

FRONTIERS OF THE FUTURE

The future of the small church college will be determined by the persons who support it. That is a rather naive statement, I know, but the term "support" means considerably more than financial aid. For Nazarene colleges it involves the active loyalty and enthusiasm of alumni, the confidence and concern of our growing constituency, and the ever increasing "sense of mission" which we must attach to our colleges if they are to help our democracy survive in today's turbulent world. It will take money, YES! But equally so, colleges in the Church of the Nazarene must have the prayers, confidence and love of our people if we are to maintain our role as strong and effective church-related institutions.

We have in this country 1,860 institutions of higher learning. Two-year colleges number 510, while 1,350 are four-year degree granting colleges. Of this number about one-tenth are universities; over one-half are liberal arts colleges; and about one-third are professional schools. There are 987 four-year privately controlled institutions of which 611 are church-related (392 protestant, 226 Catholic, 372 independent). These colleges and universities (1,350) enroll from fewer than 100 students to as high as 40,000 students. Total operating expenditures of all colleges and universities (including two-year) amounts to \$3 1/4 billion dollars a year. That is less than one per cent of the national gross income of \$342 billion in 1956.¹

Competent authorities estimate that by 1967 the full time enrollment in our colleges and universities will have jumped from today's 3,000,000 to 6,000,000. And that by 1975 the enrollment will have doubled again going to 12,000,000. Thus we are entering a phase of national education where even the large state supported universities are coming out in strong support of the independent and church-related colleges realizing that they themselves cannot keep pace with the advancing army of youth who will be coming to America's institutions of higher learning.

It becomes increasingly evident from these facts that higher education, even in small church colleges, is everybody's concern if the progress of the United States as a dynamic and free society is to be assured. And when you add to this general statement the "moral imperative" which is the heart and core of the church's reason for entering the educational field, we as members of this Conference view our responsibility as inescapable.

Can our society support the growing demands this future program requires? The Council for Financial Aid to Education estimates that for the next ten years our degree granting colleges and universities will need \$800,000,000 each year in addition to all funds they are now receiving if they are to do effectively the job the nation requires of them. It is interesting to note that a single super-carrier of the Saratoga class costs \$207,000,000. This is more than one-fourth of the added yearly amount needed for education.² National defense is important, but unless we give to our people the right

1. Council for Financial Aid to Education, Report, 1957.

2. Ibid.

kind of education, the crass materialism of our times may so dilute our values until we will have very little left in our society that is worth defending.

On the vantage point of our GOLDEN ANNIVERSARY YEAR as a denomination, we pause to look back at the vision and foresight of our founders with respect to Christian education. Though our beginnings were meager and our plans at times overly optimistic, yet these pioneers were determined that in the preaching of holiness our people would not become the victims of an uneducated ministry. We thank God for the courage, faith and determination of our leaders in the past. They wrought well in times that were difficult and uncertain. Nevertheless, we are faced today with a new world. Circumstances peculiar to our times pose problems that are fraught with peril. We face frontiers that are just as new and difficult as any our forefathers surmounted fifty years ago. Consequently, the call for men and women of faith, courage and devotion is just as clear today as it has ever been. And may I add, the rewards of toil, labor and sweat are just as great NOW as they were THEN! FRONTIERSMEN OF 1957--I salute you!

Will you permit me to share with you some of the frontiers which I believe we must face in a dynamic way the next ten years? The list certainly is not exhaustive neither is it authoritative. I have had some little experience in the field of educational administration and have tried to keep up my reading in the area, but I willingly confess that my chief inspiration for these insights has come as I shared with you your hopes and dreams for the future in the campus visits I have been permitted to make the last five years. Obviously, whatever suggestion may seem to be in these remarks does not constitute a solution to the problems, but is intended chiefly as "food for thought" and perhaps a starting point for discussion and discovery.

INSTITUTIONAL OBJECTIVES

This is an area in which much solid work has been done the last five years. But there is still a frontier to be faced. Not only "dimes" change in value but so do "the times" in which we live. While there are permanent values and valid objectives which never change, there is a sense in which the educational philosophy is not static but fluid, seeking to meet the challenge of an ever-changing life pattern. A campus organization is to be reviewed not on the basis of its "ancient" history nor because of its "modern" innovations. Rather, does it contribute to the building of a Christian individual in a highly competitive world. Even the curriculum must undergo frequent scrutiny and evaluation not on the basis of time honored custom nor because of the most recent educational frills adopted, but rather does it help a dedicated Christian to become an effective "producer" in the kind of world into which he will be thrust.

