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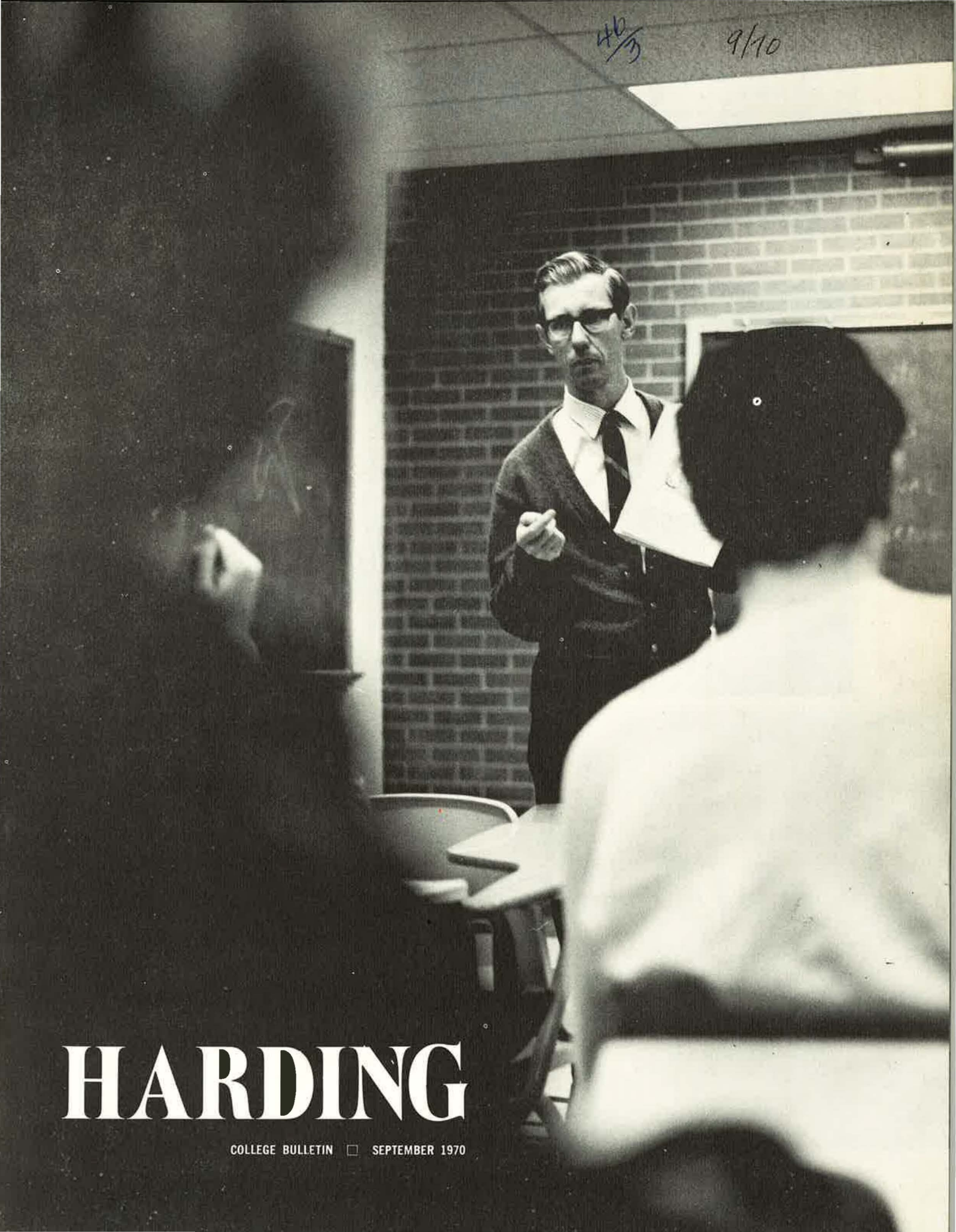
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HARDING

COLLEGE BULLETIN □ SEPTEMBER 1970

CHRISTIAN TEACHERS: a priceless treasure

BY DR. CLIFTON L. GANUS, JR., President

The teacher in a Christian college is privileged with a wonderful opportunity and responsibility. Each year the school opens with streams of eager, excited young students who have boundless energy. It is his responsibility to help make them what they ought to be, for men are made and not born. They are what they are taught to be—the sum total of their information and experiences. Through his teaching one is able to influence greatly and help to bring to maturity the students who come to a Christian college.

