Fall term

Oral Roberts University opened for its third year of operation with more than a 38 percent increase in enrollment and a 36 percent increase in faculty members. This is by far the largest percentage of increase shown by any of Oklahoma's colleges and universities and gives a glimpse of the future in store for ORU. The student body now numbers 749 and the faculty 79. There are 32 audit students; this brings the total enrollment to 781.

These figures were made known by Dr. John D. Messick, Executive Vice-President of the University, who pointed out that freshmen students comprise the largest class which numbers 279. Next in size is the sophomore class with 200, followed by the juniors with 165 and the seniors with 16. (The 16 seniors transferred to ORU from other institutions. ORU will graduate its first full class in 1969.)

Dean R. O. Corvin reported the Graduate School of Theology's enrollment at 57 full-time students and 32 others enrolled for special courses.

During the first week of school, President Roberts spoke to both the faculty and students. In his address he delineated his concern for students’ and faculty’s relating knowledge to the existential needs of people: "There is a sense in which a university's purpose may be defined as 'acquiring knowledge, adding to it, and passing it on.' But knowledge for knowledge's sake is only a partial answer. It produces what one of our faculty members called 'a brain on two toothpicks.'"
Student body nears 800 mark, with freshman class the largest in number

"At ORU we are committed to the task of learning in its relationship to the needs and problems of mankind. As faculty and administrators, our task is not only with the dissemination of bodies of information and theories and systems, but also for the education of the persons who are striving to master these disciplines. We are not afraid to become involved with their problems—their emotional, spiritual and physical needs.

"We have endeavored to secure the most academically competent faculty obtainable to us and to bring to this campus men and women who are not only competent in their disciplines, but who are ever growing in their knowledge and their application to it.

"We have endeavored, also, to bring to the campus the finest students available. The academic excellence of the student body has been increasing each year. And it will continue to do so, because we're serious about academic excellence. We believe that our minds are given to us by God and that we ought to bring them under His dominion; we should discipline our minds to bring forth treasures, new and old."

Dr. Messick also spoke to the faculty and emphasized the balance in ORU's liberal arts curriculum. "The best of the conventional and of the new in curricula acceptance was incorporated and meshed into a logical program so that the coverage would be comprehensive, the contents demanding, the learning broadening, and the outcome enlightening. This includes study abroad for language majors, with

Students are warmly greeted by President Roberts at a reception in his home. In an address to the students later, he told them of ORU's dedication to the task of learning in its relationship to the needs and problems of mankind.
A major event in Orientation Week was the banquet for new students at which Dr. Messick served as master of ceremonies.

Back again! Upperclassmen complete registration as ORU's third year gets under way. Offering assistance are Mr. Ramsay, admissions director (far left), and Dr. McQueen, registrar (seated).
strong advocacy of all students' studying abroad when possible."

He stressed the idea that not all things could be done at once, that the main objective was to build a sound liberal arts program in a Christian environment first, and then to add such fringe areas as appear to be logically sound. He warned against trying to imitate programs in other schools which may be attractive. Instead, he urged, "Let's build our own program with our own philosophy, taking into consideration our own student body with its economic, social and intellectual potential."

Dr. Messick insisted that the faculty motivate learning. "For instance," he stated, "problem structure is of vast importance. Do we often begin with a hypothesis, collect data, ascertain alternatives, analyze and evaluate—all before attempting to decide upon criteria, assess alternatives,

"Just one more book," says this gleeful sophomore as she loads a "lowly frosh" with books to carry to the next class.

The campus bookstore sells a little of everything.
Here students shop for books, class supplies and personal items.
A highlight of Orientation Week—the Frosh-Soph Tug-of-War. The winners? Sophomores, of course!

draw conclusions, and then make applications? The way one thinks is just as important as what he thinks... there is a vast difference between transmitting knowledge and just presenting information. A student needs to know how to analyze, evaluate and apply. This cannot be done by listening to lectures and reading materials only. He must be involved in dialogue and judgment.”

