana State Prison at Michigan City as a counselor and consulting psychologist.

Mr. Showalter is a member of the American Correctional Association, the National Council on Crime and Delinquency, the American Association of University Professors, and the Michigan Association of Psychologists. Mr. and Mrs. Showalter (Jeannine Wittschiebe, AU '63) live at Grand Beach, Michigan.

AU Missionaries to Build in Honduras



Elder Loron Wade, Honduras, tries to figure how to get everyone into his truck for the trip to San Buenaventura where the students in his school hold a branch Sabbath School.

Four alumni send greetings to their alma mater from the Adventist Educational Center in Honduras.

Elder Loron Wade, MAT '63, is director of this young school which will build badly needed dormitories with part of the September thirteenth Sabbath offering. Also on the staff are Elder Don E. Crane, MA '61, who is pastor-Bible teacher, and Mrs. Crane, who teaches home economics. Teaching English there during a month's visit this summer was Penny Shell, MA '65.

Ordinations

● Henry Whitten Kenaston, MA '59, was ordained in July to the gospel ministry and is presently pastoring the South Flint Church where he baptized eight persons in a new church—a baptismal first for both Elder Kenaston and the church. Since graduation from the Theological Seminary, Kenaston has been engaged in teaching and in ministerial work. He also spent two years in the U.S. Army, part of the time in Europe during the Korean conflict just prior to his training as a pastor.

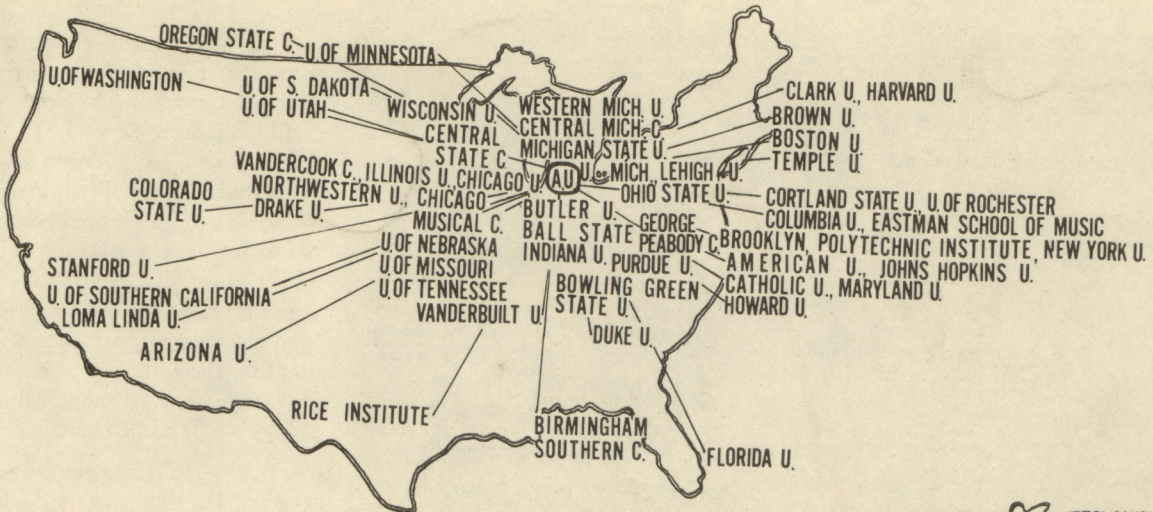
● M. D. Lee and John Jones, both graduates of AU in '66, were ordained at the beginning of this year to the gospel ministry in Hong Kong. Both elders are currently connected with South China Union College, where Elder Lee serves as academic dean, and Elder Jones, chairman of the religion department.

Elder Lee writes of radio evangelism there: "There is one gospel gateway to China which has never been closed. That is radio. General Conference has signed a contract with Radio Free Asia in Seoul for one hundred 15-minute broadcasts in Mandarin, and we are to provide the tapes. The programs will be sent to mainland China beginning this June. . . . The Voice of Free China has also approached us for supplying regular programs for China. . . . In Taiwan, our opportunities in radio are unlimited. Cost of broadcasting time is reasonable. Nearly every home on this island of 13 million has a radio. Certainly the Lord wants us to take advantage of this medium to herald the news of His soon return."



