

MIDAMERICA
NAZARENE
COLLEGE

The Pioneer Years
1966-1991

DONALD S. METZ



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by

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Professor and Dean Emeritus

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Dedicated to
Eva
A faithful partner
in a
pioneering adventure



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FOREWORD

This is more than a history book. It is the firsthand account of a modern miracle—the miracle of MidAmerica Nazarene College.

It was risky business to begin a college in the turbulent 1960s. Many would contend the climate of the '60s was antiestablishment, anti-institutional, and not the most expeditious decade in which to carve out a new private college.

Despite the risks, the dream of a daring group of modern-day pioneers began to unfold on the fertile prairies of Kansas. With meager support and humble beginnings, these pioneers laid the foundations and set in motion what we know today as one of the great Christian liberal arts colleges in America—MidAmerica Nazarene College.

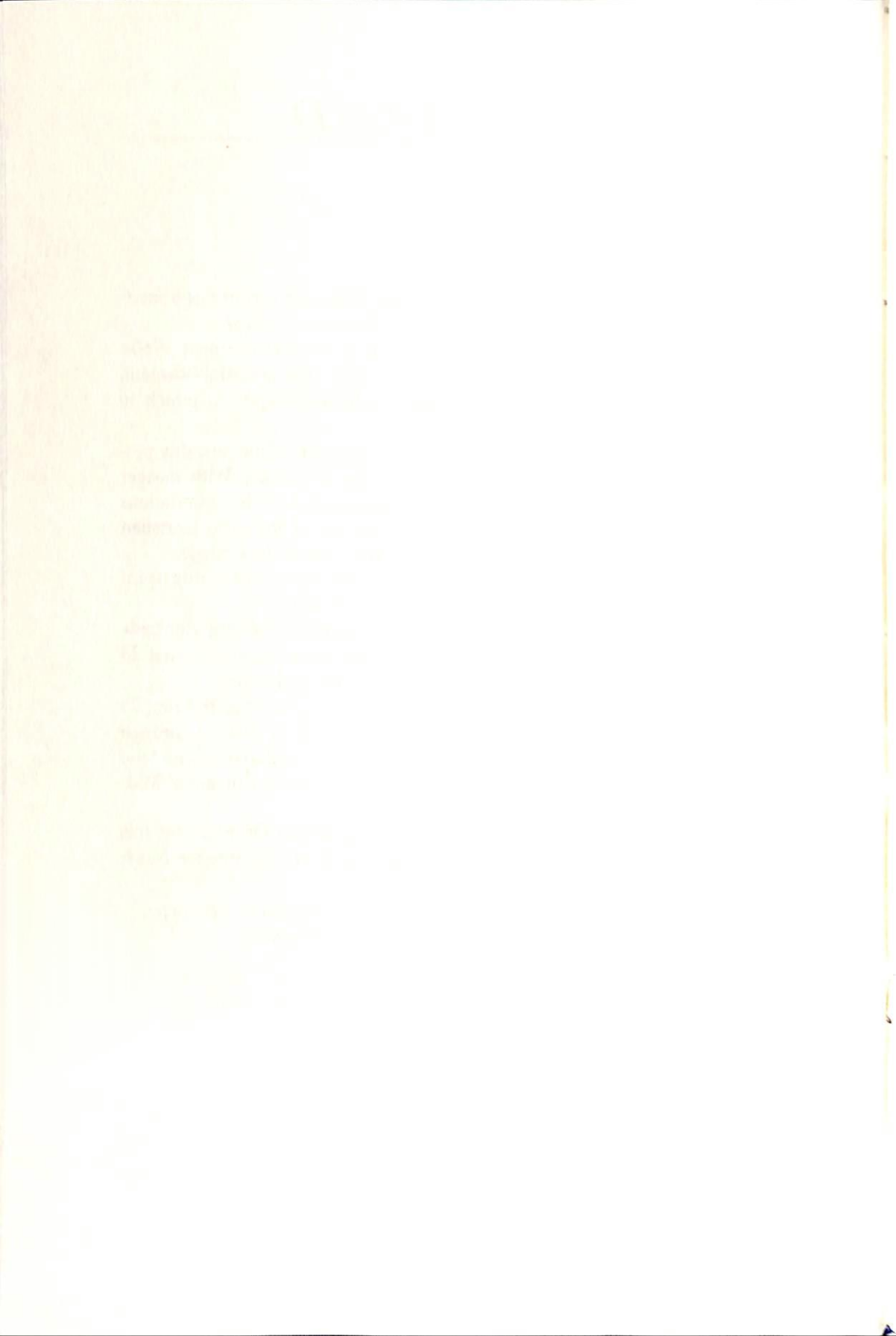
In the intervening years, others with the same pioneering spirit have come along and have bought into that dream.

Dr. Donald S. Metz was one of the originals. Working alongside the founding president, Dr. R. Curtis Smith, Metz knows the first 25 years of MidAmerica in a most personal and formative way.

You will enjoy sharing the miracle and excitement of the first 25 years as you journey through this book. You will be looking through the eyes of a founder. You will sense the warmth and love of one who has invested much energy, prayer, and faith to cause the dream of MidAmerica to become the reality of MidAmerica.

I commend this book to you and congratulate Dr. Metz for this outstanding contribution to the life and future of MidAmerica Nazarene College.

RICHARD SPINDLE
President



PREFACE

MidAmerica Nazarene College: The Pioneer Years, 1966-1991 was written to help preserve the events and the spirit of a new college mandated by the 1964 General Assembly of the Church of the Nazarene. As early as 1979 discussions began about recording the early history of Mid-America Nazarene College. A number of approaches to the task of writing a history appeared. None of the proposals received official confirmation until 1987. President Donald D. Owens supported the proposal, as did members of the president's cabinet. When Dr. Richard Spindle was inaugurated as president in 1989, he gave the proposal vigorous support. A date was set for completion and distribution of the history—the celebration of the Twenty-fifth Anniversary of the College.

Writing a history requires the establishment of literary guidelines and the selection of organizational styles. Within the framework of these guidelines and organizational methods, the writer worked from three assumptions: (1) the objectives of the book; (2) the nature of the book—the manner of presenting the material; and (3) the organization and the arrangement of the contents of the book.

The Objectives of the History

Several objectives dominated the selection of material to be presented. The first aim of the history was to make it as person-centered as possible. Many times the writing of a history highlights the great events to the neglect of the people involved. The development of MidAmerica Nazarene College is, to a great extent, the story of the people who identified with the College. All groups of personnel, including the Board of Trustees, the administration, the faculty, the students, the staff, and the friends who supported the College are given recognition. The initial aim was to include at least 2,000 names in the book. That objective has been achieved.

A second objective was the aim to create a history that would become a sourcebook of data and information. The College archives are bursting with materials related to the founding and the growth of the College. Most people, however, will not delve into the filing cabinets and portfolios of the Marge Smith Archives to dig out the details of the past. The purpose, then, is to fill the history with a mass of data so that it would become a ready-reference book for alumni and friends of the

College. A final objective of the history was to address the book to the person interested in a comprehensive view of the College rather than a scholarly analysis of the institution. To meet this final objective, the writing style is nonacademic and contains numerous anecdotes.

The Nature of the History

Several options appear immediately when the history of an institution is the subject of the history. The most widely used method in institutional histories is the chronological method. That is, the material is arranged in a calendar sequence built around specific periods of time. Another method of writing centers the entire history around dominant personalities. Some histories are presented as reports, without any attempt to interpret the significance of the events involved. A fourth approach is the thematic approach, in which certain themes or ideas are used as the outline of the history. This particular history endeavors to utilize all of the above methods of organization. The dominant pattern of organization, however, is the thematic approach. Specific aspects of the College's development are presented and continued throughout the 25-year history. Each chapter thus represents a significant phase of the College's growth.

The Organization of the History

This history contains 12 chapters. The 12 chapters are divided into three sections. The first section, chapters 1 and 2, is a discussion of the historical roots of church colleges in America and of the heritage of colleges in the Church of the Nazarene. Chapters 3 through 11 present the history of MidAmerica Nazarene College as it developed between 1966 and 1991. Chapter 12, the final chapter, contains the College's hopes and dreams as it prepares for the coming of the 21st century.

The Appendix includes lists of personnel who have served the College, have won some recognition while attending the College, or have been honored by the College.

ACKNOWLEDGMENTS

The acknowledgment section of a book is usually written after all other writing is completed. Because it is written after the completion of the manuscript, the acknowledgment section offers vast satisfaction as well as wide opportunities. The satisfaction comes from the knowledge that a demanding assignment is finished. It also presents the occasion to express heartfelt appreciation to people who assisted the writer and contributed to the quality of the writing.

Dr. Donald D. Owens and Dr. Richard Spindle gave official confirmation and personal encouragement to the project. Dr. Keith Bell, with an instinct for the correct word and an uncanny talent for grammatical perfection, provided courteous and consistent guidance. Mary Alyce Galloway, Maurine Dickerson, and Eva Metz served as proof-readers who were both merciful and merciless. They saved the writer from many potential embarrassments. Linda Baldrige and Alicia Laser interrupted their work frequently to secure necessary information for the book. Dr. Bob Brower, John Stephens, Dr. Bob Drummond, Dr. Kenneth Crow, and Harold Olson, plus their office staffs, answered every request for help. Ray Morrison and the Mabee Library staff responded promptly to every call for use of the College archives. All of the coaches of varsity sports endorsed with enthusiasm the selection of information from the area of athletics. Dr. James Main spent hours in finishing a report on the development of the College fine arts programs. The Archives of the Church of the Nazarene provided excellent cooperation.

Without the assistance of Wanda Wood, the writer would not have finished the project on time. The writer belongs to that vanishing breed of persons who continue to write with pen and pencil and yellow pad. Translating handwritten material to a computer disk represents a monumental challenge. Mrs. Wood was equal to the task. Always efficient, always on time, and exceptionally knowledgeable in the art of grammatical procedures, footnoting, etc., Wanda served as an unusually proficient word-processor.

Finally, to a vast number of friends, acquaintances, and family members, I express my profound gratitude for your interest, encouragement, and support.



INTRODUCTION

MidAmerica Nazarene College is a youthful member of America's vast family of higher education institutions. MidAmerica Nazarene College, however, is more than one of the most recent additions to the rank of colleges providing an education for the nation. MANC has developed an institutional identity. It is a college with a purpose that is stated clearly in both printed word and in personal communication.

MidAmerica Nazarene College recognizes and reflects its heritage. The College has roots. It is a church college. The church college represents the oldest academic endeavor in America. Beginning with the founding of Harvard University in 1636, the church college became the foundation of higher education in America. Prior to the Civil War, practically all colleges in the nation were sponsored by the church. Between the Civil War and World War I, the secular, public university gained in popularity and in enrollment. By the end of World War II the public institutions dominated higher education. Church colleges faced a struggle to survive. When MidAmerica Nazarene College received its charter in 1966, it was called by academic authorities a "very chancy operation." And so it was. The "chancy operation" emerged into a successful, vibrant operation. At the threshold of the 21st century, as it celebrates its 25th anniversary, the College has the potential for greatness.

MidAmerica Nazarene College is a church college with deep roots. MANC is a liberal arts college. As a Christian liberal arts college, MANC regards the student as a free, decision-making individual of supreme worth and limitless possibilities. The educative process is designed to encourage creative thinking, to foster an appreciation for artistic expression, to develop a sense of stewardship for the natural world, and to promote participation in a democratic society with a concern for the well-being of all people. The liberal arts emphasis is achieved primarily through a specific general education cluster of courses required of all students.

MidAmerica Nazarene College incorporated career education options in its academic procedure. Recognizing that both historic precedent and contemporary demands permitted a career emphasis, the College linked the liberal arts with career options. In addition to the traditional emphasis on teacher education, music, the ministry, law, and medicine, the College expanded rapidly in the area of business education and administration. In rapid order majors were offered in home

economics, nursing, computer science, and agriculture (agrimissions and agribusiness).

Firmly committed to the liberal arts and to career education, the College has displayed a remarkable spirit of innovation. Like many innovations, some of the experiments were short-lived. Other innovations have become a vital part of the institution's operation. Among the significant innovations of recent years, an adult education program has proved to be beneficial to the student and helpful to the College.

MidAmerica Nazarene College, then, is a college with deep roots in its heritage. Part of that heritage has found expression in the Church of the Nazarene. While avoiding the stifling hand of institutionalism, the College openly and avowedly subscribed to the tenets of the sponsoring church. The College operates within the framework of a classical biblical, Wesleyan interpretation of the Christian faith. Another aspect of the College's heritage is its identity as a church college. The contributions of the church college to American life and culture are enormous.

Among the contributions of the church college to our national culture are: (1) placing degree-granting power in the hands of the academic institution rather than in the power of the government or of a particular sect; (2) the right of each college or university to maintain institutional independence or autonomy; (3) the survival of the liberal arts tradition in American education; (4) helping to democratize education in America by offering opportunities for education to economically deprived students; (5) maintaining an emphasis on religious and personal values; and (6) initiating the missionary enterprise in Europe and America.

When a new college was mandated by the General Assembly of the Church of the Nazarene in 1964, two questions arose immediately. The first question was: "Who will be elected as the first president?" The second question was "Where will the college be located?" The first question was answered when the Board of Trustees elected Dr. R. Curtis Smith as president. A veteran of college work, Smith's expertise was in the area of financial development and public relations. The choice of Dr. Smith proved to be wise and practical. After 18 years Smith retired, leaving a remarkable record of year-to-year progress.

The choice of a location for the proposed College aroused widespread interest—and competition. Approximately 30 inquiries and offers for the College location came to the College trustees. The final choice, however, narrowed to two attractive and generous offers. Council Bluffs, Iowa, presented a liberal offer of both acreage and money. Olathe, Kans., made an equally attractive offer of land, with no addi-

tional financial assistance at that time. Intense debate followed. When the final vote was taken, the majority of the trustees preferred the Olathe location. The Olathe location appeared more attractive because of its demographic location, near the center of the Nazarene population of the supporting constituency. The people of Iowa, while disappointed at the vote, have supported the College enthusiastically for 25 years. With a president elected and a site chosen, events developed rapidly. Additional administrators were elected. The pioneer faculty was assembled. Promotion of the College exploded.

Two paramount problems challenged the administrators of the College. A major problem was developing constituency loyalty. The educational zone had been carved out of three previously existing ones. Loyalties to the older colleges ran deep. The transfer of support from long-cherished institutions to an unknown junior college required delicate and precise planning. Gradually the educational region responded. Curiosity changed to interest. Interest was transformed into enthusiasm. Enthusiasm developed into active support. A second challenge confronting the administration dealt with the recruitment of students. Would an unaccredited junior college attract high school graduates who were interested in a four-year college degree? Mail departed from college offices by the truckload. College personnel appeared at key rallying points of the young people on the zone. Newspapers across the North Central region carried the story of the new College, with its emphasis on American Heritage Education. The public relations efforts produced results. When the first day of classes arrived on September 2, 1968, 263 pioneer students had enrolled.

Now the challenge of state, regional, and federal recognition and accreditation became dominant. The desire to proceed to four-year institution status presented another all-consuming concern. Committees were organized to submit proposals. Reports flowed in a constant stream. Visits to state, regional, and federal offices became routine. Enthusiasm on the campus was contagious. Dramatic events succeeded exciting occasions. The College received the necessary state recognition. The federal government included the College in its listing of institutions acceptable for financial aid. The Church of the Nazarene and the North Central Association of Colleges and Schools authorized the College to proceed to four-year status. And finally, in March of 1974 the College was granted accreditation.

With the College recognized as an accredited four-year institution, attention turned to the further development of the curriculum. Academic divisions were reviewed and revised. Degree requirements and

degrees offered experienced modification. Innovative programs added more degrees to the College's academic offerings.

Student activities, outside the classroom and apart from formal academic procedures, have continued to occupy a strategic place on the campus. Today, spiritual perspectives are found and strengthened by personal and public arrangements. A variety of clubs provide avenues for personal enjoyment and professional enrichment. The Associated Student Government harmonizes and sponsors much student activity. From the beginning of the College, fine arts programs and presentations have demonstrated student, faculty, and visiting artists' talents. Intramural and intercollegiate athletics generate interest and build school spirit. Special social events highlight different seasons of the year.

Financial demands represent a constant pressure to a developing institution. Starting with a denominational grant of \$5,000 and one-half of the educational budget of the educational region in 1967-68, the College performed financial miracles. New buildings appeared almost annually. The faculty was expanded. The curriculum exploded. Instructional equipment remained an annual problem. Despite a few years of deficit financing, the College's financial situation in 1991 presents an encouraging picture. The total debt on the \$28,700,000 plant is small. The annual operating budget exceeds \$12,000,000. While cash flow remains a nagging problem, even that area is gradually stabilizing. The Million Dollar Day on October 20, 1991, promised to alleviate the cash flow problem. Increasing enrollment since 1987, after several years of declining enrollment, has contributed to the financial stability of the College.

Life goes on. Pioneers do their work and are replaced by a new generation. During the mid-'80s, the "last hurrah" was given to many of the pioneer leaders. A new academic dean was appointed in 1983 when the original dean retired. The founding president retired in 1985. When the original librarian, Maurine Dickerson, retired in 1986, the last of the original administrators was gone. The pioneer faculty, with two exceptions, has resigned or retired. But life goes on. Dr. Donald D. Owens was elected as MidAmerica Nazarene College's second president in 1985. After four years of effective and progressive leadership, Owens resigned in 1989 to accept his election to the office of general superintendent in the Church of the Nazarene.

Dr. Richard Spindle was elected as the third president of the College in September of 1989. Under Spindle's leadership the College continues to develop. Pioneer pride remains alive and well in this new era of leadership. The College personnel have a profound respect and ap-

preciation for the institution's heritage. The roots are watered and nourished. The vision, however, is for the future. The future, the 21st century, will be influenced by a College with a purpose—TO LEARN, TO SERVE, TO BE—MidAmerica Nazarene College.

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PIONEER ROOTS

THE CHURCH COLLEGE IN AMERICA

Introduction

MidAmerica Nazarene College is part of the grand tradition of the church college in America. Church college roots go back to the pioneer days of America. The vigorous pioneering spirit of early America was simple enough. The early settlers believed that vital religion served as the source of personal and social values. Those hardy forerunners who built America also held strong beliefs about the necessity of education. The first colleges in America were the children of the church. The pioneers believed that the church college could provide a reservoir of leadership and motivation in the new republic. Establishing new colleges, however, always presented both risk and opportunity. Starting a new college in 1966 was a bold and risky venture for Nazarenes in the Midwest. Founding an institution of higher learning in the space age with minimal material support called for a return to pioneer roots. To understand MidAmerica's history is, in a sense, to understand the history of the private college. The history of the private college stands as one of the brightest chapters in America's history. MidAmerica's history adds luster to that history.

This introductory chapter discusses briefly the history and importance of the church college in America. The discussion falls into four parts. The first division discusses the founding of the early church colleges and the rapid growth of these colleges prior to the Civil War. The second section deals with the rise of the secular university in America after the Civil War. The third part highlights some of the dis-

tinctive contributions to American education made by church colleges. After the Civil War the secular university began to challenge the church college for leadership in education, and the church college was overshadowed by that element. By the time of World War I, the public university had equaled the church college in power and in enrollment of students. After World War II the church college lost ground rapidly. Ultimately, it was overshadowed and almost overwhelmed by the secular university. The final division of the chapter shows the impact of the college enrollment explosion and the cultural revolution of the 1960s on the church college. By 1966, and the incorporation of MidAmerica, the role of the church college was reduced practically to a defensive holding pattern and a struggle for survival. The public colleges soared in enrollment, expanded their facilities, and strengthened their faculties. Private, secular universities showed little significant concern for religion or religious values. Yet the church college lives on—attempting to fulfill its mission. And its mission is crucial to both the church and the nation. MidAmerica Nazarene College shares in the heritage of that mission.

THE FIRST AMERICAN COLLEGES • 1636—1860

The first American colleges were the direct result of the concern of the church for education.

The Colonial Colleges • 1636—1701

During the early colonial period, from 1636 to 1701, religious values were dominant, particularly among civic and academic leaders. Under the direction of the Congregational Church in New England and the Anglican Church in the South, the three earliest American colleges were established. Harvard College (1636) and Yale College (1701) were founded by the Congregational Church. The College of William and Mary was founded in Virginia (1693) by the Anglican Church primarily, but not solely, to meet the need for an educated ministry.

Referring to the early colleges and their establishment, Arnold Nash of the University of Toronto writes:

These colleges were modelled on the Oxford and Cambridge pattern, suitably modified to accord with the demands of a pioneer culture . . . but nevertheless they retained a definite Christian orientation. Their main aim was to educate the leaders, lay and clerical, of church-centered communities.¹

During this period the colleges were Christian in the sense that the members of their governing bodies and teaching staffs in the main were professing Christians, while attendance at college chapel or par-



This view of Harvard College, drawn by Joseph Chadwick and engraved by Paul Revere, shows the College in about 1767.

ish church was almost a universal custom. MidAmerica Nazarene College and all other Nazarene colleges follow many of the historic practices of the early colleges.

The curriculum of the early colonial college was traditional and religious, revolving around classical literature, languages, and moral philosophy. Commenting on the colonial curriculum, one writer has said:

Our colonial ancestors studied and taught in an atmosphere of religion which they had inherited from the middle ages. . . . the ecclesiastical hand was at the helm, and the church formulated and fixed the purpose of the different branches.²

Students of the history of higher education in America are familiar with the well-known passage in *New England's First Fruits*, which gives the reason for the founding of Harvard College:

After God had carried us safe to New England, and we had builded our houses, provided necessaries for our livelihood, rear'd convenient places for God's worship and settled the Civil Government: one of the next things we longed for, and looked after, was to advance learning and perpetuate it for posterity; dreading to leave an illiterate ministry to the churches, when our present ministers shall be in the dust.³

Colleges After the "Great Awakening" • 1746-69

During the 18th century a religious revival, referred to as the Great Awakening, occurred. Along with the intellectual awakening that followed, a demand for additional colleges was created by denominational interests. Six other denominational colleges were founded within

a quarter of a century. Four of these colleges were regarded as "nurseries of ministers," while two were indirectly influenced by religious activity and by religious sentiment.

The College of New Jersey, which later became Princeton University, was founded by the Presbyterian Church in 1746; Dartmouth College by the Congregational Church in 1769; Rutgers University by the Dutch Reformed Church in 1766; Brown University by the Baptist Church in 1764; and King's College, later to become Columbia University, was founded in cooperation with the Anglican Church in 1754. The Anglican Church was also instrumental in the origin, in 1753, of the College of Philadelphia, which later became known as the University of Pennsylvania.

It seems apparent that all colonial colleges were founded more or less as a direct result of church activity and were dedicated almost entirely to the propagation of traditional forms of religious culture. Regarding the founding of the early colleges, one historian has observed: "Education in colonial America was the child of religion."⁴ Moreover, with the possible exception of Columbia University and the University of Pennsylvania, all the colonial colleges were designed primarily, but not solely, as institutions for the education of ministers. In addition to the ministerial curriculum, provision also was made for study in medicine, law, and natural science.

College Growth After the "Second Great Awakening" • 1800-1860

In the 19th century, the establishment of colleges by denominations increased prolifically. Early in the 19th century, another religious revival, sometimes called the Second Great Awakening, swept through much of the country. One result of this 19th-century Great Awakening was a period in which denominations and religious sects grew rapidly in the United States. Each religious group established schools suited to its individual beliefs and doctrines in order to develop leaders to sustain and to expand the group numerically. Describing the intense rivalry among religious groups in starting schools immediately prior to the Civil War, one observer reported:

There has arisen within a few years an earnest, not to say, violent competition among several religious denominations in respect to educational arrangements. Each denomination seems anxious to out-do the other in the number of colleges and schools.⁵

Of the 246 colleges founded before the Civil War, only 17 were state-sponsored, and only 3 were independent.⁶ Of 588 institutions of higher learning created between 1653 and 1915, 492 were founded by

religious groups and 96 by the state. In other words, religious groups created 82 percent of the colleges, universities, and technical schools in this period.⁷

The attitude of the church toward higher education in the period prior to the Civil War is aptly expressed in the founding of one of America's great universities. The founding of King's College (Columbia University) was strongly motivated by religious consensus. The traditional aim to train ministers was absent, but a more practical and broader purpose took its place. The objective is stated in these words:

The aim was to teach students to know God in Jesus Christ . . . and to train them up in all virtuous habits, and all such useful knowledge, as may render them creditable to their families and friends, ornaments to their country, and useful to the public weal of their generation.⁸

Expressing a social concern, the forces of denominational and sectarian religion gained a dominance in American life that was to remain largely unchallenged until after the Civil War. The total impact of religion upon American life, including education, is illustrated by a statement from a famous French traveler who visited America in 1831. Of religion in America, Alexis de Tocqueville wrote:

In the U.S. the sovereign authority is religious . . . there is no country in the whole world in which the Christian religion retains a greater influence over the souls of men than in America; religion directs the manners of the community, and by regulating domestic life, it regulates the state.⁹

In the U.S. the sovereign authority was religious in 1831. So wrote Tocqueville. And he was right. This sovereignty of religion extended to higher education. The college was the child of the church. MidAmerica Nazarene College stands in the grand tradition of yet another college as "the child of the church."

THE CHURCH COLLEGE AND THE SECULAR UNIVERSITY • 1860—1960

Before the Civil War, higher education was almost exclusively the concern of the various churches in the United States. The great era of the founding of state universities came after the Civil War. Following the Civil War, several forces combined to break the control of religion over higher education. Tension between the church college and the secular university was inevitable. After World War II, however, the secular university became dominant. The church college faced a struggle to survive.

Reasons for the Rise of the University

The first cause favorable to the rise of the university in America was certain weaknesses within the church colleges. Most of the older colleges and religious leaders failed to respond adequately to the demands of a more practical and scientific age after the Civil War. So the educational initiative passed into the hands of people who desired to establish universities. Referring to the attitude of traditional educators toward social changes after 1860, one historian wrote: "Educators after the Civil War exhibited no great sensitivity to the forces that were transforming American life, and they failed to appraise correctly the social conflicts of their day."¹⁰

The refusal of the traditional college to adjust to the new culture found classic expression in the *Western Review* of Cincinnati in 1820:

Should the time ever come when Latin and Greek should be banished from our universities, and the study of Cicero and Demosthenes, of Homer and Virgil, should be considered as unnecessary for the formation of a scholar, we should regard mankind as fast sinking into absolute barbarism, and the gloom of mental darkness as likely to increase until it should become universal.¹¹

With a static curriculum, the religious school had little hope of maintaining and expanding widespread public support. As another writer points out, the sectarian activities of the denominations and the privileged positions some of them insisted upon brought down upon the church a measure of discredit and diverted the energies of many educated men to secular idealism.¹²

Another cause that favored the rise of the secular university was government legislation that granted financial aid to these schools. Public interest in the establishment of state-supported colleges received a new stimulus from the Morrill Act of 1862. By the Morrill Act the federal government donated public lands, or land scrip, to those states interested in starting certain kinds of colleges. The proceeds from the sale, given by the government, were to be used for the support of at least one college in each state. The leading objective of the new college would be to teach such branches of learning as were directly related to agriculture and the mechanical arts. The Morrill Act reflected the growing demand throughout the country that colleges should expand beyond a limited and rigid classical curriculum.¹³

With the financial assistance gained from the passage of the Morrill Act, new universities were founded and older ones expanded. Half of the schools classified as universities in 1938 appeared subsequent to 1865, and half of the public colleges were started after 1875.¹⁴ Since these universities received state or federal assistance and were under

obligation to meet the demands of society, it would be natural for such institutions to become the servants of the state rather than of the church.

Another reason for the growth of the university in America was the influence of scholars who were educated in Europe, particularly in Germany. As the early colleges had been based upon transplanted English conceptions, the state institutions were molded largely on the pattern of German universities. With their emphasis on pure research, their ideal of academic freedom, completely free from sectarian influence, and in their concept of service to the state, the German universities had taken a commanding position among the universities of Europe. Since American universities offered little in the way of graduate work immediately following the Civil War, many American scholars went to Germany to pursue their graduate studies. Referring to the influence of German education on the American university, one writer states:

All the great architects of the American university, from Ticknor to Gilman, White, Woolsey, and Hall, had been profoundly influenced by direct observation of the universities of Germany. One of the great pioneers of the university idea before the Civil War, Henry P. Tappan, had attempted during his presidency of the University of Michigan to follow the German model in the most direct way.¹⁵

As a result of the influence of German methods of research and of the renewed attempts to apply scientific methods to other fields of knowledge besides the natural sciences, the curriculum of the universities, by the beginning of the 20th century, had been expanded enormously by the addition of such new sciences as those of language and philology, history, economics, politics, sociology, anthropology, archaeology, music, psychology, education, and religion.¹⁶

The most notable attempt to organize a state university after the German model, prior to 1876, when Johns Hopkins University was established, was the attempt made by Henry P. Tappan during his presidency of the University of Michigan. Tappan, installed as president in 1852, introduced many features of the German university into the program at Michigan. Among these innovations were the addition of a science curriculum leading to the degree of bachelor of science, the introduction of the lecture system as a replacement for textbook recitation, the inauguration of coeducation, and the abolishment of college dormitories.¹⁷ Tappan's aim was to make the University of Michigan a model of contemporary intellectual vigor.

A major reason for the rise of the secular university was a shift in educational thought in America. This shift challenged the older tradi-

tional approach, which often refused to change. The change was to a practical, more utilitarian idea of education. The astounding growth of mechanical technology, the rapid expansion of a large-scale industry, and the exploitation of the West linked to the idea of personal acquisitiveness generated a utilitarian concept in some areas of educational thought. Charles A. Beard makes the following comment regarding the role of utilitarianism in the latter half of the 19th century: "Triumphant business enterprise, with its bitter struggles with organized labor, gave the dominant tone to the intellectual and moral temper of the later decades."¹⁸

The growing universities seemed to respond to the call for a practical education, particularly those in states predominantly agricultural, such as Ohio and Wisconsin. In discussing the proposed charter for the newly founded Ohio State University, Governor Rutherford Hayes pointed out that by law the proceeds of the land scrip should be appropriated to the endowment, support, and maintenance of a college where the leading object was to teach such branches of learning that were related to agriculture and to the mechanical arts.¹⁹ In harmony with the governor's wishes, an intensely practical curriculum was adopted. The general pattern of curricular offerings was divided into 10 areas. These were agriculture; mechanic arts; mathematics and physics; general and applied chemistry; geology, mining, and metallurgy; zoology and veterinary science; botany, horticulture, and vegetable physiology; English and literature; modern and ancient languages; and political and civil polity.²⁰ Such a curriculum, no doubt, was completely in keeping with the concept of utility.

Another midwestern university, the University of Wisconsin, reflects a similar implementation of the practical curriculum. A native son describes the objectives of the university in the following words: "The object of the university, as set forth in the beginning, was to offer practical courses . . . and the most important criterion in the determination of the organization and the course of study was utilitarian."²¹

The stress on a utilitarian curriculum appeared to be one of the primary objectives of the new universities. Ezra Cornell, the founder of the university that bears his name, said in his opening address at the inaugural ceremonies of the university:

I hope we have laid the foundations of an institution which shall combine practical with liberal education, which shall fit the youth of our country for the professions, the farms, the mines, the manufactories, for the investigations of science, and for mastering all the practical questions of life with success and honor.²²

The statement of its founder, emblazoned on the Cornell University seal, became the watchword of the university: "I would found an institution in which any person can find instruction in any subject."²³

When Ohio State University opened its doors as the Ohio Agricultural and Mechanical College in 1873, the theme of its inauguration was also practical. A practical education, according to the dedication address, was one that could be applied to the interests and the necessities of everyday life, that could be used in doing the work of the world.²⁴ Even the traditional subjects, when included, should serve a practical purpose. The practical purpose of English and logic was "not the training that enables us to detect a flaw in a definition or a fallacy in an argument as directly practical as the ability to test the strength of iron or the purity of white lead."²⁵ Practicality had won a resounding victory in American education.

Tensions Between Church College and Secular University

Running parallel to the growth of the university was the rapid expansion of denominational colleges. With both types of institutions, the secular, state university and the sectarian college manifesting vigor, it would be natural that tensions between the two could develop. The tensions between church college and public university were expressed in various ways.

Some supporters of church colleges strongly opposed the establishment of the secular university. Andrew D. White, a biased critic of church college activity, wrote about the opposition of some of the church personnel to the establishment of a secular school:

The worst difficulty by far was the steady opposition of the small sectarian colleges scattered throughout the state. Each, in its own petty interest, dreaded the growth of any institution better than itself; each in its religious assemblages, its synods, or conferences sought to stir prejudice against the state institution as "godless."²⁶

Similar opposition occurred when a bill was introduced to the New York State Legislature to establish a university at Ithaca, N.Y. The first president describes the uproar caused by the introduction of the bill:

The introduction of this new bill into the legislature was a signal for war. Nearly all the denominational colleges girded themselves for the fray, and sent their agents to fight us at Albany; they also stirred up the secular press, without distinction of party . . . and also the religious organs of their various sects in the great cities.²⁷

President White continues:

The struggle for our university charter was long and severe. The opposition of our twenty sectarian colleges, and of active politicians, from every quarter of the state where their colleges had been established, made our work difficult.²⁸

Many state universities followed the example of the church college in holding required chapel services at specific times. Required chapel, however, soon became a battleground at the public university. At Ohio State, for example, the chapel struggle was directly involved in the resignation of two of its presidents, Edward Orton in 1880 and Walter Q. Scott in 1883. In a discussion of this resignation a student of the history of the university writes:

One of the causes of President Orton's resignation and one which does not appear on the official records was that he was not in sympathy with those who believed that some sort of religious exercises should be held daily at the college. . . . Holding these sentiments he could not consistently and conscientiously conduct the usual chapel exercises common in other colleges.²⁹

President Orton remained adamant, never conducting chapel services during his term.

It was largely with a view of allying the opposition of religious groups that President Orton's successor was chosen. The new president was the Reverend Walter Q. Scott, a Methodist minister from Easton, Pa. A short time before his election in 1881 a resolution was passed by the trustees, which stated: "Resolved, that the President and the Faculty are hereby instructed to arrange for holding daily a general meeting of the students in the university chapel."³⁰

The neglect of the new president to provide for the daily assemblage of the students resulted in a further resolution calling attention to the failure, with added recommendation that reading the Scriptures and prayers become part of the daily services. In November 1882, the Board of Regents expressed its surprise that no action had been taken to carry out their instructions. The following March still another such resolution was directed to the president. Scott failed to comply, and at the June meeting of the board he was not reelected as president.³¹

The chapel situation at Ohio State was a source of agitation for several years after Scott's dismissal. When William O. Thompson was elected to the presidency in 1899, he immediately recommended that daily chapel services be discontinued and that a weekly convocation of students and faculty be held to occupy one recitation period.³² The recommendation was accepted, ending a long and bitter controversy.

Another area in which religious groups exerted pressure on the state universities was in the selection of faculty members. This issue was particularly crucial during the administration of Henry Tappan at the University of Michigan. When Tappan reacted indifferently to their demands, the clergy took action, which one writer described in these words: "The clergy were letter writers and lobbyists who kept the re-

gents in ferment over Dr. Tappan's alleged indifference to their demands."³³ The assaults of the clergy had little effect on Tappan, with his Prussian idea of education. With austere dignity Tappan replied to the demands of sectarian groups regarding professorships:

The idea which has prevailed in the university that the professorships should be decided with some equality and fairness among different denominations was entirely a wrong one; the only proper tests for fitness being neither political bias nor sectarian affiliations, but simply good character and intellectual superiority.³⁴

Indiana University, founded in 1820, also experienced sectarian controversies during its early history. Members of the Presbyterian and Methodist denominations, in particular, struggled to influence the selection of faculty members.³⁵ In reviewing the handicaps of the university, 80 years after its founding, one writer refers to the following handicap:

... it was hampered by the antagonism of religious sects, whose adverse influence was seen sometimes in the management of the institution, but more often in the unkind and uncalled for opposition to its management and interests.³⁶

Another important factor in the elimination of religion from the curriculum of higher education after the Civil War was the introduction of the elective system, with the resulting specialization. Leaders in establishing the elective system and in the practice of specialization were such educational authorities as Charles Eliot of Harvard, Frederick A. Barnard of Columbia, Andrew D. White of Cornell, David G. Gilman of Johns Hopkins, David Starr Jordan of Stanford, and William R. Harper of Chicago. Butts summarizes the work of those men by stating that they actively transformed the nature of college education. Among the changes mentioned was the eclipse of religion. Butts writes: "The religious tone of college education began to lose ground to the advancing secular aim to prepare for citizenship or occupation to an increasingly secular curriculum."³⁷

A final source of tension between the church college and the public university was the impact of the theory of evolution and the challenge of a new philosophy called pragmatism. From 1859, when *Origin of Species* appeared, the theories of natural selection and mutability of the species created widespread interest in scientific investigation. These same theories also engendered bitter controversies in the intellectual atmosphere of the later 19th century. The most significant impact of the theory of evolution was upon the traditional, idealistic concepts of the origin of the universe and of life. Led by men like Herbert Spencer, the evolutionary premise was applied to the academic areas of

ethics, politics, history, economics, and social life in general. The resulting intellectual conflict is described in these words:

The authority of religion was challenged in the intellectual field, and the authority of the religiously sponsored liberal education of a classical and linguistic kind was bound to be challenged by scientific studies that clamored for a place of dignity in liberal education.³⁸

Not only was the religious control over education challenged by science, but also the philosophical position of idealism and the "genteel tradition" was attacked by the new and uniquely American philosophy of pragmatism. The original tradition of Calvinism in America and the early 19th-century influence of German idealism had led most American thinkers to accept concepts in which every person had a predetermined place and in which truth was fixed and eternal. Pragmatists denied all this, making the world relative and incomplete.³⁹ The rise of the social sciences also tended to weaken the hold of religion.

By the time of World War II, religion in the curriculum of higher education was either lightly regarded or completely ignored as a whole. Beginning with a complete mastery of the educational curriculum in the colonial period, religion was seriously challenged in the Revolutionary period but managed to maintain its control over higher education until after the Civil War. In the decades following the Civil War, higher education was almost completely secularized, with the exception of the church college.

LANDMARK ACHIEVEMENTS OF CHURCH COLLEGES

The church college has achieved results that have permanently changed the nature of higher education in America—and in the world. No nation on earth enjoys the academic privileges available to Americans. Much of the unique character of U.S. education is directly traceable to the remarkable achievements of the church college. It introduced individual institutional degree-granting power, laid the foundation for institutional independence or autonomy, helped keep alive the liberal arts tradition, assisted in democratizing education in America, maintained an emphasis on religious and personal values, and initiated the missionary enterprise in Europe and America.

The Introduction of Individual Institutional Degree-Granting Power in America

Harvard College was founded in 1636, and by 1642 the first class was ready to graduate. When the overseers of Harvard College met with President Henry Dunster, the president raised the question about

the authority to grant degrees. Dr. Dunster recommended that the Harvard overseers simply take the power to confer degrees. The overseers promptly voted to do so.

For the first time in history a college degree was given without the authorization of "crown or pope." As Dennis Kinlaw writes: "The whole character of the American political history, the history of the Christian Church and of Christian world missions has been different because of this."⁴⁰ Since 1642 colleges and universities in America have, as institutions, granted degrees to their graduates. This happens only in America. Everywhere else in the world, degrees are conferred by the authority of the church, or, in most cases, by the government.

The Establishment of Institutional Autonomy

In 1816 the State of New Hampshire attempted to seize and reorganize Dartmouth College as Dartmouth University. Dartmouth College had been organized in 1769 as a school to promote missionary work among the Indians. It was regarded by its trustees as a private denominational school. The case was first argued in the courts of New Hampshire. In the lower court the trustees lost. The trustees then carried the case to the United States Supreme Court. Daniel Webster argued the case for the college. In 1819 Chief Justice John Marshall read an opinion that established the right of a private college to retain its status. From 1819 the private college has operated free from any threat of a takeover by hostile groups, be they state or private.

Prior to 1819 there was no guarantee that private colleges would be free from state interference. Charles A. Beard stated that the Dartmouth College decision was "an event more important in American educational history than the founding of any single institution of higher learning."⁴¹ W. W. Sweet, an eminent church historian, wrote: "It secured to the trustees of privately endowed institutions the right to conduct colleges and universities, choose presidents and faculties, and determine curriculum, without fear of political interference."⁴² The independence of the church college was assured by court decision. The way was open now for expansion on the frontier.

The Preservation of the Liberal Arts Tradition in America

With the introduction of the course elective system in the university, the basic liberal arts withered and died in many institutions. Under leaders such as Eliot at Harvard, Tappan at Michigan, and Cornell at Cornell, the practical and utilitarian became dominant. There was a reaction after World War II to revive some requirements in the liberal arts areas. These requirements were usually introduced under the label of

"general education." But even "general education," as practiced by the majority of schools, was focused on the student, not the subject areas. With the continued concern for a "nation at risk" toward the end of this century, the liberal arts are experiencing a modest and most essential revival. A contemporary scholar, not in a church college, writes of his experience as a teacher in some large universities:

I was convinced in the early sixties that what was wanted was a liberal education to give such students the wherewithal to examine their lives and survey their potential. This was the one thing the universities were unequipped and unwilling to offer them. The students' wandering and wayward energies finally found a political outlet.⁴³

MidAmerica Nazarene College, and all other Nazarene colleges, openly and enthusiastically endorse strong liberal arts programs. The church colleges have been largely responsible for sustaining the liberal arts tradition in American higher education.

The Availability of Education to the Masses

The church college became the "poor man's" college prior to the Civil War. The early colonial colleges were patterned after the English universities, Oxford and Cambridge. As such, they tended gradually toward a more elite approach to education. As one writer put it: "The colonial colleges were small institutions that were attended by the sons of the wealthier classes."⁴⁴ Families moving west could not afford to send their students back east. The 19 state-supported institutions were also scattered along the Atlantic seaboard.

The period between 1830 and 1860 was the great period of church college growth. Church colleges and other schools sprang up in abundance. In 1850 there were 6,000 academies in America under church auspices.⁴⁵ One historian remarked that "a settler could hardly encamp on the prairie but a college would spring up beside his wagon."⁴⁶ And like many of the pioneers, many colleges did not survive. Forty colleges were founded in Texas alone between 1845 and 1860, but only 2 survived—a mortality rate of 95 percent.⁴⁷ Kansas saw 20 colleges founded with only 1 surviving until 1860. Missouri headed the list in the number of colleges founded before 1860 with 85 established and only 8 surviving.⁴⁸ Yet these colleges provided an education for many who never would have entered college. These colleges established an educational ideal on the American frontier. This ideal was that college education should be available to the children of the dirt farmer, the coal miner, the blacksmith, the shopkeeper, and the craftsman. Elitism in education found no part in the democratic culture of the frontier—largely due to the church college. Democracy in education became part

of American life. MidAmerica Nazarene College, with its open admissions policy and relatively low charges, has made possible a college education for many young people of limited financial means.

Maintaining an Emphasis on Personal and Religious Values

Prior to the Civil War, even the state-supported institutions were concerned with the perpetuation of what could be called a religious culture. During the period between 1830 and 1860 almost all public colleges and universities were headed by ministers. Required chapel attendance was a feature of many public universities as well as church colleges. It was not until the final years of the 19th century that state institutions began to emphasize a secular philosophy antagonistic to religion. At the beginning of the 20th century these state schools were establishing the educational outlook of the nation.

The church college has adjusted to contemporary society. But the true church college has consistently kept alive its interest in religion and personal values. The Christian scholar has retained a belief in values that reflect a Christocentric viewpoint. On the other hand, contemporary higher education, as Allan Bloom writes, had made an ultimate virtue of "cultural relativism."⁴⁹ As MidAmerica faces the future, it should be proud to be counted among the church colleges of America. For these colleges are the educational salt of social ethics and the academic light of personal values as the church looks to the 21st century.

Starting the World Missionary Movement in America

The church university and the church college served a crucial part in the development of the Protestant missionary movement. The first Protestant mission in the world grew out of a Christian university. The first missionary organization in America emerged from such an institution and a seminary.

The Protestant Reformation was not missionary in character. The Reformation produced historic changes and exerted far-reaching influences. But at the heart the Reformation was a battle against ecclesiastical abuses, moral corruption, and the decline of spiritual perspective. The needs of the outside world appeared to be forgotten by the Reformers in their absorption with struggles within the boundaries of Europe. As one historian observed: "There is all too abundant evidence that most of the leaders of the Reformation, including *Luther, Melancthon, Calvin, Zwingli, and Knox*, seem to have had no serious sense of responsibility for direct missionary efforts in behalf of heathen or Muslim."⁵⁰ The modern missionary enterprise received its motivation

from the Pietist movement, which began in Germany after 1648. The Pietist movement was a revolt against the sterile orthodoxy and the lifeless formalism of the state churches of Protestant Europe. Rejected by the civic universities of Germany, the Pietists started their own school in 1644—the University of Halle. The University of Halle “became the educational center of Pietism and the fountainhead of the missionary enterprise of the eighteenth century.”⁵¹ Out of this university grew the first Protestant mission, the Danish-Halle Mission (1705). The Moravians also were active in missionary work at this time. William Carey sailed to India as a missionary in 1792.

The story of American missions also related directly to a church college and a seminary. As a result of the famous “Haystack Group” at Williams College in Williamstown, Mass., a band of seven students gathered to “pray, ponder and plan for some mission to the heathen.”⁵² Later, at Andover Seminary, Adoniram Judson from Brown University, Samuel Newell from Harvard University, and Samuel Nott, Jr., from Union College formed the Society of Inquiry on the Subject of Missions. During the summer of 1810, the General Association of the Congregational Ministers of Massachusetts formed a foreign mission board to consider sending the young seminarians as America’s first missionaries. The first annual meeting of the board was held at Farmington, Conn., on September 5, 1810.⁵³ Such were the humble beginnings of the American missionary movement—from a haystack to a college to a seminary to a church!

The missionary movement was prominent in the founding of several Nazarene colleges. At Nashville, J. O. McClurkan worked for a time in close harmony with the Christian and Missionary Alliance personnel. While still struggling as a young college, Trevecca Nazarene College supported as many as 22 missionaries.⁵⁴ At Pasadena College and Eastern Nazarene College, the missionary emphasis was particularly strong in the early stages of the schools’ struggles to survive. Northwest Nazarene College openly proclaimed itself as a “missionary school” in its first decades. All Nazarene colleges have served as a rich recruiting ground for missionary volunteers. Without the recruits gained through revivals and missions emphasis on the various campuses, the missionary enterprise of all denominations, including the Church of the Nazarene, would have been severely crippled. And of course the training, or education, of prospective missionaries would be impossible without the church college. It stands as one of the strongest, most enduring, most essential contributors to the worldwide missionary movement of the Protestant church.

THE CHURCH COLLEGE AND THE ACADEMIC EXPLOSION

Beginning with the colonial period, religion held the place of highest priority in the establishment and control of higher education in America. The primacy of religion was challenged briefly in the Revolutionary period, but the religious outlook maintained its control until after the Civil War. In the decades following the Civil War, higher education in America was almost completely secularized, with the exception of the church college. At the beginning of World War II, the place of religion was either lightly regarded or completely ignored in the universities. After World War II, some effort was made to include religion in the university curriculum. An explosion occurred in the 1960s, however, that changed the nature of college and university life in America. This explosion was twofold in nature. It changed both the enrollment pattern and the social outlook of higher education.

The Enrollment Explosion

In 1968 there were at least 2,133 educational institutions of higher learning in the United States. These schools ranged in size from more than 50,000 students at the University of California to the select few at Bennington College in Vermont. Of these colleges, 12 were under federal control, 405 under state control, 357 were controlled by local government units, 507 were private or nondenominational, 483 were Protestant, 361 were Roman Catholic, and 8 were Jewish. New York led the nation with 187 schools, while Nevada had 1. The schools varied in quality from diploma mills to selective, prestigious colleges and universities.

Prior to the Civil War practically all colleges were church-controlled. Of the 269 colleges and universities established before 1860, only 19 were state or nondenominational schools. It was estimated that at least 90 percent of postsecondary students were in church or church-related colleges before 1860. By 1940 a definite shift had occurred. At the beginning of World War II the ratio of students was 60 percent in private, mostly church colleges, and 40 percent in public schools. In 1960 the situation was reversed, with 60 percent in public schools and 40 percent in private schools. In 1960 predictions were that by 1980 the ratio would be 80-20 in favor of public schools. This prediction became a reality. In 1968 only 17.3 percent of the 6,600,000 college students were enrolled in denominational schools.

This shift in enrollment patterns from denominational to public schools might be attributed to three things: (1) the decline of liberal arts education in general; (2) the loss of denominational vitality; and (3) the lower cost and better facilities at public schools.

The Cultural Explosion

The American university experienced a drastic change in the '60s. Until the '60s, American education gave at least some lip service to objective rationality and traditional value concepts. According to one noted scholar, the university was in fact dismantled in the '60s. He wrote: "The university had abandoned all claim to study or to inform about values . . . turning over the *decision* about values to the folk, the *zeitgeist*, the relevant."⁵⁵ The universities, which for decades had stood in loco parentis, gave up responsibility for the personal values of students. Drugs became a regular part of life, with almost no interference from the university authorities. One cynic remarked that the university first lost its soul (religion), then lost its mind (no philosophical perspective), and finally lost its body (no apparent vital organic unity). Drinking of alcoholic beverages was regarded not only as acceptable but as socially desirable. *Self-expression* and *self-gratification* became buzzwords. With sexual restrictions imposed by rule or disapproval relaxed or ignored, recreational, casual sex prevailed. Academic requirements were reduced. The curriculum became a smorgasbord, containing everything from sensitivity sessions to basket-weaving. Grade inflation encouraged students to remain in school. Government loans and private scholarships seemed to be unlimited. Further, to avoid the military draft, college provided a place of escape. What red-blooded young American would not want to go to college?

Shift in Student Outlook

Three forces met in the '60s to change the moral outlook of many young people. First, the practical results of existential philosophy surfaced, especially in the schools. A major theme of existentialism was individualism. The individual became the final source of authority. Existentialism, as it was interpreted, stood opposed to tradition, to institutions, to the government, and to the imposition of any external creed or guide of conduct. For the first time, the university student found a philosophy perfectly adapted to support rationally an offbeat way of life. As one writer put it:

From the Free Speech movement at Berkeley to the student uprisings at Columbia, young people excoriated the establishment as arrogant and venal. And if the rulers were to be scorned, then so were the rules: why *couldn't* men have long hair? why *should* couples get married? Confrontation, whether with parents, deans, or police was the rule of the day. "Revolution for the hell of it" shouted Yippie Abbie Hoffman, and many took up the cry.⁵⁶

It is interesting to note that at the height of the rebellion against traditional values, MidAmerica introduced the theme of American Heritage Education and a life-style code emphasizing conservative points of view!

Shift in Student Values

Over the centuries students in universities have had a history of dedication to pleasures of the flesh rather than to discipline of the mind. The sainted John Wesley was hardly a model student at Oxford prior to his Aldersgate experience. And before him Martin Luther had broken the midnight quiet with songs of drunken revelry. Long before him Augustine had displayed a remarkable energy for profligate living while at the university. But there was a difference. Until the 1960s there was no general rational support or overt approval of the breakdown of values in the university. Until 1960 both society and the university sounded a note of alarm and disapproval of the open disregard for traditional values. But by 1960 a good part of both society and the university had rejected a commitment to any permanent values. Existentialism, relativism, and individual values were the dominant themes of much university reading and discussion. One who has broken ranks with contemporary liberal thinking gives this evaluation of the university at the end of the 20th century: "By the last quarter of this century, the modern university had become less and less a *universitas* in the classical sense and more and more an exponent and apologist for the particular ideologies and mentality of modernity."⁵⁷

A second reason for the cultural explosion of the 1960s was the disillusionment with the so-called American dream. From colonial times, young people had been taught that strong motivation, disciplined hard work, and value-centered education were the bootstraps by which a person could be lifted to a better and more rewarding life. As long as hope and faith in the dream remained, people, especially among minorities, were willing to work within the system—and to dream. Beginning in 1940, however, a change occurred in American life. For a period of 20 to 25 years the priorities of society shifted from domestic progress to national defense.

First came World War II, which threatened human survival. The end of World War II found the victorious nations locked in a global struggle between democracy and communism. Then came the Korean War. The early 1960s gave a glimmer of hope, only to be darkened by the Bay of Pigs fiasco and the Cuban Missile Crisis. Before the nation caught its breath, it was bogged down in the confusion of the Vietnam War, which the U.S. could not, or would not, win. Young people, to a

great extent, had lost their dreams. Later came the Watergate scandal and a seemingly paralyzed Congress.

A third reason for the cultural revolution was the emergence of a new generation of young people. By 1960 few among the younger Americans recalled or were concerned about the hardships of World War II. Even Korea was a remote, only irritating memory. And the Vietnam War aroused their deepest resentment and rebellion. This new generation of young people had also been reared in an atmosphere of increased permissiveness and affluence. The mass media, especially television, with its psychologically oriented advertising, made it appear that the material things of life were easily and readily available. Music without traditional harmony and art without rational form skyrocketed to popularity. In this area of social reform, the brutal encounter of the marchers in Mississippi and Alabama convinced many that violence, not persuasion, was the path to change. Finally, many students were enrolled in the colleges and universities simply to avoid compulsory military service. This "involuntary servitude" caused deep resentment and often open defiance. As one writer put it:

Adolescents often were deprived of the conditioning influences of discipline, deferred rewards, persistence, and hard work in the struggle for success. Emerging victorious from succeeding rounds of debate with their parents, they saw little reason why others—college professors and administrators—should dispute their analyses and conclusions on problems as they saw them.⁵⁸

The cultural explosion was on.

Student values shifted to social issues, personal expression, and individual development. A popular slogan was "Make love, not war." And many ideas and actions that once called for discipline were now regarded as repressive. So the immoral became emancipated and legitimate. Whims became needs. Needs became rights. Rights became demands. A revolution occurred. "The sweet smell of pot drifted across the land. The 'pill' was beginning to lower birthrates and revolutionize the nation's morals. College parietal rules crumbled, teenage pregnancies soared . . . and the back seat of cars gave way to coed dorms, live-in roommates . . ." ⁵⁹ Yesterday was ignored. Tomorrow would never come. Only today counted.

Students rioted on campus, commandeered the offices of presidents and deans, destroyed records, burned flags and registration cards, marched off to demonstrate for various causes, demanded better housing, better food, and better grades. Students demanded freedom and justice, as they themselves interpreted freedom and justice. At Kent State University in Ohio four students were killed by a rash National

Guard called out to quell a riot. The university campus was no longer a quiet place for meditation and study.

Disbelief, surprise, anger, backlash, benign tolerance, and rational analyses expressed the reactions of millions of Americans who could scarcely believe events that occurred in the violent 1960s. "To experience in the 1960's such extremes of disorder as arson, rioting, and near-guerrilla warfare on a large scale was more than most Americans could comprehend."⁶⁰ The breakdown of campus morale was especially significant. Many older Americans were unaware, unconcerned, or unwilling to face the issues. The widely recognized scholar Carl F. H. Henry makes an astute analysis with these words: "In the name of democratic pluralism major educational institutions forsake the name of God, pride themselves on academic excellence while they neglect objective truth, disagree in ultimate values, and bend to the anti-intellectualistic temper of our times."⁶¹

The breakdown of campus morale was especially significant. The hallowed halls of ivy became the howling hills of insurrection. The search for truth became secondary to the support for a cause—any cause built on personal freedom. The dreams and hopes for a better tomorrow lay shattered amid the frenetic lure of today's sensate activity. In such a time, MidAmerica Nazarene College was established.

MidAmerica Nazarene College is a church college—a child of the church. As such, MANC has the option of drawing strength from the pioneer roots of our history—or it can join the tragic host of institutions that grew to maturity only to reject the parent that lovingly generated them. The record of MidAmerica Nazarene College indicates that it will draw strength from its historic roots.

Conclusion

The church college in America is almost as old as America itself. Beginning with the founding of Harvard University in 1636, it exerted a persuasive influence on American society for over 200 years—until the Civil War. After 1860, the public university expanded rapidly. From 1860 to 1946 the church college lost ground gradually to the secular university. After World War II, public institutions of higher learning emerged in a dominant position. The church college experienced a decline in both student enrollment and financial stability. Some were forced to close. Others struggled on, attempting to survive in a rapidly changing culture. Those with a strong supporting constituency met the challenge. MidAmerica Nazarene College, a youthful college of the late 1900s, displays a pioneer spirit of adventure and dedication that points to survival and growth.

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THE PORTLAND EXPRESS

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Conclusion

NAZARENE ROOTS

THE CHURCH COLLEGE AMONG NAZARENES

Introduction

The church college has occupied a prominent place in the history of the Church of the Nazarene. Along with evangelism, Sunday School, and missions, the college has been a dominant factor in the church's growth. Most of the schools were founded by local or regional groups. Their enrollments were small. Their dreams and objectives were magnificent. Working with minimal facilities, struggling to gain academic respectability, and often receiving wavering support, the Nazarene church college has survived to become an integral part of the church's work.

Nazarene college roots are both well-aged and quite recent. Some reach back to the 19th century. Other foundations are of a late 20th-century variety. This chapter opens with the most recent beginnings—in the sixth decade of the 20th century. Then the development is traced back to the establishment of colleges in the early life of the people who became known as the Church of the Nazarene.

THE PORTLAND EXPRESS

A wave of shocked unbelief swept through the galleries of the auditorium. It was near the end of the Sixteenth General Assembly of the Church of the Nazarene, held in Portland, Oreg., from June 21 to 27,

1964. A motion was on the floor to establish two new junior colleges. Delegates hastily conferred. Visitors sat in stunned silence. On the floor of the assembly, delegates clamored for recognition. Support was mild. Opposition was strong and intense.

Dr. Edward S. Mann, president of Eastern Nazarene College, led the opposition. The veteran educator used every legitimate argument and tapped every valid parliamentary roadblock to defeat the motion. Dr. Roy H. Cantrell, president of Bethany Nazarene College, made several impassioned speeches against the motion. Dr. Harold Reed, of Olivet Nazarene College, also voiced strong objections to the idea. Loyal alumni among the delegates joined the three presidents just mentioned in calling for a defeat of the motion. But step by step, with inexorable force, the mood of the assembly moved toward approval. The supporters of the motion occupied positions of influence. The engineers of this particular express were on a track with a wide-open throttle. They sat at the controls and had a full head of steam.

When the vote was finally taken, it made history in the Church of the Nazarene. For the first time in over half a century, new colleges were to be founded in the church. To many people the debate and the vote of approval came as a profound shock—a complete surprise. In reality, however, the mood of the church had been reflecting on such an action for over 20 years. So the vote to start two new junior colleges was the result of calm, deliberate consideration, and not a hasty, un-studied decision.

Two new colleges were mandated. Few actions of any general assembly had aroused more feelings and caused more discussion than this particular action. How did it happen? What rationale was given? Were there any historic precedents for such a drastic and generally unpopular action? The discussion that follows traces the development of the church college among the Nazarenes. The chapter ends with the 1964 General Assembly recommendation to start two new junior colleges. One of these new colleges became what is today MidAmerica Nazarene College.

CHURCH COLLEGE BEGINNINGS AMONG THE NAZARENES

The Two Earliest Schools

In 1907, at the First General Assembly of the Church of the Nazarene, held in Chicago, an educational anniversary service was held on Monday night, October 14. Two schools participated. The two schools were Deets Pacific Bible College of Los Angeles and the Pentecostal Collegiate Institute of North Scituate, R.I. It is interesting to note that in

his report to the assembly, Dr. Phineas F. Bresee mentioned only the California school—a rare oversight in this magnanimous and gracious leader. Dr. Bresee, in referring to the educational work of the church, declared that “Deets Pacific Bible College during the last year has been eminently successful.”¹ No reference was made to the struggling school in the east—the Pentecostal Collegiate Institute. The report of the Committee on Educational Interests, however, included both schools when it presented its report:

Both schools have felt the special favor of God during the past year in wonderful revivals that have marvelously raised the already high spiritual standards. For sometime God has permeated both schools with the conviction that great things were to be accomplished.²

Another significant action indicated that the general church, in the beginning, assumed control over the schools. The Pentecostal Collegiate Institute experienced both an administrative and a financial crisis immediately prior to the General Assembly of 1907. The continued existence of the school was threatened. To deal with the problem, the general assembly delegates elected an eight-man committee from the Northeast—and turned the massive problem over to them.³ At this assembly a committee report recommended the election of an educational committee.⁴ No action was taken on the recommendation.

Purpose of Founding of Colleges

By 1908 there were 14 institutions of higher education founded and operated by the people eventually called Nazarenes. Most of these schools were founded by local or regional groups with greater intention of purpose than sophistication of procedure. Their earliest documents contain definite unequivocal goals. The following statement from the 1909-10 catalog of the Oklahoma Holiness College is illustrative:

The college . . . has for its object the spreading of Scriptural Holiness over this and every land. . . . We stand for a whole Bible . . . each member of the faculty shall be in the experience of entire sanctification.⁵

The Certificate of Incorporation of the Illinois Holiness University in 1909 contains fervent statements on the Bible and holiness:

The object for which it is formed is to encourage, promote, maintain and support Christian education in all of its branches, such as Ancient and Modern Languages, Science, Art, Music, Philosophy, Mathematics, History, including all subjects in Colleges or Universities, also Bible study and Theology, especially the doctrine of Entire Sanctification as a work of Divine Grace, wrought in the heart by the Holy Ghost, subsequent to regeneration, cleansing the heart from all sin, and filling it with the pure love of God, and that the

same is obtained instantaneously by faith. . . . This institution shall always stand for the Divine inspiration, credibility, authority, and sufficiency of the Holy Bible, from Genesis to Revelation, both inclusive, and for the deity and the humanity of Jesus Christ and His substitutionary death for our sins.⁶

Articles of incorporation and early catalog statements of purpose indicate broad liberal arts goals as well as persistent spiritual reasons for being. The ideals and purposes written into the early catalogs of the Illinois Holiness University are typical. Their purpose was:

. . . to acquaint him [the student] . . . with the great authors who have created . . . literature . . . and to render him sensitive to the literary and aesthetic values of life. . . . The student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.⁷

In the same catalog, aims in the direction of constructive thinking and discrimination in values are suggested:

Every Christian should be able to give a reason for the hope that is within him. God always does a perfect work of pardoning and of cleansing even for the heathen, who barely sees enough of truth to plunge into the fountain for sin and uncleanness; but to be intelligently saved and sanctified requires a great deal of straight teaching on these subjects. Spirituality without intellectuality becomes fanaticism, and intellectuality without spirituality becomes infidelity.⁸

Other colleges echoed similar lofty spiritual goals in stating their reasons for coming into existence. According to the official history of Eastern Nazarene College, the stated purpose of the founders was "that holiness shall be written upon all from headstone to keystone, and that all shall be Christocentric under the constantly sought and clearly recognized guidance of the Holy Spirit."⁹ When H. Orton Wiley revised the 1916-17 catalog for the Northwest Holiness College, he included this statement of purpose:

Northwest Holiness College seeks to awaken the student to a knowledge of his own powers; to discover to him new realms of truth and new fields of usefulness; . . . and to make all truth, ministry to the knowledge and love of God and the service of man. . . . [It] aims to furnish the church with anointed and aggressive workers in the various fields of Christian activity. This can be done only by maintaining . . . a constant atmosphere of revival spirit and power.¹⁰

A brochure inviting students to attend the school that became Trevecca Nazarene College made the appeal that the college was designed to give training to young men and young women in the knowledge of the Bible, gospel, music, personal evangelism, and practical meth-

ods of Christian work, as well as thorough literary equipment. . . . Not to develop the popular "college spirit" but high moral standards and deep spirituality.¹¹

To later generations the oft-repeated hope of Dr. Bresee for Pasadena University became the touchstone of all Nazarene education. Speaking near the end of his illustrious career at a chapel service, Dr. Bresee said:

We have no ambition or desire to turn out from the institution men other than men of God. . . . We labor for the certainty that every product of mankind from this institution shall be a man of God, that his desires, purposes, volitions, longings, and loves shall be Godward; that his being . . . his life . . . his possibilities and destiny —are all surrendered to Jesus Christ.¹²

By 1915, the young denomination had recognized 13 colleges at the General Assembly. On Friday, October 8, an educational anniversary celebration service was featured with Dr. E. F. Walker presiding. The following schools were represented:

- Idaho Holiness School, represented by Harry Hays.
- Arkansas Holiness College, represented by Joseph N. Speakes.
- Pentecostal Collegiate Institute, represented by the Vice Principal, Miss Olive Winchester.
- The Nazarene University, represented by the president, H. O. Wiley.
- The Central Nazarene University, represented by the president, J. E. L. Moore.
- Missouri Holiness College, represented by Miss Ruth Hopkins.
- Alabama Holiness School, represented by C. H. Lancaster.
- Oklahoma Holiness College, represented by E. J. Lord.
- Southeastern Holiness University, represented by the president, Z. B. Whitehurst.
- Olivet University, represented by E. G. Anderson.
- Kansas Holiness College and Bible School, represented by Miss Nettie Winans.
- Trevecca College, represented by John T. Benson.
- Peniel University, represented by V. H. Fisher.¹³

Also, in 1915, the Board of Education was formed to give direction to the development of church colleges. As Timothy Smith wrote:

Many of the measures designed to fashion a uniform national program of higher education for the denomination accomplished little. Personal and economic factors, and the primary responsibility which trustees and district leaders felt for the institutions in their own sections, overrode plans for central control. The only point really established was that the Nazarenes were determined to build in every section colleges which were worthy of the name.¹⁴

MidAmerica Nazarene College echoed the historic purpose of earlier Nazarene church colleges when it stated in its first catalog:

As a college of the Church of the Nazarene, it proposes to serve that church by providing an educated laity and ministry, loyal to Christ, emphasizing especially the Wesleyan doctrine of perfect love. The college will attempt to interpret the Biblical message to society and the problems of society to the church.¹⁵

Early Educational Achievements

Prior to 1920, at least four specific educational accomplishments were recognized in the Church of the Nazarene. First was the general acceptance of the necessity of liberal arts colleges. The Bible college concept as a means of specialized training for ministerial and missionary work was always strong. But a broader education seemed essential also. An Education Committee report from the same time frame states: "Before the end of the period . . . a broad college program for the children of all Nazarene homes seemed to be at least the objective of most of the colleges which survived."¹⁶ The thrust toward the liberal arts college expressed a theological concern primarily, although cultural conditions also influenced the direction of thought of the leaders.

In 1915, Dr. Bresee spoke out emphatically for the necessity of liberal arts colleges. In the general superintendent's address at the assembly in 1915, Bresee urged the church to provide for the higher education of its young people. He stated that vital religion, especially heart holiness, was no longer acceptable in the nation's centers of learning. Dr. Bresee asked that the youth of the church "go forth to our pulpits, our counting houses, our farms, and our homes, full of the hallowed fire of the Holy Spirit."¹⁷ To do this, all the youth, not only ministerial students, must live "under the shadow of the Almighty in the classroom, chapel, and social life of their college years."¹⁸

Dr. James B. Chapman's concern as president of the General Board of Education was for an educated ministry in a liberal arts setting. For Chapman, only an educated ministry could conserve and spread the Wesleyan gospel. At that time, Chapman felt neither a graduate school nor a Bible school would meet the needs of the church. Chapman stated that the "Nazarenes must concentrate instead on building substantial liberal arts colleges and be willing to spend money on the gymnasiums and laboratories which some feel quite unnecessary for the training of ministers."¹⁹

A second educational achievement was a growing recognition that Nazarene colleges should be both academically and spiritually vital. Bresee, in his last public address, made some statements that were

shared by leaders everywhere. Speaking to the students at a chapel service at the Nazarene University of Pasadena, he stated that piety and learning were not enemies, but allies:

The very first thing for this institution and for all our institutions is to see that our students are led into the holy of holies and filled with the fulness of God. . . . It is not our job to turn out worldly men. . . . There are a thousand institutions in the United States that are engaged in that business; it is our business to turn out men and women of God.²⁰

Academics also rated attention. Leaders of the caliber of H. Orton Wiley, Olive Winchester, Bresee, and Chapman consistently called for vital academic approaches. Dr. Bresee made his position clear in this statement:

"We have not forsaken the old classics," he declared. "We do not fear philosophy, we delight in mathematics. We cultivate the sciences." In all of learning, however, the rule of life was the Word of God. "It is appealed to, favored, studied. It is the standard of experience, morals, life."²¹

A third significant achievement was made by the General Board of Education in 1918. The board divided the Church of the Nazarene in the United States into six "educational districts."²² These educational districts remained fairly established for almost 45 years, from 1918 to 1964. Then two new educational zones were established. A fourth achievement was made by the Board of Education just prior to the General Assembly of 1919. A document was issued that stated that each educational district or zone was designed to sustain only one college within its boundaries.²³ The board also recommended the adoption of minimal academic standards for the classification of its educational institutions.

TRENDS IN NAZARENE HIGHER EDUCATION • 1920-40

As a result of the increased pressure for recognition and due to normal maturation, several trends surfaced in higher education in the Church of the Nazarene between 1920 and 1940. These seven trends were: (1) a widespread pressure to classify the Nazarene colleges, (2) an increased concern with liberal arts colleges rather than Bible colleges, (3) a widening perspective of the number of young people to be served by the colleges, (4) the struggle toward regional accreditation by the various colleges, (5) the increase in graduate study by the products of Nazarene colleges, (6) the increase of non-Nazarene students in Nazarene colleges, and (7) a change in attitude about establishing new colleges.

Pressure to Classify Colleges

The pressure for recognition by the church plus the need for recognition from the various states and regional associations accelerated in the early 1920s. Dr. Chapman, Dr. Wiley, and Olive Winchester were prominent in setting forth the clear requirements for college-level instruction in terms of physical plant, faculty, class schedule, curriculum, finance, and campus atmosphere. Dr. Chapman spelled out the standards in an article in the *Herald of Holiness* in 1921. According to Chapman, the General Board classified the several recognized institutions as follows:

- I. Colleges
 1. Eastern Nazarene College, Wollaston, Massachusetts
 2. Olivet University, Olivet, Illinois
 3. Pasadena University, Pasadena, California
 4. Northwest Nazarene College, Nampa, Idaho
- II. Junior Colleges
 5. Bethany-Peniel College, Bethany, Oklahoma
Recognized as a junior college with the privilege of becoming the college for the Southern District.
 6. Central Nazarene College, Hamlin, Texas
- III. Academies and Bible Training Schools
 7. Trevecca College, Nashville, Tennessee
Recognized as an academy and Bible Training school with the privilege of becoming the college for the Southeast Educational District.
 8. Missouri Holiness College, Clarence, Missouri
An academy and Bible Training school with the privilege of becoming a junior college.
 9. The Nazarene Bible School and Academy, Hutchinson, Kansas
 10. The Arkansas Seminary, Vilonia, Arkansas
 11. The Alberta Bible School, Calgary, Alberta
- IV. Unclassified
 12. Peniel Academy, Peniel, Texas
This institution was left unclassified but given the privilege of becoming an academy.²⁴

The Emphasis on Liberal Arts Colleges

While the Bible school concept was a dominant factor in the founding of some Nazarene colleges, this concept was met from the first by the "university" idea at the other end of the scale. The church early settled for a moderate, compromise position of the liberal arts college.

Dr. Chapman, noting "the average intelligence of the people with whom we labor is much higher than it was twenty years ago and there is, therefore, a demand for a better educated ministry than formerly," rejected the idea of special Bible schools and called for standard academic and A-1 colleges in the 1921 article.²⁵ He noted that "the missionaries of the future in the Church of the Nazarene will be college-trained people." In a letter to the General Board of Education in 1922, Dr. Chapman further rejected the idea of the universities and suggested "we should have at least a twenty-five year holiday in the matter of university talk."²⁶ He repeated his rejection of the Bible school and stated, ". . . in fact, I do not believe we can establish permanent schools of Academy grade." His solution was that "we shall always make our Bible Department the most prominent of all, but we must build a few good colleges. . . . I believe that it may be possible for us to tide over with six colleges and finally get them upon their feet."²⁷ He noted that "money is the acid test" in the matter of the success of our schools and in this report "asked all our schools to segregate their accounts" referring to the need for our schools not to run into debt for current expenses nor to confuse current funds with capital funds. In another connection, when writing of the work of education, Dr. Chapman said, "If I had a million dollars to give I would give \$800,000 of it to the educational work of the Church of the Nazarene."²⁸

A Widening Perspective of Service

By 1933, the emphasis in the colleges had broadened to include programs for leadership in society as well as for leadership in the church. As Dr. Wiley wrote in 1933, the church colleges were no longer limited to "the training of a few choice spirits dedicated to lives of service." Now, Dr. Wiley wrote, the colleges also propose to give "secular education to all children of the churches, the distinguishing features being that religious atmosphere . . . whether in method or objective, the spiritual life of the student should be our first objective."²⁹ In the same year, Dr. R. T. Williams called for support for Nazarene colleges and listed these reasons: (1) "to preserve the fundamentals of our faith"; (2) "to build the right type of Christian character"; (3) "in order to train men and women to propagate the doctrine of full salvation in the earth."³⁰ By 1940, the spiritual objective of the church college was accepted without reservation.

The colleges emphasized recruitment of lay as well as ministerial students from 1940 to the present. The student bodies were larger and younger. The goal now was education for "social leadership" as necessary to "church leadership." It was to be accomplished through the

"modified convent" idea, meaning that campus atmosphere rather than educational objectives was a distinctive feature. Reverence for the Word of God and the fervor of college revivals (carried over from the earlier Bible college heritage) and the daily dependence upon God for minimal material needs, perhaps, account for the success of these colleges in the "culture of the heart." Broadened programs at the college level were justified by a rising educational level and the need for a laity trained in this type of atmosphere. Meantime, Bible school and secondary school programs were already being dropped in favor of this broader college-level program.

It was also clear by 1940 that accreditation of these colleges must be sought. The certification of teachers and admission of alumni to graduate and professional schools required it. This move was more necessary for the lay professions than it had been for full-time Christian workers. But, if the goal were a "trained laity" imbued with the Nazarene spirit, there was no alternative. It was all the more necessary because the idea of a Nazarene university had been rejected.

Regional Accreditation for Colleges

By the late 1960s, all the colleges, now reduced to six, had sought and received regional accreditation. The dates of accreditation for the liberal arts colleges existing in the U.S. in 1970 are as follows:

Northwest Nazarene College	1937
Pasadena College	1943
Eastern Nazarene College	1943
Bethany Nazarene College	1956
Olivet Nazarene College	1956
Trevecca Nazarene College	1969

While the regional accrediting associations did not require any relinquishing of theological or spiritual tenets, yet their continued scrutiny about such matters as academic freedom, curricular requirements, faculty employment and tenure, etc., made the colleges more cautious in their overt expressions and procedures. Without question the accrediting process proved to be a period of tremendous advance and fundamental maturation for the college involved. Without question or debate, it must be stated that accreditation is essential. But also, it might be stated that there is always some risk involved in that a college may unconsciously and unnecessarily divert somewhat from its basic spiritual mission in arriving at and maintaining regional accreditation.

Increase of Graduate Study

By the 1960s many graduates of Nazarene colleges had finished doctoral programs in secular universities. These new Ph.D.'s, Ed.D.'s,

and Th.D.'s were usually gifted and brilliant people who often returned to their alma maters to teach. In most instances these people became the intellectual center of a campus struggling to become soundly academic. The spiritual concerns of these scholars were deep and abiding. In some instances, however, graduate study had brought about a shift in their personal priorities. They had drunk deeply from the Pierien Spring of secular knowledge, but less and less sipped from the Fountain of Living Waters. Pride of learning had replaced humility of wisdom. And the latest contemporary intellectual fad rather than classic knowledge was paraded on occasion as the showpiece of classroom performance. Students occasionally starved spiritually. In other cases these neophyte doctors seemed to desire to transfer their rigorous doctoral research to the campus, forgetting that they were dealing with students just a year or two out of high school. Rigorous demands were made that frustrated the most able students. Controversial problems that stumped graduate students were dumped on dazed students who were struggling to adjust to both college life and the Christian life. Some students were inspired to academic response. Other students struggled to meet the challenge and survived. Some became lost in the intellectual maze and quietly drifted away.

Increase of Non-Nazarene Students

Another element that tended to minimize the strong spiritual thrust of earlier days was the increase in the number of non-Nazarene students enrolled. These students often accepted the religious philosophy of the campus. At other times, they did not. When the colleges were unaccredited, with weak faculties and second-rate facilities, few non-Nazarenes were interested in enrolling in the church college. But with accreditation came social and academic respectability. Now faculties were stronger, often equaling the universities in the quality of instruction. And students found teachers who cared, who showed an interest. In the small college the student was an *individual*, not a *number*. So enrollment of non-Nazarenes increased. During the post-World War II period, all colleges experienced a building boom. New dormitories sprang up, student unions and centers were constructed, classroom facilities expanded, equipment became modernized. The number of students from outside Nazarene membership increased. They were always welcome—even before Affirmative Action. As welcome as the non-Nazarenes were, they did often present some challenges. Often these students requested an excuse from required chapels. Sometimes, in the required courses in religion, there would be open dissent that was continued beyond the classroom. Then, too, Nazarene colleges, because

they were Nazarene colleges, of necessity presented behavior patterns that were occasionally objectionable to some. And so it went.

No pattern has been established as to the ideal ratio between Nazarene member students and nonmember students enrolled in a college. At MidAmerica Nazarene College the ratio accepted as ideal is an 80-20 ratio. The thought is that in an 80-20 ratio there would be enough balance, enough distinctiveness, and sufficient emphasis to carry out the purposes of the college with a fair degree of success. On the other hand, the further away the college moves from the 80-20 ratio, the more difficult it would appear to maintain the distinct biblical, Wesleyan experience and ethic. It has often been asserted, with justification, that the non-Nazarene student presents an opportunity for both service and evangelism. True enough. The church college, like the church itself, lives under the mandate to serve and to evangelize. For that reason, the church college must always have an "affirmative action" approach, aside from governmental considerations. The "who-soever" of John 3:16 applies to the college.

Historically and practically, however, the results of an increase of nonmember students beyond a reasonable ratio seems to produce negative results for the church college. At that point, there is no need for debate or an exchange of opinions. Let history speak. The record stands. And the scoreboard of history shows a dismal performance by the church college at this point. Only a courageous administration and a dedicated faculty may project realistically that a church college will maintain its original integrity as it expands its sponsoring clientele.

Dramatic Change in Thought About Expansion

Final trends during this period, 1940-60, were the move to start a graduate school and the pressure to organize a new educational zone. In 1940 the extreme pressures of the recent Great Depression had introduced such a conservative financial mood that growth and expansion would be unthinkable. The Church of the Nazarene had made emphatic that its "pattern of education . . . would be six good colleges."³¹ The conservative mood stated by church leaders expressed two concerns. One concern was a natural reaction to two decades of economic hardship. The other concern was a traditional reluctance, even suspicion, of a strong thrust in the intellectual area. Regarding the dramatic reversal in the church's thinking about education, Nazarene educator Dr. Oran Randall Spindle writes:

They hardly comprehended the dramatic changes to occur in post-war America which undermined the church's conventional wisdom on institutional growth. Within a generation four new educa-

tional institutions were started, reversing the pre-war trend toward amalgamation of educational efforts.³²

After 1945, American higher education experienced unusual growth. Higher education in the Church of the Nazarene kept pace with the national trend, doubling the number of schools in North America and Great Britain.

EXPANSION CONCERNS OF NAZARENE HIGHER EDUCATION • 1940-60

The trends described above, combined with the enrollment explosion following World War II, led to some specific actions by the church in the area of higher education. First came a special-purpose school primarily for Blacks. Then came the establishment of a graduate theological seminary. Some pressure arose to carve out a new educational zone and to establish a new college. A proposal to start a Nazarene university died a-borning. Out of it all came the Education Commission of 1960. The report of this commission resulted in the establishment of two new junior colleges and a Bible college.

The Christian Training Institute

Even before the end of World War II, the Church of the Nazarene was making plans to create two special-purpose institutions in the field of religion for two groups: Blacks and graduates. While no legal restrictions existed to prohibit Blacks from attending and participating in the life of the liberal arts colleges, the cultural conditions of the time made attendance in some of the regional colleges unlikely. To meet the need of black students who wanted preparation for Christian ministry, a Christian Training Institute was established in Institute, W.Va., in the early 1940s. While never larger than several dozen students, this school produced numerous black leaders in the years before its merger in 1967 with Nazarene Bible College in Colorado Springs, Colo.³³

The Nazarene Theological Seminary

A more significant institutional expansion designed to meet the need for intense professional preparation of ministers and missionaries after college graduation occurred in 1944. Nazarene educators had felt the need for graduate theological and practical education for many years. Two of the early "universities," Peniel in Texas and Nazarene University in Pasadena, Calif., had organized ambitious bachelor of divinity programs.³⁴ Both financial and personal resources were far too limited in these struggling schools for the graduate programs to be ef-

fective. Both schools dropped the programs. Several colleges added fifth-year studies in biblical literature and theology leading to a bachelor of theology degree. In 1933, Pasadena College initiated the master of arts in religion. In 1941, Northwest Nazarene College began to offer a master of theology degree. Yet the desire for a denominational graduate school persisted.

In 1940, discussion of a seminary gained strength. At the 1940 General Board meeting, Education Secretary H. Orton Wiley urged the Church of the Nazarene to take action to start a graduate seminary shortly after the General Assembly to be held that summer.³⁵ The Department of Education supported Wiley's request by recommending that the General Board submit a proposal to the general assembly to consider the possibility of founding a seminary. The same board urged a committee to be formed to review location and financial involvements of starting a graduate school. In accepting the recommendation, the board appointed Samuel Young from the East, A. E. Sanner from the West, and R. V. Starr from the Midwest as a Committee on Location for Theological Seminary. The committee reported prior to the 1940 General Assembly, voting in favor of Kansas City as the location for the seminary.³⁶

Dr. R. T. Williams, presenting the general superintendents' quadrennial address in 1940, gave his endorsement to the establishment of a seminary when he said:

Definite steps should be made toward the establishment of a seminary. The hour may not be here yet, but it is not far distant, when such will be essential to the best interests of the church.³⁷

The assembly's committee on education unanimously recommended that the delegates authorize the establishment of a seminary in Kansas City and elect a board of trustees with the hope of opening the school in the fall of 1940. The committee's report failed to appear on the assembly floor until shortly before the time set for adjournment. Weary delegates decided to postpone discussion of such a significant issue, and the matter was tabled. But the idea remained alive.

The catalyst that sparked support for the creation of a theological seminary occurred at the annual meeting of all the district superintendents held at Kansas City in January 1944. Dr. Chapman, general superintendent and longtime proponent of a seminary, delivered an address titled "A Nazarene Manifesto" in which he challenged church leaders to build the seminary as soon as possible. He indicated his belief that the six liberal arts college framework had become such an established system in the church that it was unlikely any of the schools would mature to university status. Thus, for young Nazarenes of all

callings who wished to do graduate work, they must do so outside the church. Chapman stated that the church had too long stood against the advanced preparation of ministers for fear it would dampen their spirituality. Realizing that the six regional colleges could not handle the task, Chapman forcefully urged the superintendents to back the project without delay.³⁸

The district superintendents agreed. They responded to his appeal by asking the Board of General Superintendents to appoint a commission to study the matter and by passing a resolution to the General Board in January 1944, relative to the establishing of a seminary. The General Board approved the motion authorizing the Council of Education, consisting of Nazarene college presidents, to formulate a plan for the seminary to be presented to the General Assembly meeting in the summer of 1944.³⁹ The council studied 30 different theological seminaries throughout the nation and presented their report to the General Assembly in June 1944. The general assembly voted that year to establish Nazarene Theological Seminary, to be located in Kansas City.⁴⁰

The first seminary board of trustees elected Dr. Hugh C. Benner, pastor of Kansas City First Church of the Nazarene, as the first president. Five professors were elected as the first faculty of the school: Dr. Russell V. DeLong, Dr. Ralph Earle, Dr. Louis A. Reed, Dr. Stephen S. White, and Dr. Mendell Taylor. Dr. Wiley was chosen to serve as adjunct professor of biblical interpretation. Roy E. Swim, of the Department of Church Schools, was named part-time professor of biblical languages.

September 19, 1945, marked the official beginning of classes at Nazarene Theological Seminary with an enrollment of 67 students. Temporary housing for the Seminary was provided at the headquarters building of the general church, with extra rooms at Nazarene Publishing House and the auditorium of Kansas City First Church.

After nine years of temporary housing for the Seminary, land was purchased adjacent to denominational headquarters to serve as the Seminary campus. A Seminary building to house the various areas of seminary life was constructed and opened for occupancy in May 1954. By the late 1960s an attractive library annex was added to the original structure to house more than 100,000 volumes. Under the effective leadership of Presidents L. T. Corlett (1952-64), Eugene L. Stowe (1964-68), William Greathouse (1968-76), Stephen W. Nease (1976-80), and Terrell Sanders (1980—), the Seminary has continued to expand and fill an ever larger place in the graduate preparation of pastors, educators, and missionary church leaders. By 1978, some 27 full- and part-

time faculty members were engaged in the preparation for ministry of over 500 students.

Kletzing College

During the years following World War II, several efforts were made to establish a seventh liberal arts college located in the north central region of the United States. The first effort to accomplish this task was unsuccessful in 1946. An independent holiness college, formerly John Fletcher College, located in Oskaloosa, Iowa, contacted the Church of the Nazarene about the possibility of affiliation. Kletzing College, named after its benefactor whose \$100,000 gift had founded the school, seemed the ideal opportunity for Nazarenes. Located in the heart of Iowa, the college would have provided easier access to Christian higher education for the numerous Nazarenes located in the north central states. In April 1946, Dr. Roy H. Cantrell, district superintendent of the Minnesota District, resigned to accept the presidency of the school. In the previous years, Nazarene laymen and ministers had been gradually elected to the Kletzing College Board. The entire endeavor was abruptly halted, however, when the Kletzing family engaged in litigation to prevent Nazarene control. Subsequently in September 1946, the college president and the entire faculty resigned, ending any chance that Kletzing would become a Nazarene institution.⁴¹

The 1948 North Central Educational Zone

As early as 1948 memorials had been submitted to the Twelfth General Assembly to create a new educational zone—the North Central Educational Zone. As stated in Memorial 135, the rationale for a new school was presented as follows:

Inasmuch as our present schools are in good financial condition and crowded for room and have as many students as can well be handled in one institution; and further the matter of distance for some to travel is great, and in view of the possibility of establishing a new educational zone. . . . We memorialize this Twelfth General Assembly to set up a North Central Education Zone.⁴²

The proposed zone would be made up of the Minnesota, North Dakota, South Dakota, Missouri, Nebraska, and Kansas City districts.*

In harmony with action taken at the 1948 General Assembly, a Commission of Education was appointed to study the future needs of the church in the field of education. A partial report of the commission was given to the General Board in January 1950. Two more proposals

*North Dakota District and South Dakota District representatives met at Minot, N.Dak., on July 5, 1968, with Dr. Samuel Young to complete plans for a merger of the two districts.

resulted from the report to the General Board in January 1950. First, the North Central Educational Zone was approved with Iowa being added to the zone. Second, in order to protect the interests of the colleges already in existence, it was proposed that any future schools created at the junior college level be under the administration of the senior college of that region.⁴³

The Tabor, Iowa, Project

The church had one more chance to establish a seventh liberal arts college in the North Central Zone. A struggling rural school located outside of Tabor, Iowa, under the control of the Hepzibah Faith Association contacted the General Board of the Church of the Nazarene about affiliation. The General Board met in January 1950 and recommended that a holding board be established composed of the Advisory Board of the Iowa District until a final disposition could be made of the matter.⁴⁴

At a meeting following the General Board in January 1951, the recommendation was made that the Tabor institution be operated as a Bible college with intentions of expansion to junior college status when feasible. By 1952, however, the church decided to sever its relationship with the school primarily for economic reasons. The school was located rather inaccessibly in a rural community. Work opportunity for students and housing opportunity for faculty and staff were so scarce that the church disassociated with the school at Tabor and decided to end temporarily attempts to start any new institutions.

The Enrollment Problem

In the Education Commission's work between 1948 and 1950, one of the questions that arose persistently was that of limiting enrollment in the colleges. The commission actually made no specific recommendations regarding the limitation of enrollment. The report did present, however, the following objectives for the consideration of the various institutions in planning for future development:

1. That enrollment should not be allowed to get so large or grow so rapidly that each individual becomes lost in the mass.
2. That the factor of compulsory chapel attendance should in no wise be endangered or seriously handicapped by growth or size.
3. That enrollment not be allowed to exceed that which can be properly housed and supervised in the physical plant and facilities available.
4. That the administration should not allow the enrollment to reach a place where all students could not be brought into frequent contact with the spirit, program, and doctrinal emphasis of the Church of the Nazarene.⁴⁵

It is significant that these reactions and concerns about the size of enrollments in Nazarene colleges were expressed in 1948 and 1950—14 years before any action was taken to start new schools. The total enrollment in all Nazarene colleges and the Nazarene Theological Seminary in 1950 was approximately 3,500 and had reached 3,815 two years later in 1952.

Harold Reed's Idea of a University

The idea of a university was generally regarded as impractical for Nazarenes in the mid-20th century. But not all Nazarenes had yielded the dream. There were rumors and echoes from time to time of the possibility of such a development. In 1958, Dr. Harold W. Reed, speaking to the faculty of Olivet Nazarene College, reminded the staff that "our founders thought in terms of Olivet Nazarene College becoming a university." Then he added:

Why not?

We have a hundred-acre campus—

Great educational buildings

An abundance of heat and water facilities

A beautiful, functional, and growing library—

God-called faculty members with advanced degrees

And, we have literally a thousand student prospects for every freshman class.

Reed climaxed his observation by asking: "What greater need do we have in American higher education than a university committed to the Wesleyan experience, life and doctrine of 'Christian Perfection' or 'Entire Sanctification?'"⁴⁶ Reed, however, was a man ahead of his time. It was not until 1986 that Bethany Nazarene College formally changed its name to Southern Nazarene University. Olivet Nazarene College followed later by becoming Olivet Nazarene University.

The university concept in the 1980s sent shock waves through the denomination. In reality, the university concept has persisted in the Church of the Nazarene from its beginning. Several of the early Bible colleges assigned to themselves the grand title of university. Thus the young church was graced with The Nazarene University, The Central Nazarene University, Southeastern Holiness University, Olivet University, and Peniel University. A continual thrust toward the university status seemed indicated by a recommendation coming from the General Board of Education to the General Assembly in 1919. The recommendation reads:

Inasmuch as certain of our institutions desire the opportunity of developing toward universities; and inasmuch as these institutions believed themselves able by large individual donations and bequests

to secure the necessary funds for the prosecution of this work without placing upon other college districts an additional burden, or in anywise infringing upon their rights by making systematic canvass for finances or students, we recommend that they be accorded this privilege; and when they shall have met such standards or conformed to such other regulations as may be determined by this body, they shall be classified as universities on recommendation by the General Board of Education and recognition by the General Assembly.⁴⁷

This recommendation was signed by such outstanding educational leaders as Wiley, Winchester, and Chapman.

