

MENNONITE LIFE

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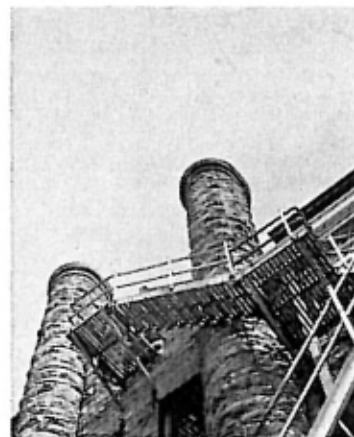
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IN THIS ISSUE

During the summer and autumn of 1866 the first Mennonite conference school building was erected on a 103-acre farm near Wadsworth, Ohio. The dedicatory services were held the same year, with the main address given by John H. Oberholtzer.

¶ When Wadsworth was closed in 1878, Bethel College was already in the making, receiving its charter in 1887. Soon other Mennonite colleges came into being. In 1894 the Elkhart Institute was founded in Elkhart, Indiana, now Goshen College. In 1900 Central Mennonite College was established at Bluffton, now Bluffton College. Freeman College, Freeman, South Dakota, was established in 1903; Tabor College, Hillsboro, Kansas, in 1908; Hesston College, Hesston, Kansas, in 1909; Eastern Mennonite College, Harrisonburg, Virginia, in 1917, and others. ¶ In his annual summary for 1959-60 of "Attendance at Mennonite Colleges" (*MQR*), Silas Hertzler lists nineteen Mennonite institutions of higher learning in America. Six of these are located in two Canadian provinces and thirteen in eight states of the United States. These Mennonite institutions for 1959-60 had a total enrollment of 4,949, including only 79 sub-college and 187 graduate students, with men and women about equally divided in the total enrollment. ¶ After long, painful, and very difficult pioneering in Mennonite education, these figures are tremendous. However, that is not all. Albert Meyer, in a study for the 1960-61 school year, points out that while the three major branches (Old Mennonites, General Conference, and Mennonite Brethren) in their respective colleges had 3,627 of their own young people enrolled, they also had 2,690 young people enrolled in colleges and universities other than their own. ¶ Speaking about pioneers in Mennonite education, a great and very important area for future pioneer work in Mennonite higher education lies with these young people who attend other institutions than their own. The fact that about one-half of them attend schools on the college and graduate level other than their own is a challenge that the church cannot afford to bypass unconcernedly except at its own peril.

Ed. G. Kaufman



the mission of Bethel College

By Vernon H. Neufeld

A MISSION IMPLIES essentially two things: a sponsoring and sending body, and the performance of a specific service. A Christian mission, for example, is sponsored and supported by a given church body and, having been sent to a given area, it performs a stipulated service, as evangelism.

To speak of "the mission of Bethel College" also implies that consideration must be given to both the responsible body which sponsors and supports the College and the specific service the school is intended to perform. In the Biblical understanding of mission, two questions become important: Who commissions Bethel? and What is that commission?

Who Commissions Bethel?

It is frequently said that in the past the sponsoring agency of Bethel College has been the Mennonite

church. While basically true, this statement is an oversimplification. At the time of the founding of Bethel College, there was great uncertainty and some conflict of interest in the sponsorship of the school. In 1887 a group of Newton residents, organized as the Newton College Association, promoted the establishment of what is now Bethel in that community, but the group really failed in fulfilling its responsibilities to support the program. Leaders in the Kansas Conference (now the Western District Conference) were interested in establishing a college in Newton, but the conference similarly failed to accept sponsorship for the institution when Bethel College was founded in 1887. Consequently, when the charter of Bethel was filed on May 23 of that year, it was an independent corporation that was established, though under the title "The Bethel College of the Mennonite Church of North America."

Thus during its history Bethel College has been an independent institution. Until November, 1961, there has been no direct sponsoring agency of the College. Membership in the Bethel College Corporation was determined on the basis of financial contributions, applicable to General Conference Mennonite individuals, congregations, conferences, and organizations. These members at an annual meeting elected all members of the Board of Directors, although the privilege of nomination was extended in recent years to the Pacific and Western district conferences for seven of thirteen directors. The revision of the charter and by-laws late in 1961 has altered this to some extent: the legal board of control for the most part is now elected directly by the Western and Pacific district conferences, the Alumni Association, and the Women's Association.

It would seem self-evident that, if the mission of the school is to be delineated clearly, the sponsorship and support of Bethel College must be defined even more clearly in the immediate future. There are alternatives: (1) Greater rather than less independence, where the College ultimately would become an entity itself, with a self-propagating board of control and less church relatedness. (2) Stronger relationships to the local city and surrounding area, where the College would take on the character and function of a community college, serving to provide continuing education for local high school graduates. (3) Stronger and more realistic ties to the church, particularly the General Conference Mennonite Church, its congregations and conferences, so that the College might become truly a church college.

Surely the latter is the right course to pursue. The options of an independent college or a community college, while means to usefulness and service, are not in direct keeping with the vision of the founders or those who supported Bethel College through the years. While in part the College will continue to bear the characteristics of an independent college and will serve the community in and about Newton, the real need and challenge of our time for Bethel College requires the undergirding and sustaining support of the church.

In the church's total program, higher education must be given its rightful place alongside missions, literature, and service. Bethel College, somehow born and reared outside the inner circle of the church, must be adopted as a true child, a member in good standing of the household of faith. This legitimacy of the College must be established so that the church may speak more clearly through Bethel as an integral part of her total mission.

What Is Bethel's Commission?

Bethel's mission then becomes, more than in the past, the mission of the church. The College is the

educational arm of the church, commissioned to perform a stipulated service not accomplished elsewhere by the church nor elsewhere outside the church.

More specifically, the mission of the College is to minister to the needs of the church's youth. This is an important fact frequently not remembered or understood. As a priceless and indispensable segment of the church, as the greatest potential for church growth and development, the young people of the church deserve careful attention, training, and guidance. They need orientation with reference to the place of the church in the world. They need to be challenged to service and commitment. The Christian college is an important channel through which the church may accomplish these ends. Every college exists for her students; a church college exists for the youth of the church.

So Bethel must continue to teach and train in the arts and sciences, in the practical fields of learning, to meet the intellectual and vocational needs of her students. But beyond and more important than this service, it is the task of the Christian college to meet the intellectual and vocational needs of her students within the context of the Christian faith.

Related to the above, Bethel College exists for the on-going welfare of the church itself. Students, given a church orientation while at college, may reasonably be expected to relate themselves to and enter into the work of the church. They may become teachers, doctors, housewives, or engineers, but ideally these vocational choices become Christian vocations rendered in the context of the church. Moreover, the College trains and encourages many of the leaders of the church—conference workers, ministers, service workers, and so forth. Therefore, Bethel College, as the Christian home and the congregation itself, to a great extent is the medium whereby the church nurtures, strengthens, and stabilizes herself so that in the end her total mission in the world may be realized. Without the College, the church would be greatly weakened. With the College, the church has an agency to build both lay and professional leadership for its on-going work.

Finally, the mission of Bethel is to work in an area often feared by the church, the world of intellect and thought, the realm of the critical and the objective. Historically, a great chasm has existed between the Christian faith and higher education. The church, with its dedication to God's truth, cannot afford to ignore the world of learning and education's own search for truth. Education and Christianity must be integrated. This is the task of the Christian college as a community of Christian learners and teachers, to become the church's cutting edge of the intellectual frontier and her outreach in the mission field of the academic world.

CRISES IN BETHEL'S HISTORY

By *Ed. G. Kaufman*

A CRISIS is a turning point. It has been defined as a dangerous opportunity. There have been a number of such critical periods in the history of Bethel College, where there was the danger that the college would be set back or even go under altogether, but where there also was the opportunity to solve certain problems and go forward to a greater and better Bethel.¹ Such periods were exciting times. It is always more pleasant to review them after they are past than to find oneself involved in them.

Emmatal and Halstead

Most of the General Conference Mennonites in the Bethel College area came from Russia in 1874. Only three years after their arrival, on November 14, 1877, a group of ministers and teachers met in the Goessel neighborhood to discuss the possibility of establishing a school of their own for the training of teachers and preachers. Five years later, on December 14, 1882, the Emmatal school was opened with twenty-one students. Thus the first crisis—whether or not to have a Mennonite school of higher learning in this area—lasted five years, but was finally resolved with promise for the future. Other crises soon followed. In 1883 the school was moved to Halstead, Kansas, and became an undertaking of the Kansas Conference (now Western District Conference). For ten years the Halstead Seminary, as it was called, continued to provide higher education but only with increasing difficulty.

During this period there was a growing interest to establish a Mennonite college in the general area. Other colleges were being founded. In 1886, Southwestern College at Winfield, Kansas Wesleyan University at Salina, and Bethany College at Lindsborg were founded. Sterling College was opened in 1887,

McPherson College in 1888, and Fairmount College in Wichita in 1892. Naturally the city of Newton was also interested in securing a college and as early as February, 1887, a Newton college association was organized to promote the cause. There was considerable rivalry as to whether the Newton college should be located in the north or the south end of the city.

The struggle Mennonites had with their school at Halstead and Newton's desire to secure a college did not remain unrelated. There were those among the Mennonites who felt that Newton was the logical place for a Mennonite school, that it should be a college and not only a preparatory school, and that it should solicit the interest and support of all Mennonites of North America and not only the local Mennonite community.

As early as April, 1887, the Conference officers called a meeting at Halstead to consider the invitation "to build and maintain a first-class college in Newton." The city of Hutchinson also invited Mennonites to build a college there. This was a very difficult and confusing problem, for the Conference obviously had more than it could do to maintain one school, Halstead Seminary. After long and heated debate, David Goertz made the proposal that since the delegates seemed unable to arrive at a decision the Conference give its consent to the organization of a private association which would undertake to build and maintain a college in accordance with the Newton offer. This proposal caused more debate but finally was accepted. The corporation was formed and its charter filed on May 23, 1887, under the name of The Bethel College of the Mennonite Church of North America.

In October, 1892, the sixteenth Kansas Conference met in Newton, where the future of Halstead Semi-

nary was determined. Because of growing financial difficulties, the conference decided that "the Conference ceases, with the close of the school year 1892-1893, to operate its Seminary in the expectation that Bethel College Corporation will assume and carry on school matters in accord with the intentions of the Conference."²²

The Beginning

Almost immediately after the incorporation of Bethel College a site north of Newton was selected. Funds were collected and the building was begun. With the completion of the basement, the cornerstone-laying ceremony took place on October 12, 1888. This was an important event with an impressive all-day program. Mennonite visitors from various parts of the United States attended.

Hard years set in, however, and it was five years before the building was completed. It is said that during the years when the partially completed walls were surrounded by even taller weeds passers-by would refer to the uncompleted building as *Ein Denkmal echt mennonitischer Dummheit* (a memorial to real Mennonite foolishness) or as good for a cow-shed but not a college. In spite of great difficulties and a critical five-year delay the building was finally completed. Dedicatory services were held and school opened on September 20, 1893. C. H. Wedel served as first president. There were five other teachers and a total of 98 students during the first year. So after eleven difficult and critical years of transition since Emmatal, Bethel College was finally under way.

Among other crises it weathered was the sudden loss of the first president. On March 28, 1910, during the Sunday morning services, while preaching, C. H. Wedel suddenly became ill and died the same day. Recovering from this blow, the school progressed and granted its first A.B. degrees in 1912 and was accredited by the Kansas State Board of Education in 1916.

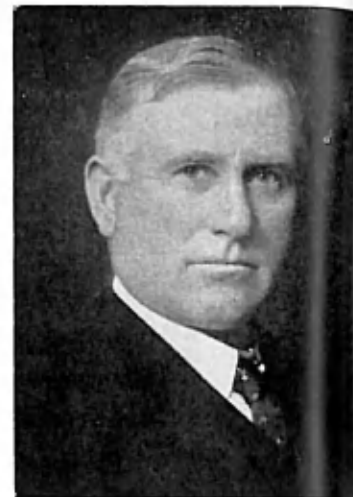
The Exodus

In 1916 a serious crisis developed over what has been called the "Daniel Explosion." During the regular daily chapel service, the professor of Bible one morning explained why some scholars are inclined to think that the book of Daniel probably was not written during the Babylonian captivity (500 B.C.) but much later, perhaps during the Maccabean period (168 B.C.). In his discussion the professor pointed out some of the evidences in the book itself supporting that view. The next day the professor of German, also a minister, in a chapel message took issue with the speaker and expressed surprise that such "higher criticism" had found its way into Bethel College and was being tolerated. The charge of "higher criticism," because of its explosiveness, was enough to ignite the flames of controversy.



David Goerz

Bernhard Warkentin



Founders and early teachers of Bethel College



The beginning of Bethel College was called by many "A monument to Mennonite stupidity."

The students, the congregations, many ministers and board members became involved in the controversy. Finally the board investigated and interviewed a num-

G. A. Haury, 1893 J. F. Balzer, 1918



Early faculty, showing P. H. Richert, John R. Thierstein, C. N. Parsons, G. A. Haury, C. H. Wedel (first president) and Homer J. Webster.



J. J. Krehbiel



J. H. Langenwelter, 1910-11, 1921-24 J. W. Kiewer, 1911-20, 1925-32 J. E. Hartzler, 1920-21 Ed. G. Kaufman, 1932-52 D. C. Wedel, 1952-59

Former Presidents of Bethel College



The Arkansas Valley Interurban makes a round on the campus.



