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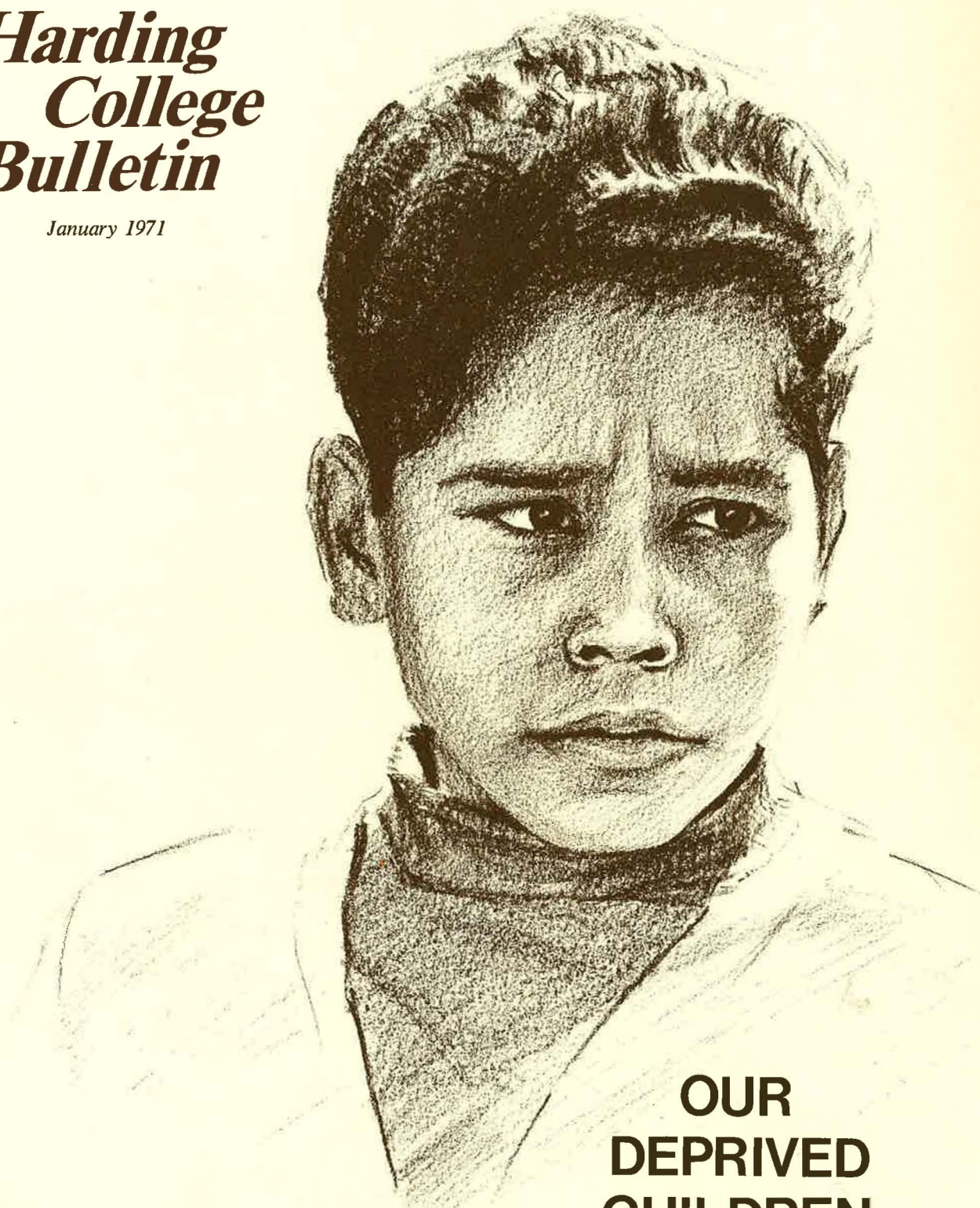
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46
7

