



BUILDING MOVEMENTS ON A STAFFED CAMPUS

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Here is an important Concept: “More happens in five years that I could ever imagine, but less happens in one year than I would hope”. The problem so many times in ministry is that someone comes up with a decent plan and decides to implement it for the year. Then at the end of the year the results are less than what we had hoped. The tendency is to scrap that plan, go back to the drawing board, and start all over again to implement another plan. When that doesn’t seem to yield the fruit that we were looking for, we go back to the drawing board again. We seem to be constantly rewriting where we are headed and what we are doing. The pendulum swings back and forth as we try things.

It saves much discouragement if we recall and take courage in the fact that far more happens in five years than I would ever dream, but far less happens in one year than I would ever hope. The movements that I have watched bear much fruit are those that have grown solidly, steadily and consistently, step by step over time. It is a wonderful experience to be a part of something that continually builds upon itself. When developing a new staff member who is beginning a brand new ministry, or someone who is opening up a new campus, I would often explain that the first stage is to simply find one person. That will be a successful step forward. It may take you a whole year to find one person, and that is okay. This has been a marvelously successful year if you have found someone who shares your love for the Lord and your heart to see the campus reached. Your second step is to find a second person. This will also be a marvelous step forward if at the end of this period of time, be it a year or more, you have found a second person who is on board. This person shares your vision for turning lost students into Christ-centered laborers. He or she wants to be a part of it and is willing to make sacrifices to do so. The

next step is to find a third and fourth person, and the step after that is to find the eighth, then the sixteenth person. Frankly, I believe the next step is to find the fortieth person.

As I’ve observed, it takes a ministry as much effort to go from one to two as it does to go from two to four, from four to eight, or from sixteen to forty. It seems like each of those steps involves the same amount of time and effort to grow at that pace. You can see how this relates far more to a long-term plan that builds upon itself in consecutive years as opposed to a short term plan. We need to take a long-term view of building. You may have observed this if you’ve observed ministries on university campuses. It is the ministry with longevity of leadership that tends to have a stronger, larger more stable ministry.

Turnover hurts us. It hurts us badly. We have difficulty maintaining ministries on campuses where there is not good supervision from staff or a stable group of volunteers. The turnover takes away from the strength, stability and growth of that movement. There needs to be something that holds the ministry together so that it builds upon itself from year to year. Each year’s growth reinforces the next year’s growth. We don’t lose. Once a ministry starts going backwards it is hard to reverse that process. It can be done, but the step by step growth forward is critical. As we have begun to look at movements, we have talked about how important the Freshman class is. That’s the next phase I want to talk through.

GETTING THE RIGHT START

You’ll find that following this chapter is a description of a step by step process that was used at The Ohio State University. Again, there is nothing magical



about this process. It was designed specifically for Ohio State, but it is a process that will help you as you evaluate what the step by step process is for your situation. When I began at Ohio State University we probably had 16 to 20 students and seven staff who had ownership for the values, and a burden for the campus. The Biblical principles of Evangelism and Discipleship and the Great Commission were part of their heart's desire. They were willing to put forth individual effort to see these Biblical admonitions come to pass. This movement was in what I would call a "cycle of stagnation". A cycle of stagnation is when a movement is somewhere around 80 students - 10 seniors, 10 juniors, 20 sophomores, and 40 freshmen. We go through all of the movement's activities. We treat it as if it is a flourishing movement. Every year we graduate our 10 Seniors, our 10 Juniors become the 10 Seniors, the 20 Sophomores become 10 Juniors, and the 40 Freshmen become 20 Sophomores, and we go out somehow and get 40 more Freshmen. This can be reasonably satisfying and we can consider this to be a pretty good movement. I would argue differently. I would argue that it is a movement in the cycle of stagnation.