Later when meeting with ORU’s new students, Dr. Messick told them, “You are emissaries of this University. It will eventually be known by its products, not by its physical structure. In fact, you are the University. What do you want to be? You are a great group and you can develop yourselves so that the world will be greatly enriched by your contribution.”

Everyone stares when you wear a freshman “beanie.” But it’s so exasperating at mealtime!
"Little-Big-Sis Party," sponsored by Associated Women Students, was a rousing event.
Faculty strengthened by twenty-eight new members

Full four-year faculty is now a reality at ORU

by Carl Hamilton
Assistant Dean of Academic Affairs

A milestone was reached by Oral Roberts University this fall when classes opened for the beginning of the third year. In this short time, a full four-year faculty has been secured to teach the 749 students enrolled from across America and many foreign countries. Augmented by the 28 persons shown in individual pictures on the following pages, the faculty now totals 79 men and women who share in the dream that is ORU—a Christian liberal arts university which will unite in the task of bringing wholeness to a fragmented humanity.

The continued attaining of goals and the constant setting of higher ones has confounded ORU’s early critics. They said, “You may be able to build buildings and compile a library, but you will not be able to get enough academically qualified, charismatic faculty members.

Dr. Hamilton will work very closely with incoming faculty members.
You will have to sacrifice either your religious or your academic requirements, or both." But from the opening of classes in September 1965, until the present, this campus has attracted men and women like those shown here who are highly qualified academicians and outstanding Christians.

ORU's new faculty members have come from all across the United States and have widely varied academic and religious backgrounds. Each has advanced degrees while over half of them either have earned doctorates or are candidates for such a degree. And they are, without exception, committed to the goals of ORU.

William James said, "There is nothing so powerful as an idea whose time has come to be born." This applies particularly to Oral Roberts University. ORU's commitment to academic excellence and vital Christianity, augmented by the charismatic dimension of the Holy Spirit, is a powerful idea whose time has come to be born. Faculty and students alike are discovering the contagious excitement of learning within the framework of this new venture in education.
Charles Farah, Jr.
Associate Professor of Historical Studies; B.A., Wheaton College; M.A., John Dickens School of Theology; B.D., Fuller Theological Seminary; Ph.D., University of Edinburgh, Scotland.

Clarence D. Thomas
Professor of Physics; B.S., Northeast Missouri State College; A.M., Ph.D., University of Missouri.

Lloy D. Thurman
Assistant Professor of Biological Sciences; B.S., University of Nebraska; M.S., Ph.D., University of California.

Joyce Bridgman
Instructor in Music; B.M., Phillips University; M.A., University of Kansas.

Vera M. Davis
Assistant Professor of Mathematics; A.B., Indiana University; M.A., University of Chicago.

Daniel L. Dunkelburger
Director of Electronics Educational Media and Instructor of Cinema; B.S., Bob Jones University.

Dorothy J. Evridge
Assistant Professor of English; B.S., Texas Wesleyan College; M.A., North Texas State University; Ph.D. Candidate, Oklahoma University.

Robert E. Feller
Assistant Professor of Business; B.S., Bowling Green State University; M.A., Ohio State University; Additional Graduate Work, Oklahoma University.

Harold A. Fischer
Professor of Religious Education; B.A., Southern California College; M.A., Texas Christian University; M.R.E., D.R.E., Southwestern Baptist Theological Seminary.
Faculty and staff members enjoy coffee break at the first faculty meeting of the new school year.
Alice M. Rasmussen
Assistant Professor of Languages;
B.A., Central Bible Institute; M.Ed., The Women's College of Georgia; D.Ed., The University of Georgia.

Wayne A. Robinson
Editor in Chief of Publications;
B.A., Oklahoma City University; B.D., Southern Methodist University.

J. Franklin Sexton
Assistant Professor of History and Humanities; B.A., Oklahoma City University; M.A., Oklahoma University; Additional Graduate Work, Oklahoma University.

Eileen M. Straton
Instructor of Art;
A.B., Evangel College; M.A., Drury College.

