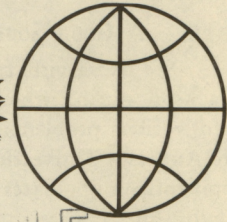
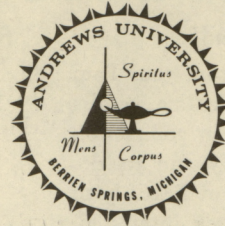


# ANDREWS UNIVERSITY

# FOCUS



ATLANTA  
SO. LANCASTER, MA. 01561  
ANDREWS UNIVERSITY  
COLLEGE

MAGAZINE

Vol. V

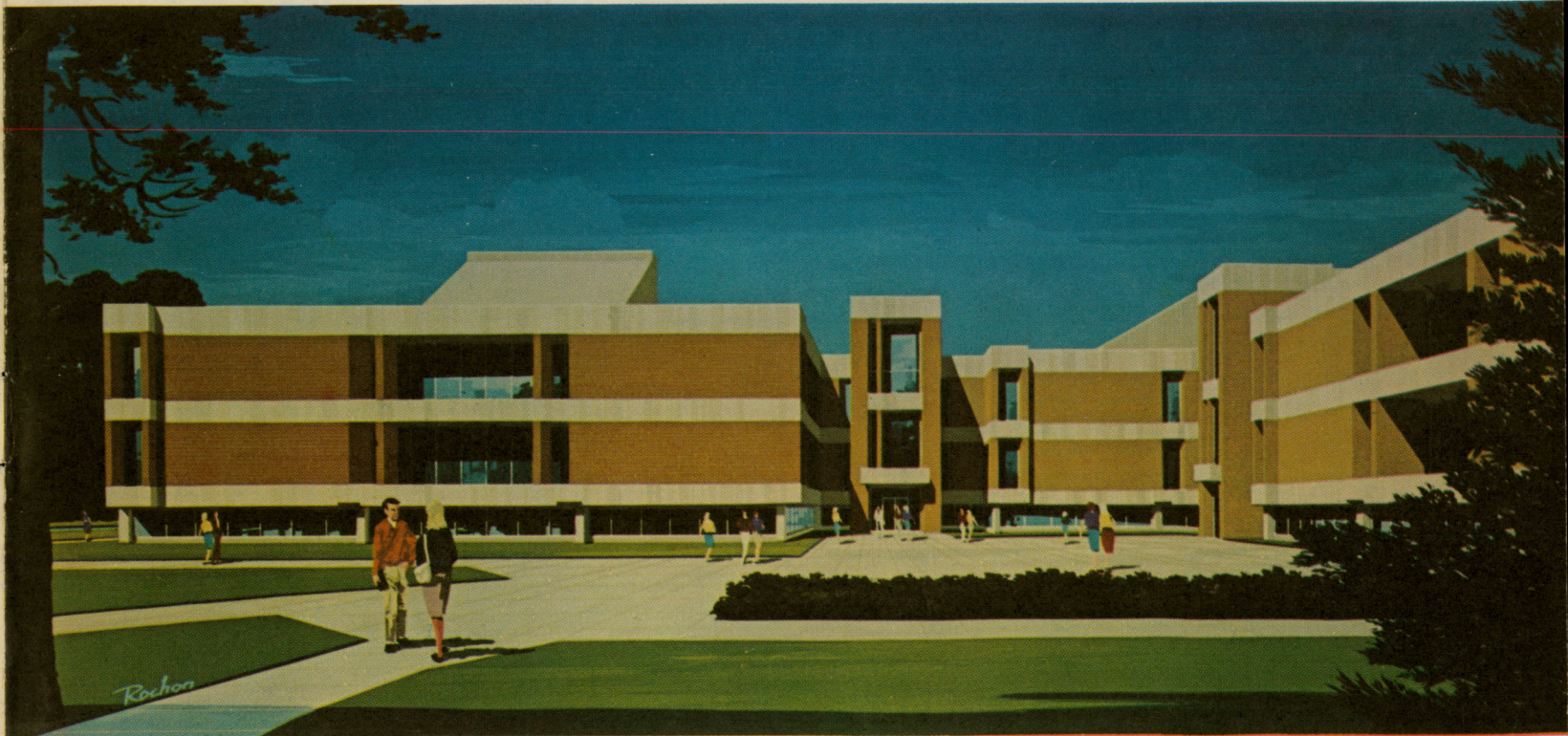
NOVEMBER-DECEMBER, 1969

No. 6

## HERE WE GROW AGAIN



A brick home makes way for the new Science Complex.



Architect's drawing of the Science Complex

# SOUNDING BOARD

## A Good Sound!

"... We had a visit from your Paul T. Jackson, during which time we discussed various problems in connection with Andrews University and its development. As graduates of EMC, both my wife and I were much interested.

"Among other matters, we talked about the new Science Building Project. We are sending you a check for \$500 today, which you may apply to this project. May the Lord make the work of Andrews University a blessing to the SDA church and the world."

Floyd W. Smith, M.D., BA '15  
Florence Swartout Smith,  
Normal Course '14  
Redlands, Calif.

## Books

Is it still true that the Alumni Association is trying to maintain a library containing all the books written by members? If so . . . I hope it will make a point of securing a copy of my new book entitled "Though the Heavens Fall" which will soon be put out by the Southern Publishing Association.

Irene Wakeham  
Philippine Union College  
Manila, Philippines

**Ed.—The Alumni Association does, indeed, want copies of the books authored by its members. However, it has no funds to purchase such books and is dependent on the alumni, themselves, to furnish copies of their publications. In case that is impractical, the FOCUS will be glad at least to receive notice of the publications to include with its alumni news notes.**

## Appreciation

We certainly appreciate getting a copy of your publication. It has proved to be a valuable source of important materials, hence is additional source of information in the library. We hope that you will keep it coming in this direction as we are keeping a file of it here.

Nelia C. Alberastine,  
Philippine Union College  
Manila, Philippines

**Fast Response:** The enclosed check of \$100 is our contribution in response to your appeal on the back cover of this week's *Lake Union Herald*.

Mr. and Mrs. Ennis Moore '54  
Berrien Springs, Mich.

## The Spirit of AU Alumni

I had proposed to write a letter to each of our fellow graduates with the suggestion that we do something significant by way of supporting our alma mater. But my better judgment told me I should start with the officers.

Most of us—and I include myself—have not been as concerned about our personal responsibility to Andrews University as we well might have been. But with a 25th anniversary (perish the thought!) as a peg why doesn't our class do something between now and April, 1970, to show tangibly just how highly we do regard the old campus and all it stands for? Its contribution to our personal welfare by way of an education and preparation for life is beyond measure.

I'm sending a check for \$25 (wish it could be \$100) to the university with the sending of this memo. I'm asking each of you officers of the class to join me in a similar concern and tangible expression. Secondly, I urge you to set up a plan whereby the other 70 of our class are invited to do likewise. Why don't we strike out for \$2,000 or \$2,500? That may sound a little steep—but it's a minimal amount when compared to our responsibility. (A graduating class of 75 students in 1970 represents \$210,000 of cost beyond tuition paid. How can we give less than 1% as a demonstration of belief in youth? Someone did a lot more for us. We have done very little in the last 25 years. Maybe we can redeem ourselves partially on our 25th anniversary!)

Please let me hear from you in the near future. I'm sure President Hammill and others in the administration will be helpful to us by way of assisting with correspondence, addresses or mailings which may be required.

VIRGINIA HUDGINS MURRAY  
(Mrs. Milton J. Murray)  
Dayton, Ohio

Mr. George C. Brodsgar, San Rafael, Calif., recently sent a gift of \$2,000 to Andrews University in memory of his deceased wife, Helen Elisabet Harris.

**H. B. Lundquist, BA '17,** suggests for alumni activities the renewal of "The Point" and Lemon Creek as recreation areas and memorials.

**Historical Beaver Point at present is better known as "Tin Town" or "Shanty Town." Perhaps the day is not far distant when there will be ample housing so that the Point can be restored to its original beauty as the students of earlier times remember it. We hope so!**


## September-October Issue

The last issue of FOCUS really was a terrific issue! All the issues are good, but this one seemed especially well done! Please accept my gratitude as an alumnus for an outstanding alumni journal.

Karen Altman, '68  
New Hyde Park, N.Y.



Travelers at the Benton Harbor Airport are given a view of Andrews campus and campus life via the publicity display in the lobby.

**ANDREWS UNIVERSITY**  
**FOCUS**  

Vol. V November-December, 1969 No. 6

Horace Shaw ..... Editor  
Opal Hoover Young ..... Managing Editor  
Ted Hewlett ..... Staff Photographer

Office of publication: Public Relations Office, Andrews University, Berrien Springs, Michigan, 49104.

Published jointly by the University and the Alumni Association of Andrews University, bi-monthly—January-February, March-April, May-June, July-August, September-October, November-December.

Application pending for second class matter.

## Science Complex on Its Way

Construction plans for three buildings of the new science complex at Andrews University and a capital funds campaign to raise \$1 million in the southwestern Michigan area have been announced by University President Richard Hammill.

Excavation for the three new buildings has already begun. The three buildings will cost \$3 million. The Board of Trustees of the university, its affiliated church organizations, and the alumni have agreed to raise \$2 million, and of this sum over \$1 million has already been received or pledged. The one million-dollar balance will be sought through the capital funds campaign.

Select solicitation among friends of the university will take place between now and the end of the year. The general campaign will be conducted during January and February.

The complex will eventually consist of four buildings. The first three will include a building for the chemistry department, one for the biology department, and one for the mathematics and physics departments. The fourth building to be built at a later date will house the engineering department.

When these facilities are completed, students majoring in biology, chemistry, physics, and mathematics will have at their disposal modern laboratories which will help them to obtain an improved and broadened scientific education, stated Dr. Hammill.

The new complex will enable the university to increase its offerings in all areas of science and will permit expansion of the graduate programs offered. It will also make possible new, as well as development of existing, areas of research and research training.

The chemistry department will be able to obtain recognition by the American Chemical Society, an endorsement which is not presently possible because plant limitations in the existing building, constructed in 1936, make it impossible for the department to conduct a program of the necessary scope and quality. The ACS recognition is valuable for chemistry majors entering the teaching profession, but

is vital for those planning a career in chemical research.

The biology department has graduated 215 students with bachelors or masters degrees since 1961, including 89 who have pursued careers in medicine or dentistry, 35 who have entered the teaching profession, 10 who are engaged in medical technology, and 56 who are continuing their studies in graduate schools. At present, however, the department is operating "at capacity" in terms of laboratory and classroom space, according to Dr. Hammill.

The new quarters will permit acceptance of additional graduate students and will provide laboratories for teaching and research in important fields such as molecular biology, animal physiology and behavior, and the ecological sciences.

The physics and mathematics departments are presently located in temporary quarters in the basement of the student center, and have not had permanent facilities for ten years. "The new complex will enable them to improve and expand their services to the hundreds of youth who enroll at Andrews University each year," commented the president.

Vice-president for public relations and development Don Prior (left) with student major Larry Arany sets up a 9-projector, 3-screen program about Andrews. They have given the program to twenty area clubs and organizations in the last few months.



here we are  
inconspicuously  
tucked away  
in Michigan's palm

**Boldly asking for a handout  
of good will... And of money**

Of good will because we're an often-misunderstood institution. Andrews University is owned and operated by the Seventh-day Adventist Church—you know, the conservative Protestants who go to church on Saturday. In many folk's minds, that "peculiarity" obscures other important ideas we stand for.

