



Why Should You Come to NMC?

Whatever you may have heard, NMC is not inexpensive. Undoubtedly there is a state or community college or university near you that you could attend for far less than the cost of your education here.

Why Should You Come to NMC?

Although our professors are good, you'd probably get just as good an education at any one of a hundred other schools.

Why Should You Come to NMC?

As you've probably noticed, through our facilities are adequate, they are certainly nothing plush.

Why Should You Come to NMC?

Despite the impression you may be putting on this weekend, social life here isn't always the best of you.

Why Should You Come to NMC?

Perhaps you haven't found that we have our share of problems too.

Why Should You Come to NMC?

Because here you'll find a community of Christian scholars who are willing not only to be your professor but also your friend and your confessor.

Why Should You Come to NMC?

Because here you'll find people who are interested in your person, not as an educational commodity.

Why Should You Come to NMC?

Because here you'll find people who are willing to help you answer some of your most important questions.

Why Should You Come to NMC?

Because in the midst of getting an education you just might find yourself. And that is what makes all the difference.

John Luk



THE CRUSADER

"Men are never so likely to settle a question rightly as when they discuss it freely." -- Macaulay

Volume XXX, No. 17

* **Nampa, Idaho** *

April 14, 1971

Super Circus or Student Day Like it is

ASB elections, children's dramas, baseball doubleheaders, choirs in chapel, 28-page papers, functioning fountains, spotless buildings and grounds--any one of those events is cause for special notice. Mix together and double the number of people with a large dose of pastors, laymen, high school students, and children of all ages. Yield: almost a circus, alias Prospective Student Day.

To characterize the above scene as unrealistic is only a mild understatement. Yet it is the very one we present as the NNC way of life. Such a practice is unfair to the visitors, some of whom know it is unnatural, and to its producers, all of whom know the difference.

ASB elections are an expensive, flashy fray. They entirely involve the efforts of many student leaders, the people who are most capable of explaining NNC to the curious visitors. The college segment most likely to successfully recruit students does not have sufficient time or energy. Thus, Prospective Student Day's effectiveness diminishes.

Semi-annual dramas are always a social highlight. Home baseball games usually attract a great

number of spectators. A clean campus is the most normal aspect of NNC, perhaps with the exception of dorm rooms. If the fountain ever merits repair it is only for one impressive day. Chapel includes singing, but rarely by the Crusader Choir. Although this newspaper would expand for elections or Prospective Student Day, a combination results in it being three times the normal size.

Then, compound the problem. Set mid-term exams for next week--and pray for miraculous strength.

Understandably, the conflict is partially caused by our academic system. No week is least important when only eleven of them exist each term. However, the calendar must be revised.

Prospective Student Day should be rescheduled. For most high school seniors college choices are already final. Delaying the trip to Nampa for a couple of weeks would make little difference.

There are many valid reasons for attending this college. A false festivity is not one of them.

--glm

"All are punished"--Shakespeare

Lieutenant Calley is not alone guilty for My Lai. You and I are also guilty; for My Lai is not one man's personal tragedy, it is a national tragedy.

We are guilty, through either national pride or ignorance, or indifference or perhaps even cowardice, of remaining silent about the war.

We are guilty of allowing the administration to pursue virtually any strategy short of nuclear war in securing its military objectives in South Vietnam.

We are guilty of indifferently and seemingly unnecessarily laying waste to an entire nation and an entire people.

We are guilty of permitting, under the guise of military necessity, the systematic destruction of all of our young men's finest qualities--their compassion, love, and tolerance.

We are guilty of laying the guilt for this national aberration on one man. But the guilt is as much ours as his.

Guest editorial

Direction or Despair?

As a lad I was greatly impressed by Nathaniel Hawthorne's story of The Great Stone Face. The lad of the hills so admired the stony face on the mountain that he came to look like the image he had so long held as his ideal. What a man thinks about long and steady sets the direction of his life.

All of us have many options for the long look. And some of the faces are not so pretty. In fact for some there seems to be no beautiful and challenging face on the mountain. All they seem to be able to see are The Plague, pollution, despair, poverty, Vietnam, No Exit, the draft, meaninglessness, the "omnipotence of death," racism, drugs and a host of other depressing aspects of the human scene.

The tragic outcome of making this kind of concern the sole "furniture of the mind" is that the beholder is rendered incapable of becoming a part of the solution to the problem. Rather he himself is inevitably swallowed up by the voracious and insatiable appetite of negativism, nihilism and despair.

There is no denying the tragic reality of the human predicament. But its tragedy is far superseded by the promise and prospect inherent within persons who have learned to keep the long and steady look at the right ideal, the proper object of affection, the ultimate Source of all that is good, right, meaningful and worthwhile. In this way only is a man made capable of achieving his

In the final analysis, Lieutenant Calley will undoubtedly find his guilt easier to bear for he will probably receive a Presidential pardon. But from whom shall we seek forgiveness?

--JL

Who cares?

Christian compassion begins at home. Thus it is hard to understand why in a Christian community of some 1200 people only nine individuals found time to attend Friday's prayer service for prisoners of war. Perhaps our compassion is not equivalent to our faith in prayer or, perhaps our faith in prayer is not equal to our compassion. In either instance, Christian compassion is real only as it finds meaningful fulfillment in Christian action--which begins at home.

--JL

own authentic selfhood. Only then is he able to make his creative, positive, constructive contribution to the healing of the deep wounds of society, the correction of inequities among men, the saving of that which is of most worth in the world--men.

It is men who have taken the long look at the right ideal that can point the direction to trust among men, to peace, to understanding, to tolerance, to self-discipline, to hope, to God.

--Dr. J. H. Mayfield
Vice-President of Campus Life

PLEASE!

do not disturb EXAMS!

Due to mid-term examinations the next issue of the Crusader will not appear until Friday, April 30.

by Dick Luhn

Malcolm X and Martin Luther King are dead, Eldridge Cleaver has taken up residence in Algeria, and Rap Brown is almost never heard of. Perhaps even more significant is the current factional split between the East and West Coast Black Panther parties. This raises the question of how long the black movement can hold on to its militancy and at the same time avoid splitting itself down the seams.

In the early sixties, when the various black organizations, such as the Southern Christian Leadership Conference began to strike out boldly at segregation in the deep South, each victory was achieved by dedicated, unified people. From these people, sprang the names of King, Carmichael, Evers, and many others. They went from small church meetings to conferences with

presidents and monarchs, and in King's case a Nobel Peace Prize.

Taking up the banner of pride, the Black Panthers became the epitome of power and strength in the community. Now much of this seems shattered and the civil rights movement under Nixon's administration is in limbo.

Amidst this background a man died quietly a short time ago in Africa; the man--Whitney Young.

Young held a somewhat silent role in the black movement. He did not throw himself in front of bayonets or march for miles. Perhaps for this, he was sometimes labeled Uncle Tom. Yet, without the respect he generated among legislators black progress might have been much slower.

Men like Young are the cement that binds the more militant factions together. Martyrdom was not to be his destiny and for this the history books will probably ignore him.

Write On:

SEX, immodesty, and all that...

Dear Editor,

In reference to a reminder in the Cru-Keys last week concerning men wearing shirts while playing tennis:

There I was playing tennis in the heat of the day, clad modestly in a pair of flashy bermudas. I've gone out on my own in pursuit of social life at NNC, and I'm playing the game with a lovely young thing of the opposite sex (please excuse the secular jargon).

I'm not good, and I'm working hard at not getting beat. She's at an advantage, you see, because other girls are inadvertently walking through the park with their legs showing, and I'm often distracted. There are other guys with them, but it's very interesting--you never hear of a girl being distracted or "turned on" (pardon the language again "Nazies", short for Nazarenes) by a guy's body. I think it's the way they dress. There's not too much of that sexy about blue jeans and T-shirts, or even about white shirts and ties. It's interesting, though, a girl will dress in a micro for a number of years before she even starts to wonder why it is that guys seem to think of nothing but sex.

Okay, so we're still playing this game, see, and I'm losing anyway; then, out of nowhere, comes the entire Board of Regents, the administration of the college, and half a dozen token student representatives of such relevant and influential committees on campus as the Personnel Committee and Personnel Council, each with a copy of the "Crusader Code" opened to pages 40-41 telling me I'm going to hell because I play tennis in the "nude". Then I whip the New Testa-

ment out of my back pocket and tell them I'm gonna pray for them because it says here that they aren't supposed to judge others. It's not that I mind so much, and I'll put on my shirt, but I wanted you to know what Jesus said.

So I put on my shirt and lose the game, and next week the P. C. kicks me out of school for indecent exposure.

Right then, thank heavens, the alarm goes off, and "I guess I was only dreaming" eases my mind. Come to think of it, this could never have been real, 'cause the Board of Regents only comes to the campus once or twice a year and never when it's hot enough to wanna take off your shirt. I wonder what rules they live by for the rest of the year, when they're at home. I wonder if they ever think about stuff like that. Maybe it's just 'cause they've got fat saggy bodies that they're ashamed of that causes them to think it's immodest to "go naked" on a tennis court. If any guy with a sun tan on his chest can be judged as lacking in Christian modesty then let's say it like it is "Crusader Code"! Don't beat around the bush.

But I think you ought to keep in mind the inappropriate attire that the "Christ" of "Christianity" wore to his own baptism and even on the cross. Rumor has it he got pretty "naked" at times. I hear he also kept the faith though. That's interesting isn't it "Nazies"? Kinda looks like maybe the "Crusader Code" has something on its mind besides advancement of the cause of Christ. I think we ought to work on it.

--Name on file

! El Grito !

by Henry Roybal

"As a child grows, he learns to fear situations that bring discomfort and threats to his well being."

--Helen Ross

The existence of prejudiced attitudes in our society is evidenced by an emotional intolerance to some person, group, or idea. In this context prejudice, when internalized by lower class children, elicits several maladjustive responses which deviate the personality from normal development. These maladjustive responses are learned.

A black child in the south learns behavior that is forced on him by his opposing caste system. He learns this behavior through social limitation and deprivation of goals he attempts to attain. All of the learning involved in this aspect elicits distrust for others, lack of confidence in himself, feelings of guilt, uneasiness, insecurities, doubts about the larger physical-social world and reactive hostility toward people who are different.

One study concluded that children of a minority group refused to color the figure representing themselves, as their true skin color. This is proof of anxiety in terms of skin color.

In Indian children prejudice causes withdrawal among themselves and others. They develop patterns of aggressive behavior, often directed against themselves (displaced hostility-self hatred).

The Mexican migrant constantly moves. When he does settle down, his children encounter large barriers toward their learning. Because these youngsters attend school after it has begun, teachers pay little attention and expect poor performance from them. This and unfriendly attitudes of other children plunge the child deeper into despair, hopelessness and fear.

Over 90% of the sociologists have found that prejudice has bad psychological effects on children. The following syndromes are diagnosed by psychologists and sociologists:

"Prejudice puts special burdens on children of minority groups."

"Prejudice is a source of frustration."

"Prejudice leads to feelings of inferiority and feelings of not being wanted."

"Prejudice leads to feelings of submissiveness, martyrdom, aggression, withdrawal tendencies and conflicts about individual worth."

Anxiety *per se* stems not from the fact that a child is disapproved of because he is black or pink. Rather anxiety stems from the fact that he is looked on as different.

Jose could throw a rock farther than any kid in my neighborhood. Yet how well I remember

that the coach never asked him if he would like to play left field. Motivation in this example could have been diverted and reinforced to produce better forms of behavior.

Distant goals can be established in the deprived child so that he is able to strive not only for the present but also for the future. He can be taught these goals through an education that does not seek to incriminate him by placing him in the state schools or special classes for the "mentally dull." Placing a deprived child in these schools will increase hostility toward society.

If this is the land of equality and opportunity, the land of the free and the home of the brave, then deprived (prejudiced) children must be recognized as in desperate need of the same facilities and skills as all other American children.

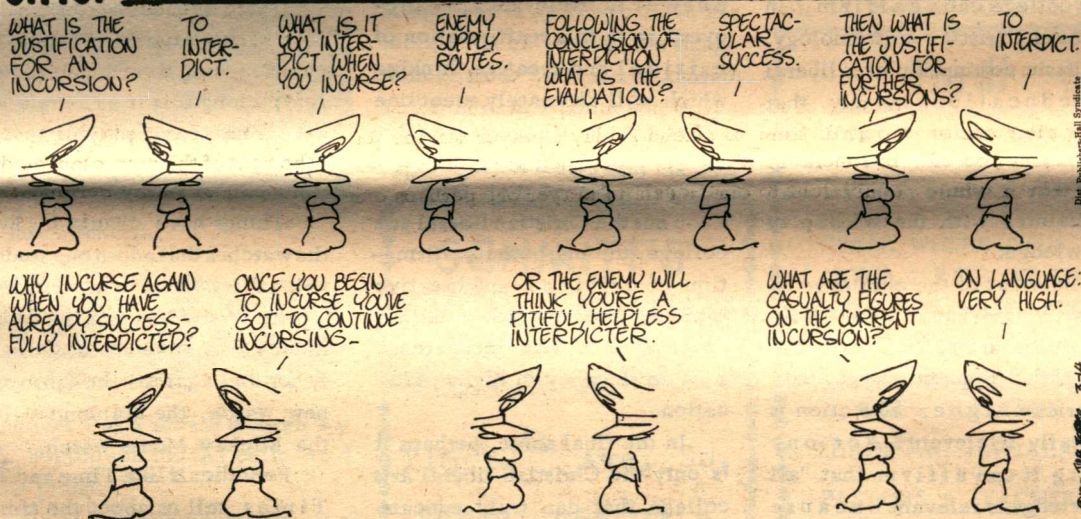
VOTE

Friday, April 16

8 a. m. - 6 p. m.

Dorms and Student Center

Feiffer



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ASSOC. STUDENT

GOV'T

by Steve Leavell

As I talk to students on our campus I constantly hear derogatory remarks about Student Government. Most of the criticism is centered around one question, "What has ASG done for me this year?" I feel students, and I include everyone from freshmen to graduating seniors, need to re-evaluate what Student Government is and is not.

Student Government on the NNC campus has regressed to a deplorable state. Two types of student leaders found on our campus are those truly concerned with improving the students representation in all campus areas and those seeking only self-esteem and self-glorification. It is hard for me to reconcile the fact that this second group of students are truly leaders. The task of the student is to become concerned with ASG at all levels, not only during the fancy production we call campaigns and election, but throughout the entire school year. Only by constant pressure and constructive criticism can the leaders represent you. By this concern and evaluation one is capable of finding those true

leaders who will adequately represent the students.

You might say, "I am concerned with Student Government, I attended the Senate meeting on the Constitutional revision and I voted in the election." This is not enough. Where was over one-half of the junior class during the election to replace Ramon Vanderpool? At the forum for this position only a small handful were concerned enough to attend. Where were those seniors who have complained about ASG when filing opened for Kent Hill's Senate position? Only two have filed and they did so after the official close of filing. Where were you as students when the ASB provided something to do on one of those dull Saturday nights? Steve Baker was brought here for your entertainment and it was your ASB fees that helped in getting a special reduced admission charge. No, you have not supported, nor have you been concerned with your ASG. Unless the apathy changes Student Government will continue to stagnate.

Many students at this college feel there is no reason to be involved in Student Government in

any capacity, including support. They see ASG as an area to be depleted or set aside "as a nice thing to play at". Many of these are future leaders in education, business and the Church. How are these people to be active citizens, how are they to learn the ideas of self-rule and their rights as citizens, if not in the atmosphere of the college? These concepts are learned, and if not here then I propose that you will never accept your responsibilities in this area. As a college then, we are turning out apathetic citizens, ignorant of the rights of representation. I am fearful that students at NNC are an example of the citizens I will encounter in my life; citizens who don't care who represents them, who once they cast their vote, if they do, do not continue to support him or scrutinize his actions, are subjecting themselves to the possibility of power-seeking men attaining office, and in turn subjugating the citizens because of their apathy. I would feel much regret if this happened, but I have faith in people and in the students at NNC that they will change and accept their responsibilities. I can only pray that it does not happen too late.

Changing attitudes, and more importantly, changing the concept of ASG in the minds of students, is the first step in improving ASG. Each student should endeavor to remain concerned with his government and officers following elections. The idea of "leaders" should be dropped. A "Student Leader" is no more than your roommate, the person next door, or that person that sits beside you in class or chapel. He is a friend of yours, or should be. He thinks like you and seeks to make his thoughts known to you and to the administration. He does not lead you, you lead him in the respect that you elected him. We are all equal and those who represent us do so by our consent and because they are similar to us in their ideas. Only by active concern in all areas of ASG and by expressing this concern can ASG change, from a small group trying to bring about progress with little support or help, to a Student Body progressing with the leading of the students and student representatives.

The question, "What has ASG done for me this year" should be changed to "Have I been a part of and concerned with my student representation?" When we as a Student Body can say yes to the last question, then we will have an effective, dynamic and progressive student body and student government. When this is accomplished, I will be confident that I can live in society with citizens interested in other individuals and concerned about their representation and government.

one small voice

by John Luik

One of the most persistent and yet significant questions that an educational community like our own can ask is whether a Christian college can, in the most fundamental sense, be a truly liberal arts college?

