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The Outreach of the Oral Roberts University

Oral Roberts University

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Knowledge, Honesty and Faith

William James, in The Will to Believe, quotes a 10-year-old who defines faith as "believing what you know ain’t so." In other words, "Faith and knowledge don’t mix."

Such a statement poses a disturbing question: Does knowledge of man and his world somehow preempt faith in God?

We at ORU answer an unqualified "NO" to this question. Such an answer does not mean we are interested in avoiding the issues or in giving simplistic solutions to complex and difficult problems. Rather, it is a restatement of a very deeply held conviction, namely, that academic excellence and vital Christianity are not incongruous.

On the one hand, we are committed Christians with respect for and belief in the cardinal elements of historic Christianity. We further affirm the unique contribution which the charismatic dimension of the Holy Spirit offers man today. On the other hand, as an academic community, we are committed to scholarly research, honest investigation and open discussion.

Such commitments do not erase the problems nor provide panaceas. But, they are principles which undergird ORU — principles which we believe are making a unique and invaluable contribution to our world today.

**Editor's Note:** Professor Carl H. Hamilton, who, in addition to his teaching duties, has served as editor of The Outreach for the past year and a half, has been promoted to Assistant Dean of Instruction for the University (see page 13). Mr. Wayne A. Robinson, Editor in Chief of Publications for ORU and OREA, begins the editorship of The Outreach with this issue.
A candid appraisal from the student's viewpoint of the factors that contribute to good teaching...the relationship between personality and effective teaching...the pros and cons of audio-visual aids...the importance of religious commitment.

ORU Students Answer

What Makes a Good Professor?

What do you see the relationship to be between the personality of a professor and your learning a given subject?

Gary: The personality of my psychology professor, for example, and the fact that he's very interested in his field brings it alive to me as a student. He doesn't present his facts as a cold, hard science that we just have to learn in order to get our credits, but rather a very much alive, worthwhile and practical application to life.

Karen: If I can get along with my professor, or if I know he respects me as a student, my opinions and my level of ability, I find that I can produce more. I have more confidence in myself and subsequently I enjoy the subject much more.

Sherry: There is a very definite relationship. The professor who strikes you as being vitally interested in his subject and enjoying it, who is interested in each of the students and what they are getting out of the subject is a professor you personally like and admire. I will study his subject much harder and much more efficiently than I will another type of subject under a different professor, someone I don't admire as much.

Richard: I think it is an important one. Many professors are thoroughly acquainted with their subject, but in a lecture, for
instance, they have a dull method of presentation. If you have a professor like that it takes a great deal of individual study to catch on to the subject matter. I transferred from another university to ORU, and I have had professors at ORU whom I thought were better than my previous professors and vice versa. However, I believe that I have learned more in my year at ORU than I did there because there was a greater degree of personal involvement with the material.

Think of the one course in your college career from which you have benefited most. Was there anything unique in this professor's teaching concept?

Janet: For me it was Humanities. But, there we had more than one professor. I could say that in this case, though, since we did have a variation of teachers, we always got the best from each one.

Gary: It gets right back to our instructors making the subjects we study more than just cold, hard sciences or fields of study that have to be learned.

Barry: My major field is math; therefore, I am very interested in my math courses, and I am very fortunate to have had a good math professor who has a real systematic, logical approach which helps you to grasp the idea faster.

Richard: One professor had a good idea of presenting some of his lectures on tape. That gave the student an added chance to study. In some of the lectures in Humanities I liked the different presentations that were given, particularly, the question and answer type.

Tad: The professor in his forty-five minute lecture has to stick to his subject and pound away. I don't know if this would answer the question, but just off-hand I think of one professor who carried out an experiment with my class by using tapes for many of the lectures. Rather than lecturing, he would play a tape, and we would take notes from the tape. The whole course was almost all taking notes from tapes. The purpose of the experiment was to see if it is possible to run a class entirely by tapes without much intervention by the professor. Personally, I missed the personal qualities you get when the professor lectures, but I thought it was a beneficial experiment.

Sherry: It's kind of a toss-up between two subjects. In both psychology and speech the professors had completely different views on teaching, partly because of their particular courses. In speech, the professor had the student do a lot of speaking and class participation. That is a good way of getting us to learn to speak and to think. He brought up controversial issues and let us learn to confront them. My psychology professor related a lot to philosophy. He used a great many visual aids and a diagram showing how we can compare different psychology principles with principles of life.