Robert G. Voight
Assistant Professor of English;
B.A., John Brown University; M.A., University of Arkansas; Ph.D. Candidate, University of Arkansas.

Bill R. Walker
Instructor of Languages;
A.B., Drury College; M.A., University of Missouri.

Grady J. Walker
Assistant Professor of English;
B.A., Oklahoma City University; M.A., Oklahoma State University; Additional Graduate Work, University of Oklahoma.

Clara Peel Williams
Assistant Professor of Education;
B.S., Atlantic Christian College; M.A., East Carolina College; Additional Graduate Work, University of North Carolina, University of Tulsa.

David W. Yoder
Assistant Professor of Music;
B.A., San Jose State College; M.A., Stanford University; Additional Graduate Work, University of Southern California.
To be committed to Christ, concerned about young people and academically qualified have not always been prerequisites for deans. But ORU's young Deans of Men and Women are all these and much more. With these qualifications, Deans Charlotte Griesser and Floyd Shealy have added a new dimension to deanery.

Perhaps you have wondered what a dean of men or women does. Is their task mainly one of discipline, direction of activities, counseling, or is it more? In an interview which was conducted on the ORU campus, Deans Griesser and Shealy answered this question.

Dean Shealy quickly gave the broad picture. He stated that deans are intimately concerned with the affairs of the students and are responsible to the administration, the students, the faculty and to the community. The deans communicate the administrative philosophy and program of the University to these groups.

Dean Griesser pointed out some of the specific duties. "Once a student has been admitted to the University, his or her name is given to the dean's office. Correspondence is begun with the student and is maintained until he reaches the campus.
and is introduced to ORU during Orientation Week. It is during this week that the deans begin their real contact with the students; therefore, it is important to the deans as well as the students.

"All new students participate in this fascinating week," according to Dean Shealy. "Although some of them have visited the campus prior to enrolling, it is necessary that students share in Orientation Week to help them in making an adjustment to the campus. One of the major purposes of Orientation Week is to help students feel welcome in their new environment.

"During this time, the student is made acquainted with the University's ultra-modern physical facilities, including the library and the services it provides. An introduction to means and methods of study is given, plus a battery of tests to ensure proper class placement. In addition, he is introduced to the university minister, the campus physician, the academic dean, the registrar and the psychologist. As an added feature of Orientation Week, President Roberts addresses the new students at a special banquet."

Another task of the deans is to provide a "home on campus" for the students. When asked about the kind of home the student finds at ORU, Dean Griesser described the women's residence hall as "a high-rise building of striking contemporary design. There are seven floors with each accommodating about 90 women, whose rooms were assigned to them during correspondence prior to their arrival. A housemother, who is an experienced counselor and supervisor, lives in a small apartment on each floor; she is available to assist the young women with their problems 24 hours a day. In addition to the housemother, two women counselors live on each floor and work with the students in their orientation to the campus. These counselors are mature undergraduate students who fill a sister role—
befriending, assisting and counseling. They are directly responsible to the housemothers who are, in turn, responsible to me."

Dean Shealy noted that 315 men are housed in the new men's high-rise residence hall. Sharing the residence with the students are an assistant dean of men, a head resident counselor and, on each floor, two resident counselors.

Dean Griesser explained the rules for the residence halls. "The first floor lounge area of the women's residence is open to both men and women between 10 A.M. and 10 P.M. each day. Here the students may view television with their dates, sit and talk, study, play the piano or listen to records, or meditate in the chapel. Vending machines dispense food items and soft drinks. Excellent communication systems—intercom, campus phones and outside phones—are provided in the residence halls."

Once the students are oriented and the routine of university life gets under way, where do the deans fit in? What are the broader aspects of the deans' duties and responsibilities?

Dean Griesser continued, "After school is under way, the deans are primarily concerned with the psychosocial development of the students. The code of honor states that the University's programs are dedicated to the development of the student in four areas—the intellectual, the physical, the spiritual and the psychosocial.

