

Taylor University

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Taylor University Bulletin (1912-1963)

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# TAYLOR UNIVERSITY BULLETIN

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VOL. XIX., NUMBER II.

JUNE, 1927

ISSUED MONTHLY

## Lord, Teach Us to Preach

An Editorial by John Paul  
President of Taylor University

"Lend me your ears," comes the clamor from a thousand sources. Where each voice will get its audience is a study in psychology. Ten thousand to Billy Sunday. Five hundred thousand to William H. A. L. e Thompson, the friend of sinners and the foe of King George. Two million to Sinclair Lewis, who synthesizes the offals of human nature and impales not preachers and churches but impotent, ardent mankind, of whom no doubt he is his own laboratory specimen. Two million ears for his message, despite (or rather by the aid of) several hundred preachers and editors who advertised him in a well meaning intention to smite a wolf on the snout. (N.B. I did not read him. The Literary Digest told me what he said,—but, here I am, giving him an ad of sixty-five thousand circulation.)

The voices that claim our attention are classified under three heads: voices we are inclined to hear, voices we are resolved to hear, and voices we are compelled to hear. The modern magazine, bent on being interesting, scores a large degree of success in classing itself under the first head. The up to date newspaper reporter drives at the mark with a hop, skip, and jump, and clothes his news with alluring imagery. The cinema borrows the eye, as does the commercial show window, casting a halo upon its merchandise.

As yet, most preachers are content to class themselves, along with text books in Latin and Algebra, among the voices we must choose to hear; and varying degrees of resolution are needed to hear them through. Some will spend three to five minutes on an announcement that would stick better if it came through with a bang, worded in the compass of a ten word telegram. Some forget the fields and mountains and birds and rolling oceans that Jesus drew upon to make his sermons so instructive and interesting, and encumber their address with the dusty language of a theological class room or with great panoplies of rhetoric, logic, and reminiscent yarns. There is a competition between our second and third classification of voices as to which shall claim the average preacher's voice:

those we resolve to hear and those we are compelled to hear. Illustrating the latter class is the sheriff's summons to an unwelcome court hearing, the policeman's order to clear the gangway, and the call of the grim reaper in the gloaming of life's day. Only men with a coercing belief in the church's claim can be held by the latter motive. Grim duty is not an edifying aid to loyalty. If the soul is imbued with a wish for spiritual knowledge or a desire to deny itself and take up some kind of cross which finds its fulfillment in nodding through the unattractive ramblings of a dull preacher we may hold that soul to its provender, through determined choice.

The undisparaged Christ of the New Testament, with his gospel, furnishes one of the most interesting of all themes. There is scarcely an excuse for any preacher to be tedious, uninteresting, prolix, or repelling in his offerings to the public if he will start in time and resolve otherwise. A boy scout told his father at the breakfast table that he had already performed his one good deed that day. The staid old gentleman next door, and his wife, starting for the train, expressed a fear that they could not get there in time. "I set the bull dog on them," said the boy, "and they caught the train." Perhaps what may not be accomplished by the appealing need of a hungry church and an erring, world may be duly supplemented by the bull dog of necessity.

Two thousand common, sordid dollars, touching Taylor's altar, are transformed into a living, moving proponent of the ideals of the Gospel. This product in turn goes forth under the blessing of God and touches some desert of human depravity, ignorance or gloom, and that desert blossoms like the rose. Thus your money lives when kingdoms crumble. It takes on attributes of immortality like that of your soul, which meanwhile somewhere in God's grand universe must live on forever.

Taylor's June Convocation, "the Upland Conference", opens on Tuesday evening, June 7, with meetings conducted by Rev. and Mrs. John Thomas of England and Evangelist T. M. Anderson of Kentucky. Kenneth Wells, nationally known evangelist of song, head of Taylor's Voice Department, will be in charge of the music.

There will be two main services daily, up till Sunday the 12th, baccalaureate Sunday, and each day there will be a sermon-lecture by Dr. William H. Huff, whose field as an evangelist has been throughout the western hemisphere. Rev. and Mrs. John Thomas, with their rich spiritual



message, will conduct the morning "School of Prayer", daily. The commencement proper embraces the 12th to the 15th. The 14th will be Legal Hundred Day and Alumni Day, with one of the greatest meetings of the year Monday night. Wednesday morning will mark the graduation exercises. The speaker for Wednesday morning is Dr. H. C. Morrison, who will speak on "Man At His Best". Dr. Daniel Westfall will preach the baccalaureate sermon on the 12th.

Emphasis upon the Word of God, upon Scrip-

tural holiness and world evangelism, upon prayer and personal salvation, will mark the services of the convention. The Commencement will be enriched by clean entertainment representative of the talent of the institution.

Persons who intend to come should write the Business Secretary, Mr. C. A. Douglas, Upland, Indiana, stating the exact days they hope to be present, and any special wish regarding the character of their entertainment, and he will provide for them at the lowest cost possible.

