THE RISE ... OF THE EDUCATIONAL INSTITUTIONS ...NAZARENE IN U. S.

SYLVESTER THEODORE LUDWIG

Class_____ Book_____

Accession 41296 Vol._____

MORRISON LIBRARY

OF THE

Municipal University of Wichita

WICHITA, KANSAS

THE UNIVERSITY OF WICHITA

THE RISE, DEVELOPMENT AND PRESENT STATUS OF THE EDUCATIONAL INSTITUTIONS OF THE CHURCH OF THE NAZARENE IN THE UNITED STATES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

IN CANDIDACY FOR THE DEGREE OF

MASTER OF ARTS

DEPARTMENT OF EDUCATION

BY

SYLVESTER THEODORE LUDWIG

WICHITA, KANSAS

JUNE, 1932

Acknowledgment

The writer desires to express his sincere appreciation to Dean Earl K. Hillbrand of the University of Wichita for his helpful counsel and inspirational guidance, to Rev. E. J. Fleming and Dr. H. Orton Wiley of Kansas City for the use of valuable records, and to the Presidents of the several colleges mentioned in this report for their cooperation in making this investigation possible.

TABLE OF CONTENTS

page

LIST OF TABLES iv

LIST OF FIGURES vi

Chapter

I. INTRODUCTION 1

The Problem
The Purpose
The Procedure

II. HISTORICAL SETTING 4

III. EARLY BEGINNINGS 9

IV. GROWTH OF AN EDUCATIONAL CONSCIOUSNESS 11

The Assembly of 1911
The Assembly of 1915
The Assembly of 1919
Quadrennial Activities 1919-1923
The Assembly of 1923
Quadrennial Activities 1923-1928
The Assembly of 1928
Quadrennial Activities 1928-1932
Summary

V. PRESENT STATUS OF THE INSTITUTIONS 30

General Facts
Control and Administration
Physical Plant and Equipment
Requirements for Admission and Graduation
Library Facilities
Faculty
Extra-Curricular Activities
Sources of Revenue
Cost to Students
Financial Assistance to Students
Alumni
Summary

VI. REASONS FOR THE CONTINUATION OF PRESENT SCHOOLS 58

TABLE OF CONTENTS
(continued)

Chapter page

Pasadena College
Northwest Nazarene College
Bethany-Peniel College
Olivet College
Trevecca College
Eastern Nazarene College
Bresee College

VII. CONCLUSION 62

Observations
Educational Problems Confronting the Church
Suggestions for Further Research

LIST OF TABLES

Table		Page
I.	Educational Zones Indicating the Population and Church Membership of Each.	17
II.	Classification of Students in the Institutions of the Church of the Nazarene, 1922	20
III.	Students Enrolled in the Seven Colleges of The Church of the Nazarene 1931-1932	33
IV.	Percentage of Gain and Loss by Departments in Seven Colleges of the Church of the Nazarene from 1922-1932	33
V.	Administration Practices in the Seven Educational Institutions of the Church of the Nazarene	36
VI.	Analysis of Physical Plants of Seven Educational Institutions of the Church of the Nazarene, 1932	39
VII.	Rooms Used for School Purposes in Seven Institutions of the Church of the Nazarene, 1932	42
VIII.	Entrance Hours Required for Graduation and Degrees Granted by Five Colleges in the Church of the Nazarene, 1932	43
IX.	Library Facilities in Seven Colleges of the Church of the Nazarene, 1932	44
X.	Analysis of the Faculties of Seven Colleges in the Church of the Nazarene, 1931-32 . . .	46
XI.	Years of Training of Full-Time Members of the Teaching Staffos of Seven Colleges of the Church of the Nazarene, 1931-32 . . .	47
XII.	Sources of Revenue in Seven Colleges of the Church of the Nazarene, 1931-1932	49
XIII.	Comparative Analysis of Revenue for Six Colleges of the Church of the Nazarene for the Quadrennium 1928-1932	51

LIST OF TABLES
(continued)

Table		Page
XIV.	The Cost per Semester of Tuition, Board and Room in Seven Educational Institutions of the Church of the Nazarene for the Year 1931-1932	52
XV.	Percent of Student Body Employed Part-Time in the Educational Institutions of the Church of the Nazarene, 1931-32	53
XVI.	Number of Graduates and Percent Engaged in Full-Time Christian Service from Seven Educational Institutions of the Church of the Nazarene	54

LIST OF FIGURES

Figure — Page

1. Chart showing growth in membership of the Church of the Nazarene and its subsidiary organizations 8

2. Map showing the educational zones of the Church of the Nazarene and membership of each, 1932. 28

3. Educational institutions of the Church of the Nazarene at each quadrennial assembly . . 29

4. Trend of enrollment 1928-1932 34

CHAPTER I

INTRODUCTION

The rapid and significant advances which have been made in the field of educational theory and practice are so far-reaching in their results that frequent adjustments have become necessary if educational administration is to keep pace with this progress. It is not strange, therefore, that institutions of higher learning have felt the impact of these changes; consequently, much progress has been made in the last decade enabling the school to function more readily in the new social order.

Denominational colleges and universities have likewise been stimulated to the promotion of greater efficiency in their administration. A number of denominations have taken up the matter officially and effected changes throughout their entire educational system. Noted surveys among this number are as follows: The Survey of Five Episcopal Colleges,[1] The Survey of the United Lutheran Church,[2] The Survey of the Church Colleges of the Disciples of Christ,[3] and

---

[1]Robert L. Kelly, "The Episcopal Colleges", Council of Church Boards of Education, December 1928, New York, New York.

[2]F. B. O'Rear and others, "Survey of Higher Education for the United Lutheran Church in America", Teachers College, Columbia University, 1929.

[3]Floyd W. Reeves and John Dale Russell, "College Organization and Administration", Board of Education Disciples of Christ, Indianapolis, 1929.

The Survey of the Methodist Colleges.[4]

The Problem

The Church of the Nazarene is a protestant denomination of comparatively recent origin, beginning in October 1908.[5] Within so short a time, however, a number of educational institutions have been acquired or directly founded. To study these institutions constitutes our task.

The Purpose

The purpose of this study is; first, to chronicle those early events which later were to form the basis of a definite educational system; second, to indicate the growth of an educational consciousness throughout the Church; third, to give a cross-section of present day educational facilities within the denomination; fourth, to call the attention of the church leaders to some of the outstanding needs confronting our educational institutions in order that they may give of their experience and counsel in solving these problems; and fifth, to bring together information that may be used throughout the membership of the Church for emphasizing the importance of maintaining adequate educational support.

The Procedure

1. A personal interview was obtained with all of the

---

[4]"A Survey of Methodist Colleges", School and Society, Volume 30, October 1929, pp. 515-16.

[5]James B. Chapman, "History of the Church of the Nazarene", p. 33, Kansas City: Nazarene Publishing House, 1926.

presidents of the educational institutions with the exception of one. The general plan of this thesis was discussed and their cooperation obtained.

2. Early official records of the Church of the Nazarene as well as the Department of Education were personally inspected and such material gathered as was pertinent to the problem.

3. A letter was sent to each school requesting a copy of the latest catalog and any other available literature.

4. A questionnaire was formulated and sent to each school requesting information otherwise not obtainable. See Appendix.

5. Two of the seven institutions were personally visited in connection with this investigation.

6. All material thus gathered from the above mentioned sources was examined, compared and tabulated. The facts thus revealed form the basis of this investigation.

CHAPTER II

HISTORICAL SETTING

The Church of the Nazarene does not represent an organization which has been split from any other protestant denomination. Its final culmination into a separate protestant church body represents the union of several independent religious organizations throughout the United States. We quote the following:[1]

In January, 1894, William Howard Hoople, a business man in New York City, founded a mission in Brooklyn, which, in the following May, was organized as an independent church, with a membership of thirty-two, and called "Utica Avenue Pentecostal Tabernacle". A church edifice was afterward erected, and Mr. Hoople was called to the pastorate. The following February the Bedford Avenue Pentecostal Church was organized, in an abandoned church building, and a little later, the Emmanuel Pentecostal Tabernacle. In December, 1895, delegates from these three churches formed the "Association of Pentecostal Churches of America," adopting a constitution, a summary of doctrines, and by-laws. This Association was duly incorporated. Associated with Rev. William Howard Hoople in this work were: Rev. H. B. Hosley, Rev. John Norberry, Rev. Charles BeVier, and Rev. H. F. Reynolds.

In October 1895, a number of persons, under the leadership of Rev. Phineas F. Bresee, D. D., and Rev. J. P. Widney, LL. D., formed the First Church of the Nazarene at Los Angeles, California, with one hundred and thirty-five charter members. They adopted statements of belief, and agreed to such general rules as seemed proper and needful for their immediate guidance, leaving to the future the making of such provisions as the work and its conditions might necessitate. As a result of this organization, a number of churches sprang into existence, reaching as far east as Chicago.

As these two bodies came to know more of each other, it was felt that they should unite; and, after consultation by delegates from one body to the other, the following basis of

---

[1]James B. Chapman, A History of the Church of the Nazarene. Kansas City: Nazarene Publishing House, 1926, pp. 26-28.

union was prepared and unanimously adopted by both bodies. The first union assembly was held in Chicago, in October, 1907.

At this time the union was effected creating the Pentecostal Church of the Nazarene. Previous to this assembly an invitation had been sent to another religious group known as the Holiness Church of Christ, to attend the Assembly in Chicago. This independent organization was showing rapid progress in the south, especially in Tennessee, Arkansas and Texas.

A committee was elected by the General Council of the Holiness Church of Christ at their meeting in Texarkana, Texas, in 1907. This committee consisting of C. B. Jernigan, J. D. Scott, S. M. Stafford, J. N. Speakes, T. J. Shingler and Elliott J. Sheeks was sent to visit the Chicago Assembly and was empowered to formulate a basis of union with the Pentecostal Church of the Nazarene. They reported back to the Eastern and Western Councils of the Holiness Church of Christ. The chairman of each council, R. B. Mitchem and James B. Chapman, respectively, presented the matter to their local churches and the agreement was ratified. Subsequently the Second General Assembly was called to convene at Pilot Point, Texas, October 8, 1908. At this Assembly the first official public recognition was given to the union of the Holiness Church of Christ with the Pentecostal Church of the Nazarene.

The General Assembly of 1923 recognized this union of October 8, 1908, as the official date for the beginning of the Church of the Nazarene.[2]

On February 13, 1915 the organization known as the Pentecostal Mission founded by Rev. J. O. Mc Clurkan of Nashville, Tennessee in 1898, united with the Pentecostal Church of the Nazarene. In November of the same year the Pentecostal Church of Scotland, founded by Rev. George Sharpe of Glasgow, Scotland, September 30, 1906, also united with this growing religious body.

The basis of union with reference to these several organizations consisted in the harmony found to exist among them with respect to the essentials of church doctrine and polity.[4]

In response to memorials from thirty-five District Assemblies, the General Assembly of 1919, held at Kansas City, Missouri, changed the name of the denomination from the Pentecostal Church of the Nazarene to the Church of the Nazarene.[5]

---

[2]Manual, Church of the Nazarene, 1923. Kansas City: Nazarene Publishing House, 1928. p. 193 ⅃ 467.

[3]J. B. Chapman, op. cit. p. 30,31.

[4]Manual, op. cit. p. 15.

[5]Proceedings of the Fifth General Assembly of the Pentecostal Church of the Nazarene, 1919, edited by E. J. Fleming. Kansas City: Nazarene Publishing House, 1919. p. 48.