We're much concerned about the world's health, its social, educational, and spiritual condition. And our students get the message. We're proud that 89% of last year's graduating class accepted positions or continued professional training as teachers, counselors, ministers, nurses, doctors and social workers. Many went to work right here in Southwestern Michigan. Others scattered throughout the country. Some went overseas. You'd think we were running a private Peace Corps.

This kind of education can't be provided cheaply. And it must not be extravagant. Our facilities aren't luxurious, but they are adequate—except for a few things... Right now, we must build a Science Complex to house our bulging departments of Chemistry, Biology, Math and Physics. Four million or so should do it. We can't do it alone. You help us, we'll help the world. For more information write: Dr. Richard Hammill, President, Andrews University, Berrien Springs, Mich. 49104.

**Andrews University... maybe a bit empty-handed,  
but never empty-hearted**

E5

TIME, NOVEMBER 21, 1969

A free full-page ad concerning Andrews University and its appeal for funds was Time magazine's gift to the institution. It appeared in issues to subscribers in the east-central states, November 21, 1969.

# Dr. Horn Translates Old Amman Citadel Inscription

Siegfried Horn examines the latex reproduction of the Amman Citadel Inscription, found on a ninth-century B.C., stone slab.

Siegfried H. Horn, professor of archaeology and history of antiquity at Andrews University, has successfully translated a complex inscription on a ninth century B.C. stone slab found near Amman, Jordan.

The stone, known as the Amman Citadel Inscription, had been in the possession of Jordanian archaeologists who found it in 1961, but none of them had been able to completely decipher the damaged writing on its face.

Officials of the Archaeological Museum in Amman asked Horn to translate the inscription in the summer of 1968 while he was in Jordan on an expedition to Heshbon. He ordered a latex squeeze (liquid rubber poured on the face of the stone, reproducing it to the smallest detail when hardened and removed) and analyzed the writing upon returning to the United States at the end of the summer.

"The lines of the inscription are all incomplete," says Horn. "The letters had been damaged, either through the flaking off of the outer limestone layer during the ancient cutting operation or when the stone had been placed face-down on an uneven rock."

The stone had been further damaged by a rectangular corner being cut out of its bottom right-hand corner to fit it into a slot requiring an odd-shaped building block. After the stone was in place, its sides had been cut off with a hammer without later polishing it with a chisel.

Since it had been lying face-down for centuries, the face of the stone did not show any signs of corrosion from long exposure to the forces of



nature; and wherever it had not suffered damage through some loss of the uppermost layer, the surface was smooth and the characters, being sharply incised in the stone, could be identified without difficulty.

According to Horn, the context of the translation suggests the stone to be a building inscription made by a king. Some of the lines read, "Milkom has built for you entrances round about . . .," "according to all that surrounds you from Tymin . . .," "What had been destroyed I . . . throughout the west," "Fear was among the men of the portico."

The Amman Citadel Inscription and its translation is a valuable contribution to Biblical archaeology, since its text is the third longest that has been discovered in Palestine during the past century of exploration, and it is the earliest inscription in the ancient Ammonite language in the possession of scholars which has any significant length.

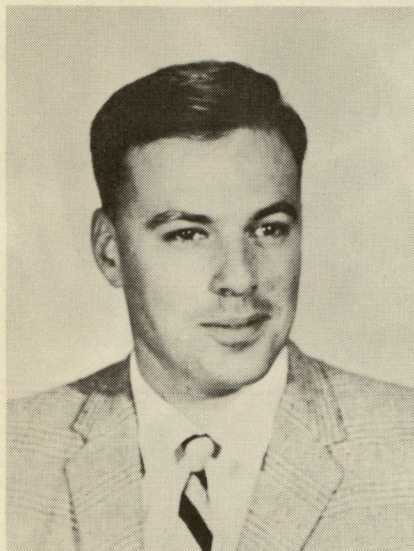
The original stone has been placed in the Archaeological Museum in Amman, Jordan, and Dr. Horn has placed his latex squeeze of the inscription on display in the Andrews University Archaeological Museum.

A FIVE-YEAR PICTURE OF DEGREES GRANTED AT ANDREWS UNIVERSITY

	1965			1966			1967			1968			1969		
	Spring	Summer	TOTAL	Spring	Summer	TOTAL	Spring	Summer	TOTAL	Spring	Summer	TOTAL	Spring	Summer	TOTAL
COLLEGE	141	40	181	161	63	224	145	58	203	186	75	261	199	82	281
GRADUATE	39	78	117	66	80	146	80	103	183	67	83	150	52	86	138
SEMINARY	11	12	23	18	38	56	17	49	66	24	58	82	24	95	119
**TOTAL**	191	130	321	245	181	426	242	210	452	277	216	493	275	263	538

# NEW RESEARCH PROJECTS IN PROGRESS AT A.U.

## Chemistry



George T. Javor

Dr. George T. Javor, assistant professor of chemistry at Andrews University, Berrien Springs, has received a \$6,000 grant from the Research Corporation of America for research on the synthesis of protein and ribonucleic acid (RNA) in a mutant cell of a microorganism.

"If we can learn the intricate workings of an abnormal cell," says Dr. Javor, "the information could provide us with the clue to the inner processes of normal cells."

In his research project entitled "Amino Acid Control of Ribonucleic Acid Synthesis," Dr. Javor is studying why the synthesis of protein and RNA may be disengaged from one another under certain conditions in a particular mutant of the microorganism *Escherichia coli*. In all other organisms, protein and RNA are ordinarily produced simultaneously; when the synthesis of one speeds up or slows down, the other does the same.

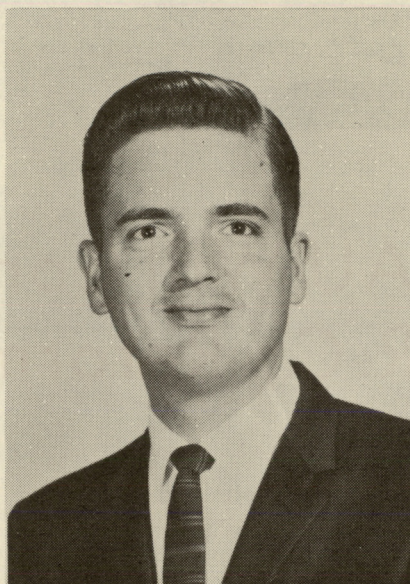
Dr. Javor, presently being assisted by Andrews University honor student Dick Guth, will be able to pursue the research unimpeded for one year with the \$6000 grant.

Research Corporation, one of America's oldest foundations for advancement of science, grants over \$2 million a year for research in the physical and

biomedical sciences and for public health nutrition programs. It also provides invention evaluation and other patent assistance services for 200 leading scientific and educational institutions.

Grants in the physical and biomedical sciences are made to help initiate scholarly research by young faculty members who are beginning their careers as teacher-researchers, and to foster pioneering or speculative research by established investigators.

## Physics



S. Clark Rowland

The National Science Foundation has awarded Andrews University a grant of \$2,000 for the support of research begun during the summer at Stanford University by S. Clark Rowland, assistant professor of physics at AU and acting chairman of the department. Dr. Rowland worked under Professor Arthur Bienenstock at Stanford.

Supported by an NSF grant for twelve weeks, Dr. Rowland studied the temperature dependence of the energy band gaps in semi-conductors. Recommended by Stanford University to the NSF, the grant will be used to establish the research project on the AU campus. Rowland will also return to Stanford University during the Christmas recess for further research.

## Biology



Bill Chobotar

Dr. Bill Chobotar, assistant professor of biological sciences, and Dr. John Ernst of the Animal Disease and Parasite Research Division of the United States Department of Agriculture, Auburn, Alabama, collaborated in the biology laboratories at Andrews, December 2 to 5, on a research project involving protozoan parasites of rodents.

Dr. Chobotar and Dr. Ernst are reporting on previously undescribed species of these parasites, including their behavior within and outside the host animal. After photographing and measuring the cells through microscopes, they will finish writing two papers for publication in scholarly biological journals.

"Since the parasites are of human as well as veterinary importance," says Chobotar, "we hope that the knowledge gained from these experiments can be applied to the understanding of certain human diseases."

## Dow Gifts Science Dept.

Dow Chemical Company recently donated \$3300 worth of chemicals, glassware, and equipment to the chemistry department at Andrews. The donation was made as a part of the Dow Chemical program of aid to educational institutions.

You can make your sermons come alive, your history classes more real, and your Bible studies have more meaning by participating in a guided tour to be conducted by Andrews University next summer to Roman Catholic and Reformation lands.

The tour is planned to give Seventh-day Adventist ministers, educators, and laymen opportunity to participate in such a trip without Sabbathkeeping conflicts and with vegetarian meals available at choice on the complete tour.

#### Dederen Will Be Director

Director of the tour, Raoul Dederen, professor of theology and Christian philosophy at Andrews University, is particularly well qualified for the job, having had 17 years of experience working in the Southern European Division.

Qualified participants may earn four Seminary credits in theology from the trip; this will involve, however, a limited amount of study and research before the tour begins. Dr. Dederen is offering a course in Roman Catholic theology this summer prior to the tour from June 15 to July 16.

#### Tour to Last 29 Days

Carefully planned, the twenty-nine-day tour will include such places as Paris, Lourdes, Carcassonne, Rome, Bern, Geneva, Florence, the Albigensian country, and the Waldensian valleys. It offers the rare opportunity to discover and to understand a little of the age-old Reformation heritage of Europe, and at the same time to get a close and realistic look at some cultural and religious aspects of Roman Catholicism. Nowhere will the Middle Ages and the Renaissance, Roman Catholicism and the Protestant Reformation, the Albigensian and the Waldensian struggles for toleration come to life as vividly as in these areas of France, Italy, and Switzerland. The participants will be able to trace the main lines of these historical developments by an on-the-spot visit. The itinerary features places of historical significance, and the sight-seeing is filled with spectacular landmarks that will never be forgotten by the student of Bible prophecy, says tour director Dederen.

Raoul Dederen looks over maps and itinerary of a tour that will take a group of people on a twenty-nine-day journey to Roman Catholic and Reformation lands in France, Italy, and Switzerland.



## AU Will Conduct Tour of R. C., Reformation Lands

#### Tour Dates and Costs

The tour begins at Kennedy Airport, July 19, 1970, and will end there on August 16. Cost of the trip is \$1,235 per person. The price includes round-trip air transportation from New York, tuition, ground transportation, accommodations in superior tourist hotels, three meals a day, baggage handling, guides, and admission to all museums, art galleries, castles, historic shrines, as well as all tips in hotels and restaurants.

Individuals may make arrangements at the end of the tour to stay longer in Europe if they wish.

Persons interested in the tour should make application with a deposit of \$100 early in January, 1970. The remainder of the fee may be paid in installments at the applicant's convenience, but the final payment must be made before June 1, 1970. All checks should be made payable to Andrews University. Thirty to thirty-

five persons can be accommodated on the trip. For further information concerning the tour, registration, and itinerary, write to Raoul Dederen, Andrews University, Berrien Springs, Michigan 49104.

#### To Remind You

A twelve-week study tour of Europe sponsored by AU's English and history departments will be conducted this summer.

Direct any inquiries to either Dr. Merlene Ogden or Dr. Richard Schwarz, Andrews University, Berrien Springs, Michigan 49104.

Tour costs will amount to about \$1500 per person. See the September-October, 1969, issue of Focus for further description.

# A Mini View of Career Day

Hundreds of students at Andrews University participated in the university's second annual Career Day, November 20, by counseling with successful professional and vocational persons.

