Loma Linda University Trustees chairman Reinhold R. Bietz confers with Neal C. Wilson, trustor and president of the North American Division of Seventh-day Adventists, on Master Planning Council proposals. Walter R. Beach, secretary of the General Conference, is seen in background.
NOW IS A GOOD TIME TO LISTEN
David D. Osborne, La Sierra campus chaplain

“He that hath ears to hear, let him hear.”

The individual person today, with the student as a voiced minority, is screaming in desperation to be heard. He cries, “Listen to me! Can’t anybody hear what I am really saying?”

We don’t hear what he is really trying to say. Instead, we hear what we think he is saying. He is categorized, neatly by his hair length (or her skirt length), his language, his political persuasions, or his (or her) style and cut of clothing.

Each group is then stereotyped as to what it is trying to communicate. This manner of judging others is entirely wrong, especially when viewed in the light of Christ’s life. We tend to substitute personal one-to-one involvement with each other, classmates, teachers, parents, and friends, with organizations, committees, education, mass media, and social causes.

Each of us needs to turn his entire daily program “right side up” so that the individual will once more become more important than grades, status, classes, programs, etc.

There is nothing more important than the individuals around us! They want someone to listen to them, to hear what they are really saying, and to lend them assistance.

THE VALUE OF PLANNING WELL
David J. Bieber, president, Loma Linda University

It is appropriate for any institution of higher learning to pause periodically to catch its corporate breath and plan realistically for future performance.

It is imperative that this University, with its unique and compelling mandate, takes time for a clear-eyed look at the world — its mission, and its capabilities. This has just been achieved in the master planning program recently experienced by trustees, teachers, students, and administrators.

As one identifies and evaluates the various human needs that affect our planet and views them with one eye on this institution’s sacred purpose and objectives, he is constrained to exclaim “beautiful,” to use a currently popular term.

The task forces participating in this study and members of the Master Planning Council worked from sound premises. They defined with unmistakable candor the peculiar relationships and goals that link Loma Linda University irrevocably with the Seventh-day Adventist church and with its singular function. There should be no misunderstanding on this point. University scientists and teachers seek truth honestly, openly, and freely, but they are motivated by a personal one-to-one involvement with each other, classmates, teachers, parents, and friends, with organizations, committees, education, mass media, and social causes.

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A NEW DIMENSION IN EDUCATION

University extension enrolled over 2,000 students in adult education classes during the 1969-70 academic year.

According to Vernon H. Koening, EdD, dean of summer session and extension, many students take classes for credit. While most classes are offered in southern California, others are scheduled for places as far away as Canada or Pennsylvania.

The intensive nine month agriculture course in Okinawa represents a significant endeavor to solve an increasingly common human problem.

Extension offerings last term included six courses in aviation and one or more classes in cabinet and furniture construction, photography, Japanese, insurance, underwater technology, wilderness survival, health and human performance, personal attractiveness, home decorating, youth leadership, public worship, administration leadership, medical terminology, church leadership, computer programming, public relations, school health education, vision and hearing conservation, human resources, awareness and safety, food production, physical fitness, television production, parenthood, family finance, data processing, office services, Spanish, child development, and auto mechanics.

Probably the most significant extension development is a proposed two-year college equivalent program to offer vocational as well as regular college courses in the Los Angeles metropolitan area. Classes, which are scheduled for 4 to 9 p.m., will begin this fall.

RENEWED INTEREST IN AGRICULTURE

A resurgent interest in agriculture may be seen in two current developments reported in this issue: Construction of a new building for education in agriculture on the La Sierra campus, page 22; and a experimental University extension-sponsored truck gardening project on the island of Okinawa, page 19.

Each of these programs grows in significance in view of existing and projected food needs for burgeoning populations in various areas of the world.

Experienced missionaries are the first to emphasize the strategic relevance of practical programs in agriculture these days. Government in developing countries repeatedly identify agricultural education as prime and basic need.

While Seventh-day Adventists profess to view agriculture as the “ABC’s of education,” they have depended largely on general education and clinical medicine programs to open doors in primitive cultures. Mission schools and hospitals have been fruitful, especially in yielding short term results. The health and economic strength of the church, however, would, in many places, benefit from practical educational programs in agriculture. Missions that now depend on large annual appropriations might be self supporting.

The growing agriculture education emphasis on the La Sierra campus is geared to provide the kind of theoretical and technical knowhow so much in demand at home and abroad.

The project in Okinawa represents a dramatic breakthrough in food production methods. Directors of mission programs would do well to take notice.
Speaking at the Conferring of Degrees program in Redlands Bowl on May 31, George H. Armacost, PhD, president of the University of Redlands, told 637 candidates, the largest number of graduates in Loma Linda University history, that "Loma Linda University offers a dimension that is needed in our world...that dimension is a religious one for life," and that "faith in God has the power to lift man above his selfish, egocentric limitations." Including January 25, 1970, candidates, degrees were conferred to graduates in the School of Health Related Professions (59), the School of Nursing (67), the College of Arts and Sciences (239), the School of Dentistry (88), the School of Medicine (85), the School of Public Health (28), the School of Education (37), and the Graduate School (34).

University Trustees have given proposed additions to the School of Dentistry first priority for building projects on the Loma Linda campus. The trustees have authorized the school to retain consulting architects to develop schematic drawings. They have also asked the school to develop a financial plan and other supporting documents. The alumni-sponsored Century Club has raised approximately $125,000. Other funds totaling approximately $400,000 are available. Final approval and completion of funding is currently being sought in negotiations with the University Trustees. The proposed addition would double the floor space of Prince Hall.

Weekly clinical training conferences on spiritual problems are conducted in the University Hospital for students in medicine, nursing, and other disciplines by Paul C. Heubach, professor of applied theology. Faculty of religion and medicine discuss subjects designed to provide insight relative to patients' spiritual needs. Recent topics include "The Medical and Spiritual Management of Dying," "A Theology of Suffering," "Abortion and Sterilization," "Faith Healing and Medicine," "Hypnosis," "Marriage Counseling," "Moral and Values," "Religion and Mental Health," "Sabbath Observance in a Hospital," "Suicide," "To Pray or Not to Pray," and "Understanding People of Different Faiths."

A new motion picture depicting student life at Loma Linda University has just been completed. The film is directed by Gary Haynes, who was an actor before becoming a Seventh-day Adventist. Premier viewing is scheduled for June 17 at the General Conference of Seventh-day Adventists session in Atlantic City, New Jersey.

The University extension program has been granted membership in the National University Extension Association. This recognition provides access to national training programs in continuing education programs. According to Vernon H. Koenig, EdD, dean of summer sessions and extension, extension education which takes University educational programs into the community is the fastest growing sector of American formal education.
PHILOSOPHY AND OBJECTIVES FOR LOMA LINDA UNIVERSITY

Loma Linda University is a Seventh-day Adventist Christian institution. It is established as one of the instruments for accomplishing the objective of the church as stated in its constitution: “To teach all nations the everlasting gospel of our Lord and Saviour Jesus Christ and the commandments of God.” (Article II).

Its reasons for being are found in the basic beliefs of the supporting church. Particularly significant among these beliefs is the conception of God as creator and man as created in God’s image, though subsequently alienated from God by sin. The principal goal of Christian education and, in fact, of life is understood to be the restoration of God’s image and the living of life in harmony with the Divine Will. It finds a model for that life in the life of Jesus, whose example encourages a deeply felt concern for the physical and spiritual well-being of all one’s fellow men.

The work of seeking to restore the divine image is to a large extent a quest for knowledge and acceptance of the truth about God, inasmuch as the conduct of human beings inevitably reflects their understanding of the character of God. The pursuit of that truth requires that aspiring Christians “advance as far and as fast as they can in the acquisition of knowledge, says Ellen G. White in Ministry of Healing. The sources of knowledge are to be found in the direct revelation of Scriptures and the writings of Mrs. White, in the operation of the physical universe, and in the records of human experience. Christian education is based on the conviction that truth cannot be in conflict with itself and that the Holy Spirit, through the means of both revelation and reason, leads those to truth who seek His guidance.

These ideas form the philosophical rationale for the objectives that in the broadest sense define the role of the university: To maintain a community of Christian scholars; to create the most favorable environment for the maturation of students; and to serve as a major resource to the church in its ministry to the world’s needs.

THE CHRISTIAN UNIVERSITY

The university assembles a community of scholars and scientists committed to Christian (and specifically Adventist) belief and to the pursuit of truth, and who share their knowledge and their expertise with a group of students having similar commitments and goals.

Universities in general, dedicated to the notion that the pursuit of knowledge for its own sake is a worthy goal, are centers for those investigations by which knowledge is augmented and ignorance is conquered. In the Christian university, focus for that pursuit derives from the conception that the quest for truth is ultimately a quest for knowledge of and about God, to which the revelation of Scripture, the experience of man, and discoverable facts about the material universe all contribute.

Because the concentration of any single scholar or scientist is usually on a minuscule segment of the vast range of knowledge, both students and investigators in their specialties tend to lose sight of those aspects of the total design which reveal meaning and purpose. The university founded on Christian belief, however, seeks to avoid the sense of fragmentation that so frequently characterizes highly specialized intellectual activity by providing a framework of meaning to which the numberless details of fact and interpretation can be related.

The religious or theological assumptions of the Christian university, then, are instruments for the integration of knowledge. They do not, in any way, lessen the obligation of students and faculty to participate in the quest for further knowledge. They do not in any way justify inferior or mediocre scholarship or research. On the contrary, they should offer motivation to the most distinguished scholarly and scientific endeavor, pursued in a spirit of humility that recognizes God as the source of all knowledge and wisdom.

GROWTH ENVIRONMENT

In her book, Education, Mrs. White says, “Whatever line of investigation we pursue, with a sincere purpose to arrive at truth, we are brought in touch with the unseen, mighty intelligence that is working in and through all. The mind of man is brought in touch with the mind of God, the finite with the Infinite. The effect of such communication on body, mind, and soul is beyond estimate.”

An Adventist Christian university will differ from a secular university partly in the kind of questions its members wish to explore, questions that are of particular interest to those who as Adventists share certain commitments. They will often be ultimate questions about meaning, or questions arising out of the relationship between new knowledge and currently held beliefs, or questions concerning ethical and moral practices and principles, or questions about the role of the church and its members in relation to society.

This University seeks to maintain an environment as favorable as possible to students’ development into full religious and intellectual maturity.

Like good parents, the supporting church and the University faculty trust that the students of the University will adopt the beliefs and the prevailing attitudes and customs of the Seventh-day Adventist church so as to maintain the continuity and increase the effectiveness of the movement.

At the same time, the church and the University recognize that the student achieves maturity through making free choices and that while a rigorous control may produce surface conformity to the beliefs and practices of the church, it inhibits full development of spirit and intellect and this works against the ideal of Christian maturity. The University supports a conception of Christian education that works to the ideal of encouraging mature individuality.

VITAL ROLE

The University holds that intellectual and religious development are not antithetical, but necessarily complementary. It holds that establishing sound religious belief requires the conscientious and methodologically correct use of intellectual skills in order, first, to accumulate an adequate body of knowledge and, then, to evaluate it justly and logically.

In ministering to students’ fullest development, the faculty and administration of the University will remember that the goal is self discipline and responsible freedom, not automatic or easy support of the status quo.

It is a function of the University to prepare a body of graduates competent to assume responsibilities in the many activities of the church as it attempts to fulfill in mission of proclaiming the gospel of Christ. Loma Linda University, through its professional schools, is dedicated particularly to providing excellently prepared workers for the medical-evangelistic arm of the church, in harmony with its motto, “To make me whole.”

It is a function of the University to keep the student body aware of denominational needs and opportunities to serve, not only within the body of workers employed by the church but also as laymen witnessing to the truth of Christianity and helping to meet the needs of fellow human beings throughout the world and in all levels of society.

