


Spring 1966

# Oral Roberts University Outreach (Spring 1966)

Oral Roberts University

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# *Oral Roberts University* *Outreach.*<sup>®</sup>

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*Spring 1966*

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Oral Roberts University  
OUTREACH

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CARL H. HAMILTON  
Editor

GERALD MOBLEY  
Artist

JIM NASH  
Photographer

RAYMOND LONG, Ph.D.  
Copy Reader

ROSIE BATES  
Proofreader

COVER PHOTO BY BOB HAWKS

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# *—Governor Bellmon*

The Honorable Henry Bellmon, Governor of the State of Oklahoma, recently challenged the ORU student body with an address that dramatically highlighted the place that institutions of higher learning must fill if our nation is to retain the position of world leadership it has attained. Below are excerpts from Governor Bellmon's timely address.

"One of the big questions that often comes to my mind is the question of *who is finally going to be in a position to do the original thinking that we need in our country?* All of



# Visits ORU Campus

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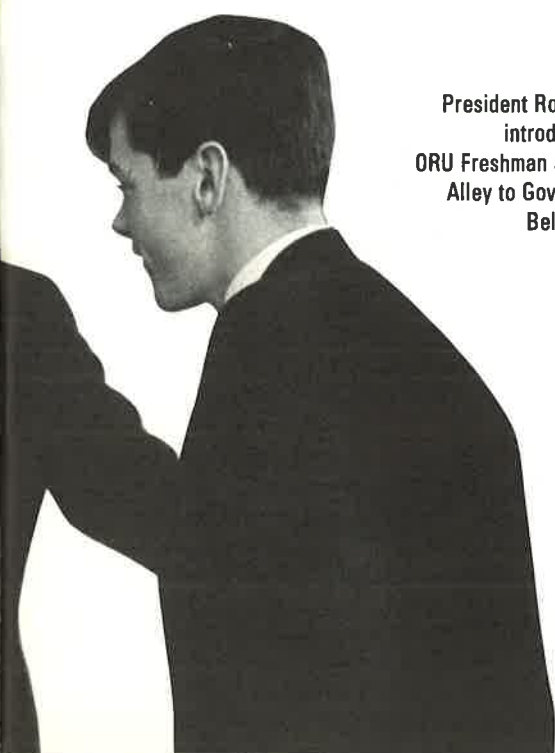
you will know, of course, that the United States was founded by people who were almost dreamers, who were very visionary and who had an idea that was born out of very difficult circumstances in other countries. Here, we in our own country have solved many of the problems that they faced and yet there are many problems that are still with us. We very greatly need original thinkers who can be a little bit removed from many of the pressures that we find in business and in the professions and in other fields of activity and simply look at what needs to be done and try to figure out in a very uninhibited way some of the answers that will perhaps sound revolutionary and unworkable at the time but which will offer hope to us in solving problems that have refused to be solved by our usual methods.

"I often think of the foundation of our

country as being laid on three legs. One is education, one is theology and the final one is government, which ideally is a sort of action arm of the other two. The problem is that in too many of our churches our ministers are almost forced to say the things that the parishioners wish to hear. Otherwise, there may be a change in the ministry before long, if the minister goes out too far. We certainly know that in our politicians we have people who work at trying to figure out what the public wants to hear and then saying those things. . . . Therefore, it is very difficult for anyone in public life to do any very original thinking too far out ahead of the ideas that are popular at the time, and so in my opinion it remains pretty much for our educational institutions to develop the original thinking that our country definitely needs . . . and certainly an institution like this one can make a major contribution.

"I believe that probably the greatest need of the government and the greatest need of our nation at this time is for strong leadership, particularly intellectual leadership. This is going to take a strong character to go with it. It is going to take vigorous people who are not only able to think these kinds of thoughts but also able to put them into action in ways that people will understand and ultimately support.

"We must get away from any system that produces colorless, unthinking masses of people and puts on them the brand of 'educated citizens,' because this is certainly not what education is all about. Education makes a people easy to lead but difficult to drive; easy to govern but impossible to enslave. This is certainly what we need in our country today and certainly what the world needs more and more from our country since we have assumed a position of world leadership."



President Roberts  
introducing  
ORU Freshman Steve  
Alley to Governor  
Bellmon.



*EDITOR'S NOTE: Monday afternoon, April 18, 1966, while driving to ORU to teach his classes, Professor Warren G. Straton was killed in a tragic, one-car automobile accident. The loss to family and friends, to the world of Christian art and to Oral Roberts University is incalculable. This article, which Professor Straton wrote shortly before his death, is a fitting tribute to the Christian dedication, to the artistic genius, and to the great gift for teaching others possessed by our beloved Warren G. Straton.*



by **Warren Straton**  
Chairman,  
Department of Art

# Art for HIS Sake

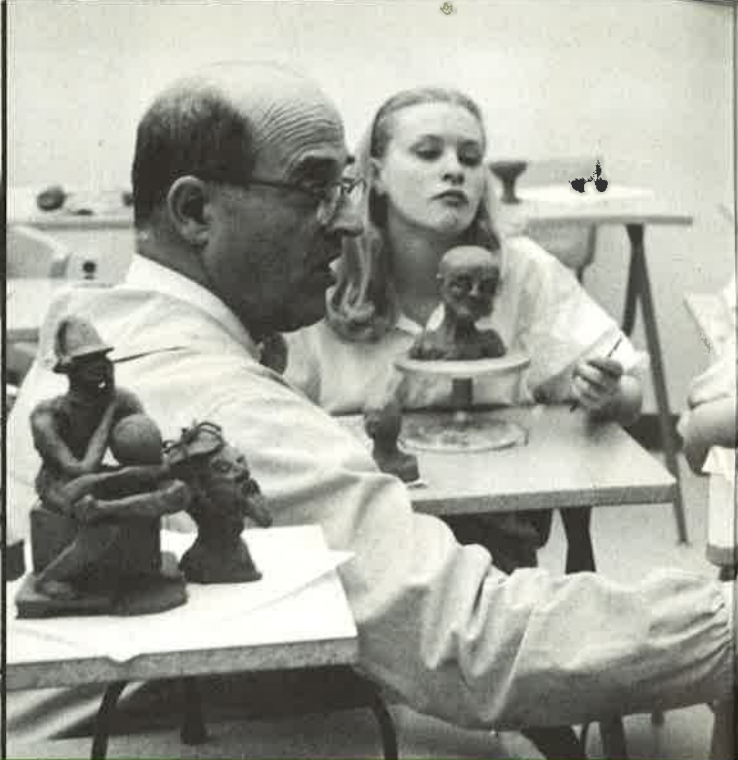
**Historically, art has been the means of picturing symbolically the deepest spiritual emotions of all peoples. We believe at Oral Roberts University that this is still a significant phase of art.**