Harding College Bulletin

January 1971



OUR DEPRIVED CHILDREN

See Story on Page 6

HARDING

VOLUME 46 JANUARY 1971 NUMBER 7

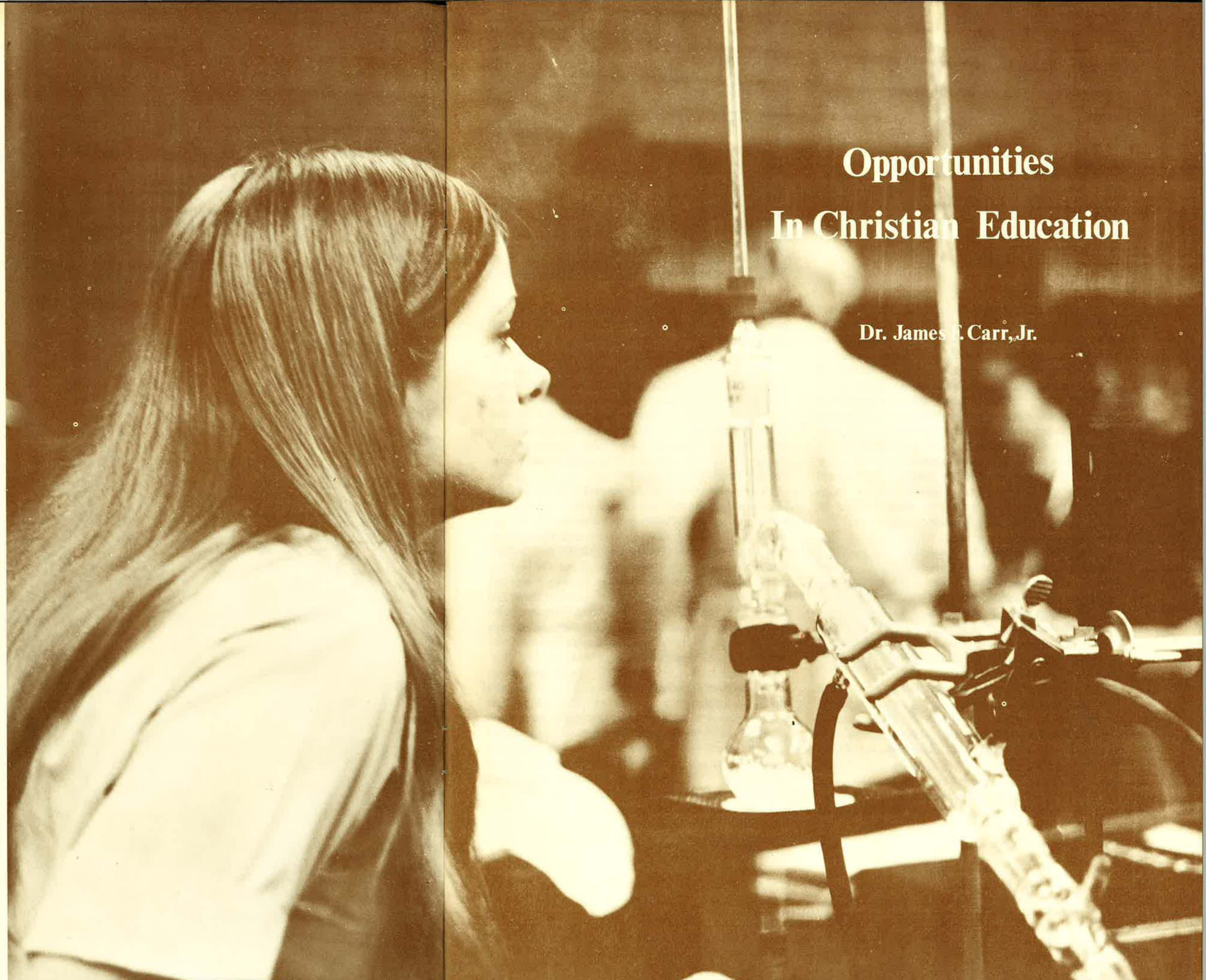
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ON THE COVER: More than 300,000 school age children of migrant farm workers in the United States travel the length and breadth of this country in a single year. Artist John Dempsey has depicted the concern these educationally deprived children have for their future. (See article on page 6.)

Opportunities In Christian Education

Dr. James E. Carr, Jr.



The following is a speech made by Dr. James F. Carr, assistant academic dean, to the annual Christian College Admissions Officers meeting held on the Harding campus in October. Dr. Carr, a former assistant chancellor at Florida State University, is in his first year at Harding.



Christian colleges are not in competition with one another, but actually what we are trying to do is to interest more students in Christian education. If we can serve that purpose our time has well been spent.

As educators we face a tremendous challenge in the 70's and the decades that follow. One can be overwhelmed by the sheer numbers who are graduating from high schools and will be seeking admission into post secondary educational programs. In the past school year an estimated 2,969,000 students graduated from high school. This is the largest class we have ever had in this country. In 1975 the number of high school graduates will increase to more than 3.5 million. Forty-five per cent of this nation's population is under 25 years of age. What a challenge faces higher education today!

We must be prepared to help those qualified high school graduates who can profit from a post secondary school education. In the current school year an estimated 7,600,000 students are now attending 2,375 colleges and universities. In 1975 it is projected that there will be 9,072,000 students enrolled in degree programs in higher education. Two-thirds of this number will be attending publicly supported institutions. The remainder will attend privately supported institutions. The campuses they attend will vary from enrollments of less than a hundred to more than 42,000.



They also will vary in the kinds of beliefs, values and personal commitments characterizing their faculty and students.

We are most concerned about those students who will be interested in a Christian education. It is estimated that there are approximately 2.5 million people who profess to be New Testament Christians. A religious body of approximately the same size operates a single university with an enrollment of 25,000 students. There are approximately 12,000 students enrolled in all our Christian colleges. Why is there such a disparity between the two figures?

For several years I have attempted to obtain a figure that would relate the number of young people who profess to be New Testament Christians who are enrolled in all institutions across the nation. The estimate that I came up with was between 100,000 and 125,000 Christians in college at this time. If we can assume that members of the Church are graduating from high school at the same rate as other young people then there is a reservoir of more than 200,000 students who are members of the Church. If these figures are accurate only about 6 percent of the young people in the Church are enrolled in Christian colleges.

We realize that our Christian schools can accept more students than they currently enroll. As one who until just a few weeks ago was on the outside looking in, it appears to me that only in recent years have Christian colleges developed an aggressive program of recruitment of students who can meet their admission standards and are the kind of young people the colleges are seeking. What then does the Christian college have to offer the student and his parents?

First is the interest of the Christian college in the lives of its students. *In loco parentis* (in place of parents) is an unacceptable idea with the student activist and his supporters among the faculty. It is reassuring that there are educational institutions like Christian colleges interested in the welfare of their students. More and more colleges across the nation have taken the position to assume no responsibility for the students outside the classroom.