A recent study of alumni from Nazarene colleges reveals the fact that approximately 35 per cent have entered some phase of full-time Christian service.³ This is considerably higher than the average from all other church-related colleges. We are grateful for it. It shows the dynamic character of our Christian faith and that it is sufficiently strong to reproduce itself in today's pagan world. But what of the other 65 per cent? Most of them will be laymen in the church. What are we doing to insure a

³Roy Ray, "The Church of the Nazarene and Its Colleges" (unpublished Th. D. dissertation, Central Baptist Theological Seminary), p. 58.

dedicated laity in the church of tomorrow?

If enrollments in Nazarene colleges were to double in the next decade, it is highly probable that the percentage of the student body preparing for full-time Christian service will drop considerably. But is that wholly bad? Isn't it important that we have a Dr. Wilfong in North Carolina, top flight scientist in physical chemistry; or a Dr. Bowers in Missouri, registrar at Northeast Teachers' College; or a Gordon Olsen in Oregon, a dedicated business man who teams up with God and the church; or a George Reed of Washington, D. C., handling matters of national import as chairman of the National Parole Board; or an Olive Tracy in New York City, research consultant for C.B.S.; or a Dr. Hamlin, skilled surgeon of Chicago, but first and foremost God's consecrated medic. These are but a few examples of scores of men and women who have graduated from our educational institutions and are now serving in many vocations. Why should we not plan to put into business, industry, the professions, agricultur, labor, management, etc. 50,000 young people in the next ten years? Young people who have received basic training in our schools and colleges, but who go out to serve as sanctified Christians. If we do, we may need to take a second look at our objectives.

PUBLIC RELATIONS

It has only been the last ten years that education, its needs and objectives, have taken to the front page of newspapers. Notably in the past, educators have been "gun shy" in matters of public relations. It has been, perhaps, one of our own weakest spots. We are doing better and that is encouraging. But we still have a long way to go.

In my work with Nazarene News Service the last fourteen years, I have been amazed at the way newspaper editors avidly grab news of home town people. Even in the metropolitan press of Kansas City, when a graduate of Southwest High enrolls at B.N.C. --it's "news" to Kansas City. And if that student is elected vice-president of the Freshman class or later heads the decoration committee for the Junior-Senior banquet, they pounce upon it like a drowning man does a straw. Some day we will see the value of a full-orbed publicity program on the college campus that will not only keep the local community alerted to what is going on at the Nazarene college, but will inform every community from which the 1,000 students come whenever the home town boy or girl makes a "base."

When it comes to keeping our constituency informed, we do some better. But there again we rely principally upon assembly relations and fund raising campaigns. Yet between the two there is a great gap and the periods of silence tend to cancel out the vision we want sustained. There is a frontier of public relations which lies ahead. It involves the press, radio, television, direct-by-mail contacts and simple but sincere man to man approach. It will take vision and faith--but it will be rewarding.

THE FACULTY

No institution is stronger than its faculty. As you well know, that is not always measured in terms of degrees. Knowledge can be stored, but unfortunately it cannot always be communicated. But more important to us than scholarly excellence is the quality of a teacher's spirit, the depth of his Christian commitment and the breadth of

his understanding in relation to the maturation of Christian character. This can only be accomplished in an atmosphere of creative teamwork where administration and faculty share the burdens and joys of the learning process on the Nazarene campus.

The financial security of faculty members is important. In terms of actual purchasing power the typical salaries paid presidents and college professors in larger universities in 1953 was 2 per cent below that paid in 1904.⁴ In contrast with advances in many segments of business and other professions which reached as high as 150 per cent. The salary scale of our teaching staff gives us cause for concern in the decade ahead. If we are to keep pace with the advancing economy of our times, salary increases will need to be advanced from 5 to 10 per cent each year for the next ten years. Ways of accomplishing that will make "frontiersmen" of college presidents and business managers, alike.

