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Harding Bulletin November 1971 (vol. 47, no. 5)

Harding College

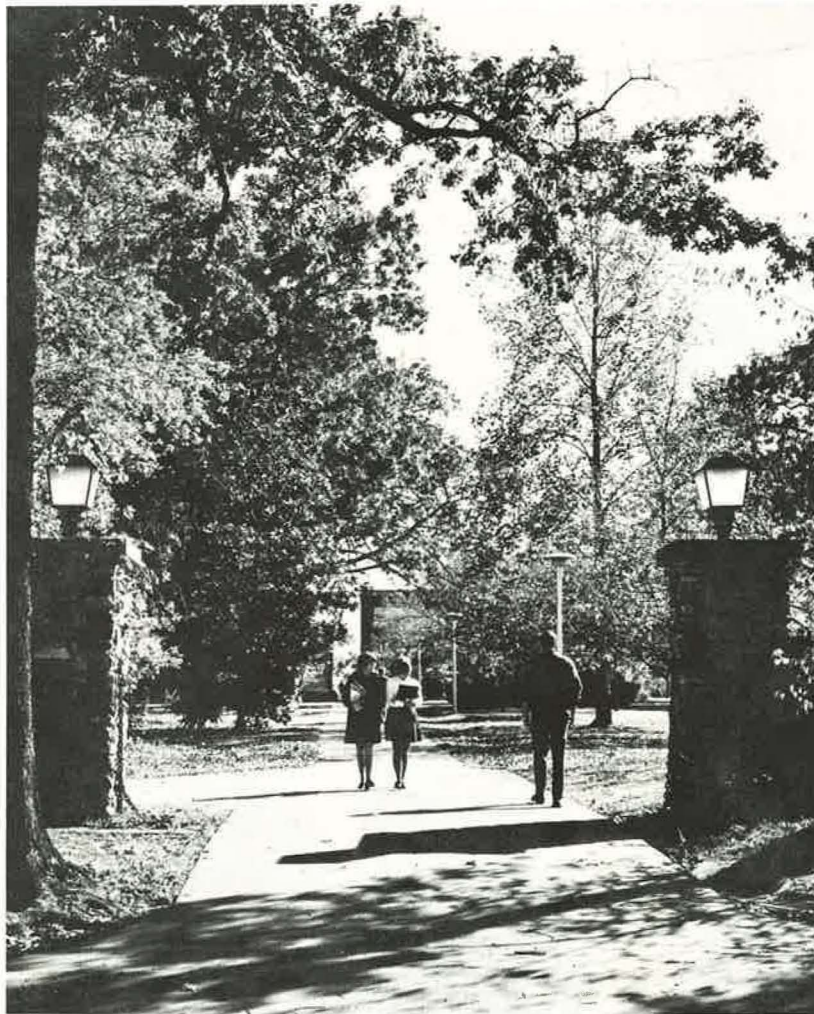
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A NEW DECADE—NEW GOALS

Harding College Report of The President 1971

Bulletin, November 1971

HARDING COLLEGE LIBRARY



Dr. Clifton L. Ganus, Jr.
President

A New Decade—New Goals

Harding College has launched into a new decade. With a commitment that permeates the campus, Harding will continue to meet the challenges of the highly technical and ever-changing world.

Many outstanding educators have labeled the Seventies as the most decisive period in the history of private education. The spiraling costs of the Sixties, the rising inflation that has pinched the consumer's pocketbooks, and the loss of clear and undistorted direction have afforded the private sector a questionable financial basis on which to begin a new decade. Large corporate gifts, foundation grants, and alumni contributions have failed to provide sufficient funds to eliminate the red ink on many ledger pages. Greater operating deficits are forecast for the future, and many institutions have already been forced to close or to merge with others.