I agree with Daniel Webster, who said,

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellowmen, we engrave on those tablets something which will brighten to all eternity.

It would be nice if all students were perfect examples of Christian character and eagerness to learn. But this is not so. Many come from broken homes, from social turmoil, insecurity, uncertainty and a disordered life. Some are worried and lonely amidst multitudes of people. Even at best college is a critical time of their lives. They may be away from home, from their family for the first time and are neither child nor man but rather exist in a sense of "becoming." One may say that they are truly "between a home and a home." Many decisions have to be made and tests await them. They must adjust to new freedom, new people and new ideas. They experience a conflict of freedom and responsibility. They must make a vocation by choice and find a niche



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in life. They must find their own powers and potentialities and channel their vigor in the right direction. Possessing strong mental and physical faculties they are, in a sense, "all steamed up like an engine with no train to pull."

What happens to these students and the type of education they receive will determine the quality of the next generation. If teachers fail them, there is much wasted potential and power. They need solid information and wise counsel and good examples set before them in this critical time.

One may say the primary role of the teacher is to teach—to impart useful and necessary information. For this reason, one prepares himself well in a chosen field—one which he feels to be of value to mankind. He studies long and hard to master the discipline and learns to impart the information he has gained to others. These classroom presentations are extremely valuable and happy is the teacher who enters upon this task with a consciousness of his responsibility.

This does not, however, constitute the full role of a teacher in a Christian college. He has other responsibilities that are also very important; for the task of the Christian college is not only to develop the mind but also the body and the soul. Teachers, therefore, must live by the philosophy and principles of the school and must be an example to those who are students.

One cannot take lightly the responsibility of counseling, academic and otherwise, in a Christian college. A teacher must see that his student receives proper academic counseling, that he is guided into the field of study for which he is most suited and that he is well prepared in his chosen field. It is not always possible to separate academic from personal and psychological problems. Teachers, therefore, often are asked by their students to counsel them on matters of finance, love, psychological problems or physical defects. A teacher can be of tremendous value to the student by the counsel he gives.

It is not easy to develop the physical, mental and spiritual abilities of a man at the same time but it is a task accepted by the teacher in a Christian college. By the examples he lives, by the preparation he makes, by his lectures, testing and evaluation, by his wise and patient counseling and his helpful association he contributes to the goal of a Christian college—the development of a mature mind, physical strength and faith in God.

The importance of the task will naturally demand stringent qualifications if the goal is to be reached. I feel the following are characteristics of a good teacher in a Christian college: mental ability and scholarship, a good personality, ability to communicate, love for youth, punctual and dependable, willingness to work, and the ability to motivate.

All of these characteristics I would consider to be

important in teachers anywhere. There are two other qualities, however, I would especially seek in teachers of a Christian college. One is *Christian spirit* and the other is *dedication*. The spirit of Christ—love, joy, peace, humility, service, etc.—joined with Christian character and integrity is so essential. Dedication is also a "must" in the life of the teacher. Webster's Collegiate Dictionary defines dedication as "an act or rite of dedicating to a sacred use; also a setting aside for any particular purpose." Certainly the second definition is applicable to any teaching situation but it seems to me that with regard to Christian education the first definition is more appropriate.

One must dedicate himself wholeheartedly to the principles and philosophy of Christian education and must wholeheartedly participate in its activities. He will give liberally of himself, his time and his talents and will do the best work possible. I believe that dedication has many of the attributes of love as explained in 1 Corinthians 13. In fact, we could substitute the word dedication for love.