Since the first General Assembly in 1907 significant progress has been made with reference to the growth of this Church as evidenced by the growth of its several departments. Figure 1 presents a chart based on the statistics compiled by Rev. E. J. Fleming, General Secretary of the Church of the Nazarene.[6]

The solid line represents the Sunday Bible Schools showing a membership of 5,469 in 1907 and 202,908 in 1931; the dotted line indicates the church membership which was 6,198 in 1907 and 93,085 in 1931; the broken line marks the growth of the Nazarene Young People's Society, 581 in 1907 and 34,138 in 1931; the Woman's Foreign Missionary Society is represented by the crossed line and indicates a growth of 28,880 since 1915 when it was organized.

It is significant to note that the rapid rise of the Sunday School began in 1923. This was the Assembly which created a definite Department of Church Schools under the direction of Dr. E. P. Ellyson. Parallel with this Sunday School growth, the other organizations show a similar trend.

Under the supervision of the Church of the Nazarene various educational institutions have been founded or acquired. With this background we shall be able to more accurately interpret later educational developments.

---

[6]Herald of Holiness, official paper Church of the Nazarene, Kansas City: Nazarene Publishing House. Vol XX (January 13, 1932.)

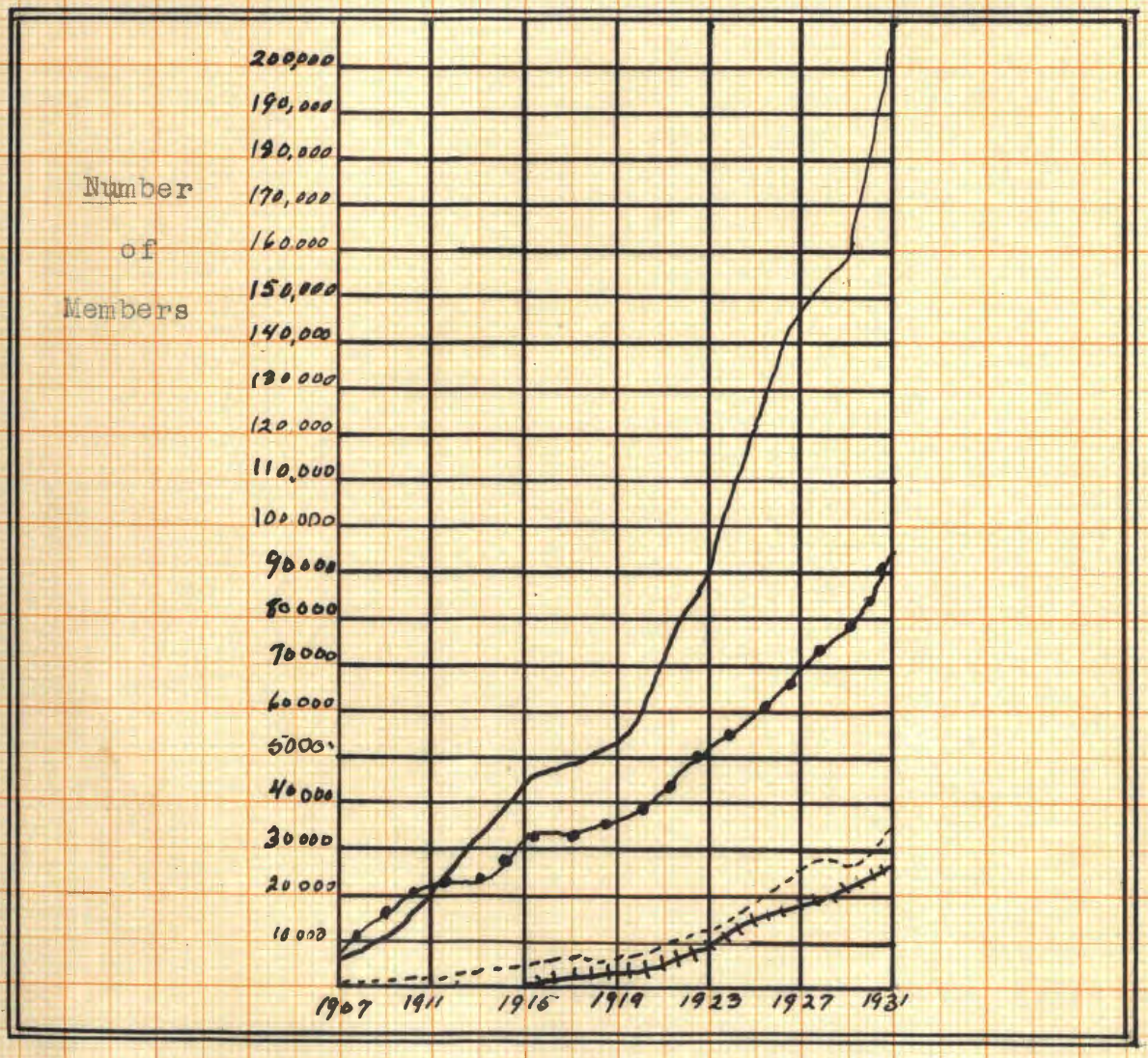

Fig. 1.- Chart showing growth in membership of the Church of the Nazarene and its subsidiary organizations.

——— Sunday Schools
-•-•-•- Church membership
- - - - - Young People's Societies
+++++ Woman's Foreign Missionary Societies

CHAPTER III

EARLY BEGINNINGS

In 1907 at the first General Assembly held in Chicago an educational anniversary was conducted Monday night, October 14th. Two schools participated, Deets Pacific College of Los Angeles, California, and The Pentecostal Collegiate Institute of North Scituate, Rhode Island.

At this assembly a committee report recommended the election of an educational committee, but apparently the report was never adopted.[1]

The second General Assembly held in 1908, at Pilot Point, Texas, gave place for an educational anniversary Saturday evening, October 10th. At the service the following schools were represented: Deets Pacific College of Los Angeles, California; Texas Holiness University of Peniel, Texas; Pentecostal Collegiate Institute of North Scituate, Rhode Island; Arkansas Holiness College of Vilonia, Arkansas; Pilot Point Training School of Pilot Point, Texas; Nashville Training School of Nashville, Tennessee.[2]

---

[1] Proceedings of the First General Assembly of the Pentecostal Church of the Nazarene, 1907. Kansas City: Nazarene Publishing House, 1907. pp. 51-53.

[2] Proceedings of the Second General Assembly of the Pentecostal Church of the Nazarene, 1908. Kansas City: Nazarene Publishing House, 1908. pp. 33,34.

Only three of these schools had been accepted by the Church at this time, but the others were in sympathy with the new religious movement and received its endorsement. Thus in 1908, which marks the official date of the beginning of the Church of the Nazarene, the following three schools were operated by the Church: Deets Pacific College, Pentecostal Collegiate Institute, and Texas Holiness University. The property of the Pilot Point Training School was formally accepted, but it was held in trust until further arrangements could be made.

A special recommendation was made at this assembly[3] for the provision of an Educational Board to be incorporated and take charge of all the educational property of the Church. Apparently this was never adopted for nothing was stated in the 1908 manual of the Pentecostal Church of the Nazarene about educational policy.

It was not until 1911 at the third General Assembly, held in Nashville, Tennessee, that a definite and consistent educational program was advanced.

---

[3]Ibid., p. 43.

CHAPTER IV

THE GROWTH OF AN EDUCATIONAL CONSCIOUSNESS

As stated in the previous chapter a definite program of educational policy was begun in 1911. From that time the records of each succeeding General Assembly show decided gains with reference to the support and encouragement given to educational work.

The Assembly of 1911

The Assembly of 1911 elected a General Secretary of education, namely, Rev. J. H. Norris. The Assembly Committee on education with A. S. Cochran as chairman and Fred Mesch as secretary presented a carefully prepared report making a number of recommendations which were adopted and placed in the 1911 Manual of the Pentecostal Church of the Nazarene.[1] These recommendations read as follows:

> 1. That this Assembly create a Board of Education to consist of seven members. It shall be the duty of this Board to recognize, classify, and foster such schools as they, in their godly judgment, believe to be wise. They shall guard against the multiplication of schools beyond our need or ability to equip and maintain, and shall see that the standard of scholarship is up to grade.
> 2. The different institutions shall be classified as follows: (1) Universities, (2) Colleges, (3) Special Bible or Christian Workers' Training Schools, (4) Academies, (5) Grade Schools.
> 3. Schools to be recognized must have the sanction of this board.
> 4. The Board shall publish annually in the Church papers a list of our accredited schools, their grade and their location, and shall give a full report of their work to each General Assembly.

---

[1] Manual, Pentecostal Church of the Nazarene, 1911. Kansas City: Nazarene Publishing House, 1923. p. 68,69.

5. That the Board shall require an annual report of each school recognized as a school of the Church, and shall give a summary of said reports through the Church papers.

6. That each District Assembly create a District Board of Education to consist of three members to act under the direction of and to cooperate with the General Board.

7. That when there are those among us who feel called of God to do special work for the Lord in the way of exhorting and conducting meetings, and their call is evidenced by grace, gifts, and usefulness, they may, after proper examination as to their experience, fitness for the work, their clearness and comprehension of the doctrine and usages of our Church, be licensed as exhorters.

8. That we strengthen our present theological course of study, and in addition thereto provide a literary course suitable for the better equipment of those looking forward to ordination.

9. That a suitable course be provided for Deaconesses.

10. That the General Superintendents and the Board of Education shall be the committee to arrange the courses of studies.

11. That a Church Historian be elected by the Assembly.

12. We recommend that the nomination for election of Trustees for Texas Holiness University be placed in the hands of the Board of Education.

The first Educational Committee as provided for in the foregoing recommendations consisted of the following members: General Superintendent H. F. Reynolds, Dr. E.P. Ellyson, J. W. Akers, Dr. R. T. Williams (now General Superintendent), E. E. Angell, DeLance Wallace and J. H. Norris.[2] The list below indicates the schools which were approved and placed under church supervision.

(1) Nazarene University (formerly Deets Pacific College), Pasadena, California.

(2) Texas Holiness University, Peniel, Texas.

---

[2] Proceedings of the Third General Assembly of the Pentecostal Church of the Nazarene, 1911. Kansas City: Nazarene Publishing House, 1911. p. 28.

(3) The Pentecostal Collegiate Institute, North Scituate, Rhode Island.

(4) The Kansas Holiness Institute and Bible School, Hutchinson, Kansas.

(5) Southern Holiness College, Donaldsonville, Georgia.

(6) Oklahoma Holiness College, Oklahoma City, Oklahoma.

(7) Arkansas Holiness College, Vilonia, Arkansas.

(8) Central Nazarene University, Hamlin, Texas.

(9) Missouri Holiness College, Des Arc, Missouri.

The Assembly of 1915

The General Assembly of 1915 held at Kansas City Missouri, set aside a special service, October 8th, for an educational anniversary. The needs for increased educational facilities were set forth.

By this time the church leaders had come to realize more keenly the benefits to be derived from educational work under the supervision of the Church. This can be readily seen by the increased number of schools which were given church sanction by the Board of Education. The institutions added during the quadrennium just closed were as follows:

(1) Illinois Holiness University (subsequently Olivet University, 1917), Olivet, Illinois.

(2) Idaho Holiness School, Nampa, Idaho.

(3) Trevecca College (formerly Nashville Bible Training School), Nashville, Tennessee.

This made a total of twelve institutions under the supervision of the Church.[3]

The Board adopted a standard of accrediting for Colleges and recommended that no new Colleges or Academies be established during the quadrennium.[4]

The Assembly elected the following men to constitute the General Board of Education: DeLance Wallace, Chairman, Fred Mesch, Secretary, L. Milton Williams, Treasurer, Dr. R. T. Williams, Dr. Olive Winchester, Dr. E. P. Ellyson and Dr. H. Orton Wiley. Shortly after this Assembly, Fred Mesch resigned as secretary and Dr. H. Orton Wiley was elected to fill the vacancy.