Sponsored jointly by the Andrews University Alumni Association and the Student Association, Career Day featured counselors representing nearly sixty different occupations and professions. The counselors were Seventh-day Adventists from Michigan, Illinois, Indiana, Wisconsin, Nebraska, and Ohio. Most of them are not denominationally employed. "You can be a part of Christ's team," said AUAA president Barclay, "in whatever area you choose to work."

Keynote speaker at the 9:30 a.m. student assembly was Mrs. William J. Shertzer of Flat Rock, Michigan, who spoke on the necessity of being able to communicate effectively. She is a public relations representative from the Ford Motor Company, employed on the management level.

At a luncheon for the counselors and university administrators, talks were given by Dr. Richard Hammill and Tom Robbins, Student Association president. Dr. Hammill spoke on the progress of the university, and Robbins, on SA-sponsored student activities.



Glenn Bell, clinical psychologist, takes time out for a snack.



Mechanical drafting students discuss careers with Earle Mayer, chief draftsman at the Burdick Corp., Milton Junction, Wis.



Jim Barclay (right at table) gets ovation from counselors on his promotion work for Career Day.



Dental hygienist Mrs. Ellamae Skahen (right) talks with students Jean Joseph (left) and Barb Barclay who plan careers in that field.



Winslow B. Randall, a CPA on campus for Career Day from Omaha, Nebraska, is solicited by sophomore Carolyn Zima for Voice of Prophecy drive.

## New Program at Andrews

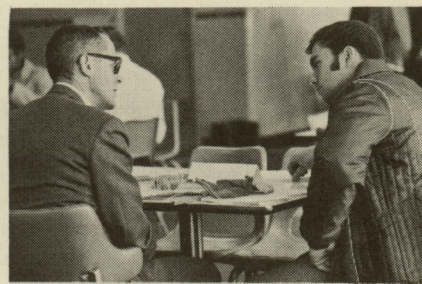
Andrews University's new program in speech and hearing therapy, according to Dr. Elaine Giddings, speech department chairman, adds a new dimension of study for the speech student.

This year Andrews is offering four courses which are prerequisite to the speech and hearing program. Courses for the junior and senior years of study will be offered starting with the fall term of 1970.

Students taking the courses in speech and hearing therapy will learn to help persons whose speech patterns interfere with their ability to communicate effectively, draw attention to their speech impediments, or cause them to be maladjusted due to their audiological deficiencies. Therapy students will also learn how to prevent hearing defects, to diagnose hearing disorders, and to participate in the rehabilitation of hearing loss.

Graduates of the program will be prepared to serve as therapists in school settings, hospitals, or clinics. They may also go on for advanced study or participate in research. In addition, students upon completion of the program will be able to meet the Michigan state requirements for speech and hearing therapists.

Students will be required to do a minimum of 200 hours of observation of actual speech and hearing therapy at various schools and hospitals. They will also be required to spend time practicing clinical procedures on the A.U. campus, in public and parochial schools in the area, at Memorial Hospital in St. Joseph, and in the proposed community-sponsored hearing and speech center in Berrien Springs.



Clare E. Luke counsels Glenn Giles on a career in chemistry research.

# News Grab Bag . . .

## Music

• Dr. Blythe Owen, composer in residence at Andrews, recently received word that her new compositions, "Go Lovely Rose" and "Easter," are to be published by the University of Miami Press.

• For the second year in a row, C. J. Hall, who joined the AU music faculty last summer, has had work chosen to be performed at the annual Contemporary Music Concert by the Michigan State University Symphony Orchestra. Hall, a doctoral candidate at MSU, wrote his *Five Microscopics* for large orchestra during the last school year as part of class requirements for the composition degree. As a result of last year's performance, Hall's composition, *Ulalume*, for narrator, soprano, and orchestra, was accepted by Mills Music Co., New York, for inclusion in their rental library.

• Leroy Peterson, instructor in music at Andrews, played in the first violin section with the Peabody Symphony Orchestra, Sunday evening, November 19, in the performance of Dvorak's *Requiem* in Constitution Hall, Washington, D. C.

## Scientific Papers Presented

• A. A. Roth, member of the geoscience staff and chairman of the department of biology at Loma Linda University, presented his paper, "Coral Reefs" at the Science and Religion Seminar at Andrews, in November.

Questions regarding the length of time it takes a coral reef to form, the origin of fossil coral reefs, how they relate to the flood have led Dr. Roth to embark on a study of present-day coral reefs. He reported on research in progress.

• Asa Thoresen, AU professor of biological science, presented a paper, "Biological Research on Seabirds," at a seminar at Central Michigan University, Mt. Pleasant, Mich.

• Featured speaker at a meeting of the Berrien County chapter of the Michigan Society for Mental Health, Inc., recently was Dr. Marion Merchant, assistant professor of behavioral science at AU. She described her pilot program of using lay people to work with emotionally disturbed children.



K. Robert Lang, M.D.

She developed this highly successful approach to helping maladjusted children in the Franklin County School System, Columbus, Ohio (1964 to 1966), and the program was later researched by the United States Office of Education.

## Departments

• The speech department has recently purchased a CV 2200 Sony Videocorder, with camera, viewfinder, zoom lens, lights, and monitors. Speech students will now be able to evaluate a speech visually, as well as aurally. The resulting self-analysis is potentially a realistic foundation upon which to build improvement, explains speech department chairman, Elaine Giddings.

# . . . News Grab Bag

• Over 150 persons attended an open house sponsored by the Home Economics Club composed of 75 members. Items on display included an electronic oven, special foods for diabetics, basic patterns for clothing design, a microscope study of various fabrics, interior designs, a child study laboratory with children at play, and the white rats used for advanced nutrition experiments. Visitors toured the home management training facilities.

## Published

• K. Robert Lang, M.D., assistant professor of health education at Andrews, has published an article entitled, "Surgical Treatment of Serous Otitis Media," in the September, 1969, issue of *Medical Bulletin of the U. S. Army—Europe*. The article deals with the use of a polyethylene tube in the treatment of some cases of serous otitis media.

• Robert Marsh, instructor in engineering, has published an article entitled "Computer Program for Logic Stimulation" in the September, 1969, issue of I.E.E.E.'s (Institute for Engineering Electronics Electrical) CADAR News. CADAR is a special publication for transmitting information about engineering computer programs used as a design aid. The article deals with a particular program used to help check designs of various logic functions of electronic systems.

• Eugene Lincoln, linotype operator at the AU Press, has had a poem accepted by *Ideals* magazine; also a story about Abraham Lincoln by Eugene will appear in a February issue of *Guide*.

• Harry W. Taylor, AU professor of English, has copyrighted an anthology, *Adventures in Literature and Life*. The volume is being used in a section of Literature and Life class. This is Taylor's fifth copyrighted book, the first being *Quiz Fun*, brought out by the *Review and Herald* Publishing Company in 1944.

• "An Unpublished Memoir of Robert Browning" by William S. Peterson appears in the current issue of *Victorian Poetry*. The article is based on a document in the British Museum.

## Back to Africa

• Elder and Mrs. Earl J. Gregg left early in December for Tanzania Union of Seventh-day Adventists in Africa. Gregg, auditor for the Lake Union Conference for three and a half years, will be secretary-treasurer of the Tanzania Union. His wife, Vera Dean, secretary at the public relations office at Andrews, will work at the union office in Tanzania. Their term of service is set for three years.

### Campus Visitors

● Robert Speaight, famed British writer, dramatic director, actor, and poetry-reading recording artist, read to students at chapel from great English devotional poetry.

● H.M.S. Richards, Sr., spoke, November 11, at the Charles E. Weniger Auditorium on "How the Church Has Changed Over the Past Forty Years." His lecture was sponsored by the Andrews Chapter of the Association of Adventist Forums.

Elder Richards also presented the Seminary Week of Prayer topics each morning, November 10 to 13 in the Seminary Hall Chapel.

● Dr. Georg Von Pirch, consul general of the Federal Republic of West Germany, presented a lecture, "Willy Brandt—the Meaning of His Recent Victory in the Elections in West Germany," to a joint meeting of the German and International Relations Clubs in the Weniger Auditorium, November 11.



H. M. S. Richards (right), founder and speaker for radio Voice of Prophecy program, confers with Melvin A. Andersen, assistant professor of industrial education, on a mutually understood technical point. They also discussed advantages of a vocational study center.

### Trickett Gets Award

● Wilson Trickett, associate professor of business administration at Andrews University, was recently presented a citation for his outstanding leadership in the 1968 United Fund campaign, when Andrews topped its performances of other years and raised 21.7% of the total Berrien Springs goal.

Trickett and Robert Firth, professor of business administration, are heading up the faculty and staff 1969 giving program; Diane Cook is coordinator for the AU Student Association; and Horace Shaw is in charge of public relations for the village and university campaign.

### Moratorium

● Students and faculty at Andrews participated in several activities which focused attention on the entire issue of war and peace, although the university conducted regular classes as usual. Some classes discussed the implications of the Vietnam war as it affects the world and the Christian in 1969.

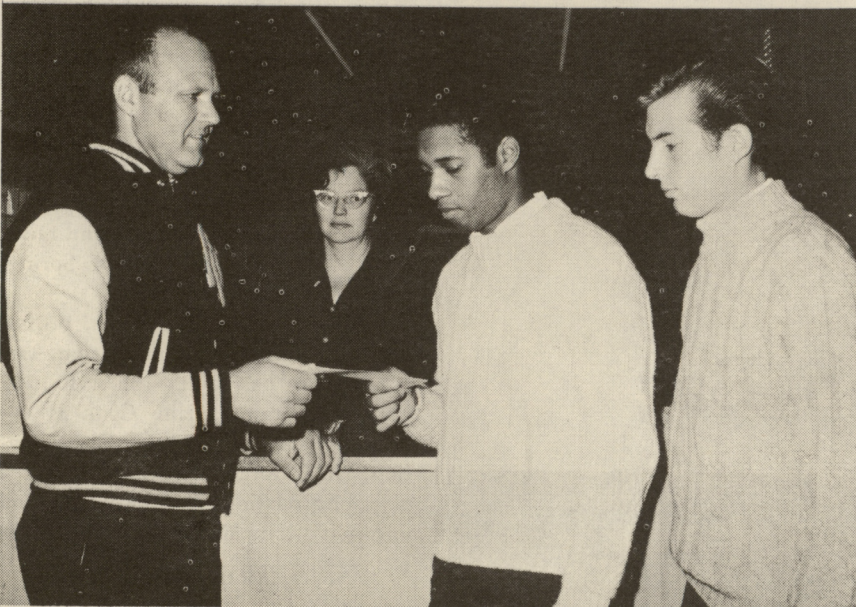
Grants to Andrews University totaling \$1500 from the Sears-Roebuck Foundation were recently announced by John E. Small, manager of the Benton Harbor Sears store. The grants include \$1,000 in unrestricted funds and \$500 in library funds. They are part of the \$1.5 million dollars distributed this year to privately supported colleges and universities by the Foundation.

## ◆◆◆ News Grab Bag





Elder Ed Webb, MV and National Service Organization secretary of the Lake Union Conference; Sunny Liu, singing evangelist for the North Pacific Union Conference; and O. Stewart Erhard, M.D., a physician from Eaton Rapids, Mich., teamed up for a campus Week of Prayer in November. Their theme for the week was "Following Christ."



Three unsigned \$100 money orders lost in the AU service center parking lot by Pierre Aristide, physics major from Port-au-Prince, Haiti (center) were all safely returned by different finders: Instructor Farrel Brizendine (left), PR photographer Ted Hewlett, and an unidentified girl (not pictured). Postal employee at the AU branch post office Mary Lou Stiles looks on.