Christian colleges, too, are facing these problems and some which are unique. Some of the colleges are experiencing growth pains, yet are unable to provide facilities for new and innovating programs and the margin of excellence sought. Others are facing an identity crisis which will test the very reason for their existence. I believe that Christian education must weather the storm and use the Seventies as stepping stones to the future of excellence in Christian service, in dedication to Biblical teachings, and in providing Christian young people with a high-quality education. The confusion and chaos of these crowded hours makes our role at Harding even more important, and we believe that the dedication and commitment of those at Harding causes our future to be bright.

A new decade brings renewed efforts in several areas—a glance at the future, a realization of the present, and a commitment to building on the sacrifices and principles of the past. As Harding looks to the future, new goals must be formulated. New programs will be planned and initiated. New facilities

will be built and new services will be provided.

Surveying the present, Harding began the new school year with an unprecedented 7.6 percent increase in the enrollment of undergraduates. The 1971-72 enrollment topped the two-thousand mark for the first time in the college's history with a record 2,060 undergraduate enrollment on the campus. In addition, the enrollment in the Academy at Memphis now totals 1,602, the enrollment in the Academy at Searcy now totals 315, and 164 young men are preparing themselves for even greater service to God through their enrollment in the Graduate School of Bible and Religion. The total enrollment of 4,141 represents significant growth in Christian education.

During the first six years of the Decade of Development, the buildings which have been completed include two men's residence halls, one women's residence hall, the science building, an art center, an addition to the music center, and an expansion of the library. The total cost of these facilities has been \$4.7 million.

Building on the past, Harding will continue to fulfill her commitment to providing Christ-centered education. Education at Harding involves the training of the total man or woman, including the spiritual as well as the academic. Students are not left to wander through their college years unattended and overlooked. A dedicated faculty guides and motivates Harding students through an educational experience that provides an academic, Christian, liberal arts education. Harding's goal is to provide an education with integrity that increases the student's knowledge, molds his character, and prepares him for this life and for eternity.

I look with confidence toward a bright future in the Seventies which will include new goals, a growing campus and student body, and a commitment to building on eternal principles.

Board Chairman Resigns

To every educational institution, leadership by its Board of Trustees is imperative in the growth, stability, and direction of the institution. Harding's governing body has demonstrated this leadership and dedication to service, and it is with regret that I must announce the resignation of W. L. Howard from the Board of Trustees. After much prayer and consideration of his other business and personal commitments, he has decided that presently he cannot devote as much time as he would like to helping Harding achieve an increased measure of greatness in the Seventies.



W. L. Howard has served six years on the Board and as Chairman for the last three years. His service to Harding, however, cannot be measured in years alone, but must include his contributions in time, influence, direction and leadership. He assumed the Chairmanship of the Board at a critical period for private education and a critical period in Harding's growth. He unselfishly gave of himself to promoting Harding's programs and to maintaining Harding's purpose and direction through the turbulent Sixties.

His motto, "You must be willing to serve," has been demonstrated in every aspect of his life. His service and contributions to the Lord's work at Harding have been enormous. Though no longer a member of the Board, he will continue to be vitally interested in Harding College, her welfare and her value as a center of Christian education. We at Harding look forward to the day when he will again be able to serve on the Board in a vital leadership capacity.

Trustee Committee Appointed

A new decade has signalled completion of several projects, and now we must turn our attention to the goals of the future.

With approximately half of the Decade of Development now completed, the campus and landscape have taken on many new features. The Advanced Gift Phase of Phase II of the Decade of Development was recently completed. The highly successful Advanced Gift Phase of the campaign was responsible for three new residence halls, a science building, an art center, and additions to the music center and library which have bolstered the college's facilities. The success of this phase of the campaign has also yielded sufficient results in another very important way. A portion of the funds raised during this period were used to liquidate pressing indebtednesses, thus creating a sounder financial basis upon which the College could begin the decade of the Seventies.

Phase II of the Decade of Development has been successfully directed by the National Development Steering Committee. Members of the Committee were Dr. George S. Benson, Searcy; James H. Cone, Little Rock; James B. Ellers, Memphis; W. L. Howard, Monroe, Louisiana; Jim Bill McInteer, Nashville, Tennessee; Lynn Packer, Dallas; Jack Pruett, Little Rock; J. C. Redd, Jackson, Mississippi; and Roger L. Roper, Dallas. These nine men have provided the leadership necessary for the success of the Advanced Gift Phase of Phase II of the Decade of Development. Their dedication to Christian education has been clearly demonstrated in this service to Harding.

