FOOD FOR THE SPIRIT
Students “go native” at Indonesia mission

We are really enjoying our stay in Indonesia. Our school has six student missionaries this year and we have over 800 students. The majority of our students are Chinese Christians and the rest are Indonesian Moslems.

In addition to our school duties we teach the Sabbath School lesson for the English class and have branch Sabbath School every Sabbath afternoon. Children from the area flock to our compound each week and listen very intently to our stories about God.

Recently we went to Tana Toraja where we have a small academy. Our school in Djakarta donated some money and we went to build new classrooms and administration building. We live in a tiny bamboo house with a dirt floor and stone fireplace. The water system is about a half mile away and you must carry it uphill by bamboo pole slung over your shoulder.

The area is ripe for evangelism and our academy is the only means we have in the whole area.

Dan and Patti Wister Djakarta, Indonesia

Fulfilling experience

My year here (in the Navajo Mission) has really been interesting. I can truthfully say I have enjoyed this year more than any other. Teaching in the elementary school is challenging and fulfilling experience.

I have learned a lot while working with the students—about them and about teaching as well.

Rita Orman Window Rock, Arizona

Japanese culture enriches life

Since coming to Japan, I feel I have learned a great deal. I think experiencing new culture, new customs, and new language are all exciting parts of being in a foreign country, but the memories that stand out the most in my mind are the close relationships that I have formed with my English students and with those people who I come in contact with.

Learning and witnessing is not always done in the classrooms but many times done outside of class while sightseeing with your students, or at summer camp such as Camp Teshima. This camp provides a chance for the students and teachers to really get acquainted and become close friends.

In the particular program I am involved in at Sapporo SDA School, we have about forty students and two English teachers. Besides teaching English, we also invite our students to our apartment every Friday evening and hold Bible classes. As a result of this effort two persons have been baptized in the past year.

Robert Lee Hokkaido Mission Sapporo, Japan

The Cleveland Fund

Enclosed is my small contribution ($250) to the fund in Bob Cleveland’s memory. As a colleague, administrator, friend, but most of all as my undergraduate professor, Bob had a positive impact on my life. If there’s any way I can assist further, please do not hesitate to call on me.

Jerry Wiley Associate Dean, Law Center USC

Teacher education not new

Your recent article on the School of Education (Sept.-Oct.) certainly did well at describing Loma Linda University’s newest school. It should be noted, however, that teacher education is not new for our institution. It began in 1923 when a two-year “Normal Course” was added for the training of teachers at La Sierra Academy. The institution then changed its name to La Sierra Academy and Normal School and teacher training was well-established.

Harley Boehm (’67) President School of Education Alumni Loma Linda, California

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EDITORS BYLINE

Christian education equals more than the sum of its parts.

Learning can take place in most any environment, but as La Sierra Campus Provost, V. Norskov Olsen, explains, the “Spirit of Place” (page 6) makes the Seventh-day Adventist Christian campus unique among institutions of higher learning.

Dr. Howard Weeks looks at education on the La Sierra Campus in a series of brisk reports that touch on the importance of the physical, social, academic, and the spiritual. The reports begin on page 12.

School of Education student missionary, Judy Miller, tells of a missionary dream that came true (page 8); and Ralph Nader, a recent campus guest, says some remarkable things about the nation’s number one problem (page 10).

Ronald W. Bowes
Associate Editor
Board chairman Reinhold R. Bietz, 66, announced his retirement at the May 17 meeting of the University Trustees. A vice president of the General Conference, Elder Bietz has served the Church as a pastor and administrator for 44 years. While he had asked to be relieved of his duties a year ago, the timing of his retirement is occasioned by the illness of Mrs. Bietz, a patient in Glendale Adventist Hospital. Elder Neal C. Wilson, General Conference vice president for North America, was named new Trustees chairman. Elder W. J. Blacker is vice chairman.

Trustees of the Kresge Foundation have approved a grant of $100,000 toward construction of the new library on the La Sierra campus. According to Wesley I. Unterseher, director of University development, payment of the grant is on condition that other funds needed for completion of the building shall have been raised in full by February 15, 1974. The Kresge Foundation contributed $25,000 in 1966 to the building of the women’s residence on the Loma Linda campus.

In selecting a college, they are guided less by tradition or geography and more by personal career goals. He said that they are also “asking more questions about the quality of Christian education.” He called on alumni to work with University administrators and faculty to keep LLU in a leadership position.

The College of Arts and Sciences dean V. Norskov Olsen reports that for the first time in many years, fall enrollment levels have been maintained during the winter quarter. Dr. Olsen credits the student counseling program and special assistance for those on scholastic probation as reasons why fewer students than usual have dropped out. Current enrollment in the college is 1,840.

There are acute teacher shortages in a number of areas,” reports Dr. Willard H. Meier, dean of the School of Education. The school has unfilled requests for secondary science and math teachers, and also for English, industrial arts, home economics, and religion teachers. There are many elementary teacher positions unfilled (there are over a dozen requests right now). A need for minority teachers exists in all specialized areas of teaching.

In a projection of student enrollment for the 1977-78 school year, University president David J. Bieber said that University development plans were geared to a total enrollment of 4,415 students by that time.
Commenting on Church support of the University during the last five years, President David J. Bieber observed that enrollment on the Loma Linda campus during that time had increased 46 percent, while Church membership had increased 22 percent. Five years ago, he said, the General Conference assigned ten percent of its budget to Loma Linda University. That percentage is now 7.7 percent. He pointed out that the School of Medicine had increased the size of its freshman class by approximately 60 students during the period.

Record enrollment in University summer sessions is projected by dean Vernon Koenig. Programs in education and music head the selection of courses offered. Two internationally famous musicians, Herbert Blomstedt, conductor of the Danish Radio Symphony, and David Willcocks, director of music at Kings College at Cambridge, will conduct institutes. Fifty of the nation's top composers are enrolled as students.

Veteran educator Todd C. Murdoch is new associate dean of University Extension. Born in Scotland, Mr. Murdoch has served as college farm manager, business administrator, and missionary. He was president of Mountain View College in the Philippines for eight years, president of the North Philippine Mission for eight years, and more recently, secretary of education for the British Columbia Conference. Mr. Murdoch will focus his attention on development and management of the University's Garden of the World (Mittleider) program. He is assisting Jacob Mittleider in supervising a nine-month course attended by students from many nations. Several governments, including that of Bangladesh, have requested the program.

Arthur L. White of the Ellen G. White Estate was among lecturers at the fifth annual meeting of the Association of Western Adventist Historians held here this spring. He spelled out policies and guidelines governing use of public and personal E. G. White documents. He also reported that for the first time, the Church would have an archivist at world headquarters in Washington, D.C. Association president Percy W. Christian PhD, was succeeded by Frederick Hoyt, PhD, chairman of LU's history department.

Dr. V. N. Olsen, Provost of the La Sierra Campus and Dean of the College of Arts and Sciences, has been named "Alumnus of the Year" at Andrews University. Dr. Olsen holds three degrees from Andrews - the Bachelor of Arts, Master of Arts and Bachelor of Divinity. Dr. Olsen was honored at Andrews by fellow alumni at Homecoming ceremonies in April.

A Master of Arts degree in the teaching of agriculture will be offered through the School of Education during the 1973-74 academic year. The program is directed by Dr. Fred Riley and John Carr in the College of Arts and Sciences agriculture department. According to School of Education dean Willard H. Meier, there is growing interest in the principles of agriculture.
Fiftieth anniversary is source of both pride and dissatisfaction

Review and Herald editor Kenneth H. Wood struck a responsive chord in a sermon delivered at La Sierra’s fiftieth anniversary homecoming in February.

In a sermon entitled “50 Years of Progress--How Much Longer?” Pastor Wood reminded La Sierra alumni that the real goal of Seventh-day Adventists is not just progress per se--but ultimate success.

To Seventh-day Adventists this means a world prepared for the second coming of Jesus Christ. For Seventh-day Adventist educators it means not only direct personal witness, but preparation of workers who will communicate the message.

As Pastor Wood pointed out, Ellen White told Adventists repeatedly that the work should have been finished in her day. Mobilizing the church for a finished work should be the goal of every Adventist and every Adventist institution.

Pastor Wood’s point is well taken. While there is significance in 50 years of progress, or 75 years of preparing workers, or even a century of service, there is even more significance in the fact that the work is not yet finished.

While we can rightfully take pleasure in the success of our schools, it should be a time for mixed emotions. Joy that God has blessed our institutions--sadness that the work has not yet been finished.

1973 APC achieved Christian community

One of the most frequently discussed features of this year’s Alumni Postgraduate Convention for the School of Medicine was its spiritual emphasis.

Elder Pierson’s devotional talks, the early morning Bible study -- “I found my center,” and the one accord of a community of individuals (present and previous students of Loma Linda University) all joining in a single program characterized the 41st APC. Religion was not just a one day joint effort, but an overall look at devotion, theology, and an outreach program. Scripture and reason wrought commitment. In turn, this brought community. Community is what the 1973 APC became.

This year the APC was a spiritual feast. Religion wasn’t something that was confined to one 24 hour period, it permeated the entire session. There was a special Sabbath service, a series by Elder Pierson on repentance, reformation, and revival, a mission program, early morning relational Bible study classes and a morning devotional series. In addition, theology and the implications of some of the current religious scene and changes in the current religious world were presented and discussed. Outreach programs in drug abuse and diet were presented. But in this the APC may not differ from many of the old fashioned campmeetings!

What then was the APC and from what did the community arise? Obviously, the blending of these! Where else but at Loma Linda, a school of God’s own choice, could the science of being a good doctor, the theology of why we should be good doctors, and the methods which committed physicians can use to reach out and benefit their patients be presented? Where else but at Loma Linda does the word physician mean both science and, ministry? Where else does medical practice demand the integration of the natural and the spiritual worlds? Where else but at Loma Linda is the training of medicine to reveal Christ?

Harvey Elder, MD

RWB
We are the sum total of our decisions—thus our character is made. And character is the only thing we can take from this world to the next. The mind may entertain many intellectual opinions and scientific theories, but the life is not full until we have made a committed choice for Jesus Christ. When you yield everything, then everything is new and everything can happen that God wants to happen. The dynamics of Christian education is found in the conversion experience, the new birth, forgiveness of sins, justification by faith, and the imparted and imputed righteousness of Christ—by faith alone, by grace alone, in other words in the central realities of the Gospel of Christ.

In education, as in life, we are formed by the atmosphere in which we live. Without realizing it we store up unconsciously the spiritual tissue from which our character is made. Our prayer therefore should continuously be, “God manifest Thy Spirit among us.”

The Christian commitment of the man who teaches sociology, history and biology—just to mention a few areas—may be far more a revelation of the spirit of this campus, than the commitment of the man who teaches religion. Why? Because the Christian college is by its very nature a fellowship which requires demonstration even more than explanation. The Christian college does not merely have a religious program; it is a religious program.

Ellen White says, “When the mind of man is brought into communion with the mind of God, the finite with the Infinite, the effect on body and mind, and soul, is beyond explanation. The Christian college does not merely have a religious program; it is a religious program.”

