

ANDREWS UNIVERSITY

FOCUS

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No. 2

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MAGAFILE

VIA SATELLITE

—Our Readers Write—

Florence (nee Joyce, class '41) and I really enjoyed the January-February, 1975, issue of *Focus* since there were two features that really "turned us on." I refer first of all to the outstanding tribute to Professor Tippett (whom we all loved) and, secondly, to the story of the student missionaries in Bangladesh, one of whom is my niece Marvel Wells. Needless to say, we are proud of Marvel and her achievements, not only over there in Bangladesh, but before she ever went to that part of the world.

When Florence and I were missionaries in Tanganyika, East Africa, 1945-1950, we were the happy recipients of the 1948 Morning Watch book entitled *My Lord and I*. The author? None other than dear Professor Tippett, and the thing that pleased us so much was the note that he wrote on the flyleaf of the book! Since his death, I pulled the book off the library shelf, and we are now using it for our morning watch for the balance of the year. . . .

I also look back with much pleasure to the year 1967-68 at AU at which time I received an MA. I could write pages for my appreciation of the deeply dedicated men and women on the staff of the Graduate School who were an inspiration to me in every way. God bless them.

It was a joy to have as weekend guests Paul and Elizabeth Jackson. Paul and I worked in the old laundry, and it was fun talking over those school days. May God continue to bless him in his work with the alumni.

Florence is executive secretary to

one of the administrators at the White Medical Center, Los Angeles, and I am pastor of the El Monte, California Church.

—F. Brock Wells
El Monte, California

The year I spent at the seminary, 1949-'50, was one of the most profitable years in my life, and I have always been deeply appreciative of the inspiration it gave and the enlargement of my horizons. I have always felt that I owe Andrews University a great deal.

—W. Duncan Eva
Vice-president, General Conference
Washington, D.C.

I am fully cognizant and appreciative of the influence the years at Andrews have had upon my life. The faculty and student body of Andrews will remain in my prayers that they may always glorify His name from whom all blessings flow.

—Warren E. Hartman
Vice-president, Scientific Affairs
Worthington Foods
Worthington, Ohio

I appreciate much what Andrews did for me. I went there as a high school graduate with little direction as to my life's goals. During my years there I found both direction and purpose. I hope that Andrews University will always be able to keep a balance

of quality education with spiritual emphasis.

—Douglas Anderson
Manager, Michigan Adventist
Book Center
Williamston, Michigan

It is always a pleasure for me to receive your magazine. I trust that you will continue to enlighten the minds of people all over the world with your fine literary work.

—Harold L. Lee
Development Office
Oakwood College
Huntsville, Alabama

Thank you for your work there and for keeping me in touch with that tremendous institution.

—J. Bernell Clark
Richmond, Texas

OUR COVER

Painting entitled "And Every Eye Shall See Him" was done by Gregory Constantine, head of the AU Art Department. It is one of a series of TV Images with which he has been experimenting. See pages 12 and 13 for further description.

Photo by Adam Bujak



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Opal Hoover Young Editor
Randolph Neall News Contributor
Jan Hafstrom Staff Writer
Horace Shaw Alumni Correspondent
Robert Lang, Mike Scarbrough, Adam Bujak, Henry Herzog Photographers
Leona Glidden Running Editorial Consultant
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The Liberty Bell— And Church-Related Colleges

By Opal H. Young

The peals of the bell that announced the birth of this nation still echo throughout the land today in a growing crescendo of schools, churches, and government by the people.

Celebrating its own one hundred years of existence, Andrews University pays tribute to the bicentennial birthday of the United States of America. For it is the principle of LIBERTY in educational systems as well as in religious choices and political movements that makes possible the existence of schools like Andrews University.

Over three hundred years ago, a band of exiles moored their bark on a wild New England shore. . . . "Ay," writes the poet, "call it holy ground, the soil where first they trod! They have left unstained what there they found—freedom to worship God."

Church steeples representing almost 200 denominations rise against the sky in these United States of America. This is significant. It means there are no heretics to be punished in a pillory, imprisoned, or burned at a stake; no one's property to be confiscated because the individual's conscience marches to a different drumbeat from that of a state or national church.

There are no church doors closed by government orders.

Soon after the church spires began to dot the landscape of New England, the ivied halls of church-related colleges began to appear on the American scene. Harvard, the oldest institution of higher learning in America, was established in 1636, just 16 years after the landing of the Pilgrims at Plymouth Rock.

John Harvard, clergyman at Charleston, made the original donation. Harvard's stated purpose was to establish an intellectual and religious center. Andrews University carries on that tradition of combining Faith with Learning.

Following hard on the heels of Harvard was William and Mary Col-

lege, 1693, and in 1701 Yale was founded. Yale was begun in a rector's home at Killingsworth, Conn., later

church-related colleges was evolving. The Seventh-day Adventist denomination would establish a college and



located at New Haven, and is affectionately known as "Old Eli" after Elihu Root, donor who made it possible to start the college.

It was chartered as "An Act for Liberty" as a school wherein "youth may be instructed in the Arts and Sciences" and "fitted for Public Employment both in the Church and Civil State." (Almost precisely the wording today of the *raison d'être* of Andrews.)

Nor was women's higher education neglected in the new world, albeit a bit tardy. Amherst College for women was opened in 1821. Oberlin (Ohio) College was founded in 1833 and in 1837 became the first college in the world to admit women on the same basis as men.

In the 19th Century a new pulse in the religious world was being felt—the Great Second Advent Movement. And with it a new system of

build a worldwide educational system of its own, including education on all levels from kindergarten through graduate study at the doctoral level.

Its first venture was Battle Creek College, forerunner of Andrews University, founded in 1874.

And what was going on in America during those experimental years of Adventist higher education?

Those were the rugged days of Reconstruction following the War between the States. General Ulysses S. Grant was in the White House as President of the Union; and during his eight-year term (1869-1877), the country was at peace with the rest of the world.

There was, however, savage warfare within its borders. The Apache Indians in Arizona and the Modoc Indians in California were on the warpath; and in 1876 the Sioux In-

dians, led by Sitting Bull, massacred General Custer and his entire force in Montana Territory.

There was the Chicago fire of 1871 and the Boston fire the following year.

Memorable in the year 1876 was the Great Centennial Exposition at Philadelphia to celebrate the first century of American independence.

Two of the exhibits at that Centennial were recent inventions, regarded then as of little practical value: the incandescent electric light and the Bell telephone.

The penny postcard put in its appearance in 1876. (It has since gone out of style!) And 1876 also marked the first appearance of a national Prohibition Party.

Enter Carrie Nation with her little hatchet—the second little hatchet to become American tradition. George Washington's cutting down the cherry tree turned out to be a PR myth. But there is no doubt about what Carrie Nation did with her hatchet in one hand and the Bible in the other. Her raids on the Demon Rum were known from coast to coast in America and much of Europe.

It was against this background of national action and events that the Seventh-day Adventists were to develop their educational system that today encircles the world.

This year the big Bicentennial party of America is being celebrated by its people from its smallest villages to its largest cities. Hundreds of parades featuring Old Glory and tens-of-thousands of Betsy Rosses making flags will be staged.

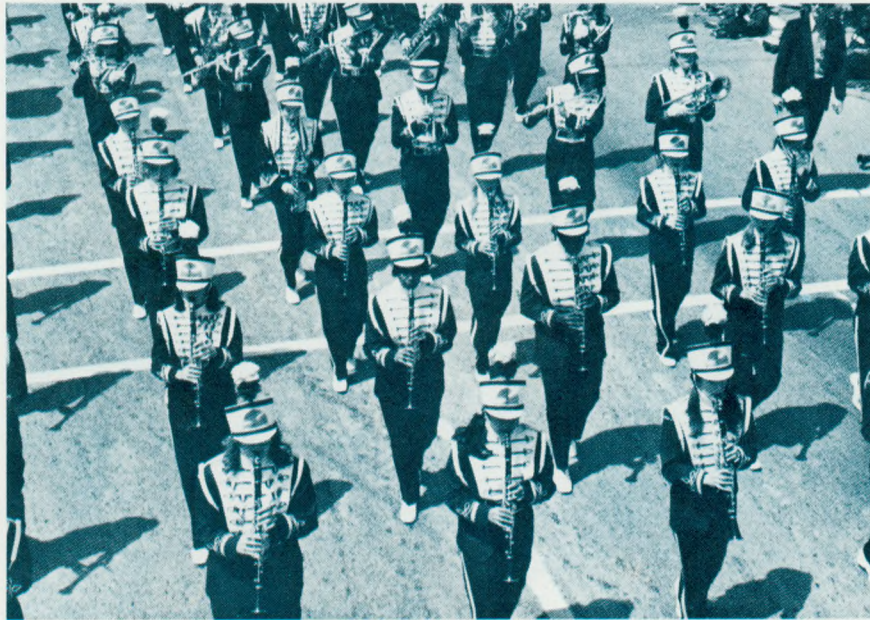
More Than Flags And Fireworks

But to Andrews University and other church-related colleges, the bicentennial means more than pageants featuring George Washington and Uncle Sam and a bandaged drummer boy and piccolo player—more than marching bands, fluttering flags, patriotic floats and fireworks.

For ONLY IN AMERICA can church-related colleges exist alongside the public-sponsored colleges and universities with equal opportunities, recognition, and legal status. The system of PLURALISM in educa-

tion adopted by the United States allows an individual citizen or group of citizens who wish to sponsor a college or university for specialized goals or particular purposes to obtain a legal charter from their state. Such charters in America are considered relatively sacrosanct; and it is rare that such a charter has ever been revoked!

One of the great strengths of the pluralistic system in education is that the private college is freer to change its programs and to be innovative.



To church-related colleges, the American Bicentennial is more than fireworks and flags and marching bands.

For example, it was Harvard which first introduced electives into study programs—a great step in recognition of the talents, needs, and preferences of the individual student.

As the culture of our country moved westward, churches and schools marked the trail wherever men and women put down roots in new places. As territories and reserves became states, and villages and towns grew into cities, public schools and colleges and universities increased in number. But recognized along with them still were the church-related colleges founded to do their own thing, to accomplish their own purposes and goals. Today Andrews University is one of over 300 colleges and universities in the United States that are actually church related and operated. Nine of them belong to the Seventh-day Adventist denomi-

nation. Many of the earlier colleges drifted away from their church connections. Others fell by the wayside because of lack of funds or because they lost sight of a reason for existence that set them apart from other private or public colleges and universities. We believe it is because Andrews University and its sister university and colleges are achieving their special goals in education that they are still in operation today.

Besides the innovative privileges of the private college, another major

strength of pluralism in education is its method of accrediting.

Accrediting is a means of assuring the student and his parents that the quality of education being provided in an institution meets the normal expectations for that level of education. In nearly all countries outside the United States, accrediting (approval and recognition) is given by the central government. In the United States, recognition is through regional accrediting bodies made up of, and completely controlled by, the public and private institutions themselves. In this way a college is judged by its own peers.

Also in the United States, accrediting is optional. A school may operate without it. Young people, however, who wish to obtain licenses to function in given professions usually are required to be graduates of accredited colleges and universities.

Andrews University assures its students through various accrediting bodies that all the offerings of its academic departments reach the expected standard of achievement.

Andrews is accredited by the North Central Association of Colleges and Secondary Schools to confer degrees at the bachelor, master, and doctor degree levels.

Also special accrediting bodies recognize Andrews' teacher-training programs, music study, baccalaureate in nursing, social work and medical technology programs.

And, of course, the university is fully accredited by the Board of Regents of the General Conference of Seventh-day Adventists.

All of these things are possible because of the principle of pluralism in education, one of the important phases of liberty in the United States of America.

Aliens Still Invited



In this bicentennial period of our country's history, we are reminded that the United States of America still invites aliens to its shores. Precious sight to U.S. citizens returning from foreign soil, the Statue of Liberty holding her lamp aloft at the threshold of this great country also offers welcome and equal opportunities to peoples of other places.

And Andrews University, lifting its lamp of learning, invites peoples from all cultures to study on its campus. It guarantees them equal opportunities in study and work and equal dignity afforded citizens of the

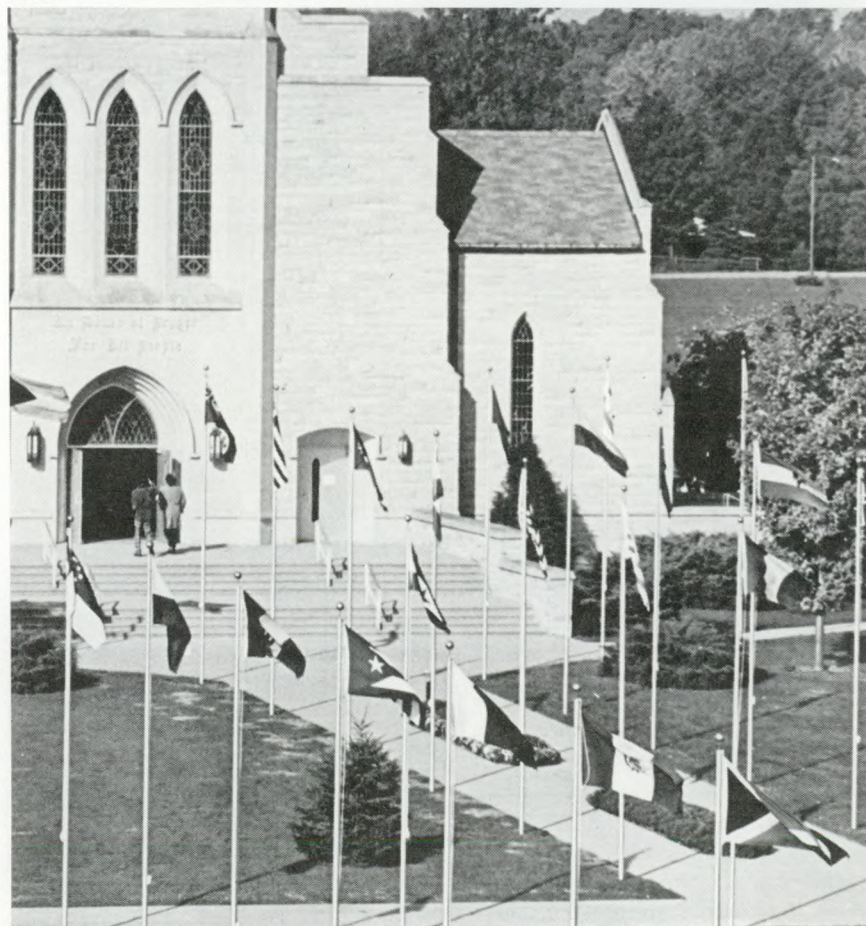
United States. Andrews is cosmopolitan in its culture. Its students and faculty come from every state of the Union, Puerto Rico, the Virgin Islands, and from 70 other countries on all continents of the world.

Representing these countries and helping to make international students feel at home away from home is an Avenue of Flags, reaching across the campus quadrangle from the James White Library to the stately Pioneer Memorial Church.

These two chief centers of study and religion at Andrews are symbolic of the basic conception and philosophy of Adventist education in its entirety: a union of Faith and Learning—**Learning** as a means of discovering, through great minds of the past and the present, aspects of God's creation—physical, mental, and spiritual; **Faith** as a means of understanding God as the Creator and the Source of all knowledge and wisdom.

A flag flies over Andrews and over America—a flag that means freedom in worship, civil matters, and education.

Andrews University lifts aloft its lamp of learning and invites people of all cultures to study on its campus.



Students from more than 70 countries besides the United States and its territories study on the Andrews University campus.

Madgwick Announces New MAT Degrees, This Summer



Dr. Gordon Madgwick

AU Placement Bureau Registers Students Free

Carolyn Olsen is the placement officer for Andrews. In the fall at registration time, seniors and graduate students are registered free of charge with the placement office. The information is put in a résumé which includes a picture of the student and a short resume of the student's qualifications. These brochures are mailed to denominational and nondenominational employers all over the world. Students are given forms which begin a permanent credential file with the placement office, and which include recommendations. The file can be reactivated even after the student has left the university, and alumni of AU may register with the placement office. About 35 recruiters a year from the Berrien Springs area and from denominational and nondenominational sources visit the school. The placement office arranges for students to meet with the recruiters in special interview cubicles. About 200 students are currently using the placement office to obtain positions following graduation.

Andrews University will offer this summer the master of arts in teaching degree (MAT) in art and physical education, Gordon Madgwick, dean of the School of Graduate Studies, has announced.

This brings to fifteen the disciplines available for the degree.

The degree requires prospective elementary and high school teachers to choose a specialty, such as art or physical education, as they study with the education department for teacher certification.

Art

Applicants for the MAT in art education must have had a minor in art. Once accepted they can choose to specialize in photography, printmaking, painting, sculpture, ceramics, or design.

Whatever the specialty, the degree is designed to encourage candidates to become "mature, practicing artists," says the department chairman Greg Constantine. "We want art teachers who are artists." A one-man exhibit is required.

Physical Ed

For the MAT in physical education, at least 30 undergraduate quarter hours are a prerequisite. Candidates for the degree may take studies in health, recreation, outdoor education, and physiology.

Dan Klein, department chairman, says that MAT students will find more emphasis placed on Christian philosophy than customary and far less on competitive team sports, which are no longer offered to non-majors.

He believes that people would be far happier and healthier if they worked with, not against, each other in small group activities such as sailing, backpacking, and even modified versions of football and softball.

Richard Hammill, president of the university said, "The careful planning of these new MAT degrees will ensure excellent programs at the graduate level.

Hammill: "Grad schools expensive but important..."

Graduate education is expensive; but when we measure the achievements of Andrews University with the costs, it readily becomes apparent that the church cannot invest money in any wiser way than in the training of Adventist youth for leadership roles in specific functions within the widespread activities of the church. The Seventh-day Adventist Theological Seminary and the School of Graduate Studies are vital links in the work of the Adventist church, for they provide ministers, teachers, and leaders of various kinds who are desperately needed for our growing work. The Adventist church cannot afford to send novices and apprentices to do the Master's work. We need skilled workers in our church so that, as the Apostle Paul says, they can be instruments in the hand of God for bringing about in the church a "growth that is from God" (Col. 2:19 RSV).

New Undergraduate Offerings

COLLEGE OF ARTS AND SCIENCES

Andrews University will offer new majors in health and geography next school year and five new technical concentrations, including industrial management and aviation technology.

Health

The health major, for a bachelor of science degree, will require course work in physical education, biology, home economics, and nursing.

Those taking the major will receive more training in preventive medicine than do most physicians, said Dr. Dwain Ford, dean of the College of Arts and Sciences.

The dean said the major will be good preparation for secondary teachers and any persons planning to take graduate work in public health or medicine.

Not many schools in the state have

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Two AU Professors Begin Extensive Study In Character Development

Two doctors of education at Andrews University have begun what may turn out to be the denomination's most extensive study and research collection on character development to date.

By June, 1978, Dr. Ruth Murdoch and Dr. John Youngberg hope to have classified quantities of information from scientific journals, and—which will take the most time—from Scripture and Ellen White's writings.

The books, papers, dissertations, journals, and card files they collect may fill a small library, eventually to function as a denominational data bank on character. Already Youngberg has classified nearly 1,000 quotations from just under three books by Ellen White, examined page by page.

No study of character could be complete in three years, Youngberg said. "We'll be studying that throughout eternity." But the collection will go far towards classifying quantities of information under categories answering to some of the toughest questions: Is human nature perfectable? Why do so many young people with good home, school, and church background fail to accept the standards taught? Is strong character socially unpopular? How are the will and discipline related to character?

Throughout the three-year study, the two will discuss such questions in a series of articles for Adventist readers.

Research so far has made at least one thing clear, says Mrs. Murdoch: Ellen White and secular authorities agree "right down the line" on a surprising number of details. The researchers add, however, that Mrs. White is not up for trial and that there are significant differences, such as God's role in character change.

Where they do agree, quotations by psychologists and Mrs. White are filed side by side. For example, stapled to a card where Mrs. White says, "Infant children are a mirror for the mother in which she may see reflected her own habits and deportment," is another by Peck and Havighurst, ranking psychologists: "A



Dr. Russell L. Staples (right) and Winston Ferris, a doctoral student in education, discuss the proposed character studies with Dr. Ruth Murdoch.

child's character is the direct product, almost a reproduction, of the way his parents treat him."

Youngberg expects that the character collection will pave the way for more advanced study on campus by teachers and students who would not only use, but add to the collection as they study.

Graduate students who choose to explore character, he is confident, will be relieved automatically of the lifeless topics worth no more than the grade they bring. "Why not write on something significant and big?" he asks.

Though the two professors have barely begun the study, they are not starting from scratch. Mrs. Murdoch, with training as a clinical psychologist and with a doctorate in education, is a pioneering authority in the field.

She has lectured on the subject throughout the U.S. and other countries and has taught a class in psychology of character development at Andrews for the past twelve years. Alumni have frequently given her class top remarks on questionnaires. She'll be teaching the class in England this summer.



Dr. John Youngberg
Photo by H. Herzog

Dr. Youngberg holds two master of arts degrees from Andrews, one in systematic theology, and the other in counseling and guidance. He studied family leadership for his doctorate (Western Michigan University), a study that has since led to a class designed to head off breakdowns in family order and unity.

How far the two go toward meeting their three-year timetable will depend partly on funding. But whatever they accomplish, the effort, at least, comes none too soon, they feel.

A Professional Nurse at Andrews Is . . .

● a Leader ● a Change Agent ● an Advocate ● a Clinical Practitioner

By ZERITA HAGERMAN, DNSc, professor of nursing

Professional nursing has evolved into one of the most exciting of the medical services with opportunities for men and women to work in scores of areas. Only the professional nurse responds to the total health needs of the patient in his family and community system. This role is unique among the health disciplines, and the nurse's education must be equally distinctive in order to prepare for this role.

Andrews University nursing department offers the educational opportunities necessary to prepare for professional nursing, and the department has grown in the past eight years to accommodate 160 students with 46 graduating in 1975. The nurse graduating from this program receives a bachelor of science degree and the right to sit for the State Board of Nursing registration examination.

Part of the unique educational experiences begins in the sophomore year after a full year of liberal arts courses. The student studies and receives practice in making physical, emotional, and spiritual assessments with patients. This includes a full examination of the person from the visual and ophthalmoscopic inspection of the eyes to a testing of the reflexes in the feet. The physical examination which was once thought to be the domain of the physician is a part of the expanded skills of the nurse which prepare this graduate to function in an ever-increasing number of health areas. The nurse focuses on the prevention of illness and maintenance of health as well as the traditionally recognized role of assisting in the rehabilitation of patients and families after a health crisis. Because the focus is on the total human system, the nurse is the best prepared to serve as an advocate for the patient and his family when there are concerns about health.

Emphasis in the professional nurse program is on the independent functioning of the nurse, and this includes the therapeutic use of self as a catalyst in the prevention, maintenance,

and rehabilitation programs. Special experiences are provided for effective intervention in both situational and maturational crises with attention to the management of a variety of individual and group problems. Examples of the situational crisis include suicide attempts and heart attacks; whereas maturational crisis examples are special adolescence problems, retirement, and the degeneration which accompanies advancing age.

alternatives; for this role the education includes a variety of offerings in the cultural problems, sociological and psychological approaches, religion, the basic physical sciences, such as anatomy and physiology, chemistry, microbiology, special communication skills, and a look at family and community systems.

In order to meet the demands for a growing theoretical base, classes are included which teach the beginning skills in research. Steps in the re-



In AU's new program for nursing, students receive practice in making physical, emotional, and spiritual assessments. Photo by R. LeBard

Throughout this four-year course, the student is charged with the responsibility as a change agent in the health professions. Special classes focus on the leadership role, the accountability for one's own actions, decision making, and the nurse's mandate from society to provide quality health care. This health care must take into account the individual resources as well as the family environmental and ecological resources.