## Let Us Reason Together

Careful authorities have demonstrated that it costs somebody about \$2,000 to put a boy or girl through the four years college course. Unlike other lines of service, there can be no job-lot rates. A class exceeding thirty to forty-five students endangers efficiency. There must be the opportunity of sufficient contact between professor and student or it is not bona fide college education. It follows therefore that expense must increase with numbers served. The professor must be above the average in personality and on the highest level of educational attainment or the student falls short of fair treatment. The young man or woman is in for the investment or the squandering of four bejeweled years. It is a crime to defraud them with an inferior college course. They have no means of comparing and ascertaining the genuineness of their courses till they are through college. Then it is too late; the tragedy has been enacted.

It is quite unfair for educational leaders to declare that a college course is not standard because the institution giving it has not the conventional endowment, and it is gratuitous to assume that an endowed school is necessarily sound in its educational policies. Nor is it correct reasoning to say that endowment is the only method to maintain and perpetuate a Christian college. But when all of them are taking the endowment way, and when educational law is prescribing endowment, those who believe that the world needs the ideal of their college must endow their college, or else eventually it will fail to function.

### *Taylor's Form of Endowment*

Three P's will key the captions to Taylor's kind of endowment: Property, Principle, People.

It is grained into the system at Taylor University that endowment should be shaped to help people help themselves. This is the Henry Ford theory, but it is older at Taylor than it is at Dearborn. It is not worked here with as much efficiency as it is at Detroit, but it is worked more with a view to launching the lives of men and women who give second place to material prosperity. A goodly fraction of them never expect

to make anything in a material way, but to invest their lives amid the whitening fields of human need, for the uplift and salvation of mankind. They that do expect material success are getting an education which puts men above *things*.

### *A Wheel With Two Hubs*

The wheel with two hubs, in brief, is this: So far as feasible we would invest permanent gifts in industrial units that afford work for students capable of college education and willing to help themselves, and which yield a profit to cover the school's deficit. These units must be sensibly determined and directed by skilled management or they must not be at all. Of all places, where youth is training for life's career is no place to stage an industrial fiasco.

### *No Other Solution*

Business men seldom fall for impractical theories, yet a few of them are urging that colleges should charge a price that would put them on a self-sustaining basis. Maybe this view could be defended. It appears however to have the worst of the argument as it has been thrashed out in the Association of American Colleges. College education would soon be reserved for the children of the rich. The poor would have to mortgage their future in such a way as to create a disastrous temptation. Disastrous in the sense that they would usually forego a college education. In brief, one leading authority summed it up by saying that the theory if enforced would destroy the American college.

But Taylor must meet the situation as it is, in the matter of finance. We cannot dictate how it ought to be. We can avoid a high hat program. We can make every consecrated dollar count. We can continue the reputation given us by a distinguished inspector: "Taylor is doing more business on less capital than any other school in the country." But we cannot dodge the endowment law, which is both natural and statutory. It is like the law that makes the apple fall from a tree and also like the law that limits the parking privilege of an automobile. The reasons for obeying it are then two-fold.



## You Helped Them Win

Displayed upon this page are the likenesses of three young men. These are typical; the peers of the best American boys and girls in native talent.\* In character, consecration and faith, in industry and in the ability to do things these men take rank. There are many other boys and girls in Taylor who might just as appropriately be presented on this page and whose story would be similar. The sacrifice and toil of Taylor's faculty and the investment of Taylor's friends helped them overcome the disabilities of youth and get ready for a first class career of service to God and humanity.

Mr. Maurice Jones, who graduates this year at Taylor, made his way by the route of self-help, and earned one-fourth of the four years' expenses in Taylor's greenhouses, one of the present endowment units.

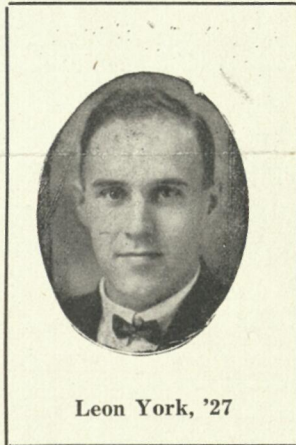
Mr. Leon York, who also is among Taylor's forty-six baccalaureate graduates this year, found it possible to earn 94% of his college expenses in our present limited industrial facilities. It is only once in a while that a boy can find this percentage of work or have the strength to do it along with his college course. Many students find the college course all they can carry without any industrial work; but by taking longer time, obedient to the behest of necessity, our industrial students make the grade and often take high rank in their classes.

Mr. Wesley Draper will be a senior next year. He has taken a longer time and has been able to trudge patiently ahead, not shirking the very heaviest work that might be available. The few industrial units we have had in our present limited endowment have saved the day for Wesley Draper.