But dedicated Christian teachers and scholars are still willing to take some calculated risks. I quote from Dr. Trueblood's article in the Readers' Digest last year:

"It is this concern of the small college for the individual which led me, ten years ago, to decide to leave the security and prestige of a great university and to spend the rest of my life in a small school. Since many people believed then that the days of the small, independent, liberal-arts college were numbered, I was frequently obliged to explain why I was 'throwing myself away.'

"Today I rarely hear such questions. More often I hear expressions of regret from faculty members in huge tax-supported institutions that they too have not, as one of them recently said, 'made the break.' For during the last ten years the small college, instead of dying, has undergone a remarkable rebirth. We know now what ten years ago had to be largely surmised: that the smallness and modesty of the small college, far from implying mediocrity, more often represent a pattern of life which produces a high order of excellence."⁵

Nazarene faculty members will not be behind in their faith if they can be a vital part of the church's redemptive program.

There is another area where we need to give some thought. Faculty members want to feel they are making a contribution to the total work of the church, not simply as academicians. Perhaps we have held the spotlight too long on the faculty member who is an ordained elder, who naturally attends his assembly to report and is frequently called to public meetings of one kind or another. What of the historian, the scientist, the mathematician, the economist or the English teacher? Do these dedicated teachers have nothing to contribute to a "whole" view of the Christian life and its aspirations? Could it be that some of the dividing lines on a college campus have been drawn because

⁴Educational Policies Commission, Report, 1957, p. 80.

⁵D. Elton Trueblood, "Why I Chose a Small College," The Reader's Digest, September, 1956.

of this inequality, imaginary or real, among faculty members? It might be "good business" to send some of your lay faculty members to an assembly, a preachers' meeting or a campmeeting for purposes of acclamation and let them have the "grass roots" feel of the church. And furthermore, it might not be unrealistic for preachers to sit at the feet of an English teacher or listen to a historian trace God's movement in history. Perhaps a youth gathering could be inspired by the talk of a top flight biologist or the discussion of a mathematician who was first of all a dedicated Christian. Well, some day we will break the shell of our routine approach to these questions and when we do a new vista of service will open to the college and its teaching staff.

Then there is the possibility of faculty exchange, either for the summer session or the exchange of a whole faculty family for the college year. Are we afraid of academic "pilfering"? No--not so long as our honored and esteemed presidents head their respective institutions. Are we afraid the grass will look greener on the other side of the fence to our faculty members? If their institutional loyalties are held that loosely, maybe we don't need them. Are we afraid our philosophy of administration will suffer embarrassment? If that is the case, then perhaps it ought to be shaken and reappraised. Untold good and new life and inspiration could come from such an exchange.

STUDENT LIFE

The actions and reactions of students on the campus to college life is at once the most thrilling experience as it is at times the most baffling. The tensions, pressures and goads with which the student comes to the campus of our colleges today is far different than when I enrolled as a college freshman at ONC in 1921. We are living in a vastly different world. It is the complexity of the task that humbles us while at the same time it challenges us under God to do our utmost.

In the area of counseling we are making a noble start. The last five years have seen great advancement. As a result, hundreds of students have been saved to God and the church. The variety of situations are so great and the needs of individuals so diverse that the counseling task can never be done, however, completely by the professional counselor. In this process every teacher must share--with time allotted for it as secure as the class room period.

The matter of loan funds for students to continue their education until completion presents a frontier to be crossed. We have scarcely made a start in this direction. Yet, if we would take a serious look at this phase of the program, most of our colleges and the Seminary could gather from \$25,000 to \$100,000 dollars for such a fund in the decade ahead and not disrupt any other financial program of the college. There is scarcely any other program which has as much appeal to Nazarenes and non-Nazarenes as this one. In time of financial recession an adequate loan fund could absorb a great deal of the shock and loss of enrollment.

There is the area of scholarships. If the Office of Education in Washington is a reliable source, there are thousands of scholarships being made available to graduates and undergraduate students. What are we doing to tap this rich source of aid for students who are going on to graduate study? Information reaches my desk indicating that practically every department in a liberal arts college would have students that are

eligible. And scholarships will be much on the increase. For example: Last year the Ford Foundation gave additional millions of dollars to the WOODROW WILSON FOUNDATION enabling them to expand their scholarship offerings from 100 to 1,000 students in 1958-1959. There is no reason why every Nazarene college could not have one or more nominations in for these honors--except that we miss the deadline date of November 9.