No longer can the health professional tell the patient what to do to achieve health. The nurse must enter the family system as an expert who offers assistance in examining a variety of solutions to the health problem with a look at the available

search process, critically analyzing published research and emphasizing the responsibility for publication of clinical observations in professional literature, are a part of these classes.

Professional nursing is a career which no longer lives on the image of the "nurse placing a cool hand on the fevered brow." The human body is such an integrated system that a fevered brow may literally be cooled by attention to a cultural conflict between the patient and his present community. It is only through consideration of the patient's total system that appropriate intervention can be determined. Although all nurses respond to the interdependent role

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Horn: "I wish we had 50."

TEN WOMEN ENROLLED IN THE THEOLOGICAL SEMINARY

Ten women are enrolled in classes at the Seventh-day Adventist Theological Seminary at Andrews University this year, according to Dr. Siegfried Horn, dean of the Seminary and professor of archaeology and history of antiquity. Most of the women are in the Master of Arts program in the School of Graduate Studies.

One of them, however, Laurel Nelson, is enrolled in the nine-quarter, master of divinity degree program at the seminary. "I wish we had 50 women in the program," said Dr. Horn.

Miss Nelson hopes to find employment as chaplain in a hospital on completion of her work.

"I am not out to threaten men in their work as ministers," said Miss Nelson. "I believe the Lord has a place for everyone." She regrets, however, that so many women with talent in the field of ministry are not given opportunity to use that particular God-given gift.

Chaplaincy appeals to Miss Nelson because of the opportunity to deal with the total person, she says; and the health angle of that ministry is challenging to her. She sees opportunity in a chaplain's work of women working with women, who, she believes, are more at ease with another woman when discussing crisis situations in their experience.

Miss Nelson, a graduate of Atlantic Union College with a B.A. degree in theology, spent last summer at the New England Memorial Church, Stoneham, Massachusetts, as interim pastor. She felt "things went very well," but she would prefer an associate pastor's job in a church. Her first choice of service is the hospital chaplain's work.

Along with her master of divinity degree program, Miss Nelson is also working toward the master of public health service degree, a joint program offered by the School of Health at Loma Linda University and the Theological Seminary at Andrews. "I want to get the best preparation available to work for the Lord," she said.



Another student studying at the Seminary is Carolyn Stuyvesant, a nurse and teacher who has just recently returned from Ethiopia where she worked for ten years.

"The idea of the seminary being a man's world was new to me when I came here," she said. "I wanted to come to study the Bible, and I thought the seminary was the best place to do it." She is in school "to learn and not to pile up degrees." She already has a master's degree in public health and plans to return to nursing.

Dr. Siegfried Horn, dean of the Theological Seminary at Andrews, discusses the enrollment of women in the master of divinity degree with Laurel Nelson. Miss Nelson, enrolled this year in the program, seeks to prepare for position as hospital chaplain. Photo by A. Bujak

SO MANY VERSIONS

AU Professors Write Book on How to Choose Your Bible

By RANDOLPH NEALL

Till about 1940 choosing a Bible usually meant deciding between a leather or cloth cover, small type or large. Whatever the binding or trim, the version was the King James, monarch of English Bibles for over three centuries.

Now the King James is just one among many, and choosing means second-guessing hundreds of scholars and translators. And no thorough, up-to-date consumer guide has been available to make that guessing any easier or more intelligent.

In June of this year, however, Zondervan Publishing House will issue—for pastors, youth, anyone—just such a guide, prepared by two New Testament professors from Andrews University.

In the book, entitled **So Many Versions?** the authors, Dr. Sakae Kubo and Dr. Walter Specht, devote some 200 pages to evaluating a score of the most widely used modern versions. A concluding chapter gives specific guidelines on how to choose.

The authors are specialists in biblical languages and translation. Both analyzed Greek biblical manuscripts for their doctoral dissertations at the University of Chicago. Since then Kubo has written a Greek-English lexicon, and Specht has taught a class in Bible translations and manuscripts at Andrews for eight years.

In addition to his doctorate, Specht holds a master's degree from Andrews in biblical languages. Both professors are members of the Society of Biblical Literature.

Among the translations they analyze are the New English Bible, Good News for Modern Man, Phillips' Translation, the New American Standard Bible, the Living Bible, the Modern Language Bible, the Amplified Bible, and the Revised Standard Version.

Each version is given a close-up inspection with numerous sample texts, comparisons, and even statistics.

In general the authors regard one-man translations (Phillips, Barclay, etc.) as inferior to the committee

versions (The Revised Standard Version and others).

They also see as inferior versions that try to make the English read like Greek or Hebrew (the New American Standard Bible they place somewhat in this category). Good, readable English won't do that, they point out. They say such versions are usually unreadable, unclear, and often inaccurate.

The authors are just as critical of versions that go to the opposite extreme, the paraphrases. These, the authors say, "are particularly liable to substitute the modern writer's own opinions for the actual teaching of the sacred Scriptures." Of this the Living Bible is especially guilty, according to the authors.

Their standard for each version specifies that the translation should stay as close to the letter of the original as direct, simple English will allow, English that "grips the heart."

Essentially, then, the professors run a double test on each of the versions

they evaluate, one for accuracy, the other for literary grace and readability.

Part of accuracy, they say, is the use of the best ancient manuscripts. This can be something of a problem particularly for New Testament translators, who must choose among 5,000. Translators must also be abreast of linguistic advances revealing new meanings for ancient words.

Specht and Kubo say that both improved manuscripts and linguistic discoveries have to some extent rendered the King James Version obsolete. But in an interview, Specht said that William Tyndale, the principal translator of the King James, would have agreed with competent modern scholars on both choice of manuscripts and meanings for nine verses out of ten.

This means, both authors said in an interview, that there is actually little conceptual difference between the King James and any of the good modern versions. The difference is

γαμήσας μεριμνᾷ τὰ τοῦ κόσμου, πῶς ἀρέσῃ τῇ γυναικί, 34^ο καὶ μεμέρισται. ^οκαὶ ἡ γυνὴ ἢ ἄγαμος καὶ ἡ παρθένος^ο μεριμνᾷ τὰ τοῦ κυρίου, ^οἵνα ἡ ἁγία [καὶ] τῷ σώματι καὶ τῷ πνεύματι· ἡ δὲ γαμήσασα μεριμνᾷ τὰ τοῦ κόσμου, πῶς ἀρέσῃ τῷ ἀνδρί. 35 τοῦτο δὲ πρὸς τὸ ὑμῶν αὐτῶν σύμφορον λέγω, οὐχ ἵνα βρόχον ὑμῖν ἐπιβάλω, ἀλλὰ πρὸς τὸ εὐσχημον καὶ εὐπάρεδρον τῷ κυρίῳ ἀπερισπάστως. 36 Εἰ δέ τις ἀσχημονεῖν ἐπὶ τὴν παρθένον αὐτοῦ νομίζει ἂν ἢ ὑπέρακμος, καὶ οὕτως ὀφείλει γίνεσθαι, ὃ θέλει ποιῆτω· οὐχ ἁμαρτάνει· γαμείτωσαν. 37 ὃς δὲ ἔστηκεν ἐν τῇ καρδίᾳ αὐτοῦ ἐδραῖος, μὴ ἔχων ἀνάγκη, ἐξουσίαν δὲ ἔχει περὶ τοῦ ἰδίου θελήματος, καὶ τοῦτο κέκρικεν ἐν τῇ ἰδίᾳ καρδίᾳ, τηρεῖν τὴν ἑαυτοῦ παρθένον, καλῶς ποιήσει. 38 ὥστε καὶ ὁ γαμίζων τὴν ἑαυτοῦ παρθένον καλῶς ποιεῖ, καὶ ὁ μὴ γαμίζων κρεῖσσον ποιήσει.

This passage, I Corinthians 7:36 from the Greek New Testament, is an example of one of the very few instances where scholars are not sure what the original author was trying to say. And the topic here is no less consequential than when to get married. The first word underlined is variously translated as "daughter," "partner in celibacy," "fiancee," and "betrothed." The words underlined next are also open to debate. The RSV says, "If, his passions are strong"; the New English Bible, "If, that is, his instincts are still strong for him"; and the King James Version, "If she pass the flower of her age." The problem arises partly from the middle word in the expression: it is simply a third person singular, and it means he, she, or it. How the verse is ultimately translated, then, might depend on the translator's own idea about when one should get married.

more in wording than meaning, Specht said. "You can get the gospel out of any of them."

For the most part, then, the problem is not understanding Peter, Paul, or Moses, but saying it in clear English. And what is "clear" depends almost as much on the reader as the century.

That reader may be a teen-age rock artist or a graying minister. And neither one, Specht and Kubo say, is speaking the 1611 English of the KJV.

According to the authors, this, more than anything scholars have learned about manuscripts or meanings, has brought about the proliferation of modern English versions. Beyond the 20 versions they analyze, the authors list 130 others in an annotated bibliography.

Which of the modern versions is best, the authors say, depends on who's reading and why. At any rate, they see no strong contender for the official throne of the King James. The authors show that the best versions each have special strengths—and weaknesses.

Some examples from the chapter on how to choose include:

—The New American Standard Bible, one of the more literal translations on the market, is good for private study, but with its stilted English, poor for pulpit use.

—Kenneth Taylor's Living Bible, written in colorful, easy style, might be great for youth bored with traditional religion, but bad for shaping one's theology.

—The Revised Standard Version, for church use, is the best successor to the King James. It merges historic Protestant traditions with modern vocabulary and the latest in biblical scholarship.

Specht and Kubo predict that the translation that will come closest to being an all-purpose Bible among Protestants is the New International Version, published in New Testament form in 1973. They say it is generally accurate and its language simple, clear, and dignified.

But, they add, no version, however clear and accurate, can be considered final. With continual changes in our language and advances in scholarship, this must, they say, remain the age of multiple translations.

Gerhard Revises Fast-Selling Book Will Write Another on New Testament

Sales of a book by AU professor Gerhard Hasel have taken Eerdmans Publishing Company by surprise. The company didn't expect to sell more than 5,000 copies of the short but highly technical work, said Hasel. But stocks dwindled at twice the expected rate, and publishers have asked for an expanded edition—and another book like it.

In less than 100 pages the book, **Old Testament Theology: Basic Issues in Current Debate**, analyzes a variety of current approaches to the discipline of theology and faults each approach on its own terms.

Since the book was published in 1972, reviewers and prominent theologians have admitted that its criticisms are on the whole valid. One theologian, Walter Harrelson, dean of the School of Divinity at Vanderbilt University, said, "The positions reviewed are treated fairly and aptly criticized."

Theological schools across the country are using the book, and some are listing it as the basis for

seminars.

The new edition will contain one new chapter and additions to previous ones, an increase of 50 pages. Hasel is now preparing for Eerdmans a similar book on New Testament theological methods.

The first book grew out of a paper entitled "The Problem of Methodology in Old Testament Theology," which Hasel delivered at the national annual meeting of the Society of Biblical Literature and the American Academy of Religion. It was well-received, Hasel said, and an Eerdmans editor asked for the book on the spot.

It has since brought him many speaking appointments at theological conventions, including a meeting in February at the Trinity Evangelical Divinity School, Deerfield, Illinois.

He directed a panel discussion there on *The Cutting Edge of Biblical Theology* and delivered two lectures, *The Center of Old Testament Theology and Contribution of the Remnant Theme*.

SENIOR PRESENTATIONS FOR INTERDISCIPLINARY HONORS SEMINAR—SPRING QUARTER 1975

Amy Phillippi	A Cost Comparison of Select Household Items as Related to a Woman's Full-time Employment Away From and/or Inside the Home
Debbie Bedell	John Bell Hatcher, Prince of the Collectors
Carolyn Phillips	A Comparative Study of the Ancients' Views of Time and History Which Influenced the Symbols and Concepts Utilized in the Old Testament
Bob Barker	The Significance of the Mystery Religion, Mythraism, to the Study and Interpretation of Revelation
Rose Bell	A Comparison of Blood Cholesterol and Triglyceride Levels in SDA Meat Eaters vs. Non-Meat Eaters
Sandra Denslow	The Religious Evolution of Amado Nervo and His Works
Dorita West	The Attitudes of Richard Wright as They Are Revealed in Black Boy and Developed in Native Son
Ellen Harris	Body Modification
Karen Kieler	The Origin and Composition of Coal in Nova Scotia
Nick Reiber	Studies on Vegetable Proteins in the Kitchen
Debbie Jeffrey	The Role of Cordaites : an Ancient Conifer in the Fossil Forest of Nova Scotia
Larry Habenicht	The Nature and Occurrence of the Scale Tree in the Ancient Forests of Nova Scotia
Tom Shafer	The Nature of the Oldest Known Fossils
Dwight Scarborough	The Effects of Chemical Derivatives of Cannabis on Human Leukocytes in Vitro
Bob Smith	
Duane Rasmussen	A Study of the Monetary Returns of Evangelistic Efforts in a Midwestern Seventh-day Adventist Conference, 1959-1973
Manuel Dizon	Alteration of Polarity in Marchantia and Conocephalum Sections

'AU Art Department Best in Denomination'

Elfred Lee, art director of the Review and Herald Publishing Association, visited AU's Art Department on February 20 and 21.

Lee, who is well-known as an illustrator of SDA books and periodicals, made the visit to evaluate the department. He was especially interested in its visual communications design program taught by Instructor

Peter Erhard, and in reviewing students' work.

When speaking to the art students at a special Thursday night assembly, Lee said that the department was "without a doubt the best in the denomination, especially in its developing, commercial art program."

Lee went over the portfolios of some senior art majors, including

those seeking employment with the R. and H. art department, which currently employs 21 artists.

According to AU art chairman Greg Constantine, Lee's visit was "very encouraging to both students and teachers alike to know that such a big organization is interested in staying in touch with both the students' work and needs."

ART CHAIRMAN CONSTANTINE EXPERIMENTS WITH 'SEEING' VIA TV IMAGES

Photos by Rob LeBard



ARTIST'S STATEMENT

I am primarily concerned with how we as humans see. It is curious that it is necessary sometimes to investigate other ways of "seeing" in order to truly understand the phenomena we call vision. This has its parallel in other areas of life such as the realization of how much we love someone or are loved by someone when an emergency situation "forces" us to reject or admit to an allegiance. In the same way, we discover something of the mechanics and illusion of sight when we find how a camera "sees" or how the television tube reconstructs an image with the means at its disposal. We say "there's Sammy Davis" when in reality he is not there at all, but only a reconstructed IMAGE that appears to have the same roundness, color, sound and movement as the real thing. That image is reconstructed very convincingly in spite of severe limitation. For instance, only three colors are used to try to imitate the infinite range of the subtle tints and hues of reality. The 525 horizontal lines that are used in TV limit the infinite range of physical variation of an object in real space. Economics and marketability limit the size of the TV image, but our mind is able to adapt to this and all other limitations to accept the illusion as an extremely believable reality.

I have chosen commercials and readily recognizable personalities in order to keep the dialog between artist, art work, and viewer in the arena of the electronic medium. In some cases the drawing or painting affords the viewer an objective view of the reality of TV watching, whereas during the experience of watching an actual TV image we are assimilated into the illusion so we "forget" to realize that the colors may be very unnatural, or the interference (snow, distortion) is not interfering at all. This may be a minor concern compared to the realization that the images may be so ridiculous that they insult our intelligence; but once again one is caught up in digesting everything that "passes by" on the screen.

More than anything else, television is visually exciting but the competition of programs and commercials for



our attention results in content that becomes increasingly extravagant and extreme.

It is curious that something so familiar a part of our lives as television is sometimes requires the huge, frozen image of a painting to assist us in understanding the phenomena of vision.

Re Cover Picture

The juxtaposition of a future event in an illustration or diagram is not an unusual circumstance. However, the future event of Christ's second coming on the immediate present of television jars that sensibility that has as its context an understanding of the limitations of the electronic medium. I did the painting, "And Every Eye Shall See Him," because it seemed that now it fit into my series. I had resisted for years to do a painting of Christ, but I think this was the right time, and the least it accomplishes is that it sharpens one's awareness of Christ's

second coming because it helps us to think of it in a new way.

About Gregory Constantine Biographical Résumé

Born, February 14, 1938, Windsor, Ontario, Canada of parents born in Romania.

Married the former Sharon Gordon from Chicago, Illinois.

Three children.

Education

Riverside High School, graduated in 1955. Andrews University, Berrien Springs, Michigan, B.A., 1960. Michigan State University, E. Lansing, Michigan, master of fine arts, 1968. Studied under Angelo Ippolitto, painter; John deMartelli, lithographer; Mel Liezerowitz, sculptor.

Employment

Advertising design in Toronto, Ontario, 1960-63. Andrews University, instructor in painting, drawing, 1963-

68. Assistant professor in painting, drawing, since 1968. Chairman of department, since 1969.

Exhibition Record

1967 — Bloomfield Hills — Michigan Artists — honorable mention.

1968 — Michigan State University — One-man exhibition, Kresge Art Center/now on permanent collection. 1968 — Grand Rapids — Michigan Painters.

*1969 — Grand Rapids — Michigan Painters, Purchase Prize, Grand Rapids Art Museum

1969 — Detroit Institute of Art — Michigan Artists.

*1969 — South Bend Art Center — Michiana Show — 1st Prize.

1969 — University of Arkansas — Arkansas National Painting Show, John Baur (Whitney), judge.

1969 — Ball State University — Small Drawing & Sculpture Show.

1970 — South Bend Art Center — 4-Man Show.

1971 — Detroit Institute of Arts — Michigan Artists.

*1971 — Chicago Art Institute — Chicago & Vicinity Exhibition, Clusman Prize for painting.

*1971 — South Bend Art Center — Michiana Show — 1st Prize.

*1972 — Kalamazoo Institute of Arts — Kalamazoo Area Show — 1st Prize.

1973 — South Bend Art Center — Featured artist on extended exhibit.

1974 — James Yu Gallery, New York, N.Y. — Group Show.

1975 — February — One-man exhibition at both the library and Art Department Galleries at University of Windsor.

1975 — February — Philbrook Art Center, Tulsa, Oklahoma, "Contemporary American Painting."

1975 — February — Randolph Macon Woman's College, Lynchburg, Virginia.

1975 — February — Kalamazoo Institute of Art — Cash award — Kalamazoo Area Exhibition.

New York Gallery representation

James Yu Gallery, 393 West Broadway, New York, N.Y.

Collections

Private collections in New Jersey, New York, Ohio, Maryland, Michigan State University, Massachusetts, Michigan, Indiana, Florida, California, Illinois, and Canada.

Exhibit Projection

—One-Man Exhibitions—

Summer, 1975—Art Museum, Bucharest, Romania

June, 1975—The Gate, Georgetown, Virginia

October, 1975—Notre Dame Art Gallery, South Bend, Indiana

November, 1975—Western Michigan University Art Gallery, Kalamazoo

A Student Looks at the Art Department

By ED GUTHERO, senior art student

The afternoon I ventured into the art department of Andrews University, Greg Constantine was about to begin painting in his office studio. Tacked on the studio walls were large reworked sheets of canvas . . . the chairman of the AU art department was in the process of enjoying his latest art "experiment."

Downstairs one could hear echoes of activity as a group of students busily participated in a ceramics lab.



An art student works at a potter's wheel in the ceramic lab of the art department. Photo by A. Bujak

Across the hall in the sculpture studio, promising chisled forms in their early evolution were mounted on tables throughout the room.

A further walk through the big white building revealed shelves of various acrylic paintings and three-dimensional design projects. It was obvious that creativity was the key word to describe what was happening at the Andrews art department.

"We like to create a foundation for the student to work from," Constantine said, describing the goals of the department. Andrews offers a variety of courses designed to build this foundation, including drawing, painting, sculpture, advertising, basic design, printmaking, ceramics, and photography.

"Photography is our fastest growing course right now," commented Constantine. "The past two quarters

the classes were quickly filled up."

"Photography makes people aware of their surroundings," the department head went on; "the same with drawing—it sharpens one's vision." To bear out those statements, an impressive exhibit of student photography was on display in the department's new gallery.

Currently the department offers a bachelor of arts degree and a bachelor of science degree in art education, en-

abling the prospective artist to concentrate in his preferred area. New this summer will be an MAT (master of arts in teaching degree).

An art department has been in existence at Andrews University since 1951 when the school was known as Emmanuel Missionary College, and classes in art were available for many years before the department was established.

The department had its beginning in the Old North Hall on the EMC campus and first offered a minor in art. However, by 1954 a major had been developed, and the department started on the road of further expansion.

Future Bright for Department

Today with its expanded facilities, full accreditation, and talented teaching staff, the horizon is looking bright on the AU art scene. Chairman Constantine is optimistic about the future, hoping to see a master or bachelor's degree in fine arts offered within three to four years. He is also anxious to see expansion in the area of job-orientated courses soon—photography, commercial aspects of the fine arts, lay-out, advertising, etc. And art students look forward eagerly to the proposed construction of a fine arts center.

More, page 16



Dayne Jones, sophomore, carves a pattern in wood for a woodcut print in the art department. Photo by A. Bujak

Biographical Résumé

Born, Beddington, Surrey, England, August 15, 1928.

Peace-time soldiered in England, but granted early leave to aid in redecorating a church.

1951, began teaching sculpture at St. Albans in Hertfordshire and at Maidenhead in Berkshire; moonlighted at sculpture related to architecture.

Married Jeanne Fuegi, London secretary, 1954.

2 children, Marianne 21, Mark 10.

Exhibitions

Royal Academy of Art, Royal Society of Arts, and Alwin Gallery, London.

Petersham Arts Festival.

Museum of Fine Art, Gasdin Gallery, Worcester, Massachusetts, and in Boston.

Awards

1964, Sir Otto Biet Bronze Medal.

1965, presented to Queen Elizabeth and Prince Philip at Runnymede during ceremonies marking the unveiling of the John F. Kennedy Memorial, which Collins designed and carved.

Sculpture Commissions

Gigantic Liver birds atop the Sun-Life Alliance Insurance headquarters in Liverpool, England.

Carving of St. Martha of Bethany and St. Catherine of Alexandria at the Lady Chapel of Guilford Cathedral (also coat of arms on side of the nave, carvings on the mullion blocks of stone under the windows, and a large Dextra Domini (hand of God) on the cathedral's west bank).

Wooden abstraction of a fish adorning the church of St. Andrew, Bracknell.

Portrait masks in the church of St. Mary-le-Bow.

"Three Angels of the Apocalypse" at the headquarters of the North Europe-West Africa Division, St. Albans, Hertfordshire, England (see *These Times*, March, 1975).

"The First Advent" at Atlantic Union College, South Lancaster, Massachusetts, commemorating site where the carol, "It Came Upon the Midnight Clear," is reputed to have been written.