During a recent visit to Washington, D.C., AU President Richard Hammill had opportunity to speak with the nation's President Richard Nixon. They talked briefly of the Vietnam War, the moon program, and other topics of national concern.

A newly organized Faculty String Quartet is composed of Leroy Peterson and Charles Davis, violin; Curtis Wolfe, viola; and Blythe Owen, cello.



# A Look at the Ancestry of the Modern University

By F. E. J. HARDER, *Dean, School of Graduate Studies*

*Andrews University*

**H**ISTORICALLY the city has been the center of culture, creativity, and civilization. Whenever the cities have fallen, civilization has disintegrated. Approximately 500 A.D. a thousand years of the most brilliant history of mankind came to an end. It was a millennium of civilization based on Greek thought and Roman law. Then the cities of the West disintegrated and were replaced by a manorial life which characterized the Middle Ages.

During the early centuries of the Christian era two types of schools developed: the monastic and the cathedral schools. The monastic were rural and primarily for monks, although they also accepted some external students. The cathedral schools were urban and prepared for the priesthood. Their curriculum consisted of the Trivium and the Quadrivium. The Trivium included grammar, rhetoric, and logic, and the Quadrivium arithmetic, geometry, music, and astronomy. These were the seven liberal arts.

**B**Y the twelfth century the cities were growing again and spelling the doom of the manorial system. As the guilds developed in these cities they got into the education business, depending almost entirely upon apprenticeship as their method. The renewed vigor of the cities gave a new importance to the cathedral schools and it is out of these that the universities developed. By 1200 six had emerged in Spain, Italy, France, and England. By 1300 fourteen more had been established. The fourteenth century saw universities established for the first time in Germany and Austria. The fifteenth century added Scotland and the Scandinavian countries, and during the sixteenth and seventeenth centuries higher education was being established throughout Europe and in most regions of the western hemisphere.





F. E. J. Harder

**T**HE earliest universities had no endowments, no campuses, no dormitories, no buildings. Classes met in different homes where students sat on the floor while the professor read from a book. Prior to Gutenberg, a library which contained as many as thirty volumes was a good one. The professor would read to the students and make comments, line by line. The students would copy this, so that at the end of the course each student had a copy of the book plus notes on the professor's comments. Of course, these were in Latin, for this had been the language of the empire. A student or a teacher could move from one university to another without encountering a language problem in study. Because of the universities, Latin remained the language for the clergy, courts, and scholars long after the rise of nationalism transformed regional vernaculars into national languages and accentuated national barriers.

Originally the term *universitas* applied to any group of people organized for a common purpose, e.g., the guilds. Teachers organized themselves into a guild or *universitas* to protect themselves against the encroachments of too much control by the chancellor or bishop on the one hand, and against maltreatment by students on the other. Students

organized into guilds or *universitas* to protect themselves against teachers, against the townspeople, and against unruly persons in their group. Often these student *universitas* were organized around nationality lines within the school.

**A**S time passed, the term *universitas* came to be applied only to universities of faculties and students. By this procedure of organizing themselves into guilds and corporate bodies, the cathedral schools became universities. No exact date can be given for this development, but universities did exist as early as the twelfth century.

Students in the southern universities were generally over twenty years of age, and they ran the universities. They hired, fired, and paid the teachers. They disciplined recalcitrants among themselves. There was much misbehavior among students, much violence. Life at a university was a rough and tumble experience. But, of course, the times were rough and tumble.

In the northern universities the students were much younger, actually children of thirteen and fourteen years at the time of their entrance. There was much closer supervision by the faculty, who controlled the institutions. This is the background for the *in loco parentis* doctrine. Inasmuch as the universities of our country were patterned after those of northern Europe, the traditions of faculty control and supervision have predominated. However, in South America, where universities have been patterned after the southern European institutions, there has been a much larger degree of student control.

By the fourteenth century a complete university consisted of four faculties: arts, law, medicine, and theology. Each faculty was headed by a dean, and the overall institution had as its chief officer a chancellor, whose position was usually more or less honorary.

**T**HE faculty of arts took over the seven liberal arts of the Trivium and Quadrivium and had control of issuing licenses to teach. The Bachelor of Arts was the teaching degree, the recipient being qualified as an assistant teacher. He could then study three more years in the higher liberal arts, particularly Aristotelian philosophy, and become a master teacher. At this point the Master of Arts degree was conferred. This program also required him to prepare a thesis and defend it against disputants much like the journeyman had to present a masterpiece of his craft to the guild members as proof that he qualified as a master craftsman. Thus the B.A. and M.A. degrees originally were professional teaching credentials. The B.A. represented completion of study in the old liberal arts, and the M.A. in the new philosophical studies.

The faculties of law, medicine, and theology constituted the professional schools and built their curricula on the foundation of the Trivium and Quadrivium of the old liberal arts. The curriculum in law included both civil and canon law. From the viewpoint of modern professional education, the program in law was the most successful. On the other hand, medicine was the least useful of the three professional programs. Very little was known. Dissection of a corpse was regarded as desecration by the church, and it would be a long time before experimental studies on animals would become significant. The medical profession had learned very little beyond that of the Egyptians and Greeks. The faculty of theology was immersed in the "Queen of the Sciences." This was regarded as the highest line of study. Unfortunately, it was largely isolated and insulated from reality.

Education in all three professions was largely an apprenticeship process. During the succeeding centuries the professional education pendulum swung between the extremes of sterile theory in the universities and uninformed apprenticeship with practitioners. The question as to how much of professional preparation should consist of the acquisition of knowledge and how much it should concentrate on the acquirement of skills has never been resolved to everyone's satisfaction. When education in the universities became too formal, too theoretical, too sterile, it shifted to the profession in some form of apprenticeship, often under the auspices of a professional society. Inevitably, the training deteriorated under this arrangement and it moved back into the universities again under reformed curricula. The current plan in some professions of intensive—and in some cases prolonged—study with a slight introduction to practices in the university followed by a period of internship under the supervision of practitioners has proved to be the most successful thus far devised.

During the fifteenth century under the impact of the Renaissance the universities became centers of renewed interest in the classics, in the Greek language, and in the humane studies. During the sixteenth and seventeenth centuries the universities of Germany became the storm centers of the Reformation. However, by the end of the seventeenth century both the humanistic and religious trends of the universities had become encased in a narrow formalism.

**B**Y this time the scientific movement was beginning to have its impact on the universities. Bacon's *Novum Organum* and Newtonian physics were replacing Aristotle at Oxford and Cambridge. Mathematics and science were introduced into the universities of Paris and the Netherlands. Even more important was the founding of two universities at Halle and Gottingen devoted to the new science and mathematics in protest against the narrowness of the old universities. German was used instead of Latin. Dependence upon authority was replaced by free

investigation and research. Academic freedom was fostered. The study of law and medicine was updated. The elementary study of Latin and Greek was moved down into the Gymnasia, which then became the preparatory schools for study in the university.

It was in the seventeenth and eighteenth centuries that the first American colleges were founded. Prior to the Revolution nine were founded on the eastern seaboard: Harvard in Massachusetts (1636), William and Mary in Virginia (1693), Yale in Connecticut (1701), the College of New Jersey—now Princeton (1746), King's College—now Columbia in New York (1754), the College and Academy of Philadelphia—now the University of Pennsylvania (1755), the College of Rhode Island—now Brown University (1754), Queen's College—now Rutgers University—in New Jersey (1766), and Dartmouth in New Hampshire (1769).

The founders and operators attempted to make these institutions faithful copies of Cambridge, Oxford, or the Scottish universities. But on this side of the Atlantic educational needs were different, the people soon became different, and higher education had to develop differently. All except the College and Academy of Philadelphia were founded under Protestant religious auspices, and the one in Philadelphia soon fell under the influence of the Episcopalians. The aim of these colonial colleges was to transmit the higher culture, which was regarded as a cohesive body of knowledge and attitudes passing down through Calvinist and other Protestant lines. It was felt that this was the culture needed by clergymen, lawyers, judges, physicians, legislators, and other leaders. There was no notion of separating religion from secular affairs until the effects of the European Enlightenment began spreading across North America late in the eighteenth century.

**A**T the beginning about 70% of college graduates became ministers, but the proportion steadily declined. By 1700 it was 50%; by 1760, 37%; by 1800, 22%. The religious revivals of the early nineteenth century brought this back to 30%, but by the beginning of the Civil War it had dropped to 20%, and by 1900 to 6%. These colleges prescribed no religious tests for admission or graduation, even though Oxford and Cambridge did as late as 1870. Rather, they forbade discrimination, and in some cases prohibited any religious bias even in teaching.

The American colleges developed a new form of control. In Europe and England the pattern of control was set by the University of Paris. There the faculty came to be recognized as the legal body of the university. It had corporate existence. It could set its curriculum, issue the license to teach, confer degrees, and appoint its own members. The faculty ran its own affairs without responsibility to any administrative officers or any kind of board of control outside its own membership. Oxford and Cambridge were controlled by faculty and graduate fellows. On the other hand, the Scottish and Netherlands universities were controlled by

groups representing the ruling elements of their localities. The American colleges developed a modification of the Scottish and Dutch lay board system, but ours is a typically American system which I believe is not followed much anywhere else in the world.

What we have been saying thus far is by way of background only. In fact, it must be regarded as ancient history with respect to the modern university, which was forged into its present form largely during the nineteenth century. The year 1810 looms big in the history of higher education. In that year the University of Berlin was founded to express a new concept of the university as dedicated to original research, a dynamic institution contributing to the increase of knowledge. The establishment of this university sparked a revolution of higher education not only in Germany but in other parts of the world as well, notably in the United States. Among its most distinctive contributions to university education are the seminar, laboratory investigation, basic and applied research, the doctoral degree, and academic freedom in teaching and in learning.

**D**URING the first half of the nineteenth century about 5,000 Americans studied at the University of Berlin, and another 5,000 were scattered among universities at Leipzig, Heidelberg, Bonn, Munich, and Gottingen. These German universities were operated in the belief that the student should have freedom to study what, when, and where he wanted, that the professor should carry on research on any problem he thought worth investigating, and that he should be free to disseminate the results in teaching and publication. After the founding of the German Empire in 1871, these universities also became service institutions for the nation and the German people. Thus, the three modern university functions of instruction, research, and service were established within a period of a little more than half a century. Many of the American students who studied in these institutions returned to fill positions of leadership in American universities.

Among those returning from Germany with a Ph.D. was Daniel Coit Gilman. He was named the first president of a university being formed in Baltimore through the beneficence of a merchant by the name of Johns Hopkins. It began in 1876 as a strictly graduate institution patterned largely after the German model. It was small and not wealthy, but its impact on the development of university education in the United States was tremendous. Among its early students were such men as John Dewey, Woodrow Wilson, Josiah Royce, Abraham Flexner. In 1926, fifty years after its founding, of the 1,000 most distinguished scientists in North America, two hundred forty-three were graduates of Johns Hopkins. Twenty years after its founding over sixty colleges and universities had three or more faculty members with its graduate degrees. By 1900 all the major universities in the United States had established

graduate schools. This is all the more remarkable when it is recognized that before the Civil War there were no true universities in the United States. Johns Hopkins served as the bridge by which the German graduate school with its Ph.D. degree was brought to the United States, and within less than a quarter of a century the pattern for universities in this country had been established pretty much as we see it today. Ordinarily a university in the United States has a four-year college conferring the baccalaureate degree, some graduate programs leading to the master's degree, with at least some doctoral work. Usually it also has one or more professional schools. Its organization differs from that of a college in that it is generally larger, more complex, and offers more programs leading to more degrees.