As Harding enters a new phase of its development program, a permanent committee, composed of the members of the Board of Trustees, will replace the National Development Steering Committee. The seven initial members of the new committee are Dr. George S. Benson, Searcy; Dr. Richard Burt, Richardson, Texas; Dr. Harold Cogburn, Forrest City, Ark; James B. Ellers, Memphis; Richard Gibson, Longview, Texas; Dallas Harris, Boise, Idaho; and Olen Hendrix, Prescott. The new committee has been formed to provide the continued leadership needed for Harding's continued drive toward achieving excellence in education of the total man during the Seventies.



George Benson



Richard Burt



Harold Cogburn



James B. Ellers



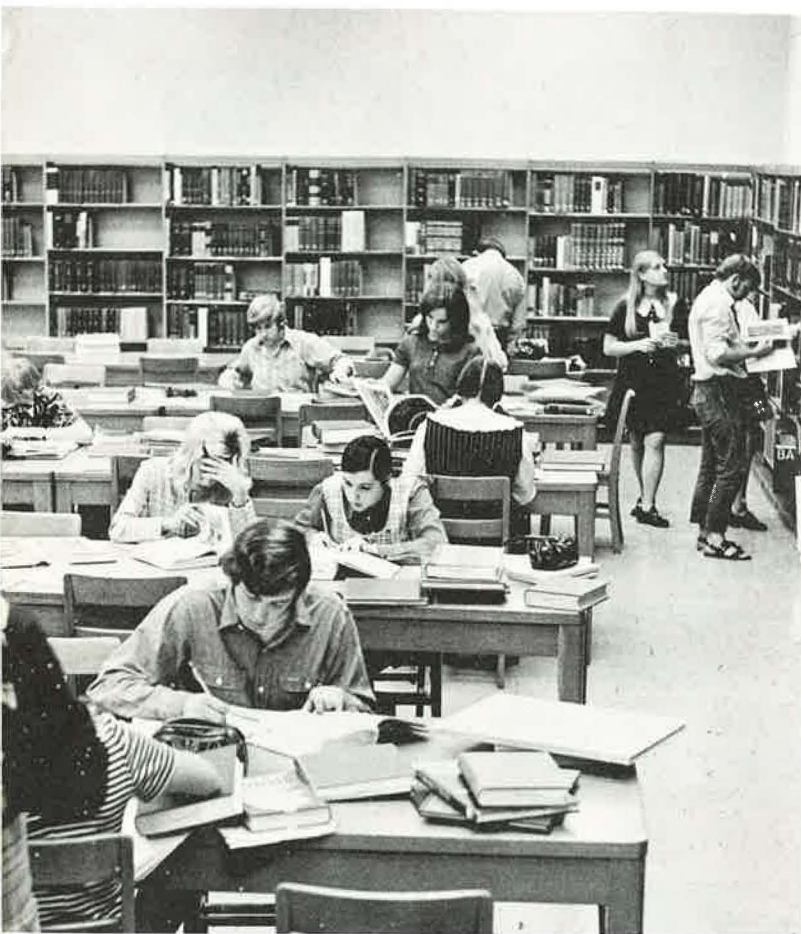
Richard Gibson



Dallas Harris



Olen Hendrix



Students

We take great pride in our students. As a group, they are the finest in the entire nation. A wide range of ethnic and financial backgrounds is represented in this year's student body. Students come to Harding from 48 states and 20 foreign countries.