**W**e are convinced that the kingdom of God can be furthered on earth with the proper use of physical things. Modern psychological research studies have proven the power of visuality as related to retention. Jesus, the Greatest Teacher of all, when He said, "Behold the lilies of the field, how they grow," was using this, the most effective teaching method known to mankind. He thus changed the passing physical things which were seen into permanent eternal values. This is the premise for our concept of art education at this school.

It is generally conceded that the most accurate method of evaluating the culture and scale of civilization of any historic people is through the performing arts. If this is accepted as an example of the spiritual, emotional and aesthetic development of mankind, surely the visual arts in this group are vitally important.



Professor Straton painstakingly restoring a priceless masterpiece by the Renaissance Master Raphael.



Sculpturing students at ORU listen attentively as Professor his students. Such individual attention is characteristic

The trend in education across America is moving more and more in the direction of using visual illustrations as a means of making the subjective idea immediately concrete. The channel of challenge in this gigantic teaching tool for the artist is to devise visualizations even in the abstract for abstract ideas!

We enjoy, in our art department, the use of the best that is offered in the world of modern abstract art as well as a study of the truly important historic art heritage. It is our desire at this university to offer the learner a full background in both of these fields of expression. To accomplish this, our art area is being furnished with the latest equipment for meeting the students' objectives in sculpture, painting, design,

ceramics, art education and art history.

There are several important features that I would like to mention in particular. In the study of painting a thorough understanding of the techniques, materials and methods of the great historic Masters is taught. Through a background of research in Europe as well as this country and many years experience in restoring works of the OldMasters, we are equipped at Oral Roberts University to help the student to recognize not only genuine masterpieces of art but also to know how they were constructed. Demonstrations are given in class on the remounting of old canvas as well as restoration techniques that are tried and safe.

My profound conviction concerning art is that we should, in our day, return to a better



Straton gives a critique of a piece of sculpture by one of the Art Department program.



Professor Straton putting finishing touches on the ivory-inlaid, hand-carved back of a violin constructed according to the Stradivari formula.

understanding of the importance of craftsmanship so that the good modern works will be preserved well and presented significantly. Just because something is new or imaginative does not mean that it is necessarily a great work of art. It should also have a preciousness, a universality and a timelessness if it is to endure.

Oral Roberts University offers art to the creative person as a sparkling challenge in that we have a true studio atmosphere on the highest level in the dimension of a clean Christian environment.

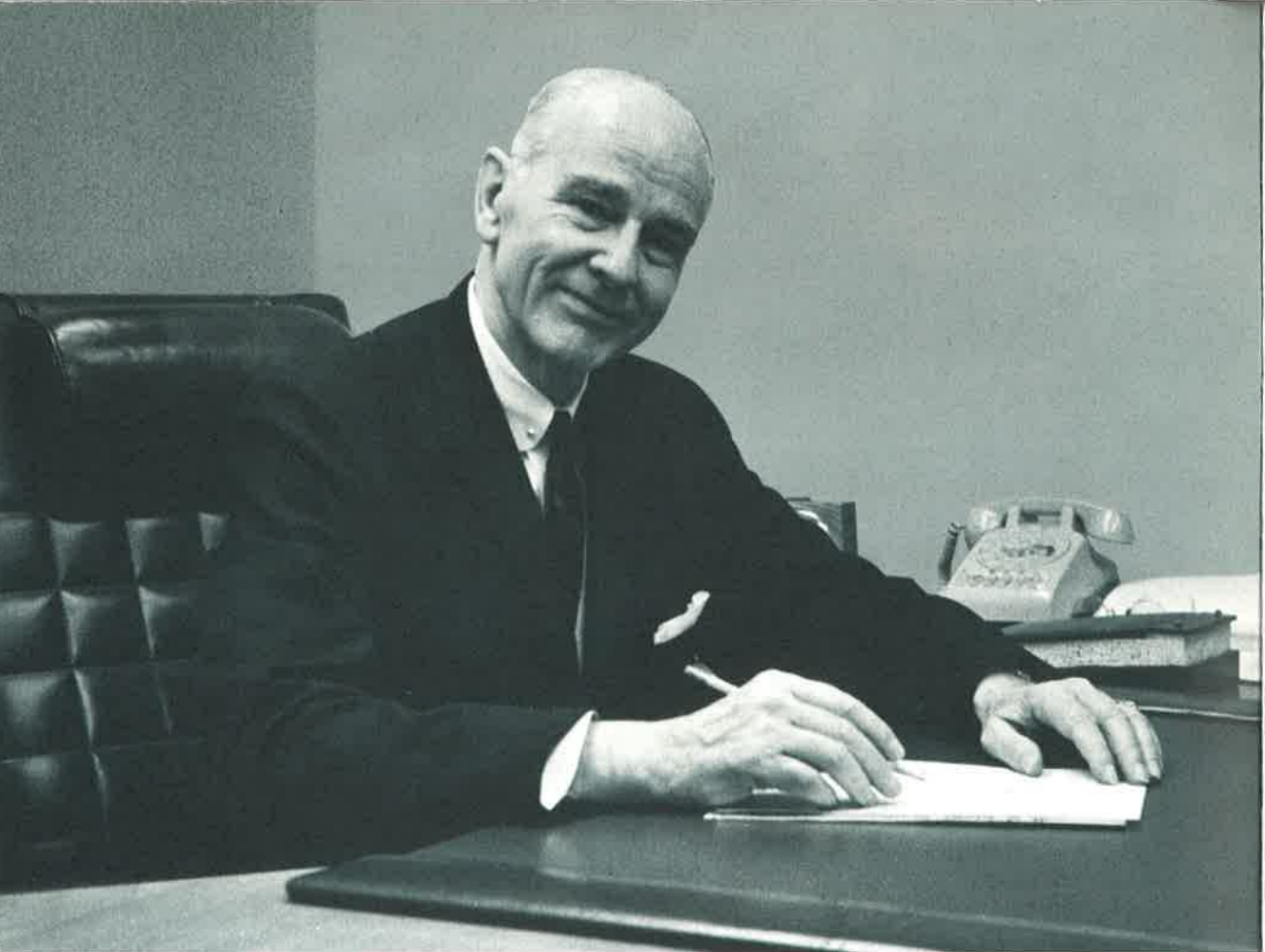
Another feature of our art offerings is the privilege of constructing a violin from one of the great Cremonese Masters. We treasure our mathematical formula of Stradivari, the plaster-cast forms from