There are many who would argue that there is something inherently contradictory between Christianity, with its dogmatic claim to an exclusive truth which lies beyond rational, empirical validation, and the openness of the liberal arts. But is the contradiction really inherent? Both Christianity and the liberal arts claim a commitment to truth: the essential difference lies in the degree of rigidity, of exclusiveness of each's definition of truth. We would contend that to the extent that Christianity remains open to truth from any quarter, to the extent that it sets aside its rigid presuppositions and unflinchingly pursues truth to wherever it may lead, to that extent and that extent alone, can Christianity and the liberal arts be reconciled.

But assuming that there is no inherent conflict between Christianity and the liberal arts a second fundamental question arises. What unique contribution can a Christian liberal arts college make to higher education in general?

As we noted in our first article of the year, the fundamental problems confronting American higher education are the challenges of coherency and relevancy. For the majority of today's college students a liberal arts education consists of nothing more than a series of fragmented and unrelated pieces of know-

ledge. "These fragments are meaningless because they are not organized around any central purpose, or vision of the world. The typical liberal-arts college has no clearly defined goals. It merely offers a smorgasbord of courses, in hopes that if a student nibbles at a few dishes from the humanities table, plus a snack of science, and a garnish of art or anthropology, he may emerge as 'a cultivated man'--whatever that means." (John Fischer, *Harper's*, Sept., 1969.) What can the Christian liberal arts college do in the face of this challenge of coherency?

First, it can affirm, in terms of the Christian revelation, a unifying purpose for education and living. Secular education, while providing the tools for life, has generally been unable to provide a reason for life. Today's college student, with his overwhelming sense of frustration and despair, wants to find something to which he can commit himself, something in which he can passionately believe. It is the Christian liberal arts college with its commitment to God and man that can provide both purposeful education and meaningful living.

Second, the Christian liberal arts college can reaffirm, in terms of Christian epistemology, the basic assumption of a liberal arts education, namely, that knowledge and truth form a coherent and understandable whole and that a whole man is a man acquainted with the whole of knowledge.

But what of the challenge of relevancy? What can the Christian liberal arts college do in the face of the frequent charges that American higher education is basically irrelevant? For one thing it can affirm that "all knowledge is relevant because all knowledge is related, in the



by Rick Mitz

Editor's note: Throughout the remainder of the year this syndicated column will appear in the *Crusader*. Rick Mitz is a senior at the University of Minnesota.

It's not the right time to be sitting here writing this column. In fact, it's not the right time for you to be sitting there reading:

sense that it is coherently formed out of the accumulated life-experience of the race." (John Aldridge, *Harper's*, Oct., 1969.) But more than this, the Christian liberal arts college can reaffirm the fundamental purpose of a liberal arts education, to teach one to think critically and creatively, not in relation to any one discipline, but in relation to life as a whole.

It is this capacity of critical and creative thinking which equips one to engage in a life-long examination of man and his world, and even more importantly, a life-long dialogue with himself, that is the only real answer to irrelevancy. Moreover, it is this reaffirmation of critical and creative thinking which will ultimately meet one of the church's greatest needs, the need for young people able to rationally defend their faith.

Thus the Christian liberal arts college, through both its affirmation of critical and creative thinking, can provide a unique alternative to the incoherency and irrelevancy of higher education.

In the final sense, perhaps it is only the Christian liberal arts college that can truly educate men humanly and love and serve them redemptively.

this column. It's not the right time to do anything. It's the right time to do everything.

It's the right time to lobby with legislators; to overthrow the system; to work within the system; to work without the system. To stop the war; to start the peace; to clean up the cities; purify the air; crusade for Christ, destroy the establishment; establish a counter-culture and a counter-counter-culture. Picket big business. End racism, struggle for freedom. Battle pollution. Tear down the walls. And enlist in any of the endless lists of sundry fights, struggles, battles, causes and crusades brought about by increased social pressure applied to the social conscience of our relevant existences.

There's a right time and a right place for everything... or so says that age-old adolescent adage we've been nurtured on. All over the country, the hands on the clock point to the same time--the right time--to do something.

Time is running out and we are chasing after it. Time is the question and time is the answer. And no longer is it as simple and as uncomplicated as the innocent nursery rhyme definition of time we thought we knew so very well.

Things have changed. Even the watches that adorn our student wrists that hold our clenched fists, somehow show us and the rest of the world what we are so adamantly for and against: the Spiro Agnew watch, the diamond watch, the Mickey Mouse watch.

Periodicals like Time and The Times tell us about the times: "Planes Get Free Rein in Cambodia," "Welfare Funds Cut to Indiana and Nebraska," "Draft-Raid Defendants Convicted..."

We are told: It's time to make Decisions.

We are told: It's time to get an Education.

We are told: It's time to Mature. To get good Jobs.

And we are told. By our parents. By our peers. By our periodicals. The decision has been removed from our hearts



and, magically, medically transplanted into our guilt-ridden heads.

And yet, still we rhetorically ask: What is it the right time for?

"It's the right time to--y' know--to start caring about people. There's nothing to laugh at. It's time to do something about how sad the world is."

"It's the right time to laugh. We must laugh while we still can. To keep our sanity."

But no longer are the issues of immediate importance. The Urgency is what has become so urgent, and somehow, somewhere between the nursery rhymes and the classroom clock, we have learned well how to relate to issues, but not to people. Certainly not to ourselves.

So we run, running after the hour hand as the minute hand chases us.

"Time is running out--and we're being run by the clock, rather than the clock being run by us. We are being told everything--when to sleep, when to get up, when to love, when to hate. And all this talk about honesty and kindness--that can only be achieved when we can overcome the clock, when we can overcome time as our enemy and ruler."

Where is that medium between the innocence of youthful rhymes and the sophistication of truthful times? There are black and white problems--the black and white of people's faces, the black and white of our air, the black and white of this newspaper print. But there's also a whole world of gray that desperately needs some color between those youthful rhymes and truthful times.

"It's the right time to stop thinking about what it's the right time for and to start doing something."

And the hands on the clock, as they strike the hour, point to us all.

It helps us to keep up with the time as it flies,

And it tells us the hour to sleep and rise;

It's a friend that we need, as it hangs on the wall,

Ticking lessons of truth and good will to all.



ALL CREDIT CARDS

Gerald Lewis

A Fellow Crusader

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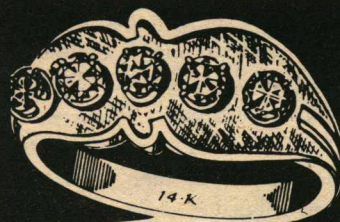
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Welcome To Our Campus

We Hope You Will Become A Part Of It

— Associated Student Government

Home Ec. faculty elected to IHEA

Miss Eula Tombaugh, head of the Home Economics Department, has recently been chosen for the office of President-elect of the Idaho Home Economics Association. Chris Meneely has been elected as First Vice President of the Student Section of IHEA, and Miss Rosemary Vassar will serve next fall as Student Section Sponsor for Idaho.

Miss Tombaugh will take office August 1, 1971, serving as President of IHEA for two years and as state counselor for one year.

This summer she plans to attend the American Home Economics Convention in Denver, Colorado. While traveling to the Convention, she also plans to visit Home Economic Schools in Utah, Colorado, and Wyoming. She will be primarily concerned

with observing the teaching methods of home management practicum. Next fall, Miss Tombaugh will be taking a sabbatical leave in order to visit the home economic department of universities and colleges in Washington, Oregon, and Idaho.

Miss Tombaugh will also represent the state at the International Congress of Home Economics, which will be held in Helsinki, Finland July 22-28, 1972. She has been requested, during the same summer, to travel in the Citizens Ambassador Program, "People to People", a goodwill travel mission in Europe.

During Miss Tombaugh's leave of absence next fall, Mrs. Irene Runkle and Miss Rosemary Vassar will be taking over her responsibilities.



Student leaders met at Zim's Resort lodge for their second retreat of the year.

NNC's uniqueness discussed at Student Officers Retreat

by Brad Arnesen

Fifteen students, three faculty members, and one administrative advisor attended the Student Officers' Retreat near McCall at Zim's Hot Springs Resort April 2 and 3.

Discussions were held Saturday morning and afternoon. The first of the three topics concerned, "What Makes NNC Unique?" The consensus was that the school's uniqueness is described in her motto, "Seek ye first the Kingdom of God." It was also agreed that NNC is a place where, as one senator put it, "one has an opportunity to really find his own

head and re-examine what he believes and values."

The second discussion group analyzed the "Role of Student Government in Maintaining NNC's Uniqueness." Some of the ideas brought out in this session were the need for more cooperation between ASG, CWB, GMS and other organizations, and the need for more participation of student government in student recruitment. The need for and role of leaders with a Christian

commitment was also debated.

"Can Student Government Become More Effective?" was the topic for the final session. Evolving from this discussion was the importance of right approach and attitude as opposed to bitterness and hostility in working toward goals.

All of the participants expressed the belief that the short retreat was profitable in bettering campus relations and communications.



Mr. Wallis Bratt performed at NNC last weekend.

the Lively Arts

Mr. Wallis Bratt and Mrs. C. Griffin Bratt were the performing artists at last Friday evening's NNC Faculty Concert, held in the Science Lecture Hall.

Mr. Bratt plays the cello, and is the first cellist with the Boise Philharmonic Orchestra. He teaches at Boise State College.

Accompanying him on the harpsicord and the piano was Mrs. C. G. Bratt.

The concert included two classical sonatas, written for the cello and the harpsicord.

They were composed by Vivaldi and Bach. The final

number was a sonata written by L. Boellmann for the cello and the piano.

The next Fine Arts concert is scheduled for May 28.

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Jim Rotz, Student Intern
Doug Money, Student Intern

Victor Dunton, Associate
Mr. & Mrs. W. W. Swann,
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Lyla Scott, Office Secretary

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NNC BOOKSTORE



Dr. Ford visited the Senate last week to present some of the Academic Council's recommendations for changes in NNC's academic structure.

Regents' visit yields faculty, budget plans

At their semi-annual meeting of March 9 and 10 the NNC Board of Regents approved plans for the finalization of the report of the General Mission 1980 Committee, approved a record operating budget of \$2,690,000, granted faculty sabbaticals, and approved new faculty members.

The Board approved all of President John E. Riley's recommendations regarding the procedure by which the Mission 1980 Committee's final report should be compiled.

In connection with their approval of a record budget the Regents approved raises of ten and fifteen dollars per term for board and room respectively and gave the nod to a two dollar hike in the cost of tuition per credit hour to meet mounting costs. They also set faculty salary increases most of which Dr. Riley termed as "modest token increases". Finally, they pared the Alaska allowance from half-tuition to one third tuition and changed the travel rebate for those other than Alaskans who travel more than 700 miles to school from \$100 at first enrollment to a sum of \$50 each year they attend NNC.

The Board approved several new appointments, granted tenure to two faculty members and ok'd sabbatical leaves for four others. Dr. Robert Woodward, head of the history department, was appointed to function as the new College Archivist on a part-time and voluntary basis. Dean of Men

Lyle Robinson was also given an additional job as part-time Alumni Executive Secretary. Rev. Lee Hopkins was appointed by the Board as a dollar-a-year Development Consultant. He will be donating his time to work with NNC's development office. The Board members also granted tenure to both Dr. J. William Jones and Dr. Fred Knight and voted to approve sabbatical leaves for Marvin Byers, Elmore Vail, Helen Rambo, and Eula Tombaugh.

Although there are still some faculty vacancies open for next year, the Board named four new additions to NNC's faculty. Dr. Raymond Cooke will come from Pasadena Nazarene College to take a chair in the history department. Dr. Mary Shaffer will be the acting head of NNC's Art department. Mr. Gaymond Bennett will begin work in the English department while Mr. Harold Weber will act as Director of Student Recruitment teaching part-time in the business department.

The Board gave unanimous approval to a motion that all districts on NNC's educational zone be requested to adopt a six percent educational budget percentage rather than the present five per cent for the next church year. Approximately one out of six dollars will go towards debt reduction. They will also suggest to the districts that in the year following this percentage be raised to seven per cent with two out of every seven educational dollars being applied to college debt reduction.

Of special interest to students is the fact that a letter from Student Body President Duane Dale to Rev. Raymond Kratzer, Chairman of the Board of Regents, inquiring into the possibility of student representation on the Board was considered. Though there was much discussion in committee the Board proposed no immediate action. Rev. Kratzer made the statement that although all the Board members are favorable to increasing the lines of communication between themselves and the students that he felt that the prospects for student representation on the Board are not promising at this time.

((SENATE FORUM))

by Carol Helliwell

Last Tuesday's Senate meeting opened and proceeded much as usual. There was not much new business to handle, but the Senate did take action in filling the vacancies on the Publications Board and the Personnel Council. The positions were filled by Larry Scott and Larry Vinyard, respectively.

The Senators also discussed the budget and the way it is shaping up as we approach the end of the year. The one deficit which might have been unnecessary with a little more support from the students was the \$800 loss on the

Steve Baker Show.

The highlight of the meeting was Dr. Gilbert Ford's presentation of some of the proposals he has made to the Academic Council. He gave a background of some of the goals and ideals of NNC, and then discussed some of the changes that are being considered. The major consideration is an overhaul of the credit system we now have. Dr. Ford has suggested that the normal course load become four solids, each course being worth slightly less than semester credits. It may be necessary to return to a requirement to 128 semester credits to graduate, but students now attending NNC will continue under the present 120 credit system.

Dr. Ford also discussed some changes in the grading system. He suggested that for a major, a C would be needed in lower division courses, while in upper division courses a C average would be required. In this way a D could be countered by a B or an A. Dr. Ford also stressed the need for consistency achievement concerning W's and WF's.

Ad. building burglarized

Over \$1000 in currency and coins was stolen from a safe in the NNC administration building early Wednesday morning, April 1.

The money, totaling \$1148.73, was change and receipts from the campus book store, said Dr. Howard Miller, NNC business manager.

The burglar confined his activities to the business office where the safe is located. Some postage stamps, three to four dollars in petty cash, and keys were taken from desks in the offices.

Nampa police detectives said they have not been able to determine the point of entry to the building. They said the lock on the safe was either picked or unlocked with a key. A number of locks in the building and the lock on the safe itself were changed the next morning.

Students who cashed a check in the Bookstore on March 31 have been asked to stop in the Business Office and give a description of any checks totaling \$5, \$10, \$15, \$25.17 and \$25.

Any further information will be appreciated by Dr. Miller's office.

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Julie Crock makes "Lost and Found"



Julie Crock, a freshman from Cheyenne, Wyoming, has been chosen to represent NNC in the Church of the Nazarene singing-witnessing group "The Lost and Found." Julie, a music education major, has been active in a number of music organizations on campus and is Freshman class treasurer. She will be one of ten students from Nazarene campuses to travel with the West Coast group.

Brad Arnesen has been chosen as first male alternate for both the East and West Coast groups.

Rogers proposes new rehabilitation centers

by Randy Peterman

A rather unique proposal to supplant Idaho's present penitentiary system with a number of community-centered rehabilitation centers was recently proposed by Don Rogers. Rogers, the chief of probation and parole at the Idaho State Penitentiary, was the featured speaker at the April 5th Issues and Answers convocation.

Rogers contrasted the present penitentiary system with his proposed system. The present system simply withholds a person from society, his family, and his friends, ultimately releasing bitter, lost, and confused men and women on society. Two years ago, for example, a man was released from prison with only a suit of clothes and \$15, on which he was to exist until he could find work and a stable existence.

Rogers' proposed system is centered about a number of community rehabilitation centers spread throughout the state. These

centers would provide a structured environment in which society could be protected from the criminal, but the criminal would at the same time not be completely divorced from friends and family. The centers would provide analytic facilities to discover the reasons for a particular person's criminality. The centers would also allow the community and its leaders to deal with a problem that occurs on the community level. The speaker asked that a demonstration project be initiated to demonstrate the feasibility of his plan.

In closing, Rogers applauded the volunteer counseling program that was recently initiated in Idaho. He also asked that, before we condemn a criminal, we ask why; when we discover the why, we should do something to alleviate the casual factors. Only in this manner can crime be controlled in America.

Bad publicity, conflict of activities reasons for \$500 loss to ASB

by Brad Arnesen

Poor publicity on campus and in the community and a conflict of activities during the weekend have been cited as the basic reasons for the financial failure of the Steve Baker Show on April 3. The total expense to the ASB for Baker, his musical back-up group, tickets, and the special appearance of New Christy Minstrel singer, Stu Wilkenson, amounted to \$1,011.85. Income from tickets sold totaled \$213.50.

After considering money allotted for all school functions, the net loss amounts to \$539.24.

As this article goes to press, the Senate is determining how the loss will be absorbed. ASB Treasurer Merv Friberg has predicted that the sum will most likely come out of the Contingency Fund. The loss will not jeopardize plans for the all-school-picnic scheduled for May 15, he said.