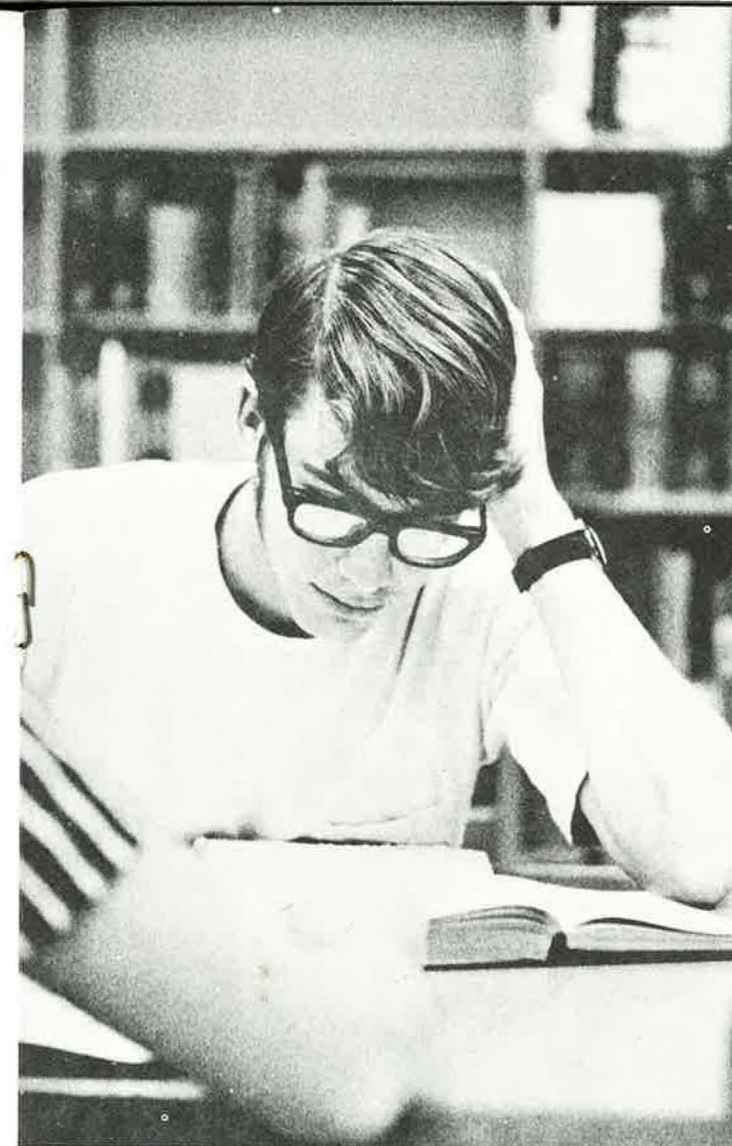
The students all share the quality of a dedication to learning and serving others. We take particular pride in the fact that approximately 45 per cent of our graduates are certified to teach in the nation's schools. We can also mention the faculties at our sister Christian colleges where approximately 25 per cent of the teachers are Harding alumni.

The entering freshman class offers a good example of the calibre of students who are enrolling at Harding. More than 50 per cent of the 580-member freshman class finished in the top 25 per cent of their high school graduating classes. Harding awarded academic scholarships to 129 freshmen based on their superior high school records. Eighty-two freshmen received a total of 1,741 hours of college credit on the College Level Examination Program, which allows students to receive credit as the result of scores on the test.

Today's college student is as complex as the times. He is not impressed with externals, but seriously and conscientiously strives to achieve a level of academic excellence in which he learns to think accurately and discern what is important in life.

The student is our first responsibility. We believe the influence of the college must extend as fully to him as to the world around him. A college education is an investment in the future, and ultimately eternity. The return on the investment will not only be measured by his productivity and usefulness, but also to the extent to which he achieves his personal goals. Students at Harding are presented courses as interwoven parts of a larger entity, bound together in a Christian perspective. The importance of a Christ-centered education has never before in the history of higher education been as necessary and challenging. Harding's commitment to broadening the students' awareness and providing them with opportunities for personal involvement and service transcends normal campus activities and reaches into the individual student's motivations and goals.

Harding students are happy, energetic and dedicated to God. They enter Harding to learn, and leave to share their knowledge with mankind.