many originals as well as the scientific analysis of the great varnish that made these violins the most sought-after instruments in the world. Therefore, this art expression in wood may take on a special interest to those who appreciate music.

The sculpture laboratory presents various opportunities for the use of metal, wood, plastics, clay, ceramics and a wide variety of contemporary construction materials, with an emphasis on the finest quality of workmanship.

It is only as we have a knowledge of the noble, historic aspects of art and an awareness of the genuinely significant art of the present that we can help the student to put into true perspective his course for the future in art.





# The High Road of Achievement

Unique Motivational Concept Challenges Student Ability at ORU

by **John D. Messick**

Executive Vice President and Provost — Ph.D., New York University

**T**he curriculum at Oral Roberts University is very broad and is designed to challenge the student to achieve his utmost potential. Provision is made within the syllabus of each course and in the assignments throughout the course for one to progress according

to his own desire and ability. One is not required to wait for the slow-moving student, a problem which frequently stifles the incentive of the capable individual. With this procedure built into the curriculum, a student can develop initiative and indepen-

dence in the process with but little direction from the instructor.

To make provision for progression, varying levels or steps, called "C," "B" and "A" provide directions for specified work to be accomplished. There is no set pattern inasmuch as subjects vary so widely. In some disciplines the assignments may be made so that students are required to master the lowest or "C" level before anyone is provided with the directives for the "B" level. In like manner the same student would be required to satisfy the instructor that he was prepared for the "A" level before he would be permitted to proceed with that unit of work. In other disciplines assignments may be made concurrently on the "C," "B" and "A" levels, but the "C" level, which contains the basic requirements, must be mastered before credit is given for the upper levels.

It is not possible for a student to earn a grade of "A" if he covers the "C" level only. He may, however, earn a grade of "B" on the "C" level if his work is of an exceedingly high quality and the instructor regards it as sufficiently meritorious. However, in most cases the instructor would require "B" level work before awarding a grade of "B" and "A" work before giving that grade.

The three levels help to motivate the majority of students and make it possible for the ambitious student to work more mathematic problems, carry out more scientific experiments; read more supplementary materials, including the study of commentaries and critiques; learn and apply techniques or research, prepare more critical papers, study the history of a subject and its authors or philosophers, become more fluent in written or spoken languages, and use his own initiative and effort in other ways. The possibilities are tremendous when an instructor with vision and a student

with ability and desire set out to achieve a very high objective.

A typical contract, in brief, giving the various levels of assignments in the Introduction to Political Science 102, is as follows:

"C" level: All students are required to prepare the assignments in the *Introduction to Political Science* by Carlton Rodee, et al; *Political Patterns in Today's World* by Brogan and Verney; *The True Believer* by Eric Hoffer; and *The Communist Manifesto* by Marx and Engels. A paper with footnotes and bibliography is required. Three tests are administered during the semester to all students and additional checks are made from the "B" and the "A" levels. After the test ending the first unit, all students consult with the instructor; at that time levels of assignment will be determined according to performance on the test. Both qualitative and quantitative requirements are to be completed on each level.

"B" level: Those seeking to fulfill the "B" requirements must, in addition to above average performance on the "C" level, read Heinz Eulau's *The Behavioral Performance in Politics*.

"A" level: Besides superior performance on the "C" and "B" levels, students desiring an "A" must read *Totalitarian Dictatorship and Autocracy* by C. J. Friedrich and Z. K. Brzezinski.

The educational media, including audio and video accessibility, provide splendid complementary and supplementary aids for students to motivate and enrich their learning. For instance, a lecture given in the morning may be reviewed by listening to a tape in the afternoon to help one learn the material better. This motivates the student and provides incentive to learn more; therefore, in this way and in other ways in the library, means are available for one to move as he has ability and desire to progress.



## PRESIDENT'S ADVISORY CABINET *BOOSTS ORU*

The coming of the cabinet members to the ORU campus was crowned with a blessed time of spiritual renewal, both for the cabinet members and for the ORU student body, faculty and staff. Pat Robertson of Portsmouth, Virginia, chairman of the President's Cabinet, expressed the feelings of the cabinet and the student body in the message that he delivered on the last day of the cabinet meeting. Mr. Robertson said, "We are people of destiny. We are people with an unusual calling — an unusual opportunity and responsibility. . . . Jesus has ordained every one of us. We are here by God's appointment and by God's destiny."