The Education Commission of 1960

The pressure for at least one new college continued at the General Assembly in 1960. The matter of college growth was brought to the attention of the general assembly through a number of memorials. The assembly adopted one of the memorials, which read as follows:

WHEREAS, the "population explosion" of today presents a challenge for Arminian-Wesleyan evangelism and true Christian higher education, and

WHEREAS, the rapid growth of our church and its church schools has created a burden upon our present facilities for Christian higher education and training for service among our Nazarene youth, and

WHEREAS, long-range planning is so essential to conserve our young people for our doctrine and service in the increasing responsibility, faced by the Church in a world society; therefore

We memorialize the Fifteenth General Assembly to authorize the raising of a commission for study of the whole educational structure and the possibility of extending the services rendered by our colleges through either extension centers, two-year junior colleges, Bible schools, or whatever way might be deemed feasible and advisable after such study is made;

This commission is to be appointed by the Board of General Superintendents in consultation with the Department of Education, the size to be left to the discretion of the Board of General Superintendents, with equal representation of district superintendents, pastors, laymen and the Department of Education, and is to bring the results of its research and recommendations in January, 1962, to the General Board, which is hereby given power to act with the approval of the Board of General Superintendents.⁴⁸

The Commission of Education in 1960 was asked to address the problem of the church college in matters other than enrollment. The report of the Commission on Education presented emphatic statements related to the nature of colleges sponsored by the Church of the Nazarene. Among the most relevant recommendations are the following:

1. Nazarene colleges are church colleges and not merely church-related colleges. . . .
4. The Church of the Nazarene through its colleges must communicate its heritage effectively to both present and future generations.
5. Nazarene colleges, to deserve their existence, must be uniquely Nazarene. This unique factor involves many things including a philosophy of life based on service to others and high standards of ethical living.⁴⁹

The commission suggested that it was the responsibility of presidents of the various colleges to be responsible for procedures and policies that would maintain Nazarene colleges as *church colleges*.

A conclusion seems to have been reached, as it had been stated by Dr. Bresee in 1915, "that higher education is of such a nature that the church which turns over to the state or to others will soon find itself robbed of their best inheritance."⁵⁰

The Fifteenth General Assembly of the Church of the Nazarene authorized the Education Commission to "study the whole educational structure" in the church to discover the degree of need for expansion of educational services.

A 21-member Education Commission was appointed by the Board of General Superintendents. The commission organized itself into five committees:

1. Evaluation Committee
2. Enrollment Committee
3. Facilities and Finance Committee
4. Historic Orientation Committee
5. Ministry and Christian Workers Committee

A Research Committee of three persons was formed to conduct the research necessary for the study, namely, Dr. Leslie Parrott, director; Dr. Orville Jenkins, and Dr. Willis Snowbarger. Dr. Walter Johnson and Associates of Michigan State University were retained as consultants.

Information was collected from three main sources: (1) the research director and members of the commission visited each of the six existing colleges to conduct structured interviews; (2) from the archives in Kansas City the researchers obtained and read articles on education by prominent Nazarene leaders; (3) a series of questionnaires was sent to approximately 3,500 ministers, district superintendents, seminary students, preachers enrolled in the course of study, college students, laymen, teenagers, and college ministerial students.

Out of the research the committee produced a 267-page workbook. After six days of study and of analyzing the data, the committee

presented its significant findings and recommendations to the General Assembly held in Portland in June 1964.

Two New Colleges Mandated in 1964

By 1964 a strong sentiment had developed in support of the founding of at least one new college. Both the Board of General Superintendents and the Education Commission of 1960 favored the founding of new colleges. The Quadrennial Address of the General Superintendents, given to the 1964 General Assembly by Dr. Hugh C. Benner, included the following statement:

We are concerned also as to the relatively small percent of potential Nazarene College students being served by our colleges. We believe then, in order to solve this problem, as well as that of the financial demands attendant upon any substantial increase in the size of existing colleges, we should move immediately to implement the recommendation of the Commission on Education in the establishment of junior colleges in areas of heavy Nazarene membership concentration.⁵¹

Among the specific recommendations of the Education Commission of 1960 to the General Assembly of 1964 was the following:

We recommend that two new educational zones be authorized by the 1964 General Assembly; that the establishing (time and method) within each of these zones of a junior college be determined by the Board of General Superintendents and the General Board; that these junior colleges shall become four-year liberal arts colleges as soon as it is deemed feasible by the Department of Education, the General Board, and the respective college boards of control.⁵²

In harmony with this recommendation, the General Assembly voted to establish the two new junior colleges and to form the educational zones to support the colleges. The action of the General Assembly was the climax of a long-standing conviction within Nazarene thinking related to the number and size of Nazarene colleges.

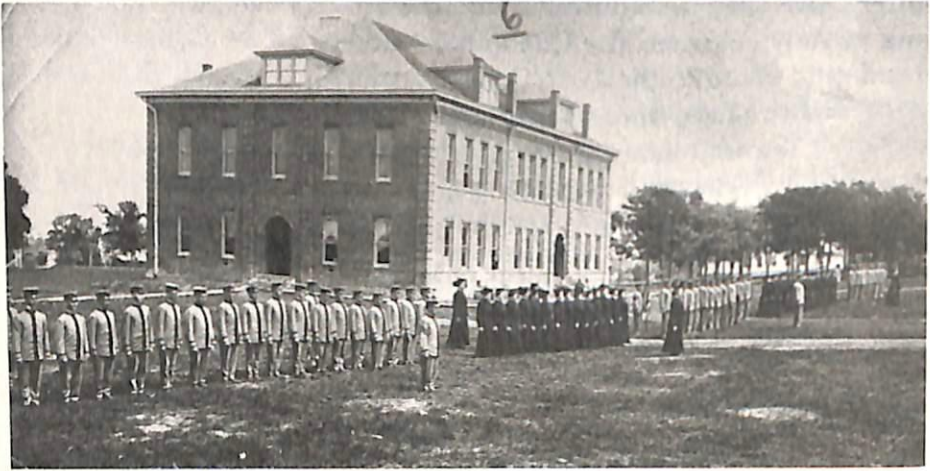
GROWTH OF ESTABLISHED COLLEGES

Since the growth of the six colleges in existence in 1964 appeared to present a problem to denominational leaders, a brief history of the development of each of these six schools seems appropriate. Of interest also is the pattern of growth reflected in enrollment data for the years 1948-68.

Southern Nazarene University

C. B. Jernigan, a pioneer of the Nazarene work in Oklahoma, wrote of the situation in 1909:

In this rich new state there were no church institutions and soon the need for a school was felt, and the Superintendent was invited to Beulah Heights, Oklahoma City, . . . where Miss Mattie Mal-lory had opened an orphanage . . . and a school called the Okla-homa Holiness College, and a rescue home for the redemption of erring girls.⁵³



Students and Main Building of Texas Holiness University, circa 1910. (R. T. Williams Collection of the Nazarene Archives.)

An orphanage, a rescue home, and a college were all sponsored by the Oklahoma Holiness Association. Later the property in Oklahoma City was sold and "properly bought at Bethany, Oklahoma, four and one-half miles west of the city limits of Oklahoma City, on the El Reno Interurban Railway. Here forty acres of land were also bought, and the Oklahoma Holiness College was located there. The school opened on October 5, 1909 and has run continuously ever since."⁵⁴ Bethany Nazarene College, beginning as Oklahoma Holiness College, was the result of several mergers. In 1919 the General Board of Education had classified the school at Peniel, Tex., as a college, and the schools at Hamlin, Tex.; Bethany, Okla.; and Des Arc, Mo., as junior colleges. The school at Vilonia, Ark., retained the status of an academy. Early in 1920 the General Board of Education considered recommending that all of these schools unite and locate in a large city such as Dallas. But within a year financial and administrative pressures arose at Peniel, formerly called Texas Holiness University. Its leaders decided to merge with Bethany upon the invitation of A. K. Bracken, president at Bethany, and B. F. Nealy, pastor of Bethany Church. Bethany-Peniel College was thus born, located at Bethany, Okla. The Board of Education promptly des-

ignated Bethany-Peniel College as the official senior college of the Southern District or Zone. Thus Oklahoma City, according to church historian Timothy Smith, rather than Dallas, was destined to become the urban hub of Nazarene work in the Southwest.⁵⁵ Within a few years the smaller schools at Hamlin (1929), Vilonia (1931), and Des Arc were forced to close and became part of the support zone for Bethany-Peniel. In 1940, a final merger with Bresee College, established in 1905, at Hutchinson, Kans., completed establishment of a strong college in the southwest. The college was granted regional accreditation in 1956. The name of the college was changed from Bethany-Peniel College to Bethany Nazarene College in 1955 and to Southern Nazarene University in 1986. The enrollment figures of the college at Bethany for the 20-year span between 1948 and 1968 are listed below.

Enrollments at Southern Nazarene University

Both undergraduate and graduate students for fall semesters:

1948	874	1959	1,088
1949	879	1960	879
1950	895	1961	941
1951	826	1962	1,102
1952	824	1963	1,210
1953	902	1964	1,368
1954	861	1965	1,652
1955	889	1966	1,735
1956	861	1967	1,821
1957	943	1968	1,803
1958	999		

The presidents of Bethany Nazarene College from the time it became Bethany-Peniel College in 1920 and then Southern Nazarene University in 1986 are as follows:

A. K. Bracken	1920-28
S. S. White	1928-30
A. K. Bracken	1930-42
S. T. Ludwig	1942-44
O. J. Finch	1944-47
Roy H. Cantrell	1947-72
Stephen Nease	1972-76
John A. Knight	1976-84
Ponder Gilliland	1984-89
Loren Gresham	1989—

Eastern Nazarene College

Eastern Nazarene College began as the Pentecostal Collegiate Institute and Bible Training School in September 1900, at Saratoga, N.Y. According to its most distinguished writer, Bertha Munro, the purpose of the college was to produce "an atmosphere where education will never choke out the love of God; where God is real in Christ; where His knowledge, His standards, His commissions are trusted implicitly."⁵⁶ The first year was a continuous revival; yet the academic program appeared sound and gained support. The second year was a disaster. Financial problems and an administrative crisis caused a rupture that doomed the school at Saratoga.

In 1902, the school reopened at North Scituate, R.I., with a new name, the Pentecostal Collegiate Institute. North Scituate was a small village located about 10 miles west of the city of Providence. The name of the school was changed to Eastern Nazarene College in 1917. On June 10, 1918, the General Educational Board of the Pentecostal Church of the Nazarene declared that Eastern Nazarene College would be the official college of the Eastern Educational Zone. Four days later, on June 14, 1918, the State of Rhode Island granted the college a charter to confer the bachelor of arts degree. The school had made the transition from a semi-independent academy to a church college. A year later, in 1919, a significant change came when the school moved to Wollaston, Mass., near the shore of Quincy Bay and a few miles south of Boston. Located near Harvard University, Boston University, and the Massachusetts Institute of Technology, the college has offered exceptional opportunities for graduate study and research. Eastern Nazarene College was voted degree-granting power in 1930 and was accredited by the New England Association of Colleges and Secondary Schools in 1943.

Enrollments at Eastern Nazarene College—1950-68

1950	534	1960	747
1951	523	1961	811
1952	552	1962	778
1953	524	1963	758
1954	540	1964	813
1955	501	1965	845
1956	546	1966	869
1957	543	1967	855
1958	567	1968	816
1959	592		

Presidents of Eastern Nazarene College—1918-91

Fred I. Shields	1918-23
Floyd A. Nease	1923-30
R. Wayne Gardner	1930-35
G. B. Williamson	1936-45
Samuel Young	1945-48
Edward S. Mann	1948-70
Leslie Parrott	1970-75
Donald Irwin	1975-79
Stephen Nease	1979-89
Cecil Paul	1989—

Northwest Nazarene College

The Idaho-Oregon Holiness School was organized in 1914. Families came from many parts of the Snake River Valley to buy homesites from the college property. As Timothy Smith wrote: "By the spring of 1916 the sagebrush and tumbleweed on the new campus were giving way to flowers and trees, and a rambling frame building housed classes from the primary grades to college."⁵⁷ One hundred thirty-three students were enrolled. The name of the school was changed to Northwest Holiness School and to Northwest Nazarene College in 1916.

H. Orton Wiley was elected as president of the small school in 1916. During his 10-year term of office, the college experienced phenomenal growth—numerically and academically. Enrollment increased from 133 to 183 in his first year, 1916-17. Three years later it numbered 320, a remarkable gain in view of the wartime situation that caused sharp declines in college enrollments in all colleges. When Wiley left to assume the presidency of Pasadena College in 1926, the enrollment stood at approximately 300.

Enrollment increases, however, were not the only achievements of Wiley at Nampa. His declared purpose upon arriving there was to make Northwest Nazarene College a "missionary school." This he did. Such noted Nazarene missionaries as Fairy Chism, Louise Robinson, and the F. C. Sutherlands went out from Nampa during his term. The missionary work was greatly enhanced by the addition of a flourishing "Missionary Sanitarium and Institute" under the direction of Dr. Thomas E. Mangum. Nor did Wiley neglect the academic. According to Smith: "The institution at Nampa became during his administration the strongest Nazarene College."⁵⁸ Gaining regional accreditation on April 7, 1937, NNC earned the distinction of becoming the first of the Nazarene liberal arts colleges to gain such an important recognition of academic quality.

Enrollments at Northwest Nazarene College—1948-68

1948	520	1959	565
1949	483	1960	566
1950	503	1961	714
1951	449	1962	797
1952	466	1963	882
1953	359	1964	932
1954	391	1965	1,050
1955	456	1966	1,116
1956	513	1967	1,203
1957	540	1968	1,182
1958	536		

Presidents of Northwest Nazarene College—1916-91

H. Orton Wiley	1916-26
J. G. Morrison	1926-27
Russell V. DeLong	1927-32
Eugene Gilmore	1932-35
Russell V. DeLong	1935-42
Lewis T. Corlett	1942-52
John Riley	1952-73
Kenneth Pearsall	1973-83
Gordon Wetmore	1983—

Olivet Nazarene University

Laymen of the Eastern Illinois Holiness Association persuaded two holiness preacher-teachers to establish Illinois Holiness University in 1909. Rev. L. Milton Williams and Rev. A. M. Hills assisted in locating the college in the village of Olivet, near Danville, Ill. Following a familiar pattern for newly established schools, the new college was beset with financial and administrative problems within a few years. In 1912 the governing board of the college voted to offer the college to the Chicago Central District of the Church of the Nazarene. The General Board of Education of the Church of the Nazarene accepted the offer. The acceptance was "endorsed" by the Chicago District Assembly. General Superintendent E. F. Walker was elected president of the college in June 1912. Dr. Walker resigned as president on March 21, 1914.

For several years there were frequent turnovers in the presidency of the college. As Carl McClain writes, "From 1909 to 1919 there were actually twelve presidents or acting presidents elected, though the tenures of five of them, including those of Dr. R. T. Williams and Dr. James B. Chapman, were nonexistent through nonacceptance, or so brief that administrative responsibility was not undertaken."⁵⁹ As Timothy Smith

wrote, "Between 1918 and 1928 a procession of presidents changed office almost annually until 1928, when T. W. Willingham, a youthful pastor of a flourishing church in nearby Danville, assumed the office."⁶⁰ His leadership placed the college on firmer financial ground. The college had already earned a reputation for academic and spiritual leadership in the Church of the Nazarene. As Smith puts it, "Olivet seemed from the outset a vigorous new competitor to Peniel and Pasadena for educational leadership in the church."⁶¹

In November 1939, a fire practically destroyed Olivet College. Instead of rebuilding at Danville, the college board purchased a campus at Bourbonnais, a suburb of Kankakee, Ill. The college moved to the new site in the summer of 1940. Olivet Nazarene College was received into the Church of the Nazarene as the Illinois Holiness University. In 1921, the name was changed to Olivet College and in February 1940 to Olivet Nazarene College when it moved to its new home on the former campus of St. Viator College. The name of the institution was changed to Olivet Nazarene University in 1986. Olivet Nazarene College was granted regional accreditation by the North Central Association of Colleges and Schools in 1956.

Enrollments at Olivet Nazarene University—1948-68

1948	1,050	1959	1,000
1949	1,041	1960	1,070
1950	1,003	1961	1,102
1951	854	1962	1,206
1952	900	1963	1,258
1953	915	1964	1,391
1954	895	1965	1,609
1955	841	1966	1,722
1956	902	1967	1,825
1957	908	1968	1,972
1958	930		

Presidents of Olivet Nazarene University—1926-91

After 1926 the presidential succession at Olivet was stabilized under the following men:

T. W. Willingham	1926-38
A. L. Parrott	1938-45
Grover VanDyne	1945-48
Selden D. Kelley	1948-49
Harold W. Reed	1949-75
Leslie Parrott	1975-91
John C. Bowling	1991—

Point Loma Nazarene College

In 1902 the Pacific Bible School, parent institution to Pasadena College and Point Loma Nazarene College, was opened in connection with the Los Angeles Church of the Nazarene. In 1906, the school was renamed the Nazarene University and Deets Pacific Bible College. Under the leadership of Dr. Bresee the school moved to Pasadena in 1910. The first president of the new college was Dr. Bresee. In 1911, General Superintendent E. P. Ellyson was elected president of the college. H. Orton Wiley succeeded Ellyson as president in 1913, and remained in this, his first term of office as Pasadena's president, until 1916. He returned to the presidency in 1926, and again in 1933. The college was renamed Pasadena College in 1923. Pasadena College was granted regional accreditation in 1943.

H. Orton Wiley, after a total of 22 years as president of Pasadena, resigned in April 1949. Wiley's successor was W. T. Purkiser, who remained as president until 1957. After brief terms of office by Russell V. DeLong and O. J. Finch, Shelbourne Brown, the district superintendent of the Los Angeles District, was elected president of Pasadena College in 1964. After long-term negotiations, Dr. Brown recommended the transfer of the college to Point Loma in San Diego, Calif. The entire college moved to San Diego, where the college was renamed Point Loma College, an Institution of the Church of the Nazarene. In 1982 the name was changed to Point Loma Nazarene College.

Enrollment at Point Loma Nazarene College—1948-68

1948	776	1959	869
1949	838	1960	1,051
1950	779	1961	1,127
1951	663	1962	1,135
1952	749	1963	1,147
1953	748	1964	1,210
1954	756	1965	1,400
1955	812	1966	1,298
1956	849	1967	1,208
1957	841	1968	1,227
1958	814		

Presidents of Point Loma Nazarene College—1902-91

P. F. Bresee	1902-11
E. P. Ellyson	1911-13
H. Orton Wiley	1913-16
E. F. Walker	1916-26
H. Orton Wiley	1926-29

O. J. Nease	1929-33
H. Orton Wiley	1933-49
W. T. Purkiser	1949-57
R. V. DeLong	1957-60
O. J. Finch	1960-64
W. Shelbourne Brown	1964-78
Bill Draper	1978-83
Jim Bond	1983—

Trevecca Nazarene College

Trevecca Nazarene College, as it is now known, was born on November 5, 1901, in Nashville. As Mildred Bangs Wynkoop writes: "Trevecca's roots are in the middle south; they are Tennessean and Nashvillian. For only one year was Trevecca College outside of the Nashville area and then only as far as Ruskin Cave in Dickson County, about sixty miles southwest of the city of Nashville."⁶²

In its earliest phase, the school had existed as the "Christian Worker's Training School." In 1901 the name was changed to indicate a broadening of the school's purpose and became the Pentecostal Literary and Bible Training School. A year later another name change occurred, with the school now called the "Bible and Pentecostal Training School." In 1910, the Bible school became a four-year college offering courses leading to the A.B., B.S., and B.L. degrees.⁶³ This same year, 1910, the college adopted a new name—Trevecca. The name remained as Trevecca College until 1933, when the word "Nazarene" was added, making the official name of the four-year liberal arts college Trevecca Nazarene College. When the Pentecostal Mission united with the Pentecostal Church of the Nazarene on February 13, 1915, Trevecca College was also adopted a few months later, on October 13, 1915.

The story of Trevecca Nazarene College may be divided into two periods—an early period and a contemporary period. The early period, 1901-63, falls naturally into "three periods . . . with a devastating Depression Interlude of from five to six years lying between the second and third periods."⁶⁴ The McClurkan Period extended from the founding of the college until McClurkan's death in 1914. The Hardy Period extended from 1915 to 1930 to the Great Depression. During the period in 1915 the college ceased to be independent, becoming officially an institution of the Church of the Nazarene. The Mackey Period, 1936-63, brought "full recognition of Trevecca by the parent denomination, the Church of the Nazarene."⁶⁵ The Contemporary Period also found expression in the lives of three of the college's presidents. The Greathouse years, 1963-68, were marked by a thrust toward accred-

itation, major buildings constructed, the faculty strengthened, and academic consciousness elevated. The Moore years, 1968-79, were climaxed by regional accreditation in 1969, campus and curricular expansion, and enrollment growth. The Adams years, 1979-91, were marked by dramatic stability, enrollment expansion, and scholarly maturation.

Enrollment at Trevecca Nazarene College—1948-68

1948	289	1959	466
1949	306	1960	460
1950	343	1961	469
1951	308	1962	482
1952	280	1963	456
1953	299	1964	559
1954	296	1965	696
1955	321	1966	684
1956	360	1967	753
1957	414	1968	800
1958	385		

Presidents of Trevecca Nazarene College—1901-91

J. O. McClurkan	1901-14
C. E. Hardy	1915-19
S. S. White	1919-20
C. E. Hardy	1920-25
John T. Benson	1925-26
A. O. Hendricks	1926-28
C. E. Hardy	1928-36
A. B. Mackey	1936-63
William Greathouse	1963-68
Mark R. Moore	1968-79
Homer Adams	1979-91
Millard Reed	1991—

Conclusion

Some years ago General Superintendent Chapman made a startling statement, as quoted by Education Secretary Mann. He said:

We must build schools or die as a church . . . with all of the means that are upon us just now and with the future of our church . . . in view, if I had a million dollars to give I would give eight hundred thousand of it to the educational work of the Church of the Nazarene.⁶⁶

This statement must not be interpreted by anyone as indicative of the fact that Dr. Chapman was not concerned for other interests of the church. His contemporaries knew him as a man who was "all out for souls!" But Dr. Chapman saw clearly that if the Church of the Nazarene were to advance at the rate he would like to have it, the educational work of the church must be both soundly conceived and adequately supported.⁶⁷ Referring to the statements just quoted above, Edward S. Mann remarked:

I do not mean by these quotations to disparage in any way our emphasis on missions, both home and foreign. All of us are agreed that evangelization at home and abroad is the chief task of our church. But we do need to get the educational work of our church in proper perspective and recognize the tremendous contribution which our colleges have made, and are still making, to the growth of our church.⁶⁸

At the end of the 20th century the United States, and the entire world, faces a crisis of monumental proportions. To a great degree the crisis is spiritual and ethical. Without a revival of basic ethical principles in society, Western civilization is threatened with self-destruction. The church college stands as a vital link in the hope of a more promising future. The secular universities will provide technical data and scientific knowledge. But the universities have resigned from any overt, active concern for the essential glue that holds society together—spiritual and ethical values.

Alexis de Tocqueville was a French author and statesman who lived from 1805 to 1859. After visiting America shortly after the Revolutionary War in search of America's greatness, he wrote this oft-quoted classic analysis:

Not until I went into the churches of America and heard her pulpits aflame with righteousness did I understand the secret of her genius and power. America is great because America is good, and if America ever ceases to be good, America will cease to be great.⁶⁹

Dr. John Riley, veteran Nazarene preacher and educator, stated that "the church liberal arts college is the keeper of the flame."⁷⁰ The Church of the Nazarene has manifested a consistent effort to be a "keeper of the flame" of education. As Wynkoop so aptly puts it:

The church was still very young when its enormous concern for education became apparent. The Church of the Nazarene followed the lead of most holiness groups in sponsoring education as a means, first of all, of establishing the church in its quest for holiness. . . . Education was not an afterthought but was part of the total church concept. Schools belonged to the church idea.⁷¹

The college and the church stand or fall together. The church and the college are twins in the household of God's grace. Historically, when the college fails, the church has also lost its cutting edge. And when the church declines in power or motivation, the church college faces extinction. The church and the college desperately need each other. As the poet Whittier wrote:

*It need not fear the skeptic's puny hand
While near the school the church shall stand,
Nor fear the blinded bigots rule
When near the church shall stand the school.*⁷²

The colleges of the Church of the Nazarene have developed from vital and rugged roots. The continued health of the colleges relates directly to those historic roots. MidAmerica Nazarene College represents a young, vigorous institution deeply committed to the ideals of the past while attempting to confront the challenges of the present—and the future.

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FINDING A LEADER AND A HOME

A MAN TO STAND IN THE GAP—AND WHAT A GAP!

Introduction

The debate was over. The vote had settled the bitterly debated issue. The 1964 General Assembly adjourned, and the delegates left Oregon. A new college was to be established in the newly created Zone B. This zone would later become officially the North Central Educational Zone of the Church of the Nazarene. The new educational zone included the following districts: Dakota, Iowa, Joplin, Kansas, Kansas City, Minnesota, Missouri, and Nebraska.

Several dominant questions arose immediately. The questions were: "Who will be the first president of the proposed College?" "Where will the College be located?" "How will the new school secure the needed money to construct its buildings?" "Who will be key personnel in attracting a faculty and in forming a curriculum?" "And will students on this zone attend an unknown, unaccredited institution when familiar, accredited colleges are available?" These questions presented a gigantic task. The historic process of the founding of MidAmerica Nazarene College revolved around the election and organization of a board of trustees, the election of the first president of the College, and the determination of a permanent location for the school.

ELECTION AND ORGANIZATION OF THE BOARD OF TRUSTEES

The first Board of Trustees of the new College, called College B in 1964, was elected at the General Board meeting of the Church of the Nazarene in January 1965.

First Meeting of the Board of Trustees

The first meeting of the Board of Trustees occurred on May 26-27, 1966, in the General Board Room of the International Headquarters of the Church of the Nazarene in Kansas City. All board members were present except Dr. Dean Hempel of Minneapolis, who was unavoidably detained. Rev. Dean Baldwin was elected secretary pro tem. Dr. George Coulter, general superintendent, called the meeting to order at 2 p.m. on May 26. Dr. Coulter, reading from Isaiah 43:1-21, then led the trustees in a period of devotions. Dr. Coulter issued a ringing and reassuring challenge from verse 19, "Behold, I will do a new thing." A quartet of trustees—Rev. Edward Johnson, Dr. E. D. Simpson, Rev. C. E. Stanley, and Dr. Ray Hance—offered impassioned prayers for divine guidance. After the devotional period, the trustees proceeded to organize into committees. Dr. Coulter, serving as the temporary chairman of the board, proceeded with the election of officers of the board for the ensuing year.

The board elected the following officers: chairman, Rev. Wilson R. Lanpher; vice-chairman, Dr. Ray Hance; secretary, Rev. Norman Bloom; treasurer, Mr. William Seal. To work on the three major problems confronting the board, the trustees formed four committees:

Presidential Selection Committee—Rev. Wilson R. Lanpher, chairman; Rev. Norman Bloom, secretary; Dr. Ray Hance; Mr. William Seal; Rev. Dean Baldwin; Mr. Blaine Proffitt; and Rev. Forrest Whitlatch.

Site Selection Committee—Dr. John Stockton, chairman; Rev. Dean Baldwin, secretary; Rev. Norman Bloom; Rev. Malcolm Eudaley; Dr. Ray Hance; Dr. Whitcomb Harding; Rev. Albert Loeber; Dr. Gene E. Phillips; Dr. E. D. Simpson; Rev. Harry Taplin; and Rev. Forrest Whitlatch.

Constitution and By-Laws Committee—Rev. Herbert Merritt, chairman; Rev. Robert Gray, secretary; Rev. Norman Bloom; Rev. C. William Ellwanger; Mr. Herbert Frazier; Rev. Edward Johnson; Rev. George Mowry; Mr. William Seal; Mr. Earl S. Shearer; Mr. E. W. Snowbarger; and Rev. C. E. Stanley.¹

The Naming Committee—The chairman of the Board of Trustees named the following as members of the Naming Committee on Friday,

May 26, 1967: Rev. Dean Baldwin, Rev. Norman W. Bloom, and Rev. Robert Gray.



An early assembly of the members of the Board of Trustees

Tribute to the Board of Trustees

Before reviewing the work of the Board of Trustees, a tribute seems appropriate for this group. They are elected at the various annual district assemblies, receive no compensation for their work, appear suddenly like strangers on the campus for a few days each year, spend countless hours in committee work and business sessions, receive endless complaints and recommendations throughout the year, get no credit for the success of the college, are often criticized by academic, social, and political personnel, participate uncomfortably in academic ceremonies, love and cherish the college—all without fanfare, public applause, or private approval. Yet to a great degree they determine the destiny of the college.

Dr. Curtis Smith, always conscious of the benefits and necessity of sound public relations, worked consistently to build a relaxed yet aggressive approach by the board. In his third annual report he said:

The average Nazarene College Trustee is not involved in the college as he should be. This is a serious problem. The college leader is to blame.

We need the leadership and talent of the entire board. You are elected because of your ability to build a greater institution. Non-involvement has no place on a college board.

How can I close this involvement gap? Let me make a few suggestions:

- (1) You should have an active part, not in simply rubber-stamping administrative plans once a year, but in formulating and helping to shape the destiny of this institution.
- (2) You must be involved and lead on the policy level in academic and business affairs, but nowhere are involvement and leadership so evident to the outside public as in development.
- (3) Any college which hopes to succeed must have trustees who are pacesetters in their own giving and who set an example to the entire constituency of the college by taking a leadership role in the fund raising and student recruitment efforts. There is no way a trustee can successfully dodge this involvement. The church expects it. Foundations watch for it. The faculty is concerned about it. Corporations take their cue for action from it.
- (4) The board should be kept informed between meetings. Many board members actually know very little of what is going on.
- (5) Board meetings should focus attention on major problems of the institution. Three or four specific things should be selected by each trustee that he can do during the coming year.
- (6) A board member should suggest names of potential donors who should be cultivated.
- (7) A board member should solicit others for gifts and accompany the president and other staff members to see selected prospects.
- (8) Each trustee should be given at least one major committee assignment. He should be elected on the basis of his experience, interests, and ability.²

In a subsequent year the president again emphasized the importance of the individual trustee in these words:

*You are a policy maker. You are a custodian. You conserve the assets of the institution. It is your responsibility to preserve the spiritual integrity and purposes of our founders. You are an ambassador. You must be completely sold on the merits of Christian education. . . . You are a builder. You give your time to the institution. You give of your own resources.*³

In his 15th annual report, Dr. Smith repeated his annual challenge to the Board of Trustees when he declared:

Anyone fortunate enough to be elected to a Board of Trustees should realize that he or she is there to act, to lead, to build the college, and not just to be a watch-dog for the church or the alumni or athletics or any special interest group. . . . The job of trustee is an honor, but it should not be thought of as "honorary." . . . Trustees should be elected because of their potential for helping to build a greater institution.⁴

During the first 25 years of its institutional life, MidAmerica Nazarene College has received the unwavering and unselfish support and guidance of a wise and dedicated Board of Trustees. The fact that the College has avoided the financial and administrative crises of many new colleges must be attributed in part, at least, to the work of the various boards of trustees.

THE ELECTION OF A PRESIDENT

In the selection of the first president of the College, the trustees realized that their task was a historic one. It was also a profoundly involved one. There were no traditional guidelines, since the established church colleges had developed from the spontaneous enthusiasm of regional groups. This new College was the result of an official denominational action. There was no time to experiment. Failure at any point could bring disaster. There was no room to maneuver. The new venture would be launched in a passage of narrow and limited travel. So the trustees went to work. In discussing the election of the first president of MidAmerica Nazarene College, three ideas are presented: (1) the presidential task, (2) the election of R. Curtis Smith as MANC's first president, and (3) the contribution of Dr. Smith.



Dr. R. Curtis Smith and his First Lady, Marge

The Presidential Task

The trustees realized that the presidential task was a giant-sized one. The gigantic task was seven-sided, including the following: (1) to build a *church* college—that is, to insure the formation of a college that would reflect and maintain the spiritual and ethical values of the sponsoring church; (2) to guide the transfer of loyalties and support from the older, established institutions to the new one; (3) to assemble a competent administrative, instructional, and campus staff; (4) to raise money to build the required facilities and to plan for ongoing programs; (5) to recruit students to attend a college without state or regional accreditation and with no alumni support; (6) to find a location for the college and to develop a congenial relationship to the community where the college would be situated; (7) to work for and gain state and regional accreditation as soon as possible.

A Church College—Not a Church-Related College

The new College was to reflect the spirit and message of its church—to be a church college. A church-related college, in contrast, has only a loose affiliation with the parent denomination and may not necessarily express its spirit, life-style, or message. As a result, the church-related college usually secures only a small part of its budget from its parent church.

A church college, on the other hand, works closely with its parent church group and depends heavily upon it for financial help. Until 1940, the spiritual objectives of the colleges in the Church of the Nazarene were accepted without reservation. The educational ideals of Breesee, Wiley, Williams, Chapman, and others were generally accepted with enthusiasm. Between 1940 and 1970, however, four trends occurred that tended to modify the traditional idea of the college as a dynamic spiritual institution. First, all of the colleges in the states, now reduced to six in number, had sought and gained regional accreditation. Such accreditation was essential if the colleges were to offer wide service to their students. And while the accrediting associations did not demand any relinquishing of theological or spiritual tenets, yet their continued scrutiny about such matters as academic freedom, curricular requirements, faculty employment and tenure, and student personnel policies made the colleges more cautious in their overt expressions and procedures.

Second, by the 1960s faculty with graduate degrees were sought eagerly by Nazarene colleges. In most instances, these people became the scholars who raised the academic atmosphere of the campus. And in most cases, they were persons of deep and abiding spiritual sensi-



Wilson R. Lanpher, first chairman of the Board of Trustees, addresses the groundbreaking crowd in 1967.

tivity. But in some instances, graduate work had eroded their spiritual vitality. Spiritual interests were no longer their priority. In other cases these neophyte university graduates seemed to be more infatuated with the latest intellectual fad or to be lost in the maze of academic research. They often forgot they were dealing with students just a year or two out of high school, students who just a few months earlier became new converts to Christianity. These new converts needed nurture as well as knowledge.

A third element that tended to minimize the strong spiritual thrust of earlier days was the increase in the number of non-Nazarene students enrolled. Nazarene colleges had become attractive to many who were not members of the denomination. Such features as regional accreditation, a highly qualified and caring faculty, and a wholesome campus life-style appealed to many. Many of these students accepted, at least acquiesced to, the religious philosophy of the college. At other times, there was open dissent and occasional rebellion.

A fourth factor that appeared to some to threaten traditional spiritual values in the colleges was the rapidly increasing enrollment. Wave after wave of post-World War II baby boomers surged to the campuses. They provided record-breaking enrollments that some feared would increase enrollment beyond the point of maintaining vital spiritual direction.

As stated in the preceding chapter, by 1960 the church was concerned enough about the status of education in the church to appoint a Commission on Education. Because of their significance to Mid-America's beginning, the recommendations are repeated below:

1. Nazarene colleges are church colleges and not merely church-related colleges. . . .
4. The Church of the Nazarene through its colleges must communicate its heritage effectively to both present and future generations.
5. Nazarene colleges, to deserve their existence, must be uniquely Nazarene. This unique factor involves many things including a philosophy of life based on service to others and high standards of ethical living.⁵

The trustees of the new College were reminded that the recommendations suggested that the presidents of the various colleges be responsible for procedures and policies to maintain Nazarene colleges as *church colleges*. A prime consideration, then, was that the person to be elected as the first president be a person who could do just that—assure the spiritual vitality of the institution.

Transfer of Loyalties and Support

MidAmerica Nazarene College inherited a constituency whose personal loyalty and financial support had been given to other colleges for decades. Bethany Nazarene College, now Southern Nazarene University, was the beloved alma mater of numerous members who retained fond memories of their college days in Oklahoma. This loyalty was particularly strong in Kansas, Kansas City, Western Missouri, and Nebraska. Olivet Nazarene College, now Olivet Nazarene University, claimed the allegiance of many graduates and friends in Missouri, Iowa, and Minnesota. The Dakotas, along with Minnesota, had a traditional and special fondness for Northwest Nazarene College. The new educational zone, now called the North Central Educational Zone, was carved out of territory formerly supporting the three colleges mentioned above.

The reaction of the people on the new educational zone to the 1964 General Assembly decision was varied. Some were dismayed. Others were confused. Still others were openly hostile. Few, if any, were enthusiastic. A small number pledged their support on the basis of sheer denominational loyalty. So the big questions were: How can the new College gain the support of its zone? And what type of leader is best equipped to achieve this difficult but essential task?

Assembling a Staff

The president, whoever was elected, would need help. Immediately. The College had not even one student. There was no furniture, not even a desk and a chair. The College was as yet unnamed, except for Zone B Junior College. It had no campus, no mailing address, and no facilities. Most significantly, there was no administration, no faculty even remotely in view, and no campus staff. In regard to personnel, the president-elect faced a monumental fourfold task. Building the necessary working facilities, gathering effective administrative personnel, forming a qualified faculty, and assembling an efficient supporting campus staff were challenges of a staggering magnitude.

Buildings do not appear by magic. Finances would be needed immediately. A college staff does not materialize out of thin air. The academic dean would be crucial in the selection of a faculty and in the formation of a curriculum. The assistant to the president would bear a great responsibility in fund-raising, student recruitment, and public relations. The business manager would need some experience in accounting, in the handling of accounts, and in working with construction firms. The dean of students would face universal student-institutional problems that only a new college would face. And where was a librarian with experience in starting a library from point zero? Further, where were the faculty who would venture to teach in a college that could offer primarily a "pioneering opportunity"? With no assurance of solid financial support, the future staff must depend upon the president and the zone to stand by. Only a president who commanded the respect and admiration of the constituency could persuade qualified personnel to leave secure positions to pioneer an uncertain educational venture.

Financial Needs

The first president would of necessity be a fund-raiser. Most of the established colleges had evolved slowly. In the earlier stages these older colleges had utilized, on occasion, ramshackle buildings and hand-me-down facilities. In the '60s, however, students would revolt at sleeping in "cardboard palaces" or World War II barracks. Accommodations need not be plush, but the facilities would have to be well-constructed and adequate. This building program would require money—lots of it!

Also, administrators, faculty, and staff had to be paid better salaries than had been paid in the early days of older institutions. No longer could payday be postponed or made with groceries passed out of the back door of the campus kitchen. Equipment was essential. No longer could a professor use only a textbook, a piece of chalk, and a

chalkboard. Equipping offices, kitchen, dining hall, and dormitories would add to the financial outlay. Purchasing books for a quality library presented an immediate and a long-range financial pressure. Yes, the president would carry dollar signs on his mind constantly.

Student Recruitment

Who would come to the new College? There were no enthusiastic alumni to steer high school graduates this way. There were no family or individual loyalties. There were no graduates holding influential positions. There was no state or regional accreditation. There were no athletic activities, fine arts programs, or academic clubs. There were no scholarships to be offered. Would students come?

Students who came to study for the ministry or for full-time Christian service would have the least difficulty. They could find acceptance at Nazarene Theological Seminary—at least on a probationary status. Other students, such as those planning to enter public school teaching, would face a greater risk. For there was no guarantee of a four-year program and no certification of the proposed teacher education program. There were no full-blown science or business programs to appeal to prospective students. In addition, the College was regarded as a junior college. This meant that students could come for only two years—then be forced to transfer to another college. Without question, recruiting students would be a major problem.

Finding a Home

The location of the College was a most important immediate issue. Presidents would come and go. Administrators would remain at the school or decide to leave for various reasons. Faculty members could join the staff with great enthusiasm, but attrition would be an ever-present concern. Students might come for four years or four weeks. But once a location was settled, it was fixed for the indefinite future.

Because of its importance, the matter of the location of the College is given special treatment in a longer section later in this chapter.

Academic Accreditation

The older, established colleges had started when official accreditation was not particularly significant. In 1968, however, no college could expect to exist, or to grow, without gaining regional or national accreditation. Government grants, acceptance into graduate school, and teacher certification all depended on accreditation. Because accreditation, like the selection of a location, was so important in this College's development, a complete chapter is devoted to it later.

The New President's Background

R. Curtis Smith was elected president of the junior college on Educational Zone B on May 27, 1966. He phoned his acceptance to Rev. Wilson Lanpher, chairman of the Board of Trustees of the new College, on May 30.

A baby boy named Royal Curtis Smith was born at Cameron, Tex., on February 3, 1915. The family moved to Waco, Tex., where Curtis Smith established a long-standing record in the 100-yard dash as a student in Waco High School. Offered an athletic scholarship to Baylor University, the young high school graduate instead decided to attend Bethany-Peniel College at Bethany, Okla. At Bethany-Peniel College Curt Smith again established a long-standing record in track and field events. His interests in athletics remained one of his few "extracurricular" hobbies in his adult life. Always an intense competitor, he was an equally competitive spectator. His friends joshed him for many years about an incident at one of the early basketball games at MidAmerica Nazarene College. As a way of honoring Dr. Smith, the basketball coach, Elmer "Bud" Harbin, invited him to sit with the players during the game. The officiating became somewhat erratic. At one point, Dr. Smith expressed a loud dissent with a call made by the official. With great gusto, this official stopped the game, pointed an accusing finger at Dr. Smith, and called a technical foul on MidAmerica. Dr. Smith joined in the roar of laughter that swept through the gymnasium.

During his college days, Curtis Smith did what many young people did in the 1930s—he worked his way through college. He worked long hours each week at the Holmes Drug Store, across the street from the campus of Bethany-Peniel College. Janitorial work filled in with some additional cash. In those years young Curt learned the habit of old-fashioned hard work. As a college president, he established patterns of work that helped turn the campus of MidAmerica into a beehive of activity. Another feature of college life for the future president was his role as tenor in the college quartet. This experience as a quartet member served as a helpful training time for the future pastor and college president. In his work at both Bethany Nazarene College and Mid-America Nazarene College, Dr. Smith utilized quartets, and other music groups, to present the needs and goals of the College to the local churches. He held a special feeling of camaraderie for the young men in the quartets—and they reciprocated. In later years, several of the quartet members named their sons "Curtis"—a tribute to Dr. Smith.

During his college days Curtis Smith also began his lifelong romance with his favorite activity—preaching. He remained first and

foremost a preacher. His preaching was biblical, direct, warm, punctuated with humor—and brief. No one could misunderstand his message or his intent. A glowing tribute to his preaching came from Bill Sullivan's memorial address at Dr. Smith's funeral. Sullivan said: "When he preached, people listened and were moved. Consequently, he was always in demand as a preacher. Everyone wanted Curt to come and preach for them." In college chapel, annual camp meetings, youth rallies, or local church, Curt Smith proved himself a forceful, magnetic preacher. The new president also possessed a flashing wit, a bouncy sense of humor. In both public address and personal relationships, Curt Smith enjoyed spontaneous, heart-felt laughter. True, he was easily moved to tears and sometimes appeared overly pessimistic. But usually the flash of humor, the quick wit, or the spinning of a wholesome joke would break the tension and dispel the gloom. He read and reread the humor-packed preaching of another Texan—Uncle Bud Robinson. Then, too, Dr. Smith always had a special sense of compassion for the person in difficulty. He appreciated fully the prized athlete and the successful businessperson. Coming from a poverty-stricken background himself, however, he always felt keenly for the poor student and the financially strapped farmer or worker. Often he wrote personal checks to help students meet their budgetary demands. A sick student in the hospital would be amazed to see the college president suddenly appear in his room. He was a man of the people.

Curtis Smith graduated from Bethany-Peniel College in 1936 with an A.B. in philosophy and received the Th.B. in 1937. He received a masters in public relations from Boston University in 1966. Bethany Nazarene College awarded him an honorary doctor of divinity degree in 1963. MidAmerica Nazarene College conferred a second doctor of divinity degree on Smith in 1985.

After graduating from college in 1937, Curtis Smith served as a pastor for 15 years. His first church was a home mission project in Greenville, Tex. The young pastor and his new bride lived in an apartment over a garage on the princely salary of \$10.00 per week. While at Greenville, Smith was elected district NYPS president, a position he held for several years. After three successful years at Greenville, the Smiths pastored churches in Pine Bluff, Ark.; Port Arthur, Dallas, and Corpus Christi, Tex. In 1952, Smith was elected to the position of field representative of Bethany Nazarene College where he remained for 15 years. Dr. Roy H. Cantrell, president of Bethany Nazarene College, announced the election of Dr. Smith as the new College's president at Bethany's commencement exercises on Monday, May 30. Dr. Cantrell expressed his deep appreciation for the nearly 15 years of devoted ser-

vice that Smith had given in the field of public relations and financial development. As director of public relations work at Bethany, Smith directed five major financial campaigns for building and improvement funds. Faculty members, pastors, students, and alumni also were involved as solicitors in these campaigns that brought in more than \$1.8 million to the school. Traveling groups, choirs, quartets, gospel teams, and student speakers had been scheduled in church services through his office.

Contributions of R. Curtis Smith

This, then, was the man elected to be the first president of Mid-America Nazarene College. Dr. Curtis Smith realized that it was a once-in-a-lifetime opportunity. He also was fully aware of the overwhelming task that confronted him. He had no illusions about his own abilities. His faith rested on the mighty God who still throbbed with power in his own experiences. He walked out on faith. He built on faith. He worked on faith. He was sustained by faith. He achieved by faith.

The most outstanding contributions of Dr. Smith to MidAmerica Nazarene College are listed below. They are regarded as outstanding contributions for two reasons. First, it is impossible to list all the contributions a person makes in the course of achieving a significant work. Second, many contributions are unknown and unseen except to an omniscient God and the few people involved. So we present the outstanding contributions of Dr. Smith to MidAmerica Nazarene College.

1. *Choice of College Location.* According to an article in the *Olathe Daily News*, Dr. Smith felt that "the selection of the site was the greatest responsibility he faced in the beginning."⁶ Among the most important considerations in the choosing of a site, according to Smith, were a clean atmosphere for students, student job opportunities, transportation or accessibility, student population, utilities, and climate. Another important factor was the spirit of cooperation between the College and the city. With over 30 offers being made initially, the decision to locate was difficult. Smith's influence in the selection of Olathe was dominant.

2. *Thrust Toward a Four-Year College.* The language of the General Assembly stated that the new junior college should become a senior college "as soon as deemed feasible." To Dr. Smith, "deemed feasible" meant immediately. All his public announcements pointed to a four-year college. The day after Olathe was selected as the site of the College, the *Olathe Daily News* included the following quotation in a news release: "Dr. Smith said the school will offer a 2-year junior college curriculum at the start, but will be expanded to a 4-year curriculum as

soon as feasible."⁷ In all his relationships with the trustees, Smith emphasized a four-year college. Even as early as the fall of 1967, "A Prospectus of MidAmerica Nazarene College as a Four-Year Liberal Arts College" was prepared by the academic dean. The prospectus presented the rationale for a four-year college.

Dr. Smith presented this prospectus to the trustees, asking for their full support. The opening statement of the prospectus read: "It is the unanimous desire of the administrative staff of MidAmerica Nazarene College that the College take steps immediately to arrange for a full four years of liberal arts studies." The trustees supported the plan unanimously. Smith then carried the struggle toward a four-year program to the Board of General Superintendents and the General Board.

3. *Spiritual Emphasis.* Dr. Smith was a preacher first—then an educator. As an ordained minister, he was conservative in outlook and evangelistic in outreach. He was especially effective as a camp meeting preacher and as a youth speaker. In his first annual report to the Board of Trustees, Smith wrote: "Let this be made clear—Mid-America Nazarene College is unapologetically a holiness college. . . . I firmly believe we can grow strong and numerous and not lose our evangelical fervor."⁸ Three years later the emphasis was the same. His annual report reads: "Last Thursday with no preaching the Holy Spirit moved in our midst in chapel. The long altar and the first four rows of pews were filled with earnest seekers and happy finders. This is our number one reason for being here. Without this the physical progress is meaningless."⁹ In his 17th report in 1983, the emphasis had not changed: "Our Lord is the same yesterday, today, and yes, forever. A puzzle of every new decade rests firmly in His hands. He is still in charge . . . a holiness college must be alive, moving, active. We are called by God to make an impact on a world that isn't quite sure which end is up."¹⁰ The final report ended with a quotation from the Psalms: "Bless the Lord, O my soul, And all that is within me Bless His holy name."¹¹

4. *Fund-raising.* His reputation as a fund-raiser was developed at Bethany Nazarene College. There he had directed the raising of almost \$2 million. Of course, a new college would need a leader with a record of success in financial development. Dr. Smith qualified without question. When the location of the College was settled, the proposed college had these assets:

- an official board of trustees
- a duly elected president
- 80 acres of land, free of debt
- \$5,000 in cash

—a promise of one-half of the educational budgets assigned to the churches on the new educational zone—approximately \$60,000

The proposed college did not have in October 1966:

- any administrative personnel—except the president
- a single faculty member
- a clerical or support staff
- office space or office equipment
- a single volume for a library
- a single building on the campus property
- an access road to the campus
- a solitary student application
- any provision to raise money for construction or the purchase of equipment
- official state or regional recognition or accreditation
- an alumni organization

The need for a fund-raiser was crucial. R. Curtis Smith was the answer. One of his most memorable statements was the oft-repeated statement: "I love to do two things: give altar calls and raise money." He did both to an exceptional degree. Another pointed, practical declaration of Smith's was that "you can't get milk from a cow by mailing a postcard." This philosophy ruled much of his person-to-person approach to fund-raising and his insistence on conducting campaigns in local churches. Another insight into his fund-raising concepts was the idea that raising money is essentially sending "important people to talk to important people about important money." Here again Smith's fund-raising wisdom was supported by the number of individuals he was able to enlist to support the College financially. In his last report, given after almost 19 years as president, Smith was able to state that "Today our physical plant has a market value of \$23,500,080 with a plant debt of \$3,704,621."¹² A later chapter will describe the fund-raising efforts in detail.

5. *Public Relations.* Dr. Smith always had an appreciation for the liberal arts. His college major was philosophy. In his professional life, however, his intellectual interests were primarily practical. That practical interest focused on public relations. The skill in public relations was expressed in several ways. Members of the College staff always received a personal greeting card or letter celebrating every anniversary or birthday. Handwritten letters were mailed constantly to people across the educational zone to thank them for gifts, to express his concern, to seek their help. Faithful attendance at civic clubs, committee meetings, church services, and appearance at social functions were rou-



R. R. Osborne turns the soil at the campus ground-breaking as R. Curtis Smith and Bill Draper look on approvingly.

tine. Visiting a local church with a quartet or singing group developed into a special ministry for Smith. He was as relaxed in a ranch home in North Dakota as he was in a fashionable home in the city. He enjoyed a

hamburger in McDonald's as well as a full-course meal in a five-star hotel. His office door was open to anyone who wanted to see him. This was public relations at work.

6. *Administration.* As an administrator, Dr. Smith did not operate like a computer. He never made a "to do" list. His approach was to state the desired objectives clearly. Then he would select personnel to assist him in reaching those objectives. When the objectives were set and the personnel selected, the operation proceeded according to a few simple rules. The first rule was hard work. Dr. Smith set the pace himself. He worked diligently. He expected others to do the same. A second rule was accountability. Periodic reports of progress were required. A third rule was freedom to act. This freedom was always within the boundaries of the organization and the church. But innovation and creativity—even dissent—were accepted as long as these matters were introduced for the good of the institution. A fourth rule was loyalty. He demanded loyalty. This was often more difficult to obtain than to demand. But it was essential.

As an administrator, Smith could reverse himself suddenly and drastically. In 1982, the administration went through a long and agonizing process of deciding on faculty reduction. Two plans were presented. The academic dean desired to follow normal attrition, for 4 or 5 faculty resigned each year. The other plan, supported by the majority of the administration, called for the immediate elimination of 12 faculty positions. The faculty members involved were notified of the painful decision. A few days later, Smith reversed the whole process and restored the faculty positions. People who were inclined to be individualistic and creative enjoyed the freedom of working in Smith's administration.

7. *Student Concern.* A favorite statement of Dr. Smith's was, "The College is for the student." By this he meant that the College should be concerned about meeting student needs. The College was not designed to serve the needs of the faculty or the administration—but those of the student. Everything, then, should revolve around the student. The calendar should be arranged for the greatest convenience of the student. Course hours and course offerings should be designed with student needs in mind. Dormitories and classrooms should be built with the idea of helping students. This approach did not cater to student whims or ignore student rebellion. The whole idea was to try to build a college where the perceived spiritual, intellectual, and social needs of the student would find some degree of fulfillment.

When a large classroom building was constructed in the center of the campus in 1977, the new building was almost automatically named the R. Curtis Smith Religion Building. A plaque in the building expresses concisely the achievements of Dr. Smith. The plaque reads:

**THE R. CURTIS SMITH RELIGION BUILDING
DEDICATED THIS DAY, SUNDAY, MAY 21, 1978
IN HONOR OF R. CURTIS SMITH
FIRST PRESIDENT
DYNAMIC PREACHER
FUND-RAISER PAR EXCELLENCE**

FINDING A HOME

The Site Selection Committee gave its first report to the Board of Trustees on Friday, May 27, 1966. Dr. John Stockton was chairman of the committee. Dr. Dean Baldwin was the secretary. Dr. Baldwin read the report of the Site Committee, which contained guidelines for the selection of a site for the College. Those guidelines were that the Zone B College would be located within an area 100 miles east and west of Kansas City and 200 miles north. This would include the boundaries of Columbia, Mo.; Topeka, Kans.; Lincoln, Nebr.; Des Moines, Iowa; and the area between.

At the request of the newly elected president, Dr. Curtis Smith, a meeting of the Board of Trustees was held at the International Headquarters of the Church of the Nazarene on October 4, 1966. The meeting was called for two main purposes. The first was to select a location for the College. The second was to select a name for the institution. Speaking to the trustees about selecting a location for the College, Smith said:

The greatest decision to be made by the board will be where to locate the College. Important in this will be climate, job opportunities, accessibility, student population, and control of surroundings. My basic principle is the Nazarene College is for the Nazarene student. The student is the center of the educational process.¹³

Dr. John Stockton presented the report of the Site Committee. Dr. Stockton stated that Council Bluffs, Iowa, and Olathe, Kans., were the only two cities to submit offers in writing. Topeka and Wichita also made verbal presentations to the board.

The Olathe, Kans., Development

In August 1966, Curtis Smith was the special speaker of the Kansas City District Nazarene Young People Society's annual convention.

Smith suggested to a group of pastors that the Kansas City area would be a choice location for the proposed college. As yet, however, there had been no concrete proposals of any kind of assistance from the area. Other areas, such as Council Bluffs, Iowa; Topeka, Kans.; Wichita, Kans.; Columbia, Mo.; and Lincoln, Nebr., were making tentative, and attractive, offers of help in the manner of giving land or money, or both. At this point, there unfolds a dramatic account of events that point to the mysterious, sovereign leadership of God. The account includes the vision of a young pastor in his first pastorate, an Easter Offering for World Missions by a small, struggling church, the thrilling response of a local banker, the enthusiastic endorsement of a growing community, and the unified support of a board of trustees.

The Easter Offering

In the spring of 1965, a small but growing congregation of Nazarenes meeting at Lee and Wabash Streets in Olathe, Kans., faced a challenge. Their young pastor, Paul G. Cunningham, felt impressed to ask his members to give \$1,000 in the Easter Offering—an annual event in the Church of the Nazarene. The problem was especially pressing because the struggling church was always short of money to meet current obligations. The plan was to ask several members to give \$100 each. To encourage others to participate, Pastor Cunningham pledged \$200 personally toward the \$1,000 goal. But where does a recent seminary graduate living on a meager salary get \$200 of ready cash?

The only answer was a personal loan at the local bank. Bankers, however, are not noted for making loans to young preachers on the basis of a personal signature. The problem was especially delicate because the only other time the pastor had met the banker was to apologize for lateness of the church in meeting a building payment and to request refinancing in order to make those monthly payments within reach. Nevertheless, Pastor Cunningham sat before Robert R. Osborne and frankly related his desire to borrow \$200 in order to lead his congregation in a \$1,000 Easter Offering. Osborne's answer was a whimsical: "Well, this isn't the best offer I've had all day. But we'll make the loan for six months at 6 percent." To climax the meeting, Osborne gave the pastor a personal check for \$25.00 toward the offering. With a start like that, it was little wonder that the church raised over \$1,300 for the Easter Offering. More importantly, the pastor had made a friend of a man who would figure prominently in the future development of the College.

Several months after their first meeting, Paul Cunningham went to visit R. R. Osborne again. Dr. Smith had encouraged Kansas City pas-



Construction begins on the new campus property.

tors to stir up some local interest in the proposed College. Cunningham wanted to discuss with Osborne the possibility of the College coming to Olathe. R. R. Osborne was not only a highly efficient bank president but also an enthusiastic community leader. Any project beneficial to Olathe received his full endorsement. Cunningham suggested the dollar impact as well as the cultural and spiritual impact of the proposed College. Osborne was interested. He immediately met informally with a few civic-minded businessmen—Cecil Pember, owner of a department store; Art Martin, owner of Olathe Ready Mix; and Maurice Hubbard, a veteran lawyer of the town.

In September 1966, interest had developed to the point of action. So a group composed of R. R. Osborne, Art Martin, Buck Bode, and Paul Cunningham flew to Bethany, Okla., to review a Nazarene college in action. Curt Smith met the group at Will Rogers Airport, transported them to Bethany, and gave them a tour of the campus of Bethany Nazarene College. The visitors were impressed. They appreciated the clean-cut look of the students, the friendly spirit, and sense of respect displayed in campus life.

Now events developed rapidly. Cunningham and Osborne looked at a potential site on the west side of Olathe—what is now Ernie Miller Park. But cost of development seemed prohibitive. Bringing utilities and constructing access roads were too expensive. Another site was visited on the east side of Olathe on a dirt road called Sheridan Street.

Osborne drove his Pontiac onto a cornfield—a high point of the area. In Havencroft, a new housing development nearby, about 25 homes had been constructed in 1966. Cunningham said, “This seems to be the place where the College ought to be.” Osborne assembled a group of 10 interested persons to buy 100 acres to give to the College. These 10 men were: Art Martin, Ernie Miller, L. L. Bangs, John Breyfogle, E. E. Bode, Roy Lamberson, Charles Dennis, Earle Wellingford, Cecil Pember, and Jack Slaughter. Osborne and the group also agreed to have utilities brought to the property. Most significantly, this group promised to support an industrial revenue bond issue to provide funds for the College to build its first facilities.

Initially the College was to pay \$36,000 for the acreage. Later Osborne removed the \$36,000—giving 80 acres free of debt, with an option to buy the remaining 20 acres later. So the Easter Offering of \$1,000 in the spring of 1966 had grown into a miraculous offer of a multimillion dollar project within a few short months. There were, however, other attractive offers to be considered.

The Council Bluffs, Iowa, Offer

The Iowa District, under Dr. Gene Phillips, had supported Olivet Nazarene College. Now the loyal people of Iowa envisioned a Nazarene college within their own state. Their reasoning was sound enough. Council Bluffs was near the geographical center of the new educational zone. And Iowa was a strong Nazarene center. Further, the residents of Iowa had long placed a premium on education. So the civic leaders of Council Bluffs organized a drive, raised a campaign chest of \$100,000, offered 100 acres of choice acreage with utilities, and made a valid offer to the trustees to locate the college in Council Bluffs.

The Topeka, Kans., Consideration

An attractive offer also came from Topeka, Kans. Again a 100-acre site was involved, plus some other inducements. Wilson Lanpher and John Stockton visited Topeka on September 30, 1966. The site under consideration was a development called the Sherwood Estates. The rolling acreage was offered to the College for \$50,000, a price over \$60,000 below the estimated value of the property. An old mansion was to be included. The College would pay \$10,000 upon signing the contract and \$10,000 each year until the full purchase price was paid. A second visit was made to the site late in September by Dr. Smith and others.

When the trustees prepared to vote, however, only two locations were given serious consideration—Council Bluffs, Iowa, and Olathe,

Kans. October 4, 1966, was the date. The International Headquarters of the Church of the Nazarene at 6401 The Paseo, Kansas City, Mo., was the place. After a brief review of the Topeka offer and a verbal presentation of an offer from Wichita by Dr. Ray Hance, the board considered the two offers submitted in writing—from Council Bluffs and Olathe. Rev. Forrest Whitlatch presented the Council Bluffs offer.

On a motion by Dr. Dean Baldwin, seconded by Wayne Ogle, and unanimously carried, it was voted to take a straw vote. The results were:

Ballots cast	25
Topeka	1
Ottawa	1
Wichita	2
Council Bluffs	8
Olathe	13

A second straw ballot was taken, with the following results:

Ballots cast	25
Wichita	1
Council Bluffs	8
Olathe	16

Dr. John Stockton explained and clarified the Olathe offer, and Rev. Forrest Whitlatch spoke again on the Council Bluffs offer. An official ballot was taken, with a two-thirds vote necessary for election and with only Council Bluffs, Iowa, and Olathe, Kans., considered. The final vote:¹⁴

Ballots cast	24
Council Bluffs	7
Olathe	17

Since 16 votes made a two-thirds majority, Olathe, Kans., was declared to be the official location of the new College.

Three factors appeared to swing the vote to the Olathe location. The first factor was the proximity of Olathe to the denominational headquarters in Kansas City, including Nazarene Theological Seminary. With personnel exchange and information data only 30 minutes away, Kansas City loomed as a magnet to the founders of the school. A second significant factor was that Olathe was at the center of the Nazarene population center of the zone. A straight line drawn from just west of Topeka, Kans., to St. Louis, Mo., would place Olathe close to the population center of Nazarenes in the supporting educational zone. A third factor was a concern that students in the southern part of the

zone would be more responsive to a college in the Kansas City area than one at a more remote location.

The City of Olathe

In 1966, the city of Olathe was a bustling city of over 11,000 population. The county seat of Johnson County, Kansas, was located within a 40-minute drive of downtown Kansas City. During World War II the town gained some acclaim through its Naval Air Station—on the Kansas prairie. The construction of Interstate Highway 35 on the east side of the city in the early '60s provided a launching pad for a building boom in Olathe. In the 25 years since MidAmerica Nazarene College was founded in 1966, Olathe has exploded to over 60,000 in population and is still growing. The rapid development of the city has provided unusual opportunities for employment by college students. A tribute to both the city of Olathe and MidAmerica Nazarene College is reflected in the almost total absence of any tension or conflict between "town and gown." The citizens of Olathe from the first have displayed an open, friendly, encouraging attitude toward the College. The College personnel, from the beginning, readily adapted to the casual dignity and solid character of the town.

The Shawnee Indians were among the early settlers in the area now called Olathe. According to one source, the name "Olathe" was first used by a physician who was granted permission to work among the Shawnee Indians. Arriving at a small knoll to stake out a claim, Dr. John T. Barton was struck with the profusion of wild verbenas and other wild flowers. The beauty of the land lingered with him. Seeking out the head of the Shawnees, Dr. Barton asked if there was an equivalent word in that language for "beautiful." He was informed that the word for "beautiful" in the Shawnee dialect was "Olathe."¹⁵

The people of Iowa and Council Bluffs were, naturally, disappointed. After the vote a Council Bluffs paper wrote that "even advocates of the Olathe site admitted Council Bluffs made one of the best offers of any community interested in the proposed college."¹⁶ The Council Bluffs offer was handicapped by two factors. One was its remoteness from Kansas City, the International Headquarters. Olathe, on the other hand, was only 30 minutes away. Another factor was the heavy concentration of Nazarene population in the Kansas-Missouri area. As one writer from Iowa put it:

We were plagued by the fact that two-thirds of the Nazarene population of the seven-state area resided in one-third of the area. Thus the majority of the board is held by trustees from the southern section of the area. . . . We were simply outvoted.¹⁷

The Iowa District, although disappointed, has remained a strong supporter of the College. First, Dr. Gene Phillips, who was superintendent in 1966, then Dr. Forrest Whitlatch, have rendered unfailing support to the College for 25 years—along with their pastors and people. Dr. Whitlatch served as chairman of the Board of Trustees longer than any other person. Currently Rev. Gene Phillips, Jr., maintains the tradition of enthusiastic support by Iowa for MidAmerica Nazarene College.



Fall 1968, and some eager collegians

Selecting a Name

The report of the Naming Committee was read by Rev. Robert Gray. The report stated that the name could involve the name of a person, a city, a location, or a biblical name. The initial report of the Naming Committee had recommended only two names for consideration. These two names were: Bresee and MidAmerica. When a motion was made and approved for a straw vote, however, several additional names received some votes. The result of the straw vote was as follows:¹⁸

Ballots cast	22
Mid-West	1
Kansas City	1

Mid-Continent	1
Central America	1
Bresee	2
Central	2
Missouri Valley	2
Mid-America	12

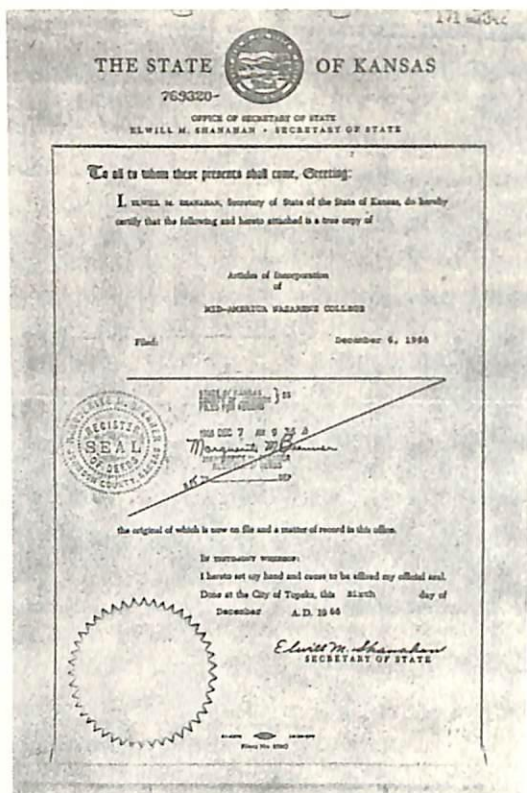
A motion was made by Dr. E. D. Simpson, seconded by Dr. Ray Hance, and carried unanimously, to take a yes-no vote by acclamation on the name "Mid-America Nazarene College." The vote was taken, resulting in 23 yes and 1 no votes. The new College now had a president, a location, and a name. The president appeared to be well-qualified for the job, the location met all the requirements specified, not only by the trustees but also by many nationally known experts in the field of education. And the name, Mid-America Nazarene College, echoed both the location and the spirit of the College. First, however, the College was required to present a constitution, state bylaws, and apply for incorporation in order to hold property and to conduct business.

Constitution, Bylaws, and Incorporation

In its first meeting, on May 26, 1966, the Board of Trustees had elected a Constitution and Bylaws Committee. In the second meeting of the board, on October 4, 1966, the trustees received a preliminary copy of the constitution and bylaws. A subcommittee was appointed to make another more complete draft to be sent to the board members for a mail vote. The second draft was finished, mailed, and returned with the necessary signatures by the third week of November. On November 30, 1966, the constitution, bylaws, and articles of incorporation were signed by C. William Ellwanger, John Stockton, and Wilson Lanpher.

One week later, on December 6, 1966, the College was granted its official charter when its documents were placed on file at the Kansas State Capitol in Topeka. The next morning the *Olathe Daily News* carried a banner headline and notice, which said: "Mid-America Nazarene College of Olathe was granted its corporate charter on December 6, by Secretary of State Elwill Shanahan."¹⁹ An item appeared in the *Kansas City Star* that included the following data: "Listed as the incorporators of the College by Dr. Smith were the Rev. Wilson Lanpher, Dr. C. William Ellwanger, and Dr. John Stockton."²⁰

Now there loomed the extraordinary task of forming an administrative staff, assembling an instructional staff, recruiting students—and planning for the financing and construction of buildings. The organization of the "Cornfield Pioneers" is presented in the next chapter.



Document of Charter of the State of Kansas

Conclusion

The formal organization of the new College was complete. A board of experienced trustees operated with efficiency and affirmation. The near-unanimous vote for the first president elected a man of proven ability and popular recognition. The placing of the College in Olathe, while not a unanimous choice, placed the school in a prime location. When the College was granted its official charter on December 6, 1966, the new institution had finished its formal organization. Now MidAmerica Nazarene College was prepared for action.

Introduction

THE ADMINISTRATIVE STAFF

The Academic Dean
Assistant to the President
Business Manager
Associate Academic Dean
The Librarian
Dean of Students
Director of Financial Development
First Full-time Registrar

THE PIONEER FACULTY

Keith Bell, Assistant Professor of Modern Languages
Mary Alyce Galloway, Instructor in English
Elmer "Bud" Harbin, Assistant Professor of Physical
Education
Phyllis Jones, Instructor in English
Carl Kruse, Associate Professor of Chemistry
Alma Jean Lunn, Associate Professor of Education and
Psychology
James Main, Professor of Music
Karen McClellan, Instructor in Music
Gerard Reed, Associate Professor of History
Roberta Reed, Instructor in Business Education
Robert L. Sawyer, Sr., Professor of Biblical Literature and
Biblical Languages
Gertrude Taylor, Assistant Professor of Speech

THE PIONEER STUDENTS

Pioneer Enrollment Challenge
Student Church Affiliation
Diversity in Academic Interests and Goals
Family Income of Entering Students
Factors in College Choice
Pioneer Honor Roll

Summary

CORNFIELD PIONEERS

THE CHALLENGE TO ACADEMIC ADVENTURE

Introduction

Pioneers were not strangers to the land that was to become the campus of MidAmerica Nazarene College. A hundred years earlier, in the late 1860s and 1870s, wagon trains of pioneers heading west had stopped at Overland Park for the night. Then they had taken the Santa Fe Trail, which passed through Olathe, Kans., before turning north into Nebraska or south toward New Mexico. The names of Independence and Westport, Mo., came from the trail of the pioneers. Overland Park, Kans., was the first stop after a long day's journey from Independence or Westport.

Now a new kind of pioneer was needed. These new pioneers were educational pioneers. Like many earlier pioneers, these 20th-century pioneers left secure jobs and comfortable surroundings to risk their careers in a new and uncertain undertaking. Dr. Richard Davis, the first North Central Association of Colleges and Secondary Schools consultant assigned to MidAmerica, called the whole venture "a very chancy operation." These pioneers, like those who had traveled the Santa Fe Trail, faced some hostility. They would be asked to produce maximum results with minimum facilities. They rested on no traditions and had no long-standing endorsements. They would step down from full-fledged four-year, accredited colleges to an unrecognized junior college. They would leave bulging classrooms to face the possibility of teaching

a handful of students. They were entering a vague situation where there was no library, no organized athletics, no travel choirs, and no alumni. *Yet they came.* These cornfield pioneers responded and helped to build a college—MidAmerica Nazarene College. The following discussion presents the pioneer administration, the first faculty, and especially the first students.

THE ADMINISTRATIVE STAFF

The administration of a college consists of those responsible for specific areas of college operation. The organization of an administration may vary from institution to institution. The initial administration of MidAmerica Nazarene College consisted of the president, the academic dean, the associate dean, the assistant to the president, the director of financial development, the dean of students, the business manager, and the librarian—and their staffs. A discussion of the president has already been presented in an earlier chapter.

The Academic Dean*

Dr. Metz did not feel comfortable writing about himself. I am pleased to do that for him in this section on "The Academic Dean." I met Dr. Donald S. Metz as my college professor and adviser at Bethany Nazarene College in 1958. He taught and advised me until I had completed the master of arts degree at BNC. Later, I worked under his guidance as the assistant academic dean and professor at MidAmerica Nazarene College. Having known Donald Metz and Curtis Smith during my Bethany days has enhanced my appreciation for what God has done through them here on the plains of Kansas.

It was a chilly October morning in 1966. Dr. Curtis Smith drove east on a dirt road named Sheridan Avenue. Beside him sat his longtime friend and chairman of the Division of Religion and Philosophy of Bethany Nazarene College, Dr. Donald Metz. Metz had taught at Bethany, Okla., since 1951, and greatly enjoyed his work at the college and the atmosphere of the community. During the late summer and early fall of 1966, Smith had confided in Metz about his plans and dreams for the nonexistent college of which he was the president-elect. Out of these discussions there came eventually an invitation to become the academic dean of the new College. On October 4, 1966, Olathe, Kans., was selected as the site of the College. The Smiths moved to Olathe on October 15, 1966. Kansas Highway 50, Interstate Highway 35, and the Kansas Turnpike became a familiar travel pattern after October 4.

*This section by current President Richard Spindle

Weekend visits to Olathe became routine. On one such visit, the college president and his guest took a short ride east from the newly developed Havencroft subdivision in Olathe. Now the two men were at the site of the College. Smith stopped the car at the top of a slight hill. Metz left the car to walk alone into the cornfield.

The corn grew tall on the farm that was to become the campus of MidAmerica Nazarene College. A bumper crop of long, thick ears of corn decorated stalks that stood seven to eight feet tall. Standing deep in the field, Metz bowed his head and prayed for guidance. It would not be an easy decision to leave an assignment in which he had invested so much of his life. As he prayed, he seemed to catch a vision. It was a vision of men and women whose spirits could stand taller than the stalks of corn around him. It was a dream of products of the College going around the world to feed human lives, even as the corn had gone to feed human bodies. It was an image of graduates of Mid-America sitting on state legislatures, standing behind pulpits, bending over patients in hospitals, running tractors on farms, helping children in classrooms, operating businesses, and establishing Christian homes. Leaving the field, Metz informed his colleague Smith that MidAmerica now had an academic dean—or would have at the end of the college year in May 1967.

Prior to teaching at Bethany, Metz had served in pastorates in New York, Pennsylvania, and Maryland for 12 years. At Bethany, he taught biblical literature, theology, and philosophy for 16 years (1951-67), serving as chairman of the Division of Religion and Philosophy part of that time. His years of pastoral administration, coupled with his years in the classroom, provided him the background needed to assume this administrative role of academic dean.

Academically, Metz possessed significant qualifications. He held two earned doctorates—a doctorate in religious education from Southwestern Baptist Theological Seminary (1955) and a doctor of philosophy degree from Oklahoma University (1961). A native of Pennsylvania, Metz did his undergraduate work at Eastern Nazarene College. Later, he completed a bachelor of divinity, from Lancaster Theological Seminary (1946), and a master's degree in early American history from the University of Maryland (1952).

As a contributor to the denomination's periodicals, Metz had earned widespread recognition as a writer. Some of his most effective writing was in the adult Sunday School periodicals. In 1964, at the height of what some called the "charismatic controversy," the Nazarene Publishing House produced a widely read book by Metz titled *Speaking in Tongues*. In 1965, Metz was placed under contract by Beacon Hill

Press of Kansas City to write a book on the biblical Wesleyan concept of personal holiness, or perfect love. The volume appeared in 1971 under the title *Studies in Biblical Holiness*. This book has had use as a college text. He also contributed a commentary on "1 Corinthians," which appeared in the *Beacon Bible Commentary*. This rich background of theological writing combined with Curtis Smith's dynamic, evangelical preaching, gave the new College a strong theological foundation from the beginning.

After serving eight years as MidAmerica's first academic dean, Dr. Metz vacated the office for a little over two years. In April of 1974, Metz was elected to succeed Albert F. Harper as editor in chief of the Department of Church Schools of the Church of the Nazarene. He served in this denominational position until a plan of reorganization eliminated the position of editor in chief in 1976. During this interim period of time, Dr. Robert G. Lawrence, formerly associate academic dean and director of Institutional Research, served for one year as academic dean until he moved, in the summer of 1975, to accept the academic dean's position at Mount Vernon Nazarene College in Mount Vernon, Ohio. After Lawrence left for Mount Vernon and before Metz returned in July of 1976, Mr. John Stephens served as acting dean of the College.

Upon returning to the College for his "second stint" as the academic dean, Metz remained in office until May 1983, when he retired from the deanship to return to full-time teaching. From 1983 through May 1985 he taught as a master teacher of philosophy and theology. In 1987 he was elected to the rank of professor emeritus. For the past several years he has worked diligently to complete the writing of this history of the first 25 years of the College. It is not uncommon to find Dr. Metz at Perkins Restaurant or Waid's in the morning with some of his colleagues from the religion department or from the community. More often than not, Metz has them engaged in deep theological reflection.

When one looks at over 20 years of a man's life, it is not difficult to isolate some of the clear contributions he has made. The major contributions of Metz are listed below:

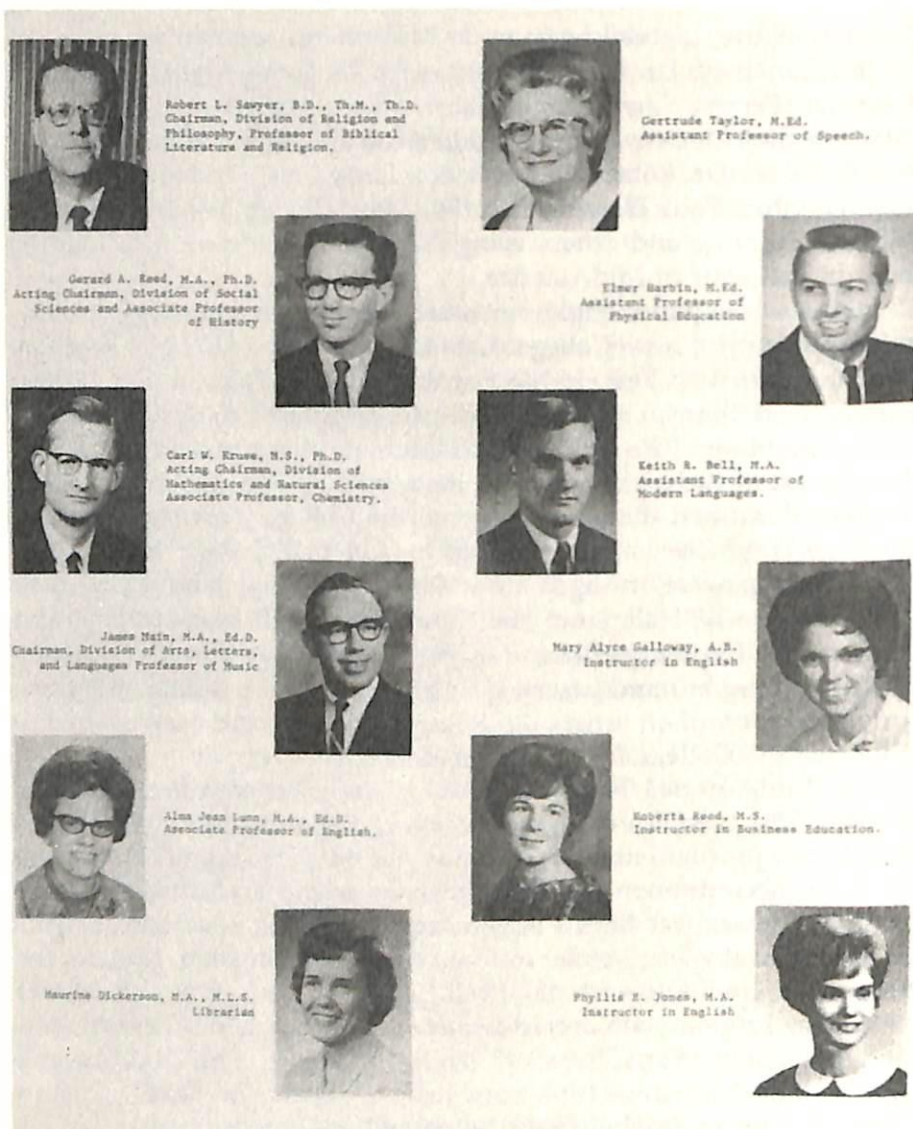
1. First among these contributions is the matter of initial *academic credibility*. The new College had no background and no tradition academically. People like Pastor Paul Cunningham commented that the College received immediate academic status with its selection of the new dean, Donald Metz.

2. In the *assembling of the initial faculty*, the new dean was especially influential. Dr. Carl Kruse, Keith Bell, and Gertrude Taylor

stated that they agreed to come to MidAmerica primarily because of the influence of Dr. Metz. Others, such as James Main, Dr. Gerard Reed, Dr. Robert Sawyer, and Maurine Dickerson were greatly influenced in their decision by the academic dean. Later additions, such as Jack Rairdon, Dr. Robert G. Lawrence, Larry Fine, Dr. Floyd John, Dr. Martha John, Paul Hendrickson, Dr. Lloyd Taylor, Wesley Tracy, Dr. Richard Spindle, and others were influenced by the dean to join the institutional staff of MidAmerica.

3. A white paper napkin in a restaurant became the *designer's layout sheet* for the new College. Late in November 1967, architect Ray Bowman met with Donald Metz at the Captain's Table, a popular restaurant in Bethany, Okla. Bowman had been hired to design the new college buildings. The architect and future dean met to discuss plans, at the request of the president. With the napkin spread open on the table, the two discussed the access road to the College. Bowman named it "College Way." They agreed to draw in "Colonial Circle." Then the first five buildings were arranged around the circle. These buildings were to become Osborne Hall, Lunn Hall, Snowbarger Hall, Stockton Hall, and the Campus Center. At the end of the luncheon Ray Bowman carefully folded the napkin and placed it in his briefcase. That napkin became the foundation of an artist's rendering of the proposed campus used to publicize the College for several years.

4. MidAmerica Nazarene College received *accreditation in the shortest time possible*—six years. Much of the responsibility for the accreditation process fell upon the academic dean. First came the struggle for state accreditation. Official recognition and accreditation by the State of Kansas was highly significant. For teacher education students in particular it was essential to receive state accreditation. Also, for the transfer of credits to accredited colleges or universities, it was deemed necessary to gain state accreditation. Initially the Education Commission in Topeka, Kans., was not overly impressed with MidAmerica's possibilities. Numerous trips were made to Topeka. Eventually, F. Floyd Herr, director of Teacher Certification and State Accreditation, and his assistant, Ms. Eileen Heinen, assistant director of Teacher Education, became supportive. Finally, in May 1972, just prior to the graduation of the first class, the State of Kansas granted MidAmerica Nazarene College full accreditation! Then began the long, five-year dialogue with the North Central Association of Colleges and Schools. At one point, a frustrated faculty member said: "Are we worshipping God, or North Central?" There really was no conflict, but it did seem that North Central received an unusual amount of attention. After mountains of paperwork, seemingly endless committee meetings, frequent trips to Chi-



The Pioneer Faculty—Fall 1968

cago, and as Metz described it, submission of enough "self-studies to satisfy a Freudian psychiatrist," the climactic day came in March of 1974 when MidAmerica was accredited.

5. "Different by Design" was the motto of the College in the early years. The College presented a rare approach to education. As Metz described it, "The College combined a strong theological conservatism

with an enthusiasm for innovation." Much of the innovation came from the academic dean's office. MidAmerica was among the first schools in the nation to adopt the early semester calendar—with the first semester ending before the Christmas vacation. The idea of celebrating the American heritage was unheard of in college circles—and politically unpopular in some areas of the country in 1968. The Chapman Scholar program and others similar to it started at MidAmerica. Soon other Nazarene colleges were offering scholarships named for general superintendents in the Church of the Nazarene. The January interim, already in operation at Eastern Nazarene College and other institutions, was enthusiastically adopted by the faculty of MidAmerica. A method of counting graduation requirements by courses rather than by credit hours was initiated. The granting of a full year's credit by examination was introduced. Different approaches to grading were tried. Some of the innovations, such as the 4-1-4 calendar, have not survived. The spirit of innovation, however, is still a mark of the College.

6. *Faculty Development.* In the beginning, it was not always possible to add teachers with the earned doctorate. Of the original 13 faculty members, 4 held an earned doctorate. Yet the personal ambition of many of the instructional staff motivated them to work toward a doctoral degree. In addition, the struggle for accreditation highlighted the need for a stronger staff. Instructional salaries, however, were too low to permit the faculty to assume graduate study expense. The dean's office recommended a policy of institutional assistance by paying the tuition of full-time teachers involved in graduate study. Among those who received this help were Keith Bell, Stephen Cole, Kathy Buxie, Larry Fine, Gerald Lane, Maxine Crain, and Ronald Phillips. Other methods to encourage faculty development were annual stipends for attendance at professional meetings and for subscriptions to professional journals.

7. *Spiritual Concerns.* Dr. Metz described himself and Curtis Smith as "frankly conservative in theological persuasion and spiritual dynamics." What the College president preached with vigor in church and camp meeting, the dean wrote with equal enthusiasm in denominational publications and taught in the classroom. According to Metz, "the College thus became known as a center of conservative, dynamic spiritual expression."

Were I to characterize this Pennsylvanian, Dr. Donald S. Metz, who came to the prairies of Kansas to help build a college, I would describe him as gentle, yet tough; conservative, yet innovative; serious, yet witty. Above all, I would be compelled to call him a man with a deep love for the cause of Christ and for the truth of the Christian faith.

Assistant to the President

The extraordinary task facing the president in starting a new college demanded an assistant with universal skills and exceptional qualities. Dr. Smith had worked in this position at Bethany Nazarene College for 14 years. He was well aware of the demands of the office in a college that was well established. He knew the type of person he needed to assist him in the work of public relations, fund-raising, recruiting students, etc., in a new college. Fortunately, the first man to fill this position, as well as others who followed him, was a man of high caliber: Rev. Bill Draper.

Bill Draper liked horses, cowboy boots, and blue jeans. He came from east Texas and never lost his love for the wide open spaces and the feel of friendly hospitality characteristic of the Midwest. His idea of relaxation was to bale hay, mend fences, or plant trees. But Bill Draper was much more than an avid outdoorsman.

Draper was an imposing platform figure. His tall, suntanned, handsome appearance won an immediate response when he was presented to a congregation. Like many Texans, his word was as good as a written contract. People sometimes disagreed with his programs; no one ever questioned his integrity. Following a Wesleyan tradition, he was an early riser and worked throughout the day without wasting time. He was a loyal churchman but scoffed at church politics. His mind was creative and alert. Perhaps most significant of all, he loved young people. He viewed life from a long-range, spiritual perspective that held him on course in many difficult situations.

Bill Draper was born on February 13, 1930, in Queen City, Tex. He graduated from Bethany Nazarene College in 1951 with an A.B. and remained a fifth year for a Th.B. After brief pastorates in Texas and Louisiana, he served as an assistant pastor to R. T. Williams at the First Church of the Nazarene in Oklahoma City for one year. When this church organized a new congregation in a growing area of Oklahoma City, Bill Draper accepted the position of pastor. He remained at Lakeview Park Church of the Nazarene for eight years, building two sanctuaries and an educational unit during that time. In late November of 1966, he accepted an offer from Dr. Smith to move to MidAmerica Nazarene College. Once a decision was made, Draper never hesitated to take action. He resigned his pulpit and moved to Olathe in December 1966. Coming to a new town at Christmastime was a shock to a pastor who was accustomed to the loving expression of a church at Christmas. Bill said later: "It was the loneliest Christmas I ever knew!" Plunging into the work of the new College dispelled Draper's lone-

liness. He became a popular figure in Olathe and a much-loved figure on the campus.

Bill Draper remained at MidAmerica Nazarene College until October 17, 1973. Feeling a desire to pastor again, he accepted a call to pastor the college church at Olivet Nazarene College, at Bourbonnais, Ill. In the fall of 1978 he was elected president of Point Loma College in San Diego, Calif. Draper remained at Point Loma as president until his untimely death on May 3, 1983. He is buried in Oaklawn Cemetery, one mile east of MidAmerica Nazarene College.

Draper was a master preacher. His deep, resonant voice needed little help from the audio system. He preached without notes. In a day when preachers were turning more and more to reading from a prepared written text, Bill Draper spoke in rapid-fire fashion without reference to sermon notes. Occasionally he would read a significant quotation. But the general impression was that of a man speaking with deep conviction about something he really believed. He was a preacher!

In addition to his preaching, Bill Draper excelled in five areas at MidAmerica Nazarene College. First, he made a strong and lasting impression upon the business and professional leaders of Olathe. Working through some of the service organizations, the local newspaper, and often over a cup of coffee, he helped pave the way to a wholesome relationship between the campus and the community. Bill loved the open, friendly atmosphere of the midwestern town of nearly 12,000 people where the College had located. He was so popular with the townspeople that, at one point, Dr. Smith remarked that "Bill Draper could run for mayor and be elected." Second, Draper earned, along with Dr. Smith, the respect and support of the zone pastors and constituency. The favor in which he was held by the pastors was shown by his election as district superintendent of the Kansas City District in 1971. He knew it was a signal honor, but he decided to remain at the College.

Third, Bill Draper was effective in recruiting students. Much of the early growth of the College can be traced to his recruiting efforts involving constant travel to local churches, camp meetings, youth camps, and graduation exercises. Bill and his quartet were usually there. Recruiting efforts were not limited to high school juniors and seniors. Bill had a mailing list of over 1,500 names, including students down to the fifth and sixth grades. An example was related by a mother whose son graduated in 1988. When this boy, Brad Campbell, was in grade school, Bill Draper had him pose with a MidAmerica sign—and then published the picture! That boy never thought of any other college except MidAmerica.

Fourth, Bill Draper introduced creative ideas on raising money. In the beginning, a bridge spanning the creek leading to the College was needed. The answer was a series of banquets at key places on the zone with Kenneth MacFarland of Topeka, Kans., a noted after-dinner speaker. The banquet was a success—over \$27,000 was cleared. The bridge was built. Other banquets followed.

Seeking ways to provide scholarships where none existed, Draper suggested the "way-out" slogan—"Send your calf to College." To some it sounded ridiculous. To others it was just plain corny. But the Autumn Auction was born. To date it has brought in over \$1 million to the school. Other schools have adopted the auction practice. And so it went. In publicity brochures, in arranging greetings for freshmen arriving on campus, in meeting people of high office, Bill Draper was always a source of creative, workable ideas.

Finally, Bill Draper accomplished something most difficult for an administrator. He earned the love and respect of the students. When Draper declined the election to the superintendency of the Kansas City District in 1971, the student body, led by student president Christopher Manbeck, showed its gratitude for Draper's decision to remain at the College. In a special chapel presentation during the first week of October 1971, the students presented Draper a large "petition of affirmation." The petition was a 10-foot long scroll containing over 800 student signatures under the large logo "We love you, Rev. Draper." It was a moving expression of love from the younger generation. Quite a compliment!

Business Manager

For four and one-half years, James "Jim" Elliott worked at one of the most challenging jobs of his life. Jim and his family moved to Olathe on July 4, 1968. Elliott left a 13-year career with Aero Commander, a producer of executive aircraft located in Bethany, Okla. When he reported for work on that hot July day, there were no precedents to follow. He did inherit, however, an efficient assistant in the person of Pauline Goodman. Elliott was the first full-time business manager of the College. There were no policies, no systems, no traditions—and almost no money. As the newspaper stated it, his job was simple: "To make the dream of a four-year, liberal arts college in Olathe." Jim Elliott resigned as business manager on February 15, 1973. Reviewing his years at Mid-America, Elliott remarked:

Challenge is the mildest way to describe what I and the other administrators and faculty of Mid-America faced during the summer of 1968. It was a whole new ball game. I never had the type of re-

sponsibilities that I was faced with here. At Aero Commander I was concerned with the profit and loss of manufacturing the executive aircraft. I dealt with facts and figures.¹

Elliott's contributions during his years in office were highly significant to the struggling College. First, he of necessity had to formulate business office policies and procedures. These policies and procedures included everything from forming payroll schedules to fashioning policies related to petty cash withdrawals. There were building and personnel insurance arrangements to be established. Social Security and retirement benefits—and other fringe benefits—were a constant source of concern. The “battle of the budget” often involved rugged debate. And cash flow represented a daily challenge.

