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**PHYSICAL WORK AS AN INTEGRAL PART OF EDUCATION AT
OAKWOOD COLLEGE IN LIGHT OF ELLEN G. WHITE'S WRITINGS**

Wayne State University

Ed.D. 1982

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PHYSICAL WORK AS AN INTEGRAL PART OF EDUCATION
AT OAKWOOD COLLEGE IN LIGHT OF
ELLEN G. WHITE'S WRITINGS

by

CLARENCE J. BARNES

DISSERTATION

Submitted to the Graduate School
of Wayne State University,

Detroit, Michigan

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DOCTOR OF EDUCATION

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Approved by:

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I am indebted to my parents, Mr. and Mrs. J. N. Barnes, for the inculcated quality to see a job through, and to my children, Clarvia, Baldwin and Dale, for their understanding, but, most of all, to my wife, Sylvia Jean, who through those long evenings of separation, still succeeded in keeping our home intact.

C.J.B.

PREFACE

A word of caution to any frivolous person who may happen to read this report. We live in an age when some who have not borne the heat of battle, nor endured the privations of the pioneers, find it easy to criticize what has been done through much sacrifice. This research has no sympathy for such.

In a study of this nature, weaknesses and shortcomings of past leaders may be detected through the acuity of hindsight. Should this be the case, their failure could be most valuable to us who desire to make a good institution better.

For eighty-six years Oakwood College has been a beacon light and a haven of intellectual, moral, and physical development for black Seventh-day Adventist youth of North America in particular and the world in general. Thousands have passed through its hallowed halls to service. This school has been a miracle of survival and success because of the insight, dedication, and commitment of its administrators and hundreds of teachers who have dedicated their lives in service.

The mention of the word "Oakwood" conjures up nostalgic memories of those who have worked, studied, and found reason for their very existence. Be it know then that there is no comparable institution of learning for black Seventh-day Adventists in North America.

This study is the first attempt of its kind to evaluate the physical work program of Oakwood's education in light of Ellen G. White's writings.

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CHAPTER I

INTRODUCTION

The Problem

Oakwood College, located in Huntsville, Alabama, is owned and operated by the General Conference of Seventh-day Adventists (SDA). The founders of this school were not satisfied with the education which was offered to youngsters in their day. E. G. White, whom SDA claim to be a "Messenger" from God to the Church, wrote most prolifically on the subject of education. She argued for balance. The learners were to advance as far and as fast as was possible in the sciences, but at the same time they were to be trained to become useful, practical, efficient, independent, creative, and resourceful members of society, who were to contribute more than they would consume.

Theoretical instruction was not enough. Laboratory experience was obligatory. Educational stress was to be placed not only on the "mental faculties," but on employment and work which were to be of the nature that would call into action all the "muscles" of the body. Of special value would be farming, gardening, landscaping, building, mechanical and industrial work of every kind which were necessary for the success and prosperity of the community (White's Letter 24, 1902).

The students in SDA schools, working under the supervision of "meticulous" teachers, were to construct and maintain the dwellings and other buildings necessary for the establishment and expansion of institutions. SDA colleges were not to be a copy of existing colleges of the land. Their source of knowledge, methods, and objectives of education was to be different for the set of beliefs held by Seventh-day Adventists (White, 1968). Spicer, former President of the General Conference of SDA, argued that the writings and counsels of Ellen G. White were the "major influence" in the development of SDA's unique system of education (Spicer, 1937).

For SDA's, Ellen G. White was not merely an educational philosopher but "God's mouthpiece." White herself claimed she spoke for God (White, 1948). SDA's believe that White was a real prophetess and that her counsels are the will of God to the members of the SDA church. So basic is the belief among them that every person seeking membership in their church must take this vow: "Do you accept the doctrine of spiritual gifts, and do you believe that the spirit of prophecy (White's writing) is one of the identifying marks of the remnant (SDA) church?" (Seventh-day Adventist Church Manual, 1976).

The church operates a school system to ensure that its youth may receive a balanced physical, mental, moral, social, and vocational education in harmony with denominational standards and ideals with God as the source of all moral value and truth. His revealed mind and will are the criteria for right and wrong. The stated interest of the church is

the optimum development of the whole child for both this life and the life hereafter. (General Conference Working Policy, 1970).

Therefore, the counsels of White may not be lightly disregarded today by any SDA member. White's educational principles have been and still are the basis for the development of the school which in time came to be Oakwood College.

Moreover, trends in education today suggest that society in general and educators in particular should be concerned not only with the methods to achieve educational objectives but also the attainment costs. There is no doubt that costs of educating are very high and are constantly getting higher. We ought to examine very carefully what is being done and how it is done to see whether our educational programs are cost effective to society. This is particularly true for private schools, such as Oakwood College, which rely on the voluntary contributions of Seventh-day Adventists. If students participate in work-training programs in such areas as electronics, agriculture, auto-mechanics, forestry and other manual programs, certain construction and maintenance costs could be reduced. Students who are being trained in the particular skill required by the job will be accomplishing the job and thereby reducing educational costs. Might there not still be some practical merit in the system advocated by Ellen White, both for Oakwood College and perhaps for other schools?

The founders claimed that the principles undergirding SDA education were intended to produce the distinctive and unique type of education, consistent with the principles

enunciated by Ellen White, which the founders believed were lacking in their day. Although this type of education seems to have been the hallmark of Oakwood College in earlier days, questions are now being raised about the effect constant environmental pressure has had over the years to make the school's curriculum conform to the norm of more conventional education. Therefore, it becomes necessary to evaluate the curriculum periodically in light of the founding principles to make sure that the school does not veer from the intended path. In the areas of physical work and conventional education, no evaluation of Oakwood College has been made in light of Ellen G. White's counsels.

Purpose

Therefore, the purpose of this study is to examine specifically the physical work which may be related to the vocational education phase of the Oakwood College curriculum in light of the founding principles of SDA education as set forth in the writings of Ellen G. White, in order to determine the extent to which the college in its present program of education is meeting the SDA standard for work and vocational education.

Significance of the Study

It is of paramount importance that a people who rest their eternal destiny and happiness on what they perceive to be "divine guidance" constantly direct their life practices by such mandates.

Seventh-day Adventists are willing to sacrifice present comfort, treasured possession, and life itself for what they perceive to be more enduring and valuable in the hereafter. Therefore, it is of the very highest importance that each member be assured in his/her own thinking that the institutions, established for the transmission of this peculiar heritage, be found operating in harmony with the standards divinely given.

Many questions are being asked about whether Oakwood College is being operated in compliance with Ellen G. White's counsels. The researcher, like many others, is interested and wants to know.

Sources for the Study

The focus of the study is on Oakwood College. The population is made up of students, faculty, and administrators of the College. In 1979-80 students at the several levels at Oakwood were about these (Warren, 1980):

Freshmen -----	540
Sophomores -----	312
Juniors -----	228
Seniors -----	188
Special -----	26
Unclassified -----	<u>7</u>
 Total	 1,301

Such data show that many students enter Oakwood College but drop out or transfer to some other college before graduation.

The full-time faculty of Oakwood in 1979-80 numbered seventy; the part-time faculty forty-six. Full-time administrators numbered three; associates and assistants in

administration fifty-seven (1979-80 College Bulletin).

Oakwood College documents are used as sources of evidence for the major questions which this study seeks to answer.

Limitation

The specific focus of this study is limited to the analysis of the physical work and vocational education program at Oakwood College in Huntsville, Alabama.

Assumption

The principles of Ellen G. White are the proper foundation for education at Oakwood College.

Definitions

Academic general education: The basic courses in the Liberal Arts, for example, Western Civilization, Freshman Composition, Survey of Chemistry, and others.

Equal emphasis: For this study it means that at least 32 percent of each student's credit hours for graduation will be earned in the practical arts. It means that the practical arts are required just as are studies in English, mathematics, and Bible. It further means that each student would be required to earn a major of forty-five quarter credit hours in the practical arts, and that each student is required to do physical work of at least fifteen hours a week.

Manual work and physical work: These terms are used synonymously in this study and mean work which requires the use of the large muscles of the body, for example, work such as brick-masonry, janitorial cleaning, carpentry, auto-mechanics, and others.

Practical arts: In this study, practical arts, manual training, and industrial arts designate the development of skills usually employed in physical work. These may or may not be salable. They may not require depth of understanding. The following are considered practical arts: cooking, sewing, interior decorating, plumbing, carpentry, agriculture.

Proficiency of trade: For this study, proficiency of trade means the development of competence in some skilled trade or occupation, both in theory and practice, recognized by the conferring of diploma, certificate or degree by Oakwood College.

Sedentary work: For this study sedentary work is that work which does not require the use of the large muscles of the body: work such as typing, computer key punching, and reading papers.

Vocational education: For this study, vocational education means any education taken by students to develop salable skills. Such skills may or may not require physical work and/or depth of understanding. Vocational education may or may not be in practical arts. In this study, it includes pre-professional courses,

such as those in Business, Education, Home Economics, and Nursing, which do not rely upon practical activities. However, for quotations taken from Oakwood College Bulletins prior to 1960, the term "Vocational Education" was restricted to education for industrial type work such as agriculture, auto-mechanics, carpentry, brick-laying, and others.

Organization of the Study

This study is reported in seven chapters and two appendices.

Chapter I includes the statement of the problem; the purpose; the significance of the study; sources for the study; limitations; assumption; definitions; and organization of the study.

Chapter II contains the background of the study.

Chapter III contains a review of selected literature which includes the Bible, SDA Philosophy of Education, E.G. White's writings on education, general history, recent research, and programs of schools implementing work education.

Chapter IV describes the method and design of the study: seven basic research questions; summarized standards regarding physical work from E. G. White's writings and the criteria to judge when standards are met.

Chapter V is the presentation of data and Findings.

Chapter VI is a Summary of Findings.

Chapter VII presents conclusions, recommendations and implications.

The Appendices contain: 1) the standards taken from E.G. White's writings, and 2) a summary of the balance sheets of seven industries.

CHAPTER II

BACKGROUND OF THE STUDY

This chapter contains a sketch of the historical basis for the origin and development of "Oakwood Industrial Training School," now Oakwood College, in Huntsville, Alabama, with a brief discussion of its physical work experience programs from 1896 to 1980.

Historical Basis for Oakwood

The dominant and foremost person in the development of the school was Ellen G. White who, as SDA in their 1980 World General Conference session in Dallas, re-affirmed, was the "Lord's Messenger" to their Church. For example, they affirmed:

One of the gifts of the Holy Spirit is prophecy. This gift is an identifying mark of the remnant (SDA Church) and was manifested in the ministry of Ellen G. White. As the Lord's Messenger, her writings are a continuing and authoritative source of truth which provide for the Church comfort, guidance, instruction, and correction. They also make clear that the Bible is the standard by which all teaching and experience must be tested. (SDA Church Manual, 1981, pp. 39-40)

After the Civil War between the states, White counselled SDA Church leaders of the need to enter the South and work for the freed slaves. She said, "The proclamation that freed the slaves in the Southern states opened doors through which

Christian workers should have entered to tell the story of the love of God" (White, 1948). However, years passed and nothing was done to educate the "colored" people.

On March 20, 1891, the eve of her departure for Australia, where she spent the rest of the decade, she read a position paper, "Our Duty to the Colored People," to thirty leaders of the General Conference of SDA assembled at Battle Creek, Michigan (White, 1966). After this presentation she sailed for Australia, but she did not forget the plight of the "Colored" people.

Between 1895 and 1899, eighteen more articles and letters on the subject came from her to Church leaders. Among these were "Work Among the Colored People," which appeared in the Review and Herald, April 2, 1895; "An Appeal for the Southern Field," Review and Herald, November 26, 1895; "An Appeal for the South-3," Review and Herald, December 10, 1895; "An Example in History," Review and Herald, December 17, 1895.

She argued that the Church was to establish "schools, churches and sanitariums" for colored people. "The color of the skin does not determine character in the heavenly courts" (White, 1966). She also said, "Sin rests upon us as a Church because we have not made greater effort for the salvation of souls among the colored people" (White, 1966). Seventh-day Adventists were to allow no difficulty however great to prevent their working for the advancement of colored people.

After her address of 1891, four more years passed before anything was done by the Church to educate the colored people.

SDA Church leaders were known abolitionists, blacklisted and not welcomed in the South. They had very little money with which to support a rapidly expanding work here and abroad, and there was a lack of trained personnel who had the courage to brave the racial prejudice of that time.

In 1894, J. E. White, eldest son of E. G. White, came into possession of his mother's position paper read to Adventist leaders in 1891. He decided that, if the leaders of the Church could not find a way to work for the colored people, he would. He therefore built a boat at Alean, Michigan, and sailed to Vicksburg, Mississippi, where he arrived in January, 1895, and immediately began educational and religious work for the colored people. He next wrote to General Conference officials, informing them of his progress and soliciting their aid. They were already under pressure from E. G. White and so decided it was time to act.

The General Conference Association Committee met at Battle Creek, Michigan, on October 31, 1895, and discussed the feasibility of establishing an "industrial school for black youth" of the SDA Church (General Conference Association Minutes, 1895). At the end of the discussion, the only decision reached was to appoint a sub-committee to study the matter and bring back specific recommendations of what should be done.

The sub-committee made its report to the Association on November 3, 1895. It was unanimously voted that G. A. Irwin, H. Lindsay and President O. A. Olsen constitute a committee

to locate and purchase land in the South for the construction of an "industrial school for Blacks," the price of which was not to exceed \$8,000.00.

The members of the committee journeyed south and concentrated their search in south-eastern Tennessee and northern Alabama. After surveying many plots of land in various locations, their interest focussed on a 360 acre lot five miles northwest of Huntsville. The land was not up for sale. However, they offered a purchase proposal to the owner and it was accepted. Deed to the property was obtained on January 23, 1896 (Olsen, 1923).

According to M. E. Olsen (1946) the day was cold and wet but the members of the committee were elated. After many years of frustration they had gained a base from which to work in the South. They therefore packed their belongings in a wagon, left Huntsville, and headed for the farm, arriving there at dusk, cold and chilled but high in spirit. They built a "roaring fire" in the "Old Mansion" on the farm, covered some of the broken windows as best as they could, prepared supper, had an enjoyable social time before retiring for the night.

The following morning, they inspected the property more thoroughly and were well pleased with their purchase. During their survey, they counted sixty-five large oak trees and decided the name of the place should include the word "Oakwood." Grant Adkins and his wife of Atlanta, Georgia, were left in temporary control of the farm while President Olsen sought for a man who would take charge as manager and build the

proposed institution.

The first choice was J. J. Mitchel of California. Justiss (1975) states that, when Mitchel arrived at Oakwood, he looked at what appeared to him to be a jungle and resigned that very day. Olsen next invited Solon M. Jacobs, a hardy farmer of Fanatelle, Iowa, to serve as manager. Jacobs accepted the invitation and, accompanied by President Olsen and G. A. Irwin, arrived at Oakwood on April 3, 1896. These three men formed the first school board and immediately set to work to carve an institution out of the old farm. Their first order of business was to make the property habitable. Water and shelter were vital, so the members of the board all worked for two days to clear the well of mud, knives, pitchforks, plow points, rocks and the spur of a Yankee cavalryman (Roache, 1973; Acorn, 1946). In this work, they were assisted by George Graham of Birmingham, Alabama, and Grant Roston of Vicksburg, Mississippi, two prospective students who had heard that a school was to be started for blacks and so had arrived at the farm even before Principal Jacobs (Acorn, 1946).

The direction the school would take during its early decades was indicated by the names chosen by the first school board. The General Conference Committee voted to establish an "industrial school," and the school board complied by designating it "Oakwood Industrial School." The name was next changed to "The Huntsville Training School," and when the school was chartered in 1904, it was named "Oakwood

Manual Training School."

The school was rechartered in 1912 as the "Oakwood Manual Training School" (SDA Encyclopedia, 1966). In 1917 it was elevated by the Board to the "Oakwood Junior College." However, the Charter of 1912 was not amended until 1938. It was then that it legally became "Oakwood Junior College." In 1944, the school was raised to a senior college and designated "Oakwood College."

It is interesting to note that, when E. G. White spoke of the school on her visits to the campus or when she wrote of it, she used the terms "Our School in Huntsville," or "The Huntsville School" (White, 1909). She counseled against copying other schools. For example, "if its responsible men seek to reach the world's standard, if they copy the plans and methods of other colleges, the frown of God will be upon our school" (White, 1968).

She was very specific about the education that was to be given in SDA schools. Of all things there was to be a "balanced" program. Here is her counsel:

In order to have an education that was complete, the time of study must be divided between the gaining of book-knowledge and the securing of a knowledge of practical work. (White, 1913, p. 308)

If the youth can have but a one-sided education, which is of the greater consequence, a knowledge of the science, . . . or a knowledge of labor for practical life? We unhesitatingly answer: The latter. If one must be neglected, let it be the study of books. (White, 1948, p. 156)

Education does not consist in using the brain alone. Physical employment is a part of training

essential for every youth. An important phase of education is lacking if the student is not taught how to engage in useful labor. (White, 1923, p. 538)

Why then did Church leaders designate that an "industrial school" be established? They seemed to have been influenced by the social and political constraints of the time which frowned on "Yankee comes South to teach nigger equality" (Schwarz, 1979). R. M. Kilgore, H. M. Van Slyke, Joseph Clarke and his wife, along with other adventists had attempted to work for blacks in Texas and Missouri during the 1870's and suffered the wrath of Southern whites. Some blacks who cooperated with J. E. White were whipped and driven out of town and he himself was threatened with lynching. He therefore suggested an "industrial school" to appease the wrath of the Southern whites (Schwarz, 1970; Reynolds, n.d.). Furthermore, it was the practice at that time that schools in the South established for blacks were primarily industrial. This was true of Alabama Agricultural and Mechanical College, Tennessee Agricultural and Industrial College, Florida Agricultural and Mechanical College and Tuskegee Institute, just to name a few.

Schools founded by Northern churches between 1865 and 1885, such as Shaw (American Baptist), Clark (Methodist), Stillman (Presbyterian), Daniel Payne (Baptist Home Missionary Society), Knoxville College (United Presbyterian Church) and Biddle University (Presbyterian Church), all had one common denominator: their curriculum included "manual

training" (Hall, 1973).

Oakwood Under White Administrators

When Jacobs became Oakwood's first principal in 1896, America was sliding into the Panic of 1897. The General Conference was heavily in debt due to over-expansion in many areas of the world. Conference officials had borrowed the money used to purchase the Oakwood property and so were in no position to support the young school. Jacobs was thrown on his own. The survival of the school hinged on his ingenuity, thoroughness and hard work. He therefore turned the principalship of the school over to H. S. Shaw in 1897, and assumed the role of business manager. He borrowed \$1,000.00 from A. S. Steel, a woman from Chattanooga, Tennessee, and, with a group of prospective, industrious students, he went to work. They cleared the land, constructed dwellings and classrooms and cultivated crops which provided their food as well as cotton which provided some income. By November 1896, Jacobs had constructed buildings enough for the formal opening of school, and he declared school open on November 16, 1896. There were sixteen students and three white teachers.

School Policies

The first bulletin issued was designated Announcement of Oakwood Industrial School 1896-97. It appeared thereafter annually to 1914, when the Oakwood Bulletin took its place. These announcements became the vehicle for setting forth school policies, announcements to students, to parents, to

friends of the school as well as the Principal's report to Board members.

From the very first issue of the Announcement, specific policies regarding physical work and industrial training appeared and continued to appear thereafter during the first three and a half decades of Oakwood's history. Work was required of all students. For example, "these twelve hours of labor required of each student every week, are not simply for the purpose of meeting expenses, but for discipline and instruction as well" (Announcement, 1896-97). The student who could not finance his way was permitted to enroll under an agreement whereby he would work for a year to build up credit before his formal entrance into the study program. The work done under this contract would "be paid for at the rate of \$8 a month for boys who do full work, and at \$5 a month for girls doing full work" (Announcement, 1896-97).

By 1902, the manual labor hour requirement of each student each week had risen from twelve to fifteen, and no student was "retained who proved unfaithful in his work" assignment. The student who partially financed his way worked thirty-five hours each week and attended classes from 7:15 P.M. to 9:00 P.M., and all lights were extinguished at 9:15 P.M. (Announcement, 1902-03.).

The student who failed to report to his work assignment was fined an amount equal to the hourly rate paid him until the work was done (Announcement, 1905-06). Three absences brought an automatic suspension from school (Announcement,

1903-04). If work was carelessly done, the student might be given a chance to redeem himself by the proper performance of the task; however, the policy was this: "Students will not receive pay for work which has been carelessly or improperly done but will be held to the task until they become efficient" (Announcement, 1905-06). Moreover, work took precedence over study and had to be done at the time required by the work supervisor. The policy was "students must arrange with the head of the Industrial Department so that they can be ready for duty whenever the work is offered." In times of emergency the student was to be prepared to "cheerfully" work more hours than were agreed for in his contract. The manual work requirement for nurses was even more than that required of students in other disciplines. For example:

Eight hours a day manual work will be required, and five hours on Sabbath, if necessary; making fifty-three hours per week. This work will be such as to give an experience necessary in order to become an efficient nurse; and other times will be made only by specific arrangement.

For any time more than required, nurses will be paid at the rate of five cents per hour. Credit for class work will not be given until corresponding practical work is completed. (Announcement, 1908-09, p. 25)

The nursing students did the greater part of their work in the sanitarium and this provided "an excellent opportunity to combine practical work with theoretical instruction" (Announcement, 1908-09).

It should be observed that under this work-study program it took thirteen years from the opening of school in 1896 for students to make it to the first graduating class in 1909.

The first five candidates graduated were all nurses. It would take another three years, to 1912, before the first Ministerial student, Alexander Osterman, would be graduated (Bulletin, 1915).

But what kind of work were students actually doing on the campus? This question is answered in the development of the program under the administrations of C. J. Boyd, J. I. Beardsley and J. L. Tucker, who directed the affairs of the school from 1911 to 1932. Focus here is on C. J. Boyd, who came to Oakwood in 1907. Apart from his teaching assignment, he was made supervisor of the farm and the garden work program. In 1910, Principal W. J. Blake asked to be released because he wanted to move to an area where he could find better schooling for his children. Boyd was asked to assume the responsibilities as the principal. He accepted the position but requested a leave of absence in order to acquire skills needed to make him more efficient in serving in this capacity. At the same time he used this opportunity to obtain equipment for the building of the school.

During the winter of 1911, Boyd mixed study at Valparaiso University and solicitation in many states. In the midwest he travelled throughout Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin and collected two railroad car loads of articles consisting of agricultural machinery, grindstones, belting, stoves, water pumps, wire fence material, manure spreader, bath tubs, plumbing supplies, furniture, fruit jars, and dishes.

From the northeast he collected a road grader and tools for the woodwork shop, and persuaded the railroad company to contribute a part of the freight to move the collection to Huntsville (Boyd's diary, 1911).

With his refresher courses completed, Boyd returned to Oakwood in the spring of 1911 and assumed the duties of Administrator. His first order of business was to haul all that was collected and shipped to Huntsville to Oakwood's campus. As soon as this was taken care of, Boyd launched his ten-year program of development, which accelerated building construction and industrial expansion.

He made other institutions for blacks his model for Oakwood's development. He visited Hampton Institute, Southern Alabama, and Tuskegee, where he spent three to five days at a time with Booker T. Washington and George Washington Carver. Much of the time was spent in Carver's laboratory with the scientist discussing the sweet potato, peanut, and other crops.