And she tells us how we might achieve this type of education: “As the mind dwells upon Christ, the character is molded after the divine similitude. The thoughts are pervaded with a sense of goodness, His love. We contemplate His character, and thus He is in all our thoughts. His love envelopes us.”

MORAL EXCELLENCE

Charles Wesley wrote, “Unite the pair so long disjoined, knowledge and vital piety,” and Whitehead said, “Moral education is impossible apart from the habitual vision of greatness.” Even Plato and Aristotle, in spite of their manifest differences in political theory, realized that morals are a part of politics and ethics a part of morals.

Let us keep this in mind at this time when liberal arts colleges in general are being changed from centers of thought into schools merely for professional and vocational training. As a Christian educator and student of the history of ideas, I am convinced this change marks a decline in a civilization. If education is merely the learning of a vocation, and the faster the better, and not as Woodrow Wilson called “the ideal product of a college: the wholly awakened man”—then you have within sight the decline of a civilization.

The problem of higher education today is not any particular curriculum or any particular method of teaching. The problem of many schools today is that they have lost their basic objective. We must retain our goal, moral excellence. It is the habitual vision of greatness that is required here. This does not mean we can manufacture great intellectual giants such as Einstein, but there is something we can do; we can produce an atmosphere—a spirit of place—where people of potential worth will develop powers which otherwise would never have been realized.

V. Norskov Olsen, PhD, ThD, is dean of the College of Arts and Sciences and provost of the La Sierra campus.
"Intelect alone does not make the man, according to the divine standard," says Ellen White. "There is a power in intellect, if sanctified and controlled by the Spirit of God. It is superior to riches and to physical power; yet it must be cultivated in order to make the man. The right which one has to claim to be a man is determined by the use made of his intellect." Testimonies, Vol. 4, p. 519

The powerful influence of great men is that by their very existence and by our knowledge of that existence, they can shake us out of our complacency. Thus, one of the truly wonderful experiences of living in the twentieth century was that which came from having been alive at the same time as Sir Winston Churchill. To go through his six-volume history of the Second World War is to encounter the vision of excellence, first hand. Here are great issues, great decisions, great words, and great deeds. It is quite possible that apart from Churchill's indomitable will and intellectual judgment, Adolf Hitler might still be alive and dominating millions of people. Our goal must not be adjustment or compromise, not even personal happiness. Our goal must be moral excellence. Those who manifest moral excellence read good books; they live disciplined lives, and they maintain elevated standards of personal conflict.

The author of Imitation of Christ in the first chapter of the first book writes: "Let our foremost resolve be to meditate on the life of Jesus Christ." Ellen White emphasizes this same theme. A Christian is one whose life is shaped by his relationship with Christ. In vision she saw the Adventist people walking on a narrow path high above the world. The beauty of holiness and purity are the moral ideals of the Adventist people. They find their happiness in moral excellence.

Nelson Rockefeller once said, "What we do not teach we cannot save." We, as Christian teachers, might rephrase this by saying, "What we cannot teach by precept and example, we cannot save."

Ellen White spoke of moral excellence in terms of a person's character. She said, "Mental ability and genius are not character, for these are often possessed by those who have the very opposite of a good character. Reputation is not character. True character is a quality of the soul, revealing itself in the conduct." Child Guidance, p. 161

ACADEMIC INTEGRITY

A college, if it is to justify the tremendous expenditure of time and energy and money and sacrifice which it represents, must be dissatisfied with the creation of a country club atmosphere. The first sentence I ever learned in English read, "Life is real, life is earnest." As in life at large, there must be times of reckoning, as well as times of opportunity, if we are to have academic integrity. An educational institution without any examinations, or still worse, with easy examinations, would soon lose its academic reputation, though its playing fields might be beautiful, its parlors for dating comfortable and the atmosphere in its chapels devout. Tenderness without a mixture of toughness is fundamentally unkind, for life is tough and the earlier the youth learn it the better. In life there is no short cut to success. The faithfulness and thoroughness of study is the best preparation for success in life. It is not merely the mastery of the subject matter which is important, but the discipline, the use of time, and the development of purpose and the ability to stick to it, which we acquire in the process of learning. Here is a great task to be done especially for the freshman student, whose capability has not been challenged academically during his high school years.

"God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is pleased with those who are too careless or too indolent to become efficient, well-informed workers. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator. . .

"If placed under the control of His spirit, the more thoroughly the intellect is cultivated, the more effectively it can be used in the service of God. . ." Christ's Object Lessons, p. 333

Mediocritly is sin. Sin may be regarded as the missing of a mark, as when a man tries to hit the center of a target with a bow and arrow.

There is a potted plant called the Japanese Bonsai tree. It looks like an oak, but, of course, it is very small. In Japan it is an oak tree, but to make it into a potted plant, the gardener has cut off the tap root and thus instead of becoming a giant, it is just a dwarf of what it was destined to become. Sin makes men small.

Ignorance of what one ought to have known is classified as sin.

The teaching of Christ emphasizes that all that a Christian does should be done with "the whole heart." Diminishing of that which should have been rendered in full measure is sin.

May our prayer be, "God fence our campus so all evil will be kept out and within that fenced-in campus may Thy sanctifying grace be manifested in religious fervor, moral excellence, and academic integrity. May the 'Spirit of Place' be thus identified."
"Sis, I'm so happy today!"

There he stood, a 17-year-old with a lifetime of misery behind him. He was dripping wet. Tears filled my eyes.

I had come with 16 other Loma Linda University students on a strange and exciting mission. And now we were standing on a river bank in Seoul, Korea.

Jae Gon was his name, and he was one of the most determined youngsters I have ever met. As I was to learn, he had met enough of life to break even the strongest man, yet his smile that day was magic.

For me, the drama began to unfold in a classroom at the Seventh-day Adventist English Language Center. The room was full of eager-faced Korean high schoolers, and I was the teacher. It was an exciting experience teaching English to Koreans.

One day I took pictures of my family to class and told about life in America. The next day I asked the students to tell me about their families. As each one told his story my heart ached, for most told of the misery the Korean War had brought. Many of the students told of parents, cousins and uncles in North Korea with whom they had no contact. One student told how he and his two brothers fled with their parents from the North to take refuge in Seoul, only to have his father collapse and die of exhaustion.

As Jae Gon stood, I wondered what tale his speech would bring. But he had no exciting story. His father was a businessman, and he had several younger brothers and sisters. "One of the fortunate ones," I said half aloud.

After class I was pushing through the mass of students in the hall when I felt a tug on my sleeve. There stood Jae Gon, cap in hand, a worried look on his face.

Korean student learns

English and finds Christ

"Teacher, could I talk to you?"

His eyes dropped.

I took a moment to coax a response, but none came. Instead he turned and disappeared.

Next evening there was another tug on my sleeve, and there again was Jae Gon, a note in his hand. "Teacher, please wait until you go home tonight to read this." He thrust the paper forward and was gone.
That night I plopped on my bed, exhausted after a long day. I pulled the crumpled note out of my pocket.

"I'm going to tell you about myself," he began, enumerating his vacation plans. Then I thought perhaps I had discovered the point of his note.

"Next, I beg your pardon. Would you introduce me to a friend in America? I want to associate with an American friend. I have many boyfriends, but not many girlfriends. Do you understand?"

I noted his improved English and thought how bashful he had been about making his request. Then tears began to blur my vision as I read on.

"P.S. In fact, I don't have my parents. I am an orphan. I spent my childhood in the orphanage. I told lies to my classmates, when I had a speech last. Because I didn't want to inform everybody why I didn't have my parents. I thank you to tell lies. I hope your pardon. And then I don't know why I must tell you these things. Perhaps it is your kindness and love about me."

From that moment forward, a unique friendship developed. I wrote him a letter, telling him that he was forgiven and that I was his friend.

His reply told of his orphan dreams. "May I call you my 'elder sister'"? he asked. He longed for a family of his own, and someone he could call "his sister" certainly seemed like a good start.

I responded with another letter. Of course, I was delighted to be his elder sister. In fact, he could have a family—my family back in America. Someday we would all meet for a family reunion.

One day we hiked up a nearby hill to a Buddhist temple and met some young priests there. They were so friendly and eager to show us around and tell of their religious beliefs.

But Jae Gon knew something was missing from a religion like theirs. As Jae Gon and I walked down the mountainside we began to talk about God. How do you explain to someone who has no earthly father that he has a Heavenly Father that really loves and cares for him? I could only try.

Soon Jae Gon was studying his Bible. All too soon, I was leaving for an assignment in Thailand. The second year of student missionary service appealed to me, and the call opened in such a miraculous way that I felt I had to accept. But how I hated to leave Korea. Letters from Jae Gon told me that he was still studying and understanding more about God's way. Each letter contained a testimony of his confidence in Christ. Just a few weeks before I was to leave Thailand, I received a letter which said, "I haven't told anyone yet, but I have decided on my own to be baptized into the Seventh-day Adventist Church."

And in a providential sort of way, I was scheduled to leave for America via Korea and Japan, just at that time. Perhaps I would get to see Jae Gon be baptized. The thought of such good fortune is enough to make the heart of a veteran student missionary leap for joy.

Thus it was that I found myself standing on the river bank in Korea, looking at my friend Jae Gon, dripping wet in his baptismal gown.

This is what student missions is all about.
What kind of a man is Ralph Nader? America's White Knight? Citizen-politician par excellence? Does he really live on actually nothing and sleep only three hours per night? These questions and many more were crammed into my head as I drove in to the Los Angeles Hilton Hotel to pick up Ralph Nader, and take him to the La Sierra Campus for his speaking appointment.

We met in the lobby—he was just 15 minutes late, thus destroying at least one myth. "Ralph Nader is always an hour late to a speaking appointment," one friend of mine had advised.

Outside the hotel we started across Figueroa Street to the parking lot, when suddenly Ralph Nader disappeared. I spotted him over at the news stand reading the headlines through the plastic cover just to see if the late afternoon edition was worth buying. It was.

Inside the car, I watched Nader adjust his seat belt and shoulder strap as meticulously as an astronaut preparing for countdown. He was muttering all the while about the poorly designed seat belts systems from Detroit, and hypocrate that I was—I spent an equal amount of time tightening and complaining, never mentioning that I sat on my seat belt for most of the trip into Los Angeles.

What does Ralph Nader really believe? What is he most concerned about? I had to wait until the speech to find out. "If we talk to politicians and ask them, 'what is the biggest problem in California?' They say, 'drugs', or 'pornography'. That's nonsense," said Ralph Nader. "If you want to talk about the worst problem in California, talk about alcohol, followed by cigarettes. In terms of people dying, people with brain damage—in terms of destroyed lives, in terms of sickness—for California and the nation, our number one problem is alcohol, then cigarettes, and then drugs."

