

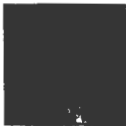
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BULLETIN
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SPECIAL LIBERAL ARTS COLLEGE NUMBER
(SEE PAGE 3)

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and November of each year.

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McPHERSON COLLEGE CAMPUS AS SEEN FROM THE WEST
Gymnasium, Hervey Hall, Kline Hall, Sharp Hall, Arnold Hall, Faberstock Hall,
Garrett Library.

NATIONAL BROADCAST

On November the 14th from 8:00 to 8:30 o'clock there is to be a National Broadcast with the "Liberal Arts College" as its theme. The speakers of this broadcast are to be Herbert Hoover, President of the United States, John Finley, Editor of the New York Times, Robert Kelly, Secretary of the Association of American Colleges and Mrs. Thomas J. Preston and A. N. Ward, Chairman of the Liberal Arts College movement. This broadcast is to be sent out over the National Broadcasting System. We are very desirous that as many as possible of our friends should listen in on this program to hear what these national leaders have to say about the aims, achievements and needs of the Liberal Arts College. Be sure to tune in at 8:00 o'clock Central Time and tell as many of your friends as possible of this broadcast.

On the same evening from 7:30 to 8:00, there will be a broadcast over KFH, Wichita, by a group of the colleges of central Kansas, in which program McPherson College will have part and we should be very glad to know that many of our friends will be listening in on this program.

Remember the date and the time, November 14th, from 7:30 to 8:00 for the local broadcast and from 8:00 to 8:30 for the national broadcast.

THE LIBERAL ARTS COLLEGE

The Liberal Arts College has had a long and honorable record in the annals of American education. The first colleges in America were Liberal Arts Colleges. Harvard, Yale, Princeton, Williams and Marys were all Liberal Arts Colleges founded by the people for the training of their ministry and for good citizenship. Through many years the only colleges known in America were the Liberal Arts Colleges. In more recent years many other kinds of higher educational institutions have come to dispute the field with the Liberal Arts College. The teachers col-

leges, the state universities, the technical schools, the professional schools and more recently the municipal universities and public junior colleges, all impinge on the field of the Liberal Arts College to dispute its sway, to narrow its influence and to jeopardize its existence. In recent years large donations of money for education have been going to the great foundations such as John Hopkins, Northwestern, University of Chicago, while the hundreds of lesser Liberal Arts Colleges have been educating half or more than half of the students of America on income entirely inadequate for their task. The Liberal Arts College has made a great contribution to the cultural and spiritual phases of our civilization. Men like Daniel Webster, John C. Calhoun, Theodore Roosevelt, Calvin Coolidge and William Jennings Bryan are testimonials to the great power of the Liberal Arts College in building men of breadth of vision and strength of character for leadership in American life. Narrow specialization in higher technical and purely scientific fields does not produce the breadth of vision and idealism nor strength of character necessary for the leadership of our American life tomorrow. The Liberal Arts Colleges and especially the Christian Liberal Arts Colleges will be necessary to train leaders for our public life.

This bulletin is dedicated to setting forth some facts about McPherson College, one of the Liberal Arts Colleges.

THE SPIRIT AND ATMOSPHERE OF McPHERSON COLLEGE IN 1913

The intangible values of the past can be best described and understood in terms of the present. But even with the present for a measuring rod spiritual realities of days gone by are hard to describe.

Life was simpler in '13 than it is in '31. We had less things outside of school to occupy our time. In '13 one member of the McPherson College faculty

owned a car. In '31 they all do. Not less than one half of our students today have access to a car. Our picnics in '13 were either on the Campus or on some nearby grounds. No football or inter-collegiate debate, and but few other off-campus contests of any kind. Inter-mural games and Literary Societies took the place of our present day activities. The whole program led to a campus life that reminded one of the life of a great family. The change from home life to campus life was not as great as it is today.

The atmosphere of '13 was strongly High School. Our students were considerably older than the average high school student of today, but in scholastic training they were largely of high school rank. Three fourths of our students were in the Academy. The freshman college class of '13 numbered twenty and the entire college enrollment was forty seven. Academic standing at McPherson College has been greatly raised since '13.

Socially our loyalty in '13 was decidedly institutionalized. In fact this loyalty became so great as to largely exclude from our thinking all groups not living on the campus. Such students were welcome, but they played but little part in the social life of the college. This condition stands in marked contrast to the spirit of '31.

A strong music department in '31, classes in art, greater interest in literature and other cultural subjects, together with better equipment, more beautiful grounds, etc., have led to a deeper appreciation for things cultural and for the beauties of life.

Religion and the abiding realities of life have always found a large place in McPherson College. It was true in '13 and it is true today—R. E. Mohler.