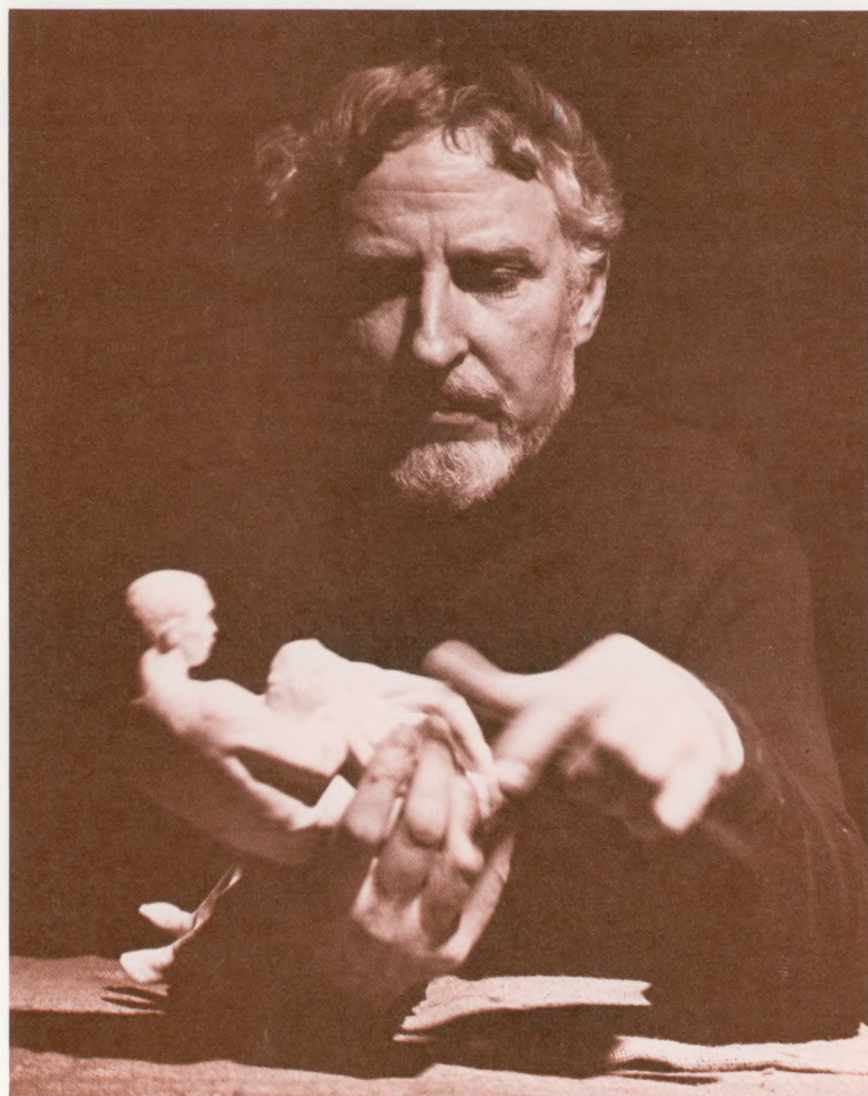
AU Sculpture

Sculpture for the patio area of AU's new Science Complex (to be placed this summer). The sculpture is an upsurging ribbon of reinforced concrete that runs its course and returns to earth, symbol of the life span. It twists to indicate the DNA spiral, central to growth process; and its two linked loops evoke the splitting and dividing of cells that take place in growth. Subsidiary forms, cantilevering outward, contrast with the vertical thrust of the central life-force form. They represent the four primitive elements — air, earth, fire, and water.

The creative power of Christ and His centrality is symbolized by the mandorla, the form achieved by overlapping two circles set in the paving of the upper rectangular patio.

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Alan Collins—Sculptor



Below: Symbolic sculpture designed by Alan Collins for patio area of Andrews science complex is being constructed in sculpture lab. Photo by A. Bujak



Above: Model of sculpture to be erected in patio area of science complex.

Photo by R. Lang



Art Department

From page 14

"Right now I guess you could say we are basically producing art-teaching personnel," Constantine says.

Stresses Awareness

The main objective of the department, says Constantine, is to stress awareness: "... to develop the awareness that God created us to have—visual awareness—and to equip students with this awareness and help them understand art as applied to life and a job."

Department Revolves Around Its Teachers

Of course, the character of any department revolves around its teachers, and in this area Andrews is blessed with some fine personnel. Greg Constantine heads up the department and instructs the painting, drawing, and photography courses.

Irvin Althage, a major figure on the Andrews art scene throughout the years, was with the AU art program since its early days in the 1950's until recently. He earned his masters of fine arts degree at the Cranbrook Academy of Art and instructed at Andrews in ceramics, design, and drawing.

Since 1971 the department has had Alan Collins on its staff. Collins is a sculptor of international reputation and is highly respected in his profession. Besides teaching sculpturing Collins also teaches courses in drawing, three-dimensional studies, and basic design.

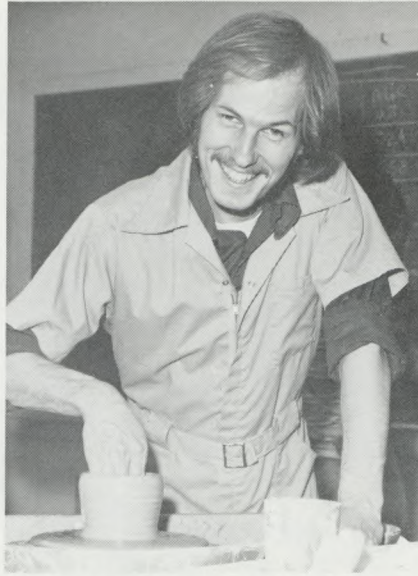
The department in conjunction with the AU education department also offers options in arts and crafts and elementary school art for persons interested in pursuing these areas.

Student Opinion

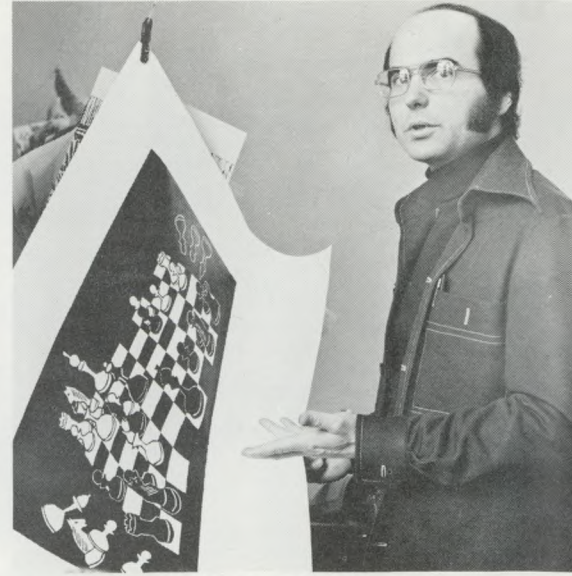
No doubt the prime testimony of the effectiveness of a department would come from the students. A sculpture student I spoke with mentioned how she greatly appreciated "the excellent instruction and enjoyed the chance to experiment in different mediums."

A senior art major, who came to Andrews because he felt the school had high-quality education, noted that the exposure he has received to different art styles, philosophies,

New Art Instructors at AU



James Tweddell is a graduate of Andrews, with a B.S. in art education. He will receive his master of arts in design in August from Notre Dame University where he is a full-time graduate student in ceramics. He is now teaching ceramics at AU and next quarter will be teaching ceramics, art history, and drawing. Photo by A. Bujak



One of the new art instructors at AU, Peter D. Erhard, attended the Art Institute in Chicago. He was graduated with a bachelor of fine arts in drawing, painting, and print making. He also went to the Illinois Institute of Technology in the School of Design in Chicago, graduating with a master of science degree in design in visual communications. He taught at AU in 67-68, and has worked at Container Corporation of America near Chicago. More recently he was employed as an associate to the project director at the Design and Market Research laboratory at Glenn Monigle and Associates, Consultants in Denver, Colorado. At AU he teaches design for visual communications, print making, drawing, and photography. His hobby is making boomerangs and throwing them. Photo by Bujak

mediums, etc., has helped stimulate further ideas in his own self-expression. Another art major from Michigan pointed out how he enjoyed the relaxed working atmosphere evident in the department.

"I really appreciate the chance to learn under experienced teachers," said one art student; "they have an artistic insight for solving visual problems that only experience can give. It's nice to benefit from that kind of experience."

The field of art is an expanding and exciting area. There are opportunities for competent artists and art instructors both within and outside of the Seventh-day Adventist de-

nominal system. The branches of the art field are numerous, involving fine arts, commercial advertising, lay-out, illustration, design, and teaching—to name a few of the opportunities facing aspiring artists.

Perhaps you might be interested in pursuing an art career and "sharpening" your visual awareness in the atmosphere that a Christian campus affords.



Professor to Present Research on Calvin In Switzerland



Dr. Daniel Augsburger

Research on the reformer John Calvin has brought an Andrews University professor an invitation to Geneva, Switzerland, to present a treatise there before an international theological congress.

The professor, Dr. Daniel Augsburger, will discuss Calvin's interpretation of the Second Commandment of the Decalogue at the International Congress on Historical Exegesis in September, 1976. The congress is sponsored by the University of Geneva.

Augsburger's topic is part of a doctoral dissertation now in progress at the University of Strasbourg, France. His main contention will be that Calvin saw in the Mosaic code his own system of Presbyterian government.

When completed, his study in Strasbourg will bring him his second doctorate. He earned his first in French language from the University of Michigan in 1950, during a 19-year term at Andrews as chairman of the modern languages department.

Augsburger is now a professor of religion. He is listed in such volumes as *Who's Who in Religion in America* and the *Dictionary of International Biography*.

He joined the AU faculty in 1942. In 1969 the Student Association selected him to be Teacher of the Year.

New Reading Therapy Introduced at AU

The Andrews University Reading Center has adopted a new remedial reading teaching method by which a child can purportedly advance his reading skill by one grade for every 23 hours of therapy.

Making the claim is Frank Lange, who developed the method at his educational laboratory in Chattanooga, Tennessee. He was on campus the last week of January to explain it to parents and teachers.

The method (labeled AVT, for "audio, visual, tactile") has proved particularly effective for hyperactive children and others who either forget easily or fail to register what they see or hear, let alone comprehend.

The hyperactive child generally calms to his task under therapy, said Lange. "The trick is to absorb him

"It's a kind of close-order drill," he said. "Each letter gives a command. Once a child can follow the command system, he can read."

Lange said the child's IQ has little to do with progress in the system. His clients range in IQ from 38 to 150.

Dr. Millie Youngberg, coordinator of the reading center at Andrews, said she has used the AVT method for several months and finds it effective.



Sally Hadley, II, fourth grader from Three Oaks, Michigan, just said "hooooooooo" instead of "heeeeeeee." But she's learning as instructor May Colon teaches her by a new remedial method adopted at Andrews University.

totally by engaging at one time as many of his senses as possible."

This, he added, forces a concentration that also helps the forgetful and unperceiving. "We keep the whole child involved." He does this partly by dividing a word into sound fragments and holding a pointer on the letters of the fragment as the child repeats the sound.

The child holds the sound or repeats it over and over until the pointer moves to the next fragment in a "blended movement from point to point."

CHALMERS FROM PUC TO REPLACE WITTSCHIEBE IN SEMINARY POSITION

Dr. Eldon Chalmers, head of the behavioral science department at Pacific Union College, replaces Dr. Charles Wittschiebe in the seminary's church and ministry department beginning this summer.

Wittschiebe, whose specialty was pastoral counseling, retired last June after serving on the seminary faculty for 20 years.

Chalmers, trained as both a minister and a psychologist, is uniquely qualified for Wittschiebe's former position, according to Siegfried Horn, dean of the seminary.

Dr. Horn said that Chalmers has served successfully as a minister, an evangelist, a counselor, and as the behavioral science department head at both CUC and PUC. With such well-rounded experience, said Horn, "I don't know of anyone better qualified and trained for this position than Dr. Chalmers."

George Akers, professor of religious education at AU and president of CUC during Dr. Chalmers' term there, described him as accomplished in every aspect of his service. While at CUC, Dr. Chalmers was an extremely popular counselor among both the community and students, and he was a very "personable, affable teacher," said Dr. Akers.

Akers noted that he was especially impressed with the combination of achievement and spirituality in Dr. Chalmers, "a man of God as well as a true scholar."

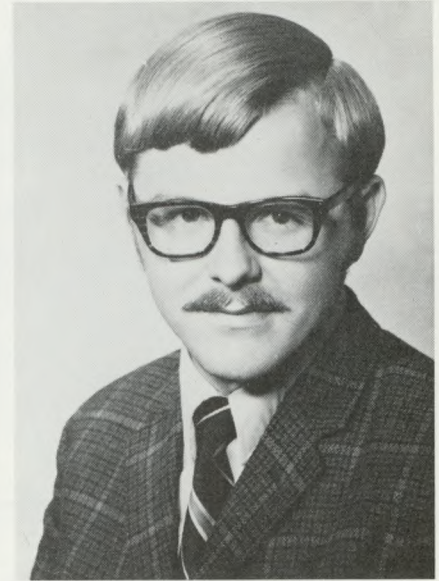
Chalmers' specialty is physiological psychology, according to Akers. A licensed clinical psychologist, he emphasizes that healthful living is important to the Christian life, and stresses the relationship between body and mind as taught in the Spirit of Prophecy.

This summer, Chalmers will teach an extension course at Avondale College in Australia, according to Dr. William Murdoch, acting chairman of the church and ministry department at the AU Seminary.

New Chairmen Appointed For Religion and Communication



Dr. Carl Coffman



William E. Garber

The religion and communication departments at Andrews University will have new chairmen this summer, according to Dr. Joseph Smoot, AU vice-president for academic affairs.

With the religion department will be Carl Coffman from Pacific Union College, California; and with the communication department, William E. Garber, former journalism instructor at Southern Missionary College, Collegedale, Tennessee.

Both will assume positions now held by the acting chairmen, Dr. W. L. Richards, religion, and Dr. Robert Yingst, communication. Coffman was the first choice of both the University Board and the religion staff for the religion chairmanship because of his long experience in training ministerial students, Dr. Richards said. He added that theology students from Pacific Union College have had a reputation for being among the best trained of any entering the seminary.

In California, Coffman was both a full professor and a member of a committee responsible for coordinating the screening and training of young ministers throughout California, Nevada, Utah, and Arizona.

Coffman was a pastor in northern California for ten years before join-

ing Pacific Union College in 1960. He received both his master of arts and master of divinity degrees at Andrews.

William Garber is currently completing his dissertation for a doctor of philosophy degree in journalism at Ohio University, Athens, Ohio. He holds a master of arts degree from Michigan State and a bachelor of arts from Andrews.

Garber taught English at Monterey Bay Academy, an Adventist Academy in California, before teaching in Tennessee.

Rabbi Lorge Speaks at AU

Rabbi Ernst M. Lorge of Temple Beth Israel in Chicago spoke at a special seminary chapel at Andrews University April 16. The topic of the rabbi's address was "They Did Not Reject," a discussion of the Messianic beliefs in Judaism.

The rabbi also addressed classes on the ethics of Judaism and the history of the Jewish Religion.

Rabbi Lorge's appearance was sponsored by the Jewish Chautauqua Society, an organization dedicated to creating a better understanding of Jews and Judaism.

The Two Worlds of the Christian Scholar

By Joseph G. Smoot
Vice-President for
Academic Administration



Photo by A. Bujak

Contemporary Christian scholars may trace their professional ancestry back through the long centuries of recorded human history. They will find their roots in both secular and religious educational efforts and thought. An overview of the highlights of the ancestry of the modern scholar enables one to understand more fully the nature of the Christian scholar and scholarship today.

In the ancient world the religious community usually fostered and nurtured learning. Kings also supported learned men at their courts. The need for scribes and clerks demanded provisions for their education. The beginning of organized schools has been lost in antiquity although evidence of their existence has been recovered by archaeologists who have found school buildings and texts of students' exercises in excavations in Mesopotamia and Egypt.¹ The educational ideas of the ancient Israelites and especially the Schools of the Prophets have had a profound influence on Seventh-day Adventist educational thought. Ellen G. White, a founder of Andrews University, emphasized in her writings on education the threefold purpose of education in these Schools of the Prophets which provided for mental, spiritual, and physical development. This holistic philosophy of education has had a pervasive influence on Adventist educational thought at all levels.²

Under the Greeks and later the Romans, many schools existed where teachers and students could engage in the pursuit of learning.³ Some schools achieved advanced status as academies or lyceums; some teachers became famous and their contributions to knowledge still are important. In Athens, itinerant lecturers, called sophists, functioned as full-time teachers. One of the greatest of these teachers was Socrates (470 B.C.-399 B.C.). From Socrates' pupil, Plato, we know something of the quality of his mind that ranged over the knowledge of the ancient world. In questioning the conflicts in the thought systems of his day, Socrates' greatest contribution to education in my opinion was his use of what has developed today into the critical method. Socrates said that "the life which is unexamined is not worth living."—*Apology*, p. 38.⁴ Plato also pursued a career as a lecturer. In his *Republic* we read of his ideal educational system that would permit adult scholars to study

mathematics and philosophy until 50 years of age before taking on the leadership of society. The nature of knowledge as defined by Plato is still a valuable gift of his life and thought.⁵ Plato's pupil, Aristotle, the tutor of Alexander the Great, developed a system of philosophy that is still relevant to human situations. Aristotle regarded investigation as a fundamental part of human nature and stated his concept in his observation that all people desire to know about life. His own writing on the natural world forms the major summary of ancient Greek scientific thought.⁶ Through the work of these three teachers, we have an important legacy for the modern scholar, namely, the desire to know the truth, the nature of knowledge, and the method to discover truth.

The diffusion of Greek culture and education in Italy led to the development in the Roman Republic of higher schools, sometimes called rhetorical schools, that provided an education for lawyers and public servants. The curriculum of the Roman schools usually consisted of the trivium (grammar, rhetoric, dialectic) and the quadrivium (geometry, arithmetic, astronomy, music) with a special emphasis on public speaking. Famous teachers such as Cicero taught in these schools. Cicero once wrote that "the mind of each man is the man himself."—*De Republica*, VI, p. 26.⁷

Early Conflict Between Faith and Reason

Almost from the beginning of the establishment of the Christian religion, faith and reason became contending attitudes in approaching the subjects of the existence of God and the nature of man. During the course of the second century, A.D., as more adherents to the Christian faith came from the educated classes, the question of Christian education versus secular education in schools regulated by the Roman government became an issue.

Christian communities founded a number of schools, most of which were short-lived. The church fathers, Clement of Alexandria (c.160-c.215) and Origen (c.185-c.254) headed a school in Alexandria to give religious instruction to adults who wished to be baptized into the Christian faith. The curriculum included Greek philosophical and scientific thought in addition to Christian studies. They directed their efforts toward the development of a Christian philosophy based on Platonic metaphysics that would unite reason with faith in the religious life. According to their view Christians could live a life of faith and obedience but could not expect to attain an intellectual understanding of the mysteries of the faith nor to appreciate the significance of the gospel as the meeting ground of Hellenism and Judaism unless they studied the great ideas of both cultures. They, along with the later church fathers Augustine (354-430) and Jerome (c.340-420), regarded secular education as suitable for Christians as long as the church provided spiritual instruction.⁸ Thus, in the Roman world we find the meeting of Christian faith with Greek reason and an attempt to reconcile the two modes of knowing reality.⁹ The modification of

Christian practice such as the wide-spread substitution of Sunday for the Sabbath as the holy day was undoubtedly influenced in part because of the educational background of Christians.

The barbaric invasions of the Roman Empire in the fifth century led to the breakup of the Roman educational system in the provinces. In the ruins of Roman civilization, the Christian church survived and had the responsibility for education. For several centuries the western world was plunged into intellectual darkness although this darkness was certainly uneven. In Italy, some of the rhetorical schools survived and continued to educate lawyers in the study of Roman law, and so a literate layman continued in every generation in Italy.¹⁰ To varying degrees and in different places, the monastic and cathedral schools kept education alive in western Europe largely for members of the clerical orders. These schools continued to adapt their studies from the trivium and quadrivium.¹¹ An enlightened monarch, Charlemagne (742-814), recognized the value of scholarship and placed a famous scholar, Alcuin (735-804) at the head of a monastic school in France.¹² Alfred the Great also supported learning through his encouragement of schools and with his own translations of several important works.¹³ Thus, scholars continued to cherish learning and to nurture, although only in a flickering flame, the ancient learning. During this period the Christian scholar, supported by the only stable institution, the church, kept the love of learning alive.

In Bologna in the eleventh century emerged the school that many regard as the first university and in a sense the culmination of 1500 to 2000 years of educational experience. There is no precise way to date the founding of the Universities of Bologna, Oxford, and Paris, but it is certain that they were the first universities, that they came into being in the awakening of learning that we now call the twelfth-century renaissance, and that they are probably one of the highest human achievements in western civilization. More than ever before, these universities supported a group of teachers who became known as scholars, and provided an environment for the encouragement of learning. Moreover, they served as a forum for the flowering of the medieval ideas of the twelfth and thirteenth centuries, and led in the partial recovery of the knowledge of the classical and Christian heritage of ancient times.

By 1500 A.D., some seventy-nine universities had been founded in Europe. Most of the eminent scholars in the thirteenth, fourteenth, and fifteenth centuries were on the faculties of these universities, and there is little doubt that the general development of civilization in the later middle ages could have taken place without the universities. Thus, the universities brought western civilization to the threshold of the modern era and were in an excellent position to give leadership to the advancement of knowledge. One can usually trace most of the great ideas and many of the movements to those who had received university training, and in the Reformation, Martin Luther, a university teacher, led the way in Germany.¹⁴

In the course of the modern period from 1500 A.D. to the present, universities and scholars have confronted several major developments in the nature of knowledge and the organization of learning which have profound implications for modern scholars and scholarship. These developments have to some degree their roots in the educational ideas of ancient Greece; some go even farther back in history for we now have a fuller knowledge about important antecedents of Greek civilization in the ancient Near East and Egypt.

Revival of Classical Learning

The first development was the revival of classical learning. First recovered during the twelfth century, classical learning helped develop during the high Renaissance the liberal studies known as humanism. Tensions between the secular classical knowledge and humanism, the new science, and the scholastic thought of the church immediately arose. From the first, Christian humanists believed that there were elements of good in classical knowledge that were essential for an intelligent Christian to understand. For these Christian humanists, classical studies were important for they enabled teachers to introduce comparative ideas and thereby help students become knowledgeable and cultured which they believed would be a help in living a Christian life of grace and intelligent worship. They believed that the study of man would lead to a better understanding of and appreciation for God.¹⁵ Erasmus (1466?-1536) believed humanism would help a student to achieve a fuller spiritual life and develop a love of liberal studies.¹⁶ At the time of the Reformation many universities had not been much affected by humanism, but in those places that were influenced, it appeared that the classical revival would result in a deepening of literary culture and the substitution of real inquiry for dialectical subtleties. Humanistic studies, however, did not begin to have a widespread influence over scholastic philosophy until the end of the seventeenth century and the modern basis for liberal education did not begin to emerge until the eighteenth and nineteenth centuries.¹⁷ Some Christians today tend to disregard the value of liberal learning. They confuse the concepts of the earlier humanists that have become clouded by non-Christian scholars who adopted humanism as the basis for their work. The idea of progress and the perfectability of man are all too familiar as characteristics of modern thought that conservative Christians know to be untrue.

Protestant Reformation and Scientific Revolution

The protestant reformation disrupted the development of inquiry as a basis for learning, partly because the universities often became battlegrounds for the religious conflicts and scholars became militant protagonists. The universities buried themselves in the past and failed to enlarge the frontiers of knowledge; this led to their decline.

During the course of the seventeenth century it became apparent that a veritable scientific revolution was taking

place. With the publication of Isaac Newton's (1642-1727) *Philosophiae Naturalis Principia Mathematica* in 1687, the claims of science in investigating and establishing new knowledge were brilliantly established. The universities tended to ignore the scientific approach to learning even though an occasional voice like that of Johann Comenius (1592-1670) urged the claims of experimental science. Because the universities remained apart, the main current of intellectual life tended to drift away from them. The formation of the Royal Society in England, the Academie des Sciences in Paris, and the Berlin Academy in Germany reflected this development. There were, of course, exceptions. Cambridge and Oxford remained in close contact with the Royal Society and Gottingen University, founded in 1734, became the prototype of the university as a teaching and research institution which influenced many German universities in the nineteenth century as well as American universities after the founding of Johns Hopkins University in 1876.¹⁸

By the beginning of the eighteenth century, science had achieved a unity of purpose, the development of a methodology based on observation and reason, and a body of knowledge verified through experiment. As a result, science had become a dynamic force in western civilization.¹⁹ Some philosophers and scientists believe science flourished in western civilization because of the ordered nature of society and institution which reflected a belief in a rational God.²⁰ If there is any truth in this assertion, the advancement of science after Newton was brought about not so much by the institutions of the university or the church or by scientists for that matter, but rather by philosophers who lived and wrote in the eighteenth century.

