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Harding College Bulletin
November, 1973

Harding College Annual Report 1972-73

PROFILES OF SERVICE

Bulletin • November, 1973

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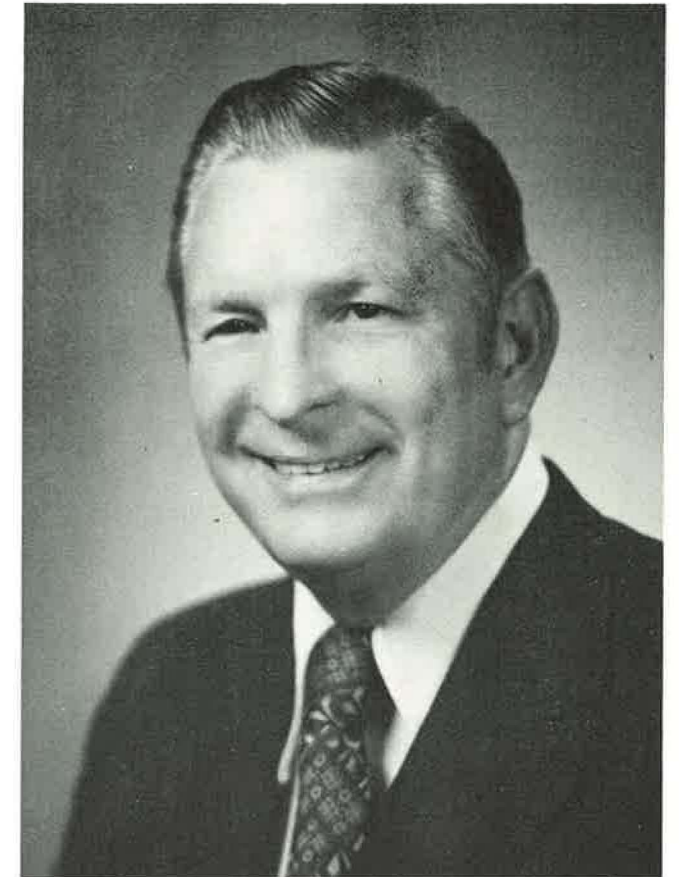
FROM THE PRESIDENT

Many wonderful things have occurred since the last annual report in November of 1972. I truly believe we have had one of the best years in the history of Harding. Each year we are so pleased with the honors and achievements of both staff and students and wonder how we can continue to perform at so high a level. We lose good students through graduation, but somehow we keep enrolling new ones who continue the good work.

The following pages are by no means all-inclusive of the work in the four divisions of Harding, but they do indicate something of the magnitude, the direction and the accomplishment of our work. Statistics, however, can never portray the spirit and attitude which prevail on both campuses.