EXTRA-CURRICULAR ACTIVITIES AS A MEANS OF GROWTH AT McPHERSON COLLEGE

There is a growing conviction that the small Liberal Arts College offers peculiar advantages for

personal growth and culture through its program of extra-curricular activities. Modern psychology has demonstrated that growth and personal development come through expression rather than impression. Opportunities, then, for participation in expressional activities are a vital consideration in any student's educational program. McPherson College maintains and encourages all the fundamental extra-curricular activities. These activities, directed by competent coaches, provide desirable expressional opportunities.

The Physical Education Department sponsors in addition to the gymnasium classes three major athletic sports—football, basketball, and track. A much larger percent of boys attending a small Liberal Arts College like McPherson have opportunity to actually participate in the above sports than is possible in institutions where the numbers are greater.

Forensics offer one of the most vital avenues for personal development. Oratory, debate, and dramatics are emphasized, and there are many opportunities to participate in one or more lines of the above type of work. In oratory our students are encouraged to take part in one or more of the three state contests in addition to a number of local contests which are open to all who feel disposed to enter. Last year our debate teams participated with a high degree of success in fifty-eight debates. Dramatics are encouraged in an extra-curricular way through the medium of an active dramatic society.

The Music Department fosters interest in music through many musical organizations and clubs. Girls' glee club, boys' glee club, numerous quartettes, band, orchestra, etc., provide abundant opportunity for musical expression for all who may possess any degree of talent. Ample facilities are available on the campus to provide the student body an opportunity to derive the culture and attain the accomplishment which come as a result of active and intelligent par-

ticipation in some form of music expression.

Again, most young people, perhaps, attend college to develop powers of leadership, which is attained like all other skills through the exercise of leadership. The Y.M.C.A., Y.W.C.A., the World Service Group, the International Club, and other clubs sponsored by the various college departments, provide training for, and practice in, leadership.

McPherson College, therefore, is rich in extra-curricular expressional activities. Every ambitious student can find ready at hand some opportunity to develop further any ability, skill, or accomplishment which he may possess. It is not too much, even, to expect that under such stimulating influences potential or latent abilities may assert themselves so that the individual discovers powers which become a dominant means of growth. The small Liberal Arts college, as possibly no other educational or cultural agency, can and does provide expressional activities separate and apart from the regular curricular work which may be participated in by the maximum percent of the students it serves.—J. A. Blair.

MAKING EDUCATION CREATIVE

Education is breaking away from its formal and traditional paths. Current educational reforms are stirring the very principles on which educational systems have been built. Experimentation, laboratory schools and college and university reorganization furnish the topic for discussion in educational and fireside conferences. Departmental organization, credits, grades, honor points and similar paraphernalia of educational systems are laid bare. The ethical and moral value of much that has passed for education is on trial. In some instances it has been proved that certain educational procedures encourage unethical practices.

What does all this mean? Shall educators run for their defenses or shall they welcome the guid-

and that these indices can give to a more creative educational program? Theories and philosophies of education must be rethought. Persons as well as institutions are affected. Shall educators and institutions welcome progress? Will the twentieth century give birth to a creative education divested of the petty and narrow shackles of external motivations?

The aims of education are focusing more and more on the progressive achievement of personality. To achieve this aim is a delicate scientific task. Perhaps it is easier to give an "A" or a "B" or an "F" grade than it is to diagnose the case of the student in question and prescribe the remedy for his case. Dare anyone pose as an educational leader who cannot do the latter? So long as this is impossible education must remain in the "quack" stage.

Scholarship, as it is usually interpreted, is not enough. Health, emotional balance, personality adjustment, economic intelligence, religion, and vocational purpose become high values and render the individual quite as acceptable or unacceptable in the social order as does the lone idol of scholarship. Do present measures help us to determine ability or achievement in these areas?

The restudy of the aim of education has focused attention on the individual student. The person becomes primary. The course of study becomes the means and not the end. All fields of learning become significant in terms of their value to the individual student and his ability to use them in the continuous reconstruction of his own experience. Diagnosis of problems and needs must become a prerequisite to course or subject matter prescription. Knowledge becomes power only as it is applied in terms of specific areas of need in the life of the person being educated.

All this calls for more counsel and guidance for the individual student and for small groups of students. The personnel program with complete coun-

seling service is imperative in the new education. Problems of health, family situation, living conditions, limited background and experience, life purpose, finance, sex, vocation and religion all become extremely significant when the theory of creative education is applied. Mass mechanics and devices for classification, organization, examining, grading and graduating students cannot live in the same system which expounds the new objectives in education.

Education is becoming more completely a co-operative enterprise in which learners, leaders, trustees, parents constituencies embark on a common quest. McPherson college is small enough and large enough to meet the challenge and the ideal of the new education. The Christian college has long idolized its opportunity for personal contact with students. This new movement in education gives the small college an opportunity to make an ideal become real. Not with radicalism or a blind enthusiasm but with a calm disciplined scientific objectivity may it be true that McPherson College shall increasingly offer the opportunity for creative education.—F. A. Replogle.