In addition to establishing the original business policies and procedures, Elliott was immediately occupied with the necessity of providing more facilities. During his term of office, he supervised the construction of a metal gymnasium, doubled the size of the Campus Center, and saw the construction of two additional dormitories: Lanpher Hall and Rice Hall. Supervising the operation and maintenance of the physical facilities required the establishment of additional policies and procedures. One of the most delicate areas of finance was the collection of student accounts. In his previous work in the manufacture of aircraft, the primary concern was the nuts and bolts of profit and loss. At MidAmerica it was different. As Elliott explained it: “My job affects the lives and futures of each student attending MidAmerica. I had worked with people, but never in this capacity where how I organized my responsibilities affected their lives.”

At the end of four years as business manager, Elliott summarized the progress of the College in this report:

In our first year of operation we had \$1.5 million in assets and we also had \$1.5 million in liabilities. As of June 30, 1972, our liabilities totaled \$2.5 million and our assets totaled \$4.3 million. That means in four years our assets have increased \$1.8 million more than our liabilities.²

As the initial pioneering business manager, Jim Elliott became the model of succeeding dedicated, effective men who served in that capacity.

Associate Academic Dean

Robert G. Lawrence came to MidAmerica Nazarene College in the summer of 1968. Dr. Lawrence had served as the chair of the Division of Natural Science and Mathematics at Bethany Nazarene College from 1949 to 1968, having begun his teaching career there in 1947. Lawrence had distinguished himself as a teacher at Bethany, receiving the

Outstanding Alumni Award in 1963 and the Alumni Heritage Award in 1972. He received his bachelor of arts degree from Eastern Nazarene College in 1944, his master of arts from Boston University in 1946, and the doctor of philosophy from Oklahoma State University in 1964. After serving as associate academic dean from 1968 to 1971, Dr. Lawrence established the first Office of Institutional Research at Mid-America Nazarene College in 1971. He held this office until his appointment to the office of academic dean in May 1974. Dr. Lawrence resigned in June 1975 to become academic dean at Mount Vernon Nazarene College, Mount Vernon, Ohio.

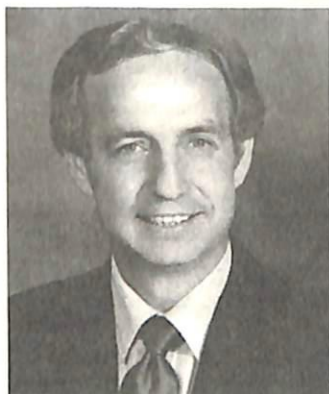
As a pioneer administrator, Dr. Lawrence made several "once-in-a-lifetime contributions." First, Dr. Lawrence proved to be of vast value in the hectic days prior to the first registration and the formal opening of classes. Numerous student applications and enrollment forms had to be prepared and printed. Class schedules had to be juggled to fit limited classroom space. Decisions were required on classroom furniture and classroom equipment. Introducing new faculty to the school was a demanding task. The associate dean was intricately involved in all these processes.

One of the outstanding contributions of Dr. Lawrence was in the selection of equipment and furnishings for the new Division of Natural Sciences at MidAmerica. As in all other areas of the College, the Division of Natural Science had nothing in the teaching field of the sciences. The entire matter was delegated to Dr. Lawrence. He reviewed various equipment catalogs, interviewed sales personnel, made decisions, and processed purchase orders. Then he gave direct oversight to the installation and setting up of furnishings and equipment. He wrote the course descriptions for the limited science offerings listed in the first catalog. When the classes opened on September 2, 1968, the students found modern, fully equipped laboratories ready for use.

Another significant contribution of Dr. Lawrence was the establishment of the College's first Office of Institutional Research. This office was to: (1) coordinate all government assistance programs; (2) assemble and maintain data on the use of all physical facilities and all full-time faculty and administrative staff; (3) direct the institutional testing program along with beneficial studies related to such testing; (4) make such statistical studies as might be desired by the president; and (5) assist in institutional development and planning. The Office of Institutional Research later was merged with the Office of the Registrar.

When the College opened in 1968, it was a campus barren of shrubs, trees, grass, or flowers. Dr. Lawrence, with his interest in the

President R. Curtis Smith taking a moment for meditation.



Assistant to the President Bill Draper.



Academic Dean Donald S. Metz preparing for a faculty meeting.



Business Manager James Elliott pondering the balance sheet.

natural sciences, assumed a large role in the planting of the first trees on the campus, the placing of shrubs and flower beds, and in assisting in laying the sod that soon became a beautiful green carpet of a campus. From the time of their arrival in Olathe, Dr. Lawrence's wife, Irene Lawrence, filled a vital need in the business office. Irene had worked for many years in the financial office at Bethany Nazarene College. She brought to MidAmerica a quiet and dedicated effectiveness so desperately needed in the beginning days.

The Librarian

In July 1967, an amazing group occupied a 20' x 30' "office" in the Colonial Building at 110 West Loula, Olathe, Kans. There was a president without a college, an assistant to the president looking for something to assist, an academic dean without a faculty—and a librarian without a single volume! But the wheels were turning. In a short time there were 2,000 books lining the walls of the "office." Maurine Dickerson, the librarian, felt at home.

Fortunately for MidAmerica Nazarene College, the College was able to find a librarian before it had a library. The collection of a library began with several boxes of books in the garage of Donald Metz in Bethany, Okla. The 2,000 books boxed for shipment to Olathe were a gift of the Metz personal library to the new College. The total responsibility for the development of the library from point zero to a collection of over 80,000 volumes in a modern building rested upon the expertise of Maurine Dickerson. Maurine Dickerson had graduated from Bethany Nazarene College in 1948. She received a master of arts degree in English from Oklahoma State University in 1951 and a master of library science degree from Oklahoma University in 1958. She taught in the English department at Bethany Nazarene College from 1951 to 1967, with the exception of one year spent at the University of California at Northridge, Calif., in 1958-59. Miss Dickerson was granted an honorary doctor of letters degree by MidAmerica in 1978. After serving for 19 years at MidAmerica, she "retired" in 1986 to supervise the library at the European Nazarene Bible College, near Schaffhausen, Switzerland. Her contributions to MidAmerica are worthy of a pioneer.

One of Dr. Dickerson's most significant contributions was in the early selection of a system of cataloging books for use in the library. In 1967, a debate raged in library circles about the method of cataloging books. Some stood by the traditional and widely used Dewey Decimal System. Others favored the more recent Library of Congress System of cataloging. On the advice of Dickerson, MidAmerica Nazarene College

began with the Library of Congress System. It proved to be a wise and practical choice. In a few years the Library of Congress System became almost nationally adopted in American libraries. Many less fortunate libraries were forced to make expensive and disruptive conversions to the Library of Congress System.

Another discussion focused on the structure of library holdings. Should the books be arranged in open stacks, available for student browsing? Or should the stacks be closed, open only to library personnel who would procure requested books for students? Many large universities operated on the "closed stack" system. Because of student unrest in the '60s, many envisioned the possibility of disorder and theft in an open stack approach. On the strength of Dickerson's advice, the College followed the open stack approach. Students liked it. No special problems arose.

In the pioneer days the work load of the librarian, as of all administrators, was particularly heavy. Working without a qualified assistant, the head librarian was forced to oversee, or actually perform, all the work of the library. There was the matter of sorting out the hundreds of books donated to the library, then cataloging those books beneficial to a liberal arts college. Selecting and purchasing new books comprised another important function. Periodicals were essential to the various academic areas. Without a faculty on campus, the task of selecting and ordering the first periodicals became the responsibility of the head librarian. Then there was the matter of selecting new furniture and equipment. The earliest furniture and stacks were donated by the Nazarene Theological Seminary upon the completion of the new seminary library in 1966. When, however, the new carpet was finally laid, the lighting fixtures installed, and the painting finished, new furniture, including a card catalog, had to be selected and ordered. Again the burden of choice fell upon the head librarian, Maurine Dickerson.

After 14 years, the College library outgrew the second floor of Lunn Hall. Arrangements were made to move part of the holdings to the first floor of Lunn Hall. Finally, when a new library was built in 1985, the Mabee Library, the gigantic task of packing, moving, relocating, and reorganizing was placed on the head librarian. And when the sparkling new library was running smoothly and efficiently, Dickerson "retired" in 1986.

In the early days others waded through the mud or dust of the former cornfield to go to work in the library. Helping unpack books, move furniture, assist in cataloging books, type purchase orders, and place books on stacks were a dedicated band of helpers: Frances Draper, Eva Metz, Judy Metz, JoAnn Whitlock, Carol Mann, Joy Don-

nelly, Dell Smith, Wanda Brown, Jane Harbin, Doris Fine, and Dorothy Teare. Later, paraprofessional and professional librarians were added to the staff: Wendell Thompson in 1970, Linda Creekbaum in 1972, Julius Huang in 1973, Carl Kitchin in 1974, Evelene King in 1975, Mary Alyce Galloway in 1979, and Douglas Fruehling in 1989. Along with such capable assistants as Adrien Russell, Glenda Seifert, Ilene Warren, Fayra Quinn, and Karen Frizzell, the library at MidAmerica has performed smoothly and efficiently. Ray Morrison, who became the library director in 1986, directed the change to a system of modern computerized library operation in 1987.

Dean of Students

To date, seven men have filled the "24-hour-a-day" job called the dean of students. Initially the position was combined with other duties. As the College grew, however, the demands of the office called for full-time concentration. Jack Rairdon acted as dean of students for the first two years, 1968-70. The first few months of the summer of 1968, he also acted as College business manager. When school opened, Rairdon operated the College bookstore out of a 6' x 15' storage area in the southwest corner of the Campus Center. Teaching history also became a part of his work load when classes began.

Jack Rairdon came to MidAmerica after a highly successful teaching career at Bethany Nazarene College. At Bethany he was rated one of the most popular teachers year after year. Rairdon had received his bachelor of theology degree in 1945 and his bachelor of arts degree in 1947, both from Bethany Nazarene College. He received the master of arts degree in history from Oklahoma University in 1950.

At MidAmerica Rairdon experienced the struggle to create a campus climate where none existed. There were no upper classmen to help "mold" the incoming freshmen. There were no traditions to serve as guidelines for student behavior. There were no recreational facilities and no student clubs or organizations. Working with patience and humor, Rairdon was able to lay the foundation for wholesome campus activities that contributed to the rapid growth of the College. He resigned from the office of dean of students in 1970 to assume a full teaching load and to assist in the admissions office. He accepted a position at Mount Vernon Nazarene College in 1976.

Director of Financial Development

In his first annual report to the Board of Trustees, given on April 19, 1967, Dr. Smith made the following assertion regarding finances:

It will be necessary to plan a capital fund campaign across our zone at least every two years. . . . We need to hire a man to work

full-time in the field of Financial Life Planning (bequests, wills, annuities, trusts).³

Rev. George Gardner, a successful pastor and highly effective evangelist, was the man chosen by Dr. Smith to fill this need. Rev. Gardner had pastored large congregations in Phoenix, Ariz., and Alameda, Calif., before entering the evangelistic field. He was a graduate of Bethany Nazarene College.

Beginning his work on December 1, 1967, Rev. Gardner was immediately involved in the College's first financial campaign on the zone. He proved to be a highly successful fund-raiser. Representing the College in a local church on Sunday was often followed by a variety of duties during the week—including planting flowers and participating in "sod-laying parties" on the campus. Rev. Gardner resigned in the spring of 1971 to return to the field of evangelism.

First Full-time Registrar

During the months of preparation in 1966 and early 1967, the academic dean and the associate dean assumed the responsibility of arranging the Office of the Registrar. Prior to the actual registration of students in September 1968, however, Dr. Robert Sawyer was asked to handle the duties of registration and maintain student academic records. Since Sawyer was teaching full-time, he found a capable assistant in the president's wife, Marge Smith. By the end of the first year, however, the volume of work in this focal office called for a full-time registrar.

The move from an executive office in the Federal Aviation Administration in Oklahoma City to the registrar's office at MidAmerica Nazarene College brought Eva Metz around full circle. She had worked her way through Eastern Nazarene College by doing secretarial work in the registrar's office. Later, as a pastor's wife, she had typed church bulletins and church letters. Still later, to help the family income at Bethany, Okla., Eva had taken a job with the Federal Aviation Administration headquarters in Oklahoma City. After several years of efficient performance, she was classified as a supervisor budget analyst and program analyst. At the peak of her career she resigned in 1967 to join her husband in the work at MidAmerica. After a stint of work in the library, and secretarial work in the registrar's office, Eva became the first full-time registrar in the spring of 1969. Dedicated, dependable, and with a natural skill for details and arrays of data, she provided an ideal foundation for the significant area of student records. Along with other pioneers at MANC, Eva Metz regarded her task as a means of service to God and people. She resigned from the office in 1974.

THE PIONEER FACULTY

In a real sense, the faculty is the college. No doubt higher education has traveled far since President James Garfield commented that "a college was Mark Hopkins on one end of a log and a student on the other end." Contemporary education demands functional facilities and modern equipment. Yet the faculty remains at the heart of the college enterprise. Without an effective faculty, buildings become echo chambers and the finest equipment becomes just expensive hardware. So it was crucial to assemble an experienced, high-quality faculty. The search began to locate these 20th-century educational pioneers. And they were found! The "Pioneer Faculty" for 1968-69 is listed below.

Keith Bell, Assistant Professor of Modern Languages

Mr. Bell had graduated from Eastern Nazarene College in 1964. After earning a master of arts degree from Texas Tech University in 1965, Bell taught at Eastern Nazarene College from 1965 to 1968. Coming to MidAmerica, Bell was youthful enough in spirit to identify with the students, yet mature enough to command respect and response in the classroom. In 1975 he accepted the position of director of admissions. In 1976 he was promoted to registrar and director of Institutional Research. In 1980, Bell received his doctor of philosophy degree from Oklahoma University. In 1983, Dr. Bell was elected academic dean of the College and was named vice president for academic affairs and dean in 1985. Combining a love of modern languages with an appreciation for music, Bell represents an unusual talent on a small college campus. A passion for details and a spontaneous sense of humor go a long way in both personal and institutional development. This son of the Nazarene parsonage has retained a warm, spiritual concern.

Mary Alyce Galloway, Instructor in English

Coming from the great Northwest, Mary Alyce Galloway adapted readily to the pioneering spirit of MidAmerica Nazarene College. Like most pioneers, she loved personal freedom, yet worked enthusiastically for the academic and spiritual goals of the College. Possessing a natural grace and dignity, Mary Alyce immediately gained the respect of both students and faculty. Serious without being stuffy and dedicated without any pretense, she went about her daily tasks with a contagious buoyancy. To her, teaching represented a highly fulfilling way of serving God. To her the rigorous work required to master the art of communication was just another aspect of the disciplined exercise demanded to develop the rarest of arts—spiritual living. Later, when she joined the staff of the library in 1979, Mary Alyce rendered the same de-

pendable, effective, helpful service that makes a Christian college a Christian college.

Elmer "Bud" Harbin, Assistant Professor of Physical Education

A native of Missouri, Elmer "Bud" Harbin felt at home in the Midwest, making the transition to the Kansas college smoothly. A native of St. Louis, Harbin received a bachelor of science degree in physical education from the University of Missouri in Columbia, Mo., in 1959 and a master's degree in physical education from the same school in 1960.

Standing six feet and six inches tall, Bud Harbin was proficient in both basketball and baseball. An energetic worker, Harbin directed the building of the metal gymnasium still in use and later the design and layout of the Athletic Complex. While he was dedicated to athletics, Harbin always expressed a higher dedication to spiritual and ethical values.

Phyllis Jones, Instructor in English

Another young pioneer, full of enthusiasm, radiating the idealism of youth, Phyllis Jones represented a role model for the pioneer class. For Phyllis, learning and studying were as natural as breathing. Here was no forced, artificial approach to the grand art of gaining knowledge and acquiring wisdom. Rather there existed a natural excitement about the discovery of ideas. For Phyllis Jones the study of English was not a dull, oppressive reference to sentence structure and word formation. To her the study of English, or of any subject, presented a thrilling opportunity to expand one's personality, to become a more confident person, to develop a capacity for participation in social life—to become a more effective Christian. In accord with the entire pioneer faculty, Phyllis Jones was fully committed to the life of perfect love made possible through Jesus Christ.

Carl Kruse, Associate Professor of Chemistry

A graduate of Bethany Nazarene College (1950) and the University of Kansas (M.S., 1952), Carl Kruse received his Ph.D. from the University of Illinois in 1958. Prior to coming to MidAmerica, Kruse had spent several years as a research chemist for Phillips Petroleum Company at Bartlesville, Okla. Dr. Kruse served effectively as the first chairman of the Division of Natural Sciences and Mathematics at MidAmerica. Another tireless worker, Kruse expressed a comprehensive approach to liberal arts, helping to mold the early philosophy of the College. Reared in the home of a Nazarene evangelist, Kruse maintained personal spiritual integrity while displaying the objectivity of a true scientist.

Alma Jean Lunn, Associate Professor of Education and Psychology

Dr. Alma Jean Lunn enhanced the name of a family already held in high esteem in the Church of the Nazarene. Coming to MidAmerica after 18 years in the public school system of Johnson County, Kansas, Lunn provided added stature and credibility to the newly formed faculty. She had graduated from Bethany Nazarene College in 1947, received her M.A. from the University of Missouri in Kansas City in 1951, and the Ed.D. from Colorado State College in 1967. Lunn reflected a contemporary concept of education and psychology but expressed a traditional demand for personal responsibility and performance. Cooperative in spirit, dedicated and dependable, and forthright in speech, Alma Jean Lunn's contribution was significant.

James Main, Professor of Music

James Main was music in shoe leather. He was a singing man with a singing heart. Directing the singing of a men's choir, an a cappella choir, or a church congregation, he drew a spontaneous response from the singers. To Jim Main, music was an avenue of personal spiritual witness. Main received his A.B. from Central College, Pella, Iowa, in 1952, the M.A. from State College of Iowa in 1959, and the Ed.D. from the University of Oklahoma in 1969. He had taught in the public schools of Iowa from 1952 to 1963 and at Bethany Nazarene College from 1947 to 1968. This Iowa farm boy turned Christian educator taught a full schedule of classes, served as chairman of the Division of Arts, Letters, and Languages, and traveled weekends and vacation periods with choirs, quartets, and ensembles to represent the College. Dr. Main later was granted a leave to serve as the academic dean of the European Nazarene Bible College from 1985 to 1989.

Karen McClellan, Instructor in Music

The young have always joined the ranks of the pioneers. So when a call went out late in 1968 for help in teaching music, with an emphasis on piano, Karen McClellan responded. For a time she carried almost the full responsibility for all the offerings in piano. In addition, Karen immediately enrolled for graduate work at Emporia State Teachers College—now Emporia State University. One of the few pioneer faculty still with the College, Karen McClellan has rendered almost a quarter of a century of quiet, effective service to the College. Professors of the caliber of Karen McClellan create an atmosphere in which the liberal arts come alive and throb with vitality. At the same time, profes-

sional skills and techniques have received a full share of attention. Of great importance, Karen McClellan's spiritual priorities have remained constant. Her life has expressed a harmony of devotion, love, and service.

Gerard Reed, Associate Professor of History

Combine a brilliant intellect, ease of articulation, and simplicity of life-style with spiritual intensity and we have an unusual young professor. After his acceptance at one of the nation's finest law schools, Duke University, Gerard Reed suddenly felt directed to shift to college teaching. A fortunate decision for Nazarene colleges. Dr. Reed graduated from Bethany Nazarene College in 1963, received his M.A. from the University of Oklahoma in 1964, and his Ph.D. from the same university in 1967. After teaching history for two years at Bethany, Reed joined the pioneer faculty at MidAmerica Nazarene College in the summer of 1968. A voracious reader and gifted as a classroom lecturer, he inspired students by his zeal for knowledge and his tolerant view of conflictive issues. Committed to a preservation of the environment, he traveled extensively to learn of other cultures.

Roberta Reed, Instructor in Business Education

The intensely practical side of the Reed duet, Roberta Reed initiated the business education program of the College. With no equipment on hand, no furniture, and no library holdings in the area, Roberta Reed accepted the responsibility of selecting and arranging for the purchase and the installation of all necessary equipment and furniture and then taught the required courses. Later, she served as Bill Draper's secretary, as secretary of the Honorary Alumni Association and the Autumn Auction, and the first secretary of the faculty. Meticulous in detail, forthright in business arrangements, and dedicated to the ideals of the College, Roberta expressed a true pioneer spirit.

Robert L. Sawyer, Sr., Professor of Biblical Literature and Biblical Languages

Combine natural dignity with spiritual sensitivity and scholarly interests and you have another unusual pioneer. Robert L. Sawyer, Sr., had graduated from Eastern Nazarene College with an A.B. in 1945 and a Th.B. in 1946, and from Nazarene Theological Seminary with a B.D. in 1952. He graduated and received the M.Th. from Central Baptist Seminary in 1953 and earned the Th.D. from the same institution in 1957. Sawyer pastored briefly in Ohio before joining the staff of Bethany Nazarene College in 1954. He remained at Bethany Nazarene College until 1967, when he joined the staff of MidAmerica Nazarene College.



Library Director Maurine Dickerson.



George Gardner, director of financial development, 1967.



Robert G. Lawrence, associate academic dean.



Eva Metz, MidAmerica's first full-time registrar.



Jack Rairdon pauses for the camera.

Sawyer's special interest is the Old Testament. To Sawyer the Psalms throbbed with music. The Proverbs contained every contemporary wisdom. When he turned to the Old Testament prophets, Sawyer walked in a different world. He wept with Jeremiah. He rejoiced in the magnificent visions of Isaiah. He dreamed with Ezekiel. He challenged social evils with Amos. Like all true prophets, he looked forward to the better days when Christ would come to reign triumphantly. And in the grim realities of life, he has suffered physical affliction with the victorious grace of Job.

Gertrude Taylor, Assistant Professor of Speech

Every college faculty should include at least one teacher like Gertrude Taylor. Always supportive and refreshingly positive, Taylor was both a demanding and an inspirational classroom performer. Taylor received her A.B. from East Central State College, Ada, Okla., and her M.Ed. from the University of Oklahoma in 1934. Before moving to Kansas City in 1945, she had taught at Bethany Nazarene College from 1935 to 1945. Although the preparation of future preachers was her particular interest, Taylor displayed an interest in the progress and problems of all of her students. In dealing with students she could be as kindly as a grandmother or as rugged as a marine drill sergeant. Due to health problems, this outstanding pioneer resigned in 1974. She was elected MANC's first professor emeritus.

THE PIONEER STUDENTS

During the summer of 1968 hundreds of brochures were mailed to recent high school graduates. The call was to be a "pioneer" at Mid-America Nazarene College. The appeal is reproduced in the brochure pictured below.



Pioneer Enrollment Challenge

The administration and faculty admitted the financial risks and the educational hazards that the first students would experience. The College had no state or regional accreditation. For future teachers or for those hoping to go on to graduate school, this lack of accreditation was a serious problem. The hard, brutal fact was that the possibility existed of a student spending both time and money for an education that would be regarded as second rate—or completely rejected. Nor did the College have any distinct facilities for athletic activities, musical functions, or music study. For many young people this would represent a huge vacuum in the College program. Beyond that, the College had no alumni, no traditions, no network of support. To compound the problem, the College had no scholarship program at a period when scholarships were becoming increasingly meaningful to students. It is understandable, then, why the College staff faced the first registration day with more than normal anxiety! The students came, and the pioneer class enrolled. Two hundred and sixty-three students crossed the old Santa Fe Trail to enroll at MidAmerica for the opening of classes on September 2, 1968. To their everlasting credit, these modern pioneers faced an educational venture with youthful courage and optimism. When the students arrived, the campus was barren—no trees, no shrubs, no grass. No sidewalks, although the forms were in place. No carpet as yet in the Campus Center. Worse still, the dishwashing equipment had not arrived. So, for two weeks students used plastic knives and forks, ate from paper plates, and drank from Styrofoam cups. Outside campus lighting was not completed. At night the campus was totally dark—not too much of a handicap for some couples! When the fall rains came in 1968, with usual student humor, the students re-named the college “Mud-America Nazarene College.” But they stayed. In the fall months, when cooler winds blew, these students walked the “Hurricane Highway” to chapel in College Church without complaint. And when finally carpet was in the Campus Center, the dishwashing equipment had arrived so that students could eat normally, when campus lights were completed, sidewalks laid for adequate mobility, and some grass, trees, and shrubs were all in place, the Pioneer Class had developed its own spirit and character. This spirit and character has lived on to become one of the features of the first 25 years of Mid-America Nazarene College. At the end of this chapter is a list of the officers of the pioneer class of 1968-69 and a list of the 263 students who became MidAmerica pioneer students in 1968. An impressive,

custom-made plaque hangs today in the entryway of Lunn Hall administration building bearing the names of these rugged pioneer students.

Student Church Affiliation

The highest percentage of Nazarene students were enrolled in the early years. After accreditation in 1974, more non-Nazarene students entered the College. It has been the hope of the College, however, to maintain a high percentage of the denomination's students. In this way the College could best retain its heritage and reflect its roots.

ENROLLMENT BY CHURCH AFFILIATION, 1972-73⁴

	<i>Fall Semester</i>
1. Church of the Nazarene	724 = 87%
Non-Nazarene	108 = 13%
	<i>Fall Semester</i>
2. Apostolic Faith	1
3. Assembly of God	5
4. Baptist	17
5. Baptist, Faith	1
6. Baptist, Germantown	1
7. Baptist, Southern	1
8. Bible Church	4
9. Catholic	3
10. Christian	3
11. Church of Christ	2
12. Church of God	3
13. Church of God, Holiness	3
14. Church of God, Prophecy	1
15. Church of God, Worldwide	1
16. Colony	1
17. Community Chapel	1
18. Congregational	2
19. Covenant	2
20. Covenant, Evangelical	3
21. Crane Chapel	1
22. Episcopal	1
23. Foursquare	1
24. Friends	3
25. Latter-day Saints	1
26. Lutheran	3
27. Mennonite Brethren	1
28. Methodist	4

29. Methodist, Asbury	1
30. Methodist, Free	1
31. Methodist, United	6
32. Missionary, Franklin	2
33. Missionary, Shambaugh	1
34. Presbyterian	4
35. Presbyterian, United	3
36. Seventh-Day Adventist	1
37. Unitarian	1
38. Wesleyan	6
39. Wesleyan, Immanuel	4
40. Wesleyan, Moaton	1
41. None listed	7

Diversity in Academic Interests and Goals

In 1968, 26 percent of the incoming students indicated an interest in education as an academic area. In 1972, 20 percent revealed a major interest in education.⁵

After education, three areas of interest were rated about the same. In 1968, 12 percent stated an interest in religion as a major area of study, and in 1972, 14 percent gave this area a high priority. The arts and the humanities were given as a major academic area by 11 percent in 1968 and by 16 percent in 1972. Business received a sizable degree of attention, with 11 percent selecting these areas in 1968 and 13 percent in 1972.

From the initial interests indicated by incoming freshmen, it appeared that the major areas of academic and vocational interest at Mid-America Nazarene College would be education, religion, the arts and humanities, business, science, and health.

PROPOSED ACADEMIC MAJORS OF INCOMING FRESHMEN 1968-72

<i>Majors</i>	1968	1969	1970	1971	1972
Education	26%	24%	20%	17%	20%
Social Science	6	8	7*	8*	7*
Religion	12	8	8*	14*	14
Business	11	9	12	8	13
Scientific	1	4	6	4	5
Agriculture	1	2	1	3	2
Health	8	9	9	13	10
Arts and Humanities	11	14	5	14	16

*Estimate

<i>Majors</i>	1968	1969	1970	1971	1972
Engineering	1	2	3	1	1
Industrial	1	1	2	1	1
Housewife	0	0	0	0	1
Other	1	1	1	0	0
Undecided	22	17	17	16	10

Family Income of Entering Students

Through 1971 about one-half of the students entering Mid-America Nazarene College came from homes where the family income was below \$10,000 per year. During the same period between 11 and 20 percent came from families with an income of between \$10,000 and \$14,999. About 5 percent of the students came from backgrounds where the family income was between \$15,000 and \$24,999, while 1 percent have the benefit of family incomes over \$25,000. In 1972, 13 percent of the students came from homes having an income of less than \$5,999, 21 percent from homes with an income between \$6,000 and \$8,999, 18 percent from homes between \$9,000 and \$14,999, 5 percent between \$15,000 and \$19,999, and 3 percent \$20,000 and over.

FAMILY INCOME OF ENTERING STUDENTS, 1968-72⁶

<i>Annual Income</i>	1968	1969	1970	1971	1972
Less than \$4,999	19%	16%	8%	14%	13% ^a
\$5,000-\$9,999	37	36	38	33	21 ^b
\$10,000-\$14,999	11	14	16	20	18 ^c
\$15,000-\$24,999	5	5	6	4	5 ^d
\$25,000 and over	1	1	1	1	3 ^e
Confidential	3	2	2	3	4
Don't know	24	25	29	26	36

Annual Income: (a) less than \$5,999; (b) \$6,000-\$8,999; (c) \$9,000-\$14,999; (d) \$15,000-\$19,999; (e) \$20,000 and over.

Factors in College Choice

The quality of the faculty was the single greatest factor in the decision of students to attend the College. In 1968, 70 percent of the students stated that their decision to attend MidAmerica was influenced by the quality of the faculty. In 1969, 68 percent of the incoming students again made the faculty the major factor in their choice. By 1972, this figure had risen to 81 percent.

Also rating high in influence on the student's choice were the social opportunities, with a 49 percent rating in 1968 increasing to 75

percent rating in 1972. The intellectual atmosphere of the College also received a high rating, 50 percent in 1968 rising to 61 percent in 1972. The intellectual atmosphere of the College also received a high rating, 50 percent in 1968 and rising to 61 percent in 1972.

In the area of practical considerations the location of the College was a definite asset, with about 50 percent making this item an important factor in their decision to attend MidAmerica since 1970. Among the influences external to the College, the advice of parents and high school counselors appeared to be a most important factor.⁷

Pioneer Honor Roll

When student enrollment closed in September of 1968, 263 pioneer students had selected courses and fashioned a schedule. Each succeeding fall new students arrived to join the list, composing the first students. Every additional class developed its own unique personality. All of the students in every class deserve commendation for their wisdom and courage in selecting MANC as their college. Because of its special historic value, however, this history includes an honor roll of the first class—the Pioneer Class.

Pioneer Honor Roll

Donna Abbott	James Brashears	Gail Damore
Arlen Ankle	Marilyn Breithaupt	Brenda Damron
Emma Applegate	Pamela Broom	Gary Damron
Myrna Applegate	David Broward	Marilyn Darden
Carolyn Armstrong	Aldena Brown	Glenda Davenport
Gerald Ascue	Allen Brown	Brenda Davidson
Patricia Ascue	Harold Browning	Michael Davidson
Charles Bain	Linda Bruce	Bruce Davis
James Beadle	Ronald Burch	Lily Dayton
David Bell	Carolyn Burgess	Mary Dixon
Joan Belshe	Joe Buxie	Larry Dodds
David Benson	Cathy Campbell	David Doerr
Shirley Benson	Joanne Carlile	John Donnelly
Eugene Best	Brenda Case	Beth Duskocil
Darlene Biwer	Marla Christians	Danny Douglas
Bradley Blystone	Lowell Clark	James Edlin
James Boehle	Jack Clifton	Michael Edwards
Kathy Bogina	Elizabeth Collins	Leslie Ellis
Diana Bohn	William Cook	Melanie Ellis
Barbara Bonham	John Copple	Daniel Everhart
Judy Booth	Anna Cox	Dale Fish
Candace Boston	Don Cox	Tom Fleming
John Bowery	Gary Cramer	Marilyn Flemming
Sharon Bowman	Eugene Crawshaw	Wanda Force
Stephen Bowman	William Damon	James Fortner

Jerry Foster	Patricia Judkins	David Nitzel
Robert Fowler	Mary Keene	John Oden
Gene Franklin	Stephen Kelly	Jo Ann Osbon
Michael Fraser	Hildegard Kilgore	David Paris
Glenda Fulk	Richard Kilgore	Mark Parker
Mary Garton	Stephen Kmetz	Michael Parks
Patty Lou Gibson	Janet Kragh	Kathleen Patterson
Carolyn Glinn	Deanna Sue Kramer	Ronald Perry
Catherine Glinn	Gerardo Krisztal	Christina Phillips
Jo Elaine Goodman	Albert Kruse	James Pietarila
David Gribben	James Larson	Ruth Pollard
Carol Grile	Ronald Lawlor	Justa Porras
Gary Gruber	Robert Lawrence	Rita Powers
Jeraldine Hagens	Roberta Learn	Joyce Prince
Don Hale	John Lenz	Sandra Quick
Cheryl Hancock	Luke Lester	John Ream
Dennis Hancock	Patsy Jo Liles	Carolyn Reust
Clifford Harmon	Deanna Livingston	Max Rhoades
Carolyn Hawkins	Ronald Luthi	Audrey Riffey
Corinna Hayden	James Lynch	Judith Rinehart
William Hays	Allen Mahoney	Michael Robinson
Bonnie Henderson	Sandra Major	Colleen Rodgers
David Hendrix	Christopher Manbeck	Lavon Rodgers
Patricia Herrold	Beverly Martin	Patricia Roorda
Grace Hiebert	Lee Mattix	Ronald Rushing
Christine Hixson	Jill McBirnie	Linda Russell
Hal Hoerman	Jack McCormick	Edith Sauer
Robert Holinsworth	Diana McCullough	Douglas Schindler
Ava Hollenbeck	Daniel McDowell	Saralyn Schmidt
John Hood	Charles McKellips	Valerie Schmidt
Sherry Hooker	Sherry McVay	Noveta Schmoe
Brenda Hostutler	Sally Medrano	David Schnetzer
Cora Hughes	Carolyn Megee	Glenda Schnetzer
Marilyn Hughes	Gary Miller	Carol Schol
Barbara Hunt	Harvey Miller	Sally Shaffer
Bobby Huskey	Lyle Miller	Teresa SShellenberger
Nancy Hutton	Marvin Miller	Joyce Shepherd
Gayle Jackson	Emilio Mingorance	Robert Sisson
Glen Jackson	Maridel Mink	Maurice Skinner
Michael Jackson	Diana Mitchell	Dann Small
Gary James	Margaret Mitchell	Barbara Smith
Douglas Jeffries	Duane Moraine	Jane Smith
Dawn Jeske	John Mowery	Katherine Smith
Marcia Johansen	Marilyn Mullenax	Kathleen Smith
Charles Jolley	James Mullins	Louise Smith
David Jones	Sonja Nelson	Michael Smith
Jerry Jones	Katherine Ness	Ronald Smith
Randall Jones	Ida Neufeld	Sylvia Smith

Yvonne Smith	Jackie Tibbetts	Myhra Wiblyj
Alice Snowbarger	Gary Tolbert	Daryl Wikoff
Teresa Snyder	Ronald Thornton	Glenn Wiley
Galen Songer	Thomas Trimble	Linn Wiley
Keaven Southard	Richard Trimmell	Fairy Williams
Robert St. John	Valerie Turner	Terrill Williams
David Starling	Peggy Vanblaricum	Joe Winstead
La Donna Stevens	Jayne Vandyne	Victor Wolfe
La Dean Stoneback	Larry Walker	Drucilla Woodson
Eunice Strand	Janice Waybright	David Wright
John Sukraw	Bill Webb	Roland Wright
Janice Sullivan	Rebecca Wedding	Lynn Wybar
Donald Swanson	Harold Wedel	Mark Wymore
Larry Talley	Linda Westfall	Janice Youngman
Leslie Thomsen	Ethel Whited	Ruth Zook

PIONEER CLASS OFFICERS

President	Robert "Bob" Sisson
Vice President	Larry Dodds
Attorney General	James "Jim" Mullins
Secretary-Treasurer	Edith Sauer
Secretary of Social Affairs	Rita Powers
Secretary of Religious Affairs . . .	William "Bill" Webb

Summary

The cornfield pioneers did their job—magnificently. Beautiful buildings stand where once tall rows of corn glistened in the sun. Well-furnished offices and attractive classrooms provide space for campus activities. Trees and shrubs now grace the landscape. Spacious lawns, winding sidewalks, and acres of parking present a panorama of work and planning. Students dot the campus as they change classes, play football on the lawns, sit in the shade, or study in the impressive library. The multimillion dollar annual budget seems to dwarf the financial struggles of the pioneer years. The future looks promising. Morale is high.

Most of the pioneer administrators and faculty are gone. Two lie buried in a cemetery just one mile east of the campus. Some have moved on to other positions and locations. Several have retired. A select band of pioneers, five in number (Keith Bell, Mary Alyce Galloway, James Main, Karen McClellan, and Robert Sawyer), enjoy the dramatic growth of the College by still serving in influential positions. Members

of the Pioneer Class have scattered around the world. Graduates of the first class have distinguished themselves in the areas of medicine, education, agriculture, business, ministry, public service, and home-building.

Each new college class develops its own distinctive place in history. As the institutional traditions mature, these traditions include a special affection for every class. The College builds for the future, while celebrating the past. There can be, however, only one Pioneer Class, and what a class it was. A grand salute to the "cornfield pioneers."

Introduction

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BILL DRAPER'S PROSPECT LIST

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Conclusion

BUILDING CONSTITUENCY LOYALTY WILL THE BABY BE LOVED?

Introduction

Church support is vital to a church college. A church college must have the love, loyalty, and support of its constituency. Institutional morale, financial support, student recruitment, and long-range development all depend upon the consistent support of friends. Church colleges build deep-seated affections in alumni. They attract the admiration of interested citizens. The denominational colleges existing in 1964 enjoyed the loyalty of alumni and the respect of friends. So the creation of a new college in 1964 by the General Assembly was not met with a spontaneous international celebration. To some, the establishment of a new college meant the transfer of loyalties—and finances. Such a transfer meant the breaking of old ties. It meant giving money and sending students to a new, untried situation.

Denominational loyalty moved some Nazarenes to immediate support. Others responded with less enthusiasm, but yet promised their assistance. Very few showed any excitement over the prospect of the new school. Some were openly hostile. Speaking to the faculty of the College at the first faculty orientation on August 27, 1968, one admin-

istrator expressed concern over the problem of zone support. He said: "MidAmerica Nazarene College was born in the fires of ecclesiastical debate; it was nurtured in the chill atmosphere of denominational hostility, and has grown amid the frosty indifference of loyal adherence to existing institutions."¹ The questions faced by the administration and faculty were: "Will the baby be loved?" Would people with deep, long-standing loyalties to established colleges transfer their loyalties to a new school? Even more penetrating questions were: "Would students come? Would the school survive?"

Dr. Smith and Bill Draper went to work. Mail began to flow from the Colonial Office Building in Olathe. Newspaper publicity highlighted each new college development. Attractive signs were placed near the future campus. Banquets were arranged. A male quartet was organized. Churches and district assemblies were visited. Innovative banquets brought in money and created goodwill. District leaders brought youth groups to campus. An honorary alumni group was formed. There was life, and the baby began to grow!

GOODWILL BANQUETS

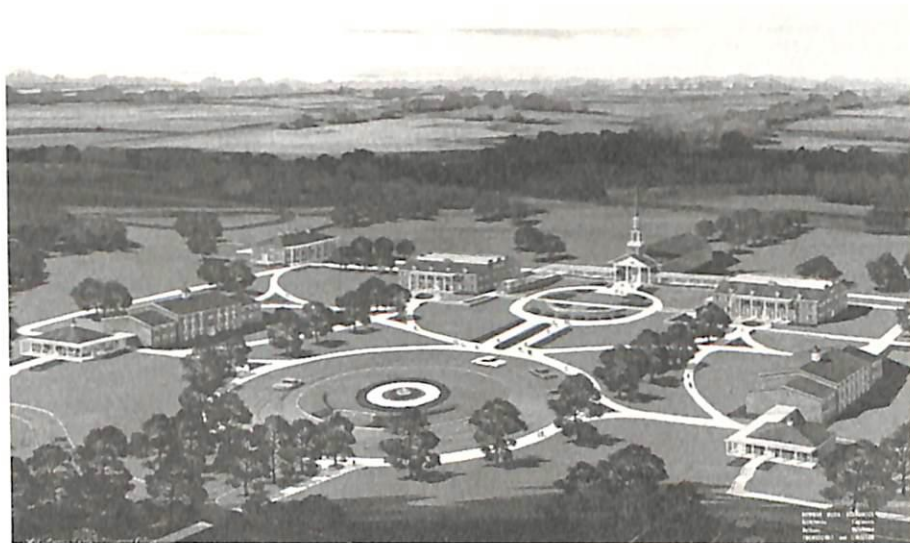
The American Heritage Banquet

The first formal public function of the College was the American Heritage Banquet on April 3, 1967, at Glenwood Manor Motel in Overland Park, Kans. Dr. Kenneth McFarland, an acclaimed banquet speaker, addressed the 600 guests who attended. Special guests at the banquet were President and Mrs. Roy Cantrell of Bethany Nazarene College, General Superintendent and Mrs. George Coulter, and Mrs. Robert Docking, wife of the governor of Kansas. Denominational leaders were in abundant evidence, as were numbers of leading laypersons and scores of interested citizens of Olathe, Overland Park, and the Kansas City area.

According to a newsletter from the president's office, dated February 19, 1967, there were four goals in mind for this banquet. They were:

1. To publicize and officially launch our building program.
2. To present the American Heritage concept of education.
3. To procure the involvement of key people.
4. To provide money for the construction of the main road to the campus.²

The first goal of the banquet was to present the proposed building program. The architect's rendering and description of the proposed campus presented to supporters attending the banquet is reproduced below.



The approach to the College will be through an entry gateway and across the creek west of the campus. The visitor will arrive at the Colonial Circle, a public campus reception area.

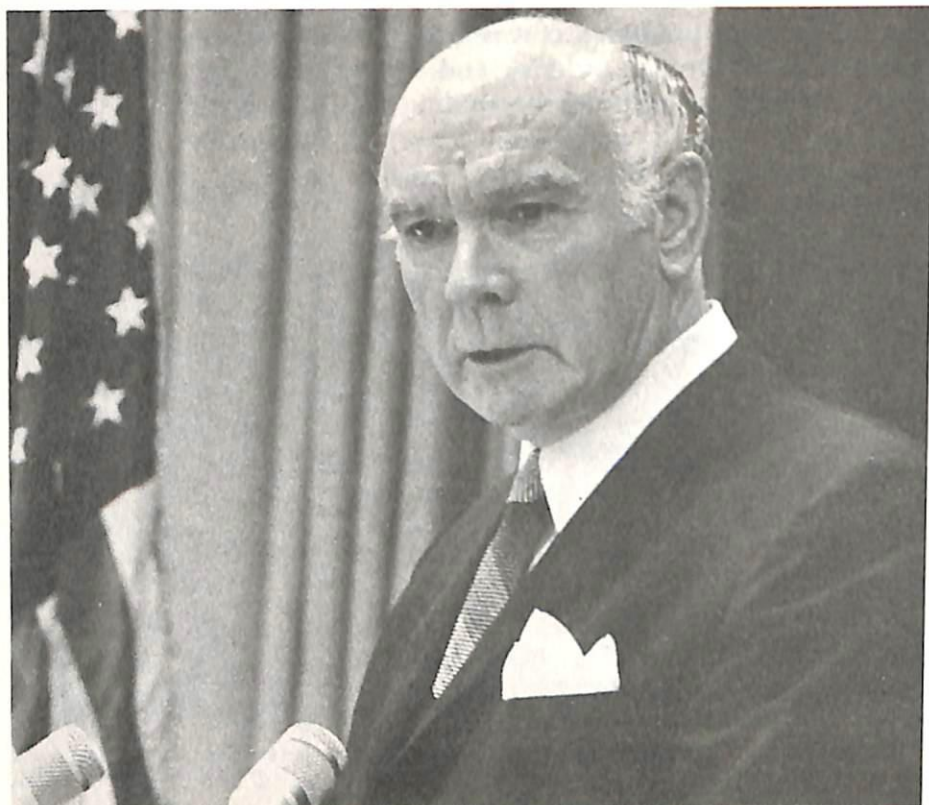
The dormitories will be to the north and south of the circle, and the administration and library buildings will be to the east at the top of the hill. These two buildings frame the future chapel. A garden approach will contribute to the overall beauty.

All buildings are colonial in design, using red brick and white trim. Each dormitory will house 156 students. The dormitory is two stories, 63' x 157' and has 19,940 square feet of area. A lobby and counselor's apartment forms a one-story wing of 3,200 feet. The next dormitory will utilize this lobby and apartment facility forming a completed unit of 312 students.

The matching library and administration buildings will house the complete academic program in this first phase. They are 102' x 82' on two floors, with 8,364 square feet per floor totaling 33,456 square feet. The library will be on the second floor of the north building with classrooms on the lower level. A special feature of the library will be the heritage room. Administration rooms, or offices, are to be on part of the first floor of the other building and classrooms in the remaining area. A covered walk is to connect these two buildings and the future chapel.

The student center is to be known as the Heritage Center and will contain the food service, senate chamber for student government, and other student-centered functions. As proposed, the center has 12,000 square feet of area.

As the master plan of the campus develops, it will be centered around these first phase structures. All roads and walks are designed to fit the future development plan.



American Heritage Banquet speaker, Dr. Kenneth McFarland

The second goal of the banquet was to present the American Heritage concept of education. McFarland characterized the American Heritage as one that stressed traditional respect for law, individual freedom, and spiritual values. The banquet was also sponsored to gain the involvement of key personnel. The newsletter quoted above continued:

Due to the great need, the cost of the dinner is \$100 per couple. Your first reaction is no doubt the same as ours. But let us remember . . . we're not paying \$100 for a meal. We are making an investment in the launching of a holiness college. Our lifetime will probably not afford a similar opportunity.³

The last goal was to raise money to build an entry road into the campus:

Our agreement calls for the construction of the main street into our campus. The cost is increased due to the necessity of a bridge spanning Indian Creek. The estimated cost of this is \$30,000. As we have no available funds in the budget for this, we must raise the money.⁴

The money was raised. The bridge was built. The initial banquet was so successful that plans were made immediately to hold "Share Banquets" on each of the supporting districts. These "Share Banquets" stressed the idea of American Heritage Education and dynamic spiritual living.



Loyal College supporters enjoy an Honorary Alumni Association Banquet.



MANC cheerleaders bring enthusiasm to an Honorary Alumni Association Banquet.

The Share Banquets

By the end of 1967 the old cornfield was a whirlwind of activity. Construction sounds echoed over the hills. Down on Santa Fe Street, the staff was moving into larger quarters in what was once the old Olathe Hospital. Trucks arrived daily with books and equipment. Personnel shuttled in and out endlessly. Mail went out by the sack load. Money dribbled in a thin but constant stream. Enthusiasm was high in Olathe. Curiosity on the zone was changing to genuine interest. To strengthen interest, Dr. Smith and Bill Draper arranged a series of "Share Banquets"—one on each district on the zone. High school students, pastors, and parents were given particular attention. The announcement in the president's December 18, 1967, *Newsletter* presented the dates of the banquets in the first months of 1968.

A "Share Banquet" will be held on each district of our zone to benefit MidAmerica! Dr. Kenneth McFarland, from Topeka, Kans., will be the speaker. You'll hear details of this from your district chairman. Give this project your enthusiastic support. The dates:

Joplin	February 9	....	Carthage, Mo.
Minnesota	February 16	....	Minneapolis
North and South Dakota ...	February 27	....	Aberdeen, S.Dak.
Missouri	February 29	....	St. Louis
Nebraska	March 21	....	Lincoln
Kansas	March 28	....	Wichita
Kansas City	April 22	....	Kansas City
Iowa	April 23	....	Des Moines ⁵

These "Share Banquets" were highly successful. In addition to raising essential operating money, the banquets won the support of many adults and aroused the interest of prospective students.

COMMUNITY RELATIONSHIPS

For 25 years MidAmerica Nazarene College and the city of Olathe, Kans., have enjoyed an unusually friendly relationship. The city welcomed the College in 1966 with an outburst of joy and pride. The goodwill has endured. MidAmerica enjoys its home in the bustling Kansas City area. The city of Olathe lists the College among its major assets.

Community Reaction to Site Selection

Among the top 10 stories listed in the Saturday *Olathe Daily News* on December 3, 1966, was the coming of MidAmerica Nazarene College to Olathe. From "I'm just tickled pink" to "It's terrific," all Olathe concurred in the belief that it was the best news ever. As the account

put it, "For years they had talked about it, but it was only when the Reverend Paul Cunningham, pastor of the Church of the Nazarene in Olathe, approached the city's governing body that anything was done about it."⁶ The pendulum had been set in motion. Sparked by the efforts of civic leaders and businessmen alike, the first few days of October 1966 saw what City Manager Harley Lucas called the "greatest industry taking shape." As the news item stated:

For two and one-half years the talks had increased in intensity, and through the month of September concrete plans were set up to promote one of Olathe's greatest educational endeavors. Backed by a massive community effort, plans for a liberal arts college, sponsored by the Church of the Nazarene, were established for Olathe.⁷

The appreciation of the city of Olathe for the coming of the College was expressed in some concrete ways. The "Distinguished Service Award" was presented to Rev. Paul Cunningham on January 17, 1967, by the Jaycees at their annual banquet. Cunningham was cited for the part he played in bringing the College to Olathe. A few days later R. R. Osborne was honored by the Olathe Chamber of Commerce as "Mr. Olathe, 1966." Osborne was cited for his support of the then new 100-bed hospital under construction and for helping in the location of the "MidAmerica Nazarene Junior College" in the city.

The First Industrial Bond Issue

The strong mutual affection between the city of Olathe and Mid-America Nazarene College was again expressed early in 1968. The College needed construction money desperately. Normal construction loans, if available, would be expensive. Industrial revenue bonds offered a solution. But such bonds had to receive wide community support as well as the approval of the city commissioners. On February 7, 1967, Dr. Smith and Bill Draper presented an application to the city commissioners for \$1.5 million worth of industrial revenue bonds. Smith outlined the College's initial and long-range building plans. Draper told of the industrial benefits of a college to a community. R. R. Osborne "told the commission that he had no doubt in his mind that the bonds would sell, and added that the Nazarenes nationally are known to have a very high credit rating."⁸ Attorney Maurice R. Hubbard represented the interests of the College. According to the minutes of the commissioners' meeting on February 7, 1967, "a number of other interested citizens spoke briefly as being in favor of the proposal." Just one week later, on February 14, the city commissioners voted unanimously to approve the bonds. According to Maurice R. Hubbard, veteran Olathe attorney and city commissioner, it was "the first time in my

memory that a bond issue was passed unanimously without debate and without dissent." The city of Olathe was behind the College. The support of the city of Olathe for the College was also demonstrated in providing temporary office space for the College during the construction of college facilities.

The Old Olathe Hospital

Office space was cramped from the beginning. In the summer and fall of 1967, three major offices worked out of a 20' x 30' room in the walk-out basement in the Colonial Building at 110 West Loula Street in downtown Olathe. The president, the assistant to the president, and the academic dean all rubbed elbows in this area. Add two full-time secretaries, Mattie Belle Jones and Lucille Weathers, and there was almost a full house. Not quite. When Maurine Dickerson came as librarian in July of 1967, another desk and 2,000 books were added. Fortunately for the College, other tenants of the building needed the basement room, so the "entire college" moved into the old Urban Renewal Agency Building on Cherry Street in the fall of 1967. This small structure soon was bursting with books, brochures, boxes, maps, office equipment—and people. The overflow of the library found a temporary home at the rear of Maurice Hubbard's law offices. Then, in January 1968, the city of Olathe again came to the rescue of the College. A new hospital opened on Clairborne Avenue. The old hospital at Santa Fe and Buchanan was vacant. The hospital board gave the College permission to utilize the old hospital until the new buildings were finished on campus. No rental agreement was signed at the time. This was arranged later—and the College purchased the property. But the kindness of the hospital board in offering the facility gave the College personnel adequate space to operate—for the first time. Another nice gesture from the community. When the College staff moved into the vacant hospital, the building reeked with the strong odor of surgical and medicinal prescriptions. Never did a college staff work in a more antiseptic atmosphere!

Community Awards and Expressions

The community honored members of the administration by special awards and recognitions. The Olathe Chamber of Commerce awarded a plaque to Rev. Bill Draper on Tuesday, November 6, 1973. In a chapel service, Lloyd Sleezer, executive vice president of the Chamber of Commerce, and Joseph George, Chamber president, lauded Draper for his leadership and community service. A Service to Mankind Award was given to Dr. Smith by the Olathe Sertoma Club on February 22,

1977. The award was given annually to a nonmember of Sertoma who had contributed greatly of his time and effort to serve the community.

In 1988 three leaders at MidAmerica were nominated by the Olathe Area Chamber of Commerce to participate in a series of workshops designed to identify and promote leaders for today and tomorrow: Bob Brower, Donald Eaton, and Jon "Rocky" Lamar. The United Way campaign chairman for the city of Olathe for 1988 was Bob Brower, then director of Innovative Education at MidAmerica. Keith Bell and Joyce Coker, director of Public Relations at MidAmerica, served on the Olathe Chamber of Commerce Board of Directors.

The feeling of respect and admiration between "town and gown" has been mutual. When Jim Diehl, assistant to the president, left the College to take a pastorate in Atlanta in September 1976, he wrote to the *Daily News*:

To the Editor of *The Daily News*: Sir: I would like to say "thanks" to the people of Olathe for all they have done for me and my family during these past three years. We are moving to Atlanta, Ga., to assume the pastorate of the First Church of the Nazarene there but before we leave town, I wanted to express some of our feeling toward Olathe.

My four children have appreciated the school system and of special interest was the DECA program to Jodi, the music program to Jim, the sports program to Don, and the general educational program to David.

I especially appreciated working with the people of Olathe in the Chamber of Commerce, Rotary Club, United Fund, and the bicentennial committee. No doubt the greatest responsibility I had in reference to Olathe was raising \$50,000 from the people of this city for the new fine arts building and I deeply appreciate the cooperation hundreds of people gave on that great project.

The major amount of time spent by both my wife and me was with the day-to-day work at MidAmerica Nazarene College. Even though we are moving to Atlanta, each of our children has expressed a desire to return to MANC when it is time for college, since we all feel this is the greatest college in America. Again, thanks to all in Olathe who do so much to help MidAmerica Nazarene College.

We are all happy that God led us to spend some of the best days of our life in Olathe, Kansas.⁹

After a trip to the Olathe Community Hospital for surgery, Dr. Smith wrote these words of appreciation:

To the Editor of the *Daily News*: Sir: No word describes our Olathe Hospital better than the word "best."

The administration, nurses, food, true concern, cleanliness and just a general atmosphere of caring meant so much to me, ten days there following surgery.

This is also true of an excellent doctor. In fact, where can you find better doctors than in Olathe?

I came to Olathe nine years ago. The people of this community have given me new hope and faith in humanity. The reception, treatment and support given MidAmerica Nazarene College has also been the "best." No one knows better than I that our school is not perfect. We make mistakes and blunders but Olathe seems to love us anyway.

I thank God I'm part of this "best" community.¹⁰

For 25 years the "town and gown" have enjoyed a congenial relationship. City officials, barbers, store clerks, waitresses, physicians, builders, bankers, and citizens in all walks of life have made Olathe an exceedingly pleasant home for MidAmerica Nazarene College.

THE HONORARY ALUMNI ASSOCIATION (HAA)

A new college has no alumni. Dr. Otto Theel, a physician of Overland Park, Kans., solved this problem by proposing the Honorary Alumni Association. In the first years, this association was practically the only source of scholarship money for the College. Later, the Honorary Alumni joined with the Autumn Auction to become one of the major lifelines of scholarship funds for the College. During these first 25 years, the Honorary Alumni Association has joined ranks with graduates of MidAmerica to form a solid base of alumni support.

Founding of HAA

The Honorary Alumni Association was officially organized on April 17, 1969. One hundred and fourteen persons met in the Campus Center to hear the presentation by Bill Draper and Otto Theel. Ninety-five responded by becoming "honorary alumni" at the first meeting. The plan was "to organize an Honorary Alumni Association consisting of all persons interested in the development of MidAmerica Nazarene College, regardless of the college attended, if any." Each member received an attractive plaque and membership card. Annual banquets and homecoming activities helped to build interest and loyalty to the College. According to advertising brochures, the purpose of the HAA was fourfold:

- ★ To assist in publicizing and promoting MidAmerica Nazarene College.
- ★ To acquaint youth with the values of American Heritage Education, assisting college personnel in recruitment.

- ★ To provide a scholarship program through an annual scholarship contribution in lieu of annual dues.
- ★ To offer a medium of fellowship to all patrons of MANC through common purposes and programs.¹¹

The first Board of Directors of the HAA is an honor roll of its members:

College President	Dr. Curtis Smith
Alumni	Dr. Otto Theel
Secretary	Owen Brown
Treasurer	Joseph Franklin
Publicity Secretary	Bert Goodman
Executive Secretary	Bill Draper
D. J. Burk	Lloyd Helms
Dr. Lauren Seaman	R. R. Osborne
Edward Redinger	Lloyd Trackwell
Carl Kruse	Michael Higgins

Charter Membership Roster

The individual members of HAA in an early printing are listed below:

THE HONORARY ALUMNI OF MID-AMERICA NAZARENE COLLEGE

- Dr. Curtis Smith, College President
- Dr. Otto Theel, Acting Alumni President
- Rev. Bill Draper, Alumni Executive Director
- E. H. Goodman, Alumni Publicity Director

Charter membership in the Honorary Alumni Association will be held open through December 1969. The next printing of the Alumni Association roster will be January 1, 1970.

Roy M. Adams	D. J. Burk
Dean Ammerman	Jerry Carlson
William F. Bartels	Lloyd C. Carter
Jimmie W. Borgelt	H. Eugene Chambers
Howard Borgeson	Arthur E. Christi
Dennis Brenner	Anna Rae Clarke
Owen E. Brown	Mike Conway
Wayne D. Brunson	Mike Couch
Wendell C. Burgat	Arthur A. Croy

Earl C. Darden	Robert Morgan
Earl P. Davis	Harold R. Morris, Sr.
Mrs. Earl P. Davis	R. M. Neisler
Maurine Dickerson	Harold B. Osborne
William M. Douglass	R. R. Osborne
Bill Draper	Sam G. Perkins
O. A. Durr	Edward A. Perley
James M. Elliott	Kenneth O. Plumb
C. William Ellwanger	William L. Polston
Joe J. Franklin	John R. Prince
C. C. Fulton	Blaine D. Proffitt
E. H. Goodman	Jack T. Rairdon
Elmer L. Harbin	Edward A. Redinger
Whitcomb Harding	Gerard Reed
Frank E. Harris	Roberta Reed
Leon E. Harris	Aaron Reitz
Lloyd D. Helms	Phillip Riley
Mike Higgins	Robert L. Rumsey
R. R. Hodges	Eldon Russell
J. B. Hughes	Marlow Salter
Stanley Jablecki	Robert L. Sawyer
Murray C. James	Lauren Seaman
C. Hartley Jones	Blake Smith
Mattie Belle Jones	Curtis Smith
Carl Kruse	Howard Smith
Phil Laflin	Josiah E. Smith
Robert G. Lawrence	Howard Snowbarger
Jim B. Loftus	Bill R. Snyder
Alma Jean Lunn	Lloyd H. Squires
Mervel S. Lunn	Marshall B. Starling
Sam McCaffree	Joseph G. Stine
James A. McCoy	Mendell Taylor
Edith McDaniel	Gertrude Taylor
N. James Main	John W. Tevis
A. J. Martin	Otto Theel
Edward W. Menefee	Lloyd J. Trackwell
Donald Metz	Kenneth M. Turner
Dennis Meyer	Arthur Uphaus
Norman O. Miller	Russell White
Edward F. Moody	Lowell Don Whitsett
Jim H. Moore	Herbert E. Worley
W. Edgar Moore	Roy Yoesel

Growth and Contributions

Student scholarships and the annual banquet have highlighted honorary alumni activity. By 1978, membership in HAA had grown to 1,000. This dramatic growth was due in part to the categories of membership available. Five types of membership were offered. (1) General memberships were designed for individuals who pledged a minimum of \$25.00 per year to the scholarship fund. (2) Church memberships were open to churches that desired to contribute a specific amount annually to be credited to the accounts of students from that church. In case of an apparent financial need, HAA matched the churches' contributions up to \$100 per student per year. (3) Organizational memberships consisted of businesses or organizations that pledged a minimum of \$100 per year to the scholarship fund. (4) Booster Club funds provided scholarships for the athletic programs. (5) In January 1977, the Cattlemen's Club was added to the Honorary Alumni Association. Individuals, churches, or businesses could join the Cattlemen's Club by pledging cattle (or cash equal to its purchase) annually at the Autumn Auction of cattle and collectibles.

In his "Tenth Annual Report of the President," given to the trustees on November 4, 1976, Dr. Smith exclaimed:

Dr. Otto Theel's dream of an honorary alumni group far exceeded my hopes. Since this organization began in April 1969, they have been the backbone of our scholarship program. This group also sponsors the Autumn Auction of Cattle and Collectibles. Last year HAA gave \$34,606 for scholarships and the auction brought in \$38,000 for scholarships. . . . Last week, under the direction of R. R. Osborne and Roberta Reed, the auction brought in \$61,500.¹²

In 1978, the Honorary Alumni Association gross income from annual dues, cattle and collectibles auction passed the \$100,000 mark. In 1979, the HAA Banquet, with Bob Benson as speaker, drew a record crowd. Again the yearly income for scholarships went over the \$100,000 mark.

The years between 1978 and 1980 were probably the peak years for the HAA. After 1980, several factors developed that contributed to the eventual leveling off and slow decline in the HAA. First was the development of an active Alumni Association. This association began to assume a greater importance in the annual homecoming as former graduates returned. Another factor was the gradual decline in the number of farmers and ranchers, and others, participating in the Autumn Auction. Cattle prices varied a great deal, and many people suffered reverses. Others could not afford to contribute year after year. Thus, some of the earlier people were forced to withdraw for various reasons.

Finally, the Cattlemen's Club became simply a "Cattlemen's Breakfast," held at the time of the Autumn Auction. A third reason for the diminished role of the HAA was the transfer of the Booster Club to the athletic department of the College. In March of 1990, the Honorary Alumni Association reported a membership of 404. Many earlier members had either died or moved to other areas of the country. The HAA still operates as a vital supporting agency of the College. This organization was a unique and life-giving part of MidAmerica's early history. Without the help of the Honorary Alumni Association, growth would have been more difficult. And without the scholarships that this group gave, many students would not have been able to remain in college.

BILL DRAPER'S PROSPECT LIST

Bill Draper faced the problem of recruitment squarely. In his first report he stated: "Our youth seem intrigued by the idea of a new college . . . but they are not yet enthusiastic about changing their plans. For as long as they can remember, if they had any plans of attending college, they planned to attend the Nazarene College on their zone. Their plans will not be changed overnight. . . . We must work together to sell our youth upon their College."¹³ One method used to encourage interest in MidAmerica Nazarene College was an active prospect list. In the December 1969 issue of the *Circuit Rider*, Draper wrote that there would be 1,800 Nazarene seniors graduating from high school. He said that the names of these high school seniors were needed desperately. He asked that district leaders cooperate by sending a list of seniors to him. Further, he wrote that "District NYPS presidents are presently promoting a campaign to secure the names of every senior on our educational zone."¹⁴ The project to secure names for a prospect list was successful.


At one point, 1,500 names and addresses were retained on file in the assistant to the president's office. Draper's prospect list not only included current high school juniors and seniors but also stretched all the way to the fifth and sixth grades! When these grade school pupils happened to visit the campus, they were given the "red carpet" treatment. Almost always they returned home with some gift as a reminder of the College. Sometimes they bought a college jacket or athletic shirt. In every instance, mail carriers delivered a stream of information to the prospective student's home address. Young people were impressed. Many enrolled at MidAmerica Nazarene College.

COLLEGE PUBLICATIONS

The U.S. Postal Service has acted as a silent partner in the development of MidAmerica Nazarene College. Mail volume in Olathe increased dramatically after MidAmerica Nazarene College began its operation. In addition to streams of mail sent directly to prospective students, the College sent a flood of information to pastors and members of the churches, and anyone else remotely interested.

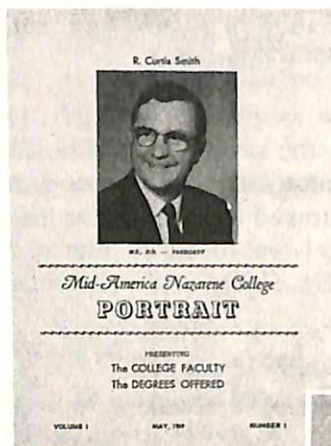
The President's Newsletter

First came a monthly *Newsletter* from the president's office. The *Newsletter* was a one-page missile containing a personal note from President Smith. The personal note was followed by four or five items relaying information about the College that would be of interest to people on the educational zone. A typical *Newsletter* is the one issued on February 19, 1967:

MID-AMERICA NAZARENE COLLEGE	
P.O. Box 677 OLATHE, KANSAS 66061	
NEWSLETTER	
<p>From The President:</p> <p>On February 16, the city commissioners of Olathe, Kansas voted unanimously to approve our request for an Industrial Bond issue totaling \$1,500,000. The money is to be used in constructing the final phase of our campus plan. We definitely feel that God has undertaken in this important matter.</p> <p>This approval will enable us to begin construction this summer, and meet our opening date of September, 1968. This type of financing will also effect a saving to us, in lower interest and fees, of \$307,000.</p> <p>Herbert Hubbard, the attorney for Mid-America, said: "In the 30 years of my law practice in Olathe, 18 of those years as city attorney, I have never known any bond issue to pass without some opposition. However, out of the 15,000 people in this town, not one word of opposition was given toward the granting of these bonds."</p> <p>The bonds will be available for purchase on March 1st. As fast as they are sold, the money will be available for construction use. Local business men will buy a large part. But we must have Nazarene participation. The enclosed construction sheet gives information as to how pastors can help. Interest received from these bonds is tax free.</p> <p>Phillips Brooks said: "Pay not for tasks equal to your power, but pay for power equal to your tasks." Our task is too big for human resources. Let each of us join in prayer for the endowment of His power . . . which is more than equal to our task.</p> <p style="text-align: right;"><i>Carlo Smith</i></p>	<p style="text-align: right;">February 19, 1967</p> <p>in the launching of a business college. Our lifetime will probably not afford a similar opportunity.</p> <p>We are planning upon representatives to be present from each of our nine districts. We urge that you do your best to come. Those planning to attend should write the college for their reservations.</p> <p style="text-align: center;"><u>2000 NAZARENE HIGH SCHOOL TOUR TO GRADUATE IN 1968</u></p> <p>Mail responses from the 323 churches on our college name indicates that 1900 Nazarene Youth will be ready for college in September 1968.</p> <p>If you haven't mailed in your list, please do so immediately. Even if you have no juniors, we'd like a report from your church.</p> <p style="text-align: center;"><u>CAMPAIN FOR LIBRARY BOOKS NOW IN PROGRESS</u></p> <p>Between now and June 1st, churches on our zone will raise \$75,000 with which to purchase books for our library. Presentation of this campaign has already begun in Kansas and Nebraska.</p> <p>We urge each pastor to work toward a 100% goal. A librarian must begin cataloging books this summer, in order to be ready by September, 1968.</p>
<p style="text-align: center;"><u>DR. EDWIN H. MCFARLAND SCHEDULED TO SPEAK AT AMERICAN HERITAGE DINNER</u></p> <p>On Monday, April 3, at 7 P.M., an American Heritage Dinner will be held in the banquet room of the Glenwood Manor Hotel, located at U.S. 49 Highway and 97th. Overland Park, Kansas. Dr. McFarland is acclaimed as the nation's greatest speaker.</p> <p>We have four goals in mind for this banquet:</p> <ol style="list-style-type: none"> 1. To publicize and officially launch our building program. 2. To present the American Heritage concept of education. 3. To procure the involvement of key people. 4. To provide money for the construction of the main road to the campus. <p>Our agreement calls for the construction of the main street into our campus. The cost is increased due to the necessity of a bridge spanning Indian Creek. The estimated cost of this is \$30,000.00. As we have no available funds in the budget for this, we must raise the money.</p> <p>Due to the great need, the cost of the dinner is \$100 per couple. Your first reaction is no doubt the same as ours. But let us remember . . . we're not paying \$100 for a meal. We are making an investment</p>	<p>in the launching of a business college. Our lifetime will probably not afford a similar opportunity.</p> <p>We are planning upon representatives to be present from each of our nine districts. We urge that you do your best to come. Those planning to attend should write the college for their reservations.</p> <p style="text-align: center;"><u>2000 NAZARENE HIGH SCHOOL TOUR TO GRADUATE IN 1968</u></p> <p>Mail responses from the 323 churches on our college name indicates that 1900 Nazarene Youth will be ready for college in September 1968.</p> <p>If you haven't mailed in your list, please do so immediately. Even if you have no juniors, we'd like a report from your church.</p> <p style="text-align: center;"><u>CAMPAIN FOR LIBRARY BOOKS NOW IN PROGRESS</u></p> <p>Between now and June 1st, churches on our zone will raise \$75,000 with which to purchase books for our library. Presentation of this campaign has already begun in Kansas and Nebraska.</p> <p>We urge each pastor to work toward a 100% goal. A librarian must begin cataloging books this summer, in order to be ready by September, 1968.</p>
<p>American Heritage Education  For God and Country</p>	

The Portrait—Academe

The *Portrait* was an occasional publication prepared by the academic dean's office in the early days of the College. Its purpose was to inform prospective students about the academic data of the College.



The *Portrait* featured faculty additions, curricular development, degree offerings, and other academic information. The *Portrait* was last published in 1975, when it was replaced in December 1975 by a newsletter under the heading of *Academe*. The first *Portrait* appeared in May 1969.

The Circuit Rider

By 1969, the demands of the presidency forced Dr. Smith to relinquish his monthly *Newsletter*. A quarterly publication coming from the public relations office, called *The Circuit Rider*, assumed the task of informing the 10,000 homes now on the combined mailing lists. For a brief period another publication, called *The College Messenger*, had attempted to do this major task—but it was soon renamed *The Circuit Rider*. *The Circuit Rider* made its appearance in December 1969. The final issue was printed in January 1974. A high point of *The Circuit Rider* was the description of MidAmerica's first graduation on May 15, 1972.



First Class Graduates From MANC

Six years ago, when Mid-America Nazarene College began its career, inaugurating a mission and gathering a student body, some people and the goal of Dr. Curtis Smith, the graduates of the first class just four years after the college opened its doors, could not possibly be achieved. But on May 15, 1972, that dream became a reality as 1,500 guests watched the members of the Pioneer class receive the first diplomas ever granted by the Mid-America Board of Trustees.

After division programs on Sunday afternoon, the activity shifted to the College Church where the first annual commencement service was held. At the ceremony's request all the commencement exercises, Dr. Smith occupied the first position. Seniors were exhorted to "walk with God" and the time was shared as each was charged with his responsibility to God, society, school, and church.

Monday night was the time of real victory. The climax of four years of college work came for 154 seniors. Senator Robert Doherty, National Chairman for the Republican Party, addressed the commencement dinner. He applauded Mid-America for its emphasis on American Heritage Education. Dr. Donald Maki, Academic Dean, read the names of each of the graduates as Dr. Smith gave out the diplomas. The entire evening was a fitting climax to the first four years of operation for the college, the continuation of the word received in this part of the "Message of Mid-America."

Special Recognition to Three Seniors

Three graduates received special recognition during the commencement exercises. Cheryl Hancock and Mike Smith were the recipients of the Bill and Mrs. Margie Award. Presented in recognition of outstanding leadership and achievement, these awards signify high distinction. The third award recipient was Edgar Hinkle. Edgar had been working continuously on his college education for 11 years. After he enrolled at Mid-America, it was the first time in the 11 years that he had had a full-time student. Edgar was presented with a special framed collection of correspondence notes, including notes from the White House and the Kansas governor's name on.

A treasury of memories leaps from the February 1974 issue of *The Circuit Rider*. The pictures tell it all: years of faithful service in Dr. John Stockton; optimistic, dedicated, efficient service in Tom Bailey; youthful exuberance and spiritual potential in a basketball team; beauty and grace, combined with vitality and intelligence in the student royalty; enthusiasm, vision, and compassion in Jim Diehl; and a cattle auction representing scores of farmers, ranchers, businessmen, pastors, and loyal people who have learned to love and support a new college.


The Update

With the coming of a new assistant to the president in 1974, a name change occurred in the quarterly publication coming from the public relations office. Jim Diehl's *Update* replaced *The Circuit Rider*. The format was shorter paragraphs, presenting special items. Its rapid-fire, optimistic, highly informative approach won widespread interest and approval.

The last *Update* appeared in the fall of 1976, when Jim Diehl resigned.

Mid-America Nazarene College

UPDATE



MARCH
1976

JIM DIEHL
ASSISTANT TO THE PRESIDENT

I just returned from the Thursday morning revival chapel, and I find it hard to put into words what a college revival is really like. Anointed singing from Mrs. Helen Kelly, Spirit-filled preaching from Chuck Millhuff, a Closing song from the Coachmen Quartet that was so used of God that there was NOT a dry eye among the more than 1,000 present, and VICTORY at the altar of prayer.

How can I put into words the feeling that swept over me as I watched streams of mature young people leave their seats, walk to the altar and there repent of their sins, sell out totally to our great God, get life's call clear, or pray through on a hundred other matters. To kneel in front of these college youth and look straight into their tear-filled eyes and hear such statements as--'It's off clear now. I've been in a mess since I got words but Christ has just taken possession of my life and I'm never giving Him up.' Now I know what it's like to see that repeated hundreds of times in a week....that's college revival at MID-AMERICA NAZARENE COLLEGE!

I am here and I get to see firsthand the real harvest of YOUR sacrifice and prayers, but believe me, all YOU do is worth it! Lives are changed at this college! Heads are filled with knowledge, but better than that, hearts are filled with the power of God. Attitudes do a total turn-around! Sinful habits are broken, young people with no future but gloom and doom come out transformed. Just like the letter that arrived today from a graduate from last year's class: I just feel like telling someone at Mid-America that I am feeling great and becoming more involved every day in living a full life. Yes, everything YOU do for M.A.N.C. pays off! Keep it up. And best of all ---GOD IS WITH US!

Yesterday the meeting of the Board of Trustees closed, and in that meeting some momentous decisions were made. It was voted to buy Kings Court Town-house complex; not only will this enlarge our campus area, but it will provide space for 228 students in the finest college housing in America! It also was voted to retain Heritage Apartments, enabling our dream to come true. WE WILL HAVE TWO PER DOOR ROOM NEXT FALL FOR THE FIRST TIME IN OUR HISTORY. That's what the rooms were built for--but crowded conditions have necessitated three students per room since 1968. Every study made among our students revealed that it is problem Number One. Three students in a two-person room makes sleeping difficult, studying impossible, and tension likely. But now the problem has been solved! PRAISE THE LORD!

Favorable reaction was given to a proposed 4-1-4-1 academic program which would provide two interims per year: one in January and one in June. The Academic Dean and faculty will research this possibility further, and a final announcement will be made later.

The Accent

In April of 1977 the *Accent* made its entrance under the direction of Jerrold Ketner, assistant to the president. Hiram Sanders and Darrell Moore continued to direct the publication of the *Accent* during their terms as assistants to the president. After 14 years, the *Accent* represents the most permanent of the public relations publications.

CHURCH AND DISTRICT VISITATION ACTIVITIES

From the beginning, college personnel traveled the highways to local churches and district meetings. College administrators, faculty

members, and student groups carried the news of MidAmerica with all the enthusiasm of encyclopedia salesmen. Soon every church became acquainted with the College. Interest grew. Prejudice disappeared. Support increased. The infant college breathed vigorously. An educational family sent students, money, and goodwill.

Dr. Smith, in his second annual report, summarized his activities as follows:

I have attended five district assemblies, seven preachers' meetings, and five youth camps. I was speaker for two preachers' meetings, three youth camps, two adult retreats, one holiness convention, three district youth rallies and three Sunday School conventions.¹⁵

Bill Draper, Jim Diehl, and Jerry Ketner also made church and district visitation a key part of their programs. In later years, Hiram Sanders, Darrell Moore, and Bob Brower continued this important work.

Quartets, Choirs, and Service Groups

In the spring of 1968, Bill Draper assembled a male quartet composed of graduating high school seniors who planned to enroll at Mid-America. This quartet visited youth camps, NYPS conventions, and local churches during the summer of 1968. Quartets have remained a mainstay of the College public relations department.



MANC's first male quartet (*l. to r.*): James Mullins, Allen Brown, Ronald Lawlor, James Edlin.

A second traveling group, organized in the fall of 1969, was a mixed group called "The Freedom Folk." Combining some stringed instruments with their singing, the group enjoyed popularity in churches, youth assemblies, and civic meetings.

Another "famous" male quartet from MidAmerica was "The Coachmen," traveling for the first time in the summer of 1973.

The demand for singing groups increased over the years. By 1976, several groups were crisscrossing the educational zone, especially during spring vacation. A typical "spring break" schedule of groups reveals the widespread appeal of the musical groups. The College choir, as well as a quartet, a trio, and the Circuit Riders were all out representing the College and winning heaps of friends and gaining support for the College. By the 1980s the College musical groups had become an accepted and sought-after feature of the college/church relationship. Groups and choirs continued to represent the College at civic, social, and church gatherings.

The Goodwill of Financial Campaigns

A financial campaign in the local church every 2 years! It was an unheard-of attempt, especially in a new situation with a not-overly-enthusiastic constituency. Yet the solid midwestern folk accepted the heavy financial load. Every 2 years for 14 years college personnel came knocking at church doors for help. And people helped. Money was pledged in record amounts to construct building after building. That thrilling account is given in a separate chapter later in this book.

In addition to money, however, these financial campaigns generated a tremendous wave of goodwill and support for the College. A letter from a Nebraska father relates how one church reacted to a visit by a MidAmerica fund-raiser:

Dear Rev. Draper:

Enclosed find a money order for the College in the amount of \$25.00.

This is from our son, Jeffrey Stevens, who is 10 years old. As you know, we had one of the representatives from the College in our church last year on the Victory Campaign. I just thought it might be inspirational to you and others at the College to know you have kids like Jeff behind you and the College.

Jeff pledged this \$25.00 on his own with no prompting from his parents, and he has literally gone out and sold *Grit* magazines and scooped walks and has denied himself most of his earnings until he has saved this amount for his pledge at MANC.

I guess as long as we have kids growing up with these kind of motives we can be pretty well assured of the future.

We wish God's best for you and the College. I do hope Jeff's efforts will inspire someone else to dedicate and commit themselves the way we know Jeff has. We know God will reward them richly. Jeff makes 7 cents a paper on his *Grit*, so you can imagine how many he has sold to do this.

Sincerely yours,
Jerry D. Stevens
Father of Jeff
North Platte, Nebraska¹⁶

Conclusion

So the question was answered, "Will the baby be loved?" Will the constituency stand by? Will students enroll? A resounding affirmation—YES! By personal visitation, by organizing interested groups, by writing thousands of letters and mailing truckloads of brochures, and by solid pioneer labor the College was able to gain the love, loyalty, and support of its wonderful midwestern people.

Introduction

COLONIAL ARCHITECTURE

CHURCH-COLLEGE RELATIONSHIP

THE AMERICAN HERITAGE THEME

Features of American Heritage Education

American Heritage Awards

The College Crest

STUDENT ENROLLMENT GROWTH

Fall Enrollments • 1968-90

Factors in Choice of a College

BUILDING A COLLEGE CAMPUS

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The Building Boom • 1969-85

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Academic Administration

Student Services Expansion

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Business Office Development

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GROWTH TOWARD MATURITY: THE COLLEGE FINDS AN IDENTITY

Introduction

In the early 1970s many small colleges faced a severe crisis. The crisis was expressed variously in declining enrollments, shrinking budgets, loss of talented faculty, or the decline of traditional sources of support. However, *the underlying crisis was a crisis of identity*. As Dr. James H. Davis, of the North Central Association of Colleges and Schools, wrote:

It was once possible for the small college to conceive of itself as a liberal arts institution, providing a strong general education program and major and minor concentrations in academic disciplines. Today, what was once a clear sense of identity and purpose is being challenged.¹

As MidAmerica Nazarene College grew toward maturity, it developed an identity. The identity was clear, deliberate, and appealing.

The identity expressed by the College was not a bizarre, offbeat difference. Nor was it a rebellious, destructive identity. The identity of the College manifested rather a contrast to much of the prevailing disdain for traditional values. The College identity did not reflect the all-too-frequent disregard for fundamental principles and practices. Even further, the identity developed wanted to be different from a rigid and sterile orthodoxy that lived among the monuments of the past. The identity of the College flowed from the spontaneous vitality of people

caught up in a pioneer venture. This identity permitted the College to be innovative in programs and procedures while building upon the biblical and theological foundations of the Wesleyan evangelical heritage.

The growth of the College, and its identity, involved a number of easily discernible features. The first feature was the choice of a uniform, colonial architecture for all the campus buildings. A second feature of the College involved a 25-year unique relationship between the College and the local Church of the Nazarene. A third distinctive element focused on the American Heritage theme. Fourth, the College experienced a phenomenal enrollment growth for almost 15 years after it started. Fifth, a continuous building program accompanied the rapidly expanding enrollment. Sixth, the demands to assemble and sustain a faculty for an ever-expanding enrollment presented annual challenges. Finally, the task of generating high campus morale year after year, while expanding and building, required constant attention.



R. R. Osborne and R. Curtis Smith at the unveiling of "The Eagle"



A colonial-style sign welcomes visitors to the campus in the early years.

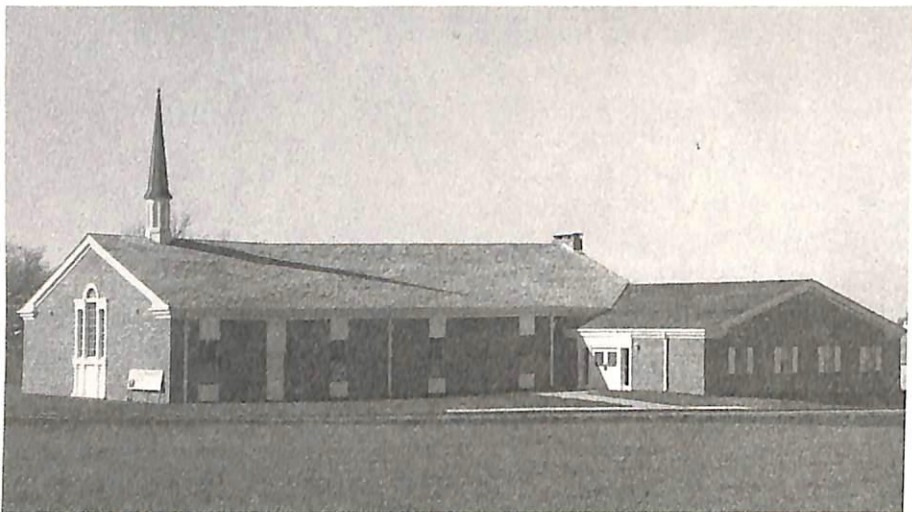
COLONIAL ARCHITECTURE

After the corn was harvested in the fall of 1966, only a few native elm trees and hackberry trees stood on the 82 acres that was to be the campus of MidAmerica Nazarene College. So an urgent need required a decision on the design and location of the first buildings to be constructed on the campus. Two types of architecture were discussed. The first, favored by some because of convenience of construction and efficiency of heating and air-conditioning, was a modern design featuring large slab walls with narrow windows and a flat roof. The second, favored by others, was the more traditional colonial design, with more windows and pitched roofs. The modern architecture had some appeal. But as the nature of the school was discussed and the location atop a slight hill was evaluated, the colonial design seemed more and more attractive. And when Curtis Smith, Bill Draper, and Donald Metz met with Ray Bowman to decide on the style, by unanimous, enthusiastic consent the colonial theme was selected. Later construction continued to emphasize traditional colonial architecture.

CHURCH-COLLEGE RELATIONSHIP

For 25 years MidAmerica Nazarene College has maintained a remarkable relationship with the College Church of the Nazarene. When MidAmerica was organized, the Olathe Church of the Nazarene met in southwest Olathe. This small church at Lee and Wabash, about two miles from the present College Church, was sold to the Episcopal Church in 1967. The Nazarene congregation voted to build on a new location on five acres adjoining the college campus. In 1967 the Olathe congregation was small and impoverished, but recently spiritually revitalized under the pastoral leadership of a young seminary graduate, Paul G. Cunningham. For this church to assume a building project of \$100,000 was a giant step of faith. The new church structure, now called Garrett Chapel, was completed in time for the opening of the College in September 1968. Two additional sanctuaries were built as the church grew—one in 1972 and one in 1981.

Because the College has no chapel, it has held its chapel services in College Church from the opening week. Twice each week college students walk (or ride) about one-quarter of a mile (for many years on what was called "Hurricane Highway") to services in the church. Each year the church sponsors spring and fall evangelistic services, with special attention to the needs of college students as well as those of adults in the community. In addition, when the College was hard-pressed for classroom space, the church offered the use of two small buildings on the acreage, plus classrooms in the church basement. On the other



The new College Church of the Nazarene—1968



The parsonage family in the early '70s: Paul and Connie Cunningham and children Lori, Connie Jo, and Paul Mark.

hand, the College offered the church land for parking facilities and use of college facilities for Sunday School classes. Most of the administration, many of the faculty, and a good number of staff and students make College Church their home church.

The close relationship between the College and College Church has been due, in large part, to the similarity of spiritual goals and theological positions held by leadership and personnel in both organizations. MidAmerica Nazarene College, from its inception, has expressed a strong concern for evangelistic endeavor, spiritual vitality, and historic biblical theology. College Church has likewise displayed a vital concern



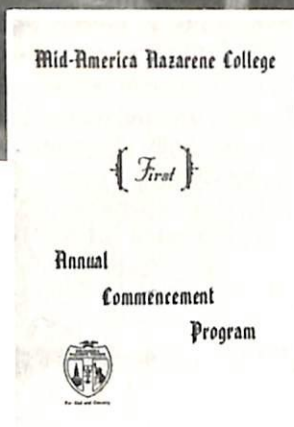
Dr. Edward Lawlor, a favorite guest evangelist to the campus church

for evangelistic efforts, spiritual dynamics, missionary outreach, and traditional biblical holiness preaching. College and church thus affirm and complement each other. A stream of outstanding evangelists has presented the gospel to MidAmerica students. Beginning with Charles "Chic" Shaver in the fall of 1968, a succession of evangelists came to the campus, including Charles Millhuff, Charles Hastings Smith, Paul Martin, Stephen Manley, C. William Fisher, John Knight, Sr., Richard Strickland, E. L. Wisehart, Robert Hoots, Stuart McWhirter, Nelson Perdue, Charles Higgins, and Charles "Chuck" Ide. In addition to the professional evangelists, most of the general superintendents, beginning with Edward Lawlor and including V. H. Lewis, Orville Jenkins, George Coulter, Eugene Stowe, Jerald Johnson, and Charles Strickland, have participated in revivals or opening conventions at College Church. Other outstanding speakers have included Ralph Earle, Stephen Nease, Jim Bond, Bill Sullivan, Talmadge Johnson, Melvin McCullough, Gary Henecke, James Bell, Ted Lee, Harold Daniels, Ross Price, Bill Varian, William McCumber, Donald Owens, Thomas Hermiz, Jim Diehl, Donald Scarlett, Donald Gibson, Barth Smith, Woodie Stevens, B. G. Wiggs, Gary Sivewright, Bob Benson, John Nielson, Albert Lown, Gene Hood, and Richard Taylor. Of special significance is the fact that Curtis Smith, the college president, conducted three revivals at College Church during the early years.

The church-college relationship has contributed to an overwhelming degree to the development of a distinct identity for Mid-America Nazarene College. Pastors, teachers, missionaries, and Christian laypeople now serving God around the world found College Church a place of spiritual vitality. Often life-changing decisions were made by students at the altars of the church or in personal decisions influenced by worship at the church. Many alumni have settled in the Olathe area and have made College Church their church home. These alumni and their children participate in the life of the church in children's and youth activities, serve on the official board, teach Sunday School, or contribute to the various musical programs.



MidAmerica's first graduating class



THE AMERICAN HERITAGE THEME

In the 1960s much of American youth was in revolt. This revolt exploded to the greatest extent on college and university campuses. Students laid siege to academic deans' offices. Students physically occupied presidents' offices. They conducted sit-ins and walkouts in classroom buildings. Traditional values were scorned. Institutional priorities were replaced by individual preferences. Among the casualties were many national and patriotic values. The flag was burned; draft cards destroyed. Love and loyalty of country were often ridiculed. Campus dress across the nation was marked by long hair, short skirts, blue denim jeans, canvas shoes. A disdain for soap seemed to be in vogue.

In this general environment MidAmerica introduced the theme of American Heritage Education. A sharp reaction to the American Heritage theme arose in isolated cases. Some regarded the approach as an irrational jingoism or as a mindless flag-waving technique. In reality, the concept was presented, as the catalog stated, with the purpose that "the total campus atmosphere shall demonstrate a dynamic social awareness, a consistent appreciation of the American heritage, and a practical application of both Christian and democratic principles."²

Features of American Heritage Education

The special features of American Heritage Education, as presented in the catalog and applied to campus life, were:

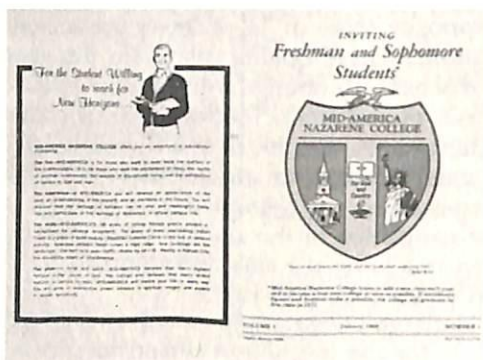
1. An "open door" policy of admissions which offers the educational opportunities of the College to any high school graduate who accepts the basic objectives and structure of the College. Non-high school graduates over nineteen years of age may be accepted at the discretion of the Committee on Admissions and Retention as a result of the General Education Development (GED) examination.
2. A distinctive method of acceptance of applicants which recognizes both the past accomplishments and the current needs of the student. Each freshman student is accepted in one of the following categories:
 - a. **Accepted with Distinction.** Students graduating in the top ten percent of their high school class and having an ACT composite score of 26 or higher are accepted "with distinction."
 - b. **Accepted with Superior Rating.** Students graduating in the top twenty percent of their high school class and having an ACT composite score from 22-25 are accepted "with superior rating."

- c. **Accepted in Good Standing.** Students graduating in the upper three-fourths of their high school class and having an ACT composite score from 15-21 are accepted "in good standing."
 - d. **Accepted with Qualifications.** Students graduating in the lower one-fourth of their high school class and having an ACT composite score of 14 or lower are accepted with some qualifications. These qualifications are designed to help the student discover his strengths and weaknesses and are not regarded as a punishment. Special remedial courses are offered for students accepted with qualifications. These remedial courses carry credit, but are added to the total hours ordinarily required for graduation.
3. A unique organization of the student body with a Campus Congress, a Campus judiciary, state governments (classes) and local governments (campus residences).
 4. American Heritage Lectures and American Heritage Artist Series presenting nationally prominent persons or groups.
 5. An Americana section in the library featuring books and artifacts related to the background and growth of the United States.
 6. An emphasis on the personal characteristics and the individual qualities that contributed to our nation's heritage.
 7. The presentation of an annual American Heritage Award to a male student and a female student who represent the ideals of the College. Awards voted by the faculty.
 8. An awareness of the transition taking place in contemporary life and an alertness to America's role in the world.
 9. The development of a sense of stewardship regarding America's natural resources.
 10. An emphasis on non-material values which are based on a personal relationship to Almighty God as Father, to Jesus Christ as Redeemer, and to all men as brothers.³

The 10 features of the American Heritage concept presented a challenge to the thinking so popular on some college and university campuses. The theme proved highly acceptable to many of the high school seniors—and to their parents. Difficulties became evident in certain of the features, such as the attempt to organize the entire campus government on the model of the federal government. It proved too cumbersome. Students lacking experience in democratic procedures got bogged down in the mechanics of committee work, debate, etc. While some legislation was passed, interest eventually declined. In 1987 the entire student government system was changed to a more traditional type. A more complete discussion of student activities is found in Chapter 9.