The eighteenth century was the age of enlightenment and reason. Particularly in the French enlightenment, empirical methods of hypothesis, observation, and analysis became the basis for rational thought in all areas of knowledge. The French philosophers led the way in shattering the old order by attacking the political and religious institutions that they linked with the past.²¹ Modern science prepared the way for the critical method in studying the Bible in the nineteenth century. With the emergence of the idea of evolution and the elimination of the supernatural, the triumph of reason over faith led to the apparent triumph of science over religion. The result decimated the ranks of Christian scholars and transformed Christian institutions into essentially Christian in name only. A recent report asserts that many church-related colleges and universities and especially the stronger ones are essentially no different from private institutions in their purposes and goals.²²

Concurrently with the development of the scientific revolution there also developed an antagonism between science and the classical knowledge of humanism especially as this related to the natural world. Classical learning had been fused by Thomas Aquinas (1225-1274) into the supreme statement of scholastic thought, the *Summa Theologiae*. With the discoveries of Copernicus (1473-1543) and Galileo (1564-1642), science locked

battle with the church and classical learning. Reality could only be determined, according to science, by what could be observed and verified empirically. Actually, classical as well as all knowledge may be classified into empirical knowledge and metaphysical knowledge. The search for truth must use both approaches to knowledge. Faith and reason unite the human quest for knowledge into a comprehensible whole. The cleavage between the sciences and humanities has continued to our day even after modern science demolished previous erroneous scientific assumptions but failed to separate humanistic learning from scholastic scientific thought.²³

The history of higher education in the United States paralleled the developments in Europe with some important variations. By the time of the American Revolution, nine colleges had been founded mostly by Protestant churches. They adhered to the classical curriculum of the traditional liberal arts of Latin and Greek grammar, rhetoric, mathematics, and philosophy. Thomas Jefferson effected some changes at William and Mary College and even more at the University of Virginia which he founded at the end of the second decade of the nineteenth century. Higher education expanded rapidly from the time of the American Revolution to the Civil War. By 1860 about 200 colleges existed, most of which had been founded by religious denominations. Many others had been founded but had only a short-lived existence.²⁴

Pluralistic System of Education Develops in United States

Another force in higher education in the United States was the establishment of universities by the state with the deliberate design to develop a pluralistic system of education. The sectarian struggle of the church-related colleges were a harm to the public good. Some of these state institutions became land-grant institutions founded to develop curricula in agriculture and technology.²⁵ In order to survive, the church-related colleges adapted their curricula to practical and professional educational goals.²⁶

Meanwhile, the transplanting of the two nineteenth-century German university concepts of the freedom of the student to choose his course of study and the freedom of the professor to do research and teach what he discovered was another development that had a profound influence on American universities. Science entered the universities in full stride and had much to do with shaping their destiny in the twentieth century.²⁷

In the year 1874, in the midst of educational ferment and in the wake of centuries of educational development briefly outlined in this paper, the small Seventh-day Adventist Church decided to found Battle Creek College, the forerunner of Andrews University.²⁸ Most of the institutions that have become the Adventist colleges of today in the United States were founded within a period of a quarter of a century after 1874. The Adventist Church entered into advanced professional education during the same period with the establishment of the American Medical Missionary College in

1895. The advanced schools that later became the chief components of Andrews and Loma Linda Universities were established as the College of Medical Evangelists in 1909, which today is the School of Medicine of Loma Linda University, and the Advanced Bible School founded in 1934, which is today the Seventh-day Adventist Theological Seminary of Andrews University.

The Seventh-day Adventist colleges all developed as liberal arts colleges with professional training offered in areas such as business, education, and nursing. They became strong enough in the 1920's to consider recognition as accredited colleges but this did not take place until the 1930's because of a reluctance to seek accreditation by some of the church leaders. In the 1950's the Adventist Church decided to establish a university, and accomplished the task in 1957 by merging the Theological Seminary with a newly established School of Graduate studies and calling the new institution Potomac University. In 1960, this institution was relocated in Michigan, merged with Emmanuel Missionary College, and incorporated as Andrews University. Loma Linda University was established in 1962.

Adventist Christian Scholar Holds God-Creator Premise

A significant group of Adventist Christian scholars is a relatively recent development although a few scholars of considerable ability and achievement have been teaching in Adventist colleges from the beginning. With the broadening of the curricula after World War II, stronger faculties began to mature on Adventist college campuses. Today in the larger Adventist colleges and the universities more than fifty per cent of the faculty hold academic doctoral degrees. Probably between 250 and 300 faculty hold at least one academic doctor's degree at the two universities and several hundred more faculty with doctor's degrees teach at Adventist colleges in North America. Moreover, there are several hundred faculty members with professional doctorates. In addition there are a growing number of Adventist scholars in other public and private universities. Hundreds of articles and books contain the fruits of their investigation and research in a wide range of disciplines.

How does the Adventist Christian scholar relate to the body of scholars generally and how does he or she differ? The Adventist scholar has studied in scores of private and public universities in the United States and abroad. Adventist scholars accept the methods of modern scholarship in searching for truth and have freedom of inquiry to investigate any subject, test hypotheses and ideas, and make critical analysis of the findings. The Adventist scholar differs from others who pursue their investigations entirely on naturalistic presuppositions. Adventist scholars accept as a fundamental premise that God created the universe and man and that through His power He continues to sustain His creation. Thus, one who searches to understand God's creation begins with God as the central force in the universe and the eternal present.

*At the
Crossroads*

CENTURY I CENTURY II

*Century 2. the
Short One...*

ALUMNI HOMECOMING

ANDREWS UNIVERSITY MAY 2-4, 1975

1975 HOMECOMING APPOINTMENTS

FRIDAY, MAY 2

- 8:00 p.m. Vespers, Pioneer Memorial Church. Music Program and Lamplighter Service for the Student Missionaries, 1975-76.

SABBATH, MAY 3

- 8:15 and 11:00 a.m. Sabbath Worship, Pioneer Memorial Church
Recognition of honored alumni and alumnae (second service)
- 9:30 a.m. Sabbath School, Pioneer Memorial Church
- 12:00 noon *Smorgasbord, Wolverine Room, Cafeteria, Campus Center (south entrance)
- 2:00 p.m. Sacred Concert, University Band, Pioneer Memorial Church
- 3:30 p.m. Panel: "The Pews Talk Back," Pioneer Memorial Church
- 5:00 p.m. CLASS OF 1949 will meet in Campus Center Student Lounge
- 5:30 p.m. Buffet Supper for Alumni, Laboratory School Cafetorium (no charge)
- 7:45 p.m. Sabbath Vespers, Pioneer Memorial Church—University Singers and University Chamber Players
- 9:00 p.m. Alumni Fellowship Hour, Lab School Cafetorium
"Holy Land—from Dan to Beersheba," pictures and lecture by L. T. Geraty

SUNDAY, MAY 4

- 8:00 a.m. Bus tour of campus; tour of Science Complex (meet in front of science bldg.)
- 9:00 a.m. President's Conference, Science Complex
- 10:00 a.m. *Alumni Brunch, Wolverine Room, Cafeteria (south entrance)
- 12:30 p.m. Alumni Board of Directors, Alumni and Faculty Lounge, Campus Center
- 2:00 to 7:00 p.m. International Food Fair, sponsored by the Graduate Guild of Andrews University, Johnson Gymnasium
- 7:00 p.m. Heritage Singers II, Gospel Concert, Pioneer Memorial Church
*Adults \$2.50, Children under twelve \$1.25

E. G. White Publications Vault, Sabbath, 1:30-2:30 p.m.
Heritage Room and Archaeology Museum, Sabbath, 12:30-2:30 p.m.;
Sunday, 1:00-5:00 p.m.
Beaty Swimming Pool, Sunday, 1:00-4:00 p.m.
Art Exhibit, Art Center Gallery, 1:00-4:00 p.m.
Senior Vocal Recital, Art Center Gallery, 4:00-5:00 p.m.
Restored 1839 Courthouse—first Ad building of AU (1901-02),
Sabbath and Sunday, 1:00-5:00 p.m.

1976 HOMECOMING — APRIL 30 TO MAY 2

RECEPTION COMMITTEE

Minerva Constantine Straman, '56, '62; Leonard Hill, '44; Patricia Rodenburg Mauro, '48, '63, '71; Bonnie Stover Costerisan, '51; Donald Prior, vice-president for Development and Public Relations; David Bauer, '57, director of Public Relations.

ACCOMMODATIONS COMMITTEE

V. Edward Garber, '35, vice-president; Helen Ferris, '29, '61; Dorothy Hill, Public Relations secretary; Dorothy Nelson Oster, '41, '66, '71.

FOOD ARRANGEMENT COMMITTEE

Jeannette Hodge, '69, '70; George Cummings, director of food services; Betty Kramer Garber, '35, '63; Elsie Landon Buck, '43, '64; Beth Foster Wilkins, '62.

VESPERS

PIONEER MEMORIAL CHURCH

Friday, May 2, 8:00 p.m.

A MUSICAL MEDITATION

WELCOME		Elsie Buck, '43, '64
PRAYER		George A. Davis, '50
HYMNS	<i>In Christ There Is No East nor West</i>	No. 436
	<i>Children of the Heavenly Father</i>	<i>Swedish</i>
	<i>Glorious Things of Thee Are Spoken</i>	No. 304
TRIO and QUARTET	<i>Wondrous Love</i>	<i>Traditional</i>
QUARTET	<i>Where All Is Peace and Love</i>	<i>Parris, Arranged by Wayne Hooper</i>
	<i>Keep in the Middle of the Road</i>	<i>Arranged by Wayne Hooper</i>
HYMN	<i>Father, I Yield to Thee My Life</i>	No. 682
OFFERING	Student Missionary Fund	
OFFERTORY	<i>Jesus Lover of My Soul</i>	<i>Parry, Arranged by Lennart Olson, '50</i>
VOCAL SOLOS		Marshall Kelly, '52
	<i>The Wonder of It All</i>	<i>Shea</i>
	<i>I Could Never Out-love the Lord</i>	<i>Gaither</i>
	<i>Don't Spare Me</i>	<i>Meier</i>
	<i>Until Then</i>	<i>Hamblin</i>
HYMN	<i>The Saviour Is Waiting</i>	<i>Carmichael</i>
HYMN	<i>How Beauteous Are Their Feet</i>	No. 442
*LAMPLIGHTER PROCESSION	Student missionaries and overseas appointees	
LAMPLIGHTER CEREMONY		
	CHARGE	Horace J. Shaw, '49
SOLO		Marshall Kelly, '52
	<i>So Send I You</i>	<i>Peterson</i>
BENEDICTION		James Chase, '72

LADIES TRIO: Vaida Smith, Susan LaRosa, Jan Smith; *HERALDS QUARTET*: Don Edwards, Barry Edwards, Garth Edwards, '74, Oswald Rugless, '73; *TAYLOR STRING QUARTET*: Leonard and Lyndon—Violin, Lucy—Viola, Lowell—Cello; *ORGAN*: Beverly Olson; *FLUTE*: Shirley Kinsman, '73; *HORN*: Elizabeth Orndorff; *VIOLIN*: LeRoy Peterson; *BRASS*: Karlton Keller—Trumpet, Adelpia Hill, '72, David Moll, Russell Durham—Trombone, Cathy Braman, Robert Uthe; *PROGRAM COORDINATOR*: Lennart Olson, '50; *PROGRAM NARRATOR*: James Chase, '72; *LAMPLIGHTER COORDINATOR*: Beth Wilkins, '62.

*Student missionaries listed on page 4, alumni abroad, page 7.



God gives each man one life, like a lamp, then gives that lamp due measure of oil; lamp lighted, hold high, wave wide, its comfort to share. —Robert Browning

ALUMNI SABBATH SCHOOL

PIONEER MEMORIAL CHURCH

May 3, 1975, 9:30 a.m.

Silver Anniversary Class of 1950

Song Service

Opening Song: *We Have Heard a Joyful Sound*

Scripture: John 1:6-14

Prayer

Welcome

Mission Offering

Sabbath School Expense Offering
for Student Missionaries

Through the Arts

Lesson Study

Benediction

Lennart Olson

Hymnal No. 637

Ida Axelson

Mary Marguerite Ross

William Arnold

Arthur Harms

Linda Sharpe

Former Student Missionary

Lennart Olson

William Brown

Martha Jeanne Anderson

Carlos Flores, Pianist

Malcolm Anderson, Organist

Sabbath School program arranged by
Lawrence Show, Irma Kopitsky, and Marguerite Ross

STUDENT MISSIONARIES FOR 1975-76

Bahr, Fred
Bolivia
Youth Pastor, Teacher

Chapin, Kris
Pakistan
Teacher

Denslow, Ken
Puerto Rico
Youth Pastor

Despres, Rodger
Mexico
Construction

Donohue, Christina
Puerto Rico
Teacher

Drumm, Rene
Japan
Teacher

Engelkemier, Joetta
Sri Lanka
Librarian and Teacher

Flemmer, Ken
Japan
Teacher

Gennarro, Lorraine
Puerto Rico
Teacher

Hamrick, Tom
Iran
Teacher

Harrell, Melody
Colombia
Teacher

Jones, Melody
Zaire
Teacher

Kloosterhuis, Dave
Japan
Teacher

Lutz, Kenneth
Colombia, S.A.
Teacher

Matychuk, Paul
Japan
Teacher

Mauze, Gerty
Nigeria
Teacher

Mayberry, Ken
Japan
Teacher

Middaugh, Glen
Mexico
Construction

Neufeld, Lolita
Rwanda
Teacher, asst. registrar

Perry, Jim
Japan
Teacher

Petr, Dan
Japan
Teacher

Price, Paul
Ecuador
P.E. Teacher

Robinson, Vivien
Sri Lanka
Teacher

Schofield, Donna
Japan
Teacher

Schwertsinske, Vickie
Nicaragua
Physical Therapist

Snelling, Susan
Bangladesh
Teacher

Tidwell, Steve
Brazil
Pathfinder Work

Valentine, Brenda
Japan
Teacher

Ward, Bill
Bolivia
Youth Pastor

Wernick, Brenda
Japan
Teacher

Cont. page 7

THE CHURCH AT WORSHIP

PIONEER MEMORIAL CHURCH

Sabbath, May 3, 1975, 8:15 and 11:00 a.m.

ADORATION AND PRAISE

Organ Prelude: <i>Vesper Hymn</i>	<i>Simonds</i>
Introit: <i>Breathe on Me Breath of God</i>	<i>Harker</i>
Hymn of Praise: <i>For All the Saints</i>	Hymnal No. 364
Pastoral Prayer	Hugh James Campbell, '65 *John Ernest Monteith, '50
Prayer Response: <i>Let the Words of My Mouth</i>	<i>Bright</i>
Anthem: <i>He Watching Over Israel</i> , from <i>Elijah</i>	<i>Mendelssohn</i>
Combined University Choirs James Hanson and Rudolf Strukoff, Directors	
Welcome to Alumni	AUAA Executive Secretary, Horace J. Shaw, '49 *AUAA President, Floyd Costerisan, '53
*Recognition of Honored Alumni	A.U. President, Richard Hammill, '47
Offering	
Offertory: <i>Now Thank We All Our God</i>	<i>Edmundson</i>
Doxology (congregation standing)	
Offering Prayer	Douglas Anderson, '65 *Warren E. Hartman, '35, '40

†

PROCLAMATION

Scripture: Romans 13:11-14	Gordon Creighton, '50
*Matthew 5:18-20	Jamie Trefz, '44
Hymn of Meditation: <i>O, Could I Find From Day to Day</i>	No. 322
Sermon: "Role of the Laity as the Pastor Sees It"	Lenard D. Jaecks, '55, '61
*"Role of the Laity as the G. C. Administrator Sees It"	Coleridge Dunbar Henri, '65

DEDICATION

Hymn of Dedication: <i>Father, Lead Me Day by Day</i>	No. 331
Benediction	Irma J. Kopitzke Smoot, '50 *Shirleigh Green, '45, '61
Benediction Response: <i>God Be in My Head</i>	<i>Coombs</i>

‡

Organ Postlude: <i>Piece Heroique</i>	<i>Franck</i>
C. Warren Becker, Organist	

† Latecomers will be seated * Second service

‡ Please be seated until ushered out

Sunset today: 8:46

Sunset next Friday: 8:52

SACRED MUSIC PROGRAM

Sabbath, May 3, 1975, 2:00 p.m.

A.U. BAND AND A.U. BRASS ENSEMBLE

Robert Uthe, Director

GOOD NEWS SINGERS

Ralph Coupland, Director

PROGRAM

INVOCATION

Alleluia

Chorale and Alleluia

O How Amiable

Chorale from the "Organ" Symphony No. 3

Prayer of Saint Gregory

Walk in Jerusalem

The Lord Is Coming

A Sacred Suite

Come Thou Fount

Guide Me O Thou Great Jehovah

Psalm 46

The Valley of Blessing

Battle Hymn of the Republic

BENEDICTION

Leo Samuels, '25

Martin Mailman

Howard Hanson

R. Vaughan Williams

Saint-Saens

Alan Hovhaness

Karlton Keller, Trumpet Soloist

arr. Wayne Hooper

Wayne Hooper

Alfred Reed

arr. Ralph Carmichael

arr. Ralph Carmichael

Wayne Hooper

arr. Ralph Carmichael

arr. Roy Ringwald

Kenneth Vine, '50

PANEL DISCUSSION

PIONEER MEMORIAL CHURCH

Sabbath, May 3, 3:30 p.m.

Topic: "The Pews Talk Back."

Panel: William Iles, moderator; executive vice-president, Herndon, Iles & Scott Insurance & Bonds, Orlando, Florida.

Jasmine Jacob, teacher in public school system of Benton Harbor, and president of REACH, a voluntary, charitable organization dedicated to render effective aid to children in needy countries of the world; Berrien Springs, Michigan.

Victor Bigford, D.D.S., active in lay activities; Berrien Springs, Michigan.

Arthur Weaver, M.D., FACS, CT-S, active in Five-day, Stop-smoking clinics and other community projects in the Detroit area; Northville, Michigan.

Francis Foote, president, Foote, Iles and Foote Certified Public Accountants, Battle Creek, Michigan.

SABBATH VESPERS

PIONEER MEMORIAL CHURCH

Sabbath, May 3, 7:45 p.m.

THE UNIVERSITY SINGERS and CHAMBER PLAYERS

in the performance of THE REQUIEM by Gabriel Fauré

Rudolf Strukoff, Directing

Devvie Washington, Soprano

James Woods, Baritone

Keith Rasmussen, Organist

INTROIT	Grant them eternal peace, and let thy light shine upon them. Hymns shall become thee, O God in Zion. Hear thou my prayer, O Lord God.
OFFERTORY	O Lord our God Jesus Christ, deliver thou the souls of thy servants from earthly bondage. Unto thee we offer, Lord, this sacrifice, unto thee this prayer and praise.
HOLY, HOLY, HOLY	Holy, Lord God of hosts. Heaven and earth are full of thy glory. Glory be to thee, O Lord, Hosanna in the highest.
BLESSED JESUS LAMB OF GOD	Blessed Jesus, Lord and God, grant them thine eternal peace. Lamb of God, that takest away the sins of the world, let thy light eternal shine upon them, for thou art gracious, Lord, for thou art good.
DELIVER ME	Deliver me, Lord, from death upon that day of terror, upon that day of trial; then shall heaven and earth be moved, be consumed together, for thou shalt come upon the earth in judgment.
IN PARADISE	May thy coming be attended by a host of angels and the blessed martyr throng, and thy pathway be guided into the holy city, Jerusalem.

GRADUATES UNDER GENERAL CONFERENCE APPOINTMENT

Bryson, George
Ghana
Chow, Ramon
Costa Rica
Disasa, Abebe
Ethiopia
*Gustin, Pat
Thailand

Howse, Kevin
Australia
Japas, Salim
Puerto Rico
Krall, Jack
Rhodesia
*Maberly, Clifton
Thailand

Oster, Kenneth
Lebanon
Shankel, Clinton
Singapore
Staples, Gillian
Nigeria

*Adventist Volunteer Service Corps

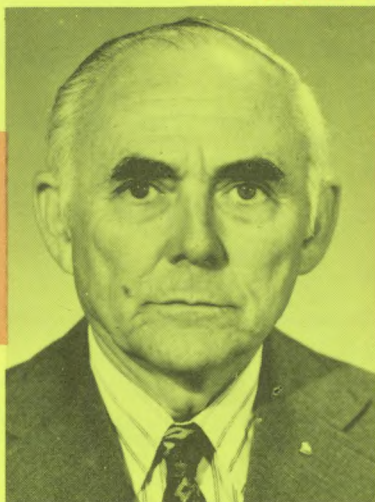
GRADUATES RETURNING TO FORMER BASE

Adeogun, Caleb
Nigeria
Araujo, Ramon
Dominican Republic
Bauer, Bruce
Japan
Birch, Alfred
Republic of South Africa
Birkenstock, David
South Africa
Birkenstock, Veronica
South Africa
Bujak, Adam R.
Canada

Currie, Alex S.
Fiji Islands
Garrido, Gustavo
Venezuela, S.A.
Grey, Morris St. Elmo
Jamaica, W.I.
Grob, Fredy
Switzerland
Harris-Stubbs, Kenneth D.
Jamaica
Hartmut, Behnke
Germany
Heise, Lyell V.
Australia

Joseph, Samuel H.
Antigua
Obas, Etzer
Haiti
Salzmann, Bernie
Tanzania
Tiranachie, Rigmor
Sweden
Tiranachie, Teferra
Sweden
Zaiback, Abed Elrour
Jordan

HALL OF FAME, 1975



Jairo T. Araujo



Coleridge Dunbar Henri

JAIRO T. ARAUJO

Position: Bible Teacher, Brazil College, Sao Paulo, Brazil.

Education: Brazil College, Sao Paulo, Brazil, 1939. B.A., Emmanuel Missionary College, Berrien Springs, Michigan, 1950. M.Div., Andrews University, Berrien Springs, Michigan, 1968.

Former Positions: Pastor, Northeast Mission, East Brazil Union, 1940-44. M.V., Education, Sabbath School and Home Missionary Secretary, Northeast Mission, East Brazil Union, 1944-46. Principal, Northeast Brazil Academy, 1946. M.V. and Education Secretary, Rio Minas Mission, East Brazil Union, 1947-48. Principal, East Brazil Union Academy, 1950-51. Education and M.V. Secretary, East Brazil Union, 1952-54. M.V. Secretary, South American Division, 1954-61. President, Brazil College, 1961-66. Associate Pastor, Brazil College, 1974.

Personal: Married to Dileia Jolita Heiden. Children: Naila, Nai.

COLERIDGE DUNBAR HENRI

Position: General Vice President, General Conference of Seventh-day Adventists, Washington, D.C., 1973-

Education: Th.B., Atlantic Union College, South Lancaster, Massachusetts, 1941. M.A., Andrews University, Berrien Springs, Michigan, 1965.

Credentials: Ordained a Seventh-day Adventist Minister, Detroit, Michigan, 1945.

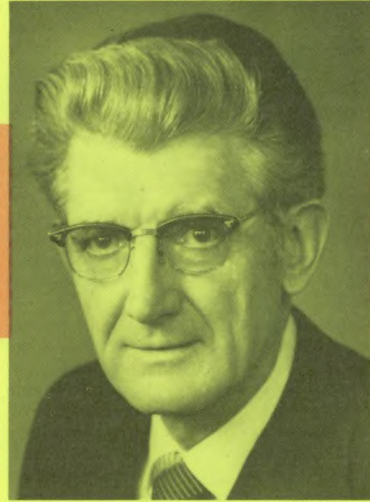
Former Positions: Pastor, Lake Region Conference of Seventh-day Adventists, Gary, Indiana, 1941-5. Pastor, District Leader, Liberian Mission of Seventh-day Adventists, Liberia, West Africa, 1945-7. Evangelist, Liberian Mission of Seventh-day Adventists and Principal, Konola Academy, Liberia, West Africa, 1948-51. President, Liberian Mission of Seventh-day Adventists, Liberia, West Africa, 1951-5. Secretary, Ministerial Association and Evangelist, West African Union Mission of Seventh-day Adventists, Accra, Ghana, West Africa, 1955-7. Editor, West African Union paper, *West African Advent Messenger*, in addition to above responsibilities, 1957-64. Pastor, South Atlantic Conference of Seventh-day Adventists, Orlando, Florida, 1965-6. Secretary, Educational and Youth departments, South Atlantic Conference of Seventh-day Adventists, Atlanta, Georgia, 1966-7. Pastor, South Atlantic Conference of Seventh-day Adventists, Atlanta, Georgia, 1967-70. President, East African Union of Seventh-day Adventists, Nairobi, Kenya, East Africa, 1970-3.

