<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL OF EDUCATION</td>
<td>6</td>
</tr>
<tr>
<td>MEDICAL EDUCATION</td>
<td>14</td>
</tr>
<tr>
<td>HIGHER EDUCATION</td>
<td>20</td>
</tr>
<tr>
<td>DEALING WITH DISAPPOINTMENT</td>
<td>23</td>
</tr>
<tr>
<td>WHY LEADERS LEAD</td>
<td>26</td>
</tr>
</tbody>
</table>
On divorce studies

I notice by your paper “SCOPE” that Paul Heubach is being appointed to study the divorce among Adventists. No doubt there is a need to search out these reasons and profit from them if right action or remedies are applied.

I would hate to see Adventists become so involved in bureaus and committees that we would miss the real cure for this dilemma. People today are fed up with rhetoric, appeasement programs and such. Many are saying “I have that where I work, read about it in federal, state and city government and the last place I wish to find it is in the church.”

Simply to find out what causes divorce and then continue on as we have, with an article or two on the subject, without making changes, will certainly not do much, if anything, to help the matter. We will have the knowledge as to the cause but man-made remedies, as we know from experience, will never be the solution. Findings and recommendations to leadership, fine, but here again not the answer. We have had this procedure for years that I am aware of.

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CHRISTIAN EDUCATION AT WORK

Faculty of the College of Arts and Sciences and the School of Education met for a three-day workshop to discuss objectives for the new academic year. Theme: "Religious Fervor, Moral Excellence, and Academic Integrity." During the workshop, Vice President for Academic Affairs Robert E. Cleveland chaired a panel involving deans from all the University's schools in a discussion designed to identify areas of interaction. Dr. V. Norskov Olsen, dean of the college, coordinated the sessions. "The value of each discipline on the other has been demonstrated," he said. "We intend to increase inter-school cooperation. That's what makes a University."

NURSE EDUCATOR PASSES AT 41

Associate professor of nursing Lois V. Johnson died September 3, 1972, following a brief illness. Born on December 22, 1930, in Hinsdale, Illinois, Miss Johnson graduated from Bethel Academy in Wisconsin in 1946, took prenursing at Andrews University the following year, and received her bachelor of science degree from the School of Nursing in 1953. Miss Johnson was popular as a teacher and class sponsor, and recognized for her contributions to nursing education. Tragic accidents have taken the lives of two other members of the University family. School of Dentistry sophomore Milton Kent was killed in a head-on collision and Elizabeth Cason, a unit secretary at the Medical Center, was killed in an automobile accident near Loma Linda.

NATIONALLY RECOGNIZED SPEAKERS TO VISIT LOMA LINDA CAMPUS

The Campus Christian Fellowship has scheduled a series of outstanding Friday evening programs on the Loma Linda campus. Elton Trueblood, leading Quaker theologian, spoke on September 29. Nine other distinguished speakers will conduct lectures on backgrounds of Adventism as follows:

- November 17: Health Reform Movements, John Blake, National Library of Medicine
- December 15: Millenarianism: England and America, Ernest Sandeen, Macalester College
- January 19: Social Reform Movements, Timothy Smith, Johns Hopkins University
- January 26: Science and Religion before Darwin, John Green, University of Connecticut
- February 16: Utopianism and Communitarianism, Robert Hine, University of California
- March 9: A Time of Religious Ferment, Winthrop Hudson, Rochester Center for Theological Study
- April 30: Rise of Millerism, David Arthur, Aurora College
- May 4: Debts and Reactions of Adventists, Jonathan Butler, Doctoral Candidate, University of Chicago

Arno Press, Inc., has reprinted a 1944 volume entitled MEDICAL EDUCATION IN THE UNITED STATES BEFORE THE CIVIL WAR, by William Frederick Norwood, PhD, emeritus professor of cultural medicine. The June 19 issue of JAMA, the Journal of the American Medical Association, comments "Prior to 1944 no historian had examined the development of American medical schools as a whole. Moreover, few medical historians were correlating medical education (or science and practice) with the social and intellectual developments of the total American enterprise. Norwood did both."

PHYSICIANS NEEDED FOR PREVENTIVE MEDICINE PROGRAMS

The School of Health reports an urgent need to fill two positions in preventive care: one as medical secretary for a conference authorized to develop comprehensive health education programs; another to collaborate with a county in working with those found to be susceptible to stroke and coronary heart disease. This position is available on a part-time or full-time basis, either as a volunteer or as a paid church physician. For information on either situation, contact Dr. John Scharffenberg, School of Health, Loma Linda University, Loma Linda, California 92354.

Pictured top to bottom: Robert E. Cleveland, Lois V. Johnson, Elton Trueblood and William Frederick Norwood
Wilfred J. Airey, PhD, professor of history in the College of Arts and Sciences, was re-elected for a second term as president of Riverside City College's Board of Trustees. Dr. Airey has served as a trustee of the college for eight years.

Richard C. Oliver, DDS, professor of oral medicine, was recently appointed consultant to the American Dental Association's Committee on Preventive Dentistry. Dr. Oliver is one of five in the nation to receive this appointment.

The American Alumni Council reports that total voluntary support of higher education reached a new high of $1.86 billion in 1970-71. This total represents an increase of about 3.3% over the old record amount of $1.80 billion in 1969, and an increase of 4.5% over the $1.78 billion in 1970. At the same time, alumni giving increased by 19.2% and non-alumni giving increased by 9.5%, while other categories showed decreases.

The School of Health's Charles Thomas is conducting a series of physical fitness classes at Spicer College in Poona, India, as well as in the Philippine Islands. He will also confer with health representatives in Munich and Afghanistan. He and his team conducted physical fitness courses in five camps in the United States.

The School of Allied Health Professions students graduating from the program in radiological technology ranked far above the national norm in certification examinations given by the American Registry of Radiologic Technologists. The class of 14 ranked fourth among 71 AMA-approved schools. According to program coordinator Ron Skantz, Patricia Barnett ranked in the top 1 percent of the nation, receiving the highest score in California. Ivor C. Woodward, dean of the School of Allied Health Professions, predicts that the 1972-73 class will be the largest in the school's history. Approximately 160 have already been accepted. New programs in anesthesia and dietetics are partly responsible for the growth.

Dean of the College of Arts and Sciences V. Norskov Olsen recently read a paper entitled "The Relationship between Elizabethan Historiography and Apocalypticism and Their Influence upon 16th Century Nationalism and Ecclesiology," at the annual meeting of the British Ecclesiastical History Society held at The University of Cambridge. The University Press at Cambridge will publish the lecture as a part of Volume 9 of "Studies in Church History."

Valerie Rudge, RN, recently from Andrews University where she developed the baccalaureate nursing program, has been appointed associate dean of nursing. A graduate of LLU's program in graduate nursing, she has served as director of the School of Nursing at Hinsdale and as matron of the Stanborough Park Hospital in Watford, England. Miss Rudge, who grew up on the island of Fiji, has also worked in Sydney and Melbourne, Australia.

Anita Mackey, a University Trustee and Santa Barbara professional woman, was recently selected by the University of Redlands Alumni Association to receive its Distinguished Service Award for "service to her profession, her church and her community." Recognized with her were three founders of the University of Redlands: Dr. Byron E. Thompson of San Clemente, and Robert A. Covington and Ted Runner, both of Redlands.

The School of Medicine's Joan C. Coggin, assistant professor of medicine, has been named coordinator of Regional Medical Programs. She and those who assist her will direct programs for Area VI, which includes Riverside, San Bernardino, Inyo and Mono Counties.
Is Christian education in trouble?

Thousands of youth who graduated this spring are disillusioned. They had looked forward to filling useful places in a burgeoning society. Instead, they have joined the already swollen ranks of the unemployed.

To some, it seems that a lot of hard work and study has been wasted. Parents, weary of sacrifice for their children, contemplate still more years of financial and emotional support.

Remarkably, there is an unprecedented paucity of people possessing certain professional, business, and technical capabilities. Those qualified in these fields are in short supply.

American education, already suspect in the minds of many, is in trouble. Economists, clergy, politicians, historians, philosophers and sociologists are telling us that much is wrong; that contemporary education is irrelevant to today's needs; that many youth are unready for college; that modern education actually disqualified some young people for good citizenship. Educators everywhere are seeking solution to the dilemma.

What about Christian education? Is it doing the job? Seventh-day Adventists invest more in education than in any other line of endeavor. Is the investment justified? Are the objectives of the church and of society being met? Of even greater importance, does Adventist education help the church's individual young people achieve their God-given potential?

While Christian educators everywhere are troubled by such questions, the teachers of this University's School of Education are working earnestly and effectively to meet real and current needs. They believe that the answer must be found in the vision and competence of those who teach in our schools, and they show rare courage in facing up to inadequacies and inefficiencies that have in too many cases become acceptable and, not infrequently, sacred.

Here is a school alive with a developing ideology, yet grounded in principles espoused by the church generations ago. School of Education faculty are at once stimulated by the excitement of discovery and strengthened by affirmation and demonstration.

As we view it, the most promising and surely the dominant trend in the School of Education is the general resolve to focus primarily on the student and his total development, rather than on data and curriculums.

This increased sensitivity to student growth patterns is giving the school's graduates a greater respect for individual student needs and potentialities.

In keeping with this enlightened, more humane view of man, student teachers are exposed to Christian sociologists, anthropologists, pediatricians and psychologists. We believe that the school's ties to teachers in the health professions give its curriculum a unique and vital quality. This is especially true in School of Education graduate programs.

Whatever we may hear of teacher surpluses, it should be noted that there has never been a surplus of high-quality teachers. There are, in fact, shortages of elementary teachers for grades 5 to 8. Academies and colleges are also looking anxiously for teachers in business, secretarial subjects, physics, chemistry, and mathematics.

If education generally is in trouble, it is because it lacks either a transcendent philosophy or committed, Christian teachers. Adventist schools need not share in this deprivation.
What ever happened to the “ivory tower” in American education?

We used to speak of the ivory tower as a splendid isolation from the hard realities of life that made educators — and particularly educators of educators — a race apart.

We said things like, “those who can’t do, teach; and those who can’t teach, teach teachers.”

Well, that was never a good or accurate generalization and it certainly doesn’t correspond with the practical performance-oriented approach that is fast becoming the dominant trend in education today.

The idealism is there — a philosophy of education that guides and illuminates; but the increasing emphasis today is on goals, objectives, achievement, performance, and an on-the-job evaluation of professional competence — for both teacher and student.

For Willard H. Meier, EdD, dean of the School of Education at Loma Linda University, such a development couldn’t be more enthusiastically welcomed.

“Emphasis on performance rather than merely on grade levels is one of the major principles of education outlined by Ellen G. White many years ago,” Dr. Meier explains. “It has always been implied in Adventist education.”

“But we along with other educators,” the dean confesses, “have too often tended to push students along from grade to grade without knowing that they had actually attained each level of achievement. The result, for the student, has often been an attitude of failure — rather than of success — as he confronted new challenges for which he was not prepared.”
"The result for the schools and the church has too often been the loss of many capable young people and the hostility of others."

Dr. Meier suggests that there is much more effective teaching and learning when the learning task or goal is clearly specified and both teacher and student are held accountable for meeting performance criteria related to that task or goal before going on to subsequent tasks.

This approach leads more to success and progress than to failure and abandonment.

This approach also implies a more active involvement of the student in the learning process with a greater responsibility for his own education.

"The teacher now," Dr. Meier explains, "is not so much a tutor or spoonfeeder as he is a guide and a learning resource along with books, audiovisual materials, experimental programs, and other resources from which the student draws to achieve his educational goals."

"Performance" and "accountability" are concepts readily applied at all levels of education; they are gaining wide acceptance in elementary and secondary schools as well as in colleges and universities, according to Dr. Meier.

"We are thinking today of continuous progression in elementary education," he points out, "with children grouped not automatically by age or grade but rather by their performance level."

"Again, remember that these principles of performance and accountability apply to teachers as well as to students," Dr. Meier stresses. "We see teachers today more concerned with the individual student and his progressive achievement rather than simply passing on groups of students en masse to other teachers at other grade levels — prepared or not."

As students move on to secondary and baccalaureate levels, the dean sees them less concerned with grade competition and more concerned with acceptable performance in clearly specified learning tasks.

If the performance isn't acceptable, then no credit is given until it is acceptable.

"Why pass the student on with a D-?" Dr. Meier asks, "when he is obviously unprepared for still harder challenges at another level."

"Let's work individually with the student. Let's put our own teaching skills to the performance test, and if humanly possible help the student to perform — to succeed." 

How do these principles work out in the education of teachers?

A freshman planning to become a teacher is plunged at once into a real test of his motivation and his abilities in a course named, innocently enough, "Orientation to Teaching."