Student Profile

Enrollment Fall Semester 1971: 2,060 (1,020 men, 1,040 women)

Geographical Distribution: 48 States and 20 Foreign Countries

States with more than 100 Representatives: Arkansas (601), Texas (189), Tennessee and Missouri (137)

Class Totals: Freshmen, 580; Sophomores, 462; Juniors, 468; Seniors 474

Graduate and Special Students: 76 (Searcy Campus)

Married Students: 286

Students Housed in Residence Halls:

Men, 763; Women 874

Searcy Academy: 315

Enrollment Fall Semester 1971 — Memphis Campus:

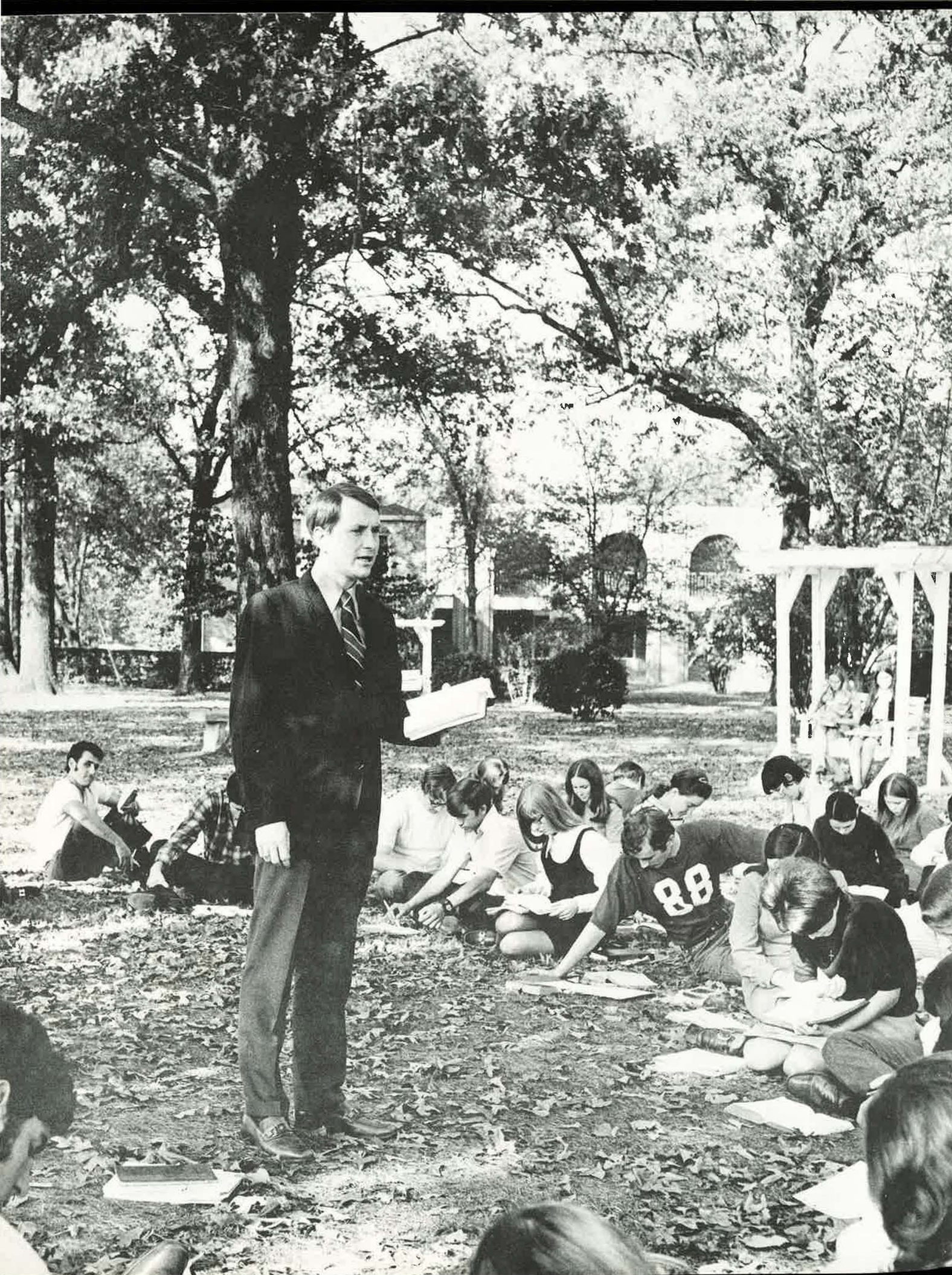
Graduate School of Religion: 164

Memphis Academy: 1,602

Degrees granted during 1971

Bachelor of Arts	331
Bachelor of Science	76
Bachelor of Science in Medical Technology	3
Master of Arts in Teaching	19
Master of Arts in Bible	23
Master of Theology	5
	<hr/> 457





Faculty

In the final analysis, the special excellence of an educational institution depends upon the quality and dedication of its human resources. Harding's faculty is one of the most prized assets of the college. Harding teachers demonstrate a dedication and commitment to Christian education that is making a lasting impression on the minds of our students.

One of the most significant developments of the past year, therefore, was that the faculty was strengthened with ten new additions and further graduate school training by 12 teachers, with the result that the 1971-72 school year opened with the most experienced faculty in history. Three faculty members received doctorate degrees during spring commencement exercises and two more will receive their doctorates in June. Those receiving degrees were Jerome M. Barnes, Ed.D. from North Texas State University; Raymond Muncy, Ph.D. from the University of Mississippi; and Billy D. Verkler, Ph.D. from Mississippi State University. Ted Altman will receive the Ed.D. degree from North Texas State University and James Howard will be awarded the Ph.D. in Bible from Baylor University.

New members who joined the faculty are Paul Pitt, art; Gottfried Riechel, Bible; Gray Bartholomew and Don Diffine, business and economics; Beth Wilson, home economics; Dr. Steve Smith, mathematics; Sarah C. Morris, music; Morris Ellis and Sammy J. Parker, speech; and Dr. Walter L. Porter, psychology and sociology.

Of course, the first requisite of any institution of higher education is a faculty which possesses the highest quality of scholarly inquiry and classroom skills. Indeed, Harding teachers have earned a distinction where it benefits the students most — in the classroom. Educators sometimes are less interested in daily classes than in research or other professional activities, but such is not the case at Harding. 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.

There is a certain aura of closeness between Harding's faculty and student body that contributes to a complete education. Harding teachers make themselves available for answering questions, discussing assignments or personal conferences. The faculty works with students, individually and collectively, to provide the maximum benefit from the four-year educational experience.