In the first of two meetings planned for this year, the President's Advisory Cabinet set ambitious goals for the growth and development of a top-notch athletic program

at ORU. No aspect of what would be needed for recruiting, equipping and supporting fine Christian athletes was omitted. In addition, the cabinet members reviewed progress and made additional plans in the areas of student recruitment, scholarships, spiritual emphasis and public relations.

Devotion to Christ sealed with the power of the Holy Spirit and dedication to the concept of educating the *whole man* pioneered by ORU are the hallmarks of the dynamic young businessmen who compose the President's Advisory Cabinet. Individually and collectively their sole purpose is to exalt Jesus Christ. Their enthusiastic support of the athletic program at ORU has the same purpose — "the raising up of Jesus and the exalting of Him in and through the lives of ORU's top Christian athletes"



Pat Robertson addressing one of the special sessions of the President's Cabinet.



The Cabinet Members were the special guests of the ORU faculty and students at a basketball game between the ORU Titans and the Oklahoma City University Freshmen.

## ***ATHLETIC PROGRAM***

Pat Robertson  
Chairman



Dr. Phil N. Klingsheim  
Vice-Chairman



Al Bush  
Secretary





# SPACE AGE LEARNING

by Paul I. McClendon

*Director of Learning Resources—Ph.D., State University of Iowa*

In an age of astronauts and space capsules, man is reaching for the stars. Sweeping changes are occurring in today's world in science, medicine, business, industry, communications—in every phase of life. New discoveries daily add to man's rapidly increasing fund of knowledge. Today education faces new opportunities and new needs. ORU is meeting the growing challenge for up-to-date education by launching *space-age learning!*

## **A New Dimension in Learning**

ORU is bringing the marvel of electronics to its students' learning needs. ORU is now installing a computerized dial-access information-retrieval system enabling students to study a wide variety of lessons electronically. Individual student electronic study stations are located throughout the Learning Resources Center. These individual study stations, called electronic study carrels, are attractively designed and positioned in the spacious library. Each carrel is equipped with a viewing screen, earphones and dial-selector control panel. Individual electronic study carrels are also located in specially designed learning laboratories.

## **An Extra (Electronic) "Library"**

Much as the regular ORU library contains books, so this new electronic system will contain stored information also, but in both sight and sound. To secure information from the regular ORU library, students normally go to a card index listing the books and publications, note the index numbers of the needed material and then go to the shelves to locate the book. In contrast, in this electronic system, a student need



■ An ORU student takes



PHOTO BY BOB HAWKS

advantage of the electronic "library" in one of the many study carrels positioned in the Learning Resources Center.



■ Dr. McClendon discusses the operation of the master control panel for the dial access system with Mr. and Mrs. Anthony M. Chitty. Mr. Chitty, a London architect and educational consultant visited Tulsa especially to tour the Learning Resources Center.

only dial the number of the lesson he wishes to study as he would dial a normal telephone number. In seconds the selected material comes to the student in full sight and sound. Any number of students may request information simultaneously from a wide variety of lessons and other instructional material stored in the electronic "Library."

#### A Private Electronic "Tutor"

In his individual electronic study carrel, a student may study an almost limitless variety of material, such as special instructional sequences covering a difficult concept, laboratory experiments, self-instruction programs and even entire lectures from any subject. In this respect, the computerized electronic system performs much as a private electronic tutor to supplement and enrich regular classroom work. No longer

must the student be bound entirely by the speed or level of a particular course. Whether he is less advanced or more advanced than his class, his private "electronic tutor" can help him to reach his highest achievement in all of his courses!

#### Help in the Classroom

Regular classes taught by great teachers are, of course, the happy experience of each ORU student. Professors of high scholastic attainment and deep spiritual commitment guide students through all courses in regular sessions. An exciting plus feature is that the dial-access electronic system is also available for an entire class to see and hear. Now at the touch of a dial each classroom may become an electronic group study station. At the professor's command, he may summon a host of materials to expand and enrich classroom instruction.

#### A Computer Control "Brain"

The heart of this system consists of a



computer control center which serves as the electronic brain of the entire system. The student dial request is received by a high-speed digital computer which "reads" or recognizes the request and "says" in effect, "Wait a microsecond or two and I will connect you." The computer then processes the incoming call through a complex switching system connecting the student with his waiting lesson. This ultra-modern system is unique to United States colleges and universities. For the first time, students from remote study stations may random dial programs in sight and sound through a computer control.

The complete dial-access information-retrieval system is not in any way designed to supplant the intimate professor-student relationship. It will, in fact, allow even greater professor-student interaction by enabling the professor to make more efficient use of his time and be with students more. Neither is the system to be thought of simply as means of audio-visual aids. It is,

rather, a complete means of instruction providing the professor with a broader range of instructional means than would be possible within a classroom or laboratory alone. ORU has broadened the entire base of learning experience allowing its students unique and unlimited opportunities to develop their full potential in every subject. The electronic marvels of tomorrow are available today to help ORU students forge the educational tools they will need for the work of a lifetime.

■ Mr. Dick Groszmann (center) and Radio Corporation of America engineers, Al Ribas (left) and John Heller (right), check the operation of film chains by which slides and motion picture films are fed into the dial access system.



■ In the television studio, student camera operators film a mathematics demonstration by Professors Lavoy Hatchett and Verbal Snook for closed-circuit transmission to classrooms in the Learning Resources Center.





# The Library at ORU . . .

## ***THE PULSING HEART OF THE LEARNING RESOURCES CENTER***

**T**he library, the heart of the Learning Resources Center, is the source of the academic life of the ORU faculty and student body.

Instead of reading word pictures of the ultra-modern ORU library facilities, photographs on the following three pages of ORU students using the library will convey to you an adequate impression of this most important of all other teaching tools.