**H**OWEVER, qualitatively the difference is even more distinctive. The graduate school came into being under the pressures of science, and its entire existence has been within the increasingly scientific and technological age of the past century and a half. Inseparable with science is the necessity of research, which from the beginning has been and still remains the method of and justification for graduate study. As knowledge is discovered through research it must be applied to human needs in all areas: industrial, social, political, agricultural, professional, economic, etc. Consequently, the university also has become a "service station" for the betterment of its society. In his inaugural address at Johns Hopkins, President Gilman said that the opening of the university "means a wish for less misery among the poor, less ignorance in the schools, less bigotry in the Temple, less suffering in the hospital, less fraud in business, less folly in politics; and among other things it means . . . more security in property, more health in cities, more virtue in the country, more wisdom in legislation, more intelligence, more happiness, more religion."<sup>1</sup>

A brief overall look at nineteenth century developments which determined the nature of our present universities must be confined to generalizations, which may not be typical of any particular institution.

The general trend was from the religious to secular in terms of percentage of institutions, percentage of students, and in the strict religious orientation which characterized the earlier colleges.

Institutions became increasingly complex. Prior to 1850 they were very small and the quality of education offered would scarcely compare favorably with a third-rate high school today. The largest colleges had faculties of from 20 to 50, and they graduated perhaps two or three students a year. By 1900 universities had numerous colleges and schools and were granting degrees up to the doctorate in new fields. A great proliferation had taken place in bureaucracy, administrative officers, departmentalization, etc.

<sup>1</sup>Bernard Berelson, *Graduate Education in the United States* (New York: McGraw-Hill Book Company, Inc., 1960), p. 13.

**D**URING the first half of the nineteenth century the classical curriculum completely dominated the field, but by the end of the century there was a broad acceptance of vocational and professional education. Probably the most significant single event in this development was the Morrill Act of 1862, which gave to every state in the union 30,000 acres of federal lands for each senator and representative it had in Congress. The income from this land was to be used for the establishment of colleges or for the supporting of existing ones, provided they offered major courses in agriculture, in mechanic arts, and military tactics. The institution might be state supported or private, for the Federal government never made a distinction in its support between public and non-public institutions at the higher education level. The purpose of this act was to promote both liberal and practical education among the industrial classes. Today there are about 70 of these land-grant institutions, and they confer about 40% of the doctorates each year. In 1800 education was for the few and well-to-do. By 1900 it was very widespread and available to students of greatly differing backgrounds and interests. Concurrent with this development was the beginning of junior colleges in the latter part of the century.

Prior to 1800 the colleges offered nothing by way of extracurricular activities, but by 1900 they had nearly everything that we now have. In the first half of that century the physical plants were very small wooden structures. By its end they had become large, more functional, sometimes even luxurious.

The nineteenth century also saw the development of tax-supported institutions. With the exception of perhaps one or two these were nonexistent prior to 1800.



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That century also permitted the growth of coeducation. The feeling had been general that women had neither the mental nor physical equipment to bear up under college education. This attitude was undoubtedly motivated by man's fear that woman would become overeducated for her place in the home and become dissatisfied with her "proper role." Coeducation began in some state universities early in the nineteenth century and was present from the beginning at the land-grant colleges and in some private institutions. The ratio of men and women has never been 50-50 in higher education, particularly in the professional and graduate schools. In fact, the percentage of women at the graduate level has declined in recent years.

The nineteenth century also saw the development of professional schools at the undergraduate level, such as education, economics, agriculture, etc.

**T**HE development of the elective system was another transplant from Germany. Leading out in this movement was President Charles W. Elliott at Harvard. It was given impetus by other pioneers of graduate universities such as Andrew D. White of Cornell, William Rainey Harper of Chicago, and Henry T. Tappan of Michigan. Elliott's reform was based on three propositions. First, that the student must have freedom to choose his studies inasmuch as one field of learning is as good as another for the development of mental ability. Second, the student must be given a chance to become distinguished in the area of his special interest. And third, that the student must discipline himself and assume responsibility for his own success or failure. Of course, some educators denied the validity of every one of these propositions, and the total elective system has not prevailed. The general pattern that has emerged is the compromise between election and prescription seen in the general education and major and minor system so common today.

The westward movement brought about the establishment of many colleges—far too many. Of those established prior to the Civil War only 20% survive today. The story of college finance is a sad and sometimes sordid one. Those who suffered most were the faculties. On American college campuses of the nineteenth century there was created a profession that was not expected nor permitted to enjoy the living standards that characterized American life. Not only were the professors underpaid, but methods were developed for not paying them at all or of paying them far less than their contracts called for. Some institutions continually kept salary payments in arrears while promising full payment. One favorite way of keeping a college from bankruptcy was to allow a professor to resign or die and then distribute his teaching responsibilities among those who remained. Profit sharing was another method, though it should have been called deficit sharing. Under this scheme, the faculty simply shared on an equal basis whatever funds were left over after all other bills were paid. Straight salary

cutting was often resorted to. In 1855 the professors at Hanover College in Indiana were informed that although their contracts called for salaries of \$800, they would have to get along on \$335 that year. Kenyon College one year tried to balance its budget by denying its faculty its customary privilege of "pasturage for one cow." Allegheny College in Pennsylvania closed down for a year in 1844 so that the professors could go out and raise money. McKendree College in Illinois closed the same year and opened two years later, occasionally paying its professors with produce begged from neighboring farmers. Sometimes colleges were fortunate enough to find a professor of independent wealth who would spend his token salary on equipment. Finding teachers with independent means became a clear policy at such institutions as the University of Pennsylvania, Dartmouth, Harvard, and Yale. President Elliott tried to turn the low pay of professors into a national virtue. In his inaugural address of 1869 there were these comforting sentences:

The poverty of scholars is of inestimable worth in this money-getting nation. It maintains the true standards of virtue and honor. The poor friars, not the bishops, saved the Church. The poor scholars and preachers of duty defend the modern community against its own material prosperity. Luxury and learning are ill bed-fellows.<sup>2</sup>

THE colleges felt they were faced with a simple choice. They could either pay their professors to teach, or they could pay their students to enroll. They chose the latter course because it seemed the only way they could achieve an enrollment to justify their existence. Tuition fees remained low while the cost of education went up; the hidden difference was paid by the faculty. Frederick Rudolph in his book, *The American College and University*, enumerates half a dozen effects of this faculty exploitation. He points out that it permitted the wealthy benefactor to neglect the endowment of salaries while indulging his desire of self-monumentation in buildings. Underpayment robbed a developing professor of dignity and helped reinforce the hired-help bias of governing boards. It encouraged those boards, composed of men for whom \$100,000 incomes were not unusual, to exaggerate their own competence in educational matters rather than to yield their opinions to men willing to put an annual value of \$2,500 or less on their skills. It helped to alienate a large body of American intellectuals from the mainstream of American life. It robbed the professors in some degree of that will to excel and that desire to achieve which became so central to the American experience. Francis Wayland, president of Brown University, declared: "The system has . . . removed all the ordinary stimulants to professional effort."<sup>3</sup>

<sup>2</sup> Frederick Rudolph, *The American College and University* (New York: Alfred A. Knopf, 1962), p. 196.

<sup>3</sup> *Ibid.*, p. 200.



FINALLY, we must note a development in the last half of the nineteenth century which had a most important effect on the shaping of university education. This was the creation of great private fortunes through the nation's industrial growth. It was large grants from many of these fortunes which made possible the establishment and development of some of the finest universities we have today. Along with these sources of money the state legislatures began to support their universities more substantially. Their support would have been much more generous except for the fact that until the last few years many legislatures were dominated by rural lawmakers, many of whom have been reluctant to give much money to university faculties, which they regarded as "hot beds of radicalism." The reapportionment decision of the Supreme Court has weakened these rural dominations and thus indirectly contributed to the support of higher education. You can't have a good institution without a lot of money. As a rule the more money the better the school. No other single factor is as accurate an indicator of the quality of education in an institution as is the student cost of its operation. This factor becomes most critical in the support of graduate study, which is several times as costly per student as college work.

Higher education suffered serious setbacks during the depression years of the 1930's. Many institutions went bankrupt and had to close. Many others barely survived with small enrollments and substandard programs. Then, in the middle 40's all of them—private, church-related, and state—received a tremendous boost from the GI Bill which permitted tens of thousands of veterans to go to college who otherwise would never have done so. The impact of these veterans brought about some fundamental changes in the nature of universities. Many of them were married, and for the first time in the history of American



higher education a substantial portion of college students were carrying family responsibilities. They were for the most part serious-minded, and they cared little for many of the extracurricular activities that had played such a large part in campus life. The strength of the fraternities on many campuses was broken. The doctrine of *in loco parentis* all but disappeared. After all, such a doctrine is difficult to defend when there are more students over 30 than under 18, as is the case today. The greater concern for vocational and professional education strengthened the state university more than it did the private. At the same time the rising cost of education hurt the private tuition schools more than it did those that were tax-supported. Prior to World War II about 60% of university students were enrolled in private and church-related institutions. Today more than 60% are in state universities, and the percentage is increasing.

**F**OUR major trends since 1900 may foreshadow what we should expect in the immediate future. First, is the swing toward greater emphasis on the humanities or general education courses in the colleges. Second, is the development of large and competent personnel services. Third, is the very broad extension of university services to the community in adult education, consultant and advisement services, etc. Fourth, is the great expansion of scientific research and professional training in new fields.

The university of today is far more involved in the life of its community, in the development of the national economy, and in the conduct of government than has ever been the case in any previous time. This is a strength to the university in that such involvement keeps it in tune with the people who support it and the culture for which it is

preparing students. On the other hand, it carries a very present danger that the university become so involved in off-campus affairs that the programs which it is particularly equipped and competent to foster in the classroom, library, and laboratory, suffer neglect for lack of support.

Colleges still can operate as descendants of the cathedral schools offering the liberal arts plus some science and math, transmitting knowledge, passing on the cultural heritage, preparing teachers, and giving the minimal prerequisites for graduate or professional study. A university is something else. It is different qualitatively as well as quantitatively.

**T**HE university not only offers the arts and sciences; it passes judgments upon them. The university not only transmits knowledge; it is seriously and continually engaged in the discovery and increase of knowledge. The university not only passes on the cultural heritage; it serves and seeks to improve the culture of its society. The university not only prepares teachers; it pioneers teaching procedures and seeks to produce innovative professionals. The university not only prepares students for graduate and professional study; it selects the best students and leads them into it, and then by example as well as by assignment involves them in the laborious but exciting venture of rolling back the frontiers of human knowledge. The university not only prepares leaders for society; it involves its facilities and expertise directly in solving the problems of society.

The college basically has one function: to teach truth. The university just as basically has three functions: to teach truth, to discover new truth, and to apply these discoveries in services to its society.



## HOME ECONOMICS CONDUCTS NURSERY SCHOOL



A nursery school conducted by the Andrews University home economics department is introducing pre-kindergarten age youngsters in the Berrien Springs community to life around them, while providing an opportunity for college students to observe children as they develop.

Each Wednesday morning a dozen children participate in the nursery program and receive some of their first experiences in associating with peers and in learning the rules of fair play. The instructors give the children opportunity to develop in the finer arts with such activities as coloring, finger painting, working puzzles, and modeling clay. Traits of unselfishness and courtesy are also cultivated.

"It is considered important among educators that pre-school age children receive proper training," says Mrs. Alice Marsh, chairman of the Andrews University home economics department and director of the nursery. "The procedure of a child's thinking is 50% set by the time he is four years of age. So if a child has a happy attitude towards life when he is young, he tends not to harbor feelings of hostility toward others when he grows older."