He employed the first black staff member, F. W. Clark, who became superintendent of construction and under whose supervision Henderson Hall and other buildings were erected. Boyd, with the aid of student labor, installed two and one-half miles of wire fence on cedar posts, built a hard top road to connect Oakwood to the city of Huntsville, built a garage, barn, wagon house, cannery, and potato house. During one season he had canned 35,000 cans of peaches, 10,000 cans of tomatoes, and stored 2,000 bushels of potatoes. Other crops stored were corn, sorghum, peas, beans, and peanuts. Vegetables

were grown in abundance to supply campus needs with the extra sold in the Huntsville market. However, the main objective was to make the school supply its own needs while providing training for the students (Boyd, Oakwood Manual Training School; Acorn, 1896-1945; General Information, n.d.).

Boyd maintained a dairy for providing milk for the school. His poultry farm had eight hundred laying hens. Blacksmithing was done not only for the school but for the community also. Students made harnesses, brooms, tents, mattresses, uniforms for young ladies, overalls and work shirts for young men.

Since there was no electricity at the school, the forest was made the source of energy for campus life. The male students were kept busy. They felled trees, split and hauled them to the campus to supply fuel for all heating, cooking, and canning needs. The fact must be remembered that these were the days of the wood stove, wheelbarrow, and lantern which placed constant demand on students' time.

However, under Boyd's administration, Oakwood made rapid progress in physical plant development, industrial growth and academic achievements. When he assumed the position of principal in 1911, Oakwood was at the eighth grade level. In 1916, Boyd persuaded President I. H. Evans of the North American Division of SDA that more attention should be given to Oakwood. Evans agreed to hold the Division Council meeting on the campus to permit committee members to make their own evaluation. Boyd then drew up a long-range plan for development and presented his program to the Council, which met at Oakwood in April, 1917.

To accommodate the seventy members of the committee, he pitched a number of tents. Members were convinced of the validity of his program and voted \$60,000 for improvement. This was the largest layout of funds made by the General Conference to Oakwood up to that time. This amount was enough to double the physical capacity of the school. The committee also voted to raise Oakwood Manual Training School to a Junior College and, because Boyd was not a college-degree man, they voted to invite J. I. Beardsley to become the first President of Oakwood Junior College in 1917. Boyd was invited into his own office and asked to resign. He graciously did so, and was given other assignments in Panama and Trinidad in the Caribbean, where he built other schools (Boyd's diary, 1911).

When Beardsley assumed the presidency of Oakwood Junior College in 1917, he found the strategy for development had already been drawn up by his predecessor, and the money for implementation had been voted by the General Conference. However, he seemed to have perceived development as an even more extensive program than that planned by Boyd. In 1918, he persuaded the General Conference to purchase the "Ford Land," thereby adding 618 acres to the school farm (Acorn, 1896-1945; Justiss, 1975). Whereas Boyd stored 2,000 bushels of sweet potatoes, Beardsley asked the Board for a house capable of storing 4,000 bushels. In 1921 the South suffered economically. Cotton was sold for thirty-five cents per pound in 1920, but it sold for nine cents per pound in 1921 (Beardsley, 1921); therefore, Beardsley planted no cotton in 1921, but

concentrated on food production. The school was abundantly supplied with tomatoes, several varieties of vegetables and a variety of peas and beans, sorghum, and fruits. Corn and wheat produced on the farm were ground by the College mill to produce cornmeal and flour. The aim was to produce all things which were needed by the school and to purchase only those which the school could not produce (Beardsley, Review and Herald, 1921).

To improve the water system of the school, Beardsley had twelve concrete cisterns built and connected by pipes. He erected a pumphouse for the distribution of the water to the various buildings and built two cottages and an educational building (Acorn, 1896-1946).

Beardsley's objective was to make education practical for students who were to go out into the community and implement their learning. For example, courses in agriculture were required of all students. They were given plots of land where they would demonstrate what they had learned in the classroom, and so at Oakwood many of them had their first contact with the soil. Not only did the students work in the soil but they built wagons for campus use as well as for the community. Sundays were reserved for community work. For this students were divided into groups and sent by pairs into pre-assigned areas (Beardsley, April 18, 1921) to do missionary work.

J. L. Shaw, on visiting Oakwood in June 1921, found an atmosphere of industry and discipline. He argued that none of the students were idle. He found each occupied in accomplishing

some particular task. He found teachers working side by side with their students in the classrooms as well as in the industries. He observed that sixty acres were planted in corn, forty-nine of oat, seventeen of wheat, thirty of vegetables, and eight hundred fruit trees. The saw-mill was turning the hickory, oak, and chestnut into lumber. In its industrial program, he saw Oakwood a model for some other SDA colleges (Shaw, 1931).

On an Oakwood road sign in 1919 was inscribed the following: "Oakwood 1 Mile East; Blacksmithing, wagon making, lumber sawed, shingles made, charges moderate" (Oakwood Calendar of Events, 1978). However, not a word was said about academic studies.

All this work was done by students and faculty. Not enough attention was given to academic development. Books were few. The school day began at 5:30 A.M. and ended at 9:30 P.M. Many students worked eight hours each day while others worked even more. In 1922, less than 1% of the students' expenses was met by cash paid by students. Ninety-nine percent came from work in the industries, and not a single student paid his or her full way that year (Bulletin, 1923). The school year was divided into four quarters of twelve weeks each, so that there was all-year employment in the industries.

Jessie Jones from the Department of Interior visited Oakwood during May 1913, and again during February 1915. He found much work and little study. He recommended that more attention was to be given to the academic studies. He found

full-time students working all day and attending classes from 7:00 P.M. to 8:45 P.M. (Jones, 1917). However, as late as 1923, a student who worked his or her full way was permitted to take only one course per quarter, while the normal study load was four courses (Bulletin, 1923). T. Perry recounted to Bruce (1979) that it took him nine years to finish the junior college program. This condition exasperated students in an age already charged with social injustice and rising expectation among blacks. Furthermore, when J. A. Tucker succeeded Beardsley as President of Oakwood Junior College in 1923, he focussed his attention also on the development of the industries. He reported to the Board what was produced on a two-acre plot within one year. The plot was first planted in corn and yielded twenty bushels. Next, it was ploughed and sown with wheat in the fall and produced forty-five bushels in the spring. The same plot was next sown with Japanese clover which produced twenty bushels of seed and four tons of hay. The total income from the two acres for the year was \$240 (Bulletin, 1923).

The President asked the Board for a new barn. He reported that the printshop had made a substantial profit. He improved and modernized the woodwork shop by changing from a steam driven engine to a gasoline driven one. He purchased a circle saw, a resaw, a jointer, and a rip saw. With this new equipment, the department was prepared to handle many kinds of woodwork jobs.

He reported that within a few months, the students had sawed sixty-thousand feet of lumber and that there were another forty-thousand feet in logs which was being brought to the mill. As a result, the school had enough lumber stocked for sale and to meet all building needs. Tucker constructed a central septic tank and had all buildings on campus linked to it by sewer piping. To provide enough water, a reservoir of fifty-thousand gallon capacity was constructed and a three-inch water main was laid to connect the well and the reservoir.

He constructed a new poultry house, built dormitories, classrooms, re-shingled teachers' cottages, added bathrooms to buildings, built a new barn and a garage. He installed furnaces and carried out a general re-decoration of all buildings. He installed a new pump at the well and extended the water line to the orphanage. He re-roofed the machine shop and installed a concrete floor, installed a grinder and gristmill, built an office for the farmers, built a blacksmith's shop, shingled the granery and the laundry, and re-roofed the old storage building. By this time, there were twenty concrete cisterns connected by a maze of pipes and gutters. Old ones were removed and new ones installed (Bulletin, 1924).

Tucker visited Berea College in Kentucky, studied their work program and recommended that the Board adopt a similar program for Oakwood. Yearly, the President gave detailed reports to the Board of what was being done in the industries. For example, in 1927, 2,000 bushels of corn were produced, 200 tons of hay, 750 gallons of syrup, 1,000 bushels of sweet

potatoes, and \$2,000 worth of vegetables. The dairy was increased from twenty to sixty head of cattle and ranked second in the state in the quality of milk produced. Students and teachers were still doing all the work necessary to build and operate the institution. The machine shop, garage, electric shop, plumbing, farm, dairy, garden, and grounds furnished work for the young men while the young ladies were kept busy with domestic work in the laundry, print shop, store, and tailor shop.

Tucker requested permission of the Board to build six family houses in order to carry out the counsel of Ellen G. White that "families should come to Oakwood to receive training in practical industries" (Bulletin, 1929); Bulletin, 1928). But all was not well. According to Justiss (1975), by the 1920's "teachers and students were marching to the beat of different drummers," which led to a series of disruptions on the campus. However, before pursuing that subject, the study looks back at the instructional curriculum from 1896 to 1932.

Instructional Curriculum

The Announcement of 1896-97, listed only one department, "Industrial Department," but intimated a balanced program to include "literary" and "industrial" studies. The objective as stated was this: "One of the distinctive features of Oakwood Industrial School is that it purposes to furnish the student instruction and training in Agricultural and Mechanical work, to be carried on at the same time he is pursuing his literary course."

"The student will thus be taught the Dignity of Labor, and how to be master of labor, rather than its slave" (Announcement, 1896-97).

There were no similar statements regarding academic studies. Still it was noted that the Bible would be one of the regular studies taught in both the day and the night school (Announcement, 1896-97). It was obvious that all students would study Bible but it was not so stated.

By 1902, the number of subjects listed under the "Industrial Department" had significantly increased and included domestic work, cultivation of the farm, general housework, cooking, sewing, carpet weaving and chair caning. Students would also learn many skills by doing work: How to clear the land, to plant, to care for and gather crops of farm and garden; to care for horses and cows; to work in the orchard, vineyard, and apiary; and how to gather wood for fueling the furnaces and stoves were skills learned (Announcement, 1902-03).

There was still no department designated academic, but in fact what corresponded to such a department was the development of three "Courses of study" for the training of nurses, teachers and ministers. The courses of study for ministers and teachers were arranged to be completed in four years of study while those for nurses would take two years. However, this was in statement only rather than practice.

During the first year ministerial and teaching students studied Bible, grammar, arithmetic, geography, spelling,

writing, and drawing.

During the second year they studied Bible, arithmetic, anatomy and physiology, United States history, and government.

The third year courses were Bible, rhetoric and composition, physical geography I, elementary botany, and bookkeeping.

For the fourth year ministerial students would study general history, nursing (hygiene and simple treatment), astronomy I, algebra and higher mathematics. Students preparing for teaching would study general history, nursing (hygiene and simple treatment), pedagogy I, educational psychology, and methods.

Nurses would follow the program outlined for ministers and teachers for one year. For the second year they would study physiology and hygiene, hygienic cookery, diet reform, dress reform, and physical culture (Announcement, 1902-03).

These programs which appear to be short and simple often took twelve to sixteen years to complete because all students had to include in their studies at least one industrial course for each term spent in school. All students had to develop proficiency in some industrial art. It was stated that "different branches of agriculture and horticulture" would "be made a part of the regular manual training, and must be taken in connection with the literary lines" (Announcement, 1904-05). If financial need determined that students could take only one course for a term, they were often reminded that the industrial was to be their choice. For example:

Students should remember that their FIRST INTEREST is to make themselves practical, all-rounded useful men and women, who in an emergency can do the work necessary to be done. The physical powers should be developed in proportion to the mental faculties; this is essential to an all-rounded education. They will then be at home in any place. They should be prepared to teach others how to build, how to cultivate the soil, and how to care for an orchard.

A man may have a brilliant mind, he may be quick to catch ideas; but this is of little value to him and to others if he has no knowledge of practical work, if he does not know how to put his ideas into execution. Such a one is only HALF EDUCATED.

No amount of intellectual culture can compensate a young woman for lack of training that should make her a homemaker in the practical as well as the spiritual sense. She should learn to do skillfully and with ease all ordinary duties of a well-ordered home. Thrift and economy are essential qualities in the character of every Christian woman. (Announcement, 1907-08, p. 20)

Not only were the industrial courses to be the students' first choice, but these courses were required for graduation from any program pursued. Moreover, there was an exit examination for each program of study and each student had to achieve passes in at least three industrial areas (Announcement, 1912-1913). Furthermore, each student had to achieve proficiency in at least one trade. In this, qualifying examination were required in both theory and practicum (Announcement, 1914-15).

As the school developed over the years, more courses of study were added to both the industrial and academic branches of the curriculum. However, the preponderance of emphasis remained on the industrial. Students who entered at the seventh grade and completed the tenth were required to complete twelve courses in industrial training. Grammar was the next highest requirement with six courses. Those who entered at the

ninth grade and completed high school were required to complete ten courses of industrial training. In none of the academic disciplines, in the high school, were students required to complete more than three courses (Announcement, 1906-07.)

In his annual report to the Board of Trustees in 1919, President Beardsley said:

In the eleventh grade agriculture we have completed the text as far as dairying and farm animals, covering the subjects of corn culture, wheat, oats, cotton, legumes, meadows, trees, and vegetables. In the eighth grade we have finished the study of soil, seeds, vegetables, gardening and care and use of tools. . . .

This semester we have classes in Dairying, Agriculture, Gardening, Printing, and Broommaking for young men, giving all that is essential knowledge of each subject. (Beardsley, 1919, p. 12)

By examining the courses of study for ministers, teachers, or nurses, it is quite evident that the academic was also now required. Take the nursing program, for example: by 1914, students admitted to the three-year program, leading to the nurse's diploma, were required upon entering to have completed the ninth grade. The following represents the course requirement for them.

NURSE'S COURSE

FIRST YEAR

Bible, Life of Christ
Anatomy
General Nursing
Physiology
Hydrotherapy (Practical)
Electricity
Massage (Practical)
Physical Culture
Cooking
Domestic Economy
Operating Drill

SECOND YEAR

Bible, Acts of Apostles
Physiology
Massage
Physical Culture
Hydrotherapy (Practical
and Theoretical)
Medical Gymnastics
Nursing (Practical)
Bible Hygiene
General Diseases
Medical Lectures

THIRD YEAR

Bible Doctrine and Testimonies
 History of Missions
 Gynecological and Obstetrical Nursing
 (For women)
 Children's Diseases
 Men's Diseases (For men)
 Materia Medica
 Bandaging
 Chemistry and Analysis of Urine
 Physical Culture
 Tropical Diseases
 Hygiene and Sanitation
 Nervous Diseases
 (Bulletin, 1914)

If the manual work required of each nursing student is taken into consideration and added to the academic program outlined above, it must be concluded that these students were achieving some degree of balance in their education. This was also true of students preparing for the ministry and for teaching.

Principal Boyd in his progress report to the North American Division Conference Council on SDA, admitted the sparsity of academic offerings in earlier days of the school; however, by 1917 that deficiency had changed--the school had grown beyond its twelfth grade status. He said:

When the work first opened up at Oakwood, class work was necessarily quite limited, but the course of study has grown until now it is a fourteen grade school. Students finish its academic course from the twelfth grade. The Ministerial course at present requires the completion of thirteen grades; the normal the completion of twelve, the secretaries', twelve, and the Nurses' and Bible Workers', ten. A few manual training classes are carried, but the larger part of the industrial knowledge gained by the students comes from actual work. They learn to do by doing. It has been the policy of the institution since it has been established to make the

school serve its own needs. . . . We endeavor to produce such things as we consume. The girls make their own uniforms, and the larger part of our sewing is done in the sewing department. With very few exceptions our buildings have been constructed by student labor under the leadership of their teachers. (Boyd, 1917, p. 8)

The strange fact here is that so very little was said about academic attainments of students. In 1917, according to Boyd, 75% of all colored SDA ministers, teachers, nurses and secretaries in North America were graduates of Oakwood Manual Training School. Many students from Haiti, Jamaica, Panama and other countries who had completed their work at Oakwood, returned to their own countries and were succeeding in their vocations. Boyd said:

The greatest personal satisfaction I get out of this work is to see boys and girls succeed in the field. . . . I have seen enthusiastic crowds of 500 to 700 people gather around a tent, eager to hear a young man preach who only a short time before was driving a span of mules to one of these plows. (1917, p. 10)

However, the heavy emphasis on the manual to the neglect of the academic continued during the 1920's. This emphasis later militated against white administrators during that era of increased sophistication among blacks who were turning from the practical in education to the academic.

The Oakwood Strike

The white teachers and administrators who served Oakwood from 1896 to 1931 were hard-working, self-sacrificing, dedicated and committed men and women who often jeopardized their lives in building a school for blacks during an age of

extreme racial prejudice, which at times erupted in physical violence perpetrated against their persons.

They shared long hours of toil and sweat with their students as they worked by their side on the farm, in the forest, at the saw-mill, in the woodwork shop, in the cannery, at building classrooms, dormitories, cottages and at all other works which were necessary for the operation of the Oakwood school.

Yet, for all this, they themselves succumbed to environmental pressure and racial prejudice which plagued Southern society in the early decades of the twentieth century. Their children did not attend classes with the blacks for whom they so unselfishly labored. They did not eat around the same table. Some parts of their worship services were segregated. Business Manager O. R. Staines argued that he recommended the discontinuation of the integrated communion service he found on his arrival at Oakwood because he feared such practices would come to the attention of Huntsville businessmen who would mob the school (Staines, n.d.). In time, some black students began to call this condition the "plantation system," or the "overseer plantation relationship" (Justiss, 1975).

This change seemed to have arisen not so much from negative attitude of Oakwood's white administrators and faculty to their students, but rather from a number of social environmental factors which exacerbated racial tension between whites and blacks in the United States during the first three decades of the twentieth century. Oakwood College did not escape this

social ferment. World War I saw many young blacks inducted into the army. Many of them served in Europe and came to realize more fully what they had known all the while, that they could perform the same jobs done by white men. They reasoned that, if they were good enough to fight for their country, they were also good enough to share the blessings of democracy. They returned home to propagate their ideas in a social environment already charged with the Washington-Dubois debate and the charismatic personality and influence of Marcus Garvey. Moreover, the cessation of hostilities in Europe and elsewhere brought a sense of freedom. The Harlem Renaissance inspired hope. The Scottsboro Case ruffled emotion, and racial atrocities in many parts of the United States, in which many returning black soldiers were lynched, created racial tension and anger.

As the white administrators strove to build Oakwood, they saw depression, panic, and war as among the factors which demanded the development of a school which had to be self-supporting for its very survival. They also argued that they were carrying out Ellen White's counsels which admonished that they were to "settle on the land and raise their own fruit and vegetable" and "that manual training should be a part of school duties" (Letter, 1892, 1902, 1923) for every student, and that "several hours each day should be devoted to working with the students in some line of manual training" (White, 1913). Moreover, students were poor; the only means of financing their education was work and this often required years to complete

a course of study.

According to Justiss (1975), Elise Graves, a student, led a two-day strike in 1918, to protest the excessive work program. However, the message did not get through to the white administrators whose policy for the school was "self support." In 1920, according to Reynolds (n.d.), President Beardsley attempted to discipline Lawrence Longware, a student who had broken school rules. When Longware was told to leave the campus and he refused, the President and some faculty members tried to evict him physically. This brought on a campus-wide boycott as all students sided with Longware and refused to attend classes until the President agreed to hear their grievances and make concessions to them. Thus Oakwood had her second strike.

President Beardsley left Oakwood in 1923, and Joseph A. Tucker succeeded him as President. Tucker was a hard worker whose burning desire was the building of Oakwood. He accomplished much in the improvement of the physical facilities and the student body increased. He organized a group of student singers and toured the country from New York to California to raise money for Oakwood. He visited the homes of his black students and was entertained by them and their families. He steered the school through the depression of the 1930's. Yet for all these, Oakwood's third and worst strike came during Tucker's administration.

Justiss states that a student, Monroe Burgess, assumed leadership of the student body in 1930, and organized them

to resist the "all work" mentality.

In September 1931, Allan A. Anderson, another student with exceptional organizing ability, arrived on campus. Anderson suggested that, in order to gain the support of the Oakwood constituency, the resistance should be elevated from confrontation centered on personalities and focussed on principles. Students, he suggested, were to demand that Oakwood be given a black president, that Negro SDA ministers from all geographical areas of the United States from which Oakwood students came were to serve on the College Board, that all incompetent teachers, black and white, were to be replaced, and that a change in the "Plantation System" of long hours and practically no academic study was to be made (Justiss, 1975).

The College Board was scheduled to meet on Oakwood's campus during the first week of October, 1931, and the student leaders planned a strike to coincide with the meeting of the Board. Soon they were talking of "POT" (Putting Out Tucker).

At early morning breakfast on October 8, 1931, one of the student leaders, Samuel Rashford, rang a bell and announced "From this time on, students will be on strike" (Justiss, 1975; Reynolds, n.d.). Class and work activities came to a standstill. The only students who worked were those who were assigned to milk the cows. The students maintained perfect decorum. They stood together as one and declared they would not resume their duties until given audience by the Board.

The Board was divided on the matter of whether or not the students were to be heard. Some called for the immediate

dismissal of the student leaders; others argued that no one should be condemned without a hearing. Finally, the student leaders were allowed to appear before the Board one at a time, but they all made the same demands. They requested a new president, they wanted many campus rules revoked, and they wanted better food. Many Board members realized the time had come for change, and they granted the students' request by voting President Tucker out, and installing J. L. Moran as Oakwood's first black President (Justiss, 1975); Reynolds, n.d.).

Thus thirty-six years of dedicated service, sacrifice, commitment and hard work came to an abrupt end in the jettison of white administrators.

The study now presents a summary of the years 1896 to 1932. Ellen G. White, the foremost leader of SDA education and the dominant voice in the establishment of the Oakwood Industrial School, gave specific counsel for a school that was to be industrial and academic in its curriculum.

J. E. White and other SDA leaders who worked in the South suggested an industrial school to appease southern whites who disapproved of academic education for blacks. The General Conference officers of SDA supported them by voting for an industrial school. Property was purchased in northern Alabama in 1896, by a General Conference Committee and S. Jacobs became Oakwood's first active principal.

The curriculum first adopted was definitely industrial. However, subjects from academic disciplines were later added in an effort to provide the balance White counselled. In

practice, implementation proved more baffling than Oakwood's administrators were innovative enough to execute. Factors such as racial prejudice and economic destitution of their students frustrated them. Their consciousness of the intrinsic, economic, social and utilitarian value of physical work resulted in their placing lesser emphasis on academic attainment. They failed to set criteria by which to evaluate the degree to which they were achieving balance. They were not sufficiently alert to the potential of social convulsion which surrounded and soon engulfed the campus.

Nevertheless, they were successful in some areas. They had specific work policies which were enforced. They taught the dignity of labor by their own examples of physical work. Their students developed many useful skills and learned trades which enhanced their success in actual life. Work was a means of survival and they performed it with zest and courage.

In their segregated practices we are brought face to face with the shortcomings of the best of the human species. However, the good they accomplished far outweighed their shortcomings. For all their efforts they did not achieve White's requirements.

Attention is now directed to Oakwood under the administration of blacks.

Oakwood Under Black Administrators

The study now focusses on the physical work policies and requirements of Oakwood College during the administrations of J. L. Moran, F. L. Peterson, and G. J. Millett and a brief summary of industrial work during the decades 1960 to 1980.