How important to you is the religious commitment of a professor?

Barry: Very important! I think it helps them to teach and helps us in learning subjects. It keeps us in contact with people who are not only intellectually competent but who are also versed in the Bible and who know Christ.
Sherry: This, I would say, would vary somewhat with the subject being taught. For instance, I wouldn’t notice Christian standards and ideals as much in being taught a math course as I would in a course like speech or psychology. In these areas there is more of a chance for a teacher to express his views, his attitudes and philosophies.

Gary: A professor’s religious commitment is of extreme importance. It doesn’t necessarily always have to be brought out explicitly in a statement or in a testimony in the classroom, but I think the way a professor approaches particular subjects and questions will reveal his personal commitment to Christ and have a real impact on the students he is teaching.

Karen: For one thing, I think religious commitment is definitely important to each student because there is an understanding, a rapport between student and teacher. You just get along better and a different type of understanding radiates from the instructor.

Tad: A professor’s religious beliefs will leak out in his lecturing, no matter what subjects he teaches. A student in college is in a period of flux, he’s impressionable, he’s making some big decisions in his life concerning his career and his marriage partner. I think a professor with a deep sense of religious commitment will be more responsive to helping you on the personal level.

Janet: It is vital! A classroom is going to get tense at times and problems are going to pop up. I think if the professor has Christ with him, he’s going to be able to take care of such problems a lot faster.

Judy: One of my teachers said at the first of last year, “We won’t pray at the beginning of each class, but if at any time you want to pray, we will.” And on one of the exams we were all pretty worried and we asked if we could have prayer. He said, “Of course,” and led us in prayer for our exam. That eased the tension and helped us to clear our minds so that we could recall what we had learned.

Richard: I think religious commitment is very important, especially in the degree that it is a desire to have a personal involvement with the student, to see the student better himself as a whole person. I prefer a professor who doesn’t just desire to communicate facts to me, but a professor who desires to communicate the benefits which I can derive from these facts. And in that instance, he helps me grow spiritually and intellectually.

The students used in the above article have each maintained a grade point average of 3.5 or better. Their majors and home states are as follows: Tad Campbell, biology, California; Gary Sulander, public address, Minnesota; Karen Bach, English, Florida; Barry Barron, math, Oklahoma; Richard Fern, prelaw, California; Janet Mims, art, South Carolina; Sherry Myers Corbett, psychology, Pennsylvania; Judy Correll, music education, South Carolina.
INDONESIA: In 1966, a nation rapidly falling under the specter of communism . . . In 1967, a country taking giant strides to reverse this trend.

Symbolic of this radical turnabout was the invitation for a Youth Team from Oral Roberts University to tour Indonesia and to join with President Oral Roberts in an Abundant Life Crusade.

On June 20, twelve students and University Minister Tommy Tyson stepped off the plane at Kemayoran International Airport. Immediately, they began visiting businesses, schools, and colleges of Indonesia, distributing Christian literature, and having face-to-face contact with the people of this fifth largest nation in the world. They spoke to as many as 14 different groups in one day, with daily audiences reaching as high as 5,000.
During their second week, they were joined by President Roberts and the Reverend Robert F. DeWeese for an Abundant Life Crusade conducted in Djakarta, the nation's capital. Each night, selected students spoke to the more than 12,000 who filled the giant Di Istor Audiorium. They sang special group songs in the Indonesian language and shared in conducting one of the most successful crusades ever to come to this beleaguered land.

The Honorable Marshall Glenn, American Ambassador to Indonesia, in a private audience told the students, "I am impressed with you students from ORU. I had heard of the school but this is my first contact with it. This country has tremendous social, economic, political, and spiritual problems. What you are doing here will help the people find solutions to their problems. I hope you will come back soon."

The eager reach for literature met the Youth Team wherever they went.
Vange Kennedy has a captivated audience in a scene that was repeated many times during the tour.

In a marketplace of Djakarta, Naomi Carney gives some Christian literature to a young mother.
Spirited singing in both English and Indonesian was a vital part of the contribution the Youth Team made to the Abundant Life Crusade in Djakarta.

Pictured left to right (front row) are: David Huntwork, Broken Arrow, Okla.; Naomi Carney, Acme, Penn.; Jeannie Lang, Spokane, Wash.; Vange Kennedy, Bay-of-Plenty, New Zealand; Judy Correll, Fayetteville, N. C.; Noel Douherty, Redding, Calif.; Sharon Griffin, Tulsa; (back row) John Steinman, Goleta, Calif.; Robert Goodwin, Broken Arrow; John Merrell, Lubbock, Tex.; Steve Shakarian, Downey, Calif.; and (not pictured) Floyd Hankins, Artesia, N. M.

