

Whispers

4-28-1983

Whispers, April 23, 1983

Cedarville College

Follow this and additional works at: <http://digitalcommons.cedarville.edu/whispers>



Part of the [Higher Education Commons](#)

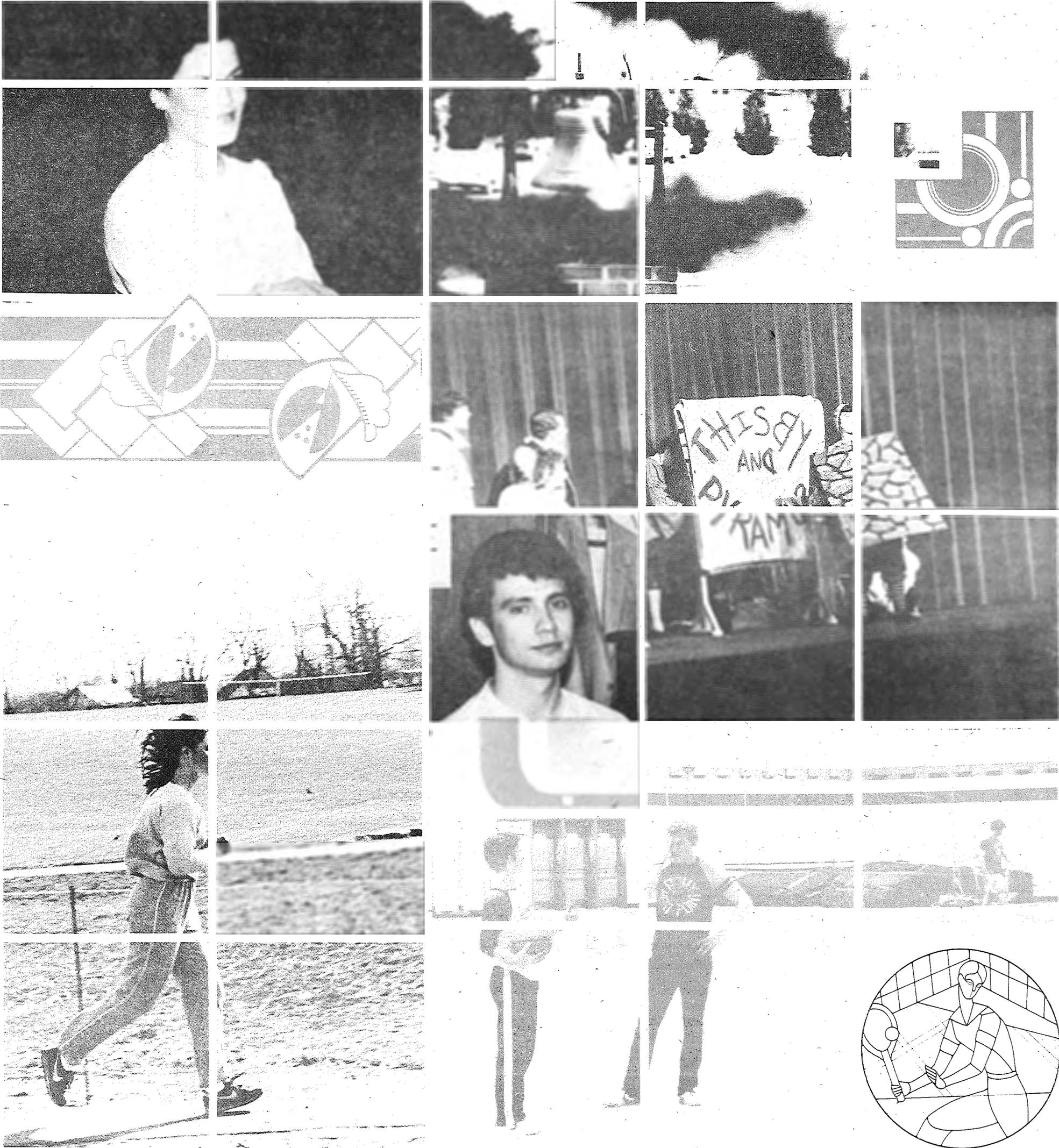
Recommended Citation

Cedarville College, "Whispers, April 23, 1983" (1983). *Whispers*. 3.
<http://digitalcommons.cedarville.edu/whispers/3>

This Book is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in Whispers by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact digitalcommons@cedarville.edu.

Whispers

Volume 1 number 2



A 21-year B.A. Program

37-year-old mother of two completes degree after 17-year absence

Describing herself as strong-willed, Ruth went on to explain that she came here merely because her parents insisted, and once here she "majored in fun."

"Studies were unimportant. I resented authority. I was never part of the moral rebellion (of the 60's) but I was fun-oriented."