Concerning the Baker program itself, ASB President Duane Dale stated he realized "an escape artist would not have as much drawing power as a big name group, but in order to start a social program that we want we can't start at the top. If we don't

get student support on the less expensive programs, how can we expect to get support on the more expensive programs?" NNC's audience was the smallest for which Baker has ever performed in his 16 year career.

Few students realized the ties Baker has with contacting big name groups for NNC and the significance a successful program would make on future social events.

Dan Ketchum, ASB Executive Vice-President stated, "Although ASB took a bad loss, I am still convinced that our long-range goals should include programs of this nature."

ASB and its student leaders did, however, gain much valuable experience which will be utilized in the future. A \$500 loss from an event of this nature is better than the \$5000 fiasco the University of Idaho suffered last month with the Friends of Distinction.

Smith slated for Spiritual Life Week

Dr. and Mrs. Timothy Smith are to be on campus again this year from April 20 to 23 for NNC's Spiritual Life Week.

Dr. Smith is a member of the history and education faculty of John Hopkins University and is the chairman of the department of education. He is a graduate of the University of Virginia, where he received his B.A. and of Harvard, where he acquired his Ph.D.

Dr. Smith's doctoral dissertation, which received the Frank S. and Elizabeth D. Brewer Prize of the American Society for Church History for 1955, has been published under the title Revival and Social Reform. He also authored Called Unto Holiness, a

social history of the Nazarenes, and a variety of articles concerned with the history of religion and education in the U.S.

While in college, Dr. Smith served as a pastor and youth leader in the Virginia and New England Districts and from 1949 to 1955 was Associate Professor of History at Eastern Nazarene College. He also held titles as Professor of History at East Texas State College and the University of Minnesota.

Dr. and Mrs. Smith's visit is sponsored by the Thomas F. Staley Foundation of New York City which supports the Christian Scholar Lecture Series by men of the evangelical faith.

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Robin Hood (Wendell Smith) enters the long bow contest.



Schroeder directs "Robin Hood"



The Sheriff's Wife (Mona Messenger, above) adds flavor to the fair.
Robin sneaks back home after seeking help for his mother.



Cast of Characters

Robin Hood's Mother
Maid Marion
Chief Collector of Revenues
Robin Hood
Sheriff of Nottingham
Sir Guy of Gisborne
Friar Tuck
Little John
Will Scarlet
Eric of Linden
Sheriff's Wife
Herald I
Herald II
Adam

Nancy Weigel
Jan Hurn
Tim Franklin
Wendell Smith
Doug Engel
Steve Dickerson
Chuck Wilkes
Robert Russell
Tim Smith
Mark Collins
Mona Messenger
Gerry Borden
Tim Franklin
Gerry Borden

Knights and Ladies

Kelly Cline
Jim Gacey
Rob Guy
Jerry Helling
Marilyn Hicks
Jim Holmquist

Joyce Hurley
Nancy Nelson
Nancy Ratzloff
Jerry Scott
Virginia Waln
Gayle Wordsworth

Nottingham Maidens

Gayle Fountain
Kathy Hoshide
Jeanette Moore
Merleanne Perkins

Barbara Sandlin
Jeanne Schnoor
Helen Stark
Linda Tanner

Mel Schroeder

Director

Synopsis

Act I, Scene I: The play opens with Dame Fitzooth, Robin Hood's mother. She has been notified that her house and lands are being confiscated for failure to pay her taxes. She sends Robin to the home of his uncle for help. Then, Maid Marion Fitzwater appears. Since she is a ward of the king of England, she offers to ask the king's deputy for an extension for Dame Fitzooth.

After Robin returns the Sheriff and Sir Guy of Gisborne arrive. Robin hides in the closet due to a previous encounter with Sir Guy. Maid Marion returns as the Sheriff and Sir Guy are searching the house. They find Robin, but he escapes. The scene closes with the Sheriff and Sir Guy in pursuit of Robin.

Act I, Scene II: The scene opens with the Merry Men asleep in Sherwood Forest. After waking they hear the Sheriff and Sir Guy coming. They succeed in capturing the two men. After feeding them dinner, the Merry Men release them.

Transition Scene: The boys start on their way to the fair at Nottingham.

Act II: The boys disguise themselves for the fair. Little John wins the quarterstaff match and Robin wins the long bow contest. However, he is discovered and a scuffle ensues. With help from the Merry Men, he escapes.

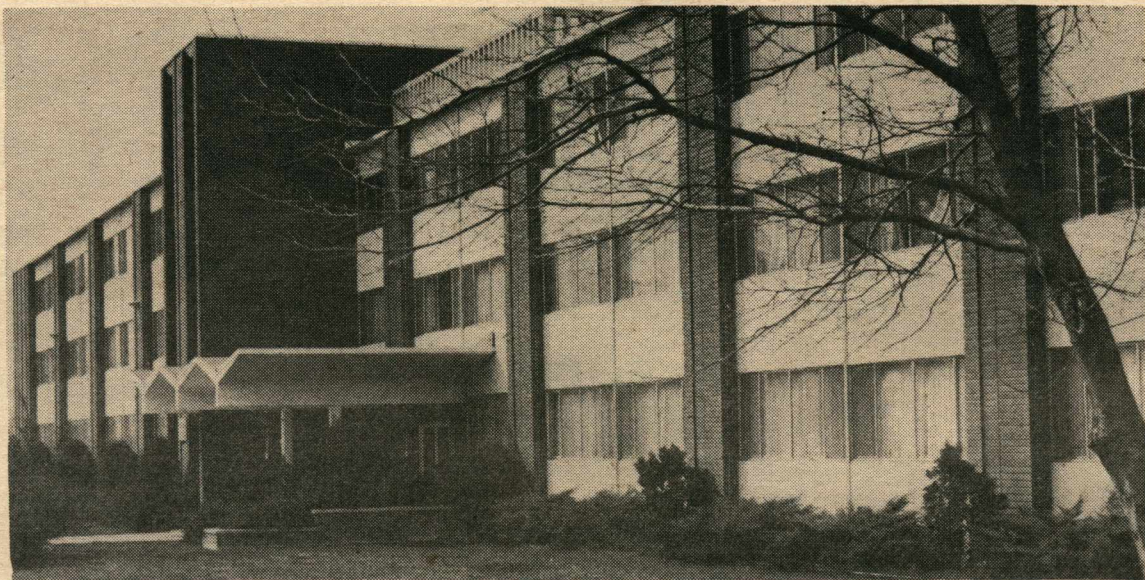
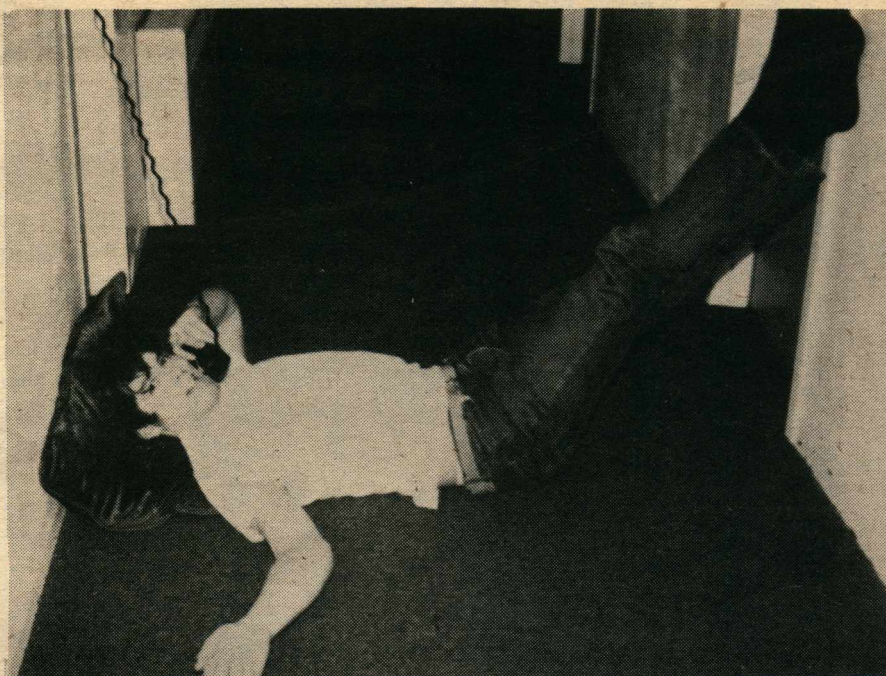
Act III: King Richard returns and grants the boys a full pardon. Robin gets rid of Sir Guy. Little John is captured. Robin sets him free and the Sheriff is sent back to Nottingham in disgrace.

Bob Russell, Chuck Wilkes and Tim Smith are Robin's merry men.

The Sheriff of Nottingham (Doug Engel, left) examines the target at the fair.

A look at dorm life

Telephone calls . . . rows of rooms . . . moving in--and out . . . laughter . . . birthday parties . . . getting tossed into the shower . . . long nights of talking . . . watching TV with dozens of people who have already seen the program . . . noise . . . too little sleep . . . laundry rooms . . . waiting in line to use a sink . . . cold showers . . . listening to at least three stereos, all playing different songs . . . prayer meetings . . . friends.

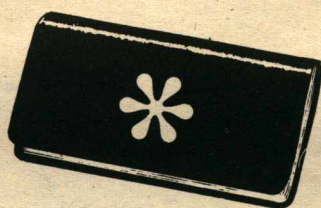


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Crusader ASB Elections Supplement

In the midst of a somewhat hurried week of campaigning involving speeches, platforms, and forums, it is all too easy to judge a candidate merely on the impressiveness of his speech, the novelty of his campaign, on the feasibility of his platform. Such criterion are at best superficial, at worst irresponsible. They are superficial in the sense that they fail to probe beneath the candidate's political facade and come to terms with him as a real human being who through seeking one's vote is, in the deepest sense, seeking one's trust in his capacity for intelligent representation and responsible leadership. They are irresponsible in the sense that they fail to fulfill one's obligation to thoughtfully consider all the issues of an election campaign.

If one's analysis of a candidate's fitness for office is to move beyond the superficial and the irresponsible it must come to grips with his philosophy of student government; for it is only in a philosophy of student government that one finds a candidate's unified, consistent, and coherent concept of student government which transcends specific problems or objectives and governs his entire attitude toward the student government process.



NAME: Dan Ketchum

AGE: 21

CLASS: Junior

HOMETOWN: Olympia, Washington

MAJOR: Pre-Seminary Studies

QUALIFICATIONS: ASB Executive Vice-President; Chairman of the Senate; 2-yr. Student Council Representative; extensive interaction with constituents and students; representation at 6 leadership conferences; the "little things" which may be more important than any big accomplishment.

PLATFORM:

Follow-up discipline actions.

No agency on our campus has any structured program to let kids who are suspended or on probation know that NNC cares. I propose that ASB take an active interest in students who are kicked out of

cess.

Although the Crusader, as a student newspaper serving the entire college community, does not endorse any candidate, it does urge its readers to consider each candidate in relation to the following elements of any adequate philosophy of student government:

First, a clearly delineated definition of the functions and goals of student government: a definition which recognizes that student government is not a cloak for administrative control or merely a clearing house for student complaints or a protector of student rights, but an association of sensitive, creative, and responsible adults whose ultimate goal is a growth in understanding, problem-solving ability, maturity, and responsibility through the exercise of democratic self-government and whose ultimate effectiveness is proportionate to its awareness of student needs and its willingness and ability to meet those needs.

Second, a balanced concept of leadership which realizes that a leader must be both a representative and an innovator; that he must be sensitive to the wishes of those whom he represents while at the same time preserving his own convictions inviolate;

that he must know when to compromise and when to stand firm: that he must know what to change and what to conserve.

Third, an understanding of the relationship of student rights and responsibilities: an understanding which recognizes that rights and responsibilities are inextricably linked together; that without rights there are no responsibilities and without responsibilities there are no rights.

Fourth, a realistic concept of student-administration relations; a concept which recognizes that while student government is not a joint student-administration venture, but a student venture in responsibility; a venture which demands the opportunity to make mistakes and the responsibility to accept the consequences of those mistakes, it can profit from administrative advice, though never from administrative coercion.

This philosophy does not deal with every aspect of student government, but it does attempt to enunciate some of what the Crusader feels are the basic assumptions upon which student government must operate if it is to be at all meaningful.

--IL

Dan Ketchum ... President

school. Let's call them and write them, urging them to return and communicating to them our concern.

Fewer and better convocations.

Let's make Mondays, Wednesdays, and Fridays alone be our convocation days. We've had too many speakers. And too many have been boring. We can make our convocations more desirable by simple calendar planning and careful selection of speakers.

Student Recruitment

How about selecting training, and sending out about 75 students into active P.R. work for our school and scratching x-number of dollars from their business office account for each student they recruit.

Social Reform

ASB must take a more active role in providing good fun for our student body. We need many occasions for personal social interaction. Some good, old-fashioned weiner roasts and stuff like that will help us!

NNC Community Emphasis

Let's get the people of Nampa on our campus for a day or two. It wouldn't be hard to organize. They need to know where we are and what we're doing.

Student-sponsored pamphlet

A brochure about NNC should be written in student jargon and sponsored by students for use in public relations work.

Course critique

NNC needs an effective evaluation system for courses. It will help us for accreditation purposes. It will help us to improve classroom instruction methods. Profs want to know . . . if we can just

find the proper way to tell them.

Judicial system

Student Government must continue efforts to create a suitable system for judicial processes.

Evaluation System

Student government needs a structured evaluation system of information which can be filed for future reference. Our activities could be better if we knew what happened before.

Office Hours

Responsibility starts with business-like organization. Someone must be in the ASB office at all times for ASB to work effectively.

Continued programs

- Operation Satisfaction must be continued and more adequately funded.
- All-Campus Devotionals will continue to give us opportunity to worship together.
- Chaplains Seminars must be continued.
- Membership in ISGA and NSLC will continue to provide new insights and programs.
- Student membership on committees will be continued and a program to orient them to responsibilities would help.
- CWB and GMS need greater ASB support and concern.
- Representation to the Board of Regents must be continued and made more effective.
- We must continue orientations for parents and constituents.

Steve Smith ... President

NAME: Steve Smith

AGE: 21

CLASS: Junior

HOMETOWN: Myrtle Creek, Oregon

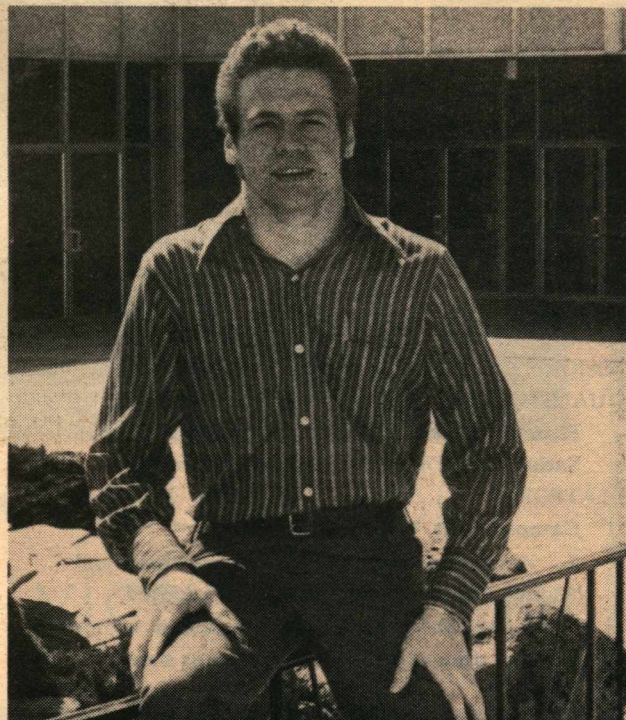
MAJOR: Psychology

QUALIFICATIONS: Junior Class Senator - Junior Class Council; Chairman Pro Tempore of the Senate; Mission 1980 Committee on Facilities and Resources; Two years experience on the Publications Board; Two years experience on the Crusader Staff; Honor Society (two years) Academic GPA 3.5; Participation in Circle K,

Young Democrats, Sunshine Club, and Society Speech Director; Discussion leader at 2 out of 3 Student Officers' Retreats attended; Represented the ASB at Idaho Student Government Association Conference; Represented the ASB at Nazarene Student Leadership Conference; Represented the ASB at Oregon Pacific District Assembly; Worked with administrators on various committees.

Senate Record:

1. Personally established parliamentary procedure training session



Smith continued...

2. Sponsored bill establishing the presidential veto committee, served on that committee
3. Sponsored bill establishing the constitutional revision committee, served on that committee
4. Co-sponsored legislation organizing a forum with the Black Student Union from BSC

Philosophy:

Student government's function is to serve the needs and represent the viewpoints of students. Student government should be involved in every area that touches the lives of students. Student governments should therefore be concerned with every aspect of college life.

In its involvement in all aspects of the college experience, student government should deal with those issues that are most pertinent to students. For it is only by dealing with the basic, vital issues that student government will have student support. In order for student government to be effective, powerful, and productive, it must have the interest and involvement of the student body.