It is common talk on Oakwood's campus that, as soon as the black administrators assumed control, they threw out the work policies and the industries. While some industries were discontinued, the data found in the examination of school documents do not support this assertion.

J. L. Moran assumed the duties of president in the summer of 1932, a period of financial crisis for the United States and the world. As he made plans for his first school year, he observed that many buildings on the campus needed repair. He went to work, built a scaffold, took paint and brush and began painting and patching the buildings himself. This act engendered a spirit of work and self-help among the faculty and students and, within a short time, with their help, the campus was made ready for beginning a new school year (Reynolds, n.d.).

During the economic crunch of the 1930's, logs from Oakwood's forest were used as fuel in the school's industries and homes in place of coal. According to Justiss (1975), Moran often led the "axe gang" to the forest and challenged any of the young men to out-do him in cutting logs.

White's counsel that "book learning alone was not enough" was endorsed by Moran. He discontinued the granting of certificates for proficiency in the trades, added a "Department of Vocational Training (Practical)" and raised offerings in that department to the same level as the academic disciplines.

Note the following policy statement:

Educational institutions everywhere are coming to realize that a knowledge of books alone is not sufficient and are placing in their courses of study Vocational Training subjects (Industrial), which will fit the student for some practical place in life. The educational department has arranged for such subjects in both academic and Junior College departments. These subjects will be required for graduation. The custom of granting certificates is now discontinued as all students will receive institutional credits for all subjects pursued in these lines. The vocational training studies will consist of both theory and practice. (Bulletin, 1936-1947, p. 24)

But what were the subjects designated "vocational?" They were agriculture, gardening, home economics, woodwork, carpentry, building, cabinet making, painting, typewriting, architectural drawing and mechanical drawing, industrial arts education, industrial electricity, mechanical arts, plumbing and heating, farm shop, printing, soils analysis, and tailoring (Bulletin, 1943-1944; 1946-1947).

These courses were not the only ones offered. On the academic side of the curriculum, students were offered biology, chemistry, physics, history, Religion, English, literature, speech, French, Spanish, music, art, mathematics, education, psychology, sociology, business, library science, home economics, economics, geography, physiology and Greek (Bulletin,

1943-1944).

According to Moran, many poor students arrived at Oakwood with the idea that the government owed them a livelihood; therefore, the first duty incumbent on the administrator was to teach them to work. "Work in the fields, gardens, pastures, in the quarry, in herding sheep and milking cows" (Review and Herald, July 18, 1940). However, policies were not as specific as in earlier years. For example:

For the help of the institution and the students, the school maintains and operates a line of industries. More than two hundred acres of land is cultivated in farm and garden, providing for school consumption such things as can be grown in our latitude and furnishing employment for students who desire to work part of their way through school. The school operates its own blacksmith shop, printing office, saw mill, cannery, apiary, laundry, and sanitarium. The work in these departments is carried on in an educational way. (Bulletin, 1936-1937, p. 24)

Discussions centering on the practical side of the curriculum occupied a large portion of the time of the Board of Directors. At almost every meeting from 1932 to 1956, the black administrators pleaded for improvement and expansion of the industries to provide work for students and also to provide balance in the educational program.

At a Board meeting on Oakwood's campus on March 6, 1935, members voted that teachers were to be encouraged to spend time regularly in the industrial departments of the school to direct and to work along side students (Minutes, March 6, 1935). Much of the discussion on May 6, 1935, focussed on plans for the establishment of a barber shop, a food factory,

a breakfast food factory, and a hosiery industry (Minutes, May 6, 1935). On April 15, 1937, it was voted to ask the administration to adjust the teachers' loads so as to permit teachers to spend some time with the students in some kind of manual training (Minutes, April 14-15, 1937).

Although work was endorsed and the practical placed in the curriculum for credit, specific policies for implementation remained obscure. Moran's most specific statement appeared in 1938. "Each student is required to work at least one hour each day" (Bulletin, 1938-1939). But by 1943, the language had shifted again. For example:

Labor is vital to the threefold development of Christian character. A training along industrial line is of primary importance. Much study has been given to the development of industries that are necessary in the student's life and at the same time afford some remunerative returns. Experience has demonstrated the value of each student having a part in such a program. All the resident students are required to perform a reasonable amount of manual labor. (Bulletin, 1943-1944, p. 59)

It is not clear who would determine what was "reasonable."

President Moran left Oakwood College in 1945, and F. L. Peterson (1945-1954) became Oakwood's second black President. Under his administration, industrial related courses in the curriculum, such as agriculture, animal husbandry, building, cabinet making, carpentry, food and cookery, gardening, industrial and mechanical arts, interior decoration, laundering, painting, plumbing, printing, soil analysis, tailoring, and wood work (Bulletins, 1930-1980) became more prominent than under any other administration.

There were more industrial-related courses in the curriculum offered for credit than at any other time in the history of the school. The list below represents a summary of the highest number of such courses appearing by decades in Oakwood College's Bulletins, 1930 to 1980.

Table 1
A Summary of the Highest Number of
Industrial Subjects

Decades	Highest Number of Industrial Courses Taught
1930-1940	10
1940-1950	55
1950-1960	4
1960-1970	0
1970-1980	3

The B.S. degree in agriculture was offered for the first time in the history of the school and the major requirement was fifty semester credit hours, while the requirement was thirty semester credit hours in each of the other subjects for which the B.A. or B.S. were obtainable. The 1946-1947 Bulletin shows forty-nine semester credit hours available in mechanical and industrial art courses (pp. 38, 39).

President Peterson's plan for his students was to "develop responsibility, respect for manual labor, and acquaintance with handicraft and other forms of useful work" (Bulletin, 1946-1947).

However, policies regarding work were not as specific as in former days. For example:

Should a student find it necessary to be absent from work, he must immediately make arrangement with his work superintendent. In case of illness, he will also inform the health service. For tardiness or failure to report to work without making satisfactory arrangements, a student is fined. Those who repeatedly absent themselves un-necessarily will be subject to severe discipline (Bulletin, 1946-1947, p. 27)

The amount of fine is not specified, and what was involved in "severe discipline" is left to the imagination of the reader.

Although the industrial arts were so prominent in the curriculum, they were not a requirement for graduation. Neither was there a requirement for the development of a trade. However, the work program was present and students continued to work.

At the end of the Second World War, many veterans enrolled at Oakwood College. This created an immediate problem in the shortage of classrooms and living space. President Peterson appealed to the General Conference of SDA and the College Board for help, but got far less than he desired. He challenged his faculty and students to provide for their own needs by their own labor, and so the student and faculty joined their President in one of the greatest building expansion programs in the history of the school. They built new dormitories, a library, a science building, a central heating plant to serve the campus, and houses for teachers. He also added new industries. In 1951, President Peterson persuaded the Board to establish an industrial council with the business

manager as its Chairman and the heads of departments as members (Minutes, April 1, 1951). He laid the foundations for the accreditation of the College, and initiated paid sabbatical leaves for faculty to aid them in obtaining higher degrees (Minutes, February 21, 1954).

President Peterson left Oakwood in 1954, and C. E. Moseley was elected the third black President. He was well acquainted with the problems Peterson had in operating the school and a month of negotiation by the Board failed to persuade him to accept the presidency. Therefore, G. J. Millett (1954-1963), the mathematics teacher and manager of the wood-work shop, was elected President. During his administration, Oakwood College gained accreditation by the Southern Association of Colleges and Schools, but it also saw the decline in the practical phase of its educational program. This decline was in spite of the vigorous effort of Millett to continue emphasis on the practical started by his predecessors.

Years before Millett accepted the presidency, the wind of change had already been blowing across the Oakwood campus. In December, 1950, President Peterson informed the Board that they were dealing with new "sophisticated Negroes," especially those who came from the northern states, who were demanding an accredited educational program for their children. At that time students came to Oakwood, did only the first year of their training, then left to be graduated from northern schools which were accredited (Minutes, December 24,

1950). This matter was presented to the Board on many occasions. In the Board meeting of March 1, 1952, it was evident that the Board was divided on whether or not they could support the total program the President had proposed. Some members favored supporting the academic, while others, mindful of White's counsel that if one branch were to be dropped, it should be the academic and not the practical, supported the practical. However, after much discussion the Board committed itself to the support of both branches of the program (Minutes, March 3, 1952).

In spite of what was being done by the Board and the Administration to maintain a viable program, Oakwood continued a decline in enrollment. Both students and parents demanded accreditation, and promises were not enough; they wanted it immediately.

Just when the administration was striving to develop a balanced program, problems of a different kind arose. The Supreme Court of the United States handed down its famous decision, "Brown vs. Board of Education of Topeka." As a result of this decision, the publicly supported schools of Madison County, the county in which Oakwood is located, began laying plans for desegregation. Two members of the General Conference, L. R. Rasmasson and W. H. Williams, on the College Board, argued that it was no longer necessary to support Oakwood as a black segregated senior college. The Board then voted that Oakwood should not seek accreditation as a senior college but as a junior college.

The black members of the Board were shocked. Oakwood, the only SDA institution of higher education they could call their own, was threatened. They requested that the Board appoint a committee to study the problem and report its findings to the General Conference. The request was granted; the committee met and requested that the action of the Board be deferred for two years in order that more time be given to the study of enrollment trend. Meanwhile Oakwood was to continue seeking accreditation as a senior college (Minutes, April 26, 1955).

During the two-year interim, the black members of the Board united their efforts with those of the College administration and the faculty to save Oakwood as a senior college. They embarked upon a campaign to educate the black SDA constituency of the United States to the danger of losing their school. They redoubled their effort to recruit students, and they made a success of their efforts. Because of this, they were allowed to retain Oakwood as a senior college and the school was finally accredited by the Southern Association of Schools and Colleges in 1961.

However, in the final drive for accreditation, the supporters of the school decided they could not financially maintain both the academic and the practical and meet the standards for accreditation. In this context, the practical was dropped and emphasis was placed on the development of academic excellence. During the 1960's, not one course of the practical industrial arts was retained in the curriculum. Work

requirements and policies faded from the Bulletin (Bulletin, 1970-71). Oakwood became a largely liberal arts college with vocational, though not practical arts, programs.

President C. B. Rock observed that:

in the 1900's the main curriculum consisted of organized agriculture, carpentry, blacksmithing, and other industries such as broom-making, dress-making, knitting and manufacture of boys clothes. The students now pursue majors in biology, business administration, business education, chemistry, history, home economics, mathematics, and so forth. (Rock, 1977, p. 10)

The 1980 Bulletin did not mention student employment. Administrators during the 1960's and 1970's continued to seek for the establishment of industries as a source of student employment rather than as an integral part of education.

The absence of specific work requirements from the Bulletin was marked also by a sharp decline in student labor in the College industries. An examination of the yearly balance sheet of seven industries from 1960 to 1980 showed in 1960, student labor accounted for 61.57% of the total salaries paid in the bakery, cafeteria, laundry, physical plant, College store, farm, and dairy. In 1980, student labor in the same industries amounted to 9.71% of the total salaries for that year. (See Appendix B.)

This decline in self-support was paralleled by a significant rise in student aid. Some 97% of Oakwood students were on one type of aid or another during the school years 1970 to 1977. For the same period "tuition and fees paid only 40 percent of the educational expenditures of Oakwood College" (Master Plan, 1979).

The study now looks back in summary at the years 1932 to 1980. J. L. Moran, Oakwood's first black President, assumed office at a time of financial crisis for the United States and racial tension for Oakwood. He continued to support industrial education and raised it to the same level as the academic disciplines. He made himself a model in physical work to his students.

F. L. Peterson, Moran's successor, placed emphasis on both branches of education and placed more industrial arts courses in the curriculum than any of his predecessors. For the first time, Oakwood students could receive the B.S. degree in agriculture. Peterson utilized student labor in building and in operating the industries of the College. He initiated programs for the accreditation of the school.

When G. J. Millet became President in 1954, he continued the encouragement of physical work and tried to maintain the industries. However, the integration movement of the 1950's and the sophistication of blacks created other problems for him, and, in his struggle to save the school as an accredited college for blacks, the practical side of the curriculum was dropped.

The vote of high officials on the Board was the "coup de grace" to the effort of black administrators to preserve balance. Industrial-related education went from fifty-five courses in the late 1940's to zero courses in the sixties.

Under black administrators, policies regarding physical work and requirement for industrial arts education became vague at first, then obscure. In 1980, student employment was not mentioned in the Bulletin, E. G. White's statements in the College Bulletin were not as prevalent as under white administrators, and the gap between objectives and practice became conspicuous. Although work did not appear in policies as an integral part of education, in practice it continued for those who needed to work because of economic need.

Summary

The history of Oakwood College may be divided into three periods. The first was 1896 to 1932. During this time the emphasis was definitely industrial. The next was 1932 to 1945, when the school moved, but not completely, toward balance in the curriculum. Degrees were offered in academic areas as well as in the practical. The last is 1954 to 1980, when the curriculum of instruction was largely academic or pre-professional. Thus, at no time was E. G. White's counsel actually carried out. The practical is not now required at Oakwood. "Book learning" constitutes the requirement for graduation. Students do not now construct the buildings on the campus. Neither gardening nor agriculture is a part of the students' program.

White's writings still form the basis for the philosophy, objectives, and mission of the school. However, as this study will show, in practice the College is not following White's

counsel in implementing physical work as an integral part of education. Moreover, no set of criteria was found by which to evaluate the extent to which White's counsels were being implemented.

Chapter III is the review of selected literature.

CHAPTER III

REVIEW OF SELECTED LITERATURE

Since Seventh-day Adventists claim the Bible as their only "Creed" in faith and practice (SDA Yearbook), it was decided (a) to begin the review of the literature with an examination of the Bible to see whether or not there were counsels in it regarding work; (b) this would be followed by an examination of SDA Philosophy of Education; (c) Ellen G. White's Counsels on Education; (d) recent research on the effect work has on students pursuing academic studies; (e) general writings on the subject of physical work combined with academic studies; and (f) examples of schools which are implementing work in an academic setting.

The Bible

The Bible presents Adam and Eve as earth's first occupants and states that they were assigned physical work. For example, "The Lord God took man, and put him into the Garden of Eden to dress it and keep it" (Gen. 2:15). Some Bible students claim this to be man's first school. Ellen G. White said it was a model school for all time. "The garden of Eden was the schoolroom, Nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students" (White, 1903).

The lessons taught in the Eden school, God intended, should be passed on to succeeding generations. For example:

Know therefore that the Lord thy God, He is God, the faithful God, which keepeth covenant and mercy with them that love Him and keep His commandments to a thousand generations. (Deut. 7:9)

Now these are the commandments, the statutes, and the judgments, which the Lord your God command to teach you, that ye might do them in the land whither ye go to possess it. . . . And thou shalt teach them diligently unto thy children, and thou shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. (Deut. 6:1,7)

Under this system of education, the curriculum rested on instruction from God Himself. Each family was a little school where the parents looked to God for instruction. White claimed that the:

Education centering in the family was that which prevailed in the days of the patriarchs. . . . The men who held fast God's principles of life dwelt among the fields of the hills. They were tillers of the soil and keepers of flocks and herds; and in this free, independent life, with its opportunities for labor and study and meditation, they learned of God, and taught their children His ways. (White, 1903, p. 33)

It was a divine experiment, designed to show "the glorious height" man may attain through cooperation with the Infinite while, on the other hand, the contrast would demonstrate the depth of degradation man may reach apart from the Creator (Nichol, 1955).

While the children of Israel practiced the system of education designed by God, they were to enjoy superior intellect. As they cooperated with nature's laws of body and mind, their mental strength was to increase; they were to enjoy vigor

of health, keen discrimination, sound judgment, and inventive generosity. It was not God's intention that His people were to depend on other people to provide the material comforts of life. Through submission to Him, they were to receive skills in every trade. It is recorded in Exodus 35: 30-35;

And Moses said unto the children of Israel, See the Lord hath called by name Bezaleel the son of Uri, the son of Hur, of the tribe of Judah; and he hath filled him with the spirit of God, in wisdom, in understanding and in knowledge, and in all manner of workmanship; And to devise curious works, to work in gold, and in silver and in brass, and in the cutting of stones, to set them, and in carving of wood, to make any manner of cunning work. And he hath put in his heart that he may teach, both he, and Aholiab, the son of Ahisamach, of the tribe of Dan. Them hath he filled with wisdom of heart, to work all manner of work, of the engraver, and of the cunning workman, and of the embroiderer in blue, and in purple, in scarlet, and in fine linen, and of the weaver, even of them that do any work, and of those that devise cunning work.

The divine plan followed in agriculture would restore the soil to Edenic fertility and beauty (Isa. 51:3); and Israel would then have become a lesson-book to other nations (Deut. 7:13-16; 28:1-11). White argues that "the blessings thus assured Israel 'were' on the same conditions and in the same degree, assured to every nation and to every individual under the broad heavens" (White, 1917). God's people were to be a marvel of prosperity before all the nations of the world (Nichol, 1955).

In time the schools centered in the home veered from the divine plan because parents failed to provide the home training mandated by God. Therefore, religious leaders, known as prophets, were instructed to establish schools which came to be

known as the "schools of the prophets." In these the Edenic plan of uniting manual training with academic study was restored. Students during the days of Elisha built and maintained their schools. Spence argued that students:

were not above doing their own work. They had not reached that high state of civilization when manual labor is considered a disgrace. Their house, which was college and students' residence all in one, had become too small for them. So they said to Elisha one day, 'let us go . . . unto Jordan, and take thence every man a beam, and let us make a place there, where we may dwell.' . . . It was an enactment of the Jewish religion that every boy, no matter what his position, should be taught a handicraft. (The Pulpit Commentary, Homily on 2 Kings 6: 1-7)

This method of education, which unites physical work with academic pursuits, Seventh-day Adventists believe to be an unchangeable principle and therefore include it in their philosophy of education.

SDA Philosophy of Education

The fundamentalist concepts of Adventists provide the matrix for their philosophy of education. They accept the Biblical teaching that man was created in the image of God to do His will but man rebelled and went astray (Gen. 1:27). However, God desires to restore him to his original state of perfection, and this goal can be reached through the right system of education. Hence:

The church operates a school system to ensure that its youth may receive a balanced physical, mental, moral, social and vocational education in harmony with denominational standards and ideals with God as the source of all moral value and truth. His revealed mind and will are the criteria for right and wrong. The stated interest of the church is the

optimum development of the whole child for both this life and the hereafter. (General Conference Working Policy, 1970, p. 86).

They believe that there can be no complete education which does not take into account the whole man: physical, intellectual, and moral. They believe that the nature of man and the purpose for which he was created are involved. They also believe that education is primarily the function of the home, next the church, and only where these fail, should education become the function of the state. Therefore:

Seventh-day Adventists conduct their own schools--elementary, secondary, and higher--for the express purpose of transmitting to their children their own ideals, beliefs, attitudes, appreciations, habits and customs. The government has an excellent public school system for making citizens, but in addition to being good patriots, good law-abiding citizens, Seventh-day Adventists want their children to be loyal, conscientious Christians. There is peculiar to the church, a body of knowledge, appreciations, and ideas that must be transmitted to the children in order for it to continue to exist. In this process the Biblical principle of social transmission is recognized: 'Tell ye your children of it, and their children another generation' (Joel 1:3; General Conference Working Policy, 1970, p. 86).

This body of knowledge contains "vocational objectives."

For example:

1. Students will choose and commence preparation for vocations, technical, or professional occupations that will make them effective employees of the denomination or self-supporting leaders in the life of the community.
2. Students will respect the dignity of labor and demonstrate a sense of responsibility for economic values, as demonstrated by:
 - a. Engaging voluntarily in manual labor and other occupational activities provided by the school, with pride and self-respect regardless of social background.

- b. Striving for excellence in workmanship in whatever task they are assigned to perform by developing common sense, initiative, self-reliance, resourcefulness, and reliability through work experience. (SDA Educational Leaflet, No. 47, pp. 12, 13)

In the formulation of their educational philosophy, White's role is both imposing and dominant, as is clearly seen in the following:

Seventh-day Adventists believe that knowledge of this personal God can never be derived by human reason alone, but that God has communicated His nature, purposes, and plans through divine revelation. The Holy Scriptures of the Old and New Testaments were given by inspiration of God and contain a revelation of His will to men, and they constitute for the Church the only unerring rule of faith and practice. The Church membership accepts the gift of prophecy as manifested through special revelation to the Seventh-day Adventist Church in the life and ministry of Ellen G. White. In this respect, Seventh-day Adventists accept divine revelation as the guiding principle in their philosophy of education. (General Conference Working Policy, 1970, pp. 85-86.)

Thus, the counsels of White may not be lightly regarded by any SDA who expects to keep his standing among the faithful. It was this Ellen G. White who inspired the development of the school which later came to be designated as Oakwood College.

Ellen G. White's Writings

White, one of America's most prolific writers on religious matters, has produced some sixty-six books (Facts, 1975). Scattered all through them are counsels on education. For example:

A more comprehensive education is needed--an education which will demand from teachers and principals such thought and effort as mere instruction in the sciences does not require. The character must receive proper discipline for its fullest and noblest

development. The students should receive at college such training as will enable them to maintain a respectable, honest, virtuous standing in society, against the demoralizing influences which are corrupting youth. It would be well could there be connected with our college, land for cultivation, and also workshops under the charge of men competent to instruct the students in the various departments of physical labor. Much is lost by neglect to unite physical with mental taxation. (White, 1882, p. 23)

Four of her books, because of their direct bearing on this study, are briefly reviewed here.

1. Education (White, 1903) sets forth in a most succinct way a philosophy of Christian education. For example:

To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the Divine purpose in his creation might be realized, this was to be the work of redemption. This is the object of education, the great object of life. (pp. 15-16)

Its definition of "true education" is concise. "It is the harmonious development of the physical, the mental and the spiritual powers." It focusses on the preparation of the learner to deal with the practical realities of this life in such an exemplary way that he may be prepared to assume greater responsibilities in a higher life to come. Education, therefore, to be true, must promote the development of the whole man, all his faculties, with emphasis placed on the development of the "hand" (useful trade), the "mind" (intellectual discipline), and the "heart" (moral and spiritual). The learner must also be a good citizen.

2. Counsels to Parents, Teachers and Students. White, 1913). As the title suggests, this work is focussed on SDA

parents, teachers and students. Unlike its older companion, Education, this book is much more detailed and deals with just about "every fundamental principle which should govern the training and instruction of children and youth." It deals with methods which will fit "men and women for service by developing and bringing into active exercise all their faculties." The home should be the first industrial school. "Upon all parents there rests the obligation of giving physical, mental and spiritual instruction." "One of the surest safeguards of the young is useful occupation." In the home school the children should be taught how to perform the practical duties of everyday life. "While they are still young, the mother should give them some simple tasks to perform each day." Emphasis is placed on the dignity of manual labor, its beneficial effects on health, its safeguards against the development of evil and corrupting habits, its financial benefits, and the need for and value of work. The work started by the home should be continued on all levels of schooling.

This work has much to offer educators in understanding the complexity and the value of the task facing them today.

3. Fundamentals of Christian Education (White, 1923).

As the title suggests, this work deals with the fundamental principles which SDA schools should maintain. In the Creator's plan, education is of paramount importance. "Of all institutions in our world, the school is the most important."

Again, "The Lord reserved to Himself the education and instruction of Israel. His care was not restricted to their religious interests. Whatever affected their mental or physical well-being, became also an object of divine solicitude, and came within the province of divine law."