"As a part of the psychosocial development, a social director, Pauline Leckey, coordinates social affairs and activities on the campus from her office in the Health Resources Center. Temporarily, a portion of the Health Resources Center serves as a student union. Other facilities are available for many types of recreational activities.

"Students are expected to participate in all phases of campus life. The student senate, sponsored by the deans, promotes total involvement of the students in the affairs of the University. Four members of the senate, called the associated student officers, are elected from the student body. The other sixteen members of the twenty-member senate are the officers of each class—president, vice-president, secretary and treasurer. The senate has
a constitution that controls its activities. There is a constitutional review committee; and also an election committee, that conducts all student elections.

"Then there are two judicial boards—men's and women's—which review undergraduate students' infractions of campus rules. These five-member boards include the associated men's or women's president. The deans are nonvoting advisers to these boards. The judicial boards may not expel a student, but may recommend suspension or expulsion to the administration. The point is that most student discipline is handled by students themselves. The deans advise but do not vote. Only in unusual situations is there a deviation from this policy."

Counseling takes up a large amount of the deans' time. "I feel that we have a good counseling rapport with our students," Dean Griesser continued. "There are certain problems which students seem to prefer to bring to the dean—particularly problems dealing with their social lives or with personal problems related to serious difficulties at home. If specialized help is needed, these students are referred to the campus minister, psychologist, or physician for special counsel and advice.

"Special academic problems are handled by the academic dean; but when these problems appear to reflect disciplinary difficulties, the Deans of Men and Women can often help.

"A student is not necessarily disciplined for each infraction. An effort is made to learn why the infraction occurred and friendly counsel may be all that is needed. Students are often given a second or third chance to orient themselves to a given responsibility or regulation before any disciplinary action is taken."

In order to perform their tasks better, the deans live in the respective residence halls. "This gives us the advantage of seeing students in all phases of their living," Dean Griesser explained. "We see them early in the morning, late at night, when they are homesick and when they are distressed about tests and exams. We eat with them in the cafeteria; we communicate with them frequently in a casual social situation in the residence hall. We are constantly among them to observe their attitudes, their activities, and their natural ups and downs. This gives them a relaxed attitude toward us which is much friendlier than is found in a stilted office setting. The students know that if an emergency is serious enough, they can call us in the middle of the night. All this provides a rapport, a constant contact, a finger on the pulse of student-body reaction."

Dean Shealy concurred, "I doubt if any person on campus has a more satisfying relationship with the students. We feel that we are able to really know the students, to assist them in making necessary adjustments to life at ORU and to encourage them in the fulfillment of their plans and ambitions."

In addition, each of the deans teaches one class—Dean Shealy, science and Dean Griesser, art.

"This gives us an understanding of the students' relationship to the faculty," Dean Griesser pointed out. "It helps us not to forget the problems the students face in the classroom; it also gives us a special empathy with the faculty."

These are the Deans of Men and Women at Oral Roberts University. Their unusual qualifications—dedication to Christ, to youth and to education—set them apart from other deans. They represent, with distinction, the high aspirations of ORU—a Christian university dedicated to academic excellence within the charismatic dimension.
President Oral Roberts has defined "charismatic" to mean Christ-centered and Holy Spirit-gifted. This working definition of the word answers the question, "Why the charismatic dimension?" It is in the relationship of the baptism with the Holy Spirit that the believer is able to establish and maintain a personal union with the resurrected Lord of the universe, Jesus Christ. The charismatic dimension establishes the throne room of God as the central focal point and abiding place for the Christian.

On a practical level, this means that we are not centered in a program, however worthy that program might be. It means we are not centered in a principle, however idealistic that principle might be. It means that we are centered in a Person, and this Person's name is Jesus. Our life is that of a love relationship with Him. With Jesus Christ at center, all our activities can be done as a thankful love offering unto the Lord. The charismatic dimension keeps us from being "men pleasers" and enables us to be "God lovers." This kind
of center, as our base of operation in a day-by-day community life, determines the movement of the life of the Holy Spirit in our midst.