It is a function of the church to preserve and transmit its religious and social heritage. To a large extent this responsibility is delegated to the schools at all levels. The University seeks to provide an environment where students can fully consider and discuss ultimate questions with the sympathetic and encouraging guidance of faculty members committed to Adventist beliefs and standards of conduct.
A quality University rooted in Christian values and aiming for academic excellence is the goal envisioned in a report of the Loma Linda University Master Plan Council accepted at the May meeting of the University Trustees.

The council's five-month study also set major guidelines in University programming and organization calling simultaneously for more integration of programs and more flexibility in organizational operation.

The Loma Linda-La Sierra merger was reaffirmed as a valid basis for the development of a good, small University, and major recommendations call for a more effective interchange of graduate, professional, and liberal arts programs between the two campuses.

La Sierra provost

At the same time, the distinct identity of the La Sierra campus is recognized with provision for a provost to provide executive "preserve" and facilitate coordination of activities on that campus.

In the same vein, public relations activities related to the La Sierra campus will be concentrated there in a single, comprehensive public relations office.

Additionally, a vice president for student affairs, serving the entire University, will be located on the La Sierra campus. On the Loma Linda campus, provision is made for the appointment of a vice president for medical affairs so that this major element of the Loma Linda program may more definitely be coordinated with other University Trustees, in resolving problems inherent in the University's multi-level wage scale, and developing a more useful statement of University purpose.

The trustees authorized the appointment of a trustees committee to consider these and other major considerations and to continue the work of the Master Plan Council.

Of major importance in the report is a reaffirmation that the purposes and objectives of Loma Linda University "are specific expressions of the general purposes and objectives of the Seventh-day Adventist church," and that it is "most important in the development of the University that it hold fast to the purposes for which it was founded, and that it exemplify and extend the Christian witness."

Specific measures are recommended to enhance the University's active witness to Christian values and beliefs.

The Master Plan Council, composed of trustees and assisted by administrators and specialist consultants, conducted its study with the aid of task forces, involving well over 100 persons. Each task force studied in detail a major area of University operation. These areas were academic affairs, organization (including structure, management, personnel, planning, and finance), student affairs, and public relations and development.

The Master Plan Council considered the "case" for Loma Linda University, governance of the institution, and community services.

The trustees approved significant increased integration of curricula. Recommendations for immediate or early implementation include a six-point program for bringing the present academic programs of the University together as the basis of a good, integrated university: Expand arts and sciences course offerings on the Loma Linda campus with a corresponding reduction in such course offerings on the La Sierra campus in order to avoid unnecessary duplication; increase graduate course offerings on the La Sierra campus involving teachers on a day-by-day basis — in addition to those graduate programs based on that campus; make available to all students of the University without reference to their school or program affiliation, the curricula of the Loma Linda campus Division of Religion and the La Sierra campus department of religion, achieving effective mobilization of the resources within these two units by an eventual merger into a School of Religion with free and open faculty interchange without reference to geographic or program limitations; merge to a greater degree than at present the two libraries; facilitate interdisciplinary activities, both formal and informal, e.g., interdisciplinary faculty sessions, faculty forums, interdisciplinary research; and proceed with such integration and correlation without damage to any segment of the present program, nor to the embarrassment of identifiable resources: fiscal, faculty, facilities, or students.

The trustees specified that any academic expansion must be based upon demonstrable manpower needs in critical areas of the church's program. Moreover, such expansion should be achieved if possible by means of shortened curricular time or through innovative curricular patterning rather than primarily or solely through increased class size.

Organizational changes

The trustees called for the eventual appointment of a vice president for health sciences based on the Loma Linda campus, and a provost to provide executive coordination on the La Sierra campus. Until such officers are appointed, the president, David J. Bieber, will serve as vice president for health sciences relating to the deans of such schools in clinical areas; and the vice president for academic affairs, Robert E. Cleveland, PhD, will serve as provost for the La Sierra campus, spending more than half his
Robert E. Cleveland, PhD, vice president for academic affairs, will also serve as provost on the La Sierra campus.

The task force on organization seeks answers to problems faced by a rapidly growing University. Participants are University Trustees George B. Nelson, William J. Blacker, and Lowell R. Rasmussen; Ashley Hole, planning consultant, and Reinhold R. Bietz, chairman of the University Trustees.

Student involvement

The trustees encouraged the administration to continue and extend a spirit of "community" within the University with significant participation by students in administrative affairs.

It also suggested development of formal procedures for evaluating prospective teachers and newly hired teachers before they acquire tenure, student opinion being included in the process.

University interpretation

The trustees approved recommendations calling for the creation of a public advisory group in which prominent and influential citizens from outside the Seventh-day Adventist church can contribute to the advancement of the University; development of a more comprehensive service to schools of the University in the field of corporation, foundation, and government grants; creation of a systematic program of research for the purpose of determining public attitudes and expectations of the University, and testing the effectiveness of and response to University programs; development of an electronic capability for inter-campus video and audio communication; establishment of a comprehensive public relations office on the La Sierra campus particularly related to La Sierra needs, but within the total University public relations complex; and greater University Initiative as an instrument of the church in presenting a clear public witness concerning the character of God.

The trustees recommended the creation of a North American Division Board of Higher Education, structured to plan for and guide in the operation of all denominational institutions of higher education within the division.

Other recommendations growing out of the master planning program will be defined in the next issue of University SCOPE.
The 70's promise to be an exciting time in medical education. I suppose the main reason is that the 60's have been a period in which just about everything in education has been challenged and this is surely true of medical education.

Medical curricula across the country have been subjected to extensive examination. People have questioned whether the proper approach was being taken to teaching students. The various components of medical teaching have been taken apart in various ways and really haven't been put back together again.

In general, though, these changes have tended to break up the classical departments in medical schools. We call the new approach "inter-disciplinary teaching," and it frightens some people at first, but I think those who have had close contact with it believe that it may have real virtue. Actually, the new way is probably more work than the old, more classical method. The objective, of course, is to minimize duplication in learning, to show relationships between one discipline and another, to correlate more closely between one facet of education and another, and therefore, presumably, to help provide a better product at the end of the line.

Knowledge explosion

There are a number of things which have necessitated the change. One factor is the information explosion, which has come to all areas of knowledge, but in a very special way to medical science in the past 15 or 20 years. This explosion has produced so much information that it's practically impossible to comprehend it, let alone really teach it. So a great deal of selection must be made in terms of what is to be taught. Consequently, it must be done in a way that allows each area or discipline to be clearly informed on what other areas are doing. So everything must interdigitate. Various interfaces become important. It's a lot of work and I'm sure our faculty sometimes wonder whether the effort is really worthwhile. It's difficult to judge whether or not the new way is better until it's tried for some period of time.

More learning flexibility

Along with this tendency to interphase various subjects and disciplines is movement toward the idea of more flexibility in curriculum planning. Students are given more elective time. There is provision for more individuality, more possibility for adventuresome spirits, to move in this direction or that. And this, of course, creates complexities, especially experienced while trying to cope with the information explosion. If there's more information to communicate in the same amount of time, more flexibility, individuality, individual growth patterns, etc., how does one pull it all together into an effective curriculum? It's enough to make any curriculum committee sweat. They must try to reconcile all these various objectives and points of view.

The curriculum that the students now have as they move into the 70's is certainly not perfect. It will be modified continuously. It does reflect various inter-disciplinary pressures and the need for flexibility and elective time.

Patient oriented education

There are some other things that are worth noting. A better understanding now of the objectives and role of our School of Medicine. There's a recognition of the value of a humanistic emphasis in medicine. People are more aware of the whole man and his many and varied needs. Actually, there is much interest in a wholistic approach to medicine.

The emphasis in the 70's, then, is going to be more on man as a person. Medical education will be centered around the individual, with emphasis as it relates to people rather than on what might be called abstract science.

We consider these to be vital, but the mood of the country, of Congress, and of various groups that supply money is to relate medicine more effectively to people. Federal moneys which are becoming available to medical schools now tend to encourage the development of better ways to deliver vital medical services to the people who need them. I think this is an atmosphere in which Loma Linda University can have a great deal to say. It's something we've been saying for a long time. I think now is the time to say it more forcefully. We are interested in the whole man and will continue to seek effective ways to meet all his needs—physical, intellectual, and spiritual.

Larger classes

There is much pressure now to increase the number of medical students as well as those preparing for other health professions. There is a national crisis and this school is involved in it.

One thing we will attempt to do in the 70's is to significantly increase the size of the entering classes in the School of Medicine. Plans are well under way to admit approximately 190 freshmen this year. This represents a 25 percent increase over last year and larger than the classes of the past two decades. We expect freshmen classes to grow larger. We are now getting more qualified applicants. The tendency will be to increase our educational capability. The church's responsibility in terms of its worldwide mission and its responsibility to this nation demand that we make every effort to increase enrollment in the School of Medicine.

Federal funds needed

Financially, medical education throughout this country is becoming more and more dependent upon federal funds. This is, of necessity, true of our school as well. That is not to say that the church's support has been diminished, but education costs are escalating faster than the economy in general. Research and teaching grants are needed to augment various aspects of the program. We have, incidentally, benefited from these for many years in gradually increasing amounts.

Faculty development

The new hospital building with accommodations for teaching, patient care, and research has greatly improved our instruction programs. Much of our clinical teaching is done by full-time men who do most of their work right here. There is a good clinical training program at Riverside County General Hospital. While our faculty would rate high in any school, we continue to place prime emphasis on developing men who are outstanding in the various specialties and subspecialties as well as in the art of teaching. Many of our full-time teachers have impressive professional backgrounds and have also served in church hospitals throughout the world.

The church during the 70's should witness significantly increased benefits from this school.
Mr. Jacques: The College of Arts and Sciences and the School of Education represent a considerable investment in both time and dollars. Students come here and live a significant part of their lives. What are we seeking in terms of graduates — what kind of people are we trying to build here at La Sierra? I would be interested in your views.

Dr. Koorenny: The kind of graduate I have in mind has to have a certain characteristic — and this goes back a long way in my thinking — he ought to be self-disciplined. If he leaves without learning self discipline, we really haven’t done much for him and we really haven’t prepared him for life.

Dr. Meier: I would say that a graduate should be one who is committed to making the world a better place, that is, he is committed to service. If we send people out who are self-centered or self-serving, we are not fulfilling our mission. As a Seventh-day Adventist Christian institution, first and foremost, we should graduate people who are not only able to serve but willing to serve.

Mr. Guy: I would add vocational competence to what has been said. Graduates should be able to do what they are expected to do. It seems to me that this is absolutely essential. If our graduates cannot perform well in graduate schools, or as professional people when they leave here, then, to that degree we have failed.

Mr. Wear: I have to agree. I think that is what the University ought to be doing and what it tries to do. I see some inconsistency in what we say we are trying to do, and in what we are actually doing. Say, for instance, this self-discipline — I agree that we need to create individuals who are individuals — who think for themselves, act for themselves, who know how to make decisions. I think we are exploring this and making some progress, as in the restructuring of our religious activities. We have tended, however, to create people who go along with the crowd — people who learn all the points of a test — students who can regurgitate other people’s ideas. What we need is graduates who can make sound decisions for themselves after they leave the college community.

Dr. Koorenny: I would have to agree that we do a lot of verbalizing about self-discipline. We must, however, find means of implementing this principle so that it is more than lip service.

Mr. Jacques: So what we need is innovation and implementation?

Dr. Meier: I would like to add something that we haven’t touched yet, and that is that graduates be dedicated to communicating the good news of the gospel and salvation.

Mr. Wynne: I would like to suggest the need for leadership. Our church is in some difficulty today because its programs are often thought to be irrelevant. We need people who are disciplined and committed, and who are leaders in making the gospel relevant to this age.