Education was not to be one-sided; the mental was not to be developed at the expense of the physical powers. "The active hands and brain must be employed from the earliest year." When the child was old enough to be sent to school, the home and school were to cooperate and "manual training should be continued as a part of his school duties."

This work is important to the present study because of its emphasis on "manual training."

4. Counsels on Education (White, 1968). This is a compilation of White's major articles on education, scattered through a number of her books and other writings. This work sets forth the special role SDA colleges were designed to play. For example:

Our college is designed of God to meet the advancing wants for this time of peril and demoralization. The study of books only cannot give students the discipline they need. A broader foundation must be laid. The college was not brought into existence to bear the stamp of one man's mind . . . to give students a knowledge of books merely is not the purpose of the institution. Such education can be obtained at any college in the land. (p. 60)

Some Recent Research

Harris (1969), in her study of the "Effects of Work Experience on Disadvantaged Ninth Grade Students," found that the introduction of work experience in the school curriculum had direct positive effect on the students by improving their self-image, creating positive outlook towards school, acceptance of others, acceptance of themselves, and improved attitudes toward the world of work. She recommends that work experience be implemented as an integral part of school curriculum and as one of the humanizing agents in the educational process.

Enteens' (1978) study examined the "Effectiveness of Work Experience Program on Potential Junior High School Dropouts." Students spent one half-day in the conventional school program and the other half in part-time employment under the supervision of a teacher. The work experience program was found to be effective in reducing the dropout rate. And as a plus, the behavior of the students significantly improved. Delinquency was reduced, absences and tardiness reduced, the teacher-coordinator became more interested in his students, and the students developed a positive attitude toward school, while on the scholastic side, grade-point averages moved markedly higher.

Schneider (1971) studied the effect a work-study program had on certain student behavior and found significantly positive changes in the students who participated in the work-study program. Their attitude toward school was markedly improved,

participation in class projects enhanced, and their attendance improved. It was found also that parents became more interested in the school's work experience.

Bauer (1972) used the following objectives from the California Handbook on Work Experience as the basis of his research. The title was: "A Study of the Effect that Participation in the Work Program Has on High School Students."

The objectives were:

- (1) Learning to assume responsibility.
 - (2) Gaining knowledge and attitudes necessary for successful job performance.
 - (3) Acquiring good work habits.
 - (4) Learning how to get along with fellow workers and employers.
 - (5) Developing personality and poise.
 - (6) Augmenting the financial resources of the students and assisting them to remain in school.
 - (7) Developing an appreciation and understanding of the relationship between formal education and job success.
 - (8) Exploring the fields in which they feel their vocational interests lie and determining whether or not these fields are suitable.
 - (9) Broadening their understanding in the occupational world, and of working conditions in the world of work.
- (1) Giving students who must work a feeling that their jobs have added importance.

Bauer found no significant difference between the students who participated in the work experience program and those who did not. However, it should be noted that Bauer's study was done between October, 1971 and January, 1972. Moore (1976) thought this time much too short to produce measurable significant difference between students in the work experience program and those who did not participate.

In the Appalachian Educational Laboratory Report, Hilderbrand (1974) found that students who enrolled in the work experience program made substantial improvements academically, and some of them made specific career choices as a result of

their experience in the program.

An interesting case of the positive effect of work experience on the learner was demonstrated in a California high school where 50 percent of the students routinely dropped out in the tenth grade. When work was introduced into the curriculum, the process was reversed and the students remained to leave school with a salable skill qualifying them for entry into the world of work. For some the school was able to arrange college credit for work which they had already done. The program had a positive effect not only on the students, but their employers, parents, and the program directors (Fielstra, C. and Rosenquist, 1972).

In Brooklyn, New York, 240 potential dropout students were gathered from thirteen high schools and placed in a work experience program. They followed a work study program in which they were to complete the regular academic program. After five months, the following observations were made:

(1) It is apparent that the overall program objective seeking to redirect dropouts and potential dropouts towards meaningful educational and vocational goals is being achieved. (2) Academic achievement goals measured by the successful completion of courses as established in the original proposal are being met. (3) Attendance achievement goals established in the original proposal are being met. (4) Specific remedial reading and mathematical goals determined by standardized tests as established in the original proposal are being met. (5) Vocational work experience goals established in the original proposal are being met. (New York City Board of Education, 1973)

In a Massachusetts community college, a group of students were observed to be uncertain of what their vocational calling should be. Thirty of them were persuaded to

participate in a work experience program and twenty-six remained to finish it. Twenty-four made choice of their occupation. Twenty-nine percent of the staff had meaningful contact with the program, and it was adopted as a part of the college curriculum. Of the forty-six requests for use of community resources for implementing the program, only one was denied (New England Resource Center for Occupational Education, 1973).

All the studies with the exception of Bauer's showed a positive correlation between physical work and improved academic studies.

General Literature

All who study the important subject of combining physical work with academic studies will ever be indebted to Charles A. Bennett for his monumental works in this area. Three of his books are briefly reviewed here as well as several others by other authors because of their direct bearing on the subject under investigation.

1. The Manual Arts (Bennett, 1917). This book deals with problems of selecting, organizing, and teaching the subject matter of manual arts. The following subjects are explained: the place of the manual arts in education, development and appreciation for the manual arts, justification for vocational training in the school, selection and origin of subject matter, group organization for purposes of teaching, and the use of the factory method in teaching the manual arts.

Three typical methods of teaching the manual arts are explained: (1) imitative, (2) discovery, and (3) inventive. The relative value of each of these three methods is explained and also suggestion for the combination of all three methods.

Bennett argued that the great object of education is the production of individuals who are "socially efficient." The manual arts, therefore, should have a place in education corresponding to their effectiveness in helping people to become "socially efficient." There was no substitute, he claimed, for direct experience, and it was the work of schools to provide that experience. No real appreciation of the manual arts would be developed until they were given their right place in education. The manual arts could serve as a method of teaching other subjects and so contribute an element of value in the educative process. The learner was to be exposed to a large variety of materials and first-hand experiences, "so that his natural constructive activity might be stimulated." For young learners, the practical should come before the academic.

This work would be of great importance to anyone who is initiating a program in uniting physical work with academic studies. It is of importance to the present study because it provides one model of viewing the problem at Oakwood College.

2. History of Manual and Industrial Education up to 1870 (Bennett, 1926). Bennett goes back to the very dawn of history and winds his way down its corridor to our day. He shows the "value of hand skill to the individual" through

every period of human existence. He found people at every stage of civilized development engaged in practical work, the barbaric people through conscious imitation; the Jews made it a religious duty. He found the Greeks ambivalent--some making it a requirement for all boys, while others saw it as menial, fit only for slaves. He argues that the apprenticeship system was the main educational system during the Middle Ages and that it persisted down to the nineteenth century.

The monks of the early Christian era tried to follow the pattern of the Jewish rabbis and Jesus and His disciples. "Labor was required for everyone." St. Basil would not allow even fasting to interfere with labor. He spoke of the "perpetual duty of labor." St. Benedict said he made it mandatory that monks should devote seven hours each day in manual work and two hours each day in reading. They drained marshes, built roads and bridges, and introduced new methods of farming. Outside the monasteries, participation in skilled labor was the principal means of education.

The great sixteenth century reformer, Martin Luther, advocated a state-supported system of education in which a portion of each day was to be spent in academic learning and the other in practical manipulative skill. Johann Amos Comenius argued that education was to begin with the practical. John Locke contended that the manual arts were to be included in the educational process, while Jean Jacques Rousseau would teach manual arts first and academic later. He claimed Emile would "learn more by one hour of manual labor,

than he will retain from a whole day's verbal instructions." He would have the learner make his own choice of trade.

Bennett described Pestalozzi's experimental manual school for poor children and found him an inspiration for Husinger, Frobel, Niemeyer, Herbart, and others. Bennett next moved across the Atlantic to describe Oberlin; Robert Owen's School at New Lanark; Branson Alcott's Temple School in Boston, and the manual labor movement in America. He described development of industrial schools in Germany, England, Scotland, France, and America. He made prolific use of documents to strengthen his argument.

Bennett's work is of special value to the present study because it reveals the extremely rich cultural and historical heritage of the idea and importance of manual training.

3. History of Manual and Industrial Education 1870-1917 (Bennett, 1937). By the abundance of his documentation and the scope of his presentation, Bennett forces his reader to conclude that manual training had universal practice up to the nineteenth century. This work is the continuation of his monumental treatment of the subject in his earlier works. The focus of this book is on the system and teaching of the manual arts in Russia, the Scandinavian countries, France, Germany, and England. But he reserved the last five chapters for the history and implementation of manual arts in the United States.

Some of the topics discussed are: early experiments and shopwork in the United States; the value of instruction in the

manual arts; the development of the new type of high school teacher preparation; testing theories; hand training as an essential part of any system of education; teacher training in privately endowed institutions; and the development of professional organization of the mechanical arts.

According to Bennett, manual training provides the foundation for industrial knowledge and habits of performance with tools. It also serves as a basis for further instructions in the mechanical trades. Students were to be taught the best practical procedure in each trade as well as the scientific procedures on which each was based.

Bennett claims that "intensive work was done by students in each of the trades," such as in woodwork, mechanical drawing, carpentry, stone masonry, pattern-making, cabinet making, building, brick-laying, tile-laying, range and boiler steering, plastering, machine trade, electrical engineering, and steam fitting. He also states "The best methods of teaching the principles which underlie the trade" were used. The period of preparation was divided between academic studies and training in the manual arts. The literature shows that wherever such schools were started they grew rapidly.

This work is very important to the present study, because of its tremendous documentation of manual training.

4. Movement of Destiny (Froom, 1970). Froom argues that manual training was a part of the political, scientific, and social change which marked the first decades of the nineteenth century. Reformation in education which swept much

of the United States was another phase. Manual training was pioneered by European educators who provided the inspiration for its development in the United States.

He mentions Pestalozzi, Von Fellenberg, Werli, Jahn, Ackermann, and Frobel as introducers of the principle of manual training into the schools in Switzerland, Germany, France, the Scandinavian, and other countries.

A large number of American schools adopted the program. Among these were: Southern and Western Theological Seminaries (Tennessee); Dansville Theological Seminary (Kentucky); Andover Theological Seminary (Massachusetts); Maine Wesleyan Seminary (Maine); Oneida Institute (New York); and Germantown Manual Labor Academy (Pennsylvania).

The Society for Promoting Manual Labor in Literary Institutions was formed in 1833, with Theodore D. Weld of Oneida Institute as its secretary. It was sponsored by President Lindsey of Nashville University, Mitchell of the Medical School of Ohio, Fisk of Wesleyan University, and Hitchcock of Amhurst. Oberlin required four hours of manual labor of each of her students each day.

5. History of Education (Monroe, 1935). During the 1930's, Monroe found the United States still lagging behind many European countries in the implementation of manual training in the public schools. France had made the most radical changes in that respect. Agricultural instruction was given in every rural school and manual or technical training in every urban school. He found students instructed in

needlework, cooking, sewing, manual training, domestic economy, laundry work, dairy work, cottage gardening, and various industries of local interests.

6. Reassessing the Link Between Work and Education (Solmon, 1978). In this anthology, a number of leading people in the field of education give their views on the link between work and education. Among the contributors are Lewis C. Solmon, Harry F. Silverman, Kenneth B. Hoyt, Willard Wirtz, Sidney P. Marland, Robert A. Godwin, W. Norton Grubb, S.V. Martorana, and James O'Toole.

Silverman argues that "education and work should be inseparable. School should be a work place, and work a school place.

Former President Gerald Ford, in a commencement speech at Ohio State University in 1974, was quoted to have said:

I propose a new partnership of labor and educators. Why can't the universities of America open their doors wide to working men and women, not only as students, but as teachers. Practical problem-solvers can contribute much to education, whether or not they hold degrees. . . . What good is training if it is not applied to jobs? . . . For your government as well as you, the time has come for a fusion of the realities of a work-a-day life with the teaching of academic institutions. (pp. 3-4).

Silverman's work is important to the present study, because it focusses on the connections between education and lifetime work. It draws on the experiences of many persons who have made a career of education and have been concerned with the relationship between education and work.

7. Implementing New Education Work Policies (Barton, Ed., 1978). In this work, fourteen leading persons in the field of education give their views on how physical work in education may be implemented. The authors see a link between work and education as very necessary. James O'Toole said, "the college degree-holding population have swelled into . . . a reserve army of the unemployment difficulty." Barton argued that learning must be seen as something which takes place throughout life.

They suggested that implementation may be provided through internship, job training, unions, work programs for seniors, collaborative efforts between public and private institutions, and between schools and the labor force.

Hoyt saw the term education as including much more than schooling. He spoke of the learning activities which were found in the community of the work-a-day life. He was emphatic that "the educational needs of today's students cannot be adequately met by the educational system alone." Therefore, he proposed a collaboration of school and community resources to meet the needs of the people and community. He listed twelve points of "shared commitment" that he thought would result in "improved attitudes toward work as an essential element in society."

Ganzglass observed that President Carter, in his "Youth Employment and Demonstration Project Act" of August 5, 1977, earmarked one billion dollars for innovative programs to assist economically disadvantaged youth prepare to enter the

world of work. This youth employment legislation was a congressional response to catastrophically high levels of youth unemployment. Might it not be better then for schools to teach the dignity of work if the homes have failed to do so?

Congress has suggested that academic credit be given for work. Ganzglass continued, "Congress fully intended that arrangements be made with the state and local education officials so that academic credit would be given for skills and knowledge acquired through work experience." Again, "several million dollars are being used to identify and find exemplary in-school programs in which the awarding of academic credit is related to work experience."

This book is very important to the present study, because it deals with the difficult problem of implementing the work program in the liberal arts setting of the college. It also takes up the question of credit for learned skills through work.

8. Increasing Student Options in College (Drew, Ed., 1978). This book contains the contributions of ten leading scholars and researchers "about the beneficial and deleterious effects of college on undergraduate planning for life's roles." Drew argued that the meaning of college to students, parents, faculty, and others goes beyond the important concerns of whether a college education was justified by subsequent adult earnings or whether the college curriculum should emphasize general education or specialized vocational training. He said:

The undergraduate experience is a period of planning for the assumption of life's roles. Obviously students attend college to further their careers and earn more money. And the major function of higher education is to transfer knowledge to the students; that is, to assist in their cognitive development. But, during the undergraduate years, students also develop and refine their philosophy and value system, acquire interests which may enrich both their leisure and work life, and make decisions about relationships between commitment to family roles. (pp. V, 11)

The writers focussed their attention on the critical area of value formation and decision making about the future life roles, development of leisure interests and relationship between these broad issues and the world of work. Two chapters deal with the impact of college on the development of youth. Drew argued that one of the main decisions each youth had to make was to determine the role work would play in his life. College should help the youth in this vital area of life by providing options and opportunities for experience and experiment.

This book is important to the present study, because it deals with the critical problem of the right attitude toward work and the options that schools should provide the learner.

Schools Implementing Manual Training

The programs and philosophies of four schools implementing manual training are briefly reviewed here. These are: Berea College, Berea, Kentucky; Warren Wilson College, Swannanoa, North Carolina; Blackburn College, Carlinville, Illinois; and Weimar College, Weimar, California.

1. Berea College. Berea had its beginning in a one-room house in 1855, when the Reverend John Fee vowed he would

confront the political and social oppositions of his day and establish a school for all races. For a time he was supported by Cassius M. Clay, one of the wealthy landlords of Kentucky, who had come under the influences of William Lloyd Garrison. As the Civil War approached, Clay broke ranks with Fee, who found new support in J. R. Rogers.

By 1859, Fee and Rogers had ideas of creating a college and drew up a constitution which set forth the philosophy of the college.

In order to promote the cause of Christ . . . the purpose of this college shall be to furnish facilities for a thorough education to all persons of good moral character at the least possible expense, and, for all, the inducements and facilities for manual labor which can reasonably be supplied by the Board of Trustees shall be offered. (Pelton and Smith, n.d., p. 7)

Through all the shifting innovations and changes in education since that time, Berea College has stuck to its original philosophy of uniting academic studies with manual labor.

Fee and his associates were driven from Berea in 1859, because of his determination to build his college. He spent seven years wandering from one place to another gathering funds. As soon as the war was over, he returned to Berea in 1865, obtained a legal charter, and established a school with academic studies. Berea's third President, W. Goodell Frost, accepted his appointment on the grounds that the Board of Trustees would do its utmost to develop "productive industries" for "practical training" for students (Pelton and Smith, n.d.).

The Board honored his commitment and adopted a policy which has provided printing, a college farm, fireside industry, a wood working department, blacksmithing, bakery, candy kitchen, fireside weaving, broomcraft, a campus cafeteria, a laundry, a college store, the Boon Tavern Hotel, a snack bar, a poultry farm, and Berea Hospital. There are also various types of work on campus as well as in the community, such as library work, janitorial service, maintenance of campus and community buildings.

Berea's aims include mental, physical, and spiritual development: the building of strong moral character, development of work habits, providing financial aid, manpower needs, personal growth, career choice, skill in various career training, opportunity for dealing with the real world rather than mere abstract theories, social responsibility, self-assurance, knowledge of one's abilities and interests, opportunity to apply classroom theories to practical life (Ford, 1976).

Berea's administrators and faculty are committed to the philosophy that students today need models; therefore, all teachers, administrators, and students do manual work. All students accepted at the college understand that acceptance implies commitment to the work program. Students in their freshman year do not choose the jobs at which they work. They are assigned where to work. The senior who graduates from Berea leaves with skills in at least seven areas.

All Berea teachers are specialists for certain services or production of goods needed by the college and community.

They work with and supervise fifteen hundred students. All the work at the college is done by students and faculty.

Berea provides a unique system of education. Each student, for graduation, must complete thirty-three courses, which include general education as well as the specific major. Students do not receive credit for work, per se; however, they do receive academic credit without accompanying work. Each student must work at least ten hours each week. They are paid cash for their work, and no student pays tuition. He or she pays \$1,600 per year (1979) for such things as room and board, books, and other fees. Because of this low cost to students, matriculation at Berea is restricted to the economically disadvantaged.

The industrial arts program at Berea is spread out over the normal four years it takes the average student to complete the program for the B.A. or B.S. degree. It is fused with the academic in such a way that it allows for no cooperative program with another school. That is to say, a student may not go to Berea and elect to take industrial arts without at the same time taking the academic program. While performing their work assignment, students must take the normal academic load of four courses per term, and so the majority of Berea students complete their college work in four years. Some few do so in less time, while the rest, because of deficiencies with which they enter school, must take longer (Berea College Bulletin, July, 1978).

For all this work study program, the academic program at Berea ranks very high. For example, "a recent study reported on the collegiate origins of younger American scholars by giving the percentage of graduates from 377 institutions, who later achieved scholarly distinction. . . . Berea ranked thirty-second in the nation and seventeenth in the field of the Natural Sciences" (Pelton and Smith). Fifty-seven percent of her graduates go on to graduate studies. The College is accredited by the Southern Association of Colleges and Schools. Berea College is the only privately operated school in Kentucky with the NCATE teacher's approved program. Yet graduates of the teacher education program at Berea must demonstrate that they have 1,000 clock hours of work experience in various lines in order to be certified. This must include industrial arts and home economics.

The college has no specific requirement for physical work; however, assignments are made so that each student is exposed to the development of various skills. There is a Dean of Labor with equal authority to that of the Academic Dean, and a student may be dropped for poor work performance just as he or she may be dropped for poor academic performance.

Berea produces its own vegetables. All furniture used in the dormitories is made by the students. Students work as teacher associates. They believe this to be the best method of training teachers to teach.

The success of the Berea work-study program must be found in (1) the deep commitment which all, from the President

to the students, maintain in the idea that work is basic, necessary, and important for all concerned; (2) a very well organized program; (3) the role played by teacher-supervisor, each making himself or herself a model at the same time responsible for the correct student-supervisor relationship, proper motivation techniques, encouragement in the development of responsibility, self-assurance, right work habits, proper attitude, constructive evaluation, and counsel in seeing each job as a learning experience; (4) clearly defined objectives and the specific learning experience to be derived from each; (5) the integration of academic studies and work so that one cannot be obtained without the other.

2. Warren Wilson College. Warren Wilson College at Swannanoa, North Carolina, was established in 1894, as the Asheville Farm School to provide an education for Appalachian boys. In 1979, it was a co-educational college with a student body of 550.

This school offers a liberal arts degree, with majors in approximately fifteen areas. It owns 1,000 acres, mostly forest and meadow. Three hundred acres comprise a working farm.

One of the distinctive marks of this school is its work-study program, which is an addition to study for the liberal arts degree. Though many changes have taken place since its inception in 1894, the school has maintained its work program. All students living on campus work at least fifteen hours each week and receive the same remuneration. No wages are paid; they receive their board and lodging for their work.

The work program is directed by a work council made up of six students and five staff members. Staff members, which include one administrator, serve on the council on a rotating basis. Council meetings are open to all the college community. All work supervisors are teachers, but students with expertise and advanced standing may serve as assistant work supervisors. The job of supervisor is to make each job a learning experience. Students are graded on effort, achievement, attitude, initiative, punctuality, and dependability. A satisfactory work record is a requirement for graduation. Both students and supervisors must sign the labor report before it is sent to the labor offices. The labor council has the authority to suspend students from the college for unsatisfactory labor performance. Students may be dropped for repeated tardinesses, unauthorized absences, failure to follow instructions and consistent unsatisfactory job performance.

Absences from work are classified as authorized and unauthorized. Both must be made up except in cases where the worker sustains injury while on the job. The work supervisor must be informed of the absence in advance and there is no exception to the rule.

It is the student's responsibility to keep track of the number of hours worked. At the end of the semester his or her record must show a minimum of 240 hours worked. Under-time must be made up within the regular semester. It may not be made up during vacation or summer time. At the end of the spring semester, if a student's record shows less than 480

hours worked, there is a fine of \$50.00 plus \$2.00 for every hour lacking (Warren Wilson College, 1979).

Students work under the supervision of skilled staff. They build, repair, and maintain the college, and do all other work necessary for the operation of the school. Therefore, the need for employing a staff to do the work is removed. The result is lowered expense for students. Another plus is that students graduate with practical skills in carpentry, construction, auto mechanics, electrical work, operation of heavy equipment, painting, and printing, to name just a few.

Students have the option to elect the type of work they like. They do this by listing their priorities on a scale of one to six. If they do not get their priority, they must accept the work to which they are assigned.

There are certain observable factors which make for the success of the work-study program at Warren Wilson College.

- (1) There is a clear commitment by administrators, faculty, and students to the concept that all should work for building of the community.
- (2) Work is perceived to be an integral and important part of education.
- (3) Work policies are clearly understood by all concerned, Students know that acceptance to the College means acceptance of the work program. Teachers understand this also. The teachers are graduates of "Cornell, Columbia, Yale, Oxford, Emory, Harvard, Duke, University of Vienna, University of North Carolina, Stanford, University of Virginia, the Sorbonne, Princeton University, University of Taiwan, Whittier, Lehigh, Oberlin, and Northwestern" (Warren

Wilson College, 1979). (4) Work objectives are clearly stated, and the learning to be derived from each job is specified. (5) The method of evaluation is clearly stated. (6) The student-faculty-administration relationship is positively interlaced through the work-study program.

3. Blackburn College. Blackburn College, at Carlinville, Illinois, a private coeducational liberal arts school, affiliated with the United Presbyterian Church of the United States of America, was established in 1837. It is accredited by the North-Central Association of Colleges and Schools.

