Not in Vain . . . . . . . By JOHN R. RIDER

On Wednesday, April 21, the Walter K. Brenneman Sportsmanship Award was presented to Indiana Central College. This was no commonplace presentation for with it went the unshed tears, the unvoiced sorrow, the deep regret which surround the passing from the temporal scene of an American man. At the beginning of the chapel worship service in which the award was presented, a piano softly played a prelude, and then, streaming from both sides of the auditorium came young men, many of whom had recently worn khaki or blue, in bright red sweaters, with a grey "C" standing out like a symbol on their chests. These, the present members of the "C" Association, marched in solemnly, but proudly, for they knew this was a great occasion, one in which one of their fellow athletes was to receive a great honor. I felt, too, that many other fellows who had worn the bright "C" were there, not in person, but in that spirit which binds men together in common purpose. One of these men stood up and read from the Holy Word; another voiced a prayer for the continuance of those things this man stood for. Then one of "Brenny's" classmates came to the speaker's desk. A teammate who had tasted of victory and of defeat with him, one who had lived on this campus with him. Coach Nicoson paid tribute to the spirit of Walter Brenneman, to the spirit that made him popular among his fellow athletes, among those in other fields, and respected in those same hearts. He attested to occasions of decision when the "die was cast", and the right decisions he had made. He spoke of his ready smile, his wise counsel. This was not any easy job for "Nick" nor would it be for any man. To lose a friend is not an easy burden to bear, but the way that it is borne is of great importance. Our college pastor then came to the speaker's place and spoke of "Brenny's" life on the campus, and told of his regular attendance at the house of worship, of his work in the Y. M. C. A. and of his spirit of helpfulness that made him outstanding. At the conclusion of this devotional period another of Brenny's classmates, Joaquin Montoya from New Mexico, stepped up and presented to President Esch the plaque which was to be the symbol of this award. As President Esch received the plaque into his hands, "taps" was sounded in the outer hall. As the last echoes died away, there were very few eyes that were not filled with tears, very few throats that were not constricted. This award was presented to the college to be a constant reminder of the cost of war. The name of the athlete who most exemplifies the spirit of Walter K. Brenneman each year will be inscribed thereon. To win that award will be an honor above all honors for men athletes on the campus of Indiana Central College.

Great men have repeatedly said, "It is important that you win the game, yes, but far, far more important how you win it."

(Continued on page 8)
It hardly seems possible that there is not a mistake in the heading of this article. The year 1952 seems a long way off; but, in reality, it is just around the corner. Already most of the students who will graduate from college in that year have made application for admission to the school of their choice. They are looking forward eagerly to this coming September when they will enter that school, and even more eagerly to that day of achievement in June, 1952, when, adorned with cap, hood, and gown, they will march in the academic procession at the end of which they will find those precious degrees duly inscribed. That will, indeed, be a proud and happy day.

If that day of achievement is to be a reality in 1952, then, of course, the student must begin in 1948. More than half a million American young people will begin their college work this fall. Here at Central our department of admissions has been busy for some time receiving and checking applications. To date, the number of applications is considerably in advance of last year, but there are still some places available for September. Rooms for boys are at a premium, and some will probably have to take rooms in private homes in the community rather than in the dormitories; however, neither of the girls’ dormitories are completely filled. Applications already accepted make it certain that we shall have not only a large class, but one of excellent quality as well. It now seems probable that we may not be able to accept all who apply and, therefore, will have to close enrollment at some date earlier than the beginning of the fall term.

This fact makes us a bit concerned for some of our own Evangelical United Brethren young people. All of them who should enter and who will want to enter have not sent in their applications. We can hold some places for them until July 15; but, after that date, we shall have to give definite replies to the many others who are applying. Our College wants to serve the largest number of our own church young people in the best possible way. We would dislike very much to be required to turn away who desire to attend and who have the necessary preparation. But so many of the people in our own church just take it for granted that there will always be room at Central and put off making application until almost time for school to start that we are fearful that some may be disappointed. Colleges everywhere are crowded, and we have applications from many fine young people from other churches who are anxious to be admitted. It is for this reason that we are urging all of our own young people who are interested in attending college this fall to send in their applications at the earliest possible date. Application blanks may be secured from and should be sent to the Director of Admissions, Indiana Central College, Indianapolis 3, Indiana.