Earl Beaty, resident of Berrien Springs and former staff member of Andrews business department (1924-62), was visited during QCHE by eight of his former students. Back row, left to right: Charles Fleming, Southern Missionary College; Kendall Hill, AU; Robert Robinson, Union College; V. E. Garber, AU; and George Gott, Pacific Union College. Front row: Robert Hervig, La Sierra College; William E. Anderson, retired from Walla Walla College; Earl Beaty, retired from AU; and Clyde Cleveland, Columbia Union College. Mr. Garber presented a gift from the group to Mr. Beaty.

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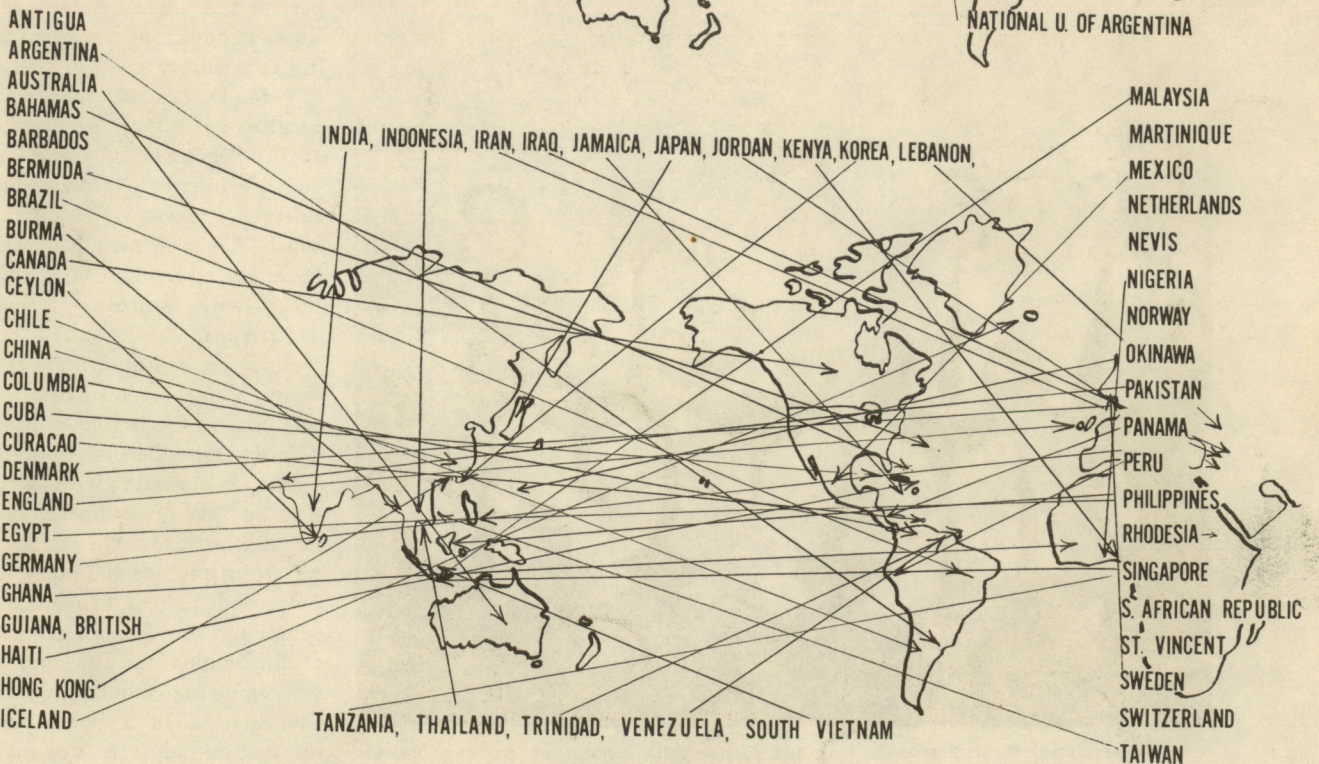
Andrews University faculty members hold advanced degrees from fifty universities in the United States and ten in foreign countries.



Andrews students come from approximately sixty foreign countries as well as from all fifty states of the Union.



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