The most distinctive and unique feature of the college is its work-study program which was introduced in 1913 by President William M. Hudson, whose aim was to provide education for boys who could not afford to pay for one. Since that time, the financial fortunes of many students have changed, but the work-study program has remained for all resident students of Blackburn.

What makes this program so different is that it is totally managed by students. According to the NCA's report, there is none other like it in the world. "Although a few other colleges . . . have student work programs, no other program compares with Blackburn's in its universal applicability, its egalitarianism, and its student management" (Blackburn College Bulletin, 1978).

The total work program for the operation of the college is divided into twelve divisions: (1) Bookstore; (2) Campus

Maintenance; (3) Desk--matters which deal with secretarial work; (4) Dining Hall; (5) Janitorial/Women's dormitories; (6) Janitorial/Men's dormitories; (7) Janitorial/Academic; (8) Kitchen; (9) Kitchen Maintenance; (10) New Construction; (11) Security; and (12) Student Center. Each of these divisions has a student as department head. Besides these twelve, there are two managers: a men's work manager, and a women's work manager, who are also students. The managers with the department heads form the students' work council which plans and executes all work done on campus. One faculty member serves the council in an advisory capacity.

Students are not paid wages for this work. Every student must work a minimum of 15 hours each week. For this they receive their room and board. No student may drop or shorten work hours because of academic studies. Tardiness of five minutes to work assignments results in a fine of one hour extra work. When a student is notified that there is a fine to be made up because of undertime, the removal of that undertime takes precedence over all previous commitments and engagements. Should a student fail to comply, the work council has the authority to suspend the student from the college.

Students are graded by the department head on the work performed. Grades take the form of written evaluations describing the student's reliability, quality and quantity of work, care and handling of equipment, initiative, and cooperation. Students may earn honor for work performance and as a result be featured in the spring honor banquet, and also

become eligible for election as student department head or student manager, positions which offer potential for leadership development.

Both academic studies and the work program at Blackburn spread over a six-day work-study week. This facilitates scheduling to provide sixteen hours for classroom recitation, and fifteen hours work time for each student in the college.

The total school family is involved in the work-study program. According to the NCA report, "the faculty and administrative personnel of the college reflect a strong commitment and dedication to the institution. There is indeed unanimity demonstrated by campus personnel as to the mission and educational thrust of Blackburn. . . The faculty must be considered one of the strengths of the college" (Blackburn College Bulletin, 1976).

In cooperation with various community institutions, Blackburn has developed "Field Experience" to facilitate juniors' and seniors' application of the knowledge and skills gained on campus (Student Handbook, 1978-1979).

Certain factors emerged for the success of Blackburn's work-study program: (1) a deep commitment of all involved in the program; (2) clearly defined policies regarding the work-program; (3) work perceived by students, faculty, and administrators to be education; (4) an established method of evaluating work; (5) the integration of work with the academic so that students may not graduate without satisfactory work record; (6) the unique organization of the work program;

(7) student understanding that they have accepted the commitment to a work program; (8) the role played by students who organize the program, formulate the policies, and then implement them.

4. Weimar College. Weimar College, located in Weimar, California, began operation in September, 1978. It was founded by a group of Seventh-day Adventist lay members who were determined to implement the Adventist distinctive philosophy of education: "To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, soul, that the Divine purpose of his creation might be realized--this was to be the work of redemption. This is the object of education, the great object of life" (White, 1903; Weimar College Student Handbook).

The founders believe this philosophy should be implemented "through a balanced program which integrates high quality academic study, regular, useful work, practical service to the community, and a rich environment for spiritual and social development" (Weimar College Academic Information, 1978-1979).

All students who enroll at Weimar College must work a minimum of 15 hours each week. Freshmen and sophomores work on a rotation plan so that they may be exposed to a variety of work situations, and, thereby, gain different skills. Juniors and seniors must specialize in a specific area in order to gain expertise in at least one skill or trade.

Each student must include at least one four-credit course in work education for each quarter. This requirement applies to freshmen, sophomores, juniors, and seniors. Work is perceived to be an "integral part of education" at Weimar, and credits are given for work just as for academic studies.

The term "work" at Weimar means "physical work, work that requires the use of the hands and strength" (Weimar College Academic Information, 1979-1980). There are two sides to work: mental and physical. Therefore, students receive theory in the classroom and practicum in the various industries of the college and in the community. For every course taken in "work education," the student must spend 15 hours each week in practicum of actual work experience.

Teachers work side by side with students in order to be models to them, to aid in the development of a variety of skills, right attitudes, diligence, thoroughness, initiative, and to add dignity to labor. More than 50 percent of Weimar's teachers have earned doctorate degrees. It is expected that Weimar teachers have earned doctorate degrees. It is expected that Weimar graduates will have acquired the skills necessary to be gainfully employed or to become self-employed managers of their own businesses through useful work.

No wages are paid students for work; rather, students pay tuition for work education courses in the same way they pay for academic ones. However, since all the work of the college is done by teachers and students, the result is lower out-of-pocket expenses for students.

Weimar in its brief period of operation has made dramatic strides. There are already seventeen industries on campus for students' training. Agriculture is basic, not primarily for training professional farmers, but rather for the development of practical skills, attitudes, and providing useful work for physical exercise which at conventional schools go into the playing of games. Four hundred and fifty-two trees have been planted in the orchards. More than ten acres of fruits and vegetables have been planted. Training is also offered in baking, building construction, auto mechanics, food services, landscaping, painting, electrical work, secretarial work, health care, and others (Weimar College Annual Report, 1980).

Weimar has clearly stated philosophy of purpose: it aims at the development of dignity of labor through useful work; the acquisition of useful skills so that the learner may be prepared to meet the vicissitudes of life; the development of responsibility and the inculcating of right attitudes and values; the provision of discipline in serious academic study, in useful work, and in community service.

Summary

1. The Bible definitely supports the physical work principle (Genesis 3:19).

2. Seventh-day Adventist philosophy of education mandates inclusion of physical work as an integral part of education, and E. G. White's role was dominant in

shaping their philosophy.

3. Ellen G. White's writings require balance in education with equal emphasis on both the practical and the academic.

4. In the general literature, significance has been and is now being placed on training in the practical arts as well as the academic disciplines. Training in the practical arts, learning by doing, persisted through all historic time, and was widely practiced during the nineteenth century.

5. Educational reform uniting the practical and academic helped to lay the foundation for industrial development of many European countries and the United States. It was upper class education that ignored vocational education and physical labor.

6. Recent studies show that wherever physical work is integrated with academic studies, there are many positive results. For example, disciplinary problems decrease, the dropout rate is lowered, academic scores increase, teacher-student relationships harmonize, work attitude becomes positive, students develop a sense of value, dependability, self-worth, responsibility, and independence, among other things.

7. Four colleges integrating physical work and academic education are Berea, Blackburn, Warren Wilson, and Weimar. These have basic elements in common which are: (1) total commitment of all concerned to the work program; (2) good organization of the work program; (3) an active teacher model role; (4) clear specific objectives understood by all concerned;

(5) work perceived to be education; (6) a specific method of evaluating work; (7) positive work attitude; and (8) an atmosphere of camaraderie between teachers and students.

Chapter IV presents the method and the design of the research in this study.

CHAPTER IV

METHOD AND DESIGN OF THE RESEARCH

In Chapter I it was shown that Oakwood College is an SDA institution of higher learning and, as such, is under Divine mandate to place equal emphasis on the development of the physical capacities and mental faculties of its students and to prepare them to be skilled, industrious, self-reliant, and useful people.

The abundant evidence of Chapter III shows that physical work when linked to academic studies results in much positive good to the learner. Therefore, the major research question of this study is: To what extent is Oakwood College meeting the standards for physical work as an integral part of education, as set forth in the writings of Ellen G. White?

Research Design

- (a) Standards for physical work as an integral part of education as set forth in the writings of Ellen G. White are stated explicitly.
- (b) These standards are translated into specific research questions.
- (c) Criteria by which to judge when standards are met at Oakwood College are developed for each standard.
- (d) Evidence of the extent to which each criterion is presently met will come from content analysis of

Oakwood College documents.

- (e) Conclusions will be drawn about the extent to which standards are met.

Standards

These standards for physical work as an integral part of education in SDA schools are taken from the writings of Ellen G. White and appear here in summary form.

1. Equal Emphasis:

- a. Academic knowledge gained from the classroom and practical skills from work experience are to receive equal emphasis in SDA schools (White, 1923; White 1903).
- b. The discipline of the mental powers through diligent study and the development of the physical faculties through useful labor are to be taxed proportionately (White, 1948).
- c. Students are to be trained in the industrial arts (White, 1913).

2. Facilities:

The physical facilities and equipment for the teaching of industrial arts are to match or equal those for the teaching of the academic ones (White, 1903).

3. Teachers:

Equally stringent standards are to guide in the selection of instructors for the industrial arts as those used for teachers of the academic

disciplines (White, 1913).

4. Who Should Work?

- a. All students, rich and poor, are to do physical work (White, 1903; White, 1923).
- b. Teachers and administrators are to guide and participate in physical work (White, 1913).

5. Type of Labor:

- a. Agriculture, in theory and practice, is to be a part of the education given in SDA schools (White, 1903; White, 1913).
- b. Useful manual labor, which prepares the learner for the practical duties of everyday life, is to be a part of education (White, 1913).
- c. Training, which will secure each student proficiency in at least one trade, is for all (White, 1913).
- d. Mechanical arts and industrial pursuits are to be part of education given in SDA schools (White, 1913).
- e. Students are to be taught useful trades such as carpentry, painting, printing, bookbinding, tent-making, fruit raising, press work, horticulture, and farming (White, 1913; White, 1923).

Specific Research Questions

- 1. Does Oakwood College place equal emphasis on academic studies and training in the practical arts?
- 2. Does Oakwood College provide adequate facilities for physical work and training in the practical arts?

3. Does Oakwood College require that teachers in the practical arts have the same level of qualifications as teachers in the academic areas?
4. Does Oakwood College require that all its students, faculty, and administrators engage in some College-related physical work?
5. Does Oakwood College require development of a range of skills in (a) agriculture, (b) the practical jobs of everyday life, (c) building and maintenance of the College plant, and (d) a variety of trades which can become salable skills?
6. Does Oakwood College require that each of her graduates develop proficiency in at least one trade?
7. Does Oakwood College supply some of its own food, construct and maintain its buildings, and provide some funds for operations from the sale of goods and services?

Criteria for Judging Whether or Not Standards Are Met

The education given in any SDA school must concern itself with development of (a) unique spiritual goals, (b) noble character, (c) academic studies, and (d) physical health (Standard Manual, 1961; White, 1923; White, 1913; White, 1948; White, 1890). However, for this study the following criteria focus on the attainment of skills in the practical arts.

1.1. Criteria for Equal Emphasis will Be Met When:

- a. In addition to the Liberal Arts general education requirements of ninety-four quarter hour credits, each student will be required to complete satisfactorily:
 - 1) Sixteen credits of practical arts as general requirements for graduation.
 - 2) Eight credits in each of the freshman and sophomore years.
 - 3) These sixteen credits must be allocated as follows:
 - a) Four credits in gardening.
 - b) Four credits in household science arts: cooking, sewing, interior decorating.
 - c) Four credits in home repair: plumbing, small appliances, electricity, painting.
 - d) A four credit elective such as welding, auto-mechanics, and so on.
- b. For graduation each Oakwood College student must have completed satisfactorily a minimal major of forty-five quarter-hour credit in one practical art leading to a certificate. Examples of such majors are: agriculture, auto-mechanics, carpentry. Basic courses taken under (a) as general education requirements will not count toward the forty-five credits of the major. At least one course in the practical arts program must be taken during each quarter of enrollment.

- c. At least one-third of these credit hours must be in practicum, actual work experience, in the practical art courses.
- d. Moreover, each student must spend an average of at least three hours each school day in the practical work.

1.2 Answers for Research Question One, Equal Emphasis, will come from comparing the criterion with two sources.

- a. Curricular requirements stated in the Oakwood College Bulletin.
- b. Analysis of student transcripts. To see that students did, in fact, follow the criteria requirements, student transcripts will be tallied to find the percentage of students who actually meet each of the criteria above.
 - 1) The study will tally one-third (every third name in an alphabetical list) of all freshman and sophomore students, 1979-1980. Since these two levels of students were large groups, the one-third sample was sufficient to make a random sample.
 - 2) The study will tally one-half (every other name in an alphabetical list) of all juniors and graduating seniors, 1979-1980. Since these two levels of students were smaller than the freshman and sophomore levels, the one-half sample was necessary.

2.1 Criteria for Facilities Will Have Been Met When

- a. The buildings used for practical training and industrial arts are of permanent structure and sufficient capacity to accommodate all Oakwood College students as are those used for instructional purposes in the academic disciplines.
- b. Tools and equipment for teaching the practical arts must be up to date and of sufficient number to accommodate all Oakwood College students.

2.2 Answers for Research Question Two, Facilities, will come from three (3) sources:

- a. Documents of Oakwood College, such as Oakwood College Bulletin, Institutional Self-Study, and Fiscal Affairs Newsletter.
- b. The Huntsville Times.
- c. This researcher's observations and descriptions of actual buildings and equipment.

3.1 Criteria for Teachers Will Have Been Met When:

- a. Teachers in the practical arts have earned the M.A. degree, or the equivalent in the practical art they teach.
- b. Teachers in the practical arts receive the same rate of pay, rank, and voting rights as teachers in the academic disciplines.

- 3.2 Answers for Research Question Three, Teachers, will come from two sources:
- a. A comparison of the qualifications of teachers in the academic disciplines and the practical arts based on Oakwood College documents.
 - b. A comparison of the pay and voting rights of teachers in the academic disciplines and the practical arts based on Oakwood College documents.
- 4.1 Criteria for Who Should Work Will Have Been Met When:
- a. Each student, regardless of financial ability or social stratum, is required to do physical work each school day and not less than fifteen hours of physical work each week.
 - b. Each teacher and administrator at Oakwood College is required to work, at least two hours a day, side-by-side with students, and perform the same type of physical work done by students.
- 4.2 Answers to Research Question Four, Who Should Work will come from three sources:
- a. An examination of statements of work requirements in Oakwood College Bulletin.
 - b. An examination of statements regarding work as stated in a projected Master Plan for Oakwood College.
 - c. An analysis of Oakwood College on-campus labor records.

- 1) Three weeks' labor, taken at random from the labor report of the 1979-1980 school year, will be tabulated to show:
 - a) the number of work stations;
 - b) the number of working students;
 - c) the number of working faculty and administrators;
 - d) the number working one to fourteen hours each week;
 - e) the number working fifteen or more hours each week;
 - f) the number doing physical work;
 - g) the number doing sedentary work.
- 2) Work off-campus will not be included in this study unless it is found to be required by Oakwood College and record of it is kept.

5.1 Criteria for the Development of a Range of Practical Skills Will Have Been Met When:

- a. Each student meets the sixteen credits for general education in the practical arts.
- b. Each student meets the requirement for one-third of these credit hours in practicum of physical work experience.
- c. Each student spends an average of fifteen hours each week in actual work.

- 5.2 Answers for Research Question Five, Development of a Range of Practical Skills, will come from two sources:
- a. Stated requirements as presented in the Oakwood College Bulletin.
 - b. Re-examination of labor records will be tabulated to determine the extent of students' involvement in:
 - 1) Agriculture.
 - 2) The practical jobs of everyday life.
 - 3) Building and maintenance of the College plant.
 - 4) A variety of trades which can become salable skills.
- 6.1 Criteria for Proficiency in at Least One Trade Will Have Been Met When:
- Each Oakwood College student on graduating receives a degree, diploma or certificate in one of the trades.
- 6.2 Answers to Research Question Six, Proficiency in Trade, will come from two sources:
- a. An examination of curricular requirements in the Oakwood College Bulletin.
 - b. The transcripts of all Oakwood College students graduating in 1980 will be analyzed and tabulated.
- 7.1 Criteria for the Kind of Work to Be Done and A Type of Labor Will Be Met When:
- a. Oakwood College students, faculty, and administrators:
 - 1) Perform all work necessary to build and maintain

Oakwood College in all its physical needs.

- 2) Produce at least 90% of the fruits and vegetables necessary to supply the need of Oakwood College students, faculty, and administrators.
- b. Specifically, students, faculty, and administrators do the work in agriculture, gardening, carpentry, brick-masonry, auto mechanics, food production and serving, furniture making, construction, horticulture, landscaping, electrical work, building repair, building construction, small engine repair, welding, dairy and so forth.

7.2 Answers to Research Question Seven, Kinds of Work to Be Done as a Type of Labor, will come from:

- a. An Examination of the building contract for the school year 1979-1980 to determine the extent to which Oakwood College students, faculty, and administrators were engaged in building.
- b. The Oakwood College cafeteria records for the 1979-1980 school year will be examined to determine the source from which Oakwood College obtains its fruits and vegetables.
- c. The records of the Physical Plant will be examined to determine the extent to which students, faculty, and administrators are involved in the maintaining of the Oakwood College Building and grounds.

The next chapter deals with the presentation of the data and findings.

CHAPTER V

PRESENTATION OF DATA AND FINDINGS

As stated in Chapter I, the main purpose of this study is to determine the extent to which Oakwood College in its operation during the 1979-1980 school year was fulfilling its purpose of physical work as an integral part of education, as mandated in the writings of Ellen G. White.

In order to resolve this problem, (1) standards for physical work in education as set forth in the writings of Ellen G. White were explicitly stated; (2) these standards were translated into one basic question and seven specific research questions; (3) criteria by which to judge when the standards were met at Oakwood College were developed for each of the standards; and (4) evidence of the extent to which each criterion was met were to come from content analysis of Oakwood College documents.

The strategy of presentation of data for each of the seven basic research questions is (1) a restatement of the question; (2) a restatement of the criterion; (3) a presentation of the data generated from the content analysis of Oakwood College documents; and (4) a summary comparison of the data with the criterion.

Question 1

Does Oakwood College place equal emphasis on academic studies and training in the practical arts?

1.1 Criteria for equal emphasis will be met when:

- a. In addition to the Liberal Arts general education requirements of ninety-four quarter hour credit, each student will be required to complete satisfactorily:
 - 1) Sixteen credits in the practical arts as general requirements for graduation.
 - 2) Eight credits in each of the freshman and sophomore years.
 - 3) These sixteen credits must be allocated as follows:
 - a) Four credits in gardening
 - b) Four credits in household science arts: cooking sewing, electricity, painting.
 - c) Four credits in home repair: plumbing, small appliances, electricity, painting.
 - d) A four credit elective such as welding, auto mechanics, and so on.
- b. For graduation each Oakwood College student must have completed satisfactorily a minimal major of forty-five quarter-hour credits in one practical art leading to a certificate. Examples of such majors are: agriculture, auto-mechanics, carpentry. Basic courses taken under (1) above as general education requirement will not count toward the forty-five credits of the major. At least one course in the practical program must be taken during each quarter of enrollment.

- c. At least one-third of these credit hours must be in practicum, actual work experience, in the practical arts courses.
 - d. Moreover, each student must spend an average of at least three hours each school day in the practical work.
- 1.2. Answers for Research Question One, Equal Emphasis, will come from comparing the criterion with two sources.
- a. Curricular requirements stated in the Oakwood College Bulletin.
 - b. Analysis of student transcripts. To see that students did, in fact, follow the criteria requirements, students' transcripts will be tallied to find the percentage of students who actually meet each of the criteria above.
 - 1) The study will tally one-third (every third name in an alphabetical list) of all freshman and sophomore students, 1979-1980. Since these two levels of students were large groups, the one-third sample was sufficient to make a random sample.
 - 2) The study will tally one-half (every other name in an alphabetical list) of all juniors and graduating seniors, 1979-1980. Since these two levels of students were smaller than the freshman and sophomore levels, the one-half sample was necessary.
- 1.3 The data presented here are generated from content analysis of (a) curricular requirements stated in the Oakwood College Bulletin (1979-1980, pp. 66-68), and (b) students' transcripts (1979-1980). The study looks first at

curricular requirements.

a. Curricular Requirements

- 1) Each student must satisfactorily complete a minimal requirement of 192 credits for the BA, BS, and BGS degrees.
- 2) Sixty of the 192 credits for the BA and BS degrees must be upper division work.
- 3) Ninety of the 192 credits for the BGS degree must be upper division work.
- 4) Each student must satisfactorily complete a prescribed core for the degree of his or her choice.

a) Prescribed core for the BA and BS degrees

- | | |
|-------------------------------------|-----------|
| (1) Education and Applied Science | 6 cr. |
| (2) Health and Physical Education | 4 cr. |
| (3) Humanities | 20-24 cr. |
| (4) Modern Languages (for BA) | 12 cr. |
| Theology Majors must present Greek | 20 cr. |
| (5) Natural Science and Mathematics | 20 cr. |
| (6) Religion | 16-20 cr. |
| (7) Social Sciences | 16 cr. |

b) Prescribed Core for the BGS degree

- | | |
|-------------------------------------|--------|
| (1) Humanities | 12 cr. |
| (2) Natural Science and Mathematics | 12 cr. |
| (3) Religion | 12 cr. |
| (4) Social Sciences | 12 cr. |

- c) Each student for the BGS degree must complete thirty-six credits in each of three disciplines.

5) Practical Work:

The following summary statements are taken from the Oakwood College Bulletin for the 1979-1980 school year.

a) Vocational: "Oakwood College endeavors to teach its students the dignity of labor, to train them in practical work which will enable them to cope with life's situations, to impart skill and knowledge in certain vocations best suited to the students' interests and aptitudes, and to offer professional and pre-professional courses which will aid the students in their choice of a vocation" (p. 33).

b) "Believing in the inspired words that 'Systematic labor should constitute a part of education' (E. G. White) the college provides many on-campus jobs for students" (p. 167).

c) Work Scholarships: The College operates industries to assist students in meeting their financial obligations (p. 168).

d) The College "cannot guarantee work to a student even though his application may have been accepted on a plan calling for an approximate number of hours of work per week" (p. 169).

6) Summary of extent to which requirements meet the criteria: From the data presented it is quite evident that Oakwood endorses work but it does not

require it. The statements in the Bulletin regarding work are general assertions. They are not requirements. No mention is made of training in the practical arts. No courses in the practical arts such as agriculture, gardening, auto-mechanics, carpentry, bricklaying, building, repair of home appliances, electronics, electrical wiring are included in the general educational requirements of the curriculum. Consequently the criterion is not met.

b. Analysis of Student Transcripts

As mentioned in the previous chapter, (a) the study would tally one-third, every third name in an alphabetical list, of all freshman and sophomore students, 1979-1980; and (b) one-half, every other name in an alphabetical list, of juniors and graduating seniors 1979-1980.

1) Student Classification: In the Oakwood College Bulletin for the school year 1979-1980, students are classified as freshmen, sophomores, juniors and seniors according to the number of quarter hours completed. The following is found on page 51:

Freshmen	0 to 43 quarter hours
Sophomores	44 to 91 quarter hours
Juniors.	92 to 139 quarter hours
Seniors.140 to 192 quarter hours

An examination of the report of the Dean of Admissions revealed that there were 1,301 students

enrolled during the 1979-1980 school year
according to the following classification.