The campus from the west showing Student's Home, Western Home, Minnesota Home, Dining Hall, Administration Building and C. H. Wedel home.

ber of faculty members. As a result some half dozen faculty members, in the course of the following years, discontinued their services. Alumni members were

stirred up and circulated a letter in which they spoke of having "blood in our eyes"; they were determined to defeat certain board members when they were up

for re-election in 1919. This made matters worse. At the next annual corporation meeting the alumni officers presented an apology. Although this was accepted, it is significant that the Alumni Association was not given direct representation on the college board until the 1961 charter revision. After this "exodus" of faculty members, as President J. W. Kliever called it, he with great care and patience gradually rebuilt the faculty.

The Depression Years

During the depression years the college, with an increasing debt, faced a new crisis. Some years earlier, the Conference had raised \$100,000 for the college endowment fund. Now some thought the college should return this gift to the Conference. This probably would close the doors of Bethel College, but this fund could then be used to establish a new Bible school. Indeed, the charter for such a school was already drafted! In 1931, a special college corporation meeting was called to bring about this change if possible. The question was debated with feeling all day and finally in the afternoon the proposition was voted upon with 131 in favor and 149 against it. The college was saved by 18 votes—a crisis too serious for comfort.

During these years there was also considerable discussion that the colleges of the historic peace churches (Mennonite, Brethren, and Friends) in this area should merge and set up a pacifist university at Hutchinson, Kansas. In 1932, Robert L. Kelly, executive secretary of the Association of American Colleges, was invited to make an objective survey of the three institutions concerned (Bethel, McPherson, and Friends). In February, 1933, Kelly submitted his findings and recommendations. He strongly urged merging the three schools and locating at Hutchinson, on neutral ground under some "peace" name since all three denominations were of that persuasion.

The Hutchinson Chamber of Commerce was greatly interested and suggested that perhaps the state fair grounds of that city could be secured for the new institution. The chamber and the three college boards held a number of meetings to discuss various aspects of the proposal. None of the three colleges, however, was willing to make such a move. Each one had considerable vested interests at its present location. Furthermore, the Brethren and the Friends felt they were outnumbered by so many more Mennonites in the state. Bethel was discouraged since neither Tabor nor Hesston could be interested in the project. The proposal involved other complexities and the plan was finally abandoned.

A Good Record

In spite of hard times Bethel progressed. In April, 1938 the college was fully accredited by the North

Central Association of Colleges and Secondary Schools. In the same year the celebration of the fiftieth anniversary of the cornerstone-laying took place from October 9 to 12, culminating with a pageant depicting Mennonite history and the story of Bethel College to date. The pageant was given uptown in Lindley Hall with close to 100 actors and to an audience of approximately 2,500 from twelve states and Canada. In 1942 the Memorial Hall was completed and dedicated. The war years brought on many problems for Bethel College which will not be covered in this article.

From the beginning, I Corinthians 3:11, "For other foundation can no man lay than that is laid, which is Jesus Christ," has been the motto of Bethel College. Throughout its history Bethel College patiently and courageously tried to build on this foundation. The record indicates that in a great measure the college has fulfilled its purpose.

A study made in the spring of 1962 indicates that during the 74 years of her history a total of 9,859 persons have enrolled at Bethel College. Of these, 594 have graduated from the academy and 2,084 have graduated from the college. The 1,556 college graduates during the years 1940-60 have received a combined total of over 450 graduate degrees.

The most recent figures available indicate that of over 5,000 living former students some 2,000 are graduates. Of the living former students more than 1,000 are engaged in teaching, 255 are ministers or other Conference workers, and 87 are missionaries.

In 1953, the University of Chicago Press published *The Younger American Scholar: His Collegiate Origin*, where in the production of scholars Bethel is listed as 32nd in this nation-wide study of the 50 highest rated colleges and universities. No other school in Kansas or in any neighboring state is even listed among the first 50. (See also page 78).

President Vernon Neufeld recently stated that as of 1962 no other accredited Protestant college in Kansas has as high a percentage of doctorates on its faculty as Bethel. Bethel has produced more scholarship winners (Woodrow Wilson, Danforth, Rockefeller, etc.) in proportion to its size than any other Protestant church-related or state college in Kansas.

Crises have come in the history of Bethel College; more will come. Insofar as Bethel College continues to build on the foundation of Jesus Christ and builds in excellence, these crises will, as in the past, become opportunities for even greater service.

¹See "Sailing Stormy Seas," Chapter XI, *The Story of Bethel College*, pp. 235-254.

²Duane D. Schroeder, "A Survey of Advanced Degrees Obtained by Bethel College Graduates," and the Dean's and Registrar's offices of Bethel College.

ACADEMIC DEVELOPMENT

By P. E. Schellenberg

THE ACADEMIC PROGRAM of Bethel College represents an effort over a period of seventy-five years of a group of education-minded persons to negotiate in the area of higher education between a constituency variously oriented in regard to education and religion and a youth eager for greater educational opportunities. Wedel and Kaufman in their book *The Story of Bethel College* characterize this effort as an attempt "to strike the golden mean between the ideas of a rather conservative constituency and the demands of an increasing number of young men and women to whom the lure of a higher education became irresistible once they had caught the vision of a 'promised land' ahead." Constant study and appraisal of the needs and readiness of the constituency and of the trends in the educational situation in the country followed by "much careful thought and cautious procedure" accompanied every advance in the program.¹

In planning the school the founders of Bethel College were motivated by an interest in providing higher education for the young people in their churches and communities. That these young people had a desire for higher education was evidenced by the presence of the names of many of them in the catalogs of colleges and seminaries in many places. "Among other legitimate inducements," said the first Board of Directors in its *First Annual Report* in 1887-88, "we must necessarily offer them that of a good and attractive institution of learning." The Board continued, "It will therefore be the high and noble aim of Bethel College to give an opportunity to the sons and daughters of Mennonite families to obtain their education within the pale of their own church, as well as to pay the debt of gratitude to other denominations by opening wide the doors of the institution, so that all may have an opportunity to partake of whatsoever advantages may be offered by it."²

The educational program of the school was envisioned as one "where the principles of the students' church is upheld and its historical traditions preserved," with "ample provisions made for the acquirement and preservation of pure, idiomatic German," and the course in English duly considered. The program offered was to be so complete and thorough "as to enable the institution to take and maintain a position among the leading colleges of this country."³

Bethel College so conceived became the task of many workers. Faculty members came and went. Wedel and Kaufman in reviewing the names of those who had served on the faculty by the time of the sixty-fifth anniversary of the cornerstone-laying comment, "The faculty turnover presents a picture highly analogous to what is seen with the turns of a kaleidoscope."⁴ In the course of 75 years some 300 persons served on the faculty. Alongside of the rapid turnover, however, there has always been a core of workers who despite the problems of the school and enticements from elsewhere have stayed with the school. These are they who have given leadership and character to the school through the years and whose contributions are a very real part of the image of the school in the minds and hearts of the many that know it.

In a similar way the program of instruction underwent many changes in the course of years. Some changes were shortlived, while others were incorporated into the more permanent ways of the school. Already before the end of twenty-five years in the history of the school, the curriculum had grown from a beginning in which a considerable portion of the offerings was preparatory or sub-academic to where the main offerings were in the Academy and later where the freshman and sophomore years of the College were stressed until a four-year college course with a recognized degree was achieved. The Academy was



Graduates of 1897, Otto Lichti, J. B. Epp, Henry Bachman, and P. A. Penner.



Bethel Academy class of 1899. (Left to right) David H. Richter, Peter J. Friesen, Andrew D. Schrag. (Front row) Bertha Krehbiel, Jacob Banman, John J. Becker, Selma Eymann, John E. Krockner.



First college graduating class, 1912, Ferdinand J. Isaac, Menno J. Galle, John C. Kliever, J. M. Regier, P. R. Schroeder, A. J. Regier.

discontinued in 1927, after having functioned thirty-four years in the program of the school. The first College graduating class was the class of 1912.

The German language had a very prominent place in the early years of the school furnishing not only courses of instruction but serving as the medium of instruction. Over the years the use of the German gradually gave way to the English language until in 1918, during World War I, the German language was dropped entirely. Since that time, however, the German language has come back into the curriculum until at the present time it is the language most frequently elected by students to satisfy the foreign language requirement for graduation.

Changes in the organization of the curriculum of the College have been conspicuous. In the year 1911-12, the year of the expansion of the curriculum into a full four-year course leading to the A.B. degree, the offerings of the College were grouped into thirteen departments. In 1914 the curriculum consisted of ten departments. In 1919 with the reorganization of the curriculum from a departmental to a group basis, the curriculum was divided into nine major divisions or groups and twenty-four subdivisions or departments. For some years there were eleven groups until in 1932 these were discarded and regrouped under three major divisions. In 1934 there were four divisions, in 1939 five, and since 1952 there have been six divisions of the curriculum.

In the attempt to satisfy student and constituency demands, vocational courses were introduced from time to time, thus "moving a step away from the purely cultural to the applied in college education." (Wedel and Kaufman, p. 221). Included in these offerings were courses in business, printing, agriculture, home economics, industrial arts, health, physical education, recreation, nursing education, driver education.

There has been a constant study of and experimentation with techniques and devices in the search for ways and means for achieving greater effectiveness in the work of the school. Subject matter, in addition to being presented in regular classes, has been treated in seminar groups, honors courses, independent studies, and special projects. Courses have been designed to serve special purposes as in the case of divisional introductory courses and the course in orientation. The instruction for the week has been variously scheduled from Monday through Friday, from Tuesday through Saturday, from Monday noon to Saturday noon. The school has operated on the semester system. It has operated on the quarter system. Much time and effort have been given to measuring students' abilities and achievements with the use of tests in Freshman Testing Programs, Sophomore Testing Programs, All-School Annual Testing Programs, the Graduate Record Examinations, the English Proficiency Test and the Senior Oral Comprehensive Examinations.

Various outside educational groups have viewed and reviewed the school from time to time and, through their representatives, reported impressions regarding the academic program. In 1916 after visits from the Kansas State Board of Education and the University of Kansas, Bethel College was formally approved and placed on the list of colleges accredited by the State Board of Education. This status was a recognition of the program of the school as satisfying the standards of the State Board in the training of teachers in the state of Kansas. Thereafter graduates qualified for certification by the Board without examination and the credits of the school were transferable to other schools without examination or penalty. Bethel College was considered as being on the same basis as other high ranking schools.

In the forty-fifth year of the school (April 7, 1938), after heroic efforts on the part of those in charge of the program, Bethel College was voted into membership by the North Central Association of Colleges and Secondary Schools. The following comments in the statement prepared by the Association's visiting team making the study of the school at the time speak concerning the educational program: "The faculty ranks high in training and is alert and vigorous in every phase of the academic program. The curriculum is substantial and dignified. The program of instruction appears to be good. The library holdings are adequate for student use. The administration and the faculty have been active in studying and evaluating the program of Bethel College."

During the school year 1952-53 after a study by a visitation committee, Bethel College was approved for membership in the American Association of Colleges for Teacher Education (February 13, 1953). This membership was transferred to the National Council for the Accreditation of Teacher Education July 1, 1954. This achievement represented an approval of the teacher education program of the school on a national scale, qualifying graduates who have completed the prescribed curriculum for certification in many states of the country.

The North Central Association, twenty years after the acceptance of Bethel College into its membership, scheduled its review visit (Feb. 9-10, 1959). Comments in the report at this time make mention of the academic program as follows: "The purposes of the institution are clear, concise, clearly implemented and well understood by the faculty and constituency as well as by the Student body in general. The presentation contained in the catalog is excellent, the clarity of conception, as well as acceptance by the divisional organization, as well as individual instructors, make this area rank extremely high in the minds of the commissioners. The regular faculty participation in studies and the evident concern on the part of the entire staff to maintain standards are admirable. The



*R. C. Kauffman
Dean, 1949-56*



*P. E. Schellenberg
Dean, 1957-61*



*P. S. Goertz
Dean, 1930-48*

A typical commencement scene.



Board of Directors showing (rear) Henry Hege, S. J. Goering, Gerhard Zerger, A. M. Lohrenz, P. F. Quiring and P. K. Regier. (Front row) J. M. Regier, P. A. Wedel, A. J. Dyck, Arnold Funk, Chris H. Goering, Ed. G. Kaufman.

*Part of Bethel College
faculty and staff, 1945.*



*View in the new College
Library.*



*Vernon H. Neufeld was inaugurated
president of Bethel College, October
13, 1960 with James I. McChord
(extreme left), president of Prince-
ton Theological Seminary, as speaker.*

competence of the faculty is well above the average in the North Central Association region as judged by norms. The commissioners were impressed with the high quality of practical ability of the administration and staff as well as the excellent academic background of individual staff members. The vigorous program of faculty participation at Bethel College is the most outstanding situation I have seen this year."

The academic program of Bethel College is an accomplishment to which many persons have contributed over a period of 75 years and more. There were those, who with the deep conviction that the church must provide the benefits of higher education for young people, labored in doing the ground work and providing guidelines for the thinking and doing in actualizing such a vision. The work thus begun found many

willing workers through the years who gave of themselves in this venture in higher education. Characteristic of the program throughout has been its flexibility which readily accommodated expansion and change in the advance toward greater serviceableness and effectiveness. The program as it developed was accepted by the constituency and recognized in educational circles.

¹Wedel, Peter J. and Edmund G. Kaufman, *The Story of Bethel College*. Newton, Kansas: Bethel College, 1954, p. 557.

²*First Annual Report of the Board of Directors of Bethel College of the Mennonite Church of North America*, Newton, Kansas, 1887-88, p. 19.

