

FOCUS

ANDREWS UNIVERSITY

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August-September 1976

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ADVENTIST HORIZON SERIES

October 22 to November 6

By Marilyn Thomsen

"Brother William Miller of Low Hampton, N.Y. has promised to address the Berrien Springs camp meeting, Sabbath afternoon, October 23, 1976. Clean straw for bedding and hay for horses will be provided by local friends of the cause. Bring your Bibles and be prepared for 'meat in due season.'"

The occasion for this startling announcement is the Adventist Horizons series, to begin—appropriately—October 22, on the Andrews campus. Sponsored by the Pioneer Memorial Church Bicentennial Committee, the two-week series is designed to focus attention on the Adventist heritage and hope.

Dr. Mervyn Maxwell, chairman of the committee, describes the aim of the program as "to encourage Adventists to identify themselves creatively and sincerely with their movement and its future." He also hopes that the series will foster awareness of Adventism as "a movement of destiny," and "encourage further discovery of truth."

Though drawing much from the experience of Adventist pioneers, the series will emphasize the role of young people in the movement. Educational, social, monetary, and other obstacles which the early leaders overcame, even as youth, will be reviewed.

A re-enactment of the 1844 experience with its intense Advent hope will open the series on October 22 at 7:30 p.m. Entitled "Maranatha," the program, to be directed by Robert Kalua, assistant professor of physical education, will feature a sound-and-light presentation. The script has been written by Kermit Netteburg, instructor in journalism.

"Minneapolis 1888," a dramatization on the great righteousness by faith general conference, will be presented under the direction of Dr. Elaine Giddings on Friday evening, October 29. In an impressionistic manner, the 1888 conference will be viewed through the eyes of young people.

The last Friday evening program will deal with aspects of "Growing Up Adventist." The program, coordinated by William Garber, Gerry Furst, and Carol Rasmussen, will involve the audience in seeking answers to basic questions of concern to growing Adventists. "It will not only deal with the idea of growing up in an Adventist family," says Garber, but will also deal "with the person who finds himself in a situation similar to early Adventists who found the message and then spent many months discovering its meaning."

Sabbath morning speakers at the Pioneer Memorial Church will continue the Adventist Horizons theme. Mervyn Maxwell, at the October 23 services, will present "Christ and the Midnight Cry." Ellen G. White, in the person of Edith Davis, will offer the challenge, "You Must Be Born Again," on October 30. "Aglow with His Glory" is Dr. Raoul Dederen's topic for November 6.

Early Advent hymns, an authentic covered platform, nineteenth century costumes, dramatizations of the life of William Miller—these features and more will highlight the old-fashioned camp meeting when William Miller will speak during the afternoon of October 23. According to Desmond Cummings, coordinator of the program, this simulation of a Millerite camp meeting will be as authentic as possible. He stresses that it will be a "family-oriented program," interesting to children and adults, and will be "both educational and spiritually inspiring."

Sabbath activities will close with vesper services. Among the topics presented will be "Sixteen Years of Crisis—Why Jesus didn't Come in the 1890's," by Emmett K. Vande Vere. Prior to his presentation on October 30, tours of the Ellen G. White Research Center and the Heritage Room will be sponsored, featuring special displays of original letters and manuscripts.

To extend the meaning of the Adventist message and mission to individuals and families, discussion groups will be held on Monday evenings in private homes. Discussion will center on the themes, "The Advent Hope and Our Family's Priorities," and "Making Righteousness by Faith Work Within the Family."

Wednesday evening meetings will call attention to mission activities such as the student missionary movement and lay activities. Multi-media presentations directed by James Chase and Dick Dower will focus on the careers of J. N. Andrews and James White.

Whether or not you need "clean straw for bedding" the ardent "friends of the cause" cordially invite you to participate in Adventist Horizons' two weeks of heritage and hope.

Our Cover

The picture is of the Italian ship Amerigo Vespucci, photographed by Dick Dower when it lay at anchor in New York Harbor with the other tall ships of Operation Sail, here to pay tribute to America's bicentenary. Layout is by Raymond Hill.

ANDREWS UNIVERSITY
FOCUS  

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Guided Educational Tour
Sponsored by
ANDREWS UNIVERSITY and the ALUMNI ASSOCIATION
Christmas at Williamsburg

and still
Christmas at Home!

(On this tour, you can have your "Christmas pudding" and eat it, too.)

DECEMBER 17 TO 23, 1976

Cost \$130 — includes transportation, lodging, admissions, tours, concert

(Meals and souvenirs extra)

**For reservations or further information, write Andrews University
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ITINERARY

Fri. Dec. 17, 8:00 a.m. EST
Leave AU parking Lot F

Sat. Dec. 18 Washington, D.C.
Schedule includes worshipping at one of the area churches, Sligo, Takoma Park, etc. Visits at Washington include the Lincoln and Jefferson Memorials, the Shrine of the Immaculate Conception, Arlington Cemetery.

Sun. Dec. 19 Travel to Charlottesville, Va.

A visit to Jefferson's beautiful Monticello with its ingenious inventions and a look at the University of Virginia, designed by Jefferson.

Arrive at Williamsburg in time for the Lantern Tour and the carolers at the 1770 Courthouse.

Mon. and Tues., Dec. 20 and 21

Private guided tours of Williamsburg and its environs — historical homes, craft shops, the Governor's Palace and gardens, restored taverns, the Carter's Grove Plantation, the House of Burgesses and William and Mary College.

Highlight of the visit will be a **CANDLELIGHT CONCERT** in the Governor's Palace.

There will be some free time provided each day for browsing in gift shops, bookstores, revisiting houses and craft shops at your leisure, and to see films such as the "Restoration of Williamsburg" and "The Patriot." And of course



Please reserve space for _____ on the
(number of persons)

CHRISTMAS AT WILLIAMSBURG TOUR

Name _____

Address _____

ZIP _____

Phone _____

(area code)

RESERVATIONS MUST BE ACCOMPANIED by \$10 (not refundable*). The tour is subject to cancellation if not filled, *in which case the money will be refunded.

a trip to Merchants Square and other shopping places.

Wed. Dec. 22 Tour Jamestown and Yorktown.

At Jamestown visit the site of America's first permanent English settlement, the reconstructed James Fort and its quaint wattle and daub buildings. At a dock facing the Fort lie the reconstructed ships the settlers came on. Visitors may go aboard.

At Yorktown, car tours lead you through the many battlefields including the place where Cornwallis surrendered to General Washington.

Back at Williamsburg to enjoy the illumination of the Palace Green and the beauty of the colonial homes by candlelight.

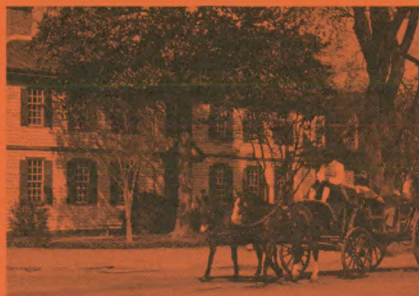
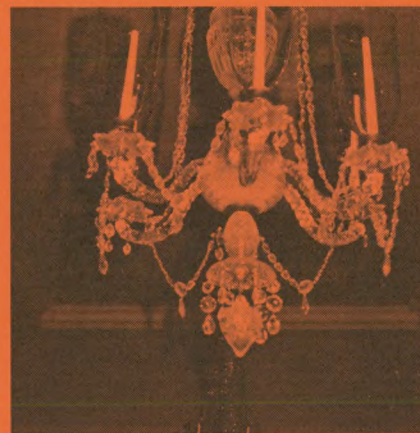
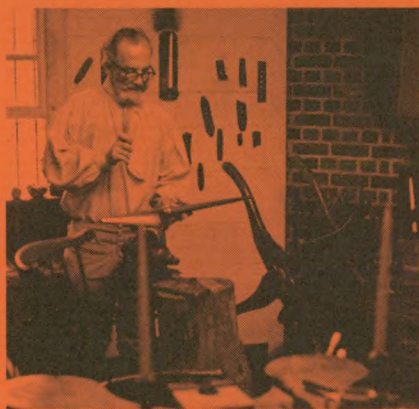
Thurs. Dec. 23 Return to Andrews University.

COLONIAL WILLIAMSBURG at any time of year is a special experience. But at Christmastime, it is exhilarating: its decorations of pine garlands and fresh fruit wreaths, the carolers (which you may join) at the 1770 Courthouse, the walks lighted by candlelight.

America's bicentennial year is a particularly appropriate time to recapture the spirit of our emerging nation. What better place than Williamsburg, the training ground for Virginia's revolutionary leaders. It was there that they were prepared for key roles in the struggle for independence.

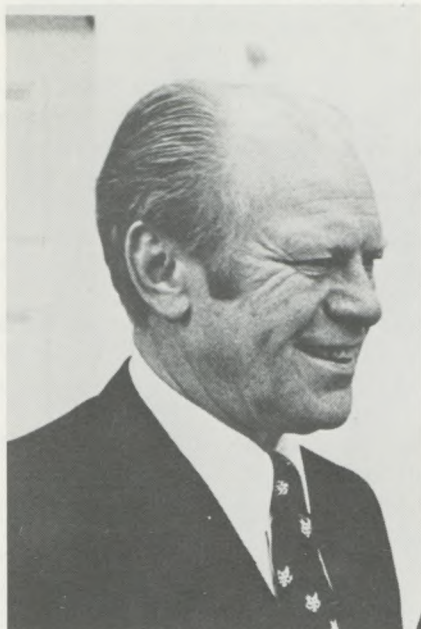
HISTORIC TRIANGLE

Colonial Williamsburg; Jamestown, site of the first English settlement of America, 1607; and Yorktown, where the climactic battle for American Independence was fought, 1781 — all three of these interesting places are on the docket for the week's tour.



The Tour can accommodate up to 40 persons on a first-come-first-served basis. Lodging during the Williamsburg stay will be at the comfortable Williamsburg Motor House.

President Ford Addresses (Video Tape) Educators' Convention at Andrews



President Ford, in a three-minute filmed presentation, addressed the final session of the North American Division of Higher Education Convention (NADHEC) at Andrews University on Monday night, August 16. The educators who attended the week's meeting at Andrews heard Ford praise the Seventh-day Adventist educational system for its emphasis on high standards of personal conduct and the importance of family life in America.

"This nation declared its dependence on God, even as it declared its independence in the world," the President said. "I am glad to see the rekindling of a new appreciation for biblical teaching. This has been the goal of Seventh-day Adventist education for well over a century."

The speech was filmed at the White House shortly before Ford left for the Republican National Convention at Kansas City.

Church, State, and Education

Earlier, the delegates heard guest speaker Dr. Felix C. Robb, director

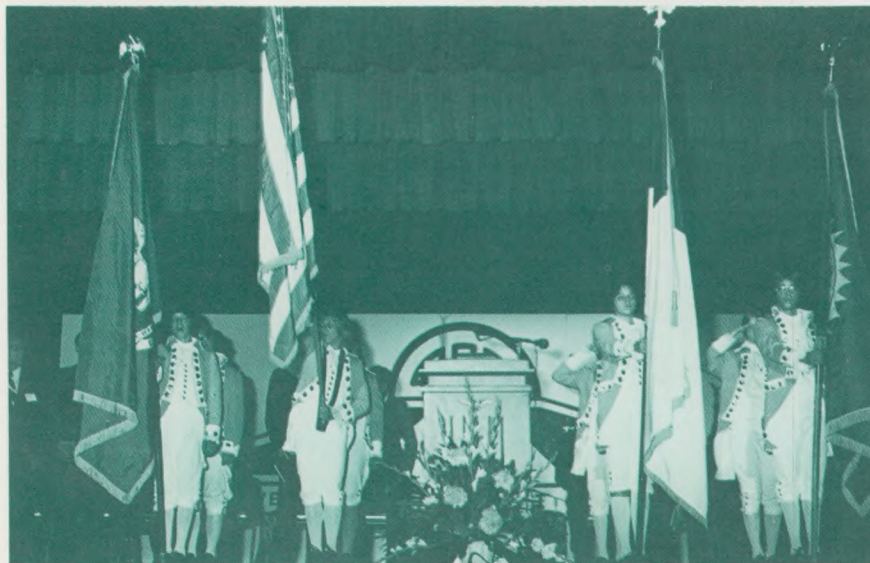
of the Southern Association of Colleges and Schools, call for more emphasis on maintaining the separation of church and state.

"What could be more natural than for church colleges and universities to become dynamic centers for the study and promulgation of religious liberty? This is a vital element of democratic living," Robb said.

In an address to the 850 delegates Dr. Dallin H. Oaks, president of Brigham Young University, Provo, Utah, outlined three current threats to private, Christian colleges: the



Above: A backdrop at the back of the platform in the Johnson Auditorium where general sessions were held proclaims the goal of Adventist education.

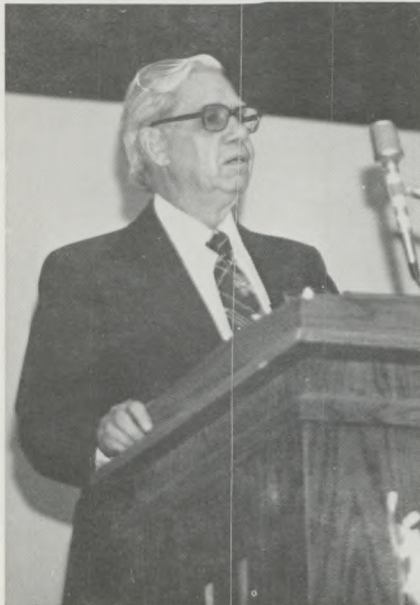


Left: The drill corps of the Pathfinder's Club from the Niles SDA Westside Church presents the colors at the opening session of the convention for the North American Division of Higher Education, held at AU, August 9 to 16.

competition of public community colleges, decreasing private financial contributions, and increasing government regulation.

He discussed a recent U.S. Supreme Court decision which upheld federal contributions to private sectarian colleges as long as the money

More



W. J. Brown, director of the SDA department of education.

is not used for religious instruction. Oaks noted that the Court's criterion of whether the aid is permissible is whether the religious atmosphere is so "pervasively sectarian" that secular and religious activities cannot be separated.

The Brigham Young president admonished Adventist colleges and universities to make their campus atmospheres so "pervasively sectarian" that they would be ineligible for federal aid and its accompanying

restrictions. The topic was discussed in small group meetings during the week-long session.

Oaks observed that Title IX of the Education Act prevents colleges which receive federal aid from dismissing students or firing faculty and staff because of pregnancy or abortion. He called this an intrusion on the First Amendment rights of religious colleges that wish to set a moral tone in their campus activities.



Felix Robb: "Religious liberty is a vital element of democratic living."

"I see a similarity," Oaks said of the decision, "between this case and the Court's ruling on prayer and Bible readings in public schools. While both are defensible as law, they have nonetheless dealt a blow to religion in the United States."

The Latter Day Saints university president described the need for Christian educators to be "bilingual"—to speak the language of academe in relating to other scholars, professional groups, and government agencies, but also to speak "the special language of faith." Stressing the need for a "revival spirit" in affirming church ties with religion-oriented colleges, he said, "At BYU, we believe character is more important than learning."

A final threat, according to Oaks, lies in the power of private accrediting associations. He related the story of a graduate program at BYU which was reprimanded for having an all-Mormon faculty. The accrediting association also criticized the cultural and religious backgrounds of the students in the department, even though they were 40 percent non-Mormon. The association threatened to cut off its approval of the department in 1978 if affirmative action programs were not begun.

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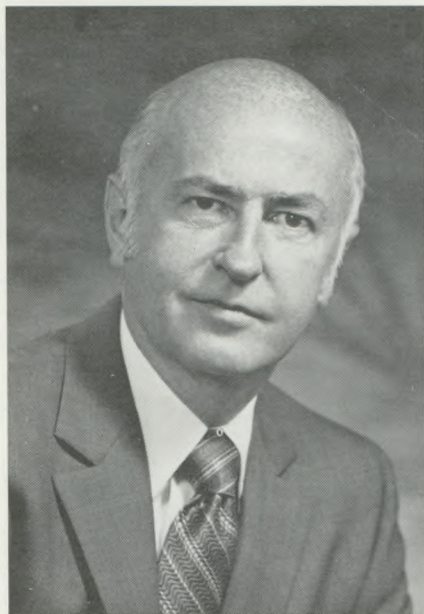
Panel seeks ways of making classes Christ-centered.



"This is the way I see it!"

NADHEC — Continued

Oaks called this kind of action "coercion," saying private accrediting associations often act with the authority and approval of government agencies, and can control the outlay of government funds.



Edward A. Pomeroy, guest speaker for the education division of NADHEC.

Purpose of NADHEC

"The quest of NADHEC," according to F. E. J. Harder, executive secretary of the Seventh-day Adventist Board of Higher Education, "is to seek means by which higher education can be made more distinctly theocentric. Faith in God's creating, sustaining, enlightening, and redeeming activities through the Son is fundamental to our world view, but how to translate this into the teaching and learning processes of classroom, laboratory, library, and campus lifestyle is not always obvious."

Harder said that intervention by the government in church education is increasing. "We believe this to be not only anti-religious but also un-American, judged by constitutional restraints on governmental intrusion."

In the workshop sessions academic departments, board chairmen, deans, and other groups met separately to discuss the problems that each group

faces in relating a Christian philosophy of education to its area. Two sessions were devoted to panel discussions on the topics: "How to Make College Teaching God-centered" and "How to Make Campus Activities Christ-centered."

"Seventh-day Adventist colleges and universities should be unique," said Neal C. Wilson, president of the North American Division of Seventh-day Adventists and also keynote for the opening of the session which registered more than 850 delegates from 11 colleges and two universities in North America.

"Scripture should have the first place in our system of education," he said. "Instruction in the sciences is not to be inferior, but should be secondary to that which fits people for eternity."

Wilson affirmed the value of the writings of Ellen G. White, a 19th-century co-founder of the S.D.A. church and regarded as a prophet by Adventists.

"The distinctive contribution of Ellen White," said Wilson "is regarded as a unique instance of God's self-revelation."

Wilson described academic freedom as it is understood by the de-

nomination. He said that while professors have full freedom of inquiry in all fields of knowledge, the norms by which philosophical and religious viewpoints are evaluated will be sought within the Scriptures and the writings of Ellen G. White.

"The church must maintain the privilege and the right to control the election of trustees and the hiring of teachers," Wilson said, noting the inroads of the federal government on private education.

In addressing himself to the theme of the convention, "God-centered Education," Dr. Frank Knittel, president of Southern Missionary College, Collegedale, Tennessee, spoke of teacher attitudes:

"The total attitudinal thrust of the teacher is of vital concern, because that may be the only tangible evidence which a student has that his teacher is God-centered. In every class session we conduct in every discipline of our schools, the spiritual state of the instructor is very much on the line."

Dr. Knittel proposed ways to bring Christ into every aspect of the educational program, including dormitory life, campus maintenance, and financial affairs.



Informal discussions and get-acquainted times between sessions were a valuable part of NADHEC.

AU Graduates 217 at Summer Commencement

First Women Receive Doctorate

Andrews University graduated 217 candidates for bachelor's, master's, and doctor's degrees at its summer commencement exercises Sunday, August 8, including the first two women to receive the doctoral degree at Andrews.

Sandra Schricker Negley of Niles and Hok Neo Wong of Singapore received doctor of education degrees, as did Stan Showalter. David Birkenstock, receiving the same degree, was graduated in absentia.

Receiving the doctor of ministry degree from the Seventh-day Ad-

ventist Theological Seminary were Gordon Gale Bietz, Lenard Dale Jaecks, and Ned P. Maletin.

Dr. John W. Cassell, Jr., president of Pacific Union College, Angwin, California, delivered the commencement address.

Dr. Cassell called for the graduates to become involved in the affairs of society. "I am reminded," he said, "of the words of the 18th-century British statesman, Edmund Burke, who once said, 'All that is essential for the triumph of evil is that good men do nothing.'"

"Jesus Christ told us to go unto all the world and preach the gospel. We are to preach it, we are to apply it. He not only meant geographically, but, in my opinion, He meant taking it into all areas of our life—into our homes, our factories, our schools, the arts, music, literature, and into government and politics.

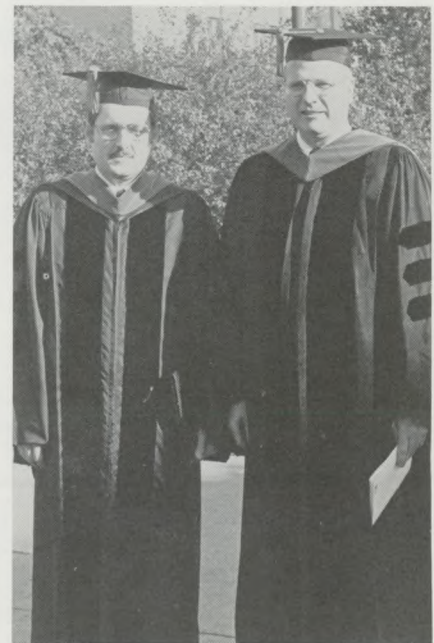
"So direct your energies where they are the most productive," Dr. Cassell continued. "Improve your society by improving the people who live in it, looking ever forward to that day when Christ will return to usher in a truly perfect world."

Dr. Joseph G. Smoot, presiding over his first commencement as president of Andrews, conferred degrees on 18 candidates from the Theological Seminary, 91 candidates from the

More

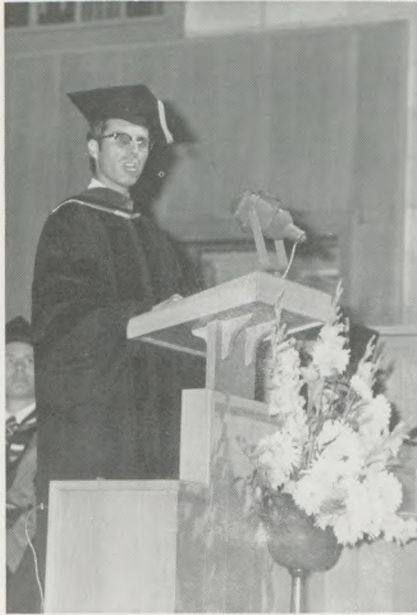


Seven persons from Andrews received doctoral degrees at the summer commencement, one in absentia. Those receiving the DMin degree were (back row, left to right): Lenard Dale Jaecks, Gordon Gale Bietz, and Ned P. Maletin. Those receiving the EdD degree were (front row, left to right): Hok Neo Wong, Stan Showalter, and Sandra Schricker Negley. Mrs. Negley and Mrs. Wong are the first women to receive doctorates at Andrews.