As more and more people go to college, a college education becomes more important for all young people. There are many opportunities for service and leadership which will not be open to persons without a college education. If our denomination is to maintain its place of leadership, and if it is to render the service which it ought to render to the world, then it will be necessary for greater importance to be placed upon college training for our young people. Recent statistics show that by comparison with national averages only about one half the number of Evangelical United Brethren young people are in college who should be there. Pastors and parents, together with all others who are interested in young people should be encouraging more of our capable high school graduates to attend college.

It is also important that our own young people should attend our own college. The quality of education being offered is excellent. We no longer need to apologize to anyone for the quality of work we do. The quality of our academic program is being recognized and appreciated in education circles and our young people will be greatly helped by taking advantage of it. Indiana Central is now fully accredited and has one of the most capable faculties to be found anywhere. There is a Christian atmosphere and influence which is essential to character growth and development. There is a denominational familiarity which makes our own people feel at home immediately on the campus. We desire to care for our own and will do all in our power to serve all these young people who enroll in the Class of 1952.

The editor invites your letters of criticism and/or comments. This publication is produced for the purpose of better acquainting you with Indiana Central College. Any questions you might have as to courses, faculty, finances, social life, or any phase of our institution will be answered promptly by the department concerned. It is an earnest desire to make Indiana Central College a part of your everyday thinking. Address your letters to John R. Rider, Director of Public Relations, Indiana Central College, Indianapolis 3, Indiana.
Student Government

ROBERT McBRIDE

This year marks the completion of the second full year of a Student Council at Central. For many years, few could see the necessity or importance of student participation in the administration of a college such as ours. The trend toward student government is a comparatively recent one, and after budding out spasmodically in a number of schools at the close of the 1930's, it has come into full bloom in our decade, having been given an impetus by the recent conflict and the influx of matured veterans to our campus.

Our council at Central found its inception early in 1945 in an organization known as the Student-Faculty Council, made up of both students and faculty representatives. But they were working toward a goal, the achievement of which would be able to adequately cope with the problems of administration, cooperation, and education that presented themselves to the average institution. With a fine spirit of encouragement and supervision given by Dr. I. Lynd Esch, Professor Roy V. Davis, and others, the council carried on its full expression in the spring of 1946. A constitution and by-laws were drawn up; its purpose and aims on the campus were explained; and after a hard-fought campaign, John Rider was elected the first president of the new council. Under his capable leadership the council set about to consolidate and establish the organization upon principles of democratic student cooperation with the faculty and administration.

As to representation in the Council, the membership consists of representatives from the four major classes, and from all organizations on the campus, plus a representative-at-large from the male students and one from the female students. The representatives-at-large are elected at the same time as the president.

The purpose of our council is stated most adequately in our preamble: "to coordinate and integrate more effectively the desires and duties of student body and administrative staff, provide all concerned with a vital experience in the field of democratic government, and to better foster those principles of good will and understanding between those bodies, so necessary to the betterment and future advancement of our institution in the fields of Christian morals, leadership, and education."

This past year has been an interesting experiment. It has proven to "doubt Thomas" in both the ranks of students and faculty that there are possibilities hardly scratched as yet in which we can work together and gain our mutual ends. We had a rousing campaign this spring, in which for the first time we divided our candidates into respective parties, and conducted an election with all the paraphernalia of a precinct polling place with a sheriff, judges, clerks, and a voting machine. James McCoy of Yale, Illinois, of the Student Progressive Action Party was elected, with Helen Moon and Elwood McBride as representatives from the student ranks.

Scholarship Winners

Indiana Central is happy to announce the winners of scholarships granted by the institutional desire to students of the Evangelical United Brethren Church as a result of the 1948 competitive examinations. They are:

Virginia Main, 1146 N. 4th St., Springfield, Ill. ....... $250
Shirley Jeannine Smith, Longview, Ill. ........... 125
Hilda Norine Campbell, R. R. 1, Waggoner, Ill. .... 125
Joseph Wm. Schreiber, 317 E. 15th St., New Albany, Ind. ................. 250
Billie Rae Martin, 2310 Beeler St., New Albany, Ind. ............... 125
Elizabeth June Hart, R. R. 1, Montgomery, Ind. .... 125
Eloise Marie Bilby, 122 N. High St., Warsaw, Ind. .... 250
Genevieve Joan Yont, Warsaw, Ind. .................. 125
Raymond Lewis Alexander, 5020 E. Iowa St., Indianapolis, Ind. ........ 250
Mary Winnie Jane Milburn, Box 277, R. R. 3, Anderson, Ind. 125
Robert Eugene Miller, Geneva, Ind. .................. 125
Bruce Hilton, Rochester, Minn. ....................... 250
Miriam Grim, Viola, Wis. .... 125

OUR HEARTIEST CONGRATULATIONS TO YOU ALL.