THE CRUCIAL FIRST WEEKS

A dear friend of mine, Brian McColister (Director of the CCC ministry at Ohio University) has spoken of the criticalness of the beginning of the school year. Brian says, "When we lose a freshman class, we pay for it for five years." And is that ever true. We pay for it in the sense that if we do not reach them, we have really had a low momentum year. When they are juniors and we do not have them, we have not got the class that can raise up a great freshman class, because juniors typically do a great job with this. To break out of this we need to win a Foundational Freshman class, a class where 40 of those Freshmen return as Sophomores.

I noticed a Principle when I was in a fraternity. In the Greek system I've noticed that sophomores are not the best at rush. They have not yet learned the importance of it, or the time and effort that it takes. They are not as good at initiating. They are more concerned with how they are coming across. The seniors are less engaged because they are on their way out. (This is far less true for seniors in a Christian movement; they are more beneficial than they were in my fraternity system.) Freshmen didn't consider seniors very much in their decision to join because they weren't going to be around with them for very long. Seniors had the

tendency to check out. They were looking to their future and trying to turn things over so they weren't very focused on rush.

But, I will tell you that junior class could rush! They would raise up our pledge class year after year. It was the juniors who did the job. If you had a good junior class, you had a good pledge class. If you had a lousy junior class, you had a lousy pledge class. This applies to movements in a unique way, because our junior class that has the greatest impact in raising up the next Freshman class. And if we do not have a solid junior class, it is because we did not have a good solid class their freshman year. We are going to pay for it two years later.

Ultimately, in the last year of school if we do not have a good senior class, then we are not sending very many laborers into the world. Therefore, Brian's principle was this: "since very often in the first six weeks of the school year we raise up better than 50% of the freshmen class that we're going to have for that year, that really makes those first six weeks critical." We have got to begin the school year knowing exactly what we're going to do and how to make every effort count. We need to be thoroughly prepared to get out and do evangelism those first six weeks, with superior effort. The first six weeks will make or break the quality of the freshman class we have to work with. And it will cost us for five years if we don't do a good job. These six weeks have a five year ramification.

With Brian's permission I am including in this book ideas he shared with the campus Directors of the Pacific South West. See notes following chapter on "Cycles in detail". In order to get over this we need to take a freshman class that returns 40 sophomores. A movement that does this begins to take on the flavor of exciting growth. Usually that movement will have over 100 students at its weekly meeting. These 40 to 50 sophomores lead to a movement that has enough students involved that when you begin to look for leadership, you are not settling; the leadership rises to the top. Now, when you choose leadership, you are choosing out of a good, solid, healthy pool. You are choosing students who are capable of leading something, a class of 80 as freshmen and 40 as sophomores. You will probably see half of your leadership team come out of that class. Another benefit is that this class grows together and watches a movement grow under its leadership. It is one of those thrilling groups of students that bond together as a core of leaders. That is what I call a foundational



freshman class.

PENETRATION

You will see in the outline following this section that there is a second class that we want to see raised up: the movement-maker class. In order to raise up this foundational Freshman class it was necessary for me to share with my staff that we were in penetration. We needed to set aside all those issues that related to running a full fledged, mature movement and we needed to realize and take ownership of the fact that we were in penetration.

By penetration I mean that those on the forefront of the movement, the staff and the leadership team, were not in the position of concentration; we were in the position of penetrating the campus with the gospel. There are four phases that a movement goes through. These stages are penetration, concentration, saturation, and then continuation. Penetration is penetrating into various parts of your target area, doing evangelism, raising up potential disciples. Concentration is when you concentrate and develop those individuals. You never give up penetration. You never stop doing that which allows you to gather and raise up the various stages of your movement, but you are concentrating on individuals who themselves are doing penetration. Saturation is when your movement is large enough to saturate the entire target area with the gospel. Continuation is when you are able to do saturate the target area on a continual basis whether that be every year or some other calendar designation that you make.