AU president Joseph G. Smoot and John W. Cassell, Jr., meet on the sidewalk prior to joining the academic procession to commencement exercises, August 8. Dr. Cassell, president of Pacific Union College, Angwin, California, delivered the commencement address.

Commencement — Continued



Pastor Craig Willis of Nigeria received diplomas on behalf of four students graduating from the Adventist Seminary of West Africa, Lagos, Nigeria. These were the first four students to receive degrees from the new affiliation of the college with Andrews University.

School of Graduate Studies, two candidates from the College of Technology, and 106 candidates from the College of Arts and Sciences.

In addition to the seven doctoral degrees, 102 graduates received the master's degree, and 108 received the bachelor's degree, including four from the Adventist Seminary of West Africa, Lagos, Nigeria. According to Dr. Smoot, Andrews has arranged to confer degrees on qualified candidates from the Nigerian college, and this summer's commencement was the first such presentation. Pastor Craig Willis of Nigeria received the diplomas on behalf of the four graduates.

Acting on behalf of the Alumni Association, Mrs. Elsie L. Buck, president, presented the university with a flag, one of several that were flown over the U.S. Capitol on July 4. The flag is a gift from Barbara Bengtson, executive secretary to Sen. Robert P. Griffin, R-Mich. Ms. Bengtson is an Andrews alumna.

The commencement ceremonies climaxed a weekend of services for the graduates. On Friday evening, Dr. Mercedes Dyer, professor of education at Andrews, delivered the con-

secration address, and Pastor G. Ralph Thompson, vice-president of the General Conference of Seventh-day Adventists, spoke at the baccalaureate service Saturday morning.



G. R. Thompson, a vice-president of the General Conference of Seventh-day Adventists, was speaker for the baccalaureate service, Sabbath morning.

Below:
A flag flown over the capitol at Washington, D.C., July 4, 1976, was a gift to Andrews University from alumna Barbara Bengtson, executive secretary to U.S. Senator Robert P. Griffin. Presenting the flag to AU president J. G. Smoot on behalf of Ms. Bengtson is Alumni Association president Elsie Landon Buck.



Mercedes Dyer, professor of education at Andrews, was speaker for the Friday evening consecration exercises on commencement weekend.



Above:
A mother gets a kiss and a carnation at the faculty reception for graduates and their parents.

Oc Ed Center at Andrews Gives 47 Awards

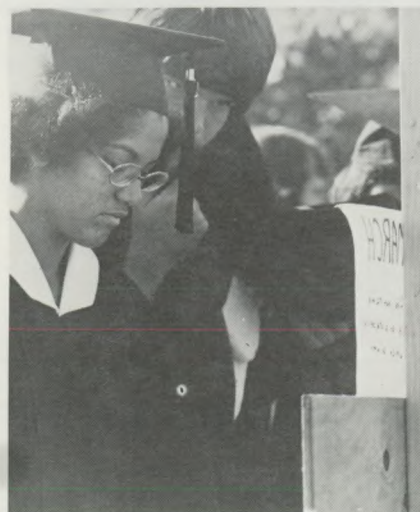
The fifth annual awards reception of the Center for Occupational Education at Andrews was held June 2.

Awards were presented by Dr. William Davidson, dean of the College of Technology, to the following persons:

- *Alf Andvik—auto mechanics, welding
- Robert Ashlin—electrician work
- David Bolton—carpentry
- Julie Brenneman—clerical work
- *Harold Brinley—sign lettering and design
- Sheila Campbell—sign lettering and design

- Ria Casey—sign lettering and design
- *Timothy Christ—electrician work
- Roy Coleman—auto mechanics, welding
- Gregory Fenner—welding
- Karen Skye Fisher—cosmetology
- *Janine Fredericks—clerical work
- Kathryn Grosse—food preparation
- *Edwin Ham—auto mechanics, welding
- Gary Heaney—plumbing
- Maxwell Jardine—electrician work
- Randy Loundsberry—carpentry
- Arnet Mathers—welding
- *Larry Melland—carpentry
- Jon Meyer—auto mechanics, welding

- Wayne Moon—auto mechanics
- Nathaniel Moss—food preparation
- Joan Neall—key-punch-verifier operation
- Janice Oetman—key-punch-verifier and computer operation
- Ronald Olsyne—auto mechanics
- Mark Otto—food preparation
- Elsworth Palmer—auto mechanics, welding
- Walter Parrish—auto mechanics
- David Pearman—carpentry
- Edmund Petti—auto mechanics
- Clarence Province—electrician work, plumbing
- Gary Roy—auto mechanics
- Lex Salisbury—plumbing, welding
- Jay Sauve—electrician work
- Leitha Sawyer—food preparation
- Clarence Schilt—electrician
- Mark Seeders—auto mechanics
- Lawrence Shobe—carpentry
- Emma Simmons—horticulture
- John Starlin—auto mechanics, welding
- *Rex Townsend—food preparation
- *John Valletta—carpentry
- William Vigilia—auto mechanics, welding, refrigeration and air conditioning
- Karl Wagner—sign lettering and design
- Robert Walker—auto mechanics, welding
- Daniel Ward—food preparation
- Jim Zeismer—auto mechanics
- *With Commendation



At the awards reception, Stephen W. Young, director of the Occupational Education program, welcomed the group, and a presentation address was made by F. R. Stephan, director of education for the Lake Union Conference.

Top: Douglas Fattic who teaches bicycle-frame construction at Andrews, works on a frame with Mike Albro, professional bicycle racer from Dayton, Ohio.

Center left: Appropriately, bicycle-frame-maker Douglas Fattic and wife (Sue Cowling of Kettering, Ohio) as of July 26, 1976, do a quick-change act and ride away from their wedding on bicycles for a honeymoon in the West. Sue, a registered nurse, is now employed at Pawating Hospital, Niles, Michigan.

Far left: A couple of summer graduates consult the marching-order chart before commencement exercises.

Prophetic Guidance Workshop Conducted by White Estate Staff

A Prophetic Guidance Workshop held at Andrews University, July 26 to August 5, drew an attendance of approximately 50 persons with 20 registered for credit in the course. Leading out in the sessions were Elders Paul Gordon, D. A. Delafield, and Robert Olson, all associate secretaries of the Ellen G. White Estate in Washington D.C. Arthur White, director of the White Estate, was unable to be present but sent a 60-minute tape which was played to the workshop participants.

Guest speakers at the meetings were: Drs. J. G. Smoot, C. Mervyn Maxwell, Alice Garrett Marsh, Frank L. Marsh, Raoul Dederen, and T. H. Blincoe.

Among the topics discussed during the workshop were "Ellen G. White and Heretical Movements," "The Many-sided Ministry of Ellen White," "Tests of a True Prophet," "Ellen G. White and Future Events," "The Visions," and "The Shut Door Theory." Each day's program included a lively question and answer period.

Prophet or Plagiarist?

A special meeting was held on a Sabbath afternoon for all interested persons during which Dr. Olson examined at some length a book by Ronald L. Numbers, *Prophetess of Health: A Study of Ellen G. White*.

The book, published recently by Harper & Row, questions the divine inspiration of Mrs. White's health messages. It argues rather that Ellen White was a child of her times, often plagiarizing her statements of health counsel. It refuses the alternative position that she was more than a child of her times, indeed, that she was divinely inspired.

A two-column review of the book, published in *Time Magazine*, August 2, 1976, under the title "Prophet or Plagiarist?" suggests that the book poses an important challenge to the faith of the Adventist denomination.

However, Olson pointed out that Numbers has violated four areas of research reporting in his book.



Ellen G. White, prophetess and one of the early founders of the Seventh-day Adventist Church.

1. Misstatement of fact to give naturalistic explanation to Mrs. White's visions rather than attribute them to a divine source
2. Insinuations of dishonesty
3. Intentional belittlement of Ellen White (James White, too)
4. Omission of contrary evidence

In a talk that lasted about two hours before a packed Lamson Hall Chapel, Olson cited passage after passage from Numbers' book and compared the statements and observations there with the actual text of Mrs. White's writings to show some of the fallacies of the book as outlined in the four points listed above.

Not "Running Scared"

Obviously, the denomination is not "running scared" because of the "Numbers Racket," as someone has

suggested. However, to help people understand the implications of the book, the staff of the Ellen G. White Estate, Washington, D. C., has prepared a 23-page booklet clarifying the position of the Church and noting the discrepancies between Numbers' book and the White teachings. States the pamphlet, "Unsupported assumptions are set forth" [by Numbers]. "This occurs both in the absence of documentary evidence and at times in direct conflict with that evidence." An extended critique giving still more detail is being prepared by the Estate staff for the press, according to Olson.

Numbers is currently an associate professor of the history of medicine

More, page 11

Social Work Department Program Cares for Migrant Workers' Children

More than 70 children of migrant workers have been attending a day-care program in Pokagon. The program has been conducted since June by the social work department of Andrews University. It was continued until September 24.

The children ranged in age from about six years to two months, requiring the use of a South Bend diaper service.

Beginning at 6:30 a.m., two station wagons picked up the children from various camps, since most of the migrant workers do not have transportation. The children were returned home between 3:00 p.m. and 5:30 p.m.

The Andrews University food service provided a small breakfast, a hot lunch, and an afternoon snack.

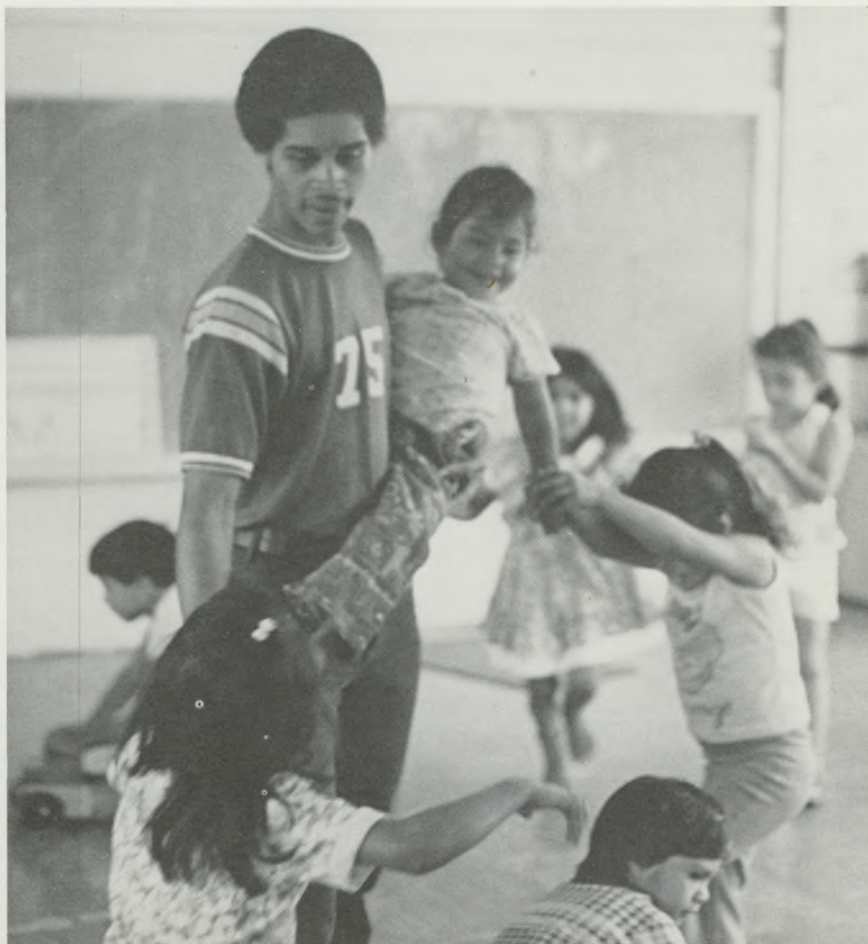
"The purpose of this program was to provide a community service as well as a means for the social work



A young "swinger" has fun at Day-care Center.

student to gain experience," said Reger Smith, associate professor of social welfare at Andrews.

Seven students from Andrews University, including some social work students, served as supervisors or aides. Three migrant women and several students' wives were also on the staff. The complete staff of 21 included a registered nurse on full-time duty.



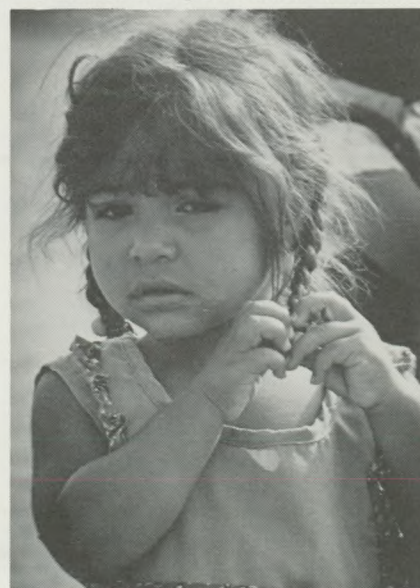
Wayne Harris, sophomore/chemistry major, helps look after children in a Day-care program sponsored by the AU social work department for the children of migrant workers in the area.

Frank Veliz, who himself grew up in a migrant family, did his social service field work as director of the program. Veliz is a senior social work student at Andrews.

"We served a small portion of Berrien County," states Veliz. "I had calls every day from families outside our area for services to their children. We could have used three more centers in the Berrien County area." The program also served parts of Cass County.

Activities in the center included crafts and stories read in both Eng-

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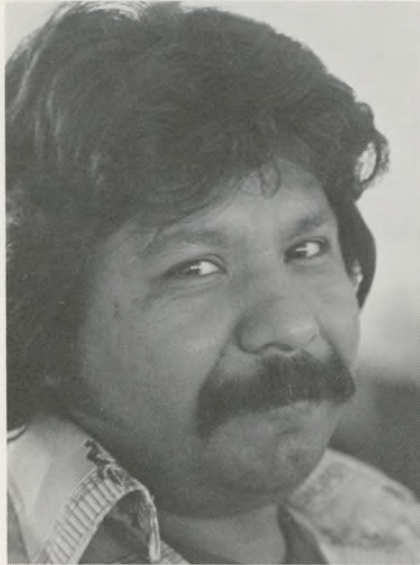


One little girl coming for day care admits 6:30 a.m. is a bit early to get up and get started!

Migrants' Children — Continued

lish and Spanish. In addition, staff members took the infants to a Berrien clinic for immunizations and physical exams.

State day-care inspectors were favorably impressed with the program, according to Veliz.



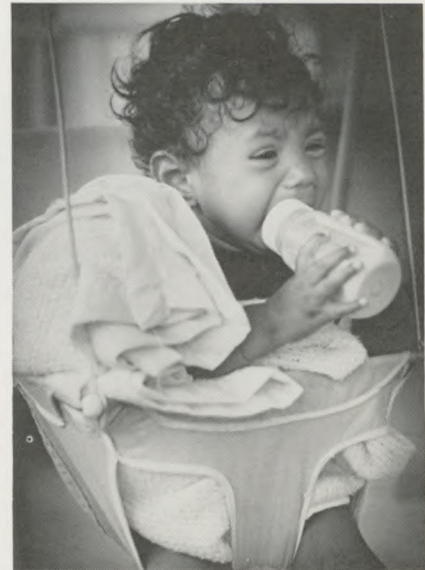
Frank Veliz, who himself grew up in a migrant family, did his social service field work for a degree in social work as director of the Day-care program. Veliz is a senior at Andrews.

Veliz also reports a positive attitude toward the program among the parents. An open house for the parents was held August 15.

"What we greatly needed was more contact with families—people to visit them and/or to provide transportation for the parents to the doctor," Smith said. "We also needed a strong volunteer corps to spend time in the center and to gather things like toys and clothes for the babies."



"I have great fun at the Day-care Center!"



"There are moments I'd rather be home."



Prophetic Guidance

from page 9

and the history of science at the University of Wisconsin. Previously he taught at two Adventist colleges and is the son of a minister and grandson of a president of the Adventist denomination.

A tape of Dr. Olson's talk at Andrews is available for \$2.56 plus 50¢ postage. Order from WAUS, Andrews University, Berrien Springs, MI 49104.

One Day at a Time

by JOYCE ROCHAT*

At the Heshbon dig there are some things in large supply—sand, heat, camels. Sometimes even excitement. Other things, like money and water, are alarmingly scarce and about equal in value. When either one or the other runs out, the morale graph dips. But the Lord takes care of us, one day at a time.

Water runs out daily and we joke around a lot about being dirty. One of my friends pointed out that her lack of a shower was more my problem than hers. But yesterday it ceased to be a joke. We got so low we began to wonder about the drinking and cooking supply.

That is why Mahmud came back early from the **Tell**, which is the Arabic name for the mound where the digging is going on. Mahmud is the senior representative of the Department of Antiquities. In his official capacity, he inspects the property upon which people want to build, and if he thinks there might be ancient relics buried on the site, he has to refuse permission to build there. This makes him unpopular with some disappointed people. To us, however, he is pure gold; he is today's camp hero.

Because he knows the Fire Chief who is in charge of water distribution, Mahmud went into town to talk to him about getting some water out to the camp before the group came in. "There are about a hundred people out there," he explained, "and digging is very dirty work."

The Chief refused to give us any more water, however. We had had our quota, he said, and he was disgusted with the amount of water these Americans consume. Mahmud exhausted all the official and unofficial arguments, but the Chief remained unmoved. Mahmud switched to a more intimate appeal. "We've been friends for a long time," he told the Chief. "I would appreciate it

if you could do this for me as a personal favor."

The Chief refused to be moved by that either, though he likes and respects Mahmud. "But these Americans use more water than they can possibly need. One American uses more water in a day than one of us uses in a week. They have to drink so much, and wash themselves and their clothes all the time and brush their teeth every time they eat. Nobody needs all that water. They must

said, "You know we haven't had a game of backgammon for a long time. I miss it."

The Chief's eyes lighted up. He missed the game, too. "You'd like to play now?"

Mahmud thought it over. "Yes," he said finally. "I would like to play. But on one condition."

"What condition?" the Chief sounded suspicious.

"Well, if I lose or if we tie, you don't have to give us any water. If I

long on sand, heat, camels short on water



Empty water taps await workers at the Heshbon Dig when they return from the Tell, tired, hot, and dirty. Standing at right is Mahmud, camp hero on a day when he secured an extra allowance of water for them by beating the Fire Chief at a game of backgammon.

learn to live like everyone else while they are here with us in this country."

Mahmud could see there was no use in pursuing his argument any further. The Chief was obviously determined and his word was final law where the water supply was concerned. He dropped the subject. "O.K., let's just forget it. We won't ruin our friendship arguing over a little thing like water. How've you been lately?"

They chatted for a while about this and that; and finally, Mahmud

win, you give us water now so that when the people come in from the Tell they will be able to wash."

The Chief laughed. "Back to that, eh?" But he wanted a game of backgammon. "We will play three sets. You will give me a handicap, O.K.?" Then I will accept your terms."

Mahmud agreed to that. "I'll give you a handicap of two points to start with. But I warn you. I am going to win."

* Dr. Rochat, assistant professor of English at AU, was with the Heshbon dig this summer, serving as correspondent for the expedition.

Professional Secretarial Test Times Pose Problem for Adventist Students

Tests for Certified Professional Secretaries have been changed back to Friday and Saturday. For a number of years various teachers and General Conference personnel worked with the National Secretaries Association for permission to give these tests on days other than Saturday.

For three years Andrews University and Walla Walla College were designated as special testing centers on Thursday and Friday. Last year the testing dates were changed to Monday and Tuesday which made it unnecessary to use SDA schools as testing centers. However, there were so many complaints from other sources that the tests will go back to the Friday and Saturday schedule.

Heshbon Cruse Dry

from page 12

"We'll see about it," the Chief said.

In the first set, Mahmud won two points and, with the two points he had given the Chief, the score was even. He also won the next set and the score was then 4-2 in Mahmud's favor.

"One more set," the Chief said. "I want a chance to catch up." So they played again and Mahmud won two more points. Mahmud had six points; the Chief's score still stood at the two handicap points that Mahmud had given him to start with. MAHMUD HAD WON AND THAT DAY WE AGAIN HAD WATER.

And so we go on, knowing that somehow each day our needs will be supplied—though perhaps not abundantly. Each day we seem to have just enough water to get us through. Each day the budget seems to stretch enough to cover another twenty-four hours. Each night when "Dr. Larry" faces a mountain of problems, he knows that somehow, tomorrow, a few more of them will be solved. But we need you. When you talk to the Lord in the morning, think of us. When you turn on the endless flow from your water taps, ask Him to raise the waterline in the Heshbon cruse.

Unless approval can be secured for special testing centers, Seventh-day Adventist secretaries will not be able to take these tests in order to earn this highest rating in the secretarial area.

If sufficient SDA secretaries request the privilege of taking these tests on a Thursday and Friday, approval will probably be given. At least encouragement has been given to believe that this will be done. Applications should clearly be marked Seventh-day Adventists. There is no special place for this information on the application. Just write it clearly at the top of the blank.

Applications for CPS tests must be in the Kansas City headquarters by December 1, 1976, to qualify for testing in May 1977. Requests for application forms may be sent to Certifying Secretaries, G10 Crown Center, 2440 Pershing Road, Kansas City, MO 64108.

For further information, write to Secretarial Studies Department, Andrews University, Berrien Springs, MI 49104.

Student Promotes Andrews in Holland

Tony Eijkeleboom, a music education student at Andrews, returned to his native Holland for a two-week vacation this summer and offered to do a little promoting for Andrews University while there. Tony took a selection of slides—including scenes of the campus, campus life, and some depicting the various courses offered at AU—to show at local churches.

Tony's parents reside at the SDA Theological Seminary, "Oud Zandbergen" (literally Old Sandhills), which is 15 miles out of the city of Amsterdam. The Seminary property used to be an old estate belonging to a secretary of the Queen of Holland and includes an ancient staircase dating back to the year 1764.

While in Europe Tony attended a youth congress in Germany and had opportunity to give his program at this large gathering of young people.

Elder Robert Pierson, president of the General Conference of Seventh-day Adventists, baptizes his grandson in the baptistry of Pioneer Memorial Church, Andrews University.