In the life of many universities, the Christian witness is primarily made through denominational chaplains and denominational programs. More often, the chaplains have an office and an activities building, either on or adjacent to the campus. These buildings are usually built and sustained by the respective denominations. The programs are not supported by the universities as such, but by the sponsoring denominational groups. In such cases, the chaplains represent an outside interest in relationship to the university. They are seeking to bring the Christian witness to the campus.

At Oral Roberts University, Jesus Christ is already enthroned as the Lord of Life at the heart of the campus, the administrative structure, as well as the personal life of the faculty and the students. The university minister and all those who labor with him are in no sense outsiders, but they are the "in" crowd. Through the charismatic dimension, Jesus is not the great "outsider" yearning, longing, and knocking to get in; but here He is the great "insider," yearning, longing, and leading all of us to find ways to express His life. So, Christian witness is not seeking to come to students at ORU nearly as much as it is seeking to be expressed through the students.

In the charismatic dimension the believer experiences his body's being the temple of the Holy Spirit. He understands, experientially, something of the meaning of the Scriptures as expressed in Romans 8:11: "But if the Spirit of him that raised up Jesus from the dead dwell in you, he that raised up Christ from the dead shall also quicken your mortal bodies by his Spirit that dwelleth in you." In becoming the tabernacle for the Divine, the natural takes on rare dignity and high purpose. Herein lies unusual motivation for the development of the natural. The Holy Spirit is never a substitute for ignorance, but is the Divine Teacher who guides us into all truth. Since God is our Creator, Jesus Christ is our Lord and Savior and our great Indweller, and the Holy Spirit is our Guide and Teacher, we can accept all truth as related to Jesus Christ. For He is Truth.

This makes for purposeful study and challenging experimentation. Not only does the charismatic dimension give us unusual motivation for the development of the natural, but it lets us see that the consecrated natural order becomes a vehicle through which the supernatural is expressed. . . . We are discovering that the supernatural can be expressed naturally and the natural can be lifted to the realm of the supernatural."
wedded with the supernatural. Where the world order ends, the charismatic Christian is just beginning. We are discovering that the supernatural can be expressed naturally and the natural can be lifted to the realm of the supernatural.

This union of the natural and the supernatural helps to determine the field of action for the charismatic believer. We take seriously our commission to "go into all the world" realizing that though we are not of the world, we are in the world. We are not preparing our minds and spirits and bodies merely to slip away into another world, but we have offered our bodies a living sacrifice that might be possessed and indwelled by the Lord Jesus Christ.

Our mission is not so much to leave earth and go to heaven as it is to bring heaven to earth, even while we are on the way to heaven. Through the Holy Spirit, and through the gifts of the Holy Spirit, we are finding ways of taking the disciplines of sound academic programs and using them as channels through which resurrected life can be released.

In the charismatic dimension every man is a minister of Jesus Christ. Each member of the faculty has his own chosen field. We do not believe there is such a thing as a Christian math as over against a non-Christian math, or a Christian English in contrast to a non-Christian English. But we believe a Spirit-filled teacher dedicated to helping people, especially young people, can take the facts of a particular discipline and set them aflame with the fires of purposeful relatedness.

Thus, the Spirit-filled professor and student are not only learning the principles of a particular area, in the same way that other good students may learn them, but their field of study becomes a basis for parables in kingdom living.

Therefore, in the discipline of academic pursuit at the charismatic dimension, the prepared student and professor receive the power to use their training as a means of bringing deliverance to suffering humanity. To receive a good education without the power to use it on behalf of those who need it most is like manufacturing an automobile and not having fuel to run it. It just sits and looks pretty.

So much of the present-day educational world has not learned to express itself in ways that serve the needs of man. For the charismatic Christian, power to demonstrate the delivering love of the Lord Jesus Christ becomes the whole purpose for his education. To this end we at Oral Roberts University are committed.

