



Desmond Ford Applauds Glen Greenwalt on the Sanctuary

The article "The Sanctuary—God in Our Midst" by Glen Greenwalt (*Spectrum*, Vol. 24, No. 2) was both thoughtful and thought-provoking. I, for one, am very grateful for it. Of particular importance is the following extract:

It was only some thirteen years after the Great Disappointment that the view was established that Jesus had gone into the most holy place, there to begin a work of investigating the books to see who would be saved and who would be lost. Today this view, like other explanations before it, is losing its persuasive appeal. As time continues, the explanatory power of our interpretation wanes (p. 47).

This is a very honest comment, and I hope the leaders of the church observe it closely and with similar openness echo it. A recent vice president of the General Conference, in a private article issued to friends, declared regarding the traditional dating schema supposedly based on Daniel 8 and 9: "That our time projection is off has already been proven by the inexorable passing of around 150 years since that time schema was first projected." The writer but articulated what has been in the minds of many Adventist leaders for decades.

I do have a problem with Dr. Greenwalt's references to the "vision" of Hiram Edson. He uses the word repeatedly on pages 46 and 47, but it is misleading. There was no such vision. Adventist historians for decades have come to that conclusion and published it in denominational literature. Furthermore, Hiram Edson himself was a highly erratic and eccentric individual. This also is known to church historians. He left a strange manuscript to be published after his death. Leaders of the church inspected it and decided against its publication, and his wife heartily assented to this decision. What Edson experienced in the cornfield that day was a conviction. It was neither visionary nor inspired. Neither was it accurate.

In my Glacier View manuscript (*Daniel 8:14, the Day of Atonement, and the Investigative Judgment*), now in print, on pages 174-176, I have set forth more than 20 of the non-scriptural assumptions involved in the traditional Adventist teaching on Daniel 8:14. The Glacier View Committee, which met with me prior to the convention, begged me to reduce this list, but it did not seem either honest or wise to do so.

Dr. Raymond Cottrell, dean of all Adventist scholars, has written a very lengthy and very learned manuscript on the Book of Daniel.

Readers comment on Glen Greenwalt's fresh view of the sanctuary and Malcolm Russell's analysis of low college teachers' salaries.

It is a summation of his more than 60 years of study of the book. A devout Adventist, he has been unable to find a scintilla of evidence supporting the traditional exegesis of Daniel 8:14.

Dr. Greenwalt's article is a welcome change from what has recently been published in denominational papers concerning the 150th anniversary of the Great Disappointment. Of similar quality are the 18 cassettes on the same topic

available through La Sierra University, recording the lectures recently given by Adventist scholars on the topic. They too, like Dr. Greenwalt, have come a significant distance from the traditional Investigative Judgment teaching.

My gratitude to *Spectrum* for daring to be different in the interests of truth and righteousness.

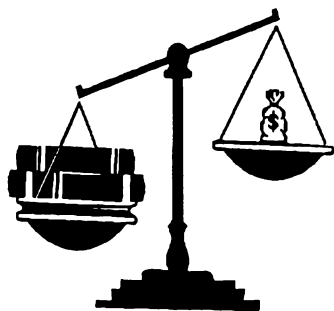
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invalid or not useful. First of all, he cites the business faculty turnover and its rapidity to address the problems of getting qualified teachers in the field of business. We do have a horrible turnover, and there are not enough professors. However, I would point out that in every university in my area, the turnover is not significantly different, and the search for professors in the field of business goes on continuously as well. I do not think the business faculty turnover has much to do with Seventh-day Adventist pay scales. It has to do with the fact that in the business world, education cannot offer competitive salaries to what business can offer.

My main concern with the article is the reference to healthcare and healthcare wages. It states that the church pays certain salaries in hospitals. To be strictly accurate, the church pays no salaries in hospitals, except possibly that of a chaplain(s). In North America, the church does not run hospitals anymore, or to put it another way, there are no church hospitals left in the United States. What we have are community hospitals operated and/or owned by Seventh-day Adventist leadership. The number of employees who are members of the church is usually a minority, and sometimes a huge minority. The salaries paid in healthcare are paid from the income from patients. The church never has the money.