Dr. Meier: A few minutes ago I expressed the need for graduates who not only are able to serve, but are willing to do so. We might also say, not only willing but able.
Mr. Jacques: Anyway, we agree that our students have ranked well in other institutions of higher learning. Dr. Meier spoke about our liberal arts program. What about the program as it exists at La Sierra? Is there a genuine liberal arts program here? You are involved in curriculum studies, Mr. Guy, would you care to comment on that?

Mr. Guy: Yes there is a genuine liberal arts program here. I think it needs some strengthening, but this must always be true. Let’s define the term. By liberal arts we refer to those aspects of a college program that are not intended to contribute directly to the student’s vocation or profession, but are intended to make him a mature, better informed, more rounded human being. And all of this, of course, in an explicitly Christian, explicitly Adventist context. This is accomplished here mainly by the general studies core of the curriculum. This gives me the chance to say two or three things. First, I think we need to try to be more efficient — our program as it stands is fragmented; it needs to be consolidated so that we can do a better job of teaching what needs to be taught. Second, we need to devote more of our resources to this liberal arts area. We should, to be specific, put more teacher time into this part of the college program. I’m known around as some kind of liberal arts nut. I therefore say — and I’m willing to be quoted — that this is the heart of the college program. It is the core — the base of every departmental program. It seems to me that various department studies should be built on a rich, broad general studies core. And as somebody suggested earlier, there are many things that we should be doing to achieve this. We need innovative, imaginative approaches in terms of subject matter, in terms of inter-disciplinary studies, in terms of teaching methods and in the use of available technology in teaching.

Mr. Jacques: Mr. Guy has talked about the curricular approaches to the liberal arts concept. I’m wondering whether any of the extra-curricular activities would have anything to do with this general concept on campus.

Mr. Wear: Well, of course I am not as qualified to talk about liberal arts as Mr. Guy, but I have seen some of the proposals that come out of the curricular committee and I think they are going to be good. As far as extra-curricular activities are concerned, I think we have the possibilities here of students getting involved in a lot of things. One thing that enriches our experience is the student missionary program. I have to say that traveling to a far away place and staying there for a year has got to be an enriching experience. And that can be coupled with the Adventist Colleges Abroad program. Students go to places such as France, England, or the Middle East. Also, we have community volunteer service programs such as our tutoring service. These things are bound to develop and broaden the student.

Mr. Jacques: What about some of the speakers that come on campus, would these have any value in providing this sort of experience?

Dr. Koorenny: I think so. In the last few months especially, there have been people on campus who have brought us new concepts, new ideas about the world and its needs. People like Dr. S. I. Hayakawa; Mrs. Medgar Evers; Dr. William Glasser; Winston Churchill, Jr.; Congressman John Tunney; and Dr. Robert Hutchins. These and many others have shared their insights and experience with student groups. They have given us a more realistic idea as to the magnitude of problems having our culture. The thing I have appreciated most about these people is that they do a minimum of politicking.

I have the feeling, however, that we still have a long way to go in conceptualizing how a liberal arts program can configure to the well-rounded man, or the whole man. Let me use just one example, we are constantly arguing about whether we should require languages for this curriculum or that curriculum, and the tendency is to neglect language study. What good does it do? I think this is something we ought to study. We should learn about language study and discover what it can do for young people socially and culturally.

Dr. Meier: May I add something about this liberal arts question? I don’t think we have attempted to define liberal arts. Many things that are classified as liberal arts really don’t liberate people to think soundly. Liberal arts are intended to make us free to think — to inquire. A good liberal arts background gives one flexibility for thinking and inquiry. Many of the things that are now classified as liberal arts do not use the inquiry approach. In other words, there should be the discipline of history, that is a unique method of inquiry. The way you authenticate and verify — that is what makes history a discipline. It becomes one of the liberal arts. If it is taught merely as a set of facts and dates it ceases to be a liberating art. If we put emphasis on the nature of man, and study him with open eyes, we can better understand the nature of God. Liberal arts must liberate or free one to think.

Dr. Koorenny: I want to say something I should have said earlier. When we are talking about liberal education we are not talking about education for education’s sake, wisdom for wisdom’s sake. We are talking about a kind of learning — a kind of awareness that will enable our youth to function as more responsible, more creative Christians in the last quarter of the 20th century. I think we must remind ourselves that our students will be in the prime of their lives in the 80’s and 90’s of this century. A good liberal arts education will help our students function better. It should enable a person to live more fully so that he can serve more adequately — so that he can do a better job — fulfill his mission more effectively.

Mr. Jacques: Ellen White says that we must study to increase our social power. She observes that our influence as Christians is very closely linked to our social contacts. The liberal arts may not only help a person be a better physician or teacher, they should make him a better, more resourceful neighbor and Christian friend. They should enable him to increase or improve his social power — or, using another statement — students should develop the power to think and do rather than to be reflectors of other men’s thoughts.
Mr. Wynne: We must have a world view in order to fulfill our mission. I was thinking a little while ago when Mr. Wear was talking about the mission program that this is something we cannot overlook. On this campus we have 27 former missionaries and that’s out of a faculty of 170. We have 1,726 students of whom I think 175 are from overseas. This gives us a cosmopolitan makeup on this campus. We’re not waiting until the 1980’s to minister to the world. They want to go out right now and try out what they have learned. This mission program is, in my opinion, a resource that is unequalled in providing opportunities to develop. We need to give more emphasis to these things.

Mr. Jacques: I have often thought that all students might well take a year off and go out into some mission field, at home or abroad. I have wondered what the junior and senior years would be like in terms of what they have learned. This mission program is, in my opinion, a resource that is unequalled in providing opportunities for students to develop. We need to give more emphasis to these things.

Dr. Koorenny: Now, we have said some rather significant things, I think, about the liberal arts concept and about some of the different curricular and extra-curricular programs that have enriched our environment here, what about our professional training programs? We shouldn’t think about them in contrast to liberal arts, but I think we ought to zero in on some of our programs that qualify people for specific professional roles.

Mr. Wear: I’d like to refer to something we don’t hear much about — the agriculture program. We have here at La Sierra a fine farm and a growing educational program in agriculture. We have a well-equipped radio station that offers work and education opportunities in communications. And there are other practical vocational opportunities on campus. This sort of experience can be very useful even to professional people after graduation.

Mr. Jacques: Right! It doesn’t matter whether a person specializes in communications — he is in communications regardless of his profession. This is a point that I would like to have made because there are so few people who can write and manage the king’s English as they should.

Dr. Meier: The School of Education operates on the basic philosophy described in the writings of Ellen G. White that every student is an individual and should be privileged to move as fast and as far as possible and that students should be challenged, but that they should have experience in success. This philosophy is now promoted by famous educators. Rather than to put emphasis on failures we find statement after statement that says that students should master lower levels before moving along to higher levels, indicating that the student should progress gradually. We don’t, in our new program, grade students into grade classifications such as grade 1, 2, 3, etc. There is, however, grade evaluation and assessment. How do we know if a student has mastered? We place great importance on assessment and testing. We seek to find out what the student is next ready for, and when the student has taken a baby step he has progressed. One might say, oh no, he has failed. He has failed to reach this giant stride, but it is a point of view. We believe that the student with little academic ability can achieve tremendous success if we move him as fast and as far as he can go. Just today three of us from the School of Education met with Dr. Nailer with the Glasser-Nailer Testing Center, an educator-training institute. The idea is to develop schools without failure, and we are giving serious study to becoming a university center for the Glasser program, that is, we would be something like a lighthouse — speeding the gospel — something we should have done many years ago.

Mr. Jacques: What about the social life here at La Sierra. Does it fit students for effective living in the 70’s? If so, how?

Dr. Koorenny: Everything in our social program is pretty well planned and structured, it seems to me that we might choose our programs more carefully and, at the same time, promote informal programs which have been relatively successful for us. I suppose we ought not to think in terms of the 1,500 or 1,800 students anymore. It was relatively simple years ago to plan events for 600 or 700 students, events that included just about everybody. In those days we had to get 600 people out, even to a picnic.
Mr. Jacques: Could anything be said about an approach to religion teaching or Bible teaching here that is significant? What is going on in the classroom that might be promoting spiritual growth?

Mr. Wear: I think what is being done to promote spiritual growth on this campus is not necessarily all in the classroom. I think there is stuff going on in the classroom, but I think much is happening in extracurricular activities such as the Collegiate Christian League.

Dr. Koorenny: I would have to say that the "Glorious Revolution" in all its different aspects this year has opened our eyes to ways of promoting spiritual growth. This student-led movement has made religion a matter of open interest and action. When I came back to La Sierra three years ago, I was somewhat disappointed because I sensed that things had changed. It took me about six months to evaluate the situation and I began to be discouraged because I thought a spirit of indifference had begun to creep in. There were more of us that cared less and less about each other. We were getting impersonal instead of being more closely related to each other.

But, this gradually began to change and I really don't know how, my evaluation so far is that it started with the students. I began encountering people on the campus — and I'm telling you my own experience — I asked one student, "How are you?" He looked me in the eye and said thoughtfully, "I am saved."

My first reaction was one of surprise, but I got to thinking about it and got acquainted with him a little more and I found out that he wasn't a fanatic, he was sincere. He openly expressed belief in what Dr. Pease, Mr. Guy, here, and Dr. Olsen and Mr. Sage, we have about the best as far as religion teachers go, and I think we have the finest facilities in which to learn and grow. By the way, I have just changed my major to religion. We also have a good linkup with the Loma Linda campus. They've got some good people over there too. They augment our program and strengthen it.

Mr. Guy: To grow spiritually means both broadening and deepening one's spiritual awareness and experience. A college is a good place to see further implications of one's own faith, to see how it relates to his own existence and his interpersonal relationships, to see its social implications, and also to see its implications for his own vocation. If one grows on a college campus in terms of a deepening spiritual experience, he is better able to withstand challenges, to withstand threats to his faith. The world is full of these, and it seems to me that one of the functions of an Adventist college is to be a place where students can ask questions and find answers within an encouraging, almost supportive environment. We are trying to provide this type of environment here.

Every now and then I am walking through the campus and I see two people and they are reading from the Bible and one is explaining something to the other from the Bible, answering his questions. There is more of this going on than there was five years ago and I think this is something significant that should not be overlooked.

The student experiment with the mid-day prayer meeting in Mathiesen Chapel has not been a failure, it goes on — every day. It's a strong movement — it hasn't grown to 500 — it shouldn't grow to 500. But it's there and it's steady.

I think these are significant indicators of the spiritual atmosphere here. Some students are not seizing this opportunity and they are missing out. I would like to say that, because to me, it has meant a great deal to see this kind of change taking place.

Mr. Jacques: You can say then, that there is an authentic spiritual life or almost a movement developing here on the student level?

Dr. Koorenny: That's the way I feel about it.

Mr. Guy: Although it may be dangerous to use statistics as a measure of any kind of spiritual experience, it can be said that this year there are more students religiously active in various ways around here than there have ever been. There are more things to do, and there are more people doing them because they want to do them; and this increase in activity is entirely student-initiated.

...every student is an individual and should be privileged to move as fast and as far as possible, and that student should be challenged, but that students should have experience in success.

Mr. Jacques: I have heard intimations of something that is going on in the dorms. I understand that groups meet on a voluntary basis for prayer and fellowship. Is there anything to this?

Mr. Wear: Well, I'm not involved in it because I am not in the dorm, but there have been for the past two years, groups of students meeting in prayer bands and not necessarily in traditionally structured way. They really study the Bible and follow a pattern of growth that is for real. Lots of people are doing things and talking about things. There is for instance, much said in the student newspaper about the Christian experience. Last year the Criterion constantly drummed on the fact that we need a campus chaplain. We now have one. And this year there has been talk about the total religious program on campus and people are really getting in and thinking about where we should be and where we are going; and this proposal for the campus church is part of that concern. I think that students are thinking about Christianity and religion. They are concerned about what we are doing. I think they would like to see the administration do a little more than put them on the back and give their blessing — maybe get involved and say "Yeah, let's go ahead and do some of these things."