Honors: Pastor Henri was knighted by His Excellency Dr. William V. S. Tubman as Knight Commander of the Liberian Order of Human Redemption.

Personal: Born in Clarendon, Arkansas, July 7, 1912. Married Lorraine Delores Davis, Saint Louis, Missouri, 1943. Children: Burdetta Leona, Patricia Elaine, Coleridge Dunbar, II.



Siegfried Herbert Horn



Myrl O. Manley

SIEGFRIED HERBERT HORN

Position: Dean of the S.D.A. Theological Seminary at Andrews University.

Education: B.A., Walla Walla College, Walla Walla, Washington, 1947. M.A., S.D.A. Theological Seminary, Washington, D.C., 1947. Ph.D., University of Chicago, Chicago, Illinois, 1951.

Former Positions: Minister, Netherlands Conference, 1930-32. Missionary in the Netherlands, East Indies Union Mission, 1932-40. Instructor in Greek, Walla Walla College, 1946-47. Professor in archaeology, ancient history and Old Testament at the S.D.A. Theological Seminary from 1951.

Honors: Listed in the *Directory of American Scholars*, *Who's Who in American Education*, *Who's Who in America*, *Outstanding Educators of America*, *Writers Directory*, *Who's Who in Religion*, *Community Leaders and Noteworthy Americans*, and *A Dictionary of International Biography*. Received the medallion of merit from the Department of Education of the General Conference. The July 1974 issue of the *Andrews University Seminary Studies* was dedicated to him.

Publications: Numerous books including *Der Spaten bestatigt die Bibel*, *The Chronology of Ezra 7* (co-authored), *Light from the Dust Heaps*, *Entdeckungen zwischen Nil & Euphrat*, *Pietre che Parlano*, *The Spade Confirms the Book*, S.D.A. Bible Dictionary, *Records of the Past Illuminate the Bible*; edited the *Andrews University Seminary Studies* from its inception in 1963 to 1974; numerous articles for scholarly magazines and journals, including *Journal of Near Eastern Studies*, *Bibliotheca Orientalis*, *The Biblical Archaeologist*, *Bulletin of the A.S.O.R.*, *Asbury Seminarian*, and *Revue Biblique*.

Personal: Born March 17, 1908, Wurzen, Germany. Married Jeanne Hillegonda Rothfusz.

MYRL O. MANLEY

Position: President of Union College since 1973.

Education: B.A., Emmanuel Missionary College, Berrien Springs, Michigan, 1935. M.A., Pacific Union College, Angwin, California, 1949. Ed.S. in Administration and Supervision, Stanford University, Stanford, California, 1957. M.A.T. in sociology from Stanford University, Stanford, California, 1964. Ph.D. in General School Administration, Stanford University, 1966.

Former Positions: Dean of boys (1935-38) and teacher at Cedar Lake Academy, 1935-1940. Worked in the Southern Asia Division in India and Burma as Bible teacher at Vincent Hill College, 1941-43; dean of boys, 1942, 1943; Principal of Vincent Hill Secondary School, 1952-1962. President of Spicer College, 1944-1946. S.D.A. Theological Seminary as chairman of the Department of World Missions and Comparative Religions, Andrews University, Berrien Springs, Michigan, 1966-1969. Vice president of student affairs at Andrews University, 1969-1973.

Honors: Listed in *Who's Who* in the Midwest.

Professional Affiliations: American Association of School Administrators. Phi Delta Kappa, Stanford Chapter.

Personal: Born in Stockton, Illinois. Married Elizabeth Sherman.

ALUMNA OF THE YEAR, 1975

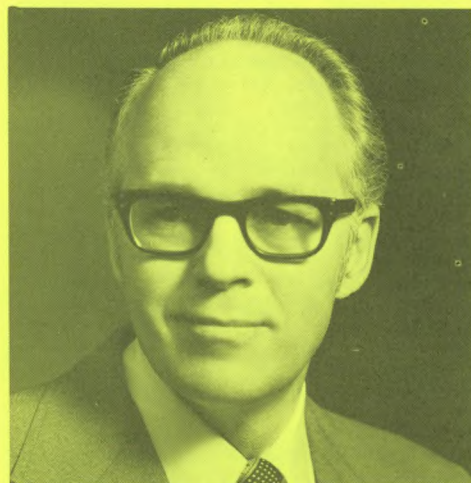


Arlene I. Friestad

ARLENE I. FRIESTAD

- Position:** Dean of Women, Andrews University, Berrien Springs, Michigan.
- Education:** B.A., Andrews University, 1945. Graduate study in counseling and guidance, Andrews University and Indiana University.
- Former Positions:** Secretary to president of Andrews University 1945-1949, 1951-1954. Secretarial instructor, Andrews University, 1951-1954. Dean of Girls, Broadview Academy, 1950-1951. Dean of Women, Andrews University since 1954.
- Honors:** Alumna of the Year, Broadview Academy, 1961. Citation from the Alumni Association of Andrews University for her work as Dean of Women, 1970.
- Professional Affiliations:** American College Personnel Association.
- Publications:** Assistant Editor, *Dean's Window*.
- Personal:** Born in Marseilles, Illinois. She has been dean to 5,000 women at Andrews University during her 20 years, and has given over 3,000 worship talks.

ALUMNUS OF THE YEAR, 1975



Lenard D. Jaecks

LENARD D. JAECKS

- Position:** Senior Pastor, Takoma Park Seventh-day Adventist Church, Takoma Park, Maryland, since 1974. Coordinator for Academy of Adventist Ministers' Floating Seminars (a field program of continuing education for practicing pastors).
- Education:** B.A., Andrews University, Berrien Springs, Michigan, 1955. M.A. (cum laude), Andrews University, Berrien Springs, Michigan, 1961. Admitted to the Andrews University Doctor of Ministry program in fall of 1974.
- Credentials:** Ordained a Seventh-day Adventist Minister, Portage, Wisconsin, 1961.
- Professional Affiliations:** Member, Academy of Adventist Ministers. Member, General Conference Lay Evangelism Research and Planning Committee. Serves on a number of General Conference committees as a pastoral representative.
- Former Positions:** Pastor, Wisconsin Conference of Seventh-day Adventists, 1955-1966. Pastor, Southeastern California Conference of Seventh-day Adventists, 1967-70. Pastor, Illinois Conference of Seventh-day Adventists, 1970-74. Editor, Academy of Adventist Ministers newspaper, *Aspire*.
- Personal:** Born in Wausau, Wisconsin. Married Lois Iattoni. Children: Steven Jaecks and Ronald Jaecks.
- Honors:** Selected as alumnus of the year for Wisconsin Academy, 1974.

HONOR CITATIONS, 1975



Alfreda Costerisan



Dyre Dyresen



Warren E. Hartman

ALFREDA COSTERISAN

Position: Teacher, Little Creek School, Knoxville, Tennessee. She is also currently teaching an extension course in Administration and Personnel Work of Deans for Southern Missionary College, on Laurelbrook School campus in addition to her teaching at Little Creek School.

Education: B.A., 1950, Andrews University, Berrien Springs, Michigan. Teaching Certificate in secondary education, Andrews University, 1951. Graduate work, University of Wisconsin, 1952.

Former Positions: Part-time teacher, Andrews University English department, 1951. Teacher, English department, Andrews University, 1952-58. Dean of Women, Southern Missionary College, Tennessee. Teacher, Little Creek School, 1962-75.

Honors: Miss Costerisan has been named in *Who's Who in Tennessee*, *Who's Who Among American Educators*, *Who's Who of American Women*, and *Who's Who in Religion*.

Professional Affiliations: Education consultant for the Layman Foundation.

Personal: Born in Wisconsin.

DYRE DYRESEN

Position: Director of Admissions and Records, Andrews University, Berrien Springs, Michigan.

Education: B.A., Andrews University, Berrien Springs, Michigan, 1941. M.A., S.D.A. Theological Seminary, Washington, D.C., 1955. Post Graduate work at Butler University. State licensure in secondary school counseling and school administration.

Former Positions: Pastor, Greater New York Conference, 1941-42. Editor, Pacific Press, 1942-44. Pastor, North Dakota Conference, 1944-46. Pastor, Minnesota Conference, 1946-51. Secondary school teacher and pastor, Maplewood Academy, 1948-51. Principal, Indiana Academy, Cicero, Indiana, 1955-59.

Professional Affiliations: Michigan Association of College Registrars and Admissions Officers. North American Historical Association. Agency for International Development. American Association of Collegiate Registrars and Admissions Officers. National Association of Foreign Student Affairs. The Institute of International Education. College Entrance Examination Board.

Personal: Born in Sel, Norway. Married Helen Louise Mattson. Children: Arna Rae and Donald Lee.

WARREN E. HARTMAN

Position: Vice President of Scientific Affairs for Worthington Food's Division of Miles Laboratories; has been connected with the company since 1946.

Education: Premed diploma, Andrews University, Berrien Springs, Michigan, 1935. B.A., Andrews University, 1940; M.A., University of Michigan, Ann Arbor, Michigan, 1945.

Former Positions: Worked at the Michigan State Department of Health Laboratories, Lansing, Michigan, in analytical and diagnostic biochemistry and bacteriology, 1940-44. Spent one year with the U.S. Public Health Service, 1945. In the fall of 1946 joined Worthington Foods Inc., and established a Quality Control Program.

Honors: Hartman's expertise in protein technology placed him in a position where he was a much-sought-after participant or speaker at many national conventions, symposia, etc. Some of the most auspicious being:

—An invitation to participate in the first White House Conference on Foods and Nutrition in Washington in 1969 where he presented a paper to the General Assembly and served on

the Processed Foods section committee.

—A paper presented to the Third International Congress on Food Science and Technology 1970.

—Participation in the World Soy Protein Conference in Munich, Germany, 1973 where he served on several panel sections and co-authored a paper on Spun-Fiber Textured Products.

—Invitations to meet on various occasions with the AMA Council on Foods and Nutrition, the AMA Food Science Committee, and the AMA Food Industry Liaison Committee to set or formulate guidelines or official position statements of the AMA on foods and nutrition as related to processed foods.

Hartman has authored many published articles, and he has been granted various patents in the area of vegetarian protein products and processes.

Professional Affiliations: Institute of Food Technologists, American Association for Advancement of Science, American Chemical Society, American Association of Cereal Chemists, Presidents Council—American Institute of Management.

Personal: Married to Hazel V. Stern.

OFFICERS OF THE HONORED CLASSES

1925

Cecil L. Woods, president
John M. Howell, vice-president
Mary Rossier, secretary
Arlene Burdick Sevensen, treasurer

1925 Summer Officers

T. Edgar Unruh, president
Charles O. Smith, vice-president
Grace L. Maas Nelson, secretary
Emma E. Howell Cooper, treasurer

1935

James Hagle, president
V. Edward Garber, vice-president
Audrey L. Cafilich, secretary
Elizabeth L. Hilbert, treasurer
Raymond L. Winders, pastor

1945

Dale Hannah, president
Margaret Asher Gemmell, vice-president
Sibyl Partain Richards, secretary
John Haynal, pastor
Kenneth Day, treasurer
W. E. Straw, sponsor

1950

William Arnold, president
Audrey Reinhardt Fuchs, vice-president
Marilyn Orrick Lidner, secretary

Arthur Harms, treasurer
Kenneth Vine, pastor
Edward J. Specht, sponsor

1955

James M. Kaatz, president
Catherine Brown Lang, vice-president
Edith Ashlock, secretary
James Gooch, M.D., treasurer
Lenard Jaecks, pastor
Dr. E. K. Vande Vere, sponsor

1965—The College

Douglas Anderson, president
Harold Otis, vice-president
Robert Shaw, business manager
Sylvia Marsh Fagal, secretary
Bradley Litchfield, pastor
Arthur Davis, Jr., sergeant-at-arms

1965—The Graduate and Professional Schools

Dr. Lawrence Geraty, president
Leon Van Dolson, vice-president
Penny Shell, secretary-treasurer
J. Melvyn Clemons, pastor
Richard Stenbakken, public relations secretary

1965—Summer

Hugh James Campbell, president
Linda Locke Anderson, secretary-treasurer

HALL OF FAME ROSTER

- | | | | |
|------|--|------|---|
| 1969 | Walter E. Murray, '09 | 1974 | Bender Lawton Archbold, '61
Vernon Edward Garber, '35
Roland Hegstad, '54
Denton Edward Rebok, '25
Irene Wakeham, '31 |
| 1970 | Cyril B. Courville, '21 | | |
| 1971 | W. G. C. Murdoch, '30
Ruth Murdoch, '28 | 1975 | Jairo P. Araujo, '50, '68
Coleridge Dunbar Henri, '65
Siegfried Horn, '48
Myrl O. Manley, '35 |
| 1972 | Richard Hammill, '47 | | |
| 1973 | Natelkka Burrell, '43
Frank Lewis Marsh, '23, '27, '29
Kenneth Wright, '23
Clarence Powers, '33 | | |

ALUMNI OF THE YEAR ROSTER

- | | | | |
|------|--|------|---|
| 1953 | Walter E. Straw, '10 | 1966 | Ralph Forrest Waddell, '36 |
| 1954 | Cyril Courville, '21 | 1967 | Owen Andrew Blake, '27 |
| 1955 | Eldine Dunbar, '22 | 1968 | Ruth Rittenhouse Murdoch, '28 |
| 1956 | Edward Heppenstall, '33 | 1969 | John R. Shull, '39 |
| 1957 | C. S. Longacre, '14 | 1970 | Thomas W. Steen, '10 |
| 1958 | T. E. Unruh, '25 | 1971 | James L. Hagle, '31, '35 |
| 1959 | Grace Evans Lundquist, '16 | 1972 | John Richard Ford, '43, '47
Agnes Sorenson, '22 |
| 1960 | Frank Lewis Marsh
Alice Garret Marsh, '27 | 1973 | Elsie Landon Buck, '43, '64
Viggo Norskov Olsen, '48, '60, '51 |
| 1961 | Floyd O. Rittenhouse, '28 | 1974 | Josephine Cunnington Edwards, '44
Eugene Hildebrand, '49 |
| 1962 | James S. Barclay, '37 | 1975 | Arlene Friestad, '45
Lenard D. Jaecks, '55 |
| 1963 | William G. Murdoch, '30 | | |
| 1964 | William H. Wineland, '14 | | |
| 1965 | D. E. Rebok, '25 | | |

ROSTER OF ALUMNI ASSOCIATION PRESIDENTS

- | | | | |
|---------|---|---------|--------------------|
| '14-'15 | William H. Wineland | '43-'44 | Edwin Brooks |
| '16 | Augusta Blosser (Irene
Campbell presiding) | '45 | |
| '17 | William H. Wineland | '46 | |
| '18 | Byron Butterfield | '47 | |
| '19-'20 | Grover R. Fattic | '48 | Clarence Fields |
| '21-'23 | H. T. Elliott (G. R.
Fattic presiding) | '49 | Lowell W. Welch |
| '24-'25 | C. W. Marsh | '50-'52 | Otto Christensen |
| '26 | | '53-'55 | Edwin R. Thiele |
| '27 | Dorothy White | '56-'57 | B. H. Phipps |
| '28 | Louis P. Thorpe | '58-'59 | V. E. Garber |
| '29-'33 | Burton H. Phipps | '60-'61 | G. R. Fattic, Jr. |
| '34 | Karl F. Ambs | '62-'63 | Paul E. Hamel |
| '35 | T. E. Unruh | '64-'65 | Leonard Hill |
| '36 | K. F. Ambs | '66-'67 | F. E. J. Harder |
| '37 | Herbert Alcock | '68-'69 | Leif Kr. Tobiassen |
| '38-'40 | Eldine W. Dunbar | '70-'71 | James Barclay |
| '41-'42 | Cecil Woods | '72-'73 | Wilson Trickett |
| | | '74-'75 | Floyd Costerisan |

Andrews University (E.M.)



C.) Student Body, 1925



NEW OFFICERS AND BOARD MEMBERS

Effective May 4, 1975

- President, 1975-77,
ELSIE LANDON BUCK, BA '43, MA '64.
- Vice-president, 1975-77, and president-elect,
WILLIAM GARBER, BA '66.
- Chairman, special projects, 1975-77
WILSON TRICKETT, '49
- Associate chairman of special projects, 1975-77,
BETH WILKINS, BA '62.
- Board member, 1975-78 (replacing William Garber),
FRANK L. JONES III, student in the School of Graduate Studies
and Sabbath School secretary of the Lake Union Conference.

CURRENT BOARD OF DIRECTORS

Floyd L. Costerisan, '53, president Lansing, Mich.	1973-75
Elsie Landon Buck, '43, '64, vice-president Berrien Springs, Mich.	1973-75
Horace J. Shaw, '49, executive secretary Berrien Springs, Mich.	
Martin M. Fishell, '51, treasurer Berrien Springs, Mich.	
Opal Hoover Young, '26, FOCUS editor Niles, Mich.	
Wilson Trickett, '49, past president Berrien Springs, Mich.	
James Barclay, '39, chairman, special projects Western Springs, Ill.	
Paul E. Hamel, '48 Berrien Springs, Mich.	1973-76
Hugh Love, '49 Loma Linda, Calif.	1974-77
Beth Foster Wilkins, '62 Berrien Springs, Mich.	1972-75
Jeannette Hodge, '69, '70 Berrien Springs, Mich.	1973-76
William E. Garber, '66 Athens, Ohio	1974-77
Jean W. Iles, '47 Apopka, Fla.	1974-77
Jamie E. Trefz, '62 Silver Springs, Md.	1974-77

The Adventist world-view is God centered. Adventists believe that man by nature is in rebellion against God because of sin and that the highest purpose of education is to repair the breach between God and man. The belief in a Creator-God and the redemption of man from sin are fundamental truths not subject to empirical investigation but are accepted in faith. Nevertheless, they have a fundamental importance to the way the Adventist scholar interprets knowledge. History to the Adventist scholar is not a series of unending events which have no meaning but are a rational unfolding of the will and purposes of God which will climax in the second coming of Christ, the end of human existence as we now know it, and the setting up of God's eternal kingdom. The Adventist scholar's faith serves as an undergirding for reason so that a more complete picture of God and His creation is understood.²⁹

Problems Faced by the Adventist Scholar

What are the problems that the Adventist scholar faces? With no attempt to make a definitive list, there are three problems which Adventist scholars talk about today. Perhaps the foremost problem confronting the Adventist scholar is the need for a fuller understanding of his role not only personally but by the church and society. There is a trend in the United States and perhaps in the world that tends to regard education superficially only as the process of preparing people to perform a specific task. While that is a purpose, it is not the only purpose or else life would be a meaningless period of days from birth to death.

At Battle Creek College a struggle emerged in the 1870's that probably need never have occurred if a better balance could have been gotten between the threefold philosophy of the mental, spiritual, and physical development of the whole person. In the struggle, much of the philosophy of Ellen White regarding the need for thinkers who would be educated in the "vast fields opened for research" became obscured. Indeed, Ellen White regarded the task of investigation and the discovery of truth as fundamental in learning to know God fully. "Whatever line of investigation we pursue," she wrote, "with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty intelligence that is working in and through all. The mind of man is brought into communion with the mind of God, the finite with the Infinite. The effect of such communion on body and mind and soul is beyond estimate."³⁰

Euclid said that on one occasion after teaching a pupil the first proposition of geometry, the student asked, what good will that do me? That is probably a legitimate question, but the answer cannot always bring immediate benefit to the learner. Much of what we learn may not appear to be of immediate value. And yet, for the Christian scholar, the insight into the mysteries of life gives an intimate knowledge and appreciation of the Creator-God that comes only to the seeker for truth in its deepest sense.

For two hundred years beekeepers knew that when a bee returns to the hive after finding a source for honey, a violent agitated movement by the bee soon influences the entire hive. It took scholars with much patience to prove that this action of the bee and the apparent emotional response constitutes a sensitive system of communication. The returning bee begins a dance in a pattern shaped like a flattened figure of eight; the other bees take up this dance. The dance has two pieces of information which the returning bee communicates to the other bees. The direction of the main line of the dance tells the bees where to go for the source of the honey. The speed of the dance tells the bees how far away the source of honey is. Animal behavior is a field of research that has been exceedingly helpful in learning more about life and the results have often proved beneficial to human life.

A second problem which many Adventist scholars feel they have is inadequate forums for the discussion of their ideas. There should be more conferences and discussion groups that can give full consideration to new knowledge. The role of the Adventist scholar as a church critic needs fuller understanding by the scholar and the church. The church is more and more giving the scholar the opportunity to express views when policy is in the process of formation. This is ideal for it permits the scholar's input and also reveals to the scholar the nature of the problems the church faces. A passive critic is a poor substitute for an active participant. On the other hand, not all scholars will agree with each other nor have the opportunity to express their disagreement when policy is formed.

A third problem that the Adventist scholar faces is the relevancy of traditional knowledge and a broad range of disciplines to contemporary life. There are those who would wipe out of existence, if it were possible, the accumulated knowledge of the past centuries, because it is labeled as classical learning or humanism. Admittedly, to measure all human knowledge from the perspective of the Adventist world-view is a difficult task but there is much that is worthwhile that previous scholars have discovered. To ignore this is to take an unrealistic approach to the nature of knowledge, understanding God's creation, and the needs of the church in the contemporary world.³²

Role of Adventist Scholar in Church and Education

What is the role of the Adventist scholar within the Seventh-day Adventist Church and the church's educational system? There has developed an increasing interest by the administrative leaders of the Seventh-day Adventist Church to invite the church's scholars to investigate special problems, prepare position papers for discussion, and assist the church in developing policy for the more effective operation of the church's programs. There is an increasing need for a wide range of skills to deal with the problems the church faces.

The fuller development of a theology that will meet human needs in all the lands of earth regardless of race

or nation is a continuing challenge for the church in the last quarter of the 20th century.

The need exists in the international church for extensive research in the areas of the behavioral sciences relating to human dynamics and group processes, national character, psychological insights into human behaviour, and human relations.

A fuller scientific understanding of the complexities of life in all forms will aid the church in building up faith in a faithless age.

There is a need for extensive research into the church's history to evaluate what has been accomplished in order to understand more fully the nature of the church's task in the future.

There is a need to know more about the human mind, the methods of teaching and learning, the educational system of the church and its relationship to the church's mission, and a vast range of educational problems.

There is a need for extensive basic research related to the physiological aspects of the human body, medical science, human nutrition, and health-related concerns. Perhaps not as well recognized, but equally important, there is a need for the church's scholars to engage in pure research with no particular application in mind for it is in this kind of research that many of the great discoveries are made.

As one contemplates the unknown, the existence of a dedicated group of Christian scholars within the Seventh-day Adventist Church's educational system is of fundamental importance to give vital strength and guidance to the Church in charting its course into the future. The relationship between the scholar and the church will not always be one of glowing mutual appreciation on every point. There are times when the Christian scholar, through his research, must report the results to the church even if they are not immediately popular. It is the responsibility of the scholar to listen to counsel with respect to the findings for the discovery may not be new truth. It is the responsibility of the church to hear all views openly and test them carefully. It is the responsibility of both to accept new truth without prejudice.