The evidence of the separation of healthcare from the church was finalized in 1991 when the separate retirement system was created for healthcare workers. There is no likelihood that healthcare workers in the United States can now operate in any other way except community wage payment. However, since these salaries are not paid by the church, do not in any way cost the church, and deal with monies the church does not see and cannot

Winton Beaven Responds to Malcolm Russell on SDA Salaries



I have read with a great deal of interest Malcolm Russell's article (*Spectrum*, Vol. 24, No. 1). I congratulate him on an excellent article, and his call to study of the wage scale. This is a topic which has been central to my fiscal life for 56 years. I have worked under every scale the church has ever had for workers who were non-physicians, including starting at Madison College at a self-supporting rate of \$30 per month.

I have also fathered seven children, all of whom have finished at least 14 years of education in the Seventh-day Adventist school system. I consider myself an expert on family finance, that this has been achieved without bankruptcy.

I agree with many of Russell's main analysis points. I do have some minor and one major disagreement. It is clear that in com-

parison to clergy, Seventh-day Adventist teachers have traditionally been underpaid. They are still, but the degree is considerably less when one considers the self-employment tax for Social Security that ministers must pay if they choose to be covered by Social Security.

The question, of course, is what can be done about it? I would suggest the following: We will never be able to solve the problem unless there is an element of sacrifice involved. The question to be settled is, how much sacrifice? If the answer is none, then our system, in my judgment, cannot survive.

There is a factor of tuition assistance for children which all workers enjoy, which for periods of time in the raising of a family greatly increase their income. I have a daughter who has just finished a four-year college in the Seventh-day Adventist system where tuition runs more than \$9,000 per year and the subsidy from the supporting institution runs in the neighborhood of \$7,000 per year. This is often not evaluated in the processes of comparison.

I would like to challenge two of Russell's analogies as being either

use, it seems to me that analogically, there is no case for comparing healthcare workers' pay in hospitals operated by the church with our school systems, which are entirely church funded, and whose salaries are paid from the funds generated by the church.

It has been my observation over many years, that if we are to look at a revision of our system, we need to address the problem of salary for associate and full professors.

With this letter I am including the latest data from *The Chronicle of Higher Education*, which covers the school year just completed. It shows, as we have always known, that the salaries for the lower ranks of instructor and assistant professor are much closer to national averages than are those for associate and professor ranks. We must, in my judgment, develop a system that provides greater rewards for those who stay in the system, grow with it, and are productive. The data on faculty in the national publications like the *Chronicle* always covers a nine-month salary period. Consequently, the salaries of Adventist educators in colleges and universities compared to other such educators in church-related baccalaureate institutions runs 20 to 30 percent below. Some solution must be found to narrow that gap if we are going to be able to operate a representative system.

In my judgment, it is not fair to compare salaries in Seventh-day Adventist institutions of higher education with salaries paid in public institutions, doctoral institutions, or comprehensive institutions (with the exception of Loma Linda and Andrews). We should compare ourselves with like institutions, and that means church-related.

You clearly point out in the solutions offered that every one of them has problems. I am certain there is no single solution. There are ways to improve the condi-

tions, however, if we have a will to recognize the size and nature of the problem, and can develop a smorgasbord of solutions that will not produce envy among various segments of the faculty. I have had the personal experience at Union College in Lincoln, Nebraska, where in view of particular needs of faculty members, of which I was one, variations were made in the remuneration scale to recognize the size of families. Arrangements were also made to permit certain members of the faculty to do some part-time work off campus. Both of these produced a great deal of hostility toward me personally, and toward the board and to the others who

profited from these changes.

No solution of course will be universally acceptable, but it seems to me that the nature of the gap between remuneration for Adventist college and university teachers and their peers in other like religious institutions is large enough to merit a restudy of the whole pay scale and program.

Thank you for cogently presenting the size and nature of the problem; may this article lead to study and activity to address what is a continuing, festering problem.