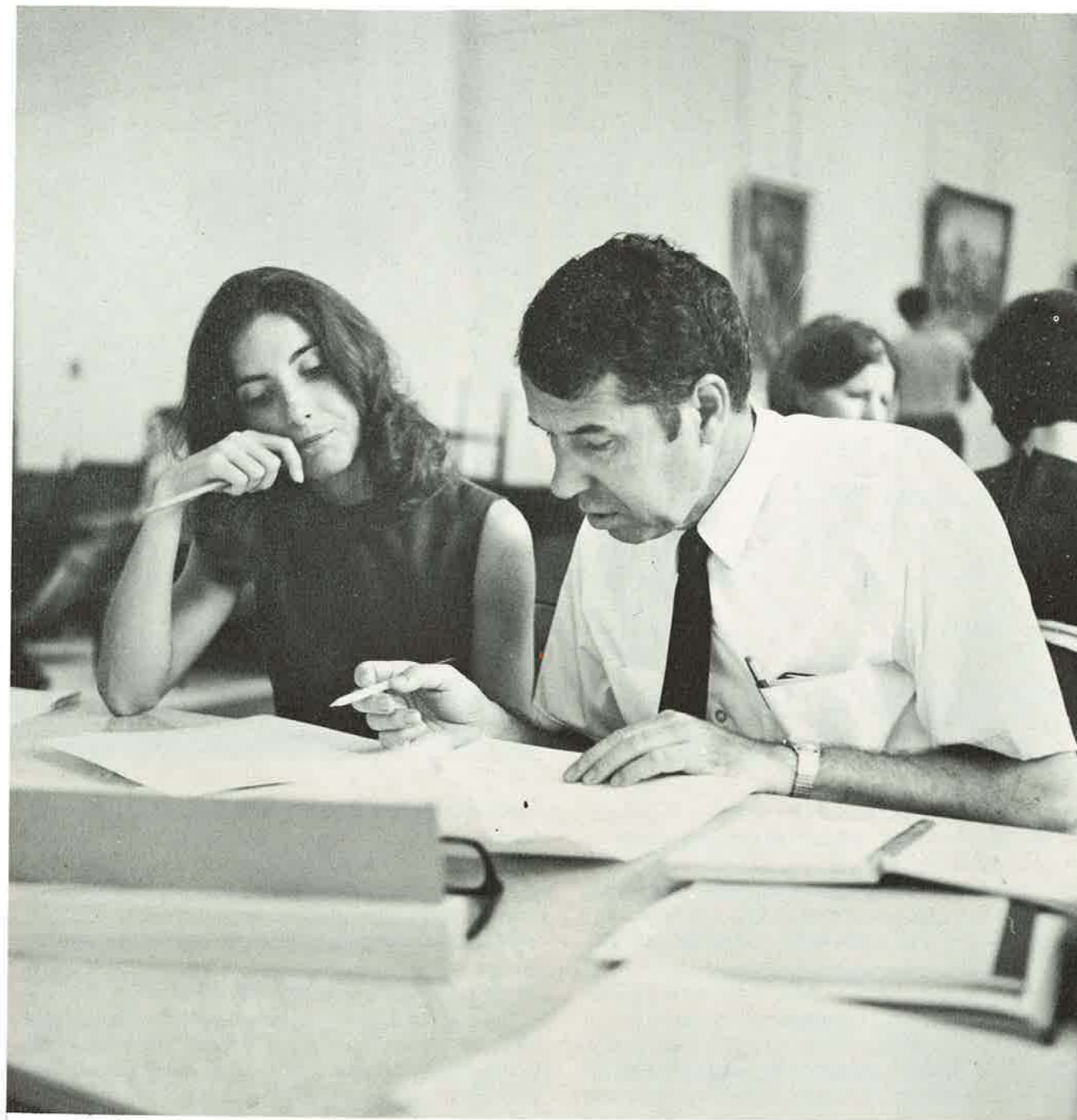
Devotion suffereth long and is kind; devotion envieth not; devotion vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth; beareth all things, believeth all things, hopeth all things, endureth all things. Devotion never faileth.