³*Ibid.*, p. 20.

⁴Wedel and Kaufman, *op. cit.*, p. 556.

Some Aims and Objectives of Bethel College

AS A *Liberal Arts College* it is the aim of Bethel College . . .

. . . to confront the student with the most significant intellectual, cultural and spiritual achievements and values in the main fields of human learning and experience, in such a way that his response to them will produce knowledge, understanding, and appreciation of man, the environment in which he lives, the world at large, and God.

. . . to develop in the student such skills, disciplines and methods of inquiry as will promote the increase of knowledge, understanding and appreciation throughout his life, and give him preparation in the direction of a useful vocation.

AS A *Christian College With a Mennonite Heritage* it is the aim of Bethel College . . .

. . . to confront the student with the Christian message and its implications as found in the Scriptures, in history, and in contemporary life, in such a manner as will challenge him to fulfill his Christian calling and relate it to the whole of his educational experience and his future life and vocation.

. . . to teach the student methods of religious and scholarly inquiry, to encourage the development of Christian attitudes, and to make our Mennonite Christian heritage meaningful with Jesus Christ as the integrating center.

THE ACADEMIC PROGRAM

BIBLE AND THEOLOGY

By *Walter Klaassen*

ONE OF THE TWO original aims of the institution that eventually became Bethel College was that young people be given rigorous religious instruction as preparation for effective service in the church. Consequently a strong emphasis on teaching the Bible, basic Christian beliefs and the Mennonite heritage has been characteristic of Bethel College since its founding. From the beginning until the present day courses in these areas have been part of the graduation requirements for every student.

It is significant that many of those men who stand out as pillars of Bethel College through the years were involved in teaching the Bible and Mennonite history and beliefs. Among them were C. H. Wedel, J. W. Kliever, J. H. Langenwalter, and Ed. G. Kaufman, all presidents of the school. Bethel's Bible instructors established a tradition of careful, informed study of the foundations of the Christian faith coupled with that strong emphasis on the commitment of life to Christ which has been characteristic of Mennonite heritage at its best.

We seek in our day to perpetuate this tradition and believe with our predecessors that critical study of the Bible is necessary within the framework of a liberal arts education. We further believe with them that such critical study is not hostile to the conviction that God speaks to us through the Bible.

Growth in the understanding of the Christian faith

and the heritage of our fathers must keep pace with growth in knowledge of history, mathematics, philosophy, biology and the rest of the arts and sciences if graduates are to provide Christian leadership and inspiration to their contemporaries.

All students graduating from Bethel College have taken at least 110 hours of intensive study in Bible, Christian and Mennonite history, and basic Christian beliefs. Many students supplement these basic studies with other more specialized courses in the same areas. It is the policy of those who teach in this division to make biblical interpretation and the study of our heritage of faith and practice relevant to the present day so that students are not left merely with several hours of academic credit but also with a challenge to commit their lives to Christ.

Although all students get this basic training, there are those who plan for specific Christian work in the church. It is especially for these, the future pastors and Christian education workers, that the curriculum offers further work in Bible, Mennonite history, and Christian education. An academic major is offered in these subjects for those who plan to take further theological training and also for those who have a special conviction about participating actively in the work of the church short of the specialized ministries.

In these ways the Division of Bible seeks to serve the church, nation, and world.

Walter Klaassen, 1960- . Cornelius Krahn, 1944- . H. A. Fast, 1943-1961. Harold H. Gross, 1959- .



THE NATURAL SCIENCES

By *Dwight R. Platt*

THE NATURAL SCIENCES and mathematics have always been an integral part of the Bethel College curriculum. However, the present divisional structure was organized in the 1930's. We in the natural science division have inherited a great tradition from those who served Bethel in the past—J. H. Doell (biology), A. P. Friesen (physics), D. H. Richert (mathematics and astronomy), and P. J. Wedel (chemistry). These men served Bethel a total of some 160 years and established one of the finest small college natural science divisions in the Midwest. Uncle Davy (Richert) is still serving the college. His interest in education and Bethel College remains undiminished.

As these pioneers retired or moved to other institutions, others served in the natural science division—some on a temporary basis. Both Robert Gering and L. C. Kreider will be remembered as teachers who devoted their time and energy unselfishly to the students and to the college. There are seven members on the present natural science faculty. Ronald Rich first came to teach chemistry at Bethel in 1950 and Arnold M. Wedel joined the faculty in mathematics in 1951. Other teaching members of the division, all of whom have joined the faculty since 1957, are Paul Harms in mathematics and physics, Albert Meyer in physics, Dwight Platt in biology, Robert Schmidt in chemistry and Wayne Wiens in biology. Again the natural science division has the unity and permanence which made it well known during earlier years.

D. H. Richert, 1906-1946. Ronald L. Rich, 1953- . Arnold M. Wedel, 1951- .

Dwight Platt, 1957- . A. Wayne Wiens, 1960- . Robert Schmidt, 1961- . Paul Harms, 1961- .

The present science curriculum, which is modern in approach and scope, prepares students for graduate study in the areas of biology, chemistry, mathematics and physics. It serves to prepare high school teachers and those who plan industrial careers. Emphasis is also given to many pre-professional programs such as medicine, pre-agriculture, pre-engineering, medical technology, and others. The quality of a curriculum can be judged from the records of students. Bethel seniors majoring in biology, chemistry, mathematics, and physics in 1961 and 1962 had an average *percentile* score of 68 on the national Graduate Record Examinations. Bethel students have won the Kansas Intercollegiate Mathematics Examination (a competition among eleven liberal arts colleges in Kansas) in four of the seven years that it has been given.

Graduates of Bethel College in the natural sciences have distinguished themselves. A recent survey by the Department of Health, Education and Welfare of the number of graduates from liberal arts institutions across the nation receiving M.D. degrees in the period 1950-59 ranked Bethel College first among the liberal arts colleges of Kansas with 25 graduates having received the M.D. degree during the period under study. Last year of the approximately 2,960 National Science Foundation awards for graduate study, three were awarded to Bethel College graduates. The list of graduates who have made significant imprints in the field of college teaching, high school teaching and in industrial positions would make any university proud. At the present time these graduates have





In the Science Hall erected in 1924, students work in the laboratory under J. H. Doell and in the chemistry department.



Early physics laboratory students.



Leonard C. Kreider, 1937-48, in the chemistry laboratory.

organized the Bethel College Science Alumni Association.

The division cannot live on its past accomplishments, but must continually build for the future. The members of the division have been working with outside agencies and foundations attempting to strengthen the natural science program and facilities at Bethel. In November, 1961 the Research Corporation, a research foundation with headquarters in New York City, announced the awarding of an unrestricted grant of \$15,000 to Bethel College for research in the physical sciences. This grant was one of two of this kind awarded to small colleges in the Midwest. The money awarded will be used primarily by Ronald Rich for research projects to be conducted over a period of three years. In the near future the J. H. Doell Natural History Reservation is to be acquired for education and research in field biology and ecology in the "sandhills" of western Harvey County in cooperation with Nature Conservancy—a national or-

ganization sponsoring such projects. The division also was honored recently with an Atomic Energy Commission grant of \$8,500 for teaching equipment in the application of radiation and radioisotopes in biology and the physical sciences.

These outside grants do much to stimulate research in science at Bethel College. However, they should also serve as an impetus for alumni, former students and constituency. There are many projects needing financial support. The Science Hall which was erected in 1924 and which did much to stimulate interest in science at Bethel needs a thorough remodeling. Additional money is needed to support faculty and student research. Education in science is becoming more and more expensive. The faculty members of the Natural Sciences are confident, however, that, with proper support, education in mathematics and the natural sciences at Bethel can be continually improved to keep step with new developments and to carry on the excellent traditions that they have inherited.

THE HUMANITIES

By David H. Suderman

MAN IS CREATED in the image of God. This gives him the capacity to know, to think, and to feel deeply. He can dream, hope, plan, aspire, and achieve. Experiencing and communicating these experiences to his fellow men is the unique endowment given to man by his creator.

To read or write a poem or philosophical treatise, to hear or compose a sonata, to see or paint a picture, to read or stage a drama is to be engaged in communication of human experience. Articulate expression and articulate response to human experience are developed through study in the humanities.

At Bethel College, study in the humanities includes philosophy, literature, languages, drama, speech, art, and music. Through these courses, students have an opportunity to confront great minds of the past; through the verbal or non-verbal; through color,

shade, line, or sound. In the light of their study, students evaluate and remold their own thinking, sensibilities, and purpose for living. But because Bethel College is a Christian college, this is done in the light of Christian teaching.

At Bethel College we believe the role of the humanities is important in the total development of the student. The humanities provide either a cultural background important for any worthy vocation, or concentrated study in one or more of the several fields.

To insure a strong and growing program for the future, a Fine Arts Center has been planned. This \$500,000 building will house the departments of music, art, speech and drama. Unique features will include an art gallery, an auditorium, and a stage that will accommodate the drama, music, speech, and other programs.

Marguerite R. Russ, 1960- . Christine O. Miller, 1953-
Honora R. Becker, 1939-



David H. Suderman, 1936- . Walter
H. Hohmann, 1923-58. J. Harold Moyer,
1959- . Walter J. Jost, 1960-



Paul A. Friesen, 1960- . Robert W. Regier, 1960-



Alice H. Loewen, 1950- . John F. Schmidt, 1947- . Lena Waltner, 1934-61.



Norman L. Lofland, 1960-63. Gloria C. Winslow, 1962- .



The Newton community chorus and orchestra presenting the Messiah, December, 1947. Walter H. Hohmann, conducting.



Bethel College concert band of 1900.





James W. Bixel (1947-59) directing piano quartet which included J. Harold Moyer and Walter Jost.

*Students presenting the comic opera *Così fan Tutti* by Mozart (1959).*

A worship service in the college chapel.



HISTORY AND THE SOCIAL SCIENCES

By J. Winfield Fretz

THE DIVISION OF History and the Social Sciences is made up of five departments: economics, history, political science, psychology, and sociology. The earliest social science courses offered at Bethel College in 1893 were in history and political economy. A course in psychology was offered in 1898, and the first course in sociology in 1912-13.

The present Division of History and the Social Sciences and some of the 85 courses that are offered in the current catalog developed after 1934. Leaders responsible for this emphasis were Ed. G. Kaufman, president, and P. S. Goertz, dean. E. L. Harshbarger did much to establish the division. Melvin Gingerich, Harley J. Stucky, and R. C. Kauffman contributed further to the development of this field.

The social sciences are concerned primarily with human behavior. Courses offered in this field are intended to help students understand human relations in whatever vocations they happen to be engaged.

The social studies are referred to as "sciences" since these disciplines seek to conduct their investigations and draw their conclusions on scientific bases. One area of major concern is that of predicting human behavior. Social scientists, for instance, are making serious efforts to predict in advance the conditions necessary for successful marriages. Likewise in the field of criminology, studies have been made in an effort to arrive at scientific bases for predicting the advisability of probation and parole of criminals.

Students majoring in the Division of History and the Social Sciences find many opportunities for voca-

tional service. In addition to teaching on the secondary and the collegiate level, there are possibilities in the fields of social work, public welfare service, governmental agencies, and work in industries. To gain the broad training they need, many students wishing to enter full-time Christian work major in one of the departments as a preparation for seminary training and later work in the ministry or the mission field. At Bethel College, the social sciences and the Christian faith are closely related and interdependent.

Several significant pioneering efforts have been undertaken in the social science division of Bethel College. Under the leadership of E. L. Harshbarger the Institute of International Relations was held annually on the Bethel College campus (1936-40). This endeavor brought famous national and international people to the campus and marked Bethel College as a leader in the movement toward better international understanding and world peace. For a number of years annual rural life institutes were held on the campus under the sponsorship of the social science division. Since 1955 an annual conference on Educational and Political Responsibility has been held on the campus. This conference invites public officeholders on the state and local level as well as school administrators, ministers, and representative citizens from the community to discuss practical and theoretical political problems. The division has also been participating actively in the biannual Conference on Mennonite Educational and Cultural Problems since 1942.

P. E. Schellenberg, 1931-41, 1957- .
J. Lloyd Spaulding, 1947-52, 1956- .

J. Winfield Fretz, 1943-63, Bernhard Borgen, 1935-46, 53-57, 59- .
Solomon E. Yoder, 1962-63.



THE APPLIED SCIENCES

By *M. S. Harder*

THE CONSTITUENCY OF Bethel College has given its approval to a strong emphasis on the applied sciences. Its traditions and folkways make such an approval natural and fitting. The following departments make up the applied sciences: Industrial Arts, Business, Secretarial Studies, Physical Education, Home Economics, and Nursing Education.

The strong, traditional emphasis on the applied sciences at Bethel College sets her somewhat apart from most other church-related colleges that seek to be "pure" liberal arts colleges. The number enrolled and the number majoring in one of the applied science areas attests to the importance the students place in the applied sciences.

All departments in the applied sciences, except secretarial studies, offer majors both toward meeting graduation requirements and toward meeting state requirements for teaching on the secondary level. Those entering the nurses training program may earn the degree, Bachelor of Science in Nursing, by com-

pleting two years of academic courses after they have become registered nurses.

The aims and objectives of the Applied Sciences are as follows: 1) To develop interest in and offer first-hand knowledge and experiences in the affairs, conditions and work of the practical world; 2) To develop the organic systems of the body to the end that each individual may live at the highest possible level; 3) To develop a love for orderly and systematic procedure in the performance of any task; 4) To develop skills in activities and favorable attitudes toward play and the arts that will carry over and function during leisure time; 5) To emphasize the dignity of labor and teach respect for the worker.

