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5/59

Bulletin

TEACHER TRAINING PROGRAM

Harding College



The Teacher Training Program at Harding

An Important Profession

Consider the profession of teaching — as a livelihood, as a way of life, as a purposeful, fruitful endeavor. Many Harding graduates do — to the extent that one out of three chooses teaching as a career. It is natural that Harding students take to teaching so eagerly and wholeheartedly. The almost unanimous desire on the Harding campus is to prepare for a life of service — to God, to man, to community, to nation. Teaching offers more and greater service opportunities for both men and women than does any other field.

Teaching is so important, too. Except for a few things handed down by instinct through the generations, mankind is indebted to teachers for all that is known today. Back of every move, person or achievement is at least one teacher. Teaching is truly the greatest of all professions.

Why? It is simply because teaching not only has a greatness of its own but also because all other professions are so dependent upon teaching.

We must have teachers before we can have preachers, doctors, lawyers, scientists, engineers, statesmen or any other of the important leaders or servants of mankind. If the world had always been without teachers we would not have arisen to even a stone age level. In fact, all of man's progress, both material and spiritual, has come through teaching.

The Master Teacher of more than 19 centuries ago showed the importance of teaching both by practice and by teaching others to teach. It is significant in both material and spiritual ways that His last recorded instruction to His disciples was to "go and teach."

Need Is Increasing

Estimates of the National Edu-

cation Association, based on population increases, personnel turnover, and other factors, indicate that 150,000 to 175,000 newly qualified teachers will be needed each year for the next ten years for elementary and secondary schools alone. Currently, the 1,200 qualified teacher training institutions in the nation are turning out only 116,000 annually. This means an annual shortage of 34,000 to 59,000 if present rates continue.

Population growth is not the only factor contributing to the crowding of schools and the increased need of teachers. Each new generation finds a higher percentage of the people realizing the importance of going further with their education.

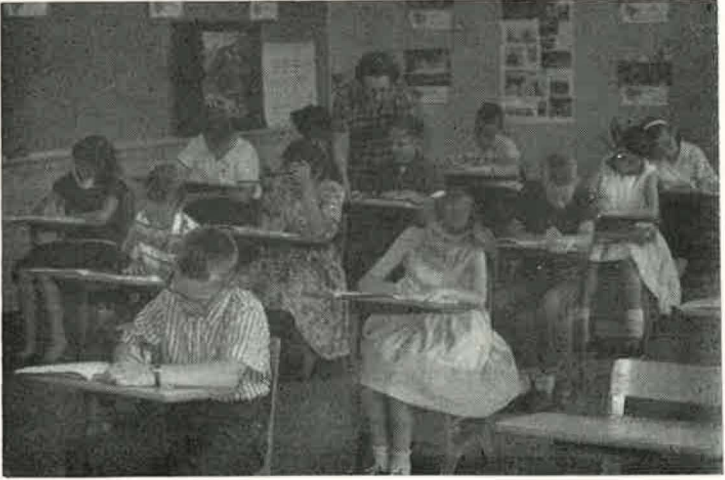
A Rewarding Profession

Although teacher pay is not as high as it should be in many places there has been a marked improvement in recent years. According to estimates of the Research Division of the National Education Association the average annual pay for elementary and secondary classroom teachers is \$4,520. This takes in a range of averages from a low of \$2,525 in Mississippi to a high of \$5,750 in California. The average for Arkansas is \$3,180. All salaries exceed \$4,500 in 16 states, and 27 have no salaries below \$3,500 for the school year.

But rewards for teaching do not stop with money. Perhaps the greatest reward is in seeing the progress of young people, watching them grow in body, mind and spirit, and finding a feeling of satisfaction for having had a part in their progress. So, in addition to providing a comfortable income with assurance of steady employment, teaching also brings another

(Continued on page 2)

In any school room will be found the leaders of tomorrow. The preachers, doctors, lawyers, statesmen, engineers — and even more importantly, the mothers and fathers of tomorrow — are being guided into their future greatness by today's dedicated teachers.



HARDING NEWS SUMMARIZED

BIBLE BUILDING

Construction on the new Bible Building will begin in July, Dr. George S. Benson announced May 16 at the annual Faculty-Staff dinner. The new building, to be located immediately east of the Administration Building, will be finished by the end of 1959.

NEW ALUMNI

Some 130 Harding College seniors and graduate students were candidates for degrees May 28 at commencement. Seven were slated to receive the master's degree. Speaker at commencement was B. C. Goodpasture, editor of the Gospel Advocate. Dr. Clifton L. Ganus, vice president of the college, spoke at Baccalaureate May 24.