Summer Term

The following courses will be offered during the summer session, beginning June 14th:

English and Literature:
Poetry of the Romantic Period
American Literature
Age of Milton
World Literature

Education:
Educational Psychology
Methods in High School Teaching
Secondary Education

Economics and History:
American Government
History of the United States
Principles of Economics
Modern European History
Diplomatic History of the United States
History of the South

Religion:
Old Testament
New Testament
Church History
Ethics

For further information and an estimate of costs please write to, or call, the Registrar, Indiana Central College, Indianapolis 3, Indiana.
If Buxton Could Talk

If Buxton Hall could reminisce, the conversation might run in the following vein.

"I have had a very uncertain career since the day of my birth in 1921. For one year I was known as "Dailey Hall" and I sheltered women; but, because of a donor's desire to place that name on another dormitory, the name was taken away and so were the women. I was then given the temporary name of "Residence Hall" until another donor could be found who would be interested in christening me. I was finally given what I hope is a permanent christening in 1945, as a result of an endowment gift by Tacie Ann Buxton of Anderson, Indiana, in honor of her late husband, Doctor Albert J. Buxton. So much for my name.

"After a year's absence, the girls came back and stayed through the years 1923-1926. Since then it has been a man's world within my walls. Having been inducted for military service during the recent war, I am a veteran. I served my country well by housing the men of the 19th College Training Detachment (Air Crew) in 1943. Having five men to a room strained me in the seams a bit, but it served to condition me for the postbellum experience of three men to a room.

"In my years of college experience I seem to have a preference for upperclass men. They like my location at the corner of Otterbein Avenue and Windermere Street, opposite the bus stop. How many men I have cared for I do not know, but they have been legion. Most of them have been fine fellows, full of life yet serious of purpose, appreciative of good fellowship and my hospitality.

"Speaking of hospitality, I would not want to miss mentioning my late hostess, Ida M. Cunningham, whose presence graced these halls and blessed my guests from 1939 until her death in 1947. She was a positive influence for good in the lives of college men.

"The portrait above is a recent one. I cherish the hope that you will think me pleasant to view. I am not so young as I once was, but I yet have many years of service in me. Although my furnishings are good, I could do with a bit of freshening up. I could stand redecoration; but, most of all, I need new floors. In order that we may become better acquainted, I invite you to visit me while you are on campus. My hostess, Miss Virgil Branner, our guests, and I will be happy to receive you."

Commencement
DEAN KELLOGG

In the year 1908 Indiana Central held its first commencement. Baccalaureate degrees were awarded to two young men, Charles P. Martin and I. J. Good, the latter destined to become the third president of the institution.

There were no college graduates in 1909; there were, however, ten academy graduates. From the outset, an academy offering an accredited high school course was associated with the college, and for a number of years the academy enrollment was larger than that of the college. The year 1909 derives an especial interest from the fact that the first ORACLE was published that year. With the commencement of 1925 the academy came to an end.

Before 1920 the largest number of college graduates in any one year was five. In that year there were ten, and from that time there was a steady increase in numbers (twenty-eight in 1924, thirty-three in 1925, forty-three in 1926) until 1928, in which year the graduating class, totaling seventy-eight, represented the largest single group ever to participate in the commencement exercises of Indiana Central College. Later years have seen large groups receiving degrees—there were seventy-six in 1930—but the graduating class of 1928 is yet to be equalled or surpassed.

On at least one or two occasions the exercises were held outdoors, late in the afternoon, under the trees north of Men's Hall. Speakers at past commencements have included dignitaries of church, school, and state. Among these have been bishops and ministers of the United Brethren and other denominations, presidents and deans of neighboring colleges and universities, and governors of the State of Indiana.

Our Goal for the Fall Term of 1948

One hundred and twenty freshmen students from E. U. B. homes.
Student Employment
By EVAN R. KEE, Bus. Mgr.

The part-time employment of students is a significant characteristic of campus society at Indiana Central College. It has always been the policy of the institution to employ students to the maximum practicable extent in the various departments. Experience has demonstrated the wisdom of this policy.

The policy has provided the institution with a convenient source of labor for the operation of the college plant. In recent years it has been especially difficult for educational institutions to obtain satisfactory service employees in local labor markets.