NEW BOOKS

Marsh Writes Book on Variation and Fixity in Nature



Frank Lewis Marsh

Frank L. Marsh, professor emeritus of biology, Andrews University, is the author of a new book, *Variation and Fixity in Nature*, published by Pacific Press, Mountain View, California.

The general theme of this book is Dr. Marsh's favorite topic, origins. Did the basic kinds of living things evolve or, as affirmed in Genesis, were they specially created? The fact of variation is most obvious in nature, and the problem arises, Is there a limit to how far variation can go? Can it go so far as to produce a man from some ape-like creature?

In the problem of origins, semantics (the meaning of words) exists to a considerable degree. Evolutionists assert that "new species" do originate. But what is a species? Here considerable confusion occurs even among scientists. Marsh discusses species in the first three chapters of his book, and clarifies the meaning of the words microevolution and macroevolution. Is it correct to refer to creationists as microevolutionists?

Because all genetic variation arises in the genes, Marsh devotes a chapter to a simplified consideration of the

physical structure of the hereditary substance DNA (deoxyribonucleic acid). This is followed by a chapter describing changes in the hereditary material which actually result in variation in plants and animals, and reveals how far this change can really go. A discussion of the degree to which hybridization among organisms can occur makes an interesting chapter.

Evolutionists consider that some of their best evidence for evolution is found among the fossils. Marsh discusses this in a chapter and quotes a number of recognized evolutionist paleontologists on this problem. Then follows a chapter calling attention to the fact that although variants of almost every kind of plant and animal are everywhere in sight, still a very clear-cut fixity actually exists among these variants. Just so far they changed, but no further. A chapter on comparative anatomy follows the one on fixity and gives consideration to the statement of the evolutionist that only a short step in logic needs to be added to the natural evidence to prove the case for evolution. Emphasis is given to the well-demonstrated fact that even though a conclusion for evolution may be logical, still to take such a step is to depart from biological facts. Evolution may be logical but it is clearly not biological.

A chapter on thoughts to ponder closes the text of this timely book. A very helpful glossary follows, and following that is a breakdown of the references, chapter by chapter. Then, as all quality books should do, this one ends with a useful index.

This book points out the actual discontinuity among living things and the biological impossibility for basic types to cross; it also points out the improbability of the production of new basic types. Marsh is a pioneer in clearly pointing out the living descendants of the original Genesis kinds. Because this book is filled with natural facts which argue for special creation and against organic evolution, it should prove helpful to all Bible-believing students of origins.

Other creationist books by Dr. Marsh are: (1) *Fundamental Biology*, (2) *Evolution, Creation, and Science*, (3) *Studies in Creationism*, (4) *Life, Man, and Time*, and (5) *Evolution or Special Creation?*

Creation Research Society Dedicates Quarterly to Marsh

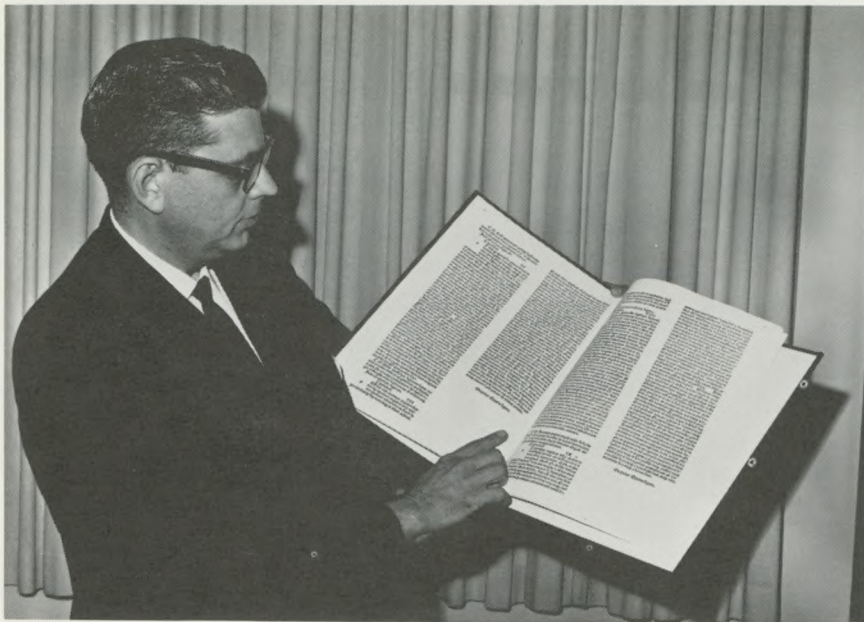
An issue of the *Creation Research Society Quarterly* was recently dedicated to Dr. Marsh. The editors note that Marsh was one of the ten founding members of the Creation Research Society. He was present at the first organizational meetings in 1963 at Asbury College in Kentucky and at the home of Dr. John J. Grebe in Midland, Michigan. Marsh was a member of the Board of Directors of the Creation Research Society from 1963-1968. He was one of the contributing writers of the Creation Research Society Textbook Committee which produced the secondary level biology textbook, *BIOLOGY: A Search for Order in Complexity*; and he has contributed seven articles to the *Creation Research Society Quarterly*. He was elected unanimously a Fellow member at the 1976 annual meeting of the Board of Directors.

Perhaps, say the *Quarterly* editors, Dr. Marsh is most widely known in scientific circles through his writings on insect parasitism and hyperparasitism; insect food-chain interrelationships; and insect life cycles. His articles have appeared in *Annals of the Entomological Society of America*; *Canadian Entomologist*; *Ecology*; *Journal of the New York Entomological Society*; *Psyche*; and *Botanical Gazette*. His basic interest has been the search for limits of variation in the plant and animal kingdoms.

More than 125 philosophical articles by Dr. Marsh on creationism have appeared in religious journals, and he has authored eight creationist books. Several of his books have been published in foreign language editions.

Books — Continued

Strand Expands Book on Revelation



Kenneth A. Strand

Interpreting the Book of Revelation, a new enlarged edition of *The Open Gates of Heaven* by Kenneth A. Strand, professor of church history in the Theological Seminary at Andrews University, was published in early August.

In addition to expansion of material on principles of interpretation, this new edition contains a brief study and diagram of the literary structure of the book of Zechariah prepared by Philip Payne, a teacher in Texas, and a master of divinity graduate of Andrews. "There is a closeness in some of the imagery of Zechariah and Revelation," said Dr. Strand, "and Philip Payne's work is of special interest for this new volume."

Several of Dr. Strand's previously published works deal with the Revelation, including another one on principles of interpretation, *Perspectives in the Book of Revelation*, which appeared in 1975.

Strand presented papers on the Revelation at the 13th Congress of the International Association for the History of Religions held in Lancaster, England, in August, 1975. He

also gave a presentation at the May, 1976, annual joint meeting of the Northwest Section of the American Academy of Religion and the Society of Biblical Literature held in Eugene, Oregon.

In his two books on principles of interpretation for the Revelation, Dr. Strand called attention to the value and importance of Ellen G. White's "philosophy-of-history" approach to the book of Revelation.

Strand has gained international recognition for his scholarly work in biblical studies and church history and is included in more than a dozen international and American directories of scholars and writers.

Klimes Appointed to Evaluation Team

The North Central Association of Colleges and Schools has appointed Rudolph E. Klimes, professor of educational administration, to serve as chairman of one of its on-site high school evaluation teams. In the past Klimes has served as an evaluation team member in charge of institutional philosophy, goals, and objectives.

Largest U.S. Collection of Catholic Epistles Now at Andrews

The James White Library at Andrews University now has the largest collection in the United States of microfilmed Greek manuscripts of the Catholic Epistles.

Drs. Sakae Kubo and W. L. Richards have collated microfilmed manuscripts in Munster, West Germany, site of the world's largest collection.

The recent acquisitions bring the total number of these ancient manuscripts at Andrews to 115, with more to come in the near future. Many of these manuscripts contain the entire New Testament. Most of them, however include only the Catholic Epistles—1st and 2nd Peter, James, Jude, 1st, 2nd, and 3rd John. (The term "Catholic" used in this context refers to all epistles not written by Paul.)

The manuscripts, which date from the fourth to the fourteenth centuries, A.D., come from monasteries, convents, and libraries in such countries as Great Britain, France, Greece, the Soviet Union, Italy, and Germany.

The collection includes manuscripts not found anywhere else in the United States. They are currently being classified as to character, quality, and history of the texts.

Seminary students have already found the manuscripts useful in classes studying the New Testament.

Dr. Richards is associate professor of New Testament and Dr. Kubo is professor of New Testament at A.U.

NADHEC Note

Lois Lund, dean of the College of Human Ecology at Michigan State University, was the keynote speaker on Tuesday, August 10, at the opening session of the home economics section of the Higher Education Convention held at Andrews University, August 9 to 16.

Dr. Lund's topic, "The Emerging Profession—Independence vs. Interdependence," pointed up the professional responsibility of home economists in working with and for families.

A Research Report

HYPERKINETIC CHILDREN

A Synopsis of Possible Causes, Treatments, and Educational Aspects

by GEETA R. LALL



Dr. Geeta Lall

Eleven-year-old Max Kinesis acts and talks on impulse. He is impatient, easily upset, and is in continual motion. For more than a few minutes it is impossible for him to concentrate. At home he is restless, whiny, disobedient, and constantly in trouble. In school he is readily distracted, rarely finishes his work, and tends to clown. And in class he talks out of turn. The situation sums itself up that Max is generally a discipline problem.

What's wrong with Max? Nothing perhaps. Perhaps something.

That something is often described as hyperkinesis. Hyperkinesis is also known as hyperactivity and minimal brain dysfunction. The term is derived from hyper + kinesis (a Greek root meaning "action").

In recent times hyperkinesis has formed the subject of varied and interesting studies. One such study by Dr. Mark Stewart is important in that it develops specific guidelines concerning the behavior of hyperactive children. In this study the behavior of a sample group of hyperactive children was compared with that of a control group of normal children. The children were selected on the basis of predetermined symptoms. The results of the study indicated that the hyperkinetic or hyperactive children were markedly different from the control group (Stewart, 1970).

Dr. Stewart found the following questions represent the most significant differences between the behavior patterns of the hyperactive and the control groups. The guidelines are age-related and categorized on that basis.

Questions Relative to a Preschool Youngster

Does the child consistently stay up half the night and then wake up at the crack of dawn?

Is he far more active, restless, and energetic than other children of his age group?

Does his attention span seem shorter than that of other children his age?

Does he throw temper tantrums for trivial reasons and do this regularly and often?

Is the child so hard on things that he has worn out or broken his playpen, crib, or tricycle, etc.?

Is the child persistently impulsive? Does he run into the street, play with electrical sockets, jump from dangerous places, or drink household cleaner, etc.?

When the child is outside, does he need supervision more closely than other children for fear he will run off or do something wild?

Does he bite, kick, scratch other children, or attack them often?

Is he unusually willful and disobedient?

Questions Relative to a School-age Youngster

Does the child find it hard to sit still? Does he seem to have boundless energy?

Does his attention span appear shorter than that of other children his age, especially for things which require effort?

Does he talk, fidget, rock, drum his fingers?

Does his emotion swing rapidly from excitement to anger? Does he cry easily and often?

Is he hard to get to bed at night?

Is it his habit to continually get up from the table or play during mealtimes?

Does he have trouble at school, either in his academic work or in his behavior?

Does the child usually leave projects unfinished?

Does punishment seem to have little beneficial effect on his behavior?

Does he seem unhappy much of the time? Is he whiny and irritable? Does he complain that "no one likes me"?

If several of these questions are answered by an emphatic "yes," then the child could probably and readily be termed hyperactive. Professional counsel in most cases is recommended at this time (Stewart, 1970).

Causes and Treatment of Hyperactivity

Drugs for treating hyperactive children were first used in 1937 at a children's residential treatment center in Providence, Rhode Island. The man operating the center tried amphetamines on a group of children who were unmanageable. He found, much to his surprise, that the drugs were extremely beneficial and had a "paradoxical effect." They sped up adults but slowed

down some hyperactive children (Wender, 1974). Since that time many new drugs have been developed and studied.

In March 1971 a panel of experts appointed by the Health, Education and Welfare Department of the United States declared amphetamines to be a safe and proper treatment for hyperkinetic children. The HEW panel stated that "fears commonly expressed about the use of drugs for children, such as the possibilities of misuse, addiction, toxicity, and emotional handicaps . . . (are not dangers) if the treatment is properly applied (Bazell, 1971).

The administration of drugs for treatment may tend to lend credibility to the theory that hyperkinesis is a specific disease. However many authorities, including psychiatrists and physicians, now feel that hyperkinesis is a syndrome or a collection of symptoms—not a disease—which may be the result of a specific disorder of the central nervous system. Many psychiatrists believe that even though "stimulants are not getting at the causes of a hyperactive child's problem," (they have) "seemed at least to interrupt the characteristic record of failure in school and make it possible to treat a child by other methods" (*Scientific American*, 1974).

Is there, then, adequate justification in prescribing amphetamines or drugs of similar nature to hyperactive children, when the drug is not really dealing with the causative factors? Are the drugs masking the real problem by covering up some of its symptoms? These questions are basic to the criticism leveled against the practice of drug therapy. The feeling is strong among experts that stimulants should never be prescribed to hyperactive children. Some experts hold that the hyperactive child's problem can almost always be identified if the physician is willing to take the time and trouble to run through diagnostic tests and evaluate the resulting quantitative data. The underlying problem may turn out to be psychiatric, neurochemical or neurophysiological. Since hyperactivity is usually indicative of brain dysfunction, it is only sensible to look for the malfunctioning in the neurophysiological processes related to the brain (Walker, 1974).

Walker (1974) found that improper oxygenation can cause changes in behavior. One such case involved a five-year-old hyperactive child diagnosed by a neurologist as schizophrenic. The neurologist reported to the parents that nothing was physically wrong with their daughter. Love her and make the best of it, he said. This same child was brought to Dr. Walker, who did a complete physical and neurological examination. Problems were discovered with the retina in the eye (diagnosed improperly by an ophthalmologist) which told him the retinal veins were congested with blood. The doctor immediately recalled that this condition at times indicates a heart problem. The child did have a slight heart murmur which a pediatrician had previously found and thought benign. Next, she was referred to a cardiologist who determined that she had an extra vessel between the heart and the lung which was preventing a normal flow of oxygen to the brain. Surgery was performed to

correct the defect, and the child's hyperactivity, fatigue, rages, tantrums and other symptoms which she experienced from birth, disappeared. Thus a child diagnosed as a hyperactive, hopeless schizophrenic became a "normal" child. In addition she was saved from certain death a few years later due to her cardiac condition.

Another condition that can lead to hyperactivity is a low level of glucose or an inability to tolerate and assimilate sugar. The function of the brain is directly affected by the level of glucose in the blood stream. If the level is abnormal there may be subtle symptoms of brain dysfunction, including hyperactivity. Walker's treatment of an eight-year-old boy illustrates this fact. The boy was determined to be pre-diabetic and he was placed on a high-protein, low-carbohydrate diet. Soon his hyperactivity abated. He began doing well in school and his aggressive tantrums stopped.

Studies reveal that hyperactivity is caused by a number of other factors as well. Deficiencies in vitamins, minerals, body enzymes and particularly calcium seem to have a direct influence. Glandular problems, brain lesions, cyanosis at birth, mixed dominance (bilaterality), and artificial food flavors and colors are other neurophysiological causes related to the brain dysfunction (Walker, 1974). Prenatal developmental problems, inherited traits, and home atmosphere can also cause hyperactivity. Even emotional problems can be causative factors although they are normally the result of hyperactivity rather than the cause of it.

Another possible cause of hyperactivity, one under research at the present time, is the type of artificial light used in schools. It has been shown that hyperactivity can be stimulated by certain kinds of fluorescent lights. Thus far in the study the hyperactivity appears to be due to a radiation stress condition. The premise is that fluorescent lights give off X-rays that may trigger this condition. There is evidence to substantiate this through a study done over a period of fifty years by time-lapse photographer John Ott, president of Health and Light Research, Inc., Sarasota, Florida. In his work with the effect of different kinds of lights on plants, Mr. Ott found that certain rays are missing in many artificial lights, and growth of plants in these situations is poor. In continuing his experiment with rats, mice and rabbits, he discovered that male animals in particular become irritable and tend to cannibalize their young when kept under standard fluorescent lights for various periods of time.

In 1972, in Sarasota, Florida, Ott was able to determine that some of the hyperactive children in a special school came from homes that had leaking X-ray television sets. When the sets were removed or repaired, the children were no longer hyperactive. Ott's work still needs to be expanded and confirmed by other investigators before conventional fluorescent lighting can be definitely indicated as a cause of hyperactivity (Arehart-Treichel, 1974). But, if the results do lead to an indictment, there should be some interesting and enormous aid for children and teachers in the classroom setting.

Educational Aspects for Hyperactive Children

Educators have a special responsibility to hyperkinetic children. In the classroom setting ways must be devised to help them reach their potential as successful children.

To better understand the hyperactive child the teacher needs reports from the professional personnel who work with the child. He also needs to work closely with the parents. After obtaining as much background as possible concerning the hyperactive child, and also evaluating the data in terms of home, school, and community resources that are available for use, a much better program can be devised to meet the needs of children, parents, teachers, and the community.

Several methods and techniques can be used in the classroom to help the hyperactive child. First of all, it is necessary for a teacher to individualize instruction. A teacher who uses this technique usually understands that each child has his own way and rate of learning. Knowing that each child has different abilities and deficiencies, he adjusts his teaching approach to suit the needs of each child as much as is possible (Keogh, 1971).

Signing contracts with these students which are set up under the terms of both the teacher and the student is one method which seems to work well with hyperactive children. The child agrees to complete a certain amount of work or do a project within a specified time period. This allows the student to work with freedom. He does not contend quite so rigidly with the constraints put upon the "normal" child.

Hyperactive children are often used to being punished for something they did or did not do. In most cases punishment is non-effective (Stewart, 1970). If this is the case, the behavioral modification program, or some form of it, in terms of rewards will prove helpful to the child. It will point to the "good" he accomplishes rather than emphasizing the opposite behavior. Rewards in the classroom need not be something to eat (although with very small children this is more concrete) but may be privileges or special free time to do "his own thing." Teachers need to remember to reward the effort put forth as well as the actual achievement of some goal. Too often this is forgotten.

The seating arrangement is also very important in helping a hyperactive child perform to the best of his ability. It is necessary that such a child be placed in a position to compensate as much as possible for his overactive personality, distractability, impulsiveness and excitability.

Children need quiet places to be able to work by themselves when they are engaged in projects that require close concentration. This must be a place where they will not be disturbed by other children in the room. Study carrels are ideal for this. Some children will discover their own private places by retreating to a corner in a workroom or even by crawling under a table or desk. A special place can also be used as an isolation spot for the purpose of giving the child time to "get himself together." In addition to being away from the rest of the class, the special place provides a release from distractable objects.

The teacher himself must be able to keep order without shouting at the children. A hyperactive child usually lacks in self-control, and reinforcing his negative actions by shouting simply adds to his own lack of self-control. It is humiliating to a child to be thus singled out in front of the class.

One of the most, if not the most, important aspect in teaching the hyperactive child is that the program must include as much physical activity as possible. This is necessary to allow for expenditure of the excess energy that builds up within such a child. It is a well-known fact that children learn more by doing than by reading and listening. Therefore if the child is actively involved in constructive projects, he will learn more, enjoy school more, and most likely get along better.

A good physical education program is usually more beneficial to the hyperactive child than to the "normal" child. If a physical education program is not possible on a daily class basis, some organized activities may be arranged at recess. Such activities must include vigorous exercises (Stewart, 1970).

Lengthy assignments are almost impossible for a hyperactive child to complete. Reading, writing and other academic subjects can be taught through projects, assignments and homework if they are brief and to the point. Repetitious assignments also should be avoided as they confuse and frustrate the child.

The teacher is in a key position to help a child in trouble. Simple interest and affection can go a long way. Whether a teacher is a male or a female is not as important as the teacher's ability and personality. However, studies have shown that boys, especially hyperactive boys, respond better to men teachers in the classroom (Stewart, 1970).

It is possible for the child to obtain help through special classes on a full- or part-time basis. It may even be necessary to provide personnel and time for counseling with the children who have become emotionally disturbed as a result of their hyperactivity and frustrations from not being able to do as well in classwork. Community and social agencies are always available and willing to work with the school and parents in helping hyperactive children (or any child) in growing up and developing into successful and normal human beings.

For the relatively few hyperactive children who fail to respond to this type of positive program in the school, it may then become necessary to resort to special remedies. A well qualified doctor, after extensive and thorough examinations and diagnosis, may prescribe appropriate treatments, including drug therapy and orthomolecular psychiatry.*

* For more information regarding hyperkinetic children and how to help them, contact Dr. Geeta R. Lall at Andrews University Education Department.

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FOCUS

Using Music in the Church to Preach the Word of God

By Oliver S. Beltz

Opening address of the Convention of Seventh-day
Adventists Church Musicians' Guild
July 30 to August 1, 1976



“Essentially church music is more than a fine art. It is the very Gospel of Jesus Christ in appropriate sound.”

Tonight we greet and welcome to this campus concerned Church musicians from across the nation, most of whom serve their churches without remuneration and have come here at their own expense to demonstrate a loyalty and a deep-hearted concern for the music of the Seventh-day Adventist Church. This is, therefore, an historic occasion. Never before have the unpaid ministers of music, choral directors, organists and pianists met together in nation-wide fellowship. Most of them are members of one of the ten chapters of the Seventh-day Adventist Church Musicians' Guild, which have come into being in the past three years, the alpha chapter being now six years of age.

What shall one say to honor these earnest-hearted, high-minded people? What shall one utter to nerve their future endeavors and dedication? Shall we speak only smooth words? Would such words reward them? How shall one speak of them to the Church, or explain their devotion to the Church? How plead for them their glowing ideals, hopes, and resolves? How make our words ring with the power of our Lord in zeal for their Father's house (John 2:14)? How make our words as plain, as unequivocal as Jeremiah's when Israel was profaning God's holy name and claiming their right to do so; when a family enterprise was making cakes to offer to the queen of heaven and pouring offerings that provoked the sorrowful anger of Heaven; when Israel walked in the counsel and imagination of their own hearts—to their own confusion of what is holy and what is profane—or secular?