You will not see all of the 40,000 volumes, or all of the more than 300 periodicals, or

all of the 99,000 square feet of space the library occupies in the Learning Resources Center. The IBM 357 system used by the Circulation Department in conjunction with an IBM 1401 Computer will not be shown. But their efficiency in providing quick check-out facilities for the students and in printing out circulation records and statistics cannot be overestimated. You will see dedicated Christian young people being assisted by competent library staff members in an earnest quest for knowledge and truth.



William Jernigan, Director of Libraries, helps Janice Smith, periodicals librarian, with a question about a periodical subscription.

Assistant Librarian Juanita Walker (left) discusses Marie Chappelle. An average of 2,000 volumes





Carpeting and tasteful, modern furnishings give an atmosphere of warmth to the open stacks of the library.

Acquisition problems with library staff member each month are processed and added to the library.



A microfilm reader is only one of the many specialized research tools available to students in the ORU library.



The IBM 357 system used by the Circulation Department in conjunction with an IBM 1401 computer makes checking out a book quick and convenient.



ORU Students utilizing the comfortable lounge furniture on the fourth floor of the Learning Resources Center. The fourth-floor stacks now contain 40,000 volumes, arranged according to the Library of Congress classification scheme. The library has provisions for 500,000 volumes.







Library staff member Martha Davis helps a student solve the mysteries of the card catalog.



Reference Librarian Judy Triplehorn is always eager to help students find the library materials they need.







## *The University Counseling Center*

by John K. Tuel

*Registrar and Dean of Student Affairs—Ph.D., University of Southern California*

"Then I'll see you again next Tuesday, O.K.?"

"Yes— at three?"

"At three."

The young lady started through the office door I had just opened, then turned. There were tears in her eyes.

"I don't know how I can thank you. An awful burden has been lifted!"

Before I could reply, she turned again and walked briskly away.

I closed the office door and returned to my desk. There had been four counseling appointments that day, each lasting an hour. It was now almost five o'clock. I decided to

complete what work I could, then take the rest home.

Before beginning, I leaned back in my chair for a few moments. I prayed for each of the students I had counseled that day. I asked for personal strength and wisdom to carry out my tasks. As I prayed, the thought crossed my mind: *Are these counseling services really needed? Couldn't these young people solve their problems through prayer and Bible reading? Am I just wasting my time and theirs?*

Then it seemed that all of my varied experiences over 14 years of professional

counseling with all kinds of people concerning many different problems answered as one voice: "Maybe, in theory, any Christian could solve his problems by spiritual means alone; but, in practice, most do not. How could you doubt the great need for psychological counseling among Christians as well as others after what you have seen?"

There then passed before my "mind's eye" a procession of people I had known and treated: young people, senior citizens, businessmen, students, professional people, ministers, servicemen, housewives, prisoners. Many of these were Christians. Some had been greatly helped; some moderately; some little if at all. I recalled the time, a few years ago, when I had concluded from my observations that, in general, the Christians I had worked with had moved faster in therapy than had those who had not professed Christ. Since that time, it has been a great encouragement to me to realize that the Holy Spirit has been constantly working toward greater health and wholeness in the believer and that I have been privileged to cooperate in that work. An awareness of the presence and working of my mighty Ally has borne me through some pretty rough rapids in the stream of therapy. As the physician arranges physical conditions so that the natural life forces God has placed in the body may assert themselves and engender healing, so the psychotherapist attempts to improve his client's psychological environment so that inborn forces leading to mental health can be mobilized. When both client and therapist own Christ as their Lord, an additional positive force is present and a new channel of communication is opened, leading to health and maturity.

Frequently, I have been asked, "How can you resolve the basic conflicts between modern psychology and your biblical faith?" I will not deny that there are conflicts between some of the assumptions of certain schools of psychology and the teachings of the Bible. Very frankly I do not find as much conflict between psychological principles

and the Word of God as I see between the inspired Book and the social, political and economic world in which we live. Compared to the attitude and practices of today's world, most psychological principles represent definite and positive steps in the direction pointed by the Holy Scriptures.

It is upon such principles, on which the Bible and many leading psychologists agree, that the philosophy of our University Counseling Center is based. Some of these principles are as follows:

**(1) Each person is of inestimable worth.**

It is difficult to hold this assumption at those times when we see either ourselves or others as the worst. Yet, Holy Scripture states that when we were at our worst Christ placed upon us the greatest price tag possible and then paid it—He died for us. "God commendeth his love toward us, in that, while we were yet sinners, Christ died for us....when we were enemies, we were reconciled to God by the death of his Son..." (Romans 5:8, 10).

**(2) Respect for God is the foundation of self-respect.**

Since God is the One who places value on all things and He has placed so great a value upon persons, it follows that the only sound basis of self-respect is a profound respect and love for God. Hence the First Commandment: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength" (Mark 12:30). Hence also Augustine's classic statement, "Thou hast made us for Thyself, and our hearts are restless till they find peace in Thee" (*Confessions*: Book 1, Chapter 1). Genuine self-respect and true piety are inseparable.

**(3) Self-respect undergirds respect for others.**

Jesus' call to His followers to deny themselves has too often been misinterpreted as the advocacy of self-hatred. Nothing could be further from the truth. The person who dies to himself in order to become

alive unto God (Romans 8) at last achieves the state of genuine self-respect. From this vantage point, he can truly love and respect others. This is why Jesus said that the Second Commandment is "Thou shalt love thy neighbor as thyself" (Mark 12:31). He who does not love himself, while loving God first, cannot really love others.

**(4) Everyone should seek to know himself.**

It is only natural for people to view themselves subjectively. In fact, all of us view the whole world through our own colored lenses, which distort everything according to our moods and self-concept. The psychologist urges each person to become more objective and to come to terms with himself. He attempts to foster this process during therapy by holding up a psychological "mirror" so that his client can see his own behavior reflected. The Bible goes further than can a man, holding up "the perfect law of liberty," the "mirror" of the Word, which, if a man will heed, he will gain self-knowledge. (James 1:23-25.)