To develop adequate appreciations in order to come to terms with man's environment is one of the over-all aims of a college education. To develop appreciations in the practical aspects of modern life, the applied arts and sciences have a great service to perform.

M. S. Harder, 1945-63. Justus G. Holsinger, 1960- . Ruth Baughman Unrau, 1947-53, 1957- .



Mildred Becker, 1940- . Peter R. Kaufman, 1945- . Menno Stucky, 1950- . Erna Schmidt, 1960- .



Wesley D. Buller, 1960- . Gerhard R. Buhr, 1955- .



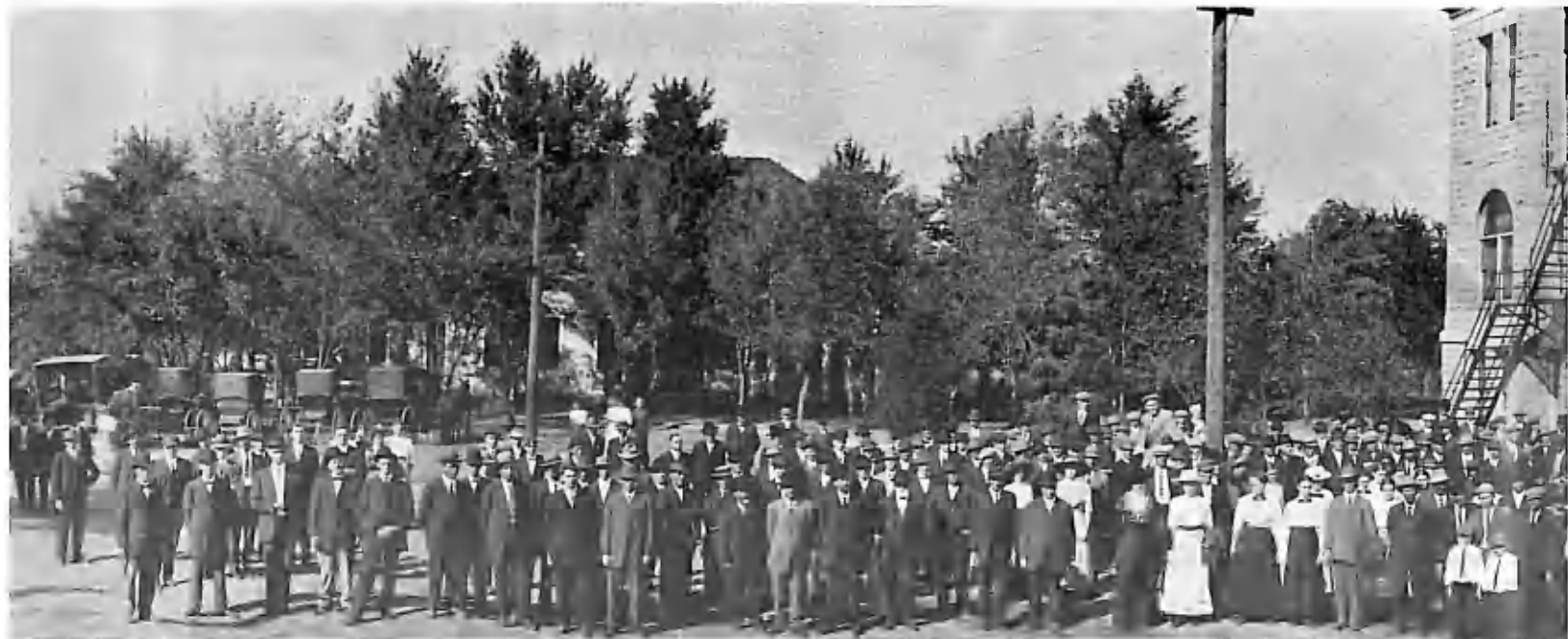


Franz General Shop erected in 1947 houses the Industrial Arts Department.



Students in a metals course using electric welders.

Observing the Twenty-fifth anniversary of Bethel College on October 12, 1913.





Wilma Toews (1946-51, 1955-59) teaching home economics students to bake and sew.



TEACHER EDUCATION

By Justus G. Holsinger

THE LIVES of children and youth throughout the world are being influenced by the many teachers who have been educated in church-related liberal arts colleges. Bethel College is proud to be one of these institutions. Each year it recommends more than half of its graduates for elementary and secondary teaching.

Compulsory education in our culture places a great public responsibility upon colleges that prepare teachers to serve our children and youth. Bethel College is aware of this responsibility and is committed to the task of preparing competent teachers to meet the demands of a dynamic culture. To meet this responsibility Bethel College seeks to give its prospective teachers a broad cultural background as a foundation for teaching, along with a carefully planned sequence of professional courses. Student programs are also carefully planned to develop competence in the teaching field.

Bethel College, along with many other colleges, is conscious of the idea that teacher education is a function of the total college and cannot be relegated to any one division or department. This awareness has brought a change in the organization of the teacher education program. Last year the Bethel College administration created the Teacher Education Committee and charged it with the responsibility of assisting in planning and administering the teacher education program. This committee, which is made up of members representing the total faculty, has become one of the most active committees on the campus. This change in organization has brought about an involvement of the total faculty in teacher education concerns and has served to establish lines of communication with the respective divisions.

Certain changes have been accomplished in the teacher education program through the work of the Teacher Education Committee. One of the first functions of the committee was to identify the criteria for acceptance into teacher education and to clarify the procedure for admission. Each candidate for certification is reviewed at three stages in his college program before he is given full recommendation for certification.

The Teacher Education Committee has also been active in initiating certain changes in the teacher education curriculum. A sequence of certain basic courses necessary for both elementary and secondary teachers has been carefully planned. The elementary education curriculum has been under careful study and certain changes have been made to make it possible for an elementary teacher to get the basic content and methods courses for elementary teaching and at the same time qualify for a subject-matter major. This is in line



with the recent thinking of many educators that elementary teachers should pursue one field of study with depth and competence. The professional sequence of secondary teachers has also been planned carefully in an effort to give them an adequate professional program which is integrated carefully with their major program.

STUDENT LIFE:

PAST AND PRESENT

By Esko Lozwen

ANY SCHOOL HAS, in the memory of those who attended it, something of a personality shaped out of the experiences of the past. Although the members of the college community undergo constant and rapid change, its personality tends to continue, changing only slowly. When old graduates come back to the campus, they spend a great deal of time recalling what happened when they were students. No wonder alumni tend to become sentimental about the old school, the professors, the good times they had in their youthful years!

Bethel, not being large, has been more a big family than an institution. It has borne an atmosphere of friendliness and informality. Both faculty and students have long prized its warmth of friendship as a reward for attending a small school.

Because of this personal feeling on the campus, student life, interrelationships, humor, good times have been in the context of such a setting. In early days, the big social event was a 'literary' where everyone gathered to hear oratory or debates on a variety of subjects both serious and humorous. In the earliest times, the library was not a social institution, since hours and evenings were set aside when the men and women used the library separately. This practice was not long-lived. It interfered with preparation for class assignments—even more than having the young men and women in an integrated library! In early years, a 'date' would perhaps be a walk to town, and it would be a big event. The walk was along a cinder path which had been provided by the city of Newton from town to campus.

Dormitory life has always been one of the student's central experiences. Here he develops friendships, experiences disappointment and loneliness, can speak frankly of his problems, doubts, hopes, resentments and dreams. He can be himself with his own peer group. In the first years, students retired by ten and

arose at five. That pattern, too, greatly changed. 'Burning the midnight oil' became the practice of quite a number of students and some had to see how late they could stay up and study! Bull sessions in the dormitories have a long tradition, and have been characterized by variety and vigor. The dormitories also have been the locus for hatching practical jokes of every hue. They have been the training ground for a community living, and continue to play their own educational role in the life of a resident college.

In years past, class rivalry was keenly felt and nurtured. At one period of the school's history, each class made its own class flag. One class would try to fly its flag while the other class would try to prevent it. Devious means were devised to keep each other in check with room searches going on, even hiding the flag in a faculty member's room if possible!

This rivalry later was expressed in the 'senior sneak.' The senior class secretly set a time when it would go on an outing for one or several days to Kansas City, Oklahoma, or to some other point of interest. The junior class, in turn, would try to thwart this sneak. The seniors would slip out of the dormitories at night, meet at a pre-arranged spot, and be on their way. One year an enterprising junior kept tab on senior plans by getting all the information he needed from a senior classman who talked in his sleep. The sneak did not take place that year!

In the thirties, the "Farcity Review" was established. This was a fun night when original skits were performed for the purpose of comedy and poking fun at each other. The faculty was a favorite target, their peculiarities and weaknesses being satirized.

In a more serious vein, high moments for students have been the choir tours, Student Christian Association retreats and activities, forensic contests, dramatics, oratorios and recitals. In the thirties an ancient bus took the choir on a memorable tour to the west



Thanksgiving Banquet in Alumni Hall in 1914.



Girls physical education class about fifty years ago.



A bull session in a boys' dormitory in the late fifties.

coast. In those years also as many as fifty students would attend the "Y" conferences at Estes Park, Colorado. Christian Life Week speakers, vigorous discussions on international problems, equally vigorous debates about the Christian faith all suggest that youth has never been only fun-loving, but in dead earnest about life's purpose and calling.

One need only to observe where Bethel students have gone upon graduation and what they have done with their lives to see that young people grown to manhood and womanhood are responsible servants of their Lord and mankind. The Mennonite organizations have been dependent upon Bethel for a large proportion of her ministers, missionaries, and church workers. Many Mennonite medical doctors have had a portion of their training at Bethel. Public education also has benefitted from a large number of teachers who received their collegiate training at Bethel. These along with the many others who are effective leaders in farming, music, the manual arts, business

and industry demonstrate the positive values attained in those formative collegiate years.

The students of Bethel have definitely impressed a personality on their school. Critics would point to the negative qualities of Bethel's personality, forgetting that outweighing those negative things are the evidences of strength. A person learns through making mistakes as well as through achieving success. So long as Bethel students make mistakes, but learn in the experience, the integrity of the school continues to be firm. The vigor and critical nature of young people as they seek to become persons in their own right, calls for a dialogue. A dialogue, by its nature, suggests that each participant give honest expression to his insight and understanding. Such frank dialogue characterizes Bethel College. It is a challenging and vigorous atmosphere in which to live. We anticipate the years ahead will afford even greater things than has the past.

CHRISTIAN LIFE ON THE CAMPUS

By Walter Klaassen

A CHRISTIAN COLLEGE community will be deeply concerned about the relationship of its individual members to the claims of the Christian gospel. Through the decades much has been done at Bethel College to meet the spiritual needs of each succeeding generation of students. The means and methods have varied, but the need and the imperative that that need be filled have remained the same.

In early years uniform discipline marked attendance at religious functions of the college. We read for example: "On Sunday morning students attend Sunday school and church services at the local church, and in the evening the teacher and students read a sermon and spend time in free discussion and singing. Attendance is required at these meetings."¹ Nowadays the voluntary principle is much more characteristic of this aspect of college life.

In 1911 the first Christian student organization appeared on the campus as the Christian Student Union, the chief aim of which was to foster Bible study and to create and strengthen missionary interest.² The modern successor to this early organization is the Student Christian Fellowship which is voluntary, and now organized as a number of study seminars meeting weekly. Over one hundred students plus a number of faculty members and community people meet on Sunday morning after the worship service to study the Bible, basic questions of the Christian faith, and the Anabaptist-Mennonite heritage. This program is administered and planned by students in consultation with faculty advisers.

Service outreach has always been a part of student involvement in the Christian faith. Interest in foreign missions through the Student Volunteer organization was especially strong in the twenties and thirties; today the interest has shifted to voluntary service, relief work, and PAX. Active expression of Christian

concern in the Newton community has also been a consistent mark of the seriousness with which students regard their Christian commitment.

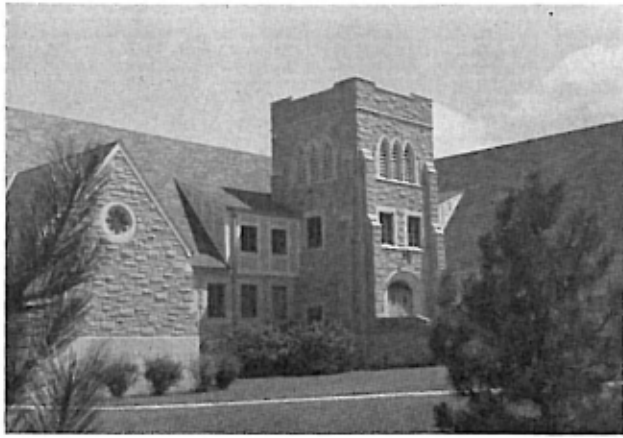
Significant also are the weekly chapel services, which at first and until not many years ago were held every day. Worship services are now held on Wednesday mornings and convocations on Mondays and Fridays. The latter may also be devoted to various aspects of faith and life of the Christian student. Attendance at all of these remains mandatory.

The Bethel College church continues to minister meaningfully to the students through the Sunday morning worship services and the sensitive counseling ministries of the pastors of the Bethel College Mennonite Church, Russell Mast and Robert Carlson. Both students and faculty value these very highly.

Three special lecture series have become an integral part of the College year. The first, known as Christian Life Week, deals with questions of living the Christian life, and is mainly inspirational and chal-

A moment of meditation in front of the Administration building.