**TEACHERS!**

If education in the charismatic dimension excites you, if you are committed to preparing outstanding young people for Christian service in their chosen field, if you want to join a faculty that is using the latest innovations and electronic teaching aids in education... **YOU BELONG AT ORU!**

Each year, continually growing enrollment necessitates the addition of faculty in most teaching areas. If you have advanced degrees and are interested in an exciting learning situation, write to the Dean of Academic Affairs, Oral Roberts University, Tulsa, Oklahoma 74102.
Tennis Coach Bernis Duke is flanked by four stalwarts who are putting ORU on the tennis map. They are Pekka Saila, Finland; Peter van Lingen, South Africa; Coach Duke; Ian Baudinet, New Zealand; José Brandi, Puerto Rico.

Four continents contribute to ORU’s tennis team

by Ed Turner

With one giant step ORU is making a dramatic bid to becoming a tennis power in intercollegiate competition. There are four good reasons for this confidence and they are shown above, ranged on either side of Coach Bernis Duke.

These four crack players are among the rewards of Coach Duke’s international recruiting efforts last summer.

Hailing from four different continents are Pekka Saila, Finland; Peter van Lingen, South Africa; Ian Baudinet, New Zealand; and José Brandi, Puerto Rico. They each have impressive credentials.

Saila is reigning men’s single champion of Finland and holds victories over such top European players as Nick Pilic of Yugoslavia; Jan Ben Ulrich of Denmark; and Italy’s G. Maili. Last year he went to the third round at Wimbledon, before bowing to Great Britain’s Roger Taylor. Saila is a business administration major at ORU. His attractive wife, Jaana, speaks four languages fluently (German, Swedish,
Finnish, and English) and is also studying at the University.

Van Lingen, from South Africa, has triumphs over Chuck McKinley, who is presently ranked tenth by the U.S. Lawn Tennis Association; Mike Belkin, captain of the Canadian Davis Cup team; and highly ranked John Pickens of Rice University. Last summer Van Lingen reached the third round at Forest Hills. He has his eye on the summit of tennis. He, like Saila, is majoring in business administration at ORU.

Youngest member of the Titans' foursome is Ian Baudinet of Hawkes Bay, New Zealand. At seventeen, he is the top junior in the seventeen-and-under class. His championships include the South Australian Junior, New Zealand Plate, and Wellington. At ORU he is a prearchitecture major.

Brandi, the only one of the players from the Western Hemisphere, considers San Juan home, though he went to high school in St. Petersburg, Florida, and began his college education at Southern Illinois, where he was number one on the tennis team. He is the only one of the group who studied previously in the United States.

Two members of the team brought honors to ORU, when Van Lingen and Saila won the Oklahoma University Invitational Doubles Tournament and the annual Autumn Invitational Tennis Tournament at the University of Missouri.

The future schedule includes matches with such institutions as Arkansas, Air Force Academy, Tulsa University, University of Missouri, University of New Mexico, the University of Texas at Arlington, Southern Methodist University and Mississippi State.
A Christian understanding of academic freedom

by Oral Roberts

There is no single issue more relevant today to Christian colleges and universities than that of academic freedom. Many seem to feel there is an implicit contradiction between maintaining freedom of scholarly inquiry and keeping viable Christian commitments.

At ORU we have sought to face this problem openly and honestly. We are convinced that building a university committed to Christian principles and insight and, at the same time, maintaining the highest levels of academic freedom is not an impossibility; indeed, it is our responsibility. The Dean of Academic Affairs will discuss with you later other facets of this same issue as related to particular disciplines, but I want to share with you what I believe are Christian bases for ORU’s concern for freedom of discussion and inquiry.

First, I believe that this is our Father’s world. He has filled it with wondrous things. He is its beginning and ending. He is in control of our universe and everything in it. He is the source and supply for all its energy and force.

As creatures made by God, we have access to this vast storehouse of knowledge. Every area is open. We have a God-given right to explore.

This applies to the natural sciences as well as to the humanities. Like any other university, we are as concerned with making a rigorous and critical examination of biology or physical sciences as we are of theology and philosophy. Our course of study reflects an intense concern to study all hypotheses and theories. But no theory preempts our commitment to faith in God as Creator, as revealed to us in Jesus Christ. For such to occur would mean we would have accepted either an inadequate theory or limited our understanding of God. I don’t know when God created man, but, as a Christian, I know we are created by God, the Father and Lord of us all.