Winton H. Beaven
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A Call for More Efficient Adventist Colleges

Thank you for Malcolm Russell's article on how underpaying teachers is cutting into the quality of individuals willing to work for denominational wages. Dr. Russell taught two of my children, who both have a great deal of respect for his knowledge of economics and his classroom skills.

The solutions that he suggests for the problem of the underpaid college teacher are creative and merit consideration.

An additional solution that he did not discuss seems always to be left out whenever the subject of low college teachers' pay or high college tuition is discussed in church circles. That solution involves greater productivity in the business of running a college.

Two of the major costs of running any college are the cost of teachers' salaries, and the cost of operating each square foot of building space. As new programs have been started, additional new buildings have been built to house these

programs. It appears that little consideration has been given to student-teacher ratios that new programs will generate. Rarely have percentages of time that classrooms are in use even been calculated.

It may seem rather brash to assert that departments and majors seem to have been put in place because there was a teacher with a Ph.D. who wanted to start a program in his discipline without regard to students or incidentally jobs for those students when they graduate. The assertion rings true, however, when you look at the college statistics and ask how many departments had fewer than five graduates last year?

It may seem ungrateful to assert that buildings have been built because donors were there to pay for them without regard to need. But if you see how many square feet of classrooms on the campus are in use fewer than 10 hours per week, the idea seems on point.

Is it true that the student-teacher

ratio around most of our colleges is around 12 students per teacher? If it is that would explain why personnel costs are totally out of reason on many college campuses even though the teachers are underpaid. Maintenance costs on under-used classroom space adds to the problem.

Together, these inefficiencies may be the culprit in pushing tuition and fees to the level where the benefit-to-cost ratio of a Christian education is questioned by many students and parents. The loans that have been pushed as the solution to student financial problems have put many recent graduates in the position of entering the work force with large debts that do not match their earning power.

Perfect solutions to these major structural problems are not accomplished overnight in an imperfect world. But big improvements can be made when these fundamental problems are discussed and administrative decisions made with them in mind.

Employers are looking for people who can read, communicate, do basic math, think, plan. . . . More and more instruction in specific tasks takes place on the job.

Adventist education should offer a core of majors in liberal arts. Mathematics, Science, Religion/Philosophy, English/Communications (and maybe two or three more) should have strong programs that both serve the whole college community with general education classes and offer one strong undergraduate degree.

Additional majors should be limited to those in which the college has demonstrated excellence and those that have high opportunity for jobs. Majors not fitting the above criteria should be eliminated.

As an example of the problem, (my recollection of the last time I saw it) the Name Deleted College bulletin listed five majors in the communication department: Speech, Journalism, TV Broadcasting, Radio Broadcasting, and Advertising. A quick look at the list of graduates showed that these degrees had one or two graduates every two or three years. It is difficult to believe that any of these programs were very strong academically due to lack of peer interaction and one or two persons teaching most of the classes in the major field. Resources of the college must be spread very thin.

Student-teacher ratios must be very low. One might conclude that a student interested in a career in journalism would be better prepared and more employable with a strong major in English with an emphasis on writing than with a weak degree in journalism. This scenario could be repeated over any number of majors and colleges.

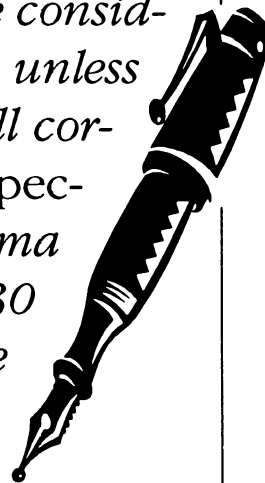
By sticking to basics, the student-teacher ratios could be raised to a more efficient level. Quick arithmetic indicates for a college with 100 teachers, every change of 1 in the ratio (i.e. a move to 13 to 1 from 12 to 1) puts a little more than a million dollars on the bottom line of the income statement of the school. At the larger universities the numbers are even more dramatic. Tuition could be lowered, attracting even more students and further improving the ratios. Teacher salaries could be raised at the same time, thereby attracting better-qualified teachers who would attract more students etc., etc. The last time I looked (10 years ago), Calvin College in Grand Rapids was a working example of the type of numbers I am talking about.