I know the stock answers we are prone to give. I have given them myself. "I'm so busy." "I can't do everything." But members of this Conference, when we are too busy to keep abreast of what is going on in our field which will help our students to vocational excellence in the future--WE ARE TOO BUSY! Maybe we are spending too much time painting the barn, a very minor item in the landscape, and missing the glory of the setting sun. Maybe we are shooting butterflies with rifles, when we ought to reserve our ammunition for more potent game!

THE CURRICULUM

Certainly, I would not pose as an expert in curriculum building. I did take a graduate course from Dr. W. W. Charters of Ohio University and Stephens College fame. But I would not want to submit his excellence as a teacher to the test of my present knowledge of the science. Nevertheless, we are all concerned that what is taught shall be adequate and shot through with the Christian perspective. As indicated by the Educational Policies Commission report, there is a wholesome ferment going on in this area.⁶ The debate continues between general and specialized education; between the classics and the practical arts. That will not be resolved even in a decade. The important point is, there is justifiable dissatisfaction with the educational produce as viewed generally the last generation. Some elements of overhauling are long overdue. Nazarene educators must not be slack in constructively looking at our offerings and determining if they are adequate in the light of our objectives.

In the field of full-time Christian service we have a large stake. Are we meeting these needs adequately? We can make or break ourselves at this point. There have been some who, I believe, unwisely have advocated a central Bible school, leaving off the "trappings" of the college. The assumption has been that older persons could thus concentrate more readily on the Christian task. I believe this would be a distinctly backward step. In the first place I do not believe it is true that a teacher of Bible or theology in one of our colleges is less able to impart knowledge in these vital fields than would a man in a much more limited academic environment. Furthermore, it is my conviction that the man who is to be the spiritual leader of a parish needs to adjust to the full gamut of life situations such as is found on any Nazarene college campus. To be trained in a less diversified environment makes it just that more difficult for him to adjust to the varied situations which he will face in the pastorate. By the same token, I believe it is essential that we keep the older men on the college campus. Their piety, devotion, singleness of purpose is needed to warm the spiritual atmosphere and inspire younger students to do their best. The student body is the melting pot and we need old and young; those who will be laymen as well as those who will be preachers; those who

⁶Educational Policies Commission, op. cit., pp. 43-62.

will take intensified ministerial training as well as those who take their work in the liberal arts.

This does not give us cause for complacency, however. Perhaps in our rush for accreditation we have bypassed those who take "the Manual" course or its equivalent. We do ourselves nor the future of the church any credit when we render only marginal service to the older men whom God has called to preach the unsearchable riches of Christ. One of the frontiers we must face in this decade confronts us at this point. Strong, vigorous courses must be maintained on every college campus where those who must of necessity limit their education can feel at home and have their swords sharpened for effective service in the army of the Lord.

And what of the student with superior abilities? We have talked about it a great deal. But that is about as far as we have gone. Perhaps Amherst College will show us a way.⁷ They are instituting a course--no classes, no term papers, no weekly quizzes. Wide reading in a chosen field--an exam at the end of the semester. Not a cure-all to be sure, but one way of imaginatively probing an area that could be productive.

EXPANSION

As the Educational Policies Commission states, expansion involves some more than plant and equipment.⁸ It implies creative developments and adjustments in educational program. Planning for growth must not be simply in terms of increasing class size or doubling class sections. It should not be limited to providing more of what is already available. That is why "expansion" presents so dynamic a frontier.

New sources of income must be found. We are making headway in that direction. Industry, foundations, corporations, civic clubs and business leaders are becoming more conscious of their social and educational responsibility. We would be remiss in our duty if we did not do all we can to get our just share of this philanthropy. A word of caution may be said. We must not accept money with strings attached that violate our Christian principles or that short circuits our distinct mission as a church college. But in most instances, the clearer we are in our objectives and the forthright way we adhere to our principles, will appeal to larger numbers of people who admire us for "believing" in something!