THE CONTRIBUTION OF McPHERSON COLLEGE TO SOCIETY

The best things of life defy definition or description. They escape every effort of words to comprehend or to delimit. So is the influence and contribution of a Christian College. The results of a College education are deeper insights, broader sympathies, ideals more clearly seen and more firmly held, greater skill and finer tastes. These values are spiritual and elusive.

Pouring into public life from a Christian College through a period of half a century are homemakers, school teachers, business men, doctors, ministers, and farmers, each one of whom is helped in his personal life through his college experience.

Each one has a new sense of values, a keener sense of right, and higher standards by which he measures life's experiences. His influence is felt in his circle of friends and so college multiplies its influence from many centers throughout society. We dare to believe that the influence of McPherson College is felt decidedly in the homes of thousands of housewives who have attended the College, in the schoolroom of hundreds of school teachers whom McPherson College has sent out as graduates, in the churches of the pastors who have gone out, in the offices of many physicians who began their college work here, as well as in every walk of life where our graduates have gone.

The quiet persuasive influence of loyalty to truth, and of devotion to high ideals is more effective for social transformation than the more loudly proclaimed political plans that are heralded in the daily press. If society is to be remade it will be done through the increase of those who adopt the ideals and purposes as well as the standard of values taught by the Christian College at its best.

WHAT THE COLLEGE MEANS TO A COMMUNITY

What climate does to the life of a people, environment to a child, rich soil to vegetation, that and all of it the Private Liberal Arts College does to a community. Its earnest search for truth so pervades the atmosphere that people unconsciously are affected and improved. Its faculty and student body ever impress and influence the observer. Its contributions to community activities give new life to all within its reach.

That community which is fortunate enough to have such a college is richly blessed in spirit and profits also in material and financial return.—W. J. Krehbiel, State Senator.

SOME WORDS OF APPRECIATION BY ALUMNI

"It seems rather unnecessary for me to write an appreciation of McPherson College, for the fact that our family is 100% McPherson College, is proof enough of our regard for it. Our daughter will graduate this year, making the family record complete with five degrees from the Liberal Arts department.

Surely our lives have been enriched in real values by our connection with 'Our College'."

Sincerely yours,

Mrs. J. H. Saylor. A. B., 1896.

"In these days when "efficiency" seems to be the cry, we hear a great deal about the inadvisability of maintaining the small colleges. It may be that the splendid equipment of our great universities contributes more than any other factor to turning out the "finished product" necessary to our social system, provided we place the emphasis upon its mechanical and economic phases. But there are ideals to be considered which, strange to say, do not always depend upon massive structures, spacious halls, attractive lecture rooms, completely equipped laboratories, immense libraries, luxurious fraternity houses, and whatnot of the ultra-modern school. Ideals have a queer way of appearing sometimes where we least expect to find them: within old walls, in much-used class rooms, in small libraries, in shabby dormitories, among groups of students and teachers who have time to talk with one another in a quiet friendly way on such commonplace subjects as aims and purposes. It may be that the very limitations of a small college serve to stimulate an interest in the world outside oneself. Its graduates may leave their alma mater with an enthusiasm and even a personality that might have been lost to competition with thousands of other students of a large university.

McPherson College, I believe, is one of those schools that have not lost sight of the individual. When I reflect upon my experiences as a student there a good many years ago, I am convinced that the personal interest of the faculty, their keen intellect, and their benign influence had no small share in training a number of young people, not a few of whom have since filled fairly responsible positions. And what a minor part money played in our college life! In some way without much of it the most of us managed to acquire a few important facts, to delve into the great philosophies, and to learn to think now and then for ourselves. We found entertainment in those days before the radio in the "gentle art of conversation" and formed valuable friendships that have lasted through the years.

For my part, I should like to see McPherson College continue, and I am quite sure that it is not pure sentiment either that has kept my interest in the school alert. Naturally conditions have changed, but the spirit and the atmosphere re-

main as of old. In recent years under the leadership of Dr. Kurtz and Dr. Schwalm, with splendid faculty support, I am happy to say that the college has made rapid progress and has established itself as a profitable asset to both the church as to the community. May its good work go on!"

Lucetta Johnson, A. B., 1904.

"No institution, except the church of which the College is a part, has a just claim for my respect and admiration quite so much as McPherson College. The ideals of loyalty and truth which are so dominant in her life must become a vital part of the life of every true student. I find them of infinite worth to me in these days of confusion and strain. My BEST WISHES and prayers will always be for my Alma Mater."

Sincerely yours,

Earl M. Franz, A. B., 1921.