The Bethel College Mennonite Church attended by students and faculty members at chapel exercises and Sunday services.

lenging in nature. The Menno Simons Lectures, endowed in 1950, are usually delivered by distinguished church historians and theologians (Roland Bainton, George H. Williams, Gordon Kaufman and others), and are designed to widen the horizons of students, faculty, and community with respect to Mennonite

theology and history. The Bible Week is an older tradition at Bethel, first established in 1915 and then permanently endowed by J. E. Hartzler in 1951. Noted biblical scholars are invited to share with members of the campus community their insights into the Scriptures.

All of this is a glimpse into the organized life of faith on the Bethel College campus. How can the total life of faith possibly be adequately described? What has been enumerated appears on the surface. The many conversations of Christian teachers with questioning students; the countless encouraging words of students to fellow students and teachers; the counsel of pastors, and finally, although perhaps not sufficiently recognized, the influence of pious and faithful parents; these cannot be tallied and totalled. But together with what has been described above they make the Christian life on the Bethel College campus what it is. The students that come are with few exceptions interested in the "Christian Way." Many are openly committed. To all the call to discipleship is extended.

¹Peter J. Wedel, *The Story of Bethel College*, North Newton, Kansas: Bethel College, 1954, p. 31.

²*Ibid*, p. 186.

Doctoral Degrees Earned by Bethel's Graduates

By Robert W. Schmidt

IN A SURVEY, Robert H. Knapp and Joseph J. Greenbaum ranked the various colleges according to the number of earned Ph.D.s received by their graduates from 1946-51 compared with the number of male graduates during the same period. In this particular study Bethel College ranked thirty-second out of 562 colleges and universities studied in the United States.¹ Toward the end of 1962 a list of Bethel graduates, who have earned third level degrees (Ph.D., Ed.D. and D. Rec.), was sent to the college for corrections and additions from the National Academy of Sciences and the National Research Council. This information plus the results from the Knapp and Greenbaum study stimulated the compilation of the information contained in this article.

One of the many functions of a college program is the preparation of its students for graduate training. The success of a school's alumni in graduate study is considered one of the measures of the quality of the academic program of that school. The Knapp and Greenbaum study indicated a favorable rating for Bethel College during the period of 1946-51. This study did not, however, answer some questions which are of interest to Bethel College and its constituency. These are: (1) What percent of Bethel's graduates earn third-level degrees, (2) who are they, (3) in what fields are these degrees and (4) are the numbers per year increasing?

In this study only those who have actually graduated with a baccalaureate degree from Bethel College

are included. The graduates of the Bethel Academy who went elsewhere for their college work have not been included. Those who have received professional degrees (M.D., D.D.S., etc.), for lack of time on the part of the author, have also not been considered. A study of the graduates who have received professional degrees will be presented at some later date.

The first Bethel graduate to earn a Ph.D. was Joseph Goering who received his baccalaureate degree from Bethel in 1923 and his Ph.D. in anatomy from the University of Kansas in 1927. He was followed in 1929 by Edmund G. Kaufman and David S. Pankrat who received their degrees from the universities of Chicago and Kansas respectively. After 1929 every year except '30, '32, '34, '39, '41, '42 and '46 has seen at least one, and in most cases several, degrees conferred. In Figure 1, the number of degrees per year are compared.

Another interesting aspect of the study is the number of third-level degrees granted in the various fields (see Figure 2). Religion and Theology head the list with 18; Education is next with 13; then come Chemistry—12, Biology—8, Language and Literature—7, Psychology—7, Physics—6 and various others with lesser amounts.

As might be expected, the University of Kansas has granted more degrees (20) than any other institution. Next on the list is the University of Chicago with 9. The rest of the degrees (see Figure 3) come from universities and seminaries scattered across the United States and foreign countries. As of December, 1962, a total of 92 have received third-level degrees. This total represents 4.5 percent of the graduates of Bethel College. The overall trend has been a rise in degrees granted per year. Since 1948 only 1954 has seen as few as two degrees granted. The year 1959 was the high point with 10, followed closely by 1962 with 8. The last four years have seen a significant increase (31) over the next best four-year total (16). It can be expected that the rise will continue. In the last four years, 7.9 percent of Bethel's graduates and 14 percent of the male graduates have received third-level degrees (not including M.D.s). These results certainly substantiate the findings of Knapp and Greenbaum with regard to Bethel's high position among the colleges and universities of the country.

The complete list of names, fields of study and in-

¹Robert H. Knapp and Joseph J. Greenbaum, *The Younger American Scholar: His Collegiate Origins* (Chicago: University of Chicago Press, 1953), pp. 11 and 16.

²I would like to thank all of those who have helped gather the information contained in this article. Special thanks goes to the National Academy of Sciences and the National Research Council for providing the bulk of the information on the earned Ph.D.s granted through 1961 and to Cornelius Krahn and Arnold M. Wedel for their help and advice.

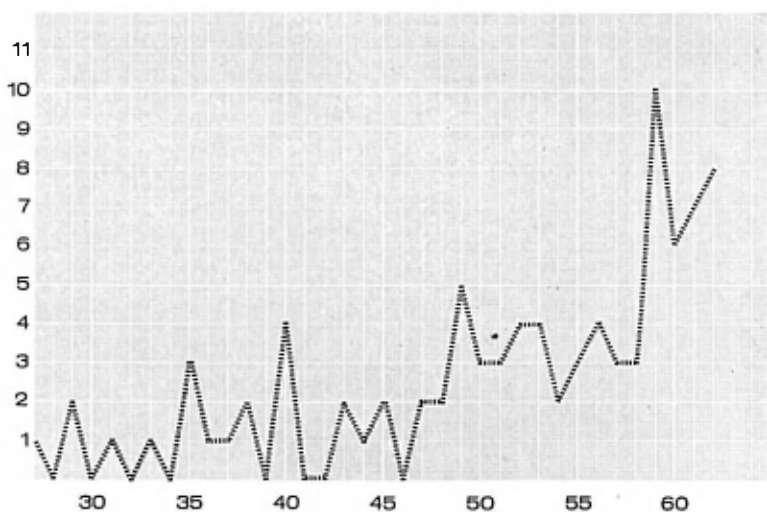


Figure 1

stitutions which granted the degrees is given in Figure 4. Even though the information has been checked carefully, errors may have crept in. Also, there may be some omissions, especially for the year 1962. If anyone knows of any errors or omissions please contact Robert W. Schmidt, Chemistry Department, Bethel College, North Newton, Kansas.²

DEGREES EARNED

Name	School	Year	
		A.B.	Th.D. Degree
Ewert, Wesley C.	Hartford Theological Seminary	1941	1953
Graber, John B.	Dallas Theological Seminary	1945	
Neufeld, Vernon	Princeton Theological Seminary	1949	1960
Nickel, J. W.	Hiff School of Theology	1940	1959
Poettcker, Henry	Princeton Theological Seminary	1959	1961
Schroeder, David	University of Hamburg, Germany	1951	1959
Fieszen, A. F.	Hiff School of Theology	1921	1931
Waltner, Erland	Eastern Baptist Theol. Seminary	1935	1948
Wedel, David C.	Hiff School of Theology	1933	1952

Name	School	Year		
		A.B.	Ph.D.	Degree Code
Albrecht, Paul A.	University of Chicago	1917	1953	710
Bergen, Aaron H.	University of Denver	1931	1955	998
Barkman, Paul F.	New York University	1943	1959	600
Bartel, Roland	Indiana University	1947	1951	810
Bartel, Roy Allen	University of Kansas	1942	1959	998
Chassen, Howard H.	University of Oklahoma	1941	1949	199
Duerksen, Roland A.	Indiana University	1954	1961	810
Duerksen, Rosella	Union Theological Seminary	1948	1956	830
Dyck, C. J.	University of Chicago	1953	1962	880
Dyck, J. Wilhelm	University of Michigan	1951	1957	820
Eitzen, David D.	University of Southern California	1930	1940	080
Enz, Jacob J.	Johns Hopkins	1941	1960	822
Fast, H. A.	Hartford Theological Seminary	1917	1936	880
Fast, Irene	University of Michigan	1951	1959	600
Frauen, Dorothea S.	University of Kansas	1937	1947	580
Friesen, Abraham P.	University of Kansas	1924	1935	198
Friesen, Maria S.	University of Kansas	1928	1961	855
Funk, Melvin F.	University of Illinois	1946	1961	600
Gaeddert, Gustave R.	University of Kansas	1921	1937	730
Gaeddert, Willard	University of Nebraska	1940	1956	630
Goering, Jacob Daniel	University of Maryland	1941	1959	680
Goering, John James	University of Wisconsin	1956	1962	599

Goering, Joseph	University of Kansas	1923	1927	599
Goering, Harlan Lowell	University of Colorado	1943	1948	299
Goering, Harvey	Ohio State University	1946	1950	299
Goering, Orlando James	Iowa State University	1943	1959	710
Goering, Orville	Iowa State University	1952	1960	010
Goering, Oswald H.	Indiana University	1948	1956	998
Graber, Eldon	Northwestern University	1931	1950	880
Gross, Harold H.	State University of Iowa	1937	1945	880
Harder, Leland	Northwestern University	1948	1962	710
Harder, Menno	University of Southern California	1926	1949	998
Hiebert, Erwin Nick	University of Wisconsin	1941	1954	299
Hofmann, Rupert Karl	Northwestern University	1949	1959	830
Homan, A. Gerlof	University of Oregon	1949	1961	720
Homan, Gerlof Douwe	University of Kansas	1954	1958	730
Hulsbergen, Helmut	University of Cologne	1950	1956	
Jantzen, J. Marc	University of Kansas	1934	1940	998
Kaufman, Ralph C.	Yale University	1933	1940	998
Kaufman, Clemens M.	University of Minnesota	1936	1943	505
Kaufman, Edmund G.	University of Chicago	1916	1929	880
Kaufman, Gordon D.	Yale University	1947	1955	880
Khabbaz, Samir A.	University of Kansas	1954	1960	085
Kliever, John	University of Kansas	1950	1962	582
Kliever, Waldo H.	University of Chicago	1929	1940	199
Krechbiel, Delmar D.	Ohio State University	1941	1954	299
Kreider, Robert S.	University of Chicago	1939	1953	730
Kroeker, Herbert R.	University of Nebraska	1930	1952	720
Lehman, Joe J. Jr.	Washington State University	1943	1950	299
Linscheid, Harold W.	University of Oklahoma	1929	1955	998
Linscheid, John E.	University of Kansas	1914	1935	810
Loganbill, G. Bruce	Michigan State University	1956	1961	815
Moyer, John Harold	State University of Iowa	1949	1958	030
Moyer, Melvin I.	University of Kansas	1942	1952	299
Nusser, Willford L.	Iowa State University	1949	1958	564
Pankratz, David S.	University of Kansas	1923	1929	520
Pauls, Franklin B.	University of Kentucky	1939	1951	199
Regier, Aaron J.	University of Kansas	1912	1935	998
Regier, Herold	University of Kansas	1937	1962	998
Reimer, Richard	Michigan State University	1957	1962	720
Riesen, Willis	University of Wisconsin	1945	1949	299
Renich, Paul W.	University of Kansas	1942	1949	299
Richert, Dan	St. Louis University	1939	1944	540
Schmidt, Donald L.	Iowa State University	1953	1962	099
Schmidt, Robert W.	University of Oklahoma	1952	1960	540
Schrag, Calvin O.	Harvard University	1950	1957	840
Schrag, Felix J.	University of Chicago	1935	1945	880
Schrag, Oswald	Boston University	1942	1952	880
Schraeder, William W.	University of Chicago	1949	1960	880
Staerkel, William M.	Stanford University	1942	1951	990
Stevenson, Isaac Glenn	University of Kansas	1937	1943	299
Stucky, Harley J.	Northwestern University	1941	1949	755
Suderman, David H., Geo.	Peabody College for Teachers	1935	1947	998
Unruh, Wesley	University of Kansas	1956	1962	199
Unruh, Wilbur	University of Kansas	1939	1959	998
Voth, Alden H.	University of Chicago	1950	1959	755
Voth, Albert C.	University of Kansas	1922	1938	698
Voth, Orville L.	Pennsylvania State University	1948	1957	540
Voth, Paul D.	University of Chicago	1929	1933	550
Waltner, Arthur W.	University of North Carolina	1938	1949	199
Warkentin, John	University of Rochester	1935	1938	698
Wedel, Arnold M.	Iowa State University	1947	1951	099
Wiebe, Dallas E.	University of Michigan	1954	1961	810

Figure 2: FIELDS AND CODE NUMBERS

Code Number	Fields	Total
000-099	Mathematics	4
100-199	Physics and Astronomy	6
200-299	Chemistry	12
500-599	Biology	8
600-699	Psychology	7
720	Economics	3
730	History	3

710	Sociology	3
755	International Relations	2
810	English Language and Literature	5
820	Foreign Language and Literature	2
830	Music	1
840	Philosophy	1
815	Speech and Drama	1
855	Home Economics	1
880	Religion and Theology	18
998	Education	13
		92

Figure 3: UNIVERSITIES AND SEMINARIES

Universities	No. of Degrees
University of Kansas	20
University of Chicago	9
Iowa State University	5
Northwestern University	4
Hill School of Theology	3
Indiana University	3
University of Michigan	3
University of Oklahoma	3
University of Wisconsin	3
Hartford Theological Seminary	2
Michigan State University	2
Ohio State University	2
Princeton Theological Seminary	2
State University of Iowa	2
University of Nebraska	2
University of Southern California	2
Yale University	2
Boston University	1
Dallas Theological Seminary	1
Eastern Baptist Theological Seminary	1
George Peabody College for Teachers	1
Harvard University	1
Johns Hopkins University	1
New York University	1
Pennsylvania State University	1
Saint Louis University	1
Stanford University	1
University of Cologne	1
University of Colorado	1
University of Denver	1
University of Hamburg	1
University of Illinois	1
University of Kentucky	1
University of Maryland	1
University of Minnesota	1
University of North Carolina	1
University of Oregon	1
University of Rochester	1
Union Theological Seminary	1
Washington State University	1

EARLY CAMPUS HUMOR

By Mariam P. Schmidt

It is wonderfully rewarding to read through the very earliest Bethel College annuals, which were then called *Echoes*. Everyday experiences of the students on the campus, in the dining hall, in the dormitory or the classrooms are faithfully recorded and are funny, even to us, now. The advertisements, for instance, that were used to finance the project, did not seem funny to

the students of that day, but are hilariously amusing to us at present, as the McManus Department Store advertisement attests.