But this course is not merely a routine series of lectures and readings. It is the very model of all the performance and accountability principles Dr. Meier has been describing.

This freshman teacher-to-be, or perhaps it is a sophomore, is given extensive field exposure to all the multifaceted concerns and problems of both elementary and secondary education.

The course includes 36 hours of such exposure in both Adventist and public schools. The student observes. He participates. He corrects papers. He works with small groups, supervised by the regular teachers — all this long before the usual "practice teaching" which traditionally comes late in the prospective teacher's program.

"This can be a traumatic experience for a young person who has perhaps over-idealized the teaching situation, then discovers its realities," according to Viktor A. Christensen, PhD, chairman of the department of curriculum and instruction.

Some 20 to 30 percent of the 120 students who take this course each year drop out, Dr. Christensen reports — many on the recommendation of the School of Education, because of their apparent incompatibility with the demands of teaching.

But on the other hand, Dr. Christensen stresses, "for the great majority of students who really find their identity in the teaching experience, this course can be a marvelous confirmation that their career plans have been well chosen."

"Far better to make that determination as a freshman or sophomore," Dr. Christensen believes, "than as a senior or even as a graduate with possibly much time lost in the process if the determination is negative."

The Loma Linda program has been highly commended by California State Department of Education officials because of this very early exposure of prospective teachers to the practical aspects of teaching.

that element of human kindness characteristic of good teachers

"More than just the practical aspects are involved," says Dr. Christensen. "We want the student to really know for sure that he enjoys working with other people, that he has that element of human kindness characteristic of good teachers, that he can empathize with each student individually, and that he can recognize that different people learn best in different ways.

"We want to see if he can sense the differing 'atmospheres' in various schools and the school systems, and thus be able to work effectively in different environments.

"Teaching is more difficult today," Dr. Christensen believes. "Society has changed. The students want to be heard more. They want their ideas to count for more — even the very young ones do."
“The teacher must learn very early that teaching and telling are not synonymous,” Dr. Christensen emphasizes. “They must work out the learning process with each student individually; setting realistic goals, devising plans to reach those goals, and developing performance criteria to see if the student has achieved the goals.”

Throughout the student’s training process, he works with realistic situations through trial runs, “micro-teaching” — in which he prepares a single short lesson with specific objectives. He is subject to critiques from experienced teachers, his students — and himself, by observing his own performance through videotape recording, as well as in analyzing the subsequent performance of his students in relation to the lesson.

Field work is required concurrently with psychological and social foundations courses. Then, as part of courses in curriculum and instruction, the student becomes involved in setting up objectives, planning lessons and units of instruction, and cooperating with supervising teachers in teaching activities, including tutoring and working with small groups. Finally, as the climax, a mature student works as a student teacher with a supervising teacher for a full semester at the elementary level; or for at least a full quarter at the secondary level.

As far as possible, this teaching experience includes several enriching variations: two grades or age levels; both traditional and innovative school systems; and rural and urban schools, including varied social and ethnic areas.

Performance and accountability are also pervasive principles throughout other areas of the School of Education.

For example, in their preparation as school administrators and supervisors, in a department chaired by C. Grant Macaulay, EdD, students participate in administrative laboratories in which they work with the actual materials of administration: financial accounts, building blueprints, and the plant planning procedures, personnel files, demographic surveys, and population projections.

Then, additionally, they serve at least 120 hours in supervised field experience as assistants to principals. All this, of course, is above and beyond three years of successful classroom teaching experience required even before being admitted as a candidate for the supervisory credential.

“The principal’s role has changed greatly,” says Dr. Meier. “He is not just a paper-pusher. He is of a new breed, a professional educational administrator. He must be familiar with social dynamics, cultural forces, and legal implications of education, in addition to curriculum development and instruction, personnel management, and organization and finance.”

George T. Simpson, EdD, is chairman of the department of counselor education in which students perform actual testing procedures and in which they have a bona fide case load with which to work. Their performance in counseling is often monitored by experienced counselors through one-way glass windows.

Field work in guidance at near-by schools and youth centers can total as much as 480 hours, depending on the student’s previous experience.

Even after graduation, the now professional teacher’s performance in his chosen career is followed closely by the school — not only for such benefit as this continuing contact may have for the teacher, but also for what it may suggest for the continuing improvement of the educational and training program of future teachers.

Thus, with this persistent follow-up by his school, a retreat into that ivory tower would be pretty difficult — even if a teacher should be so inclined after his student years of emphasis on performance or unit education.

For verily, one of his old professors would soon be there to take him by the hand and lead him back into the arena of work, where ideals and goals must be given hands and feet; where they must find expression through living souls and a living world.
STUDENT RESPONSIBILITY INSPIRES SUCCESS IN ‘PERFORMANCE’ COURSE

Here is how a typical course may go in the performance/accountability concept in the School of Education.

The course is EDCI 512 Curriculum Planning, a four-quarter unit course conducted by Viktor A. Christensen, PhD.

It is a course in which the student explores development of curriculum, selection, and organization of material, evaluation, articulation, and other aspects of the subject — primarily through independent study.

But don’t let that fool you. It is a tough course for both student and teacher; but a course that can be very productive and rewarding, Dr. Christensen believes.

The key to the entire procedure is a series of “modules,” actually “packets” of materials, bibliographies, readings and problems.

These units are the only assignments given and no formal class meetings are required.

The student completes the work specified in these modules at the rate of one module per week. If he wishes, he may attend a group discussion held once each week; and he is encouraged to have a personal conference with the teacher once each week.

The final grade is based on both quantity and quality of work performed. For example, eight modules excellently executed will rate the equivalent of a “B” grade; ten at the same level, an “A.” Lower quality work may require the completion of additional modules.

The student is at liberty to create his own modules on subjects of personal interest if he wishes, under the guidance of the teacher.

The student’s motivation, initiative, and productivity are put to the test in this learning method, but the teacher is readily available for conferral and guidance.

As for the teacher, the preparation of the modules is probably more demanding than the preparation of an equivalent series of lectures; and in lieu of a single set of examination and term papers to read at the course’s end, the teacher is deluged every week by a new set of papers.

Nevertheless, the result, Dr. Christensen believes, is probably a more comprehensive learning experience for the student, with better synthesis and retention of the principles involved.

SCHOOL OF EDUCATION REACHES FAR TO PROVIDE FIELD-ORIENTED SERVICES

Where is the Loma Linda University School of Education?

To say that its offices are located in La Sierra Hall on the La Sierra campus is a very limited answer to that question.

In fact, the School of Education fosters a “university-without-walls” concept in its wide-ranging programs of in-service teacher training in the field, its programs offered through University Extension, its field workshops, and its on-the-job programs in school administration, supervision, and guidance.

In addition, the school sponsors on-campus workshops in many areas of education.

Among recent examples are those in administration and supervision led by C. Grant Macaulay, EdD; legal aspects of education led by Walter Comm, EdD; as well as workshops for the improvement of curriculum and instruction in secondary schools involving C. Viktor Christensen, PhD, Reuben L. Hilde, Sr., PhD, and Dean Willard H. Meier, EdD.

Summer sessions on the La Sierra campus for upgrading the professional preparation of teachers and other educational personnel are heavily attended. More exotic, perhaps, are performance-oriented, in-the-field programs for the improvement of educational administration.

These programs are especially attractive to overseas academies and colleges — such as the Middle East College in Beirut — for there is a minimum of uprooting and unsettling of indigenous administrators.

In this program, School of Education personnel may go to the school involved for observation and the creation of a study program for the participating administrators. Such a program will include case studies, readings, research, and experimental projects.

The administrator/students perform the work, then come to Loma Linda University for a brief period of on-campus study and evaluation. In some cases, even this brief on-campus period can be waived if a follow-up visit to the field institution by School of Education personnel is possible.

Throughout the school’s service area there is an increasing demand for in-service teacher, supervisor, and guidance training programs, Dean Meier reports.

The school already conducts many such programs. One example is a series of workshops in the teaching of mathematics and science recently conducted in several states by Agnes R. Eroh, EdD, who was a specialist consultant in these fields in the Boston area before joining the Loma Linda University faculty.

Services of the school are also extended to other schools within the University for consultation on the evaluation and improvement of curricula and instruction.
Along with “performance” and “accountability,” one of the favorite words in the School of Education is “innovation.”

In denominational circles at least, the school has been highly innovative in several significant areas.

In psychometry, for example, the department of counselor education in the school has achieved initial accreditation and features an extensive laboratory for some four hundred testing procedures in its armamentarium.

The field of pupil counselling in general has been an innovative one in the School of Education.

Credential programs in elementary school principalship and in secondary school principalship, first accredited in 1969, are innovative in character. Other post-masters-level programs, such as those for supervisors, are also accredited and involve extensive field work which is performance oriented.

In techniques, the school has made much use of the concept of micro-teaching, with a student’s performance video-recorded for his personal observation — along with other evaluations in terms of specified performance criteria.

And, of course, the performance/accountability concept itself is innovative with profound implications for more practical, predictable results in Adventist education.

One development deriving from this concept is a trend toward more independent study combined with teacher conferences; the student progressing at his own pace with less time in lectures and group study.

One hundred percent placement of its 1972 graduates in teaching, supervisory, or guidance positions is reported by Loma Linda University School of Education.

Moreover, the school had nearly 20 positions offered for which they were unable to supply graduates.

This outstanding record, amid a surplus of teachers in the general population, is significant evidence of the quality product of a “performance/accountability” oriented program.

It is evidence of the general competence of students trained in the art of inquiry — the very heart of any discipline; trained in the development of goals, programs, and criteria for evaluation — then tested and retested in actual practice before graduation.

According to Dean Willard H. Meier, EdD, some conferences or school systems even invite students to take teaching positions before they are graduated — needless to say, a procedure frowned on by the school.

Contrary to the situation in some areas, schools in the greater Riverside area, both Adventist and public, are “wide open” to student teachers for field practice.

Because of their careful screening and their thorough laboratory training, and coursework, these student teachers are able to be genuinely helpful in the classroom, Dr. Meier says.

A great deal of “fan mail” is received from principals using these student helpers, according to Viktor A. Christensen, PhD, chairman of the department of curriculum and instruction.

A typical comment is, “Your students really know how to relate to the pupils. They take a personal interest in each one.”

Dr. Christensen reports that student teachers from Loma Linda University are also often commended for their good relationships with administrators and parents.

They are, in fact, encouraged to go to the pupils’ homes to investigate the possible causes of learning problems.

In some areas, for example, even malnutrition may be at the root of a pupil’s learning problem; and the student teacher can assist the parents and regular teachers in finding a solution.

Dr. Christensen cites this personal interest as just one reason the students are so welcome in the surrounding schools.

Leaders of these schools have been invited occasionally to visit the School of Education — on one recent occasion a general buffet dinner event was arranged for them — to discuss mutual goals.

“There is never any lack of field opportunities,” Dr. Meier says; “and, in fact, various schools actually compete for our student teachers.”

In a typical year, there are in the field about 75 students assisting in secondary schools, 30 in elementary schools, and about 30 in counseling and administrative assistance.
Unusually comprehensive accreditation was granted the Loma Linda University School of Education this summer by the State of California Department of Education. Especially commended were the innovative nature of some of the school's programs and the early emphasis on practical, performance-oriented field experience for students in their freshman or sophomore years.

Denominationally-innovative programs in elementary and secondary supervision and principalship were re-accredited; and initial accreditation was granted other denominationally innovative programs in counselling and psychometry.

Also re-accredited were these programs:
(1) The standard teaching credential with a specialization in elementary teaching. Programs for this credential include a diversified major (with four specified primary subject areas), in addition to courses in education; fourteen single-subject majors including art, biological sciences, chemistry, English, French, German, history, mathematics, music, physics, psychology, sociology, Spanish, and speech.

The elementary credential program also provides for interdepartmental majors of great scope as well as single subject minors in seventeen areas.
(2) The standard teaching credential with a specialization in secondary teaching. Nineteen single-subject majors are approved, including agricultural science, art, biological sciences, business education, chemistry, English, French, German, history, home economics, industrial arts, mathematics, music, physical education, physics, psychology, sociology, Spanish, and speech.

Again, comprehensive interdepartmental majors in the secondary area were approved, as well as nineteen single-subject minors and varied interdepartmental minors.

Also accredited was the credential program with a specialization in health for service as a school nurse.

The School of Education was commended by Wilson Riles, superintendent of public instruction and director of education for the State of California, for its “concern for the preparation of good teachers and other high quality professional school personnel.”

In a remarkable gesture of interest in the Loma Linda University program, the State Department of Education at its own expense appointed a consultant, Richard McNair, to be continuously available as needed in the ongoing development of the school.