She met her future husband John during her freshman year, became engaged in May of her sophomore year and then decided to drop out, get married and come back within a few years to complete her degree.

Without a trace of bitterness or rancor, Ruth, whose sentences are frequently punctuated with light-hearted laughter, admitted that dropping out to get married was not the wisest route she could have chosen.

With a mixture of emotion, she affirmed, "I've loved being a wife and mother for 17 years (but) by dropping out, I got out of His will--He gave me a job to do and I didn't finish it. I quit and God doesn't want that."

She reported her belief that she has been serving herself since she left school. She went on to say, however, "I wish I could say I've been miserable, but I wasn't; I just could've avoided some problems if I'd stayed in school." She referred to her belief that she could possibly have been more prepared to raise children had she taken all of her education classes.

She rises, gets ready for her full load of classes and runs some errands before going to her 8 a.m. class.

She stands out in no particular way among the students on campus. She has the same quick laugh, the ever-present armload of books, monogrammed dress cuffs and button-down oxfords.

A few details about Ruth Hess are different, however. She is 37; her "errands" consist of dropping off her husband at work and her two sons at school, and she has returned to Cedarville to complete the last two years of an elementary education degree which she began in 1963.

Viewing her return to Cedarville after a 17-year absence as



Mrs. Ruth Hess

a chance to finish a task God set for her, Ruth recalls her first stint at Cedarville under entirely different circumstances.

"I came here out of rebellion," she declared, explaining that after having grown up in a strict Baptist "preacher's kid" environment. She graduated

from high school planning to enter Bowling Green State University or Kent State.

"I felt I could have the fun I'd wanted to have and couldn't when I was young. I could get away from my conscience."

"I just wish someone had... talked to me," she said. ex-

pressing her regret that no one tried to advise her against dropping out.

"I don't have any bad feelings but I wish someone had said, 'Ruth, do you know what you're doing?'"

"No one ever said, 'Ruth, do you know why you're quitting? Please stay.'"

While not regretting her marriage or choice of a partner, Ruth views as unfortunate the fact that she married and quit school partly out of a final kick of rebellion against her parents.

"In this area I'd have control," she recalled.

They were concerned because I had a spirit of rebellion; they were relieved, though, that I was marrying a good guy. We never sat down and had a heart-to-heart talk about it, and I look back on that with regret."

Rather than wallowing in a backward-looking regret or guilt, Ruth instead has returned to the last two years of her education with a new enthusiasm.

Her zeal is not necessarily directed toward merely gaining an academic degree. She related that she is not certain she will ever become a teacher even with the degree. She made the decision to "reach out, get to know people and let God bring kids into my life who could have an impact on me and on whom I could have an impact.

An extroverted "people person" who could best be described as buoyant, Ruth admitted that the biggest fear upon reentering college was that she wouldn't be accepted and that she'd make no friends. She made a point of sitting with and reaching out to "college age" kids. "I decided from the first to have a good time at school," she smiled.

While she has encountered a few problems with her hectic schedule, Ruth seems to have conquered all of them with her overwhelmingly positive attitude.

Her time spent with her family hasn't suffered, she avowed, nor has her housekeeping in which she is assisted by sons Shawn, 15, and Ryan, 10.

She and her sons have drawn closer since they began studying with each other, she reports.

Despite her sons' sports and school events, her husband's teaching and coaching and her full-time education, the family still manages to get everywhere on time--with one car.

When asked how she handled the numerous obstacles and difficulties, she repeatedly answered, "God has worked it out! He's provided the money and the means."

Who will Sunday Riggs, Fisher School mate



Several professors at Cedarville College extend their workload and extracurricular activities to include writing curriculum material for Sunday school publications.

These include Sandy Harner, Jack Riggs and Jean Fisher. According to Riggs, "All of the assignments contribute to what I'm teaching; I feel it helps."

In 1976 Harner wrote an oral interpretation entitled "The Flag Speaks" for a July 4 program at her church. After hearing the presentation her pastor encouraged her to get involved in writing and gave her an ad from Union Gospel Press in Cleveland. Harner expressed her interest to them and soon became one of their writers.

Her first assignment consisted of writing the teen pupil take home papers, one for each lesson of the quarter. Eventually, she wrote all the material for a quarter ranging in age categories from beginners to junior at various times.

Each quarter she wrote a teacher's manual, student's manual and a workbook. She also chose lesson titles. Scripture passages, memory verses

*rote your
y School lesson?*
er, Harner write Sunday
erial you may be using!

“
*The word of God
is not an end in it-
self, it is a means
to an end.*

”
Jean Fisher

and small songs to correspond with the theme.

The teacher's manuals Mrs. Harner penned included a one-page letter of overview to the teacher and some teaching aids. They also contained introductions, call to worship, songs, lessons, prayers and learning activities.