The youngsters, who attend the nursery school one day a week, learn science by observing small guinea pigs or other animals; practice social studies by playing games and telling about their experiences; and listen to music and stories. The facilities in the nursery include a five-foot slide, a

four-rung wooden tower for jumping, play blocks, and tricycles.

College students observe the children at play and assist in the program, fulfilling part of the requirements for an upper biennium course in child study. Each student singles out a particular child and studies his physical, mental, and social development.

The nursery school has been functioning for fifteen years, and many of its early students are approaching maturity. "The first group of youngsters I had here are now late teenagers," says Mrs. Marsh, "and they seem to have warm remembrances of nursery school, even remembering their college student-teachers."

### Home Ec Honors Seminar

Maryellen Hutchinson, senior Andrews Scholar and home economics major, recently presented a paper based on research in which she has explored the relation between general personal values and clothing attitudes. This is the first research report given under the new AU honors program.

In the nursery conducted by the AU home economics department for the study of pre-school age children, the youngsters are exposed to many forms of the fine arts, including painting. Assisting Shelley Peterson (left) and Debra Chobotar with their "masterpieces" is Christine Bayne, a senior home economics major.

## NSO Officials Visit Andrews

Clark Smith and Charles Martin of the General Conference National Service Organization were recent visitors to the campus of Andrews University to meet with prospective army chaplains from the SDA Theological Seminary.

According to these men, the requirements for being a chaplain are the following: 1) male citizenship in the United States; 2) eighteen to thirty years of age at the time of enlisting; 3) a B.D. degree and ordination; 4) the completion of 120 hours of classwork in an accredited college; 5) no



Clark Smith

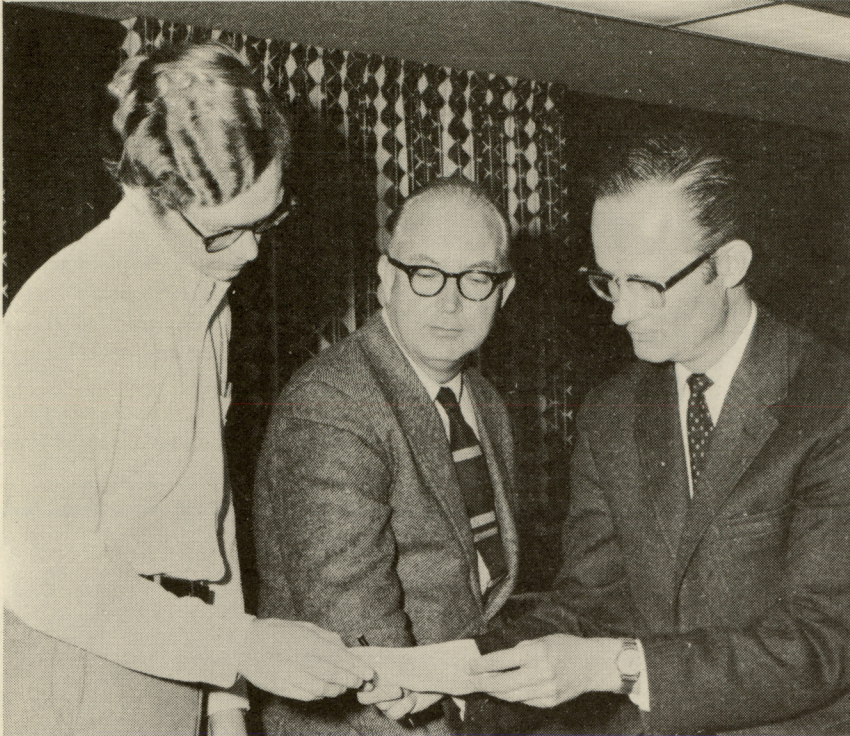
physical disabilities; 6) an endorsing letter from the denomination.

Twelve Adventist ministers are presently serving as chaplains in the Armed Forces at various posts around the world. "These men are needed not only to assist our men in uniform, but also to interpret SDA pragmatics to government officials," says Smith.

### Patterson Printing Donates Presses

The R. W. Patterson Printing Company of Benton Harbor, Michigan, has recently donated two printing presses to the printing laboratory of Andrews University. The company, headed by R. W. Patterson, BA '41, president, and Robert Hunter, MA '61, sales manager, gave a Heidelberg and a Kluge press to the university for use in training students. Both presses are in excellent condition and are currently in use.

## SDA Journalists Meet at Andrews



Thirty editors, writers, and sponsors of Seventh-day Adventist college newspapers met at Andrews University, October 23 to 26, for the first annual convention of the SDA Student Press Association.

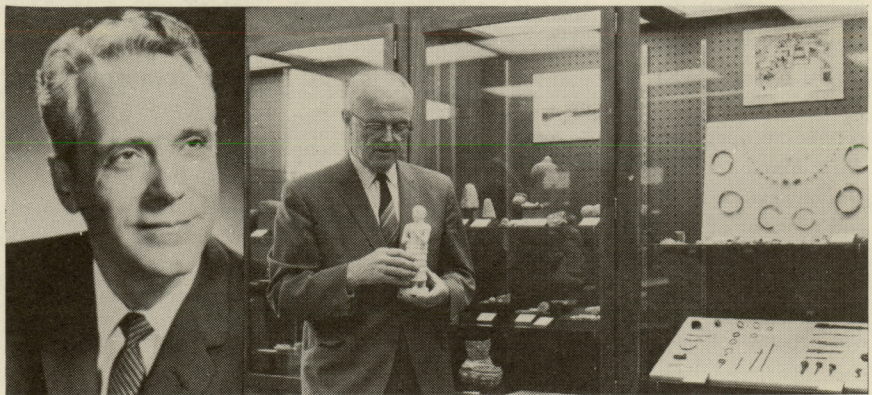
Ten of the twelve Adventist colleges in North America were represented at the convention.

Early sessions centered on the mechanics of newspaper production. On the closing day, three topics dealt with the philosophy of college journalism. Andrews' president, Dr. Richard Hammill, outlined "What the Administration Expects of the Student Newspaper"; Eric Anderson, editor of the AU student newspaper, presented the staff's view of "What the Student Newspaper Expects of the Administration"; and Donald Yost, associate editor of the *Review and Herald*, chaired a discussion on "What the Church Expects of the Student Newspaper."

The Adventist Student Press Association was formed last May to promote the solidarity and professionalism of SDA student journalists, according to Malcolm Russell, president of the association.

Looking over the agenda (left to right) for the SDA Student Press Association convention held at AU this fall are Eric Anderson, editor of the AU Student Movement; C. A. Oliphant, associate professor of journalism at AU; and Donald Yost, associate editor of the *Review and Herald*.

## Coming Event



### Dedication of AU's Archaeological Museum

three o'clock Saturday afternoon, January 17, 1970

PIONEER MEMORIAL CHURCH

Guest Speaker—George Vandeman

Guided tours of museum at James White Library

10:30 a.m. to 2:30 p.m.

4:30 p.m. to 6:30 p.m.

## Mary E. Lamson Obituary

Mary Elizabeth Lamson was born November 12, 1875, to David H. and Elizabeth Chappell Lamson, in Armada, Michigan.

When Mary was six, the family moved to Hillsdale, Michigan, where she obtained her education. In 1895 she began teaching in one of the public schools, which was the beginning of a career that spanned 40 years.

In the summer of 1898, the first summer school for the training of teachers for SDA church schools was started in Battle Creek, and borrowing the entrance fee of \$5.00 from her brother Justus, Mary Lamson enrolled. That fall found her living in the home of Dr. John Harvey Kellogg, where she taught six of his adopted children, all in the ninth grade.

By 1899 Battle Creek College, established in 1874, had grown to the place where it was necessary to enlarge the faculty. Accordingly, Miss Lamson was asked to be preceptress. She enjoyed this work so much that she decided to make it her life work; but when the college was transferred to Berrien Springs, she remained in Battle Creek teaching church school for the next five years.

Invited by Dr. O. G. Place to be principal of the church school in Boulder, Colorado, she consented and carried on practical nursing at the

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# Leffler Named Dean Emeritus

Dr. Emil Leffler, former academic dean of the Andrews University School of Graduate Studies, has been named Dean Emeritus of that division of study for outstanding educational service to the institution during its first eight years as a university, ac-

ording to Andrews University president Richard Hammill.

An educator for over forty years, Leffler began his career in 1921 at Broadview College in Chicago, serving as a teacher and director of admissions for eight years. In 1929, he moved to Battle Creek College in Battle Creek, Michigan, as head of the social science department, but was named president soon after his arrival there. He then worked closely with Dr. John Harvey Kellogg, medical director of the Battle Creek Sanitarium, for the next ten years.

Leffler administered the college until 1938 when he transferred to Albion College, Albion, Michigan, as academic dean for twenty-one years.

He retired to Berrien Springs in 1960 and was asked to temporarily relieve Dr. Charles Weniger, dean of the AU School of Graduate Studies, who was ill at the time. Weniger never recovered from his sickness, and Leffler remained in this position for eight years. During his administration, the faculty was expanded from forty to sixty-six teachers, and the division of higher education received full accreditation.

While at Andrews, Dr. Leffler also devoted time to various extracurricular activities. He served as president of the Michigan Colleges Association, the North Central Association of College Deans, the Michigan Association of Collegiate Registrars, and the Michigan Division of Higher Education. He played an important role in building up the Andrews University Alumni Association. "He has been very helpful in organizing and fostering the various alumni chapters across the United States," says Dr. Horace Shaw, director of alumni affairs.

At the end of the 1967-68 school year, Leffler retired again, but made his services available to Andrews University as an educational consultant. In its 1969 fall meeting, the AU Board of Trustees elected Leffler dean emeritus of the School of Graduate Studies. "I am pleased to report this to you," wrote President Richard Hammill in a letter informing Leffler of his new title, "and we hope that in this capacity you will be able to give us the benefit of your counsel and advice."



Dean Emeritus Leffler

## MISS LAMSON

(Continued from page 12)

same time. She had never forgotten her dream of continuing in preceptress work, however, and when at the end of the term she was asked by her brother Justus to come to the newly established Adelpian Academy at Holly, Michigan, she went at once. A number of years later she went to Fox River Academy at Sheridan, Illinois, as preceptress.

It was while soliciting students at the Illinois camp meeting in the summer of 1918 that she was asked by the newly elected president of Emmanuel Missionary College, Frederick Griggs, to come to the college as preceptress.

Feeling that she needed more education in order to be a better dean and to fit into the gradually increasing educational requirements of the college, she took as many subjects as she could work in, and it was a day of satisfaction when she received her BA degree in the summer of 1928.

She retired from active service in 1931, and when the monthly publication, *The Dean's Window*, was started in 1942, she became its first editor. For ten years she carried this leadership until failing strength caused her to yield the responsibility to someone else.

Since 1937 she made her home with her niece and husband, Marie and John Jansen.

Lamson Hall at Andrews University stands as a monument to her love and devotion to the young women of this denomination.

A prayer offered at her funeral service by Elder Kenneth Holland included this tribute:

"We thank Thee for letting us all know Aunt Mary; her humble, kind spirit had a saintly quality, and it can be rightly said of her that for these many years she walked among us and wist not that her face did shine."

## Seminarian Meets Converts In Surprise Chapel Program

"How many people have joined the church as a result of the series of meetings at your field school in Brunswick, Maine?" asked Seminary field education director E. C. Banks of student Don Busch in a chapel exercise reporting on summer field schools of evangelism sponsored by the SDA Theological Seminary at Andrews University.

"We should have about forty by the time the last baptismal class is completed," replied Busch.