Ezekiel, too, was sent to reprove this same kind of confusion—a confusion that *saw* no difference and *made* no difference between the holy and the profane (Ezekiel 22:26).

What was the response of ancient Israel? Read it in Jeremiah 44:16-19. “We will *not* hearken unto what you have spoken in the name of the Lord, but we will certainly do whatsoever thing goeth forth out of our *own* mouth to burn incense unto the queen of heaven and to pour out offerings unto her . . .” And so confused were they that they thought they enjoyed more blessings when they did so than when they did not.

Many devout church musicians of this day have recoiled to learn that Seventh-day Adventist choral organizations have poured out fourteenth-century choral praises to Mary, *Regina Coeli*—the music of great classic

beauty, the words in Latin so no one of the watchmen on the walls should suspect.

With the ensample of old time, written for our admonition before you, I turn to my examples for the keynote of the evening. My concern, my admonition, for the direction church music is taking divides into three areas for consideration.

- First: What history teaches us of the age-long conflict of the Church with secularism. Since the days of Jesus secularism has been insinuating itself into holy places, seeking to subvert the Church from the course and planned direction of the divine Founder. (The experienced student of hymnology will wonder at the evidence omitted in this paper, but the bounds of space and time must be set somewhere.)
- Second: The situation that exists in the Churches today—dare I say, even in our own?
- Third: The opportunity and challenge facing the Seventh-day Adventist Church Musicians' Guild.

Church Conflict with Secularism

Secularism like the ram of Daniel 8 has pushed westward, northward, and southward against the Church for 2000 years. The detailed study is both fascinating and alarming. There is time here only to dip into certain centuries to view the methods related to the music of the Church. Jesus faced the problem in His day and decided a vigorous expulsion was the proper way to cleanse the temple of unholiness. He emphasized the conviction with a whipcord and Scripture.

After Jesus left His disciples, the Church organization and worship was at first Jewish, and until the destruction of the temple and the fall of Jerusalem the Church membership numbered "a great company of priests who were obedient to the faith" (Acts 6:7). The priests were the trained musicians of Christ's day, and one may infer that these Christian priest-musicians led out in the praise and worship of God that swelled among the thousands of believers after each wave of persecution. (See for example Acts 2:47 and Acts 4:24-30. These last verses, by the way, are the first recorded Christian hymn, and are redolent with Scripture, quoted and paraphrased.)

But even before then Greek philosophy and religious secularism had been eating at the vitals of faith and belief. Jesus called attention to this threat. See Matthew 5:43, 44. Jews of the Diaspora had been bringing to Jerusalem at the Passover time echoes of Platonism. Infiltration of the thinking of the Greeks and Romans had confused and warped the ability to detect the difference between the holy and the profane, that is, the secular.

From the opening of the second century the real leaders of the Church were not Jews, but converts from paganism. In the second century Pliny the Younger reported to the emperor that the Christians sang "inter vicem," which we understand to mean that they sang antiphonally, to "One called Christ." This report came from Asia Minor, indicating that even that soon, along

with the mystery of iniquity, the music of the Church was being patterned after Greek models. There is evidence that the Greek prose hymn was already more widely used than was the Jewish chant.

During the first three centuries the church wrestled with such problems as the intrusive influence of the Greek drama, certain forms of entertainment, the dance, dance rhythms; even the wedding music was such that Church leaders advised Christians not to attend pagan weddings (though some, of course, did and further confused their perceptions). The musical instruments in the entertainment world developed in the minds of Christians such connotations of profaneness that many leaders rejected their continued use in Church assemblies.

In the third century one Bardesanes (154-222 A.D.) composed his own 150 poems that were travesties of the sacred poems. Some of these were trifling, some vulgar, others blasphemous. His son Harmonius, a musician, set these psalms to music, taught them to children, then paraded them through the streets singing his father's hymns.

Another surge of secularism came with the hymns of Synesius, a bishop who lived from 375 to 430 A.D. "The ten hymns of this eloquent and philosophic writer" are, says Julian, "beautiful examples of that speculative adoration of . . . God which Platonism inspired;" though of great spirit and beauty "they lie in the borderland of Christianity and Neo-Platonism, and often it is the Platonic thought rather than the especially Christian thought that inspires his most refined passages" (Julian, 457). With these there now appeared the first recorded effort to set forth Christian thinking in the finest Greek art of that century and the introduction in worship services of the aesthetic philosophy of "art for art's sake." Under the leadership of Ambrose, the "Father of the Latin Hymn," the church in some places rejected the invasion of Greek art. (Of course this opens a philosophical and psychological problem we cannot pursue here, but it needs consideration by our finest Christian thinkers, Christian artists, and theologians.)

The seventh century witnessed the beginning of a long eclipse of congregational singing which remained rather silent until the outburst of Reformation church music.

The eighth century saw—or heard—another development. The monkish composers and singers of the plainchant took to improvising and embroidering the sonority and stateliness of plainsong, with, in many instances, great artistic and aesthetic charm and complexity. This further quashed congregational singing and ran eventually into such excess that the Council of Trent suppressed from accepted usage all but five of the hundreds of sequences.

Hymnology of the Middle Ages overflowed with the veneration of saints and the worship of Mary. This phenomenon might not exactly be labeled secular; it is more; it is blasphemous. These hymns taught that Mary (note again, the "queen of heaven") pre-existed with God as the Creator, that all things were created in her and by her and that God rested in her on the seventh day (Julian, 413)! In our research we were struck over and over by the comparatively few hymns in which

Christ alone received the highest praise. Hymns were no longer confined to direct worship of the Creator, of Christ, or of the Holy Spirit. Hymn writers engaged in numerous eulogies to the "Wounds of Christ" and other such entities. We mention these developments only to show how the minds of professed Christians can become confused.

The twelfth and thirteenth centuries might be called the age of the French troubadours and trouveres and German minnesingers, all wandering minstrels who went from court to court singing their songs, wholly secular or semi-religious, usually in dance rhythm, to the lyre or crude harp. These rhythms accustomed the ears of the singers, their hearers, and the local church musicians to secular music as preferable and more pleasing. And the people wanted what their "brainwashed" ears liked.

That was and has been and is the Crux of the whole problem—the only test being this: "What do people *like*?"—certainly the least valid of all reasons in a Christian context that recognizes man's fallen nature.

The fourteenth century phenomena known as *Ars Nova*, "the new art," originating in France "created a crisis in music" (GDI, 232, 954). On the field of conflict were the conservative and the moderns. A pope, John XXII, who was a knowledgeable musician, attacked the excesses of the *Ars Nova*, labeling them "wanton, unsuitable" for church—and with considerable justification.

At this time also were ruled out the dance songs of the troubadours and minnesingers. Even stringed instruments were forbidden because of the association and use in secular music and functions. *Ars Nova* produced not only six times as much secular music as sacred music, but also many music absurdities purported to be sacred.

The sixteenth century was the century of the Reformation. Not only were the beliefs of the early church revived, the priesthood of the believers emphasized, the Bible given to the people in their own language, but also congregational singing and the sermon were restored to public worship. Luther was a musician as well as a theologian and composed the tunes for his best hymns. His hymnbooks were planned that "God might speak directly to His people in His Word and that they might speak directly to Him."

Abide, O dear Redeemer
Among us by *Thy Word*
And thus now and hereafter
True peace and joy afford.

Abide in richest blessing
Among us bounteous Lord,
Let us in grace and wisdom
Grow daily through *Thy Word*.

(Text: Josua Stegmann, 1628
Tune: Vulpius-Bach)

The "simplicity, strength, and churchly tone" of Luther's hymns breathe a "bold, confident, joyful spirit of justifying faith" (Julian 414).

Bursting from the newly freed faith like a spring freshet, the hymns of the early Reformation proved to be, next to the Bible, the most effective missionaries of the evangelical doctrines and piety—all of them "so rare,

so majestic, so full of faith and power" (Ibid.).

Luther's hymns and Johann Walther's sacred compositions, his settings of the hymns, avoided dance rhythms that entice to physical response. Calvin's Psalter, completed between 1562-1565, had 120 melodies to serve 150 psalms set into poetic metre by Clement Marot and Theodore Beza. Most of these melodies were composed by the Huguenots Louis Bourgeois and Claude Goudimel—and not one is in triple rhythm or metre; there are in it no echoes of the secular music of the times.

However the secular was, as always, pushing a breakthrough again. Forster, a hymnbook compiler, hoping to lure more young people into the church, rhymed fifty of the Psalms, set them to dance tunes, and invited the youth to sing them. Oh, not in Church! But on the street, in homes, and at social gatherings. Do we also flaunt the laws of learning, tune the ear and confuse the mind into a preference for the unsacred, the profane, the worldly? Do we encourage the inability to hear with pleasure and understanding the sacred? At God's right hand are pleasures for evermore (Ps. 16:11), but how many find pleasures *there*?

Other changes began to break in. Hymns became more subjective, no longer confined to the worship of the Father, the Son, and the Holy Ghost. Tunes began increasingly to echo the secular music, sometimes that of the concert hall; sometimes that of the beer hall. And have you ever read of the printer of one of the early Scottish Psalters who dared to include just one secular tune which the Church believed was from what they called a bawdy house. You remember they forced the printer to recall and destroy the entire printing at once at his own expense. The term "bawdy house tune" coined by the Church of Scotland in the sixteenth century has become almost a genre term to indicate all vulgar secular music that dares to enter sacred precincts.

As the sixteenth century turned to the seventeenth century, the Jesuit movement to set aside the sermon and give the whole service to the singing of a cantata with orchestral accompaniment set in. In other words the modern practice of substituting for the sermon has a seventeenth-century precedent.

The seventeenth century witnessed the further displacing of congregational song by concertistic efforts by the organ and the choir. This was true of both the Catholic and Protestant Churches.

After the middle of the eighteenth and into the nineteenth century, Rationalism broke into the Church and made "sad havoc." "Swarms of hymnological tinkers and poetasters who had no sympathy with the theology and poetry of the grand old hymns, . . . weakened, diluted, mutilated, and watered down" the music of the Church, introduced "misimprovements" and many "prosy tedious rhymes on moral ditties." Conversion and sanctification were changed into self-improvement, piety into virtue; "heaven became merely a better world"; Christ became "Christianity" (Julian, 417). When the secular comes into church music, doctrines soon become flaccid, twisted or depraved.

In the twentieth century, Vatican II, as one German Roman Catholic writer has put it, has given to the plainsong what the German call *den Todestoss*, "the

death blow." Since Vatican II the Roman Church has turned in intent to what seems a bridging of the gulf between Roman Catholicism and Protestantism, as will be seen below.

It is remarkable that some of the greatest religious revivals in the Church—the Protestant Reformation, Pietism, Moravianism, Methodism—were sung as well as preached. And the leaders of these revivals—Luther, Spener, Zinzendorf, Wesley—were themselves hymnists whose hymns are alive today.

On the other hand even the shallowest probing of history reveals as more than happenstance the surges of secularism into the hymnody of the Church; an evil intelligence seems at work counterfeiting, tinkering, bewildering, subverting, and secularizing each wave of revival—an intelligence that has superhuman knowledge of the methods, laws, and powers of music and has long and painstakingly researched the methods of subverting the human mind.

II

Situation in Today's Church

Can we produce exhibits to show that we are living at this day and hour in a time of unprecedented secularism? We believe we can. As we turn the searchlight of the past on the present musical situation in the Churches, we may see prophecy being fulfilled.

There are cross currents running high in the Roman Catholic and Protestant Churches at this time. Musical excesses are troubling every denomination, not excepting our own. In many Churches young voices announce with great assurance that there is no good music, there is no bad music, there is no sacred music, there is no secular music. They are the voices of people who are not equipped musically or hymnologically to give strong spiritual leadership, to "know what Israel ought to do" (1 Chron. 12:32). The Church needs "very able men for the house of God" (1 Chron. 9:13), men who are "worthy to make decisions" (to use a bicentennial echo from the noble past) about the work of the Church and the music of the Church.

The situation in the Roman Communion is seen by some of their own Church musicians as "chaotic." Vatican II, as we have seen, all but gave the death blow to the development of that great church music which *The Great Controversy* has described as "unsurpassed" (GC, 566). The details of the struggle now going on within the Church may be glimpsed in nearly every issue of the *St. Cecilia Society* magazine and other Catholic periodicals. On a venture we went to a cathedral service on a Sunday morning. A monk handed us a song sheet containing ten numbers, a composite of Catholic and Protestant hymns! There were other signs that that Church is undergoing a new approach to church hymnody and congregational song.

The Episcopal Church is in a state of musical flux. The regulation in its rubrics that the text for the music of the Church must be either from the Bible or from the Book of Common Prayer is being set aside by certain individual substitutions, by each his own. In a visit to a famous Episcopal Church in New York City we found that the order of service followed the Prayer Book up to

the sermon. The choir of fifty men and boys sang gloriously. The organist was master of an equally magnificent instrument. Over to one side of the church sat a group that had all the appearance of having come from Greenwich Village (a place a friend and I had been commissioned to search for the daughter of a distraught mother). These made no effort to listen to the hymns. A robed minister stood in the pulpit and with his guitar strummed out a mediocre poem to a mediocre tune. The minister evidently felt he must lay aside the Pauline injunction to Timothy when he said, "Preach the Word . . . in season and out of season." Like the troubadours of old he made "music for amusement." A laity tuned by television and radio does not demand holy sounds. (On the other hand, there are among the laity those who have risen up and left their own churches on a Sabbath afternoon because they could not bear to hear the unholy echoes.)

The musical and hymnological vagaries of denominational leadership may be illustrated by the new hymnal I hold before you. It is a literal partial fulfillment of Ellen White's prediction (*The Great Controversy*, 588) of an apostate Protestantism reaching across the abyss to clasp the hand of Roman Catholicism. This German hymnal of one hundred hymns was published in 1973 and was created as the result of a rapprochement between six Catholic bishops and as many Lutheran superintendents in Germany. To achieve this clasping of hands across the abyss each group had to make concessions. Each literally followed the advice of a former executive secretary of the World Council of Churches, who counseled that one should stress those points on which everyone agrees rather than those on which they do not agree. The Lutherans gave up "A Mighty Fortress Is Our God." They gave up Luther's textual paraphrase of the Lord's Prayer, as well as the music—both in favor of the Roman Catholic version, plainsong and all. They gave up other great Lutheran hymns, such as Paul Speratus' great battle cry of 1523, his most famous hymn, "Es ist das Heil uns kommen her" ("Salvation has come to us") which the Roman Catholics once had rejected with as much vehemence as they had "Ein feste Burg" in the early days of the Reformation.

The Catholics gave up the hymns to Mary, of which there are at least 1800, and all prayers to the dead, both kinds of which were repugnant to all factions of the Protestants—and, of course, still are. The Ellen White prophecy is, in part, *fait accompli*.

Time does not permit me to detail the developments of other Protestant communions. Their problems are so near to our own that we can easily be unaware of them.

One of the prestigious theological seminaries of our land has recently disbanded its great school of sacred music. Some of the students had boycotted its high standards. The Nehemiahs refused to come down. A great secular university was glad to transplant them to its own campus. And the seminary promptly lost an endowment of millions for the school of sacred music. The donor transplanted her millions. Now the sacred music library of the seminary once housed in its commodious room has been scattered throughout and "lost"

on the general shelves from which church musicians may call for them a few at a time.

Here we may be permitted to speak in veneration of the founders of this school of sacred music, Dr. Clarence Dickinson and his wife, Dr. Helen Dickinson, who founded the school and its outstanding library as a cap-sheaf to their more than half century of labor building Protestant church music in America. Their Lord laid them to rest before they would see their life work torn to shreds by what I term an ignorant rabble.

While we point one finger at other denominations, let us observe where the other three fingers tend to point. The problems of others are so near to our own that we can easily be unaware of them. But may I cite a few examples where lack of knowledge, neglect, and indifference—perhaps pressures—have resulted in unbelievable situations among our own Seventh-day Adventist churches, academies, colleges and—shall I dare say?—our universities. Ministers and denominational leaders have not been prepared to grapple with the music problems and have, up to the highest echelons, given at least tacit approval to what no trained, conscientious church musicians can accept, condone, or approve. Things have been left to drift to they-know-not-where until we have what you-could-not-believe.

I speak with reluctance and with sorrow of heart. I am an old man. I consider this my last public appearance. I must speak plainly or not at all. I remember that

Schumann once said, "Who dares not attack the bad is but a half-hearted supporter of what is good."

Here are my exhibits.

1. May I first mention the surge of Roman Catholic church music in our schools and churches that has ominous overtones. There seems to be a growing fashion to sing in Latin, in which "fortunately" there is not opportunity for either the singers or the listeners to understand that erroneous un-biblical texts are set forth. I have heard all of Fauré's setting of the mass to the dead on a Western campus, Poulenc's concert arrangement of a part of the mass on an Eastern campus (while a college in between was studying and demonstrating the "glories and wonders" of "Oklahoma!"). The Roman Catholic mass has no resurrection. How and why any such contradiction to Scripture should appear meaningful in a Seventh-day Adventist institution creates in itself a stunning contradiction!

The *Requiem* of Johannes Brahms (written near the close of his life) is pure Scripture, every word based on his mother's old Lutheran Bible. It contains not a word of the immortality of the soul; the resurrection is that of the body, not a spiritualizing of the event; the closing chorus is apocalyptic in essence; in it Brahms with biblical text as basis attempts to set forth the rejoicing of the redeemed after their resurrection and now in their glorified state. The music is equal to anything Brahms wrote, not excepting his symphonies and string quartets. It



should be sung at our colleges every spring and thus preach the true gospel regarding the state of the dead and their resurrection of the body.

2. At a college on the Sabbath of the Resurrection, the unsuspecting Adventists were set to hear "Christ is risen; Hail the day that sees Him rise" or "Christ the Lord is risen today"; or numbers from some of the many great Bach cantatas or the Bach Passion music. But, no! The choir began with a short number in Latin, one of the few hymns of Thomas Aquinas, the great Catholic Doctor of the Church who died in 1274. There is not a word of Scripture in *Adoro Te devote*. It is a hymn to the Eucharist and according to John Mason Neale was never used in public service even by the Catholic Church (Julian, 22). It is pure Roman Catholicism. The second number *Adoramus Te* is again Roman Catholic lore of the Middle Ages. Adoration as a liturgical act is not found in the writings of Luther or Calvin. As for adoration as an inward experience of the heart—a heart overwhelmed in contemplation of God—the book of Revelation is bursting with such adoring worship. Bach and many other composers have set such paragraphs to great music, e.g., "Now Is Come Salvation."

3. A Sabbath afternoon vesper service in one of our largest churches sponsored a program with not a single number that should have been "seen" or heard in a Christian church. It was all what they called Renaissance music. The numbers were all secular but the last one. There were symphonic dances that were common in seventeenth-century in princes' courts all over Europe when the Italian musicians were hired to bring their dances to Germany, France, and England. There were the allemande, galliarde, courante, pavane, and tripla. Such fare in an Adventist church on Sabbath afternoon? But here is the capsheaf of the program: *Missa Ave Regina Caelorum*, which translated is a "Mass to Hail the Queen of Heaven." Unadulterated blasphemy as far as the Adventist church *should* be concerned.

4. On another campus there were presented on a Sabbath afternoon the Brandenburg Concertos, great music by the great Bach, but *not* written for "the glory of God."

I am not denigrating great secular music. I admire it and find musical, intellectual and artistic stimulus in the secular work of the masters—but not in an Adventist Church turned into a concert hall on any day of the week, and on the Sabbath I must suffer a double shock and recoil. There is no clash between high art and the Gospel; they lie on different planes.

5. So far from being sufficiently interested in the great music of the church or even the greatest secular music, we hear that some of our schools have turned to lightweight productions such as "Oklahoma!" or the "Student Prince"—and what about the implications of "In a Persian Garden"?

6. Now a mixed exhibit. There are wandering religious minstrels in our day. We have not learned how to deal with the arising problems. You remember that the early Scottish reformers knew how to handle problems involving their high ideals of church music; when a printer dared to slip a religious poem with a secular tune into

one of the very first published Psalters; when the church required him to recall the entire edition and reprint it without that "bawdie-house" tune. Are there church leaders among us who have the courage thus to say *Nay*? Thank God, there are church officials among us who have closed their borders to such infiltrations that are welcomed and even supported elsewhere. One of the charges brought against the Levites was that they had not taught the people the difference between the holy and the profane, between the clean and the unclean (Ezekiel 22:26).

Are only the Levites among us at fault? What about our musicians who have concentrated on studying the music of the god of Ekron rather than on the masters of church music who composed before higher criticism and evolution had destroyed for most faith in the religion of Jesus Christ, in the Gospel?

7. A symposium on one of the campuses discussed the subject of what sacred music is. They could give no definitive answer, and decided to leave the matter open to the individual, turning the clock centuries back to the days of the Judges, when each "did that which was right in his own eyes" (Judges 21:25). Too many forget the final outcome of that fallacy as recorded in the last chapters of the book of Judges.

8. Then there was the academy Bible teacher who broke up the music department by taking students away to sing here and there a type of music appealing to his own musical taste.

There is so much ideal, suitable and truly great church music available that the church musician cannot encompass it in his lifetime. That stream of ideal church music that burst as a spring freshet at the Reformation has swollen to a vast river. In the flow are chorale preludes, oratorios, cantatas. There are the sacred works by Bach, Handel, Mendelssohn, Brahms and others, unequalled by anyone at any time in history. Their greatness rests solidly on Scripture or on hymns and chorales based on Scripture.

III

Challenge Facing Musicians' Guild

And now I would address myself to the members of the Church Musicians' Guild.

What is your responsibility and opportunity in the evident confusion, uncertainty, and spurious musical endeavors invading our church through the influence of the musically untrained and unlearned? I have chosen to point out a few of the approaches to the problem that have promise of positive results.

The prophet Isaiah gives us the first clue: "Therefore, my people are gone into captivity because they had no knowledge" (Isa. 5:13). And the prophet Hosea demanded, "Hear the word of the Lord. . . . My people are destroyed for lack of knowledge" (Hosea 4:6).

It is axiomatic that your success as a church musician and the success of the Guild in its true sphere has its first basis in education—your own and that of the members of the church—in your knowledge of your work, its possibilities, opportunities, and responsibilities to God.