There are also parents who think that sons or daughters who go off to college are mature enough to be completely on their own. This is placing too much responsibility on young people. Studies have shown that students desire and need some supervision. I am grateful Christian colleges are interested in the lives of their students, both in and out of the classroom.

Secondly, the student at a Christian college will receive good instruction from Christian men and women who are well prepared for teaching. I would admit that there are fewer teachers in Christian colleges with the doctorate degree, however this degree is not the hallmark of a good teacher. Teachers in our Christian colleges are in the classroom because they desire and enjoy teaching. Their primary interest is not research or publishing articles as is often the case in other institutions. Teachers on campuses like Harding are making a great sacrifice to be able to work with young people.

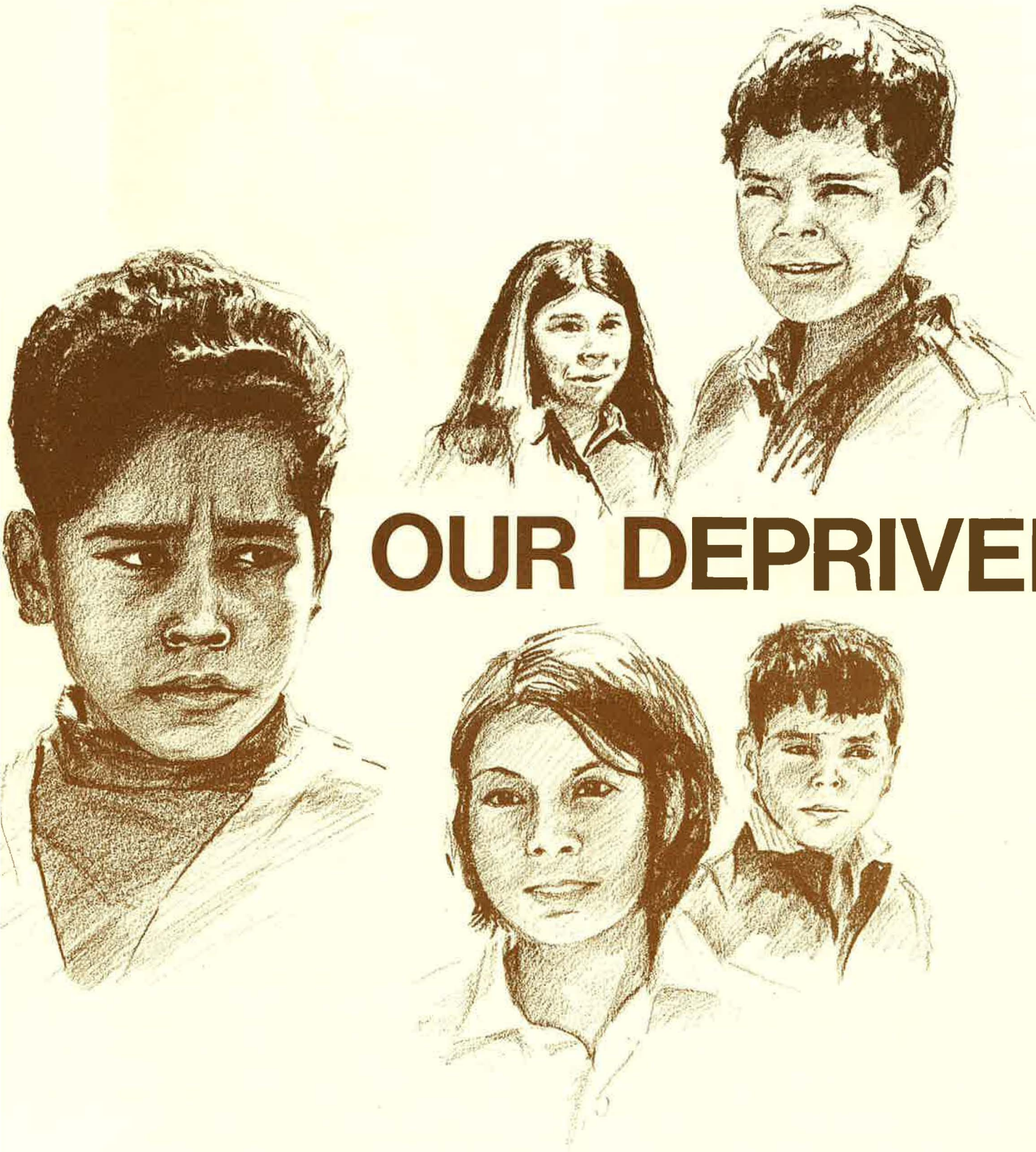
Thirdly, the Christian college provides the opportunity for spiritual development through the influence of Christian teachers and administrators who share one's faith and belief. What happens to a college student religiously, whether he matures in Christian faith and character or abandons the faith, is largely depend-

ent upon the training he receives before he goes to college. However, the college environment can contribute significantly and in some instances may be the influence that tips the scale. In my short time here I have come to know such people and the tremendous influence they have had on the lives of others.

The fourth point I would make is this. The Christian college provides a small or medium sized institution where the student is not lost among a multitude of individuals who are not interested in his welfare. Large institutions across the nation are concerned about the size of their student bodies. Seeing the desirability of small student bodies, large institutions are attempting to emulate some of the desirable characteristics of smaller institutions. Nothing means quite as much in the life of the student as the close contact he has with faculty and students on the campus of a Christian college. You cannot find a Christian college that is not interested in the welfare of its students.