You cannot move from penetration into concentration until the people that you are concentrating on can do a better job of penetration than you can. And that's the difference between penetration and concentration. I will define it: I move to concentration when the people I begin to concentrate on, that is develop, disciple, and pour into, are themselves penetrating and are doing a better job of penetrating than I could do. I continue to penetrate with them. I continue to model everything we are talking about with them, but I concentrate on them as opposed to simply gathering myself.

The way that looked initially is that I asked every one of my staff members to lead two freshmen groups, every one of them, including me. I was a forty-year-old Campus Director and I'm certain that the Freshmen were not all that crazy about hanging out with me as "one of the guys". They didn't necessarily relate with

me as they did with the guys in the dorm. I was at best a father figure in their lives, but it was necessary for me to model what I was asking my staff to do, and so I went out and raised up Freshmen Discovery Groups, and actually one of them turned out pretty good. God is so gracious. The rest of the staff were out there raising up the foundational Freshman class, and we had about 10 to 12 students that were successfully leading good Freshmen Discovery Groups. Too often what happens is that our full time leadership, those who are on staff, will work with older students. They give up all of the up and coming students of the movement, when we are still in the penetration stage, to their students because of this, staff won't lead Freshmen Discovery Groups. You will recognize that I am speaking from a staffed campus-strategy. I've seen this time and time again. As I visit a campus I'll ask, "Where are your staff's freshman groups?" and hear, "Well, the students are leading the freshman groups. We gave all of our best evangelistic contacts to our students to raise up groups. " Well, frankly, friends, that's just not going to get the job done. We're in penetration. We've got to recognize that when we are penetration, the first generation penetrates. They're the ones that are in the ministry raising up and leading freshman discovery groups, the first level Bible Studies. There are students that are involved in doing that as well, but not in place of the staff or the first generation doing that. Sure we want to see our students have success, but not at the expense of failing to raise up the freshman class.

For us it took two school years and six weeks before the Lord had grown us to where He could move us out of penetration and into concentration, because we had to do it, a second year, which was the hardest year. Raising up our foundational freshman class was certainly no cake walk. It took focus. We needed to see this as our purpose all year long, that we were raising up the freshman class. And everything we did was focused on raising up that foundational freshman class. Our goal was to finish the year with 80 freshmen involved in small groups. The thrill was that we ended the year with somewhere in the neighborhood of 96 freshmen involved in small groups. Because they were our first class, they were our darlings, if you will. We all knew each other. I knew the names of every freshman in the movement, and knew most of them very well. They were our focus. I wish I could have said that with each successive year, but I was fortunate if I knew ten of my last freshman class. But during that year I knew almost every one of them by name, as did the rest of the staff. They were the people



that we were banking the future on in so many ways. I rode to retreats with the freshmen, I sat with the freshmen at weekly meetings, and we knew each other well.

There is a danger to this because when they become sophomores we need to go after the next year's freshman class, which is equally important. We find that it is hard to spread your attention. There is a tendency, to concentrate on the sophomores and expect them to raise up the freshman class; that just doesn't work. Sophomores are not very good at leading freshman groups. Does that mean we don't let sophomores lead freshman groups? No, not at all—they need to lead them, but we don't count on their freshman groups being successful because we have found more times than not that first freshman groups just don't go very well. They flounder, and as sophomores they just don't understand how to do it very well. There is a lot to learn, whether it's relationally or skill-wise. It is just a struggle to watch that thing get off the ground. So to expect your next freshman class to come from sophomores leading freshman groups is plan to fail. We have found it is necessary for staff to go out there and hit it hard again the next year. So you can figure that the second year is even harder than the first because the first year you had two arms free and were gathering and gathering with both arms. But now you've only got one arm free because with one arm you're gathering the next freshman class and with the other you are hanging on to the sophomores. You are giving them attention, trying to involve them in what you're doing. The staff and student leaders need to be leading freshman groups, while at the same time building into and hanging onto our sophomores. I am preparing you for the fact that the second year is the hardest year of all.