Dr. Koorenny: Sometime in this discussion something should be said about the campus chaplain. Not only that we have one, but that he has been far more effective than anybody anticipated.

Dr. Meier: He told me that he was absolutely overwhelmed by the volume of cheap literature that has been picked up and destroyed.

Mr. Jacques: Is it that he has been more effective than we thought or that his acceptance among the students has been broader than we perhaps had dared to hope.

Dr. Meier: Yes, I would put that as two sides.

Mr. Wear: Really, the students asked for him; and now that they've got him they are using him, and he is being involved. It is something that we have really needed for a long time. He is providing a type of leadership that we have needed in the past.
Seventh-day Adventists invest heavily in institutions of higher learning believing that their young people should be prepared for more effective service. How loyal, actually, are Loma Linda University graduates to the church and its beliefs?

Dr. Weeks:
More loyal, I believe, than you might suspect. While statistics for all disciplines are not now available, a recent survey of School of Medicine graduates shows that approximately 86 percent are church members in good standing, with 45 percent participating in church leadership and half in some church activity, etc. According to the survey, seven percent had never been members of the church. This means that only seven percent had actually dropped out. Stated another way, of those who were Adventists or became Adventists as students, approximately 90 percent are still members in good standing, and, what is more, half are in leadership positions within the church.

This data corroborates in a remarkable way the impressions of conference medical and dental secretaries expressed in a recent survey that 90 percent of Loma Linda University’s medical and dental graduates in their respective territories were church members.

Reporter:
What about higher education in general?

Dr. Weeks:
A recent study conducted in the Pacific Union Conference indicates that Adventist young people who obtain a college or university and/or professional education tend to remain in the church more consistently than do those young people who terminate their formal education at a lower level. As for direct service to the church, students taking the University’s master’s degree program in nursing have established a truly remarkable record. According to a 1964 survey, 89 percent of them now occupy leadership positions in Adventist hospitals, colleges, and schools of nursing.

Reporter:
How do Loma Linda University graduates feel about mission service these days?

Dr. Weeks:
Our latest information concerning School of Medicine graduates indicates that 10 percent are either in overseas mission service or are under appointment. An additional 42 percent indicate a willingness to accept mission appointment, 30 percent with no conditions, 11 percent after debts are paid or for a number of years, and one percent who applied and were turned down for health or other reasons.

Reporters:
In view of the church’s support of the University, one would expect preferential treatment for Adventist youth by University admissions offices. Are most students at the University Adventists?

Dr. Weeks:
On the Loma Linda campus, 88 percent are Adventists; on the La Sierra campus, 91 percent. (The School of Medicine, 95 percent; School of Dentistry, 90 percent.) These figures are probably as high as would be found on any of our church-operated college campuses.

It’s significant, I think, that those students who are not Seventh-day Adventists or became Adventists as students, approximately 90 percent are still members in good standing, and, what is more, half are in leadership positions within the church.

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Given to the development of new ways to meet family health needs.

Reporter:
Some fear that if their youth go to Loma Linda for professional training, they may not return. Do many who attend the School of Medicine locate and practice in their home state?

Dr. Weeks:
Let’s look at the various union conferences. Considering 100 percent of the potential to be all native sons returning except those in foreign, military, or Loma Linda University faculty service, the rate of those returning is as follows: Atlantic Union Conference, 77 percent of the potential; Canadian Union Conference, 42 percent of the potential; Central Union Conference, 57 percent of the potential; Columbia Union Conference, 58 percent of the potential; Pacific Union Conference, 127 percent of the potential; Southern Union Conference, 129 percent of the potential; and Southwestern Union Conference, 120 percent of the potential. You will notice that three of the union conferences have attracted more graduates than the number of students sent.

Reporter:
Obviously, students other than native sons often locate in various fields. Can you give me the net gain or loss as far as these union conferences are concerned?

Dr. Weeks:
Yes, taking this into account, the percentage by which various fields have gained or lost in more recent years has been calculated. The figures are derived by comparing the number of Loma Linda University physicians now located in the fields, in relation to the number of premedical students going to Loma Linda from their respective colleges. The following summary includes all students between 1956 and 1967 and should project current trends:

Atlantic Union Conference, 31 percent loss; Central, Northern, and Southwestern Union Conferences combined, 15 percent loss; Columbia Union Conference, 20 gain; Lake Union Conference, 61 percent loss; North Pacific Union Conference, 66 percent loss; and Pacific Union Conference, 27 percent gain (including those serving on the Loma Linda University faculty).

Reporter:
May all qualified Adventist applicants expect to be admitted to the University?
Dr. Weeks:

Even in the Schools of Medicine and Dentistry, church members who meet the commonly accepted grade standards, achieve acceptable scores on standard admission tests, and who have appropriate recommendations from their college administrators, teachers, and pastors, may expect to be admitted. Those students not admitted usually exhibit in their records certain problems that foreshadow failure should they be admitted. At the same time, it is possible that an applicant with certain kinds of academic deficiencies may perform supplementary work and be admitted at a later time. The number of acceptable applicants has increased. This has led to a recent increase in the size of the freshman class. In August, 128 freshmen will begin studies in the School of Medicine. Class growth to 145 or 150 is seen for the future.

Reporter:

This kind of growth surely requires facilities and money. What is the present plant investment and annual budget of the University?

Dr. Weeks:

The present University assets, consisting primarily of lands, buildings, and equipment are valued at $65 million. This includes both the Loma Linda and La Sierra campuses. By this measure, Loma Linda is the fourth largest private university in California — after the University of Southern California, Stanford University, and California Institute of Technology.

Reporter:

To what extent is the church involved in the University's dollar requirements?

Dr. Weeks:

The General Conference and union conferences subsidies to the University vary from four and five million dollars. Through this support the church, in effect, stands in the place that government occupies in the financial lives of public and many private institutions.

The General Conference has given its support to the building program at Loma Linda, made necessary because clinical programs formerly at Los Angeles were moved to Loma Linda.

The source of funds for the $19,600,000 University Hospital and medical center are as follows: Long-term financing to be repaid ultimately through the maturity of University held trusts — $12,250,000; General Conference — normal annual building appropriations, consolidated over a 10 year period and applied to the hospital building budget, and gifts from alumni, corporations, and foundations — $1,700,000; General Conference — special advances in 1966 on a loan basis to be repaid through the maturity of trusts — $4,700,000; and Government funds to provide space for scientific research projects — $1,000,000; totaling $19,650,000.

Reporter:

What does the church receive in return for its investment in Loma Linda University?

Dr. Weeks:

Primarily the return is in people—men and women who can and do witness to the character of God in their varied professions—in church and institutional leadership and influence, as well as in spiritual and intellectual strength.

In addition, from a monetary standpoint, it has been estimated that graduates of the Schools of Medicine and Dentistry alone contribute to their local churches, conferences, union conferences, institutions, and the General Conference $12,000,000 to $15,000,000 annually—or enough to repay the cost of the new hospital and medical center every 16 to 18 months.

Reporter:

Is the University in sound financial condition?

Dr. Weeks:

Yes, long term assets in trust provide security for the University's financial obligations related to the new hospital and promise even greater financial strength for the future.

Current financial needs, however, are pressing, and will continue to be so, until trusts begin to mature at a significant rate. Also, advances to keep pace in educational quality will require materially higher levels of financing than prevail at present.

Reporter:

Can the church really influence or control the policies and programs of the University?

Dr. Weeks:

Some people wonder about this. Actually, the leadership of the church is involved in every substantive University action and policy. Operating within the framework of General Conference policy, the University is governed by the University Trustees. This group includes 10 persons appointed by the General Conference, one of whom serves as chairman of the University Trustees. Traditionally, this chairman is a vice president of the General Conference. The 10 General Conference appointees include the principal officers of the General Conference as well as leaders of relevant departments.

Also serving as trustees are all 10 union conference presidents in the North American Division, the vice president of the General Conference for the North American Division, as well as representative local conference presidents and institutional administrators.

Rounding out the roster of trustees are a number of outstanding University alumni, laymen from a variety of professional and occupational backgrounds, and, of course, the president of the University.

The General Conference Board of Regents studies and accredits the University and each of its schools regularly to determine how church, as well as educational, objectives are being met.

All these elements are now involved in a comprehensive master planning program designed to evaluate present performance and plan constructively for the future. Nobody doubts that the opportunities for world service are rapidly increasing.
PAIN-KILLING PILGRIMS

Pain — a throbbing hurt, a torturing discomfort, an excruciating agony, a toothache. Sometimes synonymous, often insufferable. Few hurts of the body are more acute than the pain caused by decaying teeth or deteriorating gums.

Even in an American society that knows the value of brushing after every meal, that lauds the efforts of those who practice preventive dentistry and medicine, a toothache, usually springing from inadequate care of the teeth, is all too common a malaise.

But relief from a toothache means, to most Americans, an icepack, a couple of aspirin, and as quick a trip to the local dentist as his appointment schedule allows. Then, for a little while at least, extra care is taken to prevent another small cavity that can cause such large discomfort.

Toothaches and Indians

Six hundred miles from Los Angeles — a city with hundreds of dentists and thousands of patients, most of whom have some knowledge of elementary dental care — where four states, Utah, Arizona, New Mexico, and Colorado link borders, 40,000 nearly-forgotten Americans live on their reservation in mud hogans without electricity, running water, or indoor toilets, much as their ancestors did 200 years ago when they were the proud and powerful Navajo Indian tribe that ruled the Southwest.

Today, their yearly income is an almost non-existent $350. A mixture of soda pop and no dental care has given many of these Indians toothaches and rotten teeth and pain that might have gone unattended forever.

But five years ago, the Loma Linda University School of Dentistry received a government grant to build a clinic in conjunction with the Monument Valley Seventh-day Adventist Mission Hospital near Mexican Hat, Utah. Today, three students from the dental school spend their six-week elective at the clinic on a rotating basis. Working with two full-time instructors, they man the ten chair clinic.

The students (soon to be added is a fourth student when more housing can be found) and their instructors treat about 500 patients a month both at the clinic, and at two satellite clinics, Navajo Mountain, 40 miles from the hospital, and Montezuma Creek, 100 miles away. In a small plane, they fly in once a week to treat Navajos unable to travel to the base clinic.

Down Mexico way

Other dental students choose to journey even farther from Loma Linda. For 11 years, the dental school sent a team of dentists to Chiapas, Mexico, to help the rural residents of that country who live somewhat like the Navajos. Three years ago, the mission was switched to Guatemala.

In July, 10 dental students, one dental hygiene student, three dentists, two dental assistants, two physicians, one nurse, one medical student, and a dietitian will spend three weeks in the rural areas of Guatemala removing decayed teeth. Much of the team’s work is to educate the villagers in the care of the body, including the teeth, improved sanitation, and proper diet.

Last year, the team, led by Donald L. Peters, DDS, director of clinics, split into two groups to more effectively cover the country. They treated 1,321 dental patients and 3,052 people in need of medical care.

Next door neighbors

Distance, however, is not a prerequisite for dental needs. Only five miles from the University, in South Colton, five dental students and two dental hygiene students, with two instructors, drive the school’s mobile clinic, a bobtail truck equipped with two chairs and facilities for dental surgery, to Colton for a one-night-a-week clinic, a three hour session with low-income families of the Inland Empire.

Begun six weeks ago, in cooperation with the Social Action Corps, a community-oriented organization sponsored by the University Church of Seventh-day Adventists in Loma Linda, the South Colton clinic now has over 100 people on the waiting list for treatment. The Dental Students’ Association lines up the volunteer students for each week’s clinic.

To increase the effectiveness of the mobile clinic, a three-chair trailer that can be hooked up to the back of the truck has been ordered. Hopefully, it will arrive by autumn when the mobile clinics will once again resume full-scale operations.