Active organization.- The quadrennium extending from 1915 to 1919 marks a most significant era in the development of a church-wide, educational policy. Prior to this time the Educational Board had been conducting its work in a very general way. Anticipating the Fifth General Assembly in 1919 and realizing the possibilities of active service which might be rendered by the Board, Dr. H. Orton Wiley called a preliminary meeting in June 1917 at Spokane, Washing-

---

[3]Proceedings of the Fourth General Assembly of the Pentecostal Church of the Nazarene, 1915. Kansas City: Nazarene Publishing House, 1915. p. 5.

[4]Proceedings of the Fifth General Assembly of the Pentecostal Church of the Nazarene, 1919. Kansas City: Nazarene Publishing House, 1919.

ton. Plans were discussed for a regular meeting to be held October 27, 1917, at Kansas City, Missouri. All institutions in the Church were notified and asked to send representatives with power to act.[5]

This meeting resulted in bringing together for the first time the educational leaders of the Church for a frank discussion of their related problems. It was hailed by all as the beginning of a more practical type of service made possible by cooperative effort.

A third meeting was held in June 1918 at Portland, Oregon. Two matters of importance were freely discussed. First, the incorporation of a General Board of Education with headquarters at Kansas City, and second, the zoning of institutions into educational districts.[6] Subsequently these matters became the basis of the educational policy adopted by the Fifth General Assembly.

In 1916 the name of Idaho Holiness School was changed to Northwest Nazarene College.

The Assembly of 1919

The educational anniversary of the Fifth General Assembly was held Sunday afternoon at three o'clock, October 5, 1919. The meeting was under the direction of the General Board of Education. Representatives of eleven schools were

---

[5]Official Minutes Department of Education. Kansas City: Nazarene Publishing House, 1917.

[6]Ibid.

present and gave brief addresses.[7]

After a brief resume of the educational work of the Church by Dr. H. Orton Wiley, Secretary of the General Board of Education, Dr. J. B. Chapman gave the principal address. Following this address Rev. L. Milton Williams presented the needs for adequate financial support and in a short time $27,813.55 was subscribed to be paid during the quadrennium. This money was to go directly into the hands of the Board of Education to be used by them in the promotion of educational work throughout the Church. This action indicated an awakening consciousness on the part of church representatives to centralize educational control.

In harmony with this plan the General Assembly authorized the incorporation of the General Board of Education. The "Standards for Accrediting Schools and Colleges" were continued as set up by the previous assembly. In addition this statement was made:[8]

"No institution shall be classified as a college until it shall be able to show property valuation or other assets to the extent of $100,000.00"

The Board of Education was enlarged to include one representative from each institution and two elected at large.

---

[7]Proceedings of the Fifth General Assembly of the Pentecostal Church of the Nazarene, 1919. Kansas City: Nazarene Publishing House, 1919. pp. 52,53.

[8]Ibid. p. 82.

This made a total of ten members. The following were elected: Dr. J. B. Chapman, President, DeLance Wallace, Vice-President, Dr. H. Orton Wiley, Secretary, Fred J. Shileds, J. E. L. Moore, N. W. Sanford, S. S. White, R. E. Dunham, A. O. Hendricks, W. B. Tait.[9]

There may also be noted a desire on the part of educational leaders to strengthen the position of all existing institutions. It was felt that the formation of educational zones throughout the United States would help to stimulate the growth of school consciousness in territories thus assigned and permit each institution to travel a definite area for financial support. Table I shows the seven zones thus created together with their population and the number of members of the Church of the Nazarene in each zone.[10]

TABLE I

EDUCATIONAL ZONES INDICATING THE POPULATION AND CHURCH MEMBERSHIP OF EACH, 1919.

	Population	Church Membership
Eastern	19,788,915	8,000
Southeast	20,464,240	4,200
Central	34,102,310	9,000
Southern	6,744,484	8,000
Midwest	3,682,285	2,000
Southwest	3,037,133	4,000
Northwest	3,825,313	2,800

[9]Ibid. p. 56.

[10]Official Minutes Department of Education, Church of the Nazarene. Kansas City: Nazarene Publishing House, 1919.

Secondary districts were set up as Junior College territory for Oklahoma Holiness College, Central Nazarene College and Missouri Holiness College to give them exclusive right for finances within these districts. An academy secondary district was given Arkansas Nazarene Seminary (formerly Arkansas Holiness College).

The Southeastern Holiness College, located at Donaldsonville, Georgia, sold its property during the previous quadrennium, leaving only eleven institutions under the direction of the Board of Education.

The quadrennium preceding the Fifth General Assembly made very evident gains along educational lines. The total enrollment in all schools equaled 1300 students.[11] A gain of thirty percent in amounts raised for educational purposes was made in the year 1922 in comparison with the year 1918. The amount raised for the entire quadrennium equalled $121,819.00.[12]

Quadrennial Activities 1919-1923

The Nazarene University at Pasadena, California applied to the Board for the privilege of becoming a university. The Board granted the request and approved the change of name to Pasadena University.

---

[11] Official Minutes Department of Education. Kansas City: Nazarene Publishing House, 1918.

[12] Journal of the Sixth General Assembly of the Church of the Nazarene. Kansas City: Nazarene Publishing House, 1923. p. 295.

Encouragement was given to the financial campaign of the Kansas Holiness College to secure $100,000 for an expansion program. It was voted to give $500 from the Board of Education to assist in carrying on the campaign. This campaign did not materialize and this was never carried out.

At the close of the school year in 1920, Peniel University was closed by its Board of Trustees. The institution merged with the Oklahoma Holiness College at Bethany, Oklahoma. This action was approved by the General Board of Education, February 16, 1921, and the school became known as Bethany-Peniel College.[13] An academy was maintained at Peniel, Texas for one year and then closed.

The fourth annual meeting of the Board was held, February 15, 1922. At this meeting Peniel Academy, Missouri Holiness College and Arkansas Nazarene Seminary were dropped from the list of church institutions. This action became apparent with reference to Missouri Holiness College, then located at Clearance, Missouri, when it burned to the ground in the winter of 1921. The other two institutions were closed on account of financial reasons. The list of institutions as classified by the Board in 1923 prior to the Sixth General Assembly is as follows: Colleges; Eastern Nazarene College, Olivet College, Pasadena College, Trevecca College, Northwest Nazarene College, Bethany-Peniel College. Bible Schools;

---

[13] Official Minutes, op. cit.

Bresee Theological College, Central Nazarene College. During the quadrennium there had been a solidification of school consciousness. This led to a desire to name the institutions in keeping with their work. Olivet University was changed to Olivet College and Pasadena University was changed to Pasadena College in 1924, the first year of the new quadrennium. The Nashville Bible Training School was changed to Trevecca College and the Kansas Holiness College to Bresee Theological College.

The net worth of the property valuation at the close of the quadrennium in 1922 was $670,003.91, a gain of twenty percent over 1918. This is significant, inasmuch as three of the schools were dropped during the quadrennium. The amount raised for education shows an increase of three hundred percent.

Table II indicates the enrollment of students in the various institutions for the year 1921-1922.[14]

TABLE II

CLASSIFICATION OF STUDENTS IN THE INSTITUTIONS OF THE CHURCH OF THE NAZARENE, 1922

School	College	Academy	Bible	Grade Schools	Unclassified	Total
Pasadena College	105	171	38	193	117	624
Northwest Nazarene College	72	112	11	94	19	308
Central Nazarene College	10	60		32	44	146

[14]Official Minutes, op. cit.

TABLE II (continued)

CLASSIFICATION OF STUDENTS IN THE INSTITUTIONS OF THE CHURCH OF THE NAZARENE, 1922

School	College	Academy	Bible	Grade Schools	Unclassified	Total
Trevecca College	9	86	44	66		205
Bethany-Peniel College	24	110	14	75	17	240
Eastern Nazarene College	29	47	13		2	91
Bresee Theological College	29	77	19	8		133
Olivet College	53	96	67	11	73	300
Totals	331	759	206	479	272	2047

It will be interesting to note the large percentage of Academy students in these institutions. In every case they exceed the number of college students.

The Assembly of 1923

The six educational districts were maintained the same as in the report of 1919 with the exception that the midwest district became a part of the Southwest District for college purposes. This secondary district was given as exclusive territory to Bresee Theological College for financial support.

The Board of Education was given general oversight of all educational institutions in the Church. This has largely been taken to mean advisory powers rather than executive.[15]

The matter of a hospital and sanitarium was brought to the attention of the Assembly Committee. They encouraged this work but no action was taken in securing any such insti-

[15] Journal of Sixth General Assembly, op. cit. p. 159.

tution.

A recommendation was brought to the floor of the General Assembly by F. M. Messenger of Chicago Central District requesting that the two schools, one at Hutchinson, Kansas, and one at Hamlin, Texas, be dropped. This recommendation was tabled and later defeated.[16]

The General Education Board elected by this Assembly consisted of the following men:[17] Floyd W. Nease, Dr. C. E. Hardy, N. W. Sanford, A. K. Bracken, H. Orton Wiley, C. B. Widmeyer, C. E.Thomson, J. B. Chapman, L. D. Peavey, G. B. Collins.

The Assembly gave impetus to educational work by designating the new quadrennium as one in which the Church make special effort to free the schools from debt.[18]

We heartily concur also in the following recommendation of the General Board of Education, i. e., "Inasmuch as our Publishing House is now out of debt, we recommend that during the next quadrennium the Church turn its attention to its educational institutions; and at an early date as possible raise a sufficient fund to free all of its institutions from indebtedness and provide the buildings and equipment necessary to meet the recognized standards of efficiency in educational work. This to be accomplished by each Educational District.

It may be seen at once by this pronouncement that the General Church was desirous of facilitating educational opportunities within the denomination. These objectives were consistently followed out by these educational leaders.

---

[16]Ibid. p. 127

[17]Ibid. p. 150 ↓ 3.

[18]Ibid. p. 159 ↓ 6.

Quadrennial Activities 1923-1928

The time extending between the General Assemblies of 1923 and 1928 represents approximately seven months over the regular four year period. This was due to the change of date for the General Assembly from October to June. This legislation was enacted by the General Assembly of 1923.[19]

This period stands out clearly as a time when all educational institutions sought to arrange their finances on a firmer basis and reduce their indebtedness. Current expenditures were adjusted so that no yearly deficits remained in the operating funds. Several institutions launched special campaigns to raise their building indebtedness.

Bethany-Peniel College, located at Bethany, Oklahoma, was the first institution to report itself out of debt. This enabled the trustees to proceed with an advance educational program so that by the close of the quadrennium the college became fully accredited for the four years of its work.

Olivet College located at Olivet, Illinois, carried on an extensive campaign with the assistance of General Superintendant R. T..Williams. Their indebtedness was reduced from approximately $180,000 to $40,000, assuring them of a much brighter future.

Pasadena College, located at Pasadena, California, carried on a similar campaign with the assistance of Rev. Bud Robinson. The entire indebtedness of $80,000 was under-

---

[19] Ibid. p. 109 ⅛ 8.

written by 1928, although some remained to be collected the following year.

Toward the close of the quadrennium, Rev. J. C. Henson was employed as Business Manager for Northwest Nazarene College located at Nampa, Idaho. A campaign was inaugurated to liquidate their entire indebtedness amounting to $93,000. This was not completed in 1928, but early in the next quadrennium the campaign was completely successful.

Trevecca College, located at Nashville, Tennessee, likewise reduced its indebtedness by subscriptions and donations.

Bresee Theological College, located at Hutchinson, Kansas, erected a new administration building in 1926 and the name of the school was changed to Bresee College.