"Yankees, come back" was the enthusiastic response of these Indonesian youth to the ORU students' two-week tour.
beyond the educational horizon

by John K. Tuel
uring the last decade, the term “population explosion” has become a household word. Almost everyone, it seems, is aware of the problems of mushrooming population. Relatively few, however, appear to be cognizant of two other “explosions” which have been developing with great rapidity: the “information explosion” and the “education explosion.”

Although by no means so well publicized as the “population explosion,” the “information explosion” has for several years been presenting a serious problem to educators and other professionals. Workers in most disciplines have found it increasingly difficult to keep up with new developments in their own specialties, not to mention the general areas of which they are a part. So rapid has been this development that it has been estimated that the world’s store of information will double in seven years!

Along with this colossal increase in sheer information has developed a powerful impetus toward providing a greater and greater proportion of the population opportunities for a higher and higher level of education. There are at least three important reasons behind this “education explosion.” One is the desire that every person possible have available the opportunities which higher education offers for personal betterment. Education has long been known to be a “social elevator,” opening up for the successful a wider world of cultural, intellectual and economic opportunities. A second reason for providing wider and higher educational opportunities is the world’s growing need of highly trained persons to keep pace with automation. A third is the need to combat the growing technological unemployment which automation and insufficient or too-narrow education have begotten.

The three “explosions” — population, information and education — have combined to present a mammoth problem for our colleges and universities. If we are to convey a meaningful sample of the rapidly burgeoning realm of knowledge in our present world to an increasing proportion of an expanding population, it is plain that more efficient means must be employed than is presently the case.

As a new institution not fettered by encrusted pedagogical tradition, not imprisoned in outmoded and overcrowded buildings, and not chained to obsolete instructional equipment, ORU is free to meet this three-pronged challenge in new and creative ways. Obviously, no one institution can hope to make more than an infinitesimal dent in the first problem, that of caring for an increasing population. It is in the second and third areas, and especially the second, that ORU is attempting to accept the educational challenge of the space age.

To meet the demands of the information explosion, the University is streamlining its curriculum and its educational methodology. Guided by the conviction that the liberally educated person is the one in possession of a broad spectrum of fundamental intellectual and cultural concepts, a committee of the faculty constantly scrutinizes the curriculum to build the scope and quality of the conceptual material being offered for assimilation by the student. Concurrently, research is being conducted to increase the efficiency of the teaching-learning process through the use of programmed instructional media.

Dr. Tuel is Chairman of the Psychology Department at ORU. He received his Ph.D. from the University of Southern California.
For example, not only may a student dial in lectures and other source material from study carrels in the Learning Resources Center, he may also respond to questions on the material presented orally or visually by a professor or automatically by the electronic tutor. His responses are “graded” instantly by the system and the student is immediately informed whether each response was “right” or “wrong.” This amazing system allows professors to intersperse questions with lecture segments and to require all students to answer each question simultaneously. A “private line” between each student and the professor permits the professor to know each response without any student knowing how others in the classroom have responded. The effects of such a system on student motivation and attention can be quite profound! It also makes possible the professor’s discerning immediately when the class is encountering difficulty during a lecture and his taking steps to clarify points of confusion.

Another facet of programmed instruction now under study at ORU would permit individual students to complete advanced, standard or remedial study units at their own pace with their own electronic personal tutors.

A third aspect of the programmed instructional advances being made at ORU will also, hopefully, make some contribution toward coping with the “educational explosion.” That is, it is hoped that improving the efficiency of the teaching-learning process will make possible the completion of a high quality liberal arts education by some students who, though worthy, might fail to make the grade in a conventional instructional program.

All in all, these advances are very exciting to those of us who are working with them. The prospects are most encouraging although we realize that any scientifically based assessment of their long-range value will take several years of research. But though scientific certainty must await the verdict of time, ours is the exhilaration of a new venture on the frontiers of educational progress.

“A liberally educated person is in possession of a broad spectrum of fundamental, intellectual and cultural concepts.”
New Dean of Men Named for 1967-68

A new Dean of Men has been appointed at ORU, Dr. Floyd M. Shealy. Dr. Shealy, a native of Georgia, will begin his new duties in September.