The first catalog of the College, for the academic year 1968-69, placed a direct emphasis on the American Heritage theme. As the pro-

spective students opened the catalog they were greeted with a double-paged invitation to join the American Heritage venture at MidAmerica Nazarene College. The invitation is reproduced in its entirety from the first catalog published by MidAmerica Nazarene College.⁴



American Heritage Awards

The highest nonacademic honor that a graduating senior may receive is the American Heritage Award. The award winners are elected by the faculty. The presentation of the annual American Heritage Award honors a graduating woman and a graduating man who represent the ideals of the College. Award winners are listed below:

American Heritage Award Winners

1972	Michael L. Smith Cheryl Hancock
1973	Paul Nicholson Joan Lundstrom
1974	C. Jeanne Orjala Darrell B. Ranum
1975	Dean E. Flemming Lorie Orjala
1976	Mike Brooks Denise Hunicutt
1977	C. Jill Mullins H. David McKellips
1978	Tina Thuston Donald L. Bird
1979	Ronda Becker David D. Durey
1980	Jay F. Ketterling Jane Peterson

1981	Cindy Newlin Timothy D. Miller
1982	Michael J. Cullado Susi Johnson
1983	Phillip L. Newlin Carla Johnson
1984	Gregory Crow Dana Burpo
1985	Scott S. Johnson Janet K. Pauley
1986	A. Daniel Pinheiro Tanya L. Snowbarger
1987	Jerry D. Clonch Donna Lynn
1988	Richard D. Hanson Stephanie J. Lady
1989	Michael J. Asselta Christine M. Morrow
1990	Jay G. Sunberg Andrea M. Herman
1991	Leslie J. Pierce Mark R. Brown Deanna L. Rison

The College Crest

At MidAmerica Nazarene College, the institutional crest has evolved gradually during its 25-year history. The development of MANC's crest involved five distinct stages. First came the original shield, stressing the American Heritage Education theme. A second shield modified the original with several embellishments. In a third period of logo-making, several different emblems were in use simultaneously. A fourth, more contemporary appearing logo, made its appearance in 1987 during the presidency of Donald Owens. A fifth crest was introduced at the inauguration of MANC's third president.

The Original Emblem • 1968

An article in the *Olathe Daily News* announced the appearance of the initial emblem on October 11, 1968. The news item bore the title "MAC Emblem." The emblem presented the American Heritage Education theme. The meaning of the emblem was explained as follows:

At the top of the shield is an eagle, which is the national symbol. To the left in the center of the shield is a church, a part of the American heritage and symbolizes the spiritual aspect of the college.

Opposite the church is the Statue of Liberty, traditional symbol for freedom and democracy. The open Bible stands for truth, and the light for the lamp of learning.⁵

The inner divisions of the shield were printed in vivid red against a background of pastel blue.

The Embellished Shield • 1977

For several years after the appearance of MidAmerica's first crest on College stationery, the institution maintained a degree of uniformity in its public relations identity. Beginning in 1975, with the appointment of Keith Bell as director of admissions, several offices began experimenting with various approaches to institutional imagery and even variations in stationery. For example, the new director of admissions adopted a gray linen stock with an embellished crest. The change retained all elements of the original, including the symbols that had come to depict the values of the College, and added a laurel wreath, a larger depiction of the American eagle, and added the Greek words "Freedom" (ελευθερια) and "Truth" (αληθεια). Greek was chosen for its frequent use in collegiate pageantry, and the words reflected a scripture verse found on the title page of the College's earlier catalogs: "Ye shall know the truth, and the truth shall set you free" (John 8:32). The new crest found its way to the catalog for the first time in 1977-78, the College's Tenth Anniversary issue.

Diversity of Emblems • 1980

By 1980 a diversity of logos was utilized on the campus. Areas that had purchased extensive quantities of the original emblem continued to use materials displaying the American Heritage theme. Other areas of the College selected to use the embellished crest. At this same time, the Division of Nursing created its own crest for use in promotional and divisional materials. Separate campus offices even made slight changes in stationery for their own use. Departments and offices of administration designed and printed brochures without any regard to conforming to an institutional standard. Paul Clem, director of recruitment, worked initially with Studio in the Woods consultants in developing materials for his responsibilities in developing recruitment and public relations pieces. The first issues of *Accent* magazine regularly featured a stylized leaf, often multicolored like a stained-glass window. The MidAmerica "leaf" began appearing on the College's stationery, and it ultimately found its way to the cover for the 1982-83 College catalog.

When Roger Parrott directed the office of development and church publicity, he produced another logo. Parrott's emblem consisted of a

montage that included the American flag, a campus pyramid topped with an eagle, and several buildings. This logo appeared also on Harold Olson's material distributed to prospective students. By 1985, individual departmental logos were in evidence. The Learning Center formed its personalized emblem. Several academic divisions created logos for their departments. Logos were numerous.

A Contemporary Emblem • 1987

In the mid-'80s two trends were clear: (1) an erosion in the uniformity of the College's identity in printed matter, and (2) a decline in the widespread use of an "official" College crest. As missionary Donald Owens came to the office of president in 1985, steps were already being taken to regain control of this situation.

In 1984 Roger Parrott, in his role as chief development officer, had engaged the services of MJ and Associates to work as consultants on *Accent* magazine. As a serendipity, MJ proposed bringing all College stationery into conformity with a newly designed and simplified logo, with no attempt to approximate a college crest. President Owens and a cross section of personnel met with MJ and Associates and came to consensus relative to a new stationery design. Especially significant in this process was the development of a mission phrase "To Learn, To Serve, To Be," a theme on which MidAmerica personnel later elaborated extensively. It was also at this point that the College requested from MJ a graphics standard manual to help the College community as a whole develop a uniform approach to all published materials identified with the institution. The manual appeared in February of 1988. This popular logo appeared on the cover of the 1987-88 College catalog and generally replaced the traditional crest in most publications.

Finally—a College Crest • 1989

The new look for the College stationery, coupled with the sense of new direction and optimism under President Owens, produced very favorable results in the College's efforts to improve public awareness and relations both locally and across the North Central region. With President Owens' permission, Keith Bell, vice president for academic affairs and dean, continued to work with MJ on a fresh look for the official College crest. It was Bell's feeling that, although a new approach to stationery was long overdue, the College needed to maintain and exhibit an appropriate crest in the collegiate tradition. Bell worked with MJ for several months in design alternatives until some consensus seemed to emerge.

By the time MidAmerica's third president was in office, MJ was ready with a proposal for refurbishing the College crest. In the fall of 1989, Richard Spindle approved the design, in consultation with the president's cabinet. The new, circular crest retains the shield and continues use of meaningful symbols, such as a large American eagle, the laurel wreath, the College's mission phrase "To Learn, To Serve, To Be," a Christian cross, and an open book. In addition, the 1966 founding date of the College appears on a streamer held in the eagle's beak. The crest appeared on the cover of the 1990-91 College catalog and on a new College banner, unveiled at the 1990 commencement, purchased and donated by Dr. and Mrs. Charles Millhuff.



Mid-America Nazarene College

**MidAmerica
Nazarene
College**
TO LEARN · TO SERVE · TO BE



STUDENT ENROLLMENT GROWTH

The College experienced a spectacular enrollment growth during its earlier years, then leveled off and declined somewhat in the mid-'80s. Slight gains were recorded in the late years of the 1980s. By 1990 enrollment showed solid gains. The decline in the mid-'80s was due in part to a decreasing number of high school graduates in the United States at that time. In reviewing the enrollment trends, two areas are highlighted: (1) numerical enrollment; and (2) factors in the student's choice of attending MidAmerica Nazarene College.

Fall Enrollments • 1968-90

Four periods are significant for enrollment data in the 22-year span between 1968 and 1990. The first period covers the first 4 years, 1968-72, when a new class was being added each year. The second period, 1972-73 to 1981-82, covers a 10-year period of steady, and sometimes spectacular, growth. The third period, 1983-88, marks a period of sharp decline and leveling off. As the College entered its fourth period in the fall of 1988, there were encouraging signs of renewed growth and vigor.

First Period • 1968-72

Dr. Richard Davis, the College's North Central consultant, had called the beginning of the College "a very chancy operation." His doubts came from a background with a strong orientation in state-supported public education. The administration of the College was aware of the problem. To the administrators the dominant question was: "Would students elect to attend a new, unknown, nonaccredited college, or decide to enroll at an established, accredited institution?" Classes began on September 2, 1968. When final enrollment figures were presented, 263 students had enrolled. The most optimistic projections had been 250 students. Cheers echoed over the old cornfield.

But would they remain? There were no sidewalks yet in place—and rain can make a Kansas cornfield a very nasty mess. There were no outside lights on the campus. The kitchen dishwashing equipment had not arrived. For two weeks students ate from paper plates, drank from plastic cups, and used plastic knives and forks. Chapel was held in College Church—a long, long walk on windswept "Hurricane Highway." There was no gymnasium—only a hastily prepared ball field. There was no snack bar and no student lounge. The students stayed—most of them. They caught the spirit and challenge of a new venture. They were the "Pioneer Class"!

In the second year of operation, 1969-70, the College enrollment jumped to 502, a gain of 90 percent. Another significant increase came in 1970-71, with 681 students enrolled. To round out the fourth year, the figure zoomed to 812. From 263 to 812 in four years!

Fall Enrollments 1968-72⁶

<i>Year</i>	<i>Fresh- man</i>	<i>Sopho- more</i>	<i>Junior</i>	<i>Senior</i>	<i>Special</i>	<i>Total</i>	<i>% Change</i>
1968-69	220	38	1	0	4	263	
1969-70	312	168	11	3	8	502	90.0
1970-71	305	232	112	17	15	681	35.7
1971-72	310	218	171	99	14	812	19.2

Reasons for Growth

While it is impossible to state with absolute certainty the reasons for the phenomenal growth of the College, it is possible to pinpoint some general answers for the growth. First, Dr. Smith, Bill Draper, and other public relations personnel projected an evangelistic, spiritual image of the College. Second, the faculty was generally conservative in its theological outlook and expressed itself in basic biblical, Wesleyan terminology. Third, the academic qualifications of the pioneer faculty represented a quality educational program. Fourth, the College from the beginning had insisted on adherence to a life-style deemed consistent with the biblical truth of personal holiness through vital relationship to Christ sustained by the Holy Spirit. Fifth, College Church, with an exceptionally gifted preacher in Rev. Paul Cunningham, offered students an ideal church for personal service and worship. Finally, the location of the College in Olathe, Kans., a thriving suburb of Kansas City, gave students unusual opportunities for employment, recreation, and acquaintance with the International Headquarters and the theological seminary of the Church of the Nazarene.

Second Period • 1972-82

During the 10-year period between the fall of 1972 and the fall of 1982, the College showed an increase in enrollment each year except one. The highest percentage of gain was 14.4 percent in 1974-75. The only loss of enrollment during this period came in 1976-77 when the enrollment dropped from 1,057 to 1,033. During this decade the enrollment increased from 832 in 1972 to 1,378 in 1982. The enrollment figures for 1972-82 are listed on the next page.

*Enrollment at Close of Registration Period
Fall Terms⁷*

<i>Year</i>	<i>Fresh- man</i>	<i>Sopho- more</i>	<i>Junior</i>	<i>Senior</i>	<i>Special</i>	<i>Total</i>	<i>% Change</i>
1972-73	325	179	175	141	12	832	2.5
1973-74	289	220	155	156	32	852	2.4
1974-75	350	229	215	149	32	975	14.4
1975-76	360	273	180	207	37	1,075	8.4
1976-77	358	241	176	211	47	1,033	-2.3
1977-78	334	265	189	202	45	1,035	0.2
1978-79	365	288	190	227	51	1,121	8.3
1979-80	482	301	234	230	45	1,292	15.3
1980-81	451	347	236	277	43	1,354	4.8
1981-82	441	348	248	313	28	1,378	1.8

Third Period • 1982-87

The third period, from 1982 to 1987, brought a decline in enrollment, then a leveling off. For 1982-83 the final enrollment tallied a record 1,386. This modest increase of 46 over the previous year was due to minicourses in computers, German, and health, added after the close of regular registration. Without the addition of the minicourses, the enrollment would have been 1,340, or a drop of 2.8 percent. The projected enrollment decline had begun. The slide continued in 1983 when the enrollment dropped to 1,219, a 12 percent loss. The next year, 1984, was no better, as 1,115 students enrolled, indicating an 8.5 percent decline. At the close of registration in 1985, 1,040 students had registered, ringing up the third loss in three years—and four if 1982 is included. The bottom was reached in 1986, when the final tally was 1,008 students enrolled and enrollment dipped to near the 1,000 mark for the first time in 10 years.

Among the reasons for the decline in enrollment was the impact of lower birthrates in the '60s, the resulting decrease of high school graduates, and lack of significant growth among the college's North Central constituency. During the 1982-83 academic year the administration and faculty accepted the inevitability of some decline and studied methods of meeting the financial constraints that would follow a reduction in enrollment.

The Fourth Period • 1987-90

A turning point in enrollment was reached in 1987 when a slight increase resulted in an enrollment of 1,105. Another modest gain showed in the 1,121 enrollment figures for 1988-89. A significant rise

in enrollment came in the fall of 1989, with 1,189 students enrolled. Much of the increase in this four-year period resulted from the introduction of three programs aimed at attracting more adult students (over 25 years of age). These programs were the management of human resources degree, the masters in education, and the Nazarene Bible College Degree Completion Program. These programs are discussed in the chapter on curriculum development. In 1990 the enrollment surpassed the 1,200 mark, with 1,259 students enrolled. Of great significance in the fiscal data for the fall of 1990 was an increase of 74 students in the all-important full-time equivalent (FTE).

*Enrollment at the Close of Registration Period
Fall Semester⁸*

<i>Year</i>	<i>Fresh- man</i>	<i>Soph- omore</i>	<i>Junior</i>	<i>Senior</i>	<i>Tradi- tional</i>	<i>Innova- tive Ed.</i>	<i>Total</i>	<i>Percent Change</i>
1980	451	347	236	277	1,311	53	1,354	4.80
1981	441	348	248	313	1,350	28	1,378	1.77
1982	429	316	216	301	1,262	124	1,386	.58
1983	397	280	208	316	1,201	18	1,219	-12.05
1984	371	249	193	302	1,115	—	1,115	-8.53
1985	346	231	190	273	1,040	—	1,040	-6.73
1986	330	226	195	257	1,008	—	1,008	-3.08
1987	345	204	202	251	1,002	103	1,105	9.62
1988	338	206	172	269	985	136	1,121	1.45
1989	316	223	196	250	985	204	1,189	6.07
1990	288	237	242	245	1,012	237	1,249	5.00

Factors in Choice of a College

Four factors dominated the students' choice to attend MidAmerica in the early years, according to several surveys. These influences were: (1) the quality of the faculty; (2) the social opportunities inherent in a small college situation; (3) the advice of parent, pastor, friend; and (4) the location of the College. These items were taken from institutional self-surveys given in 1970, in 1972, and at intervals after 1972.

The Quality of the Faculty

In the early years, 1968-78, the quality of the faculty was the single greatest factor in the decision of the students to attend the College. In 1968, 70 percent of the students stated that their decision to attend MidAmerica was influenced by the quality of the faculty. In 1970, 80 percent of the incoming students again made the faculty the major factor in their choice. By 1972, this figure had risen to 81 percent. The quality of the faculty was one of the three general ideas that made up the academic reputation of the College. The other two items were intel-

lectual atmosphere and high scholastic standards. The College had a 65 percent rating in academic reputation—the strongest factor in student choice.

The five-year period between 1974 and 1979 brought a decline in the academic reputation of the College. In 1978 incoming students gave the academic reputation a 49.8 percent factor in their decision to attend MidAmerica. It should be noted, however, that in 1978 the academic reputation was still the dominant factor in a student's decision to attend MidAmerica Nazarene College.

Social Climate

Next to the quality of the faculty, the social opportunities afforded at a new, small college proved to be the greatest decision factor in influencing students to attend MidAmerica. The many social opportunities at MidAmerica resulted from the convergence of several matters. First, the location of the College in Olathe, Kans., offered all the recreational and cultural advantages of Kansas City, which was a 30-minute drive from the campus. Also, Olathe was a fast-growing city, offering almost unlimited opportunities for full-time and part-time employment. The proximity of the College to the international headquarters of the sponsoring denomination gave students the opportunity to meet church leaders and visit the home offices. Olathe's College Church offered a type of worship that appealed to most students. The new, large campus gave the students plenty of room to live without feeling cramped or hemmed in. The absence of narrow traditions and the openness to innovation in curricular matters appealed to young people.

The Advice of Parents and Friends

The advice of parents rated exceptionally high on the students' choice of a college. During the first two years of the College's operation, the advice of parents was modest but strong. After the parents were convinced the College was a going concern, their advice became significant. In the years 1970, 1971, and 1972, students stated that the opinions of the parents were at least 50 percent influential in their decision to attend MidAmerica. High school teachers and high school counselors also exerted a meaningful influence on students.

Location of the College

From 1968 to 1972 the location of the College was an increasingly important item in the students' decision to attend MidAmerica Nazarene College. In 1968 students listed the College location 31 percent rating in their choice to attend MANC. By 1972 the location factor had increased to 59 percent. The 1979 survey does not list the location as one of the important factors at all.

BUILDING A COLLEGE CAMPUS

The College has constructed 17 buildings since its organization in 1966. All of the building occurred between 1967 and 1985, a period of 18 years. The College averaged almost a building a year for the first 18 years. But there is more to the story. During these first 25 years, the College also initiated six major expansions or renovation projects of existing buildings. There is still more. In addition to its building projects, the College purchased four additional buildings before its 25th birthday. If the new constructions, the expansions and renovations, and the purchases are added up, the grand total comes to 27 building projects in 25 years! Of course, these buildings of necessity required new furnishings and new equipment—and day-by-day maintenance. And yet there was more. A cornfield was to be transformed into a college campus. The black Kansas soil received a covering of expansive green lawns. Trees, shrubs, and flowers were planted by the dozens. Acres of parking lots dotted the campus. Long stretches of sidewalks and exterior lights connected the buildings and the parking lots. A campus had appeared!

In discussing the "building of a campus" we look first at the original buildings, then describe the later constructions, renovations, and purchases.

The Original Buildings

When the College opened in late August 1968, it had five buildings. The total physical facilities consisted of an administrative-classroom center, a library-classroom building, two residence halls, and a campus center.

Bids were opened for the two residence halls on Saturday, July 1, 1967, at the Kansas City District headquarters. A contract for the two buildings was signed with the Marvin Allen Construction Company, of Olathe, Kans. Cost of the two units, including furnishings, was placed at \$581,000. Ground-breaking ceremonies for the structures occurred on a sweltering hot July 29, 1967, on what later became Colonial Circle. The two student residences were named in honor of outstanding laymen E. W. Snowbarger and John Stockton. Additional contracts were signed with Callegari-Kahn Construction Company, Inc., of Prairie Village, Kans., for two buildings with a total of 33,456 square feet of space, costing \$473,400. After construction these buildings were named Osborne Hall and Lunn Hall.

Administrative-Classroom Building

Osborne Hall was named in honor of R. R. Osborne, one of the chief supporters and benefactors of the College. Osborne was instrumental, as stated earlier, in gaining support to bring the College to Olathe. He gave 42 of the original 82 acres of the campus. His abiding interest and generosity were of immeasurable help especially in the difficult pioneer years.

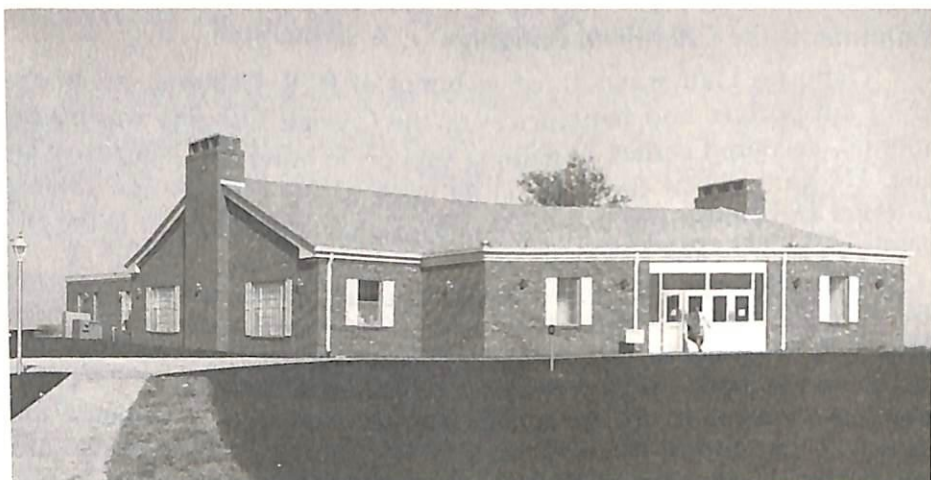
With its wide porch and stately columns, Osborne Hall expressed the colonial design of the buildings. The building was a two-story, brick structure with 8,072 square feet of space on each floor. On the first floor were located the offices of the president, the assistant to the president, the academic dean, the associate dean, the dean of students, the registrar, and the business manager. Two large classrooms were also placed in the southwest area of the building. The second floor of Osborne Hall contained laboratories for work in biology, physics, and chemistry and student and faculty offices.

Library-Classroom Building

Lunn Hall was named after a prominent Nazarene layman, M. S. Lunn, who had served as general treasurer of the Church of the Nazarene and general manager of the Nazarene Publishing House. It was a twin building to Osborne Hall, facing west toward Colonial Circle and the campus entrance on College Way.

On the second floor, the study-stack area contained 5,968 square feet of space and was fully carpeted. When the College opened in 1968 there were 11,400 books on the shelves. The library had a seating capacity of 103 students, with 42 individual carrels. Since the shelving capacity of the library was between 34,000 and 35,000 books, plans were discussed early for a new library. By 1970, the library had 26,500 volumes. In 1974 the total holdings had climbed to 44,000 volumes. The 60,000 volume mark was reached by 1978.

In 1980 the library moved part of its operation to the first floor of Lunn Hall. Moved to the first floor were the periodical and newspaper section, the bound periodicals section, the microfilm equipment, and the general reading area. One former classroom on the first floor now became the storage area for out-of-date periodicals. The library now occupied all of Lunn Hall, except for a faculty office complex on the southwest corner of the first floor and a small faculty lounge. Total seating capacity, however, was only 135, and there was shelf space for only 80,000 volumes. The need for a new library was obvious and eventually was cared for by the new Mabee Library, opened for use in September 1985.



The Campus Center—surrounded by mud

Campus Center I

The fifth of the original campus buildings, located on the north side of the campus, consisted of a modest center for student use. The construction contract was signed with Callegari-Kahn on January 2, 1968. The center contained a modern kitchen complex, cafeteria, carpeted dining area, student lounge, the original "Colonial Bookstore," student mail service, a small snack bar, and student offices. As the center of student activity for the first three years, the Campus Center provided space for dining, banquets, parties, class meetings, prayer meetings—and endless student pranks.

The Colonial Bookstore

The original college bookstore occupied a 6' x 15' room located on the southwest corner of the Campus Center. Since there was no room for browsing, business was transacted through two "dutch doors" at the east end of the room. Jack Rairdon served as bookstore manager until a larger area was provided in the expansion of the Campus Center in 1971.

The enlarged bookstore, now officially named The Colonial Bookstore, was located adjacent to the east side of the cafeteria. Freda Coffey directed the operation of the business until 1974. In 1974, the Campus Center interior was renovated, providing office space for the Business Division and enlarging the bookstore. Naomi Crawford was appointed manager of the bookstore in 1974, serving for several years as the efficient manager until her retirement in 1985. Faith Bell and

Sandra Ammons assisted Crawford. In 1985, Sandra Ammons became bookstore manager, a position she holds currently. Ammons is assisted by Kathryn Baltzell.

The Building Boom • 1969-85

Before the enrollment forms were completed for the opening day of the College in 1968, plans were drawn to construct additional facilities. The situation demanded expansion. The College faced the option of immediately launching a building program or turning away students. So the building boom began, and it lasted for 18 years. In the 16-year span between 1969 and 1985, the College found itself involved in the following building projects: (1) the actual construction of 12 new buildings in addition to the original 5 buildings; (2) the purchase of 4 buildings already built; and (3) at least 7 major renovations or expansions of existing buildings. The grand total comes to 23 buildings and/or real estate projects in 16 years. In addition, a cornfield devoid of any roads, parking lots, sidewalks, outside lights, grass, trees, or shrubs was transformed into a beautiful campus. Of course, even new buildings developed problems like leaky roofs, frozen pipes, and eventually dilapidated furniture and worn-out carpet. The building boom of the period between 1969 and 1985 is discussed below.

Land Memorial Gymnasium • 1969

One month after school opened, the bulldozers were moving dirt on the site of the gymnasium. Construction began in October 1968. The E. H. Land Manufacturing Company of Wichita, Kans., acted as



Land Memorial Gymnasium in 1969

the agent in the construction, supplying most of the material, while Robinson Construction Company did the construction. Rev. George Gardner directed the raising of funds for the 144' x 70' building. The exterior consisted of tan-colored aluminum sheeting with a bricked front entrance. The interior contained a foyer, a regulation basketball court, and eight rooms that offered facilities for dressing rooms, shower rooms, and offices. The building, opened for use in early March 1969, contained 20,481 square feet and seated approximately 500 people. Prior to the opening of the gym, all sports and physical education classes were conducted outside or in a large room in the northeast corner of Lunn Hall.

Rice Hall—Women's Residence Hall • 1970

A new dormitory for women had been planned for the second year, 1969-70. This building would be a match for the original women's dormitory, Stockton Hall. A large parlor and director's residence would connect the two. The structure was designed to house 102 women. Construction on the facility began in April 1969, with the hope that the building would be ready for the opening of the academic year in September. A delay of six months occurred almost immediately, due to a labor strike in the Kansas City area. Construction resumed in late October 1969. The cost of the building had been set at approximately \$368,000. R. R. Osborne had made a contribution of \$100,000. Dr. Smith and the trustees added \$200,000 from gifts from individuals, churches, and foundations. The remainder was borrowed. The residence hall was officially dedicated in 1970. It was named Paul Rice Residence Hall, in honor of a Kansas City high school senior who had planned to attend MidAmerica in the fall of 1970. But during the summer of 1970, Paul Rice became seriously ill with cancer and died in August. It seemed fitting that a young college should name one of its buildings after such an inspiring young Christian—Paul Rice.

Campus Center II • 1971

On Tuesday, September 22, 1970, a contract for construction of an addition to the Campus Center was given to Haren and Laughlin Construction Company of Kansas City. The projected cost of the addition was \$215,000. The addition consisted of 13,320 square feet, doubling the size of the dining room. Also located in the new construction were five much-needed classrooms, a bookstore, the post office, faculty offices, and student offices. The construction work was completed during the summer of 1971.

Lanpher Hall • 1972

A government-guaranteed loan made possible the construction of a second men's dormitory in 1972. Housing approximately 96 students, the building was named for the first chairman of the Board of Trustees, Wilson R. Lanpher, district superintendent of the Kansas City District, who died on June 27, 1972.

Dobson Hall • 1976

The fine arts building, officially named Dobson Hall, was constructed in 1976 to provide classroom, studio, and office space for the music and art departments. The building originally had been designated as the American Heritage Building. When, however, Professor James Dobson, a dedicated art teacher and evangelist, died of a heart attack in 1976, the building was renamed in his honor. Included in the building is the Richard Amen Auditorium, named in honor of a Mid-America friend who died in a plane crash. Funds for the construction of the building were raised by a financial drive in the city of Olathe and other sources to pay the approximately \$200,000 that the building cost. The Ned Rose Construction Company erected the building.

Smith Religion Building • 1977

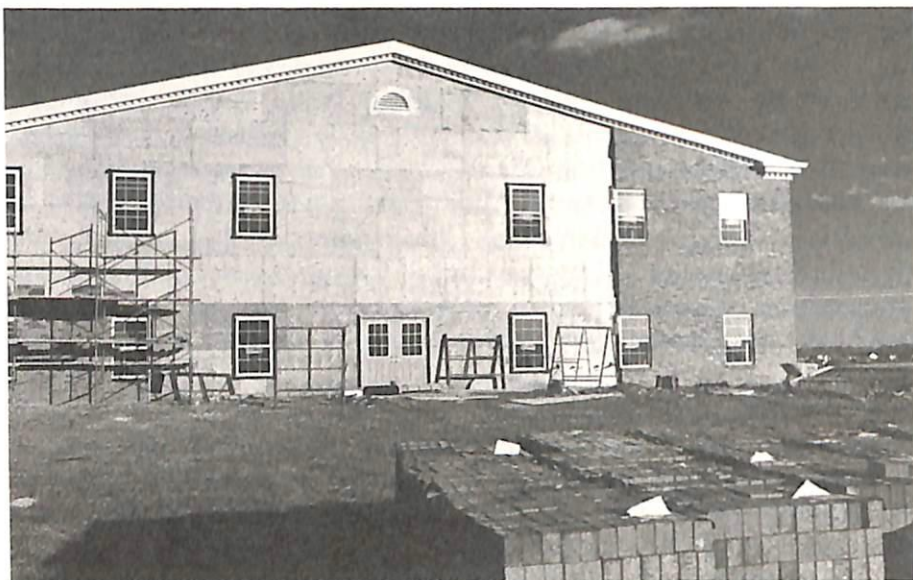
Constructed in 1977, Smith Hall was named in honor of Mid-America Nazarene College's first president, R. Curtis Smith. The original campus design had proposed a chapel to be located at this site. With the acute shortage of classroom space and a dearth of faculty office space, however, it was decided to place the religion building in the dominant location on the campus. The building, costing \$600,000, was built by the Ned Rose Construction Company of Olathe, Kans. With 11 faculty offices, the religion and humanities programs now possessed adequate working areas for their faculties. The nine classrooms relieved the pressure for classroom space. Two large lecture rooms, one seating 125 and the other seating 200 students, provided the College with specialized areas for classroom and fine arts presentations. The building opened for use in January 1978.

Gilliland Physical Plant Building • 1977

The Gilliland Physical Plant Building, erected in 1977, provided a central location for the carpenter shop, custodial services and storage, the motor pool shop, the grounds maintenance equipment, and offices for the physical plant maintenance staff. It was named for Rollin Gilliland, who came to the College in 1968.

The Field House • 1978

Coinciding with the introduction of varsity football at MANC, the construction of a modest field house began during the summer of 1978. The building measures 50' x 100'. Included in the structure are offices, locker rooms, a weight training room, and a snack area. The college newspaper, *The Trailblazer*, reported that an anonymous gift of \$155,000 had made possible the completion of the building, which cost \$219,962 to build.



The Career Education Building goes up: named for the founding academic dean, Donald S. Metz.

Metz Career Building • 1981

In November 1978, Dr. John Stockton reported that the Mabee Foundation of Tulsa, Okla., had given the College a grant of \$250,000 toward the building of an \$800,000 career education building. A condition of the grant required that MidAmerica raise the balance needed, in cash, before construction started. Otherwise the grant would be withdrawn. Over a year later, the College was \$155,000 short of its required goal of \$550,000. With the March 1 deadline only two and a half weeks away, it looked hopeless. Then the students initiated the Alpha Centauri program of fund-raising. Student enthusiasm did it. The money was raised. Construction by the Ned Rose Construction Company began on March 11, 1980. The building was dedicated on May 24, 1981.

Final cost was \$800,000. As a result of a campus-wide movement by students and faculty, the building was named the Metz Career Education Building. Special facilities in the building provided space for the business department, the education and psychology departments, the nursing division, and the computer center.

Uphaus Hall • 1981

Named for Mattie Uphaus, one of MidAmerica's consistently popular teachers, this new residence hall for women broke away from the traditional long corridors with rooms opening on both sides. Instead of conventional rooms designed for two students, the dormitory included suites of two or three rooms each, designed to house from four to six students. The concept was to create a more socialized and less regimented approach to dormitory living. The arrangement has proved popular among the women's population of the campus. The building was dedicated for student use on October 12, 1981.

Weatherby Chapel • 1982

From its beginning in 1968, students and faculty had felt the need of a special place dedicated to prayer, meditation, and religious services conducted for small groups. The faculty at one time attempted to conduct a weekly prayer meeting in a small room just off the kitchen in the Campus Center. The venture was short-lived. The banging of pots and pans and the aroma of cooking food created a difficult environment for prayer and meditation. Students had met for prayer or religious meetings at various times in classrooms with the inevitable interruptions. In 1982, however, a dream was realized with a grand assist from Marge Smith, the president's wife. The College finally acquired a chapel. Through the generosity of Mrs. Ivy Bates Weatherby, of El Paso, Tex., an aunt of Marge Smith, a beautiful and practical chapel was dedicated on September 5, 1982. Containing a chapel seating 125 people, a room for meditation and prayer, a conference room, and a faculty office, the well-appointed structure serves as a center of personal and group spiritual activity.

Mabee Library • 1985

As early as 1973 the College administration was committed to the construction of a new library. A letter to Dr. Smith on October 23, 1973, from Marvin G. Allen, Builder, Inc., contains the following statement: "In reviewing the preliminary drawings of the Library Building . . . we feel the cost of the Library Building would run around \$780,000."⁹ Detailed plans called for a four-story building including an elevator. Due

to the pressures for dormitory space and classroom facilities, however, the actual construction of the library was postponed for over 10 years.

Construction plans were revived in 1981. In 1981 the College initiated meetings with architectural/engineering firms to discuss the proposed library. On December 28, 1981, Gene Davis, of Hollis and Miller, Inc., met with members of the administration to discuss the qualifications of his firm to build the library. On January 15, 1982, Mid-America Nazarene College signed a contract with Hollis and Miller, Architects and Engineers, Inc., of Overland Park, Kans., to provide "detailed description of projection locations and scope" of a new library building to be constructed on the campus of Mid-America Nazarene College. Also, on January 25, 1982, the College submitted to the architects an 18-page "Preliminary Design" summary of basic ideas collected from the faculty, the administration, and the library staff. The proposals called for a library designed to house 150,000 volumes, to seat at least 350 students, to contain space for an Americana Collection and a Rare Book Room as well as a Learning Center complex.

On April 23, 1983, a contract to construct the library was signed with A. V. Oddo Building Company, Inc., for \$1,504,000, with a sod alternate of \$12,000. The completion date was set for April 30, 1985. Ground-breaking ceremonies were conducted under the direction of Dr. Roger Parrott on November 17, 1983.

The library was formally dedicated on September 10, 1985. The library included 82 individual study carrels, 12 rooms for group or conference work, a heritage book room, a typing room, the library administrative offices, microcomputer laboratory, an art and sculpture display case, and an audiovisual room. Three special areas in the library are: (1) the Kresge Academic Support Center—a learning center dedicated in honor of the generosity of the Kresge Foundation of Troy, Mich.; (2) Marge Smith Archives—dedicated in honor of the first president's wife and her effort to build a young college and to preserve an appropriate record of history; and (3) the Maurine Dickerson Technical Processing Area—named in honor of the efforts of the college's first librarian to establish and build a library of quality on the campus of Mid-America Nazarene College.

Financial planning for the library focused on the "Third Decade Challenge" directed by Dr. Parrott. The "Third Decade Challenge" evolved from a comprehensive study of the projected needs of Mid-America Nazarene College for the 1980s. The ambitious goal was to raise \$27 million for the construction of necessary new facilities and the expansion of some existing facilities. The first building listed was the Library and Resource Center, at a proposed price of \$3 million. Other

proposed buildings included a Fine Arts Building (\$2 million), a Field House (\$3 million), and a \$1 million expansion of the Campus Center. A national recession, personnel changes, and a temporary decline in student enrollments required a drastic modification of the ambitious project. The library concept, however, did remain alive, although on a more moderate scale.

Financing for the library resulted directly from the "Cornerstone of Wisdom" campaign, the first financial drive of the "Third Decade Challenge." A key factor in this campaign was a request for \$750,000 from the Mabee Foundation of Tulsa, Okla. In order to receive the grant from Mabee Foundation, the College was required to raise \$3 million in gifts and pledges. After a hectic campaign, the \$3 million was raised, and the \$750,000 grant from Mabee Foundation assured. Among the larger gifts secured by Roger Parrott in the campaign were: Kresge Foundation, \$250,000; Speas Foundation, \$150,000; Mr. and Mrs. Alvin Stewart, \$90,000; Patron's State Bank, \$15,000; R. Crosby Kemper, \$50,000; Southwestern Bell, \$15,000; MANC Board of Trustees, \$28,402; MANC faculty, administration, and staff, \$51,463. The loyal people of the educational zone and supporting friends contributed the balance of the required \$3 million. A plaque at the entrance of the library reads:

Mabee Library—Dedicated September 10, 1985

**In honor of the continuing generosity of J. E. and L. E. Mabee
Foundation, Inc., of Tulsa, Oklahoma**

John H. Conway, Jr. John W. Cox

Guy Mabee Joe Mabee

Dr. Roger Parrott, Project Director

M. Dickerson, Director of the Library

Major Renovations and Expansions

Seven major renovation-expansion projects occurred in the midst of the scramble for new buildings. Several of these projects escalated to well over the \$100,000 mark. All of the projects met a critical need. The several emergency projects, sandwiched in between major building undertakings, were: (1) the building of classrooms in the basement of College Church, (2) the expansion of the gymnasium, (3) Lanpher basement renovation, (4) connecting parlor between Snowbarger-Lanpher dormitories, (5) King's Court remodeling, (6) Osborne expansion and renovation, (7) Lunn renovation. In addition to these seven major projects, the Campus Center, to meet changing needs, has undergone at least three extensive interior modifications.

College Church Basement Classroom Project

Two small buildings on the church property had served as office and classroom space for the fine arts division from 1968 to 1971. When a new sanctuary, now called Uphaus Hall, was constructed in 1971-72, these two buildings were demolished. The new church was dedicated on April 30, 1972. The basement of the church was large but unfinished. Needing space for the music and fine arts programs, the College offered to finish the basement into classrooms in return for daily use of the area. The church agreed. Jim Elliott and Bill Mullins worked out the details. The construction work was rushed to completion by Jim Pratt and others during the late spring and summer of 1972. Both church and college benefited. Total cost of the project was an estimated \$40,000. Later the church deeded 60 feet of its property south of Lanpher Hall to the College in exchange for payment of the \$40,000.

Enlargement of the Gymnasium

The initial gymnasium, built in the winter of 1968-69, has been the most serviceable building on the campus. Used for several kinds of sports, the scene of banquets and parties, often echoing with the chant of the auctioneer, the building has survived for almost a quarter of a century. Faculty and students have sweltered in the gym during the scorching days of fall registration. Enthusiastic fans have drummed on the metal walls during basketball games. Choirs and bands have presented heartwarming holiday concerts. The faculty has actually "frollicked" there, and visiting caravans of students have slept on the floor. The gym is an enduring part of MANC's history.

On October 16, 1974, the trustees voted \$30,000 to expand the east side of the gym for additional classroom space. In a separate action, the board also approved a report that asked for a student action center to be incorporated into the expansion project. On December 20, 1974, by a mail vote, the Board of Trustees accepted a bid from the Ned Rose Construction Company to construct the additional classrooms and student action center for \$112,000. The construction was completed in the spring of 1975.

Lanpher Basement Buildup

Lanpher Hall, the second men's dormitory to be constructed, represented the sole three-story building on campus. The basement area was not designed for housing arrangements. The large area did not remain unused very long, however. Expanding enrollment required additional classroom space. In 1975, four large classrooms in Lanpher basement offered some relief to the classroom situation. Within a year, the

faculty of the education department had moved into offices in this area. When the nursing degree was initiated in 1978, the southwest corner of Lanpher basement became the focal point of nursing instruction. The entire nursing staff and instructional facilities moved into the Metz Career Building in 1982. The addition of a major in home economics transformed the southeast area of Lanpher basement into a modern home economics instructional area. The first Learning Center, headed by Professor Arlie Peck, was located in the center of Lanpher basement. The Career Counseling Center, directed by Margaret Gilliland, also used the basement as headquarters for a time. Finally, when all classrooms and faculty offices were moved, student offices and some business offices occupied Lanpher basement. Elnora Alumbaugh worked the final years of her long service as financial aid officer at MidAmerica helping to process student loans and student accounts in Lanpher basement. In recent years the basement housed the main college copy machine as well as a student lounge. It now houses the offices of the Associated Student Government; the Tropics, a student snack/recreation area; offices of the *Conestoga*, the college yearbook; and the *Trailblazer*, the college newspaper. Kevin Garber, director of special summer events, also retains an office in the area.

Connecting Parlor Between Snowbarger-Lanpher Halls

For several years the men students living in Snowbarger and Lanpher dormitories had requested that a parlor be built to connect the two buildings. The dormitories had no lounging facilities. No central meeting area. A plan to build a parlor was approved. Money was lacking. Cost was estimated at \$125,000. Finally, in 1982, a property called the Red Bridge Property was sold. The property had been given to the College by R. R. Osborne. Sale of the property brought the needed \$125,000. The parlor was constructed in 1982.

King's Court Expansion

Dormitory space remained a dominant problem in 1979. The purchase of King's Court in 1976, an apartment complex north of the campus, had solved the problem temporarily. But the rapidly increasing enrollment revived the problem when the enrollment reached 1,121 for the 1978-79 school year. A plan to convert the ground-floor apartments and garages of King's Court into housing units was presented to the Board of Trustees on May 21, 1979. The cost of the project was estimated at \$125,000. The trustees approved a loan to finance the expansion. Don Bell, Sr., an Olathe construction company owner, worked under intense pressure during the summer months of 1979 with a

handpicked crew of construction workers. When school opened in September the paint was just dry enough in the housing units for students to move in. But another challenge had been met successfully.



Four men and four buildings (*l. to r.*): R. R. Osborne, E. W. Snowbarger, M. Lunn, John Stockton.

Osborne Hall Expansion and Renovation

In January 1982 when the College signed a contract with architects and engineers to construct a new library, the domino syndrome began immediately. The administration, housed in Osborne Hall, made plans to move into the former library area in Lunn Hall. The Division of Natural Sciences and Mathematics already had devised preliminary plans to renovate Osborne Hall into a full-fledged science complex. In April 1982, four months after the College signed the contract for a new library, a meeting was held in the President's Conference Room on April 6 to discuss the renovation of Osborne Hall. The Division of Natural Sciences and Mathematics had made detailed floor plans of the first and second floors, showing the current floor plan, walls to remain, walls to be removed, and a proposed floor plan for the science and mathematics division.

The first floor plan showed an addition to the south side of approximately 30' x 62', which would include a greenhouse, biology preparation area, animal room, washroom, storage area, and small courtyard. Plans for the renovation progressed slowly from 1982 to

1987 due to some unexpected costs of the library project. By April 27, 1987, architect Gene Davis met with a committee composed of Paul Hendrickson, Lawrence Goodman, Kathy Buxie, John Stephens, Keith Bell, Steve Cole, Bill Morrison, Clarence Linsey, Donald Owens, Lloyd Taylor, and Charles Morrow to suggest minor changes in the prepared design. Plans were completed and distributed to seven selected contractors on Wednesday, January 27, 1988. Bids for construction were read on February 17, 1988. Prior to the bidding the cost estimates of the architects totaled \$642,000. This amount included \$400,000 for the remodeling, \$200,000 for the south side addition, and \$42,000 for the architect's fee. Because the lowest base bid far exceeded the estimated total sum, a series of negotiated changes were finally accepted. The final cost of the renovation, completed in 1988, was \$818,496. Of this amount, \$600,000 was applied to renovation and \$172,000 to new equipment.

Lunn Hall Renovation

Lunn Hall had undergone several renovations since its completion in 1968. During the first year of college operation, the entire second floor of Lunn Hall was dedicated exclusively to library usage. The first floor, in the beginning, housed several faculty offices, three large classrooms, and two business education classrooms. During inclement weather in 1968-69, Bud Harbin conducted some physical education classes in Room 106, the largest classroom on campus. Later when the business education complex moved to the basement of Lanpher Hall, the education faculty utilized the former business classrooms as offices. To strengthen the teacher education program, the curriculum library, supervised by Theda Gardner, was transferred from the main library to the first floor. Needing more office space for an expanding staff, the education faculty moved to offices in the basement of Lanpher Hall. The former business classrooms became a faculty lounge and a conference room. In 1978 the library moved its periodical and audiovisual holdings to the first floor. Now only some faculty offices and a faculty lounge remained in Lunn, in addition to the library. When the library moved into the newly constructed Mabee Library in the summer of 1985, plans were made to renovate Lunn Hall for administrative offices.

The renovation of Lunn Hall was completed in the summer of 1987. The campus physical plant crew acted as the construction agency, saving the College a sizable amount of money. Total cost of construction and equipment amounted to \$358,657. The first floor of Lunn Hall remained almost intact. Repainting, rearranging, recarpeting

part of the area provided attractive quarters for the business office and the registrar's office, as well as an attractive office for the director of international student development. The telephone switchboard, the administrative computer equipment, and a conference room are also located on the first floor. The second floor, the former main library, underwent extensive renovation. Spacious and attractive office areas are provided for the president, the academic dean, institutional advancement, innovative education, and the alumni and auction office. Included in this project were new heating and air-conditioning systems. The pictures of the former presidents and deans smile down on pleasant surroundings.

Campus Center Renovation

The Campus Center has undergone the most frequent renovation of any building on the campus. The most important projects are listed below.

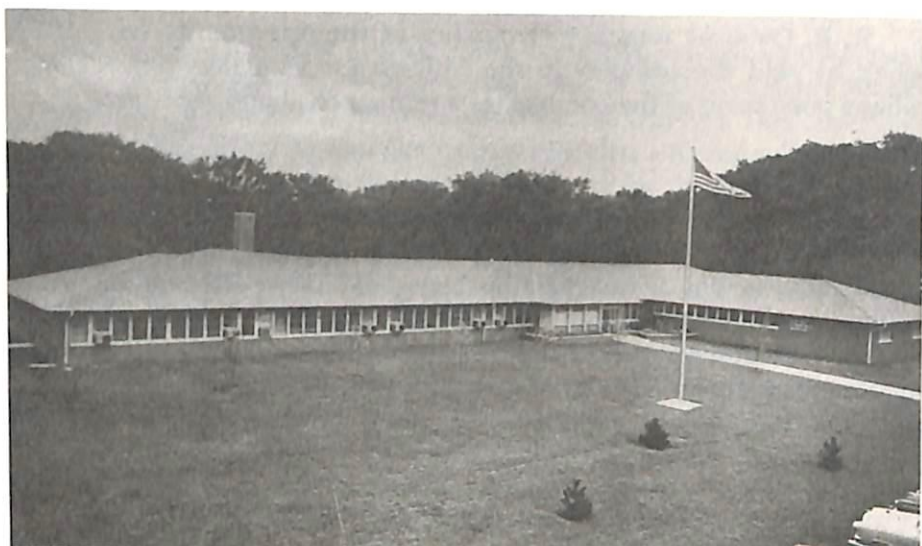
1974	Summer	Bookstore and office space for faculty of business division
1986	Summer	Kitchen serving area was repainted and rewallpapered
1987	Summer	Some seating area in the cafeteria was closed off into temporary innovative education offices
1988	Summer	Innovative education offices were remodeled and made permanent
1988	Summer	President's Dining Room was remodeled and redecorated
1989	Summer	Career Center moved to former ASG offices with security and this area was remodeled
1989	Summer	Student development offices were remodeled and redecorated
1989	Summer	Financial services offices and admissions offices moved to the Campus Center; innovative education moved to Lunn Hall

Purchase of Buildings

In addition to constructing new buildings and renovating existing structures, the College engaged in several outright purchases of properties. The properties included the old Olathe Hospital, the Heritage Apartments, Colony West, and King's Court.

Old Olathe Hospital

As early as February 1969, the College realized the most immediate need for the next year would be dormitory space. To help solve this



The old Olathe Hospital purchased for temporary offices before completion of the campus.

problem, the trustees made an offer of \$150,000 for the old Olathe Hospital, located about one mile from the campus on Santa Fe Street. This former hospital had served as the headquarters for the College administration during the first eight months of 1968, while construction was taking place on campus. Now the old hospital offered possibilities as a men's residence hall. The city accepted the offer. When Lanpher Hall, a men's dormitory on the campus, was finished in the spring of 1971, the Board of Trustees voted to sell Santa Fe Hall for \$237,500.

Heritage Apartments

Heritage Apartments appeared dramatically in the spring and summer of 1969. A women's dormitory was scheduled for occupancy in September of 1969. A six-month strike of construction workers brought most building projects to a halt—including the proposed dormitory. R. R. Osborne came to the College's rescue. Working with the incredible speed that only a banker of outstanding integrity and leadership could provide, Osborne had a 16-apartment complex ready for the young women when they arrived for the opening of school. Located a quarter of a mile from the campus, the apartments housed four to six women students each—complete with kitchenettes and laundry rooms. Heritage Apartments were converted to married student housing in 1978.

R. R. Osborne retained ownership of the apartments until 1972, when he sold the complex to the College for \$200,000. The College retains possession of the complex as a rental possibility for married students.

Colony West

In 1970 a Kansas City builder named Donald Hodges erected an attractive apartment building on the southwest edge of the campus. The idea of the builder was to attract single faculty personnel or young college staff couples to rent the apartments. Due to ill health, Mr. Hodges was forced to curtail his business activities. He offered the apartments, named Colony West, to the College. At a meeting of the Board of Trustees on October 20, 1971, the following report was made:

A motion was made by D. J. Burk and seconded by Blaine Profitt to adapt the recommendation of the committee to purchase the Colony West Apartment building at a cost of \$185,000 or less. The motion carried unanimously.¹⁰

The College has utilized the complex as an honors' residence and as a residence for upper-division students, and as housing for married students.

King's Court

King's Court offered temporary relief for the lack of dormitory space when the enrollment increased rapidly in the 1970s. Purchased from R. R. Osborne in May 1976 for \$1,192,000, the apartments at one time housed over 300 students. By 1985 the College enrollment had declined sharply. The need for off-campus housing for students had diminished. Because of the expense of operating the King's Court Complex, the College trustees voted to sell the apartments in 1985. On February 20, 1985, the King's Court Apartments were sold for \$1,050,000.

FACULTY GROWTH AND DEVELOPMENT

This discussion of faculty growth and development begins with the recruitment of the instructional staff for the first two years, 1968-70. In the formation of a faculty the matter of academic preparation is a major consideration. Once a teaching or instructional staff is formed, then the significant items of faculty-student ratio, faculty teaching load, faculty salaries, and continued faculty development demand attention.

Recruitment of the Faculty • 1968-70

Many were called. Few answered. For every faculty member added to the staff in the first five years, at least four were offered a position at

MidAmerica Nazarene College. The reluctance of faculty to leave established institutions, with well-equipped laboratories, large libraries, adequate housing, and modern instructional facilities, was understandable. In addition, the new College was labeled a junior college. Further, there was no guarantee of financial support for the new College on its educational zone. And there were no alumni to help recruit students and boost the school.

The faculty who did come to MidAmerica came for several reasons. First, everyone felt a specific leading of God in joining the staff. Second, each new faculty member cherished the hope of helping to build a truly spiritual college that would make a difference in the lives of the young people. Third, the challenge of being part of something new, of starting from point zero in a religious-academic enterprise, appealed to some. Finally, some had reached a plateau in their careers and were seeking a fresh start. So they came. God bless them, they came to MidAmerica Nazarene College.

Eleven of the 16 members of the original teaching staff were full-time teachers. Three additional faculty members were administrators who taught part-time. Two members were part-time, holding other positions or having duties elsewhere. The 11 full-time members were: Keith Bell, modern languages; Mary Alyce Galloway, English; Elmer "Bud" Harbin, physical education; Phyllis Jones, English; Carl Kruse, chemistry; Alma Jean Lunn, English and psychology; James Main, music; Gerard Reed, history; Roberta Reed, business education; Robert L. Sawyer, Sr., biblical literature and languages; and Gertrude Taylor, speech. Donald Metz, the academic dean, taught theology. Robert G. Lawrence, associate dean, taught biology. Jack Rairdon, dean of students, taught history. Karen McClellan taught piano part-time. Gary Rickman taught mathematics part-time.

The academic staff for the second year, 1969-70, was dramatically expanded. The faculty now included 21 full-time members and 3 part-time members. In addition, 3 administrators taught courses in their fields, and 3 part-time instructors were added. The instructional staff now numbered 29. Nineteen of the faculty were full-time teachers, while 10 were part-time teachers. Of the 29 faculty members, 10 held earned doctorates in their teaching fields.

Academic Preparation of the Faculty

Maintaining a well-prepared faculty has presented a consistent challenge to the College. For the college year 1969-70, the faculty was composed of 19 full-time and 10 part-time teachers. Full-time instructors were those teachers who were teaching nine or more semester

hours. Of the 29 members of the instructional staff, 37 percent held an earned doctorate. For the fall semester of 1972-73, the instructional staff had increased to a total of 49 teachers. Of this number, 31 were full-time teachers and 18 were part-time. The number of earned doctorates had declined to 29 percent of the full-time staff. For the entire staff of 49 the number of earned doctorates was 26 percent. The percentage of these with the master's degree was an even 70 percent.

The accreditation of the College by North Central in 1974 produced an immediate change in the ability of the College to recruit teachers. Within three years the percentage of faculty holding the doctorate had increased significantly. For the fall term, 1977-78, 25 members of a total of 48, or 48 percent, held an earned doctor's degree. In addition, 3 teachers had completed all of their doctoral programs except for the dissertation. Further, 7 other faculty members were enrolled in graduate work in doctoral programs. Throughout the decade of the '80s, the College maintained at least a 40 percent ratio of faculty with the earned doctorate. In 1982-83 the figure was approximately 40 percent. For 1984-85 the percentage of earned doctorates stood at 45 percent. For the 1989-90 academic year, the percentage of earned doctorates on the instructional staff leveled off at 43 percent. These doctorates, combined with a high percentage of experienced teachers holding at least one master's degree, assured the College of a teaching staff adequately prepared to teach.

Faculty Development

To encourage faculty growth and development, the College adopted, in 1969, the following provisions:

1. The provision for a stipulated amount of money to be allocated to each faculty member for purposes of attending conferences, conventions, or workshops.
2. Payment of tuition and fees for graduate work included in a specified doctoral program.
3. The provision for sabbatical leaves for the purpose of further study, writing, or travel.
4. The provision for one week each semester for purposes of involvement in activities specifically connected with the instructor's area of concentration.
5. The purchase of library holdings in particular fields at the request of the instructor.¹¹

The College has utilized two methods of developing faculty skills, motivation, and effectiveness. These two methods are the "Faculty Development Fund" and the "Faculty Development Committee."

Faculty Development Fund

Each year the instructional budget contains an allocation for faculty development. The funds provide for specific items: (1) attendance at professional meetings; (2) membership in professional organizations; and (3) payment of tuition for graduate study.

During the year 1977-78 the record was as follows:

- fifteen faculty members were granted \$4,803.41 for tuition;
- thirty-seven spent \$6,684 to attend professional meetings;
- forty-one faculty members paid \$1,581.39 for membership in professional organizations.¹²

The grand total granted for professional improvement was \$13,069.76. In the decade of the '80s the College continued to provide financial support, as funds were available, for faculty development.

Faculty Development Committee

Organized in 1975, the Faculty Development Committee offered a challenging program for faculty improvement. Faculty development on the MANC campus moved ahead in 1975 with the designation of an on-campus coordinator who participated in the 15-month Advanced In-Service Faculty Development Program sponsored by the Council for the Advancement of Small Colleges. Under the guidance of a planning committee, goals were identified and a nine-step procedural plan was developed for carrying on the program. Based on the results of a needs assessment, activities that have been planned for each year since include: on-campus and off-campus workshops and seminars, visitation to other campuses, colloquia and brown-bag sessions, evaluation of individual faculty teaching effectiveness, and recommendation for improvement, development of individual growth plans, and dissemination of pertinent information for the faculty by means of a "Faculty Development Bulletin." This bulletin is now a newsletter. Beginning in 1984, faculty development activities were planned by the vice president for academic affairs and the dean's cabinet. A *Faculty Development Handbook*, published in 1990, presents a complete description of MANC's faculty development program.

Faculty Salaries

Faculty salaries may be compared from at least three directions—with national averages, with other private colleges in Kansas, and with other Nazarene colleges. Compared with national averages, faculty salaries at MidAmerica were low. Compared with other private colleges in Kansas, salaries tended to range from moderate to high. Compared

with other Nazarene colleges, faculty salaries ran from average to low. This salary range was true of both administration as well as faculty salaries. With the multiplied demands of a college starting from point zero, this financial strain was to be expected.

For the first year, 1968-69, the average salary of all ranks combined was \$7,532. When the \$619 in fringe benefits was added, the average salary for the first year was \$8,151. Two years later, the average salary was \$8,266 plus \$909 in fringe benefits, for a total of \$9,175. For the sixth year of operation, 1973-74, the average compensation was \$9,403, plus \$1,190 in fringe benefits, or \$10,593. The increase in average salaries over the first six years was a modest \$2,442, or \$407 per year. The lifeblood of the faculty was being poured into the growth of MANC just as surely as the brick and mortar of new buildings and equipment.

The five-year period between 1974-75 and 1978-79 brought a significant increase in faculty salaries. Annual increments were \$1,155. The average salary in 1978-79 was \$13,972 plus \$1,408 in fringe benefits, for a total of \$16,380. At this point in 1978-79, professors were being paid \$17,150 plus \$1,870 in fringe benefits, or a total of \$20,020. Associate professors were being paid \$15,327, plus \$2,605 in fringe benefits, or a total of \$17,932. Assistant professors were being paid \$12,080, plus \$2,133 in fringe benefits, or a total of \$14,213. Instructors received an annual salary of \$11,550, plus \$2,056 in fringe benefits, or a total of \$13,380. While significant progress had been made, salaries remained modest.

In the six years between 1978-79 and 1984-85, faculty salaries showed a steady growth in spite of declining enrollments. In 1981 a committee prepared a faculty salary formula, which provided for equitable and consistent raises—within budgetary limits. The salary arrangements for the academic year 1981-82 were as follows:

<i>Rank</i>	<i>Salary</i>	<i>Benefits</i>	<i>Total</i> ¹³
Professor	\$21,135	\$4,894	\$26,029
Associate Professor	19,115	4,153	23,268
Assistant Professor	15,540	3,485	19,025
Instructor	16,456	3,565	20,021

By the time the founding academic dean left office in the summer of 1983, the faculty salary formula was in place and test-run. By the fall of 1985, his successor, Keith Bell, was able to report to the president and the faculty that the formula had been fully implemented, a process that took some time because of the inevitable financial impact.

Full-time Faculty Salaries by Rank¹⁴
Nine-Month Contracts
1982-83 to 1990-91

<i>Year</i>	<i>Prof.</i>	<i>Assoc.</i>	<i>Asst.</i>	<i>Instr.</i>
1990-91	\$30,760	\$25,776	\$23,248	\$20,657
1989-90	29,084	24,300	22,218	20,223
1988-89	28,881	23,679	22,343	19,758
1987-88	26,106	22,766	21,366	19,188
1986-87	25,437	22,285	20,319	18,472
1985-86	25,294	21,750	20,318	18,234
1984-85	24,020	21,122	18,476	15,906
1983-84	22,948	21,511	17,500	15,149
1982-83	22,266	18,694	17,226	15,378

Faculty-Student Ratio

The faculty-student ratio rates at the top when colleges are evaluated according to academic performance. A low student-faculty ratio (between 10 to 15) provides a college with an automatic positive status in regard to academic performance. The higher the student-faculty ratio, the more difficult it becomes to achieve academic excellence and academic recognition. MidAmerica Nazarene College, starting with neither facilities nor faculty, faced the staggering problem of constructing first-rate facilities while building a quality faculty. It was inevitable that the student-faculty ratio would be high initially—and would remain so. In the early years of the College, the academic income surpassed the academic expenditures. The surplus was poured into the payment for bricks and mortar and equipment. The fact that after 25 years of operation the College has a minimal debt on its facilities stands as a tribute to the sacrificial service of dedicated, Christian faculty. The faculty-student ratio for the first years of operation is listed below. The ratio varied from a high of 22.1 in 1970 to a low of 15.8 in 1985. For the decade of the '80s the ratio stood at 18 to 1.

Faculty/Student Ratio
Fall Terms

<i>Year</i>	<i>FTE Students**</i>	<i>FTE Faculty***</i>	<i>FTE Student/Faculty Ratio</i>
1968	237	14.0	16.9*
1969	442	20.5	21.5
1970	649	29.4	22.1
1971	756	34.4	22.0
1972	766	37.8	20.3
1973	783	41.0	19.1

1974	883	44.8	19.7
1975	993	45.3	21.9
1976	967	46.4	20.7
1977	963	48.7	19.8
1978	1,043	56.2	18.6
1979	1,206	60.7	19.9 ¹⁵
1980	1,257	66.5	18.9
1981	1,293	66.9	18.5
1982	1,218	69.5	17.5
1983	1,129	62.1	18.2
1984	1,048	61.4	17.1
1985	948	59.9	15.8
1986	899	52.4	17.2
1987	940	54.6	17.2
1988	901	52.6	17.1
1989	1,067	54.8	19.5
1990	1,093	65.1	20.1 ¹⁶

The faculty is the primary resource of the College. To generate an abiding spiritual atmosphere and to promote academic excellence requires the addition and developing of scholars, teachers, and vital Christians. Effective stewardship also requires flexibility in assigning these resources to the needs of the students and stated purpose of the College.

ADMINISTRATIVE EXPANSION

In 25 years the College administrative service has expanded as the institution has grown. In the beginning the modest administrative approach was geared to a few committees and to normal accounting procedures. In 1991 the management style is linked to multiple committees and to complex technical programs. Among the more significant developments in the administrative area of the College are the increase in physical facilities, the installation of an administrative computer center, a significant increase in student services, a reshaping of the public relations-institutional advancement responsibilities, a realignment of the registrar's office, and an increase in business office personnel. The president of the College operates in the same areas of activity as in the beginning days of the College, without additional staffing. Due to some shifting of duties, the scope of the academic dean's work has been fixed

**FTE Students calculated as all students with 12 or more semester hours plus total student credit hours of part-time students divided by 12.

***FTE Faculty calculated as percentage of 16 hours teaching load.

almost exclusively on the academic. Today both the president and the academic dean share in the benefits of more spacious office areas due to the remodeling of Lunn Hall in 1988.



Lillian Rairdon delivers the mail to Leta Hendrix.

Administrative Physical Facility Expansion

In 1968 all of the administration was housed in less than 5,000 square feet of office space in Osborne Hall. The president, the assistant to the president, the academic dean, the associate dean, the dean of students, the registrar, all of the business office, and one physical plant director worked from the first floor of Osborne Hall. In addition to the administrative offices, there were two large classrooms located on the first floor of Osborne Hall. As the enrollment climbed, so did administrative demands. By 1990 the administrative agencies required over 20,000 square feet to function smoothly. In 1990, all of Lunn Hall, over 16,000 square feet, had been renovated for the expanded needs of the administration. In addition to Lunn Hall, the Campus Center offered over 3,500 square feet of space for student services, the bookstore, health facilities for the campus nurse (Betty Clark), the admissions and recruitment office, the student financial aid office, Career Development Center, the post office, and campus security. Headquarters for adminis-

tering campus maintenance was located in Gilliland Physical Plant Building. The College athletic director provided oversight for campus intercollegiate sports from office space in Land Gymnasium. The expansion from less than 5,000 square feet of administrative space to over 20,000 square feet of office space reflects only part of the story. Another part of the story is the addition of up-to-date equipment. The administrative computer center illustrates the expansion of technical equipment.

Administrative Computer Center

In 1981 a career education classroom building was constructed and named Metz Hall. The entire computer operation of the College, attempting to combine instructional and administrative computer services in one area, was located in this new building. Dr. Floyd John directed the computer operation. Student response was immediate and enthusiastic. Administrative reaction matched student response. At times the center was forced to operate around the clock to meet all the demands placed on it. From the beginning an awareness existed that combining instructional and administrative computer operations would produce a strain on both directions. Limitations of finances dictated the combined venture. When Lunn Hall was renovated in 1987, an opportunity arose to divide the computer services. The instructional computer center remained in Metz Hall. A new Administrative Computer Center was placed in Lunn Hall. First Carol Wish, then Mavis Rambarran directed the Administrative Computer Center. Currently, in 1991, Ruskin Golden provides quality computer service for the administration.

Another important change came in 1987 with the shift of the telephone switchboard from the lobby of Osborne Hall to the area occupied by the computer services in Lunn Hall. The telephone services had been placed in Osborne during construction in 1967 and remained there for 20 years.

Presidential Administration

The role of the College president has evolved from the "pioneer leader" type to the "head of state" figure. In 1966, when the College was more a dream than a reality, a pioneer leader was necessary. In 1990, when reality had replaced the dream, the head of state was essential. In 1966 the president of the College *was* the College, for all practical purposes. Dr. Smith and his secretary, Mattie Belle Jones, represented the total institution, aside from the Board of Trustees. It followed, then, that all decisions regarding personnel, finances, policies,

and procedures would flow from the president's office. As additional personnel arrived on the scene, an administrative team became active. This team, consisting of the assistant to the president, the academic dean, the business manager, and the dean of students acted in an advisory capacity to the president. The director of institutional research, an office created in February 1972, also became a member of the president's administrative team. In the early years of the College's development, the president assumed personal responsibility for arranging chapel services/programs and for conducting chapel. After 1976, this important function was assigned to the assistant to the president, the academic dean, dean of students, and currently, in 1991, by a campus director of spiritual formation. Dr. Smith steadfastly refused to chair faculty meetings or to be involved in their functioning. Following Jones, Linda Cantwell served as a secretary for a short time. Alicia Laser served as the president's secretary for 18 years. Linda Baldrige provides secretarial and administrative assistance to Dr. Spindle. Dr. Owens and Dr. Spindle, later presidents, assumed a more active role in faculty meetings, usually presiding over most sessions.

Following recommendations made during the 1982-83 academic year by Dr. Dean Hubbard, former North Central commissioner and then president of Union College (Nebraska), the board approved a plan, recommended by the president, which called for a "cabinet model" of college administration. This approach called for a president's cabinet of executive administrators who answered directly to the president and a dean's cabinet of academic managers under the supervision of the academic dean.

Academic Administration

In 1967 there was no academic program. When Dr. Smith was elected president, the overwhelming load of finances, construction, public relations, and recruitment consumed his attention. His extensive travels took him from the College as much as 25 percent of his working time. When he was on campus, he was involved in endless business conferences, committee meetings, personnel interviews, and planning sessions. Almost the entire academic administration was placed upon the academic dean. In addition, the College had a driving compulsion to move toward a four-year status and to state and regional accreditation. Without an office staff, with no faculty except a librarian and a part-time religion professor, the dean faced the first year.

A catalog had to be written; there was a prospectus to be developed, endless correspondence to carry on with North Central, faculty members to be interviewed, class schedules to form, office and class-

room furniture to purchase, student registration forms to prepare, and explanations to give to interested parents or prospective students. In those rare extra hours, there were sod parties when all the administration laid grass on the campus, planted trees and flowers, and, on occasion, unpacked and assembled furniture. In the intensity of action in the first several years, with the constant pressure of growth and the challenge of accreditation, the academic dean's office assumed more responsibility than is ordinarily attached to that office. Another reason for the increase in the function of the academic dean's office was the more frequent changes of personnel in the business office, the office of dean of students, and the assistants to the president. So the necessary absence of the president from the College, the foundational, emerging nature of the building of an academic program, and the pressure of growth and accreditation procedures added to frequent change of personnel in other areas, deposited more than usual responsibility to the academic dean.

In 1970 the academic dean's office functioned as did most academic areas, with the exception that the director of admissions was under the supervision of the academic dean. By 1973 the director of athletics came under this area. Also added was the director of teacher education and continuing education.

Dr. Keith Bell, formerly director of institutional research and registrar, was elected academic dean in 1983 and named vice president for academic affairs and dean in 1985. The vice president for academic affairs and dean is elected by the board on nomination of the president of the College and the Executive Committee. He serves as chief administrative officer in the absence of the College president. He works with the chairs of divisions who give immediate supervision to the students during class hours, assist the students in arranging courses of study, and act as their advisers throughout the year. He is responsible to the president of the College. Dr. Bell, as vice president for academic affairs and dean, makes recommendations, in consultation with the president, regarding the courses to be offered, the drawing up of class schedules, the assignment of teaching loads, and the hiring of faculty. Those who answer directly to the vice president for academic affairs and dean are as follows:

- Registrar and Director of Institutional Research
- Director of the Library
- Director of Teacher Education
- Chair, Division of Business Administration
- Chair, Division of Fine Arts
- Chair, Division of Human Development

Chair, Division of Humanities
Chair, Division of Nursing
Chair, Division of Religion and Philosophy
Chair, Division of Science and Mathematics
Director, Graduate Studies in Education
Director, Graduate Studies in Management
Director, Management and Human Relations (MHR)¹⁷

Among those serving in academic affairs are Alicia Laser, Delta Allen, Carol Knight Best, Terry Gunter, and Crystal Luna.

When the administration was reorganized in 1985-86, the title of "academic dean" was discontinued. A new title and a new office were created—the Office of Academic Affairs, under the direction of the vice president for academic affairs and dean. This new organization presented two deans, one the dean of the College, working with the registrar and director of institutional research, the director of the library, and the division chairs. The other was the dean of innovative education, who directed the Nazarene Bible College Degree Completion Program for pastors, the MHR Program, and soon afterward the graduate program in education.

Student Services Expansion

The administration of student services has experienced the most explosive expansion in the 25-year history of the College. The dramatic growth in the area of student services reflects both the growth of the College and the increasing complexity of higher education. In the first *Faculty Status Study*, published in April 1970, the duties of the dean of students are listed as follows: "He has specific responsibility . . . in the areas of student health services, student organizations and social functions, student housing and boarding, student conduct, and student religious life."¹⁸ Three years later, in 1973, the job description was essentially the same, with one exception. Student employment was added to the duties of the dean of student affairs. A modest expansion occurred by 1979 when career planning/placement was placed under student services, along with traffic control and campus security.

The explosion in student services came in the 1980s. Upon recommendation of North Central consultants, the director of intercollegiate athletics was moved from the academic area to student services in 1983. Dr. Bob Drummond succeeded Donald Stelting in this office in 1989. In May 1989 admissions and recruitment was shifted from public relations to student services. Dennis Troyer was named director of admissions. Also in May 1989 student financial aid was transferred from institutional advancement to student services. In 1990 chapel arrange-

ments were placed under student services, with a part-time director of spiritual formation reporting to the vice president for student development. Finally, in 1990, a Freshman Seminar course, required of all freshman students, was introduced by student services. Bob Drummond supervises this meaningful new addition to the area of student services. The course carried one hour of college credit for eight weeks of classes taught by 17 different faculty members.

The area of student services employs approximately 30 full-time personnel. Among the longtime employees and more recent personnel working in the area of dean of students, admissions and recruitment, security, financial aid, health services, and security, are: Julie Drummond, Julie Burch, Melinda Harmon, Shirley Jones, Patrick Allen, Billie Batten, Betsy Harris, Elaine Main, Marty White, Margaret Gilliland, Elnora Alumbaugh, Craig Doane, Sharon Williams, Rhonda Cole, Linda Russell, Donna Crenshaw, Perry Diehm, Connie LaForce, Gladys Farber, Harlan Plunkett, Paul Clem, Laurie Doane, Timothy Calhoun, David Reed, Ronald Bynum, Jacob "Jake" Blankenship, Jolene Knight, Jill Noffsinger, Susan Petellin, Carole Simmons, Dennis Miller, Glenn Hitt, Daniel Evans, Dale Keith, Betty Clark, and Lela Chaffin.

Institutional Advancement

What was once the Office of Development evolved into the Office of Institutional Advancement. The name change reveals the change in this strategic office. In 1968 Bill Draper, as the assistant to the president, occupied a two-office complex where he and his secretary conducted public relations, financial campaigns, recruitment, and the autumn auction. In 1991 the vice president for institutional advancement occupies a spacious suite of offices and directs a large staff of highly qualified personnel. As has happened in the area of student services, the developmental aspects of maintaining vital life in a growing college have become extremely complicated and highly personalized. Both the increase in student enrollment and the affirmative response of the region financially indicate the effectiveness of this office when under the direction of Dr. Bob Brower.

In 1991 the Office of Institutional Advancement includes the following personnel and responsibilities:

Bob Brower—vice president for institutional development, directly in charge of church relations, the church educational budget, and all capital fund campaigns

Lori Ketterling—director of the Annual Fund and alumni

Joyce Coker—director of public relations

Donald Eaton—director of planned giving

An excellent office staff, consisting of Lucille Weathers, Jeri Halvorson, Kimberli Ellis, Britta Bridges, and Jackie Shanahan provide support for the personnel mentioned above. The increase in financial support and the growing support of the educational region and of the city of Olathe demonstrate the effectiveness of this department of the College.



Irene Lawrence at work in the business office

Business Office Development

The maturation of the business office is evidenced more in efficiency of operation than in expansion of services. John Stephens, elected as business manager in 1979, has brought both stability and a contemporary, computerized approach to the financial arrangements of the College. By the assignment of specific responsibilities to particular individuals, the office has developed a sound financial support system for College operations. For example, for many years delinquent student accounts remained a persistent problem, without a detailed plan of collection. Collecting inactive student accounts is now the full responsibility of one person, Cindy Downey, who also handles gift income. Paulette Hayes, the bursar, cares for current student accounts, with the assistance of two cashiers, Melissa Kinnison and Millie White. Arlene Fender, as the controller, issues all payrolls. Formerly James Dalton and

Janet Batley served in this function. Yvonne Mikel receives the accounts payable, a constant flow of work formerly handled by Irene Lawrence and Carolyn Bohi. Carolyn Bohi had dealt with student accounts for most of the 1980s. Althea Campbell has rendered longtime service as secretary to the business manager. Elnora Alumbaugh, who retired in 1987, had worked in the business office as director of financial aid over 10 years.

With its computerized equipment, word processors, and roomy work area, the business office has kept pace with the growth of the College.

Registrar/Institutional Research

For the first year of academic operation, the College utilized the services of a part-time registrar. Dr. Robert L. Sawyer, Sr., assisted by Marge Smith, handled the details of registration and student records. Sawyer also taught the introductory courses in biblical literature while acting as registrar. Eva Metz, experienced in the Federal Aviation Administration technical services, was enlisted as MANC's first official registrar. She held the office until retiring in 1974. John Stephens, from the College's department of mathematics, was appointed to the office the summer of 1974. When Robert G. Lawrence was elected to the post of academic dean, also in 1974, the Office of Institutional Research merged with that of the registrar. Later personnel to expand the services of this area into a fully computerized student data base were Keith Bell, Bob Brower, Melvin Laws, and the current registrar/director, Kenneth Crow, who assumed office in 1988. Crow came to the registrar's office from a research position in the Church Growth Division of the Nazarene denominational headquarters. Prior to that assignment, he had served six years on the MANC faculty as professor of sociology. His top priority for the office was to improve quality of service, efficiency, and campus relationships. To accomplish this he gave special effort to listening to the needs of students, faculty, staff, and administrators. He worked to improve the systems his predecessors had established and to introduce new approaches and technology. Admiral Hyman George Rickover is quoted as saying, "Good ideas are not adopted automatically. They must be driven into practice with courageous impatience." Crow likes to think that he exercised "courageous impatience" in his attempts to improve the office, particularly the computerization of the office. Staff members of this office have included Barbara Webb, Laura Bishop, Carol Moon, Lori Ketterling, Kathi Pankey, Dixie Lawlor, Mary Harris, Pamela Irwin, Margaret Ward, Sandra Francis, Patricia Walsh, Gaylene Simms, and Amy Lofton.

Conclusion

MidAmerica Nazarene College has achieved a remarkable record of constructing new buildings and renovating original buildings during its first quarter of a century. Administrators and administrative staff work in comfortable, well-appointed office areas. Faculty members study, advise students, and grade papers in roomy, attractive offices that would grace any institution in the land. Students attend class in learning areas designed and equipped to encourage the development of mind and spirit. The task, however, is far from finished.

The College experiences a consistent pressure for additional buildings in at least three areas. There has existed from the initial days a need for a fine arts building with auditoriums, practice rooms, classrooms, faculty studios, and other specialty areas to foster growth and strength in the fine arts. A field house, or gymnasium, also takes a place of priority in campus planning. The original gymnasium still serves the College adequately. But like a great old battleship, it should be affectionately retired before too long. Plans to expand, or complete, the Campus Center also have been discussed extensively. Blueprints have been drawn. The need remains. One day, in God's good time, this building will be expanded to grace the campus at the north end of the central mall. Other needs could be mentioned such as a classroom building.

The pioneer spirit that shaped an identity lives on. The College will retain that identity. The bond between MidAmerica Nazarene College and College Church of the Nazarene remains strong. A strong evangelical emphasis in the church combined with a conservative biblical, Wesleyan dynamic at the College can generate a worldwide identity for the College in the future, as in the past. A continued emphasis on the personal, social, and spiritual values inherent in the American Heritage concept could produce a vitally needed theme in the national culture. The challenge to make academics an area of "the adventure of ideas" will enliven the educational process. MidAmerica's identity can be assured.

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Introduction

In 1968 MidAmerica Nazarene College faced two academic challenges of vast importance. First was the pressing need to change from a two-year college to a four-year institution. The College originally was voted into existence as a two-year college. The language of the General Assembly of 1964 stated that the junior college could become a four-year school "as soon as deemed feasible." The second major problem confronting the College was the necessity of moving as rapidly as possible to gain state and regional accreditation. Federal financial support often depended upon such recognition and accreditation.

TRANSITION TO A FOUR-YEAR COLLEGE

The action of the General Assembly in 1964 had called for the organization of two junior colleges. Years earlier, when junior colleges had been discussed, the plan was to place the new junior colleges under the direct supervision of the four-year colleges of those particular zones. In that way, the new schools would have posed less of a threat to the existing colleges. They would have been "feeder" institutions, or extensions, of the senior colleges. When new educational regions were carved out, however, the new junior colleges were granted the same

independent identity as the established colleges. This freedom of action permitted the new colleges to move toward four-year status immediately. From its earliest days, then, the goal of MidAmerica was to proceed to full four-year status without delay. Yet the goal loomed as a difficult task. The transition from a two-year college to a four-year institution represented an exciting and monumental achievement.

The transition from a two-year college to a four-year college required three specific steps. First came the preparation of a prospectus. The prospectus was a concise summary of the College's reasons for seeking to move to a four-year program, plus a presentation of the total operational process of the proposed first four years, 1968-72. The second step was to secure the support of key denominational personnel, namely, the College Board of Trustees, the secretary of education of the Church of the Nazarene, the Board of General Superintendents, the Department of Education, and the General Board of the Church of the Nazarene. The third and final step would be the approval of external educational boards and commissions. Each of these three steps, or levels of progress, is discussed below.

The 1967 Prospectus

To the administration of MidAmerica Nazarene College the opportunity to move to a four-year college "as soon as deemed feasible" meant immediately. During the autumn of 1967 the academic dean prepared a prospectus for the president. The introduction to the prospectus stated: "It is the unanimous desire of the administrative staff of MidAmerica Nazarene College that the college take steps immediately to arrange for a full four years of liberal arts studies."¹

The prospectus was presented in February of 1968, six months before the scheduled opening of the College for its first class. The prospectus contained a summary of the following items: (1) the educational task of the institution; (2) the resources available to carry out the task of the institution (such as the faculty, the library, the physical facilities, the financial resources, the location of the College, the organization of the College, and a four-year budgetary projection); and (3) a significant listing of the reasons justifying the administration's desire to proceed to the level of a four-year college. The reasons for the four-year college appeared logical and practical and are listed below.

1. *The traditional pattern of education in the Church of the Nazarene favored a four-year program.* All of the existing colleges were sponsored by educational zones that supported them. These educational zones often served as organizational centers for young people's activities, missionary conventions, evangelistic seminars, Sunday School promotions,

etc. Historically, each educational zone developed an identity and a spirit of loyalty that included the church college.

2. *The matter of student and church loyalty.* If a student attended one college for two years and then transferred, his loyalty would be divided and perhaps indifferent. In the end, the student would have no traditional alma mater. And both the colleges and the church would suffer. A family whose son was in MidAmerica and whose daughter was at another college would not feel a profound sense of loyalty to either institution. Since students' loyalties usually remain with the school that grants them a degree, MidAmerica would have difficulty building any significant alumni support as a two-year college.

3. *The junior college concept not ideal for residential students.* The junior college concept was more suitable to a community, commuter-type student. MidAmerica, however, was designed as a residential college serving a wide geographical area. Here again the idea of a junior college was foreign to both Nazarene tradition as well as general educational planning.

4. *Initial negative reaction.* From the early response of young people on the zone, very few seemed interested in transferring to another school at the end of two years. The idea of forming new relationships in a new environment, in which they would enter at somewhat of a disadvantage, did not look attractive to prospective students.

Prospective faculty members also expressed reluctance to identify with a junior college. The usual question was: "Why leave the challenge of a four-year curriculum to participate in a two-year program?" So the new faculty would be formed with greater difficulty if the College planned to remain a two-year institution.

5. *Olathe expectations.* While it was not an overriding factor, yet of some importance was the fact that the city of Olathe, in inviting the College to locate within its borders, had expectations that the College would move rapidly to a four-year program.

6. *Financial and facility use.* From the standpoint of administration, it required almost as much of a staff to operate a two-year program as would be necessary for a four-year program. That is, the administrative staff—consisting of the president, the academic dean, the assistant to the president, the business manager, the dean of students, the librarian, and the registrar—could serve a four-year college with a minimum of expansion. In administration, then, a two-year program could be almost twice as expensive to operate as a four-year program.

7. *Library and classroom buildings.* The library and classroom buildings under construction in 1967 would meet the needs of a student

body enrolled in a four-year program—with the exception of dormitories. It was felt that the lack of dormitories would present no great hurdle, since such buildings produced income and money was available for construction.

8. *Campus atmosphere.* Finally, the entire matter of campus atmosphere in such matters as fine arts, athletics, clubs, etc., would be enhanced greatly by the presence of college juniors and seniors on the campus to complement the new students arriving each year.

Key Denominational Personnel

MidAmerica Nazarene College originated as a church college. As a church college it would operate in close harmony with the beliefs, policies, and practices of its parent body. Working in cooperation with the denomination meant constant communication with key personnel. These personnel would determine finally the denomination's response to MidAmerica's desire to become a four-year college. Among the key personnel were the secretary of education of the Church of the Nazarene, the college Board of Trustees, the Board of General Superintendents, the Department of Education, and the General Board.

The Secretary of Education

Dr. Willis Snowbarger, veteran Nazarene educator, held the position of secretary of education for the Church of the Nazarene during this critical period. For MidAmerica to progress at all toward a four-year program, it would need the support of Snowbarger. Fortunately for MANC, Snowbarger was at first objective, then understanding, and finally supportive. Since he had gained the admiration of his peers in the church and had earned the respect of personnel in educational circles, his support was invaluable. In his first report to the Board of Trustees, given on April 17, 1967, Dr. Smith said: "I deeply appreciate the guidance and help of our sponsor, Dr. George Coulter of the Board of General Superintendents and Dr. Willis Snowbarger, Secretary of Education of the Church of the Nazarene."²

The second annual report repeated the tribute to both Dr. Coulter and Dr. Snowbarger. The third annual report stated that the president had "received the most gracious cooperation from Dr. Snowbarger . . ."³ The fourth annual report said that "Dr. Willis Snowbarger has been a friend indeed and has given advice and guidance."⁴ While Snowbarger was primarily an adviser and consultant, his contribution in the initial stages of the College's development was significant. His assistance in the transition from a two-year college to a four-year college was essential.

The Board of Trustees

From the beginning Dr. Smith had clarified his position to the trustees. His position was that he had no interest in remaining a junior college. When the trustees met on February 21, 1968, Smith presented the prospectus to them for their consideration. Their response was enthusiastic and affirmative. On October 14, 1968, the president and academic dean of MidAmerica Nazarene College met with Robert Bartlett, of the North Central Association, to discuss the possibility of transferring the College's correspondent status from a two-year to a four-year college. Bartlett indicated that such a transition might be possible if the Executive Committee of the Association approved the request. The College, however, was walking a tightrope. It was attempting to meet calendar deadlines and gain the approval of two groups, the General Board of the Church of the Nazarene and the North Central Association of Colleges and Schools, both meeting early in the new year, 1969. The College was also risking a highly embarrassing situation. A negative reaction from either the denominational offices or from North Central would be more than a little humiliating. But the push was on.

Dr. Smith called for a special meeting of the Board of Trustees at Des Moines on December 4, 1968. The time element was crucial. In addition to the sanction of the Board of Trustees, two approvals were needed—the General Board of the Church of the Nazarene and the North Central Association. The two groups met at almost identical times in the early part of 1969. To wait upon the approval of one before proceeding to the other involved the loss of a year or two of time and opportunity. The College plunged ahead. The trustees responded with a strong affirmation:

Be it resolved by the Board of Trustees of MidAmerica Nazarene College in special session in Des Moines, Iowa, on December 4, 1968, that in harmony with paragraph 143 of the Assembly Action, 1964, relating to the motion of the General Assembly of 1964 to establish and develop two new junior colleges, we the Board of Trustees of MidAmerica Nazarene College respectfully request the privilege of moving from this date from a two-year college into a four-year liberal arts college.⁵

With this unanimous vote of support, the administration took the next step.

The Board of General Superintendents

On December 10, 1968, Curtis Smith, Donald Metz, and Willis Snowbarger met with the Board of General Superintendents at the Hilton Hotel in Denver. The general superintendents and the Council of Education were meeting at this time. In a specially arranged meeting

with Smith, Metz, and Snowbarger, the general superintendents heard the proposal to advance MidAmerica Nazarene College from a two-year school to a four-year college. Dr. V. H. Lewis was chairman of the Board of General Superintendents at this time. By a happy coincidence, Lewis had been appointed sponsor of MidAmerica at the General Assembly in Kansas City in June 1968. Other superintendents present were Samuel Young, George Coulter, Edward Lawlor, Eugene Stowe, and Orville Jenkins.

There was some reluctance expressed that perhaps MidAmerica was trying to move too fast. Others felt that the College had presented a practical and justifiable case for advancement. After a lengthy discussion, the meeting ended without any formal action taken either for or against the proposal. Since the Board of General Superintendents had not overtly rejected the proposal, the College administration prepared to present the matter to the Department of Education and the General Board and to submit proposals to North Central.

The Department of Education and General Board

The Department of Education, meeting on January 13, 1969, prior to the convening of the General Board, records the following action:

Curtis Smith, Donald Metz, and James Elliott met with the Department and presented the resolution from the Board of Trustees of MidAmerica Nazarene College, as to which there was extended discussion, and the following action was taken:

1. Motion by Ponder Gilliland, seconded by Jack Lee, and carried recommending approval of the resolution from the Board of Trustees of MidAmerica Nazarene College requesting the privilege of moving from a two-year college into a four-year liberal arts college, a year at a time.

The meeting was adjourned.⁶

The affirmative action of the Department of Education was conveyed to the General Board. On January 14, 1969, the "Minutes of Meeting of the Department of Education were read and, by motion duly carried, adopted"⁷ by the General Board. A giant leap—MANC was now a four-year college officially, as far as the denomination was concerned.

One month later, on February 19, Dr. Smith notified the College trustees that an important step had been taken by the General Board when it authorized MidAmerica Nazarene College to add a year each year until it became a four-year college. In summarizing his view of the successful appeal to secure denominational approval to make the transition from a two-year college to a four-year institution, Smith said:

Dr. Lewis is our advisor for this quadrennium. It is largely due to his efforts that we were able to convince the Department of Edu-

cation and the General Board that we should be granted the privilege of changing from a junior college to a senior college.⁸

Regional, Federal, and State Recognition

With the required approval of denominational personnel on record, the College quickly moved to apply for the official recognition of regional, federal, and state offices. The regional agency was the North Central Association of Colleges and Secondary* Schools. The federal offices were the United States Office of Education and the Veterans Administration. The state agency was the Kansas State Department of Education.

The North Central Association of Colleges and Schools

The regional accrediting agency for MidAmerica is the North Central Association of Colleges and Schools. More will be said later about the accrediting process. At this point, the primary concern of the College was gaining approval to operate as a four-year college. The process of regional accreditation would come after the College was operating as a four-year college. North Central had granted permission earlier, in August of 1968, for the College to operate as a *two-year* college. Now, six months later, the College made the highly unusual request to be granted status as a four-year college!

It seemed to be a miracle. For on March 26, 1969, the North Central Association of Colleges and Schools granted MidAmerica Nazarene College permission to operate as a four-year college. It was said that it was the second time in its history that North Central had granted a college both a two-year status and a four-year status within one year.

U.S. Office of Education

One of the first endeavors of the College administration in 1967 was to establish a working relationship with the North Central Association of Colleges and Schools. North Central's recognition of the College was essential, for no federal monies of any kind, including veteran's assistance, could be applied for until North Central issued a formal publication listing MidAmerica Nazarene College as an approved institution.

On August 7, 1967, the College received a letter from North Central stating that the Executive Board of the Commission on Colleges and Universities had forwarded an affirmative recommendation regarding participation in federal aid programs. The recommendation was based upon a report of a visit by the college's North Central con-

*The word "Secondary" was dropped from the official name of the agency after MANC was accredited.

sultant, Richard H. Davis. The letter of approval to the U.S. Office of Education was a significant advance. It meant that the College could apply for veteran's benefits, all the student financial aid programs, library assistance, federal loans, subsidized interest on loans, and various grants.

The recommendation from North Central brought results. In a letter from Walter Gale, of the U.S. Office of Education, dated September 26, 1967, the College was declared eligible to participate in the guaranteed program provided by the Education Act of 1965. The approval of the Veterans Administration, however, was more complicated.

The Veterans Administration

During the early summer of 1968, the College received a letter of inquiry from Sergeant John Hood, of the U.S. army, stationed in Germany. Sergeant Hood was about to return to the United States and was eligible for honorable discharge from the armed services. He desired to enter college to study for the ministry. He hoped that the College was eligible to receive armed-service students under the various federal aid to education acts passed between 1952 and 1965. The Higher Education Act of 1965 opened the way to the eligibility of many kinds of institutions for federal funding.