Parents send their children to us because they know we are interested in them. Those of us who are parents should attempt to provide for our children a wholesome spiritual atmosphere and expose them to the attitudes and philosophies of the world around them in such a way that their own spiritual strength matures without being compromised or them being overcome. This can certainly best be done in the home and also in the Christian college.

I am pleased that my two older sons attended Harding. Outside of the home and the Church it has been the most important influence in their lives. Let's do all we can to encourage well qualified young people to take advantage of the opportunity to attend a Christian college. □



OUR DEPRIVED CHILDREN

BY DAVID CROUCH, Director of News Bureau

For nine months the infant grows and grows in the womb, in a way grows rather ironically; the quarters are limited; at the end an X-ray shows the small but developed body quite bent over on itself and cramped; yet so very much has happened—indeed, a whole new life has come into being. For some hundreds of thousands of American children that stretch of time, those months, represent the longest rest ever to be had, the longest stay in any one place. From birth on moves and more moves take place, quick trips and drawn-out journeys. From birth on for such children, it is travel and all that goes with travel—that is, forced travel undertaken by migrant farm workers, who roam the American land in search of crops to harvest and enough dollars to stay alive, if not to prosper, or as I have often heard it modestly put, "to live half-right."

UPROOTED CHILDREN by Robert Coles



Dr. Jerome Barnes (left) and Maxwell Dyer, assistant for the National Data Bank in Little Rock, examine the facilities at the computerized processing center. The facility will serve a seven state area in its initial year of operation.

Shuffled around from state to state and county to county, the children of migrant farm workers in the United States are among the nation's most deprived youngsters. They receive little or no education and, along with their parents, follow the ripening crops from the Rio Grande to the Canadian border.

The plight of these educationally limited children and the attempts of the state of Arkansas to educate them was the subject of a recent study by Dr. Jerome Barnes of the Harding faculty. His study revealed inadequacies in the maintenance of records, difficulty in the mastery of lessons and a surprising aspect of the migratory flow through Arkansas. His study was the first of its type done in Arkansas.

Arkansas lies in the middle of the migratory highway from the Rio Grande Valley to the plains of the Midwest. More than half of the nation's 2½ million migrant farm workers travel the highway annually. From their home camps in southern Texas and southern California the migrant workers begin their trek in April and return to their warmer climates in mid-November. Traveling more than 4,000 miles along the highway, migrant workers eventually penetrate every state in the union.

Many of the workers are Spanish-speaking Mexican-Americans, while the rest are poor whites or blacks attempting to compete with automation in the harvesting of crops. For the children of these workers tragedy lurks in the shadows. Lacking even a complete elementary education, these children will never be able to break the cycle of poverty that has plagued the migrant worker since the turn of the century.

Educating migrant children is a challenging task. Barnes' study revealed that Arkansas' migrant students average attending only two months of classes before moving on to a new area. The students usually did not enter school until well after the semester had begun, only to leave before demonstrating a mastering of subject matter.

"Their attendance patterns not only caused confusion in filing of transfer records, but also tended to cause the teacher to overlook the student and expect a poor performance," Barnes noted. "The language barrier also appears to be a problem. Although ninety-seven per cent of the 500-member sample listed English as their primary language, more than half had difficulty with comprehension and following directions."

(Continued on next page)



FACES OF THE PAST, PRESENT AND FUTURE: The faces of these migrant children reflect the vitality of youth and their concern for a better life. Mirrored in the eyes of this grandmother are years of back breaking toil and labor. Old before her time, she realizes her grandchildren face a similar fate.



The computer age has dawned on the world of migrant education. Computers at the National Data Bank in Little Rock will assimilate and house the scholastic and health records of the more than 300,000 school age children of migrant farm workers in the United States.

The analysis by grades demonstrated a progressively greater disparity between achievement and placement as the grade level of the migrant child increases from grade one through ten. "In very few instances did the migrant child even reach a minimal level of achievement. Eighty-five per cent of the students examined were more than a year behind in achievement for their grade level. His continual change in schools rendered sterile the partial mastery of subject matter he attained during the year. The odds are definitely stacked against the migrant child."

He noted, however, that Arkansas with the help of the federal government has taken a giant step forward in migratory education. "The new national data bank in Little Rock is one of the most significant developments in this type of education in the last decade. Educators have long known the problems involved in educating migrant children, but only in the last two years have they promoted programs that warranted the spending of federal funds."

The data bank will store both the student's academic



and health record, updating the records as the student moves from school district to school district. Initially only seven states, Arkansas, Missouri, Colorado, Kansas, New Mexico, Oklahoma and Texas, will participate in the data bank program. The costs of such a program exceed \$2 million, but eventually the program is planned to store the records of the nation's nearly 300,000 migrant students. Barnes praised the ingenuity of the program. "Many of the problems that my study uncovered can be eliminated by this system. Levels of achievement can more easily be determined and these 'forgotten children' can find a place in the rapid changing educational world of the 70's."

Some of the results of the study appeared to contradict what has traditionally been thought about the flow of migratory workers through Arkansas. The study indicated that relatively few interstate students remained in Arkansas, but traveled from school to school within the state. This poses special problems for the state.