"McPherson College has been rightly named the School of Quality. It is the quality of her faculty that makes me treasure most dearly the years I spent in the classrooms there from 1917 to 1923. Her ideals of truth and knowledge are living beacons, throwing out a never-failing light to guide her alumni in their work in the world. May McPherson College, the School of Quality, continue to live on and on."

Yours truly,

Deville B. Post, A. B., 1923

"Any opportunity that I can take in which to say a good word for McPherson College is more than welcomed by me.

I feel that McPherson College is truly a "school of quality" in the moulding of lives. From the standpoint of instruction, morals, and aims, the school can be greatly commended; but the outstanding point of superiority is the friendly attitude and spirit of service that goes out with her graduates to remain with them as a lasting tribute to the greatness of their Alma Mater."

Very sincerely yours,

C. Earl Fisher, A. B., 1923.

MALE QUARTETTE

One of the unique features of our college year is a new male quartette made up of three freshmen from one High School and one sophomore. The three freshmen are Messrs. Nachtigal, Kim, and Seamen from Buhler, Kansas, and the sophomore is Delvis Bradshaw from Waldo, Kansas. They have already made a trip to Summerfield and to Wichita, where they sang for District Conferences. Their

first appearance in chapel was a magnificent success. They give promise of becoming an unusual success.

THE CHRISTIAN ORGANIZATIONS

The Y.M.C.A. and Y.W.C.A., the World Service Group and the Christian Endeavor are the four student Christian organizations that give opportunity to the student for self-expression in a religious way. These organizations render a valuable service to the incoming student in helping with the initial adjustment. The Y.W.C.A. big sister movement is particularly helpful to the new girls. These organizations keep the Christian ideal of life constantly before the student. Each year they bring stimulating and instructive speakers to the campus. The World Service Group plans deputation work among the churches of outlying sections. Clinton Trastle is President of the Y.M.C.A., Alberta Yoder of the Y.W.C.A., Philip Lauver of the World Service Group and Libburn Gottman of the Christian Endeavor.

FACULTY NOTES

Prof. J. A. Blair has assumed the task of supervising the Practice Teaching work done by college students in the city schools. His work frequently takes him into the schools in the city. He has also been busy speaking at County Institutes and attending the District Conferences of Northwest and Southeast Kansas.

Dean Mohler is carrying a heavy load of teaching and is doing a great deal of field work in District Conferences, County Institutes and other local meetings.

Dr. J. J. Yoder is giving his time in the field looking after the financial interests of the College. As Treasurer of the College he is looking after the investments of the College, at the same time he is seeing friends for the endowment and maintenance funds. He will appreciate a generous and kindly

response from those who are friends of the College.

Dean F. A. Replogle has gotten a good start in his double task of teaching and administrative work. He already seems to have become a part of the College.

Prof. J. Hugh Heckman has been forced to give up his teaching work during the first semester of this year. He has undergone two operations during this summer and fall. While he has suffered a great deal and is still not well, we are very happy to report at this writing that during the past few weeks he has showed marked signs of improvement. His condition just now is better than it has been for some time. All his friends wish him a rapid restoration to health. His kindly smile and stimulating influence will be welcomed on the campus by students and faculty alike.

Last year Dr. and Mrs. H. J. Harnly promised the College a \$10,000 equity in a Texas Farm, retaining however, a life lease in the same. Recently they have given the College a deed for the same thus releasing their life lease and making the income from the farm available for the College at once. This generosity, which exceeds their splendid offer of last year, still increases our already deep indebtedness to them. May their tribe increase!

FOOTBALL!

McPherson has had one of the finest groups of fellows out for football this year that we have ever had. About forty men went out for practice. Most of the old line men were gone so an almost entirely new team had to be built. Most of our players are underclassmen, many freshmen. They started the year disorganized and of course were at first badly defeated. The not winning victories they have made such a splendid showing against some of the best teams in this section as to win our respect and admiration. We wish for them victories, but we re-

spect them for playing the game manfully in the face of defeats.

THANKS, FACULTY!

The financial depression which has been so widespread and so much talked about has not missed the College. The income of the College has been vitally affected by decreases from various sources. The faculty has voluntarily agreed to return to the College during the year out of their salary between \$3500 and \$4000. For many this represents 10% and in a few cases more than 10% of their salary. Those who are responsible for the finance of the College deeply appreciate this generosity and heartily thank them for it!

OUR ENDOWMENT CAMPAIGN

It is imperative that McPherson College be a member of the North Central Association of Colleges very soon. As financial conditions improve we shall proceed with our endowment campaign in an aggressive manner. Friends of the college who have not contributed to this final campaign to place the college into the list of North Central institutions will want to have a share in this program. Watch for important announcements regarding the campaign. Be prepared to help put McPherson among the colleges where she rightfully belongs by merit and scholastic achievement.



ENTRANCE TO ADMINISTRATION HALL

Second Semester Opening January 26, 1932.