In the Seventh-day Adventist Church's official statement of philosophy respecting higher education, it is observed that "if it be asked whether a church really can support close investigations that bear upon its own teachings the answer may be put in the form of another question: Should a church—the herald of truth—continue to proclaim that which it is unwilling to subject to investigation? Ellen White answered this more than three quarters of a century ago. "Those who sincerely desire truth will not be reluctant to lay open their positions for investigation and criticism, and will not be annoyed if their opinions and ideas are crossed. . . . We have many lessons to learn, and many, many to unlearn. God and heaven alone are infallible. Those who think they will never have to give up a cherished view, never have occasion to change an opinion, will be disappointed.

... 1988

What then is the role of the Christian scholar? To build up the faith of the church because the highest truth is the church's treasure. The church must sustain, support, and love the scholar so that together they can guide the church through the perilous days of the end-time. Henry Adams, after studying the gothic cathedrals, summarizes the matter in cogent understanding for our day, when he writes:

Of all the elaborate symbolism which has been suggested for the Gothic cathedral, the most vital and most perfect may be that the slender nervure, the springing motion of the broken arch, the leap downwards of the flying buttress—the visible effort to throw off a visible strain—never let us forget that Faith alone supports it, and that if Faith fails, Heaven is lost. The equilibrium is visibly delicate beyond the line of safety; danger lurks in every stone. The peril of the heavy tower, of the restless vault, of the vagrant buttress; the uncertainty of logic, the inequalities of the syllogism, the irregularities of the mental mirror—all these haunting nightmares of the Church are expressed as strongly by the Gothic cathedral as though it had been the cry of human suffering, and as no emotion had ever been expressed before or is likely to find expression again. The delight of its aspirations is flung up to the sky. The pathos of its self-distrust and anguish of doubt is buried in the earth as its last secret. You can read out to it whatever else pleases your youth and confidence; to me, this is all.³⁴

NOTES

1. William A. Smith, *Ancient Education* (New York: Philosophical Library, 1955), 34-49. William H. McNeil, *The Rise of the West: A History of the Human Community* (Chicago: The University of Chicago Press, 1963), 29-63. Siegfried H. Horn, *Seventh-day Adventist Bible Dictionary* (Washington, D.C.: Review and Herald Publishing Association, 1960), 879-880.
2. Smith, *Ancient Education*, 231-253. Ellen G. White, *Education* (Mountain View, California: Pacific Press Publishing Association, 1942), 33-50.
3. Edwin Hatch, *The Influence of Greek Ideas on Christianity* (New York: Harper and Brothers, 1957), 35-43. See Frederick A. G. Beck, *Greek Education*, 450-350 B.C. (London: Methuen & Co., Ltd., 1964).
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Photo by E. Allen

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ANDREWS UNIVERSITY

School of Graduate Studies

Degree Programs

• MASTER OF ARTS

Biology
Education
English
Food Systems Management
History
Mathematics
Music
Religion

• MASTER OF ARTS IN TEACHING

Art Education
Biology
Business Education
Chemistry
Communication
Elementary Education
English
Family Life Education
French
History
Home Economics
Industrial Education
Mathematics
Physical Education
Physics
Teaching English to Speakers of Other Languages

• MASTER OF BUSINESS ADMINISTRATION

• MASTER OF MUSIC

• DOCTOR OF EDUCATION

Educational Administration
Educational Psychology and Counseling
Religious Education

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BUSINESS ADMINISTRATION

Workshop on Computers and Auditing August 25-September 4 2 credits

COMMUNICATION

Teaching Journalism July 7-18 4 credits
Interpersonal Communication August 11-15 2 credits

EDUCATION

Supervision of Student Teachers June 9-13 2 credits
Goal-Oriented Leadership June 9-13 2 credits
Early Childhood Education Curriculum June 16-27 4 credits
Human Potential June 22-27 2 credits
Learning Disabilities & Related Problems June 30-July 11 3 credits
Family Life June 30-July 11 3 credits
Special Methods in Secondary Tchg. of Religion June 30-July 11 3 credits
Residence Hall Directors June 30-July 11 4 credits
Instructional Planning & Classroom Mgmt. July 14-25 4 credits
Use of Media in Instructional Development July 28-August 8 4 credits
Planning for Discipline August 11-15 2 credits
Creative Principalsip August 11-15 2 credits
Career Development August 11-22 4 credits

HOME ECONOMICS

Home Nutrition Instructors June 9-13 non-credit
Current Issues in Home Economics June 9-17 2 credits
Food Service Supervisors July 6-24 non-credit

INDUSTRIAL EDUCATION

Industrial Education Workshop July 14-25 2-3 credits

MUSIC

Piano Workshop June 9-13 2 credits
Rock Music: The Medium & The Message August 11-13 1 credit
Elementary Music Education (Orff-Kodaly) August 11-15 2 credits

PHYSICAL EDUCATION

Physical Education for the Elementary School June 8-13 3 credits

SCIENCES

Concepts in Chemistry June 16-27 2 credits
Demonstrations in Physics July 14-25 2-3 credits
Electronics for Teachers June 30-July 11 2 credits

RESERVATIONS ARE REQUIRED FOR ALL PROGRAMS, WORKSHOPS, AND INSTITUTES

A complete schedule of summer session courses for all graduate programs is available upon request. For further information regarding workshops, credits available, and registration procedures, please write:

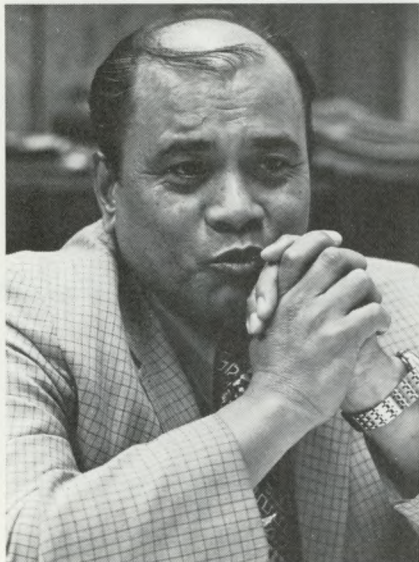
Airport Has New Flight Director

Arthur Edquid, a certified airline transport pilot and retired army major, has replaced Melvin Krause as flight director at the Andrews University airport.

He is a veteran of both the Korean and Vietnam wars and has flown and serviced every type of helicopter and plane used by the U.S. Army.

Viet Cong gunners shot him down in 1966 18 miles from Saigon with 74 troops aboard his Chinook helicopter. Only one person was killed.

Now at Andrews, he's hoping to have a helicopter within six to eight months. One possible use for it, a



Arthur Edquid

helicopter medical evacuation service, has already sparked enthusiasm from two Twin City hospitals, Edquid said.

That would be old days for him. "I knew where all the hospitals were in Vietnam without a map," he said, "and which had the best brain team, heart, abdomen, or what have you."

Edquid gives every appearance of having made his new job a crusade. "Twenty-two years in the army is good," he said, "but for the rest of my life, I'll be in God's army."

"I want the Lord to come, and if we're going to get the gospel to the world, we've got to do some flying."

Edquid is training his students to be mechanics, as well as pilots, to qualify them to keep their craft operating in remote areas.

He and Andy Moore, airport director, are also planning to purchase army surplus planes to overhaul for the use of the Seventh-day Adventist church.

But wouldn't a helicopter be a bit

New Occ Ed Director Named

Steve Young will be the new director of the AU Center for Occupational Education, effective July 1. He has already begun some duties, such as recruiting, for the center here.

He replaces Melvin Andersen, who has been doubling as the university's assistant director of recruitment and admissions since January. With the July changeover, he will recruit full time.

Young, 50, is a farmer and ordained minister and a former high-school principal, college president, teacher, and public school superintendent.

He holds a bachelor of arts degree in history and education from Walla Walla College, Washington, and a master's in secondary administration from Kansas State Teachers College.

Although his degrees have little to do with diesel engines, welding, and other occupational education programs, he was picked for the job, said Dr. Bill Davidson, dean of the College of Technology, for his "outstanding performance" in vocational education.

While president of Malamulo College in Malawi, East Africa (1966-1970), Young personally directed the construction of six large college buildings and six college residences. "We had to make our own brick, prefabricate our own trusses, and saw our own timber from nearby forests," he said.

Young did much of the welding for the trusses himself. And the construction demanded almost full-time supervision. "If I went away for an hour," he said, "a wall might go up without a window and would have to be torn down."

Also at Malamulo he began pineapple and banana plantations and ran

expensive in any case? "Sure they're expensive," Edquid said. "But nothing is expensive for the Lord. He owns the world and all the helicopters in it, doesn't He?"

The airport has eight university-owned planes, hangar space for 20, a 3200-foot paved runway, a 2200-foot sod strip, and a service center.

the farm, dairy and furniture factory.

At Adelphian Academy, where he was principal from 1970 to 1974, he built a new industrial education department with a full quota of course offerings, from carpentry to auto mechanics.



Steve Young

While there he also oversaw the construction of a 50 x 100-foot butler building for the farm, a greenhouse for horticulture classes, and a 2,300-foot sod airstrip. He has a private pilot's license.

At AU he hopes to expand the occupational education programs to include more high school and academy students who would need two years rather than one to complete the programs. "Why not?" he asks. "Many of the facilities are available most of the day."

"I really feel strongly that all youth should have a vocation," he said. "Paul was a tentmaker and Christ was a carpenter. We've oversold the idea of being doctors, lawyers, teachers, and ministers."

Spring Prayer Weeks Held for Grads and Undergrads

God's Love Affair with the Guilty

J. W. Lehman, pastor of the Campus Hill SDA church, Loma Linda, California, presented a series of 12 lectures at Andrews, March 30 to April 5, on God's love affair with the guilty.

Topics included: Why do I feel guilty? Blessed are the guilty, No punishment for the guilty, The judgment of the guilty, Guilt and the law, God's love affair with the guilty, How the guilty get into heaven, When you offend your lover, what do you say? Worthy or unworthy? Good news for the guilty.

NEW PROGRAMS

From page 6

a health program specifically designed for teacher preparation, Ford said. And with Michigan stiffening its health requirements for secondary teachers, this program will meet a growing need in the state, he added.

Geography

The geography department will offer a bachelor of arts and a bachelor of science in general geography. Till now, only a minor has been available.

Geography majors will be trained for employment in education, government, or industry, said Dr. Robert Pierson, the department chairman.

COLLEGE OF TECHNOLOGY

The College of Technology will offer new concentrations (equivalent to majors, only more specialized) in agriculture equipment technology, computer technology, and computer information systems in addition to industrial management and aviation technology.

Industrial Management

Industrial management is to be a four-year, bachelor of science degree program. The others will lead to either a two-year associate degree or a four-year bachelor's degree.

The associate degree offers a salable skill; the bachelor's, additional

A Man Called Peter

Roy Adams, formerly from Trinidad and pastor for six years in Montreal, and currently reading for the ThD degree at Andrews, captured and presented the high points in the life of Peter the Apostle in messages during the Theological Seminary prayer week, April 6-11.

Adams presented A man called Peter—lifted, A man called Peter—sifted, A man called Peter—ignited, and A man called Peter—enraptured.

"Seventh-day Adventists are not to be time-setters for Christ's return," Adams emphasized, "but are to look for the coming of Christ at any moment. There is need for a revival of the urgency with which the pioneers presented the message and an eagerness in our expectation for the Lord's return."

technical training and an emphasis in business administration.

Agriculture

The agriculture equipment program is designed for the needs of mechanized farms and related industries that require business and technological skills.

Dr. Bill Davidson, dean of the College of Technology, said that the number of jobs for persons with such training is increasing even as the total number of farm jobs in the U.S. is dropping.

Aviation

The aviation technology concentration will train students in four years to be professional pilots and licensed mechanics with enough knowledge of business administration to handle the average fixed base operation.

The two-year associate program, now in effect, has options in both flight and maintenance.

Computer Technology

The computer technology concentration involves computer hardware and software systems development and maintenance for the bachelor degree. The associate degree provides job entry skills in scientific programming.

YOUTH MINISTRY SEMINAR SCHEDULED FOR SEPTEMBER

A Youth Ministry Seminar designed to bring a renewal in the youth ministry of the Seventh-day Adventist Church and a greater outreach to the ever-increasing youth community in the world has been scheduled at Andrews University, September 8 to 18, 1975. The seminar is co-sponsored by Andrews University and the Youth Department of the General Conference, and those enrolled will receive three seminary credit hours.

Conference youth directors, campus chaplains, youth pastors, and laymen interested in youth ministry are invited to register for the course by July 1, 1975. Brochures and pre-registration forms are available from union and local conference youth directors, or you may write to the General Conference Youth Department, 6840 Eastern Avenue, NW, Washington, DC 20012. A special pre-registration financial package plan has been made available in cooperation with Andrews University, where the cost for registration, tuition, room, and board for the ten days is \$185. Those desiring to make their own housing and meal accommodations may pre-register for the seminar for only \$85.

Faculty members will include General Conference Youth Department staff; Dr. George Akers, Dr. Hans La Rondelle, Dr. Ruth Murdoch, and Dr. John Youngberg of Andrews University; Dr. Bailey Gillespie of Loma Linda University; Dr. Delmar Holbrook, president of Home Study Institute; Don Neufeld, associate editor of the *Review and Herald*; Dr. Robert Brown and staff from the Geo-Science Institute; and many special guests who are currently working in successful youth ministry programs in North America.

The content of the computer information systems concentration is business programming, rather than scientific.

The industrial management program will require course work in business administration, math, and industrial engineering technology. This program is intended to train students for efficient plant management.

Area Residents Sample 'Fake Meat' at Andrews Demonstration

"Fake meat," such as "beef" made of spun soy fiber, can be delicious, even as good as the "real thing." By questionnaire, that was the opinion of some twenty meat-eating area residents who sampled vegetable meat analogs at Andrews University.

A home economics teacher at Buchanan High School predicted, after tasting a chicken-like substitute for the first time, that she could serve it to her husband and he wouldn't know the difference.

"I was surprised to see how it can be implemented in normal meat recipes," she said, referring to cooking demonstrations in progress at nine tables around the room.

She said she planned to introduce what she was tasting to her two advanced cooking classes. "If it goes over there, I'll try it on my Bachelor Living classes."

A home ec teacher at St. Joseph High School said she had already passed out samples of vegetable meats to her food classes, consisting of some 100 students.

She tells her classes that Americans may be forced to rely less on meat in the future, given increasing food shortages. And vegetable meats are a "positive alternative," she said.

Statistics flashing on a screen at the other end of the room verified her statements. One slide indicated that cattle take ten acres to yield as much protein as soybeans do in one. For every 25 calories a cow consumes, one calorie is returned in meat.

Despite the high cost of flesh meat, a participant from Southwestern Michigan College said this would be for him the weakest argument against meat. "Health is my biggest concern," he said.

Whether vegetarianism holds out any real hope for the world food situation is something that Michigan's Agriculture Director B. Dale Ball highly doubts.

"There is only one thing wrong with the idea. People have not learned to eat grass."

Reactions to the food tasting project at Andrews indicated that Ball is partly right: no one said he would quit eating meat, overnight, at least.

But grass, if served like red steak under brown gravy, might have more of a chance than Ball expected, if reactions here were any indication.

Six registered dietitians from Andrews answered questions and described the merits of vegetarianism. They were Alice Marsh, Fonda Chaffee, Ella Petriko, Elsa Pacheco, Jeanne Hall, and George Cummings.

Food Service Guide Released in June

By June this year, academies in North America will have 200 pages of advice by some of the denomination's top food service experts on how to serve better food for less money, says Clinton Wall, director of the Food Systems Consultants (FSC) at Andrews University.

The pages will be bound in a loose-leaf notebook entitled **Food Service Guide Book for Seventh-day Adventist Academies of North America**. It is being compiled, written, and edited by the FSC under the sponsorship of the General Conference department of education.

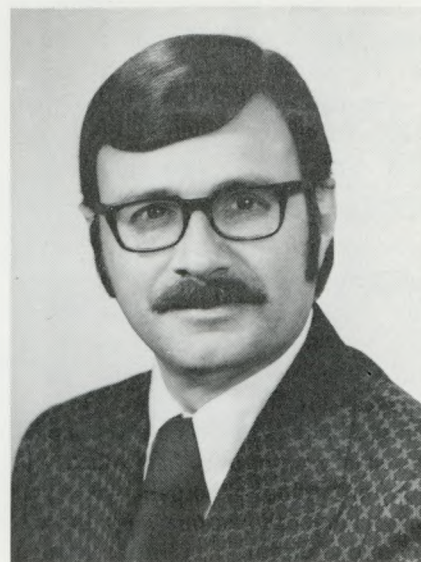
Though the guide is designed primarily for academy food service directors—especially for those with limited training and experience—it will also be helpful to some colleges and various food services overseas, says Wall.

The topics discussed in the new book include organization, food preparation, employment, cutting waste, sanitation, and layout and design.

Throughout the book, the FSC and six seasoned directors of successful academy and college food services suggest how to implement the latest food service techniques and counsel of Ellen White.

The manuscript was submitted to a pilot group of food directors and principals in the Lake Union Conference and then to the General Conference for final approval.

The guide book will be presented for general use in June during an academy food service directors' conference at Union College, Nebraska.



Charles G. Davis. Photo by H. Herzog

Davis Examines Music Programs Receives Doctoral Degree

A member of the Andrews University music faculty finds that the smaller the school district, the better its string instrument program, at least in five districts in the Michiana area.

He also found that rarely does a child from a minority group join a string program; most players are from middle or upper classes. The study, by assistant professor Charles G. Davis, involved interviews with 20 teachers and principals at two districts in Indiana and three in Michigan.

He listed conclusions in a doctoral dissertation entitled "Characteristics of Successful String Instrument Programs in Selected School Districts in Northern Indiana and Southern Michigan." The University of Southern California accordingly awarded him this school year a doctor of musical arts degree with emphasis in music education.

Davis joined the Andrews faculty in 1962. Since then he has studied violin with Scott Willitts at the American Conservatory in Chicago, in addition to his work at USC. Davis teaches string instrument performance at Andrews and directs the choir at the Peace Temple United Methodist Church in Benton Harbor.

GYMNICS GIVE SPRING PERFORMANCE

Andrews University's touring tumbling team, the Gymnics, gave a home performance of "Physical Panorama 1975," a matinee and an evening performance of intricate acrobatics, in Johnson Auditorium, Sunday, April 6.

So far this season, their seventh, the team has made a dozen appearances in Indiana, Illinois, and Michigan, including most high schools in this area.

During their performance, the Gymnics use uneven bars, a teeter board, a trampoline, and—for handstands—blocks and chairs. Semi-classical music goes with the bounding and balancing; and costumes, skits, and humor vary the program.

Screening Tests Stiff

Of the 200 students who tried for the team this year, 38 were chosen. Even these will have to face the same screening next year if they choose to join again, says the coach, Dr. Dan Klein, chairman of the physical education department.

Tryouts are limited to those with passing grades in all subjects and good citizenship records. Once on, there is no pay, no academic credit. They practice four nights a week for three months before starting performances in mid-winter.

Chief Purpose Is Witnessing

On the road, the Gymnics spend more time off the stage for Christian witness than for on-stage performance. "We don't go just to give a show," Klein says.

Even on stage, team members pause to tell how they keep fit and maintain the high level of unity and cooperation required to perform well as a team.

The Gymnics endeavor to represent all-round physical, mental, spiritual, and social growth—"the total being," says the coach. Their motto is "Living Temples for God."

Photos by R. Lang



Prior-ity call. Don Prior, vice-president for public relations and development, was recently chosen one of the Ten Outstanding Men of Berrien Springs as a representative of the Rotary Club. Prior and the other nine men were selected from the five community service clubs. Photo by D. Houghton

Nursing Trends

From page 8

where the nurse answers to the orders of a physician or dentist, it is the professional nurse who goes beyond this and stresses the independent role and autonomous functioning.

Society has given a mandate to nurses for them to fulfill more closely the criteria of a profession. Andrews University department of nursing has heard that mandate and the staff is constantly responsive to the changes demanded. In seeking to prepare nurses for the future, they are answering the challenge of education that is to prepare young people to function and make the changes that will improve the quality of life for the next generation.

ALL ESTATE PLANNING SEMINAR

By PAUL T. JACKSON, AU director of Development and minister of Alumni Stewardship

This coverage of Estate Planning is printed in FOCUS as a service to FOCUS readers. The material is an adaptation of the keynote address given by Paul T. Jackson at the third annual seminar of the Institute for Long-range Fund Development, Anaheim, California. Present were representatives of charitable organizations throughout the United States.

It is not wrong to avoid taxes. It is fraudulent to evade them. Judge Learned Hand, one of the great jurists of our time, has written: "Anyone may so arrange his affairs that his taxes shall be as low as possible; he is not bound to choose that pattern which will best pay the Treasury; there is not even a patriotic duty to increase one's taxes." Our legislators have consciously created from time to time opportunities for lessening the impact of taxation. The planner is free to use these opportunities.

The topic that has been assigned to me today suggests that there are legitimate ways of minimizing the taxation of our possessions, while at the same time increasing provisions for our families as may be appropriate, and of preserving substantial resources for missionary enterprise through our conferences, our schools, and other evangelistic departments of our organization.

How thankful we can be that no one has a monopoly on knowledge! We can do something. A mother, hearing hammering and pounding on the back porch where little Jimmy was playing, called out: "What are you doing, Sonny?" "Nothing," answered Jimmy. "Well what are you doing it with?" insisted his mother. The mild small voice replied: "With a hatchet." Whatever we do, let us beware of using the hatchet.

Outright Gift

We are sometimes inclined to concern ourselves too much about the so-called complexities of our tax laws while overlooking some of the simplest and most effective philanthropic devices and planning techniques. I am referring first of all to the "Outright Gift." It is unique that one of the major revisions of the 1969 Tax Reform Act substantially increased the tax advantage of a cash gift to a charitable organization by making such a gift deductible up to 50% of the donor's adjusted gross income, instead of up to 30% as originally limited, while still allowing a five-year carryover for any "excess." I refer to this revision as unique because it encouraged us to carry out the divine counsel recorded in Vol. 9 of the *Testimonies*, page 131. It reads as follows: "To those who love God sincerely and have means, I am bidding to say: Now is the time for you to invest your means in sustaining the work of the Lord."

In fact, here in the State of Michigan I frequently find those who find it possible to give to the work of God through Andrews University three or four dollars for one dollar or less because of the liberal state tax legislation in addition to federal tax deductions. How can any of us close our eyes to these provisions and face our Maker in the day of judgment as good and faithful stewards?

Also it is well to remember that gifts of securities and real estate held more than six months are deductible at their full present fair market value, with no capital gain on the appreciation, up to 30% of adjusted gross income with a five-year carryover for any "excess." Under certain elections the donor can increase that ceiling to 50% of the adjusted gross income. Rather than to take the time to spell out these details here, I believe it best for you to counsel with Elder H. Reese Jenkins, our Trust Services director, or with whoever may be assisting you in planning outright gifts of this type. Some of these ad-

vantages are being threatened by proposed changes in tax legislation at this time and if we contemplate this type of gift, we should move quickly.

The Will

Next, we call attention to the simple Will. It is vital that every individual or family arrange with an attorney to have one prepared. If you do not make a Will, the State will make it for you and your assets may not be distributed as you want them distributed. The laws of many states provide that two-thirds of the husband's estate be distributed to the children and only one-third to his wife, unless Wills are prepared setting forth the testator's wishes. Wills avoid severe problems.

It is our privilege to supplement the Will with an appropriate Trust Agreement to be administered by our Conference Association or by Andrews University as the Trustee. Major assets may be endorsed into such a joint trust and the surviving spouse is freed from many responsibilities. The Trustee is ready to assist in handling the affairs of the estate. Without a marital deduction provision, an estate may be submitted to double taxation, first at the death of the husband and then again at the death of his wife. The Revocable Trust Agreement is an ideal instrument for those contemplating estates not in excess of \$200,000. Each trustor has under current law an estate tax exemption of \$60,000. With the marital deduction, neither spouse is subjected to severe federal estate taxes. State inheritance tax laws are variable from state to state and there are nearly always partial exemptions. State death taxes are small in comparison to the federal estate tax. Revocable trusts offer no immediate income tax advantages, but through the marital deduction they do provide estate tax savings and, of course, a substantial percentage of the estate may eventually pass tax-free to qualified charitable organizations, such as our conferences

and university. Other mediums of evangelism may be strengthened through percentage provisions for such organizations as the Voice of Prophecy, Faith for Today, Your Story Hour, The Quiet Hour, It Is Written, etc.