Like love, dedication will cover a multitude of shortcomings and will help teachers to overcome the problems and disappointments involved in a close campus situation where students and faculty alike live closely and rub elbows constantly.

It is dedication that causes faculty members to spurn offers of higher salaries and to refuse academic pastures that may look greener. It causes men and women to sacrifice in order to enjoy the privilege of teaching in a Christian college and to help in producing men and women who are well trained in their fields of study but who are also striving for spiritual maturity. This is the great work of the teacher in a Christian college. It demands stringent qualifications but it *pays big dividends*. □

The above article is from a lecture presented by Dr. Clifton L. Ganus at the annual Harding College Bible Lectureship in November, 1960.

Teacher Education... where purpose meets direction



The world of education in the '70's stands as a formidable challenge to those involved in preparing teachers for their position in the classroom. Mass communications, individualized instruction, use of modern photographic and instructional aids and the restudy of values have become the primary topics for consideration in teacher education programs.

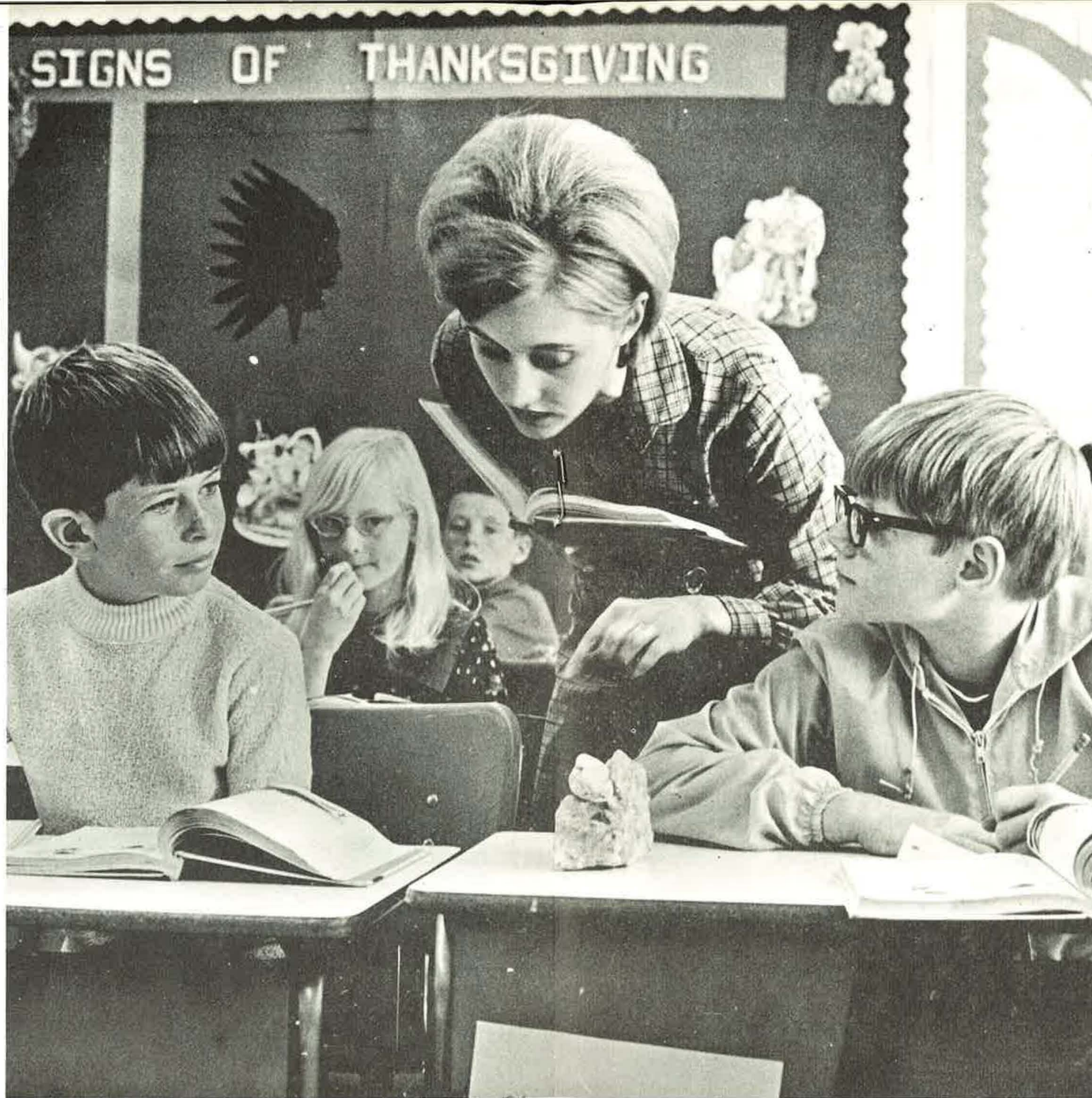
In the educational world of today "accountability" is one of the most significant words. Professional organizations, state departments of education, colleges and universities, and accrediting agencies are looking closely at the implications of accountability by those who prepare teachers for their vocation. Harding too is interested in accountability and for the past two years has surveyed former students to determine what areas of their preparation helped them the most. Truly, if they succeed in teaching, then the teacher education program has succeeded.