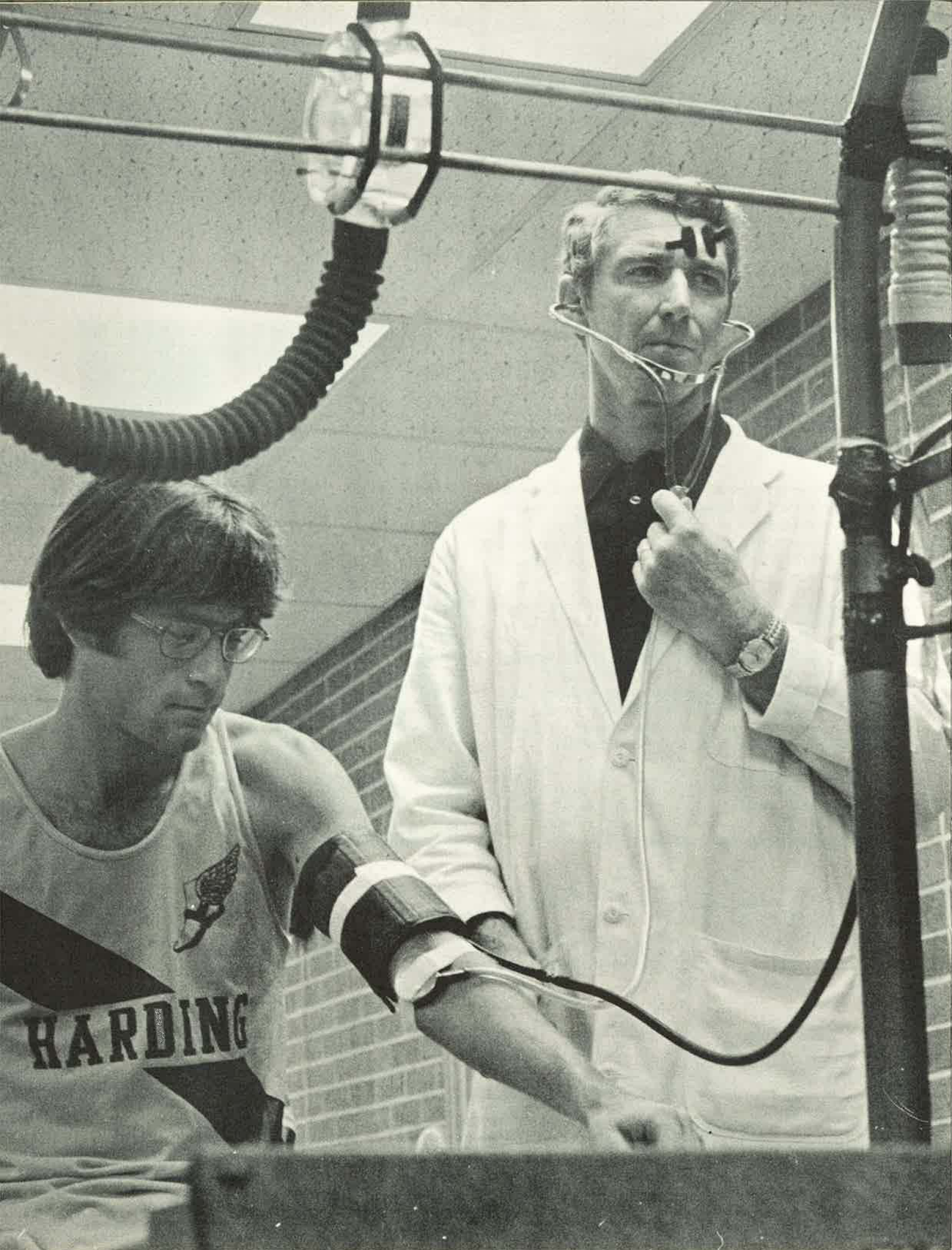
No campus is without problems and there will never be complete unanimity among the more than 6,000 faculty, staff and students. Nevertheless, there is great harmony and a wonderful spirit that prevails at Harding. We are grateful for the great desire to work together for the glory of God and the growth of our students. We also deeply appreciate the tremendous moral and material support that we have received from a multitude of friends which helps to make our work possible.

We are grateful to the Lord for His many blessings and pray that we may continue to be what He wants us to be and to do what He wants us to do. As did Jesus, we hope that we may continue to "grow in wisdom and in stature and in favor with both God and man."



A handwritten signature in cursive script that reads "Clifton L. Ganus, Jr." The signature is written in dark ink and is positioned above the printed name and title.

Clifton L. Ganus, Jr.
President, Harding College



Highlights

The \$1 million Hammon Student Center project was completed and dedicated in the fall of 1973. A large bookstore, college inn, bowling and game area, the post office, a chapel and offices for the *Bison*, *Petit Jean* and Student Association are included in this facility. The Ganus Building renovation provided space for the Admissions Office and the departments of speech and modern foreign languages.

Harding's business management team won the executive game sponsored by Emory University in the spring of 1973 for the second consecutive year and became the first team to win the Emory game three times.

Debaters won the national Pi Kappa Delta forensics tournament sweepstakes award and the debate sweepstakes at Bradley University Invitational Tournament.

The 1973 *Petit Jean* received the All-American rating from Associated Collegiate Press for the fourteenth consecutive year, and was awarded first place in General Excellence as the outstanding yearbook among Arkansas colleges.