The comment brought considerable applause from the 2,000 persons that crowded the La Sierra Alumni Pavilion to hear the consumer crusader. For me, at least, his comment brought a new insight into what Ralph Nader really thinks. Then he continued: "The problem is, our nation has sort of a problem-of-the-month club. If corporations had been around for 30 or 40 years contributing to the campaign funds of politicians like the liquor and tobacco industries, then that's okay, that's just old-fashioned American addiction, we don't worry about such things."

Pornography is another problem Ralph Nader sees as important. Not the traditional kind, though that concerns him too, but Ralph Nader sees pornography as mind pollution via modern day advertising.

"Look at the food ads that train your children," he told parents, "what do they say food is—it's refined sugar, it's sweet, it's tender", these ads are determining what children demand to eat, and they have a way of making parents give them what they want. In the old days children learned their food habits from their parents—now they get them from television ads. This is one of the greatest displays of communication pornography ever seen."

Oh, yes! Ralph Nader has his broadsides for Detroit, and he was concerned about water pollution and the air we breathe, but his concern about old-fashioned temperance was a surprise to me.

Another surprise was the self-contained nature of Ralph Nader. When his speech was finished, people pressed in on all sides. He was genuinely concerned about each and every problem. His wallet was full of scraps of paper,
Whether lecturing or conversing with admirers, Ralph Nader communicates an attitude of intense sincerity.

"With enthusiasm like that displayed at your college, I don't want to keep a timetable."

notes and addresses, and such, just like mine; except his wallet contained the name of a 'congressman who would like to know about that', or 'the address of a consumer group interested in...'; and he always seemed to be able to locate just the scrap of paper he was looking for.

Following a rather dramatic press conference in which Nader announced that he was sending one of his 'raiders' to personally investigate a water pollution problem in Riverside, I had a chance to talk with Ralph Nader again and to apologize for the late hour--it was 11:30 p.m.

"With enthusiasm like that displayed at your college, I don't want to keep a timetable," he said.

In a moment one of his 'raiders' arrived and Nader climbed into his car, and began tightening his seat belt and shoulder strap. Then Ralph Nader, the consumer advocate and the temperance orator, disappeared down the highway.
The physical education service courses for all campus students take advantage of La Sierra's location "between the mountains and the ocean" to include activities ranging from cross-country skiing to scuba diving and sailing.

Major emphasis is on what Coach Napier calls "lifetime sports" that a student can use for physical fitness throughout his active life: tennis, skiing, cycling, golf, horseback riding, swimming, mountain climbing, and others.

All students are required to take six quarters of instruction with the final quarter on an elective basis, permitting concentration on some activity of special interest.

"We like to see a student use this elective time to make a good transition from the college setting to that of adult life," Dr. Napier confides; "with emphasis on family sports or developing self motivation for continuing a sport on his own."

"It is important for each of us to learn what motivates us," he adds, "What kind of sport will we actually continue in once away from college?"

Besides motivation, the development of skills in a sport helps to insure continued practice. "We will keep doing something if it provides satisfaction," the coach observes.

Horseback riding has great appeal to many students at La Sierra. Both English and Western riding styles are taught in a progression of classes encompassing many of skills.

The school owns some 20 horses and also provides quarters for a student's own horse if he wishes to bring it. Aquatic sports are also popular, notably swimming and diving. Special efforts are made to help nonswimmers acquire basic skills for both enjoyment and life saving.

Lighted fields and tennis courts are maintained for general use and special classes.

Interest in individual sporting activities often leads students to form clubs for continuing enjoyment of the sport even after formal classes end.

Whether it is an interest in fencing, mountain climbing, canoeing, bird watching, or any one of a score of activities, any group of 10 or 12 students who can recruit a faculty sponsor can start a special interest club. Faculty and student families are included for weekend meetings, field trips, tournaments and other events.

One sport that has developed into not only a special interest group, but also a significant community resource is scuba diving.

A 44-hour scuba class is taught, coordinated with the National Underwater Divers' Association and utilizing some of the facilities at the Scripps Institute of Oceanography.

It is more than just a "dive class," however. The program includes the theory and physiological aspects of diving, with both extension and advanced classes; the techniques of diving, use of decompression chambers, search and rescue techniques.

Men in public agencies are sent to La Sierra to take this outstanding course.

Student and faculty scuba club has formed a rescue and recovery unit that serves the sheriff and fire agencies of both Riverside and San Bernardino Counties.

Directed by Ervin Mateer, this unit includes 10 highly skilled divers and several assistants using a mobile service unit equipped with pumps and many kinds of recovery equipment.

Beyond the facilities in which students learn individual physical recreational skills, Dr. Napier's department devotes a large amount of time to intramural athletic activities in cooperation with the University Office of Student Affairs.

These activities span both campuses and include events for men and women separately as well as recreational events.

Intramural sports include basketball, flagball, track and field, softball, volleyball, skiing, horseback riding, gymnastics, skiing, and others.

Leagues are formed within the schools, but Dr. Napier points out that they do not cater the "super star". All freshmen are invited to play in the freshman leagues. Ability is a factor in selection for two other leagues for older students.

Intramural sports are directed by staff members, each of whom relates socially to the students--through home invitations for example--as well as in the sports program.

Intramural sports--usually conducted after classes and sometimes in the evenings--emphasize personal growth, not strife, Dr. Napier stresses. In fact, all sports events begin with a prayer for that personal growth and for the safety of all participants.

The intramural program leads to several colorful annual events that involve large numbers of students: the Flagball Festival and the Basketball Bonanza, plus track meets and tennis and golf tournaments.

"The new gymnasium in the La Sierra Campus adds a dramatic new facility to the school's dynamic physical education program," Dr. Napier says proudly, "but that program's real strength will continue to be in people--dedicated staffs and faculty advisors and interested and talented students."

by Howard B. Weeks
Ancient Rite Nourishes the Spirit

You have to see it to believe it. Here are 500 or so college students participating in a quarterly communion service, complete with old-fashioned foot-washing — and calling it one of the highlights of the religious life at La Sierra.

The secret — for the benefit of those who may feel that young people just aren't interested in church forms and ceremonies — is youth leadership involvement and initiative.

These are key factors in a religious spirit that has come to be a dominant feature of the La Sierra campus.

This spirit motivates a multi-faceted religious program that includes dozens of weekly and quarterly special events, multiple and varied worship services, traditional church activities, and perhaps 20 specialized religious service programs designed to provide for and to enlist the interest of every student.

Jack Duerksen, President of the Collegiate Christian League — the religious arm of the student body organization — leads a recruitment effort to invite student involvement in the varied programs both on and off campus.

Faculty sponsorship and participation is coordinated by David Osborne, Campus Chaplain and Chairman of the Faculty Religious Activities Committee.

"Faculty advisors are guides and counsellors — not directors," Chaplain Osborne emphasizes. "the continuation and growth of any of the many special activities is dependent on student interest and initiative — not on faculty pressure."

Students gladly meet this challenge, he adds; citing a host of highly successful religious programs to support his confidence in student initiative and leadership.

Here are some of the special events that involve large numbers of students:

Quarterly Bible Conferences attract as many as 300 or more participants. The most recent of these was held at Point Mugu where some 25 campsites were reserved for the event. Students and faculty enjoyed the usual pleasures of camping plus meeting frequently for religious discussion throughout the weekend.

A joint Bible Conference with students and faculty of Pacific Union College was held during the winter quarter.

In May, a Baptismal Festival was planned to dramatize the importance of this symbol of Christian rebirth. Nearly a dozen students entered church fellowship through this impressive baptismal event, enhanced with narrative and music.

Almost every Sabbath afternoon a "Sabbath outing" is planned as the equivalent of Sabbath activities of Adventist families "back home." This outing one week may be a visit to the attractive Descanso Gardens near Glendale; another week to Joshua Tree National Monument; on still another, a hike in the San Bernardino mountains.

"There is no pressure or program in these outings," Chaplain Osborne explains; "just the enjoyment of nature and fellowship."

Simultaneously, other students may spend a Sabbath afternoon conducting a
worship service for inmates at a nearby prison, elsewhere a branch Sabbath School or a singing-group visit to a convalescent hospital.

One of the best-liked special activities is the “Big Brother or Big Sister” program in the Rubidoux area of Riverside. Branch Sabbath Schools are conducted with students taking a personal interest in one or more of the 100 community children who attend (along with many of their parents).

Some 100 students and faculty are members of nearly a dozen “program teams” who present Friday evening programs in nearby churches throughout the year.

Still other students journey to academies within the La Sierra “field” and conduct entire weeks of prayer—some with outstanding response from academy students.

The same kind of student initiative and effectiveness goes into the Spring Week of Prayer at home on the La Sierra campus. It is student planned all the way.

So are about half of the Friday evening vespers programs—sometimes multiple programs—which present not the problem of “fighting” required attendance at a set event, but rather the more pleasant dilemma of trying to decide which program to attend.

These student-planned Friday night programs are often followed by a “sing-in” on the lawn with students prolonging their socially-devotional fellowship into the evening.

In addition, spontaneously organized small groups may be found at worship in various inspirational campus settings.

Student religious leadership also advances the regular programs of the church.

At any given time, more than 70 students are serving as local church elders, deacons, and deaconesses.

In addition, nearly two dozen students, along with almost as many faculty members, provide leadership for the seven Sabbath Schools conducted for students each week—one each in a different format in order to appeal to a wide spectrum of student personality and interests.

Groups of students often visit nearby churches, participate in the Sabbath service; and, in the afternoon, conduct door-to-door visitation programs.

Students from Black, Chicano, and other ethnic backgrounds, often find pleasant fellowship and opportunities for service in some of the nearby churches featuring ethnic emphasis.

Summer programs off campus, under Conference sponsorship, enlist the services of some 350 students as assistants—trainees in church work. About a dozen students, for example, will assist in evangelistic meetings for ten weeks this summer in the San Diego area. They will visit interested persons before the meetings, aid in the meetings themselves, and then participate in follow-up work. These summer programs provide realistic experience for future church leaders, and also offer scholarship assistance for participating students.

The student missionary program in which collegians assist in church work overseas, is well-known and annually attracts some two dozen or more men and women from the La Sierra campus.

However, amid all the group activity there is still the personal spiritual need of each student. Here the Chaplain’s Office—booked solid two to three weeks in advance—counselling appointments helps to meet that personal need. “The Chaplain is someone with whom the student can speak confidentially of his spiritual problems—‘his man’ on campus,” says Elder Osborne. In the course of these confidential sessions, many other related needs and problems emerge, and students are often encouraged to seek professional assistance from the campus Counseling Center, or from other University offices and agencies. Thus, the Chaplain’s Office serves a coordinating role for campus services relevant to each student’s particular complex of problems.

But nowhere else on campus perhaps, and at no other time, is the depth of student spiritual life so clearly revealed as in these student-led services of communion.

Organized by student elders and deacons, this unique service evokes such warmth of Christian joy that even non-Adventist students not only gladly participate, but often wish to bring their parents to witness a truly moving Christian experience.

In a setting of candlelight and soft music, groups of students, in turn, are admitted to the Commons for a brief talk on the meaning of the service of foot-washing.

Turned, with partners, in a prayerful reverent attitude, they participate in the ceremony.