The education department attempts to stay abreast of the current trends and techniques and to present these to the students for consideration and use in the classroom situation. We stress that of equal importance is Harding's attempt to be the leader in the emphasis on values.

Today much of the educational world is floundering and there is no clear purpose or direction. At a time and in a field of study where many seem to think that *change* of any kind is better than what is now being taught, our students are taught to believe in change in the areas of human development and wisdom with emphasis upon the fulfillment of the Christian life. They learn to love their students — probably the most important value of all. Human nature does not change and Harding students are taught the eternal values. It is a tribute to the school that approximately half of those who graduate enter teaching on the elementary, secondary or collegiate level.

The preparation of teachers is not just limited to one department. In reality it is an all-school function. A music student, for example, who makes a trip with the chorus is learning many things that will help when he has his own chorus. Other extracurricular activities are a vital part in the preparation of teachers who will be sponsors in high schools. Such experiences provide for a well-rounded teacher education program.

Obviously knowledge of the subject is near the top of the list of important qualities of a teacher. One of the most important and helpful phases of Harding's



program of preparing teachers is the aspect developed in recent years of tutoring or acting as teacher aides prior to the period of student teaching.

Student teaching has long been recognized as the most practical and best liked period of professional preparation at any college. Now the department attempts to see that as many students as possible have some experience working directly with students in the early stages of the teacher education program. In the first required professional course students are encouraged to observe and be sure they know at which level they wish to teach. Next they are urged to find someone to

tutor privately or to work as a teacher aide in the classroom.

This is a service to many children as well as to the prospective teacher. Many students select the Sunshine School, a school for the mentally retarded in Searcy. This type of work or with average students on a one-to-one relationship is an excellent preparation for the inevitable "group" or classroom. Students with this experience are more likely to see individuals as being important, rather than just teaching the "class."

Another of the modern innovations being employed in the teacher education program is the video-tape



equipment purchased less than a year ago. The sporting world's "instant replay" has found its way into the classroom. By taping a student teacher in action, the student can not only analyze himself as others see him, but study the reactions of the students to the various teaching techniques. These "technological tools" greatly enhance the scope and effectiveness of Harding's program.

Methods and teaching tools are essential components of any program, but equally important are the teachers who prepare the students for their chosen

Continued on Page 8



vocation. The success or failure of a teacher education program depends upon the ability and hard work of the teachers.

Members of the educational faculty have taken the lead in various areas of the educational world. Their activities range from developing a knowledge of the current activity in professional negotiations to conducting research among Harding students to learn more about their attitudes and what they expect and find in the characteristics of the college. A member has just completed research on the education of migrant children in Arkansas. Additional studies are expected to result from this revealing research.