OPERA SUCCESSFUL

The May 15 production of *Il Trovatore* by the Harding College speech and music departments proved to be one of the most successful operatic undertakings ever attempted here. A cast of 65, directed by Dr. Erle Moore and Prof. Glen Wiley, performed before more than 1,000 patrons. Leading the cast were veteran opera performers Morgan Richardson and Prof. Kenneth Davis, Jr. Performing stellar female roles were Academy senior Marion Cawood and Delia Beth Stafford.

TEACHER WINS HONOR

Dr. Jack Wood Sears, professor of biological science and chairman of the department, will be one of 40 biologists to participate in the Sumer Institute of Cell Biology slated for the University of Wisconsin at Madison. He was selected by the American Society of Zoologists.

RUNNERS COMPETE

Lewis Walker and Roger Brown, Harding Bison trackmen, will compete in the National Association of Intercollegiate Athletics track and field championships at Sioux Falls, S. D., June 5-6. Walker, a freshman, won the AIC low hurdles and finished second in the 120 high hurdles. Brown, a senior, is AIC mile run champ. Coach Hugh Groover and sports writer Thomas A. Loney will accompany the tracksters to South Dakota.

AWARDS PRESENTED

Two leading businessmen received the Distinguished American Citizen awards at commencement May 28. John A. Riggs, Jr., president of the Riggs Tractor Company of Little Rock, received one of the awards. The other recipient was Richard W. Freeman, of New Orleans, La., chairman of Delta Air Lines, Inc.

Teacher Training at Harding

(Continued from page 1)
great reward — the sense of doing a job that is meaningful and important.

Basic Qualities Needed

Some people do not have the basic qualities needed to become a good teacher, but the fact that you are reading this bulletin is a partial indication that you have at least some of them. Analysis has revealed that the good teacher candidate should have a good measure of these five qualities:

1. A strong desire to learn.
2. A strong desire to teach.
3. An interest in people, especially young people.
4. The ability to get along well with people, especially young people.
5. Good character.

Stated in another way, if you have a wholesome curiosity, a spirit of helpfulness, brotherly love, patience, and honesty, you possess the foundation upon which to build a teaching career.

The Harding Program

Harding offers the bachelor of arts degree in education with majors in three fields: elementary education, secondary education, and subject matter fields. Graduate work leading to the master of arts in teaching offers preparation in four areas: elementary teaching, secondary teaching, school administration, and advanced subject matter courses. The bachelor's degree is fully accredited by North Central Association of Colleges and Secondary Schools, and the master's degree is accredited by the State Department of Education.

The Harding program of training of vocational home economics teachers is also approved by the

U. S. Office of Education. Detailed explanation and description of the home economics teacher training program is contained in another bulletin which will be mailed on request.

In addition to membership in North Central Harding is also a member of The American Association of Colleges for Teacher Education, American Association of Colleges, and the American Council on Education. A vigorously active chapter of Future Teachers of America is also located on the campus with an important state office usually filled by a Harding student.

Financial Aids

Scholarship and loan funds are available at Harding to outstanding students who could not otherwise attend college. Part-time jobs are also available to deserving students who need financial assistance. Special loans for tuition may be arranged by students who have completed at least one semester of college work.

Of particular interest in the field of teacher education is the new program of U. S. Government loans available on a limited basis to students who agree to teach in public elementary or secondary schools for a specified length of time. Interest rates, payment schedule, and a possible write-off of as much as 50% of the original obligation make the offer ideally attractive to those who can qualify before allocated funds are exhausted.

More information about all scholarships, loans, and other assistance to students may be obtained from the Director of Admissions.

For those majoring in elementary education the following is the suggested program:

First Year		
	F.	Sp.
Art and Music 101	2	2
Biology 101-102	3	3
English 101-102	4	3
Mathematics 101	3	
Music 115-116	2	2
*Physical Edu. 120-123, or electives		1
Social Sc 101, 102, 103	2	4
Bible 101, 102	1	1
	17	16

Second Year		
	F.	Sp.
Art 211-212	2	2
Education 204	3 or 3	
English 201, 202	3	3
Physical Edu. 201	2 or 2	
Psychology 203	3 or 3	
Social Science 201, 202	3	3
Speech 101	3 or 3	
Bible 201, 202	1	1
	16	17

Third Year		
	F.	Sp.
Education 360, 361	3	3
English 350		3
Geography 212	3	
*Physical Edu. 120-123 or elective	1	1
Psy. 307, or elective	3	3
Bible	2	2
*Electives: two teaching fields	5	5
	17	17

*Students may elect P.E. 313, 315, or 320 later instead of 120-123 if they desire.