**(5) Self-knowledge paves the way to understanding others.**

Much interpersonal conflict stems from assuming that smudges on the *inside* of the windows of our souls are really outside. Only light from the right angle will reveal our mistakes. Jesus put His finger on this problem when He advised those trying to

take a splinter out of another's eye first to remove the two-by-four from their own. As people allow the convicting light shed by the Holy Spirit to play upon their lives, He reveals to them to what degree they themselves are a part of their problems. Becoming more objective about oneself makes easier one's understanding of other people's problems, needs and motives.

**(6) With maturity comes openness and honesty.**

One of the great healing words of the New Testament is *confession*. We are enjoined to confess our sins to God in order to be forgiven and cleansed (1 John 1:9), and to confess our faults to one another and pray for one another in order to be healed. (James 5:16.) In order to elicit healthful confession and the resultant coming-to-terms with God and self, the counselor encourages free expression of feelings and avoids passing judgment. "If we would judge ourselves, we should not be judged" (1 Corinthians 11:31).

A knock at the door put an end to my musings. A colleague stuck his head in. "May I ride home with you tonight?"

"Sure. Just a minute, while I shove these papers into my briefcase."

As I rose from my chair, I glanced at my appointment pad for tomorrow. Full, as usual. "Are these counseling services really needed?" I had answered my own question.

### WHY A UNIVERSITY COUNSELING CENTER?

Oral Roberts University stresses a comprehensive program to foster growth in the three major areas necessary for full personality development, i.e., the *intellectual*, the *physical*, the *spiritual*. The *psychosocial* is a product of all these. The psychosocial program, under the direction of the Dean of Student Affairs, pursues the twin goals of *psychological* health (the full integration of the mature personality) and *social maturity* (the capacity for smooth and spontaneous relationships with other people). For the most part this program is *educational*, working through the various student programs on campus. However, for those students who are encountering special personality or social problems, the program must also be *therapeutic*. Individual counseling is being offered to meet these needs through the University Counseling Center.



**Deboreth Vorpahl**  
Sociology Major, San Antonio, Texas

**"Hi! I'm Debbie.  
I would like to tell  
you about the  
Youth Seminar that I  
attended at ORU."**

"My family have been subscribers to the *Abundant Life Magazine* for a long while and when advertisements concerning the new university appeared in the magazine, my curiosity was aroused. During the last part of my senior year, I decided to write for information about ORU. In a few weeks I received an invitation to attend the summer Youth Seminar.

"The ride from the bus station in Tulsa to the campus was a long one. I really didn't know what to expect other than what I had seen in pictures. As the taxi turned onto the campus, I was amazed by the magnificent buildings. The room accomodations were fantastic.

"As I entered the cafeteria, I noticed a sign—**EXPECT A MIRACLE**—on the wall. Many miracles were to happen to me in the next few days as I lived in an indescribable atmosphere here at ORU. As I attended classes every day, sang in the Vep Ellis Choir, met teenagers from all over the United States and enjoyed the various activities, I began to check off a list of things that I saw on campus that I wanted in the school I attended.

"The most beautiful thing about ORU is that every activity—study or play—is centered in Christ, and for this reason I knew that ORU was for me. I desired to attend a school where I could become so grounded in the love and grace of Jesus

Christ that I could never stray from His path.

"Brother Roberts preached sermons that stirred my heart. On the last evening, I talked to Brother Roberts, and he mentioned that I looked like a good ORU prospect. I was bubbling inside with the joy of Christ, for I somehow felt that God wanted me here.

"As a student now attending ORU, I would like to give you a personal invitation to make application to attend the Youth Seminar at ORU on June 25-29, 1966. Fill out the coupon below and send it in immediately. Attendance is by invitation only and the number of reservations is limited.

"Attending the Youth Seminar will have a lasting impression on you as it did on me. Fellowship in Christ through the love of the Holy Spirit is tremendous, and I know you will go home with a deeper desire to live better for Christ and to witness to your friends about Him!"

Clip and mail immediately to:

Oral Roberts University, Tulsa, Oklahoma 74102

I am a ( ) High School Senior ( ) College Freshman  
( ) College Sophomore

Name.....Age.....

Address.....

City.....State.....ZIP.....

U-142



## TEACHING TEAM

WILLIAM BOWDEN  
M.A., University of Tulsa

ROBERT CLAWSON  
M.M., Westminster College

R. O. CORVIN  
Ph.D., University of Oklahoma

HUGH O. DAVIS  
Ph.D., Harvard University

J. HAROLD GREENLEE  
Ph.D., Harvard University

CARL H. HAMILTON  
Ph.D. Candidate,  
University of Arkansas

IRVINE J. HARRISON  
Th.D., Berkeley Baptist  
Divinity School

RAYMOND LONG  
Ph.D., University of California

C. R. McCLURE  
Ph.D., Indiana University

WILLIAM G. MORGAN  
Ph.D. Candidate,  
Southern California

HAROLD PAUL  
Ph.D., University of Oklahoma

MAULDIN RAY  
Ed.D., University of Houston

ROBERT RICE  
Ph.D. Candidate,  
Temple University



## *ORU STUDENTS CAUGHT UP IN THE SWEEP OF*

The use of dramatic and highly effective methodology is enabling ORU to offer its students something virtually new in the study of Western Civilization. Not just a single professor, but a 13-member "teaching team" lectures to a humanities class of 220 students in auditoria equipped with the latest audio-visual teaching aids. The members of this teaching team, under the able direction of Dr. Hugh O. Davis, chairman of the Department of Social Sciences, lecture in the areas of their specialization.

Attention is directed to the periods in history of great and important change,

arranged semester by semester in chronological order, to provide a sense of perspective. Students are thus enabled to understand cause and effect of great as well as minor events, because the major academic disciplines are not presented in isolation but are presented in interaction with each other. No period of history need any longer be inadequately presented or portrayed.