Your first requisite is that you know your church

hymnal—its qualities, both good and poor. Here the counsel is simple. Spend your time teaching the good; avoid the poor as much as possible. Your enthusiasm, if presented knowledgeably with courteous vigor, can have what Ellen White calls “electric power” in dealing with others. So know your hymnal—its great and good qualities.

Here I would insert a warning. Church music is not correctly a course in the fine arts department of a college or university where some school catalogs place it. Essentially church music is more than a fine art. It is the very Gospel of Jesus Christ in appropriate sound. If it is less than that, we had better adjourn *sine die*. Or if it purports to be more than that, we had better repent at once. (See Revelation 22:18, 19.) That the church musician may offer as nearly perfect a mission as possible, his first emphasis and responsibility must be the impress of the Gospel.

Men are not saved by a Bach fugue or a Beethoven sonata, but by that Name, the only Name under heaven given among men, Jesus Christ. How to set forth that Name effectively and reverently in highest praise can well be the chief employ of every church musician. We all have hardly touched on this problem or the resources with our fingertips.

As we become acquainted with the wide spectrum, we can from it choose our music texts from the writers who wrote before the fallacies of the evolutionary theory and the pernicious higher criticism had poisoned or sought to eat out the vital heart of our Christian faith and practice. Be very wary of modern religious poetry and most modern religious music. Unless you are a careful thinker, my advice is that you leave it alone. Bach and his fellow church musicians still believed the Scripture without the modern doubts, speculation and equivocations.

For some years now I have been struck with astonishment to hear Adventist choirs led by their directors sing the Russian anthem translated “Salvation is Created.” That title has its basis in the Catholic doctrine of transubstantiation. It is that doctrine, raw blasphemy, that makes it possible for a priest to boast that he can create his Creator when by the waving of his hand over the wine he can change it into the very blood of Christ. No! Salvation is not created: Christ is the Creator and the Saviour, “the only begotten of the Father, full of grace and truth” (John 1:14).

There is also need for warning and vigilance regarding the inroads of rationalism and the theory of evolution. You can find it subtly hidden away unsuspected in our very own hymnal.

It is one of the surprises of the choral-conducting profession to discover how little attention seems to be given to the texts. One might easily conclude that the conductors are so enamored of the music for music’s sake that they overlook the text. Have you ever been guilty of being one of those musicians who must give a hearing to a new composition without a thought of the validity of the text—in any language?

Another area of ignorance which the church musician must meet is that of the ministry—often unprepared to

understand the problems of the music of the church. The first book he opens before a congregation is the hymnbook (as pointed out by R. A. Anderson), a book he may not properly have studied in the seminary. He finds himself at the mercy of an even more ignorant laity who know not that they know not the difference between a Psalm, a solid, reverent hymn, or a tune from the chasm whence Ellen White in her dream heard sounds of “low vile songs” that made her shudder (72:595).

Often they will push for their preferred sound or beat. The church musician hopefully and winsomely will be able to help the minister to learn that the music of the church is not mere music for religious entertainment.

The first duty of the Guild then is that of education—of the musician himself, of church leaders, and of the church members.

The second duty is related to the first. The church musician must ever be growing in knowledge of the vast reservoir of great church music, exploring, studying, introducing. Experienced, incorruptible church musicians will find that choir members whose ears and hearts have not yet awakened to greatness will often admit a special love and appreciation for a great anthem or hymn for which he once confessed a great distaste.

The third duty is with children. I must urge you to come to realize that among the children of our church is our greatest hope for lasting reform.

A fourth duty may be to cry aloud and spare not, to lift up the trumpet with a *certain* sound—a sound of certainty—but always to have something truly better at hand to present. And let the people know!

The work and program is spelled out and it is not an easy task. The last citadel of the soul struggle is that of the emotions, and these are a private domain. How these operate beyond and above reason is well known. How to transfer the emotional from the less desirable to the more desirable is a process that can baffle the wisest among us. But the problem is posed for solution.

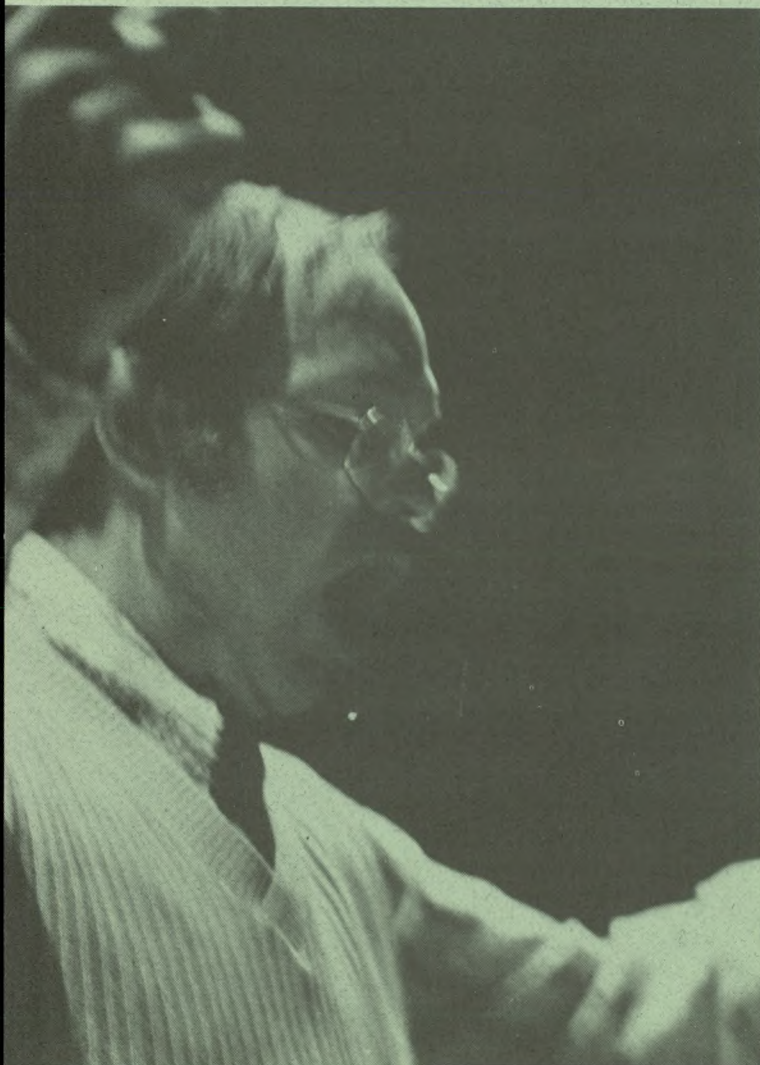
Our need as a Guild is not for more money or elaborate organization or many choral presentations, but for men and women who know how to work together to educate, educate, educate, who know how to handle apparent defeat, who refuse to yield to the demands of the musically incompetent, who know how to turn defeat into victory.

Could any words of mine lay down the challenge to you better than these of Ellen White addressed to ministers in the *Review and Herald*, April 6, 1886?

“Truly earnest men are few in our world, but they are greatly needed. The example of any energetic person is far reaching; he has an electric power over others. He meets obstacles in his work; but he has the push in him, and instead of allowing his way to be hedged up, he breaks down every barrier.

“Especially should those who are engaged in teaching the word of God cultivate a steady, unyielding energy in their labors. There are thorns in every path. All who follow the Lord’s leading must expect to meet with disappointments, crosses, and losses. But a spirit of true heroism will help them to overcome these . . .

“Every one should have an aim, an object, in life. The



loins of the mind should be girded up, and the thoughts trained to keep to the point, as the compass to the pole. The mind should be directed in the right channel, according to well-formed plans. Then every step will be a step in advance. No time will be lost in following vague ideas and random plans. Worthy purposes should be kept constantly in view, and every thought and act should tend to their accomplishment. Let there ever be a fixedness of purpose to carry out that which is undertaken . . .”

My final word to you must be from Scripture:

“For the word of God is quick and powerful, and sharper than any two-edged sword, piercing even to the dividing asunder of soul and spirit, and is a discernor of the thoughts and intents of the heart” (Heb. 4:12).

“God judgeth the righteous, AND GOD IS ANGRY WITH THE WICKED EVERY DAY. IF HE TURN NOT, HE WILL WHET HIS SWORD: HE HATH BENT HIS BOW, AND MADE IT READY” (Ps. 7:11, 12).

“IS NOT MY WORD LIKE A FIRE? SAITH THE LORD: AND LIKE A HAMMER THAT BREAKETH THE ROCK IN PIECES (Jer. 23:29)?”

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AU Offers Wide Variety of Employment for Student Work Opportunities

by MARILYN THOMSEN

A bindery employee replaces the cover on a well-worn Bible. A sander smooths the surface of a bedroom chest. A flight instructor trains a novice pilot in a small plane. What is the common purpose of each em-



Kelvin Krentz, behavioral science student, earns part of his college expenses stocking shelves at Apple Valley Market.

ployee? He is earning funds at Andrews University to meet the cost of Christian education.

These students may seem to hold unusual campus jobs, but theirs are just part of the wide spectrum of employment made available to students at AU.

In fact, the 1500 student workers last year were employed in such varied endeavors as lab assistant and snow shoveler, dorm adviser and plumber. And in these jobs from A to Z they earned a total of over \$1,000,000.

All this goes a long way toward reducing the cost of Christian education. That is exactly what the university has in mind when it hires such a large percent of the student body.

"Our major reason for existence is to provide student labor opportunities," explains Garth Christoffel, manager of the College Wood Prod-

ucts (CWP). Part of the auxiliary enterprises of the university, CWP is one of the largest employers with over 130 student workers.

Paul Price of Marion, Indiana, a former student missionary, works 20 hours a week at CWP to earn a large part of his tuition. Mervyn Joseph, a native of Trinidad-Tobago, is studying for a master's degree in music with the intention of teaching in his homeland. During his stay at Andrews he has earned about three-fourths of his school expenses at CWP.

While these students are producing furniture for community sales, others employed in the auxiliary enterprises gain profitable experience in such places as the bookstore, bindery, laundry, dairy, and farm.



Dennis Zemas drives the tractor on the university farm.



Kevin Kotanko works part time in the dairy to help pay his way through college. Cats, cows, and people become good friends there.

At the University Printers alone, students help conduct an operation with a capacity to do a million-dollar business annually.

Many students each year are employed in the more usual campus positions of reader, janitor, lab assistant, and monitor. A large group prepare, serve, and clean up after meals in the food service department.

Student Work Opportunities — Continued



Some students find part-time employment in the bakery.



The industry employing perhaps the largest number of students is the College Wood Products.

“Macaroni and cheese?” “Cabbage?” the servers inquire as hungry students pass through line. Their pleasant smiles do not reflect the fact that they have served dozens since supper began. Not far away, the dish crew begins the monumental task of washing the 600 or more plates which, if placed in one stack, would make a column at least 36 feet high.

Engaged in a different form of food service are the student workers at the Apple Valley Market complex. Some of them are very visible, stacking the shelves and loading groceries for customers. Others are seen only in the night-time hours as they prepare that day’s loaves of sprouted wheat, rye, and other breads for the ovens.

Lesser-known than some other en-

terprises of Andrews is the airport, with its flight school and airplane sales operation near the campus. The students employed there are not only students, but professionals as well, teaching would-be pilots.

Tom Roy, junior business major, teaches flying and sells aircraft at



Another industry on the AU campus employing students is the Berrien Bindery where approximately 135,000 books are bound yearly.



Anees Razzouk, a graduate student from Lebanon, has found part-time employment at Apple Valley Market where one of his jobs is to sack groceries as they are checked out at the counter.

Student Work Opportunities — Continued

the Andrews University Airport. Tom's love of flying began when he was three years old, but it blossomed while attending AU. "I have an opportunity to fly, so I have decided to make it a second profession," he says. Tom now holds a commercial pilot's license as well as a certified flight instructor status.

Before take-off, Tom gives the plane a thorough inspection. A scheduled part of the pre-flight activities is prayer.

"Andrews Unicom Cessna 06 Kilo departing runway one three," radios Tom as the plane begins to taxi down the runway. "Turn facing into the wind." "Run up," he instructs. Tom views his job as teaching a student "not just to operate aircraft, but to operate it safely."

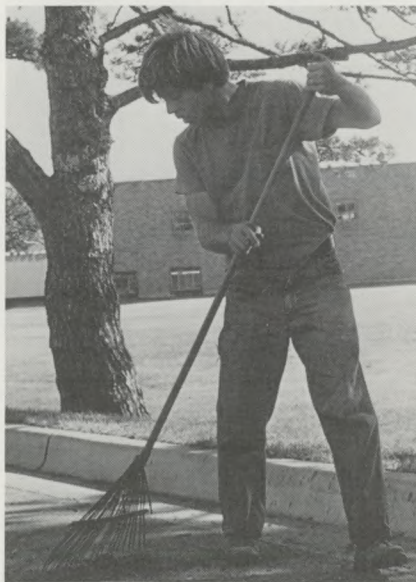
These employment opportunities are just some of those available to the AU student desiring to work.



Planting flower beds is great work on nice days.



Above: Meredith Snyder meets some of her expenses with a part-time job in the sales room at the Value Mart located in the Andrews University Plaza.



Right: Clean-up jobs play their part, too, in helping students to earn some of their tuition expenses.

The most important qualification for one seeking a campus job, according to Dan Dorchuck, acting manager of College Student Finance and Labor, is a willing attitude. Important also, he continues, are character, prior work record, and finances.

Students who have acquired skills through previous jobs or schooling are often in demand on campus. Especially useful, says Dorchuck, are secretarial skills such as typing. Carpentry, masonry, and machinist skills are also useful.

"A student who is willing to work 12 to 15 hours each week can expect to earn \$250 to \$300 per quarter," says Dorchuck. If the student also works during the summer he could earn up to \$1600.

Carpenter, baker, pilot, secretary, technician—these are not only careers for which one can train at AU, but they are also campus employment opportunities. In a multitude of ways and with an assortment of skills, one can help meet the financial obligations of obtaining a Christian higher education.

former piano tuner gives piano



Attending a dedication ceremony for a piano for which Arthur Skeels, '18, left money in his will were his four daughters. Back row, left to right: Pat Taylor, BS'61, Benton Harbor, Michigan; Dorothy Holmes, BA'53, Caldwell, Idaho; Betty Berger, AU student '58, '59, Fransville, Wisconsin; and seated is Carol Gardner, Downers Grove, Illinois.

Piano Dedication Honors Skeels

A dedication program honoring Mr. Arthur J. Skeels and the piano toward which he willed funds was given on Sunday, July 25, by the A.U. music department.

Skeels tuned the pianos for the department for about 25 years, according to Dr. Paul Hamel, chairman of the department.

All four daughters of Mr. & Mrs. Skeels (both deceased) were present at the program.

Skeels Recalls Old College Organ

In some unknown resting place lies the old college organ, a fixture on campus from the time it was shipped here from Battle Creek in 1901 until it was retired in 1922. Rumor has it that the organ was shipped to a church in Vicksburg, Mississippi; but according to AU historian Emmett K. Vande Vere that has never been verified.

Could the old organ have talked it could have told many amusing tales. But fortunately A. J. Skeels, an acquaintance of the old organ, did recount several anecdotes in the *Stu-*

dent Movement several years ago.

To Henry Klooster and Eldon Green, along with Mr. Skeels, fell the job of keeping the "squeeze box" in playing order. Since a barrel of water had accidentally gone through the organ early in its career, it acted as a barometer and hygrometer, registering every change in weather. Every Friday afternoon it was necessary for the boys to check each stop, key, and pedal to ensure that they were in working order for Sabbath. But even this precaution did not guarantee peace of mind for the organist!

The three "organ keepers" provided "comfortable quarters" for the "blower" who kept the bellows full. The "quarters" must have been too comfortable, though. One Sabbath morning the "blower" went to sleep during the sermon. When the last song was announced, the organist signaled frantically, but to no avail. The "blower's" nap was only curtailed by the closing hymn played on the piano!

Concert-Picture and *Chamber Music Series, 1976-1977

OCTOBER

Saturday 9 Zeno Klinker—"Higher'n A Kite"

Sunday 17 U.S. Navy Band

Saturday 23 Thayer Soule—"Railroads Are Fun"

*Sunday 24 The International String Quartet

*Sunday 31 Elaine and Morris Taylor Bicentennial Piano Concert

NOVEMBER

Saturday 6 Jack Thomas—"Mark Twain On Stage"

Sunday 7 Marie-Claire Alain, organist. Concert in Pioneer Memorial Church

Saturday 13 Dick Reddy—"Mark Twain In Italy"

*Sunday 14 Ivan Drenikov—Bulgarian Pianist

Sunday 21 Chicago Strings, Guest Artist Dr. Morris Taylor

DECEMBER

Saturday 4 Andrews University Music Department—"The Stingiest Man in Town," musical play

Saturday 11 John Jay Ski Film

JANUARY

Saturday 8 Feature Film—"Visions of Eight"

Sunday 9 Feature Film—"Visions of Eight"

*Monday 10 New England Sinfonia Trio

Saturday 22 George Britton—Folk Singer

*Sunday 23 Csammer-Speidel-Gehann; violin, piano, French horn—trio from Germany

FEBRUARY

Saturday 19 Molina Spanish Dancers and Singers

MARCH

*Sunday 6 The Michigan Trio

Saturday 12 Sons of the Pioneers

Saturday 26 Ralph Nader

APRIL

Saturday 2 A.U. Gymnics

Sunday 3 A.U. Gymnics

*Sunday 3 Bowling Green Brass Quintet

Saturday 9 Finnish Accordion Trio

Sunday 17 Indianapolis Symphony—Guest Artist LeRoy Peterson

MAY

*Sunday 8 Carolyn Bisel, Soprano

ANDREWS' CONCERN FOR PAST, PRESENT, FUTURE

by R. M. Ritland, professor of paleontology and geology

The specially constructed, low, narrow-gauge train emerged from the mine entry, pulled up to the lamp house nearby and came to a stop. The men who disembarked wore helmets and carried miners lamps, but one could see they were not coal miners. They were, in fact, members of a geology field conference returning from coal seams nearly a mile back under the mountain. They had examined dinosaur tracks and trails, together with a profusion of leaves, ferns, tree trunks and other fossils on the roof of and between several of the coal seams in the Central Utah mine.

Coal is composed of fossil plant remains, most often predominantly of the wood of ancient trees. The mass of material preserved is blackened and commonly profoundly altered so that the record may be obscure and difficult to decipher. Yet, always there are at least a few well-preserved remnants which can provide a wealth of information about the environment and circumstances at the time when the deposits were buried.

The thousands of feet of fossil-bearing rock strata composing the crust of the earth may be compared to the pages of a book which has recorded much about the life and times of the past. This particular geology field conference in search of such information had started among the ice fields and vast rock exposures of the Canadian Rockies and was sampling phenomena exposed in the western mountains and basins as far south as the Grand Canyon of Arizona. The excursion into the Central Utah coal mine that day gave the conference members an opportunity to study a series of coal seams, typical of seams which are widespread in Southern Wyoming, Utah, and Western Colorado.

Geology

Geology field trips sponsored by universities or geological societies are not uncommon, but in certain respects this conference sponsored by



Richard M. Ritland

the Geoscience Institute associated with Andrews University was exceptional. Ordinarily such gatherings include only scientists specializing in the various subdisciplines of geology and paleontology. But at this conference there was an effort to bring in an added dimension. In addition to scientists, participants from Andrews University included two theologians and one specialist in religious education. There was an effort to examine the records of the past, not only from the perspective made possible from the findings of modern science, but within the added illumination provided by the inspired record. There was an effort to discern the underlying harmony in truth from the various sources.

This incident is recounted to illustrate in a concrete way something of the interest in the record of the past and one of the approaches to this record by Andrews University. Similar field trips were conducted by the Geoscience Research Institute in 1962, 1968, and 1976. Another trip is scheduled for 1977.

Someone has said that a true university is a community of students

with a collection of books. As one views the complexities of a modern university such a diagnosis may seem far too simple; nevertheless it comes close to representing the heart of a university. Universities are institutions established both for the organization, evaluation and transmission of human knowledge and for pressing back the frontiers by exploration of the unknown. This, in fact, is what allows for human progress. Each generation need not start from scratch, but can build, as it were, on the shoulders of the former generation.

It is, in fact, primarily these intellectual as well as spiritual capacities of the human race which are responsible for the great gulf between man and all lower forms of life. This seems to be at least one way in which man is made in the image of his Maker, and no one will deny the crucial role that communication and education must play in fostering intellectual and spiritual development.

But knowledge and information is vast beyond measure and even in a university dedicated to the transmission and pursuit of truth such a search will of necessity be somewhat selective. How does Andrews University fit into this picture? What is the nature of the interest in and search for truth at Andrews?

Archaeology

The foregoing illustration and the two which follow do not give an adequate or perfect portrayal, but they are selected from a broad range of programs at Andrews in an attempt to set forth in a concrete way at least certain aspects of the nature of the concern and search. They are not chosen because they are more important than the other projects and activities of various departments, but it is believed they are typical of the approach and the concern. The next illustration concerns the area of archaeology.

Investigations of the ancient Near East have always been of primary
More

AU Concern — Continued

value to students and teachers in all areas of biblical studies and in ancient history. In no other way do the stories, the records, the prophecies, the poetry and songs of the Bible come to life so fully as in the setting provided by the understanding of the peoples of Bible lands, their culture, their languages and figures of speech, their ways of thinking, their relationships and interactions with one another, and of course, all with the added illumination of the Holy Spirit that inspired the record.

While there is now a considerable fund of such information from the numerous historical and archaeological investigations particularly during the past century, there are still many tantalizing gaps to be filled in. Furthermore, there is no way to gain as clear a comprehension of the general picture as by actual on-the-site study, participation in discovery.

For these reasons, when it became possible for Andrews University to sponsor a major investigation in the Holy Land, archaeologist Siegfried Horn, chairman of the University Department of Old Testament, immediately set out in search of a site that could be expected to yield maximum rewards.

On the rolling hills approximately fifty miles east of Jerusalem is a large mound which marks the ancient site of the city known as Heshbon. Located on a hill at the western edge of the Moabite plain, the ancient city commanded a panoramic view both to the north and south and of the Jordan Valley about twenty miles to the west, some four thousand feet below.

Heshbon must have been an impressive city. First mentioned in the Bible as the capital of Sihon, King of the Ammonites, it was captured (destroyed) by the Israelites on their way from Egypt to occupy the Promised Land. Later it was occupied by the tribes of Reuben and Gad, chosen as a city in which the Levites dwelt, and much later occupied successively by the Moabites, the Ammonites, the Jews, and the Romans under Herod the Great in the time of Christ.