Table 2
Oakwood College Students, 1979-1980

Classification	Female	Male	Total
Freshmen.	312	228	540
Sophomores.	175	137	312
Juniors	117	111	228
Seniors	81	107	188
Special	16	10	26
Unclassified.	5	2	7
Total	706	595	1,301

In examining the 1979-1980 Oakwood College students records, it was found that students were listed alphabetically from A to Z for the entire student body. Freshmen were designated "1," sophomores "2," juniors "3," and seniors "4."

In order to get the sample of every third freshman and sophomore, and every second junior and senior, it was necessary to re-categorize the entire list into freshmen, sophomores, juniors, and seniors. This was done alphabetically. It was from this category the sample was taken.

A detailed examination was made of the total program of each student in the sample and all credit hours generated by them for the fall, winter, and spring quarters of the 1979-1980 school year. These credits were further categorized and

classified "academic" or "practical." Table 3 is the profile of the credits generated by the sample during the fall, winter and spring quarters, 1979-1980.

Summary. The data show that students actually enroll in no practical arts courses. Therefore, the distribution among gardening, household science, home repair, welding and auto mechanics is not met. Similarly, the major in practical arts is not met. No credit hours were found in practicum in the practical arts. It must therefore be concluded that the criteria are not met.

Question 2

Does Oakwood College provide adequate facilities for work and training in the practical arts?

2.1 The criteria for "facilities" will have been met when:

- a. The buildings used for training in the practical arts are of permanent structure and sufficient capacity to accommodate all Oakwood College students as those used for instructional purposes in the academic disciplines.
- b. Tools and equipment for the teaching of practical arts must be up to date and of sufficient number to accommodate all Oakwood College students.

2.2 Answers for Research Question Two Facilities, will come from three sources:

- a. Documents of Oakwood College, such as Oakwood College Bulletin, Institutional Self-Study, and Fiscal Affairs Newsletter.
- b. The Huntsville Times.
- c. This researcher's observations and descriptions of

Table 3

A Profile of All Credits Generated by the Sample During
the Fall, Winter, and Spring Quarters, 1979-1980

Credits in Each Quarter	Freshmen N = 180		Sophomores N = 104		Juniors N = 114		Seniors N = 94	
	Academic/ Vocational	Practical Art	Academic/ Vocational	Practical Art	Academic/ Vocational	Practical Art	Academic/ Vocational	Practical Art
Fall Credits	2370	0	1475	0	1617	0	1313	0
Winter Credits	2130	0	1413	0	1756	0	1277	0
Spring Credits	2074	0	1340	0	1616	0	1153	0

actual buildings and equipment.

2.3. Data:

a. Facilities for academic studies. There were six buildings at Oakwood College during 1979-80 school year which provided classrooms and laboratories for instruction in (a) academic studies, (b) certain practical skills, such as typing and card punching. These six buildings are described below. Table 4 presents a profile of their classroom and laboratory.

- 1) Moran Hall. The J. L. Moran Hall was constructed by students and faculty in 1939. It is unique as the only hewn stone structure on the campus and is just as functional in 1979 as when it was constructed. For a time it served as the administrative offices, classrooms, assembly room, and recreational room. At present it houses four departments: English, Education, Business Administration, and Secretarial Science.
- 2) Ford Science Building. This Georgian red brick building with its two floors and basement was constructed in 1954. It provides space for teachers' offices, classrooms, and laboratories for the Division of Natural Sciences. This is a permanent building.
- 3) G. E. Peters Hall. This building was constructed in 1964. It is a brick building of the permanent type and houses the department of music and home economics. It also has an auditorium for the performing arts.

Table 4

Capacity of Classrooms
and Class Laboratories

Building	No. Rooms	Type of Rooms
Moran Hall	14	10 General 4 Business
Peters Hall	5	3 General 2 Home Economics
Ford Hall	12	1 General 11 Laboratories
Religion Complex	9	7 General 1 Conference
South Hall	5	1 General 3 Nursing Practicum 1 Laboratory
Green Hall	4	4 General Classrooms

- 4) Green Hall. This red Georgian brick building was constructed in 1952. It is of the permanent type and houses the departments of Behavioral Sciences, History and Political Science, Mathematics, the College bookstore, the Chaplain's office, a number of offices for teachers, and four classrooms.
- 5) Religion Complex. This modern concrete structure was completed in 1977. There are two main divisions to this building. The church sanctuary, which seats 2,700 comfortably, is surrounded by a large number of offices and rooms which are used for religious purposes. The other division, the "religion complex," is used explicitly for religious education.

6) South Hall. This red brick Georgian building was constructed as an industrial arts and mechanical arts building but was later converted into teachers' offices and classrooms. At present it houses the Department of Nursing.

b. Facilities for work and training in the practical arts.

Oakwood College operates a number of industries and service facilities which provide work opportunities and offer potential for training in physical work and the practical arts. A brief description of each is presented here.

1) Oakwood Enterprises. The Oakwood Enterprises is the name of the facility which includes the College bakery, store, snack bar, delicatessen, gift shop, and post office. These are all housed in a building constructed in 1959 of concrete blocks with red brick veneer. The usable space here provided is 6,440 square feet.

The bakery provides baked goods for the College and some Huntsville supermarkets. Few students find employment in the store, bakery, delicatessen, snack bar, and the gift shop.

2) Cafeteria. Oakwood College operates a modern and well equipped cafeteria to serve its students, faculty, administrators, staff, and visitors. This facility is described here among the industries because it is one of the largest employers of

students on the Oakwood campus.

The cafeteria utilizes approximately one-half the space on the second floor of Blake Center, which provides 45,000 square feet of usable floor space. The cafeteria provides employment for students in food preparation, cooking, serving, dry storage, freezing, and dishroom operation. However, only one-fourth of the labor costs is for student labor. The cafeteria is largely run by a non-student staff.

The rapid growth of the student body since the cafeteria was built has made the present facility inadequate. Students must now be served on a staggered basis.

- 3) Dairy. The college dairy building, constructed in 1960 of concrete blocks with red brick veneer, is of the permanent type and provides 4,171 square feet of usable space. It houses a twelve-station milking parlor, a processing plant for dairy products, offices for dairy manager and farm manager and secretaries (Winslow, 1971).
- 4) Farm. Oakwood's landholding in 1979 is 1,158 acres, about 600 of which were cultivated in cotton, soybeans and corn. The farm is wholly mechanized and run by non-teaching Oakwood employees. No student, faculty or administrator was found working on the farm. The crops grown were sold commercially. None were used in the college cafeteria. The farm in

no way was a part of the curriculum.

- 5) Grounds. Landscaping of the college campus came under the supervision of the Physical Plant director, but in 1979 a new manager was employed to oversee this division of campus activity, and a new department of "Grounds" emerged and has begun to offer employment to some few students. The local alumni association aided the manager in the establishment of a nursery. This will provide plants for beautification, serve as a self-sustaining industry, provide funds to aid in the operation of the college and offer employment to a few students.
- 6) Harris Pine Mill. After many years of negotiations, Oakwood College, in joint partnership with Harris Pine Mill of Pendelton, Oregon, and the assistance of some local commercial companies, established a branch plant of Harris Pine Mill. The primary purpose of the school in the establishment of the plant was to provide employment for Oakwood College students.

Oakwood students find employment here on the assembly lines, receiving station, paint shops, and oven, where freshly lacquered and painted furniture are baked and inspected. Students also work in the warehouse where finished furniture is stocked or shipped to stores in Alabama and other states.

Operations at the plant began in December, 1978, and one year after, thirty-two students were working in the plant packaging 500 pieces of furniture each week. Plans are for the packaging of 1,500 pieces each week when the plant attains full production capacity. At that time 100 students should be employed (The Huntsville Times, December 2, 1979).

- 7) Laundry. Oakwood College operates, on its campus, the largest laundry and dry cleaning facility in North Alabama. The Emerson Building, with its 13,664 square feet of usable space was constructed in 1960.

This building is of the permanent type and is modernly equipped. There are dryers, presses for both laundered and dry cleaned garments, washers of various sizes, the largest having a capacity of 339 pounds per cycle.

Though very few students worked in the industry during the 1979-1980 school year, at full operating capacity this industry has the potential to employ 100 students.

- 8) The Physical Plant provides a variety of jobs for students in janitorial services, security, painting, electrical repair, inventory and equipment maintenance. However, during the 1979-1980 school year, much of the maintenance work which could be performed by students was done by commercial firms.

Winslow's study shows that, over a five-year period, "twenty-two (22) per cent of the total operational budget of the college was spent for maintenance and supplies" (Winslow, 1971).

- 9) Printing Press. The printing press, which was inactive for years, was re-established in 1979 at a cost of \$50,000. It occupies a small building constructed in 1962. Space is very inadequate, although the equipment is modern. Operating at a profit, the press employed as many as six students at times during the 1979-1980 school year (Fiscal Affairs Newsletter, February, 1980).

2.4 Summary:

- a. Buildings. The data show that Oakwood College provides adequate facilities for instruction for all students in the academic phase of the curriculum. The same cannot be said for the practical arts. No provision was found for the involvement of all Oakwood students in the practical arts, neither in theory nor in practicum in work experience.

The buildings used for the practical arts were found to be of the same permanent type as those used for academic studies. Oakwood has many facilities which might become work facilities for students. However, the facilities for the practical arts were not used at their full potential. For example, Oakwood farm; 600 acres were cultivated in 1979, yet no student,

faculty, or administrator was found to be working there. It was operated by a non-faculty staff member and was not a part of the curriculum in theory nor practicum. Similarly, the Oakwood College laundry has the capacity to employ one hundred persons. Thirteen students at most were found working there. No faculty or administrator was working in the laundry.

- b. Tools. Oakwood College possesses many tools which can be used in practical training. For example, the farm is equipped with trucks, tractors, gleaner, combiner, spray machine, row cultivators, fertilizer spreaders, scraper, cut-a-way discs, row planters, John Deere discs, silage wagons, cotton wagons, silage blower, silage cutter, round bailer, and so forth.

Similarly the laundry inventory report lists shirt pressers, ajax combination machine, pants pressers, coat pressers, arm pressers, flat work irons, washing machines, extractors, identification machines, cleaning pressers, coat finishers, steamer, dryers, sewing machines, button machines, and others.

The bakery is equipped with mixers, a bread rounder, a bread divider, a bread molder, a bread roll divider, a bread slicer, bread racks, steam kettles, pressure cookers, bun pan ovens, deep fry, rack proof oven, pie roller, work benches, and all that is necessary to operate a modern bakery.

The furniture shop is modernly equipped with all

machines necessary for furniture finishing. The Grounds department has its own tools for landscaping. The cafeteria is modernly equipped. The home economics department has its own equipment for teaching sewing, cooking, and interior decorating. The Physical Plant has tools which could be utilized in the teaching of janitorial service, carpentry, electrical wiring, plumbing, small engine repair, and so on.

Question 3

Does Oakwood College require that teachers in the practical arts have the same level of qualifications as teachers in the academic areas?

3.1 The Criteria for teachers will have been met when:

- a. Teachers in the practical arts have earned the M.A. degree, or its equivalent in the practical art they teach.
- b. Teachers in the practical arts receive the same rate of pay, rank, and voting rights as teachers in the academic disciplines.

3.2 Answers for Research Question Three, Teacher, will come from two sources:

- a. A comparison of the qualifications of teachers in the academic disciplines and those in the practical arts based on Oakwood College documents.
- b. An analysis of the ranks, pay, and voting rights of teachers in the academic disciplines and those in the practical arts based on Oakwood College documents.

3.3 The data:

- a. **Teacher Preparation: Content analysis of the "Report of the Dean of Academic Affairs to the Board of Trustees: Oakwood College, 1980."**

The investigation revealed that there were three categories of teachers at Oakwood College during the school year 1979-1980: (a) full-time teachers, (b) part-time teachers, and (c) administrators who taught part-time. Profiles comparing teachers' preparation in academic disciplines and practical arts for each of the three categories appear in Tables 5, 6, and 7.

Table 5

Profile of Oakwood College Full-time
Faculty, 1979-1980

Areas of Preparation	Doctorate	Education Specialist	Masters	Bachelors	Total
Academic	23	4	39	4	70
Practical	0	0	0	0	0

Table 6

Profile of Oakwood College Administrators
Who Teach Part-time, 1979-1980

Areas of Preparation	Doctorate	Education Specialist	Masters	Bachelors	Total
Academic	7	0	8	2	17
Practical	0	0	0	0	0

Table 7

Profile of Oakwood College Part-time
Faculty, 1979-1980

Areas of Preparation	Doctorate	Education Specialist	Masters	Bachelors	Total
Academic	10	3	23	9	44
Practical	0	0	1	0	1

b. Rank, Pay, and Voting Rights:

Faculty members at Oakwood College are classified according to rank as Assistant Instructor, Instructor, Assistant Professor, Associate Professor, and Professor. The term "Lecturer" is reserved for part-time teachers. Teachers must meet degree and other requirements for advancement in ranks. To be designated as Assistant Instructor, the teacher must be the holder of the Bachelor's degree. The Master's degree is required for promotion to the rank of Associate Professor. The Doctorate is required for promotion to the rank of Professor. Part-time teachers are not eligible for advancement in rank. Administrators who teach part-time are not eligible for advancement in rank, but they retain the rank prior to becoming administrators.

Voting is reserved for full-time faculty and some administrators. Pay scale for teachers at Oakwood College is on a graded basis with the Assistant Instructors receiving the lowest rate of pay and the Professor the highest rate. Part-time teachers also are paid

on a graded basis. The holder of the Bachelor's degree receives the lowest rate, while the holder of the Doctorate receives the highest rate. Part-time faculty are paid a fixed wage per course taught, while the full-time faculty are paid a salary. Part-time teachers are not eligible for fringe benefits provided to full-time faculty (General Policies and Benefits, 1979).

3.4 Summary

From the analysis of the data describing teacher preparation at Oakwood College during the school year 1979-1980, it is quite evident that 98.6% of Oakwood College full-time faculty have their preparation in the academic disciplines. In the Home Economics Department, one teacher (1.4%) had preparation in practical arts. However, this teacher's highest degree was the Bachelor of Arts, and therefore the teacher was not eligible for advancement in rank and pay. One part-time person in practical arts had the Master's degree but was not eligible for advancement in rank, pay, nor voting rights. No administrator who taught part-time had a degree in practical arts. The people who are in charge of production services at Oakwood College do not hold faculty status, let alone equality with faculty members. From this data, it is therefore concluded that the criterion is not met.

Question 4

Does Oakwood College require that all the students, faculty and administrators engage in some college-related physical work?

- 4.1 Criteria of who should work will have been met when:
- a. Each student, regardless of financial ability or social stratum, is required to do physical work each school day, and not less than fifteen hours of physical work each week.
 - b. Each teacher and administrator at Oakwood College is required to work at least two hours a day, side-by-side with students and perform the same type of physical work done by students.
- 4.2 Answers to Research Question Four, Who Should Work, will come from three sources:
- a. An examination of statements of work requirements in Oakwood College Bulletin.
 - b. An examination of statements regarding work in the 1979 Master Plan for Oakwood College.
 - c. An analysis of Oakwood College on-campus Labor Records.
 - 1) Three weeks' labor taken at random from the labor report of the 1979-1980 school year, will be tabulated to show:
 - a) the number of work stations;
 - b) the number of working students;
 - c) the number of working faculty and administrators;
 - d) the number working one to fourteen hours each week;
 - e) the number working fifteen or more hours each week;

- f) the number doing physical work;
- g) the number doing sedentary work.

2) Work off-campus will not be included in this study unless it is found to be required by Oakwood College and record of it is kept.

4.3 Data:

Information to answer Question 4 came from three sources:

- (a) statements in Oakwood College Bulletin, 1979-1980;
- (b) statements in College Master Plan, 1979-1980; and
- (c) a study of Labor Records kept by the College. Statements from the College Bulletin came first.

a. Oakwood Bulletin: Regarding Physical Work.

- 1) "Oakwood College endeavors to teach its students the dignity of labor, to train them in practical work which will enable them to cope with life's situations, to impart skill and knowledge in certain vocations best suited to the students' interests and aptitudes, and to offer professional and pre-professional courses which will aid the students in their choice of a vocation."
- 2) "The industries are operated by the College to provide work for the students. These industries do business with customers that require daily schedules. They must have a uniform working force. Students assigned to these industries must continue their work schedules to the end of the term. Any student who drops his work

schedule without making proper arrangements may be dropped from class attendance until such arrangements are made, and his account becomes immediately payable in cash."

- 3) Summary: The examination found no policy which requires students, faculty, or administrators to do physical work. No method was found by which the "dignity of labor" was formally taught.

b. Oakwood College Master Plan;

- 1) Definition: The Oakwood College Master Plan is a five-year, long-range projection of all the departments of the College.

The rationale for the plan is (a) to make sure that Oakwood College operates within the parameters of the Seventh-day Adventist Philosophy of Education; (b) to suggest strategies by which the unique mission of the institution may be implemented; (c) to coordinate the program of all departments in harmony with institutional goals and objectives.

In order to accomplish the above, every five years a steering committee is appointed to guide the preparation of a Master Plan. To this committee each department of the College submits a report which sets forth departmental objectives, goals, projections and strategies for activities. Support systems such as the library, tutorial programs, institutional research also submit reports.

All of these reports are compiled to make the Master Plan.

- 2) The following statements are taken from the Master Plan:
- a) "Vocational: Successful completion of career programs and technical-vocational goals is achieved when students will: . . . be motivated to appreciate the dignity of labor. . . . develop the talent of useful or manual ability."
 - b) "Oakwood's educational focus stresses liberal arts rather than technology."
 - c) "Oakwood College endeavors to foster the holistic view of educating the whole human being through harmonious development of the physical, the mental, and the spiritual powers."
 - d) "Physical objectives are met by means of health services, athletic programs, and work programs. The students are also taught the dignity of labor through the work program."
 - e) "The goals of physical development are achieved in the physical education program of the college, specifically, in the required courses in physical education, and generally in a number of gymnastic and recreational enterprises, viz., calisthenics, drills, and various games. . . . baseball, basketball, volleyball, football . . . all of which involve body activities and promote physical development."
 - f) "Vocational goals are reached through the courses offered mainly in the departments of Applied Sciences and Home Economics. These courses provide pre-professional and professional training which aid students in their choice of and preparation for a vocation. Limited vocational training is also provided through the student work program in a few of the industries operated by the College." Under vocational goals, faculty and students rated the categories "fair" to "poor" (Institutional Goals Survey, 1979). This substantiates the growing need for more technical-vocational and career-oriented programs.
 - g) "During this period, (the five years beginning 1979) serious consideration will be given to

developing the career education programs in the following areas: (1) Automotive Technology, (2) Brick and Stone Masonry, (3) Printing, (4) Furniture Assembling, and (5) X-ray Technology.

The above general statements regarding physical work suggest Oakwood's recognition of a need, but in no way delineate methods of where, when, how, or by whom the work program is to be implemented. Neither is there any work requirement for Oakwood College students, faculty, or administrators.

c. Analysis of Labor Records

Three weeks of student labor records were randomly chosen from the academic, 1979-1980, school year of forty weeks. The ninth week of the school year was October 28 to November 3, 1979. The twenty-third week of the school year was January 27 to February 2, 1980, and the thirty-third week of the school year was April 6 to 12, 1980.

The students' labor records are kept on ledger cards in the student employment office. Permission was obtained from the Business Manager and the student labor supervisor to examine the labor report. The ledger cards are filed under 65 work stations. Therefore, it was necessary to go through the file and remove those cards of the ninth, twenty-third, and thirty-third weeks. A detailed examination was made of each ledger card. The number of students who worked at each

station was recorded. The number of hours worked by each student each week was also recorded.

The ledger cards gave no description of work done by each student. In order to obtain these data it was necessary to make on-spot observation of students at work and to obtain job descriptions from work supervisors. Table 8 is a profile of the work done during the ninth, twenty-third, and thirty-third weeks of the school year.

Summary

From the data presented it is quite evident that as many as 800 students were working at Oakwood College during the school year 1979-1980. However, this seemed to have been done because of financial need rather than as required training for the development of skills. No "Department of Applied Science" was found.

White's counsel was, "our teachers should not think their work ends with giving instruction from books. Several hours each day should be devoted to working with students in some line of manual training. In no case should this be neglected" (1913). No faculty or administrators were working in physical work side by side with students.

Although 62% of the students were engaged in some type of work during the school year, the criterion for physical work was not met.

Table 8

A Profile of Oakwood College
 Student-Faculty Labor
 1979-1980

Period	No. Work Stations	Students			No. Wkg. Admin. + Faculty	Kind of Work	
		No. Wkg	1-14 hrs	15 hrs+		Phys.	Seden.
October 28 to November 3, 1979	65	800	715	85	0	285	515
January 27 to February 2, 1980	65	764	691	73	0	281	483
April 6 to April 12, 1980	65	734	630	104	0	256	478

Question 5

Does Oakwood College require development of a range of skills in (a) agriculture, (b) the practical jobs of everyday life, (c) building and maintenance of the college plant?

5.1 Criteria for the type of labor, development of a range of practical skills, will have been met when:

- a. Each student meets the sixteen credits for general education in the practical arts.
- b. Each student meets the requirements for one-third of these credit hours in practicum of physical work experience.
- c. Each student spends an average of fifteen hours each week in actual work.

5.2 Answers for Research Question Five, Development of Practical Skills, will come from two sources:

- a. Stated requirements as presented in the Oakwood College Bulletin.
- b. A re-examination of the students' labor records will be tabulated to determine the extent of students involved in:
 - 1) Agriculture.
 - 2) The practical jobs of everyday life.
 - 3) Building and maintenance of the College Plant.
 - 4) A variety of trades which can become salable skills.

5.3 Data:

The study looks first at Oakwood College Bulletin:

- a. The following "Standards for Graduation, Degrees, and Certificates" are taken from the Bulletin, 1979-

1980, and represents the general requirements for Oakwood students.

The Bulletin shows no requirements for developing any skills, and, consequently no range of skills.

b. Re-examination of Students' Labor.

The records of student labor show that some students were working where college jobs were available. No credit courses were connected with their practical work program, but it was presumed that they were developing some practical skills.

Apart from the categories shown in Table 9, other students were developing work skills ordinarily used in offices, small businesses, laboratories, research, teaching and the ministry, although these skills were not cited in the criterion.

5.4 Summary

From the number of students who were found working, the conclusion may be drawn that Oakwood College does indeed adhere to the work ethic. However, when the work program was compared with the criterion, some deficiencies were observed. For example, (a) no stated requirements for practical work were found for students, faculty, or administrators; (b) no credit requirement was found; (c) consequently, the one-third practicum in practical work was not met; (d) only 7% of the student body was found to be working fifteen or more hours each week. No evidence was found to show that the students working were

Table 9

A Profile of the Type of Physical Work and
Number of Students Involved, 1979-1980

Type of Work	No. Students Working Oct.28-Nov.3	No. Students Working Jan. 29-Feb. 3	No. Students Working Apr. 6-12
Agriculture	2 (Dairy)	3 (Dairy)	2 (Dairy)
Practical Jobs of Everyday Life	79 (Food Prep. & Srvg.) 7 (Laundry) 8 (Bkry & Sale)	96 (Food Prep. & Srvg.) 10 (Laundry) 8 Bkry & Sale)	80 (Food Prep. & Srvg.) 8 (Laundry) 7 (Bkry & Sale)
Building and Maintenance	70 (Phys.Plant) 60 (Jan. Work) 3 (Grounds)	62 (Phys.Plant) 52 (Jan. Work) 0 (Grounds)	54 (Phys. Plant) 46 (Jan. Work) 4 (Grounds)

acquiring any range of skills. Therefore, it must be concluded that the criterion was not met.