Thus the years 1923-1928 mark a great advance in the educational program of the Church and testify to the increasing loyalty of the ministers and laymen in the denomination to the educational needs of the Church.

The Assembly of 1928

The Seventh General Assembly of the Church of the Nazarene convened at Columbus, Ohio, June 13-25, 1928.

This quadrennial gathering reaffirmed its support of the educational program of the Church and enacted legislation to strengthen the existing institutions.

The relationship of the Board of Education to the several schools was clearly established.

It shall sustain an advisory relationship to all educational institutions now and hereafter related to or associated with the Church of the Nazarene in matters of courses of study, of buildings, location, general business and administrative policy.[20]

The Assembly moved to incorporate the Department of Education as part of the General Board of the Church.[21] As such it was provided with one representative from each educational zone of the Church. These six, together with four chosen at large, were to constitute the members of the General Board of Education, a corporation of Kansas City, Missouri. Provision was made whereby funds for general educational purposes were to be received from the General Budget.

The six educational zones, together with the number of members in each belonging to the Church of the Nazarene, are shown in Figure 2.[22]

Quadrennial Activities 1928-1932

In harmony with the action of the General Assembly in 1928, $2,000 was set as the appropriation necessary for the Department of Education.

The building plans of Northwest Nazarene College and Pasadena College were approved.

The requests of Mt. Hebron Academy, Mt. Hebron, North Carolina and Vilonia Academy, Vilonia, Arkansas to become

---

[20]Journal of the Seventh General Assembly of the Church of the Nazarene, 1928. Kansas City: Nazarene Publishing House, 1928. p. 195 ½ 2.

[21]Ibid. p. 238 ½ 2.

[22]Ibid. p. 195 ½ 4.

PORTIONS NOT AVAILABLE

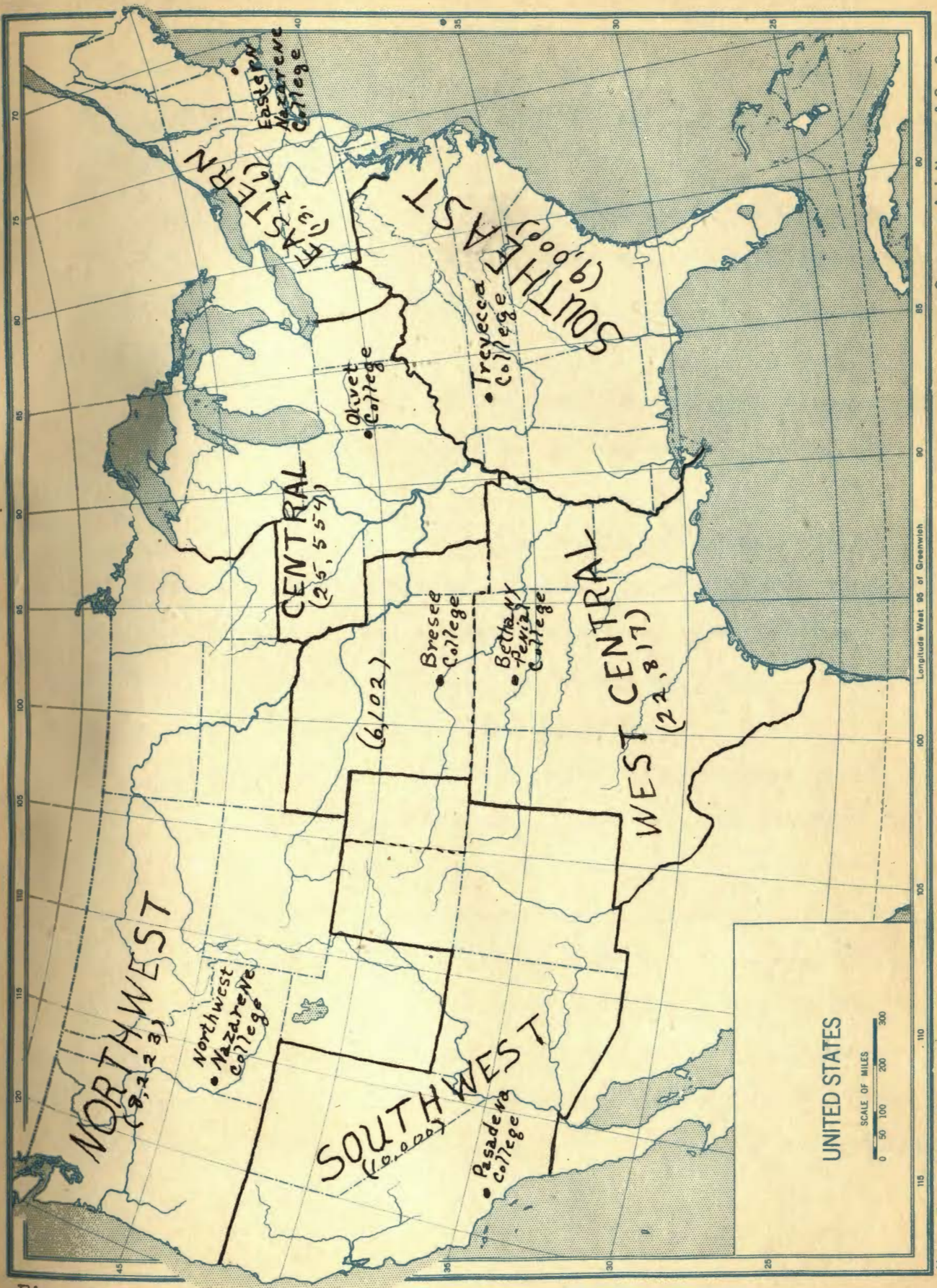

Fig. 2.- Map showing the educational zones of the Church of the Nazarene and the church membership of each, 1932.

affiliated with the Church of the Nazarene were investigated and subsequent action taken declining the addition of more institutions at this time.

During the second year of the quadrennium the Department Chairman, President Floyd W. Nease of Eastern Nazarene College, died. President Orval J. Nease of Pasadena College was elected his successor.

The proposed relocation of Trevecca College was presented, but no official action taken on account of lack of sufficient data.

The Department approved the report of its committee requesting that a membership be taken in the Liberal Arts College Movement. Representatives of the Department were sent to the Liberal Arts College Convention held in Cincinnati, Ohio, the week of January 18, 1932.

Support was given to the Bicentennial celebration of the birthday of George Washington by asking all schools of the Church to cooperate.

A committee was named to arrange a booth at the Eighth General Assembly held in Wichita, Kansas, June 12-26, 1932, giving a representation to all the schools of the Church.

The quadrennium witnessed a closer union of the educational forces of the Church and a more sympathetic appreciation of the common problems facing the schools of the Church of the Nazarene.

Summary

We have pointed out that the beginning of serious educational policy dated to 1911. A series of twelve recommendations were approved setting forth rather vaguely and generally the future policy of the Church with reference to education.

In 1915 the maximum number of schools were recognized, twelve in number. The Board of Education saw the problem at hand and laid down standards of recognition by which church institutions were to be judged. Action was also taken stating that additional schools were not to be added until such time as the Church could adequately support the existing ones.

Additional legislation enlarged the Board of Education to ten members and gave it a more definite basis of operation. An educational fund of $27,813.55 was subscribed by the General Assembly of 1919. The zoning of institutions into separate and exclusive districts facilitated the support of education. Three institutions ceased to continue as affiliated with the Church of the Nazarene. In spite of this fact, substantial property gains were shown.

The growing need for educational guidance in the institutional life of the Church led to the increase of power and of definition with respect to the Board of Education.

The quadrennium of 1923-1928 was epoch-making in that great gains were made by most of the educational institutions in the reduction of building indebtedness.

Significant in the Assembly of 1928 was the incorporation of the Department of Education as part of the General Board organization. This permitted the Board to have a sum of $2,000 made available through the regular channels of the church budget.

Figure 3 presents a graphic picture of the number of schools under church supervision at each quadrennial gathering. This chart indicates a rapid increase in the number of schools acquired in the early history of the Church. It also shows a slower but definite decline in the number of educational institutions. The tendency being, no doubt, to limit the number of schools and thus better equip those retained.

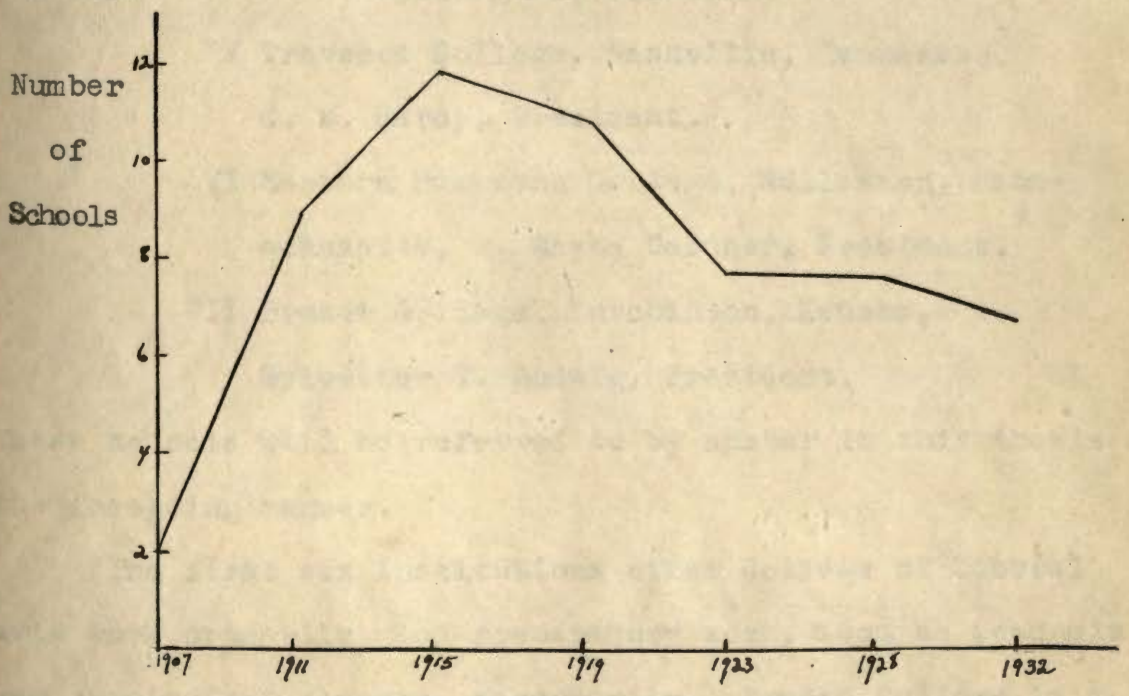

Fig. 2.- Educational institutions in the Church of the Nazarene at each quadrennial assembly.

CHAPTER V

PRESENT STATUS OF THE INSTITUTIONS

At the present time there are seven educational institutions in the United States under the supervision of the Church of the Nazarene. These institutions, together with their Presidents, are listed as follows:

I Pasadena College, Pasadena, California,
Orval J. Nease, President.

II Northwest Nazarene College, Nampa, Idaho,
Russell V. DeLong, President.

III Bethany-Peniel College, Bethany, Oklahoma,
A. K. Bracken, President.

IV Olivet College, Olivet, Illinois,
T. W. Willingham, President.

V Trevecca College, Nashville, Tennessee,
C. E. Hardy, President.

VI Eastern Nazarene College, Wollaston, Massachusetts, R. Wayne Gardner, President.

VII Bresee College, Hutchinson, Kansas,
Sylvester T. Ludwig, President.

These schools will be referred to by number in this thesis in the foregoing manner.