Comparatively little archaeological work had been carried out in the region east of the Jordan Valley and even though Heshbon is a site of primary significance no archaeological studies had been made on the Heshbon site. Dr. Horn was able to make the necessary arrangements with the government of Jordan that controls the area, and Heshbon was chosen as the site for the first major Andrews University archaeological project.

The excavators reached rock bottom in the Dig during its fifth season this past summer and they now surmise that the original Heshbon was located in another area, probably not far away.

Faculty and students from a number of departments at Andrews together with participants from other colleges and universities and a large number of assistants who live in the land today have worked together as a team on what appears to be a later situation of the city. However, both the scientific and personal results have been exceedingly rewarding to students and faculty participants. Aside from contributing to the fund of information on the biblical lands and peoples, there is the personal experience and inspiration of the participant's experiences shared with classes, classmates and associates on the home campus.

At the site of Heshbon, as is typical of many cities of the ancient East, when an invading army captured and partially or completely destroyed a city, much or all that remained was leveled and used as foundations for a new city by the conquering nation. The broken pottery and other utensils, the clay tablets with texts and figures, remnants of food, foundations of churches, houses and public buildings are preserved in the rubble as artifacts which give insights and information never otherwise recorded.

The project is destined to be a continuing benefit both to Andrews and to the world of biblical scholarship.

Environment

The final illustration concerns

primarily the present and future. Much has been said in recent months and years concerning the hazards of environmental pollution and destruction. And there is no question that hazards not only to man, but to many of the forms of life of which he was made custodian, do in fact exist.

We live in a technology which is able to integrate the complexities of physical sciences necessary to place a man on the moon and allow him to converse with and transmit a wide range of technical data to his fellows on the earth, a technology which can place color television and a host of other complex instruments in nearly every home, and yet one which fails to grasp and cope with many of its most elementary and basic problems.

Something is wrong. Certain branches of our technology have far outstripped others. There has often been a distortion of values, a misplaced emphasis and a lack of foresight in our civic planning and national development. Some of our most majestic animals have vanished for all time or been drastically reduced over much of their former range; the American bison, the bald eagle, the whooping crane, the ivory-billed woodpecker, the passenger pigeon, to name but a few. Thousands of square miles of once rich forest, field and stream valleys have been virtually destroyed by mining operations which failed to restore the environment. Clear, sparkling rivers have become so polluted that fish die by the thousands, and these rivers are even unsafe to swim in. The atmosphere in vast metropolitan areas where millions of people must spend their entire lives has become dangerously contaminated with noxious gases.

Any Christian university has a civic responsibility in such times. Andrews has accepted this responsibility. In the summer of 1971 an interdepartmental research project was launched under the general direction of Asa Thoresen, chairman of the department of biology, to conduct

More

FOCUS

AU Concern—Continued

broadly based long-term studies on the changing environment in Southwestern Michigan. Major nuclear power plants are in operation and others are being constructed in this area. Pesticides and sprays are used extensively in this fruit belt, and new ones are introduced from time to time. Yet many of the long-term environmental effects are not yet well known.

University faculty and students from at least six departments are cooperating in this project. Financial support has been provided both from the university and private foundation sources.

The long-term effects will be difficult to measure. Certainly they will include not only the tangible physical and esthetic benefits, but also sharpened insights and increased civic awareness on the part of a generation of students and teachers who have participated in and been influenced by the studies.

Perhaps these typical examples will illustrate something of the nature of the concern at Andrews not only for the past but also for the present and future as she endeavors to serve her church and the world.

Hyperkinetic Children

from page 18

Bazell, Robert J. "Panel Sanctions Amphetamines for Hyperkinetic Children," *Science* Col. 171, no. 3977, March 26, 1971, p. 1223.

Keogh, Barbara K. "Hyperactivity and Learning Problems: Implications for Teachers," *Education Digest*, December 1971, pp. 45-47.

Scientific American, "Hyperactivity and Drugs," July 1974, Vol. 231, p. 47.

Stewart, Mark, A.M.D. "Hyperactive Children," *Scientific American*, April 1970, pp. 93-98.

Stewart, Mark, A.M.D. *Raising a Hyperactive Child*. New York: Harper and Row, 1970.

Time, "Classroom Pushers," February 26, 1973.

Walker, Sydney. "We're Too Cavalier About Hyperactivity," *Psychology Today*, December 1974.

Wender, Dr. Paul. "Peck's Bad Boys," *U.S. News and World Report*, May 27, 1974.

Placement Report of 1976 Grads

Artist	
<i>Message Magazine</i>	1
Adventist Volunteer Service Corps (Puerto Rico)	1
Bible Worker	1
Business	33
Accountants	6
Data Processing	1
Management	14
Production Control	1
Real Estate	2
Sales	2
Teaching	4
Treasurer's Dept. (Conference)	3
Computer Programmer	2
Construction	1
Counselor	4
Education	149
Denomination	117
Principals	4
Elementary Teacher	44
Jr. Academy Teacher	8
Secondary	39
College	19
Deans	2
Director of Ed.	1
Non-Denomination	28
Elementary Teacher	16
Secondary Teacher	10
Dir. of Federal Project	1
Dir. of Juvenile Center	1
Private Teacher or Tutor	4
Dietitian	4
Editor	
Asst. Editor (<i>Life and Health</i>)	1
Farmer	1
Food Service	1
Housewife	4
Lab Technician	2
Medical Technologist	4
Nursing	60
Occupational Therapy	1
Pastor	96
Secretary	10
Social Worker	6

Comparative Placement Percentages

Placement	1974-75	1975-76
Employed	58%	71%
Denomination	45%	51%
Non-Denomination	13%	20%
Attending Graduate School	23%	18%
Unknown or Undecided	19%	10%

AU Food Service Summer Workshop Enrolls 36

Thirty-six persons from thirteen states, Puerto Rico, and Canada were enrolled in the Food Service Workshop on the Andrews University campus during the 1976 summer school session, according to Dr. Fonda Chaffee, coordinator of the workshop.

The three-week workshop was designed to train food service personnel in techniques and tools of supervision, principles of cost control, personnel management, organization, sanitation, safety, layout and equipment, and mathematics.

The workshop included seminars, films, group discussions, and field trips along with daily lectures by Ruth Deming in techniques and tools of supervision; principles of cost control, layout and food systems equipment by Clinton Wall and Millie Kurtz; and organization and mathematics refresher by Fonda Chaffee. Guest lecturers were: from Andrews University, Lyndon Furst and Bernard Lall, department of education; Jeanne Hall, Martha Lorenz and Alice Marsh, department of home economics; Herman Johnson, Counseling Center; George Cummings, Linda DuBose and Elsa Pacheco, Food Service. Also participating were Sandra Barwick of the U.S. Department of Agriculture in Grand Rapids, and Hedwig Jemison of the White Estate.

Workshops in alternate years stress principles of food preparation, purchasing and service, nutrition, modified diets, menu planning, and special functions. Students will also participate in laboratory experiences in the Andrews University food service facilities.

At the close of the three weeks a banquet for the food service supervisors was held at Win Schuler's Restaurant in Stevensville, Michigan. Mrs. Carol Sichterman of Dietary Consultant Services in Kalamazoo was the guest speaker. Mrs. Sichterman is president-elect of the Michigan Dietetic Association.

Church Music Endowment Proposed for Seminary

A proposal to provide a perpetual endowment for the teaching of needed courses in Hymnology and Church Music Administration at the Theological Seminary at Andrews University has been made by Oliver Beltz, president of the SDA Church Musicians' Guild and Core of Office of the President for the music endowment fund.

Upon the implementation of this program, all music graduates from the School of Music of Andrews University will have had courses in hymnology and/or church music administration that will have given them familiarity with the great hymns and choral literature of the church. They will know how to evaluate sacred and secular music with the help of basic Christian principles contained in the Scriptures, in the writings of Ellen G. White, and in *Guidelines toward a Seventh-day Adventist Philosophy of Music*.

The endowment project has the support not only of Andrews University, the Theological Seminary, and the Department of Music, but endorsement on a national level by the Board of Higher Education of the Seventh-day Adventist Church (as indicated in the minutes of the meeting on January 8-9, 1975: "Voted, To commend the Seminary and Dr. Beltz on their plan to support at the Seminary a Chair of Church Music, and to urge cooperation and support for the project throughout North America").

The Endowment Fund is for the specific purpose of placing music instruction in the Theological Seminary on a permanent basis. This money will not be spent but will be invested through the General Conference Investment Fund.

The interest accruing from this investment is to be allocated as follows: 80 percent of the interest will be used to cover instructional costs for graduate church music courses; 10 percent will go to the university library to provide books and materials for graduate church music

courses; 10 percent will be set aside in a Grant-in-Aid fund to assist qualified graduate students in church music to develop into teachers of church music in schools and colleges. It is recommended that this Grant-in-Aid fund be administered by a committee consisting of the dean of Graduate Studies, the dean of the Theological Seminary, the chairman of the Music Department, and the president of the University, who will carefully screen applicants for scholarly equipment, biblical and theological stance, and musical qualifications—the president to view the overall picture with the future of the Chair of Church Music in mind.

Gifts toward the Music Endowment are put in several categories:

An ASSOCIATE in Church Music is anyone pledging \$400.00 or more, payable in four annual payments.

A FRIEND of Church Music is one who pledges \$150.00 to \$300.00, payable in four annual payments.

THE CHOIR OF FIVE HUNDRED: Since 1909 hundreds of singers have sung under the baton of Dr. Beltz, and he invites 500 of them to rally for a final "Hallelujah Chorus" by helping him erect the Endowment Fund as a permanent memorial to all the efforts he and his singers have put forth holding high the standards of fine hymnody and sacred choral literature, with the promise to the future when the ministry will be receiving basic instruction and guidance in sacred music.

Smaller contributions or pledges will, of course, be received with gratitude, but the three groups above will carry the main burden.

It is the intent that every six months all donors will be advised of the status of the Endowment Fund. More, the list of donors will be deposited with the Archives of Andrews University when the goal has been reached, December 31, 1980.

Members of the Adventist Church who are interested in the music of

RESOLUTION HONORS GERATY

WHEREAS, the Doctor of Education program is a new and significant addition to God's programs at Andrews University; and

WHEREAS, that program, although new, is now functioning well as attested to by the caliber of its graduates, its reputation in the academic community, and the quality of its offerings; and

WHEREAS, Thomas S. Geraty has served as director of that program during these early years of its development, guiding in its planning, bringing it into operation, and steering its development;

Now, therefore, be it resolved that the Doctor of Education Committee congratulate Thomas S. Geraty on his unique and significant contributions to that program and express its indebtedness to him for the large measure which his contribution has made to the success thereof; and

Be it further resolved that copies of this resolution shall be presented to all Deans, Vice Presidents, and the President of Andrews University so that they may be informed of the gratitude of the committee to Thomas S. Geraty and the esteem with which the committee regards him.

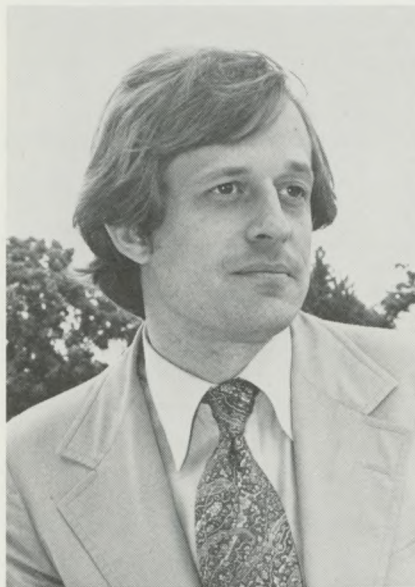
the church are encouraged, when planning the settlement of their estates, to include in their wills or trusts provisions for contributions to the Andrews University Church Music Endowment Fund.

As of April 1, 1976, \$11,100 has been paid into the fund and \$12,473 more pledged.

Checks should be made payable to Andrews University Church Music Endowment Fund and the envelopes addressed to the President of Andrews University, Berrien Springs, Michigan, 49104.

Who? What? Where? When? Among Our Alumni

Alumnus Appointed to FTC



David A. Clanton

David Clanton, an alumnus of Andrews University, was sworn in as a member of the Federal Trade Commission, August 26, in Washington, DC.

Clanton had actually taken the oath of office on August 16, but the public ceremony was delayed until after the Republican National Convention.

Clanton, who grew up in Berrien Springs and attended Andrews University Academy as well as the university itself, was nominated to the commission by President Ford to fill the unexpired term of Lewis A. Engman of Michigan, who had been chairman of the commission.

His nomination was confirmed by the U.S. Senate on July 29.

Clanton's educational achievements include: Wall Street Journal Award for academic excellence in major field, Andrews University, 1966; Silver Key, Wayne State University Law School, 1969; William D. Traitel Scholarship, Wayne State University Law School, 1969; Clarence M. Burton Memorial Scholarship, Wayne State University Law School, 1969; Graduate Professional Scholarship, Wayne State University Law School, 1968; Article Editor, *Wayne Law Review*, (1968-69).

Some of Clanton's publications are: Comment, "Extradition: Concurrent Jurisdiction and the Uncertainty of Prosecution in the Requested Nation," *Wayne Law Review* 1181 (1968); Note, "Taxation—Form over Substance—Covenant Not to Compete," *Wayne Law Review* 691 (1968).

August-September, 1976, Vol. 12, No. 4

He is a member of the Michigan Bar; was admitted to practice before Wayne County Circuit Court, April 1970; and admitted to practice before Federal District Court for Eastern District of Michigan, April 1970.

Positions held by Clanton since January 1976 have included being Legislative Assistant to the Assistant Minority Leader of the United States Senate; Minority Staff Counsel, U.S. Senate Committee on Commerce; and Legislative Assistant to U.S. Senator Robert P. Griffin. Clanton resides at Arlington, Virginia.

Focus Inspires Student to Complete Work

D. Douglas Devnich writes from Lacombe, Alberta, Canada: "After completing course requirements and comprehensives toward an EdD in religious education, I left Andrews University in June, 1976, and am now the pastor of the College Church at Canadian Union College. I did not receive the April-May issue of FOCUS and missed it. Recently I borrowed a copy and all the splendid memories of AU flooded my mind. I became inspired to now take up my dissertation work and complete it as soon as possible. There is something about Andrews University that compels one toward growth and achievement of worthwhile objectives."

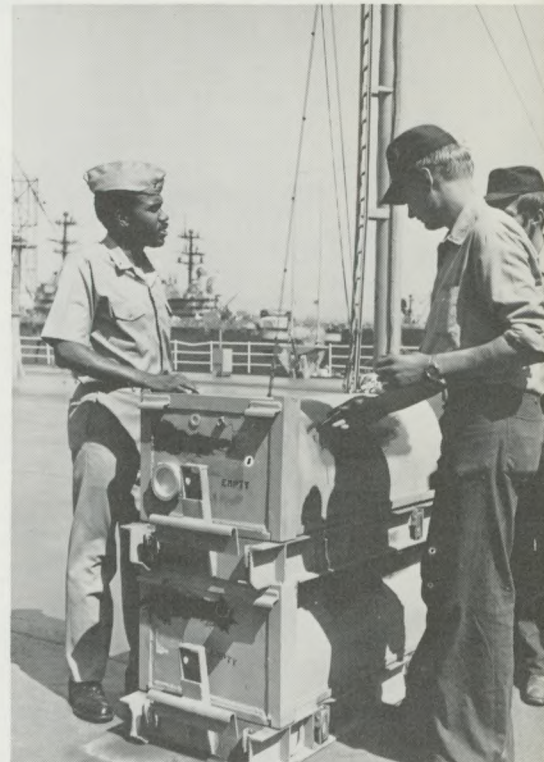
Plane Crash Injures Former AU Students

Gene Hunter Dies from Crash Burns

A Seventh-day Adventist mission plane crashed in East Africa on August 31, 1976. On board were three Andrews alumni, **Gene Hunter**, MA'69; his wife **Florence Losey Hunter**, BA'55; and **Robert D. Brenneman**, MA'60. Also on board the plane were Mrs. Brenneman and the two Hunter children, Jill and Cheryl. Gene Hunter received serious burns and Mrs. Hunter and the two girls suffered minor injuries. Both of the Brennemens received spinal injuries, and the plane and all belongings were completely destroyed. Later word has come to Andrews that Mr. Hunter died from his injuries at Nairobi Hospital, Kenya, Africa, September 9, 1976.

Hunter has been teaching at the Kamagambo Training School in Kisii, near Nairobi, Kenya; and Robert Brenneman is secretary-treasurer for the North Zambia field.

Chaplain Will Contact SDA Relatives in Navy in San Diego Area



Chaplain Meretle H. Wilson

Meretle H. Wilson, attended '70-'71, MDiv'76. Married to **Rose Marie Gaskins**, elementary school teacher. After graduating from Oakwood College, they joined the Allegheny East Conference. Pastor Wilson's first assignment was Bible instructor at the First Church of Seventh-day Adventists, Washington, D.C. In September 1970 the Wilsons went to Andrews University where he majored in counseling and church leadership. After one year at Andrews the Wilsons joined the Allegheny West team where they labored in the Beckley-Kimball, West Virginia, and the Stanton-Charlottesville-Gordonsville, Virginia, districts.

While in Virginia the Wilsons saw the Lord leading them into the work of a chaplain in the U.S. Navy, so they returned to Andrews to complete the requirements for the chaplaincy. Pastor Wilson received the MDiv degree in 1976. He writes: "You may wish to note that if any of your readers have relatives in the Navy with an SDA background stationed in or near San Diego and want me or an SDA chaplain to contact them, they can write me at this address: Chaplain Meretle H. Wilson; LTJG, CHC, USNR 371-38-4218; DESRON THIRTEEN; FPO San Francisco, CA 96601. I will need the serviceman's full name, social security number, and complete address."

Elmer Moore, BS'50. Teacher, Napa Valley Unified Schools system, Napa, Calif. Teaches summers in the biology department of Pacific Union College, Angwin, Calif. Resides at Yountville.

Don Austin Nelson, MA'66. Graduated May, 1976, with a JD degree from Mid-Valley College of Law, Los Angeles, Calif. Resides at Sepulveda.

Lloyd Evans Mulrairie, BA'66, MA'67. Graduated May, 1976, with a DA degree from Middle Tennessee State University.

Alva R. Appel, MA'54, MDiv'74. Graduated 1976 with a doctor of sacred ministry degree from Howard University, Washington, D.C. His dissertation title is "A Study of Stewardship among Selected Religious Groups."

Bob Marshall Bonner, BA'71. Graduated June, 1976, with an MA degree in education/administration and supervision from the Tennessee Technological University, Cookeville, Tenn.

Paul Cales, BA'45. Graduated May, 1976, with an MA degree in education from the University of Redlands, Redlands, Calif.

Virginia Gail Dean, BA'67. Graduated April, 1976, with an MA degree in rehabilitation teaching from the Western Michigan University, Kalamazoo, Mich.

Norman Dean Bassett, BA'69, MDiv'72. Minister, Marion, Ind. Married to **Patricia E. Herold**, attended '64. Four children. Resides at Marion, Ind.

Charles Allen Behner, BS'52. Teacher. Additional degree: M.A. Married to **Doris Irene Drew**, BA'51, MA'67, teacher-student teacher supervisor. Two daughters, one son. Resides at Mishawaka, Ind.

Ralph Blodgett, MA'70, MDiv'66. Assistant editor, *These Times*. Formerly pastor in Oregon and Indiana. Resides at Madison, Tenn.

Maurice E. Crandall, MA'71. Music Teacher. Married to **Betty Schmidt**, former student. Resides at Enterprise, Kan.

Jerry Lee DeHart, BS'71. Construction supervisor/owner. Resides at Indianapolis, Ind.

Vera V. Jones Dunigan, MA'66. Teacher. Married to William A. Dunigan. Three children. Resides at Berrien Springs, Mich.

Donald W. Dronen, MDiv'71. Minister. Married to M. Carol Adams. Two sons. Resides at Richmond, Ind.

Kelly Eick, BA'74. Accounts manager, Hinsdale Sanitarium, Hinsdale, Ill. Married to **Donna Stannard**, BS'76, occupational therapy assistant, Hinsdale Sanitarium. Resides at Westmont, Ill.

Ian Leslie Follett, BA'69. Minister. Married to **Paula Scofield**, attended '65-'66. One son, one daughter. Resides at Bloomington, Ind.

Norma Jeanne Keelams Hall, BS'56. Housewife/secretary. Additional

degree: MS in business education. Married to Samuel Arthur Hall. Three daughters. Resides at Paoli, Ind.

William Franklin Hawkes, BA'51. Minister, Kokomo, Ind. Married to Lois Mae Headley. Resides at Kokomo, Ind.

Aleen Aldridge Hooper, BS'75. Teacher. Married to Boyd M. Hooper. Resides at Jeffersonville, Ind.

Albert Donald English, BA'72, MA'75. Minister, Muncie district, Ind. Married to **Joan Joy Covert**, attended '52. Three sons. Resides at Muncie, Ind.

Paul Arthur Johnson, BA'50. Building contractor. Married to M. Phyllis Tumulty. Two daughters, one son. Resides at Alexandria, Ind.

Donald A. Klinger, BA'70, MDiv'73. Minister. Married to **Linda Kaye Swett**, BA'71. Resides at Terre Haute, Ind.

Bouchard to Study Law

Robert Bouchard, BA'73, MA'74, will be attending New York University Law School this fall and teaching part time in Greater New York Academy.

Bouchard, who taught World Civilization and African history classes last year at Andrews, has received a \$3,000 scholarship from NYU to begin his studies in law. He has been working in the PR department at Andrews this past summer.

Mildred Lavilla McBeth Lake, attended '24. Retired licensed practical nurse. Resides at Elkhart, Ind.

George W. Marsh, MD, BS'28. Physician. Three daughters, one son. Resides at W. Lafayette, Ind.

Harrison Cecil Morton, BA'31, MA'56. Retired. Spent 37 years in Peru and Bolivia. Married to **Flossie Mae Irwin**, BA'29, homemaker. One son, one daughter. Resides at Columbus, Ind.

Frank L. Oliver, BA'58. College professor. Further degree: MST in sociology. One daughter. Resides at Barrington, Ill.