"The study proposes that when the migrant workers begin their move northward, very few take time to enroll their children in Arkansas schools. What is happening is that the children are working alongside their parents in the field to boost the family income. Working from April to November the migrant children that pass through Arkansas actually receive less than four months of education a year. The situation for these children may be worse than we had expected. The challenge before the state is great. If some means is not used to enroll these children, the cycle of poverty and illiteracy will never be broken."

As Barnes noted, the children are not the only ones to be educated if the problem is to be eradicated. "Our progress in this area will be slow until we can educate the parents as to the seriousness and responsibility of keeping these children in school. Half the battle will be won if the parents will realize that any chance for their children to build a better life in the future lies in the classroom." □

The Art of Friendly Persuasion

BY DR. EVAN ULREY, Chairman, Department of Speech

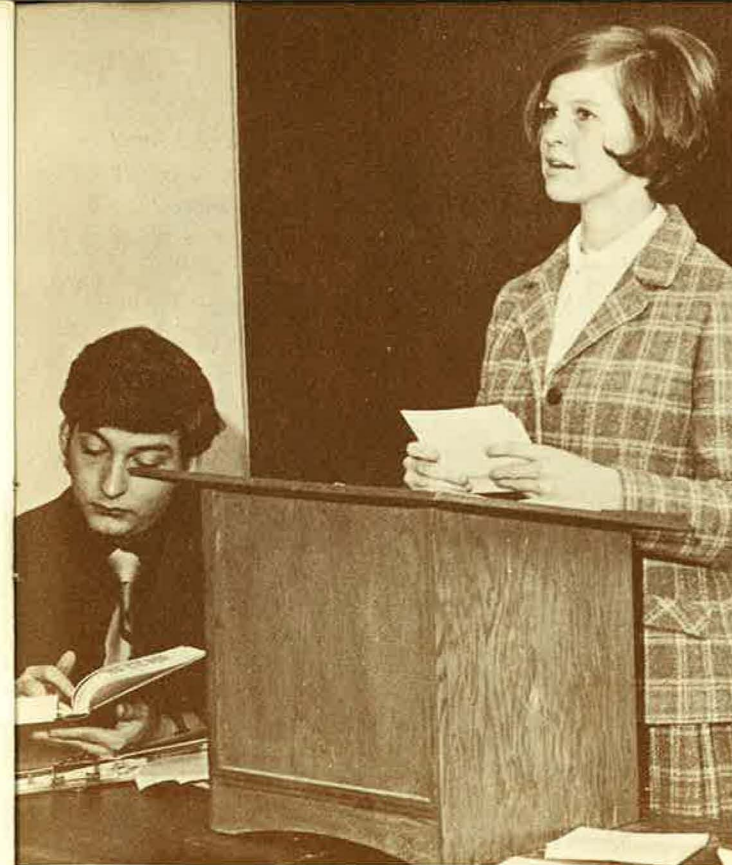
Dr. Evan Ulrey, chairman of the speech department and coach of Harding's forensics team, has been an active participant and coach in debating for more than twenty years. His 1970 team won the Pi Kappa Delta Regional Forensics Tournament and ranked in the top ten colleges nationally. The team for the second consecutive year won the Sweepstakes award at the Mint Julep tournament at Memphis State University. At the Mint Julep event Ulrey was named as the tournament's Outstanding Coach. In 1969 he was the recipient of Harding's Distinguished Teacher Award.

Below, he relates the values of debating in a Christian liberal arts education.

Debating is one aspect of the theory and practice of public discourse. It has a long history dating from ancient times. One skilled in any art of discourse may use it for his own ends, whether good or ill. Since this is true, it becomes doubly important that men of good will and high purpose should be skilled in all forms of communication. From the last statement, I take my brief that Christian education in its finest sense is directly concerned with some of the more important goals of forensics, particularly debate.