Once an assignment is given, Mrs. Harner has a deadline of ninety days to complete the entire project, then she may request yet another assignment.

Mrs. Harner emphasized, "I really believe it is very important for composition teachers to be writers. . . . They are much better composition teachers when they write themselves."

Besides writing Sunday School material, Harner has been a college and school writing consultant. Her consulting ranges from student recruitment to public relations, as well. She has also written scripts for audio visual material. She also pens Newswatch, a newsletter from Dayton Christian School.

Bible professor Jack Riggs, after talking to Harner about Union Gospel Press, began writing for them three years ago.

Since that time he has written steadily, leaving only a few weeks to three months between assignments.

He was familiar with Union Gospel Press because his church used their material when he was growing up.

His first assignment consisted of writing either editorials and corresponding illustrations for lessons or producing research and discussion questions to go along with lessons.

His last two assignments have been writing a whole quarter's material for senior high, including the teacher's and students' quarterly. He fulfilled a deadline of four months for each assignment.

During the time he wrote Sunday School material, he also wrote a book which is to be published next year. He has also completed an adult Sunday School manual on Hebrews for Regular Baptist Press (RBP).

When asked how he found enough time to complete everything, Dr. Riggs responded that the "big problem is the balance of giving time to everything you're involved in."

Miss Jean Fisher, assoc.

prof. of Christian Education, completed a three year cycle of material for R B P. She began the large project in 1977 and finished it in 1980.

She wrote material for primary age and produced a quarter's worth material every three months. For each quarter she wrote a teacher's manual, three student books (one each for first, second and third grade) and planned the visuals needed for each lesson. She also provided the RBP artist explicit directions on the needed illustrations.

The teacher's manual was eighty pages long. Each began with two to three pages of teacher training, then included

13 lessons with pre-session activities and learning centers, class time at Bible study and worship service.

Also, she prepared 13 more lessons to be used in primary church correlating with the Sunday School lesson. Each student manual consisted of 32 pages.

At the end of the three years, Fisher revised the first year material to include more pages in the teacher's manual, change some artwork and listen to feedback from teachers who had used it.

When she finished, she had written a total of 157 lessons, 12 teaching manuals, 36 pupil

books and 12 teaching packets.

Now the material is in its second cycle and Fisher uses it with her own primary Sunday School class. She laughingly exclaimed that each lesson that "took twenty to thirty hours to write is over in two hours time."

While writing the material her main concern was "helping teachers [know] how to guide students in application." She believes "the word of God is not an end in itself, it is a means to an end and that is obedience to what God has commanded."

Fisher has also written some senior high material for RBP entitled "Satan's Strategies Unmasked."

“
*We're much better
composition
teachers when
we write.*

”
Sandy Harner



“
*The big problem is
the balance of giv-
ing time to every-
thing.*

”
Jack Riggs



D. Brown Advertising, Inc.

Student advertising studies become real campaign

This winter quarter, the advertising class was not only profitable for the students of the class but also for Cedarville College's summer school program.

The class, taught by Debra Brown, dealt with the process of advertising, working through an advertising campaign from start to finish.

The 24 students were organized into six groups of four; each group was to develop a campaign on the same subject.

Miss Brown had noted a low interest and enrollment in last year's summer school and had spoken with Edward Greenwood, Prof. of English and head of the Summer School Program. They decided this would be a good subject for the advertising class to work on, with

the aim of choosing the best of the completed campaigns for Cedarville College's actual advertising procedure.

The students worked on the projects not only for individual grades but also for practical benefit.