No new building should be built until it can be demonstrated that the ones that are already built are being used to their maximum capacity.

The physical plant could be made to pay more of its way by adding programs that bring people and their pocketbooks to the campus. Many universities have professional continuing-education programs, adult evening programs, programs that cater to the elderly. These are not traditional college programs, but that when properly organized and priced bring in dollars that help pay the fixed cost of the plant. How many of our colleges have a conventions director?

Voluntary contributions might even go up if donors were convinced that their dollars were being

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used efficiently.

For any significant structural change to take place, academic leaders will have to have the courage to discuss and face the facts of needed improvement in the student-teacher ratio. Accountability for student-teacher ratios will need to be placed with the professors for every department and major.

Alumni associations can become a forum for suggesting management improvements for the university.

Public relations and development departments can provide the college and university constituency with the rationale for the necessary structural changes.

I believe that Seventh-day Adventist education serves an important role in the lives of many people. It must be managed in a way that attracts high-quality, productive teachers. It must not be allowed to price itself out of the market. If it is to thrive in the 21st century it must assess its goals and improve its management of resources given it to reach those goals. It can be done!

Spectrum is to be congratulated for again providing a forum where ideas can be exchanged, and thereby provide some of the solutions for the future.

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pen to enrollments in our colleges if the most exciting and *best* academically qualified teachers were teaching in the departments that attract the most students? Currently many of our colleges can't even field a Ph.D. in business to chair their business department! If these departments can attract students without qualified faculty, what could they do with qualified faculty? (I feel I can pick on business teachers because I was one for 25 years.)

The equation is simple. If faculty earn it (tuition generated, study grants, etc.), the church can afford to pay them. The church has already proved that if it doesn't pay, the revenue will never be generated.

Finally, I would point out that a shift from "equal pay" toward "equal sacrifice" will affect more than the supply of workers to the church. Such a shift will dramatically change what is demanded from those workers. Many of the new workers will be expected to do things (*higher* student-teacher ratios, more research, better teaching in fields of greatest demand) that hardly anyone is doing now. Some workers already on the church payroll may be asked to take cuts in pay!

When salaries are correct the church need not worry about budgets or how much to spend. The church could focus on how much of the demand generated by the Holy Spirit it can afford to service. I think, like the faithful servants in Christ's parable, our Master would put us in charge of more than we dream (Matthew 25:14-30).

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Correction. "Adventism and the Church of Baseball" was incorrectly attributed on p. 41 of the December 1994 issue. Garry Land was the actual author.

The Case for Moving From "Equal Pay" to "Equal Sacrifice"

Hurrah for Dr. Malcolm Russell! ("How Sacrificial Must Teachers' Wages Be?" Vol. 24, No. 1). Recognition of the level of sacrifice, although taught by Christ (Mark 12:41-44; Luke 21:1-4; Matthew 25:15), has been completely ignored by the Seventh-day Adventist Church both in concept and in practice. Like the Pharisees "who loved money" (Mark 16:14), we give credit and recognition to large gifts from the wealthy, while ignoring the larger sacrifices of some church workers who could (outside the church) have been wealthy.

Admittedly it is easy to measure the tangible gifts of money, stocks, or property that have already been quantified for tax purposes. It is tougher to determine what a worker on the church payroll has sacrificed (or profited) by being there. But this is no excuse for not trying.

Christ observed, "the people of

this world are more shrewd in dealing with their own kind than are the people of the light" (Luke 16:8, NIV). How could we follow His recommendation to be more shrewd?

A good place to start is with the definition for "sacrifice" Russell proposes. "The 'sacrifice' of working for the Adventist Church is the pay relinquished by not working 'outside.'" This is not hard to determine in the United States, where salaries of administrators, teachers, and preachers continue to be the subject of analysis studies and publications.

The second step would be to come up with a definition of "equal sacrifice." I would recommend this be quantified in percentage, rather than absolute, terms.

The third step would be to formulate a new salary scale based on "equal sacrifice" rather than "equal pay."

Ask yourself, What would hap-