College administrators are faced with a dilemma with enlarging enrollments. Both faculty and plant expansion seem inevitable. If we cannot do both for the next few years, maybe we would do well to build a strong faculty and then lengthen the time classroom buildings are in use. Who said classes must be over by 3:30 p.m.? What would be wrong if you held some classes up to 10 p.m.? Besides it could give some students an opportunity for wider selection of courses or assist in meeting requirements.

⁷Changing Times, September, 1957, p. 39.

⁸Educational Policies Commission, op. cit., p. 38.

SUPPORTING TERRITORY

This is a Nazarene nut hard to crack. Perhaps only someone with little regard for brickbats dare raise the question. But who said educational boundaries were sacred? We get enthusiastic when we talk about equal educational opportunity for Nazarene youth, but we certainly do not practice it when we cut the educational zone pie. Even a casual glance at the North American map shows how unrealistic we have been. For the zones are not at all comparable in geographical area or the strength of their Nazarene membership, nor in the economic index of the supporting region.

Maybe we ought to carefully do some redistribution, not on the basis of our emotions, but after careful analysis arrive at more equitable supporting zones. Perhaps there is a better way. Suppose the whole problem were submitted to a commission appointed by the General Superintendents and the matter carefully studied for two to four years. Maybe a way could be found to create a general stabilization fund, administered through the Department of Education. This to be granted to colleges on the basis of equalizing the educational burden. Maybe this is not the way. Perhaps we should work toward a general endowment fund and go on a ten year program to gather \$5,000,000 from industry, corporations, foundations and individuals. The resource of such a fund to be used to equate the financial burden of our educational institutions.

I am not saying "how" it should be done, but I am saying something ought to be done. Perhaps before the decade is past some Nazarene "Daniel Boone" will arise to blaze the trail.

SERVICE

"When better cars are built, Buick will build them." A sales slogan with emphasis on service--but it has sold many automobiles across this nation.

In our fight to keep financially solvent there may be times we have lost sight of the "service" approach. People are human and they respond to a college program when it shows dividends.

Pastors' institutes, a traveling seminar of two or three professors hitting metropolitan centers during the summer, adult education classes in Nazarene churches, a business conference on the campus or a lay retreat--these are but some of many ways we might extend the service of the college. And it's surprising how something like this can engender interest, loosen pocketbooks and spark enthusiasm for college projects. Why not make your college the "service institution" on your zone--in word and deed?

FAITH AND FERVOR

It is in the realm of faith and fervor where Nazarene colleges can make their most unique contribution. As a church we are called to preach, live and propagate Scriptural Holiness. We must never forget that mission. We are committed to Christian education and the vital part it must play in accomplishing that mission. It necessitates the possession of a vital active Christian faith and the Nazarene college must provide the seedbed from which the two experiences of grace can grip the lives of our learners.

There are frontiers of faith we must constantly explore. There are parapets of prayer we must yet mount and have audience with God. There are avenues of selfless service we must open to our students if we are to fulfill our responsibilities.

To keep spiritual life vibrant and radiant is not easy, but we must continually probe this frontier and discover new ways to achievement!

In conclusion, let me again suggest--this is a historic conference! It has been a time of reflection and appraisal. We are soon to leave, but from this point on we face the future.

From this vantage point we look in two directions. Backward fifty years and with gratitude for "hitherto hath the Lord helped us;" forward fifty years (if Jesus tarries) and with expectancy and hope for "henceforth we will serve God."

The next ten years are crucial ones. This could be a decade of decision. Whether we maintain strong centers of learning where the quest for truth amid the disciplines of the college campus continue hand in hand with faith and the pursuit of God's will for faculty and students alike, will be determined in the decade we face. To say there are no perils in the future would be utterly unrealistic. But we must add that under God it holds great promise!

I quote these lines from the educational script written by Mrs. Audrey Williamson at the General Assembly of 1956. Certainly its message applies as we face the frontiers of the future.

"When we build,
let us think we build forever,
Let it not be for present delight
nor present use alone:
Let it be such work
as our descendants will thank us for,
and let us think
as we lay on stone,
that a time will come when those
stones will be sacred because
our hands have touched them,
and that men will say as they look
upon the labor
and wrought substance of them,
'See! This our fathers did for us!'"
(Ruskin)

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