The utensils are chosen for aesthetic appeal—attractive bowls of water sprinkled with flowers, for example. The partners then join others at tables in the dining room where they talk quietly together while an orchestra plays sacred music. Some read their Bibles. Some simply sit and contemplate the spiritual mystery of it all.

Meanwhile, from a larger group of several hundred students waiting outside—singing with the accompaniment of a guitar—other groups are admitted to participate in the washing of feet.

Finally, all are assembled in the dining room. Bread is on the table; “wine” is there in pitchers. There is the soft glow of candles.

Each student then serves another.

The bread is broken and passed among the group at each table; the wine is poured.

There is a brief talk on the meaning of Christian communion, then a prayer, more soft music, meditation and testimonies.

At last, in unison, the entire group sings “The Lord’s Prayer,” then moves quietly on to a general religious service.

In this true community of young believers, many students testify that for the first time they have discovered the essential reality of the Christian life. Here, all students find new inspiration and joy for a continuing fellowship; and for service to one another, to the church, to the larger community, and to their Lord.
How do you offer students more choices in course and program selection, and at the same time cut out costly "course proliferation"? Academic sleight-of-hand won't do the trick; creative curriculum planning will.

That's the work of an Arts and Science Committee chaired by Fritz Guy, Ph.D., the committee on Curriculum Planning.

It's goals:
1. Flexibility in educational programming to meet individual student needs; and
2. Quality programming to enhance the students career preparation.

Flexibility without course proliferation has been achieved by offering the student more options in program "packaging"; that is, combining relevant courses already offered in various departments to make an individualized program.

One example is a new program on western thought in which are combined various studies drawn from history, religion, philosophy and political science. Another example among many is a two-year program in recreational leadership created from relevant courses already offered in several departments.

Still another example of flexibility is a drastic change in the way the basic course in American History is taught.

Formerly, it was a single course taught identically in three sections, with virtually all students--advanced students of history, deficient students, and history majors--"run through" it. But why did all three sections have to be identical? They didn't. So, to meet the varied needs of students, each section was made, in effect, a different course: one on issues in American History for majors, an advance course for students with excellent high school backgrounds in American History, and a summer course for students needing to "pick up" a little on the history they might have learned in high school.

Presto--three courses for the price of one!

Dr. Guy likes to feel that this more selective and sensitive approach to meeting student needs is responsible, in part, for an unprecedented fact of life this year at La Sierra: winter quarter enrollment - always down from the fall quarter - has held at exactly the same level; something previously unheard of.

There are still other means of enriching student programs without straining budgetary seams.

One of these is the double major, in which a student, with guidance, can graduate with full credentials in more than one field, thus increasing his career options.

Still another aspect of flexibility may be seen in alertness to the changing educational "market."

For example, there is at present across the nation a marked decline of student interest in major programs based in the humanities--language, history, English; and a decided increase of interest in the behavioral sciences and the physical sciences, particularly chemistry.

The cornerstone of this new curriculum is emphasis on meeting student needs.

The faculty as a whole, and the University administration, provide the policy guidance for meeting these changing interests as well as meeting larger educational objectives. The departments provide initiative in program development; the Curriculum Committee provides coordination and stimulation--an instrumental function in pulling it all together.

The College of Arts and Sciences is now in the second year of what is called "the new curriculum", initiated when the academic year was changed from semesters to quarters.

The cornerstone of this new curriculum is emphasis on meeting student needs rather than forcing all students into the same mold.

Rather than certain specified courses in literature, language, etc., for everyone; the curriculum now requires, more broadly, 32 hours in the humanities. The student, with some guidelines, may take courses of his own choosing.

Naturally, there are more hazards in this freedom. For example, more courses are offered that simply don't fill because not enough students are interested. "There is a great burden on the departments to make courses significant. But that's good," Dr. Guy feels, "with more pressures for course improvement and effective teaching."

Freedom also presents more hazards to the student. With more choices, he is likely to need more guidance in order to be certain of completing requirements on time.

"An extra year of college expenses can be a high price to pay for unlimited freedom of course selection," says Dr. Guy.

This is why every lower division student is assigned an advisor who must approve his program plan at each time of registration.

In addition to the general college program, the Curriculum Committee is concerned with creative planning in several other areas.

One of these, designed to help students in need of remedial work is a program called "pre-general studies." It includes remedial reading, English composition, basic mathematics, and a study skills course.

Such courses are useful at La Sierra because the college serves, within the Adventist Church, all of the educational functions served by community colleges, state colleges, and universities in the general society.

The extra help given students with certain deficiencies is designed to enhance their achievement in later college courses, while keeping standards high for well-qualified students.
Another special area of curriculum interest is in broad, interdisciplinary studies; wherein students may complete a two-year basic college program with only two comprehensive and extended courses, each drawing from varied disciplines and departments: Human Being and Behavior, and The Development of Ideas.

The program emphasizes independent study and creative interaction among students and teachers.

This interdisciplinary program is an alternative way of meeting in less time most of the general (not the major) requirements for the Bachelor of Arts degree.

It also meets the minimum non-science portion of certain professional curricular and it can be incorporated into some programs in the School of Education.

The Curriculum Committee is also collaborating with various departments in the development of two-year programs leading to the Associate in Arts or Associate in Science degrees.

Examples of such programs are those in computer technology, stenography, medical assistance, recreational leadership, agriculture, child and family service, and food service. Similar programs, leading to certificates only, are offered in such fields as food service, nursery school care, and the like.

Again, Dr. Guy emphasizes that a prime curriculum focus is on flexibility.

"We want to make our resources available and relevant to as many persons as possible," he explains.

"We want the two-year student to be an achiever; not to have just half of something others have attained."

There is an added emphasis on the role of the College of Arts and Sciences in providing general studies programs to the Loma Linda Campus and the various professional programs.

"It is, after all, the college of the entire university," says Dr. Guy, citing some 75 general studies courses offered on the Loma Linda Campus by Arts and Sciences.

Among all the varied offerings that make up the Arts and Sciences program are some that are important but little known.

There is, for example, a major program in social services and corrections. It prepares students for social work in hospitals, public agencies, and church organizations; and for service as probation and parole officers. This, too, is an interdisciplinary program.

There are other programs in bio-chemistry, the previously mentioned program in western thought, computer service, intensive food production, management and accounting, and health service to mention a few; all bringing diverse academic resources into focus for the benefit of varied groups of students.

"But still," Dr. Guy suggests, "the curriculum--flexible and significant as it may be--is not the most important factor in education."

That distinction he says, still belongs to the teachers and the students, their respective characteristics and their interaction in the search for knowledge.

"The function of curriculum planning," he maintains, "is to facilitate teacher-student interaction and to provide pathways for their common search.

We want our students to be achievers.
Against a declining national trend, the Loma Linda University Summer School at La Sierra has chalked up a remarkable 100 percent increase in enrollment in the last five years.

Some 1,000 students are again expected to enroll in courses for the 1973 Summer Session, starting June 13, and extending to September 28.

Summer Session Dean Vernon H. Koenig, PhD, believes the unusual popularity of the La Sierra program is due to careful correlation of course offerings and schedules with the needs of the primary publics served.

The many short, two or three week courses offered relate comfortably to vacation schedules of elementary and academy teachers who comprise the largest single group of summer school students.

"We study the needs of the people we serve, then offer summer courses to meet those needs," Dr. Koenig explains.

Dr. Koenig also attaches great importance to the quality of teaching offered, making every effort to obtain the very best teachers - not simply those without other pressing responsibilities during the summer.

A major influence in the widespread attention attracted by the summer school are the "highlight courses" included each summer, featuring teachers of national or international reputation.

A prominent example is the Third Annual Institute of Orchestral Conducting and Symphonic Performance, June 14-27; led by Herbert Blomstedt, Conductor of the Danish Radio Symphony. Blomstedt attracts students from throughout the country.

ADAPTABILITY IS THE WORD FOR SUMMER SCHOOL

"We study the needs of the people we serve, then offer summer courses to meet those needs."

A similar program, the Master Workshop in Choral Technique and Performance, scheduled June 25 - July 5, will be led by David Willcocks, Director of Music at Kings College, Cambridge.

For persons wishing to get an early start on a regular college program, a concentrated series of courses will be offered this year in late summer: General Biology, September 5 - 28; Introduction to Physics, August 27 - September 21; and a non-credit pre-General Chemistry, September 5 - 28.

In the Biology and Physics courses, students can acquire credit toward requirements for paramedical and other science-oriented programs, or to complete general education requirements. The non-credit pre-General Chemistry course will aid students who need briefing in order to enter a regular general chemistry course on the college level.

The schedule also offers courses at a special rate for student-employees working on campus during the summer.

"The work schedule alone doesn't always provide as much activity as student life," Dr. Koenig explains. "Some would like to move ahead and start their regular credit program while they work."

The summer session moves off campus this year with several "field" courses: a trip featuring a study of wilderness ecology; an anthropological study tour in Mexico; and two overseas trips - one to study archeological findings, another to study architecture in Europe.

The complete summer schedule may be obtained by writing to: The Dean, Summer Session, Loma Linda University, Riverside, California 92505.
Students seek physical fitness through exercise

Varied Recreation Program Offers Something for Each Student

A stellar University concert series next year will dramatically punctuate an already full and diversified social and cultural calendar at La Sierra.

In October 1973, the Los Angeles Philharmonic will be featured; the Los Angeles Chamber Orchestra in November; the Norman Luboff Chorale in the spring; and others to be announced.

The La Sierra Alumni Pavilion provides a new and attractive setting for these major cultural events and the friends and parents of students are being encouraged to attend.

"At last the University has an attractive concert facility with a seating capacity great enough to accommodate guests as well as students," says Tracy R. Teele, Vice President for Student Affairs.

The new pavilion when fully equipped will seat more persons than any other auditorium in the Riverside area.

"We are encouraging students to invite parents to come to La Sierra for the weekend and enjoy some of the outstanding programs offered here," Mr. Teele adds.

The student affairs administrator provides University coordination for wide ranging social and cultural programs with input and participation from individual students, the student association, faculty, departments, and varied student groups.

The University Recreation Association encourages decentralized planning of diversified social events, with direct coordination provided by the staff of the Department of Physical Education.

Residence Hall Councils related to the URA, plan such events as weekend camping trips, a vespers at the beach, or group trips to sports or cultural events.

"It is important to allow the small group spirit and initiative to flourish within the larger student body," Mr. Teele believes. "It is not necessary — in fact it is futile — to attempt always to achieve total involvement of the entire student body in the small social events at the same time."

Thus, social planning at La Sierra permits multiple events simultaneously.

"Even when something as big as the Los Angeles Philharmonic comes to the campus, some students may prefer to be doing something else," the Student Affairs leader stresses; "so, why shouldn't they?"

A Saturday evening's roster may include — besides the big event of the week — meetings of special interest clubs, students enjoying television or live entertainment in the student lounge, or a devotional or service program developed in response to an expressed small group interest.