Question 6

Does Oakwood College require that each of her graduates develop proficiency in at least one trade?

6.1 Criteria for proficiency in at least one trade will have been met when:

Each Oakwood College student on graduating receives a degree, diploma or certificate in one of the trades.

6.2 Answers to Research Question Six, Proficiency in Trade, will come from two sources:

a. An examination of curricular requirements in the Oakwood College Bulletin.

b. The transcripts of all Oakwood College students graduating in 1980 will be analyzed and tabulated.

6.3 Data:

The study looks first at Oakwood College's Bulletin.

a. The Bulletin's requirements for graduation are listed under question one. Proficiency in a trade is not a requirement.

b. Students' Transcripts.

A thorough examination of students' transcripts was made and summarized in Table 10, which is a profile of all degrees conferred on Oakwood College students for the 1979-1980 school year. Proficiency in a trade does not appear as a major for any degree.

Table 10

A Profile of Degrees Conferred on Oakwood
College Students, June, 1980

Degrees	AA	AS	BA	BS	BGS
Accounting	-	1	-	-	-
Bible Worker Instructorship	1	-	-	-	-
Biology	-	-	12	9	2
Business Administration	-	-	4	17	1
Business Education	-	-	-	1	-
Chemistry	-	-	1	-	1
Communications	-	4	-	-	-
Education	-	-	2	22	1
English	-	-	2	-	1
Food and Nutrition	-	-	-	-	-
History	-	-	6	-	1
Home Economics	-	-	-	7	-
Mathematics	-	-	3	-	-
Medical Technology	-	-	-	-	-
Nursing	-	17	-	-	-
Psychology	-	-	3	-	2
Religion	-	-	10	-	-
Social Work	-	-	3	-	1
Theology	-	-	35	-	2
Sociology	-	-	1	-	-
Music	-	-	5	-	1
Natural Science	-	-	-	3	-
Secretarial Science	-	4	-	2	-
Speech Pathology	-	-	-	1	-
	1	26	87	62	13
	(Total = 190)				

Key: AA=Associate of Arts BS=Bachelor of Science
AS=Associate of Science BGS=Bachelor of General Studies
BA=Bachelor of Arts

6.4 Summary

No stated requirements for development of proficiency in a trade was found. However, from the data presented in Table 10, it is evident that seven students (.04 percent of the graduates) received degrees from the Home Economics Department. These students received some training in practical arts, such as sewing, cooking and interior decorating. However, matriculation in home economics was not a requirement of the school. Students elected home economics courses or majored in home economics at their own volition.

The data show also that seventeen (0.9 percent of the graduates) received Associate of Science degrees in nursing. These students received some practical skills during their preparation. However, as in the case of home economics, nursing was not a requirement for students who matriculate at Oakwood College. Furthermore, nursing was considered to be vocational rather than a practical art.

The data show some students (0.3 percent of the graduates) received degrees in secretarial science. Although this is a practical skill, it is not a requirement in the criterion.

Though a small percentage of the students received degrees for which practical skills were related, the criterion for development of proficiency in trade was not met.

Question 7

Does Oakwood College supply some of its own food, construct and maintain its buildings, and provide some fund for operations from the sale of goods and services?

7.1 Criteria for the kind of work to be done as a type of labor will have been met when:

- a. Oakwood College students, faculty and administrators perform almost all work necessary to build and maintain Oakwood College in all of its physical needs.
- b. Produce at least ninety percent of the fruits and vegetables necessary to supply the need of students, faculty and administrators.
- c. Specifically, students, faculty, and administrators do the work in agriculture, gardening, carpentry, brick-masonry, auto-mechanics, food production, food preparation and management, furniture construction, horticulture, landscaping and maintenance, electrical work, janitorial work, mechanical work, plumbing, laundering, house construction, small engine repair, welding, dairy work, and so forth.

7.2 Answers for Research Question Seven, supply some of its food, construct and maintain its buildings and provides some funds for operations from sale of goods and services, will come from four sources:

- a. An examination of the building contract for the school year 1979-1980, to determine the extent to which Oakwood College students, faculty, and administrators were engaged.

- b. An analysis of the Physical Plant labor report to determine who maintain buildings.
- c. An analysis of the Farm Operations Report for 1979-1980, to determine what farm products were provided to the College cafeteria.
- d. An examination of the cafeteria purchasing records of fruits and vegetables for 1979-1980 school year, to determine the sources from which fruits and vegetables were obtained.

7.3 Data:

The study looks first at the building contract.

a. Contract

The largest building on the Oakwood College campus, a modern brick structure to house the College science complex, was constructed during the 1979-1980 school year. A detailed examination of the building contract revealed Don R. Kirkman as the architect and Perry Coulter of the H & K Construction Management Service of Auburn, Washington, as the Construction Superintendent. The Administrator for construction was Adell Warren, Business Manager of Oakwood College. All subcontracts and purchases of material and hiring of labor were done by the Superintendent (Science Building Contract, 1979).

The examination revealed no evidence of construction involvement by Oakwood College students, faculty, or administrators. As stated above, the Business

Manager's involvement was limited to his managerial functions.

b. Physical Plant Report

Maintenance at Oakwood College was performed by three categories of people during the school year 1979-1980. These were (1) salaried non-teaching staff, (2) private companies employed by the College, and (3) students who worked under the guidance of the non-teaching staff. Table 11 presents a profile of the private companies and the non-teaching staff who did maintenance work. An average of sixty-two students worked in maintenance. These were included in the student's labor report above.

c. Food

During 1979-1980 Oakwood College still maintained a dairy of one hundred and forty-five heads of cattle. The dairy manager, a non-teaching staff employee, was also the farm manager.

The dairy produced an average of 3,300 pounds of milk daily, which supplied all the milk requirements of the cafeteria, the College store, and the snack bar as well as some local stores.

In addition to milk production, the dairy also packaged juices such as grape, lemonade, orange, pineapple, and fruit punch. These were supplied to the cafeteria, college store, and local customers.

Table 11

A Profile of General Maintenance Services
Performed by Employees of the
Oakwood College Physical Plant Department

Position or Work Performed	Oakwood Non- teaching Staff	Private or Commercial
Air Conditioner		X
Mechanical repairs	X	
Electrical Maintenance	X	
Small Engine Repair	X	
Plumbing	X	X
Carpentry	X	
Roofing		X
Welding		X
Janitorial Services	X	
Heating	X	X
Auto Mechanics	X	
Lock Repairs	X	
Glazing	X	

Oakwood College Farm in 1979-1980 was almost totally mechanized and operated by non-teaching staff employees. Its production consisted of cash crops such as cotton, corn, soybean, wheat, and hay. Milk was the only farm product supplied to the cafeteria.

d. Cafeteria Purchasing Records

The records of the cafeteria purchases were examined in order to determine the sources from which Oakwood College received fresh fruits and vegetables. Oakwood College Farm was not among the five suppliers.

7.4 Summary:

The data indicate that construction of new buildings at Oakwood College was done by contractors who were not students, faculty, or administrators of the College. The physical plant was maintained by three categories of people: (a) private contractors, (b) salaried, non-teaching Oakwood College staff, and (c) students.

All fresh fruits and vegetables consumed in the College cafeteria were purchased from commercial companies. They were not produced on the Oakwood College Farm.

On the basis of this evidence, it was determined that the criterion was not met.

CHAPTER VI

SUMMARY OF THE FINDINGS

As stated in Chapter IV, there was one major research question: To what extent is Oakwood College meeting the standards for physical work as an integral part of education, as set forth in the writing of Ellen G. White?

Oakwood College documents were examined under seven basic questions, and the data generated are presented in Chapter V.

In this Chapter the findings which resulted from the analysis of Oakwood College documents are presented under the seven basic research questions, which appeared in the method and design of the research in Chapter IV. These seven basic research questions are the same used in the analysis of the Oakwood College documents in Chapter V.

Question 1

Does Oakwood College Place equal emphasis on academic studies and training in the practical arts?

Emphasis on Academic Studies

The data presented in Chapter V of this study reveal that Oakwood College has specific qualitative as well as quantitative requirements which all students who pursue programs of study for degrees or certificates must meet. Both the qualitative and quantitative requirements were found to place emphasis on academic studies alone.

The data presents specific numbers of credit hours as requirements in various academic disciplines. No similar requirements were found for the practical arts. In actual practices, Oakwood College seems to be doing an above average job in its academic program. (For example, in a "recent report on the number of Black applicants to the nation's medical schools for the 1979-1980 entering class . . . Oakwood College ranked fourth in the nation among all applicants to medical schools." The four top schools were Howard University, 139 applicants; Fisk University, 49 applicants; Morehouse College, 36 Applicants; and Oakwood College, 35 applicants. Wayne State University and The University of Michigan both had 32 applicants each (Cooper, 1980). When the size of Oakwood College's student body is compared with that of the other colleges or universities, the finding is even more significant.)

Emphasis on Practical Training

The data presented in Chapter V contain some general statements, taken from Oakwood College documents, regarding "practical work" as a part of education. None of these were found to be specific requirements. No mention was made of training in the practical arts. No courses were found to be offered in the practical arts such as agriculture, auto-mechanics, carpentry, brick-laying, building, repair of home applicances, electronics, electrical wiring, and so forth. The analysis of students' transcripts revealed no credits in the practical arts. There were very few credits in household

science in the area of sewing and cooking, but these were not requirements in the general educational section of the curriculum.

Some 58% to 63% of the student body was found to be engaged in sedentary and physical work of many types. Of the total number of students who worked, some 36% were engaged in physical work and 64% in sedentary work. However, when the total number of working students was compared with the total number of regular (1,268) students, it was found that the percentage of the students who did physical work was 21% and those who were not engaged in physical work was 79%.

Work of any kind was not found to be a requirement for Oakwood College students. There were no specific policies regarding work. Student employment was not mentioned in the 1980 Bulletin. Those who worked did so primarily because of financial need. This situation created a number of problems. Firstly, as soon as a student's expenses were paid, he or she stopped working or was asked to stop. This often came just as the students had developed the skill necessary to make a contribution in the job assignment. Secondly, work supervisors found it difficult to make those demands on students which would result in the development of right attitude toward work and the discipline necessary to get a job done. Thirdly, since the students chose whether or not to work, they often missed days without notifying the work supervisors, who found themselves helpless because of lack of policy regarding penalty for short-time and work absences.

Conclusion

The data presented show that the emphasis was almost 100% on academic or vocational studies. Therefore, it was concluded that the criterion for equal emphasis was not met.

Question 2

Does Oakwood College provide adequate facilities for physical work and training in practical arts?

The data presented in Chapter V show that Oakwood College provides adequate facilities for instruction of all students in the academic phase of the curriculum. The same cannot be said for the practical arts. No provision was found for the involvement of all students in the practical arts, neither in theory nor practicum in work experience.

The buildings used for the practical arts were found to be of the same permanent type as those used for academic studies. However, they were not of sufficient capacity to facilitate the work of all Oakwood College students. Moreover, many jobs which were filled by staff were the type which could have been done by students. Oakwood was not found to be using her full potential for offering physical work and training in the practical arts. For example, in 1979 Oakwood had 600 acres under cultivation, yet no students were found working on the farm. The laundry has the capacity for the employment of 100 students. Ten, at most, were found to be working there. (See Table 9.) The College owns 1,185 acres of land; only 105 acres are used as the main campus. A portion of the rest could be used as orchard, garden and forest where practicum

in physical work and training in practical arts could be provided for the students.

Conclusion

The data presented in Chapter V reveal that Oakwood College has good potential for offering training in the practical arts. While building facilities for the industrial arts were of the same permanent type as those used in the academic disciplines, they were not of adequate capacity to facilitate all Oakwood College students. Therefore, it must be concluded that the criterion for equal facilities was not met.

Question 3

Does Oakwood College require that teachers in the practical arts have the same level of qualifications as teachers in the academic areas?

The data describing the academic preparation of Oakwood College teachers who taught during the school year 1979-1980 are presented in Chapter V of this study. (See Tables 5, 6, and 7.) There was no evidence of teacher preparation in the practical, industrial arts. Neither was there any requirements for such teachers.

Conclusion

Since there were no stated requirements for teachers in practical arts and no evidence of teachers with the M.A. degree in practical arts, the question of rank, pay, and voting rights did not arise. Consequently the criterion was not met.

Question 4

Does Oakwood College require that all its students, faculty, and administrators engage in some College related physical work?

The data regarding physical work as presented in Chapter V provide no evidence of written requirements for physical work for students, faculty, or administrators. As many as 800 students were found to work at some time during the 1979-1980 school year. However, this was done because of financial need rather than as requirement for training in the development of skills. Some faculty and administrators were probably engaged in physical work on their own, not because of college requirement, but because they believed that work was good for the maintenance of proper health.

In spite of White's counsel that our teachers should not think their work ends with giving instruction from books, and that several hours each day should be devoted to working with students in some line of manual training, the study revealed no faculty or administrators engaged in physical work (1913).

Conclusion

Although more than one-half of the student body participated in some type of work, and though some faculty members and administrators probably did physical work on their own, the criterion for physical work was not met.

Question 5

Does Oakwood College require development of a range of skills in (a) agriculture, (b) the practical jobs of every day life, (c) building and the maintenance of the College plant?

A detailed examination of the documents and the presentation of the data under "Question 1" found no requirements for the development of a range of skills in agriculture, the practical jobs of every day life, or building and maintenance of the school plant.

No evidence of course requirements in practical arts was found in the general educational section of the curriculum. The data presented in Table 9 of this study show that only about 1% of the students worked in the dairy, laundry, physical plant and print shop. It is assumed they learned something from actual work experience, but there was no actual theoretical instruction to complement the work experience. Again, it is significant that the number of students involved was only about 1%.

Conclusion

The data show that the criterion for the development of a range of skills in agriculture, practical jobs of every day life and building and maintenance of the College Physical Plant was not met.

Question 6

Does Oakwood College require that each of her graduates develop proficiency in at least one trade?

The data presented in Chapter V (see Table 10), show fewer than 1% of the degrees granted Oakwood College students

for the school year 1979-1980, to be from the Home Economics Department. These students received some training in practical arts; in sewing, cooking, and interior decorating. They were prepared, if need be, to make their livelihood by working with their hands. However, matriculation in Home Economics was not a requirement of the school. The students elected the Home Economics program at their own volition.

The data in Table 10 show also that seventeen students, about 1% of the graduates, received the Associate of Science degrees in Nursing. These received both academic and some practical training. However, as in Home Economics, students were not required to matriculate into the nursing program.

A third area of vocational skills presented by the data in Table 10 is Secretarial Science. Four of the graduates (less than 1%) received the Associate in Science degree. Therefore, it must be concluded that only the .04 percent of graduates in Home Economics received some training in practical arts.

Conclusion

Though a small percentage of students were found to receive degrees in areas where there was some practical training, the criterion for the development of proficiency in at least one trade was not met.

Question 7

Do Oakwood College students, faculty, and administrators engage in the production of their own food, and construct and maintain its buildings by their own physical labor?

The data presented in Chapter V under "Question 7" reveal no evidence of Oakwood College students, faculty, or administrators actually involved in construction of building on campus. The major building which was constructed during the school year 1979-1980 was the Science Complex. As explained in Chapter V, Mr. Adell Warren, the College Business Manager's involvement was limited to managerial functions of his office.

The researcher was told that about thirty students found brief periods of employment on the construction as common laborers. However, neither the students' labor records nor the general employment ledger in the comptroller's office reflected this fact. The files of the sub-contractors were not available to the researcher.

Maintenance

The data revealed no evidence of faculty or administrators involvement in the maintenance of the physical aspects of the College. The students' labor record, as reflected in Table 9, indicated some few students were involved in janitorial service and in ground care. The work of maintenance was done largely by a staff of Oakwood employees assisted in the more technical jobs by a number of private companies. Faculty and students found maintenance of the physical facilities less than ideal.

No evidence was found of courses or workshops to up-grade skills of the people involved in maintenance. This should be a matter of real concern at a time when Oakwood College is putting millions of dollars into new construction.

Fruits and Vegetables:

The findings for foods as shown in the data were quite revealing to the researcher. Oakwood College had some 600 acres under cultivation during the school year 1979-1980. It was assumed that a large percentage of the vegetables consumed in the College cafeteria came from the farm, but the data indicated that none of the fruits and vegetables supplied to the cafeteria came from the farm. As a check on this fact, the researcher had an interview with the director of food services in which the question was asked, "What percentage of the fruits and vegetables served in the cafeteria came from the College farm?". The reply was, "None."

The soy bean, corn, wheat, and cotton produced on the College farm were sold as cash crops or used in the feeding of the dairy. Farming at Oakwood College during the school year 1979-1980 was all mechanized and done by non-teaching staff. No students, faculty, or administrators were found to be involved.

Conclusion:

On the basis of the evidences found and presented in Chapter V under "Question 7," it must be concluded that the criterion for food, construction, and maintenance of building was not met.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

This documentary study of Oakwood College's curriculum was undertaken to determine the extent to which the school was implementing mandates from E. G. White's writings, for physical work, as an integral part of education. From the evidences observed, assessed and presented in the findings, the following conclusions are drawn.

The counsel of E. G. White over a period of years was the dominant factor which led to the establishment of the school and has played an important role in its development since 1896 to the present.

However, the implementation of her counsel regarding physical work and industrial arts education has provided a tremendous challenge to Oakwood's administrators from the inception of the school and throughout its history. It has gone the whole gamut from an all-industrial school in 1896, to an almost balanced program in the late 1940's, then to a precipitous drop of work requirement and industrial arts education in the 1950's, to an almost total academic program as far as the instructional curriculum is concerned.

Although Oakwood College still maintains an active work study program, it is now what White recommended. The study did not find physical work to be a requirement for all Oakwood

College students during the 1979-1980 academic school year.

The findings in this study suggest that, if E. G. White's requirement of "balance" in education is to be realized at Oakwood College, there must be changes made in its present curriculum.

Standards from her writings were formulated into the seven basic questions which were used in the search of the documents. The findings are presented in Chapters V and VI.

These questions are repeated here with some observations and recommendations:

Question 1: Does Oakwood College place equal emphasis on academic studies and training in the practical arts?

Equal emphasis in education is required of Oakwood College. Therefore, (1) it is recommended that Oakwood College's administrators and Board of Trustees develop a department of industrial technology as a complement to the present academic departments. Oakwood College, in 1980, has a Dean of Academic Affairs. (2) it is also recommended that in the interest of a balanced program of education, the administration and Board of Trustees appoint a Dean of Labor with authority equal to that of the Dean of Academic Affairs and that these two officials coordinate the academic and labor programs to provide harmony of academic scheduling and the work program. (3) Since Oakwood College has a long-range academic Master Plan for development, it is now recommended that the administration and Board of Trustees commission the generation of a long-range Master Plan of industrial development.

Question 2: Does Oakwood College provide adequate facilities for work and training in the practical arts?

From the findings presented, it is evident that this is an area of urgent need. The establishment of the right type of industries to provide training and employment for all of Oakwood's growing student body will necessitate a massive outlay of funds. The Board will find this difficult to accomplish while meeting other vital needs. Based on this (1) it is therefore recommended that the greatest use of community resources be made a part of this venture, such as the cooperative program "Sixteen through Sixty" developed by the Los Angeles School District. (2) It is further recommended that private companies be encouraged to establish near the campus or on the school property with the aim of utilizing student labor. An excellent example is the Harris Pine Mill now being operated in the College's facilities.

White's counsel that a sanitarium be connected with the school should be heeded (White, 1909). This would provide an excellent place for training as well as employment for students. Her concept could be enlarged to include a home for retired missionaries and retirees in general. Many of these people could prove very helpful to the Oakwood academic community since they would bring their years of expertise and experience to the campus. (3) It is therefore recommended that the establishment of a sanitarium-retirement institution be one of the priorities of the Board of Trustees.

Question 3: Does Oakwood College require that teachers in the practical arts have the same level of qualifications as teachers in the academic areas?

The findings presented would imply that, if Oakwood College's administrators are serious about fulfilling this requirement, they must give study to this severe omission and move with speed to rectify it. The M.A. degree is the minimal requirement for assignment as instructor at Oakwood College. (1) It is therefore recommended that the M.A. degree or its equivalent be required of all industrial department heads and teachers of industrial arts, and that in future employment, experts in industrial arts be employed to supervise and train students. (2) It is further recommended that all industrial department heads and teachers of industrial arts be recognized as teaching faculty with all the rights, ranks and privileges of the academic faculty members, and that in the future employment of teachers, attention be given to those who are in sympathy with the school's work program.

Oakwood's faculty members are involved with their students in academic studies. It should be just as natural for them to be involved with their students in physical work. This should prove to be beneficial to the faculty member himself/herself. White counselled "several hours each day should be devoted to working with the students in some line of manual training. In no case should this be neglected" (White, 1913). Thus, the teacher would be a model for his/her students, and the dignity of labor would be enhanced. (3) It is therefore recommended that faculty teaching load be adjusted that they

may spend some time each day in physical work with their students, and that each student be required to work at least fifteen hours each week.

Arrangements could be made to re-train present faculty so that they could develop skills in industrial arts. They would then be prepared to supervise students. (4) It is therefore recommended that administrators arrange for a series of inservice workshops for re-training of present faculty. (5) It is further recommended that, whenever possible, sabbatical leaves be arranged for some faculty members to develop expertise in industrial arts in areas urgently needed.

Question 4: Does Oakwood College require that all students faculty, and administrators engage in some physical work?

The findings presented suggest urgent attention be given to make changes here if this requirement is to be accomplished. A work program to include all students, faculty and administrators will place heavy demand on existing bath areas. Workers will have limited time in which to go from work to classrooms. (1) It is therefore recommended that bath houses be conspicuously placed to facilitate students, faculty and administrators in the interest of saving time.

Past experience has shown that, in the operation of industries, too much attention has been given to the balance sheet and not enough to the intrinsic value of industrial arts education for the learner. White's (1913) counsel, "because difficulties arise, we are not to drop the industries" should be heeded. (2) It is recommended that administrators give study

to make each industry educational in operation, rather than be viewed solely from the economic angle. (3) It is further recommended that physical work be made a part of the curriculum required of all students without regard to the students' ability to pay, and that students who are capable of physical work and refuse to work be denied admittance to the College. (3) It is also recommended that clear, specific policies regarding work be generated by school administrators and be conspicuously placed in Oakwood's prominent documents. Also, a program of education should be launched to acquaint students as well as parents of the content and purposes of these policies. (4) It is further recommended that the policies be enforced so that there may be no confusion regarding the determination of the College to make work a part of education.

The difficulties and problems associated with a physical work-study program must not be minimized. Careful planning, hard work and, above all, deep commitment of all involved is an absolute must for a successful program. Therefore, (5) it is recommended that the President of the College perceive himself to be the key person in leading the school family in the commitment to this balance in education.

Question 5: Does Oakwood College require development of a range of skills in (a) agriculture, (b) the practical jobs of everyday life, (c) building and maintenance of the College plant, and (d) a variety of trades which can become salable skills?