Holding this philosophy of student government, I propose a comprehensive platform. I believe it deals with some of the fundamental problems that need to be dealt with. If elected I will need help from two sources in order to achieve the goals of this platform. First, I feel that in order for me to adequately fulfill the office of ASB President I will need the guidance and the direction of the Holy Spirit. Secondly, I will need your help. Each one of you is important and your support is needed to make student government a meaningful endeavor.

Attitudes:

1. Student government should work toward "de-polarizing" the campus. All segments of the campus need to practice tolerance, Christ-like love, and concern for the individual.

2. Students need to convey that they are being meaningfully helped by the faculty and express their appreciation for the dedication of the faculty. Yet, students need to feel that they are respected and accepted as being able to competently contribute to the success of NNC.
3. Student government should work toward developing more unity and pride among students. More positive attitudes toward NNC need to be developed.

Academics:

1. Students need to become involved in relating their opinions and views in relation to academic policy. Student government should organize rap sessions where the Vice President for Academic Affairs and members of Academic Council can discuss academic policy with students.
2. Student government should help organize meetings where representative upper division majors meet the faculty of each department to share ideas and discuss the departmental curriculum.
3. Student government should offer its cooperation and support to help make course evaluation effective. There are also other policies which student government should support by working through the established channels.

Campus Governance:

1. Joint student-faculty work should begin on restructuring the Personnel Committee and establishing standardized procedures for its functioning.
2. Student government should work through the Personnel Council for the adoption of a room search policy.
3. Student government should work through the Personnel Council for establishing limited dorm visiting hours.
4. Students need to be meaningfully represented in the establishing of policies and the governing body itself of the P.E. Building.
5. Student government should investigate the possibility of structuring a student-faculty

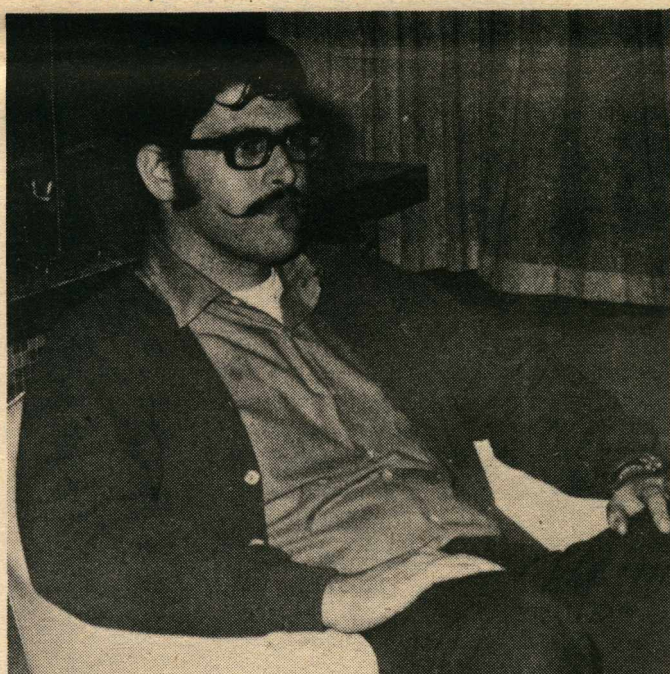
campus events committee to deal with entertainment and speakers.

Religious Life:

1. Student government should be more involved in religious life on campus. It should involve CWB, GMS, and CMA by inviting and encouraging the leaders of these organizations to attend student officers' retreats.
2. Student government, in cooperation with GMS, CWB, and CMA, should sponsor a weekly devotional time.

Student Life:

1. Student leaders should take as their personal goal the developing of more rapport with students.
2. Student government should take more responsibility for student morale and recruitment. Recruitment programs should include continuing to send students to district assemblies and district NYPS conventions, having student leaders visit local churches, and printing promotional pamphlets.
3. Student government should work toward providing more social life by sponsoring both small informal parties and big-name popular entertainment.
4. Student government should investigate and work toward organizing student representation to the general church.
5. The ASB budget priorities should be revised and an effective auditing system should be established.
6. Operation Satisfaction should be expanded, with the director being selected by the Student Senate.
7. Student government should investigate and work toward more interaction with the Board of Regents by requesting visitation privileges at Board committee meetings.
8. Student government should publish a catalogue of committees describing the organization and function of each.
9. Calendar scheduling should be organized to avoid conflicts of religious emphasis at mid-term examination periods.



Roy Mullen ...

Executive Vice President

PLATFORM:

1. Fair and equal leadership of Senate.
2. Increased student involvement in public relations and recruitment.
3. Increased student involvement in disciplinary responsibilities.
4. Assist in finding a system of counseling which will improve student and faculty relations.

NAME: Roy Mullen

AGE: 27

CLASS: Junior

HOMETOWN: Seattle, Washington

MAJOR: English

QUALIFICATIONS: 1 year Senator, President of Scriblerus Club, on Student Judicial Investigation Committee.

Chuck Wilkes... Executive Vice President

NAME: Chuck Wilkes

AGE: 19

CLASS: Sophomore

HOMETOWN: Lewiston, Idaho

MAJOR: Social Science

QUALIFICATIONS: Personnel Council, Freshman Representative, Sophomore Senator, Operation Satisfaction Director, Finance Committee.

PLATFORM:

Campus Life:

1. A statement of Student Responsibilities and Rights should be formulated and adopted.
2. A program of orientation for student members of student-faculty committees should be adopted.
3. A more definite and formal operating pro-

cedure for Personnel Council should be established.

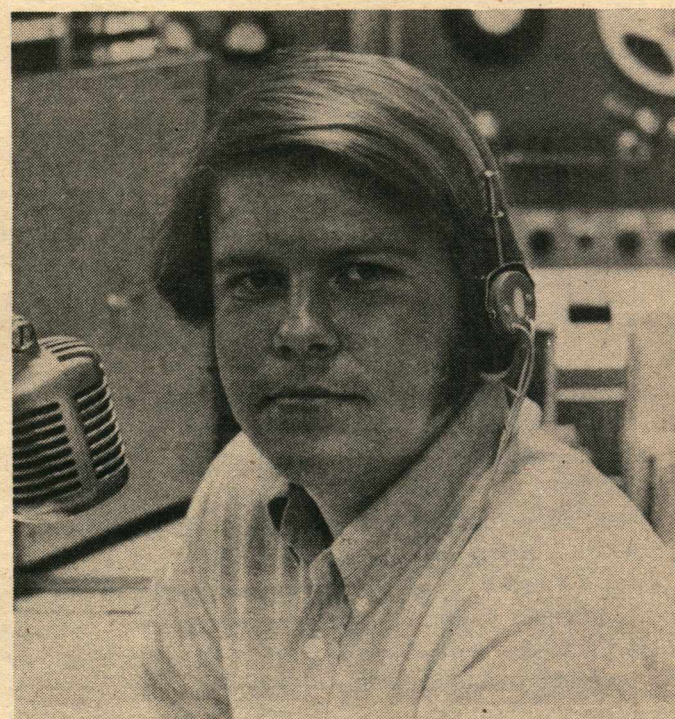
4. A student committee of disciplinary defense and advice should be established.
5. ASG should devote full effort to the problem of inadequate social life on campus.

Community Relations:

1. Operation Satisfaction should be more adequately funded and should have a more definite operating procedure.
2. A program of assistance for Nampa Public Schools should be established.

Constituency Relations:

1. A complete and comprehensive program of public relations should be formulated by the Executive Vice President.



1. What is your philosophy of student government?
Ketchum:

The epistemology for student government at NNC must be representation-centered. Leaders should sense the need and feel the pulse of individuals both internal and external to the academic community. The axiology of student government at NNC must be future-centered, maintaining proper value of the past and present. The methodology of student government at NNC must be interaction-centered. Interaction should be both formal and casual, both intellectual and inspirational. The evaluation of student government must be efficiency-centered. Finally, I ground my philosophy in metaphysics, which I believe must be God-centered.

Smith:

Student government's primary and basic function is to serve the needs and represent the opinions and viewpoints of students. Student government should have comprehensive programs that deal with the basic problems students face. This means involvement in virtually every area that touches the lives of students, by both positive, competent representation and ASB programs to deal with problems.

In order to deal with the basic problems, student government must first go to students and find out what the significant problems are. In order to represent student feeling, it must start with the students by just rapping and getting the ideas of students. Thus I firmly believe that student government must both be "student-centered" and "service oriented".

Mullen:

My philosophy of student government is students governing students maturely and responsibly. With the increase of student involvement in many campus activities students are showing a marked increase in maturity and ability to govern their own affairs, yet retaining the idealism of youth. I am convinced that student government is an ideal place to increase their concern for themselves and others

Crusader questions

and heighten their awareness of today's problems. Student government should be the link between the students as a whole and the college administration. It then can become an organized and effective voice of student sentiment.

Wilkes:

Student government exists to provide aid to all students in all areas of their college lives. It should be dedicated to securing and instituting such programs as are necessary to provide direction and enjoyment for the student body. It should be dedicated to securing and protecting the rights of its students. It should be dedicated to ensuring that students carry out those responsibilities which fall their due. And those persons who are a part of student government should always be an example of mature, responsible young people.

2. What specific role should student government play in determining the affairs of students?

Ketchum:

Our student government finds perhaps its greatest responsibility in determining the affairs of students. A lot is wrapped up in that word "determining". A proper concept of "determining" must include adequate representation of student opinions. Student government must carefully examine its emphasis on the individual and on the community. Students in the Executive Council, in the Senate, in various committees, and in other roles of service are responsible for understanding student desires and for active administration of their affairs.

Smith:

Student government should be involved in every area that directly affects students. The every day life and living conditions of students should be vital concerns. The concerns of students in these areas, should receive active consideration in such

committees as the Personnel Committee. More and better use should be made of policy making bodies.

Students, through the channel of student government, should have more voice and direct participation in the formulation and enforcement of policies. More students need to be encouraged to voice their feelings and to participate. Student government's role is to be totally involved and to involve students totally.

Mullen:

Student government can and will take a more active role in determining the affairs of students. Among these affairs are policy making, enforcing, and disciplinary responsibilities. The problem is going to come when we have reached the point beyond which we should or can not go. There are without doubt many things that could use more student involvement but the question is how much. The affairs of students do not only touch the lives of students but influence the entire academic community. I hope that we will be able to accept what responsibilities are ours and recognize those which are not.

Wilkes:

Student government should play the major role in determining student affairs. Specifically, I should think that Personnel Council should be made up of a majority of students. It should be in charge of the same functions that it is now in charge of. However, before such a change can take place, students must prove that they can handle such a responsibility.

3. What specific role should student government have in institutional governance?

Ketchum:

Having recently returned from an ISGA conference in Boise, I have been evaluating with new vigor the role of student government in institutional governance. College students in many areas are

(continued to page 14)

"Rights through Responsibility"



CHUCK WILKES FOR
EXECUTIVE VICE - PRESIDENT

Paid for by Chuck Wilkes

(continued from page 13)

trending toward participation in curriculum development, policy-making, judicial processes, financial affairs, and greater involvement in institutional governance in general. Our generation is showing increasing concern in these areas and I'm in favor of channeling such interest into active involvement. I believe that "it is necessary that the students should be free, individually and collectively to express and represent their views on issues of institutional policy and on matters of general interest to the student body".

Smith:

Student government should become more directly involved in all of the governing processes of the institution. First, more involvement and interaction with the Board of Regents should be sought. Student government should become concerned about institutional financial priorities. Involvement in this area might be possible through the Financial Council. More involvement in formulating academic policy should be established.

In order to be effective in these areas, student government must organize its approach. It should begin by organizing and structuring the channels for the communication of student feelings. Meetings and rap sessions should be scheduled for sharing and exchanging opinions with administrators. Then gradually student government should work toward long range goals of getting formal-voting positions.

Mullen:

I think this question is partially answered in my last answer. Although students are a large portion of this community they are not the total community. We can and must share in the institutional governance, perhaps much more than presently, but we must share it. As far as a specific role I feel that students, or any other body, should be allowed to take an ACTIVE role in determining policy matters that directly affect them. This naturally would mean a student representative on the Board of Regents and in the Church of the

Candidates respond

Nazarene's General Assembly. I know this would require a constitutional change for the college but I believe it is reasonable and feasible. Regardless, I believe that students can and will act responsibly in this area.

Wilkes:

Student government can be most effective in this area by functioning as a channel through which ideas and suggested programs can be funneled to those who can do something about them. I also feel that all major changes in institutional policy should be submitted to ASG for examination, suggestion and approval.

4. Discuss, in regard to specific issues, the relationship of student rights and responsibilities.

Ketchum:

Students must first accept their responsibilities and rights will follow. Rights, as we see them may not come immediately, but our responsibilities remain. I believe that "students should exercise their academic freedom with responsibility." The constitutional rights of students must be granted. I believe in autonomy, but autonomy must be complemented by community. There is a place for the function of free inquiry, expression, and association in our college. Thomas Jefferson once said that he was not "afraid to follow truth, wherever it may lead, nor to tolerate error so long as reason was left free to combat it". And somehow . . . neither am I afraid.

Smith:

Rights and responsibilities are inseparable. It is not possible to have rights without the entailing responsibilities, nor is it possible to be responsible without having rights. Students have gained rights

in the last few years which now require responsible actions. Students must prove themselves worthy of the rights that have been gained. I have faith that they will.

Yet there are areas in which students have proven their willingness to take responsibility and have not received the commensurate rights and privileges. Thus, student government must demonstrate responsibility and work toward more rights for students.

Mullen:

A good many of us, including myself, look primarily at our rights. What are my rights as an individual? But the rights of students border on the responsibilities of the administration. As I understand it the philosophy of *in Loco Parentis* is very strong at NNC. This is our home away from home and these are our adopted parents. I personally feel that these responsibilities are all too often abused by both parties. The school does have certain standards and responsibilities to maintain but I don't think they include the confiscation of property, improperly conducted searches, intimidation or degradation. Students do have certain rights, even if it is just as individuals, and to state them is not in any stretch of the imagination a defiant act. They may just help to promote honesty and trust. What is needed, for both students and administrators, is to be aware of one's own responsibilities and the rights of others.

Wilkes:

The issue that first comes to mind is that of the *Crusader* and Publications Board. We in ASG have argued for student control of Publications Board on the basis of philosophy, logic and fairness. And these are not bad. However, it seems that our most effective and very nearly unanswerable argument in favor of the student right to control the paper would be that of a truly responsible paper. Perhaps if we first show that we as students can act in a responsible manner regarding the paper we will arrive at the point of student control.



Mary Jo Wilcox ... Social Vice President

NAME: Mary Jo Wilcox

AGE: 21

CLASS: Sophomore

HOMETOWN: Nampa, Idaho

MAJOR: English

QUALIFICATIONS: 1) Sophomore class committees; 2) Sophomore class play costume committee; 3) Costume director of the children's drama; 4) Honors editor for the *Oasis*; 5) Member of the Christian Contemporaries.

PLATFORM: I believe that social life at NNC definitely needs improving and that more people should become involved in our activities.

I do not like to sit back and gripe if I for one could do something about it. We have a lot to do next year with the P.E. Building and the possibilities of using it. I believe the events for next year should become more varied and that we, as students, should be excited about our activities rather than criticizing or not attending our social events. I would like to propose more and smaller activities and get the societies to plan more activities. The Sweetheart Banquet needs a lot more work and I hope next year it will be more effective and enjoyable for more students.

Priscilla Young... Social Vice President

NAME: Priscilla Young

AGE: 20

CLASS: Junior

HOMETOWN: Spokane, Washington

MAJOR: Chemistry Education

QUALIFICATIONS: 1) Numerous zone and local church banquet and party committees; 2) Dorm Council; 3) AWS Publicity Chairman; 4) AWS Program Co-Chairman; 5) ASB Publicity Chairman; 6) Other publicity committees.

PLATFORM: 1) Possibility of big-name entertain-

ment in cooperation with C of I and BSC; 2) Activity with the faculty that is not as formal as the Student-Faculty Reception; 3) ASB possibly taking a more active part in sending a bus to out-of-town games; 4) Student voice in regulation of gym--such as hours that it will be open for student use; 5) Asking faculty and church members to have students into their homes occasionally; 6) A few more weekend activities such as a swimming party or a kite flying contest.