Community leader

The mobile clinic has other willing clients. Once a month, more than 400 Indians living on the Morongo Indian Reservation near Banning receive “house calls” from more volunteer dental students and their instructors.

Requests for the mobile unit made to the School of Dentistry far outnumber the school’s capacity to grant them. A case in point are the Soboba Indians, near Hemet, who have asked the dental school to come to their reservation. At the present time, however, the school has neither the facilities or the manpower to expand community clinical services. In the case of the Soboba Indians, they have been invited to attend the monthly clinic on the Morongo reservation.

One of the most active community-oriented dental schools in the nation, Loma Linda University School of Dentistry has been a leader in community projects for years. Until two years ago, they operated a Sunday Welfare Clinic in Loma Linda as a cooperative effort between students, faculty, alumni, and the San Bernardino County Department of Welfare.

Once a month, low income families not on welfare were treated by School of Dentistry alumni and students, sometimes at the rate of 100 patients per Sunday. As many as 80 students and 15 alumni donated their time and service to the clinic on a given Sunday.

Beyond the laboratory

In every clinical project, with the exception of Monument Valley where students work on their elective, the student volunteers receive no class credits.

“We want the students to develop the technical skills of a good dentist and the conscience of a humanitarian,” says Larry V. Smith, DDS, acting chairman of the Department of preventive and community dentistry.

Why the effort to branch beyond Loma Linda? “Besides graduating competent dentists,” Dr. Smith explains, “we want our students to be able to see how they can contribute to the community where they set up their practice.”

“Right now,” adds Dr. Smith, “we cannot meet the needs of every community or group in this area. There are too many. But we can go where their needs match ours. We try to treat causes, where possible, rather than correcting only symptoms. And most of all, we try to contribute to people’s lives.”

Stretching beyond the challenges of this hemisphere, Seventh-day Adventist dentists have established clinics in Thailand, South Korea, Malawi, Japan, Okinawa, Guam, Puerto Rico, Pakistan, Taiwan, Hong Kong, and Trinidad. Dr. Smith reports that plans are being formulated to make some of these clinics available as electives for dental students.

Spanning humanity

From hogans to Hong Kong, the outreach of the School of Dentistry is beginning to affect the teeth, gums, and lives of people who, because of heritage, nationality, or socio-economic status, never knew the power of good dental health. Now they know because a group of students and teachers at Loma Linda University School of Dentistry thought that by spending a few hours, or days or weeks away from the laboratory, they might be able to help a few people.

“The true grandeur of humanity is in moral elevation, sustained, enlightened, and decorated by the intellect of man,” Charles Sumner, American statesman, once said.
HEART MISSION CHANGES

Student’s Ideas About Medicine

D. Larry Miller, a senior medical student from San Diego, California, was invited to participate in the University’s recent heart mission to Greece. He described his experiences to other students in a Monday morning chapel talk.

(from A CONVOCATION TALK)

The opportunity to work as a member of the heart team in Greece exceeded my wildest ideas about medicine. The experience is the most outstanding part of my education. I feel that if a student could learn at the rate I learned during this six and one half weeks, the length of the medical course could be considerably shortened. We worked harder than I have ever worked in all my life. During the time we were there, I lost 14 pounds. The last week I was up over 132 hours. Believe me, we had a lot of things going.

Anyone accompanying such a team would be impressed with the amount of work accomplished. Obstacles that stagger the imagination were overcome. Dr. Wareham and Dr. Coggin and all the others demonstrated the wonderful skill in handling people and getting things done. I really learned to admire their skill.

Part of my duties included taking first call in rotation with Dr. Leonard Bailey, a surgical intern here at the hospital. This meant staying up all night with the critically ill patients and these cardiac patients are really sick. For the first 24 to 48 hours, it is really touch and go. You watch until you fall asleep on a gurney and wake up when a cardiac monitor beeps out a warning or a nurse indicates a patient in need. We used cardiogenic drugs and Dr. Coggin or Dr. Jutzy and asked them to make their diagnosis. After three or four days of this kind of activity, you realize than you are catching on. It doesn’t really take you 1,000 years of experience that you thought necessary to diagnose such things (more like 100).

Besides night duty, I worked in the operating room running the heart-lung machine with Dr. Coggin and Dr. Jutzy. There is probably no other medical student in the world who has had this kind of opportunity.

Another one of my duties was to assist in the actual surgery. One specific duty was to perform the femoral cutdown. This procedure enables you to send the blood from the heart-lung machine into the patient’s circulation.

I will never forget my first cutdown. The patient was a 16-year-old boy who had severe aortic valve disease. Just as we started the surgery his heart stopped. We didn’t have much time to get the oxygenated blood from the heart-lung machine circulating through his body—maybe four minutes. Any longer and there would be irreversible brain damage. In a moment Dr. Wareham, who was opening the patient’s chest with Dr. Huse, reached down with his left hand and exposed the artery. I made a little incision and inserted the catheter. In two and one half minutes, oxygenated blood was coming from the machine. Dr. Huse had cut down to the heart in nothing flat and was performing open-heart massage. Dr. Coggin was injecting just the right drugs. Little was said, but each one knew just what to do. This patient was improving steadily when we left Greece and has since been released from the hospital in excellent condition. To me this was a tremendous lesson in how a well organized team can work together.

Another patient who impressed me was a 26-year-old girl whose heart had stopped when we were making our morning rounds. She had already undergone surgery for severe mitral valve disease. Dr. Jutzy looked at the cardiac monitor and said, “Larry, I think she is going to fibrillate.” In other words, her heart is about to stop. He put his hand on her chest and sure enough, she had arrested. He immediately started closed heart massage. We used cardiogenic drugs and Dr. Brandt, our anesthesiologist, got the respirator going. This girl arrested three different times throughout her postoperative care. If we hadn’t been standing there each time, watching the scope every minute, she would, without doubt, now be dead. This was a tremendous learning experience for me. It helped me understand what a thin thread life really hangs by.

While in Greece, we met the minister of health, the minister of economics, and the premier gave us a dinner. These experiences were pretty hair raising as far as I was concerned. The officials said all these flowery things and the protocol was of the first order. These were the times when I was glad to be a lowly medical student.

When we came back to America, President Nixon invited us to see him. I had planned to stay over in Europe for a few days but realized that I might never visit with a President again, so came back with the others.

Congressman Jerry Pettis took us over to the White House. We walked to the basement below the oval office and were all checked by the security guards. Tension mounted as we realized—here we are where Abe Lincoln and all those other great fellows in American history had presided. No matter what you think about your politics, you have to get excited. Finally the call came through, we’re going to see the President. We all lined up and went up the staircase. I was worried because I couldn’t see Dr. Coggin and began calling for her. But there she was—way back as relaxed as could be. Everyone else was hyper. I guess she has met Presidents before to say nothing about kings, queens, and prime ministers.

We walked to the President’s office and right away I was impressed with the warmth and sincerity of this fellow. He had done some research on Loma Linda University and knew about our world-wide work. When he began telling us about our hospital, we knew he was genuinely interested. He spoke to each of us personally, shook hands and gave each of us a memento of the visit.

All in all I can say this overseas mission with its exposure to medicine and new ways of life is tremendous. It gave me an idea of what life is all about. It changed my ideas about my role in medicine 100 percent.

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“It gave me an idea of what life is all about.”
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QUALITY FOODS SINCE 1906
CREATION AND THE DESTINY OF MAN

Leonard R. Brand, PhD, assistant professor of biology

For some time many prominent scientists have been saying that evolution is a proven fact, and creation is not even a reasonable alternative. They have been successful in convincing the public that they are right.

This seems to be an important reason why the church has had limited success in reaching certain classes of people—particularly the more highly educated. This should be a challenge to us as a church to show that true religion and true science are perfectly compatible—it is possible to be a creationist and a good scientist at the same time.

If we as Christian specialists in biology and related sciences are going to fulfill our duty to mankind, we must accept the task of synthesizing a positive creationistic explanation of nature that will satisfy an educated mind that is honestly searching for truth. There is much yet to be done, and many of the things we have been saying for a long time can be restated in a more positive way.

There is abundant evidence in nature that God is an intelligent and orderly God. The laws of nature are His laws, and He uses them to accomplish His purposes. Living organisms display this orderliness to a marked degree.

The wing of a bat, a man's arm, and a seal's flipper look very different and serve different functions, but each has the same complement of bones with the relative proportions of the bones adapted to the needs of each animal. This concept of a common plan of organization with variations to meet the individual needs of each type of organism is the rule for both plants and animals and may be considered as valid evidence for a common designer.

These similarities (or homologies) between different organisms are also used by evolutionists as evidence that these organisms evolved from a common ancestor. In fact, they base their conclusions on the many homologies in anatomy, physiology, embryology, etc., but these data can just as reasonably and scientifically be considered as evidence for a common designer. One reason for the great success of the evolutionary theory is that much of the evidence that is used to support it (e.g., homologies) is good evidence for the work of a common designer.

The other major source of evidence on this question is the fossil record. If we consider the type of fossil record that one would expect to result from evolution or from creation and the flood, it is apparent that the data are more consistent with creation than with evolution.

The evolutionary theory of origins predicts that the fossil record should show a gradual change from simple to complex animals and plants with series of intermediate forms between existing groups of organisms. The creationist idea of origins suggests that we would find a great variety of complex organisms in the oldest fossil-bearing rocks, and the major groups of organisms should not be linked by series of intermediates.

The fact is, the fossil record is consistent with the creationistic prediction and not with the evolutionary one. George Gaylord Simpson, from the American Museum, who is an evolutionist, says "It is a feature of the known fossil record that most taxa appear abruptly. They are not, as a rule, led up to by a sequence of almost imperceptibly changing forerunners such as Darwin believed should be usual in evolution... Gaps among known orders, classes, and phyla are systematic and almost always large.

"These peculiarities of the record pose one of the most important theoretical problems in the whole history of life: is the sudden appearance of higher categories a phenomenon of evolution or of the record only, due to sampling bias or other inadequacies?"

He discusses the fact that fossils are rare in the Precambrian (oldest or lowest rock layers), but "Then, with the beginning of the Cambrian, unquestionable, abundant, and quite varied fossil animals appear. The suddenness can be exaggerated, for the various major groups struggle in through the Cambrian... Nevertheless, the change is great and abrupt. This is not only the most puzzling feature of the whole fossil record, but also its greatest apparent inadequacy.

"It has now been shown further that higher categories—classes and phyla at least—tend to appear early in the (post-Precambrian) record, that their rates of first appearances declined rapidly after the Cambrian, and that very few have appeared since the Paleozoic."

These statements, and others like them, indicate that belief in evolution, as well as in creation, requires faith. John Tyler Bonner of the biology department of Princeton University stated in a review of the book Implications of Evolution by G. A. Kerkut, "The particular truth is simply that we have no reliable evidence as to the evolutionary sequence of invertebrate phyla. We do not know what group arose from which other group... What we have all accepted as the whole truth, turns out with some mild inspection, to be rather far from it. Apparently if one reads the original papers instead of relying on some superficial remarks in a textbook, the affinities become extremely clouded indeed. We have all been telling our students for years not to accept any statement on its face value but to examine the evidence, and, therefore, it is rather a shock to discover we have failed to follow our own sound advice."

Since none of us were around to observe how the fossils were formed, there will always be things that are difficult to explain for creationists as well as for evolutionists, but the overall nature of the fossil record supports the Biblical concepts of creation and the flood. Since the God who inspired the Bible record of creation and the fall is also the Creator, it is inconceivable that nature and the Bible could contradict one another. Careful study of the fossil record by creationists is throwing light on some of the seeming contradictions, and more study of this type is needed.

The knowledge that scientific evidence is consistent with creation should help educated people to put their faith in creation instead of in the evolutionary concept of origins.