Some 150 students are regularly enrolled in various programs of the School of Education. Nearly 500 students have completed credential programs during the past four years.

All subject majors are offered in cooperation with the College of Arts and Sciences and other schools of the University.

Beyond the baccalaureate level, the School of Education offers, again in cooperation with the schools, the “fifth year” required for California credentials.

Also offered is the Master of Arts in Administration, the Master of Arts in Counselor Education; and the Master of Arts in Curriculum and Instruction, as well as some postmasters programs.

Nearly 300 students are ordinarily enrolled in graduate programs in the School of Education. During the past four years, 178 persons have earned masters degrees in these programs.
A unique doctoral program in education has been approved by the Loma Linda University Board of Trustees and submitted for approval to the North American Division Board of Higher Education.

According to Robert E. Cleveland, PhD, vice president for academic affairs, this proposal is based on a conviction that the doctoral preparation of Adventist educational leaders should be enhanced by a more perfect balance of the health, behavioral, physical, and social sciences, together with religion and spiritual-social relationships, than is obtainable in secular institutions of higher learning.

No such doctoral program specifically pertinent to Seventh-day Adventist education exists at the present time, Dr. Cleveland points out in the proposal presented to the denomination's Board of Higher Education.

In addition to its uniquely Adventist basis, the proposed program is unusual in its interdisciplinary features and in its provision for a performance-oriented, on-the-job approach.

Although a more traditional program may be included if it seems appropriate in a given case, other programs could allow for as much as fifty percent of the doctoral program to be completed in a regular job situation under the guidance of competent committees.

The doctoral degree would be awarded when the student had given adequate evidence of ability to effectively analyze problems or weaknesses, and to design and implement appropriate solutions, so that objectives of Seventh-day Adventist education are reached.

In any case, the student's prerequisite qualifications, character, health, and personality profiles would be evaluated; his personal aspirations and goals considered; then a program of studies designed individually for each student — whatever program might be necessary to maximize his productive potential.

continuing on the job while earning his degree

The Loma Linda University School of Education already offers high quality graduate programs leading to the Master of Arts degree in three areas: administration and supervision, counselor education, and curriculum and instruction.

Post-masters degree programs are also currently offered. The proposed program leading to the doctor of education degree would allow concentration in these same three areas.

Some one hundred of the masters graduates of these current programs have already requested such a doctoral program.

An important factor in the proposal is the close relationship between the School of Education and the Schools of Medicine and Health. This relationship would make possible an emphasis especially important to Adventist education: with health, nutrition, and emotional stability considered essential to the learning process.

Unique advantages of a performance-oriented doctoral program include a higher level of student motivation, emphasis on credit for doing one's actual job better, reduced expense, and fewer leaves of absence with the candidate continuing on the job while earning his degree, and a more extensive and practical level of learning.

Among other new programs under development in the School of Education is a Master of Arts curriculum in the problems of early childhood, including pre-school education.

Still other special education programs will relate to educational procedures in behalf of handicapped persons, and the unusually gifted.
The familiar, red-leather book is an easy arm’s reach across the desk: well-worn, heavily underlined, generously annotated in the margins.

The book is entitled **EDUCATION**, by Ellen G. White. It is on the desk of Willard H. Meier, EdD, dean of the Loma Linda University School of Education.

Repeatedly during the course of an interview, he instinctively reaches for the book, opens it surely, quickly to a passage that underscores a principle being discussed.

He speaks, for example, of the principle of setting clear, specific goals, naming tasks to be accomplished in a given educational procedure — a practice now coming into increasing vogue in educational circles.

“That’s straight out of the Spirit of Prophecy!” he exclaims, turning to page 233 of the red book. He reads the passage aloud, stressing key points with a well-aimed index finger.

“See what I mean?” he asks as he emphasizes the points. “That’s an educational process that takes stock, that makes certain learning has taken place — learning consistent with specific goals and objectives.”

So it goes, all during the interview. Continuous progress programs? Each student going as far and as fast as he is able without being rigidly forced into artificial grade/age structure?

“That is right here in the book!” The dean smiles and says, “there is no reason in the world why Adventist educators shouldn’t long ago have been in the vanguard. That’s where we will find ourselves right now if we read and apply the counselling we have been given.”

Dean Meier is enthusiastically convinced that the educational writings of Ellen G. White are, as he says: “A profoundly valid philosophy of education and a thoroughly reliable set of guidelines for the implementation of that philosophy.”

Current thinking in secular education is just beginning to “catch up” with these writings presented to the church so long ago, the dean observes.

“Any specific research on these points fully corroborates what Ellen G. White wrote through divinely-guided insight,” he says.

This educational leader concedes “for years we have paid only lip service to many of these counsel;” but he quickly adds, “what we must do now is to explore every possible way of putting them into practice.”
A HARD LOOK AT THE NEW LOOK
IN MEDICAL EDUCATION

While public policy now considers health care a right rather than a privilege and seeks greatly to expand health services for all people, no parallel policy for medical education has been developed to assure the required manpower and facilities. The medical schools of the country are in serious financial difficulty, neglected by both government and private agencies. A permanent solution can only be assured by developing such a national policy. This will require discussion and concerted effort by literally thousands of people: physicians, educators, officers of government and of universities, hospitals, corporations, and foundations.

No public policy that considers only the education of the physician during four years of medical school can be either rational or complete. It
must consider the premedical years, the internship and residency, the continuing education of practicing physicians, the training of allied health professionals. It must also take into account the health services performed other than teaching, and the biomedical and other forms of research carried out in our great university medical centers.

Because every previous effort to estimate the future need for more physicians has fallen short of actual requirements and because there are more uncertainties today than ever before, we should be satisfied only for the present with a five-year goal of raising medical school admissions to 13,500 by 1975—a 50 percent increase over 1961. This should result in increasing the supply of physicians by widely-accepted number of 50,000, but this is likely to fall short of the need, and the question of numbers should be kept under continuous review.

Enlarge existing schools

To train the necessary health manpower, public policy should emphasize increasing enrollments in existing schools rather than creating new ones. There is evidence that with the adoption of more flexible curricula, existing space can serve more students. Moreover, with the explosion of knowledge, there is a critical minimum mass for the size of a faculty if it is adequately to cover the subject matter. Larger enrollments are therefore essential if the student-to-faculty ratio — and hence costs — are to be kept at reasonable levels.

If medical school enrollment is increased, there should be no bottleneck at the graduate level. Assuming that the freestanding internship will be phased out by 1975, that the number of years of graduate training will be trimmed from the present 4.6 years to 3.5 or 4.0 years, and that private patients will become available for teaching purposes, there should be a sufficient number of posts available for clinical training.

Geographic considerations provide the only valid justification for new medical schools. The cost of founding and maintaining a new medical school must always be weighed against a genuine geographical need for a higher level of physician services.

Diversity of physicians

We need a far greater diversity of physician output. This means taking a new, hard look at traditional admission policies of the medical schools since they have a profound influence upon who becomes a doctor and upon the intellectual attitudes and behavior of the young physician. Too much emphasis is placed on the acquisition and retention of scientific knowledge, and not enough on the ability to master the art and skill required, and on assuring diversity.

The totality of medical education is too long and should be shortened on the average by as much as two years. But this should not be done at the expense of the medical school years. Medical education should be considered as a continuum from the premedical school years through the residency, and its length should be flexible in accordance with the early preparation of the student, his talents and capacity and his career goal. Best opportunities to shorten the course are in the premedical years — the baccalaureate degree on admission to medical school should not be a universal requirement — the internship which is already on its way out, and the residency. The length of the residency should be flexible, based on the mastery of the necessary knowledge and skills rather than a specific period of time.

Prevention needed

Medical education needs a greater capacity to train professionals to be able to help people to stay healthy. In this role, the physician must often become a teacher, even a mass persuader, since success depends more on what the individual does for himself than what the physician does for or for him. Medical education must adapt itself to turning out this kind of teacher-healer.
There is a lack of coherence, unity and coordination in the education of the physician. Inefficiencies and duplication of subject matter are the inevitable result. There is no single body to monitor, coordinate or speak for all medical education. To achieve this, we need an organization which includes both individuals and organizations — a Commission on Medical Education. It should include representatives of the medical profession, the specialty societies, the teaching hospitals, concerned government agencies, the scientific community and the general public. The Commission should be created under the auspices of the Association of American Medical Colleges, the A.M.A., and the American Board of Specialties. Discussions have already been held toward this end. Action should be taken forthwith.

Changes in residencies

The graduate years of medical education are marked by less organization, divided responsibility and fewer apparent standards than the two previous stages. While the training of 75 percent of the interns and residents is under the supervision of medical school facilities, the university does not publicly assume responsibility. If medical education is to become a meaningful continuum, the university must play a more important role. This will facilitate change in the residency programs. Among the changes recommended, science and skill learning should be presented as an integrated whole, as is now done during the undergraduate years in the more progressive medical schools.

Every citizen in the United States has a high stake in providing adequate financing for medical education as a means of assuring the availability and quality of health care. The responsibility falls on the federal government, the state government and the private sector, but of these three, the federal government has the highest moral obligation. This is the agency through which the American people have determined that health care is a right, not a privilege, and through which health care has been promised to growing numbers of our citizens. These promises are unattainable without the necessary numbers, kinds and quality of health manpower.

The federal government has three areas of interest and responsibility: First, the assurance of the minimum level of quality of all practicing physicians. Second, the encouragement of those changes in medical education required to solve the problems in medical service, particularly insufficient numbers of physicians. Third, the solution, through research, of the health and medical problems that beset our people.

Taking into consideration other sources of support available to the medical schools, and assuming the continuance of present levels of federal support for research and student aid, appropriations for five purposes are suggested at the following levels:

First, $3,000 per year for each undergraduate medical student and house officer enrolled to insure the solvency of our university medical centers.

Second, $1,000 per year for each undergraduate medical student to provide minimum research activity as part of the teaching program.

Third, $1,000 per year for each medical student and house officer in each medical center which provides at least one-third of its clinical training in ambulatory and community health facilities.

Fourth, bonus grants of $4,000 annually for four years for each additional medical student enrolled, using as a base the college year 1968-69.

Fifth, for remodeling and new construction to provide additional instructional space in existing schools, the appropriation of matching funds on the basis of three dollars for each dollar of institutional funds. Since new schools can only be justified on a regional basis and should be financed primarily by local government and philanthropy, it is suggested that the matching funds be on the basis of one federal dollar for each three institutional dollars for the construction of new schools.

Duties of states

The basic interests and responsibilities of the state governments are two: the provision of sufficient numbers of physicians to provide health services to the citizens of the state and educational opportunities for its young people. Annual appropriation of state funds is suggested for three purposes, in the following amounts:

First, for state-operated schools, $4,500 per undergraduate student.

Second, depending on various factors involving amounts available to private medical schools, appropriations of $3,500 to zero for each undergraduate student enrolled.

Third, since house officers are most likely to remain in the states where they receive their advanced training, an appropriation of $3,000 per annum is suggested for each house officer in unaffiliated hospitals, limiting these grants to graduates of U.S. medical schools and graduates of foreign medical schools who were U.S. citizens at the time of their enrollment.

Increase private role

Despite the very large responsibilities of federal and state government, private responsibility must be increased, not decreased. There are three areas of special concern:

First, medical school tuition should not be reduced to a nominal and standard level as has been proposed. Monetary rewards for the practice of medicine are great and are likely to continue so. There is no reason why a well-to-do family should not pay tuition equal to that paid for a student of law. Salaries of house officers have been increased substantially. There must, however, be larger amounts of student aid, including loan funds, available during the undergraduate years to make medical education open to all without regard to economic circumstance.

Second, the individual patient should be willing to pay for the health services provided by a student physician on the basis of the value of the benefits received.

Third, corporations, foundations and individuals, including alumni, should increase their support of the medical schools of independent universities, through annual contributions and endowment gifts. The education of physicians is one of the most obvious ways in which both the private good and the public good are advanced and is therefore a particularly
The present crisis in medical education is the result of a lack of adaptability to change.

LOMA LINDA ACTS TO MEET SHORTAGE

by Alice Gregg

"The most serious shortages of professional personnel in any major occupation group in the United States are in the health services." So says Dr. Clark Kerr in the report of the Carnegie Commission on Higher Education called HIGHER EDUCATION AND THE NATION'S HEALTH. "As the nation faces the 1970's, shortcomings in the system of delivery of health care in the world's most affluent society must have high priority among the issues calling for attention and decisive action," continues Dr. Kerr. "Shortages of health manpower play an important role in these deficiencies and they are likely to continue throughout the 1970's and probably into the 1980's."

The results of the study should be of interest to those who have chosen the health professions, those who are about to decide on their careers, and to health education centers already established or about to be established.