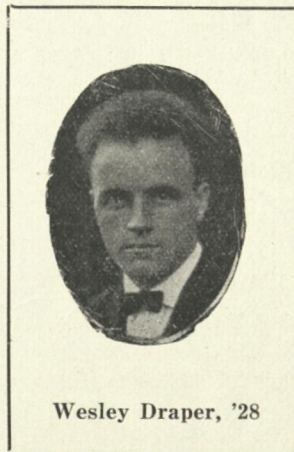
We get scores, perhaps hundreds, of letters from boys and girls whom we might aid to a life of splendid usefulness if we could enlarge our endowment facilities and increase the opportunity of self help.



Maurice Jones, '27



Leon York, '27



Wesley Draper, '28

## The Insurance Way

There are some plans by which we can help Taylor meet legal requirements in its endowment through the aid of insurance.

*One Premium Life.* At one stroke of the pen a man thirty years old can give the school a paid up policy for \$1,000 at a cost to the donor of \$370.72, with six months of time to pay the single premium. The cost increases with older men, but not much. It is \$451.03 at forty and \$559.34 at fifty. Any friend fifty years old who can give the school \$5,000 in this form will instantly double his gift to \$10,000; and if he feels that his family or some other cause at his death must have the actual principal of his investment the school will make a contract to pay them \$5,000 cash at his death and be immediately \$5,000 ahead in its endowment. The value of this \$10,000, as soon as the premium is paid, is \$5,044.50 as a bankable paper.

*Supporting An Estate Note.* Suppose that you make the school an estate note, "payable on or before the date of my death", for \$5,000, bearing 5% interest, which amounts to a \$250 annual contribution to the school. You create an estate to pay this at your death by taking out a \$5,000 life policy, the school paying the premiums out of your annual contributions. Your gift is thus made to the school with no reduction of your estate.

*An After-Death Income.* Suppose you have a companion or helpless loved one for whom you are not able to leave an income. If it is the best you can do for the school, you could take out the above style of policy or some other, and when at your passing the money comes to Taylor, the institution will give its annuity bond to the said loved one providing semi-annual income of 5% during his or her natural life.

*The Tithe Insurance Contract.* One of the large legal reserve life insurance companies has this plan copyrighted: The college becomes a "Second beneficiary". Nine-tenths of a policy is paid to his family or the first beneficiary, at his death, and one-tenth to Taylor, the second beneficiary. Also, the school gets one-third of each premium payment, for fifteen years.



# Catechism On Taylor University

## 1. Where did Taylor get its name?

From Bishop William Taylor, the famous evangelist and missionary, patron and friend of the school.

## 2. What memories of Bishop Taylor are preserved?

The Administration Building, whose corner stone was laid by him. The cradle in which he was rocked when a babe. A magnificent likeness of him over the chapel platform, painted as a gift by the late Dr. Charles Welch. An imperishable love for God and humanity. A sound faith, a tolerant spirit, a rugged but simple gospel message. An anniversary on the second of each May with prize orations to keep the boundless Taylor vision fresh in the thought of each generation of students.

## 3. What area does Taylor serve?

Beginning with Indiana, Ohio, Michigan, Pennsylvania, New York, Illinois and Wisconsin, its largest patrons in the order mentioned, it is training students from over half the states. Canada and several foreign countries are represented.

## 4. What are Taylor graduates doing?

About everything professionally or industrially that other college graduates are doing; and most of them are keeping the spirit and ideals of Taylor with them. A fine proportion are in the ministry, the teaching profession and the mission field. Their average efficiency is highly commended by their associates.

## 5. Does Taylor's faculty restrict its teaching positions to Methodists?

In Taylor's faculty for the coming year the following denominations are represented: Methodist, Presbyterian, United Brethren, Episcopalian, Nazarene, Wesleyan. The absence of other denominations is purely accidental.

## 6. What are the conditions for admission to the student body?

Intelligence. Eligibility to the courses offered. Good conduct. Freedom from the ordinary vices. Willingness to co-operate with the school's program.

## 7. What courses are offered?

College courses leading to bachelor of arts or bachelor of science degree in the several customary majors. Theological courses correlated, leading to the master of arts degree in the theological major. Musical courses in piano, voice or violin majors, leading to bachelor of music degree. Exceptional courses in dramatics, speech, debating, and homiletics.

## 8. What are the spiritual advantages?

Doctrinal issues of the day are frankly studied from the standpoint of the historic Christian faith, all teachers being in accord with the latter. The spirit of evangelism and missions is a heritage in the student body. A consistent testimony is maintained to the grace of justification and sanctification by faith. Such are the influences, that a student graduating at Taylor without a saving knowledge of Christ is an event scarcely known.

## IF SO MOVED

Clip this and mail to TAYLOR UNIVERSITY, UPLAND, IND., with a cross in the square opposite the sentence that represents your subscription.

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☐ To supplement student payments.  
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Name \_\_\_\_\_ Address \_\_\_\_\_

\* In remitting for non-taxable Annuity Bond, please give your age and amount of interest you will desire.