Since MidAmerica Nazarene College had no previous history, it was not yet approved for any federal assistance to students. Upon inquiry with the Veterans Administration, the College was informed that, in order for it to be approved by the federal government, it must have the usual items—a charter, a campus, a faculty, a catalog, and adequate facilities. These the College possessed. Another requirement by the Veterans Administration, however, was the official recognition of the College by at least two existing, accredited educational institutions. Further, these two colleges would be required to present official letters to the Veterans Administration that they would accept MidAmerica's credits on transfer, if a student decided to transfer credits to those colleges. Letters were written to various colleges requesting such letters of transfer approval. The first two responses came from Dr. John Riley, of Northwest Nazarene College at Nampa, Idaho, and Dr. Shelbourne Brown, of Pasadena College, Pasadena, Calif. These two letters were rushed to the Kansas Veteran's Commission. A third letter, clinching the approval, was sent by Max Fuller, director of admissions of the University of Kansas, Lawrence, Kans.

The letter from Kansas University was a focal one. Armed with this letter, the academic dean of MidAmerica visited the admissions offices of Kansas State University, Colorado University, the University of Min-

nesota, the University of South Dakota, and the University of North Dakota—as well as other Big Eight Schools. Because the University of Kansas had agreed to accept courses on transfer, these universities followed—some with a degree of reluctance. By August 29, 1968, when enrollment began, the College had been declared eligible for federal funds by the United States Office of Education and had been approved for veteran's benefits by the Kansas Veteran's Commission.

State Recognition

State recognition was paramount—for several reasons. First, the college needed state recognition for educational reasons. To be listed among the approved colleges of the state meant that the College was a bona fide, legitimate academic enterprise. In this way it would be socially acceptable. Second, the College regarded state recognition as essential because of the large number of students enrolled in the teacher education program. Third, state recognition loomed as highly significant because of the various state financial benefits available only to colleges accredited by the state.

The academic dean visited the Kansas State Department of Education in Topeka, Kans. Dr. F. Floyd Herr was the official in charge of accrediting newly established colleges. At first his response was rather frosty. But with the encouragement of his assistant, Ms. Eileen Heinen, Dr. Herr soon expressed a friendly, helpful interest in the new school.

Just prior to graduation in May 1972, the seniors received a notable graduation present. On May 3, 1972, the state of Kansas granted accreditation to MidAmerica as a four-year college. The action included certification of the Teacher Education Program. This accreditation meant that students from the entire educational zone could now be recognized for their work at MidAmerica Nazarene College.

THE ACCREDITATION STRUGGLE

The discussion on the process of regional accreditation covers three areas. First, there was the question "Why seek to be accredited at all?" There was a need to show how important accreditation would be to the College. Second, a brief summary of the accrediting agencies is presented. Third, the actual process of MidAmerica's move to accreditation is pictured in detail.

The Importance of Accreditation

Some expressed strong sentiments that a "Christian college does not need the blessing of a secular organization such as an accrediting agency." Others were more caustic, wanting to know if the adminis-

tration worshiped God or North Central! Still others felt that the accrediting process would compromise the theological and spiritual position of the College.

The vast majority, however, gave support to the concern for accreditation. For one thing, there was no evidence of any particular idolatry of North Central, even though the College did remain in close consultation with that agency. Too, North Central was not as secular as some indicated, since many church colleges were longtime, influential members. And North Central never dictated any spiritual or theological positions. It simply required the College to define clearly its purpose and its position, and to show it had the resources to meet its objectives.

Dr. Patricia Thrash, then associate director of North Central Association's Commission on Institutions of Higher Education, writes an explanation of institutional accreditation:

... that institutional accreditation at the post-secondary level is a means used by regional accrediting agencies for the purpose of fostering excellence in post-secondary education through the development of criteria and guidelines for assessing educational effectiveness;

encouraging institutional improvement of educational endeavors through continuous self-study and evaluation;

assuring the educational community, the general public and other agencies or organizations that an institution has clearly defined and appropriate educational objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to do so;

providing counsel and assistance to established and developing institutions;

protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom.

Accreditation is attained through a process of evaluation and periodic review of total institutions conducted by the regional accrediting commissions. The policies and procedures for accreditation have been developed and are so expressed as to promote cooperation and consistency with the regional commissions as coordinated through the Council of Post-secondary Accreditation.⁹

Although institutional accreditation is voluntary, there are practical and compelling reasons to seek it. In addition to the inherent benefits to the College is the "federal reliance on the determinations of private voluntary accrediting agencies as a criterion for eligibility for federal funds for a variety of post-secondary programs."¹⁰ The U.S. Office of Education listed nine functions performed by voluntary accreditation:

1. Certifying that an institution has met established standards
2. Assisting prospective students in identifying acceptable institutions
3. Assisting institutions in determining the acceptability of transfer credits
4. Helping to identify institutions and programs for the investment of public and private funds
5. Protecting an institution against harmful internal and external pressures
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions
7. Involving the faculty and staff comprehensively in institutional evaluation and planning
8. Establishing criteria for professional certification, licensure, and for upgrading courses offering such preparation
9. Providing one of several considerations used as a basis for determining eligibility for federal assistance.¹¹

The case for accreditation was compelling. A new College would have difficulty surviving without it. The College pushed ahead.

Summary of Regional Accrediting Agencies

The North Central Association of Colleges and Schools is one of six accrediting associations in the United States. The six regional associations are:

The New England Association of Colleges and Secondary Schools
Middle States Association of Colleges and Secondary Schools
Southern Association of Colleges and Schools
North Central Association of Colleges and Schools
Northwest Association of Secondary and Higher Schools
Western Association of Schools and Colleges

The North Central Association is the largest of the regional accrediting agencies, including the states from Ohio to Arizona and from North Dakota to Arkansas. This association contains approximately 600 accredited colleges and universities and 3,900 secondary schools. Membership in the association is voluntary. The Association stands free from governmental and political entities.

The Accreditation Process

For MidAmerica Nazarene College the process of accreditation involved three stages. These three stages were: correspondent status, recognized candidate status, and full membership or accreditation. Each of these steps is discussed in detail.

Correspondent Status

On October 31, 1967, the Executive Board of the Commission on Colleges and Universities of North Central invited MidAmerica Nazarene College to become a correspondent of the association. In a letter dated November 14, 1967, Dr. Norman Burns, executive secretary of North Central, notified Dr. Smith of this important action. Correspondent status was a significant advance, coming about a year before the College would accept its first students. The correspondent status gave the College an opening wedge to actual accreditation. This status also made the College eligible for federal financial assistance. Correspondent status conveyed a message to prospective students that the College was working toward a high level of academic achievement as a four-year college. North Central officially declared that MidAmerica had been granted *correspondent status* as both a junior college and a senior college within one year! Now the push was on to take the second step toward accreditation—that of recognized candidate.

Recognized Candidate

As the accreditation process operated in the 1960s, a school was expected to apply for at least recognized candidate for accreditation status within two years after receiving correspondent status. MANC needed no prodding in that direction. Plans were made immediately to begin an "institutional analysis study." This study would be the application for recognized candidate status.

Through the spring and summer of 1969, the faculty and administration drove ahead with the self-study. Most of the extraclassroom time of the entire College staff was heavily involved in the self-study during the academic year 1969-70. Finally, on May 1, 1970, just 14 months after receiving correspondent status as a four-year college, the president submitted the required self-study to the North Central Association. An evaluation team from North Central visited the College December 7-8, 1970, to review the College operation. The report of this team listed the strengths and the weaknesses of the College. The College was granted recognized candidate status by North Central on March 31, 1971.

Membership in North Central

The College could not apply for accreditation until it had graduated its first class. The first class graduated on May 15, 1972. The next school year, 1972-73, would see the most intense effort yet in the effort to gain accreditation. A large, 100-page self-study was assembled by the administration, faculty, and students. On May 1, 1973, the College

submitted the self-study to North Central. The self-study was, in fact, the College's application for membership in the association, which meant accreditation.

On August 1, 1973, North Central wrote to Dr. Smith stating that the Executive Board of the Commission on Institutions of Higher Education had accepted the College's application for accreditation. North Central notified the College in September regarding the composition of an evaluating team. The team, consisting of four members, arranged for a three-day visit, December 4-6. In harmony with a recommendation from North Central, the College prepared for this visit in the following manner:

1. Prepared a report on basic institutional data—which was a 22-page report of data designed to update the self-study submitted May 1, 1973.
2. Assembled in a central area all significant reports, official minutes, handbooks, and other documents that indicated something of the operation of the College.
3. Checked to make certain that all files in various offices were up to date and available to the members of the team.
4. Endeavored to have the campus and all facilities in a condition that would contribute to a positive impression on the visiting team.
5. Arrived at a relaxed, open, and courteous attitude toward the team and the visit.

Following its visit, the team from North Central submitted a report to a commission office in Chicago. The report was concise and brief. There was no need to recount in detail the historical development of the institution; to describe all aspects of the institution's operation minutely, particularly those that were functioning normally and in conventional ways; to include lengthy descriptions of all curricula offered; or to include requirements for degrees. Rather, the report described the institution in a manner that differentiates it clearly from similar institutions. It was concerned largely with any unusual characteristics of the institution, with unique programs of instruction, unusual facilities, especially effective forms of organization and instruction, and the like. Also, the report set forth the limitations and difficulties that the institution was experiencing and the plan and potential it had for overcoming them. The report of the visiting team was sent to each member of the committee, which would make the final recommendation to the commission. The commission took final action at the annual North Central meeting in March 1974.

Possible results: One of four results was possible as a result of the evaluation by North Central:

1. Grant . . . accreditation and schedule the next periodic evaluation as appropriate.
2. Grant accreditation, requiring that progress reports be submitted, an early evaluation be scheduled before the regular five-year review for newly-applying institutions, or recommendation that consultant services be utilized.
3. Deny accreditation, but recommend candidate for accreditation status. . . .
4. Defer action for specific reasons indicated.¹²

Accreditation!! Happily for MidAmerica, the College was accepted into full membership—which meant accreditation. On the morning of March 27, 1974, Dr. Smith was called into the conference room of the Commission on Institutions of Higher Education in the Palmer House Hotel in Chicago. Waiting outside the conference room were Marge Smith, Dr. and Mrs. Metz, and Dr. Edward S. Mann, secretary of the Department of Education of the Church of the Nazarene. In a few minutes Smith came out of the conference room. His body language was eloquent. He fairly bounded out with a rainbow smile and almost yelled: "We made it." Dignified academicians danced in the hallway. Hugs were exchanged and tears flowed unashamedly. Smith rushed to the nearest phone. With fingers that would not stay still, he called his office on the campus at Olathe, Kans. Roberta Reed and Alicia Laser were waiting near the phones. Faculty and students were crowded around. Smith could not speak. He managed to blurt out: "We made it." Bedlam broke loose in the offices and on the campus. Plans already were made for a celebration. When the official letter came from Dr. Norman Burns on April 8, 1974, it was anticlimactic but very meaningful. The letter read, in part:

This is to inform you officially that the North Central Association of Colleges and Secondary Schools, at its meeting on March 24, 1974, voted to grant accreditation to MidAmerica Nazarene College as a Bachelor's degree-granting institution. The action was effective March 27, 1974.¹³

In its accreditation report, North Central had listed the institutional strengths and several areas of concern. The areas of institutional strength were:

1. Clear formulation of institutional purpose readily accepted by internal and external constituencies;
2. Highly positive faculty attitude toward institution and program, marked by hard work and good morale;

3. Effective administrative organization and good long-range planning clearly contribute to the achievement of the institutional mission;
4. Faculty openness to educational experimentation;
5. Healthy attitude toward student needs by student services personnel;
6. Attractive and functional educational plant as presently developed and as planned for the future;
7. Vigorous public and church relations efforts with notable achievement in admissions and fund raising;
8. Substantial accomplishment in achieving financial solvency in a remarkably short period of time.¹⁴

While granting the College accreditation, North Central did express some concerns about the College. These concerns were:

1. Excessive faculty and service loads combined with a very low salary scale;
2. Students relatively unresponsive to intellectual stimulation, suggesting a need for more intellectual vitality within the overall community;
3. Undesirable degree of homogeneity in the faculty and student body;
4. Extensive student attrition suggests need for more financial aid resources and more supportive counseling;
5. Isolated and inadequate facilities for the arts which pointed to a reconsideration of priorities for new construction;
6. Inadequacy of lounge and recreational facilities for a resident student body;
7. Further trustee involvement in augmenting institutional resources was essential;
8. General need to broaden the base of financial support especially with respect to endowment resources.¹⁵

Nevertheless, accreditation was a reality. These concerns gave the College a list of issues that could be addressed in the future.

THE ACCREDITATION CELEBRATION

Finally, though, accreditation! And in just six years! The minimum time possible for a new college to attain this status. Little wonder that the campus community exploded into ecstatic celebration.

Campus Reaction to Accreditation Report

Jim Diehl's description of the celebration in the *Update* tells the story.

It was Wednesday morning, 10:00 a.m., March 27, 1974, and my office was crowded with faculty and students. Tension was ten feet thick. Every phone call brought an immediate hush. Then it

came—the call from Chicago and Dr. Smith on the other end of the line. Our final word concerning accreditation was here!

"Hello, Jim. Well, WE MADE IT!" And that's the last I heard for several minutes! Such a spontaneous celebration broke out that it's beyond description. The students screamed and the faculty cried. MidAmerica Nazarene College was fully accredited by the North Central Accrediting Association! Praise the Lord!

A series of six aerial bombs exploded high in the sky to let the entire campus (and town) know accreditation had come. The *Trailblazer* had been printed in advance (by faith) with the headlines "MANC ACCREDITED . . . CELEBRATION STARTS TODAY." Fellows came running into my office to grab the papers and headed out across campus and across town with the good news. I took my recorder with the taped telephone conversation with Dr. Smith into the next room where the entire faculty was meeting and let them hear it straight from Dr. Smith. Then we prayed. Then sang the Doxology. And most were wiping tears of joy from their eyes.

500 *Trailblazers* had been folded, stuffed into envelopes, addressed, and all set for mailing to pastors except for the \$.10 stamp. Now the stamps could go on and to the post office before noon so that every pastor would know by Thursday. Alicia Laser called every district superintendent. Reverend Forrest Whitlatch, Chairman of the Board of Trustees, said his car was packed and he and his wife jumped in the car as soon as the call came and headed south toward Olathe. Other calls went out to headquarters, city officials, government officials, and educational people while students crowded to the pay phones to call home. Telegrams and flowers started coming. Excitement was sky high!

Around 1:00 p.m., my wife and I went to Kansas City International airport to meet Dr. and Mrs. Smith and Dr. and Mrs. Metz. Two helicopters were hovering around gate 36 like bumble bees. Permission was obtained from airport security. Contact was made with the helicopter pilots. All was set. The big TWA jet landed, we greeted the Smiths and Metzses, hurried to gate 36, cleared security, and boarded the two helicopters.

The Trailblazer
 300 Kansas Nazarene College, Olathe, Kansas

★★★ MANC ★★★
ACCREDITED
 ★★★★★★
Celebration Starts Today

★★★★★ ★★★★★ ★★★★★

1:00 p.m. Dr. James Metz, Chairman of the Board
 1:10 p.m. Dr. James Metz, Chairman of the Board
 1:20 p.m. Dr. James Metz, Chairman of the Board
 1:30 p.m. Dr. James Metz, Chairman of the Board
 1:40 p.m. Dr. James Metz, Chairman of the Board
 1:50 p.m. Dr. James Metz, Chairman of the Board
 2:00 p.m. Dr. James Metz, Chairman of the Board
 2:10 p.m. Dr. James Metz, Chairman of the Board
 2:20 p.m. Dr. James Metz, Chairman of the Board
 2:30 p.m. Dr. James Metz, Chairman of the Board
 2:40 p.m. Dr. James Metz, Chairman of the Board
 2:50 p.m. Dr. James Metz, Chairman of the Board
 3:00 p.m. Dr. James Metz, Chairman of the Board

Steps Taken Before

The college has taken the following steps in preparation for accreditation:

1. Formation of a committee to study the college's program and prepare a report to the Board of Trustees.
2. Submission of a report to the Board of Trustees.
3. Submission of a report to the North Central Accrediting Association.
4. Submission of a report to the North Central Accrediting Association.
5. Submission of a report to the North Central Accrediting Association.
6. Submission of a report to the North Central Accrediting Association.
7. Submission of a report to the North Central Accrediting Association.
8. Submission of a report to the North Central Accrediting Association.
9. Submission of a report to the North Central Accrediting Association.
10. Submission of a report to the North Central Accrediting Association.

At 3:40 p.m., the helicopters landed on Colonial Circle, MANC, with cheering hundreds gathered around. What a sight! The fellows ran to Dr. Smith and Dr. Metz and hoisted them to their shoulders and gave them the heroes' ride to the platform. (And that picture made front page of the *Olathe Daily News*!) The band was playing. The news media were there. The police were there to control the crowd around the helicopters. Reverend and Mrs. Whitlatch were al-



Scenes from the
Accreditation
Celebration, 1974.



ready there from Iowa. Other district superintendents, pastors, and townspeople were there. What a celebration!

I had the fun of again lifting my recorder to the mike and let the entire crowd hear, "Hello, Jim . . . Well, WE MADE IT!" Again they cheered wildly. Short speeches then from Dr. Smith, Dr. Metz, Mayor Bruce Craig, and City Manager Bill Tschudy. The entire crowd sang the Doxology, bowed in thanksgiving prayer, and then headed for their cars and the big parade.

There is no way to improve on Jim Diehl's description of the accreditation celebration. The description, as it appeared in the April 1974 *Update*, continues in its entirety.

Ten black limousines lined the circle and the faculty climbed in. With the police leading the way and over 125 noisy cars following, Olathe knew something was happening! Already signs were up in downtown stores congratulating MANC. The staff of one Olathe



President R. Curtis Smith thanks a jubilant crowd. The long journey to accreditation is OVER.

bank stood outside their bank with a ten foot long sign between them telling us of their thrill at our accreditation. To say the least, it was some parade.

7:00 p.m. brought us all to College Church and one triumphant prayer and praise service. The church was packed, the seventy-five voice choir sang, the band played, we clapped every time someone made a speech, and ended the happy service with around 1,000 people on their knees thanking God for helping us in this crucial matter.

A midnight breakfast was served to all students, faculty, and staff at 10:00 p.m. to finish this great day. The greatest day in our short six-year history!

Thursday morning, we awakened to see that the *Olathe Daily News* had given nearly half of the front page to news and pictures of our accreditation celebration. Then a flag-raising ceremony and on to the church for Convocation at 10:00 a.m.

The faculty and staff marched in caps and gowns. Appropriate gifts were given to all original administration and faculty. Reverend Bill Draper and Mr. Jim Elliott were able to be here for that day and what a blessing to see them again. Others were present and on the program from the Board of Trustees, state and city government, and those who have served above and beyond the call of duty during these six years who are not a part of our faculty or staff. We were honored to have as our special speaker Dr. V. H. Lewis, General Superintendent of the Church of the Nazarene.

A full afternoon of recreation was enjoyed by all, then to the gym for an all-school buffet with chicken and the trimmings, and finally a great musical program that had 1,000 laughs! What a celebration! What a day! What a victory! And what a happy way to be exhausted. MidAmerica Nazarene College is now a fully accredited four-year liberal arts college from the North Central Accrediting Association. This is as fast as any college in America has ever been accredited by North Central and again we are thankful. Certainly everyone here has worked, worked, and worked some more but "To God be the glory, great things He had done!"¹⁶

It was a memorable celebration of a noteworthy event.

Postaccreditation Reviews

In 1974, the North Central Association letter of notification contained this qualification: "In accordance with the policies of the Commission, the institution will be placed on the five-year review cycle for newly accredited institutions."¹⁷ In 1979, the College conducted a self-study, was evaluated by North Central, and granted a 10-year extension of its accreditation. In 1989, the College was again granted a 10-year extension of its accreditation.

PROGRAM ACCREDITATIONS

The baccalaureate degree in nursing and the teacher education program are two academic programs accredited by national and state boards.

The Baccalaureate Degree in Nursing

A nursing degree program had been discussed at MidAmerica in the early 1970s. Discussions were held with three major area hospitals before the College finally decided to initiate its own degree program. First came a series of meetings with personnel from Trinity Lutheran Hospital, an outstanding institution in Kansas City. Trinity Lutheran Hospital had discontinued a short time earlier its diploma program in nursing. The hospital had retained its talented director of nursing education, Mary Lou Taylor. A modern dormitory and an educational complex adjoining the hospital were available for the use of a nursing program. Extensive dialogues occurred between Vice President Ray Westergren of Trinity Lutheran Hospital and the administration of Mid-America Nazarene College. The outlook appeared promising. A major problem, however, appeared to be the matter of housing the nursing students at a distance of 30 miles from the College campus. Daily transportation to and from the hospital did not seem practical. Nor was the College in a position to establish a nursing faculty at that time. The attractive possibility was quietly laid aside.

In early 1976, the challenge of a nursing program surfaced again. This time promising discussions developed with St. Luke's Hospital, another outstanding Kansas City hospital. A committee consisting of Dr. John W. Carter, Dr. Clarence Linsey, and Professor Eugene Rasmussen prepared a detailed, 23-page report on the nursing degree program, including the possibility of affiliation with St. Luke's Hospital. Rose Marie Hilker, director of nursing education at St. Luke's Hospital, gave enthusiastic endorsement to the possibility of a joint nursing venture with MidAmerica. Two problems arose that brought the discussion to a close. First, St. Luke's was committed to a diploma program, while MidAmerica desired a degree program. A second problem was the familiar matter of MidAmerica's students living off campus for a fourth year at another institution. The matter died. Wesley Hospital in Wichita also expressed some interest in assisting MidAmerica in sponsoring a nursing program. The matter was not practical and never gained strength. MidAmerica finally decided to develop its own program.

The June 1976 *Update* stated, "One of the biggest things happening on our campus this summer is an intensive study on the feasibility

of adding to our curriculum in the areas of nursing, agri-business, communications, and working with developmentally handicapped."¹⁸ Out of this study a recommendation emerged from the faculty in the fall of 1976 for continued study.

On October 18, 1976, Donald Metz paid a visit to the New York City headquarters of the National League for Nursing. Following the report of the dean's visit to New York, the Board of Trustees on November 4, 1976, authorized the appointment of a committee to study the essential factors related to the introduction of a baccalaureate degree in nursing at MidAmerica Nazarene College. Dr. Smith and Dr. Metz appointed a study committee on November 6, 1976. In harmony with a recommendation from Dr. Dorothy Ozemek, director of Baccalaureate and Higher Degree Programs at the National League for Nursing, the committee represented a broad cross section of community interests. The members of the Nursing Degree Feasibility Study Committee are listed below.

- Ramona Armstrong, assistant director of nursing, Olathe Community Hospital
- Richard Buzbee, editor, *Daily News*
- John Cashman, internist and professor at UMKC Medical School
- Michael Cicchese, associate administrator, Olathe Community Hospital
- Imalee Crow, surgical nurse for Dr. Keith Sheffer
- Constance Cunningham, homemaker, former nurse
- Paul Cunningham, pastor of College Church of the Nazarene and secretary, Board of Trustees, MANC
- Frank Devocelle, administrator, Olathe Community Hospital
- Chris Halvorson, Urology, Olathe
- Janet Halvorson, senior nursing degree student, Kansas University
- Howard Hamlin, surgeon, Trinity Lutheran Hospital
- Rose Marie Hilker, director, nursing education, St. Luke's Hospital
- Winifred Hubbard, homemaker, Olathe
- R. W. Johnston, president, Southwestern Grease and Oil Company, Inc., Olathe
- Jerry Ketner, assistant to the president and public relations director, MidAmerica Nazarene College
- Jane Krumlauf, teacher, nursing education, Kansas University Medical Center and doctoral student, Kansas University
- Carl Kruse, division chairman of environmental services and chemistry teacher, MidAmerica Nazarene College
- Dale Laird, ophthalmology and ocular surgeon, Olathe
- Max Marshall, Northwestern Life Insurance agent
- Donald Metz, executive vice president and academic dean, Mid-America Nazarene College

Ed Redinger, owner of Burns Publishing Company, Olathe, and president of Honorary Alumni Association, MANC

Keith Sheffer, orthopedic surgeon, Olathe

Curtis Smith, president, MidAmerica Nazarene College

Kathleen Smith, sophomore nursing degree student, Avila College

G. Richard Smith, president, Dick Smith's Country Ford, Inc., Paola, Kans.

John Stephens, director of institutional research and registrar, Mid-America Nazarene College

Otto Theel, physician and surgeon, Shawnee

Mary Lou Taylor, director of nursing education, Johnson County Community College

David Wiebe, administrator, Johnson County Mental Health, Olathe

The Board of Trustees voted to add a baccalaureate degree program in nursing on February 1, 1977. A few weeks later, on February 24, the Nursing Degree Feasibility Study Committee voted to affirm the action of the trustees. Jane Krumlauf was hired as director of nursing and assumed the rank of associate professor. Ruth Corbett, Beverly Koehler, Lea Lang, Marilyn Oddo, Palma Smith, Virginia Fisk, Charlene Douglas, Charlotte Evans, and Deborah Selfridge formed the nucleus of the staff that forged the nursing curriculum, developed the self-study, and won accreditation for the program. Recognition became almost an annual event. On July 15, 1977, the nursing degree program received Kansas State approval. On January 1, 1978, the program gained "agency member" status with the National League for Nursing. On May 8, 1979, the nursing degree program received Kansas State Board of Nursing accreditation. The final climax occurred on April 15, 1981, when the National League for Nursing granted program accreditation. The program history is summarized below.

March 10, 1976	Board of Trustees votes to approve study to initiate new curricular offerings, including a nursing degree
June—August 1976	Committee appointed to study and present report to faculty on nursing degree program approval of faculty for initiation of nursing degree program
October 14, 1976	Initial interview with National League for Nursing
November 6, 1976	Appointment of Nursing Degree Feasibility Study Committee
February 1, 1977	Board of Trustees approve nursing degree program
February 1, 1977	Jane Krumlauf hired as director of nursing education

February 24, 1977	Nursing Degree Feasibility Study Committee approves baccalaureate nursing degree program
July 1977	Kansas State Board of Nursing approval to develop nursing program granted
September 1977	First students accepted into four-year baccalaureate degree program at MANC
May 1978	"Agency member" status granted by the National League for Nursing
May 1979	Kansas State accreditation granted
August 1979	First upper-division nursing students initiated
April 15, 1981	National League for Nursing grants accreditation
June 1982	First class of registered nurses graduates
January 1983	State grants authorization to become a continuing education provider for registered nurses

The Teacher Education Program

The College was accredited for the preparation of elementary and secondary teachers by the Kansas State Department of Education in 1972. Regional accreditation by North Central Association of Colleges and Schools was granted in 1974.

The 1972 Kansas State Department evaluation was conducted by a team of 12 teacher education specialists from within Kansas. The 1972 accreditation, however, did not include automatic certification of the professional preparation of secondary teachers in specialized areas. To meet this need, action was taken. In the fall of 1974, the Kansas State Department of Education, represented by Eileen Heinen and her assistant, Mary Martin, initiated a pilot study directed toward state evaluation and accreditation. Out of this pilot study a full-fledged self-study emerged.

The self-study was submitted to the Kansas State Department of Education on April 1, 1975. On April 17-18, 1975, a team representing the State Department of Education visited the campus for an intensive evaluation. The team report, written as a result of this evaluation visit on April 17-18, was distributed to the faculty of MidAmerica Nazarene College. The report pointed out specific areas in which improvement in the secondary teaching programs needed to be made. Many of these same areas had been identified earlier in the self-study as weaknesses and/or recommendations for immediate improvement.

The response of the College to the evaluation report was swift and comprehensive. Before classes began in the fall of 1975, a 20-page report had been delivered to the Kansas State Department of Education.

The response covered every suggested weakness and adopted the recommendations. A most significant change was that a faculty representative from each of the nine academic areas had been chosen to work in cooperation with the education department and to be directly responsible for the secondary education programs. The representatives selected were as follows:

Business Education	Patricia Smith
English	Arlie Peck
Foreign Language	Keith Bell
Mathematics	Edward F. Mann
Music Education	James Main
Physical Education	Gordon DeGraffenreid
Science	Clarence Linsey
Social Science	Gerard Reed
Speech	Harry Russell

The response of the College to the State Department of Education produced the hoped-for results. On January 6, 1976, the Kansas State Department of Education granted approved status to all MidAmerica Nazarene College education programs. This accreditation was extended in the spring of 1984. On March 15, 1984, Dr. Donald Minner, director of teacher education at MANC, received the following notice:

This letter is to serve as official notification of action taken at the March meeting of the State Board of Education to accredit fully MidAmerica Nazarene College for the preparation of undergraduate school personnel under authority granted the State Board in K.S.A. 72-1371. This accreditation is for a ten-year period, 1983-1993.¹⁹

Professional Area Recognitions

In addition to the formal accreditation and approval by federal, state, and regional agencies, several academic areas have received recognition by national professional groups involved in higher education. These recognitions came from agencies known as Delta Mu Delta, NASM, and Psi Chi.

Delta Mu Delta

Delta Mu Delta Honor Society was established to recognize and reward superior scholastic achievement by the students of business administration. Under the national bylaws of Delta Mu Delta, membership is restricted to scholastically qualified students of good character. Undergraduate members must be junior and senior students in programs in business administration in the top 20 percent of their classes in cumulative grade point average. Local chapters may elect into membership as honorary members men and women from the academic or business fields who have attained superior achievements in their

profession. On November 11, 1988, MidAmerica Nazarene College was inducted into the Delta Mu Delta National Honor Society as the Epsilon Theta Chapter. MANC's chapter presidents are:

1988-89	Clyde Gooden, Jr.
1989-90	Clyde Gooden, Jr.
1990-91	Angela Dunham Long

NASM

On November 16, 1990, MidAmerica Nazarene College's Department of Music was accepted into membership by the National Association of Schools of Music. Accreditation by this prestigious organization is voluntary and indicates that a rigorous evaluation process has been successfully completed. Membership in NASM is a milestone in the continuing development of the music department begun in the earliest days.

Psi Chi

Psi Chi is a national honor society in psychology, founded in 1929, for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Mid-America Nazarene College organized its chapter on March 11, 1986.

Conclusion

The long struggle for regional, federal, and state accreditation consumed a vast amount of energy, involved countless committee meetings, and endless reports. During the process the College matured. The scrutiny of external agencies produced beneficial results. At the end of 25 years of educational pioneering, MidAmerica Nazarene College stands poised on the threshold of greatness. The struggle for accreditation has proved to be eminently worthwhile.

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DEVELOPING A CURRICULUM LIBERAL ARTS AND CAREER EDUCATION

Introduction

MidAmerica Nazarene College was established as a Christian liberal arts college, owned and operated by the Church of the Nazarene. The curricular design was developed out of a distinct philosophy of education. From this philosophy of education, specific objectives emerged. Then particular and specialized courses were introduced to help achieve these objectives. Finally, the entire curriculum was organized into patterns leading to the various degrees the College offered.

PHILOSOPHY OF EDUCATION

The foundation of curricular thinking at MidAmerica assumed the essential qualities of a vital Christian experience or relationship with God. On that foundation the curriculum was designed to provide the students a broad educational experience. This broad educational approach was designed to help students to understand themselves, to learn to think clearly, to evaluate logically, to appreciate the culture of the past and the present, and to understand—to some extent—the nature of the universe. The College also assumed that its educational task included some obligation for assisting students in preparing for selected careers or professions.

Primacy of Vital Christian Experience

The educational task of MidAmerica Nazarene College recognized the importance of vital Christian experience. The College was to be more than *nominally* church-related. And it was the hope that the new school would be more than just a "church college." President Smith often remarked that he and the staff desired that this college be a holiness college. Speaking to the Board of Trustees in January 1967, Smith said: "I am only interested in a true holiness education, including an American Heritage Education, with an old-fashioned holiness college to be the heart of it."¹ Religious experience and Christian values were to be openly cultivated and consistently fostered.

The first faculty workshop at MidAmerica Nazarene College was held in Lunn Hall 102 on August 26-28, 1968. The faculty packet contained a letter of welcome from the College president. In the letter Smith wrote:

Religion must have a position of necessary and unchallenged authority at MANC. We plan to cultivate the moral qualities that are both the underpinning and justification of freedom. We acknowledge the reality and regnancy of the Living God as the foundation of both learning and life.²

At 9:30 A.M. on August 26, 1968, V. H. Lewis, sponsoring general superintendent of the Church of the Nazarene, addressed the pioneer faculty of the College. Lewis traced the background of the move to establish the new colleges (MidAmerica and Mount Vernon). He complimented the faculty on their courage and spirit of adventure. Then he spoke of the opportunities—especially the spiritual and personal possibilities inherent in the new venture. Lewis exhorted the staff to combine the passion of the scholar with the vision of the prophet. Donald Metz, academic dean, spoke on the "Academic Perspective at Mid-America Nazarene College." He stated that "this is an historic occasion. A college can begin only once. Thus, we share in a once-in-a-lifetime opportunity as we meet for the first time to discuss plans and procedures at MidAmerica Nazarene College."³ Metz declared that Mid-America could never approach the physical splendor of the state university. Nor could the new college match the old, established colleges of the land in research facilities or scholarly production. "We must go a different route, offer a different program, produce a different kind of student. This is why our task is at heart a theological task."⁴ Closing his remarks, Metz urged that each faculty member teach as one called of God. Quoting the apostle Paul the academic dean said:

Paul said: "And he called some to be evangelists, some pastors, and some *teachers*." The evangelist is the specialist who brings people to a vital decision for Christ. The pastor is a general practitioner who ministers to the multiplied problems of life. The teacher is the source of truth to the evangelist and the fountain of wisdom for the pastor. So teach—as one called of God to one of the most rewarding, most challenging, and most beneficial of all human endeavors.⁵

Robert Sawyer summarized the entire matter when he said:

Christian education includes the best from every academic discipline. Though we separate divisions for the sake of efficiency and clarity, every professor in a holiness school is a teacher of religion. The mental preparation and methodological skills are matched by the warm, refreshing, and contagious Christ-like spirit of the professor, all of which inspire the student to a love of learning and wisdom and dynamic living.⁶

In addition to vital, dynamic Christian living, MidAmerica Nazarene College personnel committed themselves to a distinct, discernible philosophy of education.

Philosophy of Education

The College based its educational philosophy on five theological propositions: (1) God is; (2) Man is God's special creation and the object of divine redemptive activity; (3) God has revealed himself ultimately in Jesus Christ; (4) the reality of necessity of spiritual values; and (5) the concept of Christian vocation. Gerard Reed, professor of history and philosophy at MANC, stated that in accepting these five propositions, "the College aligned itself with the great tradition of western culture in its commitment to God as the source and focus of all truth."⁷ For if God is, He is Ultimate Reality, the cause of all being. Reed continued in the following summary: "Thus man's search for truth and wisdom, his educational quest centers upon God. If man is God's special creation, he has an eternal spiritual nature which finds fulfillment only in a supernatural world, which nourishes and needs eternal values and ideals, and which commands the honor and respect due personality."⁸ This traditional Christian philosophical position was cogently articulated by Pope Pius XI and presented by Reed:

Since education consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime end for which he was created, it is clear that there can be no true education which is not wholly directed to man's last end, and that in the present order of Providence, since God has revealed Himself to us in the Person of His Only Begotten Son, who alone is "the way, the truth and the life," there can be no ideally perfect education which is not Christian education.⁹

By its commitment to spiritual realities, the trustees and faculty of MANC consciously rejected many prevailing educational ideas, particularly the instrumentalist-experimentalist that dominated much of American thought in the 20th century. Following thinkers like John Dewey and George Santayana, naturalism in philosophy dominated higher education. The springboard of all naturalistic thinking is the rejection of supernatural cosmology and ontology. Naturalism stands for the self-sufficiency and intelligibility of the world of space and time. Naturalism accepts the study of the problem of knowledge from the standpoint of empirical observation. For the naturalist, the psychical is enclosed in the physical, and man's ability to think and to know is a natural function of a natural organism. The naturalistic thinker also rejects all ideas of ethics based on divine revelation, traditional, historic, or institutional approaches. By its commitment to liberal arts, Mid-America was openly challenging the dominant educational philosophy in America.

Aware "that education in America began under religious auspices, and that for the first two hundred years of American history education was preponderantly a church-connected enterprise,"¹⁰ the College claimed both metaphysical and historical justification for its educational philosophy (see Chapter 1). The College was also aware that it reflected the officially adopted philosophy of education of the Church of the Nazarene. In 1952 a commission had presented a brief, concise statement of its philosophy. The introduction to this philosophy is presented below:

There is a *Christian philosophy* to which we are committed. It differs from all other philosophies in that it is God-centered, not man-centered. This is the key for all Christian thinking.

The Christian view of *reality* is that God is the ultimate reality—man and nature are God's creation; and that God is revealed perfectly only through Christ—*Christian metaphysics*. The Christian view of *knowledge* is that God is the original, perfect Knower, and that supernatural revelation, through Christ and the Scriptures, is the one ultimate source of true knowledge—*Christian epistemology*. The Christian view of *value* is that God is Absolute Good, that true happiness consists in becoming Godlike (holy) and in doing the will of God; that man is enabled to do that will through the saving and sanctifying grace of Jesus Christ—*Christian ethics*. Three corresponding areas constitute the field of Christian education: Christian experience, Christian thinking, Christian character.¹¹

The Liberal Arts Perspective

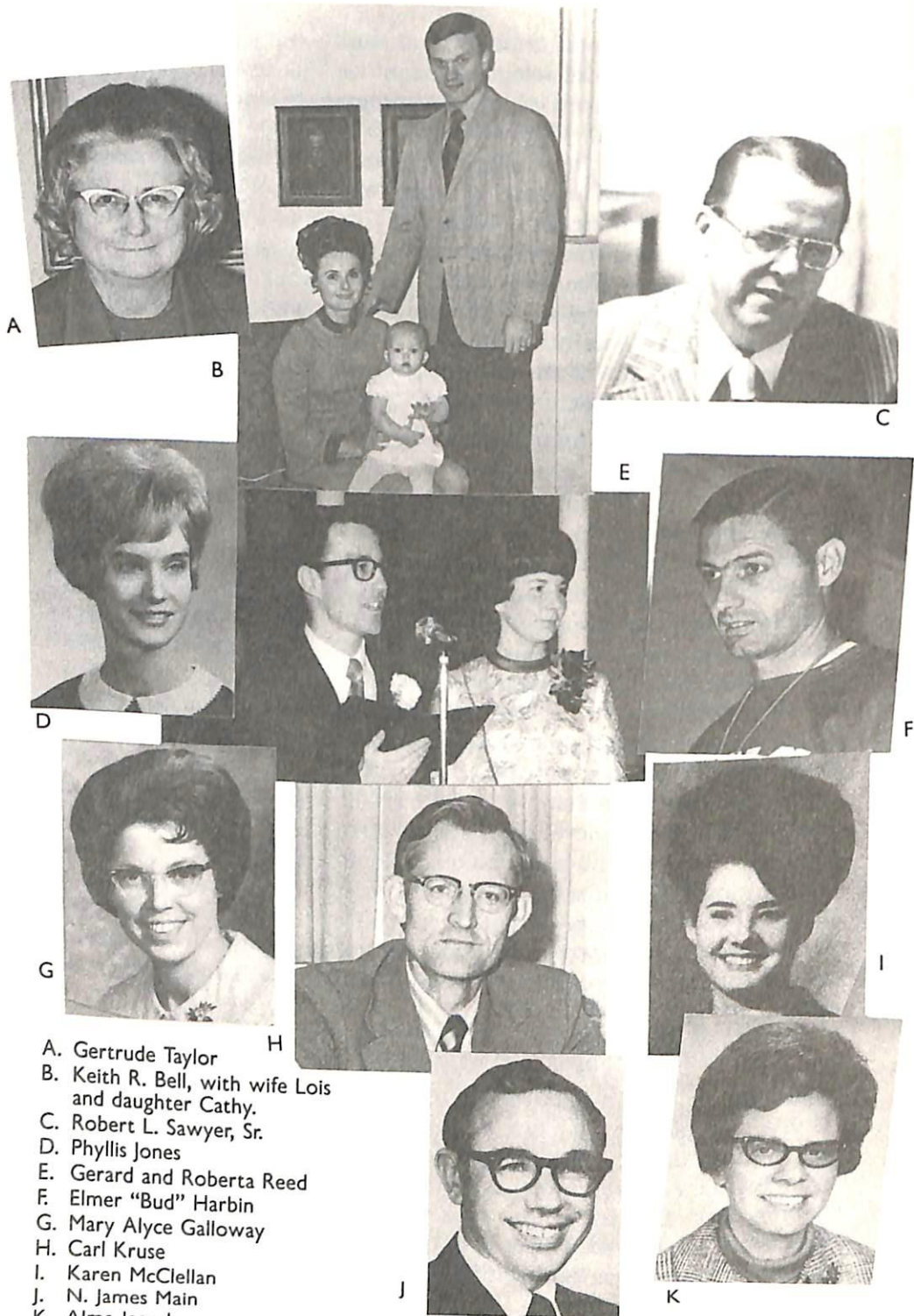
In accordance with its philosophical perspective and educational task, MidAmerica Nazarene College purposed to continue the liberal

arts tradition with a commitment to humanity and society. In addition, the College desired to develop a concern for the development of individuals as persons into an educational program that would prepare students to enjoy fruitful, worthwhile lives. Thus, while committed to a Christian orientation, the College recognized that education remained a humanistic effort to instruct, to orient, and to provide new and fresh perspectives for the student. From the Christian stance, MidAmerica respected persons as free, capable of rationality, potentially good and perfect by design—though in reality the inclination to sin, inherent in mankind, requires God's restoring and empowering grace to enable him to reach his potential. Given this situation, Christian educators work to assist people to develop as intelligent, decision-making, social-living persons whose activity on earth and destiny hereafter will fulfill God's grand purpose for their lives. So the Christian educator works with and through the liberal arts.

The liberal arts tradition includes the humanistic ideal of involving the whole person in the quest for beauty and truth by means of a thorough exposure to the artistic, scientific, and intellectual achievements of mankind. Such education should discipline the mind and supply it with information necessary to logical and analytical thinking. Liberal arts education also develops an appreciation for other cultures, past and present, as well as sensitivity to beauty and harmony.

The first faculty workshop stressed the importance of liberal arts. Speaking to the faculty the academic dean said: "Our only hope of distinctiveness is scholarship wedded to spirituality."¹² Robert G. Lawrence, associate dean, remarked that "as a liberal arts College the curriculum should meet the basic needs of all students. For this purpose a sixty-hour general education core is recommended."¹³ Gertrude Taylor, assistant professor of speech, commented: "The goal of speech instruction is the creation of the whole man. Attention to the development and growth of his many-sided personality should be given. He must be taught not merely to talk, but to talk about something of both intellectual and spiritual value."¹⁴

From the beginning the College sustained as strong a program in the natural sciences as was financially possible. Carl W. Kruse, the first chairman of the Division of Natural Science and Mathematics, gave strong endorsement to a broad liberal arts approach. Facing the faculty for the first time on August 26, 1968, Kruse asked: "Would we not do well to place more emphasis on the usefulness and personal satisfaction that came by various types of reasoning and thought that are developed in the study of religion, philosophy, music, history, and science?"¹⁵ Then Kruse added, "Self-sufficiency, a goal shared by most



- A. Gertrude Taylor
 B. Keith R. Bell, with wife Lois
 and daughter Cathy.
 C. Robert L. Sawyer, Sr.
 D. Phyllis Jones
 E. Gerard and Roberta Reed
 F. Elmer "Bud" Harbin
 G. Mary Alyce Galloway
 H. Carl Kruse
 I. Karen McClellan
 J. N. James Main
 K. Alma Jean Lunn

young people, is not so much dependent upon the abundance of supply of 'tools' as it is upon skill in the use of a few."¹⁶

Kruse summarized his thoughts of the place of natural science courses in a liberal arts curriculum as follows:

1. they help the student to select with confidence a vocation which best meets his interests and abilities;
2. they promote an appreciation for the kinds of thinking that make today's highly complex society possible;
3. they assist in a creative approach to living.¹⁷

Keith Bell, assistant professor of modern languages, stated that "language has always been a part of university training in the Western tradition—as early as the Roman civilization."¹⁸ To Bell, "Any exposure to a second language and culture will be a profitable experience for one seeking a liberal education."¹⁹ One advantage of learning another language is the skill attained in speaking, reading, and learning about the geography and history of the country. A second benefit is the "inter-cultural" communication. As Bell said, "In today's society there is no longer a place for the bungling, one language-one culture 'Ugly American.'"²⁰ And finally, "Willingness to learn another language is perhaps the best token, in a multilingual world, that we *care* about international understanding."²¹

James Main, chairman of the Division of Arts, Letters, and Languages, spoke of the "universality of expression afforded by the arts."²² He felt the enrichment that music and art bring to cultures, nations, and to the entire world is abundantly evident. He further stated that "the fact that in our church-related colleges, as well as in other types of institutions, music and art are elected by students from all other disciplines in an effort to fulfill avocational interests or personal needs is unmistakably apparent."²³ Bud Harbin, director of physical education, found that physical education was a normal part of the liberal arts. He said: "It seems to be the purpose of a physical education program in any school to help the individual understand, in some measure or other, what can be made of his physical body to make him a better self and a greater contributor to society."²⁴ To Harbin physical fitness was important for intellectual development; for he said: "As the mental is so closely related to the physical, and the development of the mind is so essential for a person's aiding society and not being a drain upon it, the state of the mental is dependent, in a large degree, upon the health and fitness of the physical."²⁵ The acquiring of several leisure-time activities for use at a later time in life is also important.

The liberal arts philosophy was vibrant in the thinking of the faculty at MidAmerica in the beginning. There were no reservations about

spiritual objectives and theological positions. These were emphatically held. At the same time, the faculty affirmed a unanimous and spontaneous support for the liberal arts tradition. Gerard Reed stated the College's position on the liberal arts approach in these words:

The greatest need of the modern world is men of character and ability who can think logically, philosophically, and wisely. The church needs men, not technicians. . . . The issue is more than academic, for unless the objective of an educational program is the acquisition of virtue and wisdom, the program must falter. But with a valid liberal arts program the church can produce men of wisdom and ability to do God's work in the world.²⁶

General Education

Liberal arts is a broad philosophical term. General education is a more specific, practical term. At MidAmerica Nazarene College the term *general education* was used to designate a body of studies required of all students who attended the College with the aim of earning a bachelor's degree. General education was defined by the College faculty as "that education which emphasized the acquisition of facts, the understanding of principles, the gaining of skills, attitudes and appreciation considered to be significant for all students in their development as broadly educated, socially responsible, and cultured Christian individuals."²⁷

During the 1969-70 school year a committee submitted a comprehensive report to the faculty titled "General Education at MidAmerica Nazarene College." The committee consisted of Robert G. Lawrence, Phyllis Jones, James Main, and Jack Rairdon. The first part of the report presented a summary of the historic development of the concept of general education from the early years of the 19th century to the Harvard Committee Report in 1946—and beyond. Then the report showed the difference, as some see it, between general education and liberal arts. The purpose of general education courses is to provide students in a liberal arts college with a core of learning that delves into broad areas of literature, philosophy, languages, science, etc. Ideally the concepts of these courses are not to be contained within the boundaries of a particular discipline but are to be inherent in all disciplines. Liberal arts education would include general education but would go beyond it to study in-depth one particular area that is not strictly professionally or career oriented.

A final item of the committee report was a definition of general education as it would be adopted at MidAmerica Nazarene College—followed by the objectives of general education. The definition of general education and the stated objectives are listed on the next page:

The term "General Education" is used to designate a body of studies required of all students who attend the college with the aim of earning a bachelor's degree. General education is defined by the staff of MidAmerica as that education which emphasizes the acquisition of facts, the understanding of principles, the gaining of skills, attitudes, and appreciations considered to be significant for all students in their development as broadly educated, socially responsible, and cultured Christian individuals. The aim of the general education core is to assist the student in personal development for effective Christian living, and intelligent participation as churchmen, and as citizens in a democratic society.²⁸

General Education Requirements. The 1969-70 *Bulletin* was the first Mid-America formal presentation of a general education core. The distribution of the courses presented a limited number of options due to the lack of sufficient faculty and the absence of adequate facilities. The 57-58 hours of required courses were distributed as follows:

	Hours
A. Biblical Literature and Religion	9
1. Biblical Literature (6)	
2. Christian Beliefs (3)	
B. Communication	9
1. English Composition (6)	
2. Speech (3)	
C. Humanities and Fine Arts	12
(At least one course in each of the areas)	
1. Fine Arts (Minimum 3 hours)	
2. Literature	
3. Philosophy	
D. Natural Sciences and Mathematics	11-12
(At least one course in each of the areas)	
1. Biological Sciences	
2. Physical Sciences	
3. Mathematics	
E. Social and Behavioral Sciences	12
1. History-Political Science (Minimum 6 hours)	
2. Psychology (Minimum 3 hours)	
3. Sociology	
4. Economics	
F. Health or Physical Education	2
G. Senior Seminar	2
TOTAL	57-58 ²⁹

A year later, in 1970-71, the faculty had reduced the general education core to 54-55 hours. By 1971-72, it was down to 50-51 hours!

For only a three-year period has the general education core requirement remained fixed at the 50-51 hour or course equivalent hours. Then in 1974-75, the number of required hours increased to 59 hours. In 1989-90, the core requirement remained at that 59-hour level. There has been occasional debate regarding the actual distribution of the general education core. Currently a General Education Commission is studying possible revisions. The faculty, however, has arrived at a comfortable agreement regarding the total requirement.

OBJECTIVES AND GOALS

The term *objectives*, as used here, refers to the comprehensive, more inclusive purpose and aim of the educational process. Goals point to the more specific outcomes described. The College has experienced three shifts in its overall objectives. The goals have been more varied as new courses and innovative programs appeared.

Early Objectives • 1968-70

For the first two years the statement of objectives reflected the concern for a strong church-college relationship. Four objectives were listed in the 1968-69 catalog. Because of their historic perspective, these objectives are listed below:

For the Church. As a college of the Church of the Nazarene, it proposes to serve that church by providing an educated laity and ministry, loyal to Christ, emphasizing especially the Wesleyan doctrine of perfect love. The college will attempt to interpret the Biblical message to society and the problems of society to the church.

For the Student. In keeping with the ideals of the Church of the Nazarene as the sponsoring denomination, the college hopes to provide the proper atmosphere and environment for development of each student in (1) intellectual competency; (2) spiritual and moral commitment; (3) personal physical fitness; (4) career preparation; (5) social and cultural appreciation and effectiveness, in terms of past heritage, present needs, and future aspirations.

For the Faculty. The college will attempt to build a community of dedicated teachers who are committed Christians, competent scholars, and creative personalities. By precept and example, the faculty will seek to motivate students to dedicate themselves to the service of God, to inspire them to realize the importance of academic development, and to encourage them to appreciate and practice the democratic way of life.

For Society. As a Christian institution, the college desires that the total campus atmosphere shall demonstrate a dynamic social awareness, a consistent appreciation of the American heritage, and a prac-

tical application of both Christian and democratic principles. It is hoped that each member of the academic community will make a personal contribution toward bringing about a Christian world order that shall express man's love for God and his fellowman, responsible freedom, and human worth.³⁰

Two years later the 1970-71 catalog had dropped the "For the Church" objective and also the "For the Faculty" objective. The "church" objective was actually incorporated under a more comprehensive statement of "Service to God and Man." The "For the Faculty" objective was dropped completely, as the educative process was designed for the student, not the faculty. From 1970-71 until 1978-79, the various catalogs carried just three objectives, namely:

1. The Development of the Student
2. Service to God and Man
3. Appreciation of the American Heritage

Modified Objectives • 1980

In 1980 a fourth objective was added—career preparation. The clientele of the College represents primarily low and moderate income homes. Career preparation is thus an essential part of the educational process. To meet the needs of its students, the College built a curriculum with various career specializations. These career programs, however, always included a strong base of liberal arts courses. Since 1980, the College objectives have been presented with only slight modification.

Long-range Goals

The more immediate goals have changed occasionally, but they have shown a consistent concern for the ideas expressed below:

- A. Development of the Student—to be able to meet the goals upon graduation the student should have:
 1. an understanding of the Christian faith as presented in Biblical revelation and human history, so that one's personal experience of redemption in Jesus Christ is vital, stable, and growing;
 2. the development of a sound Christian philosophy of life and of mature religious convictions;
 3. a belief in the inspiration and authority of the Scriptures;
 4. an understanding of the doctrine of entire sanctification and the dynamic life of perfect love as reflected in Wesleyan theology;
 5. an understanding of human culture from a biblical and theistic viewpoint;
 6. clarity and effectiveness in oral and written expression;

7. a knowledge of the natural sciences, and uses of the scientific method;
 8. an acquaintance with the arts and humanities, directed toward acquiring the ability to form sound judgments of literature and the fine arts;
 9. preparation for home and family life;
 10. acquired experience in value clarification as a basis for personal attitudes and decisions;
 11. preparation for a career;
 12. achievement of personal health;
 13. acquired a sense of self-worth and achievement;
 14. ability to think creatively, including an awareness of scientific attitudes, an evaluation of philosophical interpretations, an understanding of economic theories and practices, and an appreciation of spiritual values;
 15. an appreciation and acceptance of our Statement of Belief.
- B. Service to God and Man
- In fostering the ideal of service to God and man the college seeks to help students to:
1. establish a vital and growing personal relationship with God under the direction of the Holy Spirit;
 2. view persons as holistic beings with specific needs and abilities;
 3. acquire a sense of community responsibility to work toward assuring the general welfare;
 4. exhibit leadership, knowledge and skills;
 5. apply Christian principles to their chosen careers;
 6. develop a sensitivity to the needs of individuals, families, and society;
 7. serve the Kingdom of God through the church and its local and international mission.
- C. Appreciation of the American Heritage
- Since appreciation is a learned response, the college has endeavored to encourage responsible citizenship by helping the student to:
1. participate in Christian democracy on the campus directed toward local, national and world service;
 2. arrive at an informed and analytical view of history and of the cultural and social forces which mold individuals and nations;
 3. develop a sense of stewardship regarding America's natural resources;
 4. gain a knowledge of the rights and obligations of management and labor;
 5. become aware of the transition taking place in contemporary life and an alertness to America's role in the world;
 6. address the contemporary issues of both the Christian faith and the democratic heritage;

7. encourage creativity by being open to participation to frontiers of ideas;
8. be opposed to all forms of discrimination.³¹

ACADEMIC INNOVATIONS

Without traditions and with a young, enthusiastic faculty, the College was receptive to new ideas. Innovations received a hearty welcome and a full review. Many new ideas were adopted. Some innovations became a permanent part of the College's operation. Other innovations survived for a brief period, then were dropped. The spirit of innovation, however, was incorporated into the character of the College and persists to this day.

Short-lived Innovations

Among the innovations that were eventually dropped, six were accepted initially with enthusiasm. The enthusiasm did not last. Eventually these six ideas were discarded: (1) areas of concentration instead of majors and minors; (2) recording student credit by the course rather than by per-hour credit; (3) the label of "service-centered" divisions; (4) the 4-1-4 calendar; (5) the Master Teacher level of the professorate rank; (6) the campus republic.

Areas of Concentration

In the second year of operation, 1969-70, the faculty adopted an "area of concentration" rather than a major to designate the student's selection of an academic area for specialized emphasis. As described in the 1970-71 catalog, "an area of concentration is defined as a group of courses in one of the six academic divisions of the College, or a cluster of courses centered around a carefully chosen area of study."³² This method of indicating student academic interest and achievement was utilized until 1985-86, when the College returned to the traditional "major-minor" approach.

Course Load Rather than Credit-Hour

Colleges and universities almost universally use the "hour" description of courses recorded on a transcript and necessary for graduation. One hundred and twenty hours of class work, with a specified grade point average, represents the traditional pattern. MidAmerica broke with tradition. Graduation requirements were computed in the total number of courses taken (beginning in 1973-74), not in number of hours completed. In practice this approach meant that the student completed 36 courses rather than a set number of hours for graduation. The average student load was 8 or 9 courses for the year, not the

usual 30 or 32 hours. The term *course* thus became a quantitative term, representing a sustained program of academic endeavor. At this same time, class periods were advanced from 50 minutes to one full hour. For transfer purposes, a course was validly assigned a 3.5 hour equivalence. For the pioneer faculty that created the program, the course load method of recording course work proved satisfactory. New faculty joining the staff brought their background of traditional recording. Resistance developed. In 1985-86, the course method was discontinued. The traditional hour-credit system was restored and is used effectively in the decade of the 1990s.

Service-Centered Division Titles

A drastic change occurred in the divisional organization in the 1970-71 catalog. The number of divisions was increased from five to six. Also, in an attempt to identify the academic organization with one of the dominant College emphases, the divisions were given service-oriented titles, as follows:

1. The Division of Artistic Service (Art and Music)
2. The Division of Church-Related Service (Religion and Philosophy)
3. The Division of Communication Service (English, Literature, Modern Languages, Speech)
4. The Division of Community Service (Accounting, Business Administration, Business Education, Economics, History, Political Science, Sociology)
5. The Division of Educational Service (Education, Psychology, and Physical Education)
6. The Division of Environmental Service (Biology, Chemistry, Mathematics, Natural Sciences, and Physics)

This method of listing the divisions continued for eight years. In 1982-83, the number of divisions was increased to eight, with all divisions now bearing traditional labels. A final change took place in the 1989-90 catalog, when the Division of Social Science was merged with Education and Psychology to form the Division of Human Development and reducing the number to seven.

The 4-1-4 Calendar

Both the federal government and the regional accrediting association were encouraging innovation in higher education during the '60s and '70s. One of the more popular experiments was the January interim. Eastern Nazarene College had made the January term a vital aspect of its curricular program. Over 200 colleges were testing the educational waters with this innovation. MidAmerica looked, discussed, and took the plunge. The first January interim was offered in 1974. A

special faculty report presented a comprehensive analysis of the 4-1-4 in the spring of 1973. The report included a definition of the program, its purposes, its advantages, and its disadvantages.

To understand the 4-1-4 program a definition is presented along with the advantages and disadvantages of the calendar.

A. Definition

The designation of 4-1-4 applies to the calendar that involves terms of four months—September to December and February to May—with one month interim during the month of January. The symbol 4-1-4 also may be used to indicate a sequence of courses taken in a nine-month period—four the fall term, one in the interim, and four courses in the spring term.

The interim will be an integral part of the academic year. Every student must complete one interim for each full year (two terms) of enrollment in the college.

A grand total of 36 courses will be required for graduation. Nine courses yearly will be required for the full-time student. Any student taking less than 7 courses yearly, or less than 3 courses in a term, will be part-time. The student who takes more than 4 courses any term or more than 1 course during the interim can do so only by permission of the student's faculty adviser and the academic dean.

B. Purpose

There are a number of practical purposes involved in the 4-1-4 program.

1. The interim program is designed to give the student and the faculty member an opportunity to be part of a generally less structured learning situation than the traditional semester system affords.
2. The interim seeks to encourage fresh and stimulating approaches to traditional topics, the investigation of new topics, and the use of new methods of inquiry and learning.
3. The interim is designed to allow for an intensive, in-depth study of an academic problem, project, or area.

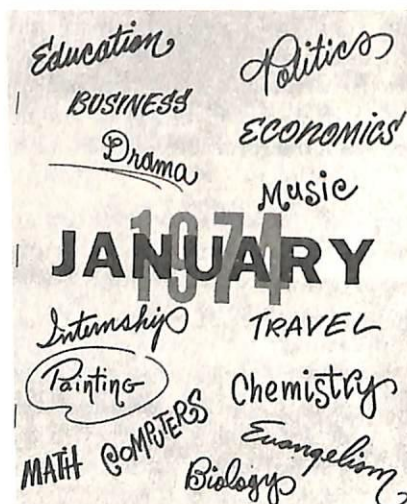
C. Advantages

1. Gives an opportunity to take courses not normally offered.
2. Offers an opportunity for more interdisciplinary courses.
3. Offers an opportunity for educational experiences outside the geographical boundaries of the college campus.
4. Offers an opportunity for nearby off-campus involvement.
5. Offers an opportunity for concentrated independent study.
6. Affords a psychological lift by breaking the mold of the traditional semester approach.
7. Allows for continual innovation and experimentation in teaching.

8. Reduces the strain of classroom space by reducing the number of courses students take.
9. Reduces the number of courses students normally take.
10. Reduces the number of courses taught by the teaching staff.
11. Opens up the possibility of greater faculty production.
12. Allows for interinstitutional study.
13. Allows for interinstitutional exchange of faculty.
14. Makes possible the visitation to the campus of outstanding personnel in nonacademic areas.
15. Appeals to the student desire for a different calendar than the one experienced in high school.
16. Helps to eliminate the semester "sag" that is often present in the traditional approach.

D. Disadvantages

1. Causes some adjustment in the handling of material because of the shortened term in the fall and spring terms.
2. May accomplish little in terms of significant educational purposes.
3. Allows only a limited number of students to take advantage of off-campus study opportunities.
4. Encourages some tendency for both students and faculty to "goof off" during a loosely structured interim.
5. Allows faculty imbalance due to larger classes or heavier interim preparation.
6. Affects continuity of two-term courses because of longer-than-usual interruption.



Initially the 4-1-4 generated widespread enthusiasm. Exciting and informative classes/trips were scheduled for Colorado, Hawaii, Europe, New York, and Texas. Guest lecturers were brought to the campus to emphasize in-depth studies in religion and psychology. The music department studied and performed segments of operas and musical classics. Professors spent the entire month considering one problem or one issue in its entirety. From the beginning, however, some student resistance appeared. Students, sometimes supported by their parents, objected to the requirement of the January interim, when their students could be at home, resting or working. Faculty also found it difficult to maintain a high level of interest in the program. In 1984, after 11 years of experimentation, the program died a quiet and almost unmourned death.

Master Teacher

The master teacher concept died in its infancy. Lacking in administrative support and devoid of faculty interest, it was an idea whose time probably should not have come. The idea appeared attractive. The concept was introduced by the academic dean in 1979. The purpose was to offer the faculty some challenge, and some reward, beyond promotion to the status of professor. The description of the master teacher's role called for a reduced teaching load, at least periodically, so that the professor could be free to write, to travel in relation to the teaching field, or to do research on a project demanding a specific block of time. Two professors were named master teachers—Robert L. Sawyer, Sr., and Donald Metz. Then the concept quietly faded away, perhaps to be revived at a later time.

The Campus Republic

One of the noblest failures at MidAmerica was the campus republic. Attempting to apply the American Heritage theme practically, the College introduced the most novel form of campus government manifest on any college campus in the U.S. The aim was to duplicate the federal government system. This system called for a constitution, a republic president, two houses of congress, and a supreme court. Each of the four student classes represented a state. The faculty and the administration were also regarded as states in the federal government. Each state elected its senators and representatives to the congress of the campus republic. Taxes were paid by *all* citizens into the republic treasury. Administration, faculty, and students sat side by side in the houses of congress to discuss legislation. The republic president had his cabinet of officials.

The motive was grand. The political lessons learned were significant. The practical results were all too often minimal. The concept proved too cumbersome for a college campus. Paralysis threatened the system. Sentiment for change increased. Finally, in a bloodless, democratic revolution, change came. The noble experiment was voted out. The democratic, innovative concept lives on in the new Associated Student Government (ASG).

Innovations That Survived

Some innovations survived to become part of the life of Mid-America Nazarene College. Among the innovations that survived to grow into vital policies or practices at the College are: (1) the early semester; (2) the church-college relationship; (3) the American Heritage theme; (4) degree-granting in Europe; (5) an open admissions policy that recognizes student needs; (6) personalized study; (7) the Chapman Scholar Program; (8) four interdisciplinary general education courses.

The Early Semester

In 1968, most colleges ended the first semester sometime in January. After the Christmas vacation there was usually a "lame duck" session of two or three weeks before the first semester ended officially with final examinations. There were two reasons for this "lame duck" session, ending in middle or late January. One reason was that most schools did not begin until well after Labor Day—toward the middle of September. Another reason was that the normal semester in the 1960s was 17 or 18 weeks long.

MidAmerica decided to be different. The school year would begin before Labor Day and end before Christmas. In this way students would go home for their Christmas vacation free from anxiety about final examinations and research projects or term papers. The faculty endorsed the plan. The students were enthusiastic. Soon other colleges and universities adopted the "early semester" on a wholesale scale. But the record stands—MidAmerica Nazarene College was one of the first colleges in Kansas to adopt the early calendar and the first among Nazarene colleges with two semesters to adopt the plan!

The Church-College Relationship

College Church and MidAmerica Nazarene College have grown together during the 25 years between 1966 and 1991. College Church has engaged in three building programs in these years. Each of these construction projects demanded unusual faith as well as long-range financial obligations. College Church has provided the College with beautiful and worshipful chapel facilities. Each year College Church

sponsors conventions, evangelistic campaigns, and special features for students and the College faculty. MANC has responded with equal enthusiasm. Most administrative, faculty, and campus staff members are counted among the staunch supporters of the local college church. A large percentage of the students enjoy the dynamic, warmhearted spiritual life of the church. The church has access to College facilities and College parking space. These two thriving institutions complement each other. Few colleges have established a consistent, beneficial relationship of the calibre that MANC enjoys with College Church.

The American Heritage Theme

In the 1960s American youth were in revolt. This revolt exploded greatest on the college and university campus. Students laid siege to deans' offices, physically occupied presidents' offices, conducted sit-ins and walkouts in classroom buildings. Traditional values were scorned. Institutional priorities were replaced by individual preferences. Among the casualties were many national and patriotic values. The flag was burned, draft cards destroyed, and black armbands appeared as symbols of revolt. MANC adopted the American Heritage theme, stressing the ideals of racial tolerance, compassion, service, and patriotism. This theme appears in the annual catalog's statement of objectives. Each year a special lecture series is devoted to some aspect of the American Heritage. One of the highest honors a graduating senior may receive at the annual graduation ceremonies is the American Heritage Award.

Degree-Granting in Europe

Through a working arrangement with European Nazarene Bible College, MidAmerica Nazarene College began, in 1977, to grant the bachelor of arts degree to qualified graduates of the European school.

In the fall semester of the 1978-79 school year, the academic dean of MidAmerica, Donald Metz, spent a sabbatical leave teaching theology at European Nazarene Bible College. During this period, Dr. Bennett Dudley, rector of the Bible college, presented the idea of a degree-granting relationship between MANC and ENBC. The idea was appealing. But several problems had to be solved. First, the North Central Association of Colleges and Schools had to review the proposal and approve it. Second, the faculty of MidAmerica had to evaluate ENBC's curriculum to be satisfied that the Bible College was doing college-level work. Third, the Bible College library needed professional guidance in accessing and circulating its holdings. Additionally, the trustees of both institutions had to approve the relationship.

During the previous summer of 1977, Bennett Dudley and Donald Metz traveled to Boulder, Colo., to present this proposal to the



Bill Draper presents a sock full of money to Dr. and Mrs. Metz as they embark on a journey to affiliate with European Nazarene Bible College.

North Central coordinator, Dr. Thurston Manning. Dr. Manning agreed to review the matter. After a lengthy review, Dr. Manning sent a letter to MidAmerica granting qualified approval to the proposal. The qualifications were that the faculty at ENBC had to hold graduate degrees, the library holdings improved, faculty salaries and benefits had to be comparable to other such degree-granting institutions in Europe, and at least 30 hours of work had to be taught by ranked professors from MidAmerica Nazarene College. These details were worked out. The first degree given at the European Nazarene Bible College was in 1978. The arrangement has been mutually beneficial. It has opened the door to a liberal arts degree to many European students who were denied that possibility in the European system of education. The arrangement has also provided an opportunity for some faculty from MidAmerica to teach and live in the culture of middle Europe. ENBC graduates from 1978 to 1991 are listed in the Appendix.

Open Admissions

In keeping with its American Heritage theme, MidAmerica Nazarene College accepts students of all ages, races, religions, and economic backgrounds. This "open door" policy recognizes both the past accomplishments and the current needs of the incoming student. Each freshman student is accepted in one of two levels of recognition:

Accepted in Good Standing—Students presenting an ACT composite score of 18 or above (SAT of 680 or above) are accepted in good standing. A student accepted in good standing may qualify for a variety of academic scholarships based upon ACT or SAT scores, high school class rank, and high school GPA.

Accepted with Qualifications—Students presenting an ACT composite score of 17 (SAT of 670) and below are accepted with qualifications. These qualifications are designed to help the student develop strengths in specific academic areas. The student is provided specialized counseling and is required to complete specially designed developmental courses. The course load is limited to 12 semester hours or less for the first semester. Writing Skills and Reading Development are elective credits while the Pre- and Elementary Algebra courses are added to the total required for graduation.³³

Personalized Study

A description of personalized study arrangements appeared for the first time in the 1982-83 *Bulletin*. Prior to 1982, such courses had been offered but had not been granted official status. Beginning in 1982, personalized study became official. A committee report on "Personalized Study at MANC" stated that:

Personalized study at MidAmerica Nazarene College has been structured to include several different approaches. Although each of the approaches is a type of personalized instruction or study by overall definition, each type is separated by special guidelines. The approaches are:

Directed Study

Independent Study

Experience-Based Credit

a. Travel Credit

b. Other—The student may participate in other programs where experience-based credit is given. Examples are credit for military service or our program for FAA employees.

Internship³⁴

Reasons for Personalized Study

Provides vehicle for overcoming the limitations of the curriculum.

- a. Offers a student the opportunity for expanding his personal knowledge about a subject.
- b. Allows an able student to advance ahead of the normal class or course.
- c. Allows any student to go beyond the usual limits of the regular course materials.
- d. Gives full play to the individual's tempo of learning.
- e. Offers the student an environment in which he can be more creative.

Motivates the individual to learn how to learn.

- a. Encourages student to reach his own conclusions after he has explored a topic of personal interest.
- b. Provides practice in assessing printed matter, audio-visuals or other materials.
- c. Develops individualized styles and approaches to learning.
- d. Uses available resources more adequately and effectively than is perhaps otherwise possible.
- e. Brings the individual to a mastery of himself.³⁵

The report also stated that personalized study would benefit the teacher by introducing him to new areas of a discipline.

Interdisciplinary Studies

Four courses at each of the traditional levels (freshman to senior), three-hour courses, interdisciplinary in orientation, form the heart of the general education program. At the core of each course would be a set of significant books which the faculty selects.

- I. Humanities 103G. MAN'S SEARCH FOR IDENTITY
By employing resources from art, literature, philosophy and psychology, the course endeavors to enable students to both understand and appreciate themselves as unique human beings.
- II. Social Science 203G. PEOPLE AND SOCIETY
An examination of the relationship of man and nature through the study of a variety of literature. Emphasis is on the development of a land ethic by which man can act responsibly in the natural world.
- III. General Science 383G. MAN WITH HIS ENVIRONMENT
An ecological emphasis ties together the biological and physical sciences, philosophy and literature, in order to emphasize the critical balance which must be preserved if man survives on planet earth.
- IV. Philosophy 403G. MAN WITH GOD
By considering comparative religions as well as the psychology, sociology, and philosophy of religion, this course is designed to illuminate the universal religious search and experience of mankind.³⁶

DEGREES OFFERED

The young College was ambitious. In the beginning it offered three baccalaureate degrees, two certificate programs, and a diploma program. Shortly, it added the associate of arts degree. In the process of working toward regional accreditation, however, the faculty voted to offer only *one* degree. Later, when a nursing program developed, a second baccalaureate degree was reinstated.

Three Baccalaureate Degrees • 1969-74

Although the College was officially listed as a junior college in 1968, the College pushed ahead with plans to expand to a four-year college. So the catalog for the academic year 1969-70 carried a full description of the three degrees, two certificates, and prediploma studies in nursing.

Bachelor of Arts (B.A.)

The broadest background in the arts, letters, and sciences is provided by the type of curriculum leading to the Bachelor of Arts (B.A.) degree. The curriculum leading to this degree gives particular emphasis to the study of the arts and letters. This curriculum is broad enough to acquaint the student with numerous fields of study, and yet it requires sufficient concentration to provide a basis for further specialization later in graduate or professional school. It is the degree taken by most students graduating from the college.

1. For the Bachelor of Arts degree 6-12 hours of language are required. (If two years of language are submitted from high school, the requirement may be satisfied by one year of the same language at the intermediate level.) The entire language requirement may be met by a proficiency test.

2. Total hours required for graduation 124

3. Upper division hours required 40

4. Hours in area of concentration: Specified by faculty advisor according to the needs of each student and approved by divisional chairman and academic dean.

Bachelor of Music Education (B.Mus.Ed.)

The Bachelor of Music Education degree is conferred upon the completion of a four-year course in music. The degree allows for greater concentration in music than is permitted in the Bachelor of Arts course. Three patterns for the major are provided, making it possible for the student to concentrate on performance, vocal or instrumental music or a combination of both. The curriculum is designed to meet the requirements for state certification as teachers of public school vocal and instrumental music.

1. Total hours required for graduation 124

2. Upper division hours required 40

Bachelor of Science (B.S.)

The type of curriculum leading to the Bachelor of Science degree provides for a general education in the arts, letters, and sciences, but gives more particular emphasis to the natural sciences, applied sciences and/or professional studies than the curriculum leading to the Bachelor of Arts degree. A program requiring up to 50 hours in the Division of Natural Sciences will normally lead to the Bachelor of Science degree. A program requiring a combination of courses in the areas of the applied sciences, including education,

business, physical education, religious education, and secretarial science, also will lead to the Bachelor of Science degree.

- | | |
|--|------------------|
| 1. Total hours required for graduation | 124 |
| 2. Upper division hours required | 40 ³⁷ |

One Baccalaureate Degree • 1975-77

The self-study conducted by the College in the process of applying for regional accreditation indicated that offering three degrees was overambitious for a small, struggling college. Changes were made.

In 1974 the College began a policy of offering only one degree, the bachelor of arts. At first the students in the teacher education program expressed great concern because the education degree traditionally was granted as a bachelor of science. When the assurance came, however, that the student's transcript was the all-important factor rather than the name of the degree, the students adapted to the new approach readily. At the beginning of the 1990s the bachelor of arts still represents the basic degree granted by the College.

Two Baccalaureate Degrees • 1977-87

The academic year 1977-78 marked the initiation of MidAmerica's bachelor of science in nursing (B.S.N.). Currently the College offers the B.A. and the B.S.N. General education requirements related to the baccalaureate degree are the same for both degrees. The Division of Nursing has formulated its own specific requirements for admission and retention in the nursing program.

Back to Three Baccalaureate Degrees • 1987

The innovative approach of MANC to educational opportunities expressed itself again in 1987. In January of 1987 a degree in management and human relations expanded the College's degree offerings to three baccalaureate degrees. This program revolved around a field-based, accelerated program designed for adults (25 years and older) who desire to finish a degree while still involved in necessary professional (vocational) pursuits. Admission to the program requires at least 60 semester hours of accredited college work with a minimum 2.0 GPA. A prescribed 32-hour major program is followed by a class of students who progress through the entire program as a single class unit.

Associate of Arts Degree

The faculty voted on January 3, 1973, to initiate an associate of arts degree. The A.A. degree would be a two-year degree. The degree was approved by the Board of Trustees on May 14, 1973, to be implemented in the fall of 1974. The A.A. degree program, however, was not

introduced until the fall of 1975. The two-year degree was designed to meet the needs of students who could spend only two years in college. The curriculum leading to the A.A. degree provided for 18 courses, or the equivalence of 63 hours of course work. At least 8 of the required courses provided the student a general education exposure in the arts, letters, religion, and science. These courses would apply to further study toward the bachelor of arts, in the event the student decided to continue. The A.A. degree today offers specialty experience in agribusiness, early childhood education, Christian service, church music, general business, liberal arts, and Christian education.

Certificate and Diploma Programs

In the early years, the College offered two certificate programs: a certificate in Bible and a secretarial certificate.

Certificate in Bible

I. Admission

Students enrolling for courses leading to the certificate in Bible were ordinarily required to fulfill the regular requirements for admission to college. Adults who had not graduated from high school were admitted by special permission.

II. Purpose

The intensive Bible course had a dual purpose. The primary objective was to offer biblical and theological study to those who do not desire to pursue a four-year college curriculum. Another aim was to provide an abbreviated course of study for those who wish to prepare for specialized Christian service. The course of study is designed to fulfill specific ordination requirements in areas where the individual needs professional, directed study. By completing the suggested course, a high school graduate was qualified for graduation from the course of study for ministers in the Church of the Nazarene.

III. Course Work

To secure the Certificate in Bible the candidate must complete sixty hours of college work. To qualify for ordination, one who is not a high school graduate must also complete any additional general courses in the Ministers Course of Study for which he does not already have high school or examining board credit.

Secretarial Certificate

I. Admission

Students enrolling for courses leading to the Certificate in Business Administration must fulfill the regular requirements for admission in college.

II. Total Hours

To secure the Certificate in Business Administration the candidate must complete sixty-two hours of college work and maintain a grade point average of 2.00.³⁸

Diploma Program

In the early 1970s the College had working relationships with two hospitals where students could earn a diploma in nursing. Both Trinity Lutheran Hospital in Kansas City and the Wesley School of Nursing in Wichita, Kans., agreed to take MidAmerica students on transfer after one year of work at MANC. Then, upon completion of two additional years in those hospitals, the student received a diploma in nursing.

Graduate Degrees • 1989

To meet the needs of adult students, the College made a quantum leap in 1989 by offering a graduate degree—a master's degree in education. Two years later, in 1991, another graduate degree appeared in the MANC curriculum—a master of management degree. Graduate level courses were also offered in the Summer Recertification Institute.

Master's Degree in Education

The latest of MidAmerica's academic innovations, the master of education degree, made a dramatic entry in the summer of 1989. Dr. James Rohe heads up MidAmerica's first venture into a graduate degree. This structured program enrolls a limited group of students who move together through a 14-month curriculum. Beginning on June 5, 1989, the first of the 27 teachers in this program graduated on May 7, 1990. In the spring of 1991 an additional 52 were graduated. To qualify for acceptance into the graduate program, a teacher must have two years of teaching experience.

Master of Management Degree

Continuing its venture into adult education, MidAmerica Nazarene College's latest degree program is a graduate degree in business—the master of management degree. The degree program is aimed at the adult professional who is enrolled in education at the same time the individual is working.

The description of this graduate degree in management presented the rationale for introducing the program. The proposal described the program as follows:

The purpose of the Master of Management degree program is to create the opportunity to serve the management and business community in the greater Kansas City area, particularly Johnson County, with a quality graduate program in the context of MidAmerica's

commitment to Christian excellence. The degree focuses on developing problem-solving skills with a primary emphasis on total quality management.³⁹

A 2-year research and development effort, beginning in September 1988, reached a climax on November 14, 1990, when the Board of Trustees approved the program. The first students enrolled in the 36-credit-hour program in September 1991. The director of graduate studies in management is Dr. Corlis McGee.

Summer Recertification Institute

The Summer Recertification Institute represents the continuing innovative element in MANC's development. It was conceived as a way of providing an opportunity for teachers to renew their certification, to improve their professional competence, and to advance in their salary schedules. Approved by the College in 1990, the institute offered 10 courses in the summer of the same year. In addition to the one-week format during the summer, courses are also offered during the academic year. Jim Rohe serves as director of the institute.

DIVISIONS OF INSTRUCTION

Academic divisions of instruction at MidAmerica Nazarene College have varied in number from five in 1968 to seven in 1991 plus Innovative Education. The names, or titles, of the academic divisions have undergone occasional changes. Areas of study included in some divisions have also been expanded or revised. The names of the five divisions in 1968 were: (1) Arts, Letters, and Languages; (2) Education and Psychology; (3) Mathematics and Natural Sciences; (4) Religion and Philosophy; and (5) Social Sciences. By 1975, the academic program revolved around six divisions. The additional division was called the Division of Communication Service. The names of the divisions also bore different designations, as follows: (1) the Division of Artistic Service; (2) the Division of Church-Related Service; (3) the Division of Communication Service; (4) the Division of Community Service; (5) the Division of Educational Service; (6) the Division of Environmental Service. The most recent College *Bulletin* (1991-92) lists seven divisions with the following designations: (1) the Division of Business Administration; (2) the Division of Fine Arts; (3) the Division of Human Development; (4) the Division of Humanities; (5) the Division of Nursing; (6) the Division of Religion and Philosophy; (7) the Division of Science and Mathematics; and Innovative Education. A summary of each of the above divisions and their instructional staffs are presented on the following pages.

Business Administration

In the summer of 1979, Dr. Metz and Dr. Smith were approached by then business manager Jim Ackerson, Sr., about starting a Division of Business Administration. Ackerson desired to resign as business manager to become the first division chair. When the division was started, full-time faculty members included Mark Golden (management and law), Victor Ball (accounting), and Patricia Smith (secretarial science). Jim Ackerson, Sr. (general business and marketing), taught two courses each term while he was business manager and acted as area coordinator for business since 1976 when he was hired as Title III coordinator.

The first division office was in the Campus Center in a small room directly opposite the entrance to the food serving line. Mrs. Gertrude Phillips was the division's first secretary and receptionist. In the fall of 1979, Bonnie Wiseman (general business and secretarial science) was hired as full-time instructor. Lee Frisbie taught full-time during the 1981-82 school year. Division majors included about 300 students.

Until Metz Hall was completed, the Division of Business was located in the Campus Center in the area now occupied by the Colonial Bookstore. New offices and classrooms were designated for business on the first floor and southeast corner of Metz Hall. Ackerson continued as division chair until the fall of 1982. Sharon Williams was the new division secretary.

In the fall of 1982, David Smith (general business and management) was hired as a full-time faculty member and division chairman. The division now included Dr. Mel Laws (management), Pat Smith (secretarial science), Dave Smith (management and law), Jim Ackerson, Jr. (accounting), and Jim Ackerson, Sr. (marketing). Several IBM personal computers were added to the division during 1982. The business faculty each had a computer and were encouraged to develop their course work on the computers.

In the fall of 1983, Jim Ackerson, Jr., was appointed as division chair. Leanna Wilson became a member of the business division and taught home economics. Shirley Jones was the division secretary. In 1984 Mike Gough (management) and John Costley (accounting) were hired. Personnel did not change until spring of 1987 when Jay Ketterling (management) and Mary Jones (half-time position in management) were hired. Jim Ackerson, Sr., was rehired in the fall of 1987 to replace Leanna Wilson in marketing.

When Jim Ackerson, Sr., was rehired, computer applications were made a "required" elective course for business students. All business

faculty integrated some type of computer work into their courses. The Business PC Lab expanded to 11 computers with hard drives and color monitors, which were maintained and serviced by Ackerson. Melissa Jones became the division secretary in the fall of 1987.

Mike Gough was appointed chair of the division in the spring of 1988. In the fall Willadee Wehmeyer (economics and finance) was hired to replace Jay Ketterling. David Wegley (accounting) also was put on staff to replace Jim Ackerson, Jr. In the fall of 1991, Gough moved to the Office of Student Development and Dr. Corlis McGee assumed the position of division chair. Dr. Mark Ford joined the faculty as well.

Fine Arts

When MidAmerica Nazarene College welcomed its first students in 1968, the present Division of Fine Arts was known as the Division of Arts, Letters, and Languages. As such, this division was the largest of the five original divisions and included courses in art, English, foreign languages, music, and speech. Dr. N. James Main was the chairman of the division, which included the following teachers: Keith Bell, Alma Jean Lunn, Karen McClellan, Gertrude Taylor, Mary Alyce Galloway, and Phyllis Jones. For academic year 1969-70, two teachers were added in music—Gary Moore and Richard Cantwell.

The name of the division was changed to the Division of Artistic Service in 1970. At this time a sixth division was added with all divisions bearing a title ending in "service." Since 1970-71, any number of adjunct and visiting professors have served the division by teaching special instruments, organ, voice, or art. With the change in name to Division of Artistic Service came a realignment of departments in the division. The division now included courses in art, music, and fine arts, which continues to be the scope of the Division of Fine Arts.

In 1971 the division was expanded to include Dr. Robert Copeland in music and Professor James Dobson in art. The academic year 1972 brought the addition of Kathy Porter in music and Bert Goodman in art. In 1974 Dean Millikan was added in music. The addition of Carlton Wood in music came in 1975, Jo Cunningham in art in 1979, and Dr. Terry Baldrige in 1982. Ronald McClellan returned full-time in 1990-91.

During a leave of absence for Dr. Main in 1977-78, Richard Cantwell served as acting chair of the division. Other chairmen are:

Dr. Robert Copeland, acting chair, 1980-81

Dr. Terry Baldrige, acting chair, 1985-86

Dr. Dennis Crocker became chair of the Division of Fine Arts in 1986 and continues in that capacity, replacing James Main who served from

the beginning year 1968 until 1985 when he was selected to serve as academic dean for European Nazarene Bible College for a four-year period.

In 1980 the name of the division was changed to the Division of Fine Arts. Graduates of the Division of Fine Arts are found in many places as they teach in public or private schools, minister in music, serve as recognized artists and workers in related occupations. The number of graduates from the division who teach in the Olathe, Shawnee-Mission, Blue Valley, and other surrounding areas is impressive. Others are serving as ministers of music locally and across the nation.

Human Development

The Division of Human Development reflects the dynamic nature of MANC's curriculum. The forerunner of the current division was called the Division of Education and Psychology in 1968. A new name for the division appeared in the 1975-76 catalog—the Division of Educational Service. Dr. Alma Jean Lunn served as division chair, later followed by Dr. Martha John, 1977-83. A significant change in the division occurred in 1983. The division was renamed the Division of Human Development. The division was created as a consequence of divisional restructuring of the College. The current division includes the Department of Education, coordinated by Dr. J. Phillip Bennett; the Department of Physical Education, coordinated by Curtis Ammons; and the Department of Psychology (which includes sociology), coordinated by Dr. Douglas Henning.

When the present division was created, Dr. Lynn Springfield served as acting chair. Dr. Bob Drummond was chosen chairman in 1984 and served until 1989. Dr. Jack Barnell was appointed chairman to succeed Drummond and currently serves in that position. Full-time faculty in the division have included: Phil Bennett, Ron Hill, Martha John, Donald Minner, Robert Norton, Verla Powers, Janet Simpson, Lynn Springfield, Curt Ammons, Gordon DeGraffenreid, Eric Walser, Jack Barnell, Kenneth Crow, Barry Cunningham, Bob Drummond, Ray Reglin, Russell Reglin, Arvin Oke, Bud Harbin, Ron Phillips, Crayton Moss, Janis Munn, Bud Keller, Maylou Cook, Ronald Cooper, Kenneth Holstein, Steve Peterson, and Pamela Stevens.

The multicultural characteristics of national and world societies are studied in order to develop Christians with a "world perspective." The holistic view of each person being created in the image of God becomes foundational to all that is taught. Majors offered by the division include: early childhood education, elementary education, athletic train-

ing, physical education, and psychology. Certification programs are offered in business education, English education, mathematics education, music education, physical education, health education, psychology education, general science education (biology and chemistry), social studies education, Spanish education, and communication education. Minors can be fulfilled in: coaching emphasis, physical education, psychology, and sociology. The largest number of Human Development majors emerge as educators. These graduates work at every level, from teacher to superintendent. They are professionals who are highly sought by school districts all over the United States.

The Division of Human Development provides academic opportunities and field experiences that facilitate the development of career tracks in each related area. The strong emphasis on serving in "people professions" creates very rewarding and often demanding preparation for a lifetime of successful involvement in one's chosen field.

Division faculty are highly qualified with graduate degrees in their teaching fields. The faculty helps students clarify vocational goals, focusing on students' strengths and interests. The professors are committed Christians who are eager to challenge students to excellence in education from a Christian perspective.

Humanities

The Division of Humanities appeared in the 1968 catalog as the Division of Arts, Letters, and Languages. The division included instruction in art, English, foreign languages, music, and speech. In 1972, the Division of Arts, Letters, and Languages was divided into two divisions: the Division of Artistic Service and the Division of Communication Service. The Division of Communication Service included course offerings in English, literature, modern languages, and speech. Another modification of the division occurred in 1980. The division title was changed to the Division of Communication. Course offerings now included English, French, literature, speech communication, communication and human relations, and communication and public relations. A final change came in 1984 when the division assumed the title of the Division of Humanities. In a reshuffling of departments in 1989, social sciences were transferred to the division. In 1990 the division included course offerings in English, geography, German, history, political science, Spanish, and speech communication.

Division chairs have included Keith Bell, Harry Russell, Maxine Crain, John Wilson, and Don Stelting. Faculty members who have taught in the division are: Mary Alyce Galloway, Phyllis Michael, Arlie Peck, Mattie Uphaus, Maxine Crain, Ronald Lawlor, Mark Wilson, Glo-

ria Baldwin, Dianne McKellips, Gertrude Taylor, Anita Reglin, Wanda Brown, Wesley Tracy, Barbara Oliver, Jeffrey Padgett, Ruth Laws, Jeanne Millhuff, Cathy Ream, Cindy Peterson, Mary Lou Parrott, Ruth McCreery, John Wilson, Harry Russell, Donald Stelting, Keith Bell, Barbara Martinez, Gary Mills, Mickey Medcalf, and Tyler Blake.

Nursing

The MidAmerica Nazarene College Board of Trustees voted to initiate a baccalaureate nursing education program in February of 1977, following a feasibility study conducted by the College, community, and health care leaders. Mrs. Jane Krumlauf was appointed as director of the Division of Nursing and Health Service.

In the 1977-78 academic year, Krumlauf began to develop relationships with the administrators of health care facilities; formed and held meetings of the Nursing Advisory Committee; began recruiting and interviewing potential faculty; developed a skeleton philosophy, objectives, and conceptual framework; developed the first nursing course; advised students; and developed student admission policies. Mrs. Marilyn Oddo was hired in December to work with Mrs. Krumlauf in the development of the program.

In the fall of 1978, Jane Krumlauf and Marilyn Oddo were joined by four faculty members to begin intensive work on program development: Lea Lang, specializing in community health nursing; Beverly Privette, maternity nursing; Ruth Corbett, medical/surgical nursing; and Palma Smith, pediatric nursing. Throughout the development of the program, extensive consultation was obtained from the National League for Nursing and area nurse educators. Accreditation by the Kansas State Board of Nursing was granted in May 1979. Upper-division nursing classes began in the fall of 1979. A College nursing laboratory was set up in the basement of Lanpher Hall. Funding for the laboratory and equipment was provided by the Speas Foundation.

Virginia Fisk, specializing in gerontological nursing; Charlotte Evans, mental health nursing; Charlene Douglas, medical/surgical nursing; and Debbie Selfridge, pediatric nursing, joined the faculty in the fall of 1980 to develop and implement the second year of the curriculum. The Division of Nursing moved into the new career building in January. Although it was unusual for a program to receive accreditation before graduating the first class, Krumlauf and the faculty were committed to the goal of N.L.N. accreditation and applied for this recognition early so that the first graduating class would have the benefit of graduating from an N.L.N. accredited program. In April 1981, the program received initial accreditation by the National League for Nurs-

ing, amidst much rejoicing by administration, nursing faculty, and students. The first class graduated in May 1981 and was honored by a pinning and dedication ceremony held in Shawnee Church of the Nazarene.

In the summer of 1982, a B.S.N. completion program for registered nurses was initiated. In August 1982, Palma Smith assumed responsibilities as division chair. New faculty that year were: Phylis Deisher, family nursing; Dorothy Fleenor, mental health nursing; Karolyn Kells, medical/surgical nursing; and Teresa Pfautz, maternity nursing.

Continued accreditation by the National League for Nursing was granted for eight years in the spring of 1987. Additional full-time faculty who have served or continue to serve on the nursing faculty are: Janice Schaefer, maternity nursing (a 1984 MANC B.S.N. completion graduate); Jeanne Wissmann, medical/surgical nursing; Sally Swenson, community health nursing (a 1982 MANC graduate); and Susan Larson, medical/surgical nursing (a 1984 MANC graduate).