The policy has worked to the

advantage of the student in that it has provided him with a means of helping himself by employment close at hand. He loses little time in travel to and from work. Since a great variety of types of employment is available, students can frequently be assigned to work which is related to their course of study or to their vocational interests.

By working while he is in college, the student retains his connection with "real life." That is, he avoids the intellectual error of thinking of his college experience as being apart from the world and unrelated from the business of living and earning a living.

It has been maintained that the student employment policy of the college has paid its greatest dividend in its effect upon the social structure of the institution. The fact that such a high proportion of the students are employed exercises a democratizing influence upon the entire body of students. The student who works is respected. Labor is respected. During the twenty-one years of the writer's acquaintance with Indiana Central students, he has yet to hear a derogatory remark by a student about another student because he was a working person. This in a large measure explains the complete absence of social castes on the college campus.

Obviously, there are some admin-

bar, the dining hall, the laundry, the departments of instruction as laboratory assistants, in all of the college buildings as janitors, the heating plant, and on the campus as grounds keepers.

The following factors are considered when a student's application for employment is being acted upon:

1. His need for financial assistance
2. His capacities and qualifications for the job
3. His previous employment record with respect to industry, efficiency, dependability, and attitude toward work
4. His academic record

From Foreign Shores
By LUSENI ALFRED MORLU BREWAH

I was born at Taama, Sierra Leone, West Africa, educated at Bo and Prince of Wales Schools. I had spent all my life in Africa. All through my school days in Africa, I had anticipated pursuing further studies in England or in America. As a result of recommendations from American missionaries, who now have a predominating influence in the section of Africa from which I came, I decided finally to study in the United States. Consequently, in September, 1946, I embarked for the U. S. A. via England. I arrived in the United States in November and matriculated as a premedical student at Indiana Central College in January, 1947.

A personal testimony for Indiana Central College is here expressed in these words, "A congenial society and a marvelous Christian fellowship in a small but worthwhile institution, whose youth show indications of promoting our long expected Afro-American relations."
Our Literary Societies
By GEORGE WARHEIT
Past President

Our Literary Societies have a tradition as rich as the tradition of the school itself. They have marched side by side with the college until they have become an integral part of our institution.

A wise man once said, "Necessity is the mother of invention," and so it was with our literary societies. In 1907 eleven students, including I. J. Good and C. P. Martin, the two members of the first graduating class, feeling a mutual need for the improvement of their literary and deliberative faculties and a systematic method of transacting business, met under the leadership of I. J. Good and adopted a constitution. Thus, Philomusea, our first literary society, was organized. Six years later on March 13, 1913, it was granted a state charter.

In April of 1908 the women students on the campus, feeling a similar need, asked Mr. Good to organize a like society for them. It seems that Mr. Good received his ideas on organization as a student at Otterbein College where he was a member of Philamathean Literary Society. The name of the second society became known as Philalethea.

For several years Philomusea met in room 213 and Philalethea in room 214 of the Administration Building. Later Philomusea moved to what is now the art room and Philalethea was moved to the present music room, both on the third floor of the Administration Building.

Philomusea, the society for men, and Philalethea, the society for women, so prospered that in the early twenties these societies could no longer meet the increased demands for membership. It was for this reason that in the fall of 1923 two additional literary societies were instituted. The society for men became known as Zetagathae and the society for women became known as Thecallosia.

The purposes of our literary societies are important ones which we as members strive to fulfill at all times. These purposes are set forth as follows. It is the aim of Philomusea "to aid in the social, cultural, and intellectual development of the students who pass through its chambers year by year, and prepare them more adequately for the critical society into which they will graduate." Philalethea strives toward "culture, self-control, and efficiency in order to develop literary faculties, encourage decorum and debate, and establish a methodical manner of transacting business. Pleasure and satisfaction gained in this quest for gracious living open the gateway to abundant Christian womanhood." Zetagathae in its attempt to develop superior personality, places emphasis on the expression of thought, both verbal and written, and in addition gives instruction in parliamentary procedures of a formal nature. Thecallosia Literary Society provides its members the opportunity to learn and practice parliamentary conduct of business and to learn and develop deliberative faculties. Its social program offers pleasant activities.

One can see that all of our literary societies evolve around the principles of character and personality development. In this undertaking we can see the success that our societies have produced in men like Dr. I. J. Good and Bishop F. L. Dennis.

At present our literary societies are in the process of reconstruction. They, like everything else, suffered disruption by the war and an accelerated college program. Due to the shortage of men during the war, our two men's literary societies were united to form the Philogathae Literary Society. In the Fall of 1946 with our enrollment again normal, Philogathae was dissolved and the men on our campus were again given a choice of two societies.