In a study made in 1967 the United States was shown to rank nineteenth in male life expectancy and sixth in female life expectancy among the nations of the world. Because this seemed highly inconsistent with the affluency of the United States, the matter was turned over to the Commission to study and make recommendations.

What the Commission recommended is the "development of 126 new area health education centers to be located on the basis of careful regional planning" to ensure that 95 percent of the population will be within an hour's traveling time from a university health science center or an area health education center by 1980.

Although legislation has not taken place to implement the health education centers, some existing health education centers are expanding their programs to fill existing and potential needs. The education of physician's associates and assistants has begun on a small scale in some places.

In order to meet some of the needs, Loma Linda University is enlarging several of its programs. The School of Allied Health Professions now offers a course in respiratory therapy and dietetics and has announced a course in anesthesia for paramedical personnel to begin this fall. LLU also continues to offer courses in medical record administration, medical technology, occupational therapy, physical therapy, and radiological technology.

The School of Nursing offers programs in nursing on the associate, baccalaureate, and graduate levels, and the medical center offers a program in vocational nursing.

The School of Health will be starting a doctoral program in the near future. It now offers programs in biostatistics, environmental and tropical health, epidemiology, health administration, health education, health media, nutrition, and preventive care.

The School of Dentistry offers programs in dentistry on the graduate and undergraduate levels as well as programs in dental hygiene and dental assisting.

Last fall the School of Medicine accepted 160 medical students in its freshman class, instead of the usual 96, in an effort to meet some of the needs in health care delivery. It will enroll another 160 students during this academic year.
We need more physician-investigators, not just in bio-medical research, but also in all areas of knowledge that will make the delivery of health care more efficient, more available and less costly.

The additional physicians must be trained without sacrifice to the numbers and quality of our specialists who deal with episodic illnesses.

The training programs from the premedical years through the residency years tend to pour physicians out of very similar molds. Revisions in education must be accelerated to make it a "substantially individualized experience." There must be a greater effort to inculcate adaptability to change, to "widening horizons of the possible, rising expectations, changing social patterns and new forms of organizations."

More opportunity must be given to the physician-in-training to work in concert with other health professionals.

Reform comes slowly

A few of the more progressive medical schools have undertaken promising reforms, but even when their value has been proven, other schools have been slow to follow. The system of communication needs strengthening. Among the most promising developments are these:

Acceptance that a widening spectrum of knowledge is relevant to medical education.

Adoption of the vertical curriculum, with science acquisition and clinical training going hand in hand.

Repackaging the curriculum around human biological systems.

Greater emphasis on self-directed learning, utilizing new educational technology.

Adoption of multitrack curricula to accommodate students with differing degrees of preparation and differing career goals.

Strengthening clinical clerkships.

Graduate education for foreign medical school graduates presents a particularly vexing problem for our present monolithic system. We must recognize that we are dealing with three distinct groups. First, foreign
physicians who plan to return to their homelands and who require a very different kind of graduate training than they now receive in our teaching hospitals. In planning more appropriate programs, we should consider the cost as a form of foreign aid. Second, foreign physicians who plan to practice in this country and third, American citizens who have sought their undergraduate training in foreign medical schools. In both instances, students will require remedial and compensatory training, if we are to retain our present high standards of physician services.

Improved continuing education of the physician is a prerequisite to quality medical care, along with a system of monitoring physician competence. When a Commission for Medical Education is created, it should seek the cooperation of the university medical centers, the specialty societies, and the community hospitals to create an effective system of continuing education, which we do not now have. The community hospitals would provide the place and learning materials, the specialty societies would identify learning requirements in its field, the medical centers their packaged learning materials, fully utilizing new educational technologies.

Any rational policy for research in medicine must be bimodal. Because research is an integral and essential part of the teaching process, we should expect and demand a minimum research activity in every medical school. These research programs should be locally determined and regulated. Second, through biomedical research, we must continue to advance our knowledge about diseases, and especially about their causes in order that we may launch a more effective program of prevention. Moreover, there are many areas of research in the delivery of comprehensive health services which are in their infancy and involve disciplines and scientists new to medical research. In these areas, a national medical research program should be independently developed and directed, through grants to individuals and institutions on the simple basis of greatest competence.

**Universities overloaded**

In the area of patient care, too many pressures from within and without have over-extended our university medical centers. They cannot do all that is asked of them with equal effectiveness and therefore must establish priorities. The overriding priority is the education of more and better physicians, trained in more relevant ways. The second priority is the solution of the major problems of health and the delivery of health service. They should, of course, continue as a regional resource and referral center for the seriously ill, and provide leadership for the implementation of regional planning. So far as is practicable, the centers should adopt the technique of exporting expertise rather than performing direct services.

The anachronistic organizational arrangements of the modern university medical center act as a deterrent to change and reform. Because of the diffusion of responsibilities, the diversity of services performed, and the many publics to which the center must be responsive, answers can only be found through intensive study by the most skilled and thoughtful organizational scientists. Fortunately, American medical centers all have similar problems, even though their present methods of organization vary widely. Answers for one will therefore be helpful in finding answers or all. A national collaborative approach is recommended, under the leadership of the Association of American Medical Colleges.
HIGHER EDUCATION IS FOR COMMON PEOPLE

by Hermann K. Bleibtreu

An “establishment” educator tells how extension and continuing education programs break down doors to learning.

You will recognize from the views set forth that I am a teacher and a citizen who is gradually becoming aware of the national significance of formal higher education provided outside of the traditional time and space perimeters that characterize our colleges and universities. Hopefully, you will find something of value in the perspective on extension and continuing education as seen by a new dean of a large liberal arts college.

I want to begin by making explicit a major assumption. We can no longer consider higher education as a commodity to be reserved for an elite. The basic complexity of our society puts demands on the average citizen that exceed the bounds of a secondary education. By “demand” I mean not only professional and vocation needs which characterize a highly technological society, but also the complex social, political and psychological stresses which must be dealt with if we are to survive as a Democracy.

It is courting disaster to believe that a sophisticated, sensitive, educated few will pull us all through; that as long as people in high places have higher education the country is safe. Why should higher education be the exclusive possession of those fortunate by birth or circumstance? If higher education is no more than the frosting of secondary education and necessary only to those few who function as professional specialists, then its restriction can be condoned.

But, in America today that is not the case. If our form of government and our standard of living are to survive and improve, the laborer must be as wise and knowledge-
capacity to enjoy life and avoid the fear that accompanies ignorance are, for the most part, characteristics of the educated person. We like to believe that happiness and a sense of well-being are a state of mind not altogether tied to material factors. Moreover, we have abandoned the myth that ignorance and innocence are compatible with happiness.

We have also lost a great deal of confidence in the great Western European tradition that in a job lies the performance of a man. Again, that’s a fine elitist sentiment applicable to the doctor, professor, or even the craftsman whose life-work is rich and rewarding.

But, what of the laborer or the petty bureaucrat, can we equally emulate their jobs? In all honesty we must realize that the great majority of human performed tasks required by today’s complex life-way are drudgery, if not downright inhumane. We have gone too far in advertising work as man’s earthly salvation and, therefore, education, as the proclaimed adjunct of work has been sold short.

It is necessary for us as teachers and administrators to restore to education its own value. We must convince Americans that it is valid in its own right and is not merely the antecedent to the job. In fact, in this highly technological society where the distance between the worker and the end product of his labor is very great and the job has little significance in terms of human values, individuals must find meaning in life elsewhere, — i.e., through education that is not job related. When we in a liberal arts college proclaim that our goal is to turn out “good citizens” what we mean is that we are trying to produce well rounded, aware and alive human beings who indeed do make good citizens.

All of this is by no means to be understood as downgrading vocational or professional training, but it must be clear that the real significance of education goes far beyond such functionalism. Presumably, the benefits of reading Shakespeare and listening to Bach are as great for a bank president as for a garbageman; or have we already subscribed to an intellectual elitism that a cultured laborer strikes us as incongruous?

American higher education is locked in a space-time mold that severely limits its effectiveness. By “space” I mean that the process of higher education has been confined to certain geographical areas as if teaching and learning could only take place in certain kinds of buildings grouped into complexes called a campus. It is very analogous to confine the practice of Christianity to the inside of a church for an hour on Sunday morning. Like the medieval fiefdoms, universities are highly territorial institutions, to the point where the identity of the institution is inseparable from a piece of ground with buildings and a football field.

We here at the University of Arizona, for example, give two kinds of academic credit; one, the superior kind, is awarded for study undertaken when the student is physically located on the Tucson campus; the other, the inferior kind, is given for studies undertaken in such exotic places as Yuma, Globe or even Phoenix where another, and, of course, competitive fiefdom (separate knights with different colors) exists. The same course taught in geographically different places actually results in qualitatively different credit. Sound absurd? — of course it is.

To free higher education from the bastions of the campuses is essential to the success of the American system. We cannot confine education to concentrated physical plants that are unbelievably costly to operate and maintain and cannot be utilized by the majority of the population that is forced to support them.

And, higher education is also severely constrained in the time dimension which we have artificially imposed upon it. There exists today a “critical period” during which some Americans are given a one-shot chance to get a higher education. This, of course, is the familiar after high school four years during which one attends a college or university as a resident. Graduate education should normally follow upon this. But there is increasing evidence that there is nothing particularly natural or normal or best about this kind of a schedule. Many students would be better off if they were older and many others cannot, for various reasons, cope with a schedule of four years plus that cannot be interrupted without penalty.

If we are interested in making higher education really available to our population, this sort of inflexibility must be done away with. In fact, we must recognize a student as anyone who is studying under formal conditions or informal conditions — if he is preparing for a formal examination. Neither should any age be necessarily preferable to any other, nor should there be such definite rules about beginning and end time periods for courses of study.

Education should know no season nor should it ever be recognized as “completed.” We, as educators, are responsible to convince the nation by deed and example that education is an ongoing lifetime process that deserves every federal, state and local encouragement possible. When higher education is limited primarily to the young, we have failed.

Finally, it is necessary that continuing education and extension education divest itself of its third-rate image relative to the four year, campus-bound system. While Americans are great in admiring a fellow who came up the hard way after he has made it, during the process before the success, they may be highly critical of his resolves. In the first place, acquiring a higher education other than via the residential student route should not have to involve hardship and, second, it should not re-
quire a student to settle for second best.

Teachers in continuing education must be as highly qualified as all others, in fact, they should be one and the same. With the need and demands for higher education in America today it is not unreasonable, at least in public institutions, to require the regular faculty to take on a certain load of extension work as a normal assignment. If unusual effort is involved let it be the teacher, not the student who meets the added obligation and gets compensated appropriately for the task.

The standards for instruction and performance should be no different for extension than for resident situations, nor should the nature of the curriculum be different. The stigma that extension implies functional non-intellectual courses taught in nonscholarly ways must be shed. The extension student must have the same advantages as the campus student and that includes the opportunity to participate in and conduct research. Although extension has historically been considered a service function of the university, this in no way should imply that extension is therefore not also a scholarly and research endeavor.

One wonders whether the separation of personnel on a campus into extension versus resident camps is a sound practice. Inevitably, money, prestige and talent will not be equally divided; inevitably, an elitism results which masquerades behind the battle cry of "upholding standards."

In summary then, we as a society have a choice to make higher education totally available to all or to continue to put most of our money and talent into the traditional campus-tied system which admittedly penalizes millions of Americans for reasons of age, sex, residence, lack of money and previously lost opportunities.

I have suggested that as long as higher education is considered the province of the well-to-do and is restricted to those having professional aspirations, our country is in danger. I have also stated my convictions that the state of difference which now exists between regular university personnel and extension personnel must be abolished. The image of the service institution with only minor aspirations for scholarship or basic research must not characterize the university extension. For the university to respond to the country's educational needs, university extension needs a better public and professional image.

America has come a long way in providing education to its citizens but we are still hesitating on that final commitment — the true availability of higher education. This is partly because of a traditional ambivalence we have about the necessity of so-called "non-functional" education and partly because of the unprecedented success of our residential colleges and universities.

This success has been so great that the campus has become a full service environment determined to cater to every facet of youth's life. In the process, the priority on formal education has often been delegated a secondary position. Because extension is less ambitious than that, because no one expects extension to provide a four-year, full care youth heaven, extension's priority on education need not be compromised. Thus, if higher education in America is to stand for scholarship, basic research and service, university extension may yet change its image from stepchild to favorite son.
DEALING WITH DISAPPOINTMENT

by Charles W. Teel

Unfulfilled hopes and shattered dreams need not lead to bitterness and resentment.

One of the most agonizing problems within the human experience is that few of us live to see our fondest hopes fulfilled.