The cartoons used in these early *Echoes* were most expressive as when "Professor Bixel Leads the Singin'."

*Standing there so tall and gaunt,
Head agoin', arms aflingin'
Tell you it's a funny sight
When Prof. Bixel leads the singin'.*

*Talk about your acrobat,
Or your pugilistic swingin',
'Tain't one-half the sight you see
When Prof. Bixel leads the singin'.*

*Every muscle just in tune,
Every action notes abringin'—
'Tain't no wonder music comes
When Prof. Bixel leads the singin'.*

**MCMANUS
Wants Your Head.**



**We Also Want To Fit
You Out In Togs
THAT'S FIT TO WEAR.**



Cartoon dedicated to the faculty, 1911.



Speaking of cartoons, there is an amusing one in the 1911 *Echoes* dedicated to the faculty. The cartoon of the 1913 annual tells of a Mr. So and So - who—

- I. *When the moon was low
Went out towards Bethel for a walk.
'Twas late in the night,
No life was in sight,*
- II. *When he heard the howling of a dog
To help's always right
Be it what it might
I'll do it tho' my knees do shake.*
- III. *Off he went like a shot
Till he came to a spot
And found 'twas all a—*
- IV. *Miss Take!*

There was the inevitable calendar in the early annuals. Here are some samples:

January 10, 1908—Alvin Ruth decides that the power to forget is a blessing after all or else we might finally know too much.

April 1, 1911—One of the editors sees the annual finished and absolutely perfect, in his dream. "Sorrow followeth joy in the morning."

November 22, 1913—A. A. Latschar tries to climb a telephone pole while taking his first motorcycle ride.

November 27, 1913—At last the wedding bells chime for Prof. D. H. Richert.

At the Dam

Stories and poems were often found about couples and "lovers." This one is typical of several found in the earlier annuals.

*"They went out to the big dam,
They sat on the sand;
The moon was shining brightly,
And Gus held her little—shawl;*

*As he held her little shawl,
How fast the time did fly!
And his gaze was full of longing
As he looked into her—lunch basket.*

*As he looked into her lunch basket
And wished he had a taste,
He seemed serenely happy,
With his arm around her—Umbrella.*

*Upon the beach they sat,
He whispered softly, "Delia,"
She was sitting on his—handkerchief.*

*She was sitting on his handkerchief
This charming little miss,
Her eyes so full of mischief,
As he slowly stole a—sandwich."*

Snipe Hunting

"Snipe hunting" in earlier days was a favorite form of a joke or prank played on unsuspecting freshmen. The freshman was carefully taken out into a field, north of the college, equipped with lantern and gunny sack. The two upper-classmen hid under a hedge, some distance away. It began to rain; the rain increased and so did the pity in the hearts of the upper-classmen. They walked to the spot where the freshman had been left—they found the lantern and gunny sack, but no freshman. Upon returning to the freshman's room to inquire as to the whereabouts of the victim they found him sound asleep in a dry warm bed and they, the wise guys, the upper-classmen, were well soaked and chilled. Incidentally, one of these latter men became the college president some years later!

Students and Faculty Members

The annuals contain jokes, mostly involving students and faculty members. Laugh and the world laughs with you; weep and you stand alone. Selections from these jokes follow.

Student: "I wonder how old Prof Haury is?"

Second Student: "Quite old, I imagine. He taught Caesar."

Al Graber: "How did your intelligence test come out? I suppose they found your mental age to be about twelve."

Jackie Graber: "Twelve?—They said I hadn't even been born!"

Motorman on A. V. I. to J. C. Dester: "Are you going clean to town?"

J. C. Dester: "Yes, I'm going clean to town, I just had a bath."

Morgan: "What is the name of your town paper?"

Herman Unruh: "The Moundridge Journal."

Morgan: "Is it a very strong paper?"

Herman: "No, it's weekly."

Hazel: "Have you read *Freckles*?"

Eliza L.: "No, mine are brown."

Prof.: "Where do all the bugs go in winter?"

Student: "Search me."

Student to Prof. Leon: "Can a person be punished for what he hasn't done?"

Prof. Leon: "No."

Student: "Well, I haven't done my geometry."

Prof. Richert: "Does the moon affect the tide?"

Herb Ensz: "No sir, merely the untied."

Prof. Moyer: (in chapel, after Newton High School glee clubs were through singing in chapel) "That is all and we are thankful."

Prof. Doell: (in zoology class) "What is a Kandata?" (tail)

Student: "Have no idea."

Prof. Doell: "Wal, it's the north end of a horse going south!"

Dr. Thierstein: "I was so frightened that my hair stood on end."

Student: "Which one?"

Sara Hiebert: "Brrr! I'm cold!"

Curt Friesen: "Yes, I'm a-freezin' too!"

Dedicated to—

"She talks like a book, her admirers all say. What a pity she doesn't shut up the same way!"

As one goes through the recent annuals one finds less and less humor—not because there was none on the campus during these later years, but space was not given to jokes and anecdotes. Instead there are many pages of pictures with amusing captions, which one is unable to chronicle here. In 1950 there is a picture of students eating in the Dining Hall, and under it is this poem:

*Methuselah ate what he found on his plate,
And never, as people do now,
Did he note the amount of the calorie count:
He ate it because it was chow.
He wasn't disturbed as at dinner he sat,
Devouring a roast or a pie,
To think it was lacking, in granular fat
Or a couple of vitamins shy.
He cheerfully chewed each species of food,
Unmindful of troubles or fears
Lest his health might be hurt
By some fancy dessert;
And he lived over nine hundred years.*

Anonymous.

And so—humor is humor—whether it is jokes, cartoons, pictures, poems and classicisms and the student today is just as witty and has as much fun as the student of 1908. However, the student of 1908 who today is perhaps in his seventies cannot quite appreciate the humor of this modern age. The reverse may be true that the modern student does not appreciate the humor of the early days. On one thing everyone, I am sure, is agreed, "College cheer is a check from home."

75th Anniversary of Bethel College

THIS YEAR MARKS the 75th Anniversary of Bethel College. Many special programs and presentations are being given on the Bethel College campus. The anniversary year will be brought to a climax on Founders Day, October 12-13, 1963. Watch for further announcements.

Special 75th Anniversary Offer

A SPECIAL OFFER is extended to you, your relatives and your friends. Any person sending in a 3-year subscription to *Mennonite Life* for himself or for friends at the special subscription price of \$7.50 will receive a copy of *The Story of Bethel College* by P. J. Wedel and Ed. G. Kaufman as a premium. The book consists of 632 pages and has many illustrations.

The Story of Bethel College can also be ordered

independently through *Mennonite Life* at the special price of \$2.00.

Address your orders: *Mennonite Life*, North Newton, Kansas.

Mennonite Folk Festival

BETHEL COLLEGE annually sponsors a Mennonite Folk Festival. The purpose is to pay tribute to the faith, industry and sacrifice of our pioneer forefathers and to promote an intelligent and sincere appreciation for the best aspects of our spiritual heritage, folkways and folklore.

The 1963 Folk Festival will take place March 29-30. Among the activities are the presentation of a 75th anniversary pageant in Memorial Hall and programs in the Swiss, Prussian, and Low German dialects in the college chapel during the two evenings. During the daytime various other features will attract large crowds.

ATHLETICS AT BETHEL COLLEGE

By Gerhard Buhr

THE ATHLETIC PROGRAM at Bethel College has been accepted with reservation. Over the years there have been those who have found it difficult to consider the athletic program as a part of the total college program. On the other hand, the students have been very active in its support. In fact, it was largely through their efforts that permission was granted in March, 1908, to allow the basketball team to play games with outside teams.¹ Limited support on the part of a few faculty members, some board members and a small number of people in the constituency led to a gradual expansion of the program to include the intercollegiate sports engaged in by the other church-related colleges in Kansas.

The Games Bethel Won

The Bethel athletic teams have been competitive in their participation, although very few championships have been won. The 1956 basketball team was the first to win a Kansas College Athletic Conference crown. This feat was repeated by the 1957 team. Records of earlier Bethel teams indicate that they placed near the top in football, basketball, tennis and track. The 1917 and 1924 basketball teams were the first to gain athletic recognition for Bethel College. Both placed second in the Kansas Conference which at that time included fifteen Kansas colleges.

Basketball has held a prominent place among the various sports. Forty-seven teams have been fielded and they have won half of their 782 contests. Bethel basketball teams hold victories over such large universities as Cincinnati, Colorado, Drake, Wichita and Mexico City.

On the gridiron, Bethel teams have won a third of their 296 games. The 1934 and the 1941 football teams established rather unusual records in that they limited their opponents to only six points in their respective seasons. The blemish in each case was enough to keep them from winning the championship. The 1941 team was voted "Upset King" of the year by the Associated Press. The 1958, 1959 and 1960 track

teams won second place in the conference meet. The tennis team placed second in 1960 as a team and the 1962 golf team placed third in the conference tournament. Records involving the latter two sports are incomplete.

Although Bethel teams have not had winning traditions, there have been a number of individuals that have distinguished themselves in their participation. Most of these athletes, as well as their teammates, came to Bethel because of their loyalty to the church and its college. Through athletics they made their contribution to the school and at the same time gained a good college education.

Recognition

Twenty-three football players have received all-conference recognition on either the first or the second team. Virgil Penner ('61) received such recognition three seasons. His brother, Don ('56), Roy Bartel ('42), Elton Krehbiel ('42) and Bill Staerkel ('42) were recognized twice. Charles Tubbs, who was selected co-captain in 1938 with John Schrag ('38) was selected for all-Kansas recognition by state newspapers during a time when Bethel was not a member of the Kansas Conference. He went on to play professional football.

In basketball twenty players have received conference recognition on either the first or the second teams. Lanoy Loganbill ('52) was honored by the Kansas Conference four consecutive years. Donald Wedel ('61), holder of the four-year individual scoring record with 1290 points, was so honored three times. Don Harder ('53), Roy Hoff ('40), John Buller Jr. ('28), Harlan Graber ('57), and Arley Loeffler ('57) were selected for this honor twice. One of the most outstanding players in the early years was Joe Becker. He was voted captain of the all-Conference third team; and that same year, playing for an independent team, he was selected on the all-American third team in the National AAU Tournament. On the 1924 team, Otto Unruh and Otto "Zeke" Kliever were recognized for their outstanding play.

Bethel college

75TH ANNIVERSARY



William "Bill" Kliewer heads the list of students who established outstanding track and field records. After competing a year at Bethel he went on to receive national recognition in the weight events. He was elected captain of the Southern California University track team and participated in the 1924 Olympics as a member of the United States team. Don Penner ('56) established a shot put mark of 50' 9 $\frac{1}{4}$ " which still stands in the Kansas Conference. He placed in the shot put and the discus events while participating in national college meets. He holds the school record in both events. Eric Friesen ('39) held four school records at one time. He still holds the broad jump (23' $\frac{3}{4}$ ") and decathlon (6164 points) records. Currently, Robert Pankratz, standing 5' 9", holds the Bethel and Conference high jump record of 6' 5 $\frac{5}{8}$ ". Space does not allow recognition of many others who distinguished themselves during the years they participated on Bethel teams.

Otto Unruh, now coaching at Clay Center High School, served as athletic director and coach of all sports for a period of thirteen years, 1929 to 1943. This is an accomplishment, when the longevity of Bethel coaches has been slightly more than three years for basketball coaches and two years for football coaches. The complete list of coaches includes William Schroeder, R. A. Goerz, William Dotson, Arthur Darling, Gordon Bixel, G. A. Haury Jr., Walter Miller, Otto Unruh, Eldon Graber, Robert Tully, Rudolph Enns, Andrew Douglass, Dan Unruh, Gilbert Galle, Milton Goering, Gerhard (George) Buh, Marlan Ratzlaff, Wesley Buller and Paul Harms.

Letter Club

The Letter Club was organized in 1920 as a part of the athletic program. Its function was and is to promote fellowship for those who have participated and to give support to Bethel College and its athletic

Robert Pankratz, who holds the Bethel and Kansas Conference high jump record of 6' 5 $\frac{5}{8}$ ", doing the low hurdles.



Rudy Enns, a member of the 1924 basketball team and Lanoy Loganbill, a Kansas Conference selection four years. Crowning the Homecoming Queen, 1962.



(Top) Buffalo Barbeque, 1962, (right) an early day basketball team, (right, below) the Kansas Conference Champions of 1956 and the tennis team of 1959.



program. Various projects have been sponsored by the lettermen. In 1927 the campaign for "A Hundred Fives" was launched to construct a cinder track with a curb. Other projects included the rebuilding of the tennis courts and resodding the football field. A unique project of the organization is the annual Buffalo Barbecue, featuring a speaker prominent in the sports field. Such outstanding sports figures as Bob Richards, Bud Wilkinson, Dean Naismith, Forrest "Phog" Allen and others have addressed the 600 to 700 men and boys that attend the event. The twenty-second event, featuring Rafer Johnson, 1960 Olympic hero, was held last spring.