*It is strongly recommended that electives include Biology 108 Nature Study, which is of special value to elementary teachers.

Fourth Year		
	F.	Sp.
Plan I		
Education 401, 402	3	3
Education 375, 441	9	
Bible	1	2
Electives	3	11
	16	16

Plan II		
	F.	Sp.
Education 401, 402	3	3
Education 375, 441	9	
Bible	2	1
Electives	11	3
	16	16

EDUCATION DEPARTMENT	
PROFESSORS:	Leonard Lewis, Chairman of the Department George W. Bond
ASSOCIATE PROFESSOR:	Edward G. Sewell
ASSISTANT PROFESSORS:	Harold Bowie Murrey Woodrow Wilson
ASSISTING FROM OTHER DEPARTMENTS:	
PROFESSOR:	William K. Summitt
ASSOCIATE PROFESSOR:	Edwin M. Hughes

The primary purpose of the Education Department is the training of students for successful careers in teaching and the development of professional attitudes normally expected of good teachers. For the attainment of these objectives the college offers two rather complete programs in teacher education. The undergraduate education program is outlined below and for full information concerning the graduate program, the reader may refer to the Graduate Education Bulletin.

The undergraduate education program is structured within the framework of the regular bachelor's degree requirements. It is an integral part of that program and virtually every department of the college has some responsibility in the training of teachers.

Admission to Teacher Education

Students who plan careers in teaching should make known their intentions not later than the sophomore year in college. It is generally known that not all students can qualify for teaching. To safeguard their interests and the interests of children in the public schools, each student who plans to teach should register with the Department of Education for counseling and maintain contact with the department thereafter.

COURSE OFFERINGS IN EDUCATION

REQUIRED OF ALL TEACHERS	ELECTIVES FOR SPECIAL NEEDS
203. Principles of Human Growth and Development. (3)	320. Audio-Visual Aids. (2)
204. The Teacher and the School. (3)	406. Principles and Techniques of Counseling. (3)
307. Educational Psychology. (3)	410. The Teacher's Role in School Administration. (3)
375. History and Philosophy of Education. (3)	412. Teaching Adult Homemaking Classes. (2)
	417. Education Tests and Measurements. (3)
REQUIRED OF ELEMENTARY TEACHERS	418. Sociological Bases of Education. (3)
360. Reading and Curriculum Studies (3)	421. Diagnosis and Remedial Instruction. (3)
361. Teaching and Social Studies. (3)	422. Teaching of Business Education. (3)
401. Teaching Arithmetic. (3)	423. Teaching English in High Schools. (2)
402. Teaching Science. (3)	424. Teaching Home Economics. (3)
441. Supervised Teaching. (6-8)	425. Teaching Mathematics. (2)
	426. Secondary School Music. (2)
REQUIRED OF SECONDARY TEACHERS	427. Teaching Physical Education. (3)
404. The Secondary School Curriculum. (2)	428. Teaching Sciences in High Schools. (2)
405. General Methods. (2)	429. Teaching Social Sciences. (2)
451. Supervised Teaching. (6-8)	430. Teaching Speech. (2)
	431. Comparative Education. (3)

The following program is arranged for those preparing to major in secondary education:

First Year		
	F.	Sp.
Art 101		2
Biology 101-102	3	3
English 101-102	4	3
Music 101		2
Mathematics 101	3	
*Physical Edu. 120-123		1
Social Sc. 101, 102, 103	2	4
Speech 101	3	
Bible 101, 102	1	1
	16	16

Second Year		
	F.	Sp.
Education 204		3
English 201, 202	3	3
Physical Ed. 201, 203, and 120-123	2	3
Physical Sc. 101, 102	2	2
Psychology 203	3	
Social Science 201, 202	3	3
Electives: two teaching fields	3	2
Bible 201, 202	1	1
	17	17