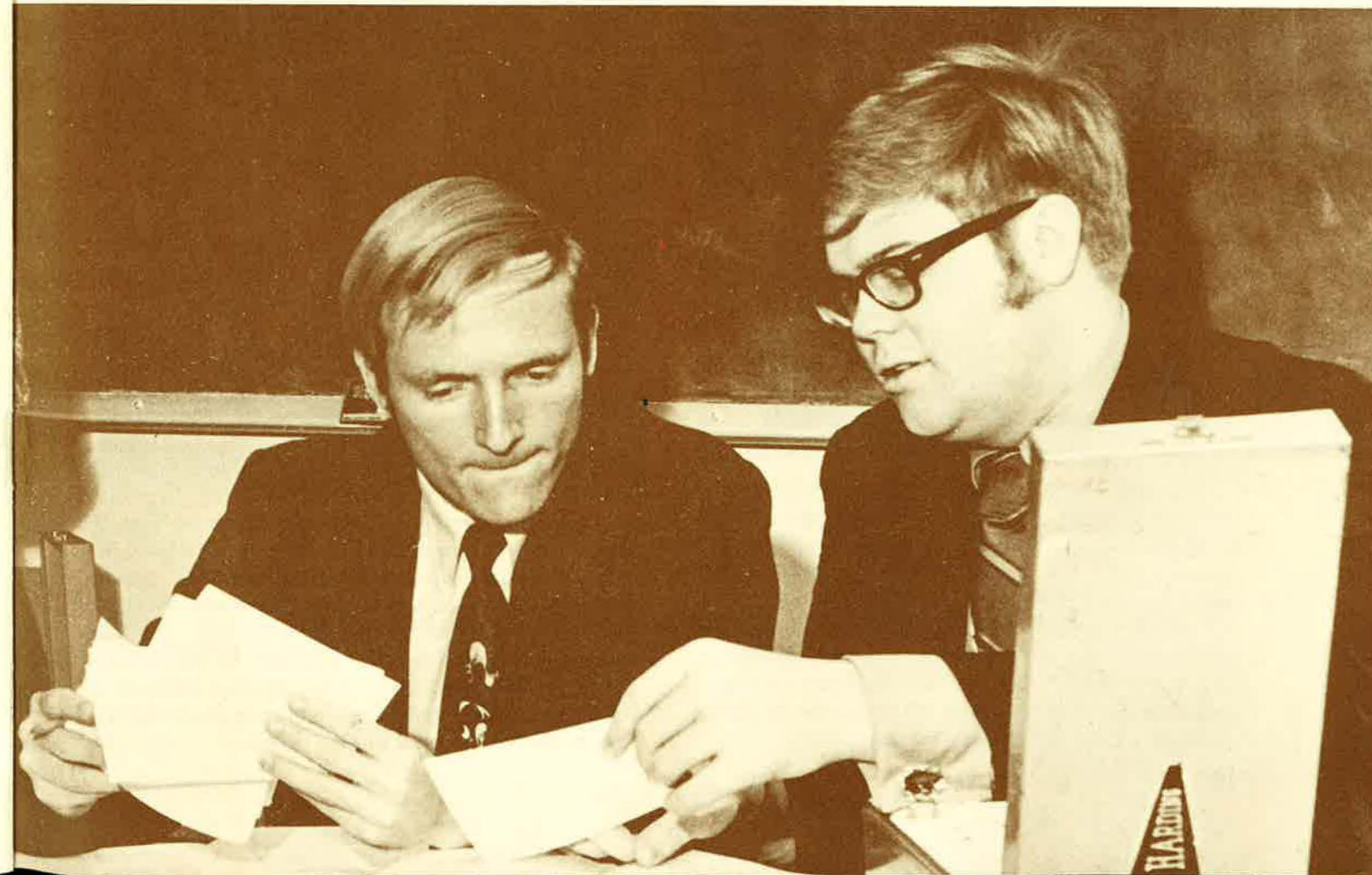
As a method, debate demands rigorous research and the testing of information and inferences in the give and take of informed controversy. Debate properly used, therefore, is a means of helping an interested person to think critically and to make judgments reflectively. The intercollegiate debate topic for 1970-71 affirms "that the federal government should adopt a program of compulsory wage and price controls." To debate this question skillfully demands that the student become conversant with the complicated subject of inflation and monetary and fiscal policies of the federal government. Debating this topic with other college students during the course of six months will give the student the equivalent of six academic hours in the economic theories of wages, prices, and inflation. By the end of the year, he will have sifted through many thousands of pages of materials written by economic experts and will usually have developed his own thinking on this and related issues to a level that is far above that of the average college graduate. In addition, while learning the topic, he is developing his skills in communication.

Debate is not an end in itself, nor is it an attempt to make one appear clever. Debaters aim their appeals not at each other; rather, they look for judgment to a jury, the audience. Debate should in no way resemble the atmosphere of a duel or give one the feeling that he is at a prize fight. It should, rather, be a highly reasonable, deliberate, and relevant discussion of information. Its highest usefulness and only real justification



"The excellent debater must be thorough in investigation, analytical in thought, clear in exposition and organization, conscientious in the use and application of information and inference, and dynamic in delivery."

"Harding debaters have an unusual amount of dedication and have developed outstanding skill. In debate, Harding has been among the top ten small colleges in the nation for the last two years."



is to discover, or to clarify, the truth or to settle on a course of action which is best for all concerned.

The excellent debater must be thorough in investigation, analytical in thought, clear in exposition and organization, conscientious in the use and application of information and inference, and dynamic in delivery. He is content only when he feels that he has done his homework so thoroughly that no argument, through his own negligence, was made to seem either less or more important than in truth it deserves to be. Since facts *do not* speak for themselves, the debater must so prepare and so speak that any listener equally interested in truth will see the information in its proper perspective, not in a distorted or exaggerated version.

Harding debaters have been successful in national competition with universities and colleges of every type and size. The aim of the debate program is not primarily on winning *per se*. It is on helping the student to develop his own potential to the highest level. Nevertheless, winning in honorable competition with one's peers is a desirable, rewarding by-product of excellent preparation. To win, one must be a skilled researcher, analyst, and thinker, but this is not enough—he must also be a highly skilled speaker, able to maintain intellectual poise under pressure.

(Continued on next page)



"Harding debaters have an unusual amount of dedication and have developed outstanding skill. In debate, Harding has been among the top ten small colleges in the nation for the last two years."

Dr. Evan Ulrey listens to his debaters present their arguments.



The debater is attempting to offer ideas and proofs in order to influence beliefs. He realizes that in order to do this he will use logical as well as emotional and personal proofs. He knows that all men make critical decisions from a combination, rather than from a single one, of the types of proof. In debating, perhaps the most important of all considerations is the fact that an idea is best tested when two well informed, well prepared, equally able advocates test their ideas in public discourse, calmly, deliberately, yet dynamically.