Some would say that in our modern world or particular concept of origins is irrelevant. On the contrary, it is highly relevant, since the opposing ideas are so different in their implications on the value of an individual human being.

Charles Darwin ended his book The Descent of Man saying "Man may be excused for feeling some pride at having risen, though not through his own exertions, to the very summit of the organic scale; and the fact of his having thus risen, instead of having been aboriginally placed there, may give him hope for a still higher destiny in the distant future. But we are not here concerned with hopes or fears, only with the truth as far as our reason permits us to discover it."

As creationist scientists, we are trying to come to a more complete understanding of truth, just as Darwin was, but we are also concerned with hopes and fears. In the evolution theory of man's origin, the emphasis is on the survival of the species, and the individual is doomed to extinction. We agree with Darwin that man has reason to look for a higher destiny in the future, but this destiny is offered not by an impersonal evolutionary process, but by the Creator who "aboriginally placed mankind at the "summit of the organic scale." This is the same Creator who is so supremely interested in the value of each individual that He died to assure that destiny.
STUDENTS IN COMMUNITY SERVICE

Nearly 400 Loma Linda University volunteers—students, faculty, and employees—are providing free services in the San Bernardino-Colton-Loma Linda area to help their neighbors.

Inspired by examples of the Watts clinic, Los Angeles, and the new community clinics in other ghettos, volunteers joined the Social Action Corps (SAC). Organized about a year ago by University Hospital medical social worker Cynthia E. Cooley, SAC coordinated the willingness for social responsibility with the requests for help coming in from neighboring communities.

SAC volunteers began modestly as a small group at the Frazee Community Center in San Bernardino, a clinic helping troubled adolescents. Since then, they have established their own free clinics in two other doctorless neighborhoods—North Colton and Bryn Mawr, and are also working at a third in South Colton.

The School of Medicine class of 1971, who began providing medical help, tutoring, and counseling services at these clinics, has just handed over responsibility for the two student-run clinics to volunteers in the class of 1972. The earlier group is retiring to begin University Hospital duty during the new semester, but the clinics are now established.

That is, they are always well supplied with patients. Financially, they struggle for sustenance. Each is in a small poverty pocket of this rich agricultural area—the North Colton clinic in a low-income housing project, and Bryn Mawr amid the rural homes of orange pickers whose jobs are seasonal.

Accepting no fees for services, the students have been getting along on minuscule budgets and their own resourcefulness. Instead of soliciting money, they have recruited volunteer service and equipment.

Medicines have cost them nothing. By writing to doctors and pharmaceutical company representatives in southern California for free drug samples, they obtained, and are still receiving, all the drugs they need. Laboratory tests (blood, urine, etc.) required for diagnoses are done free by Bio-Laboratories, Colton, whose sympathetic proprietor is a Loma Linda alumnus.

The clinics’ housing was also donated. Part of a gym in the Colton Community Homes housing project and a section of a no-longer-used church in Bryn Mawr were renovated by residents of each community. The furnishings—examining tables, curtains, stethoscopes, etc.—were lent by the University Hospital housekeeping service from discarded equipment stored in the basement.

Such contributions have enabled the students to stretch the less than $500 received from church funds for the two clinics over the 12-month period. Most important, the staffs of both clinics work free. This includes University and University Hospital secretaries, receptionists, social service workers, Spanish-English translators, and student nurses as well as the medical students and the senior faculty members who supervise them.

In 12 months, the clinics have taken care of 568 patients, most of whom made more than one visit. Generally, those who come to these clinics are “people who think they’re sick, but don’t know if they’re $20 sick,” according to Harvey A. Elder, MD, assistant professor of medicine, who has been the students’ advisor since they started the clinics.

It would cost a patient about $20 to get to the nearest doctor or the county hospital, including the price of a baby sitter and the taxi fare both ways. Few have cars, and there is no good public transportation. Even those who qualify for Medi-Cal find it hard to reach a doctor, and many cannot get Medi-Cal aid because they earn a little more than is permitted, or are not sufficiently disabled to qualify.

“So they just let it slide. It’s amazing how sick some of these people are. At these clinics in their own communities, they can bring the kids along, they come to find out if they are sick, and what they should do,” says Dr. Elder.

High blood pressure and diabetes are the chronic diseases the students uncover most frequently. At the Bryn Mawr clinic alone, they found that 13 patients had lung infections, four of which were tuberculosis. Faced with such serious problems, the student tries to make a referral to a local physician or specialist who will see the patient free. More routine cases are cared for at the clinic.

In addition to such help, non-medical volunteers at these clinics also provide tutoring and recreational help for the children and counseling for their parents. The primary purpose of the recreational activity is to befriend the children, most of whom do not have fathers. One community where the volunteers are helping has 130 families; but only 26 husbands live at home.

Nearly all the children come from bilingual homes. They need help with their schoolwork because they are reading one language at school and speaking another language at home. The tutoring program is designed to give the children a better educational background, not just to supply them with the correct answers for the next day’s homework. This kind of social involvement, for which the students had long been eager, began early last year when the SAC was organized. They looked first to the Frazee Community Center. Frazee had room for only a few of the would-be helpers; therefore, after consulting community leaders, the medical students undertook to start new clinics in North Colton and Bryn Mawr.

From the beginning, they involved their patients in deciding what kind of medical help should be provided. The first clinic was started at the Colton Community Homes, a housing project subsidized with government funds, because it was close by, needed help, and had an elected community council with which the students could exchange information. It was the council’s decision, for example, that general physical exams and eye examinations be given to the children.
**THE GREEN REVOLUTION IN OKINAWA**

A University extension project suggests a solution to a major world problem

A one man crusade against world hunger is rapidly developing into a University-sponsored experimental agriculture program designed to give Seventh-day Adventist missions throughout the world new capabilities in the production of high quality vegetables and grains.

Twenty students from seven nations are enrolled in a nine month Loma Linda University extension program on the island of Okinawa, one of the most forbidding food production places on earth.

According to Vernon H. Koenig, EdD., dean of summer sessions and extension, the pilot project begun only a few months ago, has already impressed officials from the United States military as well as those from the Okinawan and Japanese governments.

Architect and director of the program is Jacob R. Mittelilder, formerly known throughout the United States for his wholesale nursery business. He seeks to develop and relate scientific methods in food production to needs and resources peculiar to areas where local agriculture is difficult or even non-existent.

Mr. Mittelilder has demonstrated that methods and techniques utilized in his wholesale nursery business can be profitably adapted to the wholesale production of vegetables. Mr. Mittelilder challenges the popular view that the earth cannot produce sufficient food for its exploding population. He believes that it is theoretically possible to feed a world population nine times the present population of the earth.

Six years ago, Mr. Mittelilder, having sold his highly successful nursery business, was urged by faculty members at Loma Linda to seek an answer to projected world food shortages. He visited 24 underdeveloped nations with food production problems and returned with the conviction that agricultural deficiencies were much the same everywhere. He determined to find a solution through application of scientific methods which laymen could understand and implement.

Optimistically, he applied himself, working on the premise that there was no compelling reason for food shortages. As he saw it, the need was to stop wasting plentiful sunshine, rain, and land.

The first pilot project was in New Guinea, where he conducted several farm demonstrations and an agricultural training institute that supported his thesis. With the help of students, he transformed brush “devil land” into acreage that produced more than the mission could use. Natives who had been content to let their women do the gardening were inspired by his results and joined his team.

The institute at Sopas, 7,500 feet high in the interior, trained nine native students. Each returned to his home community to demonstrate the new methodology.

The demonstrations on Okinawa represent a special challenge. The soil is too sticky when it rains and too hard to cultivate when it doesn’t rain. Mr. Mittelilder is trying artificial soil consisting of coral sand and mangrove sawdust. The mixture is fertilized with a chemically balanced formula. Results so far are exceptionally good.

Mr. Mittelilder’s plan generally features regular soil testing and balancing with required nutrients, early starting of plants in greenhouses to insure uniform growth in a disease and insect free environment, careful landscaping, weed-free cultivation, and overall cleanliness. The next appearance of the gardens is maintained by constant care. Nearly 100 percent plant survivability leaves virtually no open spaces between rows.

Andrew N. Nelson, PhD, professor of educational foundations, has assisted Mr. Mittelilder in the preparation of a book entitled Food for Everyone. It is designed for use by non-professional people. A veteran missionary, Dr. Nelson readily recognized the international value of any breakthrough in this field.

“I believe,” says Mr. Mittelilder, “that God has provided abundantly for us. If there is hunger, it is our fault, not His.”

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**A NEW DIMENSION IN EDUCATION**

University extension enrolled over 2,000 students in adult education classes during the 1969-70 academic year.

According to Vernon H. Koenig, EdD., dean of summer sessions and extension, many students take classes for credit. While most classes are offered in southern California, others are scheduled for places as far away as Canada or Pennsylvania.

The intensive nine month agriculture course in Okinawa represents a significant endeavor to solve an increasingly common human problem.

Extension offerings last semester included six courses in aviation and one or more classes in cabinet and furniture construction, photography, Japanese, insurance, underwater technology, wilderness survival, health and human performance, personal attractiveness, home decorating, youth leadership, public worship, administration leadership, medical terminology, church leadership, computer programming, public relations, school health education, vision and hearing conservation, human resources, awareness and safety, food production, physical fitness, television production, parenthood, family finance, data processing, office services, Spanish, child development, and auto mechanics.

The most significant extension development is a proposed two-year college equivalent program to offer vocational as well as regular college courses in the Los Angeles metropolitan area. Classes, which are scheduled for 4 to 9 p.m., will begin this fall.

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**EDUCATION FUND FOR BUCHANAN CHILDREN**

Funeral services were held Sunday, June 7, for Archie D. Buchanan, DDS, alumnus and full-time faculty member of the School of Dentistry. As a tribute to the outstanding teaching contribution of Dr. Buchanan, an educational fund has been established to assure the education of his four children. Gifts for the Buchanan Education Fund may be sent to the Loma Linda University School of Dentistry Alumni Association. Dr. Buchanan’s biography will appear in the next issue of University SCOPE.

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Alda L. Forte, (left), and Linda L. Levisen, graduate students in public health nursing, assist a new mother in caring for her baby.

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BIOLOGY INSTITUTE OFFERED FOR TEACHERS

An institute for secondary school biology teachers is scheduled to be held at Loma Linda University from June 22-July 10, according to Harold R. Milliken, PhD, associate chairman for undergraduate studies in the College of Arts and Sciences department of biology.

Entitled "Secondary Teachers Role in the New Biology," the course will place emphasis in two major areas — the modern creation theory and environmental quality.

The course will include field trips, laboratories, discussions, and lectures featuring three guest speakers, Harold M. Coffin, PhD, director of the Geoscience Institute, Berrien Springs, Michigan; Eamor C. Nord, of the United States Department of Agriculture Forest Fire Laboratory, Riverside; and Robert Thorne, PhD, of the Rancho Santa Ana Botanical Gardens, Orange County.

One of the main objectives of the institute is to make the teaching of biology more relevant to the student, says Berney R. Neufer, PhD, assistant professor of biology and associate director of the institute.

For those who wish to receive full class credit for the institute, the department of biology will offer a choice of two classes at the end of the institute, one in mammalogy, the other in ecology.

For further information, write Vernon H. Koenig, EdD, director of summer sessions and extension, Loma Linda University, Riverside, California 92505.

Roy E. Branson, professor of applied theology at Andrews University, Berrien Springs, Michigan, shares ideas with a student volunteer at a weekend conference sponsored by Loma Linda University Social Action Corps. Purpose of the conference was to identify and study effective methods of meeting community needs.
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Among University officials taking part in the groundbreaking (see photo) were David J. Bieber, University president; Robert J. Radcliffe, vice president for financial affairs; Robert H. Herwig, La Sierra campus business administrator; Ralph L. Kooenn, Ph.D., dean of the College of Arts and Sciences; and John E. Carr, chairman of the department of agriculture.