Academics

Attitudes

STEVE
SMITH



**Let's
Put It**

**All
Together**

ASB
PRESIDENT

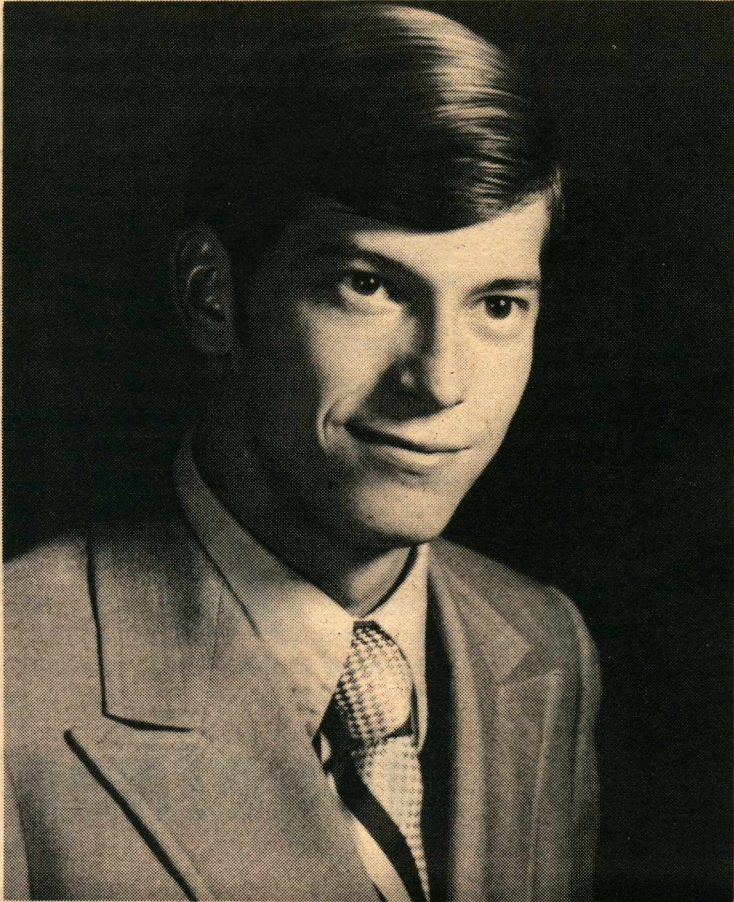
Religious
Life

Campus
Governance

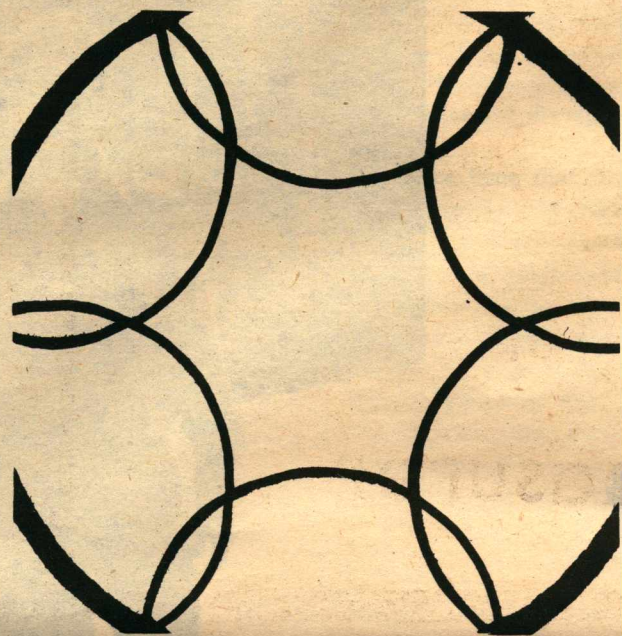
Student
Life

Paid for by Steve Smith

Dan Ketchum



PRESIDENTIAL
CANDIDATE



Sound Philosophy

Decisive Goals

Qualified Leadership



BETTER

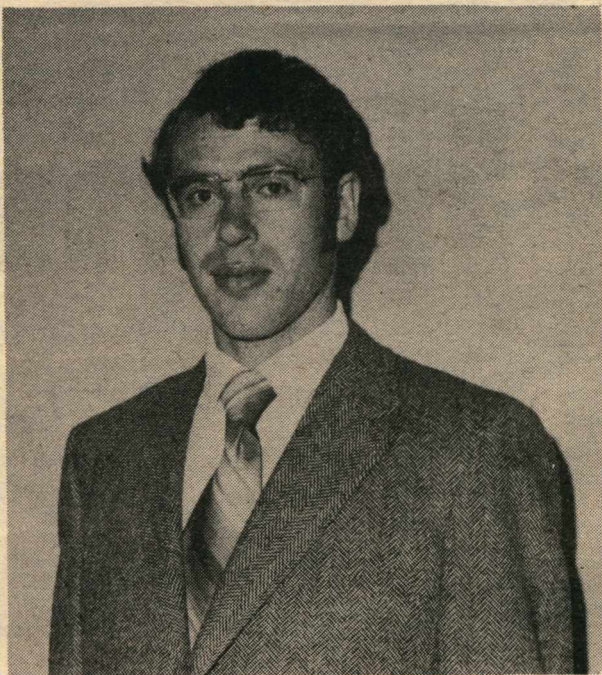
COMMUNITY

THROUGH

INDIVIDUAL

DEFROST

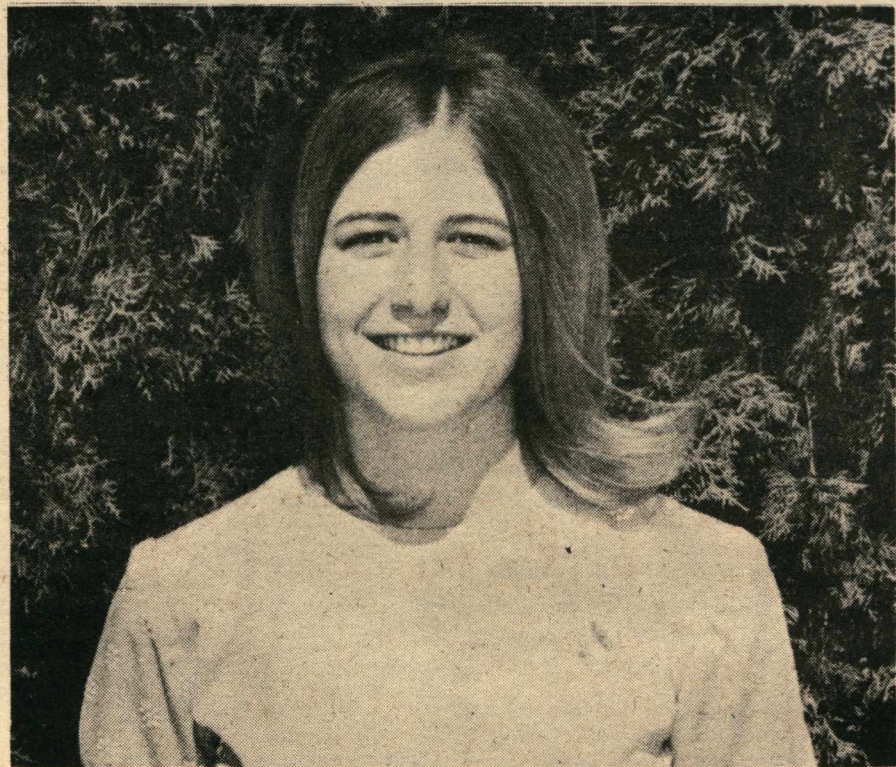
Paid for by Dan Ketchum



Vote YES
Val Hein
for
Treasurer

Paid for by Val Hein

Jan Rank... Secretary



NAME: Janice Rank

AGE: 19

CLASS: Sophomore

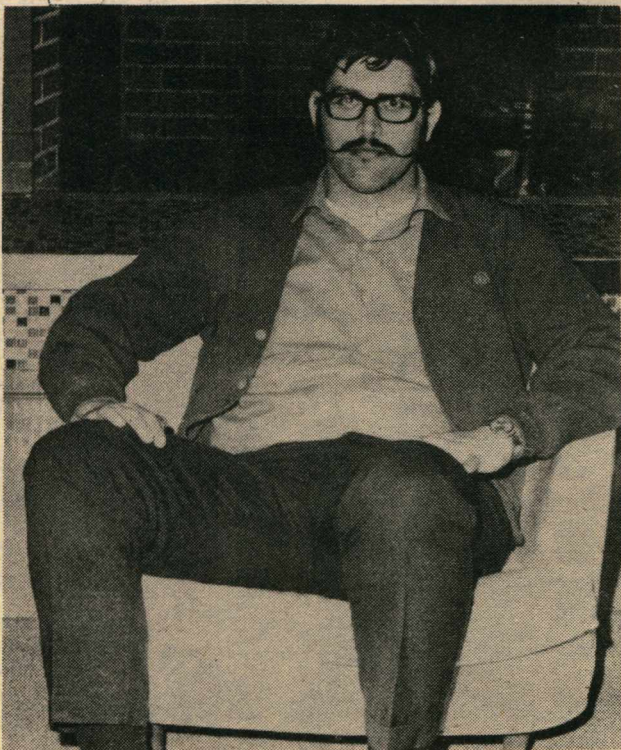
HOMETOWN: Terrebonne, Oregon

MAJOR: Psychology

QUALIFICATIONS: 1) Working knowledge of typing, shorthand, and general office procedures and correspondence; 2) Sophomore class secretary 3) Previous experience as secretary for various clubs.

PLATFORM: 1) More efficient student government; 2) Complete and accurate recording of Senate and committee meetings and student officer's retreat discussions.

HELP
IMPROVE NNC



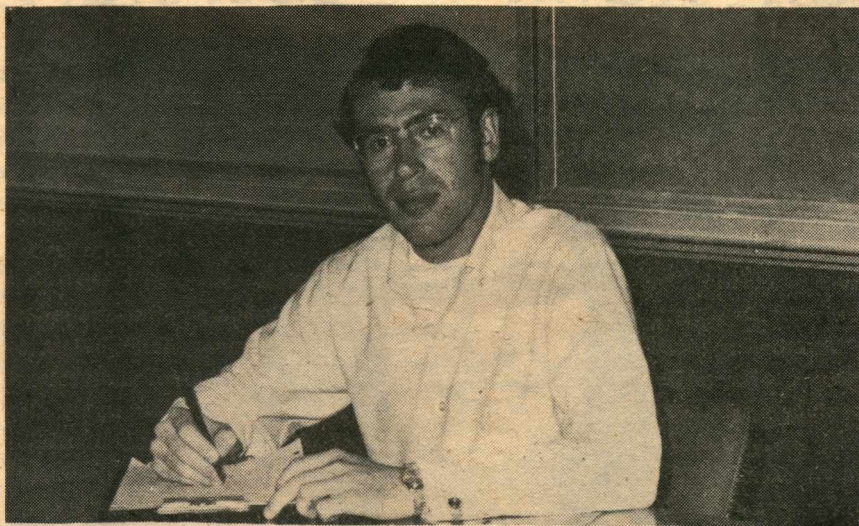
WITH ROY MULLEN

Paid for by Roy Mullen

JOIN TOGETHER
WITH ROY MULLEN
EXEC. VICE PRES.

1. FAIR AND EQUAL LEADERSHIP OF SENATE
2. INCREASED STUDENT INVOLVEMENT IN PUBLIC RELATIONS AND RECRUITMENT
3. INCREASED STUDENT INVOLVEMENT IN DISCIPLINARY RESPONSIBILITIES
4. ASSIST IN FINDING A SYSTEM OF COUNSELING WHICH WILL IMPROVE STUDENT AND FACULTY RELATIONS

Val Hein ... Treasurer



NAME: Val Hein

AGE: 20

CLASS: Sophomore

HOMETOWN: Walla Walla, Washington

MAJOR: Accounting

QUALIFICATIONS: 1) Accounting major; 2) Accumulative GPA of 3.35; 3) Varsity athletics for two years; 4) Past or present member of Circle K, Phi Beta Lambda, and CWB.

PLATFORM: Proposed actions to increase the efficiency of the office of ASB Treasurer: 1) Publish monthly financial statements for all organizations; 2) Provide the ASB President with current information concerning expenditures for speakers, Homecoming, etc.; 3) Establish a file of ASB transactions to be submitted weekly to the Senate; 4) Schedule regular auditing sessions to assist organization treasurers; 5) Formulate volunteer student auditing committee; 6) Attempt to obtain new sources of funds to supplement income from student fees.

Move With the
YOUNG Generation

Priscilla
for Social Vice-President

I BELIEVE A WELL-BALANCED SOCIAL ATMOSPHERE IS NECESSARY FOR THE PERSONAL NEEDS OF EACH INDIVIDUAL. HERE AT NNC, I WANT TO PROVIDE, THROUGH MY LEADERSHIP AND PLANNING, THE TYPE OF FUNCTIONS THAT WILL MEET THE PERSONAL NEEDS OF EVERY STUDENT AND PROVIDE A MEANS TO ACHIEVE SOCIAL INTEGRATION.

Paid for by Priscilla Young

This is the year for NNC to win
This is the year for Smith

Paid for by Students for Steve Smith

NNC's disciplining system: A critical look

Editor's Note: In the following article, Crusader Managing Editor, John Luik, attempts to examine the various facets of the current controversy concerning NNC's disciplinary system. In addition to Luik's analysis, the Crusader has also asked various NNC administrators and students involved in student discipline to discuss campus discipline problems.

by John Luik

When I talked to him he was bitter. There was little, if anything, good that he could say about NNC. He just could not understand how what he considered an immature indiscretion could delay his graduation.

That was six months ago. I saw him again the other day--back at school with a different attitude. No longer bitter, he claims his enforced absence provided the opportunity for finding himself.

While it is hard to tell whether this young man's story is at all typical, his case does provide an example of where Dr. Joseph Mayfield's disciplinary policy of doing what is best for both "the individual and the college alike" paid off. But whatever the successes, both Mayfield and the disciplinary system he administers are the objects of increasingly frequent and vocal criticisms from those who feel that NNC's disciplinary system is not working.

Although these critics direct most of their objections to the Personnel Committee, the administrative committee charged with enforcing the Crusader Code, their criticisms are implicit objections against the entire NNC disciplinary philosophy and structure.

At the core of this philosophy is the belief that violations should be handled at the "grass roots" level, i. e., the point of violation. Thus the majority of disciplinary problems are dealt with by the dormitory head residents, who may also refer problems directly to the Personnel Committee, and the dorm councils, which generally include the dorm officers, the head resident, and a representative from each wing. While the dorm councils have broadly defined disciplinary prerogatives, including the right of referring cases to the Personnel Committee, most of them do not operate under any clearly formulated precedential rules. This problem is partially countered by the fact that individuals may appeal the decision of the dorm council to the Personnel Council, or in the case of girls, to the Women's Judicial Board. But aside from this appeal process, dorm justice with its lack of precedential safeguards offers more opportunity for petty vindictiveness and bias than just determination of guilt and innocence.

Operating on an intermediate level between the dorm councils and the Personnel Committee is the Women's Judicial Board. The Board is composed of two elected members from both Morrison and Dooley, four from Culver, one from Friesen, and two from off-campus, the head residents and assistant head residents of each of the dorms, the Presidents of AWS and GNG, and dorm presidents. It hears cases referred to it by the dorm councils, the head residents or the Dean of Women, as well as appeals originating from the decisions of any of these groups. Although originally charged with determining certain policies for women, e.g. dress regulations and dorm hours, these functions have generally been assumed by the Personnel Council.

At the top of NNC's judicial ladder is the most visible and perhaps most misunderstood campus disciplinary body, the Personnel Committee. Today's Committee, which includes the Vice President for Campus Life, who serves as a non-voting (except in the case of a tie) chairman, the Assistant Vice President for Campus Life, the Deans of Men and Women, the Director of Student Aids, and two student representatives, is an outgrowth of the Ideals and Standards Committee, NNC's first disciplinary body. This Committee, which was composed of the head residents of each of the dormitories and an off-campus Dean, was responsible to the faculty for general campus discipline.

In time, disciplinary functions were turned over to the Administrative Council, but as the Council's responsibilities grew, the increased number and complexity of disciplinary cases demanded a smaller, more adequately trained group. Thus in 1954

a Personnel Committee composed of Warnie Tippet, Dean of Students, Helen Wilson, Dean of Women, and Elmore Vail, Intramural Director, was established. As with the Ideals and Standards Committee, the newly formed Personnel Committee operated with merely delegated responsibility; the faculty, as required by the institutional charter, bore final responsibility for discipline.

With the 1960 arrival of Dr. Mayfield as Vice President for Campus Life, and the establishment of the position of Director of Student Aids the present Committee's composition and structure solidified.

By far the most diversified of any of the campus disciplinary bodies, the Personnel Committee deals with three general areas: chapel fines, off-campus housing, and violations of the Crusader Code, including appeals from other disciplinary bodies. Although its disciplinary decisions receive the most attention, on the average violations of major college rules make up only about 10% of the cases coming before the Committee. Most of the Committee's attention is directed toward such routine matters as off-campus housing and chapel fines.

While the majority of the Committee's actions are routine, there are still enough seemingly major disciplinary decisions to keep critics dissatisfied. Although the Committee's critics are numerous and can hardly be called a united front,



Mayfield: in search of a difficult balance
their objectives fall into three broad areas.

In the first case, the Committee's critics believe that it is too rigid in its decision, that it allows no room for individual circumstances. Dr. Mayfield vigorously denies this charge by noting that although the Committee strives for consistency, each case is handled in an individual manner in which the Committee attempts to find the "proper balance between the kind of action that is best for the student and the entire educational community." Mayfield believes that the Crusader Code, which does not state specific penalties for each violation, provides the Committee with a built-in flexibility. However, the Committee's critics see the Code's ambiguity as a legitimization of the Committee's arbitrariness.

For a good many of the Committee's critics, the vagueness of the Crusader Code is as much at fault for NNC's disciplinary problems as the Committee itself. Reform, for these observers, must begin with the Code. While Mayfield is quick to concede that the Code needs restatement he is cautious about fundamental changes, particularly in regard to including stated penalties for each offense. The Vice President sees such a move as threatening the very flexibility which critics argue the Committee presently lacks.