We have described the process in terms of size. But there are also elements that are important in building the future. These regard the health and maturity level of the movement. Health-wise, it is very critical to have a movement that is aiming at the socially capable students on that campus. We need to go after those students who can "mix it up" socially on my specific campus. We need to be concerned about the social flavor we project. We need to be concerned about our relational abilities. We want to attract those students who are in positions of leadership and who are looked up to by other students. We need to be able to "mix it up" in every sharp social atmosphere on campus. We need to start with our weekly meeting. It needs to be socially sharp. It cannot be awkward or weird

or insensitive to what is crisp and solid in the social arena. We can't do silly things. We can't act as if we are in this wonderful Christian atmosphere and can just let down and be silly or not conscious of the social atmosphere. Well, you say, that just doesn't seem to be right. We don't need to be concerned about those things in the Christian community. I beg to differ.

Anytime we go overseas we are extremely careful of the culture that we are walking into. We adapt our methodology so that we are socially acceptable and culturally aware. It is absolutely necessary for us to do likewise on the college campus, to study and understand the culture in which we are ministering. We go after leaders when we go overseas. We go into a town and we meet a mayor. We talk to the president of a country. We meet the leadership when we are attempting to get into another culture. The same thing needs to be true on the college campus. We are going into that atmosphere and we need to reach out to those who have the ability to open doors and to influence the entire community. We have got to start by reaching leaders. We have got to start by reaching the socially aware, the socially capable individuals, and thus we need to be aware of the culture that we're ministering to. We want to be socially attractive because we know our students bring their friends. When they bring their friends to the meetings and socials, they don't want to be embarrassed. If we embarrass them when they do bring a friend, they will not trust us again.

At Ohio State we set the standards right at the beginning and it carried through that we were going to be socially sharp and relevant. For example, when I was at Ohio State, I knew it was vitally important to have a movement that could attract men. I mean men, not boys, young men who knew what it meant to be leaders, to be masculine, if you will. So we were conscious of how we came across. It was important for us that we related to them in an area that they related well to themselves. Athletics became an important feature in our movement. We even introduced ourselves with that as part of our title. Our movement was Campus Crusade for Christ and Athletes in Action at the Ohio State University. That was very helpful in causing the men to feel comfortable, to feel that they were a part of something that could be looked at in a positive way by other men, even non-Christian men. They could tell them what they were a part of without having to explain it away, without having to make excuses for it. I wanted them to be a part of something that they were proud to be



a part of, and this started with the name. It started with who we had up front. My suggestion for our first weekly meeting with me as Campus Director was that we have the quarterback of the football team, who was a solid believer, share his testimony. At Ohio State, there is no question that one of the most socially relevant issues on campus is the football team and other athletic teams as well. For us to be visibly able to identify with Christian athletes, men who identified with us and were involved with us helped other students to feel socially comfortable among us. It helped to attract the kind of men that we were looking for. We were very careful to reflect an atmosphere that would not turn away socially aware men. Does that mean that we become worldly? I think not. But I think that it does mean that we are socially and culturally aware and targeted.

Another aspect that relates to health is being sure that my staff team is on board with ministry philosophy and with what it would take to raise up that foundational Freshman class. So I taught them philosophy. I brought them in two weeks early and taught them the five truths that God honors. We had to talk through critical events, events like penetration and what it looks like. We had to talk through the hours that we would spend on campus, and what we would be doing with those hours. We had to talk about what we wouldn't be doing with those hours. It seemed silly to spend hours pulling together a talk for a weekly meeting that was going to be small at first. The mileage out of that weekly meeting was not going to be very high for us. I had noticed that sometimes my staff members would take entire days off campus to write a talk to speak to 40 or 50 people. That didn't seem to be a good use of time. It would be better if that person were involved in raising up that first generation, that freshman group, by spending an additional six or seven hours on campus sharing their faith, doing follow-up and raising up individuals. It is a far better use of time. If I have to restructure what I'm expecting from the messages that are being written, then I will do that.