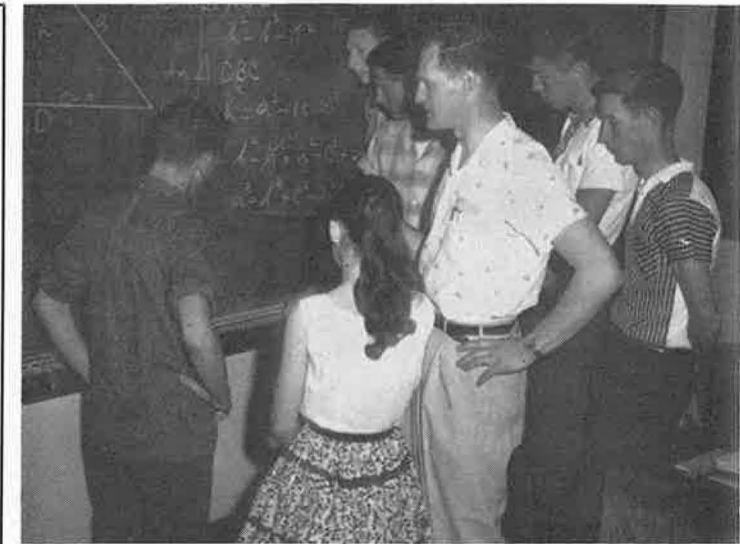
Third Year		
	F.	Sp.
*Electives from Education 320, 417, 418		6
Psychology 307		3
Electives: two teaching fields		19
Bible		4
		32

*Students may elect P.E. 313, 315, or 320 later in lieu of 120-123 if they wish.

*The above program is for Education majors only. Those majoring in subject-matter fields, except Home Economics, need only 24 hours including Psychology 203, 307, Education 204, 304, 305, 375, 451 and 401-409 or a two-hour elective. For Home Economics, see Home Economics schedule following.

Fourth Year		
	F.	Sp.
Plan I		
Education 404, 405	4	
Education 422-430 or elective	2-3	
Education 375, 451	9	
Bible	1	2
Electives		14
	16-17	16

Plan II		
	F.	Sp.
Education 404, 405		4
Education 422, 430 or Electives	2-3	
Education 375, 451	9	
Bible	2	1
Electives	11-12	2
	16	16



August Garver, BA '59, as training for his coming career as teacher of mathematics, received his supervised teaching experience at Searcy High School. With both an elementary and high school on the campus and many others in easy driving distance, the teacher trainee has many opportunities for both practice and observation.

Learning by Doing

One of the most essential elements of a successful teacher training program is classroom practice attained under the guidance of experts. Harding offers excellent opportunities for both practice and observation of teaching methods. The College operates both an elementary and a secondary school and also a nursery school on the campus. In addition, the consolidation of public schools in the Searcy district further increases the opportunities for this work. Other thriving communities within easy driving distance complete the abundance of practice opportunities.

During the senior year each teacher trainee is required, upon the completion of certain prerequisites, to participate in a supervised teaching program of 6-8 hours. This program of direct contact with students in actual classroom situations in the school and community provides a wide variety of experiences including observations of students grouped for instruction and participation in teaching activities. The basic aim is to develop competencies expected of successful teachers.

Concurrently with this course will be workshops dealing with problems of teaching as they arise, the collection, organization, and use of curricular materials as needed in the classroom. Aside from the practical side of the supervised teaching program the education major finds this contact with students in the classroom to be a most thrilling experience.

Costs are Reasonable

A typical boarding student taking 16 hours per semester can meet all regular expenses of tuition, fees, room, and board for \$921.50 for the school year. A non-boarding student can meet expenses of tuition and fees for \$417.00 for the same period.

Registration Fee	\$65.00
Tuition	384.00
Room (double room)	135.00
Board	337.50
Total Basic Cost	\$921.00

Housing Facilities

Harding College has four modern permanent dormitories — two for men and two for women, and two attractive semi-permanent

dormitories currently being used for women students. One of the men's dormitories contains 81 single rooms, in addition to 60 double rooms arranged in suites with bathrooms between. Married students may rent completely furnished apartments in the new 60-unit housing development which was completed this summer. One-bedroom apartments rent for \$37.00, with two-bedroom apartments at \$42.50, each plus utilities.

Adjacent house trailer locations are also available at \$5.00 per month, plus utilities with an initial utility-connecting fee of \$15.00 required.



Graduate Program Offers Opportunities for Growth

Distinctive Objectives

The Graduate Education Program leading to a degree of Master of Arts in Teaching is designed to enlarge and strengthen Harding's offerings in teacher training. The plan is an attempt to meet the needs of prospective and experienced teachers who recognize the personal and professional benefits to be gained from additional training in academic, cultural and professional fields. Course work, supervision and guidance will be on the graduate level.