Despite Mayfield's assurances of individual flexibility, many of the Committee's critics still believe that the best interests of students are frequently sacrificed to the institution and its priorities. They argue that if the real purpose of discipline at NNC is educational and therapeutic, then the Personnel Committee should be less concerned with probation, suspension and dismissal than with

counseling programs to deal with individual problems. Individual Committee members, while willing to concede that the problem does exist, argue that because of the school's inadequate counseling program, they frequently have no alternative to suspension or dismissal.

Beyond the Committee's seeming rigidity and the Crusader Code's apparent ambiguity, critics of the present system also object to the procedures by which the Committee operates. For many of these observers the Committee's basically informal procedures fail to protect the rights of the individuals who come before it. Particularly indicative of the Committee's unfairness, these critics contend, is the fact that the Deans of Men and Women, who frequently initiate and investigate charges also serve as voting Committee members. While acknowledging this is a problem, Dr. Mayfield maintains that the primary purpose of the Committee is not to determine guilt or innocence (this has been an issue, according to Mayfield, perhaps only three or four times in the last six years), but to assess punishment. In any case, guilt is assumed only in the face of incontrovertible evidence. For Mayfield, the very nature of the Committee's work does not lend itself to a formal courtroom procedure.

Another procedural problem that critics point to is the Committee's strict secrecy. Minutes of Committee meetings are given to Committee members and the President and four Vice Presidents of the college. All copies of the minutes except the official copy and the copies on file in the Office of the President and the Vice Presidents are destroyed.

Although admitting that such secrecy gives the Committee a bad public image, Mayfield believes that it is necessary to protect both the innocent and the guilty. It is interesting to note that despite the objections to the Committee procedures, the Committee recognizes a majority of the following eleven basic disciplinary rights: the right to relevant information; the right to receive written notice of judicial proceedings; the right to counsel; the right to a timely hearing; the right to an impartial hearing; the right to be presumed innocent; the right to not implicate oneself; the right to present and question evidence; the right to receive written notice of decisions; the right to appeal; and the right to unaltered status pending appeal.

Despite the persistence of the Committee's critics, few meaningful alternatives to the present Committee structure and procedure have been proposed. Although the ASG has established a Student Judiciary Committee to study the possibility of a student disciplinary system, the most this group has produced is a vaguely worded and factually unsupported resolution calling for change in the present system.

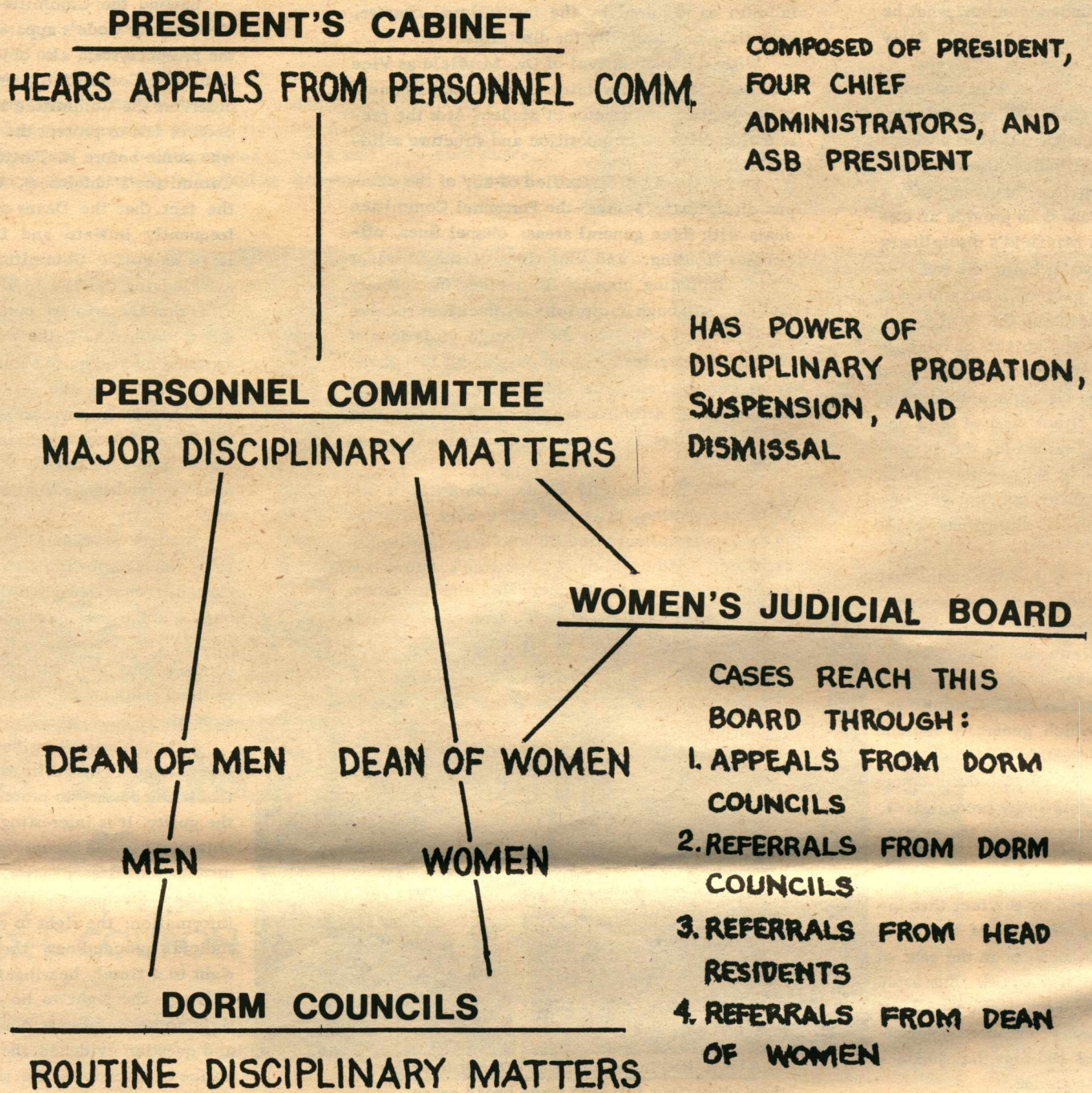
The most obvious problem confronting any student attempt to move into the disciplinary area is the lack of trained personnel. Whatever the present system's inherent problems it is staffed by trained, competent personnel. Students cannot hope to match the expertise of individuals who have spent their entire adult life in student service work. In any instance, until the Student Judiciary Committee formulates some logical and clearly defined proposals there is little it can offer in the way of constructive change.

Surprisingly enough, the most likely source of change may be the Committee itself. Prodded by increasing dissatisfaction, both structurally and procedurally, several Committee members are taking a hard look at the Committee's position.

Whatever the source of change, the basic problems remain the same. Not only must the Committee find a way to tip the balance away from institutional priorities toward individual students, but it must also create therapeutic programs which will provide meaningful alternatives to arbitrary exclusion from the academic community. Only in so doing can the Committee and the entire disciplinary system act both fairly and humanely.

Personnel Committee :

NNC Disciplinary System



NNC's Personnel Committee is sorely lacking in a vital quality which should distinguish it as a Christian disciplinary board; this quality consists of a loving attitude toward the individual being tried. It seems ironic and paradoxical that a facet of this Nazarene institution should lack this all-important quality, sadly, though this seems to be the case.

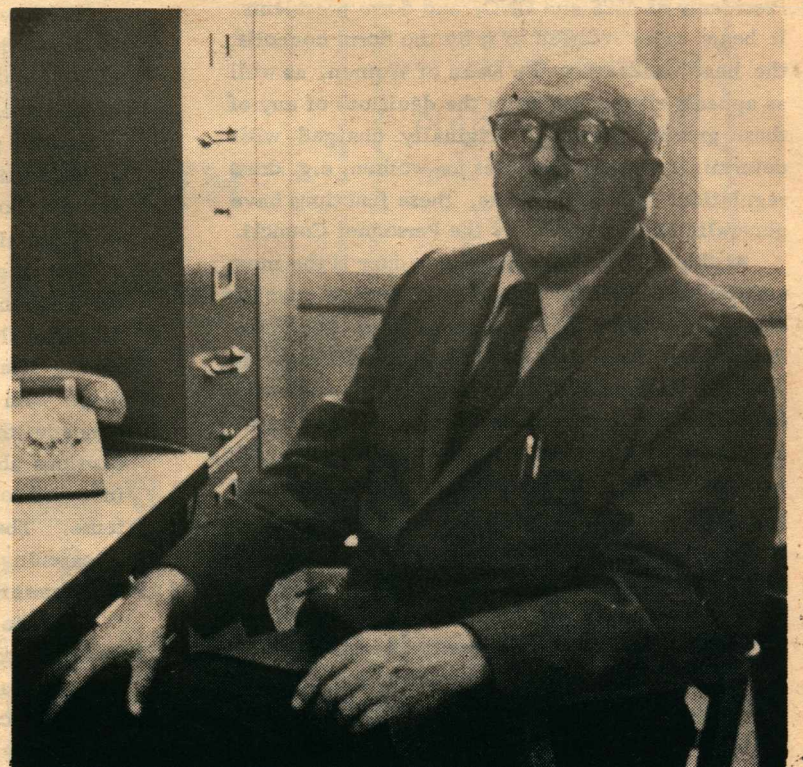
Let us look at the first reason for the Personnel Committee's inability to administer justice, that being its very composition. At present the Committee is made up of five faculty-administration members (Dr. Joseph Mayfield, Mr. Irving Laird, Mr. John Anderson, Mrs. JoAnn Willis, and Mr. Lyle Robinson) and two student members (Norm Sandlin and David Ellis). When a person comes before the Personnel Committee, at least three members of that Committee (Dr. Mayfield, Mr. Laird, and Mrs. Willis or Mr. Robinson) have a foreknowledge of the case in point. These people have acted as the "arresting officers" in the case and have decided if it be worthy of the Committee's consideration. This foreknowledge forces these people to come into the Committee meeting with a bias; they must have an idea of the defendant's guilt or innocence before the case is heard officially. In other words, three of the seven Committee members must have a preconceived notion of the case in point before the actual meeting. At NNC the "arresting officers" also serve as judge and jury of the arrested.

But there is a second reason for the Personnel Committee's inability to administer justice that is probably a more serious indictment than the first. Several of the Committee's decisions seem to reflect the feeling that NNC's rules are holy, sacred, hallowed. The Personnel Committee sometimes seems to exist, not to administer justice in each individual case, but simply to recite again and again the rules stated in the Crusader Code. Cold, impersonal rules sometimes seem to take precedence over the individual case in point.

Accompanying the sentiment expressed above is a feeling held by certain faculty-administration members about the Personnel Committee. This is the feeling that the faculty-administration is "giving in" to the students if the Personnel Committee acquits a person that has broken a particular rule. They seem to say, "If we let this one go, in very little time all of the other students will be intentionally violating the rules." This sort of attitude simply tends to impede further the administration of justice through the Personnel Committee.

Granted, the NNC society must be guided and governed by a set of rules. However, a concern for cold, hard rules must be tempered by a loving attitude and a consideration of the individual. Until these can be realized, justice cannot be obtained at NNC. We do not feel that the Personnel Committee, as presently constituted, will ever be capable of possessing these qualities; therefore we must urge its abolition.

Name withheld



Robinson: new at the job

Focus of Controversy

by Irving Laird, Ass't. Vice President of Campus Life

While I feel that the Personnel Committee is basically doing a good job under the present constitution, I do realize it is a committee greatly misunderstood and resented by many students.



Laird: Prosecutor or Judge

The following possible type of structure might help the overall system of discipline in the future. At least it could help bridge the gap between the students and administration.

Three committee levels for handling student discipline problems: The Dorm Councils

A Student Judicial Board

The Personnel Committee

Dorm Councils - handle most dorm problems or refer them to a student judiciary. Students affected by Dorm Council decisions should have opportunity to appeal to Student Judicial Board.

Student Judicial Board - student committee with referrals by the Dean of Men and Dean of Women who would serve as advisors. Most code infractions could be handled at this level with students having the right to appeal decision to the Personnel Committee. No discipline greater than probation could be decided at this level. Right of appeal of this board's decision could go to the Personnel Committee.

Personnel Committee - alleged infractions involving drinking, drugs, immorality and anything that involves a legal action or arrest should be referred directly to this committee. This committee should remain basically composed of the administrators who work in Student Personnel. All discipline involving suspension or dismissal must be handled at this level.

Also it needs to be remembered by all concerned that according to the faculty handbook (1970-71) "The Personnel Committee shall be

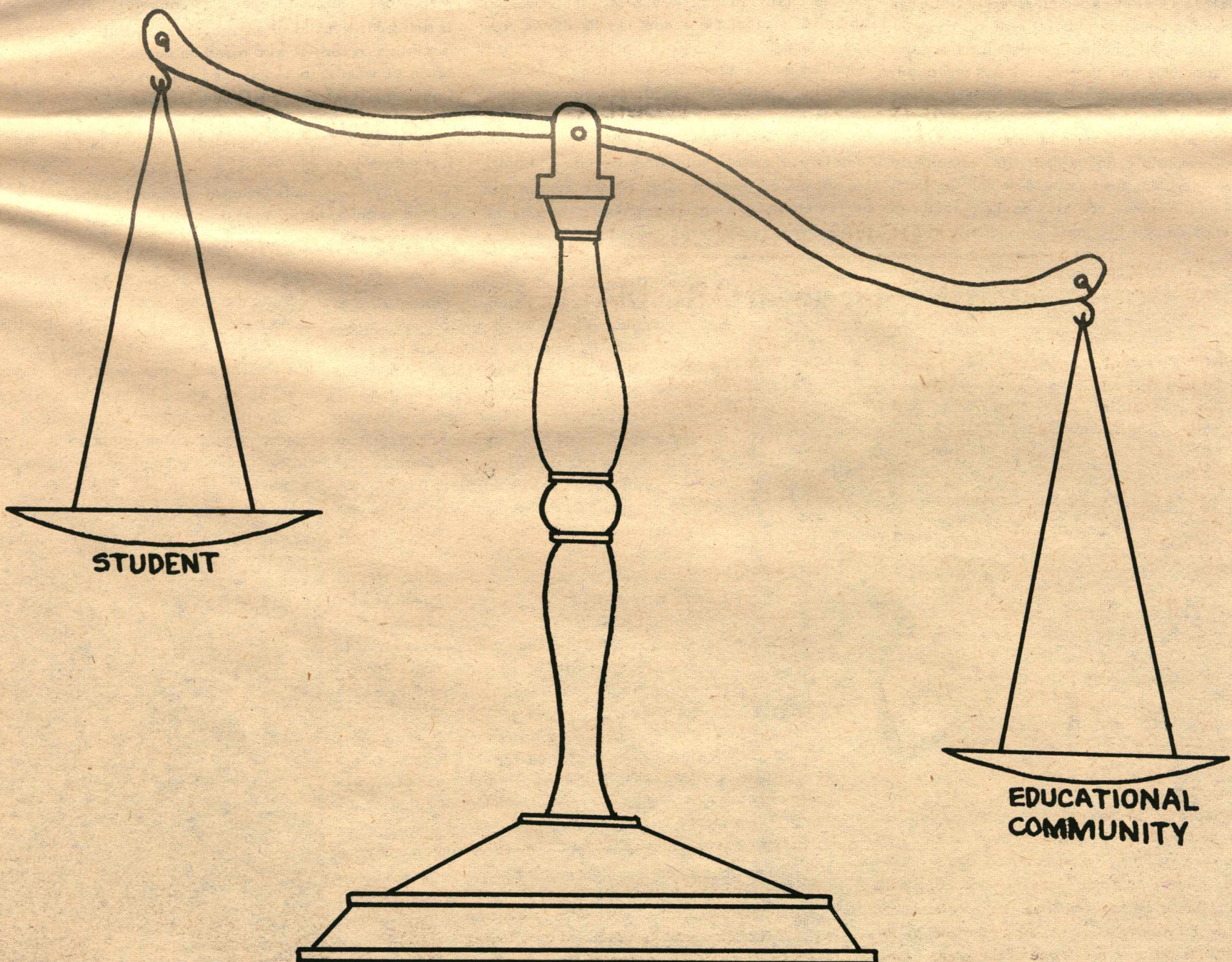
responsible for supervising student life and the campus Code."

Therefore, it must be realized that the Personnel Committee is more than a disciplinary action committee. It must be a "catch-all" for all areas not specifically assigned elsewhere. I do feel that many of its present tasks such as chapel fines, misconduct on campus (except in the dorms which would be referred to the dorm councils), traffic violations, late registration fines, etc. and other minor campus infractions could be handled by a student judicial committee with the proper student leadership.

I make this threefold proposal realizing there will always be a Personnel Committee of some type, composed of mainly administrators, as long as the present Constitution and By Laws of NNC are in effect.