What I Think of Central
CAROLYN GAYLOR

I am glad I made Indiana Central the college of my choice. It has been easy in making an adequate adjustment to college life, because here I have found true friendship and helpfulness.

There is a democratic spirit which exists. Everyone, not as an individual but as a group, works together harmoniously. If there are problems, one feels free to consult the faculty or dormitory matrons. The student body seems like a family of one living and learning together.

One does not have to have expensive entertainment. There are informal social events where one is free to wear what he wants. It is not necessary to have a certain number of formals and dresses to attend. The Big Mixer is the starter of the social activities, then the Walkout, Tug-O-War, skating parties, and Leap Week in which the girls make the dates and pay all expenses. One can find fun and amusement in the dormitories. It is easy to find enjoyment on the campus in a very simple, common way.
Central Columns

From Contributions (Living Endowment, etc.) .......... 21,285.58 12.7
From Other Sources .................................. 4,425.78 2.8
Total .............................................. $168,875.66 100.0

The operating expenses during the same period were:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Expense .. $ 97,924.45 45.6</td>
<td></td>
</tr>
<tr>
<td>Administrative Expense .. $30,767.16 15.0</td>
<td></td>
</tr>
<tr>
<td>Financial Promotion .......... 4,129.20 2.1</td>
<td></td>
</tr>
<tr>
<td>Public Relations ........... 6,782.66 3.5</td>
<td></td>
</tr>
<tr>
<td>General Expense .............. 18,855.52 7.6</td>
<td></td>
</tr>
<tr>
<td>Operation of Physical Plant ........................................ 31,269.91 15.7</td>
<td></td>
</tr>
<tr>
<td>Athletic Program ........... 4,163.50 2.1</td>
<td></td>
</tr>
<tr>
<td>Subsidiary Enterprises ........ 10,357.28 5.1</td>
<td></td>
</tr>
<tr>
<td>Total .................................. $199,855.98 100.0</td>
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</tr>
</tbody>
</table>

A comparison of the two totals shown above reveals a loss of $30,663.48 during the year. The explanation for this deficit is three-fold:

1. Inflationary cost of supplies, equipment, and services is a significant factor. Everything from bullfrogs (used in biology laboratories) to coal costs more than it did in 1939—the frogs 200 per cent more, the coal 100 per cent more. Even though the members of the faculty and staff are ever so loyal, their salaries had to be increased to enable them to make some pretense of keeping up with increased living costs. There is no immediate prospect of relief from this inflationary trend.

2. Since 1945 the college has been gradually expanding its educational program so that it may serve more adequately its students. New departments of instruction have been added, former departments restored, and new courses have been added in other departments. This expansion program has not been without cost. It is now nearing completion.

3. Insufficiency of income is the most significant factor accounting for the deficit.

In view of the fact that costs are still rising and that salaries at Indiana Central College are still lower than in many competitive institutions, it is not to be expected that the college budget can be balanced by the reduction of expenses. The two principal sources of income are students and the church constituency. The student does not pay the full cost of education in any college or university. At Indiana Central College last year he paid 70.2 per cent of the total income or 59.4 per cent of the total operating expense. That is higher than the national average. Tuition and fees have been raised for the school year 1948-49. There is, however, a limit beyond which student charges cannot be increased without defeating the purposes of the college or fundamentally changing its character. It is doubtful if tuition and fees can be increased further without adverse effects upon enrollment and without depriving many students of the opportunity for education in the church college.

Since the institution's permanent endowment fund is only $111,462, little income can be contemplated from that source. The appropriation of the General Conference is fixed for the four-year period. It therefore seems evident that if the gap between income and expenses is to be closed it will have to be done by the members of the churches. In the year 1946, the college received $8,000 from Living Endowment and other operating fund contributions. In 1947, $21,388 was received from the same sources. In the budget estimates for 1948, Living Endowment is included at $30,000. This sum has been distributed to conferences on the basis of benevolence apportionments, and in most cases conferences have distributed quotas to local churches. It is also expected that an additional $10,000 can be raised from special contributors inside and outside of our church.

Without doubt, the procurement of this additional operating income is the greatest financial problem now facing the college. The institution cannot continue to operate on deficits. Every effort should be made to enlist the assistance of each church member and each church in the fulfillment of this task now. All this may seem like quite an undertaking, but we believe that the sponsorship of the college by the Church as an institution of Christian higher education is well worth this cost. We have faith that the people of our Church will respond to a challenge to do this worthwhile thing.