We need to concentrate on doing penetration. We decided not to do training in the fall. We were going to wait until it became a need in our movement. Our staff spent a lot of time preparing for training. We weren't going to pull off socials as a staff team. We weren't going to pull off prayer meetings as a staff team. Students come up and say, "We need to have a prayer movement on this campus", and we certainly do, someday. But the problem was that we didn't have

a movement on campus. Therefore to have a prayer movement, where you were spending a great amount of time and energy teaching people about prayer, and involving people in prayer would be premature. We didn't have our first generation, our foundational freshman class, yet. That did not mean that we did not pray? No! Of course we prayed. We prayed all the time as a staff team. We knew what we were praying about, too, because we knew what our goals were. Did we pray as students? Every time we pulled the student leadership together we prayed.

But we prayed about raising up a foundational freshman class. We were not spending a lot of time on activities that did not center around penetration. I had students come to me and ask, "Well, aren't we going to have socials, aren't the staff going to plan the socials? Aren't you going to lead us in..?" In reality we certainly wanted those things to take place. But what I didn't want was our staff team making these socials their priority. If the students wanted to plan a social that was great. We would come. And it would probably even be a better social because the students planned it. If the students wanted to plan and get together for prayer, that was marvelous, go for it, do it. But what we wanted our staff team and our first generation of students to be involved in were the penetration activities of the movement.

Now, when I have got a movement that is six years down the road, I definitely have a staff member that is responsible for prayer along with the students, and they do spend time and work on prayer, because we are a movement in concentration now, working our way toward saturation. It is appropriate for me to do that. It is appropriate for me to have a staff member responsible for training, and weekly training classes. It is very appropriate for us to be involved in planning socials because it is vital to the movement at this point in time. We were in the momentum process where we had that which would raise up our next Freshman class and leave a larger Freshman class than we had the year before. This meant involving students because we oversee those students in leadership development - they run socials, a prayer meeting, and our Fall retreat, etc.

We cut out non-essentials while we are in penetration, not concentration. Really we need to take two Freshman classes in a row before we can even think about moving out of penetration and into concentration. We have to face the reality that we are in penetration and we can not do both.



As I said earlier, part of our step by step growth as a movement was insuring we were all on board with the ministry philosophy. We taught the staff philosophy. What was it going to take in terms of on campus hours? We taught them about the atmosphere that we were looking to have. We explained the idea of creating a sharp social image, and then I needed to teach them some of the following truths:

SOME GOOD FRIENDS

Reality is my friend. Too often we want things to look good or to sound good and we are afraid people will be turned off or not attracted to us if we mention the things that are not going well. But reality is our friend, and it is very healthy when we look at it, face it, recognize what the truth is, and we do not wallow in it or punish ourselves for the things that are not going well. We simply recognize them. We do not run away from them. Reality is our friend. The reality of our movement was that we basically had 16 to 20 students. We had some attenders, no question. If we had a weekly meeting we could get 80 students to come. But, that wasn't a movement, and we needed to recognize reality, that we did not have a movement, and the reality of what it was going to take to raise one up.

Secondly, we needed to recognize that time is our friend. I do not have to reach the world with the gospel tomorrow. We do not know when we are going to reach the world with the gospel. We do know that we are called to do so and we are moving in that direction. We do know that the Scriptures tell us that one day the gospel will go to the entire world. Jesus has promised that it will happen. Someday it will happen. When? We do not know. But someday it will. Someday I'm going to reach my campus with the gospel. I do not have to reach it tomorrow, but I will someday. That is my goal. But time is my friend, not my enemy. We too frequently make time our enemy. We mistakenly feel we have to get things done immediately. We forget the fact that things build upon themselves, and by racing ahead and trying to make something happen that is not really ready to happen, takes us out of focusing on the next step of growth. We end up failing to do what is necessary to build the structure, the foundation, so that we can really grow something. Do we do evangelism in the process and build into the students that we find along the way? Of course we do those things. But we also let time be our friend. We give ourselves time to get to the next step and then the next.