The first six institutions offer College of Liberal Arts work primarily, and preparatory work, such as academic and theological courses, secondarily. Bresee College is a preparatory school and does not offer regular College of Liberal Arts work.

General Facts

Aims of the institutions.- The aims of the educational institutions of the Church of the Nazarene are very similar in nature. Dr. H. Orton Wiley, Executive Secretary of the Department of Education, has written a recent editorial setting forth these aims in a very definite way.[1]

The purpose of our educational institutions should be primarily, that of service to the church. This should include attention to the spiritual life of the students and their instruction in the doctrine and usages of the church. It should include also, the specific training necessary for those called to the ministry both as to intellectual and spiritual requirements. If a scientist cannot be trained without laboratory work and an engineer without practical experience, neither can we hope to train young men and women for a spiritual ministry at once furnishing an environment conductive to spiritual life and opportunities for practical experience. Our colleges must be spiritual laboratories, not merely institutions for the development of intellectual life. Preachers not trained in a spiritual atmosphere can have no proper conception of the value of spiritual things.

The purpose of our colleges is not merely the "correlation of education and religion" as is sometimes advanced. Our purpose is to make education minister to religion. David Livingstone sought to be an astronomer, a chemist, a botanist and a geographer. He studied to know languages and to gain influence among the barbarians. He prized the recognition his efforts were given in England, and valued that which men call success in the scholastic world. But back of this as the source of his inspiration was his desire to heal the open sore of the world. His knowledge of astronomy, botany and geography was not an end in itself - it was to call the attention of the world to the needs of darkest Africa. Always this was his goal. Education alone can never advance the spiritual interests of the church. It must be laid on the altar of service to Christ.

The schools of the Church have consistently endeavored to maintain high standards of scholarship along with an atmos-

---

[1] Herald of Holiness, official paper Church of the Nazarene. Edited by H. Orton Wiley. Kansas City: Nazarene Publishing House. (August 19, 1931) p. 3.

phere of spirituality.

Accredited relationships.- Three of the six colleges belong to accrediting agencies. They are as follows: Pasadena College, Association of Colleges and Universities of the Pacific Southwest; Northwest Nazarene College, Northwest Association of Secondary Schools and Institutions of Higher Learning; Trevecca College, Tennessee College Association and American Association of Junior Colleges. Bethany-Peniel College is accredited by the State Department of Education and the State University. Olivet College Academy is accredited by the State of Illinois. Eastern Nazarene College has a charter from the Commonwealth of Massachusetts, granted in March 1930, permitting it to grant the degree Bachelor of Arts. Bresee College Academy is accredited by the Department of Education, State of Kansas.

Enrollment.- The question of enrollment is one which constantly confronts the administration. No matter how efficient a school organization may be, the public is likely to judge its success, perhaps unfairly, by the enrollment. Table III indicates the school enrollment for seven educational institutions of the Church.

The total number enrolled in these institutions is 1,553. Of this number 739 are men and 814 women. An interesting comparison may be made to this classification with a similar one a decade ago as revealed by Table II.

TABLE III

STUDENTS ENROLLED IN THE SEVEN COLLEGES
OF THE CHURCH OF THE NAZARENE
1931-1932

	I	II	III	IV	V	VI	VII	Total
Liberal Arts	172	209	122	81	50	102		736
Bible College	19	7	6	33	20	8	13	106
Academy	76	87		31	63	29	37	323
Fine Arts	59		15	19	76	69	8	246
Unclassified	25	69		3	35	10		142
Total	351	372	143	167	244	218	58	1553

Table IV indicates the gains and losses in the various departments from 1922 to 1932.

TABLE IV

PERCENTAGE OF GAIN AND LOSS BY DEPARTMENTS
IN SEVEN COLLEGES OF THE CHURCH OF THE NAZARENE
FROM 1922-1932

	Gain	Loss
College	122	
Bible College		48
Academy		57
Grade School		87
Unclassified		48
Total		24

The outstanding revelation of the chart is the gain in college enrollment and the decided loss in the other departments. It should be kept in mind, however, that part of the loss in the Bible College enrollment does not represent an

actual total loss of students studying theological subjects. Departments of Religious Education and Theology have been more definitely organized within the several colleges. Many who thus would be classified in the Bible College in 1922 are now really enrolled in the Department of Religious Education of the College of Liberal Arts.

The table further shows a definite waning of secondary education under church supervision. The elementary schools have practically vanished from the educational picture of the Church. Of the eight institutions in 1922, all but one offered elementary courses. At the present time only one institution, Northwest Nazarene College, offers such work.

The total loss in enrollment for the decade is twenty-four percent.

Figure 4 shows the trend of enrollment for the past quadrennium.

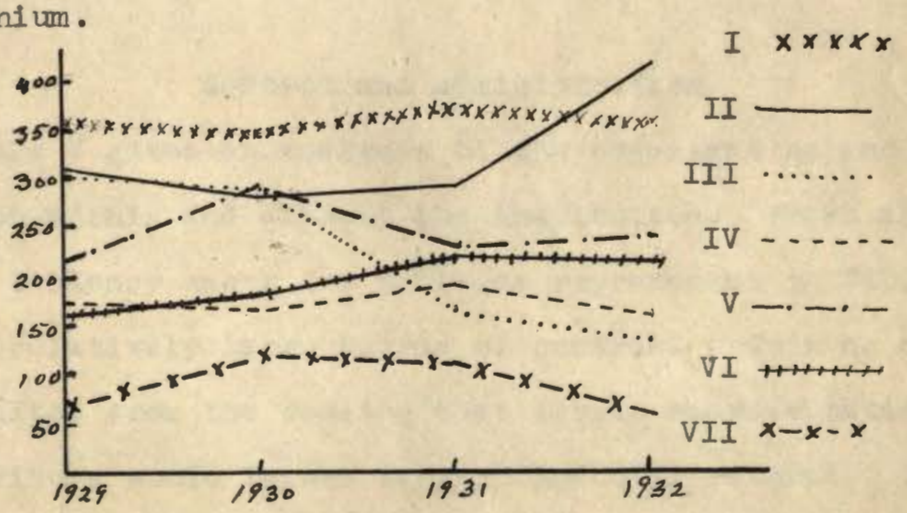

Figure 4.- Trend of enrollments in seven schools of the Church of the Nazarene from 1928-1932.

Summer sessions.-- One institution, Pasadena College maintains a summer session. Graduate work is not carried on by any of the institutions.

The constituency.- The supporting areas of the various colleges are shown in Figure 2. The facts therein revealed indicate widespread differences as to area included as well as to the number of members of the Church of the Nazarene within these territories. These irregularities have caused the educational burden to vary greatly.

Bresee College supporting territory includes that part of the West Central Zone included in the states of Kansas, Nebrasks and the western half of Missouri. The eastern part of Colorado was assigned as auxiliary territory to Bresee College for academy students only. Bethany-Peniel College likewise holds the territory of Bresee College for auxiliary purposes.

Control and Administration

Table V gives an analysis of the organization and administration within and without the institution. There appears to be a tendency among the colleges represented in Table V to have relatively large boards of control. This no doubt has resulted from the feeling that larger representation over the territory would insure larger financial returns. To a certain extent this may be true, but there is a question as to whether or not the institution is at a disadvantage with respect to the efficient operation of its board.

TABLE V

ADMINISTRATION PRACTICES
IN THE SEVEN EDUCATIONAL INSTITUTIONS
OF THE CHURCH OF THE NAZARENE

	I	II	III	IV	V	VI	VII
Board of Control	Board of Trustees	Board of Regents	Board of Regents	Board of Trustees	Board of Trustees	Board of Trustees	Board of Trustees
Number	15	16	27	27	18	13	15
Number Executive Committee	5	6	5	9	4	6	5
Business Administration	Pres. Business Director	Pres. Bursar Field Sec.	Business Manager	Executive Com.	Pres.	Business Mgr. Pres. Finance Com.	Pres. Bursar
Administration of Athletics	Director	Student Faculty Com.	Director	Faculty	Faculty Students	Faculty	Faculty
Student Government	Partially						Partially

The boards of control are elected by the District Assemblies supporting them, usually for a term of three years.

All the institutions represented in Table V have an executive committee with the exception of Northwest Nazarene College. This institution has a Board of Directors, six in number, which functions much the same as the executive committee in the other institutions. The function of the executive

committee is similar to that of the board of control inasmuch as it transacts all necessary business of the board during the interim of the annual meetings.

In all cases observed it is clearly evident that a distinction is made with reference to the administration of the board of control and the executive officers. The functions of the governing boards has largely become legislative, whereas the function of the president and the internal officers of administration are largely executive.

Business administration.- The business administration as revealed by Table V indicates that in most cases the president and bursar or business director jointly exercise control. In two of the seven institutions the president exercises advisory powers, Bethany-Peniel College and Olivet College; in the five remaining institutions he exercises executive control.

Administration of athletics.- Table V shows that in all institutions athletics is administered. Olivet College, Eastern Nazarene College and Bresee College place athletic control directly under the supervision of the faculty. Trevecca College and Northwest Nazarene College have student and faculty direction. Pasadena College and Bethany-Peniel College employ a director of athletics. From the foregoing facts it is evident that no uniformity prevails among these institutions with respect to athletic administration.

Student government.- Of the seven colleges reporting, only two, Pasadena College and Bresee College, indicated any form of student government. In both schools the student body does not enter into disciplinary matters, but largely acts in an advisory capacity.

Physical Plant and Equipment

The data presented in Table VI give us a picture of the material equipment of the institutions under observation.

Value of plant.- Eastern Nazarene College shows the largest property valuation with Pasadena College second. Both of these institutions completed new administration buildings in 1930. Northwest Nazarene College completely remodeled their administration building in 1931, making it modern in every respect. A gymnasium was also built the same year.

A comparison of the property valuation in 1922 with that of 1932 shows that an increase of ninty-seven percent was made during the decade.

Insurance.- The four institutions reporting with reference to the amount of insurance carried show a variation of $16,000 for Bresee College and $200,000 for Eastern Nazarene College.

Indebtedness.- Table VI indicates the institution carrying the largest indebtedness is Eastern Nazarene College. The smallest amount reported is Bresee College. This is in keeping with their property valuation, the former indicating the largest and the later the smallest of the seven colleges

TABLE VI

ANALYSIS OF PHYSICAL PLANTS OF SEVEN EDUCATIONAL INSTITUTIONS OF THE CHURCH OF THE NAZARENE 1932

	I	II
Value of plant and equipment . . .	$240,000.00	$184,167.00
Indebtedness	65,000.00	29,000.00
Insurance		40,000.00
Number of buildings	4	8
Number of rooms	109	118
Campus (acres)	16	25
Location of school	Edge of city	Edge of city
Size of city	90,000	10,000

III	IV	V	VI	VII
$146,505.00	$175,804.00	$186,000.00	$325,000.00	$65,000.00
19,936.00	40,000.00	25,000.00	136,378.00	14,000.00
	65,000.00		200,000.00	16,000.00
6	6	5	8	1
54	73	108	162	31
10	14	12	9	10
Small town	Small town	Edge of city	Suburb	Edge of city
2,032	300	15,000	70,000	30,000

under consideration. The amount of indebtednesss for all the institutions equals $229,314.00. This represents sixteen percent of their valuation.

Pasadena College and Northwest Nazarene College have definite plans for liquidating their indebtedness; the former by an insurance investment bond, sold to their constituency, which liquidates in five years; the later by subscriptions which have been taken over a four year period. Bethany-Peniel College is paying part in monthly sums and the rest from yearly donations. Bresee College is in a campaign at the present time to free it from debt. Olivet College and Eastern Nazarene College expect to receive subscriptions from their constituency as soon as practical. It is evident that the boards of control of the several institutions are diligently working to liquidate all indebtedness.