The Division of Nursing has continued throughout the years a commitment to quality nursing education. Emphasis is placed upon developing excellence in nursing knowledge and clinical expertise as well as promoting attitudes of caring and personal and professional sensitivity.

Religion and Philosophy

The Division of Religion and Philosophy includes course offerings in biblical language, biblical literature, Christian education, church history, missions, philosophy, practical theology, theology, and urban ministry. From 1968 to 1969 the division title was Religion and Philosophy. For the next 10 years, 1970-80, the division name was Division of Church-Related Service. The academic year 1980-81 brought a return to the original division title of Religion and Philosophy.

The division moved into the Smith Religion Building in 1977, occupying offices on the first floor of the building. Consistently high enrollments attest to the appeal of the division to students. The division also stands high among Nazarene colleges in the number of graduates who attend Nazarene Theological Seminary.

The chairs of the division are as follows:

Dr. Robert L. Sawyer, Sr.	1968-82
Dr. Gerard Reed	1982-84
Dr. Richard Spindle	1984-89
Dr. Frank Moore	1989-

The division faculty since 1968 include the following: Robert L. Sawyer, Sr., Donald Metz, Larry Fine, Leon Chambers, John Clark, Gerald

Lane, Bill Draper, R. Curtis Smith, Richard Neiderhiser, Dean Baldwin, Barth Smith, Wesley Tracy, Wesley Adams, Gerard Reed, Richard Spindle, Frank Moore, Jim Edlin, and Donald Welch.

Science and Mathematics

In 1968 science and mathematics courses were listed in the Division of Mathematics and Natural Sciences. The division title in 1989 was reversed and became the Division of Science and Mathematics. Initially the division included the areas of biology, chemistry, mathematics, and physics. In 1991 the division included two additional areas—agriculture and computer science. The computer science program separated from the mathematics department in 1977.

An agribusiness program was started in 1977. Initially the program was in cooperation with Kansas State University. The College has had experimental/demonstration farms in Olathe and, at present, near Gardner, Kans.

A major building renovation of Osborne Hall was completed in 1988. This included renovation of all laboratory areas, addition of laboratory preparation rooms, addition of a greenhouse, and the addition of an animal room.

The division chairs are as follows:

Dr. Carl W. Kruse	1968-77
Dr. Stephen Cole (acting)	1977-78
Dr. Paul Hendrickson	1978-

Full-time faculty members are as follows: Lawrence Goodman, Charles Morrow, Steven Forsythe, Glenn Fell, Jeffrey Jakobitz, Mildred Chambers, Robert G. Lawrence, Stephen Cole, Lynn Haskin, John Carter, William Bryant, Marta Howard, William Morrison, Carl Kruse, Robert Cockroft, Clarence Linsey, Lloyd Taylor, Herman Plott, Larry Haffey, Lauris Shepherd, John Stephens, Edward F. Mann, Kathy Buxie, Stephen Bancroft, Floyd John, Michael McLane, Bobby Caldwell, Doris Gailey, Richard McCloy, John Prince, and Paul Hendrickson.

Conclusion

MidAmerica Nazarene College has developed a curricular pattern that reflects both the traditional roots of the church college in America and of the essential educational philosophy of the Church of the Nazarene. Its educational outlook represents a firm commitment to classical biblical, Christian concepts and values. In harmony with its Wesleyan heritage, the College places emphatic emphases on personal devel-

opment and social responsibility. The degrees offered by the College reflect a concern for Christian vocation, as expressed in specific career preparation.

While conservative in philosophy, the College has demonstrated a remarkable spirit of innovation. The willingness to innovate, to adapt to changing needs in society remains as one of the outstanding features of MidAmerica Nazarene College.

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STUDENT ACTIVITIES

LIFE BEYOND THE CLASSROOM

Introduction

A student writes in unforgettable language of the tension-packed departure from home to enroll at MidAmerica Nazarene College: "We give the old jalopy a final jump-start and head for MANC. With ramshackle U-hauls or tied-down trunks, we make spectacles of ourselves on main street in Padoona, Iowa, and the thousand other places we must leave before reaching our common destination. Exhausted, we pull our prayer-fueled contraption into the Circle or the King's Court parking lot or wherever it takes to get as close to our living quarters as possible. We unload the disorganized mess that includes everything from the ceramic elephant Aunt Myrna made to Mom's chocolate chip cookies that get squished between the suitcase and the stereo."¹

With suitcases unpacked and rooms in some form of order, or disorder, students ventured out into the world of campus activity. For many the next four years would bring the most profound changes ever experienced in their lives. If they remained at college a semester or a year, home ties would be altered. Home would be loved and appreciated—but home was never quite the same. New friendships would blossom to replace relationships that had formerly been regarded as absolute commitments. Without the immediate presence of parents, subtle temptations to laziness or the ignoring of old values might emerge. And, of course, there was a high probability that an unscheduled romance would develop into a formally scheduled wedding. Spiri-

tual life grows amazingly strong during the college years. The intellect expands by leaps and bounds. Social perspective extends in wider and wider circles. Much of this happens to the student within the bounds of student activities on the college campus. The student activities discussed in this chapter are: (1) religious and spiritual life activities; (2) the campus publications; (3) the campus republic and student government; (4) student clubs and organizations; (5) athletics and sports at MidAmerica Nazarene College; (6) fine arts activities; and (7) banquets and special events.

RELIGIOUS AND SPIRITUAL LIFE

The opening statement of the 1968-69 catalog declares that Mid-America Nazarene College has as its purpose the Christian education of young people in a liberal arts context. "It seeks to achieve this goal by being a Christian community of scholars, in which meaningful spiritual living, excellence of intellectual training, and breadth of understanding are sought."² The phrase "meaningful spiritual living" became an integral part of campus life. At 25 years the emphasis remains central. To encourage the development of spiritual life, religious activities at the College operate on three levels.

Personal, Individual Spiritual Response

One level of spiritual activity is the area of personal, individual spiritual response and commitment. Students establish habits of disciplined devotional living. Such matters as quiet times for meditation, frequent retreats to pray, consistent patterns of Bible study, and the development of a sensitive social ethic form a vital part of the student's life.

Informal Religious Life

Another level of religious activity involves informal, spontaneous activity for either the individual or groups. Each residence hall floor is provided with a prayer room. The prayer room is designed to create an atmosphere for meditation and worship. The room is available for use at all hours. Each hall has a student chaplain who volunteers to lead the spiritual activities of that particular hall. The spiritual life of the residence hall creates the atmosphere for personal living, for social interaction, and for the larger social life of the campus and the community.

Organized, Institutional Religious Activity

A final level of spiritual activity revolves around organized, institutional programs of spiritual endeavor. Opening conventions serve



A travel group pauses for prayer before beginning their ministry.

both a spiritual and a social purpose. The spiritual purpose is to encourage decisions for Christ, to present fresh, spiritual challenges, and to awaken spiritual hunger. The social purpose is to help students overcome homesickness, to give students an opportunity to meet new friends, and to renew acquaintances. During the year College Church sponsors a fall revival meeting and a spring revival meeting as well as opening conventions at the beginning of each academic year. All of these religious endeavors are directed to the spiritual needs of students as well as to the spiritual growth of the local congregation. Spiritual Deepening Week consists of a series of chapel services conducted entirely by the students. Chapel attendance is required of all full-time students twice a week. The aim is to make these chapel services in real-

ity religious, spiritual services, not general assemblies of the student body. Because the chapels have been primarily religious in nature, students have voiced general support. At one point a crisis appeared when the attorney general of the state of Kansas declared that required chapel made MANC students ineligible for the Kansas Tuition Grants. The College never wavered. In a chapel service describing the action to deny tuition grants, an administrator stated that "MidAmerica was not about to sell its spiritual birthright for a mess of Kansas tuition potage." Students applauded spontaneously. A few years later a new attorney general reviewed the decision. Today, students may receive the tuition grants.

CAMPUS PUBLICATIONS

The College campus has sponsored two official student publications for the first 25 years. The campus newspaper, the *Trailblazer*, appeared first. Then came the College yearbook, the *Conestoga*.

The *Trailblazer*

During the summer of 1968, the academic dean, Donald Metz, working with the Scholarship Committee, conducted a contest among students applying for admission to the College in September. The prizes were \$250 scholarships for the students who contributed the names selected for the future campus newspaper and future yearbook. Response was widespread and enthusiastic. In 1968 a \$250 scholarship represented a rich reward—especially with tuition at \$20.00 per hour! The name selected for the newspaper was the *Trailblazer*. Among the letters in the archives, however, none exist with the student's name who submitted that particular title for the newspaper. Two students had submitted the name *Trailblazer* for the yearbook. They were Maridel Mink, of Overland Park, Kans., and Albert Lewis, of Olathe, Kans. Excerpts taken from their letters explain their choice of titles: "The *Trailblazer* is someone who is opening the way for others. At first the road is hard to travel, but after more and more take this trail, it will become easier for the rest to follow. . . . The name suggests new horizons of which there will be many at MidAmerica. . . . *Trailblazer* is a wonderful name for a great beginning of the priceless things to follow. . . ." Other names submitted for the newspaper were: *The MidAmerica Poor Richard*, based on Benjamin Franklin's *Poor Richard's Almanac*; *The Campus Trotter*, because the campus is so beautiful and vast. "I can just see me trottin' back and forth across the campus from class to class"; *The Guiding Light*; *The MidAmerica Beatitudes*; *Campus Epitome*; *The MidAmerica*

Message; Heritage Hints or Heritage Highlights; The Eagle; The Pioneer; Man-U-Script; The Crossroads; Hold Forth the Light; The Originator; The Pathfinder; MidAmerica Pioneer Voice; The Courier; The Crier; Mid-Way Messenger.

All the names submitted were supported by well-written, thoughtful, and usually spiritually sensitive letters. By a curious mistake on the part of the Scholarship Committee, the names and contest winners were actually reversed. Albert Lewis and Maridel Mink submitted the name *Trailblazer* for the yearbook. Eda Killfoil submitted the name *Conestoga* for the newspaper.

The Conestoga

The yearbook contest also received a list of highly imaginative names. The winning title was assigned to Eda Killfoil, of Garden City, Kans. Other names suggested were: *The American; The Patriot; Heritage; The Eagle; The Schooner; The Atom; Voyager; This . . . Our Heritage; Antecursor* (Latin for Pioneer); *Mianco* (pronounced mee-ann-co), short for MidAmerica Nazarene College; *The Leader; Heritage Herald; Anchor; Colonia.*

The campus newspaper has been a class act. Faithfully recording the events of campus life, the *Trailblazer* evolved into historical recorder, political forum, gossip and gripe soapbox, preaching pulpit, dispenser of humor, athletic scoreboard—an excellent, outstanding college paper. The yearbook has varied from outstanding to “almost banished.” The 1990 *Conestoga*, however, was honored as a Silver Medalist by the Kansas Associated Collegiate Press. The yearbook tells the annual story of life at MANC. Sometimes the theme was spiritual, sometimes academic, sometimes action-centered.

The yearbook, as an annual chronicle of college life, has fulfilled its mission exceptionally well. In giving her reason for submitting the name *Conestoga*, Eda Killfoil referred to the historic Conestoga wagon that brought so many people to the West. She wrote: “In the beginning of the history of our United States, it was the Conestoga which brought thousands of people across the land. As they travelled, they spread the American way of life, made new friends, and left their never-to-be-forgotten impression on the pages of our history.”³

Whatever the theme, the *Conestoga* presented an insight into life at MANC. Editorial work is difficult—and often thankless. The writer of this history expresses the appreciation of all administrators, faculty, and students for those long hours of intense work, particularly when the page is blank and the printing deadline is sounding the alarm.

The official editors of the campus publications and the campus re-public leaders are listed below.

1968-69

Dean of Students.....	Jack Rairdon
<i>Conestoga</i> Editor.....	Shirley Benson
<i>Trailblazer</i> Editor	Jo Goodman
Student Body President	Robert Sisson

1969-70

Dean of Students.....	Jack Rairdon
<i>Conestoga</i> Editor.....	Cheryl Hancock
<i>Trailblazer</i> Editor	Ronald Lawlor (1st Sem.) Michael L. Smith (2nd Sem.)
Student Body President	Robert Sisson

1970-71

Dean of Students.....	Bud Harbin
<i>Conestoga</i> Editor.....	Kathy Ness
<i>Trailblazer</i> Editor	Michael L. Smith
Student Body President	Christopher Manbeck

1971-72

Dean of Students.....	Richard Neiderhiser
<i>Conestoga</i> Editors.....	Kathy Ness Cheryl Hancock
<i>Trailblazer</i> Editor	Kent Schwob (1st Sem.) Nancy Steinmetz (2nd Sem.)
Student Body President	Christopher Manbeck

1972-73

Dean of Students.....	Richard Neiderhiser
<i>Conestoga</i> Editor.....	Michael Major
<i>Trailblazer</i> Editor	Daniel Croy
Student Body President	Joesph "Joe" Knight

1973-74

Dean of Students.....	Richard Neiderhiser
<i>Conestoga</i> Editor.....	Nikki Ingram
<i>Trailblazer</i> Editor	Judy Lawlor
Student Body President	Darrell Ranum

1974-75

Dean of Students.....	Jerrold "Jerry" Ketner
<i>Conestoga</i> Editor.....	Kathy Kruse
<i>Trailblazer</i> Editor	David Frisbie
Student Body President	Paul Clem

1975-76

Dean of Students.....	Jerry Ketner
<i>Conestoga</i> Editor.....	Lydia Street
<i>Trailblazer</i> Editor	Douglas Howell
Student Body President	H. David McKellips

1976-77

Dean of Students.....	James "Jim" Smith
<i>Conestoga</i> Editor.....	Lydia Street
<i>Trailblazer</i> Editor.....	Cindy Frazee
Student Body President.....	Kelley Underwood

1977-78

Dean of Students.....	Jim Smith
<i>Conestoga</i> Editor.....	Joyce Mitchell
<i>Trailblazer</i> Editors.....	Margie Lawlor Debbie MacCallum
Student Body President.....	Donald Bird

1978-79

Dean of Students.....	Jim Smith
<i>Conestoga</i> Editor.....	Margie Lawlor
<i>Trailblazer</i> Editor.....	Cindy Boyd (1st Sem.) Timothy Miller (2nd Sem.)
Student Body President.....	David D. Durey

1979-80

Dean of Students.....	Jim Smith
<i>Conestoga</i> Editor.....	Dwayne Johnson
<i>Trailblazer</i> Editor.....	Timothy Miller
Student Body President.....	Gilbert Schwenk

1980-81

Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Dwayne Johnson
<i>Trailblazer</i> Editor.....	Judy Doyle
Student Body President.....	Timothy Miller

1981-82

Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Dwayne Johnson
<i>Trailblazer</i> Editor.....	Rebecca Hoss
Student Body President.....	Mark Manglesdorf

1982-83

Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Michael J. Rutledge
<i>Trailblazer</i> Editor.....	Deborah Taylor
Student Body President.....	Stephen Hendrix

1983-84

Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editors.....	(3 editors during year) Michael Rutledge, Deborah Taylor, Valerie Shea
<i>Trailblazer</i> Editor.....	Daniel Wray
Student Body President.....	Michael Copeland

1984-85	
Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Valerie Shea
<i>Trailblazer</i> Editor	Daniel Wray
Student Body President	Steven Starrett
1985-86	
Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Donna Lynn
<i>Trailblazer</i> Editors	Bonita Lewis Misty Calhoun
Student Body President	William Sunberg
1986-87	
Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Donna Lynn
<i>Trailblazer</i> Editor	Curtis Robertson
Student Body President	William Sunberg
1987-88	
Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editor.....	Marlys Haun
<i>Trailblazer</i> Editor	Carol McCowen
Student Body President	Mark Hayse
1988-89	
Dean of Students.....	Donald Stelting
<i>Conestoga</i> Editors.....	Karen Garber Kim Garber
<i>Trailblazer</i> Editor	Melinda Ablard
Student Body President	Michael Asselta
1989-90	
Dean of Students.....	Bob Drummond
<i>Conestoga</i> Editors.....	Kevin Garber, Kim Garber, Karen Garber
<i>Trailblazer</i> Editors	Dawn Bornsen (1st Sem.) Kerra York and Melissa Hammer (coeditors, 2nd Sem.)
Student Body President	Jay Sunberg
1990-91	
Dean of Students.....	Bob Drummond
<i>Conestoga</i> Editor.....	April Loomis
<i>Trailblazer</i> Editor	Clyde Gooden
Student Body President	Michelle Philgreen Gann

STUDENT GOVERNMENT

Student government at MANC has evolved slowly. In the early years, student government found expression in a "campus republic."

Later a more practical form of student government was adopted, the Associated Student Government.

The Campus Republic

The *Student Handbook* for 1975-76 contained a full description of the "Republic of MidAmerica Nazarene College." In addition to a complete presentation of the "Constitution of the Republic of MidAmerica Nazarene College, 1975," the handbook included detailed drawings of an overview of the republic, of the court system, how a bill becomes a law, and how the activity fee (tax) was distributed. Because of its historic value, the Constitution of the Republic is reproduced in the appendix.

While noble in intention, the republic concept was cumbersome in practice. Designed to show how democracy works in action, the experiment showed instead how democracy may lead to paralysis or to evolution of new forms of government. So change came—democratically, as provided in the constitution. After several years of complaint, action was taken in 1984 to modify the form of student government.

The Associated Student Government

During the 1984-85 school year the constitution of the Campus Republic was changed to consolidate the house of representatives and senate into one legislative body known as the senate. This action was taken under the leadership of President Steven Starrett.

During the 1987-88 school year the student government was changed from the Campus Republic to a system known as the Associated Student Government (ASG). The executive branch is known as the executive cabinet and consists of a president, the director of student relations, the director of promotion, the director of spiritual life, the directors of social life (male and female), the director of world awareness, the director of compassionate ministries, the executive treasurer, and the executive secretary.

The legislative branch is known as the ASG Council and consists of all executive cabinet members, the student intramural director, the *Conestoga* and *Trailblazer* editors, the president and ASG representative of each class, and one representative from each officially recognized club on campus.

The judicial branch is known as the Court of Review. This group consists of two sophomores, two juniors, two seniors, and two faculty members appointed by the executive cabinet. The court hears cases assigned by the executive cabinet and reviews executive and legislative performance each year to assign scholarships.

The changes to ASG occurred under the leadership of President Mark Hayse. During the 1989-90 school year constitutional changes included adding two new members to the executive cabinet. They are the directors of MRA and WRA (Men's Resident Association and Women's Resident Association). Also, the gender restrictions were dropped from the social life positions, and one position was renamed the special events coordinator. This person is officially responsible for planning the Homecoming and Family Banquet events. These changes occurred under the leadership of President Jay Sunberg.

The social dynamic of a campus is often expressed in various student clubs and organizations.

STUDENT CLUBS AND ORGANIZATIONS

Student clubs sprang up spontaneously in the life of the College. These clubs and organizations express both permanent and passing interests of the students. The many clubs are described under four headings, which are: Permanent Clubs or Organizations, New Student Organizations, Organizations No Longer Existing, and Organization That Changed with the passage of time.

Some of these clubs have remained active from their inception until the present. Several new organizations evolved as the College grew. Some of the earlier clubs and organizations gradually lost support and eventually disappeared. Still another club modified its purpose and activities as interests of the students shifted.

Permanent Organizations

A permanent organization is described as one that (1) came into existence during the first four years of MANC's history and is listed in catalogs, or bulletins, up to 1989-90; (2) has not changed its stated purpose or specific activities, although the name may have been changed. The list of permanent clubs or organizations is: (1) Business Club; (2) Circuit Riders; (3) Drama Club; (4) Honor Society; (5) KSNEA; (6) Letterman's Club; (7) Ministerial Association; (8) Missions Club; and (9) Outreach Ministries.

Business Club

Organized in January 1972, the Business Club initially stressed a "belief in capitalism and a feeling that it works best when practiced with sound Christian ideals."⁴ This bold statement was modified drastically in succeeding publications. These publications stated that the club "was designed to help its members in preparing for business careers by supplementing classroom theory with practical experience."⁵



Mattie Belle Jones and the Circuit Riders



The Colonial Quartet (*l. to r.*): Roger Willard, Mike Cork, Bill Cobb, Randy Beckum, and Brian Patterson.

For 1989-90 the name of the Business Club was changed to Phi Beta Lambda—the MANC branch of the International Collegiate Business Society. Now the description reads that the “members gain practical ex-

perience through service projects, social activities and opportunities for state competition . . .⁶ Perhaps capitalism has yielded somewhat to public relations.

Circuit Riders

It seemed fitting that the first student organization at MidAmerica would be called the "Circuit Riders." Organized early in October 1968, the purpose of the "Circuit Riders" was twofold: to encourage and develop spirituality within the student body, and to provide an outlet of Christian service for the students through evangelism on the educational zone. Members of the team were picked according to their singing ability, attitude, experience, and spiritual aspects of life. Members of the first "Circuit Rider" team were: Arlen Ankle, Donald Best, Michael Edwards, William Hayes, Douglas Jeffries, Lee Mattix, William "Bill" Webb, Harold Wedel, Corinna Hayden, Patricia Herrold, Ruth Pollard, Barbara Smith, Elaine Smith, and Jayne Van Dyne. Mattie Belle Jones, secretary to Dr. Smith, served as the popular and beloved sponsor of the Circuit Riders for many years. As the last decade of the century begins, the Circuit Riders still have "opportunities for preaching, singing, and leading, through evangelistic weekend meetings in area churches."

Drama Club

Early in 1969, on January 16, students interested in organizing a Drama Club met to organize and elect officers. The officers elected were John Copple, president; Christopher Manbeck, vice president; and Carolyn Reust, secretary-treasurer. The club became active the next fall.

Approximately 45 students attended the first meeting of the Mid-America Drama Club for the school year 1970-71, held on September 3. Judy Urwiller was elected as the president, Rita Powers as business manager, and Sharen DeVore was elected secretary-treasurer; Drs. Church and Lunn were elected as cosponsors. The first production of the group was *The Miracle Worker*. During the third year, 1970-71, the Drama Club presented *Suppressed Desires* and *Grandma Gets Her Way*, two one-act plays, on December 3. A year later the club presented *Pygmalion*. By the mid-1980s the name was changed to "Drama Ministries." The purpose also underwent a modest change from "dramatic productions" to such dramatic outlets as "short plays, skits, and musical productions."

The Honor Society

In its earliest descriptions, the Honor Society stressed specific grade-point achievement and course load requirements for mem-

bership. Later description emphasized "encouraging and recognizing scholastic achievement and . . . classical and cultural academics beyond the classroom into the living environment of the campus community."⁷ The MANC Honor Society, the Iota Chapter, is a member of Phi Delta Lambda, the Nazarene National Honor Society. Students graduating with honors are eligible for membership by election of the faculty. Gamma Epsilon, the undergraduate honor society, is composed of full-time students on the President's List or the Dean's List for two consecutive semesters.

Kansas Student National Education Association

First listed as the Student Kansas National Education Association, it was initially open only to students admitted to the college's Teacher Education Program. Earlier, in 1974, the organization was primarily student-centered. The purpose of the club was "to provide an opportunity for future teachers to participate in activities that will enliven their interest in teaching."⁸ Later, in 1989, the purpose was more profession-oriented, for the organization existed to "promote ideals and purposes of the teaching profession through various activities and events."⁹

Letterman's Club—F.C.A.

In 1972 all athletes lettering in a major or minor sport were eligible for membership in the Letterman's Club. The purpose of the club was to give recognition to those who contributed to the College through athletics and to promote school spirit by means of athletic competition. When the College formed a local chapter of the National Fellowship of Christian Athletes in 1971, it provided fellowship opportunities for athletes and nonathletes through Bible studies, programs, and special projects.

Ministerial Association

The first listing of student organizations occurred in the 1971-72 catalog. A separate grouping contained the various "religious organizations." Throughout most of the 1970s the official catalog continued to carry the religious organizations as a separate entity from the student organizations. In academic year 1977-78, the dean of students published a booklet of nonacademic information for the student body. All student organizations were listed in the dean of student affairs' booklet rather than in the official academic catalog. At that time the organizations, whose purposes and activities were primarily religious-spiritual, were listed as part of the student organizations. In this listing the Ministerial Fellowship became the Ministerial Association. The as-



The Heritage Singers



The long trek to chapel on Hurricane Highway

sociation attempted to provide practical as well as theological knowledge concerning the ministry in the form of special speakers, panels, and other programs.

Missions Club

This club was organized in January 1970 as the Missionary Emphasis League. When listed among the "Religious Organizations" in the

catalogs from 1970 to 1972, the organization bore the name "The Missionary Outreach Corps." The purpose was put simply: "to create and sustain interest in the missionary work of the church." In 1974 the name was modified to Missions-In-Action. The club was intended "for students interested in the missionary enterprise of the Church of the Nazarene." Another name change came in the '80s, when the new label "Missions Club" was put in place. Now the purpose was broadened to include "all students interested in inner-city, home or world missions" and to "serve as a means for immediate service for the mission students."¹⁰

Outreach Ministries

Beginning as "Christian Students for Social Action," this club has experienced the most drastic modifications of any of the permanent clubs. The club was first described as "a nonpolitical organization which attempts to work in areas of practical social needs in surrounding communities."¹¹ Later it became "a learning experience for students, providing a means of sharing the Christian faith by communicating with the world about them."¹² More recently the organization is "dedicated to outreach and service to the church and community through puppet ministries, nursing home ministries, and other functions."¹³

New Student Organizations

A new student organization as described here is one that (1) came into existence during or after the 1974-75 school year and (2) remains active in 1990. The list of new student organizations includes the (1) Agriculture Club, (2) Delta Mu Delta, (3) International Club, (4) Medical Careers Club, (5) Music Educators National Conference Chapter, (6) Psi Chi, (7) Psychology Club, (8) Student Music Teachers Association, and (9) Writers Club.

Agriculture Club

A student organization designed primarily for agriculture majors, which sponsors special activities and programs to strengthen the agriculture program.

Delta Mu Delta

The MANC branch of the National Collegiate Business Honor Society. It exists to recognize outstanding academic achievement of business students.

International Club

A student and faculty organization designed to promote cultural exchange and understanding between the different nationalities on campus.

Medical Careers Club

A student club dedicated to promoting interest in medical careers through field trips, seminars, and interviews with medical professionals.

Music Educators National Conference Chapter

An organization that provides its members with opportunities for professional development through acquaintance with leaders in the music education profession. The chapter also provides opportunities for participation in programs, demonstrations, discussions, and performing groups.

Psi Chi

The MANC branch of the National Honor Society of Psychology. The organization exists to further the science of psychology.

Psychology Club

A faculty/student club with the expressed intent to educate student members in terms of the opportunities available to them and those kinds of activities with which they will become involved as professionals in the field of psychology.

Student Music Teachers Association

An organization to acquaint music students with the purposes of the Music Teachers National Association and to help them in their preparation for a professional teaching career.

Writers Club

A club for students interested in writing. The purpose of the club is to encourage writers, provide constructive criticism, and to broaden the writer's literary horizons.

Organizations No Longer Existing

Several organizations began with strong membership and vital roles on campus. Over the years, however, interest declined until these clubs/organizations stopped functioning completely. Eventually they were dropped from the official list of student organizations on campus. At least nine clubs have taken their place among the archives of the



Intramural flag football at the old Washington Elementary School in Olathe, Kans.



Community Service Day

College. These organizations are: (1) the Art Service Club, (2) Associated Women Students, (3) Circle K, (4) Colonial Belles, (5) Ecology Club, (6) Home Economics Club, (7) Pep Club, (8) Prayer and Fasting League, and (9) the Soccer Club.

The Art Service Club

Perhaps the shortest-lived club of all campus groups was the Art Service Club. Organized on January 27, 1971, the club held two meetings. The purpose of the club was to help with the artistic needs of other campus organizations and to promote artistic appreciation.

Associated Women Students

A campus expression of the feminist movement of the early 1980s. It was "a student organization with its primary purpose being to enable women students to form a coalition so that they might voice their opinions and ideas, while being supportive of each other spiritually, academically, and socially."¹⁴ The organization was last listed in the 1984-85 *Student Handbook*.

Circle K

MANC's Circle K Club was organized on October 10, 1968. Interested students met with four representatives of Kiwanis International to draft bylaws and apply for a charter. Officers elected at the organizational meeting were: Robert K. Lawrence, president; Ronald Lawlor, vice president; Michael L. Smith, secretary; and Luke Lester, treasurer.

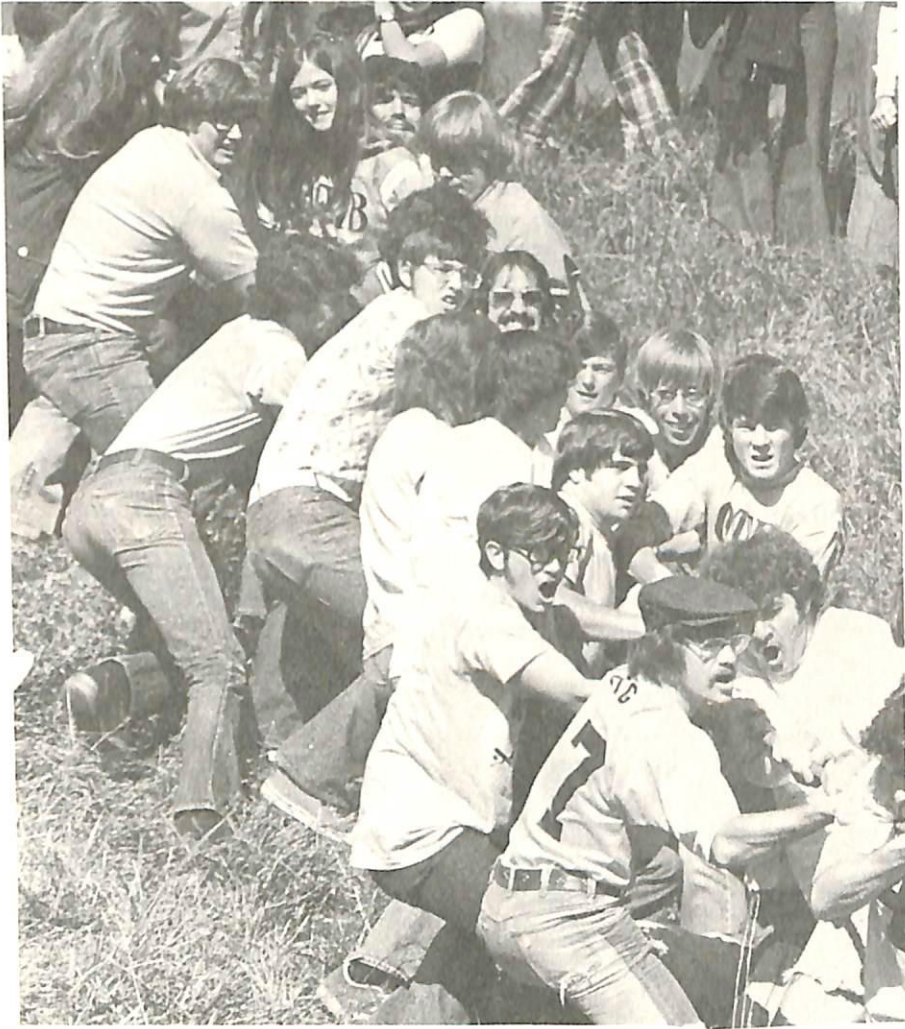
Charter members of the MANC Circle K were: Allen Brown, Ronald Burch, Lowell Clark, Michael Davidson, David Doerr, Robert K. Holinsworth, David Jones, Ronald Lawlor, Robert K. Lawrence, Luke Lester, Christopher Manbeck, Lee Mattix, David Nitzel, Michael Parks, Robert Sisson, Michael L. Smith, David Sterling, Larry Talley, Terrill Williams, and Roland Wright. The purpose of the Circle K Club was to provide leadership training through service to the campus and the community. After almost 20 years of activity at the College, the Circle K Club quietly disappeared from campus life in 1987.

Colonial Belles

Another noble experiment that did not survive the rigors of college life. Organized in the mid-1970s, the group was formed for the wives of ministerial students who were interested in the art of becoming effective pastors' wives.

Ecology Club

Six charter members of the Ecology Club met on September 3, 1970. Officers elected were: Donald Cox, president; Glenn Songer, vice president; Dale Hagman, librarian-historian. A membership committee composed of Glenn Songer, David Doerr, Robert K. Lawrence, and Dale Jones was formed. The purpose of the Ecology Club was to bring about



The traditional tug-of-war during society rush

an awareness of man's proper place in the living world. The Ecology Club was listed for the last time in the 1974-75 catalog.

Home Economics Club

An organization of home economics students and faculty formed to promote the area of home economics through activities and special speakers. The club disbanded when the home economics program was dropped from the curriculum in 1984.

Pep Club

Organized in 1975, the purpose was to encourage school spirit and support the athletic teams.

Prayer and Fasting Group

Organized in the spring of 1969, changed to Prayer and Self-Denial in 1974, this organization does not appear in the listing of student clubs after 1979.

The Soccer Club

An all-inclusive club whose purpose was to provide an opportunity to play organized interschool soccer within a Christian framework. When soccer became a varsity sport in 1983, the Soccer Club was no longer considered necessary to maintain interest in the sport.

Organization That Changed

Christian Students for Social Action

In 1971-72 a nonpolitical organization was formed "to work in areas of practical social needs in the surrounding communities."¹⁵ By 1974-75 the group had become the "Social Involvement Club." The club was for "those students who want an opportunity to serve the community by the Christian concern of helping others."¹⁶ Several years later, in 1988-89, this club became known as the "Outreach Ministries." The emphasis had also shifted. The stated purpose was expressed in these words: "a student organization dedicated to outreach and service to the church and community through puppet ministries, nursing home ministries and other functions."¹⁷

ATHLETICS AND SPORTS AT MIDAMERICA NAZARENE COLLEGE

Athletics at MANC developed as an integral part of the Christian liberal arts college concept. A basic part of this Christian philosophy is that every human being is of infinite worth because he is a creation of God. As such, every personality is an integrated and complex spiritual, physiological, psychological, and social being. One specific purpose of athletics in a Christian college is to help individuals understand, in some measure, what use can be made of their physical bodies to make them better persons and greater contributors to society. Athletics at MidAmerica is divided into two areas—intramural athletics and intercollegiate athletics. From the beginning, the College has placed athletics under the general direction of an athletic director.



Faculty Frolics



The prank of the century: tires over the flagpole

Intramural Athletics

One of the first actions taken related to student activity was the organization and naming of four societies for student recreation and competition. Rather than using the traditional Greek letters to identify various societies, the groups followed the pioneer theme. As the campus newspaper reported it, "MidAmerica has stuck to the pioneer



Cafeteria food: has anything really changed?



Coeds relax in a King's Court apartment.

theme and used appropriate groups. . . . The names chosen are Rangers, Scouts, Explorers, and Patriots."¹⁸ In September 1973, the Intramural Council voted to change society names to a traditional Greek format. The combined societies were given the label Theta Pi Societies. This name, Theta Pi, was presented as a means of retaining the American Heritage theme, for it carried the Greek word for "God" (Theta)

and that for "country" (Pi). The four societies comprising the Theta Pi were Epsilon, Delta, Beta, and Sigma. Kappa was created later as a fifth society.

The October 18, 1968, campus newspaper reported the progress of intramural sports in these words: "The intramural schedule at Mid-America began several weeks ago and is now in full swing. At present, the program includes flag football for boys and softball for girls."¹⁹ In the second year of college operation, 1969-70, football and basketball were scheduled for men. Volleyball and softball formed the women's competition. A table tennis tournament was added on November 4, 1969. Also in 1969, the first Field and Track Day was scheduled during the first week of May. The newspaper wrote that "Fun characterized the first track and field day at MidAmerica."²⁰ It was a day of old-fashioned competition including the "raw egg toss" contest, three-legged race, potato roll, ball-balance race, horse and rider contest, basketball throw, men's and women's broad jump, and football placekick contest. Among the early directors of intramurals were Bud Harbin, Bob Drummond, Gordon DeGraffenreid, and Ron Phillips. By 1975, when DeGraffenreid became director, the intramural program was expanded to include tennis, chess, cross-country, bowling, table tennis, Rook, wrestling, free-throw tournaments, badminton, bicycle racing, and track. The Circle K Club introduced the selection of an intramural tournament queen in 1970, when Kathy Ness was crowned. The intramural program has served as a focal point of student recreation and sports.

Intercollegiate Athletics

Varsity athletics at MANC began modestly and cautiously. For the first several years, due to financial restraints, intercollegiate sports was primarily limited to men's basketball. In the late '70s and early '80s the program experienced a dramatic expansion that included women's intercollegiate sports and additional men's competition. Inevitably, over-extension occurred. Then the painful process of curtailing the intercollegiate program began—and is still under review.

The Early Years • 1968-77—Gradual Expansion

For the first year of the College's operation, 1968-69, men's basketball was the sole intercollegiate sport. Two more varsity sports were added the second year—cross-country and tennis. Varsity golf was included for the 1971-72 year, with baseball arriving on the scene in 1973. Two years later, in 1975-76, volleyball and track and field joined the growing program, increasing the number of varsity sports for men

to seven. The first varsity sport for women was volleyball, introduced in 1974. A year later, in 1975, basketball was added as a women's intercollegiate sport.



Touchdown MidAmerica!

Prime Time for Athletics at MANC • 1978-85

The 10-year period from 1978 to 1988 could be called the "prime time" for athletics at the College during the first 25 years.

On March 15, 1978, Dr. Smith requested that the Board of Trustees approve a "two-year experimental football program." Details of the program were referred to the Executive Committee, the administration, and the Athletic Council. Initial funding for the football program was provided by the College president through sources beyond regular college income. The board approved the recommendation. In 1978 the field house was also constructed. On November 15, 1979, a motion was made by B. J. "Bud" Garber, seconded by Marvin Cherry, that football be installed as a regular part of the MidAmerica Nazarene College intercollegiate program. The motion carried unanimously.

Women's intercollegiate athletics received strong endorsement in the early 1980s. In November 1980 the Board of Trustees took action to insure women's participation. First came the initiation of intercollegiate

softball: "A motion was made by D. J. Burk, seconded by Jim Diehl, to initiate a women's intercollegiate softball team."²¹ Then came an amendment to the effect that "the athletic department shall pay \$200 for dual membership in the NAIA and AIIW, which will enable women athletes to participate in national competition."²² Soon women's volleyball and basketball joined softball as the "big three" for women's sports.

Club soccer had developed a loyal following on campus. Pressure built to elevate soccer to a varsity sport. Opinion was divided over the issue. In November of 1982 the trustees cast a decidedly split vote (14-12) in favor of making soccer an intercollegiate activity. Soccer was eventually dropped as a varsity sport in 1988.

Athletics were booming at MANC in the early 1980s. In his Eighteenth Annual Report (1984), Dr. Smith stated that the College participated in 13 intercollegiate programs. He wrote:

We participate in thirteen programs, seven for men and six for women in intercollegiate athletics . . . our men's and women's basketball teams, our football team, our cross-country team, our baseball team, our indoor and outdoor track teams, all had winning regular season records. The indoor track team and basketball team both won conference championships.²³

It may well be that 1984 will be considered the high point of MANC's broad participation in intercollegiate athletics. Lean years loomed ahead.

Years of Reassessment • 1986-90

With declining enrollments came shrinking budgets. Shrinking budgets tightened the athletic belt first. Some competitions, such as tennis and golf, had already been discontinued. Others followed. Ultimately, the women's main programs were reduced to two: volleyball and basketball. Cross-country and track remained open to women athletes. Men's sports fared a little better—for the time being. Rounding out the big-five for men were: football, basketball, baseball, cross-country, and track. The synopsis of sports at MANC includes a sport-by-sport summary of the various sports, including personnel and records.

Varsity Basketball

Basketball represents MANC's oldest and most enduring sport. In the fall of 1968, Coach Bud Harbin assembled nine players from the freshman class. The starting five were James Mullins, Clifford Harmon, Albert Kruse, James Edlin, and Roland Wright. The backup bench consisted of Dann Small, Glenn Songer, Christopher Manbeck, and John



Happy cheerleaders in their new gymnasium



Coach Ron Hill and the Basketball Pioneers

Sukraw. The first game played by an MANC basketball team was against the Nazarene Theological Seminary on December 2, 1968. The Pioneers won a closely contested game 77-73, played at the Olathe High School gym (now Olathe North). The Pioneers lost the next two games against William Jewell College of Liberty, Mo., and State Fair Community College located in Sedalia, Mo. The season ended with a 4-10 record. The grand climax for MANC's basketball program came in 1990, when the men's team won the Heart of America Conference championship. The women's basketball team has shown flashes of ex-

ceptional ability but has been handicapped by a lack of tall players. Yet the courage and persistence of the team serves as a reminder that college athletics is in reality an exercise in character-building and an expression of sheer fun.

Men's Basketball

The coaches and their records in men's basketball are listed below:

Coaching Records

1968-71; 72-73	Bud Harbin	42-45
1971-72	Bud Keller	4-21
1973-77	Ron Hill	49-52
1977-80	Jim Smith	40-40
1980-86	Steve Peterson	72-117
1986-	Rocky Lamar	66-68

MANC Basketball Records

1968-69	4-10	1980-81	13-19
1969-70	18-5	1981-82	7-24
1970-71	13-14	1982-83	11-20
1971-72	4-21	1983-84	15-16
1972-73	7-16	1984-85	12-19
1973-74	13-12	1985-86	12-22
1974-75	17-8	1986-87	15-21
1975-76	13-11	1987-88	16-15
1976-77	5-20	1988-89	11-20
1977-78	15-11	1989-90	24-12
1978-79	15-11	1990-91	22-13
1979-80	10-17		

Women's Basketball

Women's basketball began in 1975. The list of coaches includes Gordon DeGraffenreid, Janis Martin, Norton Hook, Priscilla Fields, and Russell Reglin. Accurate season records were not maintained for this sport. Basketball remains one of the primary sports for women at MANC. Despite several difficult seasons, student support for women's basketball is strong.

Football

Intercollegiate football appeared on MidAmerica's campus in September 1978. Gordon DeGraffenreid served as the head coach from 1978 to 1990, when he resigned. Michael Redwine assumed the position in November 1990. Athletic trainers for the team, and the College, have been Crayton Moss, Ronald Cooper, and Eric Walser. The climax

of MANC's football occurred in 1985, when the team won the championship of the Heart of America Conference.

		<i>Team Record</i>
1978	1-4	J.V. Schedule
1979	4-5	
1980	4-7	
1981	4-6	
1982	5-5	
1983	5-5	
1984	5-5	
1985	7-2	HOAC Conference Championship
1986	4-6	
1987	1-8	
1988	4-6	
1989	0-9	
1990	2-8	
Totals	46-76	

Baseball

The game frequently called the "national sport" was introduced at MidAmerica in the spring of 1973. Bud Harbin coached the team from its beginning until 1978. Other baseball coaches have been Ron Hill, 1978-79, and Rick Fields, 1980-91. The team's record falls below the coveted 500 mark. Intensity and enthusiasm, however, have characterized these athletes. One of the highlights of MANC's baseball competition was the winning of the Heart of America Conference in 1984.

Cross-country/Track

Cross-country, basketball, and baseball are MANC's oldest intercollegiate sports. Cross-country opened in the fall of 1969. Bud Harbin provided coaching for the first year. Ron Phillips followed Harbin, coaching from 1970 to 1975. Gordon DeGraffenreid assumed coaching duties in the fall of 1976, remaining at the helm until 1986. In 1986, Curt Ammons became track and cross-country coach. Track was merged with cross-country under the leadership of Gordon DeGraffenreid. The track team won the National Christian College Athletic Association championship in 1983. Both men and women participated in track events. Cross-country and track have proved to be MidAmerica's most consistent winners of conference championship. The cross-country team won the highly prized conference championship in 1980, 1984, and 1985. Members of the track team brought conference championships in 1982, 1983, and 1984.

Women's Volleyball

Women's volleyball became an intercollegiate sport at MidAmerica Nazarene College in 1974. Jerry Curtwright organized the team, purchased uniforms out of personal funds, and coached the girls to a 9-4 opening season. He resigned in 1978. Other coaches have been Janis Munn, Pamela Stevens, Loretta Seager, Steve Peterson, Cindy Foster, and Rebecca Blankenship.

Women's Softball

Softball was added to the women's intercollegiate schedule by action of the Board of Trustees on November 18, 1980. The actual years of competition were 1981-87. In May 1988, the Board of Trustees voted to discontinue women's intercollegiate softball, primarily because of financial restraints. Coaching personnel have included Pamela Stevens, Paul Williams, Lisa Tibbetts, Cindy Foster, and Norton Hook.

Tennis

Enthusiasm for tennis produced another varsity sport in the school year 1969-70, with athletes providing most of their own equipment and paying their traveling expenses. Only dedicated players joined the team. Gerard Reed became the first coach, serving as an unpaid mentor for 10 years, until 1980. In 1980, Jim Ackerson, Jr., accepted the "honor" of tennis coach at MidAmerica. The sport had declined in student interest, the campus courts had deteriorated badly, and so it was dropped in the early 1980s. Since the tennis team was open to both men and women, both are included in the Silver Anniversary All-Star Tennis roster.

Golf

The ambitious and expanding intercollegiate schedule added golf in April 1971. Larry Fine served as the first coach for two years, followed by John Clark, who acted as coach from 1973 to 1981, when golf was dropped as in intercollegiate sport.

Soccer

Soccer began as a club sport at MANC in May 1977. The *Trailblazer* announced on May 12, "Under the direction of Scott Lowry, coach, and Dr. John Wilson, faculty sponsor, the soccer club is off and running."²⁴ After six years as a club sport, soccer was elevated to intercollegiate status in 1983. Five years later, on May 26, 1988, it was dropped as an intercollegiate sport. Dr. Wilson acted as player-coach for the first year. Stafford Frederick replaced Wilson for one year; then Wilson returned as coach in 1986. Curtis Robertson coached the team

in its last year of varsity competition. The Silver Anniversary All-Star selection in soccer was made by coaches and observers.

Athletic Directors

Six men have held the position of athletic director at MidAmerica. The terms of the athletic directors are:

Bud Harbin	1968-78
Ron Hill	1978-79
Steve Peterson	1979-85
Gordon DeGraffenreid	Interim, 1985
Rocky Lamar	1986-91
Harold Olson	1991-



Coach Gordon DeGraffenreid congratulates All-American Mike Coburn.

The current intercollegiate program at MidAmerica appears to have been accepted as the maximum the College can support financially. The plan proposed would strengthen these areas before any expansion occurred. The program provides football, basketball, and cross-country and track for men, and basketball, volleyball, and cross-country and track for women.

Conference Championships

Cross-country	1980, 1984, 1985
Track—Indoor	1982, 1983, 1984
Outdoor	1983
Football	1985
Baseball	1984
Basketball	1990

Silver Anniversary All-Stars

Seeking to honor athletes who have provided entertainment and helped generate school spirit, the coaches of various varsity sports met to select outstanding performers. The list of sports reviewed includes some areas that have been dropped from the roster. The selections in most areas of competition include athletes who have participated in the entire time span of the sport. In basketball, however, the sport was divided into five-year sequences, with a final five all-stars being selected from the entire range of participation. Because of a scarcity of players participating and the short period of varsity competition, two sports are not included in the all-star selections. These sports are women's volleyball and soccer. The sports are arranged alphabetically.

Basketball—Men's and Women's

Basketball competition was arranged in 5- and 10-year slots of time because of the variation in competition over the years. These time sequences were arranged with all-star selections in each sequence. From these selections, the coaching board selected a final five—the Silver Anniversary Basketball All-Stars.

Silver Anniversary Men's Basketball All-Stars

1968-72

Cliff Harmon
 Charlie Payne
 Fred White
 Bill Bray
 Bob Massey

Honorable Mention

Jim Edlin
 J. R. Reeder

1973-80

Dan Mills
 Ron Yantis
 Rocky Lamar

Rod Radcliff
Larry Steinmetz

Honorable Mention

Jim Remole
Brad Remole
Jeff Poynter
Doug Johnson
John Knipker
Dan Arnold
Don Bell

1981-91

Bob Henige
Bill Elliott
Peter Martin
Trent Cole
Dave Bowman
Rod Conyers

Honorable Mention

Kevin Bell
Geoff Petrie
Greg Smith
Al Spinks
Dan Kroymann
Mark McQuillan
Paul Cunningham

Silver Anniversary All-Stars—1968-91

Rocky Lamar
Peter Martin
Bill Elliott
Bob Henige
Dave Bowman

Silver Anniversary Women's Basketball All-Stars

1975-79

Penny Brecheisen
Sandra Lyle
Vickie Lund
Denise McKinney
Tina Thuston

1980-85

Priscilla Roberts Fields
 Jackie Clark
 Prisca Thuston
 Brenda Stover
 Kathy Brobeck

1986-90

Anita Monsees Freeman
 Diana Shott
 Marie Frees
 Susan Tennison Petellin
 Janna King

Silver Anniversary All-Star Team

Marie Frees
 Priscilla Roberts Fields
 Diane Shott
 Anita Monsees Freeman
 Jackie Clark

Honorable Mention

Mary Wells
 Anita Vanderpool
 Zo Ann Holmes

Silver Anniversary Baseball All-Stars

Catcher	Chip Larson
1st Base	Bill Carson
2nd Base	David Meredith
Shortstop	Dwain Kelley
3rd Base	Douglas Chisam
Outfield	Paul Young
	Dale Gray
	Keith Burgat
Pitchers	Daniel Heincker
	Kevin Bell
	Larry Steinmetz
	Geron Stangeland

Honorable Mention

Matthew Spencer
 Daniel Arnold
 Stephen Schramm
 Brad Remole

Rocky Lamar
 Rick Fields
 Greg Nyhus
 John Hill

Silver Anniversary Cross-country and Track All-Stars

Cross-country All-Stars

David Starling
 Jim Coburn
 Gary Ringhiser
 Dwight Rich
 Robert Sawyer, Jr.

Track All-Stars

Men

Jim Coburn
 Kirk Keller
 Paul Wieszorek

Women

Paula Benne
 Marie Frees

Silver Anniversary Football All-Stars

Football Coaches

Gordon DeGraffenreid	1978-90
Mike Redwine	1990-

Assistant Football Coaches

Don Stelting	1978-79
Rick Fields	1978-
Mike Hester	1979
Jeff Hayes	1978-79
Harold Stanley	1978
Roy Campbell	1978
Curt Ammons	1980-90
Rich Brown	1984-
Bob Salmons	1984-
Paul Stephens	1980-
Larry Williams	1985-86
Dave Roberts	1986-
Eric Rankin	1987
Shaun Siegfried	1987
Jeff Tadtman	1987
Paul Young	1987
Rodney Wrinkle	1989
Keith Guthrie	1989
Mike Redwine	1990

Football All-time Pioneer Football Team

Offensive Team

C	Scott Johnson
G	Dione Doane
C	Tom Kuhns
T	Charlie Sandbach
T	Jeff Martin
TE	Darren Melton
WR	Tim Osborne
Flanker	Rick Hanson
FB	Glen Wesley
RB	Lloyd Murray
QB	Paul Young
Placekicker	Danny Jacques
Punter	Scott Daniels

Defensive Team

NG	Eddie Fowlkes
T	Bob Salmons
T	Jeff Allen
DE	Ken Jolley
DE	David Hayes
LB	Don Diehl
LM	Kenton Harbour
DB	Jim Couchenour
DB	Russ Draper
DB	Bill Harris
DB	Al Carlson

All-Americans in Football

Jim Couchenour	1981
Russ Draper	1982
Ken Jolley	1983-84
Tim Osborne	1983
Randy Snowbarger	1985
Paul Young	1985-86
Ed Fowlkes	1987
Dale Gray	1988

Academic All-Americans

Kenton Harbour	1982-83
Scott Johnson	1984
Doug Diehl	1983-84
Mike Redwine	1985
Charlie Sandbach	1985
Randy Snowbarger	1984-85
Rick Hanson	1986-87
Chad Dunn	1988-89
Jeff Allen	1989-90

Football Most Valuable Player Award

Craig Doane	1978	Paul Young	1985
Jeff Lewis	1979	Paul Young	1986
Jim Couchenour	1980	Rick Hanson	1987
Jim Couchenour	1981	Dale Gray	1988
Don Diehl	1982	Rowdy Clapper	1989
Ken Jolley	1983	Curt Crum	1990
Paul Young	1984		

*Honorable Mention**Offense*

Ray Gabehart
Chris Tuttle
Rowdy Clapper
Derrick Harbour
Fred Warkentine
Jarvis Bliss

Defense

Kurt Petellin
Mike Martin
Mike Coots
Randy Snowbarger
Darryl Richardson
Shaun Siegfried

Offense
 Craig Pittman
 Derik Dirks
 Dale Gray
 Chip Larson
 Myron Unruh
 Jeff Kent
 Chad Dunn
 Chip Hardage
 Steve Burns
 Kevin Jones
 Craig Shoemaker
 Mike Hester

Defense
 Curt Crum
 Kent Pederson
 Pete Van
 Derrick Jennings
 Doug Diehl
 Mike Stephens
 John Bent
 Tim Robbins
 Mike Redwine
 Jake Blankenship

Silver Anniversary Golf All-Stars

Top Golfer: Hardy Ulmet

Second Place: David Starling

Third Place: Bill Swoboda

Honorable Mention

Doug Lott, Harvey Hadden, Carl Craig, Hardy Powers, Kevin Hauk

Silver Anniversary Tennis All-Stars

Top Seed

Men: Dave Starling

Women: Judy Lawlor

Honorable Mention

Galand Gaut, Allen Brown, Jim Thornton, Jay Ketterling, Luke Lester

Silver Anniversary Women's Softball All-Stars

Denise Doores

Lisa Tibbetts

Gail Whaley

FINE ARTS ACTIVITIES

The liberal arts college is the cradle of the fine arts. Historically the Christian liberal arts colleges have supported and sustained the finest of the fine arts. MidAmerica Nazarene College from its beginning has placed a premium on this significant part of the educational process. Often hampered by the absence of adequate physical facilities, the fine arts faculty, which initially included only James Main and Karen Mc-

Clellan, have performed remarkably in the area of vocal and instrumental music. Modest foundations have been laid for work in art, with art and the graphic arts receiving special attention during the 25-year history. Professor James Dobson, in honor of whom the fine arts building, Dobson Hall, is named, and Professor Bert Goodman, both now deceased, gave the initial direction to MidAmerica's endeavors in art. Jo Cunningham followed Dobson in the art department and currently serves as the director.

Vocal Music

In the area of vocal music a variety of choirs have performed, along with a host of special groups. The College, because of limited funds, has developed only a limited artist series, or cultural program. Among the outstanding achievements have been the annual presentation of *Messiah*, special Easter music and oratorios, occasional features from operas produced in special opera workshops, church music workshops sponsored by the College, some of which were in conjunction with Lillenas Publishing Company, as well as annual presentations by the College choir and other musical groups to the educational zone. Band concerts, handbell choir, and chamber choir presentations form an integral part of the College life. Occasional art exhibits have attracted campus-wide attention.

"*Messiah*"

On December 8, 1968, the College choir presented Handel's *Messiah* at the Olathe College Church of the Nazarene. Featured soloists were Janis Dawson Emrich, soprano; Nellinda Purtee, contralto; Robert Rist, tenor; and Gary Moore, bass-baritone. Accompanists for the program were Eleanor Whitsett, organist, and Karen McClellan, pianist. Dr. James Main directed the oratorio. The tradition has continued with only two interruptions for 22 years. Saint Saëns' Christmas oratorio was presented in 1976, and traditional Christmas music with a few choruses from *Messiah* were presented in 1974. In succeeding years an orchestra was added with professional soloists usually chosen for the four solo parts.

The annual presentation of *Messiah* in the College Church of the Nazarene has expanded into a community project. When the oratorio was presented on December 9, 1990, by a 175-voice choir and a 45-piece orchestra, singers and musicians from the city of Olathe shared the occasion with College students and faculty and College Church choir members. The event has evolved into an annual community celebration.

The Heritage (Singers) Choir

The "Heritage Singers" became a reality at MANC in September 1968, when 44 members were selected for the choir from the more than 100 students who auditioned. Dr. James Main founded and directed the choir. The officers for this initial choir were: Ronald Burch, president; Joyce Shepherd, vice president; Barbara Bonham, secretary-treasurer; Ronald Lawlor, chaplain; Larry Talley and Christina Phillips, librarians; and Colleen Rodgers, pianist.

The first two selections ever sung by the choir were "Ye Shall Be Witnesses" and "America, Our Heritage." These numbers were sung in an electrifying celebration at College Church of the Nazarene in October 1968, signifying MANC's emphasis on American Heritage education and its commitment to "take the gospel to the uttermost corners of the earth."

The name "Heritage Singers" was changed to the "Heritage Choir" in 1974 because of a conflict in name with the "Heritage Singers" of the University of Missouri—Kansas City. The Heritage Choir forms a vital link with the members of the educational zone. The annual spring tour presents the College to numerous churches on the zone. Many formal special events on campus include the Heritage Choir. The choir has traveled to Europe three times and to Hawaii once for concert-mission tours and has sung at all General Assemblies of the Church of the Nazarene since 1968, with the exception of the 1985 General Assembly when only the Nazarene college choirs in the western part of the United States were asked to participate. During the first four years the choir not only toured during spring break but also did a second tour to churches of the zone immediately after the end of spring semester. Bill Draper, assistant to the president in charge of public relations, traveled with the choir during those early years presenting the College to thousands of Nazarenes on the educational zone.

Four men have held the position of director of the Heritage Choir (Heritage Singers). The terms of these directors are:

Dr. James Main	1968-76
Professor Carlton Wood	1976-77
Dr. James Main	1978-80
Professor Carlton Wood	1980-82
Dr. James Main	1983-85
Mr. Dan Nelson	1985-86
Dr. Dennis Crocker	1986-

In addition to the Heritage Singers, a ladies' chorus of 32 members and a men's chorus of 30 members was organized at the beginning of

the school year 1968, directed by Dr. Main. These two additional choirs remained active until 1975 and were directed at various times by Professors Richard Cantwell, Kathy Smith, and Gary Moore. These groups, along with the concert band, accounted for up to 50 percent of the student body being involved in the music program for several of the early years.

Concert Choir was a choir with open enrollment designed to give every student on campus a chance to participate in a vocal music ensemble. The choir worked on a wide variety of music and presented major concerts on campus each fall and spring term. At times this choir was made up of Heritage, Men's, Ladies', Chamber choirs, and other interested vocalists from the College and community. They were joined by instrumentalists in presenting a major oratorio or an extended work each term. Among the works that have been presented are *The Seven Last Words* by Dubois, *Elijah* and *St. Paul* by Mendelssohn, *The Christmas Oratorio* by Saint Saëns, and *The Holy City* by Gaul. Some of these were presented several different times.

The Chapel Choir was active as a "second" choir for College Church services during periods when the church had two morning worship services. It was also used to sing for college chapel services. Professors Gary Moore and Hardy Weathers were, at various times, directors for the group.

The Chamber Choir, formed in 1972, was first directed by Dr. Robert Copeland. Other directors have been Dr. Terry Baldridge, Dr. Gary Moore, and Dr. James Main. This vocal ensemble continues to give practical training in the singing of chamber music and traditional and contemporary church music.

Instrumental Music

The college band was formed to encourage participation in instrumental music and to perform at special college events. First efforts at developing a concert band during the fall of 1968 proved to be premature. With no facilities or classroom, no supplies and few instruments, the initial efforts by instrumentalists under the direction of Ron McClellan practicing during evening hours were curtailed until a more convenient season.

The appropriate time came in the fall of 1969 when Professor Richard Cantwell joined the MANC music department as head of instrumental music. The Concert Band (sometimes called Wind Ensemble) has continued uninterrupted since that time. Four men have held the position of director of the band. The terms of these directors are:

Richard Cantwell	1969-85
Daniel Frizane	1979 (Fall Semester)
Dr. Terry Baldrige	1985-90
Ron McClellan	1990-



The Handbell Choir

Handbell Choir was first formed in January 1981 when Professor Carlton Wood secured funds, purchased the handbells, and made the Handbell Choir part of the Heritage Choir. This choir became a separate music ensemble in 1982 and has continued since that time. In 1985 the Handbell Choir joined the Heritage Choir in a concert-missions tour to Hawaii. The Handbell Choir also completed concert-missions tours to Bahamas in 1986 and Portugal in 1987.

The college orchestra was first listed in the 1970-71 catalog and has been an ensemble available to MANC students since that time. Prior to 1970, string players could participate in "string ensemble," which was listed in the catalogs and was operative on MANC's campus. For several years the orchestra, which included many Olathe area string players, met on the MidAmerica campus and was directed by MidAmerica personnel. At other times, the orchestra met elsewhere in the community, but it has always been available for participation by string players and other qualified instrumentalists from the College. The orchestra continues to be an Olathe-area community endeavor in

which MidAmerica students may participate and gain practical experience.

Instrumental ensembles have existed in various forms on campus from time to time through the years. Most notable of these would be the Brass Ensemble, which has been a very fine ensemble at times when qualified players were available. Brass Ensemble and other types of instrumental ensembles have continued to be a part of the instrumental program depending on the availability and the ability of instrumentalists. Each year College instrumentalists continue to be a vital part of the orchestra that accompanies *Messiah* and other major productions.



Marcus Whitworth and Brian Hanson share a light musical moment.

A "pep band" or "stage band" has frequently been active in promoting spirit at athletic events. The rejuvenation of this organization by Ron McClellan in 1990 added immensely to the athletic events.

The musical extravaganzas, operative from 1969 through 1985, often included up to 200 MANC students from the various musical ensembles and public relations singing groups uniting their efforts to represent the College and minister to churches in major population centers throughout our educational zone. These extravaganzas were also presented in the Olathe community. They were held in Land Memorial Gymnasium and in the old Millbrook Junior High School auditorium.

In 1973, the second performance of these extravaganzas for the College and community was moved to Worlds of Fun in cooperation with the Kansas City District. The Worlds of Fun celebration continues as an annual spring happening with profits from the venture being appropriated for music scholarships.

Another form of the extravaganzas was the annual Thanksgiving Concert, which was started in 1969 and presented the evening before Thanksgiving break until 1978. This has now been replaced by the annual Homecoming Concert.

Music recitals have been given by the students and music faculty of MidAmerica Nazarene College from the beginning days in the fall of 1968. Initial student recitals were held in Dr. Main's home or held as studio recitals on campus. With the advent of a first graduation class in 1972, the first senior recital was presented in the sanctuary of College Church of the Nazarene on February 15, 1972, when Barbara Bonham Schindler appeared in recital assisted by her husband, Douglas Schindler.

The first faculty recital was presented on November 7, 1969, in the Campus Center when over 400 persons gathered to hear the event. In addition to full-time music professors, adjunct music teachers have also presented recitals from time to time. Examples would be Eleanor Whitsett and Carlene Neihart, organists, Elaine Moore, flautist, and Sheryl Start, voice, among many others.

Fine Arts Programs

Even though funds and numbers of programs have been somewhat limited, outstanding concert or lyceum programs have been produced at the College through the years. Initially called the Lyceum Series (known also as Artist's Series and Cultural Events Series at various times), the program has had four different directors. These men are:

Dr. James Main	1969-74
Dr. Robert Copeland	1974-82
Dr. John Wilson	1982-89
Dr. Lloyd Taylor	1989-

Some of the outstanding programs and productions through the years have been:

- Stephen Nielson and Ovid Young, duo-pianists
- Thomas A. Harris, M.D., of *I'm OK, You're OK* fame
- Shakespeare's *Othello* by the National Shakespeare Company
- The Singing Masters, a vocal mixed quartet
- Jean-Michel Cousteau with project: *Ocean Search!*

The New York Theater Company presentation of *Spoon River Anthology*

The Honorable Thomas Railsback, U.S. congressman from Illinois
Collegium Musicum of Kansas University

Dr. David Uerkvitz, pianist

The Kansas City Woodwind Quintet

The UMKC String Quartet

The Mid-America Wind Ensemble

Chris Swanson and the Moog Synthesizer

Mirecourt Trio, a string trio

Some of the earlier lyceum programs were held in Land Memorial Gymnasium where over 700 people gathered to hear Dr. Thomas A. Harris, the noted psychologist. Lyceum Series programs have also been presented in Richard Amen Auditorium in Dobson Hall, in Garrett Auditorium and Uphaus Hall at College Church, and in Ramsey Auditorium in Smith Hall.

BANQUETS AND SPECIAL EVENTS

The social life of the campus included banquets and other special events. In the early years, from 1968 to 1979, a number of special events occurred. Many of these special celebrations became part of the institution's traditions. In the decade of the '80s, some of the traditional events were modified and several new events were introduced.

Origin of Traditional Events

Fittingly enough, the first social event of the campus of the new College involved Conestoga, a folksinging group from Bethany Nazarene College. The concert was held in the Campus Center on Saturday night, October 12, 1968. As the *Trailblazer* described the event, "against a background of a corral and cactus plants, the four girls and six boys, who made up the group, stressed the love of God and country in their singing."²⁵

By the last of October, the social calendar was bulging with a variety of activities. There was Halloween Fun (?) with "cackling witches, screaming apparitions, and violent screeches echoing through the demeanor of an old barn." Then came political rallies, with Mike Smith portraying Richard Nixon and Les Thompson representing Hubert Humphrey. As if they needed encouragement, students climaxed the week of November 16 with a modified version of a popular television program called "The Dating Game." Dann Small outdid himself as the master of ceremonies. To generate a great "break" there was another

MidAmerica Nazarene College first—the student-faculty Thanksgiving dinner. Rita Powers arranged a beautiful, homey atmosphere. The winds of December blew in Twirp Week, December 2-8. The following week “open house” provided much interest as boys and girls inspected dormitories. Sunday night, December 8, the former cornfield reverberated with the strains of *Messiah* for the first time. The highlight of the Christmas season was the Silver Belle Banquet on Thursday, December 12. When Jo Goodman was crowned as MANC’s first queen by Bob Sisson, the first semester of the new College had reached the climax. The Pioneer Class had indeed become “trailblazers.”

Returning from Christmas vacation with undiminished enthusiasm, the pioneers arranged a Sweetheart Banquet to celebrate Valentine’s Day—a day late, on February 15, 1969. Maridel Mink became MANC’s second radiant queen. Doug Jeffries performed superbly as master of ceremonies. Special music for the occasion was presented by the Olathe College Church quartet, consisting of Keith Bell, Grayson Lucky, Bruce Peterson, and Hardy Weathers. Then came the sports banquet on March 1, 1969, to honor the basketball players and cheerleaders. The year of special events ended on May 1 with the spring banquet, centered around the theme “Moonlight Memories.” The banquet served primarily as a review of the first year of the College. As a grand finale of the occasion, special recognition was given to Mr. and Mrs. R. R. Osborne, friend, booster, and benefactor of the College.

Honorary Alumni Banquet. On November 21, 1969, the first Honorary Alumni Banquet was celebrated with over 300 people attending. Toe-tapping music was presented by various student groups. The Heritage Singers also sang selections, including “America, Our Heritage,” which by then had become somewhat of a theme song. Special interest centered on a report of the number of students who had received Honorary Alumni Scholarships. Rita Powers, speaking for those students, expressed their thanks for the generosity and concern of the organization. A feature of the evening was the presentation of the “Outstanding Layman of the Year Award” to Dr. Otto Theel, who originated the idea of the Honorary Alumni Association.

Decade of the '80s—Special Events

The nature and number of special events observed at MidAmerica has changed during the 1980s. Some of the events continue earlier traditions. Other events include former special occasions but have modified the format to provide a more popular appeal. Still other special celebrations express an addition of the expanding interests of the students. The special events holding the greatest interest for the decade of

the '80s are (1) the Homecoming Banquet; (2) Spring Banquet; (3) Valentine's Party; (4) Family Banquet; (5) Tahiti Sweetie; (6) '50s Party; (7) Mr. MANC; (8) Lanphermania; (9) Battle of the Bluestem; (10) Noon to Moon; (11) Late Night Skates; (12) Root Beer Fest; and (13) Homecoming Coronation.

Homecoming Banquet. Homecoming is traditionally a time for the alumni to return to MidAmerica to reunite with former acquaintances and friends. Many special activities are planned for these groups of people. In the last several years, students of MANC have developed some of their own activities so as not to be left out of this exciting weekend. The main event is the Homecoming Banquet, which is held traditionally on the Thursday night before the homecoming football game. The banquet is a formal occasion providing for students to dress formally. The evening is designed for couples, but students also attend individually. The past several years the banquet has been held at such places as The Hyatt Regency, The Westin Crown Center, The Kansas City Club, and the Overland Park Marriott. Evening activities include special musicians and a guest speaker who share a special theme chosen for that year. Past themes for the banquet have been "Reflecting God's Love," "Moments and Memories," "Love Above All," and "A Celebration of Time." Special gifts such as water glasses, picture frames, and key chains are also given to help commemorate the evening.

Spring Banquet. The Spring Banquet is held annually at the beginning of April. This banquet has, in the past, been called the Junior-Senior Banquet. The name of the banquet was recently changed to the Spring Banquet to allow more students to attend *this very special occasion*. In spite of the name change, the banquet remains a special evening sponsored by the junior class in honor of the seniors. The evening is similar to the Homecoming Banquet in many ways. A theme is chosen and special musicians and a guest speaker provide the entertainment. The banquet is also the time that Senior Superlatives are announced. The banquet is an off-campus occasion held at such places as The Missouri Riverboat and Embassy Suites on the Plaza. A light and humorous dimension is usually added to this evening with such special guests as comedy team Hicks and Cohagan and the dramatic group Parable. The evening has always proved to be one last special occasion of the year upon which to look back fondly.

Valentine's Party. The Valentine's Day Party has evolved from a semiformal banquet to a relaxed fun party for singles and couples alike. Small skits and fun games provide the entertainment. Light snacks such as sandwiches, chips, and ice cream are served. The climax of the

party is the announcement of the Bachelor, Bachelorette, and Couple of MANC. The evening provides a fun occasion on Valentine's Day.

Family Banquet. The Family Banquet is a time for the families of students to gather on MANC's campus. The families share in the college life that their son or daughter or brother or sister, or any other relative experiences every day. The banquet takes place on Friday evening at the end of February. In the past this banquet was separated into a Mother/Daughter Banquet and a Father/Son Dinner. Recently it was changed to one banquet for the entire family. This change allows for more members of the family to participate. A special speaker and special musicians provide the entertainment for the evening. A theme is also picked, one that would center around the family. Some of the past themes are "Families Reflecting God's Image" and "Love Above All." Joe's Barn Restaurant, Uphaus Hall of College Church, and Campus Center have all been places where this banquet took place. The following morning a special brunch is held for the families, then the rest of the day is free for families to spend personal time together.

Tahiti Sweetie. The Tahiti Sweetie is an annual end-of-the-year bash. It takes place at the end of April and is usually held at Olathe's Frisco Park. The main attraction of the party is the wonderful food. Two barbecued roast pigs are served as the main course. Baked beans, watermelon, potato salad, soda pop, and brownies are all the "fixin's" that go with this delightful meal. The dress is Hawaiian style, and Hawaiian leis are handed out as the guests arrive. The park is decorated with torches, palm trees, fish nets, pineapples, and much more; everything you would expect at a true tropical luau. A Hula-Hoop contest, a watermelon eating contest, a limbo contest, and relays are exciting games that provide laughter and good times for all who attend.

'50s Party. Started in the mid-1980s, this event is a 1950s costume party. It is usually held in March and was started as a freshman class activity. In 1991 it became an all-school event sponsored by the freshman class. Activities include costume contest, lip-sync contest, and live entertainment bands.

Mr. MANC. This is an activity, started in March 1990, in which all students vote for their favorite male candidate for Mr. MANC. The 10 with the highest votes participate in a one-night competition where they are judged in areas of talent, personal casual and formal dress, and interviewing. Faculty and staff are chosen to judge the Mr. MANC contest.

Lanphermania. This mock version of All-Star Wrestling started in February 1989. It actually started in the halls of Lanpher dorm and was

organized into the annual event it is now. Students and occasionally a few faculty join in the fun by participating in costume dress and staged wrestling matches.

Battle of Bluestem. This occasion begins with an all-school picnic and takes place at the beginning of each school year at MANC's own Bluestem Pond. Classes divide into teams and participate in raft races and other competitive games.

Noon to Moon. This is a recent event that is a series of activities starting at noon and continuing until dark. The activities start with a car scavenger hunt, followed by a mud and sand volleyball tournament. To cap off the day, the students head out to Heritage Island for some fun and games that follow the school picnic.

Late Night Skates. Once a month on a Friday night the whole school is invited to the roller skating rink from 11:30 P.M. to 1:30 A.M. Such themes as "nerd skate" or "baby skate" are suggested for extra fun.

Root Beer Fest. This activity has been around for a long time and takes place at the beginning of each school year. Activities include crazy group games and root beer chugging and belching contests. Root beer floats are served as refreshments.

Homecoming Coronation. This is a Homecoming tradition. Four princess candidates are chosen for each of the freshman, sophomore, and junior classes. Five king and queen candidates are nominated from the senior class. The candidates are then voted on by their respective classes, but the entire school votes for king and queen. The votes are tallied and the winners crowned in a special chapel.

Conclusion

The array of social events provides opportunities for students to relax, to enjoy times of fellowship, and to develop social skills in both casual and formal settings. The College's primary emphasis continues to be the development of the student in a Christian environment. By combining spiritual, intellectual, and social activities, the College designs a total program for the total personality.

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- Gift of 86 Acres of Land • 1966
- Hasty Library Campaign • January—June 1967
- Industrial Bond Issue • 1967
- American Heritage Banquets

CHURCH-BY-CHURCH FINANCIAL APPEALS

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- Pioneers in Progress Campaign • 1970
- Victory Campaign • 1972
- Spirit of '76 Campaign • 1974
- Smile Campaign • 1976
- Decade II Campaign • 1978
- No Room in the Inn Campaign • 1980
- Cornerstone of Wisdom Campaign • 1982
- Quest for the Best Campaign • 1984
- Foundation for Excellence Campaign • 1986

COMMUNITY FINANCIAL CAMPAIGNS

- Start-up Campaign • 1968
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PERSONAL-INDIVIDUAL CONTRIBUTIONS

- | | |
|---------------------|----------------------------|
| R. R. Osborne | Larry Doskocil |
| Robert Kramer | E. H. Land |
| Ivy Bates Weatherby | Mr. and Mrs. Alvin Stewart |
| Virgil Ramsey | D. J. Burk, Bernice Bryant |

SPECIAL FINANCIAL PROGRAMS

- | | |
|-----------------------------|---------------------|
| Dr. Smith's Seed-Faith | The Autumn Auction |
| Honorary Alumni Association | The Annual Fund |
| | The MANC Foundation |

FOUNDATIONS AND CORPORATION GRANTS

- | | |
|----------------------|-------------------|
| The Mabee Foundation | R. Crosby Kemper |
| The Speas Foundation | Patron's Bank |
| Kresge Foundation | Southwestern Bell |

COMPARATIVE FINANCIAL DATA

- | | |
|----------------|-----------------------|
| Annual Fees | Current Fund Proposal |
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Conclusion

FINANCIAL PRESSURES

THE BUCK STARTS HERE

Introduction

MidAmerica Nazarene College's first 25 years reflected constant financial pressure. Contemporary culture demanded quality education in comfortable surroundings. No tumbledown, surplus World War II barracks for dormitories for these baby boomers of the postwar world. No "cardboard palaces" for living quarters for young people who had never experienced the Great Depression or the bread lines of the '30s. No dingy basement classrooms for the students streaming from the gleaming halls of modern classrooms. No dimly lit library with a few dog-eared books, some well-used Bible atlases, and some antique encyclopedias for students accustomed to the best. No science laboratories with some stained bottles and a couple of microscopes that would not focus for students coming from labs glistening with space-age equipment. Much, much more was needed. And this "much more" had dollar signs.

In America, like it or not, the intellectual enterprise is intimately related to financial strength. In places where the state controls the educational process and the conferring of degrees, money is not always a factor in the selection of administrators or in the operation of the college or university. In the United States, there is no direct government control over education. And no direct flow of dollars. The private college, especially the private church college, has a most difficult task to keep the cash flowing to support the academic endeavor. And still to-

day the financial survival of the church college depends upon three essential pillars. One pillar is the continued full and enthusiastic support of the sponsoring educational zone. A second pillar is the increasing support of interested and concerned friends who believe in the mission of the private church college. The final financial pillar is student tuition and fees.

This chapter discusses the financial challenges experienced by the College. From point zero to a multimillion dollar institution is a dramatic story. The story is presented in several parts. First comes the initial funding, beginning at point zero. This first scene contains some exciting pictures of money raised by sheer enthusiasm and spontaneous activity. The second part of this chapter presents the old-fashioned, bone-wearying and yet thrilling experience of a succession of church-to-church financial campaigns to build a college. A third discussion revolves around the contributions of the various personnel and corporations from the city of Olathe. The fourth segment looks at some of the larger amounts contributed to the College by individuals. A fifth part of the discussion deals with the monies coming from special programs, such as the Honorary Alumni Association, the Autumn Auction, Dr. Smith's Seed-Faith, and the Annual Fund. A sixth section of the chapter reviews the financial assistance received from foundations, corporations, and the government. The final section of the chapter presents comparisons of financial charges and budgeting over the 25-year period.

BUILDING THE FINANCIAL FOUNDATION

The new College was generally regarded as an intruder into the academic household of the Church of the Nazarene. The birth of the new schools could hardly be called the result of a grass roots movement. All the older, established colleges had been started by local or regional groups who felt a sense of responsibility for the school. College "A" and College "B" were thrust upon the denomination. These new schools would be forced of necessity to generate their own support. Money was a foundational problem. In his first annual report to the Board of Trustees, Dr. Curtis Smith faced the matter squarely when he said: "Where will the money come from? This is the question which no one can answer with complete knowledge and assurance. Even though we do not know exactly where we will find this money, we do know where we are going to look for it."¹ Then he listed the various sources from which he hoped to raise money—the Board of Trustees, the educational zone, foundations and corporations, special gifts, and

federal aid. His financial radar was pointing to the treasury of dollars resting in private and corporate hands. The work was to dig it out.

In the Beginning—\$5,000

The Church of the Nazarene has adopted a policy of financing new educational institutions that is different from many denominations. Some of the older denominations, when establishing a new school, vote a large "starting up" fund. Then the new school is enabled to begin as a full-fledged operation without extreme financial stress. The great disadvantage of this approach is that it limits the number of schools that may be started. The Church of the Nazarene usually gives official sanction to a new school, provides minimal finances, and depends upon the genius of leadership and the generosity of members to help it survive and grow. The official contribution of the denomination to MidAmerica Nazarene College was \$5,000.

One-Half of the Zone Educational Budget • 1966-68

The \$5,000 represents the funding from denominational headquarters. In reality, the denomination gave much more. The North Central educational zone of the Church of the Nazarene was designated as MidAmerica's sponsoring zone. This zone, or geographical area, was carved out of three educational zones of existing colleges—Bethany Nazarene College, Northwest Nazarene College, and Olivet Nazarene College. For the first half of the quadrennium, from 1964 to 1966, these schools received all the Educational Budgets assigned to them. During the second half of the quadrennium, 1966-68, the budgets were shifted to the support of MidAmerica Nazarene College. During the 1966-68 years MANC received \$141,913 in educational budgets. During the period from 1968 to 1969, the College received \$192,720.

The importance of the educational budget received early attention from the College administration. Writing in his *Newsletter* of March 22, 1967, Dr. Smith declared:

The next 18 months will be the most critical months Mid-America will ever face. The crisis is ahead, but I am not alarmed about the outcome. Our pastors have never failed us. We exist on educational budgets. It is our "bread and butter." Our operating budget is prepared according to the educational budgets to be paid by each local church. If one church fails, our work is hindered. If enough churches fail, we would go down in defeat and embarrassment . . . Budgets are our only source of income . . . Pastor, we face this "crisis." We are completely dependent on you and the payment of your budget.²

The pastors did not fail. During the 1967-68 fiscal year, the College received \$141,913 from the zone's educational budget. For the next

year, 1968-69, the amount received rose to \$192,720, and it continued to rise year after year.

From this perspective, then, the denomination did more than merely hand the new school a check for \$5,000 to start a college in the space age. The denomination provided the College personnel with some "elbow room" in which to operate—and to build the foundation of the financial growth of the College. The educational budget was, and remains, the lifeline of church colleges such as MidAmerica Nazarene College.

Gift of 86 Acres • 1966

Chapter 3 has described the search for a site for the College. The history of that choice remains one of the thrilling highlights of Mid-America's history. And the long-term loyalty of the Iowa people who presented such an attractive offer also remains as one of the most satisfying developments of the past 25 years. Much of the loyal support has been due directly to the statesmanlike leadership of the Iowa district superintendent, Dr. Forrest Whitlatch.

The Olathe offer provided an 86-acre campus for MidAmerica. The 86 acres carried a value of approximately \$2,000 an acre in 1966. In 1990 the land would be considered a bargain at \$20,000 an acre. When R. R. Osborne gave 45 acres, and the 11 businessmen of Olathe added 41 more acres, he offered the College an ideal campus site. Later another 22 acres on the north side of the campus were deeded to the College by R. R. Osborne. With the addition of these 22 acres, the campus included 108 acres of gently rolling land on one of the highest points of Olathe. Incidentally, R. R. Osborne also gave 5 acres bordering the college campus to the local church in Olathe for its building sites and parking lots.

Hasty Library Campaign • January—June 1967

On November 17, 1966, the Executive Committee of the Board of Trustees approved a "hasty" campaign to raise money to buy books for the library. A goal of \$75,000 was set. This campaign of three to six months was planned from January through June 1967. The aim was to assign each church on the educational zone a specific goal to be achieved. The drive was to begin in Nebraska in January and end in June. The minutes of the January meeting of the Board of Trustees makes the following reference to this first MANC financial campaign:

A short-term financial campaign, as directed by the Executive Committee at their meeting on November 17th, was presented by Rev. Draper. He spoke of the plan and the purpose and then asked

Dr. Metz to speak on "Why a Library is Important." Rev. Draper then presented the plan for a goal for each district to buy library books.³

The drive was conducted through publicity reports and group meetings with local pastors. Total received from the campaign was \$57,079, including 8,700 volumes valued at \$1.50 each.

Industrial Bond Issue • 1967

Due to a pressing need to get a building program started, Dr. Smith called a special meeting of the Board of Trustees for January 21, 1967. The primary topic was the matter of an industrial bond issue to finance the construction of Phase I of the College—the first five buildings. Dr. Smith read this resolution:

Be it Resolved, that the Board of Trustees of the MidAmerica Nazarene College, in regular meeting assembled on this 21st day of January 1967, adopt the following:

That the Board of Trustees of the MidAmerica Nazarene College request the City of Olathe, Kansas to issue \$1,500,000 in Industrial Revenue Bonds to pay the cost of constructing educational buildings, educational facilities, dormitories and other accessory buildings and installations.⁴

On February 7, 1967, Dr. Smith and Bill Draper presented to the city commissioners of Olathe the facts and figures to support the college's application for an industrial bond issue. A week later on February 14, the commissioners gave their unanimous approval for the bonds. The bonds were sold. A \$1,500,000 construction fund was deposited in the Patron's Cooperative Bank. By acting speedily and working through the city commissioners and the Patron's Bank, the College saved \$302,625. Of this amount the savings in interest alone over the 20-year period was \$289,125. The balance in savings represented construction loan fees, registration, tax, and commitment fees.

American Heritage Banquets

In early 1966 the new College, College "B," had elected a president, Dr. Curtis Smith. The new college had decided to locate at a thriving midwestern community, Olathe, Kans. No longer called College "B," the young institution bore the impressive title of MidAmerica Nazarene College. A vigorous assistant to the president, Bill Draper, was busy making plans and influencing people. An academic dean, Donald Metz, had joined the pioneer venture and would arrive in June. The College owned a beautiful property, free of debt. There did exist a slight problem, however. There was no access to the campus from the designated main entrance. A deep creek, Indian Creek, separated the campus from mainland Olathe. In fact, the campus was outside the city



The "kickoff" for the American Heritage Banquets, 1968



A public relations pose for a future fund-raiser

limits in 1967. A bridge was necessary. Estimated cost of the bridge was placed at \$30,000. The College faced its first financial crisis. Solution—the American Heritage Banquets.

On March 4, 1967, Bill Draper met with the Executive Committee of the Board of Trustees to plan an American Heritage Banquet. Dr. Kenneth McFarland, noted speaker and lecturer from Topeka, Kans., accepted an invitation to address the people attending the banquet. A total of 1,500 invitations were mailed. The response was immediate and positive. An enthusiastic crowd of 540 people attended the banquet on April 3 at Glenwood Manor in Overland Park, Kans. Of this number, approximately one-third were not members of the Church of the Nazarene. The total amount received for the banquet was \$27,645. Expenses were \$4,719, giving a net profit of \$22,926. With some negotiating and the addition of a few thousand dollars, the bridge was built. The campus could be reached by car—on a dry day.

The success of the initial banquet produced additional American Heritage banquets. Plans developed quickly to present the same speaker, Kenneth McFarland, and to emphasize the same theme, the American Heritage, at key cities on each district on the zone. The banquets not only raised much-needed funds but also served as effective methods of gaining interest and recruiting students. In the board meeting of February 21, 1968, Dr. Smith read a letter from Wendell Paris reporting the success of a MidAmerica banquet on the Joplin District.

CHURCH-BY-CHURCH FINANCIAL APPEALS

Ten financial campaigns were held in local churches in 22 years. Every 2 years representatives from the College were knocking on the door of virtually every local church. These representatives presented financial needs. They related the up-to-date accounts of the College's growth. They asked for money. They received pledges for any amount from \$.50 to \$10,000. And weary administrators, faculty members, students, and friends returning to the campus told thrilling stories of success and doleful tales of failure to reach goals. But the money came. New buildings appeared almost yearly. The number of faculty increased. Enrollment soared. If ever a constituency took a college to its heart and supported it sacrificially, that constituency was the supporting members of MidAmerica's educational zone. Each of the 10 church-to-church financial campaigns is described in the following pages.

Pioneer Offering Campaign • 1967-68

In July of 1967 the official ground-breaking ceremony signaled the beginning of construction. During late July and August, earth-moving

machinery and graders were tearing up the black dirt of the Kansas cornfield. The tempo increased in September as utility and plumbing lines were installed. Concrete trucks swarmed up the hillside like bees to pour foundations and piers. Late in October, the bricklayers began their work, hoping for a late winter and a mild one. And, of course, there was money to be raised.

The Pioneer Offering was MidAmerica's first church-to-church campaign. Beginning in the fall of 1967, the effort continued throughout 1968. Even an unusually icy and stormy December could not dampen the spirit of enthusiasm. The College administration was totally involved every Sunday. The College faculty matched the administration with the extra weekend work load. Seminary students from Nazarene Theological Seminary joined the effort. Headquarters personnel, including Orville Jenkins, B. Edgar Johnson, Fred Parker, and George Rice added their prestige and experience to the fund-raising project. When the campaign ended in December 1968, a total of \$523,000 had been pledged. In the two-year period following, approximately 63 percent of the pledges was paid. Money received was used to begin underwriting Phase I of the College's building program.

Pioneers in Progress Campaign • 1970

MidAmerica Nazarene College's second financial drive, the "Pioneers in Progress Campaign," was introduced January 4, 1970, on the Joplin District. Preliminary plans called for funding to construct a religion-classroom building. An artist's sketch showed the building in the center of the campus, facing west toward Colonial Circle. Classroom space presented a desperate need in 1970, since a new class of students was being added to the College program each of the first four years. The campaign goal was set at \$400,000. Again administration, faculty, seminarians, headquarters personnel, and MANC students spent the weekends scattering over the educational zone to present the financial needs of the College. A Kansas pastor wrote:

We enjoyed having the ministerial student from the college as our speaker. His message and wonderful spirit were certainly appreciated, and we are sure that with young men such as he preparing for the ministry, the tomorrows of our church will be in the hands of Spirit-filled and Spirit-led men of God. The pledges for this offering are more than five times the greatest amount ever given by our church for one offering.⁵

When the campaign closed officially on May 17 on the Dakota District, the goal of \$400,000 was surpassed by almost \$100,000. A July 1970 report presented the district-by-district giving as follows:

<i>District</i>	<i>Churches Visited</i>	<i>Goal</i>	<i>Total</i>
Iowa	55	\$ 54,390	\$ 66,866
Joplin	55	38,476	53,849
Kansas	74	84,982	123,779
Kansas City	55	71,120	106,354
Minnesota	27	21,744	24,475
Missouri	64	54,092	65,780
Nebraska	34	23,508	31,070
Dakota	44	16,288	22,273
Miscellaneous			2,005
TOTAL	408	\$364,600	\$496,453

With makeup services held in approximately 50 churches in the late summer and fall of 1970, the total pledged soared above the half-million mark to \$538,945. The final report of the campaign showed these results (figures rounded):

<i>District</i>	<i>Goal</i>	<i>Amt. Pledged</i>	<i>Paid</i>	<i>Balance Due</i>
Iowa	\$ 54,390	\$ 83,091	\$ 31,039	\$ 52,052
Joplin	38,476	54,373	23,371	31,003
Kansas	84,982	127,223	65,474	61,749
Kansas City	71,120	110,338	51,872	58,466
Minnesota	21,744	30,039	11,119	18,920
Missouri	54,092	76,842	28,899	47,944
Nebraska	23,508	32,325	12,795	19,530
Dakota	16,288	22,464	10,747	11,717
Miscellaneous		2,005	559	1,446
TOTAL	\$364,600	\$538,703	\$235,876	\$302,828

The response of the educational zone to the first two financial campaigns proved to be typical. Every two years the College returned to the churches for financial support. The churches responded positively. Without the faithful support of sacrificial friends, the College would have been severely limited in its development.

Victory Campaign • 1972

The coming of spring in 1972 brought hopes for academic accreditation and plans for MANC's third financial campaign. The "Victory Campaign" had a goal of \$500,000 for the purpose of debt reduction. Debt payment and debt reduction were especially crucial because of the College's application for accreditation in the spring of 1973. The

March payment for the industrial revenue bonds amounted to \$117,000. The College depended entirely on the payment of pledges to meet the payment. Payments were made on time. When the grand total finally was announced, \$650,000 had been pledged. Of this amount, \$113,764 was repledged as payment on the previous campaign.

Spirit of '76 Campaign • 1974

MidAmerica Nazarene College was accredited on March 17, 1974. Morale on campus shot sky-high. Enthusiasm on the zone rose to a peak. The future of the College showed great promise. It was time for another financial campaign. The College had built into its philosophy the American Heritage concept. So why not link a financial campaign to some aspect of Americana? And with the 200th birthday of the nation looming, the "Spirit of '76" appeared frequently in public announcements. The College adapted to the situation. The "Spirit of '76 Campaign," with a breathtaking goal of \$600,000, was launched in September of 1974. Here is how the College newspaper wrote the story:

... The MidAmerica educational zone has given 25% over the goal of six hundred thousand dollars, for a grand total of \$752,902.92! A full three-quarters of a million dollars were pledged by faithful supporters of our school, in the midst of economic recession, rising unemployment, energy crisis and political distress. . . .

Kansas City District passed its goal by \$26,000, Iowa pledged three thousand dollars over its goal, and Kansas District almost doubled its mammoth goal of \$118,324, pledging almost two hundred fourteen thousand dollars!