La Sierra group activities, with faculty sponsors, include some three dozen student clubs — formed by interested students and kept going not by faculty pressure and direction, but only by continuing student interest and initiative.
Student clubs range from Afro-American interests to ice skating, judo, sailing, sports cars, physics, jurisprudence, environmental action... seemingly ad infinitum. Coordinated through the University Recreation Association, these special interest clubs feature clinics, lectures, seminars, exhibitions, special classes, tournaments, field trips, and other activities. Student groups emphasizing ethnic interests sponsor occasional events for the larger student group and the public: Black History Week or the Cinco de Mayo Week, for example. The student organization - the Associated Students of Loma Linda University - provides a forum for the discussion, stimulation, and planning of social activities; working for greater quality, variety, and student participation.

"The social dimension of life is important to the application of knowledge."

An example of the many activities sponsored directly by the ASLLU is the relatively new Film Society for the presentation of great motion pictures of educational value at various times through the year, in the context of study and discussion. In collaboration with the ASLLU, the faculty has recently been featured in an event so popular it will be repeated next year: "The Faculty at Ghirardelli Square." In this event, various faculty members bring to exhibit in the Commons, favorite works of art from their homes; then, in a supper-hour setting, they serve as waiters through the evening while students come and go to enjoy the art exhibit, the food, and the live entertainment for a while, then go on to some other program or club activity - or to study.

Another special and well-liked event is the Friday evening reception held following the first vesper hour of the first and second quarters. The faculty provides refreshments and there is appropriate, unobtrusive background music while some 500 to 600 students share brief conversation in a quiet, relaxed, devotional setting.

Major annual events include the "Fall Roundup," in which all new students are invited to participate in varied activities - to become acquainted and "to sense the spirit of the campus," according to William J. Napier, Chairman of the Department of Physical Education, whose staff coordinates this and other special events for the Office of Student Affairs.

With similar direction, the "Festival of Nations" is another annual highlight event in which student clubs arrange exhibits featuring their special interests and at which international foods are served.

Still other annual events enrich the social programs such as the Gymkana, displaying skilled gymnastic performances; and a yearly "barn party" at the farm.

Major attractions off campus are one of the great social and cultural resources for La Sierra students and faculty. Various academic departments frequently arrange group parties at reduced rates to enjoy events pertinent to their interests within an area ranging from Greater Los Angeles to San Diego or Palm Springs.

Added bonuses for the entire student-faculty-employee population are biannual, special group parties to Disneyland, only 50 minutes away. An occasional student banquet off campus adds glamour to an already sparkling program - dinner at the Queen Mary in Long Beach, for example, attended by some 500 students and faculty.

Gladys Fletcher, retired art teacher, prepares an exhibit in observance of Black History Week.

Social and cultural activities of the La Sierra campus are a part of a two-campus program, with many of the events attracting students, faculty, and employees from Loma Linda and vice versa. With only 25 minutes between campuses, there is considerable freedom in choosing events of greatest personal interest from this dual program.

The goal and purpose of this social/cultural/recreational activity? Vice-President Teele emphasizes University's desire that it provide richly varied opportunities for all students - through participation as spectators, and as planners and leaders - to enrich their personal development in Christian social enjoyment and ability.

"Serious study has always been and will remain the hallmark of the La Sierra campus," Mr. Teele insists; "La Sierra is known as a place where the great majority of students really study." "Yet," he adds, "the social dimension of life is exceedingly important to the effective application of knowledge. We intend at La Sierra to provide every avenue through which students can enhance social grace and power."
Students Benefit from Work and Student Aid Programs

Students who need financial aid or work opportunities, are finding more such help these days at La Sierra:

(1) The University is increasing its student aid fund by some $80,000; (2) There is an upward trend in both the number and the dollar amount of state scholarships; and (3) The University has created a special office to assist students in finding work to support their educational program.

Historically, many La Sierra students have worked to pay a substantial part of their expenses. In 1972, for example, student earnings amounted to $825,000. This includes work paid for by the school, work arranged by the school and paid for through the Federal work-study program, and student employment in several nearby industries.

Working students not only earn needed money but also perform many needed services for the school in dormitory life, academic and recreational programs, maintenance, youth camps and group activities, and the operations of varied University service programs.

A recent addition to the business office staff, Mrs. Joyce Washington, helps students find jobs that fit their interests and skills. Most students are not experienced in job hunting, so Mrs. Washington gives them leads and advice and even introduces them to the new “boss” to start the relationship on a good footing.
The goal of the Student Finance Office and the Personnel Office is to provide work opportunity for every student who wants it or needs it. Even with rising costs in higher education, student earnings have more than kept pace, according to Robert Hervig, La Sierra Campus Business Administrator. “Thirty years ago, 1,700 hours of student work were required to pay for one year’s tuition, room, and board,” Dr. Hervig reports. “Today, those expenses can be earned in about 1,500 hours of student work.” The administrator points out, however, that the equation isn’t as simple as it looks. The student’s total expenses are greater today,” he says; “with larger expectations and a higher standard of living than thirty years ago.”

“Very few students of that era had cars to pay for. Today, such transportation is regarded as a necessity,” he observes. “Also, more is considered necessary today for recreation, clothing, and the like.”

At the same time, Mr. Hervig believes that academic life is more demanding than it used to be, leaving proportionately less of a student’s time available for work. Thus, it is probably harder today for a student to earn his entire living and educational expenses.

“Yet,” he declares, “when La Sierra students earn nearly a million dollars in one year, that has to be impressive!”

To supplement student earnings, the University itself maintains a student aid fund from which loans and grants can be made on the basis of student need and the parents’ ability to pay.

Part of an increase in this fund next year is made possible by a discontinuance of the former “family discount,” which was automatically applied when two or more students from one family were enrolled—regardless of the family’s ability to pay.

Nearly 170 students at La Sierra this year have such scholarships. The amount varies with need but averages about $1,500. They may be renewed annually.

La Sierra officials are working more closely with Adventist academies to facilitate greater student utilization of this effective state program. Federal government loans are also available with payment deferred until after graduation.

The student has ample personal help from the school in making advantage of all these resources.

First, in the registration and admission procedure, the Office of Student Aid and Finance, directed by Malcolm S. Fisher, creates a “package” program for each student. He is informed about federal loans, federal work-study programs, and school work programs.

Then the Office of Personnel Relations, directed by C. Roscoe Swan, goes to work to find the best job opportunity for the student and helps him to a smooth start in his new program.

“Lack of money should not be a major factor in a student’s decision to attend or not to attend college,” Mr. Hervig emphasizes. “Our office is here to help every student who needs financial assistance or a job to work out the program that will make his college education possible.”

“Now everyone will be on the same basis,” Mr. Hervig explains; “with aid given as indicated by formulas professionally developed on the basis of the Uniform Parents’ Confidential Statement.”

Also adding to students’ resources are the increasing number of state scholarships available to students who qualify by examination during their senior year in a secondary school.

“Lack of money should not be a major factor in a student’s decision to attend or not to attend college.”
NEW
LA SIERRA
LIBRARY
OFFERS
ARRAY OF
LEARNING AIDS

Maybe you would like to try out some musical scores on the piano? How about plugging in a video tape cassette and watching a historic movie? Care to listen to a symphony in all its quadrasonic glory? Perhaps some typing in a quiet secluded place? Would you be needing a TV "replay" of a professor's lecture you somehow missed? How about a free-wheeling study session with a few fellow students? Some reading or study under the open sky surrounded by flowers and trees? Where on earth could all this be possible? Would you believe - in a library? If your most recent recollection of libraries suggests a faintly musty place where you sit and read a book, quietly, fearful of too vigorous a throat-clearing, let this report bring you up-to-date. The new Loma Linda University library at La Sierra, expected to be ready for the next school year, is designed for active use, by as many as possible and in as many ways as possible, according to University Director of Libraries, George V. Summers. Facilities on three floors provide for a multi-dimensional diversity of learning resources with either privacy or social interaction as the situation requires. Multi-purpose rooms, conference rooms, and screening rooms will permit a wide range of classes and meetings relevant to the library's resources. For example, classes in music appreciation can be accommodated in an area of the library where books, recordings, and other musical "tools" are readily at hand, even that piano for trying out a musical score plucked from a nearby stack or file. If a regulation piano proves too distracting to other people in the vicinity, a "silent" piano with a stereo headset for the pianist is available. "We intend to make full use of every learning resource - book and non-book," Mr. Summers emphasizes. Thus, the new library will have audio visual resources so comprehensive it can take advantage of every new electronic or audio-visual learning medium foreseen for the next 25 years. For example, every study carrel is designed ultimately to become what Mr. Summers calls a "hot carrel" - that is, one with conduits in place eventually to supply every one of these private study units with such facilities as closed circuit television or computer terminal capability. Some carrels are already equipped for video tape use. Most can be used for listening to cassettes or watching slides or motion pictures, with equipment readily checked out for such use. There are also sound-proof listening booths so students can listen to stereo music, for example, without the use of headphones. "Each medium provides a different experience in music appreciation," the director points out. Two of these sound-proof booths are equipped for both sound and video recording to permit faculty members to prepare lectures or demonstrations on tape. "Repetitive lecture materials or skill-oriented procedures can be presented very well on tape," Mr. Summers believes; "thus, leaving the teacher free for the more creative, interactive aspects of teaching." Groups can listen simultaneously to recordings at listening tables, or in larger booths, then discuss what they have heard; or they can watch films or video tapes together in various group-learning approaches. One room is equipped with an extra wide screen for avanté multi-image projection techniques. Presentations in one studio/classroom may be viewed on television monitors in several other rooms throughout the library. All of these "non-book" learning resources will be coordinated for the entire campus through the library's Department of Instructional Media. "This service will provide equipment and assistance to aid students and teachers as a complement, not a substitute to good teaching," Mr. Summers explains. Other "non-book" media include the super-small reproductions of books - the various "mini-forms" like microfiche and ultra microfiche, in which an entire book is reproduced on a single
piece of film the size of a 3 by 5 inch file card. Special optical readers in both desk and portable models are available for the use of such material.

Close library liaison will be maintained with various schools and departments whose programs are especially suited to the use of library resources.

The School of Education, for example, will actually move its curriculum laboratory facilities to the new library building. There, education faculty and students will have space and resources, as well as staff assistance, for the development of textbooks, workbooks, course outlines and other curriculum materials and programs. In addition, education conferences can be conducted in adjoining multipurpose rooms accommodating as many as 50 persons.

Lest one wonder just where the traditional library is in this wonderland of learning, it should be emphasized that there are, in fact, nearly 100 tables where students may sit down to read books.

These tables, however, are interspersed among the nearly 150 stacks on the three floors. Here students may find a desired volume and also, nearby, a convenient place to sit down and peruse it. No need to make the long trek back to a central reading area.

The new library will have a capacity of some 236,000 volumes, compared with only about 100,000 in the old library.

There will be every opportunity for solitary study - at tables or in private carrels - but the library will make every effort also to facilitate learning through social interaction.

"We learn through the sharing of information and ideas, not just the acquiring of them," Mr. Summers believes.