The third principle is that working with students is messy. Since we are committed to working with students, we have to be willing to live with "messy". When we ask a student to take over a responsibility, it's going to be messy initially. It's going to take more time on my part to get it up into their hands and to help them understand what they are doing. When they are attempting something in the ministry, the first few times it won't look all that sweet. I'm going to have to come in and help them think through what just happened and grow in that area. But ultimately, it's going to be better in the long run, because they are going to add their creativity, strengths and heart to the situation and it will improve upon anything that we had before. We find this happens continuously, step by step along the way. But working with students is messy. If I must have perfection in my ministry, then I'm not living with reality, because working with students is messy.

THE FOUNDATIONAL CLASS

The first step that I have to take the movement through in the process of growing a movement the size and maturity needed to reach the entire campus with the gospel is the step of laying the foundational Freshmen class. In order to finish the year with about 80 Freshmen in small groups, I probably needed have about 120 students who were at one time in freshman groups, because some people leave, and depletion happens. So I needed to be constantly adding people to the already existing groups throughout the year in order to finish with 80 freshmen in small groups by the end of the school year.

Since evangelism is so critical, I asked my staff members to do more evangelism in the first four weeks of the school year than they had ever done in a four week period before. For them, that meant about 50 evangelistic contacts each. I was thrilled to find that almost every one of the staff men were somewhere in the neighborhood of 75 to 80 evangelistic contacts the first four weeks. It was great to know that they felt freed up to do exactly what they came on staff to do and what was clearly stated as our objective, to do evangelism. This is the crucial vehicle in our raising up the foundational Freshmen class. They went after it. We rejoiced with each step along the way. There was such a successful feel to the year. We constantly encouraged the movement by sharing exciting things that God was calling us to do. In my sixth year at Ohio State, if our goal was to reach 40 freshmen, or actually to have 40 sophomores in our



movement, and if we had 80 freshmen in small groups, it would have felt terribly unsuccessful. But that first year felt phenomenal and thrilling and successful because we had clearly defined what our next step was, and we trusted the Lord to accomplish it. We went after it, which demonstrated hearts of faith.

Paul Eshelman shared once three marks of a movement. They are 1) Stepping out in faith and trusting God. 2) All the while the movement is working hard at everything people are attempting. 3) Then that movement milks all of the positives for all that they are worth. This means that we take advantage of all the fruit that comes our way, and that we celebrate when we see these positives. So we celebrated, we enjoyed, we had a great sense of success. Students were thrilled to be a part of something that they felt God was very much a part of orchestrating, and so did the staff team. The matters of maturity that we desire to see along the way, as well as the health issues we desire, are categorized in the outline that follows. I want to go on to the next couple of steps we took and explain them so that the outline will make sense to you.

MOVEMENT MAKER CLASS

The movement maker class is the next step. The biggest challenge for us was this next class. We now had a returning freshman class in which there were 60 sophomores involved. We had a senior class of about four or five students. We had a junior class of about 15 students, and we raised up a freshman class that was in the neighborhood of 80 to 100 students who were with us at the beginning of the school year. This was the growth of our movement. It had grown already; year one, we had about 25 returning students with around 80 freshmen, so we were neighboring in the 100's at our weekly meeting and in small groups. But during the second year, a sense of momentum and growth was beginning to characterize the movement. You would come to our weekly meeting and there were 150 students there, a large number of freshmen, a large number of sophomores, and a small junior and senior class. But it was really exciting for the students who were involved. Our juniors and seniors were still leading the movement. There were not very many of them, but they were leading it.