The speech department presented "Twelfth Night" and "Man for All Seasons" and, in cooperation with the music department, "Man of La Mancha" during the fall semester Homecoming.

Work began on the Christian Communications Center addition to the Bible building which will house equipment for the Preacher Training Program to begin in the fall of 1974.

The "Time of Day" trio which represents Harding at high schools, junior colleges and youth rallies, travelled to more than 30 states during the last two years.

Summer campaigns in numerous states and seven foreign countries involved approximately one-fourth of the student body in 1972. Ninety-five students also worked in spring campaigns.

Two Harding Academy seniors are serving as state president of Future Teachers of America and Governor of the Ozark District of Junior Civitans.

Harding footballers played to a championship tie in the Arkansas Intercollegiate Conference and were the winners of the 1972 Cowboy Bowl in Lawton, Oklahoma.

NASA Research

For six years Harding's Research Program has cooperated with the National Aeronautics and Space Administration to conduct programs of data research to aid in space flights.

Students and faculty gave approximately 1264 units of blood during the three American Red Cross drives. Harding has averaged well over 1000 units each year for the last three years and set new state records with this year's 158-gallon donation.

Since 1967 the College has received \$297,050 from the National Aeronautics and Space Administration for research projects. Application has been made for a \$45,000 grant for the 1973-74 year.

Bison bowlers finished second in the National Association of Intercollegiate Athletics for the 1972-73 season.

Students and faculty members won numerous awards at the Arkansas State Festival of Art and the Arkansas Speech Festival in Little Rock.

Three home economics majors hold the offices of president, secretary and historian in the college division of the Arkansas Home Economics Association for 1973-74.

The Harding cross country team defended its AIC title, capping nine of twelve years as conference champions.

Physical education majors, during 1972-73, served as officers of the student section of the Arkansas Association for Health, Physical Education and Recreation and they provided the program for the state convention.





Profiles of Service

The concept of service is inherent in our culture and one of the basic goals of educational institutions. An institution's interests and objectives are revealed in the service the institution renders for its students, its community and the nation. In recent years the extent and quality of this service by educational bodies has been the topic for discussion and criticism. The service and influence of Christian education has received greater attention as the disparity between Christian education and other types of education has become more visible and acute. At possibly no other time in this nation's history has the philosophy of Christian education been so relevant to the nation's interests.

National events of the past year have focused attention on the unethical practices that seemingly have found their way into every strata of society. Segments of the nation have become the unwary victim of misplaced values. America once flourished in its integrity; now she languishes in its apparent absence. This malady, of course, does not grip the entire populace, but its presence is becoming more alarming.

Much of the responsibility for this condition must be assumed by institutions of higher education. Educational instruction being offered is academically sufficient, but moral training and example are deficient. Within educational circles this responsibility is being realized. At a recent national meeting of the American Association of University Professors the following resolution was adopted.

"The 59th Annual Meeting of the American Association of University Professors profoundly regrets the Watergate scandal and is alarmed at the breakdown in law and order, the decay of public morality, and the excessive permissiveness of which this incident is symptomatic.

"That all the persons allegedly involved in this felonious and fraudulent affront to freedom and fair play are graduates of American institutions of higher education causes us to grieve that we failed in not helping them to overcome their character defects and asocial and larcenous propensities while they were in our tutelage.

"Having the courage and humility not to cover up our past wrongdoing, we urge that university professors confess their sins of omission and combat the tragic example given to their students by lawyers who allegedly flout the law and administrators who allegedly manipulate the truth. We dedicate our-