The library staff, aided by professional library designers, Linda Appelt and Emil De Piero of Malibu, have incorporated some impressive features to make the social element an effective feature of this University learning center.

In addition to the group study rooms, conference, class, viewing and listening rooms, the library features a dozen lounge areas where students may peruse books or current periodicals, and feel free to enter into discussion with other students. "Some students like companionship in study," Mr. Summers observes; "and their interests should be served in the library, as well as those of students who prefer solitary study." Some of the study/lounge areas are located within two atrium areas at the center of the library building. Open to the sky, these garden spots will feature lawns, pools, trees and shrubs, to achieve an aesthetically pleasing "in-tune with nature" setting.

Among many special features of the new library will be a special room for government documents - municipal, state, federal, international and United Nations.

There will also be rooms for special collections of rare or unusual books and documents. These rooms feature constant temperature and humidity as well as fire protection with extinguishing gases rather than water sprinklers, for the preservation of these exceptionally valuable materials.

Unusual student needs will be met by means of a special reserve book room open through a separate entrance after the main library has closed - for the benefit of students whose work or personal program requires occasional late evening study. In addition, a special locker room, also open to the outside, will be accessible day or night especially for village students who need to leave materials on campus overnight. Some locked carrels, primarily for graduate students, will also be provided.

"A dominant concern in planning this new two-million-dollar facility has been to make it not just a repository of materials," Mr. Summers maintains, "but rather a dynamic center of learning, alive and attuned to the needs of all the people it is our mission to serve."

"The library staff welcomes, for example, extended workshops, board and committee meetings, gatherings of off-campus groups where the library facilities are available and supportive of the purposes of the groups involved," the director adds.

The fulfillment of dreams and plans of more than a decade - that is what this new library represents--a major qualitative advance in higher education at La Sierra.

This library will be a dynamic center of learning, alive and attuned to the needs of all the people it is our mission to serve.

The imposing structure dominates the campus.
The New Generation

Youthful teachers find increasing role

Spend many hours studying the life of an educational institution and what major impression develops?

At La Sierra, there are extensive programs of social, religious, and recreational activities. Building-campus development-is impressive.

But as one talks with scores of people on this campus, his major impression is likely to be—not surprisingly—that those who administer this institution and the faculty and students place their highest values on superior Christian education.

There is a certain excitement about various outstanding programs—in religion, music, art, science, the humanities, and other areas.

Among the students there is a certain pride in exceptional faculty members of long-established reputations—none more so than the provost himself, Dr. V. Norskov Olsen, whose scholarly achievements and spiritual authority support and inspire.

And, finally, there is the stimulation of a bright array of accomplished younger faculty members, a mere sampling of whom are shown on this page.

Already they and their colleagues have received academic honors, published in their fields of interest, and been recognized as effective teachers.

Contemporary, dedicated, committed to church, to students, and to their disciplines; creative, innovative, communicative, they offer great strength to today’s educational program and a sense of hope, of anticipation, for continued growth and maturation of the La Sierra schools as distinguished centers of Christian learning.
Sunlight and shadows

changing perspectives

contrastappeals

summer commitment
UNIVERSITY NEWS WATCH

Drs. Isaac Sanders (left), Clifton Reeves (right), and Carl L. Cook and Raymond Mortenson (far right), receive citation from class president Bruce Winters. Ninety-seven medical students received diplomas in special ceremonies last month.

School of Medicine students receive diplomas in April

Ninety-seven medical students received diplomas from the School of Medicine last month in special ceremonies marking the end of the four year medical program at the University. Future medical students will be on a three year program. The accelerated program, now being adopted by many medical schools, could help relieve the acute physician shortage in the nation.

To complete the transition from four year program to three, a second group of medical students will graduate from the School of Medicine in October.

Speaker for the presentation of diplomas was Jack W. Provonsha, MD, PhD, professor of philosophy of religion and Christian ethics. In his address, “To Release the Splendor,” Dr. Provonsha challenged members of the graduating class to achieve and maintain the highest levels of idealism and service.

Dr. Banowsky is June commencement speaker

Dr. William Banowsky, president of Pepperdine College and one of America’s youngest college presidents, will be the speaker for Loma Linda University’s 1973 commencement exercises on Sunday, June 10.

The 36-year-old Dr. Banowsky was named one of the Outstanding Young Men in America by the Junior Chamber of Commerce, and he is active in a number of civic service and educational organizations. He is currently serving as a member of the Los Angeles County Judicial Review Commission, and has been appointed by the White House to the National Task Force on Aging.

Dr. Banowsky will address more than 600 Loma Linda University graduates, the largest graduation class in Loma Linda University history. Last year more than 6,000 persons attended the commencement service. The commencement service will be held at 9:00 a.m. in the quadrangle between Prince Hall and the University Church on the Loma Linda Campus.

Other weekend services include vespers programs to be held in the University churches on both the Loma Linda and La Sierra campuses, Friday evening June 8; and Sabbath morning commencement worship services scheduled for 8:00 a.m. and 11:00 a.m., on both campuses.

Speaker at the La Sierra Sabbath morning service will be Mervin A. Warren, PhD, chairman of the Division of Humanities and Religion at Oakwood College, Huntsville, Alabama. On the Loma Linda Campus, Morris L. Venden, pastor of the La Sierra Church, will be the speaker.

Presentation of diplomas by schools will take place at the following locations and times:

- The Graduate School, 8:00 a.m., the University Church
- College of Arts and Sciences and School of Education jointly, 10:30 a.m., the University Church
- School of Dentistry, 10:30 a.m., Gentry Gymnasium
- School of Allied Health Professions, 10:30 a.m., Campus Hill Church
Agriculture managers study new methods at La Sierra

The Western Branch of the Professional Agricultural Management Association held a three-day conference on the La Sierra Campus of Loma Linda University, February 26-28. Highlights of the conference included a look at world food problems, ecology, and agricultural education. Speakers included Dr. James March of the University of California, Riverside; Dr. Allan R. Magie, Associate Professor of Environmental Health in the School of Health; and Dr. Wayne C. Morgan, of California Polytechnic College, Pomona.

Atting the conference were plant personnel from Adventist institutions in the western United States.

LLU planning tour of Middle East

Loma Linda University will present a 3-week tour of the Middle East, directed by Dr. Kenneth L. Vine, well-known archaeologist and veteran educator. The tour will feature visits in such well-known locations as Athens, Cairo, Damascus and Jerusalem. Dr. Vine’s lectures on Biblical history events in the Middle East will be enriched by his more than 17 years of work in the Holy Lands. Up to 4 units of academic credit will be available.

For 6 years Dr. Vine was President of Middle East College, and he has participated in a number of archeological expeditions throughout the Middle East. His most recent work included a two month-long excavation of Biblical Caesarea, the city built by Herod the Great.

Following the general meetings, a number of seminars on various aspects of agriculture were presented. Speakers included Harold Bishop, of the University of California, Agriculture Extension; Fred Koning, DVM; and Jacob R. Mittleider, director of Loma Linda University’s Extension program in agriculture.

Miss Shirley Burch, Secretary of the State of California Future Farmers of America, spoke at a banquet held in the La Sierra Campus Commons. Her subject was, “The Place of Agriculture in our National Economy.”

“Mission service has always been an important objective of Loma Linda University’s Department of Agriculture,” states John Carr, chairman of the Department of Agriculture, “PAMA plans to emphasize mission service further by assisting in supporting student missionaries involved in agriculture work.”

Collegians-La Sierrans record now available

A twelve-inch stereo LP record album entitled “REUNION” has just been released by the La Sierra Alumni Association.

The album features the music of the 25th Anniversary Reunion Concert by the Collegians and the La Sierrans, two musical groups well-known to La Sierra Alumni and friends.

The album was recorded live at Homecoming ’73 - the 50th anniversary highlight of the founding of the La Sierra Academy and College. The premiere performance was presented in the La Sierra Alumni Pavilion. Seventy singers under the direction of John T. Hamilton, founder and director of the two organizations, presented the best of their 25-year repertoire. The album also includes solos by Mary Esther Nicola, well-known professional soloist, and light music by the “Uncalled Four” - a group consisting of Moses and Mac Chalmers, and Harold and Kenneth Richards.

The album may be ordered by sending a check or money order for $4.95 to: Reunion Album, La Sierra Alumni Association, Loma Linda University, Riverside 92505.

Teacher of the year honored

Loma Linda University School of Education alumnus, Martha Pennington, SE’69, was presented the Riverside County “Teacher of the Year” award for 1973. Mrs. Pennington, a 31-year veteran and classroom teacher, was honored by fellow alumni of the School of Education at a May 1 meeting.

“Warm relationships with students, parents and co-workers” in her years of teaching “to people of all ages” are among the reasons cited for Martha Pennington’s selection as Riverside County Teacher of the Year.

An Alessandro Junior High teacher in Moreno Valley near Riverside for the past decade, Mrs. Pennington taught prior to that in Sunnymead School.

In nominating Mrs. Pennington, Alessandro Junior High Principal Ken Kessler had observed that “as in sports, a true sign of greatness is the repeated excellent performance in a variety of situations over a period of years.” Mrs. Pennington has demonstrated greatness in the art of teaching during her 31 years of “highly successful experience with elementary, junior high and high school students,” Kessler declared.

“My personal observation at Alessandro Junior High over the past 10 years indicates a continual striving to learn and use new and effective techniques in teaching the language arts,” he said. “The linguistic approach to teaching English has been mastered, practiced and shared with other teachers. Mrs. Pennington is responsible for the fine teachers’ instructional manual utilizing student performance objectives as one of her most recent accomplishments.”

Mrs. Pennington was honored by fellow alumni of the School of Education and graduating seniors of the school at a dinner meeting in the La Sierra Commons.

Martha Pennington at work in her Alessandro Junior High classroom.
Counseling center helps students and teachers cope

"The University counseling center is a comprehensive psychological service to many areas of the University community," says Dr. Richard Banks, director of the counseling centers on both campuses of Loma Linda University. "Although counseling in terms of immediate student needs is an important aspect of the program, we attempt to intervene in ways that are designed to prevent problems before they become critical."

According to Dr. Banks, many University students are faced with problems involving inadequate educational background, confusion in choice of careers, personal disappointments, and other frustrations. Early attention by faculty, administration, and counseling center staff can, he says, help create conditions which alleviate the stress and prevent problems from occurring.

One such attempt has been in the form of special courses taught by center staff through the department of psychology to help students overcome educational deficiencies in reading, study, and motivational areas. These courses have been taught by Harold Sharpnack.

Japanese translate LLU textbook

The largest medical and nursing publisher in Japan, Igaku Shoin, Ltd., has selected a book on nursing written by a committee at Loma Linda University for translation and publication in Japan. NURSING TECHNIQUES, a book prepared by the NURSING TECHNIQUES Committee at Loma Linda University Medical Center, was given to Toki Tsutsui, a visitor at the hospital in 1971. She, in turn, recommended it to the Japanese publishing firm. Ms. Tsutsui was assisted by counseling interns from the School of Education graduate program. Winter enrollment on the La Sierra campus may reflect the success of this program in preventing drop-outs.