Daniel M. Peters, BS'71. Principal, South Bend Junior Academy, South Bend, Ind. Married to **Inez M. Fraser**, former student. One daughter, one son. Resides at South Bend, Ind.

Karen Pusey, BS'71. Teacher and assistant dean at Indiana Academy, Cicero, Ind.

Connie M. Cooper Rissman, attended '56-'63. Homemaker/retired school teacher. Married to Raymond C. Rissman. One son. Resides at New Whiteland, Ind.

Lawrence E. Schalk, BS'64, MBA'71. Hospital Administrator. Married to **Judith Massengill**, attended '61-'63. Two children. Resides at Hinsdale, Ill.

Amelia T. Tompkins Sewell, attended '51-'53. Physical therapist. One son, one daughter. Resides at Marion, Ind.

Naomi Lorene Stringer Trubey, BS'64. Retired. Resides at Arcadia, Ind.

Irene Daisy Amen Wilson, former student. Teacher. She writes "I taught church school for 18 years then married a man with 4 children." Resides at Alexandria, Ind.

Estelle Jorgensen, MMus'70. Recently successfully defended her dissertation for the doctorate in music education. Will be working as assistant professor of music at the University of Notre Dame in Nelson, British Columbia, Canada, a former Roman Catholic college recently taken over by the universities commission of British Columbia. Has been active in concert tours and in conducting workshops in music with **Alise Schram**, MMus'70. Alise is a permanent staff member of the Calgary Board of Education as music specialist. Both presently reside in Calgary, Alberta, Canada.

Richard D. Jordan, former education department faculty member, principal of the junior academy, '58-'63. After 6 months of studying the French language in Brussels, Belgium, he took over the post of director of the College Adventiste de Gitwe, Rwanda, Africa in 1974. One son, Tom, presently studying at Andrews; and one daughter Candace, married to a seminary student at A.U. and working in the the music library.

AUAA Treasurer Visits Inca Chapter

Martin Fishell, treasurer of the Andrews University Alumni Association, met with the alumni at Inca Union College, May 24, 1976, at the home of Mr. and Mrs. Gerald Haeger. Present were: **Martin Fishell**, BA'51; **Irene Fishell**; **Gerald Haeger**, MA'67, teacher theology department; **Gayle Wilson Haeger**, MA'68; **Maximo Vicuna**, MA'70 librarian, math and physics teacher/secondary level; **Elcira Vicuna**; **Julio Hualliyara**, MDiv'72, teacher, theology department; **Yolanda Hualliyara**, school nurse; **Adelberto Alarcon**, MDiv'75, teacher, theology department; **Hulda Alarcon**, teacher, music department; **Charles Day**, BS'50, business manager; **Leora Day**, BA'50, chairman of secretarial department; **Turibio deBurgo**, MMus'73, chairman, department of music; **Denise deBurgo**, teacher, music department; **Eleodoro Rodriguez**, MA'68, secretary of the Inca Union; **Dina Rodriguez**; **Elroy Martinez**, MTh'64, MV and temperance secretary of the Inca Union; **Jeannie Martinez**.

Alumnotes

Satterfield Appointed Senior Consultant



Charles R. Satterfield, BA'68, MA'69, has been appointed senior brokerage consultant at Atlanta brokerage office of Connecticut General Life Insurance Company. He earned a master's degree in English from the University of Chicago in 1970 and joined CG's Atlanta office in 1975. Early this year, he qualified for the company's Brokerage Sales Seminar for leading brokerage consultants held in Hartford, Connecticut. Satterfield and his wife Jule have a son and live in Marietta, Georgia.

AU Alumnus Appointed College President

Dr. Donald W. Wilson, MA'61, began his appointment as president of Castleton State College, Vermont, on July 1, 1976. He goes to the college from Olivet College in Michigan where he served as academic dean for three years. He received a BA degree from Southern Missionary College, an MA from AU and a doctorate from Michigan State University. Wilson and his wife Kathy have four children ranging in age from two to nine.

Andrews University Alumni Get MD Degree from LLU

Eight graduates of Andrews University recently received the MD degree from Loma Linda University School of Medicine during the May, 1976, commencement. They were: Nancy Jean Anderson, John A. Buxton, Jack C. Chaffin, Bruce E. Lee, Jr., Manoucher Manoucheri, Lindsay Bernard Paden, Donald Graham Prouty, and Roy C. Smith.

Lidner Retires, Offers Foreign Language Services

Irma Berner Lidner, MA'38. After nearly 22 years on the EMC/AU campus, as student or faculty member, retired at the end of July. In June, 1969, she had stopped active teaching to join the staff of the James White Library as a cataloger-linguist, specializing in processing the university's foreign-language accessions. She is now making the Broadview Academy campus her home, to be close to her older daughter, **Cherry Britt**, '67, MA'72, and her family. Cherry's husband, **Richard G. Habenicht**, '67, (also has advanced seminary work) is the pastor and a Bible teacher at BVA. Mrs. Lidner expects to enjoy a good deal of baby sitting with their 19-month-old daughter, Lisa Britt, as well as to serve the academy as PR secretary.

In addition to volunteering her skills and experience wherever the community may need her, she hopes to extend the editing and translating activities begun while on campus at AU, where she has worked on manuscripts of several kinds in various languages, among them doctoral dissertations, articles for professional journals, and commercial advertisements for international trade.

If any of the Alumni family knows of a need for such service, contact Irma B. Lidner at Broadview Academy, LaFox, Illinois 60147, for an estimate, by the hour or page, whichever is to the client's advantage.

C. Fred Clarke, BA'29. Married to Helen Merriam Clarke, BA'29. Former faculty member. Both serving as SOS workers at Lower Gwelo College, Gwelo, Rhodesia. Fred is in charge of finances and Helen is an English teacher. They write: "We would like to encourage any others who still enjoy good health to offer their services to the General Conference. The rewards are worth the effort."

Orey Gadway, BS'68. Recently appointed to Atlantic Union College as assistant to the president in a development and fund-raising capacity. Previously he was teaching health and physical education at South Lancaster Academy and more recently involved in real estate. Married to **Karen Wilcox**, attended '65-'68. One son. Resides at Sterling, Mass.

Jose E. Vega, BA'68. Currently in his second year of doctoral work in educational administration at the University of Illinois on a Title VII bilingual education federal government fellowship. Further degree: MS'74 from the State University of New York, Albany. Resides at Champaign, Ill.

Valerie Gray, MA'73, has just been appointed assistant professor of English at Denison University, Granville, Ohio. Ms. Gray has been a graduate teaching associate at Ohio State University where she is a candidate for the PhD degree. She held a university fellowship at Denison.

Harvey Brenneise, BA'73; MA'74, is teaching at the Kilgore SDA School in Charlotte, N.C.

Gloria Jean Fogg, BA'65. Received a master of education degree from Middle Tennessee State University, Murfreesboro, Tenn., August 13, 1976.

In Memoriam

Ebenezer Briandt-Coker, a graduate student at Andrews University, was killed in a head-on automobile collision on July 29, 1976. Briandt-Coker was on his way to Toronto, Canada, when the collision occurred. A native of Ghana, he received a BA in theology in 1975 from the Seminary of West Africa in Nigeria and was working on an MA in religion at Andrews. Briandt-Coker came to Andrews in September, 1975, and was selling religious books this summer in Oshawa, Ontario, to raise money for his education. The funeral service was held in Toronto, and the three-part eulogy was given by Dr. Wilfred Futcher, associate professor of education at Andrews; Joel Awaniyi, AU student and former teacher of Briandt-Coker; and J. D. Johnson, returned missionary from Nigeria.

Thelma Lois Abel West, '26 passed away June 4, 1976. Thelma was born in Enid, Oklahoma, 1905; lived in Texas and later in Colorado. Attended Campion Academy, Loveland, Colo. and EMC, Berrien Springs, Mich. Married to **Laurence West**, BA'27. Together they labored at Southern Junior College (now Southern Missionary College), Tenn., he as dean of men and teacher in business department, and Thelma as teacher in home economics. Later they moved to Wisconsin where their son Melvin was born (now teaching in music department at Walla Walla College, Wash.) In 1938 they moved to southern California where Laurence headed the commercial department and was business office manager of Lynnwood Academy. In 1948 they took over the management of Cherokee Memorial Park, a cemetery at the edge of Lodi, Calif., and after a few years Thelma was elected secretary of the corporation, which office she held until her passing. Thelma was a member of the English Oaks SDA church where she was actively engaged for many years in the children's division of the Sabbath School and in the church choir.

San Diego Chapter, California (April 7, 1976)

William Byron Ammundsen, MA'48. Minister/Teacher. Married. Resides at National City.

Elmae Nerissa Parchment Lawrence, attended '72. Registered nurse. Married to Arthur George Lawrence, MDiv'72. Resides at San Diego.

Veda Sue Marsh, attended '18-'20. Retired nurse educator. Volunteer in charge of play therapy at Paradise Valley Hospital pediatrics department. Additional degrees: RN; BA from Pacific Union College, Angwin; MA from Peabody University, Nashville, Tenn. Resides at National City.

Roy D. Nichols, BS'72. Owner of swimming pool company. Married to **Paulett G. Blount,** attended '71, part-time secretary and homemaker. One child. Resides at La Mesa.

Marguerite Mary Peugh, BA'37. Nursing supervisor in pediatrics and medical at Paradise Valley Hospital. Resides at National City.

Arabella M. Williams, BA'17, former German teacher, '38-'47. Retired teacher. Widowed. Three children. Resides at Escondido.

Doris Jane Metoxen York, BA'53. Homemaker. Enjoys oil painting as a hobby. Married to Bill York. One daughter. Resides at San Diego.

Pacific Union Chapter (March 1, 1976)

Louise J. Ambs, BA'32, former teacher, education department at AU for 14 years. Teacher. Additional degrees: MA, MEd. Resides at Angwin.

Eric Douglas Anderson, BA'70. Teacher. Additional degree: MA from the University of Chicago. Married to **Loretta J. Tallios, BS'72,** homemaker. One son. Resides at Angwin.

Harvey Ray Brenneise, BA'73, MA'74. Teacher. Resides at Napa.

Vernon Ray Brenner, BA'23. Literature evangelist and teacher. Writes: "After teaching 21 years I am an unretired literature evangelist in Fairfield, Calif." Married to Lilah May Alcorn, RN. One daughter. Resides at Napa.

Alba D. Campbell, BA'28. Retired. Resides at Deer Park.

Thomas Frederich Candy, attended '69-'70. Perfussionist. Married to **Debra Sue Prelog,** attended '72-'73, homemaker. Resides at St. Helena.

Duane Louis Cronk, attended '46-'49. Public relations consultant. Additional degrees: BA from the University of Denver, Colo.; MA from the American University, Washington, D. C. Married to **Mary Eleanor Green,** attended '47-'49. Resides at Angwin.

Dorothy A. Ferren, former assistant librarian '48-'54. Librarian. Resides at Angwin.

Preston W. Fletcher, BA'73. Programmer. Resides at Angwin.

Stuart James Freeman, BS'67. Vice-president of St. Helena Hospital. Additional degree: MPH.

Married to Betty Ann Hackbarth, attended '52. Three children. Resides at St. Helena.

Margaret Beth Asher Gemmell, BA'45, MA'69, former instructor, English department, '65-'75. Registrar and English teacher, Sacramento Union Academy. Married to **Cecil Lynn Gemmell,** attended '39-'44. Two daughters, one son. Resides at Carmichael.

George T. Gott, BA'44. Business manager, Pacific Union College, Angwin. Married to Rosella Louise Wiedemann. Three children. Resides at Angwin.

Yvonne Caro Howard, attended '20-'23. Piano teacher. Additional degrees: BMus, MMus. Widowed. One son. Resides at Angwin.

Rolland Harold Howlett, BA'37. Press foreman. He writes: "After 32 years in denominational educational work, I have returned to the printing trade by which I earned my way through EMC." Additional degree: MA in French. Married to Doris Ann Smith. Two daughters. Resides at Angwin.

Robert U. Kalua, physical education teacher at AU. Married to Sylvia K. Hess. One son, two daughters. Resides at Berrien Springs, Mich.

John G. Kerbs, MAT'68 former Andrews Academy Bible teacher, '67-'68. Bible teacher/chaplain. Married to Nancy C. Shurtliff. Three sons. Resides at Angwin.

Ernest Lloyd, BA'01. Volunteer worker at Health center, Deer Park. Retired editor, writer, and field secretary for the Pacific Press. Resides at Deer Park.

Dorothy E. McChesney Lewison, BS'31. Manager of the Pacific Union College restaurant. Widowed. One daughter. Resides at Calistoga.

William James McGee, BA'61, former music teacher, '61-'62. Assistant professor of music theory at Pacific Union College, Angwin. Additional degree: MMus. After teaching 8 years at Southern Missionary College, Tenn., attended and taught at the University of Arizona, Married to **Elaine Glenna Jewkes, BA'61,** homemaker. Two daughters. Resides at Angwin.

Pete McLeod, attended '70-'72. Musician. Resides at Placerville.

Harold W. Mikkelsen, attended '13-'18, '23-'24. Physician, (psychiatry). Married to **Helen M. Smith, '24,** homemaker. One daughter. Resides at Yountville.

Sue Helen Neumann Miklos, pre nursing '36-'38. Registered nurse. Married. Two daughters. Resides at Angwin.

Elmer C. Moore, BS'50. Teacher. Additional degree: MA from Pacific Union College, Angwin. Married to Violet Sweeten. Four children. Resides at Angwin.

William M. Moors, attended '59-'60, '61-'64. Student. Married to **Cynthia A. Hart, '59-'60, '61-'62.** One son, one daughter. Resides at Angwin.

Doris E. Hopkins Moore, attended

'32-'34. Registered nurse. Married to Charles H. Moore. One son. Resides at Angwin.

Robert E. Northrop, MBA'71. Accountant, Pacific Union College, Angwin. Married to LaVerne Hughes, attended '71. Two daughters, two sons. Resides at Angwin.

Barbara H. Phipps, BA'39, former librarian and assistant librarian, '45-'61. Librarian, Pacific Union College, Angwin. Additional degrees: ABLS, AMLS. Resides at Angwin.

Burton H. Phipps, BA'20, former principal of AU Academy and connected with the biology department, 1929-'61. Retired. Additional degree: MA from Michigan State University. Resides at Angwin.

Paul Elmore Quimby, BTh'21, BA'24. Teacher. Additional degrees, MA (1931) and PhD (1940) from the University of Southern California. Married to **Mae Henise, BA'21,** retired teacher. One son. Resides at Angwin.

Joseph A. Quinn, BA'50. Married to **Marion P. Quinn,** former student. One daughter, two sons. Resides at Deer Park.

William Edwin Richardson, BA'59, MA'60, MDiv'70. Teacher religion department, Pacific Union College, Angwin. Married to **Sandra Kay Van Eman,** attended '55-'57. Two daughters, one son. Resides at Angwin.

Marilyn Ann Sanders, BS'72. Assistant dean of women, Pacific Union College, Angwin. Formerly taught 2 years at Cedar Lake Academy, Mich. Resides at Angwin.

Clifford Schaber, attended '51-'52. Maintenance worker. Married to Dorothy Murine Danielson. Resides at Deer Park.

Charles Wayne Scriven, MDiv'68. Graduate student. Married to **Marianne Sjoren, BA'67, MA'68,** assistant professor of music, Pacific Union College, Angwin. Additional degree: DMA from the University of Missouri. One son, one daughter. Resides at St. Helena.

Eldon LeRoy Spicer, BS'50, former AU agriculture teacher, '56-'67. Agriculture teacher, Pacific Union College, Angwin. Additional degree: MS. Married to Anna Mae Spicer, attended '47-'49. One son, one daughter. Resides at Angwin.

Ruth J. Arbuckle Stickle, BA'35. Teacher. Married to Stanley J. Stickle. One son, one daughter. Resides at Angwin.

Nathan Gordon Thomas, BS'56. History professor at Pacific Union College, Angwin. Married to **Donna M. Otis, 2 yr cert '54,** receptionist/business assistant to dentist. Three children. Resides at Angwin.

Marvin Willis Troutman, MA'53, MDiv'55. Pastor/social worker. Additional degree: MSW. Married to Lillian Pearl Trautman. Two children. Resides at Angwin.

Leonard Oscar Venden, MMus'69. Minister/teacher. Married to Shirley Huenergardt. One daughter, one son. Resides at Deer Park.

Alumnotes

Chester Edwin Westphal, MA'50. Retired minister. Married to Wilma Mae Ross. Two daughters. Resides at Angwin.

Robert Charles Williams, BS'66. Dentist. Additional degree: DDS. Married to **Sharon Marie Erickson**, attended '61-'63. One son, one daughter. Resides at Angwin.

Cecil L. Woods, BA'25, former math department chairman, '38-'47. Retired mathematics professor; now Pacific Union College church treasurer. Additional degree: MS in physics from the University of Cincinnati, 1938; PhD in math from Ohio State University, 1946. Married to **Calista K. Kulenkamp**, attended '23-'24. Three daughters. Resides at Angwin.

Robert G. Young, attended '25-'30. Retired. Additional degree: BA. Married to **Ena G. Campbell**, attended '25-'29. Resides at St. Helena.

Lincoln Chapter, Nebraska March 31, 1976

Charles Ellsworth Felton, BA'45, MA'63. Teacher. Additional degree: PhD from Iowa State University. Married to **Pauline Louise Seitz**, attended '43-'44. Three daughters, one son. Resides at Lincoln.

Walter R. Howard, attended '59. Minister. Resides at Lincoln.

Eleanor A. Cowles Krogstad, attended '38-'39, '65-'66, former library staff member. Elementary supervisor for the Central Union Conference of S.D.A.'s. Two daughters, one son. Resides at Lincoln.

John Clarence Long, BA'76. Student. Will begin MA in religion program in September 1976. Married to **Shirley Ann Pegump**. Two sons. Resides at Lincoln.

Myrl O. Manley, BA'35, former chairman, department of world mission, '66-'68; vice-president for student affairs, '69-'73. President, Union College, Lincoln. Additional degrees: MA, MAT, EdS, PhD. Married to **Gertrude Elizabeth Sherman**, Bible worker's diploma, '34, secretary/receptionist, Counseling and Testing Center. Two sons. Resides at Lincoln.

James D. McClelland, BA'64. Art instructor, Union College, Lincoln. Married to **Huda Farag**, BA'64. Additional study: graduate work in biology at the Miami University, Ohio. One son, one daughter. Resides at Lincoln.

Opal Lucille Miller, BA'34. Teacher. Additional degree: MMus. Retiring this year. Resides at Lincoln.

Robert A. Murray, BA'58. Teacher. Additional degrees: MMus, PhD. Married to **Leona May Andersen**. One daughter, one son. Resides at Lincoln.

Robert J. Robinson, BS'55. Business manager, Union College, Lincoln. Additional degrees: MBA, City College, New York City. Married to **Martha Jane Hlad**, attended '49-'50,

homemaker and library clerk. One son, one daughter. Resides in Lincoln.

Greta Elizabeth Nelson Royal, pre-nursing '35-'36. Married to **Chalmers Royal**. Three sons, two daughters. Resides at Lincoln.

Erik Niel Sorensen, BA'70. Graduate student, department of chemistry, University of Nebraska. Married to **Janetta Rose Guy**. Resides at Lincoln.

Eugene Marvin Stiles, MBA'66. Treasurer, Christian Record Braille Foundation, Lincoln. Just returned to the U.S.A. after 15 years of mission service in Southern Asia. Additional degree: BA. Married to **Helen Leone Hauselt**. One son, one daughter. Resides at Lincoln.

Wolfgang D. J. Struntz, BA'70, MA'73. Director of Counseling and Testing Center, Union College, Lincoln. Married to **Karen M. Lickey**, BS'69, teacher/homemaker. One son. Resides at Lincoln.

Frederick George Thomas, MA'62. Minister, currently manager of Christian Record Braille Foundation Lincoln. Married to **Jean Daphne Hepburn**. Four sons. Resides at Lincoln.

Clifford L. Toews, MBA'70. Assistant professor of business administration at Union College, Lincoln. Additional degree: CPA certificate. Married to **Cheri A. Stephenson**, BS'70. Resides at Lincoln.

Seattle/Puget Sound Chapter March 31, 1976

James F. Ball, BA'62, MA'63. Minister/guidance counselor. Spent four years in Africa, presently teaching at Auburn and working on a master's degree in counseling. Married to **Patricia E. Chase**. One son, three daughters. Resides at Auburn.

Marie Elizabeth Benson, BS'75. Associate dean of women/physical education instructor. Resides at Auburn.

Ronald J. Beardsley, BA'43. Hospital laundry manager. Married to **Mildred R. Vallentin**. Two sons. Resides at Tacoma.

Hal F. Crays, BA'42, former assistant business manager/teacher. Semi-retired auditor to Washington Conference of S.D.A.'s. Additional degree: MA. Married to **Laurinda D. Mohr**. One son, one daughter. Resides at Auburn.

Roger H. Ferris, MA'57. District pastor. Plans to return to AU in 1976 to commence work on the EdD program. Married to **Ida Marie Kleinsmith**. Two sons, one daughter. Resides at Seattle.

Kathy Jean Friedrich, BMusEd'73, MA'74. Music teacher for grades 1-8 at Buena Vista elementary school. Resides at Auburn.

Howard A. Gustafson, BA'50. Finance analyst for the Boeing Company. Married to **Calista Gustafson**. Resides at Sumner.

Roger Neville Hammill, MA'61. Teacher, Western Washington State College, Bellingham. One daughter, one son. Resides at Bellingham.

Hans Joachim Krenz, BA'69. English, German and speech teacher at Auburn Adventist Academy. Married to **LaDonna June Herr**, attended '67-'69. Resides at Auburn.

Art L. Peterson, BMus'73. Student. Resides at Olympia.

Praxedes Pileo Ramos, MA'67. Housing administrator. Additional degree: PhD in education. Married to **Alicia Villarosa**, BA'67. One son, one daughter. Resides at Seattle.

Spokane Chapter, Washington March 31, 1976

Joyce Doreen Paul Brown, BA'55. Homemaker. Married to **Merrill Austin Brown**, dairy farmer. Three sons, two daughters. Resides at Cheney.

Wayne Wand Byers, BA'44, attended '60-'61, '65-'66. Minister. Married to **Isabel Day**. Four sons. Resides at Fairfield.