Facts and Figures

A Challenge

The magnitude of the financial task of operating Indiana Central College should take on more meaning in the light of the following condensed statistics. In the 1947 fiscal year the college received operating funds as indicated below:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Students .................. $118,266.20 76.2</td>
<td></td>
</tr>
<tr>
<td>From Endowment Investments .. 2,832.07 1.7</td>
<td></td>
</tr>
<tr>
<td>From General Conference Appropriations .......... 21,460.17 12.8</td>
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</tbody>
</table>

Indiana Central College maintains a program of intramural athletics, also. This activity is for both girls and boys and helps to develop school spirit and good sportsmanship on the campus.

A religious atmosphere prevails. There is a chapel service held each school morning, devotion in the dorms each night, worship services each Sunday, and the Student Christian Association conducts a wide variety of programs. One feels free to attend and choose the church he wishes, and he feels free to express his ideas and beliefs on religious matters. All of these things aid in the building of good character. They instill high ideals in our lives.

The Campus Cupboard is a so-called "hang out" for the students. There is the hum of conversation continuously. There one might hear the latest gossip or discussion of studies, along with the buying of snacks between classes. The campus mail is distributed there in the mornings and afternoons, making it a connecting link between school and home.

It is a pleasure to attend Indiana Central College and to uphold the fine traditions and standards that have been set up through the years.
Not Only in the Classroom—

Not only in the classroom do the students have the opportunity and strive to serve. Constantly in other fields throughout the city and state they are constantly seeking to help those who are not so fortunate. A few examples of these follow.

Many students have taught Sunday School classes at Mission schools, children’s hospitals, and Miss Huey and two assistants devoted a great deal of their time to presenting a nutrition class to underprivileged children of Meyer Neighborhood House.

The college choir has traveled something over a thousand miles to bring the message in song to places that could not have otherwise received it. Other smaller ensembles, also the college trio and mixed quartet, have given of their time to travel and serve with their voices the Kingdom.

The Student Christian Association recently held a two-day retreat to lay plans for next year’s social and religious program for the student body.

The student body, by presenting a variety program, raised one hundred dollars for use by the World Student Service Fund, in helping students in other lands to have better opportunity to continue in their search for truth and happiness, through knowledge.

There are at the present time 64 ministerial students in school and 265 of the student body are members of the E.U.B. Church. Over twelve hundred alumni (four year) and 700 (two-year normal) students have graduated from the institution. Among these have been college presidents, prominent lawyers, great ministers, bishops, and many other professions of honor.

A Quality of Life

By SHERMAN A. CRAVEN

Business Representative

One of the major contributions of the Christian college to the life of the individual is to be found in the friendly associations of faculty and students. A student is regarded as an individual and not as a number or “just one of the herd.”

It is a part of the purpose of the college to maintain an atmosphere in which life takes on increased meaning and heighted quality as one pursues an education in any of the proffered fields. The following excerpt is a part of the “Statement of Purpose” to be found in the official publication of the college.

“. . . The college is administered in the belief that true education includes the harmonious development of the entire person, physical, mental, social, and spiritual, and that it consists of a quality of life as well as a quantity of learning.”

The above statement takes on increased meaning as one associates with the faculty, students, and alumni of the institution. Recently, Coach Nicolson and I went to interview a prominent high school athlete. Some of the largest universities in the middlewest have also had representatives interviewing him. They have offered him many financial inducements that we are not in a position to offer. In the course of our conversation he rather indicated what else might have been suggested as an inducement by asking the question, “If a fellow doesn’t make his grades will they be taken care of?”

I shall never forget the quick reply of the coach. “No, you have to make your grades. We are interested in YOU and it wouldn’t be fair to you for us to do that. When you go out to get a job, you will need more than just a diploma from a college.” I was proud of our coach; I was glad to have been a classmate. I knew how well “Nick” wanted an athlete like that fellow. Well, we don’t have him and probably won’t get him; but I feel that it is he that is the loser. It is one thing for a coach and a school to be interested in a fellow only for his athletic ability and another for them to be interested in him because he is a man with potentialities and for what the school can mean to him.

Yes, “education consists of a quality of life as well as a quantity of learning.” There was once a great Teacher from Nazareth Who talked about “The Abundant Life.” Perhaps, He, too, was talking about a quality of life.

(Continued from page 1)