During the Winter Quarter over 50 students are enrolled in a series of "mini-seminars" designed for students searching for personal-vocational goals. These seminars are led by Dr. Kiff Achord.

Counseling, lectures, and discussions with engaged couples on both campuses represent a joint attempt by the center, the chaplain's office, and the pastoral staff to help prevent some of the decline in quality of marital relationships which is characteristic of much of American society.

Plans are already being laid for establishing a 24-hour a day "hot line crisis intervention program" for the coming year, which will cover both campuses of the University. The counseling center staff is constantly seeking for ways to improve the psychological climate of the University and help establish an educational system that may truly be "Christian" in the highest sense of the term.

Social workers hold retreat at Pine Springs

More than 100 persons attended the Pine Springs Ranch retreat of the Western Region of Seventh-day Adventist Social Workers held in early April, according to Evaline E. West, first vice president of the national organization and social worker at University Medical Center.

On the theme, "Being A Whole Person," the retreat featured Jack W. Provonsa, MD, PhD, professor of philosophy of religion and Christian ethics, as one of the guest speakers. Dr. Provonsa forecasted an increased need for social workers in the church and in society to deliver a balanced ministry to people. He stressed that social workers should state their contributions without apology.

The retreat, which was attended by members from all over California, was planned by former Western Region director Amy E. Errion, director of social service in University Medical Center, and newly elected Western Region director James F. Dyer, instructor in the department of psychiatry.

Other University social workers were recently elected to officer posts in the National Association of Seventh-day Adventist Social Workers. They include Amine H. Varga, second vice president; Alberta Mazat, assistant secretary; and Leona M. Altmiller, treasurer.

La Sierra hosts Physics Symposium

Papers for Physics graduates of La Sierra were presented during the Fourth Annual Physics Symposium on the La Sierra Campus, February 25, as part of the Homecoming '73.

The physics Symposium included an open house for visitors and alumni of the department, located in San Fernando Hall.


The annual Physics Symposium was well attended, and plans for enlarging the scope of the symposium next year are on way," reports Dr. James Riggs, Chairman of the Department of Physics.
Amazon visits lead to adoption of girl

In July of 1970, W. D. Regester, SM '58, spent a month practicing medicine aboard the Luzeiro IV medical launch on the Amazon Delta in Brazil. One Sabbath, Dr. Regester stopped to worship with Adventist believers in the remote village of Tomaso Su. During the church service a beautiful little 3-year-old girl came and sat on the doctor's lap.

During that month, Dr. Regester came to love the people of Brazil and was impressed with the tremendous need for medical help in that area. The following year Dr. Regester, with his wife and youngest son, returned to the Amazon. When they reached the village of Tomaso Su the little girl he had seen the year before came to meet them.

Through an interpreter, Dr. Regester invited the child and her mother to board the Luzeiro for Sabbath dinner. After the meal, the mother called the interpreter aside. Soon she returned to Dr. and Mrs. Regester with a message from the child's mother. "The mother says if you want her for your child you can have her," the interpreter told the startled doctor and his family.

After considerable discussion with the child's mother and father and the village attorney, the little girl beamed the Luzeiro to begin a new life with her adopted family. With the unwinding of diplomatic red tape in the district village of Belem, Lucie Regester and her new family returned to the United States.
LLU geneticist crosses leopard cat with common house cat

by Jerre K. Iversen

Your pet kitten of the future may have the exotic beauty of a big jungle cat and the gentle loveliness of the familiar tabby.

A geneticist at Loma Linda University has successfully bred wild leopard cats, native to Burma, India, and Thailand, with the common house cat.

Though Willard R. Centerwall, MD, is raising the hybrid cats as part of a genetics experiment, preliminary results indicate that it may be possible to breed the finest qualities of both jungle and domestic into future generations of these animals.

Most Americans are unfamiliar with the leopard cat. They are highly sensitive animals about the size of a large domestic cat. They look much like their more famous cousin, the leopard. They have a smooth golden coat with distinctive black spots, and stripes on their faces.

Their similarity in size to domestic cats creates few problems in mating with each other. The chromosome count in each species is 38, though there are some differences in the shape of the chromosomes, says Dr. Centerwall. As a comparison, he cites New World tropical cats such as the ocelot and margay, both superficially resembling the leopard cat, but with only 36 chromosomes making them more distantly related. He also notes that humans have 46 chromosomes.

Dr. Centerwall says one of his biggest frustrations in the hybrid breeding program is relative infertility in the first generation offspring.

"The hybrids thus far have proved to be interesting crosses," he says, "rich with genetic insights." But as this early stage, he adds, they cannot be considered a new breed. Dr. Centerwall estimates that eight or 10 more years of patient, selective breeding, culling, and laboratory work may be necessary to develop all of the sought-after qualities in an animal that is fertile and breeds true to type.

These genetic-hybrid experiments are focused on the inheritance of such qualities as temperament, habits, coat color, and disease resistance. Chromosome studies are also in progress. In the initial phase of the experiment, Dr. Centerwall has mated male leopard cats with American shorthair domestic females. The reverse, using leopard cat females, is possible, he says, but has certain disadvantages such as smaller litter size and with the kittens less accessible for handling and observation.

"Unfortunately," Dr. Centerwall says, "only a rare leopard cat will have anything to do with a domestic cat. So another byproduct of our genetic experiments is an ongoing effort to artificially inseminate otherwise incompatible or uncooperative animals." He also points out that there is hope that the useful application of such research might be used for the propagation of other endangered species in captivity.

"The hybrids thus far are intriguing," says Dr. Centerwall. "Leopard cats, for example, have shy, wild dispositions, raspy cries instead of the familiar meow, and prefer to toilet in water rather than a sandbox. So the offspring tend to be somewhere in between with traits often unpredictable."

He also says that the leopard cat spotting, with some modifications, appears to be domestically inherited, and that the hybrids maintain general good health with excellent alertness.

To prevent disease from destroying the entire intact colony of hybrids, Dr. Centerwall moved them out of his laboratory and into private homes for the first stage of his studies. University students and employees signed up as "foster parents" for a kitten and treated it as their own.

Dr. Centerwall's stipulations were that the kitten be raised indoors, be well-treated, that certain observations and records be kept, and that he be able to study the cats periodically. His staff took care of any veterinary needs. The final responsibility and ownership, of course, remained with the research project.

Dr. Centerwall believes hybrids do better with affectionate human contact. As he says, even domestic cats tend to be skittish unless they receive human attention and affection. Every so often, he sent newsletters to the foster homes with tips on raising the cats and reports on the progress of the research.

For the second phase of the program, the cats have been condensed into several breeding colonies for comparative studies. Dr. Centerwall also wants to increase security against potential losses of the hybrids who might run away. Out of these breeding colonies, he believes, will evolve meaningful breed type.

Though it is too early to draw scientific conclusions from the project, Dr. Centerwall thinks the eventual genetic significance could be impressive. Meanwhile, the importance of the study to cat lovers shows more promise all the time.

One of the hybrid kittens poses with his mother, a solid black shorthair American domestic. The kitten has the facial features of his mother and the distinctive markings of his exotic leopard cat father who is a native of Asia.
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Sugar Shown to lower resistance to disease

The average person should cut his sugar intake by half, according to U.D. Register, PhD, professor of nutrition.

Recent studies being conducted show a definite relationship between sugar and a person's resistance to disease, he said. "It's been found that sugar depresses the ability of the white blood cells to destroy bacteria by 50 percent."

Dr. Register also pointed out that poor diet is costing Americans $40 billion a year in treatment of dental caries, obesity, and diseases of various kinds.

Speaking to members of the Calgary Dental Society in Canada earlier this spring, Dr. Register said that a 12-state nutrition survey showed that more than half of the women and almost as many men were found to be obese enough to have impaired health.

In addition to his three hour lecture to the Calgary dentists, Dr. Register conducted an all-day program for residents of Calgary and appeared on two radio shows and one television program.

Other nutritional points made in Calgary by Dr. Register included:

- Smoked meats contain a high amount of carcinogens. A one-pound charcoal broiled steak has enough carcinogens to equal 200 cigarettes.

Dr. Delmer Brown suffers fatal heart attack

Delmer J. Brown, SM '40, was born on July 6, 1907, in Lincoln, Nebraska, and died on February 23, 1973, after suffering from a coronary at the home of his daughter, Mrs. Darrell Lang, in Glendale. Dr. Brown had come to the West Coast to visit members of his family and to attend a symposium on the treatment of shock at USC and the West Coast to visit members of his family.

Dr. Register is chairman of the department of nutrition in the School of Health. He is also president of the California Nutrition Council.

Nursing Learning Center opens

A new kind of educational unit premiered on the La Sierra Campus of Loma Linda University April 18.

The School of Nursing Learning Center, a newly installed portable facility equipped with film projectors, slide projector and display units, audio cassettes, reference books, and hospital equipment, represents what may well be the nursing training center of the future.

With nearly 100 students, the Learning Center is the hub of Loma Linda University School of Nursing, Associate in Science Program.

Around this facility, the School of Nursing has developed a new curriculum without the traditional tests and examinations, relying instead on individual instruction and close communication between teachers and students.

Students are encouraged to choose the learning method that works best for them. It is not a lock-step approach," says Ruth Munroe, director of the Associate of Science Program and assistant dean of the School of Nursing.

A new kind of educational unit presented in the Learning Center is located on the upper level of the main campus near the Communication Arts Building.

Dr. Brown served at Walter Reed Hospital all during the war years, 1941-46. After his discharge from the service, the West Virginia Conference encouraged him and his wife, Marion Sanderson Brown, SM '42, to practice in a town where there were no Seventh-day Adventist doctors. Except for two years spent at the Florida Sanitarium and Hospital, the Browns have served in Parkersburg since 1947. He was one of the leading cardiologists and she was an obstetrician and gynecologist. This missionary spirit was evident in other major decisions in that he declined other more lucrative practices and an offer to teach at LLU School of Medicine.

Dr. Brown retired from office practice ten days prior to his trip to California. Warning signs had reminded him he must not continue full-time practice. When he returned, he knew he had to have begun a forty-hour-a-week position at the Veterans' Hospital in nearby Chillicothe. At the farewell given in his honor at the St. Joseph's Hospital, where he died most of his practice. The nurses and staff gave him gala party, reading loving poems which expressed their deep regard for the doctor who had given so much to all of them. Ten days later, these many nurses served as honor guard at the funeral home and at the church dedicatory service.

The people of Parkersburg would not consent to the idea of having him buried in California where many of his family live and where his parents are buried. A surgeon who knew Dr. Brown who decided and who made all the arrangements for the funeral, may have very capable expressed the sentiments of them all when he said that there was no place in this whole wide world where there were so many people who loved him so much as in the town where he had given 24 years of service.
ARTS AND SCIENCES

Robert Herr, AS ’66, is establishing an excellent reputation in the field of music in Southern California. Last fall, he joined the music faculty of Marymount College, Loyola University at Los Angeles, where he is in charge of the women’s choir on the Westchester campus.