Buildings and rooms.- Table VI reveals the fact that Northwest Nazarene College and Eastern Nazarene College both have eight main buildings. Bethany-Peniel College and Olivet both have six buildings. Eastern Nazarene College has the greatest number of rooms, totaling one hundred sixty-two. Northwest Nazarene College ranks second with one hundred eighteen rooms and Pasadena College ranks third with one hundred nine rooms.

The size of the college campus ranges from nine acres at Eastern Nazarene College to twenty-five acres at Northwest Nazarene College. The location of these institutions indi-

cates that four of them are at the edge of cities ranging from 10,000 to 150,000 population. Two of them are in small communities which have been largely built about the school. One is in a suburb of Boston.

Table VII indicates the utilization of rooms for school purposes. Northwest Nazarene College has the largest number of class rooms available, twenty in all, while Pasadena College ranks second with seventeen.

Eastern Nazarene College ranks first in number of dormitory rooms, one hundred twenty in all. Northwest Nazarene College is second with eighty rooms. This institution also has the largest assembly hall, seating one thousand people. Eastern Nazarene College is second with a capacity of eight hundred people and Trevecca College is third with a capacity of seven hundred people.

Two of the schools, Trevecca College and Bresee College do not have adequate rooms for physical education. Three institutions have separate buildings for gymnasium purposes, namely, Northwest Nazarene College, Bethany-Peniel College and Eastern Nazarene College.

Requirements for Admission and Graduation

The requirements for admission are practically uniform in all of the five colleges of Liberal Arts investigated. A catalog from Trevecca was not available, consequently data were not received. In all the institutions students may be

TABLE VII

ROOMS USED FOR SCHOOL PURPOSES IN SEVEN INSTITUTIONS OF THE CHURCH OF THE NAZARENE, 1932

	I	II	III	IV	V	VI	VII
Administration	6	6		3	3	8	3
Classroom	17	20		10	12	14	5
Laboratories	3	3	2	2	2	3	1
Libraries	2	1	2	1	1	3	2
Fine Arts	6	5	3	5	8	7	2
Physical Education	2	2	1	2		1	
Dormitories	12	80	46	48	80	120	17
Assembly	1	1		2	2	2	1
Capacity of Assembly	500	1000		600	800	700	300

admitted in one of the following five ways:[2] (1) Certificate of graduation from an accredited high school; (2) certificate of recommendation in fifteen units of work selected from a list of admission subjects; (3) by examination; (4) certificate of advanced standing from other colleges; (5) admission of mature students as special students permitting them to carry such work as they are able. This cannot be applied to a degree for graduation until the deficiencies have been removed. Eastern Nazarene College also admits students by comprehensive examination.

Table VIII presents the prescribed units for entrance, the number of hours required for graduation and the degrees offered by the six colleges of the Church.

There is uniformity in the number of entrance requirements, but considerable diversity in the number of pre-

[2] Annual Catalog of each institution, 1931-32.

scribed units. All colleges offer the Bachelor of Arts course. Only two, however, Olivet College and Pasadena College offer the Bachelor of Divinity degree. The Bachelor of Fine Arts is offered by Bethany-Peniel College. All schools offer the Bachelor of Theology degree with the exception of Eastern Nazarene College. This institution offers in its place the Bachelor of Arts degree with a theological major.

TABLE VIII

ENTRANCE HOURS REQUIRED FOR GRADUATION AND DEGREES GRANTED BY FIVE COLLEGES IN THE CHURCH OF THE NAZARENE, 1932

	Entrance Units	Prescribed Units	Hours for Graduation	Degrees Granted
Pasadena College			128	A. B. B. D. Th. B.
Northwest Nazarene College	15	9	128	A. B. Th. B. B. S.
Bethany-Peniel College	15	5	124	A. B. Th. B. B. F. A.
Olivet College	15	8	128	A. B. Th. B. B. D.
Eastern Nazarene College	15	10.5	120	A. B.

Library Facilities

The library facilities as shown by Table IX indicate a comparatively small number of books in proportion to the courses offered. Eastern Nazarene College ranks highest with 12,000 volumes and Bresee College stands lowest with 1,939

volumes. This study further revealed that yearly appropriations augmented by student fees were the principal sources of revenue for the purchase of new books.

Olivet College was the only institution reporting a full time librarian. The other institutions reported part-time librarians with student assistants.

TABLE IX

LIBRARY FACILITIES IN SEVEN COLLEGES OF THE CHURCH OF THE NAZARENE, 1932

I	8,000	150	Los Angeles and Pasadena city Libraries, Huntington Library
II	6,500		City Library, Boise Public, Idaho Free Travelling
III	5,396		Carnegie Public Library, Oklahoma Library Commission
IV	1,750	250	Danville Public Library, Ridgefarm Public Library
V	4,000	50	Two large ones
VI	12,000	4,500	See below*
VII	1,939	240	Carnegie Public Library

*Boston Public Library, Quincy Library, Wollaston Library, Harvard Library, Boston University Library.

Due to advantages of location, Pasadena College and Eastern Nazarene College are without doubt in a position to offer the best library privileges outside their own institu-

tions.

Faculty

As indicated by Table X the number of faculty members varies from eight to twenty-nine among the seven colleges investigated. The total number of faculty members in these institutions is one hundred thirty. Of this number, twenty-two are part-time instructors. There are twenty teachers in the Fine Arts Department. Of this number seven are men and fifteen are women.

Salaries.- Table X reveals the fact that the average salary for the six colleges of Liberal Arts is $1,139.00. This is very low in comparison with the study of average salaries received by the teaching staff at eight Disciples of Christ four-year colleges.[3]

The median institutiom in this group of eight colleges showed a salary of $2,420.00. This is forty-seven percent more than is now being paid as the average salary for the six colleges in this investigation.

Tenure.- As revealed by Table X the average time the present teachers have been in the six institutions reporting is five and nine-tenths years. The lowest was five and five-tenths years, reported by Pasadena College and Olivet College. There is a definite tendency to retain over a period of years faculty members employed in these institutions.

---

[3]Floyd W. Reeves and John Dale Russell, College Organization and Administration. Indianapolis: Board of Education, Disciples of Christ, 1929. p. 183.

TABLE X

ANALYSIS OF THE FACULTIES OF SEVEN COLLEGES IN THE CHURCH OF THE NAZARENE, 1931-1932

	I	II	III	IV	V	VI	VII
Number of members	18	29	11	21	22	21	8
Number in Fine Arts	4	3	3	4	3	3	2
Average salary	$1395	$1395	$1434	$1225	$1008	$1377	$990
Average tenure	5.5	6	5.6	5.5		6	7
Average teaching load	16	17	15	18	16	17	25
Average size of class	15	20	13	11.6		18	10

Teaching load.- Sixteen college hours represents the average teaching load for the six colleges of liberal arts shown by Table X. This is a five-tenths percent increase over the average teaching load of full-time instructors in twelve colleges as revealed in the study of Reeves and Russell.[4] Olivet College reported the largest number of hours per teacher while Bethany-Peniel College reported the lowest.

Size of classes.- The average size of classes in the five colleges reporting is 12.9. This is in fair proportion to the number of students attending the colleges. The largest average reported was twenty, by Northwest Nazarene College and the lowest was 11.6 reported by Olivet College.

Training.- Table XI indicates the scholastic training of the faculties of the several institutions.

[4]Ibid. p. 177.

TABLE XI

YEARS OF TRAINING OF FULL-TIME MEMBERS OF THE TEACHING STAFFS OF SEVEN COLLEGES OF THE CHURCH OF THE NAZARENE, 1931-1932

	I	II	III	IV	V	VI	VII
Three years collegiate training	3	1		2	3	4	
Two years graduate training	3	4	1		4	2	
One year graduate training	6	5	4	9		6	1
With degrees but less than one year graduate training	2	8	5	6	6	5	4
Less than Bachelor's Degree	2		1	3	5		2

According to Table XI there are only thirteen faculty members with less than a Bachelor's Degree in the six colleges of liberal arts. This represents 12.7 percent. Eleven have had three years graduate training or 10.8 percent. Thirteen have had two years graduate training or 13.7 percent. Thirty faculty members or thirty percent of the total number have had one year graduate training. Fifty-six percent of all faculty members teaching in the six colleges under observation have had one year graduate training or more. Thirty-two faculty members have Bachelor's Degrees, but less than one year graduate training. This represents 31.3 percent of the total. The percent of total regular faculty members in each of the six colleges shown in Table XI who have had one or more years of graduate training are as follows: Pasadena College, 75 percent; Eastern Nazarene College, 63

percent; Olivet College, 55 percent; Northwest Nazarene College, 53 percent; Bethany-Peniel College 45.5 percent; Trevecca College, 39 percent.

Extra-Curricular Activities

The facts revealed by the questionnaire indicate that the extra-curricular activities of the various colleges are under faculty supervision either by an elected sponsor or a faculty committee. The principal student organizations which may be found in these institutions are listed below.

Literary Society	Orchestra
Student Council	Chorus
Ministerial Association	International Relations
Missionary Society	Club
Athletic Society	Young Men's Council
Glee Club	Forensic
Girl Reserves	

The principal games and sports engaged in by students of the colleges in this investigation appear below.

Tennis	Golf
Basket ball	Track
Base ball	Physical training
Touch ball	Armory ball
Volley ball	Croquet

It is evident from these facts that students have sufficient extra class activities to provide cultural and recreational activities for their leisure time.

The fact is revealed by the questionnaire that in all the schools of the Church intramural athletics is practiced rather than interscholastic.

Sources of Revenue

Table XII indicates the sources of revenue available to

TABLE XII

SOURCES OF REVENUE IN SEVEN COLLEGES OF THE CHURCH OF THE NAZARENE, 1931-1932

	I	II
Tuition and fees	$21,000	$30,325
District Budget	2,800	3,500
Business Activities	7,000	22,073
Campaigns		7,000
Gifts and Donations		5,700
Endowment		480
Total	$45,292	$65,899

III	IV	V	VI	VII
$12,675	$25,743	$18,792	$20,116	$3,369
3,038		2,458	2,617	1,600
3,900	681		25,382	585
			2,200	500
3,000	5,842		2,840	100
	3,041		4,616	
28,496	$26,424		$57,773	$6,754

the educational institutions of the Church. It is at once evident that these schools have not drawn heavily upon the Church for operating expenses. Approximately six percent of the total operating expenses have come from the Church. The schools have largely made the other ninty-four percent. A significant fact is revealed by Table XII in that only three schools showed sources of revenue from endowment. This indicates a serious deficiency in those types of funds which are more stable.

A total of $25,747.00 was secured by the five institutions reporting for the reduction of indebtedness. This came largely from the constituency and was secured by financial campaigns or subscriptions previously pledged.

The amount secured from student fees and tuition represents 57 percent of the total income for current expenses.

Table XIII shows the trend of educational revenues for the past quadrennium. In three of the schools, Northwest Nazarene College, Olivet College, and Trevecca College, a gradual increase is shown throughout the period. Bethany-Peniel College shows a gradual decline. Pasadena College shows a steady increase until this year when a decline is noted. Eastern Nazarene College shows a decline the last two years. As a whole the amounts received for operating expenses have not declined as much as might be expected as a result of present economic conditions.

TABLE XIII

COMPARATIVE ANALYSIS OF REVENUE FOR SIX COLLEGES OF THE CHURCH OF THE NAZARENE FOR THE QUADRENNIUM, 1928-1932

	1928-29	1929-30	1930-31	1931-32
I	$56,480	$61,722	$107,930	$45,292
II	49,200	54,820		65,899
III	59,775	56,055	46,251	
IV	29,793	46,918	47,859	
V	41,447	55,314	62,576	
VI	58,600	64,306	59,609	57,773

Cost to Students

The yearly cost to the student for the educational service rendered by the several institutions in the Church with respect to tuition, room and board is tabulated in Table XIV.