It is well to remember that trustee assistance does free the surviving spouse of many worries. Robert J. Fitzwilliam aptly calls attention to this, and I quote: "Hamlet's dying words to Horatio ended with the simple statement: 'The rest is silence.' But if Hamlet had died with a Will in Washington, leaving a surviving wife and minor children, and with some of his royal lands, or perhaps only a hunting lodge in Oregon or Idaho, there would have been neither rest nor silence. By the time Ophelia had selected an undertaker, chosen a cemetery plot, picked out a suitable coffin, obtained six copies of the death certificate, retained a lawyer, probated a Will, had herself appointed guardian of the children and executrix of the estate, submitted death proofs to the insurance companies, sent a birth certificate to the Social Security office, obtained three appraisals of the castle for inheritance tax purposes, pursued ancillary administration in Oregon or Idaho, submitted a form 706 return and then prosecuted negotiations with the examining agent—perhaps by then Ophelia would have welcomed the simple and watery end to which Shakespeare consigned her in the play."

AB Trusts

There are revocable trust agreements with irrevocable provisions. We may refer to these instruments as AB trusts consisting of Trust A and Trust B. That portion of the estate normally taxable at the death of the first to die may be designated at such decease as a Unitrust with multiple tax advantages. The corpus or principal of this trust is distributed for charitable purposes at the demise of the surviving spouse and yet she has a stipulated income so long as she lives, such income to be determined either by a fixed percentage under Plan I or by fluctuating income provisions under Plans II and III. As regulated by Treasury tables,

a substantial portion of this Unitrust is freed from estate and inheritance taxes, depending upon the age of the survivor when she begins taking the interest yield. The marital deduction, or the other 50% of the estate, does not become taxable until the death of the surviving spouse and then becomes eligible for the \$60,000 federal estate tax exemption.

Unitrusts

There are times when it is very wise for a husband and wife to establish a unitrust with a portion of their estate while both of them are still living. They may thus benefit from a present income tax deduction during the year the instrument is created. The deduction is for the value of the charitable organization's right to eventually receive the unitrust principal or remainder, after the donors' lives, as determined by treasury tables. It is well to remember that the income tax deduction may be up to 50% of the donor's adjusted gross income when the unitrust is funded with cash and that there is again a five-year carryover until the full benefit of the deduction is achieved. If the unitrust is funded with long-term appreciated securities, the contribution is deductible up to 30% of adjusted gross income and in certain cases up to 50% with the same five-year carryover provision for any "excess."

Charitable Remainder Annuity Trust

Still another avenue for tax savings is the Charitable Remainder Annuity Trust. It is similar to a Plan I Unitrust in that it pays a fixed percentage of income to the donor, regardless of what the trust earns and even though the principal must be eroded to provide this income. Computations of the charitable gifts under Annuity Trusts require the use of different Treasury tables than those used in connection with Unitrusts but the general principles remain the same. One basic difference is that additional assets may not be added to an Annuity Trust, although they may be added to a unitrust. The net fair market value of the assets of a unitrust are determined annually and the income paid to trustor or

trustors is based on the annual valuation. No such annual valuation of the trust corpus is required on an Annuity Trust and the annual percentage of income is determined on the basis of the value of the assets when the Annuity Trust is established.

It would be well to point out that while both of these instruments may provide sizable income tax charitable deductions and substantial estate tax savings, the unitrust may also be an excellent hedge against inflation. This is because the annual amount you receive from year to year reflects any increase in the value of the trust's assets. While you receive a fixed rate of interest, any additional income or capital gain is added to the corpus or principal. The result is that as those assets increase in value, your income increases correspondingly. Over a period of years this increase in annual income may become quite substantial.

Pooled Life Income Agreement

Another very attractive vehicle for income and tax savings is the Pooled Life Income Agreement. Basically, a donor irrevocably transfers cash and/or securities to a separately maintained pooled income fund of a qualified charitable organization. The General Conference has established such a fund to serve our conferences and institutions. Each donor to that fund is assigned units representing his total gift to the Fund and he receives annually an income on his donated shares. Like the unitrust, the Pooled Life Income Plan may also be an excellent hedge against inflation. The capital gains are added to the principal and as the corpus of the fund increases in size each donor benefits by increased income resulting from the growth of his contributions to the fund. Also as in the Unitrust and Annuity Trust, the Pooled Life Income Plan provides both sizable income tax charitable deductions and substantial estate tax savings. These advantages are determined by Treasury tables particularly designed to compute these advantages as based upon the age or ages of the donor or donors and upon the nature of the assets transferred. It

is my understanding that the General Conference Pooled Income Fund normally accepts cash or securities as assets from donors. Personally, I believe that our conferences and institutions should promote the utilization of this fund among our people. It not only offers excellent tax advantages to the donors and to their estates, but it builds up resources which eventually flow into our work at the decease of the donors, and the appreciated value of these irrevocable gifts becomes a great strength in expanding our programs of missionary evangelism. Let us never forget that Seventh-day Adventists have a singular purpose that takes precedence over everything else in the planning of our estates. We should be united in dedicating the resources entrusted to us to the proclamation of the redemption story in all the world.

Charitable Gift Annuity Agreement

Some time ago while serving one of our institutions in the area of deferred giving, I received a very warm letter from an attorney in San Diego. He had received some information from us which led him to inquire into the tax advantages of a Charitable Gift Annuity. Following our correspondence, he recommended this plan to one of his clients. She requested a Gift Annuity Agreement in the amount of \$10,000. Later while visiting among prospective trustors and annuitants in southern California, I stopped to visit this gracious lady residing on beautiful Coronado Island. I told her that I came to personally thank her for remembering the work of our charitable organization through this generous provision. Her reply was interesting. She said, "It is thoughtful of you to come, Mr. Jackson, and I appreciate the visit, but where else could I place my money so as to receive 9.7% interest with nearly 80% of the income tax-free annually while at the same time avoiding all future estate taxes on this bequest? I am the one who should be thanking you." I also visited the attorney, who was somewhat elderly. Neither of them is a Seventh-day Adventist. He asked me to compute the tax advantages for

him and his wife on a joint annuity agreement as soon as possible

We cannot pause long on the details of the Gift Annuity plan. The tables are readily available and the tax benefits may be easily computed for one or two lives subject to the ages of the annuitants. A few items of information should be noted.

1. The Gift Annuity plan is particularly attractive to those who are seventy years of age or over.

2. The rate of income return is higher for the single annuitant than it is for joint annuitants, although in many instances it remains very attractive for two lives.

3. The single annuitant may remove the gift completely from Federal estate tax consequences. In a two-life annuity, the estate of the first annuitant or purchaser is still not subject to estate tax if the second annuitant does not survive. If he does survive there is still a substantial reduction in estate tax.

4. In a two-life annuity, the surviving annuitant receives the same amount of tax-free income as the first annuitant received.

5. All probate and estate administration costs are avoided on the death of the annuitant.

6. Money management worries are eliminated for both the annuitant and any survivor beneficiary.

7. The remainder of the gift and hopefully the entire corpus of the annuity, if successfully invested, becomes the property of the charitable organization at the death of the annuitant and the administrative cost to the beneficiary organization is absolutely minimal.

Deferred Payment Gift Annuity

A recent plan most attractive to professional people is the Deferred Payment Gift Annuity. The advantages are similar except that this plan is also very attractive for younger annuitants. Here are some of the advantages.

1. Personal satisfaction and compensation of heart for making a significant charitable gift.

2. A sizable charitable deduction now when you are in a higher tax bracket than you will probably be in

after retirement. Your charitable gift now will generate greater tax savings because the higher your tax bracket, the larger are the tax savings generated by the gift.

3. You receive your guaranteed annual income at retirement when your income otherwise will probably be lower than during working years. You receive the annuity income when it is needed and when it will probably be taxed in a lower income tax bracket.

4. Part of each guaranteed payment will be tax-free.

5. You rid yourself of management and investment worries.

6. You will save estate taxes and probate costs.

Remember that the federal government gives major tax benefits to encourage you to support charitable organizations through a deferred payment gift annuity. I shall give you one brief illustration: Dr. Merrimaker, age 45, transfers \$10,000 to your conference or to Andrews University or to any qualified charitable organization for a deferred payment gift annuity with payments to start at age 65. He will receive a guaranteed annual income of \$1,190 or 11.9%. Part of each guaranteed payment will be tax free and he will receive an income tax charitable deduction for the year in which the annuity is established with the customary five-year carryover provisions. The amount of the deduction is calculated through official U. S. Treasury tables.

In the very near future we face probable revision of the entire structure of estate and gift tax law. Therefore it is important that you be aware of present opportunities and that you do not delay in using them if your financial situation makes it appropriate to do so. Currently every individual is permitted to give up to \$3000 a year to anyone without any gift tax obligations, other than perhaps the submission of a gift tax return. This means that a married couple could distribute up to \$6,000 annually to each of their children without gift tax implications. In addition to this, every individual is entitled to a \$30,000 life-time gift tax exemption. Obviously, through careful planning, parents can often make

appropriate provisions for their children while they are living and the balance of their estate may be distributed to our charitable denominational organizations with comparative freedom from tax demands, depending upon the type of legal instruments selected.

Those of us who are giving direction in the fascinating area of deferred giving must try to keep our nomenclature as simple as possible. I remember calling a physician with whom I had been wanting to arrange an appointment. He asked a few questions on the phone which I was trying to answer. The conversation ran something like this: "Doctor, I want to show you how you can create a retirement yield and at the same time avail yourself of annual tax considerations throughout the remaining years of your practice. I also want you to see how through a simple trust provision you can in event of your death preserve for your wife an income from a portion of the corpus of your estate that might otherwise disappear in taxes." To which he replied, "Mr. Jackson, I am having the same difficulty with you that my patients say they have with me. I can't understand your terminology." I immediately realized that when the doctor heard the word "corpus" he had encountered a cadaver completely foreign to the technical structure of his vocabulary. I said, "Doctor, please forgive me. What I meant to say was that I want to help you save some money." "Come on over," he said.

Henry van Dyke once wrote that there are four things a man must learn to do—

- "To think, without confusion, clearly;
- To love his fellow man sincerely;
- To act from honest motives purely;
- To trust in God and heaven securely."

Dr. Charles Crider (left), professor of sociology, and lab assistant Wayne Fleming monitor the television screens and recording equipment in the behavioral sciences laboratory. Behind the one-way mirror a group of students study human feelings and relations.

BEHAVIORAL SCIENCE IS KNOWING ABOUT PEOPLE

By JAN HAFSTROM

The visitor to the Andrews University behavioral sciences offices is surprised by the quiet dignity of Nethery Hall, the heavy wooden doors, and the tall windows overlooking the trees on campus. Behind the dignity is efficiency, modern equipment, technology, and exploration.

"A Christian young person is interested in the behavioral sciences—anthropology, psychology, sociology, and social work—because he is interested in people," says Dr. Robert C. Kistler, chairman of the department. "He wants to help people with the insights that the behavioral sciences can offer. This is what Christianity is all about, loving people and helping them. But going one step further, we want to help people from an enlightened and knowledgeable perspective."

The field of behavioral sciences is relatively new to the world, and even

more so to Andrews University. Ten years ago, Dr. Charles Crider, professor of sociology, organized the department of behavioral sciences. There were three majors from which to choose: psychology, sociology, and behavioral science, which is a combination of the disciplines. The department has since added a major in social work. Baccalaureate degrees are offered in each of the four areas, from which as many as 25 persons are graduated each year from AU. There is a staff of nine teachers, a modern laboratory, and an advanced program of field work.

Included in the behavioral science program are courses in anthropology, dealing with cultures of persons in society. The study of anthropology includes historical societies and present-day societies.

Focusing on the individual in society rather than on a group, the





A group of behavioral science students absorbed in their discussion are seen through the one-way mirror from the monitoring room of the department's laboratory. Cameras and microphones record the session for the students' future study.

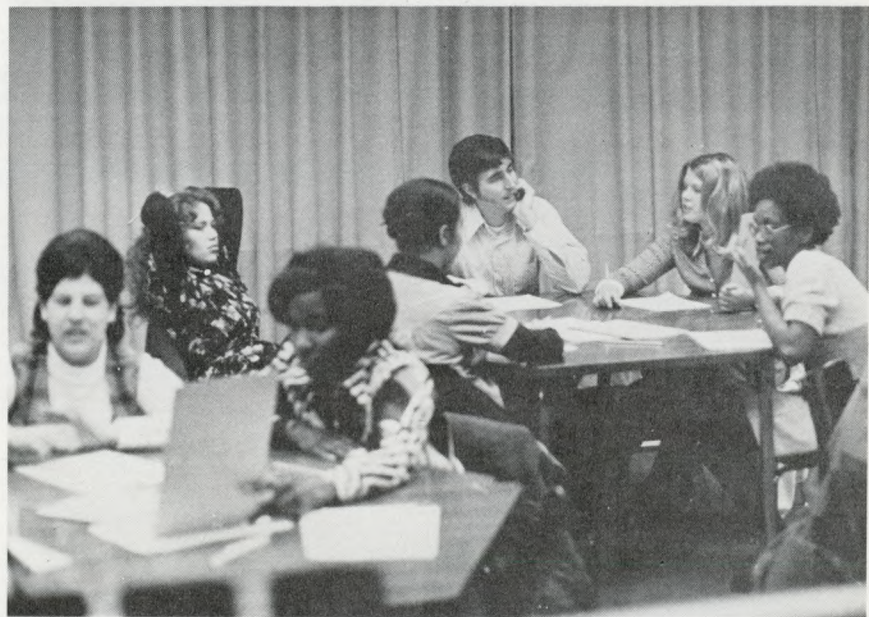
study of psychology is scientific, involving an individual's capabilities, the things that motivate him and cause him to be what he is.

Sociology is the study of groups of two or more persons. The emphasis here is the scientific study of group relationships, human organizations, and the rest of society and its component parts. The study of group dynamics has led the department to offer family enrichment and human relations seminars directed by Dr. Crider. After a recent family enrichment seminar, one of the participants said, "I feel the presence of Christ more." Surprised at how much communication was possible, members felt that thoughts had been clarified and new insights gained into family relationships.

A concentration in behavioral science includes both psychology and sociology and involves all areas of specialized study in each emphasis.

In conjunction with the classes being offered the department has set up a laboratory consisting of three rooms. Each room has a one-way window, and can be seen from a control room containing special equipment, including television monitoring screens and audio and video recording equipment.

One of the rooms has special equipment for testing an individual's responses to changes in humidity, light,



In a behavioral science class, it becomes more important to know other persons' opinions and emotions and to share your own. Each small group later discusses its conclusions with the whole class.

and odor. Another room is regularly used by students for role-playing, in which the student assumes different identities and emotions, which he can later study on videotape. The student is able to relate to different emotional responses in a test area he may sometime have to deal with in real life. The laboratory is also used for seminars and workshops.

Andrews University is the only Seventh-day Adventist school to have its program in social work approved

by the Council on Social Work Education, and is one of only nine approved schools in Michigan.

Social work involves the practical application of both psychology and sociology, and deals with all those forms of social intervention that have a primary and direct concern with promoting the well-being of the individual and society as a whole. Because it is involved with treatment and prevention of social problems, development of human resources, and improvement in the quality of life, it is regarded as one of the helping professions.

The social work program at AU consists of a combination of theory and practical applications. During the first three years, the student studies the theories, gets a broad general educational background, and is involved in role-playing situations. He

does some volunteer work in the community which later may help determine his particular emphasis in social work. During the student's senior year he works for one quarter in a social work agency, or some related situation, under the direction of a trained social worker, learning to apply his theory.

"To round off the background of social work," Dr. Kistler says, "there is a weekly seminar in which students present their problems and solutions

in their work in the agencies. Thus each is able to cross-fertilize ideas and theory to solve problems. Each student becomes aware of a different perspective through these programs. Sometimes we tend to apply our opinions from a middle-class perspective. This way the student is made aware of needs that have or have not been met from all of the different perspectives in society."

Upon graduation a major has many fields of work to choose from, including social service, medical, teaching, dean and probation work. One recent graduate is working for the Internal Revenue Service, and another for the Social Security Service. Graduates frequently decide to go on for further training.

The seminary at AU has begun to incorporate some of the classes within the department of behavioral sciences into the doctor of ministry degree program. Dr. Kistler points out that "pastoral problems are people problems, too, not simply theological problems."

A class in community resources details those programs available to a minister in a community, another course is a seminar on social problems, and yet another combines psychology and religion.

The department of behavioral sciences has a special burden for denominational work, Dr. Kistler declared. "The potential for behavioral sciences majors within our work is phenomenal. Imagine having Adventist case workers, fully trained, working in conjunction with the pastor of a church!

"Another dream of mine," he continued, "is that maybe one day Seventh-day Adventist behavioral scientists can prepare case studies of different cities and their people before an evangelistic series. The evangelist will be able to read this report before he begins his series, and he will know more about the people of the city. With such knowledge, he can present truth relevant to the real needs of people in everyday life.

"A city may have experienced a tornado, or have a high rate of alcoholism, divorce, or suicide. All these factors will have an impact on his messages, and more people will receive the blessing of understanding and accepting Christ's love."

Adventist Intercollegiate Association Convenes at Andrews



Nine North American SDA colleges were represented at the Adventist Intercollegiate Association convening at AU this spring. Pictured from AUC are Nita Bledsoe, Chris Fuchs, Cliff Gleason, Judy Kuester, Mr. Riley, Rick Spindler; CUC: Debbie Brown, Richard Fredricks, Ted Gregory, Mr. Stevens; LLU: Robb Fisher, Mr. Dickerson, Kent Hansen, Dwight Mullin, Steve Rich; PUC: Noel Gardner, David Iglar, Wayne Kablanov, Randy Knight; SMC: John Cress, K. R. Davis, Andy McDonald, Mr. Merchant; SUC: Larry McKinstry, Mike Wiist; UC: Beverly Beem, Pam Bell, Louie Roehl, Calvin Saxton, Gary Wagner; WWC: Stan Green, Kathy Hall, Don Lake, Dick Scriven, Dan Todd. Pictured from Andrews are: Chuck Allen, Leonard Hill, Dan Houghton, and Mark Umek. Photo by R. Lang

Nine colleges from across the United States attended the 1974-75 Adventist Intercollegiate Association (AIA) convention at Andrews this year. The AIA is composed of the executive officers of all the student associations of our North American Colleges.

AIA attempts to serve as an instrument for sharing problems and ideas, and to facilitate communication between colleges. It also conveys student opinion to the General Conference on issues relevant to the Adventist student.

This year's convention featured guest speakers Raymond Moore, director of the Hewitt Research Center, George Akers, professor of education, Paul Cannon, assistant professor of religion, and AU President Richard Hammill. The remainder of convention time was spent in sharing sessions, business meetings and committees.

AIA also did study through four committees in working towards its goals. The committees were: publications, programs and projects, educational reform, and AIA feature.

AIA voted in Kent Hansen, from

Loma Linda University, as its new president. He will represent the Adventist colleges and student associations of North America at the General Conference Autumn Council next fall.

The AIA convention will be held at Atlantic Union College, April 9-13, next year. Hansen would like to see a more comprehensive AIA newsletter; a periodic poll of the campuses to determine issues students are concerned about, and continuing communication ties with the General Conference.

AU Holds College Days

The annual College Days event was held April 13 and 14 at Andrews. Over 500 high school seniors from Wisconsin, Illinois, Indiana, and Michigan participated in the special two-day program to acquaint prospective college students with the university.

All area high school seniors, junior college students, and others of college age not currently enrolled elsewhere were invited as guests of the university.

**Holman Gives Lecture
for Piano Guild**

Dr. Hans-Jorgen Holman, professor of musicology at AU, gave a lecture and demonstration on the harpsichord for the National Guild of Piano Teachers, Sunday, March 16, in the Art Center Gallery at Andrews. Holman specialized in Medieval and Renaissance music literature for his doctorate from Indiana University. He has since done postdoctoral study and research at several universities, including the universities of Vienna and Oslo. Since 1966 he has been director of the American Summer Sessions for Music in Vienna. He teaches piano and harpsichord at Andrews.



Donald R. McAdams, associate professor of history, left recently to become president of Southwestern Union College, Keene, Texas. McAdams, who holds a BA from Columbia Union College and an MA and a PhD from Duke University, has been on the AU faculty since 1967. Photo by R. LeBard

the last living of the poet's six brothers and sisters. In 72 years of writing, Mrs. Murton's poetry appeared in some 300 publications, including the *New York Times*, the *Christian Science Monitor*, the *Washington Evening Star*, *Harper's Masterpieces of Religious Verse*, *Ideals Magazine*, and numerous Seventh-day Adventist publications.

Among her many awards was a gold medal for what was judged to be the best poem from Michigan at a New York World of Tomorrow Exposition.

The poet was a resident of Battle Creek from 1911 until her death in 1973.

She was born in Kentucky and accordingly willed much of her work to the University of Kentucky, where it is now being held. The disposition of what remained, the originals of hundreds of poems, books, and assorted papers, she left to the discretion of her sister, who gave them all to the Heritage Room. Mrs. Raoul Dederen, curator of the Heritage Room, said that the Murton papers are a valuable addition to her collection of the works of Adventist poets.



In the Heritage Room at Andrews, Elizabeth and Adron Ingle (seated), donors of papers of the late poet Jessie Wilmore Murton, converse with the Heritage Room curator, Mrs. Raoul Dederen.

**Agriculture Club
Attends Farmers Week
At Michigan State**

The AU Agriculture Club organized a trip to the Annual Farmer's Week at Michigan State University on March 20. Various facilities of the university were opened to visitors during the week to show how one of the largest Land Grant colleges in the U.S. teaches the important business of feeding the nation, cleaning up the environment, developing new systems of mechanization and countless other activities.

**Heritage Room Receives
Poet's Collection**

The Andrews University Heritage Room added to its historical collection recently the papers of the late SDA poet Jessie Wilmore Murton. The collection came as a gift from Elizabeth and Adron Ingle of Battle Creek, Michigan. Mrs. Ingle is

**Volkswagen Engine Donated
To AU Auto Mechanic Lab**

A new engine was recently donated by the Transworld Volkswagen Company to the AU auto lab. The lab is equipped with a variety of engines, but lacked a Volkswagen model. John Watkinson, auto mechanics instructor, asked the Benton Harbor firm if they could donate one. They sent one shortly thereafter.

More

The engine is from a 1971 Volkswagen Super Beetle, with a capacity of 1600 cc. It boasts 54 hp and has a retail value of \$500.

Students at the lab, said Watkinson, gain essential practical experience by taking engines apart and reassembling them, to help them understand how different types of power plants operate. They repair engines in their classes as well.

Speedy Auto Repair Offered at Lab

A wide range of auto repair services are available to AU students and faculty. The auto repair shop, located behind Burman Hall parking lot, will fix almost anything, with the exception of 'body-work,' according to John Watkinson, instructor in the industrial education department which operates the shop. There is a slight labor charge and payments for parts on a discount basis, said Watkinson.

Repairs available include tune-ups, brake jobs, front-end alignments, transmissions, valve jobs, oil changing, major engine overhauling, etc.

Instructor Watkinson says the only employees are students whose lab work and projects require practical experience. He also noted that quite a number of students utilize the repair service mainly for convenience of location if not for speedy repairs.