Professor Shealy is a graduate of the University of Georgia and holds the M.A. and D.Ed. degrees from the University of Indiana.

He will succeed Professor Steve Durasoff who has been named chairman of the Religion Department.

Tuel Voted Outstanding Faculty Member

Dr. John K. Tuel was named Outstanding Faculty Member at ORU for the academic year, 1966-67. Professor Tuel, who is chairman of the Psychology Department, is the first recipient of this honor.

Dr. Tuel is coauthor of two research journals, in addition to numerous publications in scholarly journals. He served formerly as Associate Director of the Guidance Research Center at the University of California at Los Angeles. While in the Armed Forces he was Division Psychologist for the First Marine Division, and Clinical Psychologist for the United States Navy.

Tuel Named Assistant Dean of Instruction

Professor Carl H. Hamilton has been appointed Assistant Dean of Instruction for the academic year 1967-68. The following year he is scheduled to become Dean of Academic Affairs upon the retirement of Dr. J. D. Messick.

Dr. Hamilton is an associate professor of English and is a specialist on the works of John Donne. He has served as editor of The Outreach and, previous to coming to ORU, was publications manager for the Oral Roberts Evangelistic Association and an editor of Abundant Life Magazine.

He holds degrees from Southwestern College, Oklahoma City University and Tulsa University, and this summer completed requirements for the Ph.D. from the University of Arkansas.

Language Chairman Selected to Attend NDEA Institute

Dr. Tibor V. Barteky, chairman of the Language Department at ORU, was recipient of an award for advanced linguistic studies this summer. He was one of 27 selected from 900 applicants to attend the NDEA Institute held at the University of Minnesota. Selection included a grant of $750.

Dr. Barteky holds two doctorates from the University of Budapest and a master's degree from the University of Southern California. He was a practicing attorney in Hungary and was active in the Hungarian Revolution in 1956, which event precipitated his coming to America.

Dr. Barteky previously taught at the College Cenelor in France. His linguistic background includes training in 10 different languages.

History Professor Awarded National Study Grant

ORU history professor William G. Morgan was awarded a National Defense Grant for research in nineteenth century American politics. Mr. Morgan, who is in his third year at ORU, is a specialist in the events of the period surrounding the presidency of Andrew Jackson. He is presently completing his doctoral dissertation on "Presidential Nominations in America, 1788-1832: From Consensus to Caucus to Convention."

Professor Morgan's grant was administered through the University of Southern California, with funds coming from the U.S. Government. The grant enabled him to do research at several major universities, historical societies and the Library of Congress.
Major college basketball competition by 1970 — a steep goal for a university only two years old. But, the outstanding team being built by Coach Bill White, coupled with the academic strides of ORU, promise the attainment of this goal.

Last year’s Titans compiled a 17-9 record against four-year colleges. This year a select number of major schools have been added to the schedule. But despite the stiffening of the competition, another excellent record seems assured, due to the highly successful recruiting of Coach White’s staff, as well as the return of a winning veteran team.

Leading high school recruit was Dana Lewis from Newark, New Jersey. Top flight junior college transfers included: Bill Hull, a 6’7” forward who was a high school all-stater, and averaged 17 points per game last season; Marvin Thouvenel, 6’1”, a guard, best junior college guard in Region II, with a 21 points per game average; and Ricky Williams, 6’, guard, who made high school all-city in New York City.

Attendance at home last year averaged over 2,100 and two games were sellouts. This year promises even better response. All in all, it’s a bright future ahead for the Titans.
Dana Lewis, 6'10" center from Newark, N. J., completes signing his letter of intent as Coach Bill White smirkingly looks on. Lewis, voted by sportswriters as the best big man in the East, was twice all-state and was sought by over 300 colleges and universities.

Nov. 18 Arkansas Tech*
Nov. 23, 24, 25 John Brown University
Dec. 2 East Central State*
Dec. 9 Washburn University*
Dec. 13 East Central State
Dec. 15 New Mexico Highlands University*
Dec. 16 Washburn University
Jan. 3 Midwestern University*
Jan. 11 Corpus Christi University*
Jan. 12 Corpus Christi University*
Jan. 13 Oklahoma Christian*
Jan. 22 North Dakota State University
Jan. 24 South Dakota State University
Jan. 26 Parsons College
Jan. 31 Midwestern University
Feb. 2 Rockhurst College
Feb. 15 Parsons College*
Feb. 23 Oklahoma Christian
Feb. 26 Nebraska Wesleyan*

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