Specifically, the Program affords teachers and administrators advanced training in subject matter fields and in professional education. Each student's program will be designed to meet his individual needs with a view to:

1. Enriching and deepening his general education background.
2. Creating an understanding of and an appreciation for the purposes and aims of education and of problems related to individual and national welfare.
3. Strengthening and improving his instructional skills and abilities through advanced work in his subject matter fields and in professional courses.

4. Acquainting him with the laws of human growth and developing in him an awareness of the use to be made of such

knowledge in counseling and guiding pupils.

5. Building an appreciation for the function of co-curriculars in the education of youth and of their value in the creation of wholesome and responsible citizenship.

6. Fostering an interest in and an understanding of the methods of research, the evaluation of data, the organization of materials and the importance of decisions based on valid research findings.

The work of the Graduate Program is concentrated primarily in the field of teacher training. The techniques of scientific investigation, however, will receive attention through the assignment of special projects. Fundamentally, the program is aimed at meeting the needs of the classroom teacher in terms of knowledge and practices, certification requirements of State Departments of Education, salary-schedule increments of Boards of Education, and other advantages normally expected from a year of advanced study and a Master's degree. The Program can be undertaken during the regular academic year or during summer sessions or both.

Entrance Requirements

Unconditional admission to Graduate Study in course work leading to the degree of Master

of Arts in Teaching may be granted to applicants who meet the following requirements:

1. A bachelor's degree from an accredited institution, attested by an official transcript on file in the registrar's office.
2. A scholarship grade point of 2.50 on all undergraduate work presented for the baccalaureate degree. Students with a grade point level below 2.50 but not less than 2.00 may be admitted on probationary basis.
3. Satisfactory character.
4. Hold or be qualified to hold the six-year Arkansas certificate (elementary or secondary) or the highest type of appropriate certificate based upon the bachelor's degree from his home state, if other than Arkansas. The student must furnish proof of meeting this requirement.

Provisional Admission

Applicants with scholastic levels below standards required for unconditional admission may be accepted provisionally as special students, with full admission granted only on condition that the quality of work in the graduate courses meets the approval of the Graduate Departmental Committee. Applicants who are deficient in meeting the certification requirement, Item 4 above, would be permitted to enter. They would take as much of the work as possible during the first semester to remove the deficiency. Such work may be done concurrently with graduate work.

Candidacy for the Degree

Admission to candidacy for the Master's degree is approved by the Graduate Departmental Committee and by the Graduate Council when the applicant:

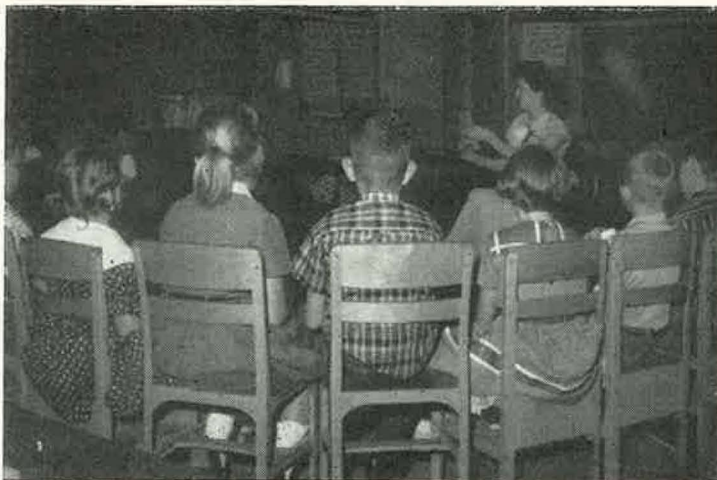
1. Has earned a minimum of eight semester hours of B (3.0) average residence credit in the Graduate Program.
2. Has completed with satisfactory marks the Aptitude and Area tests of the Graduate Record Examination.
3. Has submitted an acceptable program of graduate work approved by his Graduate Departmental Committee.
4. Has filed with the Graduate Departmental Committee an application for the degree. Application must be filed not later than eight weeks prior to graduation.

Requirements for the Degree

Graduate students are recommended for advanced degrees when they have completed satisfactorily all the requirements outlined by the Graduate Departmental Committee and have received formal approval of the Graduate Council.

Other Information

A special bulletin on the Graduate Education Program at Harding is available on request from the Admissions Office. It gives detailed information, course offerings, and other requirements relating to the program. Write today for your copy.



Among the greater rewards of teaching is the thrill of working with young people and watching them grow in body, mind, and spirit. Well aware of the uplifting influence of this experience is Marcelene Crawford Lloyd, BA'57, second grade teacher at Harding Academy.

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Searcy, Arkansas

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