Children and youth dream dreams. Girls want to become brides. Brides want to become mothers. Mothers want to see sons or daughters grow to be a noble person. Men want to make a success in life.

Too often these carefully-laid plans are interrupted and sometimes destroyed. The dreams of childhood and the promises of the more mature years are unfinished symphonies.

Romans 15:24 gives us a picture of the vexing problems of disappointment.

"Whensoever I take my journey into Spain, I will come to you; for I trust to see you in my journey."

Paul, the Apostle to the Gentiles, dreamed of and expected to travel in Spain; there at the then-known edge of the world he would preach the gospel. On the same journey, he wanted to have personal fellowship with the valiant group of Roman Christians.

The more Paul thought of the plans to make this journey, the more his heart quickened with joy. But Paul never got to Spain, nor did he reach Rome; that is, he never got there according to the pattern of his hopes. Because of his faith, he was sent to Rome in chains and there he was put to death — a martyr's death.

Perhaps you have set out for some desired goal, some

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We are too unconcerned to love and too passionless to hate.

Jesus Himself shuddered when He faced Gethsemane and the Cross. No one would choose heartbreaking and painful experiences. Paul repeatedly and fervently prayed that the thorn might be removed, but pain and annoyance continued until the end of his days.

How do we react, what do we do, how do we feel when life tumbles in; when disappointment comes?

Oftentimes we become bitter and show a great deal of resentment. We blame God and stop going to church. We carry a mean, critical, dominating spirit. This kind of attitude trusts no one, and expects no one to trust us. This reaction poisons the soul and scars the personality. Medical science tells us that often deep resentment causes physical deterioration.

A second reaction is when we withdraw completely within ourselves. We give up the struggle. We feel we have been hurt too many times. Detachment becomes so great that we are too unconcerned to love and too passionless to hate. Too detached to be selfish, and too lifeless to be unselfish. Too indifferent to experience joy and too cold to experience sorrow.

The third way to respond to disappointment is to adopt a fatalistic attitude. That is — whatever will be, will be. We see ourselves hopeless, our plans cast into immensities of space.

This is not to say we are not religious. Oftentimes religiously fatalistic people sing —

"Though dark my path and sad my lot,  
Let me be still and murmur not,  
Thy will be done." — But breath the prayer divinely taught.

We want the Lord's will to be done, but sometimes we confuse His will with our will for often we shape our own circumstances. There is still another way, and, I believe, a better way to face our disappointments. The better way lies in our willing acceptance of unwanted circumstances even as we cling to a radiant hope. Paul, you will recall, prayed that the thorn might be removed from his flesh.

"There was a thorn given me in the flesh. For this thing I besought the Lord thrice, that it might depart from me."  
2 Cor. 12: 7, 8

Some Bible scholars believe Paul refers to poor eye sight, perhaps, even a painful condition. Can you think of anything more disappointing to Paul? Three times he prayed —

"Lord, deliver me from this disappointment."

Paul did not become bitter. Paul did not withdraw. Paul did not develop a fatalistic attitude.

Paul faced the problem of disappointment. God did not see fit to remove the thorn. Instead, upon that thorn there grew a rose. The liability was transformed into an asset. Of course Paul was disappointed. He may well have felt bitter, but he knew a God who was greater than his problems.

He heard the promise, "My grace is sufficient for thee; for my strength is made perfect in weakness." 2 Cor. 12:9.

Then from the heart of Paul came the response, "Most gladly will I glory in my infirmities, that the power of Christ may rest upon me."

Paul never walked the roads of Spain to give the gospel there. This was not his privilege, but within the walls of that prison, he asked himself the question —

"How can I change this dungeon of shame to a haven of redemption?"

What did this attitude do for Paul? What will it do for you? It lengthens the cords of sympathy and allows us to become more understanding of others and their needs.

Could it be possible that Paul was a greater blessing to the people of the early church during his imprisonment, than he had been traveling the roads of Spain? They witnessed his attitude as he faced disappointment. Because of Paul's relationship with God, he had the "courage to go on in spite of" that makes him a great man. He was side-tracked many times, but he met each disappointment.

Notice the description in 1 Cor. 11:

"We are too unconcerned to love and too passionless to hate."
“This is a silly game, but look at this list:
I have worked harder than any of them.
I have served more prison sentences.
I have been beaten times without number.
I have faced death again and again.
I have been beaten the regulation thirty-nine stripes by the Jews five times.
I have been beaten with rods three times.
I have been stoned once.
I have been shipwrecked three times.
I have been twenty-four hours in the open sea.
In my travels I have been in constant danger from rivers and floods, from bandits, from my own countrymen, and from pagans. I have faced danger in city streets, danger in the desert, danger on the high seas, danger among false Christians. I have known exhaustion, pain, long vigils, hunger and thirst, doing without meals, cold and lack of clothing.”

Paul inherited a tremendous legacy from Christ — “My peace I leave with you, My peace I give unto you.” Man’s extremity became God’s opportunity.

Helen Keller, afflicted with blindness and deafness, did not meet her disappointment with bitterness or fatalism, but, rather, the exercise of a dynamic force that transformed negative circumstances into positive assets. Writes the biographer of George Frederick Handel: “His health and fortunes had reached the lowest ebb. His right side had become paralyzed, and his money was all gone. His creditors seized him and threatened him with imprisonment. For a brief time he was tempted to give up the fight. Then he rebounded again to compose the greatest of his inspirations, the epic Messiah.

The “Hallelujah Chorus” was not written in a sequestered villa in Spain, but in a narrow, damp, undesirable pit.

One well-known writer says — “Not in freedom from trial, but in the midst of it, is Christian character developed. Severe trial endured by the grace of God develops patience, vigilance, fortitude and a deep abiding trust in God.”

The Christian faith then makes it possible for us to nobly accept what cannot be changed.

The Christian faith makes it possible to meet disappointments and sorrow with inner poise, to absorb the most intense pain without abandoning our sense of hope.

For we believe the words of Paul — “Whether in life or death, in Spain or in Rome, all things work together for good to them that love God, to them who are called according to his purpose.”

Or better yet, the New English Bible translation — “In everything as we know, He (God) cooperates for good with those who love God and are called according to His purpose.”
WHY LEADERS LEAD WHEN

by Gerald F. Colvin

A perceptive teacher tells how leadership can be a rewarding and fulfilling experience.

Most of us have aspirations of which we dare not whisper, even to ourselves. These aspirations, apparitions, inspirations, these vicarious exhilarations—call them what you will—flash before our mind’s eye in panoramic splendor at almost any time of day or night. But in point of frequency, they are more likely to occur immediately following the completion of some arduous and demanding task that has strikingly called forth the very essence of manhood or womanhood cloistered within us.

I personally experience such visions of grandeur after I have conducted an especially alive and rewarding class discussion, or when—after I have just reassembled the automatic dishwasher for the tenth time following my fourth crosstown, between-class rush for the one last infinitesimal doodad without which the machine will do everything perfectly except hold water—my wife soulfully tells me she loves me a bushel and a peck, (Oh, yes! and a hug around the neck), or when after a vigorous basketball game on our front-drive court I overhear my son informing his sister that he is trying to be just like Daddy. Then it is that I, as any man would, walk upon white satin clouds of success, or better yet, ride triumphantly the prancing silver steed of victory, all the while assuming my most characteristic winning profile: chin jutting down and out, chest full and expanded, and a Napoleonic hand clasped at the vest. If, perchance, I am before a mirror, I may even dismount long enough to get in a jab or two at shadowboxing. Ah, yes, we who would be LEADERS!

And there are ways whereby this may be accomplished, too, though perhaps more in form than in substance. The dominant person will be sure (1) to talk loud, fast, and most of the time, (2) to employ a confident tone while interrupting others and controlling the topic of conversation, (3) to dispense orders and wishes unto others, while at the same time resisting their orders and wishes, and (4) to adopt an attentive but unsmiling facial expression. This kind of behavior is sure to make almost anyone dominant, and maybe even a leader of sorts, although most of us would probably flee from his presence like the last spindly-legged birds before the chilling blasts of winter.

Leading is not for everyone, of course, even though nearly everyone fantasies dramatically about doing his own thing. But for many today, doing one’s own thing is “dropping out.” And if there is one truth you have discovered in your work it is that positions of responsibility drop you in, not out. And now, in spite of the high and lonely pinnacle of your success, you are continually being cast against the inexorable barriers to individual and organizational progress, and you have found belatedly perhaps, that splendor brings with it stark sacrifice, that glory comes only after much grueling exertion, and that magnanimous behavior is inevitably followed by roving bands of misunderstanding and misinterpretation.

So, you realize at last that you have not gotten out of it, but that you have literally been flung up against it. You begin to suffer as a leader, casting about and wondering what or who can save you. Though there are definite ways and means by which leaders may be saved, this is a separate topic and will not be gotten into now.

At this point we may endeavor to establish some shared concepts as to...

Until recently, Gerald F. Colvin, PhD, was assistant professor of counselor education in the School of Education. He now teaches at Southern Missionary College in Tennessee.
"Each human being needs the sense of esteem for his being and good works."

1. For one thing, leaders lead because they need to lead. No doubt, you need to lead. But that does sound rather sinful, does it not? Almost as if you are the Disciple asking for the highest place in the kingdom. That, however, is not quite the intended implication. To paraphrase a popular song, "Everybody leads somebody, sometime." And unless you have really found an inside track, your promotions have likely occurred sporadically, surprisingly, and often haphazardly.

Yet, each human being needs to some degree the sense of esteem for his being and good works. You are a human being, therefore, you need the esteem of others. It is no secret that leaders occupy the prestige positions. So, why fight the attraction. If the tinsel glitters, you will be dazzled by it. Admit the charisma of order-giving and relax.

2. The leader is a function of the situation, i.e., the situation demands certain leadership traits. Not every leader will fit equally well in every situation. And, as frequently happens, the leader may actually be developed or produced by the situation. Because of this, the leader is himself oftentimes the most rigid follower of the organizational rules and procedures, while the rank and file may feel free to act quite as they wish. Somehow, our own consciences tend to hurt less if we are convinced that our superior's conscience is throbbing even harder.

But one final word of caution here: if the leader, as a function of the situation, is not especially careful, he will be melted and molded for the pleasure of THE PEOPLE into their own private golden calf, the plastic oracle that tells them to do whatever they want to do whenever they want to do it. This no effective leader can afford to become.

3. The leadership pattern is usually the same from the top down, because the leader himself causes certain constraints within his subordinates. The authoritarian, for instance, tends to be one who does not trust others, who possesses a smaller tolerance for ambiguity, and who appreciates a highly centralized organization. He usually promotes those who positively reflect his approach, i.e., he rewards images to his own behavior in his junior executives.

One of my colleagues of several years ago used to delight in telling me a simple story of an army officer and his next-in-command. It seems the commanding officer chose the wrong side of an obvious issue and led his assistant into an argument. The assistant, being the type of man that he was, resisted a bit, argued delicately and tenderly with his superior, and then quickly conceded the issue in his commander's favor, though he was certain the old man was wrong. The upshot of it all was that the chief also knew that he was wrong and had merely been testing the tenacity of his subordinate. To the commander, at least, the assistant was not a good mirror of his superior's behavior, and was not worthy, therefore, of a promotion.

4. Most of us can achieve our goals better as members of groups. The problem is to belong to the group, yet preserve as much individual identity as possible. But we sometimes forget that the leader may have to give up much, too. He is often lonelier, he usually works harder, and he misses the free-flowing exchanges with the "boys."

Yet, there are more things to be considered about leadership than egalitarian versus authoritarian. Realistically, we cannot prescribe one specific type of leader as the best. Any theory of leadership must consider both leader and follower characteristics, organizational structure, and situational demands.

The things that make it difficult for some people to delegate authority are the very same things that we identify as authoritarian traits: the mistrust or lack of confidence in subordinates; the uncomfortableness in any situation
Specific follower response is almost impossible to predict at random. If the subordinate is himself an authoritarian, he may respond negatively to a democratic superior. In the classroom, for example, the student-centered teacher is frequently criticized by the authoritarian student for letting "them bums in class run all over him." Judas despised Christ more and more as he bum in class run all over him. Of course, some subordinates are so used to being ruled that they must have the authority over them; without it their lives would be incomplete and fragmented. By the same token, the democratic-permissive people respond most favorably to democratic superiors.

5. In our struggle for autonomy we often feel put upon by others. But in the final analysis we have to feel responsive to the influence of others. One should correct proposals in the early stages, while the other person is still free to say, "Why, of course, I should have seen that! Let's put it in." The flattened structure is one of psychological delegation. It widens the limits of interaction, which is itself an aspect of communication that is highly satisfying. It permits more ego involvement. In fact, the decentralized structure permits, among other things, more risk taking, more innovation, quicker decision-making, and a higher flow of two-way communication.