Lynn Goyne Jr., BA'52, MA'54. Teacher. Recently completed 20 years of teaching in S.D.A. elementary and intermediate schools. Married to **Maybeth Goyne**. One son, one daughter. Resides at Spokane.

Clarence Gruesbeck, MDiv'72. Minister. Married to **Nancy Jeanne Van Camp**. Three children. Resides at Spokane.

Daniel Delos Knapp, MDiv'73. Minister, Ephrata-Grand Coulee Dam district. Married to **Sharon Arlene Dury**. Three sons, one daughter. Resides at Ephrata.

Oregon Chapter February 28, 1976

David Wilson Allen, BS'63, MA'64. Minister/teacher. Married to **Virginia Alice Pence**, attended '59-'63, registered nurse. Two sons. Resides at Gaston.

David Fredric Ashton, BS'73. Promotion director, KEX Radio. Married to **Phyllis E. Grant**, attended '71. Resides at West Linn.

Roy Willard Day III, BS'69. Assistant manager, shoe department, Montgomery Ward, Portland. Married to **Rosemary Larson**. One son, one daughter. Resides at Battle Ground, Wash.

Ulysses N. Diaz, MD, BD'66. Working in New York in connection with Conference medical missionary work. Married to **Lina Hann**, registered nurse. Two sons, one daughter. Until June, 1976, resided at Portland.

Alumnotes

Harriet Rachel Williamson Douglas, attended '47-'48. Registered nurse. Lives on 500 acres of truck gardens. Married. Seven children. Resides at Portland.

Alfred John Gordon, BA'28. Retired minister ("but still active"). Married to A. Lola Schwarz. One son, two daughters. Resides at Portland.

Michael A. Jones, BA'60, MA'67, former journalism instructor for 2 years. Minister. Married to **Dorothy M. Maile**, '60, secretary. Three sons. Resides at Portland.

Theresa A. Jones, BS'71. Teacher. Resides at Auburn.

Per Anders Karlman, MA'72. Director, professional relations, Northwest Medical Foundation. Married to Eva Birgitta Rosenberg. Resides at Portland.

Anita Jeanine Knight, BA'72. Bookkeeper. Resides at Portland.

Edward M. Norton, MA'58, MDiv'59. Principal, Portland Adventist Academy. Married to Esther Vaselenko. One son, two daughters. Resides at Boring.

Daniel M. Patchin, MD, BA'66. Physician. Married to Marilyn Kay Andersen. One daughter, two sons. Resides at Clackamas.

Reed Andrew Qualley, MDiv'72. Minister. Married to Linda Blake. Two children. Resides at Gresham.

Elma Lee Fish Rhodes, BA'30. Married to **J. Wesley Rhodes**. BA'31. Resides at Lake Oswego.

Gwynne Milton Richardson, MA'65. Minister. Married to **Ione Markel**, BS'57. One son, one daughter. Resides at Forest Grove.

M. Warren Schlatter, BA'65. Librarian. Additional degree: MLS. Married to **Kathleen Gale Ballentine**, attended '60-'63. Three sons. Resides at Gaston.

Alice Catherine Shepard, BA'26, former elementary school supervisor, grades 7-8, '34-'35. Retired teacher. Additional degree: MA from the University of Michigan. Resides at Portland.

Ronald Nelson Sleeth, BS'68. Sales division of Ames Co. (Division of Miles Laboratories.) Married to **Lynn Marie Bellore**, BA'65, teacher/homemaker. One daughter, one son. Resides at Portland.

Loretta Jean Stout Goodridge, former student. Homemaker. Married to Kenneth Jay Goodridge. Resides at Portland.

Mark Alan Umek, BS'75. Business office, Portland Adventist Hospital. Married to **Sandra Koester**, BA'74, social worker, Portland Adventist Hospital. Resides at Portland.

Betty Unger, BA'67, MA'72. Chaplain's assistant. Resides at Portland.

Rankin H. Wentland, Jr., BA'48. Minister. Married to **Shirley E. Frivalt**, attended '47-'48. Three sons. Resides at Gresham.

Keene Chapter, Texas March 31, 1976

Raleigh G. Burchfield, BA'29. Retired minister, treasurer of Potomac Conference of S.D.A.'s. Married to **Edith M. Truitt**, '28. Resides at Keene.

Alice Tourena Davis, BA'42, former piano teacher, '44-'49. Private piano teacher. Resides at Keene.

James H. Gilby, BA'66. Married to **Camille Thurmon**, BS'65. Two sons, two daughters. Resides at Dallas.

Julius Korgan, MA'48, MDiv'58. Professor of history, soon to be teaching in Nigeria, Africa. Additional degree: PhD. Married to **Evelyn Beebe**, MA'58, sociology teacher. Three sons, two daughters. Resides at Keene.

James A. Kubecka, BA'56. Teacher. Additional degree: MA in education from the University of Idaho. Married to **Betty Jane Sanger**, BS'56, teacher and registered nurse. Additional degree: MAT in 1970 from the University of Idaho. Both spent 2 years on Guam, teaching for the department of education. Resides at Arlington.

Robert W. Leisice, attended '50-'52. Minister. Married to Elizabeth Ann Leisice. Three daughters. Resides at Dallas.

Beth Hainer Bentley Lowry, BA'47, former dean of women for 20 years. Secretary, student affairs office. Married to **Morris C. Lowry**. Resides at Keene.

Richard LaVerne McCluskey, BA'61. Teacher, Southwestern Union College. Additional degrees: MA from Walla Walla College, Wash.; and PhD from North Texas State University. Married to **Marilyn F. McCluskey**. Two daughters, one son. Resides at Keene.

Clarence C. Newton, Jr., MAT'71. Married to Marguerite Belle Holcomb. Two sons. Resides at Midlothian.

Dorothy Mae Rudisaile, MA'69. Teacher. Resides at Keene, Texas.

George M. Schram, BA'40. Department director, Southwestern Union Conference of S.D.A.'s, Richardson. Married to **Glenda R. Hodson**, BA'43, secretary. One daughter, one son. Resides at Fort Worth.

Ella Marie Tautfest, MA'66. Teacher. Resides at Keene.

Eugene V. Thomsen attended '52-'53. Professor in the modern language department, Southwestern Union College, Richardson. Additional degrees: MA and PhD from the University of Texas. Married to **Grace E. Thomsen**. Two daughters. Resides at Keene.

Grace Laura Trumbo Smith, MA'74. Child welfare worker for the social service. Additional degree: BS from the University of Houston. Widowed. Resides at Midlothian.

Richard James White, MA'64. Chairman, fine arts department of Southwestern Union College. Additional degree: PhD in musicology,

Indiana University. Married to **Shirlee Jean Harrell**. One daughter, one son. Resides at Keene.

Walla Walla Chapter, Wash. March 31, 1976

William R. Bornstein, BA'49, MA'51. Minister, College Place Church. Married to **Marilyn E. Fellows**, attended '48-'50. One daughter. Resides at College Place.

Anthony Castelbuono, BA'48. Assistant youth activities director, Walla Walla area, Upper Columbia Conference of S.D.A.'s. Married to **Jacqueline Cinquemani**, BA'69, MA'72, substitute teacher. One daughter, one son. Resides at College Place.

Lanny Herbert Fisk, BA'71. Assistant professor of biology, Walla Walla College. Married to **Carol Mae McDowell**, attended '65-'66. Resides at College Place.

Margaret Benedict Gill, BA'46, former supervisor, elementary school, '46-'55. Additional degree: MA. Married. Resides at Walla Walla.

Leslie E. Janke, BA'25. Retired. Married to Rose Evelyn Swanson. Three daughters, two sons. Resides at Walla Walla.

Roger William May, BA'70. Assistant professor of mathematics at Walla Walla College. Additional degrees: MSc, 1972; and PhD, 1975 from Florida State University. Married to **Connie Marie Draper**, BS'69, teacher. Resides at College Place.

Norman Dale Polk, BS'55. Builder. Married to **Muriel Ruth Parfitt**, pre nursing '54. Two daughters, one son. Resides at Milton-Freewater, Oregon.

Agnes Sorenson, BA'23, former language teacher. Retired teacher. Additional degree: MA. Resides at College Place.

Richard Christian Stocker, attended '68. Builder. Married to Karen Williams, attended '70. One son, one daughter. Resides at Poulsbo.

Charles Leonard Vories, '25. Retired minister. Widower. One son, one daughter. Resides at College Place.

Leon E. Wadsworth, attended '19-'22. Retired. Additional degree: BA from Union College, Lincoln, Neb. Married to **Amanda Josephine Berglin**. Four children. Resides at Milton-Freewater, Oregon.

Born to **Glen** (BA'71) and **Ruth** ('68-'71) **Abbott**, a boy, **Jeremy James**, July 11, 1976. The **Abbotts** reside at Collegedale, Tenn., where Mr. **Abbott** is employed by Erlanger Hospital in Chattanooga and Mrs. **Abbott** teaches nursing at Southern Missionary College. **Jeremy James** joins another son, **Glen II**, aged three and a half years.

Oscar Francis, MA'75. Has recently returned from Korea where he went as a volunteer teacher following his graduation in August. He is, at present, residing at Portland, Ore.

Emma Howell Cooper Remembers, BA'25

(Since printing this letter, word has been received of the death of veteran worker Emma Howell Cooper, June 24, 1976, at Olympia, Washington.)

After completing college work at Andrews University in the summer of 1925, I specialized in secretarial and editorial work under such Seventh-day Adventist giants as M. E. Kern, L. E. Froom, H. M. S. Richards, Dr. T. R. Flaiz, and J. Wayne McFarland, in the General Conference offices and the Voice of Prophecy.

I was present when the Theological Seminary began full-year work in temporary quarters above the Review and Herald's cafeteria. Temporary quarters indeed! Yes, I was there—the registrar, figuring out everything from the GPA's to how to keep the janitor on the job—and ringing the country school hand bell for every class—almost on time! Dr. C. M. Weniger was there teaching speech (assisted by Jerry L. Pettis). That is—well, as Dr. Wenigar often exclaimed, "How can a man teach speech with M. L. Andreassen holding forth on the Sanctuary question just beyond that thin temporary partition?"

In 1942 I was present when the Voice of Prophecy went on the air nationwide, as H. M. S. Richards' first editorial secretary. The General Conference had sent me out, partly to recuperate health in sunny California. But sunny California produced night and day colds for me, with its hot applications daytime and cold nights. In two and one-half years doctors ordered me out of that climate.

So the General Conference called me back—just in time to join the Transportation Department as an extra worker while we rehabilitated the mission fields at the close of World War II. Almost five years I worked there. Missionaries were "champing on the bit" to be back in mission service. And we sent them out, literally on a wing and a prayer. They went by all manner of travel methods. Boats were few, and mostly troop ship conversions at that. Air travel was scarce, except as a few men were permitted to accompany Army planes. In the office we worked, sometimes almost around the clock, visiting the State Department and Embassies and offices in Washington, D.C., getting passports, visas and permits. Yes, and we searched out and brought home many of the half-starved missionaries who had been caught in concentration camps. All this joy and hard work was enough to restore anybody's health. It worked! I never had better health.

With travel reinstated and passports issued upon request, temporary workers were no longer needed in the Transportation Department.

In 1948 I began oversight of the stenographic force and doing editorial work in the Department of Health under direction of Dr. T. R. Flaiz and Dr. J. Wayne McFarland. I loved it

all, and experience there enables me to read the good old *Review* with greater zest.

In 1952 it was time to make a complete change in occupations. I met and married the most wonderful man of the Northwest—Urban E. Cooper. He had been a Seventh-day Adventist only a few years, having been brought into the Truth wholly under the influence of the Holy Spirit. Once in the church, he considered a layman should begin working for the Lord. With the beautiful singing voice with which God had endowed him and with a projector, he gave Bible studies to many in the mountain mining area of the Idaho panhandle. He built a church out of an old house with his own hands and money, and soon had a church of 35 members—all his own converts except one Voice of Prophecy student he had found in the mountains.

Urban and I had twelve wonderful years together before God saw it was time for him to rest. He sleeps, but I have no doubt he will be waiting for me in that glad day when "the dead in Christ shall rise first."

During married life I worked six years in the Rainier State School for Retarded (near Mt. Rainier—Tacoma, Washington). There working for the lady in charge of Volunteer Services as secretary, I learned much about the "milk of human kindness" as various churches and organizations came to give encouragement to the residents of that school. That was an experience fully as rewarding as my service in the General Conference Office.

Then, after my good husband's death, offices thought I was too old to hold a job on wages. It was time to give volunteer service, which I did here and there.

In 1972 and 1973 I spent too much time in hospitals and nursing homes where everybody was good to me. The myeloma in my bone marrow and a broken leg kept me there. But with medical science's knowledge of chemotherapy and the good blessing of the Lord, doctors tell me I am almost as good as new. And by May 1, 1975, I shall be keeping the home fires burning for my pal brother John.

FRANKLY SPEAKING

by Phil Frank



Around the World Adventure Tour

An Around-the-World Adventure Tour will be sponsored by the A. U. Alumni Association next summer, June 28 to August 26, 1977.

Mark your calendar for an unforgettable adventure.

According to Jim and Connie Barclay, coordinators of the tour, a tentative brief itinerary is as follows:

JUNE

- 28 CHICAGO
- 29 LONDON
- BAGHDAD Transfer to hotel with orientation city drive enroute.
- 30 BAGHDAD City tour plus excursion to Babylon.
- KUWAIT Transfer to hotel, orientation city drive enroute.

JULY

- 1 KUWAIT City tour including shopping stop.
- SHIRAZ Transfer to hotel with orientation city drive enroute.
- 2 SHIRAZ Drive to Naqsh-i Rostam to see the Achaemenian rock-tombs of Darius the Great, Xerxes, Artaxerxes I and Darius II, et al.
- 3 SHIRAZ Excursion to Persepolis to visit famous site begun by Darius the Great in 520 B.C. Return to Shiraz for shopping in bazaars.
- 4 ISFAHAN City tour with shopping stop at bazaar.
- TEHERAN Transfer to hotel with orientation city drive enroute.
- 5 TEHERAN City tour visiting the Golestan Palace and the bank vault where the fabulous crown jewels are displayed.
- Drive into the countryside to old city of Rey to see the oriental rug-washing center at Cheshmeh Ali.
- 6 KABUL Tour ancient city seldom visited by tourists. View the tribal nomads as they travel throughout city; visit the colorful bazaars.
- 7 KABUL Motor toward Afghan border and the Kyber Pass. Enroute pass the intriguing village of Landi Kotal, a smugglers market.
- 8 PESHAWAR City tour of the bazaars which are still the meeting place for caravans of fierce-looking tribesmen from the Afghanistan mountains.
- 9 KARACHI Scenic drive into countryside.
- 10 LAHORE Tour this Mogul city and visit historically famous Shalimar Gardens.
- 11 LAHORE Motorcoach 15 miles to the Indian border to Amritsar, visiting the Golden Temple (only Sikh temple of its kind in the world).
- SRINAGAR Tour the city and enjoy a cruise on Lake Dal.
- 12 SRINAGAR At leisure.
- 13 DELHI City tour of Old and New Delhi. Attend Sound and Light performance.
- 14 AGRA Moonlight visit of Taj Mahal if weather permits.
- 15 AGRA Tour of city and countryside including Taj Mahal.
- 16 JAIPUR Afternoon scenic drive into countryside.
- 17 JAIPUR Tour city markets and Palace of the Winds, also 17th

century Jantar Mantar Observatory. Excursion to AMBER where an elephant "taxi" takes you to explore an ancient fortress situated on a mountain pass.

- 18 UDAIPUR City tour of this dream-like city with lakes and palaces.
- 19 BOMBAY Motorcoach excursion to Poona to visit SDA Spicer Memorial College.
- 20 BOMBAY City Tour.
- 21 COLOMBO Transfer to hotel with orientation city drive enroute.

ALTERNATE

- 19 BOMBAY City tour taking in Gateway of India, Hanging Gardens, Malabar Hill, Mahalaxmi Temple. (Or possibly plane or train out to Poona to visit and stay overnight at Spicer Memorial College.)
- 20 BOMBAY Excursion to Poona if departure was not the previous evening.
- 21 BOMBAY At leisure.
- 22 COLOMBO Transfer to hotel. Balance of day at leisure.
- 22 COLOMBO At leisure.
- 23 COLOMBO Drive to Kandy to visit SDA school. Afternoon drive to see the world's most sacred Buddhist shrine.
- 24 COLOMBO City tour.
- 25 MADRAS Tour city, including shopping stop.
- 26 CALCUTTA City tour.
- VARANASI (Formerly called Benares.) City tour including shopping stop.
- 27 VARANASI Early morning sail with the pilgrims on the holy river Ganges to view the bathing and burning funeral ghats.
- KATHMANDU Special plane trip to Tiger Tops where you will be accommodated in the famous "Tree Hotel" and will watch wildlife from elephant back.
- 28 KATHMANDU City tour including Bhadgaon.
- 29 Dacca City tour including shopping stop.
- 30 Dacca Scenic afternoon drive into countryside.
- 31 Dacca Full-day river cruise to SDA mission in the interior.

AUGUST

- 1 CALCUTTA Transfer to hotel. Balance of day at leisure.
- 2 RANGOON (The garden city of the East.) City tour including shopping stop.
- 3 RANGOON Excursion to Mandalay, last royal capital of ancient Burma.
- 4 BANGKOK 6 hours between flights from Rangoon to Penang. Downtown tour.
- PENANG Transfer to hotel with city orientation drive enroute.
- 5 MEDAN Excursion to Lake Toba.
- 6 MEDAN Afternoon scenic drive into countryside.
- 7 KUALA LUMPUR From airport, sightseeing tour of this capital of Malaysia. Visit a tin mining company and rubber plantation.

- 8 SINGAPORE City tour from airport, stopping at SDA Mission compound.
- 9 KUCHING From airport tour city including scenic waterfront, the oldest Chinese temple, and native market.
- 10 SIBU An exciting journey to the land of the former headhunters. Drive to the Rajang River and travel by launch through seldom-visited areas to a Dayak village.
- 11 KOTA KINABALU Transfer to hotel with brief orientation drive enroute.
- 12 MAKASSER City tour from airport.
- 13 MAKASSER Afternoon scenic drive into countryside.
- 14 MAKASSER Full-day excursion into district of Tana Toraja, an area inhabited by an ancient race of Torajans who still retain their unique culture because of isolation from the outside world by a chain of mountains.
- 15 JAYAPURA Transfer to hotel with brief orientation city drive enroute.
- 16 MADANG Transfer to hotel with brief orientation city drive enroute. Madang is one of New Guinea's most beautiful harbors.
- 17 MADANG Morning cruise of Madang harbor. View underwater life through glass-bottomed boat. Tour of surrounding villages and war memorials. Visit copra and cocoa plantations and see traditional pottery being made.
- 18 GOROKA Visit to Kabiufa Adventist School. Proceed to Makehuku village and see the Mud Men perform their ritual.
- 19 MT. HAGEN Drive through the area of the Pugamp people and follow the Hagen Range into the Baiyer River Valley where you will visit the Baiyer River Bird Sanctuary to view the many varied species of the bird of paradise.
- 20 MT. HAGEN Today will be spent with SDA Missions in this area.
- 21 PORT MORESBY Afternoon tour visits Paga Hill, the House of Assembly, and proceeds to a panoramic view of Main and Fairfax Harbors. Visit local villages and the University of Papua. Stop at the Koki Market.
- 22 SUVA Travel from New Guinea to Fiji. Transfer to hotel to Suva.
- 23 SUVA Sightseeing includes Suva and SDA Fulton Missionary College.
- 24 APIA Transfer to hotel with orientation drive enroute. Apia is capital of Western Samoa.
- 24 PAGO PAGO Drive to Mt. Alava and ascent by cable car. View the Rainmaker Mountain. Visit Leone Village. Evening meal, Samoan-style feast.
- 25 HONOLULU Transfer to Waikiki Beach. All meals and activities will be on an optional basis, to do your own thing.
- 26 LOS ANGELES Transfer to your flight to Chicago.



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

President

Dear Alumni and Friends of Andrews University:

During the past three years an increasing number of you have contributed liberally of your resources to help make possible the provision of facilities and funds essential to the needs of our burgeoning student enrollment.

We believe that it is most appropriate at this time to address this special message of recognition to those of you who have responded so loyally and generously to the appeals that have reached you both through correspondence and personal visitation. Although you may have already received letters of gratitude from the people who have contacted you; nevertheless, I desire to convey this further expression of genuine appreciation.

To keep you abreast of campus developments: The James White Library is being doubled in size to provide ample space for additions of books and periodicals required to meet curricular demands of a developing university.

More and more students are attracted to the College of Technology and the Occupational Education program. So it is urgent that we construct a vocational building at the earliest possible time in order to supply space for equipment and training. Students with native inclinations toward developing trade skills may now look to our university for practical courses of study.

We shall soon be ready also to begin work on a new education building for secondary education. This will strengthen our education program which includes study through the baccalaureate and doctoral levels. Our graduates are now filling key teaching and administrative positions around the world.

The seating capacity of our older gymnasium is far from adequate. Therefore, an Arts Center with an auditorium large enough to accommodate our students and campus family is a necessity. Your giving is vital to the erection of this building.

Most important of all, were it not for your creation of scholarship funds for worthy students in need of financial assistance, a large number of valuable workers would be denied a preparation for service. For all these reasons, and others too numerous to include in a single letter, the faculty and staff of Andrews University unite in saying - "THANK YOU."

Most sincerely,

Joseph G. Smoot
President

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"Sail Your Own Seas"

A MASTER NAVIGATOR has charted a course for your individual life. Let Andrews University help you chart your educational program to achieve your goal and keep you on course as you sail your own individual seas of interests and talents.

At Andrews you can study in 161 areas of interest in its College of Technology and its College of Arts and Sciences. You can receive bachelor of art degrees in 31 areas; bachelor of science degrees in 31 areas; and the degrees of bachelor of industrial technology in 6 areas, bachelor of engineering technology in 4 areas; bachelor of architectural technology; two years toward a BS in engineering; associate degrees in industrial technology and engineering technology; professional degrees; associate of science degrees; you can get preprofessional education in 20 areas, and certificates in 26 areas of occupational education.

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Address Correction Requested

AU counselors will help you choose your course, set your sails, and steer you toward your goal.