Teaching More Than Facts

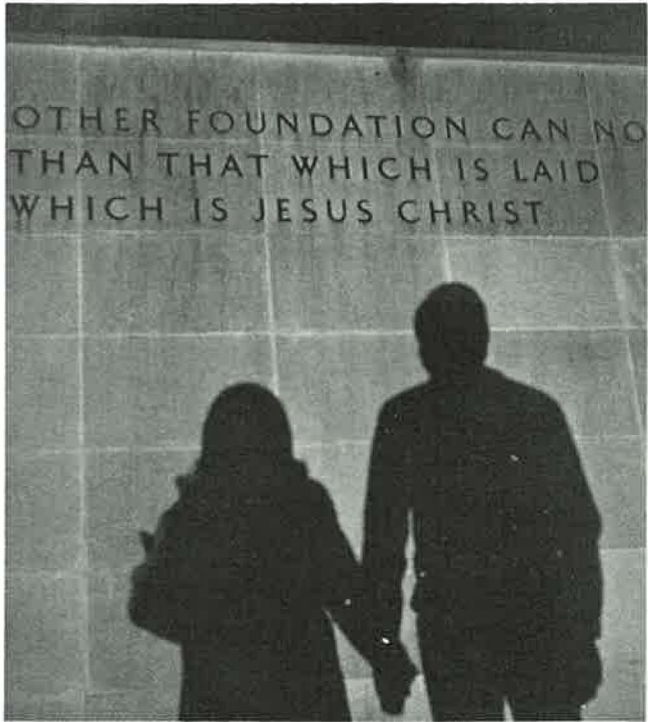
In addition to classroom teaching Harding faculty members dedicate themselves to the social and spiritual needs of the students.

selves to trying harder to steer this generation of students away from a life of crime and toward an enhanced respect for the Constitution, justice, and ethics."

Moral training in Christian education has long been expounded as the solution to this value crisis facing Americans. Christian education, since its inception, has done more than produce mere scholars. The focal point of Christian education penetrates deeper than academics seeking to provide the student with a direction for life, a motivation for service and a hope for eternity. Christian education also produces scholars, but scholars who have an added dimension in their lives.

Approximately 12,000 alumni have participated in Harding's Christian education experience. During its 49-year existence one commitment has remained at the heart of the institution's service. That commitment is the training of the whole man by providing an academic, Christian, liberal arts education with the integrity that increases the student's knowledge, molds his character and prepares him for this life and for eternity.

Harding's method of achieving this commitment in some ways is not unusual or unique. Practical educational principles combined with modern teaching techniques and facilities form the scope of its method. However, permeating this educational experience is the concept of service. The depth of this attitude is difficult to explain, but we invite you to examine the following pages to discover *the profiles of service* that are found at Harding College.





Students Profile

Students are a very unique and integral part of Harding's profile of service. The unique factor is found in a reversal of normal college conditions. In institutions of higher education, one generally expects to find that the service is rendered *by* the administration, faculty and staff *for* the student.

At Harding, however, the student is at the peak in the pyramid of involvement directed toward serving others. The greatness of Harding students is exemplified by the depth of their willingness to become a servant of all.

The most significant factor in this student profile is the variety of areas in which they work to benefit others. Harding students have consistently surpassed goals set by the American Red Cross for donation of blood units. Students donate time each year to help in the city's fund raising drives for the United Fund, Muscular Dystrophy, Cystic Fibrosis, March of Dimes and others. Social clubs have used their project money to purchase supplies with which to paint homes of elderly citizens, as well as to provide funds for an orphan to spend a two-week summer session at camp.

One of the brightest spots in the area of service is the large number of students who forego spring, summer and Christmas vacations to help in campaigns for Christ. During 1972, approximately one-fourth of the student body was involved in campaigns which resulted in evangelistic work on three continents. Foreign evangelism was effected in Canada, Brazil, England, Holland, Germany, Switzerland and Italy. Facets of involvement included Vacation Bible Schools, literature distribution, enrollment in correspondence courses and teaching cottage meetings.

Numerous students do volunteer work with the mentally retarded at Searcy's Sunshine School. The Buddy Program offers real friendship and influence to fatherless boys who spend a great deal of time each week with their Harding "buddies." Harding students collect food on Halloween to send to needy families. Many social clubs take advantage of their spring outings to "adopt" orphans for a day of hikes, picnicking and fun.

Repetition is a further aspect of the student's profile of service at Harding. Statistical data about students who serve is not limited to any one academic year. With each new year, the percentage of participation rises and the number of projects multiplies. Motivated by Christian standards, this spirit of service has always been a part of life on the Harding campus.