The Alumni Letter Club members are promoting a new physical education building to provide adequate facilities for all indoor sports and activities. The Alumni Hall was completed for use in 1914 and served until 1941 as a gymnasium. Kauffman Museum then occupied Alumni Hall and in 1942 physical education classes were moved to Memorial Hall. The multiple

purpose building prevents the full use of Memorial Hall as a physical education and recreation center.

The athletic record at Bethel College, with its lack of championship teams and its inadequate physical education and athletic facilities, has not always appealed to prospective college students desiring to participate in athletics. The high school student athlete has had to select Bethel as his college on other bases than her athletic achievements. This philosophy of placing the academic program first and athletics second is as it should be, but athletics continue to be a significant part of the total program at Bethel College.

¹Peter J. Wedel, *The Story of Bethel College* (North Newton, Kansas: The Mennonite Press, 1954), p. 150.

²Gerhard R. Buhr, "A Historical Study of Men's Intercollegiate Athletics at Bethel College, North Newton, Kansas, From 1900 to the Spring of 1960," M.A. Thesis, August, 1962 (Bethel College Historical Library).

How Bethel College is Operated

By Vernon H. Neufeld

BETHEL COLLEGE is chartered by the state of Kansas as a nonprofit educational institution. The charter states that the purpose of the college is "to develop, maintain, operate and provide facilities and services for the advancement of Christian higher education under the auspices of the General Conference Mennonite Church."

Through its history Bethel College in essence has been an independent college—-independent from direct control by both church and state. It is true, of course, that in practice the General Conference Mennonite Church—more precisely the Western and Pacific district conferences—has operated the school through individual and congregational membership in the Bethel College corporation. The membership in turn has elected directors of the board of control.

Now, however, the charter and bylaws adopted late in 1961 provide for a more direct relationship to the supporting constituencies: the Western and Pacific district conferences, the Alumni Association, and the Women's Association. Each organization now elects members directly to the Board of Directors. Congregations and individuals who make up the corporation membership also elect board members.

The Board of Directors, now composed of twenty-four members, is the body legally responsible under the charter for the total operation of the school. Four standing committees, besides the Executive Committee, are organized to carry out responsibilities in specific areas: Academic Affairs, Student Affairs, Planning and Development, and Property and Finance. Major areas of responsibility for the Board of Directors include determining the aims and policies of the school, appointing personnel for carrying out these aims, and maintaining a sound financial basis for operating the college.

Policy Making

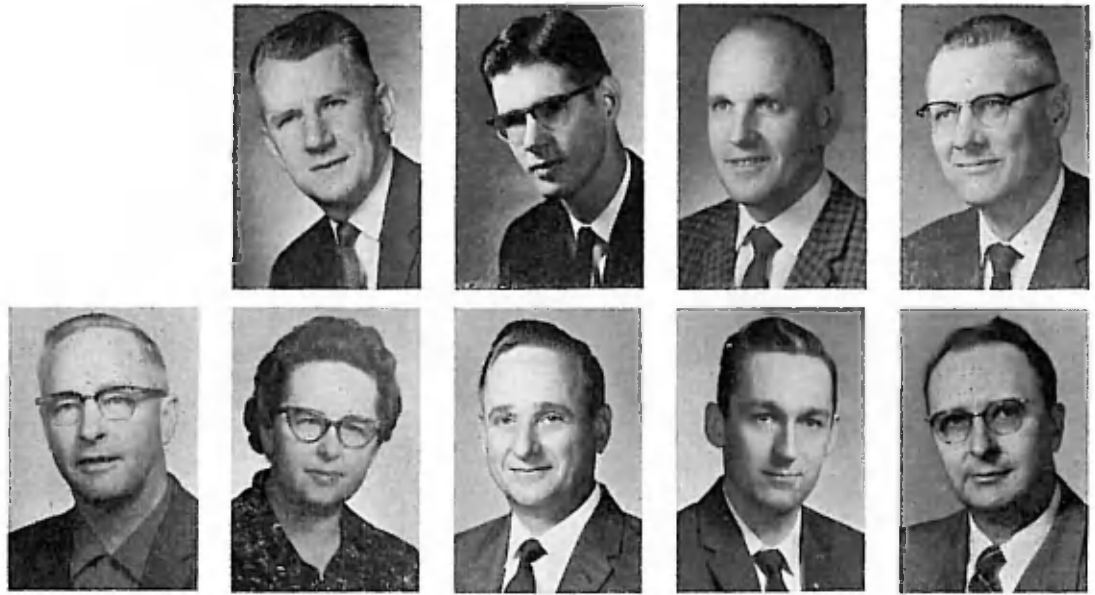
The policies by which the college is operated are a major concern not only of the Board of Directors but also of the entire college community. The faculty, student body, and administrative personnel, including the president, also are vitally interested in the policies of the school.

Consequently, provision has been made to allow for cooperative effort in changing or developing new policies and plans. Although major responsibility for policy development has been delegated to the faculty by the Board of Directors, policy committees have been established composed of three students, a member of the administrative staff, as well as three faculty members. The three policy committees together with the administrative representatives are: Educational Policies (academic dean), Student Policies (dean of students), and Planning and Development (director of development, director of public affairs). Policies or plans devised in these committees, upon recommendation of the entire faculty, are submitted to the Board of Directors for approval and adoption, or, if not of major significance, are immediately put into practice by administrative personnel.

This experiment in cooperative policy making has proved extremely effective. Concerns of the college community, whether they relate, for example, to curriculum, chapel attendance, or campus development, are now discussed in policy committees where students, faculty, and administration all have voice, and are, with the approval of the faculty and Board of Directors, activated accordingly.

Administration

The president represents the Board of Directors as



Administration

- Vernon H. Neufeld, President*
- Albert J. Meyer, Dean of the College*
- Esko W. Loewen, Dean of Students*
- Erwin Goering, Director of Public Affairs*
- William E. Juhnke, Admissions Counselor*
- Vernelle S. Waltner, Registrar*
- Earl Koehn, Business Manager*
- Hartzel Schmidt, Controller*
- Edmund J. Miller, Director of Development*



Staff

- Maxine Will, Director of Food Service*
- Martha Smith, Assistant Librarian*
- Betty Lofland, Assistant in Student Personnel*
- Leona Krehbiel, Librarian*



administrative head of the college, and is responsible to them for the total administration of the school. Executive powers are delegated further to chief officers in specific areas. The four principal areas of administration, together with the personnel in each, are: academic affairs (academic dean), student affairs (dean of students, registrar), development and public affairs (director of development, director of public affairs), and property and finance (director of business affairs, manager of physical plant).

Administrative officers together with the president and a representative elected by the faculty make up the Administrative Council, which meets periodically to serve as an advisory body to the president, clarify lines of responsibility among the several administrative

officers, and call attention to and facilitate the achievement of the policies and purposes of the college. Administrative committees of the faculty are established in specific areas to assist or advise administrative personnel in their several responsibilities.

The function of administration is to be sharply distinguished from that of policy making. The Board of Directors determines the policies of the institution, upon recommendation of the faculty, whereas the executive officers of the college administer such policies. In serving on policy committees and committees of the Board of Directors in an *ex officio* capacity and by being members of the faculty, administrative officers do, however, have a voice in determining the policies of the college.

The Development of the Campus

By Edmund J. Miller

A GOOD FLOOR plan is a basic requirement of a liveable home. If future expansion is contemplated, it should be planned for from the start.

The same is true of a college campus. It should have a plan which, while sensibly related to the realities of daily campus life, takes into account the needs of the future. Before a building can be intelligently located, its relationship to existing buildings and all future ones must be carefully studied. Before a sound plan for a ten year program can be drawn, the possible needs of the more distant future must be considered.

This kind of long-range planning has been going on behind the scenes at Bethel College. First, projections of future student enrollment and faculty size were made. Then these projections were translated into terms of the physical needs of such growth by the college architect, John Shaver of Salina, Kansas, and landscape architects, Royston, Hanamoto, Mayes, and Beck of San Francisco, who prepared the comprehensive master plan after several visits to and conferences on the campus. This plan attempts to include all of the future buildings and facilities that a liberal arts college of seven hundred fifty to eight hundred students will require.

The development program can be divided into six major areas of activity: 1) Erection of new additions or centers which will be needed during the next

decade. 2) Removal of obsolescent centers and the relocation of some existing buildings. 3) Provision for necessary parking areas in strategic locations. 4) Creation of a campus environment through proper landscaping which will make its citizens sensitive to form, order, and beauty. 5) Carrying out a systematic remodeling and reconditioning of existing buildings. 6) Securing the necessary funds to execute such a project.

The development of a campus—the buildings, roads, walks, landscaping—is exceedingly important. As Lawrence Lackey, a specialist on campus planning has said, "The environment in which the young adult absorbs advanced education is as influential as the teachers and the textbooks to which he is exposed."

The master campus plan envisions a relatively close-knit pedestrian campus with vehicular access in the perimeter only. The administration building, the original college structure, is to be the focal point. A study of the master plan reveals that buildings of similar function will be grouped together; for example, all of the academic facilities will be located around Chisholm Park in the center of the campus. Expansion within each area will move outward from the core.

The Board of Directors has adopted the master development plan and has authorized the construction of the Fine Arts Center as soon as development funds



are available. This particular building provides a unique opportunity for the donation of memorial gifts which will make Bethel's influence felt in the lives of young people for generations to come.

As a nonprofit institution, a college cannot develop a campus out of its own resources. The future development of Bethel must come from the thoughtful, prayerful, and generous support of this generation.

After the cornerstone laying of Memorial Hall, October 12, 1938, the 50th anniversary of the college.



Students and faculty cooperate in the annual work and clean up day on the campus.



Architect's drawing of the Fine Arts Building to be erected in the near future.



PUBLIC SERVICES

By John F. Schmidt

THE MOTTO OF the Prince of Wales, *Ich diene*, has always been the motto of Bethel College. While a college exists primarily for the sake of students who have formally enrolled, it also has a relationship of service to many more who are not related to the college in a formal academic sense.

One area in which the public service of Bethel College has been outstanding since its beginnings is that of music. The Bethel College Oratorio Society, the Newton Community Chorus and, in more recent years, the Newton Civic Orchestra and Chorus have provided people in the Newton area with cultural and musical programs seldom available in communities of this size. These organizations have ranged from college-sponsored to community-sponsored but college involvement has always been present. In the early years oratorios such as, "The Creation," "Elijah," and "The Redemption" were given. Then for thirty years "The Messiah" was an annual feature of the Advent season with the "Seven Last Words" given as an Easter prelude.

Besides participation of staff and students in semi-annual presentations of the Newton Civic Orchestra and Chorus, the college music and drama departments have presented musicals and operas for public enjoyment. A further service to the public was the early development of the Artist's Course which fifty years ago featured such artists as the Zoellner String Quartet and the Minneapolis Symphony Orchestra. Sponsorship of a concert series became increasingly difficult until the completion of Memorial Hall provided an adequate auditorium for the finest concert and stage programs available. In 1942 the Memorial Hall Series was introduced which has annually featured from four to six concert or lecture programs. A few of the many personalities appearing here have been George A. Buttrick, Jerome Davis, Norman Thomas, Dorothy Thompson, Walter H. Judd and Paul H. Douglas. Organizations appearing include the Vienna Boy's Choir, Salzburg Marionettes, Don Cossack Chorus, Westminster Choir, Longines Symphonette and many others.

Mention of Memorial Hall also brings to mind the various occasions when this facility has been used for the convenience of the public. The Mennonite Song Festival Society, organized in 1930, was moved to the college campus in 1934 when the festival was held in the college bowl on the banks of the Kidron. Annually thousands of people found accommodation in South Kidron Park, until 1942 when the festival found a home in Memorial Hall. This has also been a popular place for church conferences. The Western District Conference has met in Memorial Hall fourteen times. In 1945 the General Conference met here and in 1948 the Fourth Mennonite World Conference met in Memorial Hall. The use of Memorial Hall includes many civic and community functions, the Hall being on occasion rented to non-Mennonite church groups for conferences, dinners, and musical events.

A pioneering venture in public service, bringing to the campus speakers of national and international renown and attracting to the school educators, religious leaders and laymen from an extensive area was the Kansas Institute of International Relations which met at Bethel College the summers of 1936-40. E. L. Harshbarger of the history department served as dean of the Institute. Differences in attitude toward the nature of and the goals of peace education between the Bethel constituency and the Institute led to the transfer of the Institute to Friends University, Wichita. The tensions in the political situation prior to World War II created a climate unfavorable to a consideration of Biblical nonresistance as conceived by Mennonites.

The related departments of the Bethel College Historical Library and the Kauffman Museum have always served the dual purposes of a college educational facility and service to a wide public, Mennonite and non-Mennonite. C. H. Wedel, Bethel's scholarly first president, made Bethel a Mennonite research center. His writings in the field of Mennonite history necessitated the gathering of resource materials. Many years later Abram Warkentin was commissioned to build a historical library. He was succeeded in 1944 by Cornelius Krahn who was joined in 1947 by John F.



The play, "Freie die Marie" by Gary Waltner (1962) and the Menno Simons' play by J. Postma (1961).



A crowd watches presentations with rapt attention at the Annual Mennonite Folk Festival.