It is apparent from the facts revealed in Table XIV that all schools are endeavoring to provide educational opportunity to the youth of the Church at the minimum expense. It should be noted that the tuition in Bible College or Academy is somewhat lower in all institutions than the college tuition with the exception of Pasadena College. The average cost per semester for college tuition for the five schools reporting is $49.30. This is certainly not excessive.

There is considerable variation in the cost of board and room, extending from $54.00 to $115.00 per semester. This is no doubt due in part to local conditions affecting each institution. The average total cost of the five colleges reporting is $148.30. In addition to this amount each institution charges certain fees amounting from $3.00 to

$20.00, depending upon the nature of the work for which the student is enrolled.

TABLE XIV

THE COST PER SEMESTER OF TUITION, BOARD AND ROOM IN SEVEN EDUCATIONAL INSTITUTIONS OF THE CHURCH OF THE NAZARENE FOR THE YEAR, 1931-32

	I	II	III	IV	V	VI	VII
Tuition							
College	$54.00	$50.00	$40.00	$42.50		$60.00	
Academy	54.00	45.00		37.00		50.00	$40.00
Bible College	54.00	45.00	30.00	37.00		50.00	32.00
Board	90.00	75.00	72.00	61.00		81.00	36.00
Room*	25.00	20.00	24.00	22.50		26.00	18.00
Total[x]	169.00	145.00	136.00	126.00		167.00	94.00

*The charge for two in one room has been tabulated
[x]College tuition used

Financial Assistance to Students

There are factors that enter into the attractiveness of a school which are not strictly educational. Among these the financial assistance available through the institution and the opportunities for part-time employment, are important.

Of the six schools shown all offered scholarships ranging from one to fourteen in number. The average amount per student ranges from $312.00 in the case of Trevecca College to $25.00 at Eastern Nazarene College. Olivet College, Eastern Nazarene College and Bresee College employ 68, 35 and 4 students respectively. The amount averages nearly one

hundred dollars per student at each school. Northwest Nazarene College employs students whose combined earnings from the school total $10,000.00. Northwest Nazarene College and Olivet College have loan funds to the amount of $1,000.00 and $2,500.00 respectively.

All of the institutions are so located that the College community furnishes some employment to students. Bethany-Peniel College and Olivet College are most limited in this capacity because of the comparatively small population of the community in which they are located, although students of Bethany-Peniel College find some employment in Oklahoma City, a distance of nine miles from Bethany.

The principal kinds of work available to students in the college environment are listed below.

Janitor	Maids	Farming
Chauffeur	Gardening	Clerking
Companions	Cooks	Salesmen
		Mechanics

Of the six institutions reporting, all showed a large percent of the student body engaged in part-time employment. Table XV shows the percent thus employed.

TABLE XV

PERCENT OF STUDENT BODY EMPLOYED PART-TIME IN THE EDUCATIONAL INSTITUTIONS OF THE CHURCH OF THE NAZARENE, 1931-32

	I	II	III	IV	V	VI	VII
Percent employed	80	71		50	90	75	85

Alumni

The final estimation of an institution must come from the character and quality of its output. The facts revealed by the questionnaire indicate that a fine group of young people have been graduated from the several institutions of the Church. Table XVI shows the total number graduated and the percent entering full-time christian service.

Trevecca College reported fifty-seven missionaries on the field, but stated that further information was not available. Of the four institutions reporting, Bresee College shows the highest percent who have entered full-time christian service. This is no doubt due in part to the fact that its curriculum is not so wide in range as that of the other institutions.

The total number of graduates since the organization of the five institutions which reported, is 2,765. Of this number 1,193 were men and 1,572 were women. The percent of all graduates from these schools entering full-time christian service is 20. The records are imcomplete with reference to other occupational pursuits.

TABLE XVI

NUMBER OF GRADUATES AND PERCENT ENGAGED IN FULL-TIME CHRISTIAN SERVICE FROM SEVEN EDUCATIONAL INSTITUTIONS OF THE CHURCH OF THE NAZARENE

	I	II	III	IV	V	VI	VII
Total number graduated	741	607		648	462		307
Percent in full-time christian service	10	19		28			30

Summary

The aims of the institutions studied are similar in nature. They were founded to give educational training and culture under the supervision of the Church so that christian principles of conduct might be given a prominent place in the environment of youth.

The institutions are found to be gradually strengthening their educational facilities so that proper recognition might be given to their work. Three of the schools are members of accrediting agencies. The others have received recognition by various contacts with leading universities.

The trend of enrollment over a decade shows a decided growth of the students entering liberal arts courses. Here a gain of 122 percent resulted. The total enrollment for 1931-32 is 1,553, a loss of 24 percent.

Boards of Control are recognized as having principally legislative powers. There is a tendency to large representation on these boards. The administration of the business office is usually shared jointly by the president and bursar. The administration of athletics is in the control of the faculty, but no uniformity exists among the colleges.

Property values for the educational institutions have increased 97 percent during the past ten years. The present indebtedness of the institutions is equal to 16 percent of their total valuation.

Two of the institutions are located in small towns,

whereas the other five are located in cities ranging from 10,000 to 150,000 population.

All five of the colleges shown in this investigation grant the degree Bachelor of Arts. All but one grant the degree Bachelor of Theology. Two institutions grant the degree Bachelor of Divinity.

The average number of books in the libraries of the six colleges is 7,274. Yearly appropriations are made for the accession of new books. During the past two years 5,640 books have been added to the libraries of the six colleges.

The investigation revealed that 56 percent of all regular faculty members in the institutions studied had received one or more years of graduate training. The average salary of teachers per year for the entire group of schools is $1,139.00. These staff members have been in the colleges of the Church for an average of 5.9 years. They teach an average of sixteen college hours per week. The average size class for the six colleges is 12.9.

Fifty-seven percent of the total educational revenue received by the colleges comes from student tuition and fees. Six percent is derived from the members of the Church living in the respective zones.

The average cost of tuition for the five colleges reporting is $49.30 per semester. The total average cost including board and room, but excluding fees, is $148.30 per semester.

Financial assistance to students from the colleges themselves is limited. Only two schools have a loan fund and scholarships given are, in general, small. Most of the institutions are so located that considerable part-time employment may be found in the college community. The facts revealed indicate that a large percent of the various student bodies are working to help defray their college expenses.

An analysis of the graduates from the four institutions from which data were available indicate that 20 percent of the 2,303 graduates have entered full-time christian service.

CHAPTER VI

REASONS FOR THE CONTINUATION OF PRESENT SCHOOLS

There are significant forces at work today in the economic as well as the educational world which would cause educators in church institutions to ponder seriously with respect to ways and means by which these institutions may be maintained. Especially is this true in a denomination which has had its origin as recent as the Church of the Nazarene.

Amid factors which might at once discourage, the educational situation of the Church must be viewed with reference to the future welfare of the denomination as well as the equalization of educational opportunity throughout the Church. Present conditions cannot always be taken as adequate criteria upon which to formulate educational policies that may be carried out over the next quarter of a century or even the next decade.

For the purpose of getting the reaction of those men who are most vitally connected with the educational problems of the Church, the presidents of the seven educational institutions were asked to furnish a list of reasons for the continuation of their institution. The list has been compiled and the results shown separately under each institution.

Pasadena College

1. The training for leadership, both lay and ministerial.
2. Creating christian perspective.
3. Giving secular education under a definite

christian atmosphere.

4. Creating group consciousness.

5. Perpetuating the ideals and methods, traditions and emphasis, rightfully and peculiarly the heritage of the Church of the Nazarene.

Northwest Nazarene College

1. No other holiness institution of its kind in the great northwest.

2. Very limited competition from other educational institutions.

3. Student support from many other denominations.

4. Student enrollment the largest of any other Nazarene College.

5. Enrollment in the college of liberal arts has doubled in the last few years.

6. Excellent standing with the educational authorities and leaders of the State and the Northwest.

7. Strong faculty with ten teachers who have had one year or more of graduate training.

Bethany-Peniel College

1. No other Nazarene college within seven hundred fifty miles.

2. The school has fairly well succeeded in a financial way thus far.

3. It has not been an unbearable burden upon the Church.

4. It has given back to the Church in the southland many workers, religious and educational, who believe in the ideals of the Church and who are aggressive in living and spreading the gospel.

Olivet College

1. Few students from this territory would attend any other Nazarene college at their present locations.

2. The competition from other holiness colleges in this territory is so keen that should our students be compelled to go a greater distance to attend one of our colleges, they would most likely attend one of these institutions instead.

3. The churches of this territory are well able to finance the institution. The central zone is better able from a financial standpoint to carry on the school than any other zone.

4. The school has been operated without incurring indebtedness and the building indebtedness has been reduced.

Trevecca College

1. It serves a large territory in the southeast not touched by a Nazarene school..

2. It provides a careful theoretical and practical training in Bible study, theology and practical methods of christian work.

Eastern Nazarene College

1. Only holiness college on the Atlantic seaboard north of North Carolina and east of Indiana.

2. In this territory an institution is needed which has the atmosphere of the old faith and vital christianity.

3. The Church of the Nazarene in the east needs a training school for its preachers and leaders.

Bresee College

1. The perpetuation of the ideals of the Church among the youth of the denomination.

2. The creation of a leadership both lay and ministerial.

3. The fact that other Nazarene schools are eliminating or making secondary the work of the academy intensifies the need for our continuation.

4. Preparatory schools in the Church are essential to give youth proper religious appreciation so they will continue in the institutions of higher

learning provided by the Church.

5. The adolescent years of youth being the most impressionable need the guiding and stimulating influence of the Church more at this time than at any other.

We have thus stated the reasons given by the leaders of each school for the existence and continuation of their institution. Whether these are justifiable in the light of the whole church problem may be a matter of question. Perhaps these leaders are too close to the problem to see it clearly. This material is presented, however, in the hope that it may stimulate reflective thinking with respect to the service which the Church has a right to receive from the educational institutions which it fosters.

CHAPTER VII

CONCLUSIONS

Observations

The history of the Church of the Nazarene indicates that it has been the grouping together of independent organizations of like faith which has built up the denomination. As a result of this amalgamation the institutions of the Church have had a parallel history. This undoubtedly accounts for the fact that so early in the rise of the denomination a considerably larger number of schools existed than at the present time.

While so rapid multiplication of schools has had its disadvantages there can be little doubt but that it has resulted in the development of a clearer conception of the importance and necessity of educational opportunity within the denomination.

By 1919, within eleven years from the organization of the Church, definite attention was centered on the educational needs. Since that time there has been a gradual increase in the faith of the membership of the denomination in the present aswell as future success of the educational program. This has been evidenced by the increasing amounts which have been given for educational purposes. There is some indication that the present economic situation may stifle some of the ardor which has been shown during previous quadrenniums with respect to educational procedure, but with sane and careful leadership on the part of those responsible for the

educational institutions of the Church,we may look forward to even greater achievements educationally.

Educational Problems Confronting the Church

Accreditment.- There can be no doubt that if the Church desires to retain a very large percent of her young people through the educational period, she must provide institutions of higher learning that meet the standards required for general recognition in the educational world. This must at least be true of such courses which prepare the individual to find a place in the secular pursuits of life. Greater stress is necessary upon those factors which will achieve these results.

Location.- In general the schools are well located with respect to each other, being so distributed that they do not encroach upon one another geographically. Several of them might be located more advantageously in so far as working conditions for students are concerned, but this does not constitute the major problem. Irregularities with reference to the church membership of the educational zones are not only apparent, but real. When there is as much variation in membership as the difference between 8,223 and 25,554 in zones attempting the support of a college, there can be said to be little equalization of educational burden. A readjustment somewhere seems necessary.