Last year one of the members of the department was invited to Palo Alto, Calif., to participate in a conference on individualized instruction. As a result of this conference students in the student teaching block have seen a slide presentation on this topic. Arkansas's educational television station developed and presented a program on the topic of individualized instruction and the Harding professor was one of two educational consultants for the film.

Harding's education faculty members have been active participants in professional organizations. Members have served as president of the Arkansas Association for Student Teaching, as president of the Arkansas Education Association's Department of Higher Education and as member of the AEA Board of Directors. One member of the department has served on visiting teams in the accreditation process for the National Council of the Accreditation of Teacher Education. Other faculty members have served in a similar capacity for the North Central Association.

Perhaps the greatest asset of the program is the students. Most are dedicated Christians and work hard to prepare for teaching and then work hard as teachers. They are carefully screened to admit only those with above average scholastic ability. Over the years they have won many honors on the campus and in the state. Harding has had the largest chapter of the student NEA every year since the state organized this group and has furnished more presidents and other officers for that organization on the state level than any other college or university in Arkansas. In addition to their leadership ability Harding students consistently score above the national average in most areas of the National Teachers Examination.

The underlying purpose of all the various components of teacher preparation at Harding is to prepare Christian teachers. The only answer to our nation's problems is the influence of dedicated Christian teachers in both the public and Christian schools. In a period of time when public and private universities are calling for greater student activism, Harding's students are being challenged to greater Christian service through teaching. □

Book Review

FOR FREEDOM, The Biography of John Nelson Armstrong

For Freedom, The Biography of John Nelson Armstrong, by LLOYD CLINE SEARS. Austin: Sweet Publishing Company, 1969. Pp. 333. \$5.95, was reviewed by Dr. Joe P. Spaulding, professor of history at Abilene Christian College. Excerpts from the review are printed below.

"*For Freedom* is the story of one man's quest for freedom for the academic pursuit, freedom to think independently, and freedom to be a Christian without the strictures of sectarian dogmatism." With so much authoritarianism, labeling, pressures to conform in all walks of life which is responsible for much of the rebellion today, it is appropriate that this book should appear. "Armstrong's courage and integrity are models for Christians today who are concerned with the practical implications of their faith."

The life of J. N. Armstrong (1870-1944) was closely associated with six Christian colleges. He was president of four. He made his greatest contribution and reputation as first president of Harding College (1924-1936). In addition to his role as educator he conducted many evangelistic meetings and edited several religious journals.

It is fortunate that Dr. L. C. Sears (Dean Sears, as he is affectionately known to us who were students while J. N. Armstrong was president) had the opportunity and inclination to write the story of the life of John Nelson Armstrong. No one is better qualified to do justice to the subject than he. Certainly no one knew Armstrong better than Sears; perhaps no one knew him as well. In addition to his own memory (an intimate association of thirty-five years), he had access to letters, articles, notes, recollections of Mrs. Sears (Armstrong's daughter), Mrs. Armstrong (who lives with the Sears), and a host of close acquaintances. Dr. Sears is by temperament qualified to write such a biography—fair, honest, temperate, scholarly, and loyal. Professionally he is ideal, having taught English and literature for many years at Harding College.

The art of biography is very difficult and delicate. It cannot be a mere recording of facts. The writer must make the subject seem alive to the reader. Dr. Sears does this by letting Armstrong speak for himself. The

book is replete with letters and writings which, better than any other way, present his personality, ideals, convictions, hopes, and dreams. It is almost a documentary. This is what makes the book unique, and therein lies its value. Here one sees the principles for which Armstrong stood—deep faith in God, divine providence, love of truth, love of the brethren. It is strange indeed that one who loved people as he could be hated; desired peace and unity and yet was the center of so much controversy; generous in treatment of others, yet maligned. This came from those who did not know him or were envious, not from his students who knew him best.