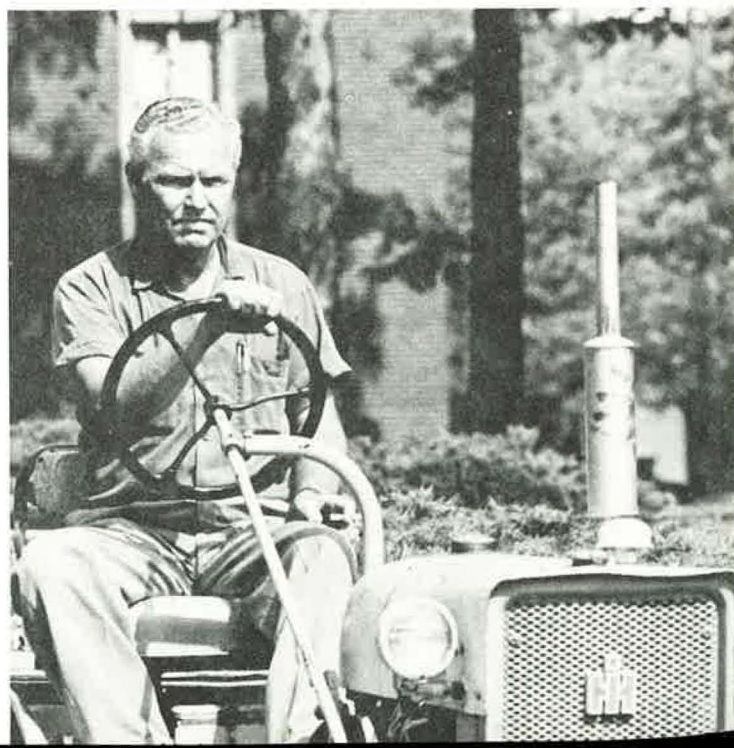
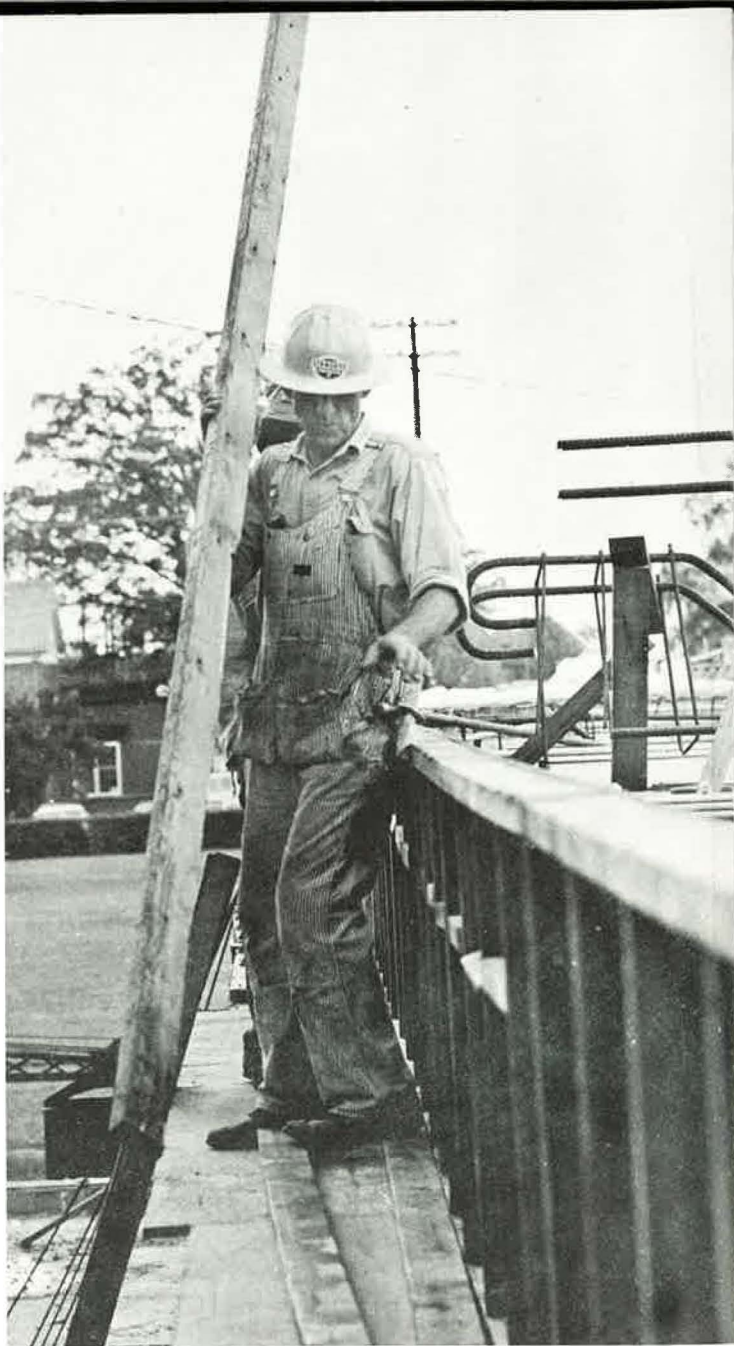


Finances

I am pleased to submit the annual financial report of Harding College for the year ended June 30, 1971. We believe that the financial program of a college is an important indication of its ability to achieve its goals. We further believe that the statements as presented for Harding College indicate that progress has been made during the past year. The College has continued to be careful to keep within reasonable bounds in its efforts to achieve high academic standards. This is pointed out by a glance at the operating statement for the year just ended. The College has again operated within its budget and has ended the year in the black.