No sooner had he made the statement than Dale Chaffee, the local pastor of the Brunswick, Maine, SDA Church came out onto the platform, catching Busch by surprise. "We baptized nine people two weeks ago and twelve last week," he said, "and we'll soon be starting another series." Turning to Busch, Chaffee asked, "Has anyone been baptized whom you would know?"

Before Don could reply, the side door on the platform opened and out walked Bob and Freda Pottle, recent converts with whom he had studied during the July 25 through August 23 series of meetings in Brunswick.

A few days after their baptism, the Northern New England Conference paid the plane fare of the Pottles and Pastor Chaffee to Andrews University where they participated in the special chapel service reporting on the 1969 summer field schools.



Joe Cooper and Rosalyn Hill, co-chairmen of this year's tutorial program in Benton Harbor, Mich., sign up two volunteers for the work of assisting school children who need special help: Mary Poole (left) and Yvonne Crowder.

## SA Outreach Off and On Campus

By TOM ROBBINS, SA President

One of the most important projects of the Andrews University Student Association, I believe, is Community Action. This program, directed by Rosalyn Hill and Joe Cooper, sends students to help in two centers for retarded children during the daytime hours and to Benton Harbor elementary schools to tutor underprivileged children in the evenings. Plans are in the offing for entering other areas of community service, too, such as cleaning up the poverty-ridden areas of Berrien County.

A new area for the AUSA this year  
(Continued page 16)

# Andrews Community Outreach



Twin Cities Symphony Orchestra, St. Joseph-Benton Harbor, Michigan, under the direction of Henrick Dr. Blaj, presented a children's concert of light classical music in the AU Johnson Auditorium. Over 2,000 elementary school pupils from the areas of Berrien County outside the Twin Cities attended. The concert is an annual event, arranged by Paul Hamel, chairman of the AU music department, and sponsored by the American Federation of Musicians to acquaint children with symphonic music.

# AU Aids in Twin City Day-Care Center

Andrews University personnel is assisting the Twin Cities area of Benton Harbor-St. Joseph, Michigan, in the management program, development, and staff training of a Child Care Center under the administration of the Center's board.

To implement a quality program, the Board of the Twin Cities Child Care Center, Inc., commissioned the Goodloe H. Bell Institute of Andrews University to assist them in certain areas. The Bell Institute, an organization authorized by the AU Board to

furnish a community education program, has three AU staff members on its board: Vice-president Joseph G. Smoot, Dr. Ruth Murdoch, and Robert Moon, director of the institute and Center.

Mention was made of the "broadly based community-oriented child-care facility" at the Twin Cities in the September 20, 1969, issue of the Saturday Review under the title, "Day Care, Not Baby Sitting."

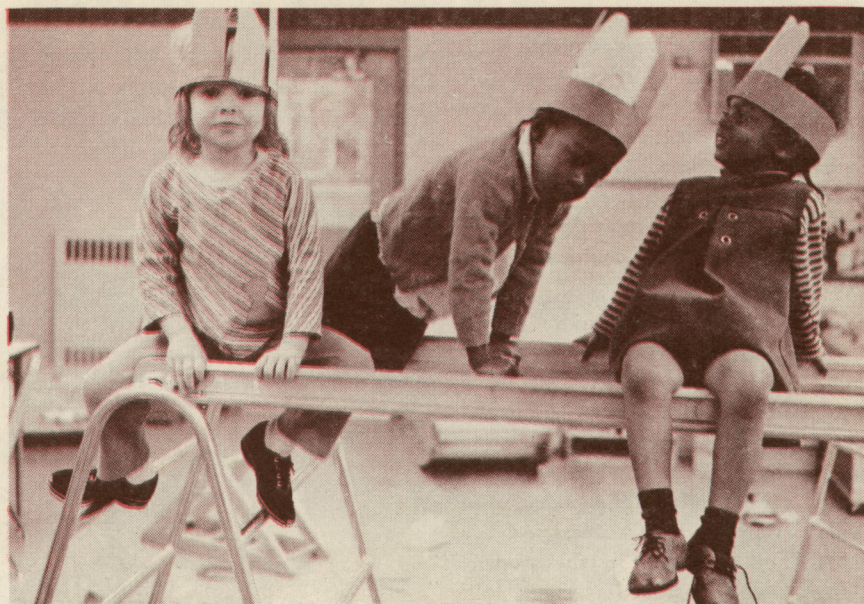
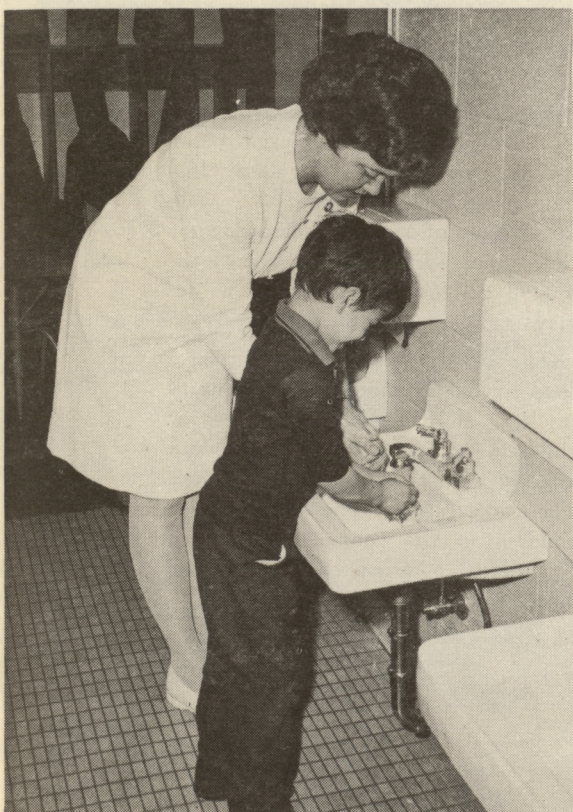
Eighty-six children currently receive care during the day with the latest facilities and competently trained personnel. "The youngsters come from all social and economic levels," says Robert Moon, director of the Center. "Our criteria in working with them is to give each child the help he needs in his physical, mental, and social

development at this stage of life."

The Center is open from 6:30 a.m. to 5:30 p.m. "Most of the children stay seven or eight hours; some stay less than five," says Moon.

Four classrooms—two for the 2 to 3 year olds and two for the 4 to 5 year olds—house the indoor facilities for child care and development. In the room for the 2 to 3 year olds, each child has a locker with a change of clothes in it; each child has a cot for napping during the middle of the day. Within the room, they can play with puzzles, do finger plays, listen to music, hear stories, et cetera. In the rooms for the 4 to 5 years olds, the activities are a little more advanced, and the children can do more things with less supervision.

*(Continued page 16)*





Mrs. Allie Valentine of Berrien Springs receives her certificate at the conclusion of the six-week Child Care Aide Training Program at Andrews. Mrs. Valentine was one of 22 persons completing the program, which was designed to assist in the care and training of preschool children. Mrs. Valentine works at the Twin City Day Care Center in Benton Harbor. Presenting the certificate is Dr. Ruth Murdoch, professor of education at Andrews. Robert Moon, Center director, looks on.

### ... DAY CARE CENTER

(From page 15)

The kitchen contains the most modern facilities, and the cook, Mrs. Annabelle Bankston, plans all of the meals served during the day. These meals are designed to care for eighty percent of a child's daily nutrition requirements.

Outdoor facilities are modern and conducive to physical development. Children exercise on a merry-go-round, monkey bars, and a set of gliders. On a mound designed by Moon, they walk up a flight of steps to coast down a slide, or play in a concave side of the mound designed especially for winter play.

The staff at the Center consists of a food service director, four elementary teachers, an R.N. who examines the children, and two nurses who work directly with the children as teachers. There is a ratio of one adult to five children in the younger group and one adult to seven children in the older group.

### ... SA ACTIVITIES (From page 14)

is student services. This program, directed by Lyndon Taylor, provides a means for students to know of the various national services available, such as travel discounts. It also sponsors services on the campus level, such as a used textbook sale. Another service is Career Day, in which the Student Association works with the Alumni Association in bringing representatives of various careers to the campus to talk with students.

We also have a very active religious program in the AUSA. Andrews Christian Youth Action (ACYA) is a combination of MV and Student Association religious activities. It sponsors discussions of religious books, prayer bands, prison and sunshine bands. On Friday evenings, after vespers, ACYA holds "Folk Strokes" in the student lounge, where students sing folk hymns. On Tuesday evenings, a joint worship for men and women is held in Pioneer Memorial Church with students carrying out the entire service. ACYA also sponsors a student missionary program.

But the AUSA does more than just sponsor activities. Andrews students are responsible youth, and they are concerned about the church and the university; they participate in the decision-making of these bodies.

The church board has student members; and as of this year, all faculty committees have student members.

The students' involvement is producing positive results. Communication between faculty, students, and administrators is constantly improving. I think it could increase communication if there were a student observer at the board of trustees' meetings.

Mrs. White says, in *Education*, p. 290,

The rules governing the schoolroom should, as far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed.



Supervised by Wilson Trickett, associate professor of business administration, graduate business administration majors participated in a series of talks at Bangor, Mich., SDA Church on topics of personal finance. Left to right: Garry Lowe, Jack Wollens, Dr. Wilson Trickett, and Gerald Northam.

# To Preserve a Church's Heritage

By ALBERT DITTES, *Seminary Student*

What does a person do with an antiquated book or an old letter that might be interesting but is impractical to keep?

If the material has any Seventh-day Adventist historical significance, it would make a welcome addition to the Heritage Room on the ground floor of the James White Library at Andrews University. Denominational publications, private papers, and artifacts are being collected and catalogued in two large, adjoining rooms teeming with file cabinets, crowded bookshelves, and personal possessions of people living in a bygone era. The sum total of the rooms is an unwritten history—a scrapbook of Adventism during the past 120 years and of the progress of Christianity since the Reformation.

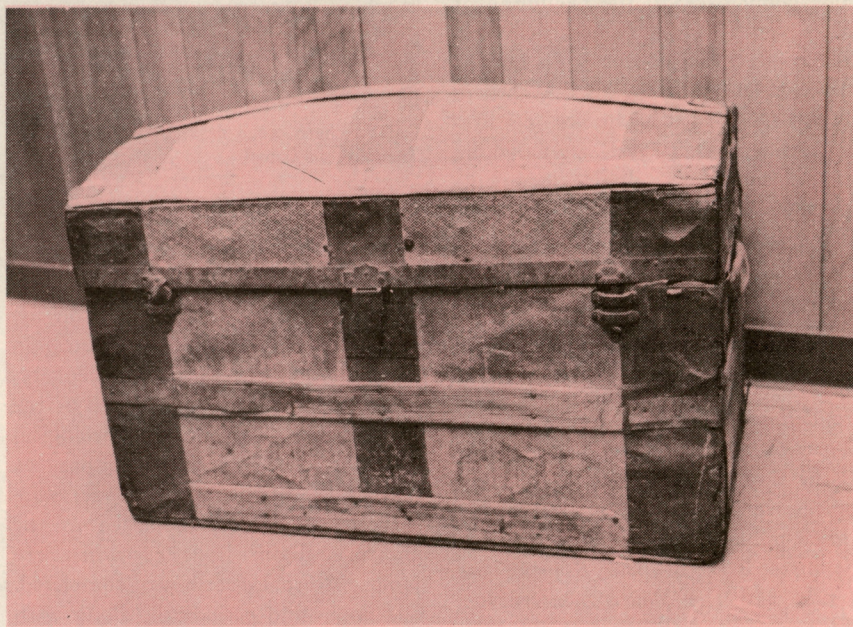
## Priceless Artifacts

Several priceless artifacts are closeted in the Heritage Room. Included in the collection is the wooden trunk with old newspaper lining that carried the belongings of J. N. Andrews when he sailed to Switzerland in 1874 as the first Seventh-day Adventist overseas worker; the large desk made of cherry wood on which Uriah Smith

wrote *Thoughts on Revelation* and *Thoughts on Daniel*; the blueprint and captain's log of a small ship named *The Pitcairn*; and forty pages of handwritten articles by Sir Isaac Newton on prophecies concerning the second coming of Christ.