Student Participation High

Toy drives at Christmas, Blood drives for the American Red Cross, and work with retarded children are only some of the areas of participation of Harding students.

Perhaps of even greater importance is the fact that the commitment to service of Harding students carries over into their lives after college. More than 45 per cent of Harding's students are certified to teach in our nation's schools. Within Christian education, approximately 25 percent of the college faculties are Harding graduates. Twenty-four per cent of the alumni are involved in full or part-time ministerial service. Approximately one-third of the missionaries of churches of Christ in foreign countries are Harding alumni. Many graduates render special service in areas of rehabilitation of alcoholics and in prison work. One hundred eighty-one students are preparing for service in medicine and allied health fields.

Service to mankind is of tremendous importance and Harding students perform in that category abundantly. But the two greatest services of these students involve their commitment to God and to their families. Symbolic of the character-building that takes place at Harding and the service that its students render the nation is the startling statistic that less than ten per cent of Harding alumni forsake their religion and less than two percent become products of divorce courts.

The student profile at Harding College involves a varied approach to service. Students fulfill their desire to serve others through a diversity of avenues. All do not require the same abilities and talents, but all *do* require commitment to the service of others irrespective of their vocational area.

Enrollment Summary

ENROLLMENT FALL SEMESTER 1973: 2319 (1111 men, 1208 women)

GEOGRAPHICAL DISTRIBUTION: 44 states, Dist. of Columbia and 17 foreign countries

STATES WITH MORE THAN 100 REPRESENTATIVES: Arkansas (633), Texas (237), Tennessee (169), Missouri (162), Alabama (107)

CLASS TOTALS: Freshmen, 676; Sophomores, 521; Juniors, 533; Seniors, 521

GRADUATE AND SPECIAL STUDENTS: 68 (Searcy Campus)

MARRIED STUDENTS: 299

STUDENTS HOUSED IN RESIDENCE HALLS: Men, 832; Women, 1017

SEARCY ACADEMY: 379

ENROLLMENT FALL SEMESTER 1973 — Memphis Campus

Graduate School of Religion, 168
Memphis Academy, 2665



Faculty Profile

The threads of an institution's greatness are found woven in the institution's commitment and the potential in its human resources. One of the greatest segments of human resources is the faculty. The faculty's profile of service would, at first glance, appear to be quite obvious. The faculty's obligation is to use its collective and individual talents to impart knowledge to inquiring young minds. Harding's faculty has achieved a high degree of expertise in classroom techniques as evidenced by state and national recognition and the performance of Harding students.

During the past year Dr. Evan Ulrey, chairman of the speech department, directed the Arkansas Humanities Consortium. Dr. Edward Sewell, Dr. Jerome Barnes and Dr. Bobby Coker served on national NCATE evaluation teams for other educational institutions. Dr. Joseph E. Pryor is secretary-treasurer of the National Council of Alpha Chi. Mrs. Ermal Tucker was named Teacher of the Year by the Arkansas Business Education Award, and Dr. Harry Olree received the honor award from the Arkansas Association of Health, Physical Education, and Recreation. Dr. Billy Ray Cox was awarded a Freedoms Foundation medallion for his speech, "A Challenge to Youth." Jimmy Allen, Dr. Ted Altman, Josephine Cleveland, Dr. Bill Oldham, Dallas Roberts, Dr. Steve Smith and Dr. George Woodruff were listed in *Outstanding Educators of America*. Dr. Kenneth Davis, Dr. Don England and Mrs. Betty Watson were honored as the 1973 Distinguished Teachers at Harding. These and numerous other honors are characteristic of the record of achievement maintained by Harding's faculty.