Note #13 of the Faculty Handbook stating that "The faculty shall prescribe . . . regulations for the conduct of the students . . . It shall investigate all cases of misconduct of students, or violations of the rules of the college by students, and through the President and the Deans shall administer such discipline as the circumstances may require . . . It shall prescribe the rules for the regulation of . . . student affairs."

I feel a student judiciary of the type I have suggested has a chance of becoming a reality. However, it cannot assume the role of the Personnel Committee--that is an impossibility.



Writers suggest needed

by Kent Hill

Former student member of the Personnel Committee

The job of enforcing certain society rules in any community is neither pleasant or popular. Anyone saddled with the enforcement of society regulations involving personal actions becomes something of a villain in the eyes of many. A certain amount of this is unavoidable in any judicial system, but there are very positive steps that can be taken by any society to minimize a judicial bad-image.

At Northwest Nazarene College there is considerable negative comment on the Personnel Committee which is responsible for student life and discipline. This adverse comment can be divided into three major areas. First, there is dissatisfaction with persons involved in enforcing school policy. Second, there is considerable controversy over much of the policy that the Personnel Committee is expected to enforce. Third, there is a great deal of dissatisfaction over the now existent structural procedure for promoting student life and enforcing campus discipline codes.

After having served on the Personnel Committee as one of the two student members last year, and having watched the Committee handle matters of student life and discipline I have arrived at some suggestions for improving both the image and quality of the NNC judicial system.

I believe those persons connected with the present Personnel Committee are sincere in their efforts to enforce school policy. However, the present Personnel Committee has at least four structural weaknesses which severely limit her being called a bonafide judicial system.

First, in a fair judicial system, the functions of the prosecutor and jury are always separated, that is the jury does not both bring the charge and decide guilt or innocence. The problem with the NNC system is that those administrative persons who are responsible for campus life, principally the Vice President for Campus Life and the Dean of Men and Women, are also on the committee which must decide the guilt and penalty of the

accused. It should be noted that the persons involved in this dual role try very hard to be objective and fair, but it's extremely difficult when one researches a discipline problem and considers it serious enough to bring to the Committee's attention, to then turn around and pass an objective decision on the matter. The problem is not one of personalities but one of an inherent structural weakness in the Personnel Committee.

Second, the present policy of secrecy, although conceived in the best interests of everyone concerned, may have serious draw-backs for the total college community. Secrecy can protect, but it can also hide or at best confuse many of the real issues involved. There will doubtless have to be some policy of secrecy at certain points, but the present policy needs to be reexamined in order to promote a more open and less confusing judicial system.

Third, there is an extreme need for written procedural guidelines for the discipline committee and also for a written statement of Student Rights. There are many things that would need to be included in such a statement of Student Rights, of which the following are some examples. First, a student should always be able to plead the Fifth Amendment, that is, he should never be required or expected to testify against himself. Second, a student should have the right to confront all witnesses testifying against him. Third, the student should have the right to bring witnesses that bear favorable on his side of the question. Fourth, the student should have the right to defense. Fifth, the student should have the right to a fair appeal.

The fourth structural weakness of the Personnel Committee is that the student is judged by a non-peer group. At NNC, there are only two student members on the discipline committee. The other four members plus the Chairman are non-student. This is not to infer that non-students are unfair, but simply to point up the need for a Student Judiciary where the roles of prosecutor and judge are not mixed. In most cases, a peer group would be preferable to a non-peer group. There is the possibility that a peer group would be harder on a



Hill: structural weaknesses

student than the administration, but students, if they want a Student Judiciary, would have to be willing to accept this.

These structural weaknesses in the present system offer serious handicaps to the existence of the most equitable and judicially sound system possible on our campus.

If there is serious student disagreement to the policies which a discipline and student life committee is supposed to enforce--then it doesn't matter how one changes the system to enforce it, there is still going to be dissatisfaction. A truly just discipline system is also based on mutual acceptance of what is to be enforced. Therefore, it is imperative that when discussing a judicial system, we also consider the justice of the laws and guidelines which the total campus community wants to see enforced.

At any rate--no discussion of structural changes should exclude major appraisal of policies to be enforced.



Willis: the rules state. . .

by JoAnn Willis, Dean of Women

The words Personnel Committee often seem to be synonymous with the words disciplinary action. For this reason, I would like to evaluate the relationship of infractions of our school policy to the system in which these infractions are handled.

The Crusader Code outlines quite specifically the responsibilities of men and women as students at Northwest Nazarene College. When these student responsibilities are not fulfilled, it is the task of the Personnel Committee to determine the best course of action. Considering the fact that committee members try to be consistent in their decisions, after evaluating each situation, similar cases tend to be handled in similar manners. Through this consistency, there is a security in knowing that what the Crusader Code states, is in fact what is, in reality being carried out. By this I mean in trying to be consistent, the Committee can be effective.

The Personnel Committee spends much time considering requests which warrant a deviation from the general structure under which we operate. In this duty also, our only possibility of being effective, is to be consistent. The time spent considering chapel items, off-campus housing, off campus board, various dorm problems, etc. is considerable, and in my opinion, could probably be handled more effectively by another group. A board of students considering housing, board, and chapel requests may be another step toward student-administrator interaction.

I would say our breakdown in being effective as related to the entire campus structure is in the

"communication gap." There is no way persons outside the Committee meeting can appreciate or understand the ways in which a decision has been reached. Where we feel we are doing our best for the student and the campus, you may not. Therefore, if our goal is to be more totally effective, we would like to suggest consideration of a possible student board which would be given the responsibility to handle some of the above mentioned problems.



Anderson: providing the information

changes for P.C.

by Dave Ellis
Student member of the Personnel Committee

Is action without thought meaningless and thought without action useless? Does purpose and achievement bring value into true perspective? These themes not only play in our minds throughout our individual existences but interestingly enough find application in our various institutions of society. For this reason it seems more than appropriate that we as rational, purposeful, and responsible human beings should examine those institutions which involve us.

Assuming that the NNC Crusader Code has any bearing on our lives whatsoever, then it is only logical to conclude that the institution (Student Personnel Committee) which enforces the code deserves our attention and examination. The general purpose of the P.C. is well enough stated in the faculty handbook where it describes the committee as regulating the campus code--simple, vague, and ambiguous. In actuality, the committee deals mainly with problems of student housing, food service, chapel fines, and disciplinary questions which are substantially few in number.

The general purpose of the P.C. is illusive in order to facilitate an organization that is able to deal with extraordinary events that may occur on campus which need investigation. However, this fluid definition of purpose leaves us in the dark as to the real nature of the committee. Is it a judicial committee? Is it a prosecuting committee? Is it a hearing committee? What is the specific purpose of this committee? The answer would seem to be in a combination of all three; for, indeed, there have been times when a problem being heard has been transformed into a charge being brought, all in one foul swoop.

Questions of purpose again make themselves evident when an examination of actual committee actions is made, especially in the realm of disciplinary action. Does the committee act in terms of what is best for the individual? Or does it act in terms of what is thought best for the other students or the constituency? Is there a balance and if so how is it determined? Certainly these questions cannot be answered in terms of the past record due to the nature of past committee actions. But while the answers elude us people get hurt either directly or indirectly because of ambiguity.

So we continue to ask ourselves, "Was Frank Jacobson kicked out for his own good because it

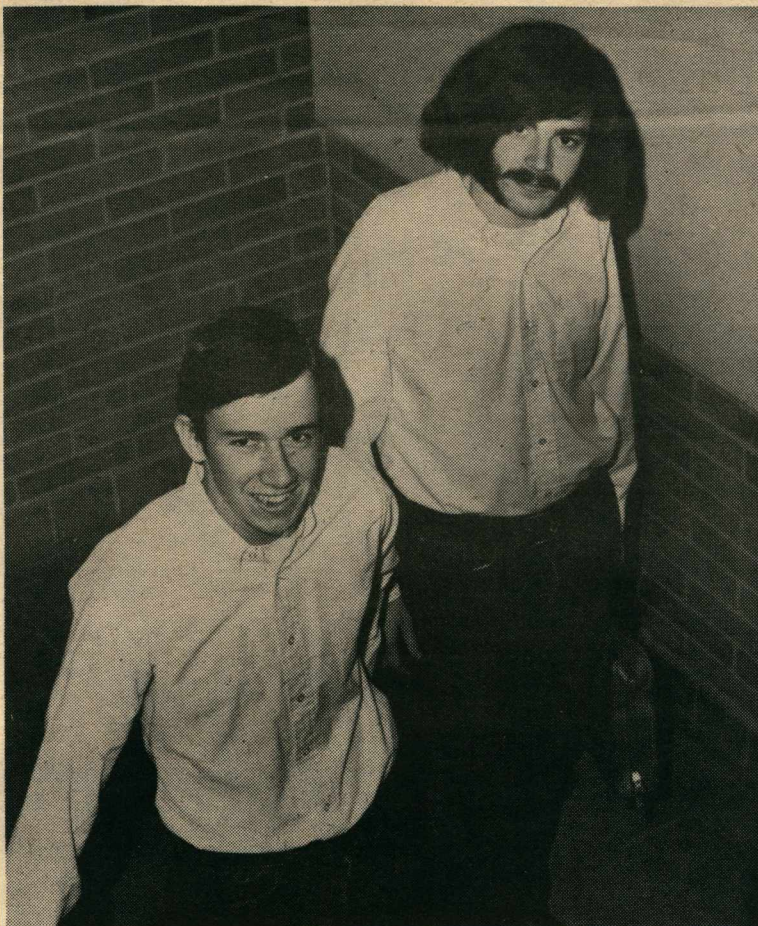
will really help him as an individual, or, was he booted because he simply broke a rule and must be punished?" This leads directly to another question: Do the disciplinary measures taken by the P.C. find purpose in punishment and reprimand, or, do the actions taken seek to correct and assist? Which is more indicative of Christian love? Again, these questions remain unanswered. And again, the actual purpose of the P.C. and its actions remain unstated.

Indeed, the questions have only begun. Why does the P.C. insist on secrecy when that secrecy which supposedly "protects" actually slanders and promotes rumor? Why is it that the Dean of Men and the Dean of Women are forced into the impossible position of counselor-prosecutor-judge? Why is it that the purpose and procedure of the committee is not explicitly stated?

The innumerable questions which present themselves point to a seeming dilemma that needs to be dealt with now and not just pushed aside in our traditionally ignorant and apathetic manner. Do we as humans, Christians, and Americans, or whatever, base our decisions in terms of individual need or in terms of the standards needing to be upheld? What is the value of the individual as opposed to the standard? It would be nice if the two always conformed with each other but, in reality, they do not, and thinkers from Plato to Frank Jacobson have had to face the same paradox. We must seek a solution to this problem now not only as a school, but as human beings.

It may well be a tragic mistake, but it seems to me as a subjective, individual, human, Northwest Nazarene College Student-Being, that NNC promotes the strangely familiar motto of "Seek ye first the kingdom of God" through Jesus Christ, which, in turn, would seem to promote NNC as an institution aimed at being personal and individual. It is the idea of Christian love for people as real individual people that makes NNC a unique institution. Therefore, it is of utmost urgency that NNC be personal on an individual basis in all areas of influence if that uniqueness is to survive.

It is obvious that if the P.C. is to be personal to the fullest extent, it must undergo some drastic changes, if not a complete turnover of disciplinary



Ellis, Sandlin: the system needs reform matters to a judicial branch of student government. A move to the student judiciary would have several benefits.

1. Student campus affairs could be carried on by students.
 2. The student judicial branch could be drawn up with the definite stated purpose and procedure to remain both personal and consistent with that purpose.
 3. Members of the student judiciary, if appointed by the ASB president with approval of the Senate, would not be as permanent as the administrative members of the present P.C., thereby serving as security against the prolonged, subjective judgment of a few.
 4. The Dean of Men and Dean of Women could better fulfill their roles as counselors.
 5. Elimination of strict secrecy would guard against slander and rumor.
- The P.C. has served NNC for many years, but the time for a major revision is now here. Our purpose must be realized, our actions must have meaning.

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Pictured are Wendell Smith, Dan Ketchum, Tim Smith (front) and Scott Anderson and Terry Ketchum.

Two vocal groups to begin preparing for summer travel

by Mike Wiebe

This summer nine students will represent NNC's attitudes, values, and spirit to thousands of people across the states of Washington, Oregon, Utah, Montana, Colorado, Idaho, Nevada, and Alaska.

Four of the nine are women. Becky Cotner, Carol Smith, Lynette Vawter, and Patti Greeno are, according to Mr. Ken Meenach, members of the second women's group ever to travel for

the school. They have sung together for two years--time enough to develop a smooth blending of voices and personalities and a fine sense of musical dynamics and precision. Only two problems are evident.

First, they lack variety. For some reason women's singing groups find it difficult to sing a pleasing variety of song styles. And other than Carol, none of the girls play an instrument.

Second, they are four women and not four men. In spite of the work the women's lib has done in this country, our four fair frauleins will have to fight an apparently innate Nazarene bias towards men's singing groups.

The second traveling group includes the Smith brothers, Tim and Wendell, the Ketchums, Terry and Dan, and Scott Anderson, their pianist. These men have versatility and confidence, but lack the blend and precision



The "Accents" are Patti Greeno, Lynette Vawter (front) and Becky Cotner and Carol Smith.

that comes with hours of singing together. This quintet has a tremendous musical potential. It remains to be seen if they can supply the self-discipline to put their ability to work. Dan Ketchum will act as advisor for these travelers as he did last summer for two weeks while Meenach was on vacation.

Thus far we have discussed the quartets from a musical frame of reference. A college quartet, however, is much more than a singing group. It involves many hours of counseling with teens about which college is best for them and encouraging them to come to NNC if NNC is that best. And it is telling people about Jesus Christ and having the joy of seeing others accept Him through music and words. These nine students will find as they put Him before the music and before NNC, their summer will be a success--for all of us.

chum will act as advisor for these travelers as he did last summer for two weeks while Meenach was on vacation.

of Nampa. The purpose of the event was to partially defray the approximate \$7000 bill incurred from an auto wreck in which Mr. Freddie Vargas, a 19 year old Mexican, was involved. Mr. Terry Reilly, a past VISTA worker helped the Mexicans in sponsoring the event. Circle K supplied beverages for the dinner, set up a carnival booth, and sold cupcakes supplied by Mrs. Tombaugh's home economics class.

In the near future, the club, headed by Wayne Brown, plans to buy paint to cover the chapel at the Idaho State Penitentiary, and to roof a new migrant worker day care center being built in the community.

Last term, Circle K helped to sponsor a benefit dinner and carnival put on by the Mexicans

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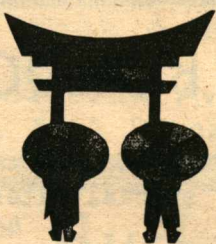
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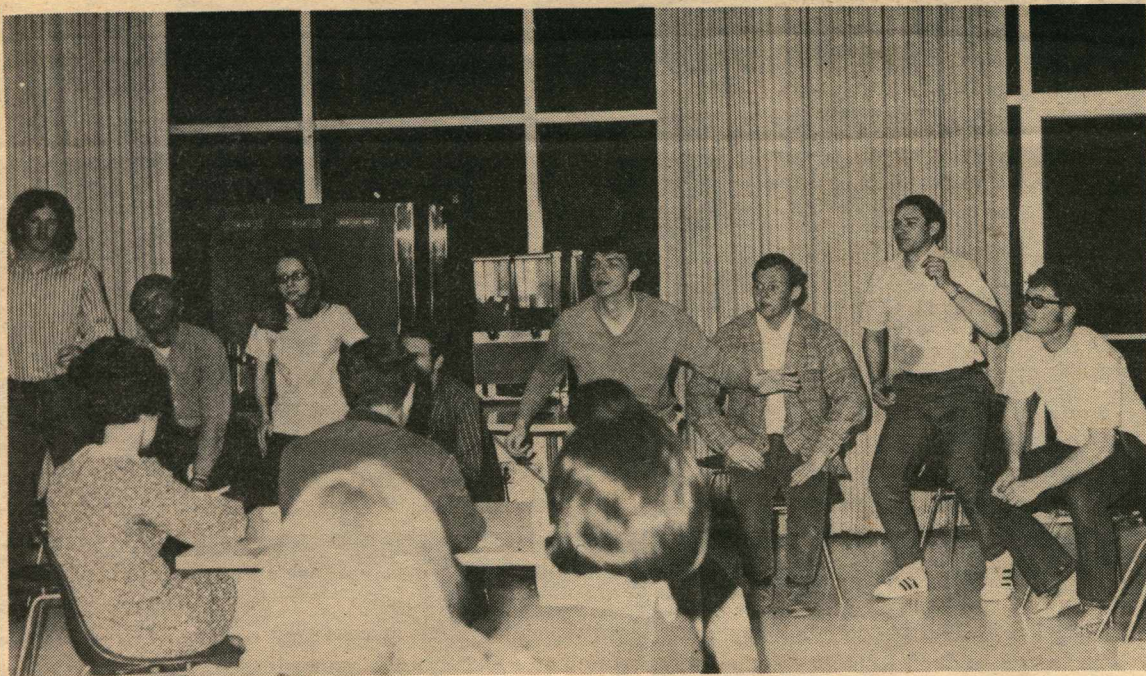
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The Crusader team easily beat the Oxford team 160-70 as College Bowl was revived on the NNC campus.