Administration.- The tendency to retain large boards of control is both expensive and wasteful of efficiency. The

careful selection of a smaller number would undoubtedly make for greater advancement.

The administration of athletics lacks uniformity of procedure. A more definite policy with reference to athletic standards and materials would greatly assist the institutions to render better service in the field of physical education.

Physical plant and equipment.- There is necessity of carrying adequate insurance coverage. A careful analysis should be made by the Department of Education with respect to the schools under its direction and offer such service as would protect the constituency of the institution adequately in cases of emergency.

A persistent plan for liquidating building indebtedness should be carried out. Future building plans of the schools should be carefully supervised and a plan of finance submitted, when new additions are to be made.

Adequate buildings for the fine arts, physical education, and the library need to be considered as soon as contitions are possible.

Library facilities.- In addition to the need for a separate building, there comes the problem of sufficient funds for the purchase of books, periodicals, and materials commensurate to the courses offered in the colleges. A definite yearly appropriation is necessary to meet these needs. The present libraries are inadequate from this standpoint and need additions as early as possible.

The employment of a full-time trained librarian is advisable in the interests of economy and efficiency.

Faculty.- The problem of salary support for the members of college staffs is a serious one. It is nevertheless one that demands attention. The facts revealed in this investigation show that the members of the faculty are receiving a very low wage in proportion to the service they render. Some plans must necessarily be made to increase the funds from which teacher salaries are paid. This constitutes a major problem of the Church and will require its united effort. With this problem largely solved the returns from the investment would be increasingly large. The problem of graduate training for the teachers in the institutions would thus be diminished materially.

Sources of revenue.- This investigation revealed that practically no permanent endowment funds were available to the institutions. Herein lies the major problem of the Church with reference to its schools. The Church should be awakened through the various organs of publicity as to the real service which may be rendered by adequate endowments. Campaigns should be inaugurated for the purpose of raising such funds. Gifts, annuities, endowment bonds etc. should be solicited consistently. With united effort throughout the Church and encouragement and assistance from the Department of Education, this problem can be materially lessened in the next quadrennium.

A second fact revealed is that the tuition costs are very low for the type of institution operated. Revenues may thus be increased by a careful and proportionate increase in all departments with reference to tuition and fees.

Assistance to students.- No definite plan for creating student loan funds has become general. With proper publicity and solicitation these may be created and thus allow a number of students the educational opportunities otherwise denied them.

Employment bureaus definitely organized to create student employment in the college communities might well be set up by the colleges themselves.

Alumni.- More definite records of graduates should be kept. The material thus available could be used to advantage in college publicity as well as form a closer union between those graduated and the institution.

Enrollment.- One of the major problems confronting the educational leaders of the Church is the matter of increased enrollment. The loss of twenty-four percent in the last decade as shown by this study is due to the fact that the elementary school has practically disappeared as a department in the educational institutions. Nevertheless, the fact remains that the total enrollment for all other departments is nearly the same now as it was in 1922. This is significant in view of the fact that the college enrollment throughout the United States during this same period has shown

a substantial increase.

It becomes evident at once that something needs to be done to stimulate interest in the established institutions of the Church. The Department of Education can do much to help create sentiment for the schools of the denomination. Certainly every available means of Church publicity should be used to bring the attention of the young people of the Church to the institutions thus provided. In the interest of efficiency, as well as of service, the educational institutions should minister to a larger proportion of the young people of the Church.

Suggestions for Further Research

There is need for a more detailed analysis of the available sources of educational revenue than is possible in this investigation.

A careful study should be made with reference to the ability of the various sections of the Church to support education. An analysis of the economic conditions affecting these territories would be helpful.

A study of great profit would result from an analysis of the service rendered by the schools to the Church as revealed by the records of those who have graduated, as well as those who have received most of their training in the institutionsof the Church.

BIBLIOGRAPHY

Articles

"A Survey of Methodist Colleges," School and Society XXX (October,1929), 515-16.

Books

Chapman, James B. History of the Church of the Nazarene. Kansas City: Nazarene Publishing House, 1926. p. 33.

Reeves, Floyd W., and Russell, John Dale, College Organization and Administration. Indianapolis: Board of Education Disciples of Christ, 1929.

Miscellaneous Material

Annual Catalog of each institution.

Herald of Holiness, official paper Church of the Nazarene. Edited by H. Orton Wiley, Kansas City: Nazarene Publishing House. (August 19, 1931) p. 3.

Herald of Holiness, official paper Church of the Nazarene. Edited by H. Orton Wiley, Kansas City: Nazarene Publishing House. (January 13, 1932).

Journal of the Sixth General Assembly of the Church of the Nazarene. Kansas City: Nazarene Publishing House, 1923. p. 295.

Journal of the Seventh General Assembly of the Church of the Nazarene, 1928. Kansas City: Nazarene Publishing House, p. 195 ⅓ 2.

Kelly, Robert L. The Episcopal Colleges, Council of Church Boards of Education; December 1928, New York: New York.

Manual, Pentecostal Church of the Nazarene, 1911. Kansas City: Nazarene Publishing House, 1923. pp. 68,69.

Manual, Church of the Nazarene, 1928. Kansas City: Nazarene Publishing House, 1928. p. 193. ⅓ 467.

O'Rear, F. B., and others, Survey of Higher Education for the United Lutheran Church in America. Teachers College, Columbia University, 1929.

Proceedings of the First General Assembly of the Pentecostal Church of the Nazarene, 1907. Kansas City: Nazarene Publishing House, 1907. pp. 51-53.

Proceedings of the Second General Assembly of the Pentecostal Church of the Nazarene, 1908. Kansas City: Nazarene Publishing House, 1908. pp. 33,34.

Proceedings of the Third General Assembly of the Pentecostal Church of the Nazarene, 1911. Kansas City: Nazarene Publishing House, 1911. p. 28.

Proceedings of the Fourth General Assembly of the Pentecostal Church of the Nazarene, 1915. Kansas City: Nazarene Publishing House, 1915. p. 5.

Proceedings of the Fifth General Assembly of the Pentecostal Church of the Nazarene, 1919. Edited by E. J. Fleming. Kansas City: Nazarene Publishing House, 1919. p. 48.

Unpublished Material

Official Minutes Department of Education. Church of the Nazarene. Kansas City: Nazarene Publishing House, 1917.

Official Minutes Department of Education. Church of the Nazarene. Kansas City: Nazarene Publishing House, 1919.

APPENDIX I

Questionnaire

I. History and Growth

1. Indicate your enrollment for the school year 1931-32.

Liberal Arts	Men_____	Women_____
Bible College	" _____	" _____
Academy	" _____	" _____
Fine Arts	" _____	" _____
Unclassified	" _____	" _____
Total	" _____	" _____

2. To what accrediting agencies does your institution belong?

3. Are your credits recognized by your state department of education for teaching certificates?

4. Will your state university accept credits earned at your institution as a basis for graduate study?

5. How many students have graduated from your institution since its founding?

   Liberal Arts Men____ Women____; Academy Men____

   Women_____; Bible College Men_____ Women_____;

   Fine Arts Men_____ Women_____.

6. Indicate the graduates for the past four years.*

	Liberal Arts	Bible College	Academy	Fine Arts
1928-29				
1929-30				
1930-31				
1931-32				

*Please list men and women in separate columns

7. Number of graduates who have entered full time Christian service.

8. Is a record available concerning the vocational distribution of your alumni? If so, please give the name and address of the individual from whom this information may be obtained.

II. Analysis of the Supporting Area

1. Number of churches in your educational zone.

2. Number of church members on the educational zone.

3. Name the five leading industries prevailing in your educational zone according to the order of their importance.

III. Control, Organization and Administration

1. What board (or boards) controls the administration of your institution?

2. Number of members. How elected.

3. List the principal functions of this board.

4. Number of members on executive committee. List the chief functions of this committee.

5. What officers control the business administration of your school?

6. Does the President exercise advisory or executive powers in relation to the business administration of the college?

7. What are the major administrative duties of the faculty?

8. Is student participation in government practiced in your college? If so, state the plan used.

9. How are athletics administered? Director, Faculty, Student. (underline)

10. Are your athletics interscholastic, intramural, both?

11. List the chief sports definitely sponsored by your athletic department.

IV. Physical Plant and Equipment

1. Value of buildings, ground and equipment.

2. Amount on insurance carried.

3. Amount of indebtedness on property used for school purposes.

4. What is your plan for liquidating this indebtedness?

5. Number of buildings devoted to school purposes.

Administration____; Dormitories____; Fine Arts____;

Gymnasium____; Other buildings____.

6. Number of rooms devoted to the following:

Administration____; Classrooms____; Laboratories____;

Libraries____; Fine Arts____; Physical education____;

Dormitories____; Assembly room____; (seating)
(capacity)_____

7. Size of the campus.

8. Is your institution located in the heart of the city, at the edge, in a suburb, in a small town. (underline)

9. If located in a city, how far from the business section?

10. What is the population of the city in which the college is located? Nearest large center.

V. Library Facilities

1. Number of volumes in main library.

2. Number of volumes in department libraries.

3. Is your library administered by a full-time librarian, part-time librarian, faculty member, faculty committee, student assistant?

4. What provision is made for the accession of new books?

5. How many volumes have been added the last two years?

6. What other libraries public or private are accessible to your students?

VI. The Faculty

1. Number of regular faculty members. Men___ Women___

2. Number of part-time instructors. Men___ Women___

3. Faculty members with three years or more of graduate training.

4. Faculty members with two years graduate training.

5. Faculty members with one year graduate training.

6. Faculty members with degrees, but less than one year graduate training.

7. Faculty members with less than bachelor's degree or equivalent.

8. Faculty members with special degrees, but less than bachelor.

9. Maximum salary paid regular faculty members.

10. Minimum salary paid regular faculty members.

11. Average salary paid regular faculty members.

12 Average time faculty members have been in your institution.

13. Number of teachers in fine arts. Men___ Women___

14. Are these teachers paid on a salary or commission basis?

15. What is the maximum number of teaching hours carried by your regular faculty members? Minimum? Average?

16. What is the average size of class?

17. Do you offer graduate work in your institution? If so what degrees are offered?

18. Do you maintain a summer school?

VII. Extra-curricular Activities

1. What organizations are maintained wholly or in part by the students?

2. To what extent are such organizations under faculty supervision?

3. Is there a chapel service? How often? By whom conducted?

4. Is there a school annual?

5. Is there a school song?

6. State school motto, slogan or watchword.

VIII. Financial

A. Sources of income.

	1931-32	1930-31
1. Students (tuition and fees)		
2. Endowment	_____	_____
3. District Budgets	_____	_____
4. Supplementary business activities	_____	_____
5. Financial campaigns	_____	_____
6. Gifts and donations	_____	_____
Total	_____	_____

7. Amount of income for current expenses.

8. Amount of income for buildings and indebtedness.

9. What is the amount of your permanent endowment?

10. What is the amount of your temporary endowment?

B. Cost to students.

1. Average cost of books per year. Liberal Arts: Bible College; Academy; Fine Arts.

C. Financial assistance to students.

1. Form of aid Number cases Amount given Per student

Scholarships			
Loan funds			
Employed by college			

2. What kind of employment is available to students in the college community?

3. Percent of student body employed part time.

IX. General

1. Give a brief history of your institution not to exceed two hundred words. (This may be used in the thesis verbatum with your permission.)

2. What do you conceive to be the peculiar position of your institution in the educational system of the Church of the Nazarene which justifies its continued existence?