As an academic community we have the opportunity and challenge of motivating students to become excited about the world around them and to develop a spirit of inquiry regarding it. In other words, we hopefully will help them to become lifetime students, constantly seeking to understand and learn of this world in which we live and to make a meaningful contribution to it.

Over thirty years ago, I had a teacher who created in me a hunger to know, to understand and to search for truth. I still have that hunger to know about our Father’s world. At ORU this is our constant mission and aim.

A second facet of my Christian
understanding of academic freedom stems from the life of Christ. Jesus said, "I am the way, the truth and the life"; I know of no better justification for searching for truth in all disciplines than this one. For, since Christ is the source of all knowledge, I can open myself and keep myself open to knowledge because I know Him to be its source.

There are fields of knowledge in which I am not versed and have no formal training. But, I am not afraid of these. And neither does a Christian university have to be. We have an outstanding faculty, all of whom are well qualified to explore all areas. They are also concerned about the student as a person and will help him fit his newly acquired knowledge into a meaningful and Christian world view.

Our students are not sheltered from controversial theories. As young adults they must have the opportunity of wrestling with new ideas and provocative views. They may break away from outmoded tradition, find new terms of expression and discover new understandings. We do not fear this; we welcome it. Christ is the center of our teaching and learning, of our expression and outreach, and of all we hope to be and do.

Third, I understand academic freedom within the context of the work of the Holy Spirit. Jesus said that the Holy Spirit would guide us into truth. (John 16:13.) This has a very practical application for us. First, the presence of the Holy Spirit in our lives provides a framework of inner peace and security for our everyday living. This enables us to confront each new day with confidence that it will bring us new possibilities and new opportunities. Second, it provides us a resource in facing problems and difficulties.

None of us here are naive enough to believe that our commitments to Christian principles and academic excellence exempt us from problems. Very little that is worthwhile is achieved without struggle.

We are constantly struggling with old and new problems. We are always searching for new answers. This is life itself. Such a struggle will always be necessary. But the Holy Spirit provides direction and guidance for us through the difficulties.

Student confrontation with intellectual problems is part of what it means to be in college. No one else can do this work for them. They are not to sacrifice their intellects any more than they are to sacrifice their bodies. Shortcuts and simplistic answers are not the solution. They must confront these problems, work through them, struggle and grapple with them. But, they have recourse in their lives to the Holy Spirit. This provides a balance and tone to their inquiry that gives them assurance that they can find honest solutions to real problems.

The miracle of ORU is that these principles are practical realities. Outstanding students and well-qualified faculty are uniting in a quest for excellence in mind, spirit, and body. They are doing so under the guidance of the indwelling Holy Spirit. And exciting things are happening.

The campus is alive with the eager search for knowledge and truth and wisdom in classroom, laboratory, chapel, athletic activities and in innumerable dialogues.

We are free to explore truth, to teach and treasure knowledge and to pass it on to future generations. We are on the frontier at ORU, with our faces turned toward the unexplored future. We are confident God has brought us to this place and here we intend to make our contribution to God and man.
ORU is INVOLVEMENT!

...in the needs of people. ORU students are involved with people. They are challenged to enter the arena of human need and to become a part of the answer instead of a part of the problem.

...in the search for truth. The ORU student is not afraid to pursue knowledge. His search is aided by the latest in facilities, library and audio-visual equipment.

...in physical fitness. Students and faculty members participate in a disciplined physical fitness program. A well-rounded sports and athletic program provides a wholesome outlet for young men and women.

ORU students are learning about the world they live in, and how they can make a meaningful contribution to it. They are not on the sidelines; they are in the mainstream, observing, appraising, challenging and learning.

Do you have the courage to become involved? If so, ORU is for you. Fill out the coupon below and mail to: Oral Roberts University, Tulsa, Oklahoma 74102.

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