Crusader wins two as many witness College Bowl rebirth

by Clint Fisk

I witnessed a resurrection Monday, March 5. It was exciting, boring, puzzling, frustrating, ridiculous, and definitely a lot of fun. With more than fifty people present, NNC's long dead College Bowl was revived in fine style. In a very informal, relaxed atmosphere the Crusader team easily defeated the teams of both the Associated Student Government and Oxford Hall 145-80 and 160-70. Because of a mix-up, the scheduled ADP team did not have enough members to quiz, so the Crusader team quizzed twice.

All the teams really had to be on their toes because they had to jump to answer the questions (remember Bible quizzing?). The old system of lights and buzzers which was previously used had shorted out and was being repaired. The set-up is back in operation this week.

The Bowl is composed of two teams, which can come from any organization on campus, each composed of four members plus an alternate. Each game lasts for twenty-five minutes and as many questions are asked as time allows. There are two types of questions--the usual toss-up questions worth ten points which is answered by the one responding most quickly on either team, and the twenty point bonus question which is given to a team

each time one of their members answers a toss-up question correctly. Incorrect answers to toss-up questions cost the team five points. Questions come from the areas of mathematics, physics, sociology, psychology, theology, philosophy, economics, history, chemistry, music, literature, education, and on and on. I

think you will be surprised at the bizarre and very difficult sounding questions which are answered with ease and on the other hand the questions which seem so easy to you but which manage to completely stump all eight quizzers. I am really glad the program has been brought back to life. Come and see if you think so too.

Re-structuring comes at ISGA spring conference

The spring conference of the Idaho Student Government Association convened April 8, 9 and 10 at the Rodeway Inn in Boise. The spring conference is for electing new ISGA officers and for orienting newly elected student body officers of the member institutions.

Seminar sessions included discussions of philosophy of student government, of programs with which student governments should be involved, and also included individual sessions for each type of officer such as president, treasurer, or senator.

Structurally, the association was divided into two divisions--the large state supported schools and the small, non-state supported schools.

Programs such as All Idaho Week and Clean Up Idaho Week, and the importance of registering 18 year old voters were discussed

as ways to make ISGA more effective and a service to the students of Idaho.

Duane Dale, Dan Ketchum, Roy Mullen, Steve Smith and Chuck Wilkes represented NNC at the conference.

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Five are chosen for Student Mission Corps

Five NNC students have been chosen by the Department of World Missions of the Church of the Nazarene as members of the 1971 Student Mission Corps Project.

Connie Castle of Carson, Washington, Dan Ketchum of Olympia, Washington, David Rudeen of Nampa, Julie Wilden of Fairfield, California, and Pamela Litsey, a 1970 graduate now teaching at Battle Ground, Washington, have been selected for the summer project. Ketchum, instead will be traveling with a quartet this summer.

From more than 200 applicants from colleges across the nation, a total of 56 were selected to serve in the church project, which takes young people to mission fields in British Honduras, Jamaica, Haiti, Barbados, Trinidad, Virgin Islands, Guatemala, Nicaragua, El Salvador, Panama, Peru, Bolivia, Costa Rica, Brazil, and Italy.

Costa Rica, Brazil, and Italy are three new countries added to the Student Mission Corps program this summer.

The students chosen were considered by an NNC evaluative

committee consisting of faculty members and administrators along with several former Student Mission Corps members from the College. They were then interviewed and considered by representatives of the Department of World Missions, and notification of their selection has been received by NNC President John E. Riley.

Club sponsors Wedding Clinic

Pi Omicron, NNC's home economics club sponsored a Wedding Clinic in the Science Lecture Hall last Thursday evening.

The clinic included a panel discussion on aspects of the wedding and reception. On the panel were Lewis Roberts, caterer; Mrs. Marita Douglas, musician and Mr. Dean Simpson, a photographer.

A style show of bride's dresses and going-away dresses and a display of china, silver and crystal selected by NNC girls were also highlights of the clinic.

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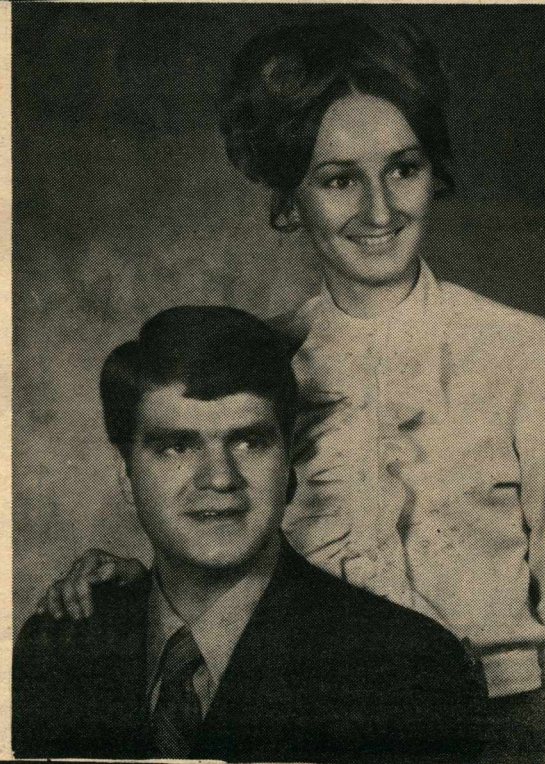
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NNC wins by forfeit

by Jerry McConnell

On Saturday the Crusaders season mark tumbled to 2-6 as they dropped a single contest to Idaho State 11-4. Dale Tindall and Ed Robinson picked up five of the Crusaders six hits. Tindall went 3-for-4, Robinson collected two hits in three trips and Don Simmons took the loss at Pocatello.

Earlier in the week the Crusaders split a twinbill with Eastern Oregon College but the second game was a gift. NNC dropped the opener 4-1 and then officially registered a 7-0 victory in the second game. The win came when both EOC coaches got booted from the game for protecting an umpire's decision and then forfeited when they refused to leave the playing field. EOC was leading 5-2 when the game was given to the Crusaders.

BSC tops Crusaders

by Jerry McConnell

Tuesday afternoon Coach Vail's Crusaders lost their fourth consecutive game by dropping a tough 6-4 decision to the Bronco's from Boise State. BSC jumped all over NNC starter John Brasch for five runs in the first two innings and the Crusaders, forced to play catch-up ball, just couldn't close the gap.

NNC scored two runs in the second inning on freshman Tim Leavell's home run blast and came back with two more in the third as Larry Burton's clutch single drove in a pair. That took care of the Crusader scoring. NNC scored four runs on just five hits while the Broncos were rapping Brasch and reliever Don Simmons for 13 hits. The loss dropped NNC to 1-4 on the season.



John Brasch and Ed Robinson keep a close watch on a Grizzly base runner in NNC's first game of the annual College Classic at Rodeo Park.

Crusaders experience hard luck during annual Baseball Classic

by Jerry McConnell

The Northwest Nazarene College Crusaders opened their 1971 baseball schedule with a satisfying 7-4 victory over Montana State in the College Classic, April 2. Good solid pitching, well-timed base hits and an errorless defense contributed to NNC's opening game success. John Brasch, the dean of NNC's young pitching staff, hurled four strong innings, striking out four before giving way to Ed Robinson. Robinson held the Grizzlies at bay the final two innings.

Although out-hit 11-6, NNC's thunderous bats knew when to explode. They turned their six productive hits into seven big runs and got all the breaks any team needs as Montana State committed six costly errors. Shortstop

off and scoring in the third inning by walloping a two-run homer and then Larry Sams and freshman Tim Leavell traded two-baggers to add to the NNC total.

Leavell was the only Crusader to rap two hits in the contest but Ed Robinson scored twice, Bill Campbell scored twice, had a hit and an RBI, and centerfielder Larry Burton had a hit and scored a run for NNC. The big blow was Maggart's round-tripper that opened the Crusader scoring and touched off the big third inning rally.

In the second game of the Classic NNC faced Weber State and dropped a tough 2-0 decision. Sophomore Kirk Miller pitched a great game and held a strong Weber ball club to just seven hits and a pair of runs as he went the distance. Miller struck out seven and walked only two in his six innings of work but the Crusader bats were silenced and it just wasn't to be for the young left hander. NNC only managed two hits in the game but twice stranded runners on third base. Ed Robinson and Bill Campbell got NNC's safeties as the Crusaders evened their record at 1-1.

On Saturday morning NNC ran into a machine from Washington State University and somehow managed to escape with just a 14-0 drubbing. It was sad. The Crusader bats were once again silenced (no runs, three hits), the defense fell apart (five

errors, five stolen bases) and the pitchers gave up ten free passes to the uncaged Cougars. WSU had 14 runs on eight hits, and played errorless ball. Enough said.


So, with a 1-2 record, NNC faced Lewis and Clark College in the College Classic wrap-up for both teams. The two evenly matched clubs met head-on and NNC lost a hard-fought 4-3 heart-breaker. LCC had four runs, seven hits and an error and NNC scored three runs, banded out seven hits and committed two errors.

The Crusaders were cruising along with a 3-1 lead and were getting a strong pitching performance from the young right arm of Terry Irish when it happened. A line shot from the bat of an LCC ball player careened off Irish's leg and forced the Crusader hurdler off the mound. That hurts. And then a couple of close calls went against the Crusaders and Lewis and Clark was back in business.

LCC tied up the ball game and then scored the winning run in the last stanza off John Brasch to end the contest and send the disheartened Crusaders to their third consecutive defeat and a 1-3 season mark. Second-sacker Dale Tindall collected two of NNC's seven hits and Ed Robinson and Tim Leavell drove in the Crusader runs. Robinson rapped a triple.



Freshman Roger Dick scores a run for the Crusaders during the annual College Classic.



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Nine members of the Ski Club and their chaperone, Ken Townson, spent the first weekend of third term at Sun Valley.

Money sets new record at invitational

by Jerry McConnell

Boise State College successfully defended their title at the NNC Invitational track-fest last Saturday by scoring in 15 of the 18 events and rolling up 81 total points. U of I finished second to the Broncos with 62 points.

A total of 5 new meet records were set on the cinders at Nampa High including a new mile record set by NNC's Doug Money. The Crusaders' only first of the day was registered when Money held off a strong challenge by John Ferguson of U of I to win the race in 4:18.7. The old record was 4:20.3. The Crusaders totaled only ten team points and finished far down in the standings. We'll have more on the NNC Invitational next week but right now press time draweth nigh.

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JUST ABOUT ANYTHING

by Jerry McConnell

High! Not a whole lot to report this week. The work on the new gymnasium, swimming pool, athletic-activity-sports-complex-arena continues per usual. It appears that the Crusaders really will have their very own place to do stuff next year (so to speak). It's going to be exciting!

The response by Northwest Nazarene College male individual athletes willing to participate in the track program was optimistically encouraging. What I said was that it was neat to see so many guys out for track after (and in response to) last issue's "Just About Anything" admonition. I thank you and Coach Hills thanks you. And it paid off!

The NNC Crusaders leaped over the TVCC track squad in the first dual meet of the year, 73-64. It was great. A fellow by the name of Doug Money ran off with a bundle of first places (I think at the last count it was four plus anchoring a couple of NNC relay victories!) and the Crusaders made an excellent showing.

Money grabbed a first in the mile (4:40.7) with Don Keller placing second. He won the 880 (2:01.1) with Dick Huling finishing second. Money took top honors in the 220 (25.6) and the two mile run (11:02.2) with long distance runner Keller once again placing second.

Van Cummings won the high jump with a leap of 5'10½" for NNC and Mike Warren took second. And, oh--by the way--a certain Mr. Roger Schmidt just happened to set a brand new NNC record in the pole vault clearing 13'½"! A new college record and a hearty congratulations to NNC's premier vaulter!

And the best was yet to come! Last Saturday was the annual NNC Invitational with a total of 12 schools and over 200 athletes participating right here in our own back yard!! The meet was held

at the Nampa High track.

In GOLF last week the Crusaders didn't win and they didn't lose. They had one match "hailed" out after nine holes (NNC was leading by a wide margin) and then battled to a 7½-7½ tie with the duffers from TVCC. Lonnie Barnhouse shot an 80 over the rugged 18 hole course to lead the Crusader divot-diggers. He downed his opponent 3-0, Monty Ortman lost 1½-½, Rick Hartwig lost 2-1, Denny Johnson lost 3-0 and Bob Croft won 3-0. The golfers continue action with a busy schedule this week and next.

And in TENNIS NNC had one match "rained" out and lost to Whitman 8-1. I guess that's all you can say about that! That makes Ecker's Racketeers 1-1 on the season.

Third term is the busiest sports season of the year at NNC. There's always something going on: Baseball, track, golf, tennis---not to mention intramurals and stuff. Plenty of action to watch, cheer about, get excited over and even participate in! It's great. Get involved in something this spring. You'll have a good time. By.

P.S. Thanks Mr. Vail. I appreciate that.

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404 11th Ave. North

MERIDIAN
North Curve-Hwyway 30

Dr. Theron D. Nelsen
Optometrist

ANNOUNCES HIS ASSOCIATION WITH THE:
Canyon Optometric Center

SUITE 214-B
HOLLY SHOPPING CENTER
NAMPA, IDAHO
TELEPHONE 466-1361

FOR THE BEST IN
HAIR CUTS
Squires
Barber Shop

216 - 12th Ave So
Next To
Pix Theater

Hear "TEX" YEAROUT in a Day for Youth

Tex has spoken openly, honestly, and frankly about problems confronting youth in over 3,000 high schools. You may not agree with him. You may want to punch him in the nose, but you'll stay awake when he speaks.

Three Great Services - Sunday 18th

9:45 - "Parent-Teen Relations"

10:45 - "Troubled Youth in a Troubled World"

7:00 - "Tex's Testimony & Life Story"

First Church of the Nazarene

600 15th Ave. South Nampa



PROSPECTIVE STUDENT DAY PROGRAM

April 16, 1971

Northwest Nazarene College

Nampa, Idaho

Thursday, April 15

3:00 - 9:00 p. m. - Registration for lodging, Student Center. Note: Report to Student Center BEFORE going to residence halls.

6:00 p. m. - Dinner for visitors, Student Center

8:30 p. m. - A program of music and song in the Dining Room - sponsored by the Associated Students.

Friday, April 16

6:30 a. m. - Breakfast, Student Center

7:30 - 8:30 a. m. - REGISTRATION FOR THE DAY'S ACTIVITIES, Upstairs, Student Center

9:00 - 9:50 a. m. - Auditorium, Administration Building - Dr. Ford, Vice President for Academic Affairs will visit with you along with:

Mr. Bruce Webb, Director of Admissions

Mr. John Anderson, Director of Student Aids

Mr. Duane Dife, President, Associated Student Body

10:00 - 10:50 a. m. - Chapel, President Riley, Music Department - College Church

11:00 - 11:50 a. m. - Classes for visiting students. Select the classes (two) in the

area of your interests: (Note: Attend the class of your first choice the first 30 minute period, the class of your second choice the second 30 minute period.)

ART - "What's in the Pot?"

BIOLOGY - "Scope of Biology"

BUSINESS (Adm. & Acctg.) - "A Career in Business . . . Why not?"

BUSINESS (Secretarial) - "Memo to Secretaries"

CHEMISTRY (Includes Pre-Med, Pre-Dental, Pre-Vet) - "Pollution and Dilution"

EDUCATION - "Getting Ahead With Teacher Ed."

HEALTH AND P.E. - "Career in Physical Ed."

HISTORY AND POLITICAL SCIENCE - "Professional Prospects for History Majors"

HOME ECONOMICS - "Alice Considers Wonderland"

LANGUAGE AND LITERATURE - "Hi . . . Bonjour! . . . Gutentag?"

MATHEMATICS - "Figuratively Speaking"

MUSIC - "Moments with Music"

NURSING - "Ladies in White"

PHILOSOPHY - "What is a Philosopher King?"

PSYCHOLOGY - "The Science of Behavior"

PHYSICS - "An EnLIGHTening Experience"

RELIGION - "A Call is to Prepare"

SOCIOLOGY - "Is Social Service Your Thing? Then Sit In With Us!"

12:15 p. m. - Lunch, Student Center

1:30 - 4:30 p. m. - Interested students may see the Director of Admissions (Administration Building), the Director of Student Aids (Upstairs, Student Center), and/or professors in your area of special interest.

2:30 p. m. - Associated Women Students Tea (for all women) - Morrison Hall

3:30 p. m. - Intramural Softball Game (Exhibition)

5:30 p. m. - Dinner, Student Center

8:00 p. m. - Dramatic Production - "Robin Hood" by James Norris - Science Lecture Hall

- Finals in the Regional Bible Quiz - Auditorium

NAMPA
OPPORTUNITY CENTER

6:00 - 7:00 a. m. - Breakfast, Student Center

Note: Meals will be free for pastors and/or sponsors. The cost to students will be: breakfast - .90, lunch - \$1.10, dinner - \$1.50 (Tax is included). It will be necessary to bring bedding or sleeping bags, preferably the latter.