At Harding the first concern of the faculty is teaching and helping the students develop a higher level of skill and competency as they mature. To aid in providing this service for more than 2,300 students the faculty has maintained a high standard of excellence. Since the 1972 report, three faculty members have completed requirements for the doctorate; Karyl V. Bailey, Ph.D. degree in physical education, Texas A&M University; Gary D. Elliott, Ph.D. in English, Kansas State University; and Joe T. Segraves, Ph.D. degree in history, University of Kentucky. An additional eight faculty members lack only completion of the dissertation to obtain the doctorate. Six other teachers are on leave of absence for 1973-74 to work on doctorate degrees. This year approximately 38 per cent of the faculty hold the earned doctorate and 58 per cent hold the master's degree or higher but not the doctorate.

A vital part of a faculty's service is the curriculum which is offered for the training of students. During 1972-73, extensive study of the curriculum was un-

Faculty — Student Interaction

Activities in and out of the structured classroom work have developed a broad base for faculty-student understanding and appreciation.

dertaken by the faculty. Not only were current programs up-dated, but new programs were added. The additions included a Bachelor of Science degree in art, a minor in Spanish, a major in special education, a major in speech therapy and certification at the kindergarten level. Plans were tentatively formulated for offering the baccalaureate degree in nursing based upon a two-year pre-nursing program in the liberal arts with the junior year beginning in the fall of 1974. Harding is also participating in the Arkansas Consortium on Cooperative Education and has received a \$17,000 grant to study cooperative education during 1973-74.

Harding's American Studies Program continues to be one of the foremost citizenship education programs in the nation. The program has been nationally recognized for its achievements in this vital service to the country. Among the program's visiting speakers for the spring semester are Saul Gellerman, leading management lecturer; Dr. Adron Doran, president of Morehead State University, Kentucky; Howard K. Smith, ABC news commentator; Dr. Milton Friedman, economist from the University of Chicago; and Dr. Walter Judd, former Minnesota Congressman.

The faculty's service to students extends beyond the normal classroom experience. Teachers make themselves available for answering questions, discussing classroom assignments or personal conferences. Faculty members attempt to provide the maximum benefit from the four-year Christian education experience by employing a personal interest in the individual student, his goals, his abilities and his character development. Perhaps this one service alone makes Harding's Christian education so distinctive and relevant.

Faculty Promotions

From Associate Professor to Professor:
Nyal D. Royle, education

From Assistant Professor to Associate Professor:
Bobby L. Coker, education
Bob J. Corbin, physical education
Virgil H. Lawyer, history
Theodore R. Lloyd, physical education
James E. Mackey, physics
Walter L. Porter, psychology
Carroll W. Smith, chemistry

From Instructor to Assistant Professor:
Gary Bartholomew, accounting
Wilton Y. Martin, physical education
Lewis L. Moore, psychology

Administrative Promotions

Edwina Pace, Executive Secretary to the President
Jimmy Carr, Assistant to the President



Financial Profile

Service rather than profit is the objective of an educational institution. The primary obligation of accounting and reporting is one of accounting for resources received and used rather than for the determination of net income. The financial program of a college is an important indication of its ability to achieve its goals. The financial statement of Harding College indicates the progress that has been made during the past year. Harding continues to keep within reasonable bounds in its efforts to achieve high academic standards. The college has operated within its budget for the past year.

Harding has always been an economy-minded institution. The goal has been to provide a high standard education at the lowest cost to as many students as possible. Since tuition and fees pay only 75 percent of the college's operating expenses, Harding must receive 100 per cent value out of every dollar received. This concern for quality and economy has held Harding's tuition costs for students below the costs of most of our four-year Christian colleges.

Harding is one of the few colleges in the United States to do a cost study of every department in the college. The results of the study will help Harding maintain the top quality academic instruction in the most economic manner. Harding's creative and innovative approaches to education have demonstrated that an economy-minded school can achieve academic excellence.

Economy and a desire to share in the education of Christian youth can also be demonstrated in Harding's student work and student loan programs. Many Harding students have traditionally paid for their college expenses by working on the campus. This year approximately 500 students will earn \$280,000.

Approximately 1,000 Harding students participate in various student loan programs to meet their college expenses. During the 1973-74 school year \$950,000 will be made available in student loans. This total is five times greater than ten years ago. The college will also award approximately 1,000 full or partial scholarships during the present school year.