Of course, some subordinates are so used to being ruled that they must have the authority over them; without it, their lives would be incomplete and fragmented.

We must avoid the either-or situations: all control or no control. Limitations must be seen as functions of the situation itself and not of the persons with whom we are involved. If the leader can admit mutual dependency, then he does not have to exercise complete authority or complete subservience.

Institutional limits on freedom. Institutional authority sets limits on one's freedom: (1) Mistakes are inevitable, and they are bound to be seen; (2) Survival is the goal of the institutions: if one threatens that survival, he may himself fail to survive; (3) A lack of criticism implies consent. One should correct proposals in the early stages, while the other person is still free to say, "Why, of course, I should have seen that! Let's put it in." (5) Evaluation needs to come quickly. For most of us, the mere withholding of rewards is itself punishment. Actually, intermittent reinforcement seems to be the most successful. It develops a very necessary tolerance for non-reinforcement. It is consistent but not consistent.

For example, if the wife must be profoundly reassured of her husband's love each and every time he returns from work then soon his grandest eloquence will dim at her remembrance of yesterday. Before long, to prove his love he will have to go on and on to mightier things like dusting, or sweeping, or mopping. That is the reason some husbands are so stingy with the "I love you's"; they figure that if the little woman is concentrating on that, she may forget to hand out the chores. Intermittent reinforcement seems to be best.

Organization Predispositions. The pyramidal structure of organization is rather well known by most of us. The word itself is graphic, suggesting the ever ascending centralization of authority, where each subordinate must run a gauntlet of crackers before he gets to nibble at last upon the big cheese. A modified organizational structure is one which we might call the flattened. If we flatten the structure (from the pyramidal), it forces the initiating downward. This means the lower people will be held accountable for results, but it permits them considerable latitude for the obtaining of these results.

The flattened structure is one of psychological delegation. It widens the limits of interaction, which is itself an aspect of communication that is highly satisfying. It permits more ego involvement. In fact, the decentralized structure permits, among other things, more risk taking, more innovation, quicker decision-making, and a higher flow of two-way communication.

6. Finally, modern students of human relations have generally recognized four possibilities of leader stock. Briefly, they are:

A. The Star. He is both socially and task oriented. Initiation and consideration are handled well by him. He can more easily respond to the needs of each of his helpers. There are not many of these folk around, so, Organization Man, when you catch a falling star, put it in your pocket and never ever let it go — except to assist him in rising to his proper place of responsibility.

B. The Technical Specialist. He understands particularly well the technological aspects of the situation. That is the reason he is in command. He is definitely task oriented with a steady eye to the goal, and he will step on quite a few people to get to it.

C. The Social Specialist. He is better on the consideration of needs in others. He is pleasant, happy, and well-adjusted, and he works skillfully to see that the rest of his team is happy, too. He may, however, fall down a bit on production, though he feels this a small price to pay for mental health.

D. The Underchosen. Here is the fellow that never quite gets to the top, the perennial left-out. He is the isolate who chooses other people, but who is himself not chosen. Basically, these are of two types: the voluntary isolate who wants to be unchosen, and the more serious involuntary isolate who would really like along with the rest of us to capture that Napoleon-like pose. The Underchosen seems to invite people to impose upon him, while the successful leader can and will defend himself. The Underchosen often has an essential dishonesty about him; he is a double-dealer and not to be trusted. His aggressive, obstructive behavior prohibits goal accomplishment, and is a threat to the survival of the institution. All in all, the Underchosen is too involved with inner problems to successfully handle interpersonal problems. He is less insightful, more in need of support himself, more depen-
dent, more anxious. He cannot or will not become involved in problem-solving behaviors.

Discarding the Symbols of Status

Concluding, I would only add that the leader who will fearlessly discard the symbols of his status behaves in perhaps the grandest tradition of all. Such men follow in the shadow of our Lord and Saviour Jesus Christ, of Socrates, Augustine, Lincoln, Gandhi, the Kennedys, and King. But when the leader can no longer initiate structure, then he has indeed taken the most extreme step of all: he has stripped himself of the power of leadership.

Remember, the good leader can support himself, but he can also back down. One of the most impressive facets of leadership is being able to do things which others cannot do for fear it would ruin their self-image. But power in the presence of constraint is even more impressive, and, I believe, even more God-like.

But you are God's 'chosen generation,' his 'royal priesthood,' his 'holy nation,' his 'peculiar people' — all the old titles of God's people now belong to you. It is for you now to demonstrate the goodness of him who has called you out of darkness into his amazing light. In the past you were not 'a people' at all: now you are the people of God. In the past you had no experience of his mercy, but now it is intimately yours.

1 Peter 2:9-10 (Phillips)
University archivists work to preserve vision of pioneers

This new department in the University Libraries needs books, documents, and other items of historic value.

The person who ignores the past and its lessons places the future in jeopardy. The same could be said about institutions. Indeed, those responsible for the character of an institution bear the heavier burden, since it, as impersonal as it may seem, affects the lives of thousands.

University trustees moved recently to approve formation of a new department in the University libraries. Personnel in this department of archives and research are authorized to secure and protect documents, publications, and objects of historical significance, and make them available to students and to church and university administrators.

The new department is headed by former University president Godfrey T. Anderson, PhD, who is also well known as a historian and academician. He is assisted by James R. Nix.

As archivists, Dr. Anderson and Mr. Nix will identify, evaluate, and assist in classifying historical documents now in the University’s Heritage Room. This collection, originally organized by Margaret White Thiele in 1955, has preserved many documents, photographs, and publications that might have otherwise been lost. According to George V. Summers, director of University libraries, Irene Schmidt, archives librarian, will collaborate with Dr. Anderson and associate archivist Nix.

Dr. Anderson is quick to point out that the new department is designed to serve church as well as University interests. “The University is a significant element of the church,” he says. “We cannot separate its history from that of the University.”

The archivists urge persons possessing books, personal libraries, or other historical data such as correspondence, to make plans for such materials to be protected and used. Dr. Anderson, who holds a doctorate in American history, recently authored a book on the life and early ministry of Joseph Bates. He says that research for the assignment gave him new understanding and appreciation for the accomplishments of the early Adventists.

An unexpected benefit, incidental to the search for historical documents, is the discovery and acquisition of furniture, owned or used by the Adventist pioneers. An editor’s chair used by James White when he was founding editor of the Review and Herald, and a small desk used by Elder J. A. Burden, one of the founders of Loma Linda University, are among the items on display in the Heritage Room, which also exhibits a bonnet worn by Ellen White during one of her visits here.

An Adventist layman, C. Burton Clark, recently gave an 1843 prophetic chart to the library. “Such items add a personal touch of reality,” says Mr. Nix. “Students need to sense that the early church leaders were warm, flesh-and-blood people.”

An objective of the department is to promote and facilitate research linking observations of bygone years with contemporary writings and studies. The team may also identify areas of study thought to be of particular value to the University, the church, or to society at large.

Working closely with the archivists are members of the University’s historical commission. This body, for several years headed by Keld J. Reynolds, PhD, former vice-president for academic affairs, serves the department of archives and research in an advisory capacity. Its members are appointed by the President’s Committee. The commission broadens the informational basis of the department and extends its expertise into the University and community. Mr. Summers considers organization of the new department significant. “By saving and processing materials of historical importance, we benefit and enrich the lives of those who must deal with the challenges of tomorrow,” he said.
Top: Dr. Anderson and SCOPE editor Oliver Jacques display an original prophetic chart used in the time of Joseph Bates. Above: Dr. Anderson gives Miss Schmidt a copy of the Joseph Bates tracts for historical record use. Top right: Miss Schmidt displays three silver spoons given to Joseph and Prudence Bates as a wedding gift. Bottom right: The department of archives and research contains several Bibles which belonged to a few of the many workers who served at Loma Linda University during 1906 to 1920.
A CRISP IS BORN
Red blood cells encountering a fibrin micro-clot such as forms in the circulatory system whenever clotting occurs inside blood vessels. Normally, blood clots only outside the vessels. This photograph was taken with a scanning electron microscope by Brian S. Bull, MD, assistant professor of pathol...
Student dental teams conduct summer clinics

Overseas dental clinics involving sixteen students were conducted by the School of Dentistry's department of community dentistry during the summer months.

The program which took students to four countries or islands is, according to Clyde Crowson, DDS, chairman of the department of preventive and community dentistry, designed to give students a taste of international dentistry and a feeling for people of divergent cultures.

"These clinics," he says, "also develop initiative and confidence. Just getting students out of the school environment has a good psychological effect. They begin to see themselves as responsible practitioners, meeting authentic human need. And, even though they are under constant supervision, they tend to be more resourceful. They are apt to make judgments that an instructor would probably make in the school clinic."

Gilbert Dupper, DDS, team director of dental auxiliary utilization in the school, was in charge of a group working in rural areas of Haiti. Assisting him in supervision of the clinics was Earl Brenneise, DDS, a 1962 graduate of the LLU School of Dentistry, now in private practice in Northern California.

Others in the Haiti team were dental students Kirby Clendenon, Don Stewart and Richard Meckstroth. Judy Clendenon, wife of Kirby, and Carole Brenneise, a sophomore dental student, and wife of Dr. Brenneise, completed the team.

An expedition to Honduras was led by Charles L. Smith, DDS, assistant professor of prosthodontics. William E. Palmer, DDS, assistant professor of community health and dentistry, helped supervise clinics there.

Members of this group included dental students Jim Harris, Jim Hein, Ron Mead, Marc Natori, Charles Petrie, and Douglas Yee. Karen, a dental hygienist and wife of Mead, and Sally, a medical technologist and wife of Harris also accompanied the group.

Dental students George Clarke, Gary Smith and Richard Pruett worked in Trinidad under the supervision of professional personnel at the church's dental clinic there.

Terry Schmunk and his wife Kathleen, SN’72, served in the church-operated dental clinic on the island of Guam.

SCOPE editor Oliver Jacques accompanied the team to Honduras. A feature story covering the work of students there will be carried in the next issue of SCOPE.

LLU enrollment up

The projected fall enrollment of Loma Linda University's eight schools stands at an all-time high of nearly 4,200 students.

As of August 3, the latest available figures from admissions offices on both campuses revealed that 2,364 new students had been accepted for the 1972 fall term. More than half this number were accepted into the College of Arts and Sciences on the La Sierra campus.

Figures for the La Sierra campus indicate an estimated fall quarter enrollment of 2,013. This number includes students in the liberal arts college, the School of Education, and the associate degree program in nursing.

Loma Linda campus figures show that an estimated 2,181 students will begin classes in dental, medical, and paramedical fields; 773 of these students will be new to the campus, while the remaining 1,408 will be returning to study towards degrees in their chosen professions.
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Andrews University Medical Center is expanding  
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cal Center, Andrews University, Berrien Springs, Michigan 49104.  

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River Hospital, P.O. Box 280, Paradise, CA  
95969. Or phone, 517-377-3601.  

Septuagenarian hikes Mt. Whitney  

It's hardly news anymore when septuagenarian Hulda Crooks takes her annual trek to the top of 14,496-foot Mt. Whitney. So this year the 76-year-old research assistant at Loma Linda University climbed the peak for the eleventh straight year — and added two pack trips across the rugged high Sierra  
mountains of California within three weeks of each other. Total distance covered: 130 miles.  
Five-foot, one-inch tall Mrs. Crooks began hiking at the urging of her late husband. Since 1961, she and her two  
brothers, also in their seventies, have  
been familiar sights on the ten and a  
half mile trail to the summit of Mt. Whitney, the highest mountain in the  
contiguous United States.  
Last year, she climbed the mountain  
at the end of a 70-mile pack trip through  
the high Sierras. The first trip this year  

Anatomy course offered  

A 10-night course on "Gross Anatomy for the Legal Profession" will be  
offered by Loma Linda University  
School of Medicine beginning Tuesday,  
September 5.  
The course is designed as a survey  
of topographic anatomy to introduce the  
legal profession to terminology and impor-  
tant relationships especially as they  
relate to trauma.  
Lectures will include discussions on  
the chest, abdomen, head, back, pain,  
neck, and upper and lower extremities.  
Loma Linda University physicians  
participating include Lloyd A. Dayes,  
MD; Charles W. Harrison, MD; Charles  
A. Owen, MD; Walter H. B. Roberts,  
MD; Wm. Holmes Taylor, MD; G.  
Carleton Wallace, MD; and Donald R.  
Wilson, MD.  

began in Sequoia National Park and  
ended at Whitney Portal after climbing  
Mt. Whitney. The excursion covered 80  
miles. She and her three hiking companions  
averaged 12 miles a day. Two weeks later Mrs. Crooks hiked 50 miles  
into Yosemite National Park.  