Harding debaters have an unusual amount of dedication and have developed outstanding skill. In debate, Harding has been among the top ten small colleges in the nation for the last two years. In 1969, the squad took top honors at Bradley University, Memphis State University, and won first in Sweepstakes at the regional Pi Kappa Delta Convention and Tournament. The University of Southwestern Louisiana was second, and the University of Houston, third. Major universities of the southeast and southwest were represented.

During 1970, the squad has already won third in Sweepstakes at Texas Tech University, First in Sweepstakes at Mississippi State University, and First in Sweepstakes at Bradley University, the largest speech tournament in the nation. As a result of the 1970 record, the squad has been invited to the University of Nebraska Tournament of Champions, which is held in Laredo, Texas.

It must be stated that if to "think critically and reflectively in order to discover or to clarify the truth" is the goal of debaters, it must equally be the goal of those who listen to the debate, if it is to achieve its purpose. Debate is a long-honored tradition among those who have used it honorably. Those who direct the forensics program at Harding devoutly hope that the training and experience being gained by students in the program will truly help them use their minds in a finer way in their profession— and even above that in their relation to God and with his people. □

SEARCY FUND DRIVE EXCEEDS \$350,000 GOAL



Ewing P. Pyeatt, chairman of the board of the First National Bank of Searcy, reviews the results of the Searcy Fund Drive at the dinner honoring workers and contributors. Pyeatt and Elmer O. Yancey, chairman of the board of the First Security Bank in Searcy, served as co-chairmen of the drive.

A record \$350,000 has been pledged in the Searcy Fund Drive for Harding College. The announcement was made by Lott Tucker, vice-president for finance, at a dinner honoring workers and contributors in the fund drive.

The \$350,000 in cash and pledges represents contributions from 115 Searcy citizens, businessmen or firms. Pledged over a five-year period, the funds are a part of Phase II of Harding's Decade of Development. The total represents the largest sum ever contributed by Searcy residents. In a previous drive \$100,000 was pledged for a three-year period.

Commenting on the results of the drive Tucker said, "We are very appreciative for the dedicated work of those who participated in the Searcy Fund Drive. Without their efforts the success of this endeavor would not have been possible. Harding and Searcy are growing together and the results of this fund raising drive demonstrate the spirit of cooperation that exists between the college and the community."

W. L. Howard, chairman of Harding's board of trustees, described the results of the Searcy Fund Drive as "indicative of the support and vote of confidence by the community. It inspires me to know that those who live and communicate with the college daily are willing to support Harding's ideals and goals."

The drive was directed by Ewing P. Pyeatt, chairman of the board of the First National Bank of Searcy, and Elmer O. Yancey, chairman of the board of First Security Bank of Searcy. In addition to Tucker and President Clifton L. Ganus, eleven Searcians served on the advisory committee for the fund drive. Serving on the committee were Truman Baker, Floyd Daniel, Deener Dobbins, Wayne Hartsfield, Charles Huddleston, Julian Lightle, Perry Mason, John Sowell, Curtis Walker, Herman West and Elmer Dale Yancey.

Bill Harris, Nelson James, Wayne Kellar, Julian Lightle and Bert Mullens directed the various teams of businessmen and civic leaders in the solicitation of Searcy businesses and residents.

The fund raising campaign began May 15 and ended Jan. 11 with the announcement of the \$350,000 in pledges.



HERE, THERE



COOK NAMED ALL-AMERICAN

Jerry Cook, Harding's 220 pound junior offensive guard, has been named to the NAIA All-American second team.

He becomes the third Bison griddier to be named to the NAIA All-American second team. Guard Don Sinquefield in 1968 and tackle Jim Duncan in 1969 were the previous honorees.

A two-time NAIA All-District 17 selection, Cook was named to many pre-season all-star teams and was rated by opposing coaches as one of the best linemen in the Arkansas Intercollegiate Conference. In 1969 he was the only sophomore named to the All-AIC team.

A determined athlete, Cook came back from an off-season knee surgery to play this year. A concentrated conditioning program rebuilt the injured leg with no apparent loss of speed and quickness.

The Bison lineman was one of three AIC grid stars earning berths on the elite All-American team.

PREACHERS' FORUM SPEAKERS ANNOUNCED BY CHAIRMAN

Harding's third annual Preachers' Forum will be held March 9. The program will be directed by Dr. Joe Hacker, chairman of the Bible department.

The theme for the forum, "Stand therefore . . .", was selected from Ephesians 6:14-20.

Speakers included on the program are Jack Lewis, Memphis, Tenn.; Bob Wilkerson, Denver, Colo.; Paul McGee, Irving, Tex.; Skip Stewart, Huntsville, Ala.; H. A. (Buster) Dobbs, Houston; Leonard Mullins, Dallas; and Clifton L. Ganus, J. D. Bales, Hacker, Jerry Jones and Jimmy Allen, all of the Harding faculty.

Registration will begin at 8 a.m. with the morning discussion sessions beginning at 9. The morning session will continue through a noon luncheon. The afternoon sessions will begin at 1:45 p.m. Jimmy Allen will conclude the day's activities with a theme lecture at 7 p.m.

CHRISTIAN WORKERS' WORKSHOP PLANNED FOR EARLIER DATE

Harding's 1971 Christian Workers' Workshop has been scheduled for July 5-8, according to Dr. Joe Hacker, chairman of the Bible department. Allan Isom, assistant professor of Bible, will serve as coordinator of the workshop.