A map of the worldwide work of Seventh-day Adventists in 1900 shows

only one dot in Africa. A deed records the purchase of a Battle Creek, Michigan, plot of land in September 24, 1874, from the Butler, Lindsay, and Abbey families by the Seventh-day Adventist Educational Society for use as a building site for Battle Creek College. A two-foot-long knife in a wooden sheath has the following inscription taped to its handle: "Presented to F. R. La Sage by a converted Moro who said that it had come down to him from his forefathers and was known to have taken the lives of at least twelve men."



An autograph manuscript by Sir Isaac Newton (1642-1727) concerning the prophecies of the second coming of Christ is one of the treasures of the heritage room.

This wood trunk, lined with newspapers, carried the belongings of J. N. Andrews when he sailed to Switzerland in 1874.



## Old Bibles

Most of the fourteen personal and family Bibles in the Heritage Room were used by Adventist pioneers. On the inside cover of his brown leather-covered Bible, J. N. Andrews wrote that he finished reading it for the 13th or 14th time on April 15, 1860; for the 25th time on October 4, 1869, in Wasioga, Minnesota; and for the 26th time on August 25, 1870, in South Lancaster, Massachusetts. "This book was given to William Miller five hours before his death by J. V. Himes," reads the handwritten inscription inside the front cover of a New Testament enclosed in a hardbound cover. "He held it in his hand and clasped it to his breast for more than one

hour." December 20, 1849. Signed, J. V. Himes.

The Heritage Room also has a number of rare books, among them a Bohemian Old Testament with a tattered leather cover, published in 1579; and three volumes of a folio Biblia Latina bound in leather, published in 1492 with comments by Nicolaus Lyra and others that greatly influenced the leaders of the Protestant Reformation.

### Pioneer Papers

Perhaps the most important contents of the Heritage Room are the private papers of some pioneers of the Second Advent Movement and the publications going back to the beginning of the Seventh-day Adventist Church. When Adventist pioneer J. N. Loughborough was lying on his deathbed in 1924, he discarded his diaries of a lifetime. Fortunately, an alert young nurse rescued these valuable documents which eventually came to the Heritage Room in the James White Library. Other valuable papers include a handwritten letter from William Miller to his son in 1837 and a small wooden box containing the diaries of the Amadon family and John Byington, the first president of the General Conference. Copies of books and periodicals going all the way back to 1849 are available for research, including a *Signs of the Times* published by William Miller; the first issue of the *Review and Herald* and the *Youth's Instructor*; and a complete collection of the *Midnight Cry*, an important Millerite publication in the 1840's. Foreign language literature is also included in the collection. "Our goal is eventually to have two copies of every Seventh-day Adventist publication published before 1920," says Mrs. Louise Dederen, supervisor of the Heritage Room. (Post 1920 SDA books are shelved in the main stacks of the library.)

### Source Collections

Two important source collections are safely stored in the files: research materials for LeRoy Edwin Froom's *The Prophetic Faith of our Fathers* and *The Conditionalist Faith of our Fathers*, and Howard Weeks's dissertation, *Adventist Evangelism in the Twentieth Century*. Also on file is an original manuscript of *The Seventh Day* and all of the written correspondence between author Booton



On this cherry-wood desk, Uriah Smith wrote his two books, *Thoughts on the Revelation* and *Thoughts on Daniel*.

Herndon and the people who gave him information for this book.

Many of the written materials in the Heritage Room have been on file ever since they came off the press in the middle of the nineteenth century. Historical items in the archives of the Seventh-day Adventist Theological Seminary and on the campus of Emmanuel Missionary College were gathered together and placed in the Heritage Room in 1962 when the James White Library was completed. Old books and periodicals, along with artifacts and private papers, have been accumulating in these archives. Some Andrews University teachers have furnished autobiographical sketches of themselves and copies of all the books and articles they have ever written. Other people have given interesting letters or artifacts that were in their possession. One individual has bequeathed to the Heritage Room his invaluable collection containing thousands of old Seventh-day Adventist books and pamphlets, many of which are found in no other place.

Most early Seventh-day Adventist literature is now on file in these archives, although many publications were destroyed when the Review and Herald printing plant burned down in 1902 and no existing record of its printed productions survived the fire. Previously unknown pieces of nineteenth century Seventh-day Adventist

literature are still being found and placed in the Heritage Room.

### Contemporary Collections

While a search is continually being made for artifacts from the past, the directors are also collecting items of contemporary Seventh-day Adventist value. Several prominent denominational workers have pledged to donate their private papers to the Heritage Room; some people stipulate that their letters and diaries be withheld from examination for a certain number of years. Any item donated to these archives is safely preserved because it is accessible only to serious students and cannot be checked out. "Available materials are rapidly increasing," says Mrs. Dederen, "because denominational history is being made every day."

Although the files in the Heritage Room will never contain every written account of all happenings in the Adventist world, the sources within it will be factual and reliable, enabling scholars to chart the past advances of the Second Advent Movement for years to come.

Begin Now to Plan for  
HOMECOMING  
April 24, 25, 26  
1970

Who? What? Where? When?

## Among Our Alumni

### Alumnus Appointed Administrator

**Wayne N. Andrews**, Zelenople, Pa., MA '54, was recently appointed administrator of supervisory training and development, Training and Development Department, Westinghouse Learning Corporation.

Andrews has taught on the elementary and secondary level, and has spent 13 years in educational supervision in Oklahoma, East Africa, and Southeast Asia.

He returned to the United States in 1957, served from 1958 to 1961 as head of the speech department, Atlantic Union College; from 1961 to 1963 as assistant to the president, Columbia Union College. In 1963 he entered the field of industry as director of education for Halstead & Mitchell Company, Zelenople, Pa., where he organized and conducted the Management Development program until going to Westinghouse. During the past six years, he has taught the Management Development Course of Penn State University at several locations; and has also spent three years teaching speech fundamentals for the University of Pittsburgh at Titusville.

**Bill S. Yamanashi**, BA '66, is a post-doctoral fellow at Harvard University. His doctoral thesis, "Electron Spin-dipole Interaction in Phosphorescent Hydrocarbons" was completed in August; the PhD degree in chemical physics was awarded on August 26, 1969. Previous to his present position, he was a graduate student at Massachusetts Institute of Technology, Cambridge.

**Moses Choi** has been newly appointed comptroller of Berrien General Hospital in Berrien County, Michigan. He holds a BA degree from Andrews in '65 and an MBA in '67.

Since August first, **Garfield Jorgenson**, BS '50, has been located at Kaulakakai, Hawaii, where he is serving as principal of the SDA mission school and teaching upper grades on the Island of Malakai.

**Louise J. Ambs**, professor of education at Pacific Union College and a graduate of Andrews in 1932 with a BA degree, was one of two teachers given the Outstanding Teacher Award at the 87th academic year commencement at PUC in June, 1969.

**Richard L. Mummert**, BA '63, MA '64, is now pastoring the Waco District in Texas. He moved to Waco from Houston.

**Raymond R. Brooks**, BS '67, with his wife Sylvia and two children, Sally and Samuel, are living at Yale, Michigan, where Brooks is teaching industrial art and one science course in the junior high school.

### Alumni at Spicer College Directs COSMET in Poona

**K. J. Moses**, MBA '67, assistant professor, department of business administration, Spicer College, writes about a Conference on Supervisory Management Education and Training (COSMET) held at Spicer College, Poona, India, in September. A number of India's leading educationalists, business executives, and training managers attended the two-day conference.

Welcoming the fifty delegates from all parts of India, President **M. E. Cherian**, MA '56, referred to the distinct philosophy of education for which Spicer stands. In the context of that philosophy, Dr. Cherian pointed out the unique educational program being followed at Spicer—earn while you learn. He further stressed that Spicer College has a "responsibility for providing a venue and a platform for matters that interest and effect the community life."

From the coverage given in the local dailies and comments made by the delegates, the conference was claimed a success.

Writes Moses, "We at Spicer are happy that we had an opportunity not only to witness for what we stand for, but also able to contribute to the academic life of our nation."

### Alumnus Named Editor New Youth Journal

**F. Donald Yost**, B.A. '49, associate editor of the *Review and Herald*, has been named to edit a new Seventh-day Adventist youth journal, scheduled to begin publication in May, 1970.

Replacing in part the 117-year-old *Youth's Instructor*, oldest religious journal in North America to be published continuously under one name, the new journal will beam its message to college-age students. Editorial comments will seek to interest youth in overseas countries as well as in Canada and the U.S.A.

**Royce C. Thompson**, BA '51, MBA '68, with his wife (**Elaine Christensen**, BA '52) has moved from the Bula Vista Hospital at Mayaguez, Puerto Rico, to the Bangkok Sanitarium and Hospital, Bangkok, Thailand.

**Fred W. Ellis**, MA '60, his wife Sylvia, and three sons, Stephen, 6, Timothy, 4, and David, 2, are scheduled to sail from New York in December for West Pakistan, where Elder Ellis will join the Bible department of the Pakistan Union Training School.

**Mrs. Olive B. Reid**, a graduate student in math who studied at Andrews the summer of 1969, died October 26, in Jamaica.



President Cherian addresses delegates of COSMET.

## AUAA BOARD VOTES DONATION CATEGORIES

At a meeting, November 9, of the AU Alumni Association board members, it was voted that four membership categories be named for alumni, et al, giving.

1. AU Supporting Members Club—yearly donors who make gifts under the Fair Share Plan (see below)
2. AU Fair Share Club—alumni following the FS plan
  - (1) for the first and second years following graduation or withdrawal: \$6

- (2) For each of the third and fourth years: \$12
  - (3) For the fifth year: \$18
  - (4) For each of the years six through ten: \$30
  - (5) For the eleventh year and for each year thereafter (at least until retirement): \$50
3. AU New Dimension Club—donors giving \$100 or more per year
  4. AU President's Club—yearly donors of \$1,000 or more.

## T. W. STEEN GETS NOD AS ALUMNUS OF YEAR

Thomas W. Steen, former president of Andrews University and member of the graduating class of 1910, was voted alumnus of the year to be honored at the April, 1970, Homecoming.

Other citations for alumni in various categories recommended by the citations committee will be presented for ratification at a later meeting in December and announced later.

### 25th Anniversary Breakfast

Discussion favored silver guest ribbons to be given to each member present at Homecoming of the 25th year class (1945); and it was voted to give a breakfast the Sunday morning of Homecoming to the group in the Badger Room of the campus cafeteria. It is the hope of the board that each member of the class of 1945 will become a members of one of the donors clubs listed above.

The main runway of AU's new airstrip has been hard-surfaced and sealed. The runway is part of the program of the Center for Vocational and Technical Studies being promoted for Andrews. The runway completes the first phase of the Center's operation which is devoted to the equipment necessary for teaching aviation. Andrews now has a fleet of four planes in its expanding aviation program, two Cessnas 150, a Cessna 120, and a Cessna 172 Skyhawk.

W I SMITH  
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LOMA LINDA CALIF