Schmidt. It is the policy of the Historical Library to collect, preserve, and make available for use significant historical material by and about Mennonites everywhere. Outstanding Mennonite publications such as the *Mennonite Encyclopedia* and others have been made possible by this library and many college and graduate students have used the resources in making studies of specific Anabaptist-Mennonite areas of interest. Many doctoral dissertations are being written annually by scholars who use the library.

The beginnings of a museum at Bethel College date back to a few years after the opening of the school. For many years no one was particularly responsible for the slowly growing collection until P. J. Wedel of the science faculty was appointed curator in 1911. He was succeeded in 1918 by J. H. Doell. Again for some years the collections were uncared for until 1932 when Abram Warkentin included the care of museum collections in his work. In 1940 the Kauffman Museum of Freeman, South Dakota was moved to the college as a donation, merged with the college collections

and opened to the public on March 10, 1941. Mr. and Mrs. Charles Kauffman not only presented the museum but also became curator and museum guide. An annex built in 1958 provided for expansion of exhibits. The collections have continued to grow. Visitors have come in increasing numbers, reaching a total of some 10,000 annually. Since so much of the Museum is related to the history of the Mennonites in the plains states it complements the resources of the Historical Library.

A natural extension of the Historical Library seemed to be the publication of a periodical. *Mennonite Life* is now in its 18th year of publication. An unmatched source of information dealing with the Mennonites the world over has been made available to the public. (See article on publications.) Also of interest in things Mennonite was the development of the Mennonite Folk Festival now held annually on the campus. Before World War II Low German plays were occasionally presented. Since the war, plays by Arnold Dyck were frequently presented until an extension of interest in Mennonite

Roland Bainton, first Menno Simons Lecturer, 1953.



Charles J. Kauffman (1940-61), founder of the Kauffman Museum.



Memorial Hall is a popular facility for public meetings such as the Western District Conference shown in session.

backgrounds led to the preparation and serving of traditional foods. Program activities have come to include productions in dialect created locally as well as English plays presenting some phase of Mennonite history or folklore. Activities have broadened to include some traditional farming activity such as a butchering bee and a variety of indoor activities, including domestic arts and handcraft. Some of the best aspects of the Mennonite spiritual heritage, folkways, and folklore are thus preserved and revived. The present generation has an opportunity, through this festival, to pay tribute to the faith, industry and sacrifice of our pioneering forefathers.

A more specialized and scholarly approach to the study and discussion of Anabaptist-Mennonite history, thought, life and culture is the Menno Simons Lectureship, currently in its eleventh year of existence. This endowed lectureship established by the John P. and Carolina Kaufman family has presented outstanding church leaders and historians, Mennonite and non-Mennonite. These include Roland Bainton, Wilhelm

Pauck, Franklin H. Littell, Robert Kreider, Martin Niemoeller, Jacob J. Enz, George H. Williams, Gordon D. Kaufman, Elton Trueblood, H. W. Meihuizen, and James H. Nichols. Several of the series have been published in book form.

The Hartzler Bible Week Lectures are similar in form to the Menno Simons Lectures. The annual Bible Week was introduced in 1915 and has come to be an accepted service of the college. In 1951 it was endowed by J. E. and Mrs. Hartzler, a former president of the college and lecturer on the Hartzler Foundation in 1953 and 1961.

Bethel College has always considered itself as a servant of the Mennonite churches and particularly of the Newton community. It has tried to give leadership in matters cultural, spiritual, and intellectual. Many of the services here related may have come to be taken for granted. Nevertheless they do go beyond the requirements of a student academic program. They attempt to carry out the implications of a light placed on a hill which cannot be hid.

BETHEL COLLEGE

75TH ANNIVERSARY

Bethel College Alumni

By *Erwin C. Goering*

THE PURPOSE OF Bethel College, according to the revised charter and bylaws, is to provide higher education in the fields of learning in an atmosphere of Christian community, preparing young men and women for Christian living and for service in the church, as well as in the various professions and vocations. The founders of the college realistically recognized that leadership for a people must be trained, and that institutions established and promoted by these people need to be charged with this responsibility. Teachers to train the children, ministers and church workers to staff the churches were the primary concern of the early curriculum planners.

As the years went by and conditions changed, new departments of instruction and a greater variety of subjects were added. These developments moved Bethel College into the main stream of Liberal Arts education, always in the context of Christian emphases.

For three-quarters of a century students have come to Bethel College for training. It would indeed be a tremendous experience if one could see in grand review those who have come through the college and to see the contributions each has made in his or her own way in service to God and to the human family. With faith and sacrifice parent after parent encouraged his or her youth to study and receive instruction at Bethel. In the early years it meant that basically rural farm folk provided the bulk of students. As the years moved on and the needs of the students and the constituent communities changed, it meant adaptation and adjustment on the part of the college to meet the needs. So for seventy-five years there has been an unending but changing pattern of instruction and development at Bethel, from academy to fully accredited liberal arts four-year college offerings.

During these years a constant stream of instruction and counsel has helped shape the lives of the students who have sat with the teachers and professors. These are the alumni of Bethel College. They are at work in medical clinics as doctors, binding the wounds and diagnosing the illnesses of their patients. Alongside the doctor work the nurse and the laboratory tech-

nician, easing the discomfort of convalescence. To make the clinic and the hospital function, the alumnus serves as administrator and accountant. In the entire field of medical science and research, our alumni work creatively. They are at work in chemical laboratories and in research physics. Some of our alumni have contributed directly to the atomic research which produced the first observable chain reaction.

Hundreds of our alumni are at work in the classroom as teachers and counsellors. If we believe that training the child and youth is of paramount importance, then Bethel College is contributing in an outstanding manner to the welfare of community through skill and character development of children and youth. Our alumni teach on all levels of academic endeavor, from nursery school to specialized university graduate study levels. A number are currently participating in the Teachers Abroad Program, sponsored by the Mennonite Central Committee.

Many of the graduates and former students are directly involved in the work of the church. In the Western District of the General Conference Mennonite Church, for example, thirty-nine of sixty pastors received all or part of their college training at Bethel College. Of these, thirty-three are Bethel College graduates. Among the laity of the churches many Bethel alumni are making their contribution daily in almost every major walk of life.

At the top organization level of the General Conference three of the four present officers are Bethel College graduates. Of the Executive Committee nine of the twelve are graduates, and twenty-five of forty-eight members of the four major boards have attended Bethel, twenty-one being graduates. Currently, each chairman of the four boards is a graduate of Bethel College. An impressive percentage of home and foreign mission workers serving under the General Conference have had some of their training at Bethel. The Mennonite Central Committee has provided channels of service to many of the alumni in relief, PAX and a variety of volunteer services. Many a discouraged individual has felt the encouragement of

committed workers.

One could provide statistics for the other area conferences to witness to the service of ministers and laymen who are Bethel alumni. An impressive number of dedicated leaders work in our colleges and seminary.

Let us mention another category, namely that of homemaking. The training, nurture and influence provided in the home is normally the most comprehensive in the life of a growing child. Much devotion and parental guidance is given by Bethel's numerous homemakers. If it is true that the hand that rocks the cradle is the hand that rules the world, we can only assume that mothers who received inspiration at their Alma Mater in a large measure also communicate this to the family.

Other vocations in which Bethel alumni are serving should be mentioned. Some are in the legal profession. Some are vitally involved in the petroleum industry in its many ramifications, including administration. Others are farmers.

Bethel alumni serve in various denominations. A

spirit of ecumenical understanding characterizes those who have shared experiences and insights with fellow Christians of other persuasions. Also the appreciation for beauty, whether it be in music, art, or literature knows no denominational lines of discrimination.

Each true Bethel alumnus has caught some of the spirit of the College through the emphases of the institutional program. The College aims to help develop in the student an enlightened application of the principles of Christ to the personal and social problems of present-day life. This has meaning for the student as he himself is personally committed to Christ. In this context of commitment it is possible for the student to obtain, through study and consultation, an appreciative understanding of the Scriptures and of the history, content and rationale of the Christian faith.

An alumnus who as a student learned to love truth, to cultivate habits of scholarly growth, and to understand himself with his capacities and limitations, will make a telling contribution to the society, community and church, wherever he may be.

Inter-Mennonite Cooperation

By *Vernon H. Neufeld*

COOPERATION AMONG MENNONITE groups is not new. In areas of peace and relief, as in the case of the Mennonite Central Committee, Mennonites have worked together for a long time.

An interest in cooperation in the area of education has also existed a number of years among the several branches of Mennonites. This is evident in cooperative programs of publishing, seminary education, and service to Mennonite students in non-Mennonite schools. A more recent cooperative venture is the establishment of Conrad Grebel College in connection with the University of Waterloo. Since 1942, the Council of Mennonite and Affiliated Colleges, an organization now composed of the presidents of ten such colleges, has met regularly to consider matters of mutual interest and concern. Specific programs have developed from this relationship, such as the international summer tour and work camp, International Student Conference, Intercollegiate Peace Conference, and the Conference on Mennonite Educational and Cultural Problems. Serious consideration is now being given to further cooperative programs in the area of international education.

Nevertheless, there is without question even greater

potential for cooperation among Mennonite groups in the future. Too frequently in the past, colleges have been competitive rather than cooperative, have gone their separate ways rather than work together, have considered their own aims and objectives rather than considering the purpose of Mennonite education as a whole.

Why Cooperation?

There are several reasons why cooperation among Mennonite groups in the field of higher education is advisable at this time and should be promoted.

First of all, it is certainly the practical thing to do. Institutions that are small and independent simply cannot do everything they would like to do. However, by complementing and supplementing one another, it is possible for these schools in a joint effort to do more than they do collectively. It just simply makes good sense to work together.

Furthermore, it is educationally sound. By working together, Mennonite schools can do some things better than they can be done separately. A primary objective in the college association movement of our

time is to promote educational advancement. The experience of such associations is that affiliations advance the educational accomplishments of each participating institution.

There is also an economic reason. Actually, Mennonite institutions will find themselves increasingly in the position of being forced to work together. We live in a time when the cost of education is increasing, where there is greater need and demand for facilities and buildings. If it is possible for colleges to cooperate in the service of faculty members, use of facilities or buildings, then economically everyone will benefit.

And finally, there is a religious motivation for cooperation. All Mennonite schools have a common heritage and faith, and in essence all have common goals in the educational enterprise. The common tradition, common faith, and common objectives should motivate all to join hands in a common educational effort through various media of cooperation. It is high time that each group minimizes the non-essential differences and emphasizes the common ground on which all stand. The Mennonite concept of the church, and Mennonite commitment to Christian brotherhood, must result in a willingness to share and help and work together wherever this is possible.

The Potential in Cooperation

There are, then, many ways in which cooperation can be carried out among the several Mennonite institutions. This can be accomplished most clearly where institutions are in close geographical proximity to one another, as in the Hesston-Tabor-Bethel situation. Cooperative programs are already being carried out, particularly in the area of student and faculty exchanges. For some time faculty members have been loaned to one or another of the other institutions, thus providing an avenue for sharing good teachers and specialists in areas not provided for by the regular faculty staff. Students too, have commuted to other colleges, especially for courses not offered in the sending institution.

But there are also numerous other opportunities for broader cooperation among the several Mennonite schools. It would appear that the Council of Mennonite Colleges might take a greater role in planning and coordinating the total educational work of the church.

The Council might do more to coordinate the curricula of the several schools. This would be particularly helpful where students transfer from one to another institution, so that the basic requirements of the different institutions might be approximately the same. This would avoid loss of credit in the transferal process. This type of coordination already has been worked out independently, and it continues to be reviewed, between Freeman Junior College, Canadian Mennonite Bible College, and Bethel College.

The Council might serve in an advisory capacity to avoid needless duplication of specialized programs. It would be extremely helpful to determine areas of emphasis for certain schools or groups of schools. For example, one school or the schools of one area could emphasize a certain language, as German, while another institution or group of institutions might emphasize another language. The same might be done with an emphasis upon certain non-Western cultures. In this manner, the total educational work of the Mennonite church would be greatly advanced without costly duplication.

Cooperatively, all Mennonite schools might carry out programs which no single school could possibly accomplish. This, for example, is the case with the international education program now being considered by the Council of Mennonite Colleges. The possibility of working out programs of student and/or faculty exchanges with other nations is something which all Mennonite schools conceivably can do together.

It would be possible for Mennonite schools working together to assume some independent projects now being carried on by individual colleges. This may be seen in the case of publications, where Bethel College publishes *Mennonite Life* and Goshen College is basically responsible for the publication of *Mennonite Quarterly Review*. It is possible and to a great degree desirable that such publications become the joint effort of all Mennonite institutions, thus allowing not only for a more efficient operation but also for more representative and comprehensive publications.

Finally, cooperative work among Mennonite schools might serve in the future to add needed new programs or to readjust old academic programs. Is it possible, for example, that the Mennonites as a whole are attempting to operate too many liberal arts colleges? Should the Mennonites, working together, consider the need for technical and vocational education for those students who are not qualified to enter into a liberal arts program? Perhaps it is time for the Mennonite institutions to re-evaluate the aims and objectives of each school as well as the purposes of Mennonite education as a whole and to suggest the establishment or readjustment of programs so that the Mennonite church as a whole might provide a broader spectrum of educational media—vocational education, teacher education, Bible school education, liberal arts education, and possibly graduate education.

Certainly there is a need in our time for greater cooperation among Mennonites in the area of higher education. The potential for cooperative work is almost unlimited. This will require, however, a commitment of each group to the needs of the whole. Greater and more radical cooperation will require a high degree of give and take, but in the end the Mennonite church will better meet the total needs of her young people.

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Menn. Brethren Pub. House
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