AGRICULTURE BUILDING IS SCHEDULED FOR SUMMER COMPLETION DATE

Construction will be completed this summer on a $85,000 agriculture building for which ground was broken in March.

The one-story, concrete block structure will give the College of Arts and Sciences department of agriculture 5,500 square feet of space—three classrooms, five faculty offices, and a laboratory. Its site is a one-acre plot at the northeast corner of Pierce and Raley streets opposite the southern tip of the La Sierra campus.

According to John E. Carr, department chairman, the building, long in planning, will help meet the needs of a growing agricultural operation. The University's 33-acre farm has not only turned a handy profit in recent years but has provided excellent educational and work opportunities for agriculture students. Last year, for example, the farm provided $117,000 in student labor. Enrollment, now approximately 60 students, fluctuates from year to year and has been as high as 100. There are six members on the department's faculty.

Produce from the farm's extensive dairy and poultry operations goes out on three wholesale routes servicing the La Sierra, Corona, Loma Linda, and Los Angeles areas, including denominational institutions. In addition, the farm has two "cash and carry" retail outlets and sublets two retail routes in the area. Animal population of the farm includes more than 800 cattle and sheep.

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MUD BRICKS—
Part of University Curriculum

At first it appears to be an advanced class in mud pie making.

But mixing mud, water, and a little cement together actually has a very real purpose for 12 Loma Linda University School of Public Health students.

The students, enrolled in a tropical housing and sanitation class, learn not only how to make bricks out of the mud mixture, but also study basic fundamentals of "primitive" living, according to Karl C. Fischer, assistant professor of environmental health.

"All the students taking this class are interested in overseas work," Mr. Fischer says. "This class will help the student survive in a foreign environment.

"Building materials are very expensive and hard to come by in many countries," adds Mr. Fischer. "By using a portable block press, three men can make over 300 4" x 6" x 12" bricks a day."

The method of making the earthen bricks is a very simple process, according to Mr. Fischer. "We mix 14 parts of vegetation-free subsoil, one part of cement, and a little water; form the mixture into bricks and dry in the shade for approximately two weeks.

"This compound makes a very good block which is structurally superior in many ways to common burned bricks," Mr. Fischer states. "The cost of a 700-square-foot four-room home using the 'home made' bricks would be only $50 (excluding labor and roofing, window, and door materials)."

After the structure is completed it may be painted with ordinary house paint.

The bricks stand up very well in all types of weather and "don't melt" when it rains, Mr. Fischer says.

The brick-making machine used by the Loma Linda University class was developed in South America as part of a "self-help" program. It costs approximately $150.

The class instruction includes general principles of healthful housing such as how sanitation, ventilation, and proper plumbing can be achieved at a minimum cost.

ALUMNUS NAMED CHAIRMAN OF ADVANCEMENT FUND

Jack R. Booker, SD'60, has been named national chairman of the University's annual Alumni Advancement Fund.

Dr. Booker, a Riverside dentist, will succeed Floyd L. Wergeland, SM'32, as head of the University-wide support program.

"Dr. Booker has been active and productive in various alumni activities," said University president David J. Bieber in announcing the appointment. "He understands the University, and he knows what it means to stimulate alumni giving."

Currently president of the University's Alumni Federation, Dr. Booker has served as president of the School of Dentistry Alumni Association. He has been general chairman of the Alumni-Student Dental Convention and vice president of the National Association of Seventh-day Adventist Dentists. He has also served as a geographical chairman for the annual Alumni Advancement Fund.

"At a time when giving by alumni is more vital than ever, we look to Dr. Booker for experienced and competent leadership," said President Bieber. The president also commended Dr. Wergeland, the outgoing chairman, for creating a good foundation for development of the fund.

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EQUAL ETHNIC BALANCE SOUGHT FOR UNIVERSITY

A more equitable ethnic balance among the student population of Loma Linda University is the goal of a resolution adopted by the University Trustees, according to an announcement by University president David J. Bieber.

"In several important areas, Loma Linda's student population does not reflect as well as it might the church's ethnic characteristics," the president pointed out, "and we are beginning positive action to improve the situation."

Specifically, the University will seek to enlarge its present programs of recruitment, counseling, and financial aid.

President Bieber commended a group of black American Seventh-day Adventist students for their conversations with administrators and trustees in which they emphasized the fact that the student roster of professional schools on the Loma Linda campus includes only eight-tenths of one percent of such students.

"This may be about twice as high as the national average," he observed, "but it is unacceptably low when one considers that black Seventh-day Adventists in North America constitute about 16 percent of the church population."

The student group was also commended for its constructive suggestions that, with administrative support, served as a basis for trustees' action.

Previously, the University's Master Plan Council had recommended that the University "make a concerted effort to develop new sources of student financial aid, with students from minority groups and those with cultural backgrounds indicating special educational needs" receiving a significant portion of this increased assistance.

The council also recommended "continued development of a counseling center capable of meeting special developmental needs of students on both campuses."

The University Trustees voted to work toward an increase in enrollment of qualified black American Seventh-day Adventist students in the professional schools on the Loma Linda campus with a target goal of 10 percent by 1975.

"We also hope to employ by next September a person from the black Seventh-day Adventist community of North America to serve as associate dean of admissions and student affairs," President Bieber announced. "His primary responsibility will be to recruit students for the professional schools on the Loma Linda campus and assist them in meeting special personal needs."

Also voted by the University Trustees was the creation of a continuing $100,000 fund to assist, on the basis of need, black American Seventh-day Adventist students in the professional schools on the Loma Linda campus. One half of the fund will be renewed annually to provide scholarships for students in the freshman year and one half will serve as a revolving fund to provide loans to such students in any year. A substantial portion of the fund will be available for the 1971-72 school year.

The University Trustees also approved a $50,000 addition to the University's present substantial student loan and aid funds for all worthy La Sierra campus students in financial need.

Still another action of the trustees authorized the creation of a special administrative committee to make a thorough study of all of the University's programs of recruitment, counseling, and financial aid to determine ways in which these programs can implement the objective of a more equitable reflection in student population of the church's ethnic profile.

Currently, over 17 percent of all students enrolled in the School of Medicine are from ethnic minorities, including overseas students. Nearly 20 percent of the La Sierra campus students are from ethnic minority groups. Figures on other University schools were not immediately available.

President Bieber welcomed the assistance offered by a recently organized Afro-American Association of Loma Linda University. The group proposes six specific services: To provide the beginning of permanent channels of communication between University leaders and black leaders; to provide a tutorial and self-help program for students whose socioeconomic backgrounds may have produced educational deficits but whose intellectual capacity to complete their chosen course is adequate; to provide housing information for the anticipated increased black enrollment; to provide blacks with information regarding scholarships, loans, and related financial information; to try with University help to change negative attitudes toward the University in black high schools and other institutions; and to provide a center where complaints revolving around unequal treatment of blacks in the University community can be channeled.

NEW MOBILE HOME PARK IN LOMA LINDA

University Mobile Estates will be constructed on University land within walking distance of University Hospital and campus.

Those interested in obtaining more information and brochure about the five star park to be opened September 1, 1970, should write

University Mobile Estates
24949 Prospect Road
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Phone: (714) 796-9615
The following letter from 19-year-old Pinelopi Ioannidou (right) was received by Ellsworth E. Wareham, MD, professor of surgery, and C. Joan Coggin, MD, associate professor of medicine, following their six weeks stay in Athens with the Loma Linda University Heart Surgery Team.

My Dearest Doctors:

First of all, I want to thank you that you remembered me and sent me the beautiful photographs from the hospital.

You asked me how I’m feeling. I tell you that I’m very well without any symptoms. I don’t know how to thank you that you made me a sound healthy girl.

I have gathered all the photographs and I want to put them in frame in order I have a beautiful souvenir.

Just last night I went to the hospital Evangelismos and the doctors told me that I’m very good.

Dear doctors, as you understand this year my family and I have passed the most beautiful Christmas because there is no problem of operating.

At the first of February I began to work as a secretary in Institute of English Language.

Really, it will be a great pleasure for my family and me to see you again because you are the men who gave the joy and health in my home.

You have many greetings from my family.

Sincerely,

Pinelopi Ioannidou

COURSE IS OFFERED ON ALCOHOL, DRUGS

Alcoholism — recognized as the world’s fourth most serious health problem — and narcotics addiction are the topics for study at the 19th Institute of Scientific Studies for the Prevention of Alcoholism offered by Loma Linda University School of Public Health June 29 to July 2.

Besides providing practical and scientific facts, the course will focus on the effects of alcohol and drugs on the body, brain, and self-control of an individual.

Two semester units of credit are available for the course through the University extension of the summer sessions program. Tuition is $65. For further information write Loma Linda University School of Public Health, Office of the Dean, Loma Linda, California 92354.

PREPARATION FOR THE LATTER RAIN

A series of studies presented recently in the University Church, Loma Linda. A 32-page compilation from the Spirit of Prophecy. Twenty-five cents each postpaid. Eight copies for $1 postpaid. Write B. E. Wagner, 24978 Lawton Avenue, Loma Linda, California 92354.

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PHILOSOPHY AND OBJECTIVES
for
LOMA LINDA UNIVERSITY
(Continued from page 4)

SPIRITUAL STRENGTH

In supporting a community of scientists and scholars, the church gains certain valuable practical services. This community of scholars, highly trained in their individual disciplines, will be alert to developments at the frontiers of those disciplines, they will be aware of the implications of such developments for Christian belief, and they will address themselves to questions in Adventist theology which arise from new contributions to knowledge.

The church as a whole looks to the University as a principal spiritual and intellectual resource and it expects the University to foster the ideals of spiritual and academic excellence. Different segments of the church body have different expectations that they trust the University will be able to satisfy. The following list, though oversimplified and incomplete, includes many of those expectations which the administration and the faculty recognize as legitimate and important. The church organization and the University Trustees expect the University to replenish and augment the body of loyal, faithful believers; provide a supply of faithful, dedicated workers for churches and institutions; provide educated, economically-supportive lay leadership in congregations; preserve beliefs and practices of the church; and seek truth in all its aspects and press back the barriers of ignorance.

The parents expect the University to create a safe environment for maturation; provide association with socially and religiously compatible young people; provide vocational or professional training; and provide religious training to establish children in the faith.

Students expect the University to offer a variety of programs leading to advanced degrees; prepare for employability or admission to graduate or professional schools; offer attractive social environment; develop a reputation sufficient to secure recognition of the institution's degrees; assemble a faculty capable of offering stimulating educational experiences; and provide the resources requisite for intellectual and religious maturation in an environment where a great variety of questions of particular relevance to students can be freely considered and discussed.

The faculty expect the University to maintain a community of scholars with similar philosophic assumptions but with a diversity of training and background; provide opportunity and facilities for research and scholarly activity; preserve and interpret a distinctive body of knowledge thought significant to the church; offer the services of science and scholarship assistance in solving the problems of the church; and offer advanced training in the usual collegiate disciplines and in certain professions of particular importance to the church.

ALUMNI NEWS ALUMNI

ALUMNI NAMED OUTSTANDING YOUNG MEN

Six Loma Linda alumni have been named Outstanding Young Men of America for 1970. They are Ray L. Foster, SM'59, Dr. Foster is the director of the Trans Africa Leprosy Rehabilitation Center in Zanda; Ronald E. Crumm, SM'60, Dr. Crumm serves in the Kwale Hospital at Mpraeso in Ghana; H. Edwin Krick, SM'61, Dr. Krick is medical director of the Kobe Adventist Clinic in Japan; Samuel M. Chen, SM'65, Dr. Chen, who earned his degree in medicine at the age of 21, served with the Peace Corps as assistant surgeon in a hospital in Kabul, Afghanistan; Arthur D. Garner, SD'61, Dr. Garner served at the dental clinic at the Karachi Seventh-day Adventist Hospital in Pakistan; and John W. Kizzia, SD'67, Dr. Kizzia is at the Adventist Medical Center in Okinawa. Candidates for the honor must be no older than 35 years and must have "distinguished themselves in one or more fields of endeavor to the point of being outstanding."