Mrs. Crooks starts out on her pack trips carrying a 30-pound pack. To get in shape for some of her hikes she walks to work and back toting a 40-pound  
rock-filled pack. As part of her daily routine, whether planning for a hike or  
not, Mrs. Crooks jogs a mile every morning. She has her time down to 11  
minutes, she says.  
In the last couple of years Mrs.  
Crooks has noticed a big increase in the  
number of youth on the trail. Some of  
them learn through the hikers' grape-  
vine that she is on the trail and they  
go out of their way to meet her.  
"There is no generation gap on the  
trail," she says. "Young people like  
to talk to me. They see me doing things  
at my age that they hope to be able to  
do someday, too."  

Though many of the young hikers  
she meets have shoulder-length hair, she  
says their appearance doesn't bother her  
at all. "Their hairstyles aren't impor-  
tant," says Mrs. Crooks. "They have  
such beautiful smiles and such open  
faces.  
"The kids I meet on the trail all  
say to be searching for something,"  
she notes. "They are very interested  
in religion, proper diet, and good health.  
I like to chat with them about all three  
facets. Meeting all these young people  
have made my most recent trips the  
most fun ones I've ever had."  

Mrs. Crooks says she hasn't decided  
whether to go next year for an encore.  
But chances are her twelfth ascent of  
Mt. Whitney will be on the itinerary.
Family practice receives $289,000 grant

Resident physicians taking family practice training at Loma Linda University got a big boost this week in the form of a $289,000 grant from the National Institutes of Health in Washington, D.C.

The grant was awarded to the relatively new department of family practice in the School of Medicine, according to Raymond O. West, MD, chairman of the department.

Part of the grant money will be used to start new programs and bolster the teaching workload in the department, he says. Dr. West says he hopes to hire a part-time social worker and a part-time health educator. He also plans to hire another physician for the department.

Other plans for the grant money, he says, include closed circuit television equipment to be used for improving the technique of residents and students in giving physical examinations, medical books for the department library, and stipends for guest lecturers.

The department of family practice opened in July, 1971, as a three year residency program. After completion of the residency requirements, says Dr. West, the physician is equipped to treat entire families in the community in which they practice. He believes the emphasis on family doctors will be vital in alleviating the shortage of physicians in the nation.

Billroth course set

The annual Loma Linda University Billroth surgical anatomy course is scheduled for January 28-31, 1973, according to Wm. Holmes Taylor, MD, chairman of the department of anatomy.

Designed for surgeons for the improvement of their anatomical knowledge of surgical procedures, the course will be conducted by University physicians including Bruce Branson, MD; Lloyd A. Dayes, MD; Herbert W. Henken, MD; Guy M. Hunt, MD; Alan King, MD; Jerrold K. Longerbeam, MD; Daniel A. Mitchell, Jr., MD; David E. Randell, MD; Phillip H. Reiswig, MD; Walter H. B. Roberts, MD; Howard C. Smith, MD; Louis L. Smith, MD; Raymond F. Tatro, MD; Wm. Holmes Taylor, MD; Ralph J. Thompson, Jr., MD; William Wagner, MD; Ellsworth E. Wareham, MD; Virchel E. Woods, MD; and Harold P. Ziprick, MD.

The class will be limited to 40 applicants. An early application for enrollment is essential. Address inquiries to the Department of Anatomy, School of Medicine, Loma Linda University, Loma Linda, California 92354.

AS I SEE IT

by Robb R. Hicks
Special Representative, LLU

Once upon a time there was a Little Red Hen who asked her barnyard neighbors to help her plant some wheat.

"Not I," said the Cow, the Duck, the Goose, and the Pig.

"Then I will," said the Little Red Hen. And she did.

When help was needed to water the wheat, "Not I," said the Cow, the Duck, and the Pig. "Equal rights," said the Goose.

So, the Little Red Hen watered it herself.

When baking time came, "That's overtime for me," said the Cow, "I'm a dropout and never learned how," said the Duck, "I'd lose by welfare benefits," said the Pig. "If I'm the only one helping, that's discrimination," said the Goose.

So, the Little Red Hen baked five loaves of bread and held them up for her neighbors to see.

They all wanted some and demanded their share.

"No," said the Little Red Hen. "I'll rest awhile and eat them myself.

"Excess profits," cried the Cow.
"Capitalist leech," screamed the Duck.

"Company fink," grunted the Pig.
"Equal rights," screamed the Goose. And so they demonstrated with signs and song.

Then the Farmer investigated and he said to the Little Red Hen:
"You greedy Hen, look at your poor, oppressed, disadvantaged, under-privileged, and less fortunate neighbors. You are guilty of making second-class citizens of them.

"But . . . but . . . but . . . I earned the bread," protested the Little Red Hen.

"Exactly," the Wise Farmer said. "That's the wonderful free enterprise system. Anybody in the barnyard can earn as much as he wants. You should be happy to have this freedom. In other barnyards you would have to give all five loaves to the Farmer. Here you give four loaves to your suffering neighbors."

And they lived happily ever after, including the Little Red Hen who smiled and smiled, and clucked, "I am grateful, I am grateful."

BUT HER NEIGHBORS WONDERED WHY SHE NEVER BAKED ANY MORE BREAD!

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Trust officers meet at La Sierra

Nearly 200 trust officers from conferences and institutions all over the Australasian, Inter-American and North American Divisions of Seventh-day Adventists met on the La Sierra campus through the month of August for classes on procedures of trust services programs. The classes were offered through the Loma Linda University extension program.

The first seminar, August 7 to 17, concentrated on studies of trust development. From August 21 to 31 the men and women studied trust administration and management. A new fund accounting manual prepared by the General Conference was introduced at this session.

The institute was chaired by Pastor A. C. McKee, General Conference trust services director. University personnel serving on the faculty included Roy Brooks, foundation trust officer; W. David Gurney, assistant legal counsel; Richard A. James, legal counsel; and Wesley T. Unterseher, director of development.

“This conference is an important step toward unifying procedures and information available to our personnel from throughout the world,” says I. E. Amunsen, secretary-treasurer for the Pacific Union Conference Association of Seventh-day Adventists.

The trust program was first organized by the Pacific Union Conference in the early 1950's. Since that time, programs have developed throughout the United States. Trust officers are associated with most local conferences. The service was organized on the General Conference level in 1968.

A number of seminars have been conducted in the past, but this is the first program offering college credit courses for trust officers.

LLU receives insurance check

Loma Linda University officials received a check for $86,509 recently from the General Conference Insurance Service in Riverside to cover the cost of damages to the School of Dentistry caused by a major fire last January 8.

Damage to the dental school building was confined almost exclusively to the main entrance area. According to Loma Linda assistant fire chief Vernon E. Evans, the fire was set by arson. The San Bernardino County Sheriff's Office is still investigating the case.

Damage to the dental school building was confined almost exclusively to the main entrance area. No serious damage was caused to dental equipment or in areas where patient files are kept.

Nearly 100 students and faculty donated over 440 man-hours of work on Saturday night and Sunday following the fire to get the building ready for regular clinic practice on Monday morning.

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- Local Church School
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Ralph J. Weseman, M.D., (33) announced his retirement from practice August 1, 1972.

Contact:
ADMINISTRATOR, NOVATO MEDICAL CLINIC
1324 Grant Avenue, Novato, California 94947
Telephone: (415) 892-2211 Evening (415) 897-3809
ALUMNI NEWS

ALLIED HEALTH

Jack and Beverly Thompson, PT'67, SH'TI, have written an interesting account of their work at the Heli Hospital in Kigoma, Tanzania. The town of Kigoma is 800 air miles inland. The mail goes out once a week, and the two-hour ride on to the Heli Mission is taxing. There is one other American family on the compound. During the nine months they lived with their children in a one-bedroom flat, waiting for their shipment from America, they learned what few earthly possessions were really necessities.

The poverty that exists in this part of the world is extreme. The people beg for clothing of any kind, but this is not the greatest need. The mission needs more money so it can offer better teaching and more services to the people. Picture rolls are especially needed. They are used over and over again until they are very worn out.

Beverly relates interesting experiences in midwifery and the great success of the nutrition classes offered to the parents of malnourished children. Donations sent to them through World Vision for their work in the hospital have been greatly appreciated.

The few donations Jack has received for his leprosy program have enabled him to begin to build some of the equipment needed for his "department"—such as parallel bars, a prone board, and treatment tables. Thus far, he has been more than busy with bedside rehabilitation as a result of the civil and political unrest in Burundi—just two miles away.

Jack and Beverly are happy to be in a place where they can serve both God and humanity.

Robert and Darlene Kyle, PT'55, and children, were not affected by the Rapid City, South Dakota, flash flood of June 9, but have been busy helping those less fortunate. Darlene has been busy giving pre-natal classes in Rapid City, South Dakota, and adjacent states. She has been231

left in huge jams of twisted cottonwood trees, mud, splintered building materials and human bodies. Most of the recovered bodies were in night clothes, and many women had curlers in their hair, indicating little or no warning.

No one in the Adventist church family was drowned, though six families lost their homes and several more received severe water-mud damage.

The local church immediately set up two large emergency relief centers for distribution of clothing and canned foods. Other church welfare centers in South Dakota and adjacent states rushed in supplies and personnel.

The Kyle letters told of the marvelous work done by other organizations. The Red Cross did a commendable job interviewing and meeting immediate family needs. The Salvation Army's mobile canteens were a special blessing to those who had gutted houses and were trying to salvage their mud-soaked possessions.

The people of the Mennonite church supplied some of the most appreciated help. These volunteers paid their own way and came in work clothes ready to help clear muck and silt from homes. The sediments ranged from a few inches to several feet, depending upon where the home was located. Large demolition equipment arrived to remove the debris almost before the owners could salvage their water-soaked possessions.

Many graveside rites replaced funeral services. Several families lost more than one member through drowning.

Many weird, miraculous, sad, heroic, and heart-rending stories were told of the tragic event. The Kyle family is grateful for life, for their possessions, and for the ability to help those less fortunate.

Robert Ladd, MT'68, will be the new science teacher at Portland Union Academy this fall. Ladd has been a medical technologist at Loma Linda University Hospital, science teacher at Loma Linda, La Sierra, and San Pasqual academies, and an elementary and junior academy teacher. He holds BS and MA degrees from Walla Walla College, and a BS from LLL in medical technology. Ladd and his wife, Marilyn, have two children, Robby and Linda.

ARTS AND SCIENCES

Stanton Clark, AS'66, pastor of the Federal Way Adventist Church, was ordained during the church's Annual Bible Conference at Auburn, Washington, July 7. He holds a Bachelor of Divinity degree from the Seminary at Andrews. Elmer Clark has restored churches in Ohio and has been a Bible teacher at Auburn Academy. He and his wife, Janet, have three boys.

Robert V. Shearer, SM'43, an ophthalmologist at Loma Linda University Hospital, along with many others from the medical center, played a most important part in successful surgery that gave sight to a poor family from southwestern Mexico.

With a firm belief in the powers of God to help them find medical attention for their son, the Guevaras set out on foot with only a little food and bedding to find the Liga doctors of whom they had heard. (Liga International, Inc., an organization of flying doctors, dentists, and paramedical personnel who offer their services in Mexico and other South American countries.) After days of travel, the Guevaras were providentially referred to a Seventh-day Adventist nurse who got them in touch with Liga's home base in California. Inquiring further, the nurse learned they had been faithful listeners to the Spanish Voice of Prophecy program and had taken the Bible correspondence course. This was the source of their faith in finding help for their son.

Pastor John Baerg, AS'27-28, 29-30, Liga's executive secretary, immediately arranged for their air flights, for a preliminary medical examination that determined the boy was suffering from congenital glaucoma, and for the final arrangements that would take them to the Loma Linda University Hospital.

A few weeks later, the Guevaras family was home again, high in the mountain of Chihuahua, worshiping with the little group of Sabbathkeepers, grateful for organizations like Liga, for the University Hospital that took care of all their expenses for doctors and nurses who gave of their time and talents so willingly, and for the nurse who studied the Bible with them and helped make the arrangements that made the Guevara family's trip so successful.

Rene Noorbergen, AS'47-51, a church layman, is the first secular author to bring the life of Ellen White to the attention of the masses through his newly released book Ellen G. White, Prophet of Destiny. This author has an outstanding record of writing accomplishments. He has been a correspondent for several European papers and army magazines, a war correspondent which took him to the hot spots of the world, and manag-
His search for a new challenge led him to write Jeanne Dixon — My Life and Prophecies, which hit the best seller list the second week after publication. The author's discovery that 40 million Americans guide their daily lives through astrology, mediums and other spiritual phenomena led him to decide to show the public that Ellen White's visions "deal with the elevation of mankind and the giving of ideas on how to reach the better life. The other psychics are completely opposite. They deal with death, doom, destruction and damnation."