It is inspiring to read the great truths Armstrong expounded. Instead of "drawing lines," refusing fellowship, debating, using harsh criticisms, and showing ugly attitudes, Christians need to turn to the example and teaching of Christ. Armstrong seemed to have this insight. He said, "The essential in the Christian life is not a perfect understanding of God's Will, but perfect loyalty and faithfulness to Him" (p. 186). Again he said, "A Christian is not a partisan, he doesn't live north or south of the Mason-Dixon line; he doesn't view matters as a southerner or a northerner; but he is a Christ-man. He loves all truth and all men everywhere" (p. 187).

It is to be expected that the author would treat the story of J. N. Armstrong favorably. He may have made inaccurate value judgments or been in error in some of the details. This is unavoidable by any author. The pertinent question is "Does he distort the picture?" A great majority of those who knew Armstrong would say "No." A number of comments of his close associates and former students are included in the book, especially the last chapter. One of these is from Dr. Wade Ruby, who said, "I know of no one like him left behind."

I am convinced that Dr. Sears has recaptured the true tenor and essence of the life of J. N. Armstrong. He sets the record straight to the best of his ability. It is there for us to read. By reading it, one will want to be a better person just as his example and teaching affected hundreds of students during his life. This book is recommended reading. □



HERE, THERE



SENIOR DAY - HOMECOMING: A faculty-student reception, a musical program, an address by President Clifton L. Ganus, and homecoming festivities are among some of the activities scheduled for visiting high school seniors at Harding's annual Senior Day on Oct. 17.

ELEVEN FACULTY PROMOTIONS ANNOUNCED AT CONFERENCE

Eleven faculty promotions were announced by President Clifton L. Ganus Jr., at the annual pre-school faculty conference at Camp Tahkodah.

Dr. Kenneth Davis of the music department was promoted from the rank of associate professor to professor, and Dr. Neale Pryor of the Bible department was promoted to the position of associate professor.

The following were promoted from instructor to assistant professor: David Burks, in business; Clifton L. Ganus III, in music; Fred Jewell, in history; Jerry Mote, in health, physical education and recreation; Roddy Osborne, in psychology and sociology; Charles Walker, in business; and Betty Work, in education.

Harding Burton, in music, and Robert Kelly, in business, were promoted from associate instructor to instructor.

JACK WOOD SEARS HEADS SLATE OF 1970-71 ALUMNI OFFICERS

Dr. Jack Wood Sears (BS'40) was elected for his second consecutive two-year term as president of the Harding Alumni Association. Dr. Sears serves as chairman of Harding's biology department.

Also selected to serve were Ralph Starling (BA'45) of Stephenville, Tex., first vice-president; C. W. Bradley (BA'44) of Memphis, second vice-president, and Mrs. Joyce Blackburn Bell (BA'44) of Shreveport, La., third vice-president.

LECTURESHIP SPEAKERS CHOSEN

Theme lecture speakers for Harding's 47th annual lectureship have been announced by Dr. Joe Hacker, chairman of the Bible Department. The lectureship is scheduled for Nov. 23-26.

Lecture speakers will be Willard Collins, Nashville, Tenn., "The Unity of the Spirit in the Bond of Peace"; Joe Barnett, Lubbock, Tex., "Peace at Any Price?"; George S. Benson, Searcy, "Blessed are the Peacemakers"; James O. Baird, Oklahoma City, "The Prince of Peace"; C. E. McGaughey, Oklahoma City, "The Blessings of a Grateful Heart"; Jimmy Allen, Searcy, "Eternal Peace"; Landon Saunders, Corning, Ark., "Things That Make for Peace"; and Virgil Trout, Oklahoma City, "The Power in Peace."

Daily theme forums, general interest forums, and missions classes will complete the scheduled activities conducted by twenty-three additional speakers and teachers.

FOURTEEN JOIN FACULTY

Fourteen new faculty members and four of the Harding faculty who have been on leave of absence during the past year joined the Harding teaching staff for the 1970-71 school year.