APC PLANS FOR 1971 UNDERWAY

The School of Medicine's Alumni Post Graduate Convention is scheduled for February 19 to 25, 1971, in the Ambassador Hotel. Paul Deeb, SM'42, who is chairman of the APC governing board, reports convention plans for programs focusing on major current health problems. 1,123 physicians attended the 1970 convention. A total of 2,351 professional and technical personnel were registered by alumni association staff.

ALUMNI-STUDENT CONVENTION STREAMLINED

Officers of the School of Dentistry Alumni Association have planned an intensive shortened convention schedule for March 5 to 8, 1971. Activities will be as follows: Religious weekend - Friday night and Sabbath, March 5 and 6; class reunion - Saturday night; golf tournament - Sunday; exhibits - Sunday and Monday; general assembly and keynote address - Monday; with the alumni-student banquet climaxing the convention on Monday night. Keynote speaker is Major General Robert B. Shira, DDS, assistant surgeon general of the United States Army Dental Corps. Dr. Shira is also chairman of the Council on Dental Therapeutics, American Dental Association. A schedule of continuing education courses is being developed.

SCHOOL OF PUBLIC HEALTH ALUMNI ORGANIZE

The School of Public Health Alumni Association has been formed under the leadership of Jabbour Semaan, research assistant in the department of health education, who was elected president pro tem. The slate of officers to be elected are being sent to alumni of the School of Public Health for their selection. This will be the eighth alumni association to be formed here at the University. Faculty advisor is Albert Sanchez, DrPH, assistant professor of nutrition.

PHYSICAL THERAPISTS CHOOSE OFFICERS

New officers were elected last month to leadership posts in the Physical Therapy Alumni Association. They are president, Don Berglin, PT'64; president elect, Keith Gaden, PT'63; vice president, Howard Sulzle, PT'63, CS'69; secretary, Judy Perrault, PT'67; treasurer, Ray Jordan, PT'66; and publicity chairman, James A. Bradford, PT'63. Plans for the 1970 convention are underway. The weekend will feature a symposium on "The Function and Aids of Upper Extremities." An alumni directory is being compiled and will be available to members before the fall convention.
BRIEF FACTS

About Loma Linda University

... eight schools:
- arts and sciences, dentistry, education, graduate, health related professions, medicine, nursing, and public health.

... two campuses:
- La Sierra, Riverside, California; and Loma Linda, California, with major clinical training programs at the Riverside County General Hospital... and White Memorial Hospital.

... 3,091 full-time students:
- 2,300 undergraduate and 790 professional and graduate. 2,100 in University extension classes and 700 in summer sessions. Students come from virtually every state and more than 30 countries. Nearly one-third full-time students are married.

... 1,210 faculty members:
- 11 full-time, 117 part time, 692 voluntary. Nearly 1,000 hold degrees on the doctoral level.

... annual budget:
- $37 million including both campuses and the University Hospital. Nearly $5 million is contributed annually by the General Conference and the Pacific Union Conference.

... plant investment:
- $65 million, the fourth largest investment of private colleges and universities located in California.

... research programs:
- from $2 to $3 million annually.

... cultural programs:
- artist and lecture series, University choirs, string ensemble, orchestra, band, and art gallery.

... two main libraries:
- 257,000 volumes, 2,400 current periodicals; a western depository for books and periodicals produced by Seventh-day Adventist publishers; heritage collections of Seventh-day Adventist historical interest, as well as Ellen G. White manuscripts.

... administrative structure:
- University Trustees—45 members, including principal leaders of the Seventh-day Adventist church in North America and the General Conference; alumni, representative leaders of other Adventist institutions, and laymen; the president; three vice presidents for academic affairs, financial affairs, and public relations and development; and deans of the eight schools.

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Occupational therapy students Edgar Lockett and Janet Peterson, both 1967 University graduates, practice skills in evaluating muscle contraction. They are supervised by Edwinna M. Marshall, chairman of the department of occupational therapy in the School of Health Related Professions, who recently authored the first comprehensive syllabus in the paramedical specialty now in use throughout the nation.

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Edwin O. Reischauer, PhD, (center), former United States ambassador to Japan, talks with Andrew N. Nelson, PhD, (left), professor of educational foundations, whom he knew in Japan, and Gary M. Ross, PhD, assistant professor of history, his host, prior to delivering an address on Asian affairs. Dr Reischauer was instrumental in getting a widely used Japanese-English dictionary written by Dr. Nelson published. In his address, Dr. Reischauer was critical of America's long-range involvement in the Vietnam war but emphasized the importance of a withdrawal that would not be either too hasty or prolonged. The University Lecture Series was attended by members of the area World Affairs Council.

HEALTH MINISTRY IN THE “SEVENTIES”
Wilbur K. Nelson, PhD, chairman,
School of Public Health
department of health education

The church’s philosophical heritage is relevant to contemporary needs

Were a pen of inspiration to outline a program for ministerial effectiveness during this new decade, what would be written? What great issues which challenge the gospel ministry today would merit prophetic comment?

Social problems of seemingly overwhelming complexity cry for solutions which show a fresh and innovative concern for total human needs. Yet Ellen White, who did so much to found this institution more than 60 years ago, offers the minister in the 70’s a solution system which appears to have been designed by a contemporary specialist.

With great clarity and insight her book Ministry of Healing, traces the very social, physical, mental, and moral ills which are demanding such widespread attention today. The minister with a concern for meeting the total human needs of church and community will find directions in her book.

Mrs. White advocates a personal program of health maintenance or renewal which will provide the endurance essential for meeting the stresses of contemporary society; a meeting of major social issues of the 70’s, including problems of the inner city, drug abuse, and moral decay; a church program of community outreach with popular appeal and soul winning potential; and an evangelistic ministry patterned after the ministry of Jesus Christ with emphasis on total health restoration.

Titles on today’s newstands shout contemporary concern with health-related issues. There is strong popular interest in such topics as diet, exercise, smoking, drug use, physical fitness, and weight control. These topics which dominate the mass media have been identified and discussed in detail. Social ills have been diagnosed and hopefully effective solutions and treatments prescribed.

(Continued on next page)

'WAYOUT' IS IN

We want to explain our thing. We are on the IN. A lot of responsibility goes with being on the IN. We know this. We are willing. We want to go ‘way-out’ — all the way — to give you the service you merit. We earn the privilege of being on the IN. It is IN your best interest. Let us show you we can earn the right to be on the IN with you!
Health Ministry in the "Seventies" (Continued from page 28)

Yet the experts must still face the perplexing dilemma of a population which is demanding longer life and better health while pursuing a pattern of self-destruction. The basic and seemingly insoluble question for which the Gospel alone offers solution is: Where can motivation for personal behavior change be found?

The informed Christian minister should speak with authority to this question. He understands both theologically and physiologically the essential unity of body, mind, and spirit in human nature. He knows that the power of God alone through faith in Jesus Christ can provide the strength of will for permanent behavior change. Thus, through an understanding of healthful living and the relationship of the laws of physical life to spiritual and mental health, the minister is prepared to reach the needs of the 70's.

Perhaps an honest submission to the following "self-test" will assist us in determining if we are effectively prepared by education and experience to provide such a ministry as has been described.

Does health education form an effective component of my ministry and church program? "Every gospel worker should feel that the giving of instruction in the principles of healthful living is a part of his appointed work. Of this work there is a great need, and the world is open for it," Mrs. White writes in Ministry of Healing.

Am I able to teach health principles? "Gospel workers should be able also to give instruction in the principles of healthful living," answers Mrs. White.

Have I personally studied and faithfully followed God's laws of life? "It is the duty of every person for his own sake, and for the sake of humanity, to inform himself in regard to the laws of life and conscientiously to obey them."

Do I have a practical understanding of physiology which I effectively present in evangelism? "All need to become acquainted with that most wonderful of all organisms, the human body. They should understand the functions of the various organs and the dependence of one upon another for the health action of all."

Has the balance of Christ's health evangelism approach been followed in my ministry? "Christ's method alone will give true health action of all."

Am I able to effectively use natural science to lead minds to Bible truth? "Lead the people to study the manifestation of God's love and wisdom in the works of nature. Lead them to study that marvelous organism, the human system, and the laws by which it is governed."

Most of us are faced with the need for supplementing the ministerial education of formal degree requirements if we are to work after the pattern of Christ. Today courses are available, materials may be obtained and opportunities in training for health evangelism may be utilized.

In Ministry of Healing, Medical Ministry, Counsels on Diets and Foods, Counsels on Health, and other writings by Mrs. White, comprehensive guidance to health ministry is available. Articles in health journals, selected books on health, and formal classwork in nutrition, physiology, and health education are available to prepare the minister for the service which the 70's demand.

With a personal commitment to balanced healthful living, the minister is able to give a winning testimony for total health to his congregation and his community.

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- Physicians hilltop home, unsurpassed view, elegant throughout with many custom features, $60,000.
- Immaculate, 3 bd., 2 bath, like new, $23,750 and up.
- Physicists hilltop home, unsurpassed view, elegant throughout with many custom features, $60,000.
- Beautiful, 3 bd., 2 bath, pool, elite section, $45,000.

This is just a sampling. We have a complete real estate service including property management. Write or call us concerning your specific need.
Students in Community Service
(Continued from page 18)

exams were most needed, that an immunization program for children would be okay, and that no fees "for self respect," not even 50 cents, would be charged to patients. The council also taxed itself $60 toward the operating costs.

In Bryn Mawr, the students had the help of the Community Action Group, composed like the Colton council of neighborhood leaders. Building materials and paint to make a clinic out of a part of an abandoned church were provided by the Office of Economic Opportunity; the community group provided the free labor. To help solve one of the commonest patient problems in Bryn Mawr—obesity—two University dieticians were recruited to hold nutrition and cooking classes at the clinic. But, as one of the students insisted, "We don't allow a dietician in here unless she's willing to talk to the people about Mexican food—their kind of food, not ours."

Last October, in line with the community-guided policy, the students made a survey, visiting one-fourth of the households randomly selected in both towns to find out how they were doing. They asked whether the patients felt their questions were answered, did they have to wait to long, did they feel they were really listened to, and could they understand the medical instructions, etc. Most of the answers were favorable, but there were also critics. Afterward, the volunteers sat down earnestly to evaluate this criticism and make the changes that were asked.

They have found that the clinics provide mutual benefits. The patients know the "doctors" they see are medical students under the supervision of a faculty member. But, as they indicated in the survey, they like the extra attention they are getting.

Out in the patients' neighborhoods, he also has the opportunity to know them better, their families (who come along, too), and the way they live, than if he waited for them in his own locale. In other words, his experience ties down for him theories previously learned only from books.

Each "doctor," in the second or third year of medical school after the long preliminary spent only with books and test tubes, has the golden opportunity in the clinics of seeing patients professionally at last, and is likely to be more attentive toward his few patients than he can ever be again.

The clinics have inspired residents in neighboring towns. South Colton, a community of 5,000 people without a doctor, staged a protest march to persuade the reluctant city council to provide a suitable building for a clinic of its own. The new clinic has now been opened on a five-nights-a-week basis, and because the numbers of patients are so much larger, and the volunteer staff must be so much better organized, the administration has been taken over by the Loma Linda University School of Public Health.

Bloomington, also nearby and with a population of close to 15,000, has already renovated an old fire station which it has invited the students to use as a clinic when they are able to provide this assistance. Many requests are coming in to the University. The class of 1971 appears to have started a small revolution in this part of southern California, and its influence is growing.
Twenty-five La Sierra campus student missionaries will interrupt their college careers for a full year, starting in June, to represent Loma Linda University in six areas of the Far East.

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