Just as the Noorbergen's faith has increased and changed many little things in their household as a result of his research, it is believed that many who read this book will be convinced that the philosophy of which Mrs. White wrote is the only way out.

Russ Potter, a 1967 theology graduate of the College of Arts and Sciences, was recently chosen to act as manager of Pacific Press' new department of advertising and public relations. The Pacific Press board of directors at Mountain View, California, set up this department in an expanded effort to reach the general public with Adventist books, magazines, and records. All advertising and public relations copy, design and layout is channeled through the new department.

Potter has been assistant manager in the book department of the Pacific Press since his graduation, and has taken advanced work in the fields of advertising and direct marketing. He is married to the former Cheryl Coy.

**DENTISTRY**

News on missionary dentists:
Ben E. Nelson, SM'54, and his family are on permanent return from the mission field. They have been in Blantyre, Malawi, Africa, for seven and one-half years.

Donald R. Schmitt, SM'72, will leave for a term of mission service in Japan soon after completion of the Institute of World Missions held at Andrews University this summer.

Ronald E. Fritz, SM'72, and Lonna left August 1 for a three-year term of mission service at our dental clinic, Bella Vista Hospital, Mayaguez, Puerto Rico. Mrs. Fritz is a 1972 graduate of the School of Health. Dr. Fritz's father is Samuel H. Fritz, SM'48, presently president of the School of Medicine Alumni Association.

Raymondi Wahlen, SM'57, will spend three months in study in the Loma Linda area before returning to mission service in Seoul, Korea. He and his family are on a three-month furlough visiting relatives and friends in the U.S. before he commences his studies.

Paul L. Richardson, SM'72, was presented the Alumni Association Award by Alumni Association president Harry Becker, SM'50, at the awards banquet in May. This award depicts outstanding qualities in student leadership, average or above average scholastic achievement, and the ability to work well with others. Dr. Richardson will be returning to the Department of Restorative Dentistry when he completes his specialty training at the University of Southern California.

Earl W. Collard, SM'62, has accepted chairmanship of the Department of Operative Dentistry at Oklahoma University School of Dentistry.

Jack R. Booker, SM'60, has been elected to the Board of Directors of the Tri-County Dental Society for a two-year term of office.

Those receiving awards at the Annual AwardsConvocation Banquet were:


In dental hygiene — Donna C. Findley, Mitchell; Robyn R. Gray, Dental Hygiene; Cynthia S. Defenbaugh, Dania Hernandez, and Joyce M. Tsunokai, Sigma Phi Alpha.

In dental assisting — Nancy J. Friesstad, Dental Assisting; Bettie L. Lorenz, Dean's Award for Dental Assisting.

**HEALTH**

Rachael Tietz, AS'62, and Christine Gerken, SN'69, SH'71, have been selected Outstanding Young Women of America for 1972. They were nominated by the Loma Linda University Alumni Association earlier this year on the basis of their achievements.

Mrs. Tietz (formerly Rae Campbell) graduated from La Sierra College in 1962 with a major in speech and a minor in history. During her stay at La Sierra, Mrs. Tietz served as editor of The Criterion, the student newspaper.

Mrs. Tietz was recognized as one of the top ten women journalists in the United States at the 1971 annual convention of the National Association of Women in Journalism, held in Scottsdale, Arizona. She now lives in Forest Grove, Oregon, and is a reporter for the Hillsboro, Oregon.

Christine Gerken graduated from the Loma Linda University School of Nursing in 1969 and completed work for her Masters in Public Health in January, 1971.

She commenced her plan to serve a variety of cultural groups in the U.S. with outstanding work at the Navajo Mountains Clinic in Tonalea, Arizona. Home visits and teaching health in schools on the Navajo reservation keep her busy. Her area of special interest is mother and infant health.

Especially noteworthy is Miss Gerken's production of health education films made on the reservation. The script is translated into the Navajo language and recorded on cassettes. Patients and their families can view the films in the clinic waiting room.

Now director of the clinic, Miss Gerken will be joining the Loma Linda University Health faculty in 1973.

The Outstanding Young Women of America program, now in its eighth year, recognizes young women between the ages of 21 and 35 for their contributions to the betterment of their communities, professions and society.

More than 6,000 young women are nominated annually as Outstanding Young Women of America by college alumni associations, civic organizations and churches throughout the country. Complete biographical sketches of all nominees are featured in the annual awards reference publication, Outstanding Young Women of America.

**GRADUATE**

Chosen to be included in the 1972 annual awards edition of Outstanding Young Men of America are Leonard Brand, AS'64, GS'66, Charles Stafford, PT'60, GS'63, SH'69, and Douglas Webber, AS'62, in recognition of their professional and community leadership.

Outstanding Young Men of America honors men between the ages of 21 and 35 whose demonstrated excellence in one or more aspects of community and professional life has marked them for future leadership in the nation.

U.S. Senator Adlai Stevenson III has said that for all diversity, the Outstanding Young Men of America have "in common — and in abundance — that quality of civic energy. They are activists. Though they are young, they have already made their imprint — in their neighborhoods and in the nation."

Leonard Brand received his BA and MA degrees in biology from Loma Linda University. In 1970, he received his PhD degree from Cornell University.

He holds memberships in the following societies: American Society of Mammology, Econogical Society of America,
American Association for Advancement of Science, and Animal Behavior Society.

He is presently the assistant professor of biology and the chairman of the department which has students in the College of Arts and Sciences and in the Graduate School. His teaching specialty is animal behavior and mammalogy.

Charles Stafford began his outstanding work with a BS degree in physical therapy from Loma Linda University in 1960 and a year's work in the Vancouver, Washington, Veterans Administration Hospital as a staff physical therapist.

The following year he earned a graduate degree in physical therapy at LLU. After six months of private practice, he and his wife, the former Ruth Emery, began a three-year term of service in Tanzania, East Africa. Mrs. Stafford, a nurse, earned her MS degree in Teaching and Medical Surgical Nursing in 1963 at LLU Graduate School.

In 1965, they returned to Loma Linda where Stafford earned a master's degree in public health in 1969. He and his wife and four children then returned to Heri Hospital in Kigoma, Tanzania. Stafford is currently on a three-month leave from his position as director of the Adventist Seminary of Health Evangelism at this 70-bed hospital.

Douglas Welebir graduated with a major in history from the College of Arts and Sciences in 1962. In 1963, he received his Doctor of Law degree from the University of Southern California. During law school he was president of the National Law Fraternity, Delta Theta Phi. From 1965-69 he worked in a variety of positions ranging from research assistant in the Court of Appeals for the Fourth Appellate District and Deputy Public Defender, to an associate in the law firm of King and Mussel. In addition, he taught Business Law at La Sierra from 1967-70. He is presently a partner in the law firm of Garza, Koskel, Jordan, and Welebir. In September, 1970, he became mayor of the newly organized city of Loma Linda — one of the youngest mayors in the United States. He is married to the former Connie Anderson and they have one daughter.

MEDICINE

Yasutsugu Yanami, SM'67, was awarded the "Dr. Bruce Stephen Helfert" award by the Kern General Hospital, Modesto, California. Employees in the various departments of the hospital were surveyed and chose Dr. Yanami, who is a third-year resident in surgery and a native of Japan. The award was presented to the resident who, in the opinion of his co-workers and colleagues, had earned their deepest respect and devoted cooperation in the performance of his professional duties because of his integrity and high regard for human dignity and the rights of others.

Memorial services for Dr. Edwin A. Taylor, SM'58, a lifetime San Diego dermatologist, were held in that city recently. Dr. Taylor was a member of the San Diego County Medical Society and past president of the San Diego Dermatology Association. He had been in practice 19 years.

Douglas A. Ziprick, SM'69, a three-year resident in internal medicine, is one of twenty-one physicians serving at Memorial Hospital Medical Center of Long Beach. Residents in internal medicine are taught by Memorial's clinical staff of 40 specialists and the full-time faculty of the University of California at Irvine. The director of medical education reports that the hospital can provide better patient care because of the residency program's educational research and teaching.

After 37 years of practice, Ralph J. Weseman, SM'33, retired in late July from the Novato Medical Clinic which he established in 1933. Dr. Weseman was the first physician to move to Novato, a community a few miles north of San Francisco. He arrived in 1935 when the town had no hospital, clinic, or other doctor — just one drug store.

He recruited eight other physicians for the community who, with him, helped build a general hospital in 1951. Today, there are 25 physicians in the Marin County town of 31,000 people. At the moment, Dr. Weseman's colleagues in the Novato Clinic are looking for a physician to replace him.

Funeral services for Dr. Edward Eugene Getzlaft, SM'23, retired physician and surgeon, were held in Salem, Oregon, on July 12. Dr. Getzlaft moved to Oregon from Japan where he helped organize the Tokyo Sanitarium and Hospital in 1927.

He returned to Japan to serve for three years following World War II.

Gary Bohlman, SM'72, one of the 97 graduates from the School of Medicine, was the fourth man in the family to receive his medical degree from LLU.

In 1941, his father, Ivan C. Bohlman, graduated from LLU School of Medicine. He has been practicing medicine at Walla Walla, Washington, since 1947.

Donald Bohlman, SM'61, was the second member of the family to receive his M.D. degree. After a year's specialization and two years in the U.S. Army, Dr. Don began general practice in Portland, Oregon.

Ted Bohlman, SM'71, the third member, is now completing internship at the Deaconess Hospital in Spokane, Washington, and will begin a residency in internal medicine at the Good Samaritan Hospital in Portland.

The fourth member of the family will intern at the Providence Hospital, Portland.

Carrol A. Herrmann, SM'34, a long-time Chino physician, has been named acting chief of staff of Chino General Hospital, a three million dollar hospital which will open in September. Dr. Herrmann, a native of Michigan, interned at Los Angeles General Hospital. He was a member of the United States Medical Reserve Corps, and was a California State Health Officer for the public health department. In 1952 and 1960, he was chief of staff of San Antonio Community Hospital. From 1943 to 1947 he was chief surgeon at California Institute for Men.

He is also a surgical consultant at San Francisco County Hospital and has his own general practice in Chino. Dr. Herrmann and his wife Courtney have lived in Chino since 1938.

Flying-Doctor of the Philippines is a fascinating biography of Dr. William C. Richli, SM'38, and his years of invaluable medical service in the Philippines. Music-lover and philanthropist, Dr. Richli combined his two loves — music and mechanical engineering — with his skill as pilot, "ham" radio operator, and lover to stand out as truly an exemplary Adventist.

After his years as a medical director of the once-bombarded Manila Sanitarium and Hospital, he became a self-supporting missionary-surgeon. With a small army plane equipped with surplus army supplies taking him to remote corners of the Archipelago, Dr. Richli earned the title "angel of mercy, complete with wings."

The book relates thrilling accounts of his ingenuity, use of jungle medicine, transoceanic solo flights, plane crashes, and much more. It was written by Raymond H. Woolsey and published by the Review and Herald.

The Alumni Associations of Loma Linda University have selected the following dates for their 1973 Homecomings:

- Physical Therapy: February 9-11
- College of Arts and Science and Education: February 22-25
- Medicine: February 22-March 1
- Dentistry: February 28-March 3
- School of Health: March 30-April 2
- Nursing: April 13-15
- Nutrition and Dietetics: April 6-8
RUSSIAN STUDY TOUR

SUMMER 1973

Leaving the USA., June 27, 1972, for 35 days in the USSR. Covering European Russia, Black Sea Russia, Caucasas Russia, Asiatic Russia, and Siberian Russia — 7,000 miles inside the USSR.

EIGHT UNITS

Eight quarter units of upper division credit available in Russian History. Russia to 1917, four units. Instructor: Richard Schwarz, PhD, Andrews University. Russia 1917-1973, four units. Instructor: Alonzo Baker, PhD, Loma Linda University.

IDEAL

An ideal tour for college students, academy teachers, ministers and others who want to see and study the second most important world power. Doctors Baker and Schwarz will give evening lectures throughout the tour.

SABBATHS

All Sabbaths free. First Sabbath in Leningrad with our believers; second Sabbath with our Moscow church. Vegetarian meals available on all the tour.

FLY SAS

SAS will fly the tour via the polar route to Leningrad. No charter planes with their jammed accommodations and uncertain schedules. One day stopover in Copenhagen going. One day stopover in Stockholm returning. Tour limited to forty members.

FOR INFO

For full information send postal card to Dr. Alonzo Baker, Loma Linda University, Riverside, CA 92505; or to Dr. Richard Schwarz, Andrews University, Berrien Springs, Michigan 49104.