New faculty members, the institutions from which they received their degrees, and their departments are:

James W. Carr, Ed.D., Indiana University, assistant dean; Bernadine Egly, M.A., University of Missouri, dean of women; Kathryn R. Campbell, M.A.T., Harding College, physical education; Evertt Huffard, M.A., Eastern New Mexico University, visiting professor of Bible and Missions; Milton E. Miller, M.B.A., American University, business administration; Lewis Moore, M.A.T., Harding College, sociology; and James D. Huddleston, B.A., David Lipscomb College, speech.

Michael V. Plummer, M.S., Utah State University, biology; Richard David Ramsey, M.A., Vanderbilt University, English; Eva Thompson, Ph.D., Texas Women's University, home economics; David Timmons, M.A., University of Colorado, mathematics; Lawrence Eugene Underwood, M.Ed., Auburn University, English; Robert E. West, M.A., Abilene Christian College, speech and drama; and Edmond W. Wilson, Ph.D., University of Alabama, chemistry.

Harding faculty members returning from leave include Billy D. Verkler, who received his Ph.D. in sociology in August from Mississippi State University.

Others returning and the institutions at which they have been working are Ted M. Altman, doctoral candidate, North Texas State University, physical education; Allan L. Isom, doctoral candidate at the New Orleans Baptist Theological Seminary, Bible; and Thomas R. Statom, University of Alabama, history.

Though not on leave, Jerome Barnes has completed all requirements for the doctor's degree in education from North Texas State University.

FACULTY'S SUMMER ACTIVITIES INCLUDE WORKSHOPS, INSTITUTES

Dr. Joseph Pryor, dean of the college, attended the North Central Association Liberal Arts Workshop at the University of Iowa, Iowa City, Iowa, June 15-19. Trends in higher education were discussed.

Virgil Lawyer, dean of students, and Eddie Campbell, dean of men, attended the College Personnel Workers Workshop at Oklahoma State University, June 22-23 in Stillwater, Okla.

Dr. Bill Williams, professor of chemistry and chairman of the physical science department, was selected to participate in the National Science Foundation Structural Chemistry Institute in Chicago, Ill., June 8-19. Conducted at the Argonne National Laboratories, the institute investigated "Group Theory and Symmetry Applied to Chemistry."

Dr. James Hedrick, professor of accounting and chairman of the department of business and economics, and Tom Myers, instructor in political science, participated in a Foundations of Economic Education Seminar at Irving-on-Hudson, N. Y., July 20-25.

Dr. James Mackey, assistant professor of physics, participated in the National Science Foundation Electronics for Scientists Institute at the University of North Carolina, Chapel Hill, N. C., July 13-31.

Dr. Dean Priest, associate professor and chairman of the department of mathematics, and Alva Gene Dugger, instructor in mathematics, attended a Computer Science Workshop at the University of Iowa, Iowa City, Iowa, June 15-19.

Miss Betty Work, instructor in elementary education, attended a reading workshop at Henderson State College in Arkadelphia, June 18-19.

SEARCY FUND DRIVE NEARS GOAL



Elmer O. Yancey, Lott Tucker and Ewing P. Pyeatt look over the results of the Searcy Fund Drive. After only three months the drive has raised more than ninety per cent of the goal of \$350,000.

More than ninety per cent of the goal for Harding's Searcy Fund Drive has been raised in the first three months of the campaign.

In announcing the \$321,350 in cash and pledges Lott Tucker, vice president for finance, noted that there were still many in the Searcy area who had not been contacted by the drive's volunteer workers. Tucker indicated that the drive should be completed by Oct. 1.

The drive began in June under the direction of two co-chairmen from Searcy, Ewing P. Pyeatt, chairman of the board of the First National Bank, and Elmer O.

Yancey, chairman of the board of First Security Bank. The \$321,350 in cash and pledges represents gifts from 216 Searcy citizens, businessmen or firms.

Tucker was optimistic that the goal of \$350,000 would be reached and surpassed. In commenting on the drive he remarked, "I am very happy with the results. We at Harding are most appreciative of the volunteer help and leadership given by the citizens of Searcy. Harding has always had good public relations with Searcy citizens and we feel that their response to this drive is a vote of confidence by the community."

HARDING

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