The students enjoy the variety of having 13 professors instead of only one. In addition, the students know that whether a scheduled lecture is on history, government, economics, politics, literature, art, music,



In ultra-modern auditoria on the second floor of the Learning Resources Center, Dr. Hugh O. Davis lectures to the 220-member humanities class.

Dr. Davis (left center) meets with discussion-group leaders to discuss materials to be emphasized in weekly meetings.



## ***WESTERN CIVILIZATION***

philosophy or religion, it will be presented by an authority in the field.

The large lecture class is broken up into discussion groups of not more than 15 students meeting once each week. In these groups the students are challenged to explore the changing patterns of expression, thinking and living of Western Man, to trace his growth, and to note the causes and results of social, political, economic, artistic and religious change. In these discussion groups the interest of the student comes alive as he senses the intricate interrelationships of subjects as different as history,

literature and the fine arts. Attention is given to the influence of Christian faith upon the growth of modern civilization.

Such a study helps the student to know himself and his world better by interpreting what men have experienced individually and collectively from the time of the ancient cultures of Egypt, Mesopotamia, Greece, and Rome up to our modern age.

New in design; revolutionary in methodology—the humanities program at ORU presents the tapestry of Western Man, woven not by the hands of chance, but purposely designed on the loom of God.

## Students respond to the Humanities program...



"I read recently that the short-term goal of education is the acquisition of knowledge and the true end of knowledge is wisdom. Rather than being a file cabinet which mechanically stores facts, I want to be the possessor of *wisdom*.

"The program in the humanities offered at ORU is a novelty in an approach to learning—a novelty which provides not just facts, but facts in relation to each other and to the student. History, fine arts, political science, philosophy, literature and religion are all combined in one stimulating class. A period of history or a civilization is approached as an entity.

"For 'frosting on the cake,' a unique team-teaching method is used to present the lectures. One professor would be capable of only a limited view, while a teaching team, composed of experts in various fields, presents a thorough analysis of each phase of the course. I believe the potential of the humanities course, as part of ORU's dramatic new approach to higher education, is not only promising but challenging."

Sherry Myers  
Elementary Education Major  
Greencastle, Pennsylvania

"Any student may find unlimited opportunity in the humanities course at ORU. It provides a broad background which is necessary in every field of study. Yet, as a student becomes interested in a particular area, he may read and do independent research in that area. In the smaller weekly discussion groups, we are challenged to think creatively and objectively in analyzing and debating subjects from the lectures and readings. We are made to consider varied opinions in forming our own. This is because of the system of team teaching and the fine selection of texts which we use.

"In studying the history of human events, of the arts, of literature and of music, I find that this course is helping me in my other subjects. It causes me to correlate all of my subjects and to see how they are interrelated, instead of viewing each one separately. Now I find my humanities, French, English, literature, music and colloquium classes all complementing each other.

"Not only are our minds stimulated in these areas, but we are also encouraged to strengthen our personal spiritual lives by applying principles discovered in these studies. In fact, I find myself associating many of the philosophical and historical concepts with my own life."

Carol Berkey  
Language Major  
Meadville, Pennsylvania





"Lately there seems to be more emphasis put on what is termed, 'a broader education'. The reason for this is that the universities of today are turning out so many specialists in one or maybe two particular fields who know more-and-more about less-and-less. I personally don't feel that the need for a broad education is being stressed enough. It is so important for a person to develop his entire intellect and not merely to concentrate on one science or one of the arts. We need to mix them and learn more about all of them.

"This is why I think our humanities course at ORU is a prodigious step in this direction. It is offering us a perspective in many different fields as: history, political science, philosophy, literature, art and music. Many of us would never have taken some of these courses if we had not received them in humanities. I think a diversified course like this should be offered in all universities.

"There are two other important innovations in the humanities that ORU provides, which are almost entirely unique. The first one being our team teaching. This enables us as students, to receive a much more objective insight into the subject, because we receive different viewpoints and ideas. It also cuts down on boredom, because we hear so many different kinds of lectures. The second is the audio and visual equipment used to help the lecturer. To put it bluntly, 'I have never seen anything like it in my life'. There are recording tape decks, rear-screen slide projectors and movie projectors, closed-circuit television and a few other things we probably

haven't seen yet. The humanities course at ORU uses every possible means to keep our attention while giving us the most and best information available. It's the nearest to an ultimate I have ever seen or heard of yet."

Jim Hickok  
Psychology Major  
Tulsa, Oklahoma

"I find that the humanities course increases in significance as time progresses. In it I see a framework developing that is specific enough to be meaningful yet general enough to maintain a good perspective. This framework acquaints the student with the basic structure of our modern civilization, showing the foundation upon which it is built and the intricacies which lie beneath our way of life. An insight into the past can always be utilized in some way in dealing with the present, and the humanities course exposes the student to a wealth of information which can be utilized at his discretion.

"I anticipate that the course next year will be of even greater benefit as the electronic media are incorporated even more fully into the program. Another advantage will be that many of the first-year 'bugs' will have been eliminated while the freshness of the program will still be maintained."

Dave Eland  
Physics Major  
Denver, Colorado





# CAMPUS EVENTS

*...a series of ORU firsts*

Photos by Paul Bowman



Val Goff Norton, head of the Piano Department at ORU, and Gene D. Eland, acting chairman of the Music Department, discuss a selection from the program presented by Mrs. Norton at the first ORU Faculty Recital. Mrs. Norton presented this same program at Carnegie Hall in New York City on April 10.

At the first ORU scholarship recognition dinner, these five outstanding students were honored for having earned perfect 4.0 grade averages for their first semester's work. They are (L. to R.) Dave Conner, Yvonne Baxter, Joe Iaquina, Dona Wantland and Warren Becker. Miss Baxter is enrolled in the Graduate School of Theology.