Women's Club Holds Fashion Show

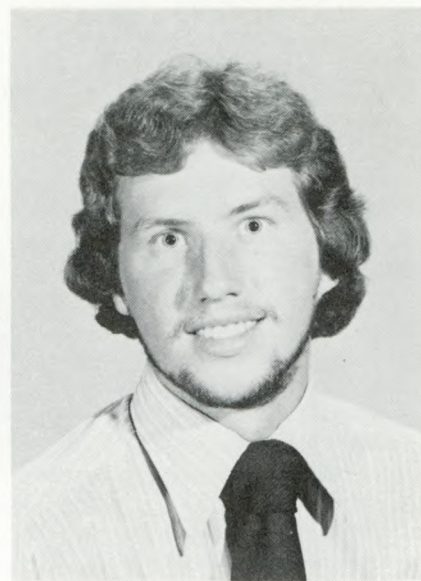
The Andrews University Campus and Community Women's Club sponsored its annual Spring Fashion Show Sunday, April 13.

Men, women, and children of all ages modeled clothes that one could make at home or purchase locally, said Sharon Gillespie, the club president. The types of clothing modeled were sport-casual, school or work, church, and evening-bridal. Two unusual items shown were a homemade leather pantsuit and a homemade tuxedo.

The fashion show is the last activity planned by the club this school year.



Dr. Don Jacobson (right) associate professor of evangelism at the Theological Seminary at Andrews, talks with Dr. H. M. S. Richards, founder-speaker emeritus of the Voice of Prophecy radiobroadcast, at VOP headquarters in Glendale, California. Jacobson was a guest speaker at the annual West Point of Evangelism at which VOP evangelists exchanged ideas, plans, and methods for the Voice's extensive program of crusade series throughout North America. Photo courtesy of Voice of Prophecy



Elected Student Association president for next year at the spring elections was John Ross, junior business major.

Senior class officers for the 1975 undergraduate class are (from left): Ellen Harris, secretary/treasurer; Barb Barclay, vice-president; Susan Sagert, sergeant-at-arms; Don Krpalek, president (seated). Photo by K. Szmanda



Women's Club Sponsors Art, Craft, Hobby Show

The Andrews University Campus and Community Women's Club held its annual art, craft, and hobby show and sale, Sunday, March 9, at the AU Elementary School Cafetorium.

Last year, proceeds from the show went to the Berrien County Historical Commission, the Central County Center for Senior Citizens, and the AU worthy student fund. Though the club has yet to designate exactly where the money will go this year, it will be to similar community projects, club president Sharon Gillespie said.

Thirty-five residents of the Niles-Berrien Springs-Benton Harbor area entered their hobbies. They included handmade steam engines, ceramics, pottery, sculpture, china painting, candle making, macramé, doll collections, and miniature rooms.

Musicians Play Ancient Instruments

The Ars Antiqua de Paris, a group of four instrumentalists and one singer, performed works from the 13th to 17th centuries Sunday, March 30, in Johnson Auditorium. The musicians used such ancient instruments as the lute, vihuela, regal, krummhorns, bagpipes, bombardes, viol, set of bells, percussions, and psaltry. The vocalist, Joseph Sage, is one of the few Frenchmen capable of singing in the three octave range of the counter-tenor.

Sage has recorded for German television the role of Cherubino in Mozart's "Marriage of Figaro." The Ars Antiqua de Paris regularly tours the U.S., Canada, South America, and the Far East. During this tour, the group gave its 1,500th concert.

Education Conference Held on Campus

Top educational administrators from throughout southwestern Michigan met at AU, February 26,

for a conference on educational leadership.

The conference involved the Berrien-Cass School Administrator's Association and the Michigan Academy of Sciences, Arts, and Letters. Dr. Rudolf Klimes, coordinator of the conference, is chairman of the education section of the Michigan Academy and director of the Center for Studies and Services in Education (CSSE) at AU. Topics discussed were Organizational Development as a Management Philosophy, Evaluating the Principal by MBO (management by objectives), and Administration Impediments to Innovations in Education.

Joseph Smoot, vice-president for academic affairs at AU, made the last presentation: "Andrews University's Mission of Educational Leadership in Its Second Century."

Music Department Presents Festival of Hymns March 7

Over 150 musicians from the Andrews University music department participated in a festival of hymns Friday, March 7, the World Day of Prayer.

The festival was held at 7:30 p.m., in the university Pioneer Memorial Church.

The purpose of the festival, said Morris Taylor, AU professor of music and organizer of the event, was "to call the attention of the congregation to the deep meaning of the hymn text as a corporate prayer to God."

For many of the hymns, the congregation participated in the program with the choir, soloists, orchestra, organ, and brass ensemble.

Passages from Scripture illuminated the themes of the hymns.

Climaxing the hymn festival was Malotte's arrangement of "The Lord's Prayer," performed by the University Chorale and Orchestra under the direction of James Hanson. Soloists were LeRoy Peterson, violinist; Rudolf Strukoff, bass;

Vaida Smith, soprano; Jan Smith, alto; Susan La Rosa and Denise Mitchem, soprano; Barry Edwards, tenor; and Bill Hungerford, baritone.



Rosalyn Upshaw, soprano and music teacher at AU Academy gave a concert in Weniger Hall, April 20. Photo by H. Herzog

David Hodge is V. P. Local Dairy Association

David Hodge, assistant professor of agriculture at Andrews University, has been elected to a one-year term as vice-president of the Berrien County Dairy and Herd Improvement Association. Hodge is manager of the AU dairy, the largest in the county.

As vice-president, he will represent the county in district and state association meetings, as well as direct administrative details at AU. Berrien County membership includes nineteen dairy farmers who own a total of over one thousand cows. The association inspects each cow monthly for quality and volume of milk and compiles statistics on each for local members and analysts at the Michigan State University. Since Hodge became dairy manager seven years ago, milk production at Andrews dairy has increased by one ton per year, a rise of 8.5%.

Who? What? Where? When? Among Our Alumni

Vietnam Babylift Doctor Is AU Graduate



Oliver Johnston, MD, chief physician for a babylift flight from Vietnam, April 5, and his wife Judy describe their trip. Mrs. Johnston is holding Stephani, a one-month-old Vietnamese-American girl they adopted in Saigon on the last day they were there. Dr. Johnston is holding Jeremy, 13 months, who was also with them in Vietnam. They visited their parents' home in Berrien Springs before returning to California.

Oliver L. Johnston, Jr., M.D., was the chief physician for the second flight of Operation Babylift, April 5, from Vietnam.

With 400 babies demanding the 24-hour attention of three doctors and 20 nurses aboard the Boeing 747 jet, the flight was more than routine, said Dr. Johnston. Many of the children had chicken pox, measles, and other illnesses.

In most danger were the children who were dehydrated, said Johnston. The VIP lounge of the jumbo jet was made into an intensive care unit where four I.V.'s were in use throughout the flight.

Dr. Johnston, a graduate of Andrews University in 1969 and a urology resident from Loma Linda Medical School, had been on a six-week tour of duty at the Saigon Adventist Hospital.

With him was his son Jeremy, 13 months, and wife, the former Judy Galbraith of Berrien Springs. She

attended AU Academy and then took one year of nursing at AU before completing her four-year nursing degree at Loma Linda in 1972.

During their last two weeks in Vietnam, they witnessed the sudden beginning of the collapse of the Seventh-day Adventist hospital and mission.

Plastic bombs exploded within yards of the hospital and mission compound. But the fall of Da Nang was really the decisive blow to the morale of the hospital staff, he said. "Suddenly I had to start repeating things two or three times to my translators, who obviously had their minds on other things."

"Some of my orders weren't being carried out," he said. Doctors at the hospital then began advising Vietnamese staffers to discard their uniforms and flee to communist-held territory as peasants and never mention any connection with Americans.

Paradoxically, the number of patients coming to the clinic, normally

more than enough to keep five doctors busy, dropped off to a mere trickle.

The five doctors on the staff met at noon Thursday, April 3, to decide whether or not to close the hospital. "We had heard that no airline reservations would be available for a week, and we were scared," he said.

The doctors put off a final decision till the weekly missionary prayer meeting that night. Twenty attended for prayer. During the service, a message came through on the short wave radio announcing that the curfew had been moved from 10:00 p.m. to 9:00 p.m.

The meeting closed with a secret ballot. Later Johnston learned that all but one had voted to close the mission and hospital within a week and flee.

The Johnstons had arranged to leave a week earlier. By 3:00 p.m. the next day, Friday, they had completed adoption arrangements and brought home the newest member of their family, Stephani, a one-month-old Vietnamese-American girl, one of the last orphans to leave Da Nang alive, according to the adoption agency.

One hour later, Johnston received an emergency call to report to the hospital. The Air Force C5 Galaxy transport had crashed with 243 orphans aboard.

"As doctors, we see sick and dead people all the time," Johnston said. "But when you see scores of dead and dismembered babies, it's an unnerving sight. But we were too busy to really think about how we felt. Just sick is all I can remember."

He and over a dozen other doctors aided the injured and counted bodies till 1:00 a.m. Saturday.

Later that day, three of the doctors who had voted the day before to leave Vietnam decided to stick it out a bit longer. "They saw there was still a lot that needed doing," Johnston said.

The Johnston plane, with the 400 orphans, was set to take off at about 4:00 p.m. Saturday. It paused briefly on the runway for a last check for any explosives.

Now, wishing for more peaceful days there, Dr. Johnston said, "There's nothing I'd like better than to go back. The work there is far from done."

83-Year-Old Alumnus Still Lectures

Felix A. Lorenz, MA '49, MDiv '51, writes that he is still giving some ten-lecture series on Revelation 3:12-21, the subject matter of his thesis written during his study for the master of divinity degree at Andrews.

Lorenz lives at Fair Oaks, California. He had a stroke about three years ago from which he has only partially recovered. A ruptured disc in the area of the sciatic nerve has left his left side, especially the lower part of his body, badly crippled. Doctors will not operate, he says, because of his age, stroke history, and heart.

Still optimistic and quite active in lecturing and occasionally preaching, Lorenz says, "Otherwise life is good to me, and the Lord is very near." [He writes a beautiful hand.]

Old AU Band Uniforms Used in Witnessing Work

In June, 1972, just before Ethiopia Felema and Gebre Felema left AU, the music department donated 81 old band uniforms to them to use at Ethiopia Adventist College. With the help of some friends, they paid for thirty of the uniforms; it took them about six months to get the uniforms from the customs offices, but, write the Felemas, "They have been used often.

"During the same school year, the Gospel Action Teams were organized, and at the end of the school year, June, 1973, 32 students went out into different parts of the country wearing the old band uniforms. The first summer the GAT was established, 228 converts were added to our church.

"Summer of 1974, over sixty students went in 15 teams, and 681 persons were won for Christ.

"Dr. Hamel, we thank AU music department for the wonderful donation. The young people in band uniforms attracted people to their meetings and eventually to Christ.

"We miss AU in many ways, but what we learned there from various campus activities—assemblies, week-end programs, and informal friendly

John Richard Ford Elected President California State Board of Education



John Richard Ford, MD

John R. Ford, M.D., premed '43, BA '47 has been elected recently to the position of president of the California State Board of Education.

A member of the board for seven years, Ford's main thrust in his terms of service has been to see that the special creation theory be incorporated in school textbooks, rather than just the evolutionary theory. He was successful in having that premise incorporated in the history books of California under "Origins of Man."

Ford was a member of the AU Alumni Association board from 1971-1974. He graduated from the Loma Linda School of Medicine in 1974.

Currently Ford is a member of the Board of Trustees of Paradise Valley Hospital, Oakwood College, and Hewitt Research Foundation. He is also a member of the Board of Higher Education of the Seventh-day Adventists, of the Lay Advisory Board of Faith for Today, and a director of the Southern California First National Bank.

Three generations of the Ford family have graduated from Andrews University: John Richard's mother, Mrs. Ida A. Parker Ford Bailey, 1913; John Richard himself in 1943 and 1947; his daughter Jeanne R. Ford obtained her bachelor's degree in 1972 and is to receive her master's degree this year; his son, Richard A. Ford, is a candidate for the bachelor's degree this year.

Mrs. Ida A. Parker Ford Bailey was the first black student to graduate from AU.

Jerry Davis is Certified Chaplain

M. Jerry Davis, MA '62, MDiv '63, of the Loma Linda University Medical Center, received certification as a chaplain supervisor with the Association for Clinical Pastoral Education, March 13, 1974, Chicago, Ill. He earned a doctor of religion degree from the Claremont School of Theology in American Church History.

Davis is the third SDA minister to meet certification requirements for chaplain supervisor. He is a member of the College of Chaplains of the American Protestant Hospital Association, the American Association of Pastoral Counselors, the National Alliance for Family Life, and the American Society of Church History.

Clinical Pastoral Education is to the minister and seminary student what the clinical years are to the medical student. It is on-the-job learning where the student learns to understand people, their deeper motivations, their emotional and spiritual strengths.

The Clinical Pastoral Education movement began at Massachusetts State Hospital in 1925. It is conducted in accredited centers by certified chaplains under the over-all supervision of the Association for Clinical Pastoral Education of New York. Students receive 12 units of credit which may be applied at the University of Loma Linda or transferred to Andrews University and other seminaries and graduate schools.



Old AU band uniforms go about the business of witnessing for the gospel in Ethiopia. Wearing some of the 80 donated uniforms above is one of the Gospel Action Teams organized in 1972 by Felema and Gebre Felema, graduates of AU that year. In the summer of 1974, over sixty students went in 15 teams, and 681 persons were won for Christ.

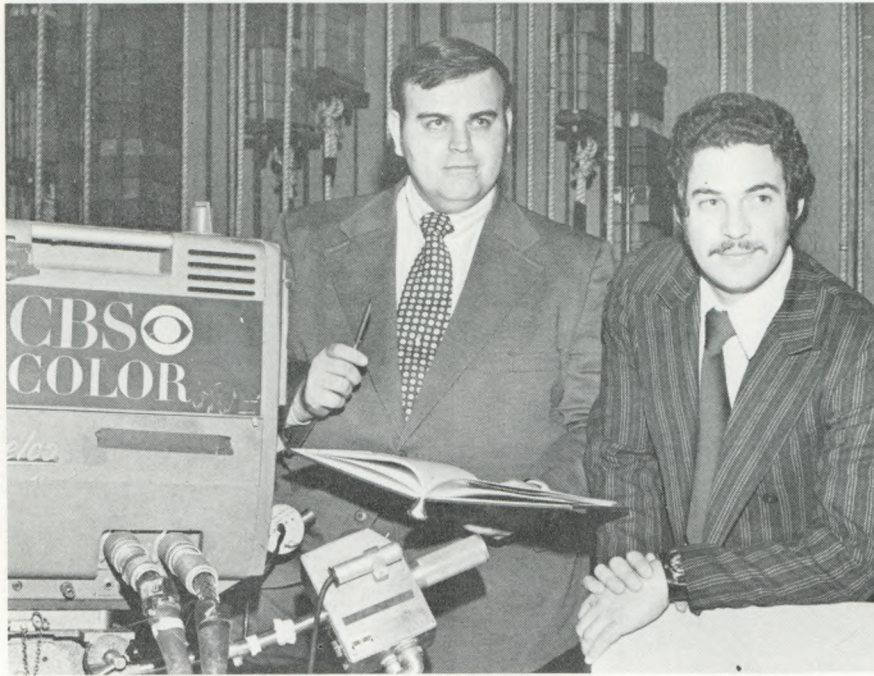
Photographer Hallock Shows Films at 600 Schools

Norman Hallock, BA '31, and his wife, Frances Allene Gooch, 2-yr cer '31, are living in Hendersonville, N.C. Hallock taught for 37 years in Illinois, all but two years at Broadview Academy. After retirement in 1967, he moved to Fletcher, N.C. During the summers of his teaching years, he made 31 educational films for *Coronet* magazine and has since presented his nature and science films in over 600 schools in Virginia, the Carolinas, and Georgia.

contacts with students and staff members—makes us think of Berrien Springs very often. Our idea of Gospel Action Teams grew out of the Christian Youth Action at AU.

"On the whole, different parts of religious activities at Andrews have effective and positive contributions enriching the graduates' (especially the international group) lives of service out in the fields. . . Andrews is an institution that we are proud of.

"May the Lord bless the leadership of AU to produce effective workers for the world waiting for people who meet the challenges and use the opportunities in witnessing for Jesus."



Larry Arany (right) AU alumnus, new assistant director of production with David L. Jones, producer, is in the process of taping new shows at the CBS studios in Hollywood for the *It Is Written* telecast.

Arany with It Is Written

Larry Arany, BS '72 in communication, has been selected assistant director for the *It Is Written* telecast now in its new headquarters in the SDA Radio-Television Center in Thousand Oaks, Calif.

Arany has experience in both film and video tape. He had previously worked for a Wisconsin advertising firm as well as Faith for Today before joining the *It Is Written* production team.

"Arany is important to the future of *It Is Written*," says David L. Jones, producer of the telecast. "The fact that we have been able to produce more than 60 new shows in the past three years is one of the reasons for the tremendous increase in responses that has pulled *It Is Written* to the forefront of religious television. In order to continue the phenomenal growth of the telecast, it is imperative that we utilize the absolute best in production talent that the denomination has to offer."

Arany will assist Jones in the CBS television studios in Hollywood where the telecast is temporarily being taped prior to the completion of Center studios at the new complex in Thousand Oaks. In addition, Arany will be responsible for assistance in editing and syndication of the telecast as well as other duties in the production and development of the television program.

Life Begins at Retirement— Laity Starts Mission School

Ada Hicks Stephens, B.A., '14, with her husband Don Stephens, has moved to Texas where they are helping in a mission school for Spanish-Americans.

In less than two years after the first Bible study was begun by the Adventist postmaster and her mother, there stands on a corner lot in Saragosa, Texas, a church with a membership of more than 80 and a thriving church school of almost 60 children. Classrooms, Mrs. Stephens writes, "are now bulging with three efficient, consecrated teachers and 59 youth. There is not room for eight more children who want to come."

Mrs. Stephens, former teacher, is in charge of the primary group at Sabbath School with 20 children enrolled. Mr. Stephens is in charge of the English service for the church and has helped in the building of the church. Bible studies are given in Spanish, church services are in both English and Spanish, and there is one English Sabbath School class. The Stephens live in Fort Davis, Texas, and commute the 44 miles to the mission school.

The Al Burdicks Locate in North Carolina

Al [BS '66, MBA '73] and Doris (Stickle) [BA '63] Burdick have recently moved to Candler, North Carolina, where he is assistant business manager at Mt. Pisgah Academy. They announce the birth of Brent Burnell, February 9, 1975. The Burdicks also have a little girl Janene, four years old.

C. R. Collier is Professor at School of Medicine

Clarence R. Collier, M.D., BA '40, is employed at the University of Southern Calif. School of Medicine where his title is professor of medicine and physiology. He and his wife have just returned from two years of mission service in India. There he was a visiting professor of physiology at Christian Medical College, Vellore, India. The Vellore Medical College is an interdenominational school that plays an important role in training SDA physicians for the Southern Asia Division. Graduates of Vellore are the physicians who staff the SDA hospitals in that division, as there are very few overseas personnel at the present time. He writes: "We enjoyed living and working there very much. The students at Vellore are exceptionally outgoing and friendly."

Lawrence Downing Visits AU and Second Generation Alumni

Lawrence Downing, BA '42, received the MA degree in secondary education in 1952 and the EdD in 1958, both from the University of Nebraska. He is currently director of the Career Education program at Union College.

Mr. and Mrs. Downing have a daughter and a son at AU working on degrees: Karen, the master of music degree; and Kenneth, the bachelor of arts.

Lawrence Downing served for eight years as principal of the Nigerian Training College. Other positions have included dean and registrar of the Home Study Institute, academic dean of Mountain View College in the Philippines, and president of the Southeast Asia Union College in Singapore. He has been connected with Union College at Lincoln, Nebraska, since 1960.

Two African Chapters Hear AU Administrators

Solusi and Helderberg Colleges of Rhodesia and South Africa, respectively, each held AUAA chapter meetings in February and heard AU President Richard Hammill and Vice-president J. G. Smoot tell about Andrews. In attendance at Solusi were James T. Bradfield, Bill and Barbara Christensen, Ian and Irma Hartley, Robert L. and Marja-Leena (Raunio) McChesney, Howard and Evangeline Mattison, Virgil and Alta Robinson, Alberto des Santos, Bill and Joyce (Tinkler) van Scheik, Lionel and Lois Webster, Ben and Ann (Morgan) Wheeler, Burton and Myrna (Jensen) Wright.

At Helderberg were: Dr. & Mrs. Kenneth E. Thomas, Arthur O. and Cynthia Coetzee, Rex G. and Margaret Pearson, J. C. Smuts and Mary Arlene van Rooyen, Kenneth E. and Shirley Thomas, Eric C. and Ruth Webster, Izak and Yvonne van Zyl, William A. and Everal Hurlow, Donald K. and Garnett Short, Henri E. and Faith Marais, Phillippus A. and Doris Venter, Brian and Eunice Stevenson, James Henri and Rena Smuts.

Kettering Chapter of AUA Sponsors AU Program

Dr. Larry Geraty, AU archaeologist and assistant professor of Old Testament, spoke to Kettering, Ohio, AU alumni and friends on a weekend this winter. Geraty described a dig he headed at Heshbon, Jordan, last year.



Dr. Melvin West, (left) music department at Walla Walla College, presented a sacred music program at Andrews on a Sabbath afternoon in April. Above, he chats with Dr. C. Warren Becker, professor of music at AU, after the concert.

Plake Receives Praise for Greatest Achievement

Robert Little, Berrien Springs, in sending in the address of John Harvey Plake, BA '50, Huntington Beach, Calif., wrote, "May I say a word or two about him?"

"He grew up in Indianapolis and graduated from Indiana Academy in 1941.

"He had to be one with the least opportunity of all. He worked his way through everything. He put in his time in the army of the Pacific as a medical orderly, came home and back into EMC to finish in 1950. He wanted to go to Loma Linda, but no money . . . no friends with money . . . and no denominational connections.

"He went to California anyway and got into pharmacy [now doctor of Pharmacy, from USC].

"But none of the above is his greatest achievement. John Plake is the only person I have known in my lifetime who never said a bad word about anyone—ever—for any reason. If it could not be a good word, then he just never said anything!

"And over the years he has consistently kept in touch with academy classmates that are out of the church and encouraged them. What a man!

"Some years ago I understand he was elected president of the Southern California Pharmaceutical Association. No mean achievement for an Adventist with his background circumstances.

"But anyone who has ever known John Plake will remember him for his greatest achievement!"

Alumni Help Design Award-Winning Float

A number of AU alumni were involved with "Medicine Magic" when they entered a float in the September Holiday at Home parade at Kettering, Ohio. Alumni assisting other employees at Kettering Medical Center in creating the float were Lynn Foll,

MA '67; Tom Robbins, MA '70; Ted Shull, former student; and Don Martin, MA '67 who posed as barker for the magic medicine show.

The float, one of 23 entered, received the Grand Marshal's Award for Originality.



New officers elected at the Kingsway, Ontario, alumni chapter are (from left): Stan Blabey, '64, secretary-treasurer; A. N. White, '61, vice-president; Earl West, '72, assistant secretary-treasurer; Horace J. Shaw, '49, visiting AUA executive secretary; and William Sowers, '38, president.



Oakwood College chapter, Huntsville, Alabama, has elected officers as follows (left to right): David L. Taylor, '61, vice-president; Mrs. Taylor (Maxine), BA '57, secretary; Dr. Ernest E. Rogers, '52, treasurer. President Mervyn Warren, '59, not shown in photo. Photo by Horace J. Shaw

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A Flag Flies Over Andrews

The old flag pole near Nethery Hall that has held Old Glory aloft over Andrews University campus for over fifty years has been replaced by a new, eighty-foot pole and relocated. The new pole has been installed on the Quadrangle, center of the AU campus, and in the center of the Flag Walk. The 1300-pound aluminum pole is topped by a 12-inch-in-diameter gold ball. Photo by Gene Hamlin