The acquisition of a practical knowledge of agriculture is beneficial in itself. White claims that through it the learner may develop the technique of "how to deal with human

minds" (White, 1903). Similarly, skills in practical arts and trades would be useful in cases of emergencies. Knowledge of building is urgently needed by Oakwood College's students, and especially those who are going out as missionaries and teachers to Third World developing countries. (Approximately a fourth of Oakwood's students now come from Third World countries.) Africa needs people who are academically trained, but, more urgently needed, are people who are skilled in the trades and practical duties of life. Therefore, (1) Oakwood College's administrators should re-study the mission of this unique school to find the best way of fulfilling this requirement.

White's counsel that agriculture should constitute the "A-B-C's" of education seems sensible for the 1980's because it is quite evident that food production will constitute one of the burning issues of the foreseeable future. Moreover, Oakwood is attracting many students from Third World countries where food production and preservation is presently a critical need. (2) It is therefore recommended that the Oakwood College Board of Trustees move with all deliberate speed in the establishment of a department of agriculture and agribusiness to provide training for students as well as for the production of food for school needs.

Question 6: Does Oakwood College require that each of her graduates develop proficiency in at least one trade?

With Oakwood College's present state of industrial development, it should cost very little outlay to enter upon a program of industrial training leading to the development of

trades. In fact, there are many instances where students are already doing the job: for example, in the bakery, laundry, printshop, cafeteria, grounds, physical plant, and so forth. What is needed here is the providing of the theory to what is being done.

The teaching of trade is consistent with White's writings and also with SDA's philosophy of education.

(1) It is therefore recommended that the administration makes this requirement an item of highest priority and that a degree, diploma, or certificate to indicate proficiency in at least one trade be made a requirement for each Oakwood College graduate.

Question 7: Does Oakwood College supply some of its own food, construct and maintain its buildings, and provide some funds for operations from the sale of goods and services?

Food production will continue to be a matter of vital importance. White's counsel that we should not depend on others for our fruits and vegetables (White, 1948; 1980) ought to be heeded by Oakwood College's administrators and Board of Trustees. Great good may be accomplished here in providing for student labor, lowering cost to students and in providing for school needs.

Oakwood College, with its 1,185 acres of fertile land, has vast potential for supplying its own needs. Furthermore, its close proximity to the growing city of Huntsville gives it an advantage over farmers who must ship their produce to the city.

Each year Oakwood College farms hundreds of acres of wheat, corn and soy beans. These are sold at wholesale prices, and then the Oakwood College store re-purchases these products to be used in the bakery or sold in the store, from commercial processors. This appears to be a waste.

Therefore, (1) it is recommended that corn and flour mills be re-established as in former days and that Oakwood College provides its own flour, cornmeal and soy flour for the various uses now being made of these items. It is obvious that Oakwood College must continue its building construction to keep pace with its growing enrollment and the need for added facilities. It is also observed that the cost of buildings, lately constructed on the campus, has risen to the millions of dollars for a single building, and that thousands of dollars have been paid out in the architectural fees. (2) It is therefore recommended that a construction department headed by an expert in building design and construction be established at Oakwood College and that that department be responsible for all construction done on the campus, utilizing student labor; and that the construction department provide architectural and construction services to the community, utilizing student labor, and providing employment as well as training for students.

It is evident that maintenance at Oakwood College is a critical need. In this time of high energy costs, multiplied thousands of dollars could be saved if many windows and doors were weather-stripped or storm windows put in place. Were the work training program in operation, students could be performing

the maintenance at a fraction of what it now costs to pay commercial companies to do the work. The money saved could offer employment to students in doing this work. Students with some training could supervise and maintain this work. (3) It is therefore recommended that this be made an item of top priority and that a crew of students be prepared for this work.

Recommendations for Further Research

The findings indicate that there are other problems which should be resolved by further research.

1. The present research should be repeated periodically in light of the founding principles in order to guarantee that the school does not veer from its appointed mission.

2. The teaching of "the dignity of labor" was one of the great concerns of E. G. White for Oakwood College and other SDA schools. To what extent is this being achieved through the programs being implemented?

3. Good moral character was another area of concern. Is there any significant difference in character development between graduates of Oakwood College and graduates of the publicly operated colleges and universities of Alabama?

4. A study is needed to determine the cost of setting up a physical work training program to complement the academic program.

5. A study is needed to determine the effect fifteen hours per week of physical work and proficiency in a trade would have on the academic work of students carrying sixteen credits of academic studies per quarter.

6. Many Oakwood College students do not complete degree programs. A study of student expectations and purposes is needed.

Implications

The researcher recognizes the magnitude of what is encompassed in the recommendations made. They mean that fundamental and radical changes may have to be made in the attitudes of the administrators, faculty, students and parents. They also mean that the College would have to change the course it is now following.

For these and other reasons, the implementation of these recommendations might require several years. It took eighty years to make Oakwood College what it now is. SDA leaders are reminded that they must be "masters and not slaves of circumstances" (White, 1903).

The implication is that, to continue the present program of education at Oakwood College without physical work training, is to concede defeat of the purpose for which the school was established. The education envisioned by White was to inculcate moral values, building healthy bodies for sound minds, develop qualities of honesty, independence, dependability, resourcefulness, creativity, usefulness and integrity. This was to be achieved through physical work, observation, study and reflection.

APPENDIX A

SELECTED STANDARDS FOR PHYSICAL WORK AS A PART
OF EDUCATION FOR SEVENTH-DAY ADVENTIST SCHOOLS
AS GIVEN IN THE WRITINGS OF ELLEN G. WHITE

Equal Emphasis

"In order to have an education that was complete, the time of study must be divided between the gaining of book-knowledge and the securing of a knowledge of practical work" (White, 1923, p. 538).

"We are to educate the youth to exercise equally the mental and the physical powers" (White, 1923, p. 538).

"There should be work for all students, whether they are able to pay their way or not; the physical and mental powers should receive proportionate attention. Students should learn to cultivate the land; for this will bring them into close contact with nature" (White, 1923, p. 423).

"Daily, systematic labor should constitute a part of the education of the youth, even at this late period. Much can now be gained by connecting labor with schools. In following this plan, the students will realize elasticity of spirit and vigor of thought, and will be able to accomplish more mental labor in a given time than they could by study alone" (White, 1923, p. 44; White, 1948, Vol. 3, p. 159; Vol. 6, p. 180).

"The exercise that teaches the hand to be useful and trains the young to bear their share of life's burdens gives physical strength and develops every faculty Brain and muscles must be taxed proportionately if health and vigor are to be maintained" (White, 1948, Vol. 6, p. 180).

"An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense" (White, 1903, p. 220).

"Students should not be permitted to take so many studies that they will have no time for physical training. . . . Stated hours should be devoted to manual labor of some kind" (White, 1923, p. 146).

"Physical exercise was marked out by the God of wisdom. Some hours each day should be devoted to useful education in lines of work that will help the students in learning the duties of practical life, which are essential for all youth" (White, 1913, p. 283).

"Manual occupation is essential. The mind is not to be constantly taxed to the neglect of the physical powers" (White, 1923, p. 321).

"Manual training to be a part of school duties" (White, 1923, p. 417).

"If one branch of education must be neglected let it be book learning not the practical" (White, 1923, p. 41; 1948, Vol. 1, p. 156).

Facilities and Teachers

"The best facilities are to be provided for development and industrial training" (White, 1903, pp. 218, 219).

"Our teachers should not think their work ends with giving instruction from books. Several hours each day should be devoted to working with the students in some line of manual training. In no case should this be neglected" (White, 1913, p. 211).

"Work to be under the direction of skilled instructors" (White, 1903, p. 218).

"Teachers to share work with their students. The migration to the cities to be reversed" (White, 1903, pp. 219, 220).

"Teachers to work with their students in the fields" (White, 1923, p. 325).

"Youth should be given on the job training by instructors that are meticulous so that right habits will be formed" (White, 1948, Vol. 5, p. 415).

Who Should Work

"All students are to work, rich and poor" (White, 1923, p. 36; 1903, p. 47).

"Professional people are to do manual work" (White, 1903, p. 220).

"Ministers and teachers are to be trained in practical duties of life" (White, 1903, p. 221).

Kinds of Work

"Study in agriculture should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon" (White, 1913, p. 179).

"Every institution of learning should make provision for the study and practice of agriculture and the mechanic arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study. While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and a suitable time to devotional exercises and the study of the Scriptures" (White, 1923, p. 73).

Agriculture

"Agriculture is to be both theory and practice" (White, 1903, p. 219).

"Let the teachers wake up to the importance of this subject, and teach agriculture and other industries that are essential for the students to understand. Let them seek in every department of labor to reach the very best results. Let the science of the word of God be brought into the work, and the student may understand correct principles, and may reach the highest possible standards" (White, 1913, p. 315).

Why Teach Agriculture at This Late Age?

"In the cultivation of the soil the thoughtful worker will find that treasures little dreamed of are opening up before him. No one can succeed in agriculture or gardening without attention to the laws involved. The special needs of every variety of plant must be supplied. Different varieties require different cultivation, and compliance with the laws governing each is the condition of success. The attention required in transplanting that not even a root-fiber shall be crowded or misplaced, the care of the young plants, the pruning and watering, the shielding from frost at night and sun by day, keeping out weeds, disease and insect-pests, the training and arranging, not only teach important lessons concerning the development of character, but the work itself is a means of development. In cultivating carefulness, patience, attention to detail, obedience to law, it imparts a most essential training. The constant contact with the mystery of life and the

loveliness of nature, as well as the tenderness called forth in ministering to these beautiful objects of God's creation, tends to quicken the mind and refine and elevate the character; and the lessons taught prepare the worker to deal more successfully with other minds" (White, 1903, pp. 111, 112).

Gymnastics and Play

"Gymnastics is artificial and a poor substitute for manual training. They sometimes leave students with lifelong physical injury through these gymnastic sports" (White, 1913, p. 523).

"The greatest benefit is not gained from exercise that is taken as play or exercise merely. There is some benefit in being in the fresh air, and also from the exercise of the muscles; but let the same amount of energy be given to the performance of useful work, and the benefit will be greater. A feeling of satisfaction will be realized; for such exercise carries with it a sense of helpfulness, and the approval of conscience for duty well done" (White, 1913, p. 308).

"Outdoor exercise, especially in useful labor, is one of the best means of recreation for body and mind; and the teacher's example will inspire his pupils with interest in and respect for manual labor" (White, 1903, p. 278).

"Diligent study is essential, and diligent hard work. Play is not essential" (White, 1923, p. 228).

Industries

"Because difficulties arise, we are not to drop the industries that have been taken hold of as branches of education" (White, 1913, p. 176).

"It would be surprising if industries could be made to pay immediately in being started . . . let those who have financial losses in their industrial work search carefully to find out the cause, and endeavor to manage in such a way that in the future there will be no loss. . . . The account book may show that the school has suffered some financial loss in carrying on industrial work; but if in these lines of work the students have learned lessons that will strengthen their character building, the books of heaven will show a gain far exceeding the financial loss" (White, 1931, pp. 315, 316).

"Useful manual labor is a part of the gospel plan . . . every youth should be taught some line of useful employment. . . . Now, as in the days of Israel, every youth should be instructed in the duties of practical life. Each should acquire knowledge of some branch of manual labor by which, if need be, he may obtain a livelihood. This is essential, not only as a safeguard against the vicissitudes of life, but from its bearing upon physical, mental and moral development. Even if it were certain that one would never need to resort to manual labor for support, still he should be taught to work. Without physical exercise no one can have a sound constitution and vigorous health; and the discipline of well-regulated labor is no less essential to the securing of a strong, active mind and a noble character" (White, 1913, p. 307).

"In establishing our schools out of the cities, we shall give the students an opportunity to train the muscles to work as well as the brain to think. Students should be taught how to plant, how to gather the harvest, how to build, how to become acceptable missionary workers in practical lines. By their knowledge of useful industries they will often be able to break down prejudices; often they will be able to make themselves useful so that the truth will be recommended by the knowledge they possess" (White, 1913, pp. 309, 319).

"Because difficulties arise, we are not to drop the industries that have taken hold of as branches of education. While attending school, the youth have an opportunity for learning the use of tools. Under the guidance of experienced workmen, carpenters who are apt to teach, patient, and kind, the students themselves should erect buildings on the school grounds and make needed improvements, thus by practical lessons learning how to build economically. The students should also be trained to manage all the different kinds of work connected with printing, such as type-setting, press-work, and book-binding, together with tent-making and other useful lines of work. Small fruits should be planted, and vegetables and flowers cultivated, and this work the lady students may be called out of doors to do. Thus, while exercising brain, bone, and muscle, they will also be gaining a knowledge of practical life" (White, 1913, p. 176).

Training

"We must not be narrow in our plans. In industrial training there are unseen advantages, which cannot be measured or estimated. Let no one begrudge the effort necessary to carry forward successfully the plan that for years has

been urged upon us as of primary importance. . . .
When in ordinary business pioneer work is done, and
preparation is made for future development, there is
frequently a financial loss. And as our schools
introduce manual training, they, too, may at first
incur loss. But let us remember the blessing that
physical exercise brings to the student" (White, 1903,
p. 37).

Trade

"Every youth is to have at least one trade in which he
gains proficiency" (White, 1903, p. 218).

APPENDIX B

OAKWOOD COLLEGE PAID STAFF AND STUDENT LABOR,
1960-1980 FROM THE BALANCE SHEETS OF THE
OAKWOOD COLLEGE BAKERY, CAFETERIA,
LAUNDRY, PHYSICAL PLANT, STORE,
FARM AND DAIRY

Oakwood College
Bakery
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1960	\$ 5597	\$ 1854	33%	\$ 3743	67%
1961	- - -	- - -	--	- -	
1962	15707	8241	52%	7466	48%
1963	9105	6518	71%	2587	29%
1964	16832	8900	53%	7932	47%
1965	17986	12088	67%	5898	33%
1966	10874	5432	50%	5442	50%
1967	10995	5995	54%	5000	46%
1968	12033	7033	58%	5000	42%
1969	12384	6986	56%	5398	44%
1970	13666	7666	56%	6000	44%
1971	15417	12584	82%	2832	18%
1972	19437	10922	56%	8514	44%
1973	20476	10606	52%	9870	48%
1974	18706	10245	55%	8461	45%
* 1975					
1976	18778	18778	100%	-0-	--
1977	12801	12801	100%	-0-	0%
1978	884	884	100%	-0-	0%
1979	18805	18805	100%	-0-	0%
1980	12578	12400	99%	178	1%

* N/A

Oakwood College
Cafeteria
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1960	\$ 20822	\$ 6312	30%	\$ 14509	70%
1961	20849	7956	38%	12893	62%
1962	23271	9321	40%	13950	60%
1963	23793	9843	41%	13950	59%
1964	23966	8727	36%	15239	64%
1965	21006	11193	53%	9813	47%
1966	25484	13057	51%	12427	49%
1967	21705	11705	54%	10000	46%
1968	51660	41660	81%	10000	19%
1969	46487	38184	82%	8303	18%
1970	63100	49300	78%	13800	22%
1971	72741	40800	56%	31941	44%
1972	89658	64888	72%	23770	28%
1973	92840	74927	81%	17913	19%
1974	81341	61229	75%	20112	25%
1975	102193	77580	76%	24612	24%
1976	120177	86507	72%	33670	28%
1977	128637	107759	84%	20878	16%
1978	241855	185986	77%	55868	23%
1979	236312	174635	74%	61677	26%
1980	279277	209371	75%	69905	25%

Oakwood College
Laundry
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1960	\$ 50886	\$ 21137	42%	\$ 29748	58%
1961	43144	23421	45%	19723	46%
1962	41548	23632	57%	17915	43%
1963	42592	24677	58%	17915	42%
1964	61879	34209	55%	27670	45%
1965	68993	36818	53%	32175	47%
1966	67772	31008	46%	36764	54%
1967	80230	45230	56%	35000	44%
1968	87900	51900	59%	36000	41%
1969	92092	59614	65%	32478	35%
1970	94500	76500	80%	18000	20%
1971	107827	71929	67%	35897	33%
1972	113021	70615	62%	42406	38%
1973	135620	93348	69%	42272	31%
1974	129454	97028	75%	32426	25%
1975	143092	116189	81%	26903	19%
1976	157702	125264	79%	32437	21%
1977	208946	190910	91%	18036	9%
1978	222021	196538	89%	25483	11%
1979	206941	192788	93%	14153	7%
1980	214740	198848	93%	15891	7%

Oakwood College
Physical Plant
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1960	\$ 17086	\$ 4628	27%	\$ 12458	73%
1961	10451	3652	35%	6799	65%
1962	14911	3550	24%	11360	76%
1963	15197	3837	25%	11360	75%
1964	24857	7970	32%	16889	68%
1965	24932	9779	39%	15153	61%
1966	19075	8243	43%	15832	57%
1967	37250	12250	33%	11000	67%
1968	55712	35712	64%	20000	36%
1969	42221	20513	49%	21708	51%
1970	84350	69350	82%	15000	18%
1971	89511	59197	66%	30313	34%
1972	104406	70677	68%	33729	32%
1973	140361	83141	59%	57219	41%
1974	151316	104069	69%	47247	31%
1975	162365	114992	71%	47372	29%
1976	232796	171411	74%	61385	26%
1977	263424	203180	77%	60243	23%
1978	383198	300309	78%	82888	22%
1979	363462	300047	83%	63414	17%
1980	351251	289262	82%	61988	18%

Oakwood College
Store
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1960	\$ 7141	\$ 2035	28%	\$ 5106	72%
1961	3783	- - -	--	3783	100%
1962	6965	3711	53%	3254	47%
1963	7182	3928	54%	3254	46%
1964	8176	4818	59%	4458	41%
1965	8764	5240	60%	3524	40%
1966	10921	5136	47%	5785	53%
1967	14280	8780	61%	5500	39%
1968	18950	12950	68%	6000	32%
1969	16283	11975	74%	4308	26%
1970	18100	11100	61%	7000	39%
1971	16599	10977	66%	5621	34%
1972	15362	10402	68%	4960	32%
1973	22861	16740	73%	6120	27%
1974	36558	17957	49%	18601	51%
1975	78934	53925	68%	25008	32%
1976	38649	32093	83%	6556	17%
1977	91707	80565	88%	11141	12%
1978	119634	111934	94%	7700	6%
1979	90247	78061	86%	12186	14%
1980	113082	108658	96%	4423	4%

Oakwood College
Farm
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1960	\$ 26218	\$ 12381	47%	\$ 13836	53%
1961	13070	8518	65%	4552	35%
1962	18563	15695	85%	2868	15%
1963	13969	11101	79%	2868	21%
1964	12646	10078	80%	2568	20%
1965	9919	8005	81%	1914	19%
1966	10796	9449	87%	1374	13%
1967	13266	9666	73%	3600	27%
1968	14456	10856	75%	3600	25%
1969	13792	13402	97%	390	3%
1970	20860	18460	88%	2400	12%
1971	20341	20341	100%	-0-	--
1972	26737	26587	99%	150	1%
1973	30351	30351	100%	-0-	--
1974	15657	14303	98%	354	2%
1975	31237	30990	99%	246	1%
1976	14655	14631	99%	24	1%
1977	25794	25794	100%	-0-	0%
1978	24028	24028	100%	-0-	0%
1979	27792	27258	98%	533	2%
1980	28560	28173	97%	387	3%

Oakwood College
Dairy
Staff and Student Labor, 1960-1980

	Total Labor Cost	Staff Salaries	% of Total	Student Labor	% of Total
1961	\$ 7117	\$ 4403	62%	\$ 2714	38%
1962	10447	6650	64%	3797	36%
1963	10760	6963	65%	3797	35%
1964	12485	7607	61%	4878	39%
1965	14127	8766	62%	5361	38%
1966	14809	8744	59%	6065	41%
1967	15840	9840	62%	6000	38%
1968	21450	14450	67%	7000	33%
1969	19002	12113	64%	6889	36%
1970	34900	25900	74%	9000	26%
1971	29706	24376	82%	5330	18%
1972	34056	25641	75%	8415	25%
1973	51911	42418	82%	9492	18%
1974	36443	25701	71%	10682	29%
1975	54704	47279	86%	7424	14%
1976	47944	42022	88%	5922	12%
1977	61359	55280	90%	6079	10%
1978	65004	60166	93%	4838	7%
1979	79527	71912	90%	7615	10%
1980	77293	69607	90%	7685	10%

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ABSTRACT

PHYSICAL WORK AS AN INTEGRAL PART OF EDUCATION
AT OAKWOOD COLLEGE IN LIGHT OF
ELLEN G. WHITE'S WRITINGS

by

Clarence J. Barnes

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Adviser: Dr. Jean Fair

Major: Curriculum Development

Degree: Doctor of Education

The Problem

The problem was to examine the physical work program of Oakwood College in light of Ellen G. White's mandates. By these, Seventh-day Adventist education is intended to place equal emphasis on the development of the physical and mental faculties of its students, who are skilled in practical arts and trades as they pursue academic excellence. However, environmental factors appear to have made Oakwood conform to conventional education.

Therefore, this study posited one major question: to what extent is Oakwood College meeting the standards for physical work as an integral part of education as set forth in White's writings?

Methods

1. Standards for physical work as set forth in White's writings were stated explicitly.
2. These standards were translated into seven specific research questions.

3. Criteria were developed by which to judge whether standards were being met.
4. Evidence of the extent to which each criterion was met came from content analysis of Oakwood College documents. Each criterion was compared with the documentary evidence of implementation.
5. Conclusions were drawn.

Conclusions

Oakwood is an accredited, largely academic college with an extensive work program. However, the data show that White's standards are not met.

1. Courses in the practical arts were not offered. Although 20% of the students were engaged in physical work, this proportion did not meet the criterion for equal emphasis.
2. Although facilities for physical work were numerous, they were not used primarily by students or all students, and hence not the equal of academic facilities.
3. Teachers neither work nor are prepared to teach in the practical arts.
4. About 60% of the students did some sort of work on the campus. However, there were no work requirements.
5. There was no evidence that students developed a range of skills. No theoretical instruction complemented work experience.
6. Development of competence in a trade was not required for graduation, nor necessarily achieved.
7. Students and faculty were not providing for college construction, maintenance, and food.

AUTOBIOGRAPHICAL STATEMENT

- Name:** CLARENCE J. BARNES
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- Positions:** Teacher, Bahamas Academy, 1950-1955; Principal, Berean School, St. Louis, 1957-1958; Texas, 1960-1964; F. L. Peterson Academy, 1964-1968. Lecturer, Eastern Michigan University, 1969-1970; Teacher, Detroit Board of Education, 1970-1972. Pastoral work, Hyde Park and Artgeld SDA Churches, Chicago, 1972-1975. Chairman, Department of History, Oakwood College, 1975 to present. Chairman, SDA School Board, Andross, Bahamas.
- Organizational Membership:** Member Shiloh Academy Board, Chicago; Southwest SDA Union Educational Committee for Curriculum Development; Lake Union SDA Educational Committee for Curriculum Development, Science Curriculum for Junior High Grades; Academic Policy Committee, Administrative Council, The Teachers Educational Council, the Research Committee, The Long-Range Planning Committee and the Self-Study Committee of Oakwood College.
- Professional Organizational Membership:** Who's Who in Religion, 1975-1976; American Historical Association; National Council for the Social Studies; The Association for the Study of Negro Life and History; Association of SDA Historians; Michigan School Principals Association (past); Alumni Association of West Indies College, Atlantic Union College, Howard University, Eastern University; Graduate Fellowships, Howard University, 1959, and Michigan State University, 1968-1969.
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