President Roberts crowns Marilee Brown as ORU's first basketball queen during half-time ceremonies of the final game of the Titan basketball season.

Miss Brown with her royal court (L. to R.) Jolene Davis, Eddy Engel, John Steinman, Steve Alley and Mary Joy Ford, reigns in regal splendor.





## EXCITEMENT BUILDS AS ENROLLMENT APPLICATIONS POUR IN FOR THE FALL TERM AT ORU

by Charles L. Ramsay, Jr.  
Admissions Counselor—B.A., University of Tulsa

Over 300 of the finest young people in our nation and from many parts of the world are now enrolled in ORU. Enrollment applications for the 1966 Fall Term are being processed at a rate many times greater than for the 1965 Fall Term. Every day, high school seniors and college freshmen, sophomores and juniors send in inquiries about attending ORU.

Students planning to enroll this fall at ORU must file application as soon as possible in order to be assured of a place.

I would like to help you in your plans for making application to attend ORU. The following questions are most frequently asked about ORU by prospective students. Perhaps, if I answer some of these questions, it will be helpful to you.

### How does a student apply to ORU?

First of all a student should write to the Admissions Office, 7777 South Lewis, Tulsa, Oklahoma 74105, for application materials. Student response has been so tremendous that applications should be filed as soon as possible, since enrollment will definitely be limited for the Fall Semester.

### Who is eligible to apply?

For the Fall Semester we are enrolling college freshmen, sophomores, juniors and also college graduates for the Graduate School of Theology. Increasing numbers of

transfer students (sophomores and juniors) are making application. We welcome them.

### What factors are considered in accepting a student at ORU?

Many factors are considered. (1) We require the College Entrance Examination Board Test (SAT); (2) high school and/or college transcripts are carefully evaluated; (3) an autobiography and recommendations by pastor and high school counselor are considered. Denominational or racial factors have nothing to do with whether or not a student is accepted.

### How much does it cost to attend ORU?

The tuition, and room and board are each \$425 per semester for a total of \$850 per semester. There are no laboratory fees. A student activity fee of \$25 per semester provides the student with a yearbook, student newspaper, social activities, and admission to athletic events. Text books and incidental fees vary according to the individual.

### What type of financial aid program does ORU offer?

A stated goal of ORU is that no worthy, capable student be denied admittance solely for the lack of financial resources. Thus far, our faithful scholarship partners are helping us as we attempt to realize this ideal. Many different types of scholarships and talent

awards are available. Scholarships are available to National Merit Scholars, high school valedictorians, salutatorians, and students with outstanding high school records. Talent awards are granted to students with exceptional ability in athletics, art, music, drama or journalism. Financial aid is awarded on the basis of academic achievement, demonstrated ability in a particular area, Christian character, and need. ORU has been approved for the National Defense Student Loan and the Veterans Administration benefits. Also, there are a limited number of campus work opportunities available. More information on ORU's financial aid program can be obtained by writing Oral Roberts University.

**How many different degrees are offered?**

We offer B.A. degrees in 17 major fields, B.S. degrees in five major fields, and B.Mus. and B.Mus.Ed. degrees. The B.D. degree is offered by the Graduate School of Theology.

What makes ORU unique is its philosophy of **education for the whole man**. As President Roberts stated in his address to the first freshman class, "You can emerge as the world's most wanted college graduates. You



New high-rise boys' dormitory on the ORU campus.

can have a healthy body that you know how to take care of, a trained and disciplined mind that never settles for less than excellence, that is governed by an invincible spirit of integrity, that is inspired by a personal relationship with a living God, and driven by an irresistible desire to be a whole man, to make a troubled world whole again."

Yes, you will be in demand!

Fill out the coupon on the back page and send it in today.

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***"It is wonderful for the most beautiful campus I have seen to have a Christian atmosphere. I think it will be a tremendous experience to get in on the ground level where traditions are started for this exciting new university."***

***Steven McConaughy— Columbus, Ohio***





**PLAN NOW TO ENROLL AT ORAL ROBERTS UNIVERSITY  
FOR THE FALL SEMESTER—SEPTEMBER 7, 1966**

Write for information now!

Please send  Catalog  Admission Requirements Booklet  
 Application Blank  Scholarship Information

I am a  Junior  Senior  High School Graduate  
 College Freshman  College Sophomore  
 College Graduate (for Seminary)

NAME..... AGE.....

STREET OR BOX.....

CITY..... STATE..... ZIP.....

Fill in this coupon and mail to: Admissions Director, U-141  
Oral Roberts University, Tulsa, Oklahoma 74105

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Second-Class Postage Paid  
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Additional Mailing Offices.

# "Three Reasons Why I Chose ORU ...and why I am enrolling for my second year"

1. **"As a young person I know I have to have an education. I knew Oral Roberts would not build anything but the very best.**

"As I complete this first year I can truthfully say that I am getting a terrific education. The curriculum is broad, the professors are tops and

*Johnny Merrell, Lubbock, Texas*



the facilities are far ahead of their time. As a music major, I find that not only my music talents are being developed, but my entire life is being opened up to greater things: spirit, mind, and body.

2. **"I know I must have more than an academic education . . . I've got to know Christ in every phase of my life . . . mentally, physically, and spiritually.**

"Jesus Christ is the way of life on this campus. There is positiveness and aggressiveness here in Christ that is exciting. Realizing that I can have God with me all the time, I am stimulated educationally as well as spiritually. This gives me the desire to really study and apply myself.

3. **"I know that a real education should supply answers—not merely problems.**

"As a young person I need answers that wisdom and education alone cannot supply. I have discovered it takes the Holy Spirit to illumine my mind, to help me stand up on the inside and come out on top of my problems, instead of under them. ORU helps me to find the necessary answers to the problems in my life.

"I have found ORU to be more than I had expected and I'm looking forward to an even greater year!"