Six districts surpassed their goals, two of these by more than fifty percent. Many churches set new records for giving in a college financial campaign; but the . . . credit must go to the faithful persons, all over this zone, who have given sacrificially out of tightened purses and wallets, who are trusting God to provide the means to support His total effort regardless of world conditions.⁶

A grand total of \$463,714 received marked a high point in contributions made to a MANC financial effort.

Smile Campaign • 1976

If something is successful, try it again. Five years earlier the month of June had been designated "Smile Month" throughout MidAmerica's seven-state educational zone. A letter was mailed to each of the approximately 10,000 names on the College's mailing list, requesting a personal letter of encouragement and support to Dr. Curtis Smith, president of the College. Special postage-paid "Smile" return envelopes were included in the 10,000 letters mailed out. The idea was to bring a

smile to the president's face by funding payment of pledges on the "Pioneers in Progress Campaign." Dr. Smith received hundreds of letters, many containing checks, paying pledges, or assuring support. So the concept was applied to an entire two-year financial effort. The acronym, S.M.I.L.E., meant "See MidAmerica's Indebtedness Lifted by Everyone." Dr. Jerry Ketner directed this campaign. The goal for the Smile Campaign was set at \$750,000. To set the pace for the drive, the administration, faculty, and students pledged over \$51,000. After a year's effort, the amount pledged had reached \$685,000, with several churches to be visited. In his annual report on November 16, 1976, Dr. Smith reported that "the Smile Campaign is now history, and I'm saddened to report that only 54.2% of the pledges were collected. Out of \$709,968 in pledges we collected \$384,753."⁷ While admitting the amount paid was low in comparison with the amount pledged, Dr. Smith made an extremely significant statement: "Over the last two years we received \$384,753 that we would not have if we had not had the campaign. Also, the public relations and recruiting benefit is an important factor."⁸ Final total receipts for the Smile Campaign were \$402,445. So it was on to another campaign. This time an even more ambitious one.

Decade II Campaign • 1978

The 10th anniversary of the college's first day of student enrollment was celebrated in grand style. On May 22, the College graduated its largest class. Special honors were paid to Virgie Bell of Kansas City, MANC's first graduate over 65 years of age. Dr. Smith and Dr. Orville Jenkins brought outstanding baccalaureate and commencement messages. Dr. James Dobson spoke at College Church on the occasion of the naming of the fine arts building Dobson Hall. A new religion building was dedicated and named the R. Curtis Smith Religion Building. A new Field House was constructed. Autumn Auction income rose to approximately \$100,000. Record enrollment occurred. Spiritual momentum continued strong. The year 1978 stands as a monumental year for MidAmerica Nazarene College.

The challenge of the second decade loomed stronger than the challenge in 1967-68. More people were involved. The pioneer venture was no longer an experiment. The new College represented a dynamic, vital, innovative institution. Growth became an annual and an exciting aspect of the College's life. Yet growth presented problems. There were always shortages. Never enough faculty offices. Always a need for classroom space. A persistent need for office and classroom equipment. And the ever-present attempt to fit the flood of students into limited dormitory space. But what wonderful problems! So Decade II was

launched. Appropriately enough, the theme of the Decade II Campaign was "The Need Is So Great." The purpose of the campaign centered on providing facilities for the rapidly expanding offerings in nursing education, agrimissions and agriculture, business, and education. The goal was set at \$800,000. By April 1979, \$760,454 had been pledged toward the construction of the Career Building.

Late in 1979 the Mabee Foundation of Tulsa, Okla., informed the College that they would contribute \$250,000 toward the Career Building—if MidAmerica collected \$550,000 by March 1, 1980. The pressure became intense. In December of 1979, \$314,860 had been received by the College. The additional amount needed by March 1 was a staggering \$235,140. As Jerry Ketner said in the *Trailblazer*, "What we need now is a miracle."⁹ On February 1, 1980, the College had received funds to reduce the balance needed to \$150,000. But \$150,000 in one month—the shortest month of the year! Administration and faculty had exhausted every resource, yet failure appeared certain. Then a most amazing series of events occurred.

A scheduled chapel speaker failed to appear for a Tuesday chapel the first week of February. Student leaders requested permission to take charge of the chapel service. The president consented. Student leaders then proposed that they, the students, spearhead a spontaneous effort to raise \$75,000 of the needed \$150,000. But students are not fundraisers. Desperate situations, however, call for desperate measures. The green light flashed the go-ahead. The president of the Campus Republic, Gil Schwenk, challenged the chapel group with the "Alpha Centauri" program.

The name of the program came from the name of the closest star to the earth, Alpha Centauri. That's what the students were shooting for, a star. The slogan was "Go for it." Individual pledges were taken from the students. Then students began collecting funds in a variety of ways. Bake sales, donated labor, a benefit basketball game, missing a meal at the cafeteria with proceeds going to the campaign, and the donation of funds from campus groups all contributed. On the weekend of February 23-24, students sponsored a "migration weekend." Scores of students returned to their home churches to raise money—and returned with cash and checks. Other students called their church pastors, families, and friends all across the educational zone, asking them to send money. When the mail arrived on March 1, the final tally showed that the College had actually received \$1,671 over the necessary goal. Dr. Smith said: "In the twenty-seven years I've been connected with private education, I have never witnessed such enthusiasm

and sacrifice. These young people organized a successful program."¹⁰ Then he continued:

This miracle was the direct result of an all-out effort by the student body . . . pastors, churches, Decade II pledges, *Seed-Faith Partners*, businesses and other friends of the Olathe community, alumni, loyal supporters on our educational zone, Anchor Club members and many first-time donors.¹¹

The Mabee Foundation watched the progress of the campaign with growing excitement as news of the student activity reached Tulsa, Okla. The city of Olathe also showed keen interest in the project. Chris Belden of the *Olathe Daily News* reported it with the headline: MANC REACHES EDUCATION BUILDING GOAL. "Thanks to a flurry of student money-raising activities and some additional help from the Olathe Community, MidAmerica Nazarene College soon will have its sorely needed Career Educational Building."¹² Decade II began with the challenge "we can do it" and ended with the soul-satisfying assertion "we did it." No resting on past victories, however. Other needs remained. Another campaign loomed ahead.

No Room in the Inn Campaign • 1980

For the school year 1979-80, the fall enrollment had soared to 1,292 students. Of this number, 681 were women students, and 611 were men students—a balance of 70 more women than men. In addition, many more men commuted to the College than did women. The need shifted from classroom space to housing areas. Available dormitories were already bulging, with 3 students often assigned to rooms originally designed for 2 students. The No Room in the Inn Campaign was presented to help solve this problem.

Beginning on September 7, 1980, the Development Department, under the leadership of Dr. Ketner, launched the No Room in the Inn Campaign. The project was presented to help finance a women's dormitory. The cost of the building, with its lounge and furnishings, was projected at \$1,600,000. An industrial revenue bond issue of \$1 million financed the major construction cost. The additional \$600,000 mandated the No Room in the Inn Campaign. Pledges toward the dormitory amounted to \$1,100,000, of which \$629,000 was collected.¹³

Cornerstone of Wisdom Campaign • 1982

The needs of a developing college traveled in circles. Starting with minimum facilities, limited curriculum, and a small enrollment, the College expanded in all directions at once. Enrollment increased. Academic programs expanded. Classroom space was enlarged. Dormitory rooms multiplied, though not fast enough. Library holdings arrived at

times by the truckload. Students found it difficult, however, to find vacant chairs in the library. And all too often the books desired for research were already checked out. The North Central review team had made some severe criticisms of the library facilities. So now a new library became the focal point of need, along with the renovations of Osborne Hall and Lunn Hall. The Cornerstone of Wisdom Campaign was the challenge.

The Cornerstone of Wisdom Campaign represented the largest capital campaign ever attempted by the College. Dr. Roger Parrott, now chief development officer, masterminded this financial drive. When the campaign finally ended on December 31, 1982, the grand total pledged was a record \$3,320,375. Support from corporations and foundations reached a record level, with a total of \$1,347,000 being received. The lead gift of the campaign—\$750,000—came from the Mabee Foundation. The Kresge Foundation contributed \$250,000. Individuals pledged \$1,686,894, and planned gifts brought in another \$286,481. Roger Parrott received well-deserved credit for the success of this campaign.

Quest for the Best Campaign • 1984

Dr. Smith reported the amazing success of the Cornerstone of Wisdom Campaign on November 17, 1983. He expressed thanksgiving to God for the success of the campaign. Then Dr. Smith added: "We will present to the Board the campaign for next year, 'Quest for the Best.'"¹⁴ He continued:

As president of MidAmerica Nazarene College, I have an obligation to warn our 36,000 people on our North Central Region that unless we succeed in the "Quest for the Best" Campaign and pay our educational budgets in full, we face serious problems in the years ahead. Only the people of the North Central Region can decide. We can win this fight.¹⁵

The president stressed this financial drive a year later when he reported to the trustees. He said: "This fall we launched a \$6 million 'Quest for the Best' campaign for endowment . . . it is a campaign we cannot afford to fail."¹⁶

Foundation for Excellence Campaign • 1986

In 1986, the financial program shifted to a reduction of the debt structure. One area of consistent deficit financing related to the problem of "cash flow." During periods of small income, such as the summer months, the College was forced to borrow frequently to maintain operational expenses. These emergency borrowings constituted a sizable debt after a few years. This campaign hoped to eliminate the debt

incurred for operating expenses. Total amount pledged amounted to \$631,109. Seventy-seven percent of the amount pledged was paid, providing the College with \$485,658.

COMMUNITY FINANCIAL CAMPAIGNS

The city of Olathe expressed widespread enthusiasm when Mid-America decided to locate in Olathe. The enthusiasm of the community for the institution has remained constant during the first 25 years. The College, on the other hand, has developed a keen appreciation for the friendliness and support of the community. One of the practical ways the city has supported MANC is by participating in financial efforts sponsored by the College. Three such campaigns have been conducted.

Start-up Campaign • 1968

Speaking to the College trustees on February 21, 1968, Dr. Smith said:

Even colleges in small towns can obtain good local support through a well-developed program. The college's economic impact on the community and its importance in providing jobs, income, education and culture are often undersold. We plan to have a campaign in the local community of Olathe within a year.¹⁷

When the College president spoke of Olathe as a "small town" in 1968, he referred to a town with a population of approximately 12,000 people. The campaign was conducted—and it was successful. Reporting over a year later the College president stated: "Thirteen months ago, the businessmen pledged \$72,563 for MidAmerica Nazarene College. This is in addition to what they gave to purchase forty acres for us."¹⁸ The city helped the College in the earliest times, when cash was minimal. As described earlier, the city of Olathe sponsored a \$1,500,000 industrial bond issue in 1967 to provide funds for the construction of the original five campus buildings.

Fine Arts Campaign • 1975

A jubilant note sounded in Jim Diehl's *Update* of January 1975. Reporting on the "Spirit of '76 Campaign," Diehl wrote, "Are we ever thrilled about the 'Spirit of '76' campaign around here. *You have gone over the goal!* . . . it looks almost positive that we will hit \$700,000. That is \$100,000 over the goal! Praise the Lord!"¹⁹ Then he continued: "Rice Hall will be paid off, Heritage Apartments will be paid in full, \$160,000 will be paid on the indebtedness of the original five buildings, and \$100,000 will be used for major campus improvements."²⁰

The additional funds from the campaign prompted the Board of Trustees to begin construction immediately on a desperately needed fine arts building. No department of the College had labored for so long with so little as did the fine arts department. A small frame house, formerly the farm manager's residence, was utilized for the first two years of the College's operation. Then a concrete block toolshed nearby was added to the fine arts facilities for the expanding program the third year. In 1972, when the College loaned College Church finances to construct classroom facilities in the basement of the new church sanctuary, the fine arts department moved there. While these facilities represented a vast improvement, they were separated from the main campus and were the property of College Church. Now the time had arrived to provide a distinct, on-campus location for the fine arts department.

Meeting on May 27, 1975, the Board of Trustees voted to build a "temporary fine arts building" to be built at a cost of \$198,000. The construction contract was awarded to the Ned Rose Construction Company, with instructions to finish the building by December 31. To help finance the building the board requested that a campaign be held in Olathe to raise \$75,000. Owen Brown, a longtime friend of the College and president of the Honorary Alumni Association, was asked to conduct the financial drive in Olathe. Dr. Smith had assured responsibility for another \$125,000 through his annual "Seed-Faith" program. Emphasizing the Bicentennial theme in 1976, the building was named American Heritage Hall. When June 30 arrived, the last day of MANC's fiscal year, the Seed-Faith project reached a thrilling climax by reporting \$125,505.06! The goal of \$125,000 had been reached, with \$505 to spare! Total amount pledged by the people and businesses of Olathe amounted to \$49,315, with \$27,985 being paid.

The Olathe Campaign • 1981

The decade of the '80s was the computer decade. The "in" word was *computers*. A new vocabulary thrust itself into modern language. People talked of "hardware," "software," and "floppy disks" with the pride of conversing in a new language. When MidAmerica decided to keep abreast of the movement, the College expanded its computer capabilities rapidly. It was expensive. Again the College went to the city of Olathe. During May, June, and July of 1981, a campaign was conducted among the corporations of Olathe. Two-year pledges totaling over \$100,000 were received for MidAmerica's computer equipment.

PERSONAL-INDIVIDUAL CONTRIBUTIONS

The College has been blessed with some exceptional friends. These friends have shown a consistent interest in MANC, and they have made substantial financial gifts to the institution. It is inevitable that some donors may be overlooked. To these unknown donors who have given money, often sacrificially, the College expresses its heartfelt appreciation. The College could not have made it without them. And there is the assurance that an omniscient God retains a perfect knowledge of all good works. Among the more prominent individual financial contributors to the College have been R. R. Osborne, Robert Kramer, Virgil Ramsey, Ivy Weatherby, Larry Duskocil, and E. H. Land.

R. R. Osborne

It is almost impossible to provide an exact figure on the total amount contributed to the College by R. R. Osborne. Some of the contributions, such as the bronze eagles at the entrance to College Way, the flagpole on Colonial Circle that he personally bought and had installed, the thousands of square yards of sod given to establish much of the campus lawn, etc., have no listing in the auditor's report. Yet they were important contributions.

The more easily noted contributions are listed below. First came the 45 acres as part of the original 86 acres presented to the College. Assuming a modest \$2,000-per-acre value in 1966, the contribution amounted to \$90,000. Later an additional 22 acres on the north side of the campus was deeded to MidAmerica—another \$44,000. When a second women's residence hall became a necessity, R. R. Osborne started the campaign with a \$100,000 gift. In 1971, Osborne gave the College a plot of ground east of the campus on Mur-Len Road. The 80 acres were sold in 1973 for \$3,500 per acre—equivalent to a gift of over \$300,000. When MANC initiated an agriculture program in 1978, R. R. Osborne gave the College approximately 60 acres on the northeast corner of 143rd Street and Black Bob Road. MidAmerica purchased an additional 20 acres. The 60 acres given by Osborne provided a \$726,000 resource for the College. Later the College sold the farm for \$975,000. The struggling football program needed some kind of field house or dressing area in 1979. Osborne built a modest athletes building at a cost of \$78,000. In 1978, Dr. Smith shared a need for a maintenance building. Osborne gave \$17,000 toward the construction of the Gilliland Maintenance Building. In January 1975 Osborne gave the College property in Kansas City, valued at \$150,000.

When Dr. Smith approached Osborne with a plea for help to provide a Christmas bonus for the faculty one year, he received \$25,000. Nor has the goodwill and generosity of this longtime friend of the College stopped. Dr. Richard Spindle approached Osborne in the spring of 1990 to present his plan for a "million dollar year" to help celebrate MidAmerica's 25th anniversary. R. R. Osborne gave the proposal a resounding endorsement by pledging \$100,000 to the campaign. Before his death, Dr. Smith commented that R. R. Osborne had contributed between \$2 million and \$4 million to the College. How we do appreciate the kind interest and the consistent generosity of this good friend! The final dollar value of R. R. Osborne's contributions to MidAmerica Nazarene College amounts to \$2,804,329. Osborne Hall stands today named in his honor.

Robert Kramer

In 1972, Robert Kramer, a Baptist farmer near Gardner, Kans., gave MidAmerica Nazarene College and Calvary Bible College of Kansas City, 80 acres each in a farm he owned near Gardner. Within a year, Calvary Bible College offered to sell its acreage to MANC for \$92,125. The College bought the land. Today the farm is valued at \$505,000 or more and is used as a demonstration farm by the college's agricultural students under the general supervision of the agriculture faculty.

Ivy Bates Weatherby

After almost 15 years of building, the College still lacked one highly important structure—a small chapel. Students and faculty had conducted prayer sessions, Bible studies, club meetings, and personal meditation periods in noisy classrooms, near the hubbub of the cafeteria facilities, in the basement of Lanpher Hall, and in College Church. Yet the intimacy and solitude of a small, private chapel was needed. In November of 1981, Ivy Bates Weatherby, of El Paso, Tex., gave a generous gift of \$130,000 for the construction of a prayer chapel. The building was dedicated on September 5, 1982. The chapel includes a worship area seating 70 people, an individual prayer-meditation room, a conference room, and a chaplain's office. The \$50,000 needed for the furnishings of the chapel was raised by Marge Smith, wife of the College president and niece of Mrs. Weatherby. The chapel has become popular, mostly for daily campus use but also for small weddings.

Virgil Ramsey

On June 7, 1986, a parade of cars, vans, and pickup trucks headed toward the Ramsey farm near Kenesaw, Nebr. Virgil Ramsey, a longtime

supporter of MidAmerica Nazarene College, was offering a collection of antique and primitive farm equipment at a barnyard auction. When the auction closed, it had rung up sales of over \$40,000. A check for that amount was presented to the College. The auction expressed the love and loyal support of the Ramseys for the College. The Ramseys participated in the annual auction at the College by donating antique carriages, primitive farm wagons, cattle, and a modern truck. This farm couple also were consistent contributors to Dr. Smith's Seed-Faith project. The Honorary Alumni Association Banquets marked a high point for the Ramseys, who enjoyed the fellowship and always gave liberally at these occasions. Ramsey Auditorium, in Smith Hall, was named in honor of the Ramseys.

Larry Doskocil

A successful businessman, operating a million-dollar business, often appears overly aggressive and demanding in public. Not Larry Doskocil. This native of Hutchinson, Kans., presents a rare combination of Christian humility, liberal support, and effective business talent. Honoring his personal request for anonymity, this history does not specify his contributions to the College. It should be stated, however, that his contributions to the construction of both the Smith Religion Building and the Mabee Library were significant. His support of the annual Autumn Auction has added much to its success. Since he insists on remaining unpublicized, other contributions to the College, and to individuals, remain with the divine knowledge.

E. H. Land

When MidAmerica Nazarene College desperately needed a gymnasium, E. H. Land, of Wichita, Kans., provided the finances to build a metal building. The gift of building materials, estimated at \$100,000, was presented in the fall of 1968. For almost 25 years, the building has served as an all-purpose center of student and alumni activity.

Mr. and Mrs. Alvin Stewart

A gift of \$90,000.

D. J. Burk, Bernice Bryant

Among the significant contributors to MidAmerica Nazarene College are D. J. Burk and Bernice Bryant.

D. J. Burk, of Springfield, Mo., contributed \$10,000 worth of materials in 1976 to build a bridge across Indian Creek to King's Court apartment complex when that facility was utilized for student housing. Burk also has supported the scholarship fund of the College and has

given to Dr. Smith's Seed-Faith project. Bernice Bryant, of Independence, Kans., supported liberally both the Autumn Auction and the president's Seed-Faith project until her death.

SPECIAL FINANCIAL PROGRAMS

Dr. Smith's Seed-Faith

In 1970 Dr. Smith started a personal fund-raising project by mail. He called the project his Seed-Faith project. Each year Smith assumed personal responsibility to raise a specific amount to meet a current need. By 1975 a total of 527 loyal supporters of MidAmerica Nazarene College, called Seed-Faith Partners, contributed to annual mail calls for emergency financial help. The year 1976 presented a classic example. On July 1, 1975, Dr. Smith had assumed responsibility to raise \$125,000 for the proposed fine arts building. A giant-sized project. The project went over the top with \$505 to spare. Smith reported that he had raised \$677,537 between 1970 and 1976. It is estimated upon his retirement in 1985 that the president's Seed-Faith project had produced almost \$2 million for the College. A yearly tabulation, taken from the annual presidential reports and audits, is listed below.

Seed-Faith Income

1970	\$ 30,000
1971	84,000
1972	103,636
1973	106,381
1974	112,000
1975	125,505
1976	130,000
1977	150,018
1978	137,374
1979	34,864
1980	169,438
1981	137,554
1982	112,863
1983	125,923
1984	165,000

Honorary Alumni Association

The Honorary Alumni Association was organized on April 17, 1969. One of the reasons for its organization was to raise money for student scholarships. It was, in the early years of the College, the primary source of financial assistance for students, aside from government



The big tent at the Autumn Auction



Jim Diehl negotiates a sale at the Autumn Auction.



Veteran auctioneers, Mr. and Mrs. Bing Carter.

loans. When the HAA merged its activities with the Autumn Auction, its financial contributions became identified with the results of the auction. The reports for the early years are presented below.

The Autumn Auction

Bill Draper's idea, "Send Your Calf to College," presented in 1973, has snowballed into a million-dollar concept. The Autumn Auction attracts alumni and friends to the campus every October during Homecoming. In addition to the financial benefit, much goodwill is generated for the College. The income from the auction is shown below.

<i>Auction Totals</i>			
1973	\$25,385	1982	\$ 75,000
1974	35,584	1983	103,500
1975	61,500	1984	57,000
1976	61,000	1985	71,000
1977	48,654	1986	74,000
1978	51,000	1987	91,670
1979	72,518	1988	60,000
1980	76,400	1989	62,000
1981	57,000	1990	66,000
Total Raised		\$1,149,211	

The Annual Fund

Introduced in 1985 as a means of securing funds to improve the College's cash flow, the Annual Fund operated for two years. As of November 3, 1987, 579 donors had contributed \$162,035. During the two-year period 1985-87, an anonymous donor gave one dollar for every three dollars raised in the Annual Fund. With the matching gift no longer available after 1987, and with plans under consideration for a major financial drive in 1987-88, the Annual Fund was modified to become the President's Heritage Builders. In 1989 the name assigned to the fund was returned to the Annual Fund.

<i>Annual Fund</i>			
1986	\$ 43,931	1988	\$173,678
1987	398,679	1989	153,228
		1990	36,935

The MANC Foundation

In his 18th annual report to the Board of Trustees, given on November 15, 1984, Dr. Smith stated that "Endowment is the key to our long-term stability. This fall we launched a \$5 million 'Quest for the Best' campaign for endowment funds."²¹ While falling short of the lofty

\$6 million goal, the campaign, along with other contributions, amounted to \$823,552. These monies were assigned to the Endowment Fund.

The MANC Foundation assumed responsibility for the raising of additional funds and investing the money. The foundation was chartered as a Kansas Corporation on December 31, 1984. The charter listed the following persons as incorporators: Roger Parrott, John Stephens, Lee McCleery, Lester L. Tolley, Vincent Snowbarger, Harry O. Lytle, Jr., D. Ray Cook, David Ross, and Taylor Pearson. The foundation elected the persons listed below as the assigned officers: Harry O. Lytle, president; Lester L. Tolley, vice president; Carl Seaton, secretary; Gene Davis, treasurer; and Roger Parrott, executive director.

As of April 1991, the MANC Foundation possessed investments valued at \$2,018,000. Proceeds from the investments are distributed annually as scholarships for students at MidAmerica Nazarene College.

FOUNDATIONS AND CORPORATION GRANTS

Roger Parrott displayed unusual talent in gaining grants from foundations and corporations. John Stockton also opened many doors in the corporate area. The outstanding contributions from foundations and corporations came from the Mabee Foundation, the Speas Foundation, the Kresge Foundation, the R. Crosby Kemper, Patron's Bank, and Southwestern Bell.

The Mabee Foundation

The Mabee Foundation of Tulsa, Okla., provides grants for church-related colleges in the Midwest. MidAmerica has received two substantial grants from the Mabee Foundation.

\$250,000	1981	for Metz Career Building
750,000	1984	for Mabee Library and Learning Resource Center

The Speas Foundation

Located in Kansas City, the Speas Foundation supports programs related to health care and nursing preparation. The foundation has assisted MidAmerica financially on three occasions.

\$ 28,000	1979	advertising and publicity for nursing program at MANC
35,000	1981	recruitment of nursing students
150,000	1983-85	renovation of natural science facilities for nursing instruction

Kresge Foundation

The Kresge Foundation, of Troy, Mich., gave a financial boost to the campaign for the proposed library. A special area of the Mabee Library, named the Kresge Academic Support Center, was financed by a grant from the foundation.

\$250,000 1984 special area in library

R. Crosby Kemper

The well-known Kansas City banking family included MidAmerica Nazarene College in its list of grants for 1982. Roger Parrott was instrumental in securing this grant.

\$50,000 1982 library construction

Patron's Bank

Always friendly and helpful to MidAmerica, Patron's Bank (formerly owned by R. R. Osborne and now part of Bank IV) made an ample gift toward library construction costs.

\$15,000 1982 library construction

Southwestern Bell

This international corporation expressed its concern for liberal arts education with a sizable contribution.

\$15,000 1982 library construction

COMPARATIVE FINANCIAL DATA

An interesting, even amazing, view of the changing financial picture is gained by a comparison of annual fees, annual budgets, and plant value.

Annual Fees

For the first year of operation, tuition and fees were set at a low level. These extremely inexpensive fees were arranged in consideration of the College's unrecognized and nonaccredited status, as well as the modest family incomes of the supporting constituency. Tuition and fees for the school year 1968-69 are listed below:

1968-69

Tuition and Fees

Tuition per semester hour	\$20.00
Matriculation Fee	5.00
(Paid only once, at the first time of application for admission)	

Late Registration	5.00-10.00
(A \$5.00 fee will be charged for late registration. The date for late registration is indicated in the College Calendar. A minimum fee of \$5.00 will be assessed the day after the published deadline, with \$1.00 per day added.)	
Registration Fee	5.00
(Paid each semester)	
Change in Registration	1.00
Freshman Test	4.00
(ACT or comparable, when not taken in advance)	
Activity Fee	10.00
Health Fee	5.00
Piano, Organ, or Voice, per semester	60.00
<i>Room and Board</i>	
Board per semester	195.00
Room per semester	
Two in room, each	135.00
Three in room, each	100.00
Housing Deposit	20.00
(Students are required to make a \$20.00 deposit when room reservations are made. The deposit is refundable if furniture or room are not damaged.)	
Automobile parking fee, per semester	10.00 ²²
Six years later, in 1974-75, tuition and fees had increased markedly due to essential annual raises. For the year 1974-75, the total fees are presented in the following list:	
1974-75	
<i>Tuition, Fees, Room and Board</i> ²³	
Tuition (Per course)	\$140.00
Tuition rate applies to all work taken for college credit. Tuition for auditing, attending class without receiving official credit, is eighteen dollars per course.	
Voice or Piano Class	66.00
Activity Fee (per term)	25.00
The activity fee applies to all students taking three or more courses of college work and to all students living in college dormitories, regardless of course load. The activity fee includes student newspaper, yearbook, lecture series, most special	

musical or social programs, and admission to athletic events.	
Application Fee (to be mailed with application)	20.00
Registration Fee (paid each term)	10.00
Parking Fee (resident student per term)	10.00
Parking Fee (non-resident student per term)	5.00
Late Registration Fee: \$5.00 plus \$1.00 daily, increasing to \$10.00	
Special Examination	5.00
Change of Class Schedule (after 1st day of class)	2.00
Health and Counseling Fee (all resident students)	10.00
Post Office (per term)	2.50
Freshman Test (ACT or comparable if taken at college)	10.00
Advanced Placement Fee (per course)	64.00
Laboratory Fee (Language and sciences)	10.00
Fees are not refundable (except parking and activity fees during the first two weeks)	
Graduation Fee	15.00
Student Teaching Fee	40.00
Institutional Testing Service Fee	10.00
(paid only once—first term of enrollment)	
Computer Science Fee	10.00
Swimming Lab Fee	10.00
Private Lessons	
Piano, organ, voice or instrumental (per term)	75.00
Piano rental (per term)	10.00
Organ rental (per term)	20.00
Voice practice room rental (per term)	5.00
Accompanist fee	15.00
Board (per term)	282.00
Room (per term)	
Snowbarger Hall	200.00
Rice Hall	220.00
Stockton Hall	200.00
Colony West	220.00
Lanpher Hall	220.00
Room Deposit	30.00

By 1980, tuition and fees had crept upward slowly, but inexorably. The increases, made annually, were produced by two processes. One reason for the increases was a rapidly increasing inflationary spiral in the nation. The second reason for annual increases could be traced di-

rectly to the relentless pressure to provide additional facilities and equipment for a rapidly growing college. The 1980-82 tuition and fees are listed below:

*Tuition, Fees, Room and Board*²⁴

Tuition and Academic Fees Per Course (3.5 hrs. x \$60.565 per credit hr.)	\$212.00
Application Fee (non-refundable)	20.00
Audit (attending class without receiving official credit)	56.00
Activity Fee (per term for on-campus student)	35.00
(per term for off-campus student)	25.00
The activity fee applies to all members of the campus community. It helps defray the expenses of the Republic of MidAmerica Nazarene College including its operation of social activities, religious life, publication of the newspaper and yearbook and special lyceum programs.	
Private Music Lessons (plus tuition)	60.00
Parking Fee (Resident) (per term)	20.00
(Non-Resident)	10.00
Pro-rated for Interim & Summer School students only.	
Student Accident Insurance	23.00
Required for all full-time on-campus students. One year's protection, 24-hour coverage.	
Credit by Examination (CLEP)	64.00
Testing Fee—First time students only	10.00
Freshman Test (ACT residual—if taken at MANC)	10.00
Change of Class Schedule (after first day of class)	5.00
Late Registration Fee (\$15 plus \$1 daily to \$20)	20.00
Official Transcript (first one free)	3.00
Graduation Fee	20.00
Season Athletic Pass	15.00
Student Teaching Fee	53.00
Replacement of Meal Ticket or ID	2.00
BOARD (per term)	410.00
ROOM (per term)	
Colony West	385.00
King's Court	385.00
Lanpher Hall	350.00
Rice Hall	350.00
Snowbarger Hall	350.00

Stockton Hall	350.00
Room Deposit—refundable	40.00

As the College approached its 25th anniversary two differences appeared in the listing of tuition and fees. One difference was the charge of tuition on an hourly basis rather than a course concept. A three-hour course at \$146 per hour would thus cost \$438. A second noticeable change appeared in the number of different items now included in the tuition and fees listing. For the year 1989-90, the financial arrangements included the items presented below:

*Tuition and Fees*²⁵

Tuition and Academic Fees per Semester Hour	\$146
Tuition for Senior Citizens (65 and older) (subject to space available)	No charge
MHR Tuition per Year	5,280
MHR Fees per Year	510
Application Fee (non-refundable)	10
Service Charge (on unpaid account balance)	1.5% per month
Pre-registration Deposit for New Students (credited to tuition or refundable)	50
Audit Fee per Credit Hour	39
Private Music Lessons (plus tuition)	126
Laboratory Fee per Three-Hour Course	25
Nursing Clinical Fee per Semester	250
Parking Fee (per semester for on-campus student) (per semester for off-campus student) Pro-rated for Summer School students only	33 17
General Fee (per semester for on-campus students) (per semester for off-campus students taking six hours or more)	138 65
The General Fee applies to all members of the campus community. It helps to defray the cost of mandatory accident insurance for resident students, Career Development Office, Kresge Learning Center, and the expenses of the Associated Student Government of MidAmerica Nazarene College including its operation of social activities, religious life, newspaper, yearbook, and intramurals.	
Credit by Examination (per semester hour)	25
Freshman Test (ACT residual—if taken at MANC)	10
Change of Class Schedule (after first day of class)	5

Late Registration Fee (\$20 plus \$1 daily to \$25)	25
Official Transcript (first one free)	1
Unofficial Transcript	.10
Graduation Fee	40
Season Athletic Pass	30
Student Teaching Fee	60
Replacement of Meal Ticket or ID	2
Board (per semester)	726
Room (per semester)	698
Room Deposit (refundable)	75

Annual Budgets

A review of the annual operating budgets reveals a steady income. The first budget, in 1967-68, edged over the \$100,000 mark. Ten years later, in 1977-78, the budget slipped over the \$1 million figure. Twenty years later, in 1987-88, the annual budget was a multimillion dollar operation. The comparative years presented below show the contrasting figures.

Proposed Budget
June 1, 1967—May 31, 1968

I. Salaries and Wages		\$57,683.34
II. Fringe Benefits		9,886.00
Full Social Security	\$2,550.00	
Half Social Security	636.00	
Half Blue Cross/Blue Shield	1,200.00	
5% Matching Retirement	3,100.00	
Moving Expense	2,400.00	
III. Supplies		2,220.00
Office	1,800.00	
Printing	420.00	
IV. Services		13,866.00
Printing	780.00	
Postage	900.00	
Publicity	1,800.00	
Telephone	1,200.00	
Utilities	720.00	
Office Rent	2,886.00	
President's Home Expense	1,980.00	
President's Working Expense	2,400.00	
Asst. to President Working Expense	1,200.00	

V. Other Expenses		35,600.00
Board Meetings	2,400.00	
Office Equipment	2,400.00	
Insurance	300.00	
Mortgage Payment	24,000.00	
District Assemblies	500.00	
Miscellaneous	6,000.00	
	Grand Total	\$119,255.34

Comparative Annual Budgets

<i>Revenues</i>	1968-69	1978-79	1988-89
Tuition and Fees	\$147,759	\$1,748,658	\$4,660,094
Governmental Grants	9,427	766,663	1,600,586
Church Educational Budgets	192,720	682,425	1,027,984
Gifts	245,662	475,333	803,257
Room and Board	127,132	1,086,997	1,345,029
Bookstore	16,537	144,123	243,863
Other	8,761	136,465	146,005
Total Revenues	<u>\$747,998</u>	<u>\$5,040,664</u>	<u>\$9,826,818</u>
<i>Expenditures</i>			
Instructional and Departmental	\$179,901	\$1,159,823	\$2,246,225
Library	34,646	105,046	205,734
Administration and General	313,057	1,100,173	2,410,448
Physical Plant	50,932	359,365	675,621
Student Aid	16,115	914,902	2,442,338
Dormitories and Food Service	174,288	1,014,009	1,402,630
Bookstore	13,344	112,868	213,807
Other	15,589	257,148	127,895
Total Expenditures	<u>\$797,872</u>	<u>\$5,023,334</u>	<u>\$9,724,698</u>

Current Fund Proposal • 1990-91

<i>Revenues</i>	1988-89	1989-90	1990-91
<i>Education and General</i>			
Tuition and Fees	\$4,587,511	\$4,828,341	\$5,584,666
Private Gifts	81,000	85,000	85,000
Annual Fund	200,000	125,000	125,000
Government Sponsored	117,000	120,000	120,000
Educational Budgets	1,110,000	1,108,000	1,108,000
Other Sources	124,000	125,000	150,000
	<u>6,219,511</u>	<u>6,391,341</u>	<u>7,172,666</u>

	1988-89	1989-90	1990-91
<i>Student Aid</i>			
PELL, SEOG, Perkins	1,057,098	1,108,648	1,177,000
Kansas Tuition Grant	255,000	300,000	305,000
Autumn Auction	35,000	20,000	20,000
HAA	7,000	7,000	8,000
Named Scholar.	40,000	25,000	25,000
Designated	80,000	80,000	80,000
Church Matching	40,000	13,500	13,500
Endowment	51,000	60,000	60,000
Athletics	52,450	52,450	52,450
Music and Art	4,000	4,000	4,000
	<u>1,621,548</u>	<u>1,670,598</u>	<u>1,744,950</u>
<i>Auxiliary Enterpr.</i>			
Residence Fee	1,491,868	1,416,332	1,530,615
Bookstore	249,000	257,000	266,000
Vending	32,000	38,000	58,000
	<u>\$1,772,868</u>	<u>\$9,773,271</u>	<u>\$10,772,231</u>

	1988-89	1989-90	1990-91
<i>Expenditures</i>			
<i>Education and General</i>			
Instruction	\$2,380,886	\$2,524,932	\$2,715,123
Instruction Related	182,874	162,790	264,442
Library	234,752	244,930	266,473
Student Services	562,824	622,523	698,262
Physical Plant	639,365	639,019	647,164
General Administration	388,570	392,891	418,915
Staff Benefits	295,780	335,450	438,780
General Institution	356,325	314,413	319,377
Constituency	468,135	463,936	537,120
Current Fund Int.		24,890	166,600
Contingency	400,000	348,067	319,785
	<u>5,909,511</u>	<u>6,073,841</u>	<u>6,792,041</u>

<i>Student Aid</i>			
PELL, SEOG, Perkins	1,057,098	1,108,648	1,183,000
Kansas Tuition Grant	255,000	300,000	305,000
Honor Scholar.	168,000	165,000	178,225
Autumn Auction	35,000	20,000	20,000
HAA		7,000	8,000
Entrance Grant	20,000		

Named Scholar.	40,000	25,000	25,000
Designated	80,000	80,000	80,000
Church Matching	70,000	27,000	27,000
Endowment	30,000	60,000	60,000
Athletics	162,450	162,450	212,450
Music	14,000	12,000	12,000
Other		21,000	14,900
	<u>1,931,548</u>	<u>1,988,098</u>	<u>1,125,575</u>
<i>Auxiliary Enterpr.</i>			
Residence Halls	702,075	633,918	620,056
Food Service	547,823	514,334	538,215
Bookstore	214,350	222,756	228,245
Vending	27,000	26,160	41,468
Athletics	207,025	203,780	240,240
Contingency	74,595	110,384	186,391
	<u>\$ 177,868</u>	<u>\$1,711,332</u>	<u>\$ 1,854,615</u>
Totals	<u>\$9,613,927</u>	<u>\$9,773,271</u>	<u>\$10,772,231</u>

Plant Value

Plant value increased in spectacular leaps. Beginning with a total value of less than \$2 million in 1968, the replacement value of the campus in 1991 stands at a solid \$28,700,000. The table below represents the total cost of physical plant assets.

<i>Year Ending June 30</i>	<i>Plant Value</i>
1968	\$ 279,341
1969	2,280,695
1970	2,798,673
1971	3,461,385
1972	4,339,253
1973	4,537,500
1974	4,776,194
1975	5,109,260
1976	6,716,074
1977	7,151,830
1978	7,810,565
1979	8,256,303
1980	8,767,476
1981	10,935,639
1982	11,387,036
1983	12,698,536

1984	13,223,643
1985	14,813,754
1986	14,813,754
1987	13,271,294
1988	14,350,796
1989	14,864,308
1990	14,997,800
1991	15,332,563

Conclusion

For 25 years MidAmerica struggled and scratched for the dollars needed to initiate, expand, and sustain a quality educational institution. By the use of every legitimate method and by tapping any possible resource, the College forged ahead. At the end of the 25 years the College plant has an estimated value of over \$28,700,000 with a low debt.

Starting with a \$5,000 grant from the sponsoring denomination and a modest education zone budget, the College now operates on a \$12 million operating budget. Securing funds to support the College in the first year involved such noted ideas as American Heritage Banquets and a hasty library campaign. The city of Olathe responded to an appeal from the College by voting a \$1,500,000 industrial bond issue.

Once the College obtained the startup money, it depended upon the educational budget, paid by the supporting zone, and a series of church-to-church financial campaigns to raise money. In addition to the educational budget and the church campaigns, the College secured additional financial support from interested individuals, corporations, and foundations. Dr. Smith's Seed-Faith program resulted in annual contributions of significant amounts. The Honorary Alumni Association and the Autumn Auction also produced funds on an annual basis.

Despite a few years of financial tension due to a decline in enrollment in the early 1980s, the College returned to a more stable financial base in the late 1980s. The financial stability of the College presents another reason for the joyous Silver Anniversary Celebration.

Introduction

CHANGING OF THE GUARD

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Conclusion

CHANGING OF THE GUARD

A LAST HURRAH— AND LIFE GOES ON

Introduction

A student unloading suitcases and boxes from a car parked on Colonial Circle received some surprising assistance. It was a week before registration for classes at MidAmerica Nazarene College in August 1985. As the student struggled with an armload of boxes, bundles, and suitcases, a friendly voice spoke up: "Here, let me help you with all that baggage." The surprised student turned to see a smiling, wavy-haired gentleman in his late 50s. Handing some of the load to the sturdily built man, the student led the way to the dormitory. After depositing the suitcases in the room, the man said, "Hello, it's great to have you here. My name is Don Owens. I'm the president of the College." The amazed student watched the president hustle off to carry more suitcases. Thus did MANC's second president introduce himself to the students. The arrival of the new president signaled the end of the "pioneer period" at MidAmerica Nazarene College. A historic "changing of the guard" had begun.

CHANGING OF THE GUARD

The process of the change from pioneer challenge to contemporary stability revolved around five distinct phases. First came the departure of the early administrators. A second phase involved the breakup of

the pioneer faculty. A third and climactic episode focused on the retirement of the pioneer president, R. Curtis Smith. A fourth feature of the pioneer years that were coming to an end was the cessation of the building boom. Finally, when the pioneer years were regarded as history, the College had achieved a widespread acceptance as a bona fide, highly respected academic enterprise.

Departure of Early Administrators

Pioneer ventures often secure the services of uniquely talented and dedicated people. Pioneer ventures also record a high mortality rate. Excessive work loads, modest remuneration, and constant work pressure exhaust the body, weary the soul, and confuse the mind. Ultimately, personal stress outweighs personal satisfaction—and people move on to other assignments. So it was, that, after rendering outstanding service to the College, administrators began to depart the MidAmerica scene.

First to leave the administrative staff was Rev. George Gardner. Coming to the College after successes in both the pastorate and evangelism, Gardner proved to be a highly successful fund-raiser and an expert in public relations with the local church. Desiring to return to the field of evangelism, he resigned in the spring of 1971. A year later, in the summer of 1972, Jim Elliott resigned as business manager after four years of intense building of the College's internal business operation. On October 17, 1973, Bill Draper decided to accept a call to pastor the college church at Olivet Nazarene College. From December 1967, Draper had carried most of the responsibility of development, public relations, and recruitment. Eugene Plemons served as assistant director of development and publicity from October 1971 to June 1973.

In 1974, the first full-time registrar of the College, Eva Metz, retired from active duty after establishing the student academic records office and directing registration procedures for five years. Dr. Robert G. Lawrence, who served as associate dean, director of institutional research, and academic dean from 1968-75, departed from MANC to become academic dean at Mount Vernon Nazarene College in June 1975. In addition to his administrative responsibilities, Lawrence had done preliminary work on landscaping the campus and taught part-time in the area of the natural sciences. Jack Rairdon filled a number of key roles at MidAmerica, including business manager, bookstore manager, the first dean of students, admissions director, and professor of history. Rairdon resigned from the staff of MANC in 1977 to accept a position at Mount Vernon Nazarene College. The resignation of the original academic dean in 1983 signaled further loss from the pioneer adminis-

tration. Metz remained on the instructional staff for three additional years.

In 1985, only two of the original administrators remained in their early assignments. The two persons were the College president and the College librarian. The number was reduced to one when MidAmerica's first president, R. Curtis Smith, finished almost 19 years of outstanding leadership in May 1985. Throughout the school year of 1984-85, practically all segments of the College paid tribute to Smith's work. The climactic accolade to the retiring president was intended to be a banquet during the 1985 General Assembly, held at Anaheim, Calif. Due to ill health, however, Smith was unable to attend the General Assembly. Even in retirement, Smith attempted to do what he did so well—raise money. Continued failing health called all activity to a halt in 1986.

The last of the original administrators to resign was also the one with the longest tenure of service. Maurine Dickerson was appointed librarian in July 1967. She directed the growth of the library from point zero to a modern learning center containing approximately 80,000 volumes. Leaving MANC after the close of the 1985-86 year, Dickerson spent several years in semiretirement at European Nazarene Bible College near Schaffhausen, Switzerland. With her departure, the original administrators had all become candidates for the archives.

Breakup of the Pioneer Faculty

The pioneer faculty represented a select group of academicians. Other faculties may match the pioneer group in quality of preparation and expertise in the classroom. No group could surpass this band of college pioneers in dedication and enthusiasm. Seven of the original 12 faculty members have now severed their relationship to the College. Two of the pioneer faculty remain at the College in different positions. Another member is teaching a partial schedule, due to health problems. Two remain at the College as teachers.

Phyllis Jones, after her marriage to a young seminarian named Randy Michael, moved with her husband to pastor a church in Lake Tahoe, Calif., in 1970. Gertrude Taylor, a popular figure in Nazarene circles, retired in 1974 to become the College's first professor emeritus. Alma Jean Lunn, who had taught English, psychology, and then directed the teacher education program, joined the Shawnee Mission Public School System in 1977. Carl Kruse, the first chair of the Division of Natural Sciences and Mathematics, finally yielded to a yearning to enter research. In 1978, Kruse was offered a research position at the University of Illinois and accepted it. Bud Harbin accepted an offer to teach at Point Loma College in 1978. A year later he moved to Mount

Vernon Nazarene College. Gerard and Roberta Reed headed west in 1980 to join Point Loma College. Roberta had transferred in 1972 to full-time secretarial work in connection with the Autumn Auction and the public relations work of Bill Draper's office. Gerard Reed had taught history when first coming to MidAmerica. Later his interests had shifted to philosophy, which became his primary teaching assignment at MANC.

Two of the original pioneer instructional staff remain with the College, but with responsibilities outside of direct instruction. After becoming director of admissions in 1975, Keith Bell, professor of modern languages, added the registrar's duties to his load in 1976. Then, the task of director of institutional research was added. In 1983, Bell was elected academic dean and was named vice president for academic affairs in 1985. Mary Alyce Galloway taught English and literature when MidAmerica's first students arrived. After 11 years in the classroom, Galloway joined the library staff in 1979, rendering the same dependable, effective service there that had marked her work as a teacher.

Robert Sawyer actually had preceded all other faculty in arriving in Olathe. Arriving at MidAmerica in June 1967, Sawyer plunged immediately into the work of building a college. He was a faithful, stalwart professor until sidetracked by a series of health problems beginning in 1986. With an indomitable spirit, Sawyer continues to enjoy teaching on a part-time basis in 1991. James Main splits his duties between administrative work in the dean's office, teaching, and counseling international students. Main, in the pioneer days, acted as division chairman, full-time teacher, choir director, private voice instructor, and public relations representative with singing groups. After a four-year leave to serve as academic dean at the European Nazarene Bible College, 1985-89, Main then returned to MidAmerica to teach. Because of his experience in international education, he was appointed counselor for the international students enrolled at MidAmerica—now about 70 in number. Karen McClellan, beginning as a part-time instructor in 1968, was promoted to a full-time position in 1969. Now in her 21st year at MidAmerica, Karen McClellan represents one of the longest spans of teacher service at the College.

End of the Building Boom

With the dedication of the Mabee Library in 1985, the MidAmerica Nazarene College building boom came to a halt. From 1967 to 1985, the College had constructed 17 buildings. In addition, the College had purchased 4 buildings. Two of these 4 buildings were sold after extensive use. Five major renovations were sandwiched in between the

building projects. Two major renovations occurred after 1985. The College building program has been suspended—not abandoned. New facilities will be added to the campus in the future. Widespread sentiment exists for further expansion. The needed funds will be found. The period of constant building to meet the critical needs of a new College, the building boom, appears to be over, however.

Academic Acceptance

MidAmerica Nazarene College was born as College "B." It had no status. Lacking a permanent location, devoid of both personnel and facilities, it was actually a resolution on paper and not a realistic achievement. By 1985, however, the College had earned federal, state, and regional recognition and accreditation. This accreditation included the teacher education program and the baccalaureate program in nursing. Graduate programs loomed on the horizon. Graduates were accepted by universities nationwide for graduate study.

THE PRESIDENTIAL SEARCH COMMITTEE

Electing a new College president presented a novel problem to the Board of Trustees. During the years of MANC's growth, the practice of institutional search committees became standard in American higher education. Following common practice, the trustees formed a Search Committee.

Membership

According to the College constitution, nominations for the presidency were to be submitted to the trustees by the Executive Committee of the board. The constitution contained no provision for a Search Committee. The members of the Board of Trustees voted to make the Executive Committee of the board the Search Committee. Reporting to the College faculty on December 14, 1984, Dr. Milton Parrish stated that "the Board of Trustees is to elect a president by a two-thirds vote. The nominations must come from the Executive Committee. The Board asked the Executive Committee to be the Search Committee."¹ A modest tension rose when the faculty voted to request a faculty member be placed on the Search Committee. The chairman of the board had indicated earlier that there was no provision within the constitution to add members to the committees of the board. The faculty, however, pursued the matter by making a formal request for a voting membership on the Search Committee when the Executive Committee met on February 27, 1985. Stephen Cole represented the faculty. In a

March 12 reply to Cole's request, Parrish repeated the constitutional stipulation regarding the presentation of nominees and the election of a president. A compromise was reached when the Board of Trustees voted to include a nonvoting faculty member in the Search Committee meetings. Members of the Search Committee were: Forrest Whitlatch, chairman; Paul Cunningham, Ray Cook, Donald Cork, Jim Diehl, R. J. Cerrato, and Milton Parrish.

Operational Guidelines

The Search Committee established and followed a number of open, practical guidelines in the selection of nominees to be presented to the board. These guidelines are listed below.

Adequate Search Time. The Search Committee was voted into existence in the fall of 1984. Dr. Smith's retirement was effective on September 1, 1985. The committee thus had ample time to organize, propose guidelines, conduct research, review applications, and call numerous meetings.

Formal Public Announcement. In harmony with common practice, the committee placed an announcement of the College's search for a new president in a national publication. An advertisement was placed in the *Chronicle of Higher Education* on March 27, 1985. The public appearance of this information brought numerous responses from highly qualified personnel.

Research of Various Constituencies. An early decision to conduct research in various groups involved in the College resulted in a flood of response. A report from one meeting of the Search Committee reveals the comprehensive nature of the research.

Presentations were made by the following with respect to their research of the various College constituencies: Tom Bailey reported on his meeting with the President's Cabinet, other College administrators, the secretarial staff and the full-time maintenance personnel. . . . Milton Parrish reported on his meeting with the faculty. . . . Paul Cunningham responded regarding his meeting with the Mid-America Nazarene College student body. . . . Jim Diehl reported on his survey of the MANC alumni. . . . R. J. Cerrato, Ray Cook and Don Cork reported on their survey of the constituent districts. Forrest Whitlatch reported on input obtained from Dr. Mark Moore, head of Education Services and the Board of General Superintendents.²

Develop Criteria Profile from the Research. The committee voted to attempt to develop a criteria profile from the research conducted by committee members. The list of criteria is as follows:

1. Experienced Administrator
2. Churchman (Nazarene—Holiness Emphasis)
3. Gifted Preacher
4. Courageous Decision Maker
5. Proven Fund Raiser
6. Proven Financial Management Ability
7. Creativity
8. Academic Credibility (Intellectual Stature)
9. "People Person" (Community and Zone Relations)
10. Contagious Christian Personality (Role Model)
11. Personal Life Style and Family Relationships
12. Positive Outlook (Vision)³

The faculty profile for the proposed president placed the academic background of the candidates as the primary characteristic desired. Following the academic credentials were professional experience, leadership style, and personal characteristics. With guidelines in place, the committee proceeded to summarize and review its work.

Procedure and Review

During the last months of 1984 and the first months of 1985, the members of the Search Committee received the names of presidential prospects recommended by the groups they had surveyed. Out of the survey, a list of 76 names was presented to the Search Committee on February 28, 1985. On a vote to retain "approved" candidates, 55 survived. Milton Parrish was asked to "compile information regarding all approved names and be prepared to distribute that information at the next meetings of the Search Committee."⁴

On April 24, 1985, the Search Committee met. Milton Parrish presented the research data collected regarding each of the "names generated at the last meeting."⁵ Voting on the 55 approved candidates, the committee graded the prospects on a scale of one to five, with five being the highest. The candidates were to be evaluated according to the criteria established by the committee. A list of 24 names was generated using this process. From this list of 24, it was decided to reduce the list to 16 candidates. The committee also reviewed individually the names of those people responding to the ad placed in the *Chronicle of Higher Education*.

The first business of the May 18, 1985, meeting of the Search Committee reduced the number of candidates from 16 to 6. The committee also decided to submit only 3 names for a final vote by the Board of Trustees. The field had narrowed from 76 to 3. At the meeting on July 17, 1985, the Search Committee acted on the following motions:

1. To present three names to the Board of Trustees with the recommendation that a president be elected from these nominations.
2. Realizing he may not be able to make a decision while the Board is in session, the Committee further proposes that we elect from the remaining nominees an alternative selection . . . this also requiring a two-thirds majority in keeping with the Constitution and Bylaws.⁶

Election of a President

On July 18, 1985, the Board of Trustees assembled to elect MANC's second president. Three names were presented, as the Search Committee had recommended. Dr. Paul Cunningham, pastor of the College Church of the Nazarene in Olathe, Kans., was elected, with Dr. Donald D. Owens as the alternate selection. Cunningham responded negatively to his election, stating that his calling at this time was to remain a pastor. Thus Donald D. Owens was declared to be the president-elect of MidAmerica Nazarene College.

THE NEW PRESIDENT

While the Search Committee proposed its own criteria for the election of a president, the actual voting of the committee followed closely the suggestions presented by the faculty. A sketch of Dr. Owens includes the three features of (1) academic qualifications; (2) career experiences; and (3) personality glimpses.

Academic Background

Donald D. Owens, a native of Marionville, Mo., was born in 1927. Possessing four earned degrees, Dr. Owens brought a wealth of academic experience to his new assignment. Two degrees bear the imprint of Bethany Nazarene College, Bethany, Okla.—an A.B. in 1950 and a Th.B. in 1951. The other two degrees bear the official seal of the University of Oklahoma, where he received the M.A. in 1970 and the Ph.D. in 1975. The two degrees at Oklahoma were in cultural anthropology, with a special emphasis on Korean literature.

Career Experience

Donald Owens and his wife, Adeline, served as pastors at the Church of the Nazarene in Fairbury, Nebr., for two years before becoming the first Nazarene missionaries to Korea in 1954. The couple served in Korea until 1965 and again in 1971 and 1972. While in Korea, he established the Church of the Nazarene in that country and founded the Korea Nazarene Theological College to train Korean pastors. He taught at Bethany Nazarene College from 1966 to 1974. In

1974, the Owenses moved to Olathe, and he served as professor of missions at the Nazarene Theological Seminary in Kansas City from 1974 to 1981.

From 1974 to 1981, Owens was founding president of the Asia-Pacific Nazarene Theological Seminary in the Philippines in addition to his duties at Nazarene Theological Seminary. He was appointed regional director of the Far East in 1981. In 1984, he resigned as president of the seminary to become full-time regional director, which included responsibility for Japan, Korea, Taiwan, Burma, India, the Philippines, and other Asian countries.

Owens is the only person to receive his alma mater's alumnus of the year award on two occasions. He was also honored with the NTS service award in 1981 and the Citation of Merit Award from BNC at the 21st General Assembly of the Church of the Nazarene. Owens has written several books including *Challenge in Korea*, *Church Behind the Bamboo Curtain*, *Revival Fires in Korea*, and *Sing Ye Islands* and has also contributed to most of the publications of the denomination. Dr. Owens and his wife, Adeline, have four daughters: Donna, Deborah, Darlene, and Dorothy. Three of his daughters are alumni of MANC.⁷



An Old Settler's Day Parade welcomes President and Mrs. Donald Owens.

Personality Glimpses

Included in the Faculty Assessment of Characteristics for Presidential Selections were the following: "... spirituality/concern, genuineness/authenticity, commitment to Christian education, common sense/

problem-solving ability, commitment to our theology, open communicator, commitment to excellence, servant lifestyle, public speaker/communicator."⁸ His missionary zeal and personal dedication to New Testament dynamics supplied ample evidence of Donald Owen's spiritual concern. The genuine affection displayed toward the new president by Koreans, Filipinos, and coworkers on the mission field, added to the honors bestowed upon him by two educational institutions, reflected the authentic character of Owens. A long-standing commitment to Christian education was revealed by his pursuit of graduate degrees and his teaching and administrative work at schools in Korea, the Philippines, and the United States. Common sense and problem-solving ability found sufficient opportunity for expression as a successful missionary. Conservative in his thinking, he leaned to the classical, biblical theology without tension or dogmatism.

A warmhearted communicator and public speaker, Owens reached his greatest eloquence when caught up in a missionary presentation. Above all, Donald Owens manifested a servant concept of life. His life as pastor, missionary, and teacher revealed this servant concept rather than the egocentric life-style so dominant in the late 20th century. Shortly after Richard Spindle was elected to succeed Owens in the College presidency, he paid a tribute to his predecessor in these words:

Our second president, Dr. Don Owens, was elected General Superintendent of the Church of the Nazarene this past summer. Don came to MidAmerica with a global vision and left the imprint of missions on us forever. He immersed himself in the total life of the college, promoted love and prayer, sought to understand and contribute to the *dream* of the college, and will be remembered by many as one who tried to be a gentle healer. Whether college president or general superintendent, Don Owens will always be an authentic world missionary.⁹

The tribute from Spindle portrays Don Owens accurately.

CIRCLING THE WAGONS

When facing imminent danger, the pioneers on the frontier pulled their wagons into a circle to form the strongest defense possible for them. In 1985, when Donald Owens was elected as MANC's second president, the danger of an attack by a hostile enemy did not exist. The College, in total perspective, represented an emerging institution with a remarkable past and a pioneering future. Several problems, however, did exist that required immediate review and reversal. The problems had been apparent for several years. These challenging aspects of the College operation were: financial stress, student enrollment decline,



Student Jim Williams bids farewell to newly elected General Superintendent Donald D. Owens in the summer of 1989.

and an apparent morale letdown on both the campus and the educational zone. Owens did not create the problems, but as the president, he was obligated to work toward their solution.

Financial Stress

Financial stress loomed ominously in the first years of the 1980s. In 1981, the president expressed his growing concern about the operating budget of the College when he said: "Expenses have been growing at a faster rate than revenues. This year we had a 9.1 percent increase in revenue over the fiscal year 1980, with an alarming increase of seventy-three percent in expenses over the last three years . . . expenses are increasing at an average rate of twelve percent, with revenue increasing much lower."¹⁰ The next year, 1982, the presentation was equally gloomy. The president reported: "Our surplus was only \$11,126. Our cash flow was slow last year and is still slow. We had to borrow \$300,000 to operate during the summer."¹¹ The 1983 report showed a deficit, as indicated by the statement:

For our year June 30, 1982, to June 30, 1983, the audit shows . . . a deficit of \$393,789. Several factors contributed to the deficit, including a drop in student course load, a drop in the number of on-campus students, a national recession, and recent cutbacks in federal student aid.¹²

The 1984 report reflected another deficit, \$102,000.¹³ Though it decreased significantly from \$393,789 to \$102,000, the deficit persisted.

The trend toward budgetary deficits could be traced, in part, to the pattern of transferring operating budget surpluses into the plant fund to finance the construction of buildings. The years from 1968 to 1982 recorded substantial enrollment gains. The annual enrollment increases produced surpluses in the yearly operating budget. These surpluses, however, were transferred to the plant fund to defray the cost of constructing and equipping new buildings appearing almost annually on the campus. Otherwise, construction would have been postponed, or the plant debt would have increased heavily. The transfer of funds, while practical and beneficial to the plant fund, prevented any accumulation of resources in the operating budget. When enrollment declined sharply and a national recession reduced the educational budget, the operating budget experienced difficulty. This budgetary stress presented the new president with his most immediate challenge.

Enrollment Decline

College and university administrators, on the basis of demographic reports, had anticipated a decline in student enrollment by 1985. The long-predicted decline affected the small liberal arts colleges to a greater extent than it did the public institutions. Because of its comparatively higher tuition and the leveling off of church and secondary school attendance, MidAmerica felt the drop in student enrollment to a greater degree than did public schools. Beginning in 1982, student enrollment figures pointed toward a period of retrenchment. In 1982, the actual enrollment of traditional students was 1,262, a drop of 88. From 1983 to 1985, the enrollment skid persisted. A leveling-off year emerged in 1987. While it was a source of budgetary readjustment for the College, the temporary decline in student enrollment produced no long-term disasters. By 1989, enrollment once again provided much-needed revenue as well as a revitalized campus morale.

Morale Letdown

Campus morale witnessed a modest letdown in the early 1980s. The diminution of original pioneer enthusiasm did not signal a loss of dedication or sense of purpose. The intense drive to establish, build, and gain recognition tended to exhaust personnel in body and soul—and sometimes in the pocketbook. The constant pressure to carry extraordinary work loads often smothered personal dreams and relationships. A few campus personnel problems drained goodwill in some areas. And the type of administration essential to launch a pioneer ven-

ture sometimes lacked the time or opportunity to govern the campus as democratically as some desired. Morale suffered. A new administrator, with more time, less pressure, and an established institution faced the opportunity of revitalizing morale.

LIFE GOES ON—SUCCESSFULLY

Dr. Donald D. Owens was installed as the second president of MidAmerica Nazarene College on November 20, 1985. The new administration, led by Owens and ably assisted by Keith Bell, John Stephens, Bob Brower, and Donald Stelting, presented the College with four years of administrative efficiency. When Owens resigned in June 1989, upon his election to the office of general superintendent in the Church of the Nazarene, he left a College of strength and stability. Coming to the College from a missionary assignment in the Far East, Owens was confronted with both a profound cultural shock and a practical educational challenge. After years of spectacular growth from 1968 to 1982, the College faced a major crisis in 1983-85. The crisis arose from several factors. First, student enrollment declined sharply at MANC, as well as at most colleges in America. Second, a period of financial strain developed. The financial struggle resulted from the decline of student enrollments, a temporary decrease in the College's zone educational budget, and the drain of funds necessary to construct and equip new buildings. Third, due to psychological burnout, physical exhaustion, and some internal problems, campus and zone morale had diminished from the enthusiasm of the pioneer years. While fully aware of the problems confronting the College, Owens recognized the exceptional progress that had been achieved.

In his first report to the Board of Trustees, Owens paid "special tribute to Dr. and Mrs. Curtis Smith for their years of faithful toil on this hill to bring it from the cornfield of the mid-sixties to the impressive Christian, liberal arts institution that it is today."¹⁴ Referring to the dollar value of the campus in 1985, Owens reported that "the book value on our physical plant is \$13,590,768 . . . the estimated market value of the College is \$26,000,000."¹⁵ An awareness of the crisis facing the College in no way lessens an appreciation for the spectacular success of the College. So life went on—successfully.

During Owens' four-year term of office, 1985-89, a number of significant events/achievements occurred. All of these events/achievements added to the character and development of MidAmerica Nazarene College. Ten items are listed, namely: (1) the Mabee Library dedication; (2) the regaining of financial stability; (3) halting and re-

versing the decline of student enrollments; (4) the watering of the roots; (5) a unique "thank-you" campaign on the educational zone; (6) a "Strive-for-Excellence" financial campaign; (7) an emphasis on enrolling international students; (8) the introduction of a more collegiate governing style; (9) an improvement in campus and zone morale; (10) two major renovation projects.



The Owens president's cabinet in session (*l. to r.*): Keith Bell, Bob Brower, Don Stelting, Don Owens, John Stephens, Darrell Moore.

Mabee Library Dedication

The dedication of Mabee Library on September 10, 1985, climaxed a 10-year dream, approximately 4 years of study and planning and almost 2 years of construction. The completion of the library/learning center also gave firm credentials to the fund-raising abilities of Roger Parrott, who directed both the financial campaigns to fund the library and the construction project.

With the library completed in the summer of 1985, it was ready for dedication when Dr. Donald Owens arrived on campus as Mid-America's second president. Owen's first formal action at the College was the preparation and presentation of the dedication ceremony. Special tribute for the planning and fund-raising for the library were credited by Owens to Dr. Smith, Roger Parrott, Hiram Sanders, Donald Metz, and Maurine Dickerson. The Mabee Foundation, represented by Donald P. Moyers, of Tulsa, Okla., whose grant of \$750,000 helped in funding the library, received special recognition. Dr. Keith Bell, aca-

demic dean, presented a fitting dedicatory address for the center of campus learning.

Financial Stability

Financial difficulties appeared imminent in 1982. In his 1982 report to the Board of Trustees, John Stephens reported that "our cash flow was slow last year, and we had to borrow \$300,000 to operate during the summer."¹⁶ For the year 1982, the College operated in the black by a slim margin of \$11,126. In 1983, an operating deficit of \$393,789 shocked the administration and caused campus-wide concern. The 1984 deficit was smaller, dropping to \$102,709.¹⁷ Explaining the deficit problem, Stephens said:

Preparing for a balanced budget next year [1985] will be very difficult. Enrollment is projected . . . to be 1,022. This would be a decline of 93 from the current year and a four-year decline of 364. Using next year's proposed charges as a base of comparison, the four-year decline in annual revenue represents a loss of \$1,839,000 from our peak year of 1981.¹⁸

The next year, 1985, brought mixed signals from the administration. According to Stephens' report, the financial picture had brightened somewhat. As Stephens stated the case: "This year's current fund finished \$10,751 in the black after deficits of \$105,949 and \$393,789."¹⁹ The report of the president contained the following gloomy statement:

In spite of our best efforts to absorb the shock, the bottom line is that MidAmerica Nazarene College has operated deficit accounts three of the past five years. . . . some of our fiscal problems stem from the fact that physical plant repairs exceeded budget level by \$119,202. Increased mechanical insurance claims came in \$49,893 above budget. Property and liability insurance premiums increased \$21,000 over budget. The operation of Mabee Library exceeded the projected budget level by \$15,216. . . . The College budgeted \$70,000 for doubtful student accounts, but the actual figure was \$135,932, which was \$65,932 over budget.²⁰

In addition to the problem of several budgets that exceeded proposed budgetary levels, there "was the loss of \$163,540 in revenue as a result of the sale of King's Court. . . . A drop in educational budget payment rate, which resulted in a total of \$37,600 in revenue and a decrease in the average student load resulted in a loss of \$61,000 in revenue."²¹ The deficit for 1985 was \$536,049.²² The difference in the two budget reports for 1985 came from the fact that Stephens reported on only the *operating* budget, while Owens presented the total of operating, plant, and other expenses. In summing up the situation, Owens said, "No single factor can explain why such a large deficit occurrence during this past year; however, the matter of deficit spending must be

addressed honestly and professionally."²³ The 1985 budget report marked the lowest point of the College's financial plight. Annual reports began to show modest surpluses. For the academic year 1986-87, "The College finished . . . \$17,478 in the black."²⁴ The 1987-88 report was more subdued, but still provided room for optimism. It reported a pencil-thin net of \$4,227.²⁵ Regarding the surplus margin, the president remarked, "This is either great budgeting, or we were very lucky!"²⁶ The financial crisis was over.

The reversal of the deficit involved several elements. First the zone educational budget increased slowly, with significant results. The president's first annual report highlighted this important shift:

I was delighted to discover . . . that for the first time in six years there has been a positive change in the percentage of educational budgets paid. Last year the percentage paid dropped from a high of ninety percent in 1979 to a low of eighty-three percent. This year, eighty-six percent was paid representing a total of \$1,030,003.97.²⁷

The educational budget continued to provide over \$1 million annually to the College. Another method of balancing the budget focused on a reduction of campus personnel. To meet a reduction in the budget for 1986-87, the number of full-time employees was reduced by 34. The student payroll was cut \$50,000. Several members of the campus maintenance staff were released. Faculty positions experienced the largest decrease, as indicated by this statement:

During the past year eleven full-time or adjunct faculty positions were reduced or eliminated, which results in a savings of \$211,190. Four full-time faculty positions will be eliminated during 1987-88. This will result in a reduction of \$97,108. During 1988-89 one full-time faculty position will be eliminated, which results in a savings of \$16,000. The total savings through these reductions is \$335,098.²⁸

The additional savings of revenue provided the College with extra funding in the critical period. In his first report to the trustees, Dr. Owens recommended the introduction of an Annual Fund. As Owens presented it, "This fund could net the College the additional \$100,000 to \$200,000 in annual income that will help in making our College financially stable."²⁹ By November 3, 1987, a total of 579 donors gave \$162,035.³⁰ In 1987, the Annual Fund system was changed to the President's Heritage Builders. The president's report for 1985 contained a reference to the Foundation in these words: "Our infant Foundation is well underway and making progress in organization. Total endowment funds now stand at \$707,727.40 as of October 11, 1985. . . . Chairman Harry Lytle is giving valuable leadership in this fine group."³¹ The increasing funds represented another avenue toward financial stability

for the College. As of June 30, 1987, the Foundation possessed assets of \$1,168,613. In 1988, the Foundation's assets amounted to \$1,255,000. The College received \$64,375 for scholarships and other designated support.³² A final step in eliminating deficits resulted from enrollment stabilization.

Reversing Student Enrollment Decline

Looking at the enrollment problem realistically in 1985, the president said that the "prospects of continuing the dramatic decline in student enrollment cast a pall of gloom and doom over the campus and among the constituency."³³ The data presented the critical problem in these words:

In 1982-83 there were a total of 1,386 students. The following year there was a 12% drop in enrollment. In 1984-85 there was 8.5% drop in enrollment. In 1985-86 enrollment dropped to 1,040, or a decline of 6.7%. Projections indicated that the 1986-87 enrollment could drop as low as 921. This would have placed great budgetary distress on the College as well as necessitate cutting back faculty, programs, and staff.³⁴

As a result of intensive and aggressive recruitment under the direction of Harold Olson, and assisted by Lucille Weathers, Timothy Calhoun, Kent Davis, and David Reed, the projected enrollment of 921 was avoided. The fall enrollment in 1986 reached 1,008. The decline of enrollment was over. The 1987-88 enrollment total reached 1,121. A slight increase in 1988-89 pushed the total enrollment to 1,189, and in the fall of 1990 the final figure reached 1,249. Much of the increase came from the innovative education programs.

Watering the Roots

The history of higher education in America involved a persistent tragic note. This tragic feature may be traced to the departure of hundreds of institutions from their original, officially stated purpose of existence. The second president of MANC declared his support of the College's founding principles. Dr. Owens viewed the College as part of a contract relationship with the Church of the Nazarene. He indicated his covenant concept in this statement:

My second major premise is that Christian holiness is normative for the Church of the Nazarene. Fidelity to this message by the College is biblically necessary and inherent with our covenant with the church. Christian holiness expresses itself in deep concern for ministry to our students and colleagues. We really and honestly desire the best for others and especially the students whom providence, parents, and personal commitment have placed in our charge. The mis-

sion statement of MidAmerica Nazarene College is consistent with the biblical teaching of Christian perfection.³⁵

Two years later Owens repeated his commitment to the spiritual priorities of the College when he stated that a college president should be "guided by a clear and vital mission, one that is related to the Great Commission."³⁶

Thank-you Campaign

Beginning in 1967, the College had appealed to the churches on the North Central educational zone of the Church of the Nazarene for financial assistance. Beginning with a hasty library campaign in 1968, representatives of the College appeared in the churches every two years to request money—and more money. There was no other viable option. Dormitories were needed, more classroom space remained a pressing problem, staff demands loomed incessantly, and equipment shortages paved the way for additional expenditures. The churches responded. Giving sacrificially, the constituency of MANC poured their dollars into the College. The College prospered.

It seemed appropriate at some point, however, to visit every local church on the zone, not to ask for money, but to say thank you for past support. The thank-you procedure actually involved two phases. The first phase consisted of communication by telephone. According to the president's report in 1985: "This fall we as faculty and administration are calling the pastor of every church saying 'thank you' for a job well done."³⁷ The second part of the thank-you campaign comprised visits to local churches by college personnel. The president explained the endeavor in these words:

We have conducted an extensive "Thank you" campaign to the churches on the region to express our appreciation to the church. It did cost the College something to carry out this campaign of gratitude. . . . College faculty members, staff, students, alumni, and friends at MidAmerica Nazarene College sought to reach every church with a gift from the College and words of appreciation. We just wanted to say thanks.³⁸

The educational zone responded to the thank-you campaign by increased support of the College.

Strive-for-Excellence Financial Campaign

"If a thing works, try it again," says an old axiom. Accordingly, in 1987, "The Board of Trustees approved a church-to-church campaign to alleviate the impact of fiscal shortfalls due to the five-year decline in enrollment."³⁹ By November 1988, with the campaign half completed, \$283,000 was pledged.⁴⁰ An anonymous donor supported the cam-

paign with a gift of \$257,000. Over one-half million dollars was raised with the campaign half-finished. The total amount raised by the end of the campaign was \$584,658. The success of this campaign provided financial breathing room for the College.

Expansion of Innovative Adult Education

Three adult education programs blossomed during Owens' presidency. For some years there was growing concern for expanding academic programs at the College. It was difficult, however, for a newly installed academic dean to expend energies both in ongoing and non-traditional areas of expansion. It became apparent to MidAmerica's second president, Donald Owens, that definite steps should be taken toward exploring nontraditional and graduate programs as well as other delivery systems.

Dr. Melvin Laws worked initially on an adult education program called Human Resource Management (HRM). After some difficult months in conceptualizing and implementing such a program, the president's cabinet approved a plan to adopt the Management of Human Resources (MHR) curriculum as developed by Spring Arbor College (Michigan). After some brainstorming concerning implementation, it was determined that Dr. Laws would assume the position of registrar; and Dr. Bob Brower was appointed by President Owens to a new position under the vice president for academic affairs. Several labels were discussed relative to the responsibilities of exploring new academic thrusts. Finally it was decided that Dr. Brower could function most effectively under the title of dean of innovative education.

Owens reported in 1986 that "one of the more significant additions to the academic activities of the College was the naming of Bob Brower as Dean of Innovative Education."⁴¹ Under Brower's guidance, the faculty approved an adult education program in the Management of Human Resources (MHR). During the academic year 1986-87, the faculty adopted a degree-completion program for graduates from the Nazarene Bible College in Colorado Springs, Colo. The master of education degree originated in 1989. That this program, along with the two already mentioned, proved to be an immediate success is illustrated in this reference:

In May 1990, our first graduate students participated in commencement and completed their Master of Education degrees in July. For twenty-seven students who earned their degrees experience what they described as a "well-conceived and effectively delivered graduate experience."⁴²

The dramatic reversal of student enrollment may be traced directly to the introduction of the innovative adult education programs. In 1986, the enrollment stood at 1,008, with no special innovative education enrollment. In 1990, the total enrollment rose to 1,249 students, with 237 enrolled in the adult education programs. Meanwhile, traditional enrollees stabilized in number.

A More Collegiate Governing Style

When the North Central Association of Colleges and Schools visited the campus in 1979 for a five-year review, one of the areas recommended for modification was the style of leadership existing at the end of the pioneer period. The report included this pointed observation:

The College is now at the critical point of moving from an institution in its early establishment years to a mature institution. The stresses and demands of a different leadership style, as well as the need for meaningful participation by all elements of the campus community, will make that process more productive and more meaningful. Without in any way detracting from the contribution being made by the present administrative leadership, second generation leadership needs to be creatively considered with a view toward a smooth transition during the next decade.⁴³

With the help of a federal grant in the early 1980s, a multiyear study was made of the matter of the coming transition in the administration. With Dr. Dean Hubbard, of Union College, Lincoln, Nebr., as a consultant, the College prepared for the transition. When Dr. Owens was elected president, he reviewed the proposed changes, approved the report, and adopted the cabinet form of government currently in use at the College.

Improvement of Campus Morale

Donald Owens was installed as the second president of Mid-America Nazarene College on November 20, 1985. While the new president understood the problems confronting the College, his attitude reflected optimism and enthusiasm. As Owens analyzed the situation, he said:

If MidAmerica has ideal facilities, an optimum number of faculty members, a well-groomed curriculum, and a viable financial base for an enrollment in the range of 1,000 to 1,100 students, why should we not consider that this situation provides us with the unique opportunity to move toward excellence in a more ideal environment.⁴⁴

Although MANC, like many private colleges, had struggled with the consequences of declining enrollments and limited funds, Owens expressed an attitude of optimism in these words: "I want to move from a

prolonged lamentation of problems to expressing my expectations for greatness and excellence for our college."⁴⁵ His optimism continued unabated a year later when he said:

We have attempted to arrange a firm basis for mutual respect and trust between the College and its constituency, between members of the college community. We have sought to create a joyful *esprit de corps* in the midst of an environment of declining resources.⁴⁶

A statement from his first annual report summarized Owens' approach for his entire four-year term. Making his initial report Owens declared: "We have a splendid heritage; our future may be broader and grander, by the grace of God and for the sake of Christ, than we dare imagine."⁴⁷ The attitude of optimism, combined with quiet efficiency and courteous relationships, spurred campus and zone morale.

Major Renovation Projects

Osborne Hall and Lunn Hall were transformed by extensive renovation projects under the direction of Donald Owens. These renovations, costing approximately \$1 million, are described in Chapter 6.

Conclusion

Reaching a level of financial stability, reversing the enrollment declines, and reviving campus morale provided the College with an opportunity to once again plan for the future. In his fourth report, Owens presented an ambitious list of goals to the trustees. These goals were:

1. To seek to keep the College true to its mission as an institution of Nazarene higher education;
2. To keep in close contact with our sponsoring Church on the North Central Region in order to inform our constituency about the work of their College;
3. To explore every viable and legitimate means of recruitment in order to stabilize our enrollment;
4. To reinforce and assist the Trustees and financial manager to operate within a balanced budget and improve the cash flow of the College;
5. To work with the President's Cabinet, Academic Dean, and Division Chairmen in a responsible assessment of academic programs and faculty needs. Faculty Development will be a major concern.
6. To plan for ways to increase salaries and benefits for all College personnel. This will have high priority.
7. To generate more funding for the College through endowment gifts, special gifts and services, annual fund giving, and encouraging total payment of educational budgets;

8. To develop a higher level of cost awareness and fiscal accountability throughout the College; and
9. To seek constantly the mind of Christ in administrative leadership and to be a dedicated servant of the Lord Jesus Christ.⁴⁸

Just as he was reaching his highest level of administrative grasp and leadership, Dr. Donald Owens was elected to the office of general superintendent of the Church of the Nazarene. He left behind a College on the road to greatness.

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EDUCATION INTO THE TWENTY-FIRST CENTURY PIONEER PRIDE ALIVE AND WELL

Introduction

Pioneer courage and vision live on at MidAmerica Nazarene College. After 25 tension-packed years of growth, a progressive, Christian liberal arts institution graces a former Kansas cornfield. Beginning with grand dreams and minimal finance, the College has surged to a position of educational influence and spiritual vigor. The rapid development of the College has exceeded the most ambitious dreams of the founding pioneers. Intellectual vitality wedded to spiritual dynamic has produced an institution with both national and international impact. The College's roots go deep into its religious heritage. The stated purpose of the College remains clear and concise. Pioneer pride is alive and well. The College stands prepared to meet the thrust of education into the 21st century.

The election of MANC's third president signaled the ultimate transition of the College from a pioneering venture to a mature, stable center of higher education. The election also marked the emergence of the College as an institution prepared to enter the 21st century with far-sighted vision and financial soundness. This concluding chapter discusses the election of Richard L. Spindle as the College president, presents a brief review of the current state of the school, and ends with a long-range perspective.

ELECTION OF MANC'S THIRD PRESIDENT

The first president of MidAmerica Nazarene College was a pastor-evangelist with a knack for public relations and a genius for raising money. The second president of the College was a missionary-teacher with a passion for global service and a rare capacity as a peacemaker and healer. The third president of the College is an educator-administrator with a scholar's love of learning and an executive's organizing skills. The first three College presidents were distinctively different in temperament, personality, and leadership styles. These three institutional leaders were remarkably similar in their dedication to Christian education and to the biblical, Wesleyan proclamation of full salvation.

Background and Education

Dr. Richard Lee Spindle was elected to the presidency of Mid-America Nazarene College on September 19, 1989. His predecessor in office, Dr. Donald Owens, had resigned in June 1989 to accept his election to the office of general superintendent in the Church of the Nazarene. A native of Ranger, Tex., Spindle has spent his adult life in church work in Texas, Colorado, Missouri, and Kansas. He married the former Billy Lee Jetton in 1960. They have three children: Robin Coulter, a graduate of MANC; Blair, a 1991 senior at MANC; and Regan, a sixth grader. Spindle served as pastor and associate pastor in Texas from 1965 to 1973. His last local church assignment was as the minister of education and music at the Dallas Trinity Church from 1968 to 1973. From 1973 to 1978, he taught at the Nazarene Bible College, Colorado Springs, Colo. Spindle was elected the executive coordinator of the Division of Christian Life for the Church of the Nazarene in 1978. After two years in Kansas City, the third president of the College accepted an invitation to become the assistant academic dean of MidAmerica. In 1983, Spindle was appointed chairman of the Division of Religion and Philosophy of MidAmerica Nazarene College, a position he held until his election to the presidency in 1989.

Richard Spindle has earned the following degrees: B.A., Bethany Nazarene College, 1963; Th.B., Bethany Nazarene College, 1964; M.A., Bethany Nazarene College, 1965; M.R.E., Southwestern Baptist Theological Seminary, 1970; Ed.D., Southwestern Baptist Theological Seminary, 1976. In addition to contributing various articles to denominational publications, Dr. Spindle has written two books: *They Never Stopped Teaching*, 1981; and *A Breath of Fresh Air*, 1989.



Faculty member Richard Spindle packs his belongings for the short journey to the president's office.



Inauguration of Third President

Richard Spindle was inaugurated as the third president of Mid-America Nazarene College on November 14, 1989. Representatives from the community, the general church, the faculty, and the student body read formal messages of greeting and affirmation. Then the chairman of the Board of Trustees, Dr. Milton Parrish, conducted the ceremony of investiture, concluding with the following statement:

DR. SPINDLE: As trustees, it is our hope that persons graduating from this College shall be Christians who are freed from the slavery of ignorance. We earnestly desire that those who study here shall be stimulated with an understanding and appreciation of their cultural, intellectual, social, scientific, and spiritual heritage. We want them to understand the art and science of communication, and we will expect from them a reasonable mastery in their selected area of learning and career preparation. We deeply desire that they be

confronted with the claims of the Lord Jesus Christ and that they live a Spirit-filled life guided by an intensive and intelligent use of the Bible as the inspired Word of God.

It is vital to the Board of Trustees that MidAmerica remain true to the principles for which it was founded. Leadership is critical if our goals are to be accomplished. And you, Dr. Spindle, by our choice, have been entrusted with that responsibility. We have confidence in you and deep respect for your commitment to the work of the Kingdom. We pledge to you our prayers and support in this new task.

And now, by the authority of the Board of Trustees, and in the presence of God and this congregation, I install you, Richard L. Spindle, as the third president of MidAmerica Nazarene College. With the gracious help of our God, may you dignify your office with wisdom, leadership, devotion, and Godliness. We pledge to you our praying hearts and supporting hands as we seek together to magnify the Lord and achieve the betterment of humanity through our commitment to this academic community. Symbolic of this office and all the rights, privileges, and responsibilities, and in witness of the sacred trust and covenant to which we are committed, I hereby bestow upon you this presidential medallion.

May God bless you!¹

With the president installed, the College turned its attention immediately to a short-term review of its current status and then to a long-range perspective of its life in higher education as one century ends and another century begins.

A SHORT-TERM REVIEW

The foundation for MidAmerica Nazarene College's entrance into the educational activity of the 21st century provides solid support for the emergence of a dynamic evangelical liberal arts institution. A short-range review presents the facts. Enrollment trends are up. Curricular innovations keep the College abreast of current needs. The financial situation progresses toward increased stability. Campus morale soars. And the College finally lays claim to a bona fide alma mater.

Enrollment Data

The peak enrollment years of MidAmerica Nazarene College were 1980, 1981, and 1982. In 1980, traditional student enrollment rose to 1,311. With the 53 in innovative education, the total enrollment was 1,364. A year later, in 1981, enrollment of traditional students reached a peak of 1,350. The 28 students enrolled in innovative education increased the total enrollment to 1,378. Enrollment of traditional students declined sharply in 1982, with 1,262 enrolled. The increase of 124 stu-

dents in innovative education pushed the grand total to 1,386, the highest total enrollment in the history of the College. The decline of traditional student enrollees continued for seven years. A slight increase in enrollment was recorded in 1988. Increased enrollment in innovative education proved to be the difference. In 1990, President Spindle reported to the Board of Trustees that "we are enjoying a second consecutive year of five percent enrollment increase. Last fall we jumped from 1,121 to 1,189. This fall we increased sixty from 1,189 to 1,249. Especially encouraging in that increase is that twenty-seven of these are traditional students."²

A sobering note was injected into the 1990 report by Dr. Bob Drummond, vice president for student development, who noted that there was a drop of 37 first-time freshmen for the fall semester. This drop in freshman enrollees reflected a national trend of fewer high school graduates. According to the October 15, 1990, issue of the *U.S. News and World Report*, "The applicant pool has begun to shrink and will not increase again until the mid-90's."³ Such data was anticipated. More intensive recruitment, greater retention of students enrolled, and expanding programs for adult learners are regarded as methods of maintaining or increasing enrollments in the next several years.

Curricular Update

MidAmerica Nazarene College regards itself as a residential institution whose primary focus centers on the undergraduate student. The College has conducted extensive self-studies, numerous student surveys, and several reviews of educational trends in order to provide a challenging curriculum for the undergraduate. A concern for the adult learner, however, also has manifested itself in the curricular offerings. As early as 1972, the College attempted to incorporate a degree program for the employees of the Federal Aviation Administration in Olathe, Kans. Until the pool of high school graduates increases in the 1990s, the area of adult education promises to serve as the greatest source of enrollment increase. A revision of the College's officially approved adult education programs demonstrates their importance to the College.

The Nazarene Bible College Degree Completion Program

Early in its history, at least by 1977, the College developed a program whereby graduates of Bible colleges could finish a baccalaureate degree through the Division of Religion and Philosophy. Features of this program first appeared in the 1982 catalog. Generally students could accomplish the degree requirements through a one-year course

of study taken in residence. The College now regularly graduates about 8 to 10 students each year through this program.

In the fall of 1986, the Office of Innovative Education worked in conjunction with the Division of Religion and Philosophy to expand this program. Donald Owens, Bob Brower, and Richard Spindle saw the need to respond to Bible college graduates involved in full-time ministry assignments, who could not get away for a year of residence in Olathe. The pastor's track, as it was called, was developed. This allowed students to meet the 18 hours of residence requirements through six one-week classes offered throughout the summer months. Under the direction of Richard Spindle, the remaining classwork was accomplished through directed study courses. When Spindle was elected to the College presidency, Dr. Jim Edlin was appointed as director of the degree completion program. Nine students graduated through this program in May 1988, and nearly twice that many have graduated in each of the following years.

The Master of Education Program

In the summer of 1989, the degree programs of the College were expanded to include a master of education degree. Beginning on June 5, 1989, 27 teachers in this program graduated on May 7, 1990. Graduates in 1991 exceeded 50 teachers. The master of education degree program features 30 semester hours of courses taken over a 14-month period. To meet schedules of public school teachers, courses are arranged on weeknights and concentrated in summer months.

Management of Human Resources

Introduced in January 1987 as a bachelor of arts in management of human resources, the program title was changed to the Management and Human Relations in 1989. Under a contractual agreement with Spring Arbor College, Spring Arbor, Mich., the College adopted an adult education program, profiting from Spring Arbor's expertise in the area consulting services. This field-based, accelerated program is designed for adults (25 years and older) who desire to attend College while involved in professional/vocational obligations. The degree requirement revolves around a prescribed 32-hour major program that is followed by a class of students who complete the entire project as a single unit.

Summer Recertification Institute

The Summer Recertification Institute was introduced as a means of serving the needs of professional classroom teachers. The institute provided teachers with three opportunities: (1) to renew their certificates;

(2) to improve their professional competence; and (3) to advance on their salary scale. Introduced in the summer of 1990, the institute enrolled 29 teachers with the possibility of earning three hours of graduate credit in one 40-hour week. Plans call for recertification courses to be taught during the school year in a weekend format or on consecutive Saturdays.

Master of Management Degree

Discussion of a graduate program in management began between the dean of innovative education and the prospective director of graduate studies in management in September of 1988. Two years of research and survey resulted in the internal approval of the administration and faculty. Approval of the master of management proposal by the Board of Trustees occurred on November 14, 1990. The first class, or unit, of students enrolled in the 36-credit-hour program in September of 1991.

Financial Status

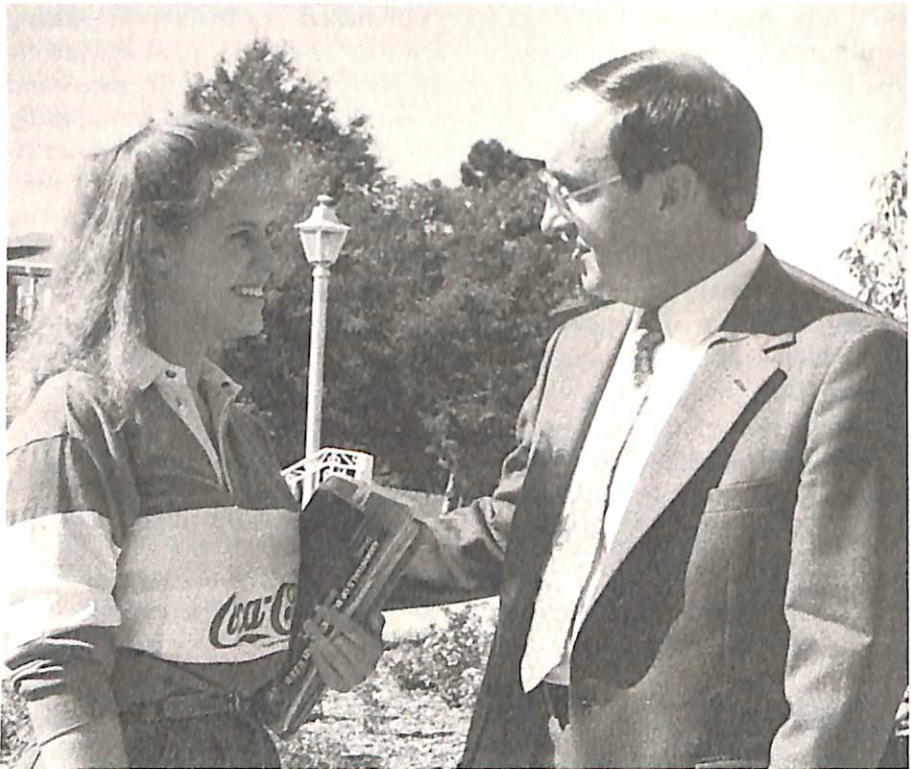
For 18 years, from 1967 to 1985, MidAmerica Nazarene College sustained a building boom. New buildings appeared at nearly an annual rate. Additional buildings were purchased. Renovation of existing structures became commonplace. Furniture and equipment arrived by the truckload. Financial campaigns stressed the need for money—and more money. Finally, when student enrollment declined temporarily and the national economy slowed, a financial crisis emerged. The monetary crisis was not crippling or disastrous. The financial crunch, however, did drive the College into a brief period of retrenchment. The years from 1983 to 1988 were marked by several operating deficits that drained the cash flow. The College was forced to borrow funds, on occasion, to meet operational costs. In 1989, when Donald Owens resigned to accept the general superintendency of the Church of the Nazarene, the College had recouped its losses and was operating in the black. In 1990, President Spindle presented the following encouraging report to the Board of Trustees:

- a. We operated in the black by \$227,130 this year. For the first time in five years, our cumulative current fund balance is in the black by over \$111,000.
- b. We paid off the 1967 Industrial Bonds (original campus buildings) and we completed payment on the Management and Human Relations program to Spring Arbor College.*

*The payments of the original industrial bond issue of \$1,500,000 began March 1970. Final payment was made March 1990. MidAmerica Nazarene College purchased the MHR Program from Spring Arbor College, Spring Arbor, Mich. With the completion of payments to Spring Arbor College, MidAmerica Nazarene College realizes the full benefit of the income from this program.

