

Editorial . . .

Dr. Frank Bateman Stanger

In principle, no better expression of the meaning of an institution of learning has ever been given than the well-known lines of Arthur Guiterman, "Mark Hopkins sat on one end of a log and a farm boy sat on the other." Nothing can take the place of teachers. To even suggest that there could be a substitute for a faculty is to begin robbing an educational institution of its academic significance.

To be utterly objective, however, one must not forget the distinctive place that an administrative staff has in the life of an institution. To return to the former description, the administration must see that there is a "log" for "Mark Hopkins" and the schoolboy and guarantee that there will be a "Mark Hopkins" and "a boy" to use it. And the "log" must be kept in place and replaced when a new "log" is needed.

But in the last analysis a faculty makes a school. The purpose of the school is personalized in a faculty. The truth contained within a school's purpose is illumined and imparted by a faculty. Dynamic and persuasive witness to such truth is given by a faculty. And beyond the campus of an institution the influence of a faculty grows in ever-widening spheres through the years.

Especially is it true that a "committed" institution of higher learning like Asbury Theological Seminary is dependent upon its faculty. After all, the torch of confessional spiritual truth must be handed on from generation to generation. In a very real sense the continuity of such confessional standards is achieved through a faculty committed to the same basic ideas and ideals.

An amazing display of true academic freedom is witnessed within a "committed" institution. Faculty members, already committed to a distinctive confessional position, find themselves completely free to be utterly creative in the exploration and explanation of the basic tenets of that distinctive position. It is the freedom of teachers, who have already experienced

the reality of personally accepted truth, to bear witness to it in any academic manner that they choose. It is like the freedom of the scientist who carries on his work on the basis of hypotheses already proved. It is like the freedom of the physician who pursues his ministry of healing within the accepted limits of the demonstrated laws of health and therapeutics.

In any institution of learning, the coming of new faculty members is always an occasion of deep significance. It is altogether fitting that such an occasion should be solemnized by a special Service of Installation. At such a Service, administration, faculty, students, and constituency alike are made to appreciate anew the indispensable place occupied by the faculty of an institution.

In recent months three new members of the faculty have been installed at Asbury Theological Seminary. On May 9, 1961, Dr. John Thompson Seamands was installed as Associate Professor of Christian Missions. On October 5, 1961, Dr. Ralph Loren Lewis was installed as Associate Professor of Speech and Dr. Paul Hudson Wood was installed as Associate Professor of Christian Education.

This issue of *The Seminarian* is entirely devoted to these two Services of Installation. Within these pages you will be privileged to attend these Services in retrospect. You will be introduced biographically to the new professors and learn of their eminent qualifications for their new academic assignments.

Featured in these pages are the installation addresses of the new professors. Dr. Seamands, still a young man, yet a twenty-year veteran of missionary service in India, speaks with incisive insights and dynamic relevance on "Basic Emphases in Missionary Training."

Dr. Wood, who characterizes himself as "perhaps a sad optimist" in his address entitled "Christian Education and the World Crisis," prophetically pictures Christian education as the only adequate antidote to "the tragedy of our times."

Dr. Lewis, taking for his subject "Speech Training for the Minister," affirms his thesis, against the scholarly background of historical research in his field, that an adequate training in speech is an imperative for the minister in today's world.

This issue of *The Seminarian* is presented with deep pride in our faculty and with increased appreciation for the opportunity of sharing with our readers.