And we were going after that freshman class with the staff team, trying to hang on to the last year's sophomore class. This was really a stretch for our staff. It is important that sophomores have the chance

to be multipliers. However, I need to be careful and not give them the critical freshmen, the most highly potential Freshmen. If they lead a freshman to Christ and follow them up, it is reasonable for them to work with that person. But very often my foundational freshman class, and for that matter my second year Freshman class, are not that good at discipling or raising up Discovery Groups. But I have found that later on, because there is a movement structure with so many things going on, that it is easier to hang on to a Freshman class. There are also models for those Sophomores They have seen people lead small groups. The first sophomore class does not have a model, they are kind of clueless. They are the ones doing everything for the first time, and thus the success rate is a little lower, but following that year there are some Sophomores that are successful. Just take this thought for what it is worth.

Towards the end of that second year, we found ourselves really grooming the sophomores that we saw as potential future leaders. We were giving them responsibility. We were putting them in front of each other; we were letting them be spokesmen; we were inviting them to Summer Projects; they were leading music; we asked one of them to become an emcee; we did a number of things that put us in a position to develop those students who would be our future leadership. In April of that year we, invited a large number of our sophomores, about eight, to be apart of our leadership core. We invited those eight students to go with me on a Summer Project and they all did. That was a great occurrence for us as a movement. Those sophomores, were together for the entire summer, they bonded, and became close friends. They took leadership on the project. They grew as leaders. They saw God use them again and again. They really developed a vision for the campus, and they came back the next year ready to hit it. We had turned over to our students the first year the role of helping us plan for the following year, and they helped us develop the campus plan. Many of the insights creative ways of reaching the campus came from our juniors and seniors, who were given ownership of the campus plan. It also helped them keep focus and to take ownership of raising up the freshmen class. They felt wonderfully successful watching freshmen become part of freshman groups, because they had helped to determine what our goals were and how we would accomplish them. They went after it with us. They were just as excited watching this happen as were these Sophomores who then became leaders in our movement.



THE OVER THE HILL CLASS

The third phase in this step by step process, which was for us our third year, was raising up our third Freshman class. And this is the class I call the Over-the-hill class. It is really exciting when that first foundational freshman class comes back as Juniors; you are no longer pushing the ball up the hill. Now the ball is rolling down the hill and we are chasing it, going after it. Our goal was to have 120 freshmen in Discovery Groups, and we met our goal. It was exciting to watch. You can imagine how large our weekly meetings were. We had a junior class of about 40-45 and a sophomore class of 40-45. And we had a freshmen class of well over 100 students. There was such a sense of God's blessing with well over 200 students. It was so thrilling! I will never forget the awe on our student's faces when they walked into that first Prime Time of the school year and saw better than 200 students in the room. People were all over the place, they were sitting in window wells, in the aisles; the room was packed. It was electric. Their sense of accomplishment and success was thrilling. There was a sense of God's presence in our midst and we had the privilege of watching what He was doing. One of the juniors, Kendra Capputo, came up to me and said, "It's happening, it's happening", the ball is rolling down the hill, look at this". "It's incredible." We were watching our dreams come true and our prayers answered. The memories are marvelous as we think back to that time.

PRINCIPLES, NOT METHODOLOGY

I've highlighted these points because I think you can read the rest in more of an outline form of the year to year process that we were going through. Again I want to remind you that this was something that was uniquely written for the Ohio State University. Every campus is going to have it's own flavor and it's own differences. I trust that this will give you an idea of what our format was or what our thinking was behind it. You are going for principles, not for specific methodology of what each step is. You want to understand this well enough and think it through well enough so that you can adapt it to your own individual situation. You need to be intellectually flexible. This is not the letter of the law, it is not "Do this and you will be successful", but it is designed to help a person think though the processes of growing the movement. It's obviously God that grows a movement. We want to be in a position where we are good instruments

in His hands, and we know what we can do so that we can concentrate our time and effort on these priority events. We are in the process of raising up a movement the size, the health and the maturity that can reach an entire campus, so that abundant laborers go into the harvest field, where we can reach the entire world with the gospel.

Chapter excerpt from the manuscript "Principles God Honors." Jim Sylvester is the former Director of the ministry at Ohio State University, and a staff member with Campus Crusade for 27 years.