- c. Our Education Budget giving totalled \$1,099,063 this year (an increase of \$26,439 or 84% of our budget).
- d. Planned Giving increased by \$733,000 because of three main trusts received this year.
- e. The Autumn Auction generated \$66,000 this fall, which is an increase of \$5,000 over last year.
- f. Our Annual Fund generated \$72,549 this year. A goal of \$120,000 and 500 new donors is set for next year. In addition, the final receipts on the Foundation for Excellence campaign netted \$74,469 this year.
- g. Endowment cash gifts increased by 10% to \$134,841 this year. Our endowment now stands at \$1,637,567. The overall increase is \$324,203 or 24.7% increase in total endowment.⁴

At the celebration of MidAmerica's Silver Anniversary, the College has attained a solid financial condition. As the College begins its second 25 years, it stands poised to launch a practical and necessary financial program. The endowment now exceeds \$2 million. The "Million Dollar Day," part of the 25th anniversary celebration, promises to enhance the financial situation.



President Richard Spindle greets campus coed, Michelle Philgreen.

Campus Morale

Campus morale at many institutions represents the roller coaster syndrome. Morale reflects a delicate and fragile mosaic of the inner life of the College. The report of the president to the trustees in November of 1990 provides a picture of morale at MidAmerica Nazarene College. The report, as reflected in the statement quoted below, noted that morale was high.

MORALE IS HIGH. I know. This thing called *morale* is a nebulous and amorphous thing to compute. But students, faculty, and friends of the College have articulated to me their feelings and beliefs that morale is high. Among other things, *morale* means that there is a feeling of courage, confidence, trust, enthusiasm, and hope for the future. My personal morale is high because I believe Mid-America has the *best location* of any of the Nazarene colleges and the greatest opportunity to dream and do some things that could literally propel us into *greatness* in the next ten years.⁵

The report of the president receives ample support from spontaneous expressions by administrators, faculty, students, and friends. Morale, after 25 years, is vibrant.

An Alma Mater

An attempt to produce a college song occurred in the early life of the College. Floyd Hawkins, then employed at the Nazarene Publishing House, wrote a short song that was published in the December 8, 1968, *Trailblazer*. Unable to attract widespread support, the song became a casualty of the pioneer days. Years later, in 1990, Keith Bell, working with President Spindle and Dr. Jerry Nelson of Denver, presented a more complete song for the College. Perhaps this second production of a song will gain support and eventually be recognized as the official College song. The theme of Nelson's alma mater is suggested by the words of Joshua 4:7 or 4:21.

MidAMERICA NAZARENE COLLEGE ALMA MATER

I.

On a Kansas hill were planted
 Dreams of hope from Heaven's Light;
 Pioneers' undaunted spirits
 Kept the vision burning bright.
 Now it stands with sure foundation.
 God directs its destiny
 Like the eagle soaring higher:
 Ever stronger; ever free.

II.

MidAmerica we laud you,
 Lift our praise to Heav'n above.
 Stately pillars oft remind us
 Of the hallowed halls we love.
 Keep the torch for freedom burning,
 Fuel'd with passion for the right!
 Grant us faith that ever reaches
 To the Source of Truth and Light.

Words by Dr. Jerry Nelson
 Music setting suggested by Dr. Jerry Nelson
 "Ode to Joy"—Beethoven

THE LONG-RANGE PERSPECTIVE

The pioneer days of the College are etched in history. A short-term review of the current life of the institution reveals a solid, effective operation. A long-range perspective paints a brilliant-hued picture of an institution poised on the brink of greatness. The long-range perspective of the College contains the following ideas: (1) a continuation of the "pioneer dreams"; (2) a million-dollar day; (3) the challenge of the '90s; (4) a bold thrust forward; and (5) a college of purpose.

The Dream Lives On

Most great events and achievements and realities come from great dreams. As Dr. Richard Spindle stated it: "Before one brick was ever laid to build a building, before one student ever enrolled in a class, there was born in the hearts of several people *a dream*—a dream that later was given a name: MidAmerica Nazarene College."⁶

For 25 years the dream has continued to take shape. Dreamers "came and laid the bricks and applied the mortar and placed the sod and referenced the library books and hired the teachers and enrolled the students."⁷ The dream became a reality. A \$29 million campus of beautiful, stately colonial structures graces the former Kansas cornfield. Nearly 10,000 alumni are scattered around the world. The annual budget has grown to \$12.5 million. Student enrollment again ascends to the 1,200 mark. A dedicated faculty directs the learning activities of the students. MidAmerica Nazarene College has never left her roots. For 25 years the College has "maintained a clear mission and a focus on the enduring values."⁸ Elaborating on the vitality of the dreams, the third president of the College stated:

It's the same dream. But it is forever changing to meet the challenges of a new day. The old, *pioneering phase of the dream* was a "founder's dream" and a wonderful dream. Later, programs were developed and accreditation and certification were sought and received in what could be called the *approval phase of the dream*.

Now, the time has come for the *establishing phase of the dream*. Attention now must be given to establishing and building a solid base which will help us to turn the corner into the twenty-first century.⁹

The president concluded his remarks at an Alumni Banquet with the hope that MidAmerica would continue to be a "college of dreamers and eagles who are willing to pay the price to soar."¹⁰

A Million-Dollar Day

October 20, 1991, signals the high point of MidAmerica Nazarene College's 25th anniversary celebration. October 20, 1991, was designated the "Million-Dollar Day." The aim was to raise \$1 million in cash on that particular Sunday. Every local church was involved. Alumni and friends joined to participate in the celebration. Constituency and community mobilized in the effort.

Solving the cash flow problem mandated something radical and immediate to generate additional funds. "MidAmerica Nazarene College has been held hostage for almost a decade,"¹¹ declared the president. It has been hostage to a cash flow problem that has stunted institutional growth and paralyzed serious planning for the future. The cash flow problem arose in the mid-1980s because of the tremendous building program of the first 18 years, the decline of student enrollment, and a temporary sag in the support of the educational zone. As the president stated it: "Before we can get serious about new buildings or other non-revenue producing projects, we must face the fact of this shortage of operating cash and must rescue ourselves from the summer borrowing blight."¹² The success of the Million-Dollar Day helped solve the cash flow problem and placed the College on track to be a great and fiscally strong college in the '90s and into Century 21. In addition to solving the cash flow problem, the Million-Dollar Day promised to generate funds to bolster some of the weaker academic areas of the College including agriculture, psychology, instrumental music, microbiology, innovative education, and the struggling athletic programs.

The Challenge of the '90s

The final decade of the 20th century offers dramatic and exciting challenges to education in America. Private institutions of higher learn-

ing face both the possibility of major economic disaster and unparalleled opportunities for academic and spiritual leadership. MidAmerica Nazarene College, with an alert, energetic administration, a dedicated, intellectually progressive faculty, a supportive and involved Board of Trustees, and thousands of loyal alumni and friends regard the challenge as an opportunity. To meet the challenge of the '90s, the College, after careful and detailed scrutiny of its potential, has established guidelines for future action. These guidelines contain both negative and positive options.

Things the College Must Not Do

The items listed below are quoted directly from an address of the president to the College faculty:

Things We Must Not Do

We must be careful to make sure that we are prudent in what we do.

1. **We must not overbuild** until our inability to pay for our buildings topples us.
2. **We must not overhire**—either faculty, administration, or staff. Our teacher-student ratio must stay around 1:20 as it now is. Administration and staff must also stay lean.
3. **We must not overprogram.** There will be a great temptation to overcommit in adding new programs. If we are not cautious, these will subtly sap our strength and threaten to topple us.
4. **We must not overspend our budgets.** Our budgets must be lean and trim, but adequate to meet our basic needs. People need to learn to be satisfied and not continue to demand more and more when there could be less and less to give. We must *control* what we spend.
5. **We must not overendow student scholarships from current funds.** In our zeal to build enrollment, we could have a tendency to overextend our commitment to get students here and threaten to topple our ship.
6. **We must not overextend our faculty** by having them teach so many overloads that they burn out or lose their effectiveness.
7. **We must not overuse adjunct faculty.** There is, I believe, a point of diminishing returns in the use of anybody other than full-time faculty members.
8. **We must not be overcautious about the future.** I believe we need to be aggressive in our budgeting and must continue to dream and to take risks. If our only concern is *survival* and we pull our academic robes around us and huddle in a corner awaiting our doom, we will surely topple. There is great reason to *hope* and to *keep hope alive*. My greatest source of hope is that you are God's people, this is God's college, they are God's students, and the future is in God's hands.¹³

Things We Must Do

This prudence will also involve some of the proactive things we will do.

1. **We must be guided by our mission.** This presupposes we know what that mission is, can articulate it clearly, and let it guide our decisions.
2. **We must be shaped by our planning.** The alternative is to be shaped by reacting to crises or to be shaped by unintended prevailing cultural forces.
3. **We must select great people to teach and lead.** Greatness begins with moral character, but also includes personality, skills, and credentials (both academic and experiential).
4. **We must build a great college decision-by-decision.** This is an awesome responsibility for a college president and all involved in decision making. But, a great college is the result of building day-by-day, step-by-step, person-by-person, decision-by-decision. Greatness is cumulative.
5. **We must recruit great students.** We made a decision early on in the history of MidAmerica to open our doors to all good students—especially Nazarene, usually Christian kids—who would agree to live by our standards. Not all are great minds, but the majority are great people.
6. **We must build adequate cash reserves.** It is crucial that we build up our cash reserves where summer borrowing is eliminated, and where we can maintain *several million dollars* in our current fund balance. Nothing else will give us the fiscal security we need for the 1990's.
7. **We must insist on great classroom teaching-learning experiences.** We cannot afford the luxury, if it is such, of perpetually boring teachers. A teacher cannot be exciting in every class session, but if every class, or almost every class, is boring or non-productive, then something needs to be done. It is not fair to the students. Admittedly, some courses and material are more challenging than others.
8. **We must provide a Christian holiness community in which students can learn.** This means teachers and staff and administrators who model Christian holiness in attitude as well as in action and word. We also expect that the ethic of Christian holiness will define both student and faculty.
9. **We must build a great network of alumni support.** No great college exists for long without the strong support of its alumni. Our time is now!¹⁴

A Bold Thrust Forward

MidAmerica Nazarene College reflects on its past with grateful satisfaction. The achievements of yesteryear stand as monuments to God's power and man's dedication. The College celebrates its present

with spontaneous joy. The quality of contemporary campus life witnesses to the permanent appeal of dynamic Christian values and the biblical ethic. The College anticipates the future. Aware that the future belongs to those who prepare for it, administration and faculty have scrutinized options, analyzed possibilities, and planned for action. A bold step forward, announced with enthusiasm, highlights several crucial aspects of the College operation. The focal points of the bold step forward are: (1) reaching financial stability; (2) addressing the enrollment crisis; (3) sustaining a Christian philosophy of education; (4) maintaining an innovative spirit; and (5) developing institutional loyalty.

Reaching Financial Stability

Financial stability posed a major challenge to future planning. The "Million-Dollar Day" represented a radical, one-time event that was designed to solve the persistent cash flow problem. This special event marked the initial action to generate funds. Other strategies were designed, activated, and would continue on a long-term basis. These strategies are as follows:

1. *Annual Fund* is something we need to accelerate and make an expected part of our yearly fund raising. We need people who will just plan to participate in Annual Fund giving every year. Lori Ketterling will begin to give special leadership to developing this.
2. *Planned Giving, Matching Funds, and Endowment* are three other avenues for generating funds for the College. Don Eaton will promote these and will give leadership to the MidAmerica Foundation (Endowment).
3. *Personal Donor Cultivation* is something the President of the College is doing and will continue to do. Others like Bob Brower, Harold Olson, and Donald Eaton are involved in this on a regular basis as well.
4. *Grant Writing* is something we are reactivating and will be the secret to the purchase of some much needed equipment and other essentials. Lori Ketterling will be working with this area by writing and coordinating grant writing.
5. *New Money-Generating Programs* such as MHR, NBC, and Master of Education are proving to be excellent opportunities to generate new monies and to take advantage of the new wave of the 90's—adult education. We are looking seriously at the development of a Master of Management program to tie on to the MHR successes. Unlike a grant or gift, these money-generating programs generate revenue every year. They are ongoing.¹⁵

Once the cash flow situation has disappeared, the College can move toward the realization of long-cherished plans for a fine arts building, a renovated and expanded campus center, and a new gymnasium/wellness center.

Addressing the Enrollment Crisis

Three facts appear dominant in the current enrollment crisis. The first discordant fact is that an increasing number of Nazarene youth are exercising the option to attend college in a public or secular environment. In 1970, Bill Draper lamented that only *one in five* Nazarene youths who entered college had enrolled at an institution of the Church of the Nazarene. Twenty years later, in 1990, Gordon Wetmore, president of Northwest Nazarene College, claims their research shows that for every one Nazarene student they enroll, a second Nazarene student goes to another private or public school and on the average pays more for it.¹⁶ Somewhere both *parents and students* have lost sight of the lifelong effect of a Nazarene college education. MidAmerica plans to direct intensive recruiting efforts toward the youth population of the Church of the Nazarene.

A second negative factor in addressing the recruiting situation is the realistic projection for years that the downturn in available high school graduates would shrink until the middle 1990s and then begin to increase modestly. Experts in higher education state that institutions will be doing well to maintain the current level of activity. A third disturbing element in the recruitment picture is the decreasing number of available high school graduates in our region because of churches that are not growing in their youth departments.

While the recruitment crisis is indeed a crisis, it is neither hopeless nor permanent. As the president remarked, "We have no option, but to join hands as an administration, faculty, recruiters, and staff and *pro-actively* address this problem. I, frankly, believe *we can bend the trend* and turn it around if we will work hard and smart."¹⁷

Sustaining a Christian Philosophy of Education

The destiny of a college is linked to its philosophy of education. As MidAmerica launches "a bold thrust forward," it has clearly identified its philosophy. The College remains closely identified with its roots. In a Carnegie Foundation study of higher education called *Campus Life*, Ernest L. Boyer writes: "It [this new decade] affords us an unusual opportunity for American colleges and universities to return to their roots to consider not more regulations, but the enduring values of a true learning community."¹⁸ A place for exultation! MidAmerica Nazarene College has never left her roots. For 25 years it has maintained a clear mission and a focus on the enduring values. After 25 years, the College is evangelical, biblical, and Wesleyan in outlook.

The College is conservative without being doctrinaire. The guiding theme remains, the "College is for the student." The undergraduate stu-

dent remains the focus of MidAmerica Nazarene College's educational philosophy. This philosophy is succinctly stated in these words by the president in 1990:

The traditional high school graduate who comes directly from high school to a full-time undergraduate program at MidAmerica will always be "the reason for our being." This is our *mission*. This is why we began and why we continue to exist. We must never do anything to detract from or allow to deteriorate this program of excellent undergraduate studies leading to baccalaureate degrees. It is these students who make up the Christian community on our campus, live in our dorms, eat at our food service, attend our chapels and revivals, play on our athletic teams, sing in our choirs, attend our cultural events, and then go back out to serve as laity or clergy in local churches throughout the world. We must recruit this dwindling number of students more intensely and wisely than ever before. They are, without question, the central reason for our being as a college.¹⁹

Maintaining an Innovative Spirit

Although the recruitment and education of the traditional student remains the *primary focus* of the College, the changing nature of both society and the structure of higher education presents another opportunity for service in the 1990s. Predictions are that by the middle of the 1990s, traditional college students—those who proceed directly from high school to a full-time undergraduate program—will be a clear minority of all students in collegiate programs. To be competitive, and to serve the needs of society, institutions will be under duress to be flexible enough to broaden their educational programs. MidAmerica recognized this need for innovation several years ago. The College has already made a commitment to be *flexible* and *innovative* in responding to the newly emerging needs of society through the MHR and NBC degree completion, the master of education program, the summer teacher recertification program, and the master of management program.

Developing Institutional Loyalty

After 355 years of educational leadership, Harvard University enjoys a prestige unmatched in American education. Its neighbor, Yale University, has graduated scholars of world renown who stand proud to be the "sons of Eli." The mystique of the University of Notre Dame far exceeds the graduates who receive degrees there. All the great institutions have developed a unique loyalty that lifts the term *alma mater* to special significance. Smaller colleges have produced graduates of similar loyalty. From Bennington College in Vermont to Whittier Col-

lege in California, from Reed College in Oregon to Wheaton College in Illinois, from the College of the Ozarks in Missouri to Berea College in Kentucky graduates unabashedly, enthusiastically, and relentlessly extol the virtues of their colleges. May it be so at MidAmerica Nazarene College as the College president noted:

I think the time has come to forgive the past sins and failures of the institution. I think the time has come for us to celebrate "the miracle of MidAmerica!!" To link arms and join forces and form a *solidarity* and an *institutional advocacy*, and walk together into a wonderful new day for this college.²⁰

Institutional loyalty, or institutional advocacy, has the potential to propel MidAmerica to undreamed-of heights in the next 25 years.

A College of Purpose

A college of purpose in a near chaotic world is as distinct as a flashing neon sign on a dark night. The beginning of the 21st century may be the end of history. The advance of technology may signal the collapse of world society. Armageddon may be as near as tomorrow's newspaper. The "good old days" may be the best days these generations will ever experience. A college of purpose could make a difference. A college of purpose may well be one of the decreasing lamps to dispel the night that threatens mankind. A college of purpose may not be merely a desirable option—it may be an absolute necessity. So, let's hear it for a college of purpose. A college of purpose provides community, structure, and meaning.

The Need for Community

The need for community expresses itself in the need for "belonging." For many the world looms lonely and indifferent. Young people especially develop a hunger for an institution or something or somebody worthy of their respect, affection, and loyalty. They have a great feeling of need for "community." MidAmerica senses the needs of people for community. As the president so aptly phrased it:

In a world that promotes escape or retreat we need a college that will promote involvement and engagement and confrontation with the substantive issues of life.

In a world that promotes isolation, we need a college that will promote community and dynamic relationships with others.

In a world that promotes getting, grabbing, and competing, we need a college that promotes giving, sharing, and cooperating.

In a world that promotes convenience and comfort, we need a college that promotes commitment and courage and risking.

In a world that is shaped by public opinion polls and taste-tests, we need a college that is shaped by worthy traditions, personal convictions, and divine truth.²¹

A small college, with caring professors, concerned administrators, accommodating staff, spontaneous chapel services, close-knit clubs, and friendly students offers an ideal place to build into a vital international community.

The Need for Structure

Students benefit when they move into an environment that provides a degree of structure as well as a sense of community. A Christian college, by its nature, provides a structured environment for the student. A lengthy quotation from a presidential address summarizes the nature of MANC's idea of structure by stating that the College is:

1. **Christian in Character.** A college that is unashamedly committed to the basic tenets of the Christian faith, that views the Bible as the organizing principle of the curriculum and the Christian ethic as the pattern for lifestyle in the emerging world of the twenty-first century.
2. **American in Heritage.** It is no accident that MidAmerica features beautiful, colonial architecture, stations sculptures of the majestic American eagle around the campus, flies a gigantic American flag in the heart of the campus, chose red, white, and blue as its colors and the pioneer as its mascot, and conducts an annual American Heritage Lecture series. No accident at all! We believe the American Heritage is something to be cherished.
3. **International in Scope.** Despite our commitment to American Heritage, we must remember that we are (more than ever before) members of a *global community*. The concerns of the world are our concerns. The problems of the world are our problems. The people of the world are our neighbors. To isolate ourselves and refuse to participate in the world community is to be naive and unrealistic. A "college of purpose" must produce world citizens.
4. **Mid-western in Focus.** We cannot deny it! We are a college of the prairies. A college with connections to the good earth, to agriculture, to auctions and cattle, to farmers and ranchers, as well as to business and industry, medicine and law, teaching and ministry. Mid-western concerns are our concerns.
5. **Elevating in Culture.** We have a responsibility to lift the sights and tastes of our students. To create an awareness that there are some finer things in life; that tastes in music and art and literature can be lifted and broadened. As I mentioned earlier, I grew up in Texas and as a young man, I listened to the "Grand Ole Opry" every Saturday night. When I was in my first year in a small Christian liberal arts college, I heard (for the first time) the oratorio called the "Messiah." At first, I reacted to it. I rejected it. But the more I heard it, the greater my appreciation for good music became. Some colleges need to promote the idea that etiquette, manners, and a sense of propriety are superior to the

shabby, rude, crude, and vulgar habits promoted by the "animal house" and "soap opera" culture.

6. **Excellent in Academics.** I would like to be part of a college that is structured to engage in a confrontation with and debate of the great ideas of the past and the great issues of the day. I would like to see college classroom sessions that bristle with the excitement of learning and intellectual drama.

Dr. Carl Henry, well-known Christian author, writes a stinging challenge to Christian colleges in his book, *Twilight of a Great Civilization*: "If independent evangelical colleges do not rise to intellectual confrontation, they should not be surprised if challenging alternatives arise." He goes on to say, "Christian education that is not intellectually demanding may be living on borrowed time."

Just because we attach the word "Christian" to our college does not necessarily make us a good college. We do not have the luxury of settling for the mediocre. We must seek to be the best!²²

The Need for Meaning

The third critical need of people moving toward the 21st century is the need for *meaning*. Allan Bloom, in his recent best-seller *The Closing of the American Mind*, takes on all of us in higher education when he says:

When a student arrives at the university, he finds a bewildering variety of departments and a bewildering variety of courses. And there is no official guidance, no university-wide agreement about what he should study. . . . The university has to stand for something.²³

Adding his comments to the conclusion stated above, Spindle stated:

A small, Christian liberal arts college has the same options! We can create a complex and bewildering smorgasbord of courses and let our students blindly stumble through to graduation. Or, we can agree on an over-arching purpose, provide fewer but more substantial course offerings, provide world-class personal guidance and advising, help them to develop a vision of what they can become, and then help them to integrate their faith with their learning and living. Without apology, we can seek to develop character, teach values, and lift the level of thinking, feeling, and living.

Every college student needs a mission. An education without a mission to the world is, in my mind, a colossal waste!²⁴

Referring to the theme expressed in the College's logo, Spindle declared that: "The motto of MidAmerica provides a road map to meaning through education when it says: *TO LEARN, TO SERVE, TO BE.*"²⁵

President Spindle concluded his address with this penetrating observation:

The great cry of our day as society marches almost out of control toward the twenty-first century is the cry of the *oppressed*, the *enslaved*, the *addicted*, the *co-dependent*. It is a cry for help, for freedom, for liberation, for deliverance.

There are lonely people who need community; confused who need structure; hopeless who need meaning; homeless who need to be housed; naked who need clothes; untrained who need to be educated; oppressed who need to be set free.

A Christian college, such as MidAmerica Nazarene College, has never been more vital to the health and wholeness of a culture than it is today. Why? Because society has tried most of the quick-fix, band-aid, do-it-yourself remedies, but the oppression remains—the addiction persists!

MidAmerica Nazarene College finds its purpose and reason to exist in an unswerving commitment to the Word of God and to the Person of Christ. "A College of Purpose" has the opportunity to gather the entire student body and faculty together, and in one great anthem of praise, to sing out the message that the world really needs to hear:

"You will know the truth, and the truth will set you free . . . If the son sets you free, you will be free indeed." (John 8:32, 36)²⁶

Conclusion

May God grant that MidAmerica Nazarene College will be "A College of Purpose" as it marches toward the 21st century. A College of Purpose vitalizes individual lives, enhances social relationships, energizes the church, and ultimately impacts the entire world community. Today, pioneer pride seems to be alive and well as MidAmerica Nazarene College marches into the 21st century.

CONCLUSION

One of the unique features of American culture is the church college. Only in America, among all the nations of the world, does the educational structure include institutions of collegiate standing owned and operated by ecclesiastical organizations. These colleges, including the oldest in our nation, have made a contribution to American life that merits historical recognition. Among the significant contributions that these vigorous, church-sponsored academic institutions have made are individual institutional degree-granting power, the acceptance of institutional autonomy, helping to make higher education available to the masses, assisting in preserving the liberal arts tradition in American higher education, maintaining an emphasis on personal and religious values, and serving a crucial role in the development of the world missionary movement in America. The roots of the church college movement go deep into the culture of America.

The people known as Nazarenes have displayed a consistent and vigorous interest in the establishment of educational institutions. In the earliest years of the life of the Church of the Nazarene, support varied from optimistic but unrealistic attempts to found universities to vigorous support for Bible institutes. Eventually the Church of the Nazarene accepted the concept of liberal arts education. For almost half a century six liberal arts colleges in the United States represented the focus of higher education in the Church of the Nazarene. A change of attitude occurred in 1944 when a graduate theological seminary was established in Kansas City. A more radical shift in educational philosophy took place in 1964 when the denomination's legislative body voted to establish two additional liberal arts colleges and a Bible college. The two liberal arts colleges later became known as MidAmerica Nazarene College in Olathe, Kans., and Mount Vernon Nazarene College in Mount Vernon, Ohio. Nazarene Bible College is located in Colorado Springs, Colo.

MidAmerica Nazarene College came into existence as a result of an action taken at the Sixteenth General Assembly of the Church of the Nazarene, held in Portland, Oreg., from June 21 to June 27, 1964. Among the three paramount problems facing the trustees of the proposed institution were the election of a president and the naming and location of the College. R. Curtis Smith, assistant to the president of

Bethany Nazarene College, Bethany, Okla., was elected the first president of the new College on May 27, 1966. The choice of a location for the proposed College narrowed down to 2 out of a field of almost 30 possibilities. Olathe, Kans., and Council Bluffs, Iowa, both made attractive bids to secure the College location. On October 4, 1966, the Board of Trustees voted to situate the College in Olathe, Kans. On the same day the board, by unanimous vote, selected the name "Mid-America Nazarene College."

With a college president elected, a location determined, and an official name assigned to the new College, attention centered on the formation of an administrative staff and the assembling of a quality faculty. The administrative staff was formed rapidly, with Donald S. Metz being appointed academic dean in November of 1966, to be followed by the appointment of Bill Draper as assistant to the president in December of 1966. In mid-1967 Maurine Dickerson accepted the position of head librarian. George Gardner was appointed director of financial development in December of 1967. In July of 1968, James Elliott joined the administration as business manager. In the same month Robert G. Lawrence and Jack Rairdon completed the administrative team as associate academic dean and dean of students, respectively. With the appointment of Eva Metz as registrar early in 1969, the administration was complete. An outstanding faculty of 13 exceptional professors helped to assure the initial success of the academic enterprise. In the fall of 1968, 263 students were enrolled when classes began on September 2. The "cornfield pioneers" launched a dynamic academic adventure in the church college tradition.

From its beginning the College worked diligently to build constituency loyalty. By sponsoring public relations banquets, through personal visits to individual churches and to assembled districts, by means of a continuous stream of literature mailings, and by presenting a conservative spiritual and cultural image, the College won the enthusiastic support of the supporting educational region. Within a few years the College had developed a distinct identity ideally suited to academic excellence, vital spiritual concern, and midwestern culture. A high point of the young College's experience was the granting of accreditation in record time on March 27, 1974, by the North Central Association of Colleges and Schools.

Recognizing the needs of students, the College faculty has, throughout its history, labored to present a curriculum with a strong and balanced emphasis in both the liberal arts and selected career educational programs. Maintaining its alertness to academic needs and possibilities, the College has added adult education with bulging en-

rollments in these areas, including graduate degrees in education and business. Aware that students have interests outside the classroom, the College has provided opportunities for social, artistic, and athletic expression from the first semester in 1968 to the present time—a point indicative of an ever-expanding concern for general student well-being.

Financially, the College has avoided the debilitating struggle of many small colleges. Beginning with a \$5,000 grant from the Church of the Nazarene and the traditional support of educational budgets accepted by the several local Nazarene congregations, the College prospered. During the period from 1968 to 1985, a prolonged building program consumed all operating surpluses. With a drop in enrollment from 1985 to 1989, a period of financial strain ensued. Weathering the strain without resorting to extreme measures, the College emerged financially sound to begin the decade of the 1990s and the College's Silver Anniversary celebration.

By the time the original president, R. Curtis Smith, retired in 1985, most of the "cornfield pioneers" in both administration and faculty had either retired or moved on to other positions. In 1985 Donald Owens, veteran missionary and educator, was elected as MidAmerica's second president. At the end of four years of successful presidential leadership, Dr. Owens was elected to the office of general superintendent in the Church of the Nazarene. To succeed Dr. Owens as the institution's third president, the Board of Trustees selected Richard L. Spindle, an extraordinary member of MANC's faculty and chair of its Division of Religion and Philosophy.

In the fall of 1991, as the College celebrates its 25th anniversary, pioneer pride is alive and well. The past years represent a time of miraculous achievement and brilliant success in the face of tremendous odds. The current climate of this College reflects a vibrant atmosphere of dedicated academic and spiritual purpose, congenial camaraderie, and financial stability. The pioneering years have come to an end, and the future is as bright as the promises of God.

• • APPENDIX • •

ADMINISTRATION

BOARD OF TRUSTEES

CAMPUS GOVERNMENT OFFICERS

CITATION OF MERIT RECIPIENTS

CONSTITUTION OF THE REPUBLIC OF MIDAMERICA
NAZARENE COLLEGE

EUROPEAN NAZARENE BIBLE COLLEGE GRADUATES

FACULTY (EMERITI)

FACULTY (FULL-TIME)

FACULTY (ADJUNCT)

FACULTY SERVICE AWARDS

GAMMA EPSILON—DONALD S. METZ AWARD

GRADUATION SPEAKERS AND HONORS

HONORARY ALUMNI PRESIDENTS

HONORARY DEGREES

CITATION OF MERIT

DISTINGUISHED COMMUNITY SERVICE AWARD

JUNIOR MARSHALS

KINGS AND QUEENS

PHI DELTA LAMBDA—IOTA CHAPTER

PRESIDENT'S AWARDS

SEARS-ROEBUCK FOUNDATION AWARD FOR EXCELLENCE
IN TEACHING

WHO'S WHO AMONG STUDENTS IN AMERICAN
COLLEGES AND UNIVERSITIES

APPENDIX

ADMINISTRATION

Presidents

R. Curtis Smith	1966-85
Donald D. Owens	1985-89
Richard L. Spindle	1989-

Academic Deans/Vice Presidents for Academic Affairs

Donald S. Metz	1966-74
Robert G. Lawrence	1974-75
John Stephens (Acting)	1975-76
Donald S. Metz	1976-83
Keith R. Bell	1983-

Assistants to the President

Bill Draper	1966-73
Jim Diehl	1973-76
Jerrold Ketner	1976-81
Hiram Sanders	1981-83
Harold Olson	1989-91

Vice Presidents for Institutional Advancement

Roger Parrott	1985-86
Darrell Moore	1987-89
Bob Brower	1989-

Business Managers (Vice Presidents for Finance)

Jim Elliott	1968-73
John Stockton	1973-74
Thomas Bailey	1974-77
James Ackerson, Sr.	1977-80
John Stephens	1980-

Financial Development Officers

George Gardner	1967-71
Eugene Plemons	1971-73
Dean Baldwin	1977-80

Deans of Students/Vice Presidents for Student Development

Jack Rairdon	1968-70
Elmer "Bud" Harbin	1970-71
Richard Neiderhiser	1971-74
Jerrold Ketner	1974-76
James Smith	1976-80
Donald Stelling	1980-89
Bob Drummond	1989-

Registrars

Robert L. Sawyer, Sr.	1968-69 (part-time)
Eva Metz	1969-72
John Stephens	1973-79
Keith R. Bell	1979-83
Bob Brower	1983-87
Melvin Laws	1987-89
Kenneth Crow	1989-

Directors of Institutional Research

Robert G. Lawrence	1973-74
John Stephens	1974-79
Keith R. Bell	1979-83
Bob Brower	1983-87
Melvin Laws	1987-89
Kenneth Crow	1989-

Library Directors

Maurine Dickerson	1967-86
Ray Morrison	1986-

Directors of Development

George Gardner
John Stockton
Jerrold Ketner
Roger Parrott
Donald Eaton

Directors of Admissions

Jack Rairdon
Keith R. Bell
Bob Drummond
Barth Smith
Hiram Sanders

Harold Olson
Dennis Troyer

Directors of Alumni

Paul Clem
Harold Olson

Directors of Recruitment

Dick Stallings
Paul Clem
Randy Murray

Directors of Physical Plant

Lloyd Helms
Cliff Woolery
Andy Rushing
ServiceMASTER Corporation
Phil Hudson
Jim Dean

Alumni Presidents

Ron Lawlor
Ron Burch
Paul Clem
Jerry Knight

BOARD OF TRUSTEES

Willard Andrews (Iowa)	1973-77
R. L. Atkinson (Iowa)	1984-89
F. Thomas Bailey (Dakota)	1981-87
Al Bain (Missouri)	1980-84
Dean Baldwin (Joplin)	1966-70
Norman W. Bloom (Minnesota)	1966-78
Orville Bowers (Missouri)	1976-80
D. J. Burk (Joplin)	1966-75; 1980-84
R. J. Cerrato (Kansas)	1984-87
Carlos Chase (Iowa)	1978-present
Henry Cheatwood (Iowa)	1979-80
Marvin Cherry (Joplin)	1975-present
Charles Clark (Iowa)	1978-89
Douglas Clem (Missouri)	1982
D. Ray Cook (Kansas)	1979-present
Donald Cork (Missouri)	1975-present

Donald Crenshaw (Kansas)	1968-77
Paul G. Cunningham (Kansas City)	1971-present
Jim Diehl (Iowa; Nebraska)	1973; 1979-85
Larry Duskocil (Kansas)	1971-81
W. T. Dougharty (Kansas)	1987-present
C. William Ellwanger (Kansas City)	1966-71
Malcolm Eudaley (Joplin)	1966
Herbert Frazee (Joplin)	1966
John Friend (Iowa)	1971
Don C. Gadbow (Iowa)	1978-79
B. J. (Bud) Garber (Joplin)	1975-83
Tom Garber (Joplin)	1990-present
Donald J. Gibson (Missouri)	1968-72
Mark Goodwin (Missouri)	1986-90
G. A. Gough (Kansas)	1968
Gene Grate (Missouri)	1990-present
Robert H. Gray (Missouri)	1966-70
Virgil K. Grover (Minnesota)	1979-85
Terrill L. Haddix (Minnesota)	1981-85
Howard H. Hamlin (Kansas City)	1973-83
Ray Hance (Kansas)	1966-75
Ray Lunn Hance (Kansas)	1990-present
Whitcomb B. Harding (Nebraska)	1966-71
L. Dan Heincker (Dakota)	1987-present
Dean Hempel (Minnesota)	1966
Gary Henecke (Iowa)	1978
James C. Hester (Joplin)	1971-88
Norman Heyd (Dakota)	1972-80
Don Hodges (Kansas City)	1973
Marion Hodges (Kansas)	1968-73
Willard Hubbard (South Dakota)	1966-68
Russell Human (Minnesota)	1985-present
Doug Johnson (Nebraska)	1990-present
Edward Johnson (Minnesota)	1966
Wayne Kelderman (Iowa)	1974-78
Herb Ketterling (Nebraska)	1988-89
C. W. (Bud) King (Kansas City)	1980-84
Leland King (Kansas City)	1981-present
C. Marselle Knight (Kansas)	1975-83
J. Wilmer Lambert (Dakota)	1968-73
Walter E. Lanman (Nebraska)	1978-79
Wilson R. Lanpher (Kansas City)	1966-71

Harold Lehrke (Dakota)	1980-83
Lloyd Lenn (Minnesota)	1966-72
Albert O. Loeber (South Dakota)	1966-68
Kyle Long (Dakota)	1981-83
Harry O. Lytle, Jr. (Kansas)	1981-present
Rodger Manning (Minnesota)	1989-present
Paul W. Marshall (Nebraska)	1983-85
Jim Martin (Joplin)	1988-present
Larry McIntire (Missouri)	1984-present
Herbert Merritt (Kansas)	1966-67
Ronald Miller (Missouri)	1973-75
Mark R. Morgan (Dakota)	1984-87
Udell Moss (Missouri)	1971-82
Art Mottram (Missouri)	1972-83
George Mowry (Nebraska)	1966
Dwight Neuenschwander (Nebraska)	1985-present
Warren Nyhus (Minnesota)	1980-84; 1988-present
Melvin O'Bannon (Missouri)	1970
Wayne Ogle (Missouri)	1966-69
Howard Oliver (Kansas)	1966-67
John Palmer (Joplin)	1984-90
Wendell Paris (Joplin)	1966-68
Milton Parrish (Kansas City)	1971-90
Gene C. Phillips (Iowa)	1990-present
Gene E. Phillips (Iowa)	1966-70
L. Eugene Plemons (Dakota)	1987-89
Hardy J. Powers (Iowa)	1974-77
Blaine Proffitt (Nebraska)	1966-90
Cecil Reeder (Missouri)	1971-73
Phil Riley (Dakota)	1973-81
Herb Rogers (Iowa)	1980-83
Hiram E. Sanders (Missouri)	1984-present
William Seal (Missouri)	1966-71
Dale Shearer (Dakota)	1983-88
Earl N. Shearer (North Dakota; Dakota)	1966-72
E. D. Simpson (Missouri)	1966-67
Roy Simpson (Kansas City)	1984-present
Paul Skiles (Kansas City)	1985-present
Galen Skinner (Nebraska)	1986-88; 1989-present
Fletcher Smith (Minnesota)	1984-88
Howard Smith (Iowa)	1966-72
Henry Smits (Missouri)	1973-76

E. W. Snowbarger (Kansas)	1966-71
Marvin Snowbarger (Kansas)	1973-79
Norman Snowbarger (Nebraska)	1981-83
C. E. Stanley (Iowa)	1966
John Stockton (Kansas City)	1966-72
William J. Sunberg (Missouri)	1983-86
Richard Sundermeyer (Missouri)	1971-72
Harry F. Taplin (North Dakota)	1966-68
Otto W. Theel (Kansas City)	1972-80; 1983-85
Hoyle C. Thomas (Nebraska)	1971-77
Melvin Thomsen (Minnesota)	1972-80
Tom Tinker (Joplin)	1983-84
Joe Lee Thompkins (Joplin)	1984-88
Aleck G. Ulmet (Iowa)	1971-73
Glen VanZant (Missouri)	1972-73
Eugene R. Verbeck (Joplin)	1968-75
R. J. Wegner (Dakota)	1989-present
James Wieczorek (Dakota)	1988-present
Forrest Whitlatch (Iowa)	1966-90
Eugene Williams (Kansas)	1978-90
Lenny Wisheart (Iowa)	1989-present
Kenneth R. Wood (Minnesota)	1985-89
Keith Wright (Kansas City)	1990-present
Pal Wright (Joplin)	1988-present
Franklin York (Iowa)	1989-present

Alumni Representatives

Paul Clem	1989-present
Darrel Johnson	1984-89
Kathy Kruse	1978-80
Paul Nicholson	1974-76
Bob Sisson	1972-74; 1976-77
John Sukraw	1980-84

CAMPUS GOVERNMENT OFFICERS

1968-69

President	Bob Sisson
Vice President	Larry Dodds
Secretary/Treasurer	Edie Sauer
Social Chairman	Rita Powers
Attorney General	Jim Mullins
Secretary of Religious Affairs	Bill Webb

<i>Trailblazer</i> Editor	Jo Goodman
<i>Conestoga</i> Editor	Shirley Benson
1969-70	
President	Bob Sisson
Vice President	Lowell Clark
Secretary/Treasurer	Kathy Ness
Attorney General	Jim Mullins
Secretary of Social Affairs	Shirley Benson
Secretary of Religious Affairs	Lee Mattix
<i>Trailblazer</i> Editors	Ron Lawlor
	Mike Smith
	Cheryl Hancock
<i>Conestoga</i> Editor	
1970-71	
President	Chris Manbeck
Vice President	Jack McCormick
Secretary/Treasurer	Saralyn Schmidt
Secretary of Social Affairs	John Sukraw
Attorney General	Mike Parks
Secretary of Religious Affairs	Rick Williamson
<i>Trailblazer</i> Editor	Mike Smith
<i>Conestoga</i> Editor	Kathy Ness
1971-72	
President	Chris Manbeck
Vice President	Allen Brown
Secretary/Treasurer	Brenda Jolley
Secretary of Social Affairs	Belinda Smith
Attorney General	Mike Parks
Secretary of Religious Affairs	Ron Perry
<i>Trailblazer</i> Editor (1st semester)	Kent Schwob
<i>Trailblazer</i> Editor (2nd semester)	Nancy Steinmetz
<i>Conestoga</i> Editors	Cheryl Hancock
	Kathy Ness
1972-73	
President	Joe Knight
Vice President	Woodie Stevens
Secretary/Treasurer	Jan Smith
Attorney General	Tim Komoto
Secretary of Social Affairs	Carolyn Farlow
Secretary of Religious Affairs	Frank Moore
<i>Trailblazer</i> Editor	Dan Croy
<i>Conestoga</i> Editor	Mike Major

1973-74

President	Darrell Ranum
Vice President	Dean Flemming
Attorney General	Darrell Anderson
Secretary/Treasurer	Nancy Steinmetz
Secretary of Religious Affairs	Wayne Moss
<i>Trailblazer</i> Editor	Judy Lawlor
<i>Conestoga</i> Editor	Nikki Ingram

1974-75

President	Paul Clem
Vice President	Dave Jackson
Attorney General	Don Walter
Secretary	Jimmie Olson
Secretary of Social Affairs	Susan Lunn
Secretary of Religious Affairs	Dave McKellips
<i>Trailblazer</i> Editor	Dave Frisbie
<i>Conestoga</i> Editor	Kathy Kruse

1975-76

President	David McKellips
Vice President	Paul Benson
Attorney General	Denise Hunnicut
Secretary	Joy Dace
Secretary of Social Affairs	Melissa Reilly
Secretary of Religious Affairs	Mike Brooks
<i>Trailblazer</i> Editor	Doug Howell
<i>Conestoga</i> Editor	Lydia Street

1976-77

President	Kelly Underwood
Vice President	Bill Garlow
Secretary	Tura Thuston
Attorney General	Bob Hull
Secretary of Social Life	Gail Wilson
Secretary of Recreational Life	Andy Crichton
Secretary of Religious Affairs	Don Dunn
<i>Trailblazer</i> Editor	Zipper Frazee
<i>Conestoga</i> Editor	Lydia Street

1977-78

President	Don Bird
Vice President	Dan Franco
Attorney General	Carl Craig
Secretary of Religious Life	Dave Becker

Secretary	Gloria Robison
<i>Trailblazer</i> Editors	Margie Lawlor
	Debbie MacCallum
	Joyce Mitchell
<i>Conestoga</i> Editor	
1978-79	
President	Dave Durey
Vice President	Curt Christensen
Social Life	Janet Britt
Secretary	Nancy Lytle
Religious Life (1st semester)	Matt Davis
(2nd semester)	Gil Schwenk
Attorney General	Steve Rathbun
<i>Trailblazer</i> Editor (1st semester)	Cindy Boyd
(2nd semester)	Tim Miller
<i>Conestoga</i> Editor	Margie Lawlor
1979-80	
President	Gil Schwenk
Vice President	Diane Power
Secretary	Teri Zook
Secretary of Concerts	Randy Biech
Attorney General	Jay Ketterling
Treasurer	Bob Crew
Secretary of Religious Life	Tom Beard
<i>Trailblazer</i> Editor	Tim Miller
<i>Conestoga</i> Editor	Dwayne Johnson
1980-81	
President	Tim Miller
Vice President	Ervin Cash
Secretary	Meribeth Lupardus
Social Life	Vicky Reel
Attorney General	Mark Manglesdorf
Religious Life	Kermit Hudson
Treasurer	Rick Bradshaw
Concerts	Kevin Jakobosky
<i>Trailblazer</i> Editor	Judy Doyle
<i>Conestoga</i> Editor	Dwayne Johnson
1981-82	
President	Mark Manglesdorf
Vice President	Chris Launius
Treasurer	Dave Wegley
Attorney General	Brent Peters

Secretary of Social Life	Meri Lou Cochran
Secretary	Missy Henderson
Secretary of Social Life	Dave Barnhart
Religious Life	Bill Murray
<i>Trailblazer</i> Editor	Becky Hoss
<i>Conestoga</i> Editor	Dwayne Johnson
1982-83	
President	Steve Hendrix
Vice President	Mike Copeland
Secretary	Sheryl Scott
Attorney General	Donna Ditto
Social Life	Steve Starett
Treasurer	Deb Warner
Social Life	Vonda Miller
Religious Life	James Amos
<i>Trailblazer</i> Editor	Deb Taylor
<i>Conestoga</i> Editor	Miche Rutledge
1983-84	
President	Mike Copeland
Vice President	Jeff Brademeyer
Secretary	Kathy Stallings
Secretary of Social Life	Becky Plummer
	Hugh Hephner
Religious Life	James Amos
Attorney General	Eric Rennie
Intramurals Director	Bill Carson
Treasurer	Dana Burpo
<i>Trailblazer</i> Editor	Dan Wray
<i>Conestoga</i> Editors	Miche Rutledge
	Deb Taylor
	Valerie Shea
1984-85	
President	Steve Starett
Vice President	Mark Hayse
Social Life	Renee Alexander
	Scott Owens
Religious Life	Bill Sunberg
Attorney General	Scott Melhoff
Treasurer	Gary Bryant
Secretary	Tami Miller
Intramurals Director	Bill Carson

Speaker of the House	Craig Coulter
<i>Trailblazer</i> Editor	Dan Wray
<i>Conestoga</i> Editor	Valerie Shea
1985-86	
President	Bill Sunberg
Vice President	Scott Owens
Treasurer	Jeff Swearingin
Attorney General	Mike Meredith
Secretary of Religious Life	Doug Van Nest
Social Life	Mark Strickland
	Debbie Michel
Secretary	Tami Miller
	Lynn Elmer
Intramurals Director	Mark Jabs
<i>Trailblazer</i> Editor	Misty Calhoun
<i>Conestoga</i> Editor	Donna Lynn
1986-87	
President	Bill Sunberg
Vice President	Chip Millhuff
Attorney General	Mark Challis
Secretary of Social Life	Mark Strickland
	Kim Haller
Secretary of Spiritual Life	Lonnie Marshall
Treasurer	Jamie Beardon
Intramurals Director	Mark Jabs
Executive Director	Lynn Elmer
<i>Trailblazer</i> Editor	Curt Robertson
<i>Conestoga</i> Editor	Donna Lynn
1987-88	
President	Mark Hayse
Social Life	Mike Asselta
	Stephanie Lady
Secretary	Lynn Elmer
Director of World Awareness	Pete Brumbaugh
Student Relations	Rick Hansen
Treasurer	Kevin Garber
Director of Spiritual Life	Jay Sunberg
Director of Promotion	Mark Challis
<i>Trailblazer</i> Editor	Carol McCowen
<i>Conestoga</i> Editor	Marlys Haun

1988-89

President	Mike Asselta
Director of World Awareness	Pete Brumbaugh
Director of Compassionate Ministries	Blair Spindle
Director of Promotion	Melody Haller
Treasurer	Dawn Van Nest
Secretary	Denise Morris
Social Life	Jeff Heyd
	Lynnet Roe
Spiritual Life	Tim Stidham
Student Relations	
<i>Trailblazer</i> Editor	Melinda Ablard
<i>Conestoga</i> Editors	Karen, Kevin, and Kim Garber

1989-90

President	Jay Sunberg
Student Relations	Jim Williams
Spiritual Life	Daniel Potter
Social Life	Pete Brumbaugh
Social Life	Teanna Matz
Treasurer	Michelle Philgreen
Secretary	Dawn Van Nest
Promotions	Melody Miller
Compassionate Ministries	Maria Cullado
World Awareness	Trevor Cox
<i>Trailblazer</i> Editors	Dawn Bornsen (fall semester)
	Melissa Hammer (spring semester)
	Kerra York (spring semester)
<i>Conestoga</i> Editors	Karen, Kevin, and Kim Garber

1990-91

President	Michelle Philgreen Gann
Secretary	Kelly Chaffin
Treasurer	Dustin Ledford
Director of Compassionate Ministries	Jodene Hinshaw
Director of Spiritual Life	Mark Morris
Director of World Awareness	Mark Brooks
Director of Student Relations	Dawn Bornsen
Director of Social Life	Lance Howard
Men's Residence Association	Rich Walker
Women's Residence Association	Jennifer Main

Special Events Coordinator	Rosalie Purcell
Promotions Director	Matt Johnson
<i>Trailblazer</i> Editor	Clyde Gooden
<i>Conestoga</i> Editor	April Loomis

**CITATION OF MERIT RECIPIENTS—
AWARDED AT GENERAL ASSEMBLY**

Dr. R. R. Osborne	1972
Dr. Robert L. Sawyer, Sr.	1976
Dr. Gerard Reed	1980
Dr. J. Glenn Songer	1985
Dr. Donald S. Metz	1989

Constitution of the Republic of Mid-America Nazarene College Fall, 1975

PREAMBLE

We the students, faculty and administration of Mid-America Nazarene College, deriving all constitutional rights and privileges from the Board of Trustees, determining to establish a democratic and instructive government, and depending upon Almighty God for wisdom and guidance, do hereby set forth this Constitution for our campus republic, THE REPUBLIC OF MID-AMERICA NAZARENE COLLEGE.

ARTICLE I

Section I. All legislative powers herein granted shall be vested in a Congress of the Republic of Mid-America Nazarene College, which shall consist of a Senate and a House of Representatives.

Section II.

1. The House of Representatives shall be composed of delegates from the states.
2. There shall be one representative for each forty citizens (and major part thereof) of a state, and each state shall have at least one representative; each representative shall have one vote in the House.
3. The House of Representatives shall elect its Speaker and adopt its rules of order.
4. Legislation concerning assessment of activity fees and the use and distribution of such fees shall originate in the House.

Section III.

1. The Senate of the Republic shall be composed of two senators from each state, each senator shall have one vote in the Senate.
2. The Vice-President of the Republic shall preside over the Senate in session, but he shall not vote except to break a tie.
3. The Senate shall elect necessary officers, including a president pro tempore to serve when the Vice-President is absent, and adopt its rules or order.
4. The Senate shall approve all presidential appointees.
5. The Senate in consultation with the Publications Committee shall nominate candidates for editor of the newspaper and yearbook.

Section IV.

1. Representatives shall be elected by the states within fifteen (15) days of the first day of classes of the Fall Term; Senators shall be elected at least ten (10) days before the close of the Spring Term.
2. Vacancies in either house may be filled immediately by the state involved.
3. Both houses of Congress shall meet weekly when classes are in regular session.
4. The President shall call special sessions of Congress as needed.

Section V: Each house shall elect its own officers, discipline its own members, determine its rules of procedure, and keep its own official record.

Section VI. The Congress may by a two-thirds (2/3) majority of both houses override a veto by the President of the Campus Republic.

Section VII. The Congress shall have the power:

1. to elect in joint session editors of the campus newspaper and yearbook.
2. to authorize and review all campus publications through the Publications Committee.
3. assess and distribute activity fees.
4. to regulate the presence and operation of motor vehicles on campus.
5. to authorize and supervise campus clubs and organizations.
6. to formulate an annual college calendar.
7. to establish and determine the method by which freshmen classes become states.
8. to delegate responsibilities for intramural activities.
9. to determine eligibility requirements and conflict of interest limitations for all legislative, executive and appointive positions.
10. to outline and implement impeachment procedures.
11. to define Republic citizenship.
12. to guide (through its standing committees and legislation) campus activities not otherwise reserved to the Board of Trustees or administration of the college in accord with the **Manual of the Church of the Nazarene**.

ARTICLE II

Section I.

1. The executive power of the Republic shall be vested in a President elected by the citizens of the Republic in a general election at least fifteen (15) days before the close of the Spring Term.
2. The President shall serve one year and direct campus activities and enforce the laws of the President.
3. The President of the Republic shall call and conduct Cabinet meetings, preside over general assemblies, make necessary appointments, deliver a State of the Republic Address to the Congress in joint-session each term, and work to uphold the ideals of the Republic.

Section II. The Vice-President shall be elected in the general election, assist the President, preside over the Senate and succeed the President in case his office is vacated.

Section III.

1. The Cabinet, with the exception of the Secretary of State, shall be elected in the general election.
2. The Secretary of Social Affairs shall be in charge of Republic social activities in collaboration with the Dean of Student Affairs.
3. The Secretary of Religious Affairs shall direct the religious activities of the campus.
4. The Secretary of the Republic shall keep and file minutes of Cabinet meetings, record the financial affairs of the Republic and assist the President in secretarial matters.
5. The Attorney-General shall supervise the campus courts, construe the constitution for the President and represent the Republic before the Supreme Court.
6. The Secretary of State shall be a member of the Administration or faculty and shall be appointed by the President of the Republic, in consultation with the Cabinet.

Section IV.

1. Candidates for President, Vice-President and Cabinet positions, with the exception of the Secretary of State, shall be nominated by the Senate or placed on the ballot by a petition containing twenty-five percent of the electorate's signatures.
2. Should any of the offices in the Cabinet become vacant, for any reason, the vacancy shall be filled by presidential appointment within two weeks for the remainder of the year.

Section V.

Executive officials and editors of the newspaper and yearbook, shall receive remuneration for their services, as designated by the Congress.

ARTICLE III

Section I.

The Judicial power of the Republic shall be vested in one Supreme Court and in such inferior courts as the Congress may from time to time ordain and establish.

Section II.

1. The composition of the Supreme Court shall be as follows: Chief Justice appointed by the President of the College, and four faculty and four student justices appointed by the president of the Republic.
2. Supreme Court appointees shall be confirmed by the Senate.
3. Supreme Court appointments shall be made in accordance with the following rules:
 - a. There shall be four student justices: one sophomore, one junior, two seniors. To maintain continuity, each student justice must progress annually to a higher academic classification, or submit his resignation. Vacancies shall be filled to maintain this ratio.
 - b. There shall be four faculty members; each shall be appointed for four-year terms. Vacancies shall be filled for the remainder of an unexpired term. (For the year 1972-73, one shall be appointed to a one-year term, one to a two-year term, one to a three-year term, and one to a four-year term. After this year, all appointments shall be made for four years.)
 - c. The Chief Justice, appointed by the President of the College, shall serve a four-year term.

Section III. The Supreme Court shall have the power:

1. To invalidate unconstitutional laws.
2. To review, upon appeal, decisions of inferior courts.
3. To consider, as within its original jurisdiction, disputes affecting the body politic.
4. To hear, if assigned, cases referred to it by the college administration.

Section IV. Supreme Court decisions shall be subject to review and reversal by the college administration.

ARTICLE IV

The States (student classes, the faculty, the administration) shall be guaranteed a republican government, organized at their discretion, and shall reserve to themselves all natural powers not delegated to the Republic.

ARTICLE V

Following petition from twenty-five per cent (25%) of the citizenry, the Republic shall, in called convention, consider initia-referendum and recall proposals.

ARTICLE VI

Section I. This Constitution shall be amended as follows: an amendment must be approved by two-thirds (2/3) of both houses of Congress or by a majority of state legislatures, and then submitted to special convention of the eligible citizens of the Republic; if the amendment is approved by a simple majority in convention it shall be adopted.

Section II. If such an amendment shall revise or supplant an article of the Constitution or any part thereof, it shall be written into the Constitution annually by the Secretary of the Republic preceding Federal Elections.

If the amendment does not in any way alter an existing portion of the Constitution, that amendment shall remain as such.

ARTICLE VII

This Constitution shall be ratified by a two-thirds (2/3) majority of those voting in open convention.

EUROPEAN NAZARENE BIBLE COLLEGE
GRADUATES—1978-90

1978	Wilfried Ache Ludwig Duncker
1980	Jamil El-Mousa Qandah Maya Buhner Giovanni Cereda Sylvia Locher Thomas Vollenweider
1981	Joao Esteves Ulf Weisensee
1982	Eduard Meenderink
1983	Nunzio Faranda Fred Kooger Monica Lau Gert van Immerzeel
1984	Maarten van Immerzeel Joao Pedro Pereira
1985	Anneka Antoons Klaus Arnold Ernest Bodamer Jurgen Woithe
1986	Peter Thomsen
1987	Ekkehard Martin Buchi Andrew John Cheatle
1988	Bruno Adalbert Gasper Andrew Timothy Reynard
1989	Ulrich Bartsch Walter Bosch
1990	Alexander Breitenbach Kaj Ove Bollerup Katja Klauser Johann Voth Michael Zita
1991	Gerhard Walter Brockhaus Niclaas Catsburg Johann Kaiser Markus Klauser Nikolij Sawatsky Wolfgang Michael Schwartzfisher Ute Zedel Betty Lou Zita

FACULTY (EMERITI)

Maurine Dickerson
 Donald S. Metz
 Donald Minner
 Gary Moore
 Gertrude Taylor
 Mattie Uphaus

FACULTY (FULL-TIME)

Ackermann, John	1980-81
Ackerson, Jim, Sr.	1979-83, 1987-
Ackerson, Jim, Jr.	1979-89
Adams, J. Wesley	1977-83
Ammons, Curtis	1981-
Baldrige, Terry	1982-
Baldwin, Dean	1973-74
Ball, Victor	1975-77
Bancroft, Stephen	1975-81, 1985-86
Barnell, Jack	1987-
Bell, Keith	1968-
Bennett, J. Phillip	1976-
Blake, Tyler	1991-
Brower, Robert	1983-
Brown, Wanda	1970-71
Bryant, William	1977-78
Buxie, Kathy	1974-
Caldwell, Bobby	1980-85
Cantwell, Richard	1969-85
Carroll, Richard E.	1971-73
Carter, John	1975-79
Chambers, Leon	1969-71
Chambers, Mildred	1969-71
Church, Edith	1969-71
Clark, John	1972-
Cockroft, Robert	1971-73
Coffey, Kenneth	1970-71
Cole, Stephen	1969-
Cook, MayLou	1979-83
Cooper, Ronald	1980-83
Copeland, Robert	1971-81

Corbett, Ruth	1978-86
Costley, John	1984-85
Crain, Maxine	1971-87
Creekbaum, Linda	1972-73
Crocker, Dennis	1986-
Crow, Kenneth	1980-86, 1988-
Cunningham, Barry	1984-86
Cunningham, Mary Jo	1979-87
DeGraffenreid, Gordon	1975-91
Deisher, Phyllis	1982-86, 1990-
Dickerson, Maurine	1967-86
Dobson, James	1971-72
Drummond, Robert	1980-
Edlin, James	1988-
Evans, Charlotte	1981-82
Evensen, Gregory	1979-80
Fell, Glenn	1987-88, 1989-
Fine, Larry	1969-
Fleenor, Dorothy	1983-
Ford, Mark	1991-
Forsythe, Steven	1982-84
Frizane, Daniel	1979-82
Frisbie, Lee	1981-82
Fruehling, Douglas	1989-
Galloway, Mary Alyce	1968-
Gardner, Theda	1971-72
Golden, Mark	1976-79
Goodman, Lawrence	1982-87
Gough, Michael	1984-
Greathouse, Janice	1968-69
Haffey, Larry	1986-
Harbin, Elmer (Bud)	1968-75
Haskin, Lynn	1975-76
Hendrickson, Paul	1974-
Henning, Douglas	1991-
Hill, Ron	1972-82, 1988-
Holstein, Kenneth	1980-81
Howard, Marta	1979-85, 1990-
Huang, Julius	1973-74
Jakobitz, Jeffrey	1990-
John, Floyd	1977-85
John, Martha	1977-85

Johnston, Jon	1974-75
Jones, Mary	1988-
Kells, Karolyn	1982-89
Ketterling, Jay	1987-89
King, Evelene	1975-84
Kitchin, Carl	1974-87
Koehler, Beverly (Privett)	1979-81
Korner, Barbara (Oliver)	1978-79
Krumlauf, Jane	1977-82
Kruse, Carl	1968-77
Lane, Gerald	1970-82
Lang, Lea	1978-87
Larson, Susan	1989-
Lawlor, Ron	1973-83
Lawrence, Robert	1968-75
Laws, Melvin	1978-89
Laws, Ruth	1982-84
Linsey, Clarence	1974-
Lunn, Alma Jean	1968-76
Martinez, Barbara	1982-
Main, James	1968-
Mann, Ed	1971-74
Mantock, Charlene	1982-88
McBirnie, Robert	1971-72
McClellan, Karen	1968-72, 1986-
McClellan, Ron	1990-
McCloy, Richard	1970-71
McCreery, Ruth	1988-90
McGee, Corlis	1990-
McKellips, Dianne	1974-75
McLane, Michael	1991-
Medcalf, Louise	1990-91
Metz, Donald	1968-83
Michael, Phyllis (Jones)	1968-71
Millhuff, Jeanne	1987-
Millikan, M. Dean	1973-74
Mills, K. Gary	1988-90
Minner, Donald	1974-84
Moody, Walter	1971-74
Moore, Darrell	1987-89
Moore, Frank	1985-
Moore, Gary	1969-79, 1982-89

Moore, Sue	1991-
Morrison, Ray	1986-
Morrison, William	1981-
Morrow, Charles	1980-89
Moss, Crayton	1978-80
Munn, Janis	1978-80
Norton, Robert	1981-
Oddo, Marilyn	1978-79
Oke, Arvin (Research Prof.)	1988-
Owens, Donald	1985-89
Padgett, Jeffrey	1978-80
Parrott, Mary Lou	1981-87
Peck, Arlie	1971-83
Perryman, Roy	1971-73
Peterson, Cindy	1991-
Peterson, Steve	1980-86
Pfautz, Teresa	1982-84
Phillips, Ron	1970-71
Plott, Herman	1984-85
Powers, Verla	1986-
Prince, John	1972-74
Rairdon, Jack	1968-74
Raser, Joy	1991-
Rasmussen, Eugene	1975-80
Ream, Cathy	1988-
Reed, Gerard	1968-84
Reed, Roberta	1968-69
Reglin, Anita	1978-82
Reglin, G. Ray	1977-82, 1986-
Reglin, Russell	1990-
Roberts, Karen	1982-84
Rohe, C. James	1989-
Sawyer, Robert	1968-
Schadt, Florence	1979-80
Schaeffer, Janice	1985-90
Schafer, Virginia (Fisk)	1983-
Selfridge, Deborah	1980-82
Shepherd, Lauris	1969-70
Simpson, Janet	1987-
Smith, Barth	1973-
Smith, David E.	1973-77, 1982-84
Smith, David L.	1986-87

Smith, Kathy	1972-
Smith, Palma	1979-
Smith, Patricia	1974-87
Snowbarger, Vincent	1973-74
Sorrells, Fred	1977-78
Spindle, Richard	1980-
Springfield, Lynn	1977-87
Stafford, Robert	1978-80
Stelting, Donald	1977-
Stephens, John	1970-
Stevens, Cheryl (Hancock)	1973-74
Stevens, Pam	1981-83
Stewart, Fred	1979-84
Swenson, Sally	1988-
Taylor, Gertrude	1968-74
Taylor, W. Lloyd	1978-
Thompson, Wendell	1970-71
Toates, Catherine	1978-79
Tracy, Wesley	1976-77
Traver, Roger	1972-75
Uphaus, Mattie	1970-76
Walser, Eric	1983-
Wegley, David	1989-
Welch, Donald	1991-
Williams, Paul	1981-84, 1987-
Wilson, John	1976-89
Wilson, LeAnna	1981-87
Wilson, Mark	1980-83
Wiseman, Bonnie	1978-79
Wissmann, Jeanne	1987-
Wood, Carlton	1975-

FACULTY (ADJUNCT)

Alms, Thomas	Bays, Joshua
Alumbaugh, Ramona	Bell, Keith
Apple, Dennis	Bond, Dick
Apslund, Mark	Booth, M. Jody
Baker, Roy	Brenner, Lawrence
Baldwin, Gloria	Brockhaus, Gerhard
Bancroft, Claire	Brower, Bob
Bancroft, Stephen	Brown, Robert

Brown, Wanda
Buck, Betty
Bulakowski, Carole
Burr, James
Burrigh, Phil
Carey, Bob
Carroll, James
Carroll, Joyce
Carter, John
Church, Edith
Clasen, Susie
Clothier, Grant
Coffey, Kenneth
Coulter, Gary
Craighead, Ray
Crain, William
Cunningham, Jo
Curttright, Nancy
Davey, Randall
Dean, Milton
Dearing, Rosemarie
DeSollar, Karen
Dickerson, Maurine
Dilts, Cheryl
Dilts, Ella
Donovan, Sharon
Doolittle, Carolyn
Douglass, Charlene
Downs, Jeannette
Draper, Frances
Drummond, Bob
Dunlap, Martin
Eaton, Don
Ebling, Kenneth
Eley, Adrin
Evans, Charlotte
Evans, Connie
Evans, David
Feighny, Karen
Fitzgerald, Paul
Fitzgerald, Susanna
Flemming, Dean
Ford, Mark
Franco, Esther
Franco, Sergio
Frisbie, Lee
Gailey, Doris
Galloway, Chet
Galloway, Mary Alyce
Gardner, Dorothy
Garton, Mary Lou
Gates, Roma
Gersh, Mary
Gilbert, O. Terry
Gillihan, Carolyn
Gilliland, Margaret
Gilmore, Kevin
Glickley, Stephen
Goodman, Bert
Goodman, Lawrence
Gorton, Kenneth
Haas, Sylvia
Hanson, Rick
Harbin, Jane
Hardin, Tim
Harper, Duane
Harris, Carol
Harris, Peggy
Harris, Samuel
Haskin, Lynn
Hastie, Fred
Hayes, Betty
Heim, Max
Henck, Ruth
Holstein, Mary Jane
Houghten, Diane
Huddleston, Janet
Hunter, Robert
Johnson, Charlene
Johnson, Robert
Jones, Kathy
Keller, Bud
Ketner, Jerrold
Ketterling, Jay

Keyton, Mary
Knight, Justine
Koehler, Beverly (Privett)
Krumlauf, Dennis
Kruse, Kathleen
Kruse, Michael
Lamar, Jon (Rocky)
Langseth, Christopher
Larson, Jack
Larson, Keith
Larson, Reba
Lawrence, Robert G.
Laws, Ruth
Lemke, Lynn
Leonard, Gay
Lossing, Jim
Luby, Dee
Lyne, Les
McClellan, Karen
McClellan, Ronald
McCracken, Fred
McKellips, Dianne
Merrill, Bryan
Metz, Donald
Michael, Phyllis
Miller, Beth
Millhuff, Jeannie
Mills, K. Gary
Mitchell, Carol
Moody, Walter
Moore, Gary
Moore, Sue
Munn, Janis
Neihart, Carlene
Nelson, Dan
Norton, Zola
O'Sullivan, Deborah
Oddo, Marilyn
Oke, Arvin
Ollenberger, Texanna
Olson, Harold
Orjala, Mary
Owens, Don
Owens, Greg
Parrott, Roger
Perry, Elaine
Peterson, Cindy
Phillips, Ron
Pickering, Carolyn
Quick, Cherie
Ramsey, Bob
Raser, Joy
Reed, Roberta
Reed, Sherman
Reglin, Anita
Rice, Jerald
Rodriguez, Gabriel
Rohe, Carolyn
Sadler, Nadine
Salmons, Robert
Salter, Debbi
Sauvan, Robert
Scanlon, Stanley
Seager, Randal
Segura, Millie
Sikes, Ray
Simms, Robert
Smith, Michael
Smith, Palma
Smith, Shirley
Smith, Steven
Snowbarger, Theron
Snowbarger, Vincent
Songer, Glenn
Spohn, Paul
Spruill, Joyce
Start, Sheryl
Steinle, Gordon
Stephens, John
Strong, Delpha
Taylor, Deborah
Taylor, Glenn
Taylor, Sara
Tibbetts, Norman

Toates, Catherine
 Tracy, Wesley
 Traver, Roger
 Tully, Kathleen
 Turner, Fred
 Uphaus, Mattie
 Van Dyne, Debi
 Vomhof, James
 Weathers, Hardy
 Webb, Billy
 Welch, Don
 Welch, Doris
 Whitsett, Eleanor
 Wienecke, Jeannette

Williams, Larry
 Williams, Paul
 Wilmoth, Harriet
 Wilson, John A. R.
 Wilson, Leanna
 Wilson, Paul
 Wiseman, Bonnie
 Wiseman, Neil
 Witzke, Ronald
 Wood, Shirley
 Wray, Karen
 Wright, Pal
 Zech, Arthur
 Zimmerman, John

FACULTY SERVICE AWARDS

Fall, 1976-77

10 Years

Curtis Smith

Fall, 1977-78

10 Years

Donald Metz

Robert L. Sawyer, Sr.

Fall, 1978-79

10 Years

Keith Bell

Maurine Dickerson

Mary Alyce Galloway

Jim Main

Fall, 1979-80

10 Years

Steve Cole

Larry Fine

Fall, 1980-81

10 Years

John Stephens

Fall, 1981-82

15 Years

Curtis Smith

Fall, 1982-83

15 Years

Donald Metz

Robert L. Sawyer, Sr.

10 Years

John Clark

Kathy Smith

Fall, 1983-84

15 Years

Keith Bell

Mary Alyce Galloway

James Main

Fall, 1984-85

15 Years

Richard Cantwell

Steve Cole

Maurine Dickerson

Larry Fine

10 Years

Kathy Buxie

Maxine Crain

Paul Hendrickson

Carl Kitchin

Gary Moore

Barth Smith	10 Years
Pat Smith	Lea Lang
Fall, 1985-86	Mel Laws
15 Years	Pam Smith
John Stephens	W. Lloyd Taylor
10 Years	Fall, 1989-90
Gordon DeGraffenreid	20 Years
Karen McClellan	Steve Cole
Harry Russell	Larry Fine
Carlton Wood	15 Years
Fall, 1986-87	Paul Hendrickson
15 Years	Clarence Linsey
Maxine Crain	Barth Smith
10 Years	10 Years
J. Phillip Bennett	Bob Brower
John R. M. Wilson	Fall, 1990-91
Fall, 1987-88	20 Years
20 Years	John Stephens
Robert L. Sawyer, Sr.	15 Years
15 Years	Gordon DeGraffenreid
John Clark	Karen McClellan
Kathy Smith	Harry Russell
10 Years	Carlton Wood
Donald E. Stelting, Sr.	10 Years
Fall, 1988-89	Bob Drummond
20 Years	Virginia Schafer
Keith R. Bell	Richard Spindle
Mary Alyce Galloway	
James Main	

GAMMA EPSILON—DONALD S. METZ AWARD

Donald S. Metz	1974
Gerard Reed	1975
Carl Kruse	1976
Robert L. Sawyer, Sr.	1977
Larry Fine	1978
Ronald Lawlor	1979
Lloyd Taylor	1980
Maylou Cook	1981

J. Wesley Adams	1982
Maxine Crain	1983
John R. M. Wilson	1984
Richard Spindle	1985
Larry Fine	1986
Michael Gough	1987
Frank Moore	1988
Robert L. Sawyer, Sr.	1989
Charles Morrow	1990 (Awarded posthumously)
Michael Gough	1991

GRADUATION SPEAKERS AND HONORS

<i>Year</i>	<i>Baccalaureate</i>	<i>Commencement</i>	<i>Valedictorian</i>
1972	Dr. R. Curtis Smith	Honorable Robert J. Dole	Wilma Pettijohn
1973	Dr. Walter H. Judd	Dr. Harold W. Reed	Ruth Munguia
1974	Dr. Kenneth Pearsall	Congresswoman Edith Green	Charlotte Runyon
1975	Dr. Donald J. Gibson	Congresswoman Martha Keys	Dixie D. Clark Dale E. Jones Dean E. Flemming Lorie Orjala
1976	Dr. R. Curtis Smith	Dr. Edward Rozak	Malia Hammerstrom Denise H. McKain Carl J. Kruse
1977	Dr. R. Curtis Smith	Dr. Bennett Dudney	Karen Daugherty Carla J. Mullins Franklin R. York
1978	Dr. R. Curtis Smith	Dr. Orville Jenkins	Janell Crenshaw Gregory D. Owens Alicia D. Quint Stephen L. Taylor
1979	Dr. Mark R. Moore	Rev. Bill Draper	Jerald E. Rice Anita Schroeder
1980	Dr. R. Curtis Smith	Rev. Bill Sullivan	David W. Hayes Jay F. Ketterling Sonya W. Martin Jane L. Peterson Robert L. Sawyer, Jr.
1981	Dr. Eugene Stowe	Rev. Charles Millhuff	C. Marlo Brown
1982	Dr. R. Curtis Smith	Dr. Dennis Kinlaw	Kayla Davis Dawn Presson
1983	Dr. Donald S. Metz	Dr. Charles Strickland	William Belanger Chris S. Launius Philip L. Newlin Von W. Unruh

1984	Dr. R. Curtis Smith	Dr. Leslie Parrott	Michael Baughman Gregory D. Crow D. Jean Eidt Kenton Harbour Brenda G. Kern David Brent Laytham David W. Meredith Bradley W. Strong Laura L. Tader Paul D. Weishaar
1985	Dr. R. Curtis Smith	Dr. Paul G. Cunningham	Sandra K. Mueller Janet K. Pauley Kristina S. Peoples David M. Riley
1986	Dr. Donald Owens	Dr. Raymond W. Hurn	A. Daniel Pinheiro Richard P. Wolff
1987	Dr. Donald Owens	Dr. Ted Ward	Jerry D. Clonch Judy L. Korb
1988	Dr. Paul Cunningham	Dr. Anthony Campolo	Stephanie J. Lady
1989	Dr. Donald Owens	Dr. William Greathouse	Maureen K. Mahr
1990	Dr. Richard Spindle	Dr. William J. Prince	Mark G. Hinsin Julia E. Ness Baerbel E. Wood
1991	Dr. Richard Spindle	Dr. Myron Augsburg	Connie Lam Angela Dunham Long

HONORARY ALUMNI PRESIDENTS

Dr. Otto Theel
Ed Redinger
Wayne Babb

HONORARY DEGREES

Norman Bloom	1975	D.D.
Paul G. Cunningham	1975	D.D.
R. R. Osborne	1977	LL.D.
Gene Williams	1977	D.D.
Forrest Whitlatch	1977	D.D.
Richard Zanner	1978	D.D.
C. Marselle Knight	1978	D.D.
Maurine Dickerson	1978	D.Litt.
Bill Draper	1979	D.D.
Milton Parrish	1979	D.D.
Gary Moore	1979	D.Litt.

Chuck Millhuff	1980	D.D.
James Hester	1980	D.D.
R. Curtis Smith	1985	D.D.
Blaine Proffitt	1985	LL.D.
Donald P. Moyers	1985	LL.D.
E. Lawrence Goodman	1988	LL.D.
D. Ray Cook	1989	LL.D.
Hiram E. Sanders	1989	D.D.
C. Hardy Weathers	1989	D.H.L.
Harry O. Lytle, Jr.	1990	LL.D.
Dwight Neuenschwander	1990	D.D.
Russell Human	1991	D.D.

CITATION OF MERIT

Charles K. Morrow	1990	(posthumously)
Virgil Ramsey	1991	

DISTINGUISHED COMMUNITY SERVICE AWARD

Melvin L. Winters	1991
Superintendent of Olathe School District	

JUNIOR MARSHALS

1972	Franklin Moore Ruth Munguia
1973	Darrell Anderson Charlotte Runyon
1974	Dixie Clark Lorie Orjala Dean Flemming
1975	Jim Kruse Beverly Anderson Malia Hammerstrom Denise Hunnicutt
1976	David Culp Frank York Steve Taylor

	Karen Daugherty
	Jill Mullins
1977	Janell Crenshaw
	Gregory Owens
	Alicia Quint
1978	Anita Newman Schroeder
	Matthew Dunham
1979	David Hayes
	Robert L. Sawyer, Jr.
	Sonya Williams
1980	Mark Burpo
	Randy Stone
1981	Kayla Davis
	Dawn Presson
1982	William Belanger
	Trudy Tharp
1983	Gregory Crow
	Brenda Kern
	Janet Pauley
	Bradley Strong
1984	Beth Speak
	Gary Lenn
	Randy Snowbarger
	Patrice Dohrer
1985	Gregory Dean
	Richard Wolff
1986	Jerry Clonch
	Stephanie Lady
1987	Richard Hansen
	Rhonda Newberry
1988	Paul Burgett
	David Smith
1989	Jeffrey White
	Julia Ness
1990	Denise Campbell
	Rochelle Campbell
	Angela Dunham
	Karen Tetzloff
1991	Lisa R. Downs
	Shawn L. Haring

KINGS AND QUEENS**Homecoming Kings**

Mike Asselta	1988-89
Kevin Koker	1989-90

Sweetheart Queens

Maridel Mink	1968-69
Joyce Shepherd	1969-70
Jo Edlin	1970-71
Sherri Bott	1971-72

Sweetheart Couples

Janice Compton	1972-73
Dave Ringhiser	
Lorie Orjala	1974-75
Randy Beckum	
Darlene Blowers	1975-76
Mike Brooks	

Silver Belle Queens

Jo Goodman	1968-69
Julie Bonness	1969-70
Eddie Sauer	1970-71
Bobbie Learn	1971-72
Julie Olson	1972-73
Judy Russell	1973-74

Homecoming Queens

Jeanne Orjala	1973-74
Lorie Orjala	1974-75
Darlene Blowers	1975-76
Marilyn Clem	1976-77
Janelle Crenshaw	1977-78
Becky Zachow	1978-79
Diane Couchenour	1979-80
Jean Bondy	1980-81
Becky Minor	1981-82
Missy Henderson	1982-83
Dana Burpo	1983-84
Sandy Sunberg	1984-85
Debbie Michel	1985-86

Jalene Todd	1986-87
Stephanie Lady	1987-88
Lynnet Roe	1988-89
Teanna Matz	1989-90

PHI DELTA LAMBDA—IOTA CHAPTER

Phi Delta Lambda Officers

<i>Year</i>	<i>President</i>	<i>Vice President</i>	<i>Sec.-Treas.</i>
1972-73	Keith Bell	Bob Sawyer	Maurine Dickerson
1973-74	Keith Bell	Bill Webb	Maurine Dickerson
1974-75	Bill Webb	Gerard Reed	Maurine Dickerson
1975-76	Gerard Reed	Bob Sawyer	Jeanne Orjala
1976-77	Bob Sawyer	Mary Alyce Galloway	Jeanne Orjala
1977-78	Mary Alyce Galloway	Keith Bell	Kathy Kruse
1978-79	Keith Bell	Jill Mullins	Dixie Lawlor
1979-80	Jill Mullins	Arlie Peck	Dixie Lawlor
1980-81	Arlie Peck	Maurine Dickerson	Brenda Hook
1981-82	Maurine Dickerson	Maxine Crain	Jane Adams
1982-83	Maxine Crain	James Main	Jane Adams
1983-84	James Main	Kathy Buxie	Karen McClellan
1984-85	Kathy Buxie	Paul Hendrickson	Karen McClellan
1985-86	Paul Hendrickson	Larry Fine	M. A. Galloway
1986-87	Larry Fine	Richard Spindle	M. A. Galloway
1987-88	Richard Spindle	John Wilson	M. A. Galloway
1988-89	John Wilson	Kathy Kruse	M. A. Galloway
1989-90	Kathy Kruse	Bob Drummond	M. A. Galloway
1990-91	Bob Drummond	Deanna Martin	Kenneth Crow
1991-92	Deanna Martin	Bob Crew	Kenneth Crow

THE PRESIDENT'S AWARDS

Administrator of the Year

Bob Brower	1987
Harold Olson	1988
Kenneth Crow	1989
Margaret Gilliland	1990

Faculty of the Year

Richard Spindle	1987
J. Phillip Bennett	1988
Stephen Cole	1989
Michael Gough	1990

Staff of the Year

Carolyn Bohi	1987
Rollin Gilliland	1988
Wanda Wood	1989
Connie Elliott	1990

Pioneer Pride Award for Campus Beautification

Dennis Miller	1990
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**SEARS-ROEBUCK FOUNDATION AWARD FOR
EXCELLENCE IN TEACHING**

Paul Hendrickson	1990
Palma Smith	1991

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES*1970-71*

Jim Edlin	Kathy Ness
Cheryl Hancock	Edie Sauer
Ron Lawlor	Bob Sisson
Chris Manbeck	Mike Smith
Jim Mullins	

1971-72

Allen Brown	Chris Manbeck
Don Cox	Jack McCormick
Cheryl Hancock	Kathy Ness
Brenda Case Jolley	Saralyn Schmidt
Randy Jones	Judy Urwiller
Bob Lawrence	

1972-73

Ron Attig	Frank Moore
Bill Bray	Ruth Munguia
Bob Broadbooks	Joy Nash
Dean Flemming	Paul Nicholson
Dan Gray	Darrell Ranum
Joe Knight	Kathy Rogers
Joan Lundstrom	Belinda Smith
Jolaine Maine	Woodie Stevens

1973-74

Darrel Anderson	Dan Nelson
Alex Burrus	Jeanne Orjala

Paul Clem
 Dean Flemming
 Lyle Gibbens
 Nikki Ingram
 Tim Komoto
 Wayne Moss

1974-75

Randy Beckum
 Jacqueline Blystone
 Susan Borgeson
 Mike Brooks
 Linda Brubaker
 Dixie Clark
 Steve Clark
 Paul Clem
 Kathy Diehl
 Robbin Draper
 David Garrett

1975-76

Randy Beckum
 Don Bell
 Paul Benson
 Carl Black
 Darlene Blowers
 David Blowers
 Linda Bolerjack
 Cynthia Brooks
 Mike Brooks
 Marilyn Clem
 Carol Franklin
 Bill Garlow

1976-77

Kathleen Anderson
 Don Byrd
 Marilyn Clem
 Jim Coburn
 Carl Craig II
 Ray Craighead
 Karen Daugherty
 Stan Doerr
 Don Dunn

Darrell Ranum
 Kathy Rogers
 Mike Slaven
 Nancy Steinmetz
 Archie Wilson

John Hill
 Jim Kruse
 Kathy Kruse
 Judy Lawlor
 Cindy Lucas
 Susan Lunn
 Debbie Morgan
 James Mullins
 Lorie Orjala
 Don Walter
 Roger Willard

Malia Hammerstrom
 Denise Hunnicut
 Jim Kruse
 Jon Lamar
 Susan Lunn
 H. David McKellips
 James Mullins
 Dean Nelson
 Jimmie Olson
 Beverly Smith
 Roger Willard

Craig Lakey
 Eunice Marlin
 H. David McKellips
 C. Jill Mullins
 David Ness
 Rick Power
 Cheri Quick
 Lydia Street
 Sharlene Sukraw

Mark Fuller
Bill Garlow
Doug Johnson
Stephen Ketner

1977-78

Don Bird
Tim Brown
Jan Clem
Jim Coburn
Carl Craig
Janell Crenshaw
Daniel Franco
Kathy Holmes Frizzell
Stephen Ketner
Sherry Leewright
Deborah MacCallum
Larry McKain

1978-79

Terry Armstrong
Mary Glecker Barnes
Richard Barnes
Ronda Becker
Kandra Conant
Karen Crow
David Durey
Randy Garner
LeRay Glendenning
Lesla Martin Glendenning
David Hayes
Denise Johnson

1979-80

Richard Barnes
Susa Brown
Tim Burns
Curt Christensen
Brenda Coburn
Randy Garner
David Hayes
Jay Ketterling
Sandy Kraus

Tina Thuston
Kelley Underwood
Franklin York

Becky Moore
Cindy Norsworthy
Greg Owens
Rick Power
Richard Roswurm
Stephen Taylor
Vicki Taylor
Tina Thuston
Kelly Underwood
Brenda Wade
Kenneth York

Jan Ketterling
Bradley King
Jane Peterson
Karen Phillips
Jerry Rice
Robert L. Sawyer, Jr.
Gaylene Schott
Anita Newmann Schroeder
Kathryn Smith
Randy Stone
Kristen Underwood
Lynnette Whittington

Mike Kruse
Tim Miller
Jane Petersen
Kris Reisdorph
Robert L. Sawyer, Jr.
Gil Schwenk
Charles Sciolaro
Bambi Stranz

1980-81

Steve Betts
LaVonna Bryant
Shana Burr
Christine Jan Chalstrom
Teresa Christie
Tamsel Conant
Bob Crew
Gary Daud
Kayla David
Judy Doyle
Jill Goff
Heather Hunton
J. Dwayne Johnson
Jenise L. Kadlecik

Kirk Keller
Mike Kruse
Mark Mangelsdorf
Tim Miller
Cindy Newlin
Tim Norden
Dian Powers
Dawn Presson
Doris Ramsey
Allen Schlegel
Kathy Taylor
Mark Vernon
Scott Wagendorf
Earlene Wolfe

1981-82

Eric Ammons
Steve Betts
Susan Burns
Dave Childers
Tamsel Conant
Michael Cullado
Kayla Davis
Edna Doerflinger
Carla Johnson
Dwayne Johnson
Susie Johnson
David Kobayashi
Chris Launis

Mark Mangelsdorf
Phillip Martin
Phil Newlin
Julie Nicholson
Jan Oyler
Dawn Presson
Phil Rhoades
Bill Sawyer
Melissa Tedlock
Rod Thelander
Mark Vernon
Crystal Wiczorek

1982-83

Eric Ammons
William Belanger
Judith Belzer
Kathi Brobeck
Greg Crow
Connie Davis
Don Diehl
Edna Doerflinger
Priscilla Dohrer
Wayne Fritch
Trudy George

Jeff Jakobitz
Carla Johnson
Kandy Johnson
Chris Launius
Brent Laytham
Dave Meredith
Philip Newlin
William Sawyer
Bradley Strong
Deborah Taylor
Von Unruh

Steve Hendrix
Benjamin Herman

1983-84

Judy Belzer
Sandy Burns
Dana Burpo
Peggy Cullado
Lori Cunningham
Greg Crow
Doug Diehl
Wayne Fritch
Kenton Harbour
Steve Hendrix
Marni Howard
Lori Hubbard

1984-85

Edward Belzer
Sandra Burns
Timothy Calhoun
Sherri Chittum
Susan Chu
Peggy J. Cullado
Steven Culp
Douglas Diehl
Julie Drummond
Priscilla Fields
Jill Jones
Scott S. Johnson
David D. Knapp
Scott C. Laird

1985-86

Ed Belzer
Jerrold Clonch
Michelle Coon
Reagan Cox
Hilary Crain
Julie Drummond
Justina Elce
David Frees
Marie Frees
Terry Frizzell

Paul Weishaar
Mark Wood

Brenda Kern
Lori Kraemer
Brent Laytham
Marilyn Linsey
Dave Meredith
Janet Pauley
Lynn Pickens
Dave Riley
Faye Anne Sommerville
Deb Taylor
Scott Van De Veer
Paul Weishaar

Marilyn A. Linsey
Janet K. Pauley
Kristina R. Peoples
Daniel Pinheiro
David M. Riley
J. Steve Starett
Connie L. Stevens
William R. Sunberg
Brook A. Thelander
Marni Van De Veer
Scott Van De Veer
Richard Wolff
Karen M. Young

Tammy Laird
Gary Lenn
Ronita Lewis
Mike Meredith
Rick Morken
Cliff Pemble
Rebecca Peoples
A. Daniel Pinheiro
Randy Snowbarger
Bill Sunberg

Clifford Hance
 Stanley Hinshaw
 Connie Ingersoll
 Jill Jones
 Scott Laird

1986-87

Chris Abke
 Shelley Atkinson
 Forrest Brandt
 Jerry Clonch
 Shari Colaw
 Hilary Crain
 Judy Edwards
 Denise Fisher
 David Frees
 Lisa Frisbie
 Rick Hanson
 Jeremi Heiney
 Stan Hinshaw
 Karol Kliewer

1987-88

David J. Allison
 Michael J. Asselta
 Paul M. Burgett
 Rhonda G. Burns
 Rhondalyn S. Calhoun
 Shari Colaw
 Lynn Elmer
 Kimberly A. Emerson
 Lisa M. Frisbie
 Karen S. Garber
 Richard D. Hanson
 Mark A. Hayse
 Robert J. Kern
 David P. King

1988-89

Melinda Ablard
 Elizabeth Adams
 Mike Asselta
 Tracy Atteberry
 Sonja Barnes

Jeff Swearingen
 Vern Wesley
 Rick Wolff
 Lucy Yangmi
 Karen Young

Stephanie Lady
 Donna Lynn
 Lonnie Marshall
 Rob McCauley
 Carol Meade
 Charles L. Millhuff
 Scott Owens
 Tonya Snowbarger
 Mark Strickland
 Bill Sunberg
 Jeffrey Swearingen
 Curtis Wieczorek
 Michael Yoesel

Karol S. Kliewer
 Jon R. Kroeze
 Stephanie J. Lady
 Richard T. Laytham
 Lisa R. Martin
 Beth A. Marvin
 Robert L. McCauley
 Charles L. Millhuff
 Denise R. Morris
 Christy M. Morrow
 Tim J. Stidham
 Mark A. Strickland
 Michael A. Yoesel

Lori Houston
 Bob Kern
 Todd Laytham
 Tim Mallott
 Lisa Martin

Pete Brumbaugh
Paul Burgett
Aloha Burkhardt
Philip Crow
Kelly Decker
Chad Dunn
Lynn Elmer
Karen Garber
Glenda Hardecke
Mark Hinson

1989-90

Melinda Ablard
Roger Allen
Diane Arnold
Dawn Bornsen
Mark Brown
Pete Brumbaugh
Dianna Burch
Aloha Burkhardt
Denise Campbell
Rochelle Campbell
Dee Conlon
Trevor Cox
Barbara Damron
Jim Furhas
Clyde Gooden
Melissa Hammer
Earla Hardecke
Glenda Hardecke
William Haworth

1990-91

Roger D. Allen
Tami L. Arni
Lynette L. Baltzell
Karen S. Barlow
Dawn L. Bornsen
Mark A. Brown
Denise N. Campbell
Rochelle D. Campbell
Clint Rowdy Clapper
Trent C. Cole

Denise Morris
Christine Morrow
Lynnet Roe
Dave Smith
Tim Stidham
Jay Sunberg
Jeff Uphaus
Jim Williams
Melanie Wright

Andrea Herman
Mark Hinsen
Mark Knipmeyer
Doug Lewis
Clara Maddox
Deborah Morrow
Julia Ness
Johnna Palmer
Michelle Philgreen
Leslie Pierce
Deanna Rison
Vernita Rolle
Tracy Smith
Jay Sunberg
Myron Unruh
Shelly Weathers
Jeffrey White
Baerbel Wood
Melanie Wright

Doug D. Lewis
Angela M. Long
Timothy A. Mallott
Deborah L. Morrow
Tracy C. Orton
Faith C. Palmer
Lynn M. Pauley
Michelle J. Philgreen
Clifford L. Purcell
Rosalie F. Purcell

Dee H. Conlon
Lisa R. Downs
Noel E. George
Earla A. Hardecke
JoDene D. Hinshaw
Connie Lam

Blair L. Spindle
Melanie S. Stelting
Renee M. Syverson
J. Brent VanHook
Shelly R. Weathers
Kerra S. York

NOTES

Chapter 1

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