We often hear the statement that "The heart of an educational institution is its faculty and library". This is certainly true at Harding College. We also would like to point out that college business is diverse and strategic; it is a means, however, rather than an end in itself. Its primary function is to serve the educational purposes of the institution. The non-academic staff is thus the supporting structure of the College, providing and maintaining a satisfactory learning environment. The fulfillment of this function includes many types of activity, resulting in a complexity of organization, management, and operation. Behind this complex organization are people — individuals — many of whom have devoted their lives to Harding College and whose contributions have been an indispensable element in the successful operation of the College.

As you review the financial statements of the college, remember that there are people behind these statistics. Gifted professors and able students, to be sure — but also wonderful, dedicated individuals who serve over a million meals a year, clean and maintain thousands of square feet of building area, cut acres of grass, sell thousands of books, write countless letters, and constantly have a need for more money. They are a vital part of this great institution.



Fiscal Year Ending June 30, 1971

INCOME TOTAL		\$6,375,784.91	
			%
STUDENT FEES	\$3,127,346.11	49.0	
GOVERNMENT GRANTS	173,167.69	2.7	
MISCELLANEOUS	295,649.72	4.6	
AUXILIARY ENTERPRISES	2,309,873.65	36.2	
GIFTS	296,038.44	4.7	
ENDOWMENT	173,709.30	2.8	
EXPENDITURES TOTAL		\$6,316,497.38	
			%
ADMINISTRATIVE	\$ 272,868.77	4.4	
GENERAL	482,638.31	7.6	
INSTRUCTIONAL	2,830,030.94	44.8	
OPERATION AND MAINTENANCE OF BUILDINGS AND GROUNDS	243,434.39	3.8	
AUXILIARY ENTERPRISES	2,085,824.63	33.0	
NON-INSTRUCTION	401,700.34	6.4	

Highlights of 1970-71

Harding continues to move onward in the search for academic excellence and service to Arkansas and the nation. Many significant changes and achievements have been noted during the past year. The following significant events are merely indications of Harding's step toward progress and prestige.

Since last November's Report of the President, . . . a \$400,000 addition to Beaumont Memorial Library has been completed.

. . . the 1971 PETIT JEAN received the All-American rating from the Associated Collegiate Press for the twelfth consecutive year. The publication also received first in the yearbook evaluation of the Arkansas College Publications Association.

. . . a record budget of \$6.8 million was adopted for the 1971-72 academic year.

. . . dedication ceremonies for the Albert and May Keller Residence Hall for men and the Mildred Taylor Stevens Art Center were held during the fall of this year.

. . . a parliamentary procedure team from the Harding Academy in Searcy won the Arkansas Future Business Leaders of America contest for the fourth consecutive year and finished fourth at the national convention. The Academy senior chorus received the top rating at both the district and state choral festivals.

. . . debaters finished third in the National Pi Kappa Delta Forensics Meet. Two major universities tied for first with 53 points and Harding finished with 50. The team also won the Bradley University tournament and the Arkansas State Speech Festival.

. . . Bison bowlers won the AIC Bowling championship and successfully defended their national championship at the NAIA national tournament in Kansas City.

. . . a men's residence hall was completed at a cost of \$985,000. The facility provides housing for 210 male students.

. . . the college received a grant from the W. K. Kellogg Foundation College Resources for Environmental Studies Program to implement a program of environmental studies.

. . . students and faculty won numerous awards at the Arkansas State Festival of Arts in Little Rock.

. . . a Harding chemistry major received the first place award for a paper he presented to the Arkansas Academy of Science. It was the fourth consecutive year a Harding student has won the award.

. . . the chorus of the Harding Academy in Memphis won the Sweepstakes Award in West Tennessee solo and ensemble contest at Memphis State University, receiving a perfect score in all areas. The Academy was runner-up in the Mid-South Quiz'em on the Air television program for high school students.

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