A financial report would not be complete without recognizing a profile of service that is necessary for the college's existence. This financial assistance is provided by the thousands of alumni, friends of the college, businesses and foundations who in some way support Harding. Their continued assistance has helped Harding

Building for Tomorrow

The Christian Communications Center, now under construction, will serve as the home of the Preacher Training School, closed circuit television facilities, and classrooms.

maintain its standard of excellence and provide a necessary impetus for Christian education. In a very real sense, each donor has a part in Harding's service to the nation.

Year Ending June 30, 1973

Income:	1971-72	1972-73
Student Fees	\$3,631,765.06	\$4,240,902.97
Government Grants	166,393.47	154,107.76
Miscellaneous	305,352.73	356,690.72
Auxiliary Enterprises	2,568,166.00	2,657,667.70
Gifts	250,863.65	301,394.11
Endowment	188,450.76	188,868.56
Total Income	\$7,110,991.67	\$7,899,631.82
Expenses:		
Administrative	\$ 280,954.41	\$ 299,308.90
General	553,949.72	596,603.78
Instructional	3,282,951.92	3,904,267.16
Operation and Maintenance of Building and Grounds	307,251.24	300,304.28
Auxiliary Enterprises	2,288,144.98	2,337,653.58
Non-Instruction	395,413.39	456,624.10
Total Expense	\$7,108,665.66	\$7,894,761.80
Excess of Income Over Expenditures	\$ 2,326.01	\$ 4,870.02

Board of Trustees

Indicative of the type of dedication that characterizes Harding's administration, faculty, staff and students is the profile of service exemplified by the college's Board of Trustees. During the 49-year history of Harding, 79 men and three women have served on the governing body. Their diligence to the task of maintaining the Christian character of the college has been of vital importance in developing a national reputation for integrity and academic excellence.

A position on Harding's Board of Trustees is more than an honorary post. The Board provides leadership and counsel for a variety of college programs. Its involvement spans fiscal, academic, public relations and development activities. Its commitment to Christian education is demonstrated in service not generally rendered by boards of trustees of many institutions.

By example, members of Harding's Board are individuals of highest Christian character. Their service to Christian education is expanded upon by their work in business, industry, community and civic organizations. These men and women are outstanding citizens in their communities, churches and states.

The dedication and commitment of these Board members is demonstrated by their concern for today's youth. They expend much energy representing Harding to the students with whom they have contact. There is a friendship with youth which bridges generation gaps.

This concern for youth leads these men and women to stand at the forefront in financial campaigns to aid in the students' Christian education. Their own generosity and their representation of Harding to others has enhanced the success of Harding's Decade of Development.

And in their service to Harding College, the Board of Trustees has committed itself to upholding the standards and goals of a Christian college which continues to serve the nation and the world through dedication to its students.

Flanoy Alexander, Delight, Arkansas
D. F. Anguish, Dresden, Ohio
John D. Baldwin, Holyoke, Colorado
George S. Benson, Searcy, Arkansas
Richard Burt, Richardson, Texas
David Paul Burton, Newport, Arkansas
Harold Cogburn, Forrest City, Arkansas
James H. Cone, Little Rock, Arkansas
James B. Eilers, Memphis, Tennessee
Houston Ezell, Nashville, Tennessee
Richard D. Fuller, Dauphin Island, Alabama
Clifton L. Ganus, Jr., Searcy, Arkansas
Richard Gibson, Longview, Texas
Louis E. Green, Newark, Delaware
Dallas Harris, Boise, Idaho
Olen Hendrix, Prescott, Arkansas
Hillard Johnmeyer, Rolla, Missouri
Leman Johnson, Wenatchee, Washington
Houston T. Karnes, Baton Rouge, Louisiana
Jim Bill McInteer, Nashville, Tennessee
Milton Peebles, Hope, Arkansas
Dan Russell, Shreveport, Louisiana
Roy Sawyer, Sardis, Mississippi
J. A. Thompson, Searcy, Arkansas
Mrs. Robert S. Warnock, Magnolia, Arkansas

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