The workshop, which was previously held in August, was scheduled earlier due to numerous requests from visitors who regularly attend the annual event. A steering committee appointed to review the change in schedule recommended the new time for the workshop.

"By moving to an earlier summer date there is still time to be of benefit to the late summer Vacation Bible Schools," commented Isom. "Approximately half the congregations represented at the workshop hold their VBS's during June and the remaining half are held in July and August.

"The purpose of the workshop is to best serve and train the educational leaders in the local congregation. We feel that the July 5-8 schedule will serve this task," he further noted.

This year the workshop will have special classes for VBS teachers. The material used in these classes will be a selection of workbooks and visual aids from 1971 VBS materials supplied from various brotherhood distributors.

The theme of the workshop will be "Communicating Christian Concern." Keynote speaker will be Dr. Thomas Cunningham, an elder of the Church in Stillwater, Oklahoma.

HIGH SCHOOL YOUTH FORUM SCHEDULED FOR MARCH 19-20

"A Reason for Faith" has been selected as the theme for Harding's 1971 Youth Forum. The forum for junior high and high school students will be held March 19-20. John Clayton of South Bend, Ind., will be the keynote speaker.

The forum will be directed by Eddie Campbell, Dean of Men. Registration and housing information may be obtained by writing Youth Forum, Harding College, Searcy, Ark. 72143.

VETERAN BUSINESS TEAM PARTICIPATES IN EMORY GAME

A quartet of veteran business game participants will form the nucleus of Harding's entry in the 1971 Emory Intercollegiate Game and Conference sponsored by Emory University in Atlanta, Ga. The team represents five years of experience by the participants in national collegiate business games.

Rodney Waller, a senior accounting major from Shreveport, La., will serve as captain of the team. He was a member of the 1969 team that won the Emory championship.

He was also a member of Harding's 1970 entry in the Michigan State University Intercollegiate Marketing Game. The team won the MSU championship for the third time to retire the Dr. W. J. E. Crissy rotating trophy.

Suzanne Holland, a senior accounting major from Lake City, Ark., was a member of the 1970 MSU championship team and is the first feminine participant on a Harding team in the Emory competition.

Accounting majors Mike Cole and Dennie Reeve will again be members of the Emory team. Both were members of the 1970 team which won its individual industry competition and finished second in the overall judging. Cole is a junior from Trenton, Mich., and Reeve is a senior from Siloam Springs, Ark.

Completing the six-member team are Bob White and Ron Wages. White is a junior accounting major from Philadelphia, Pa. Wages is a senior accounting and business administration major from Pascagoula, Miss.

The team has already begun preparation for the six-week competition. Participants are analyzing trends in the consumer market and formulating the company's strategy for the opening weeks of the competition.

The game will begin January 25 and terminate with a conference and final judging in Atlanta on March 4-6. At the conference the winners in each of the five industries will present their marketing strategy to a panel of judges who will choose the winning team.



20TH CENTURY CHRISTIAN EDUCATOR OF YEAR

Dr. Joseph Pryor, Dean of Harding College, was named the recipient of the Christian Educational Award of 1970-71. The accomplishments of Dr. Pryor are amazing. Not only does he serve as Dean of the College, but he also serves as an elder in the College Congregation; an author of scientific textbook material; and "sneaks in" the teaching of a few science courses at Harding since teaching is his first love.

Dr. Pryor is married to the former Bessie Mae Ledbetter and they have three children.

Dr. Pryor has distinguished himself as a Christian educator and the multiple talents of this noble Christian have been recognized in various spheres.

He has, and continues to hold, office in state-wide educational and professional organizations. He has been the faculty advisor for the Harding College yearbook,

the Petit Jean, and consistently during the time of his supervision the book has won All-American Awards for eleven consecutive years. There is nothing to which this man puts his hand that is not splendidly directed. Because of his service to his Lord, to the Church, and particularly to the young people of Harding College, he was chosen to receive the Christian Education Award of the 20th CENTURY CHRISTIAN for the current season. From him students may absorb competency, efficiency and scholarship. If this dedicated servant of the Master contributed nothing but the influence of his personality, the Committee's selection of Dr. Pryor for this award would have been well founded indeed. The 20th CENTURY CHRISTIAN joins in extending congratulations to Dr. Pryor on this achievement.

Jim Bill McInteer

HARDING

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CAMPUS CALENDAR

BIBLE SEMINAR, JACK PAUL, January 4-6
CHORALE TOUR, January 9-11
REGISTRATION — SECOND SEMESTER, January 26
CLASSES BEGIN — SECOND SEMESTER, January 28
ARKANSAS INTERCOLLEGIATE BAND, February 26-27
NAIA DISTRICT 17 BASKETBALL TOURNAMENT, March 1-2
BIBLE SEMINAR, JOE BARNETT, March 8-10
PREACHERS' FORUM, March 9
JUNIOR COLLEGE BASKETBALL TOURNAMENT, March 12-13
LYCEUM: BECKETT, March 18-20
YOUTH FORUM, March 19-20
SPRING RECESS, March 26-April 5
SPRING A CAPPELLA TOUR, March 26-April 5
BIBLE SEMINAR, REES BRYANT, April 19-21
LYCEUM: THE CARPENTERS, April 22
HIGH SCHOOL DAY — MAY FETE, May 1
LYCEUM: SPRING MUSICAL, May 7-8
ALUMNI DAY, June 2
GRADUATION, June 3

21

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Campus Mail 72143

Miss Shirley Birdsell