A most noteworthy achievement is his founding of the Robert Herr Chorale. As director, Herr is building the chorus into an ensemble of professional standing. December 8, 1972, marked the chorale’s Los Angeles Music Center debut when it performed the “Christmas Cantata” by Pinkham and Haydn’s “Te Deum.” The Glendale Symphony Orchestra performed at the same Christmas concert.

Herr is also director of the Orange County Master Chorale and music director of the Glendale Adventist Church.

Herr was active as music director for the choir at Seminarie Adventiste in Collonges- Sous- Saleve, France, while studying at the University of Geneva. In addition to directing opera choruses at the Greek Theater for three years and assisting with choral work on a Hallmark Hall of Fame television special, Herr is completing an M.A. in choral music at Occidental College.

ALLIED HEALTH

Edd Ashley, PT ’64, SH ’68, who replaced Howard Sulzle, PT ’63, SH ’65, as coordinator of Rehabilitation Services at the LLLU MC, states that the object of physical therapy is to establish a program of rehabilitation for each patient that will enable him to reach maximum potential following an accident or illness.

Physical Therapy at the Center is divided into six major areas: Cardiac, Respiratory, Stroke, Neurology, Orthopedic and Arthritic. Physical therapists fall under the jurisdiction of the Department of Orthopedics.

The registered physical therapists on the staff of the Rehabilitation Service in the Center are LLLU alumni of the School of Allied Health Professions. They are Edd Ashley, Eleanor Cooper, PT ’59, Mike Davis, PT ’69, Victor Herman, PT ’67, Lorna Oh, PT ’70, Howard Sulzle, Donna Thorpe, PT ’69, and Nancy Volmer, PT ’70. In addition to their routine work with patients, they all instruct students in the clinical aspects of physical therapy.

The national trend in the field of child care is to involve men in the administration and teaching programs of child care centers. Paul Roesel, PT ’66, is the newly-appointed director of the Loma Linda Children’s Center. He also holds a master of arts degree in child development from California State University at San Jose. He replaced Kay Kuzma, AS ’62, who is teaching full time in the College of Arts and Sciences.

Kelly Christenson, PT ’72, is the new physical therapy director at the Cascade Medical Center, Arlingon, Washington. He was born in Harvey, North Dakota, attended Harvey High School and the University of Walla Walla before coming to LLLU. His wife is a registered nurse.

Marlene Bush, DI ’64, has accepted a new position as Director of the Dietary Department in the new Hackettstown Community Hospital, Hackettstown, New Jersey. A community hospital, it is owned and operated by the Seventh-day Adventists.

DENTISTRY

New officers for the School of Dentistry Alumni Association were installed at the Alumni-Student Convention banquet March 1, 1973. They are Lawrence E. McEwen, ’63, president; Vernon S. Edlemon, ’60, president elect; James R. Dunn, ’69, Convention chairman; James A. Smith, ’63, Convention chairman elect; James M. Crawford, ’60, chairman for religious activities; and Lawrence W. Will, ’70, chairman for social activities.

The 18-member Board of Directors consists of alumni located throughout the United States, thus providing for wide representation. The six new members, announced at the semi-annual business meeting March 1, are Lee F. Crane, ’62, George P. Foust, ’64, M. Luke Kolpa, ’63, Byron Wareham, ’58, R. Daryl Williams, ’57 and Donald A. Young, ’62.

Over 80 students in the School of Dentistry, Dental Hygiene, and Dental Assisting classes at Loma Linda presented table clinics at the thirteenth annual Alumni-Student Convention March 1 and 2, 1973. Freshman Daniel S. Welebir captured the first place award with his clinic entitled “Mercury Contamination in Clinical Dentistry.” He will present his winning table clinic at the American Dental Association Convention in Houston, Texas, late this October.

Second place winners were seniors George B. Clarke, Jr., Richard L. Pruett and Gary A. Smith presenting “A Comparative Study of the Tissue Tolerance and Bacteriostatic Properties of Some Common Pulpal Medicaments.” The two juniors taking third place were Thomas G. Dwyer and Edgar K. Shirowa with “Caries Etiology: Systemic? Local? Or Both?” Winner among the sophomore clinicians was Ronal L. Chalker with “The TMJ Dilemma — A Surgical Approach to Treatment.”

Dental Hygiene winners were Vicki Breitmaier Dye, Brenda Zenderhau and Betty Bunn Salty presenting “The Showoff.” Taking second place were Camella R. Biber, Marie M. Carlton and Erna K. Horne with “How Do You Measure Up?” Dental Assisting winners were Cheryl M. Huttenberger and Doree K. Treichel presenting “Misfunction Therapy.”

The Dental Hygiene Alumni Association elected officers during the Alumni-Student Convention in March. They are Joneil Ehrler Self, ’69, president; Beverly Sickler Gotfried, ’69, president elect; Anita Jensen Howes, ’69, social vice president; Joy Schindler Mandekic, ’68, secretary; Violet Bates, treasurer and Pamela McDonald, ’67, press secretary.

Kazuhiro Mizukawa, GS ’70-’71, spent one year in post-graduate studies in Restorative Dentistry at Loma Linda. He is presently professor in prosthetic dentistry at Nihon University in Tokyo, Japan.

Douglas A. Bixel, SD ’63, and Dr. Mizukawa are enthusiastically sponsoring the Japan — American Dental Study Group that meets once each month. Emphasis is placed on operative dentistry along with endodontics, periodontics, gnathology and preventive dentistry. Dr. Mizukawa is actively promoting Di-Vestments, Goldent and the pinlay technique in Japan in post-graduate courses around the country.

Ralph W. Royer, SM ’41, joined the medical staff at the Bangkok Sanitarium and Hospital in January of 1972 as the director of surgical service. His wife, Kathryn Kelsey Royer, SN ’34, is the operating room supervisor.

Arnold C. Renschler, SM ’68, and Barbara (Banum) Renschler, AS ’67, have returned from the Guam Mission where he was the medical clinic director during the last two years. At present Dr. Renschler is taking a pediatric residency at the Stanford University Hospital.

Tragic death claimed Dr. Vincent James Ritacca, AS ’66, SM ’70, on February 23, as the result of a skiing accident near Park City, Utah. He was 28 years old.

Born in 1944 in San Rafael, California, Dr. Ritacca was educated in Southern California. He attended Pomona Junior Academy and Newberry Park Academy, and graduated from La Sierra College in 1966. After college graduation, he attended Loma Linda University School of Medicine, graduating in 1970. At the time of his death he was a senior resident in anesthesiology at Los Angeles County General Hospital, Medical Center.

He is survived by his wife, Bonnie (Herr) Ritacca, DH ’68. They had one daughter. Other survivors include his brother, John Ritacca, dental student, a sister Joanne of Fullerton, and his mother Dorothy Ritacca of Claremont, California.

Dr. Ritacca was active in the youth work at the Glendale City Church. He was well known for his dedication to his profession and his concern for young people.

After twenty years of practice at Mt. Vernon, Ohio, Clinton W. Trot, SM ’41, is moving to Kettering College of Medical Arts to assist in the new training program of physicians’ assistant. The first class is to be accepted for the fall of 1973.

Three Loma Linda University graduates join the medical staff at Corona Community Hospital. Richard G. Duncan, SM ’53, has been elected Chief of Medical Staff. He has practiced in Corona for 18 years, is medical director for Good Samaritan Boys Home and a doctor for the Corona Free Clinic.

D. Robert Johnson, SM ’61, is the new assistant chief. He has been in Corona for three years and is a certified orthopedic surgeon. He, too, works for the Corona Free Clinic.

Carl Cady, SM ’58, is secretary of the staff. He has been practicing anesthesiology in Corona for two years.

Ellen Dick Waddell, SN ’35, has been elected to membership in the Eta Chapter of the Delta Omega Society, an honorary public health society. She received her master of public health degree from Tulane University School of Health and Tropical Medicine. After serving many years as a missionary in Thailand with her husband, Ralph F. Waddell, SN ’36, Mrs. Waddell is now a member of the faculty of the Edith Jones Division of Nursing, Columbia Union College. Dr. Waddell is now secretary of the Department of Health in the General Conference.

Anita Emmerson Folkenberg, SN ’62, reports that work has commenced on a new hospital in the Honduras Mission. “The people of the area are very excited,” she writes, “as there is no medical work in the area, not even a nurse. This will be the only Adventist hospital in the country and will be located in an area where we have no established work.” Her husband, Elder Robert S. Folkenberg, is president of the Mission.

Bethel Wareham, SN ’46, GS ’59, completed a one-year nurse-midwifery course in Sidney, Australia, in 1972 following furlough in Loma Linda. She has returned to the Malamulo Hospital in Malawi, Africa.
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Seeing Mt. Everest at sunrise and the Taj Mahal by moonlight; Christmas eve in Katmandu, Nepal; Christmas night in Darjeeling, Sikkim; New Year’s eve in Bombay.

MEALS
Thrice daily and all a la carte.

HOTELS
Only luxury hotels: The Oberoi Sheraton, Bombay; Oberoi Intercontinental, New Delhi; Clark Shiraz, Agra; Galle Face, Colombo, Ceylon; Oberoi Soaltee, Katmandu, Nepal; Mt. Everest, Darjeeling, Sikkim; Oberoi Grand, Calcutta; The Lake Palace, Udaipur; Bambagh Palace, Jaipur.

ROYALTY
The Rambagh Palace and the Lake Palace are fabulous palaces originally built by fabulously wealthy maharajahs. The Rambagh Palace is surrounded by gardens and forests. You will be awakened by the calls of hundreds of peacocks on the vast palace grounds. The Lake Palace is located in one of the most beautiful lake settings in the entire world.

EXTRA GOODIES
“Sound and Light” evening historical spectacular at Red Fort, Old Delhi; special “Shamayana” tea party to meet dignitaries and royalty; a Fashion Show to see India’s gorgeous fabrics and sari styles; an elephant ride up the mountain at Jaipur to see the Amber Fort; a private viewing of an Indian classical film; visits to Indian art centers and cultural exhibits.

SABBATHS
All Sabbaths free of travel. SDA church attendance if desired: 1st Sabbath, Bombay; 2nd Sabbath, Colombo, Ceylon; 3rd Sabbath, New Delhi.

EN ROUTE
From New York to London, and from London to Bombay, we fly Air India, one of the world’s best international airlines. This to give you a taste of India even before you reach the sub-Continent. Going we stay overnight in the Hotel Mayfair in downtown London; returning overnight in Rome at Hotel Marini Strand. You will be toured around Rome’s principal points of interest.

BAKER BONUS
Those who roam the globe with Dr. Alonzo Baker are afforded an invaluable bonus. He always gives lectures en route on the nations and peoples visited. He has taught India’s history and present status for years in his college classes in international relations. He has visited India several times.

LOW COST
This tour will cost under $1500.00 from the West Coast, less, of course, from Chicago and New York. It is an all-inclusive tour; all transportation, hotels, meals, tips, etc. If interested send a postal card for a free brochure detailing the complete itinerary to:

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