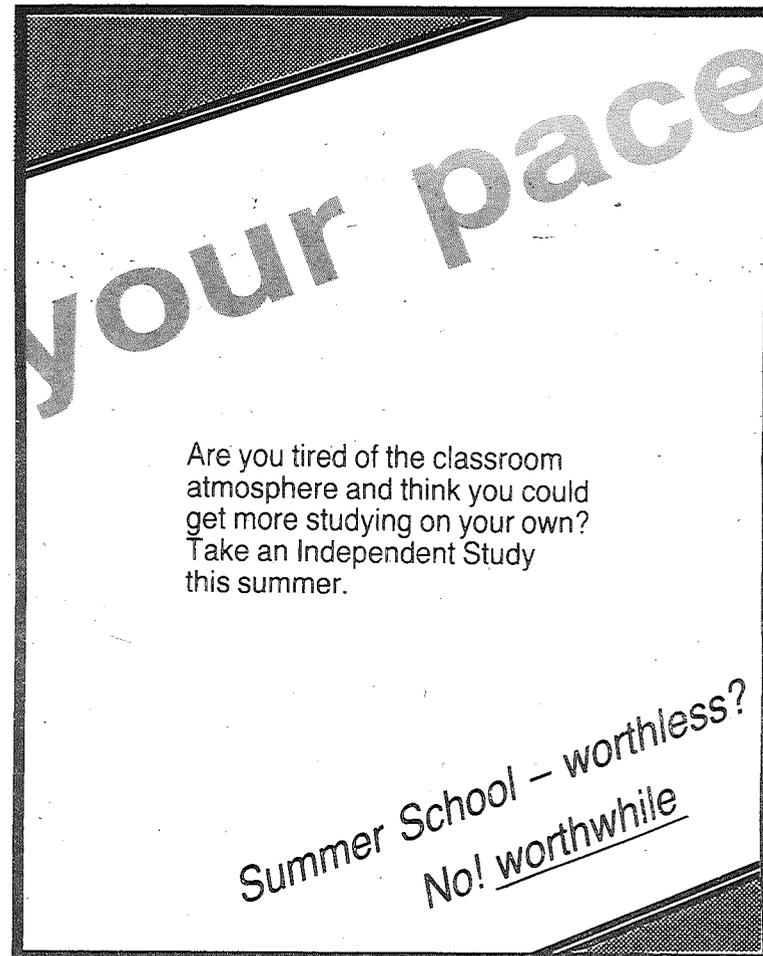
Each group determined objectives and then picked a slogan upon which their project centered. The various themes ranged from "Be Heard, Not Herded," to "Summer at Cedarville -- More than an Education," as well as "Summer School -- Be a Leader," "Summer School, Worthless? No, Worthwhile" and "A Summer with Class."

From this point, the members of each group individually researched media advertising, specifically radio, posters and newspaper.

Each group collaborated on a paper and also gave an oral presentation. During this oral presentation they were to explain their campaign and its benefits.

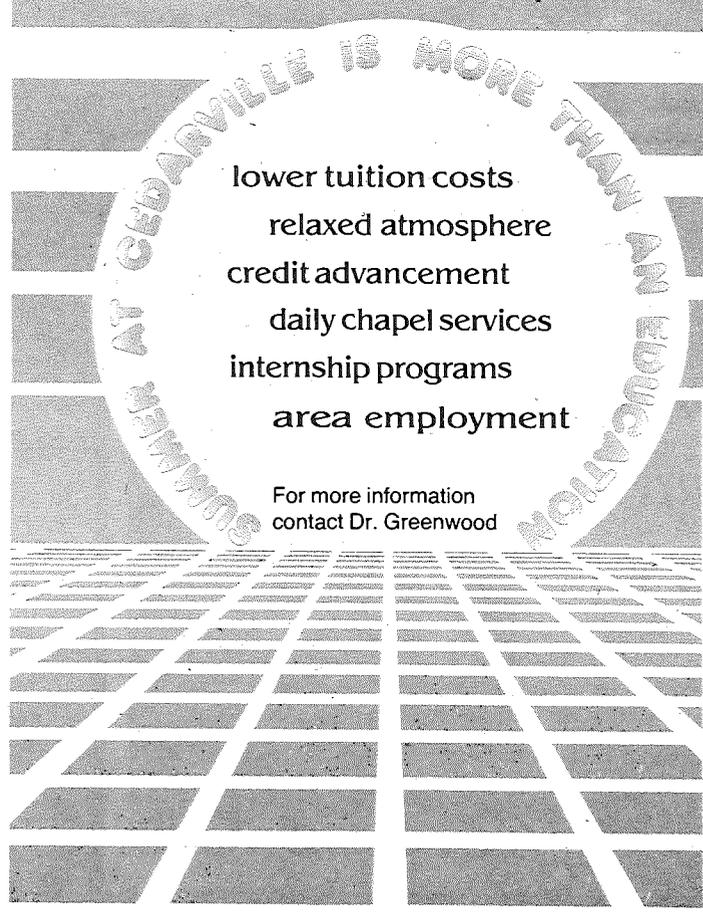
Ideally, Miss Brown wanted some members of the Summer School Comm. to be there for observing and choosing, but none were available because of schedule conflicts. Instead, Jim Seaman, Ann Rich and Miss Brown, Business Dept. faculty, evaluated the projects based on criteria which Miss Brown had drawn up. She stated, "All of them were really good; it was very hard to evaluate which was better than the others."

Jeff Summerlin led the group whose project was chosen. Jeff



Another of the proposed ad campaigns featured a series of four ads, each highlighting a specific advantage of summer study. These were designed by Jeff Brock, Robin Campbell, Sue Millevoi and Jeff Wenrick.

Of the several ad campaigns designed by the class, this one was chosen to advertise summer school 1983. Below is a reduction of the ad, initially 13 inches by ten inches, as Jeff Summerlin, Jeff Brammer, Cherie Schuler and Skip Pyatte originally designed it. The enlarged version is the official summer school ad, as retouched by the college Public Relations office.



Brammer, Skip Pyatte and Cherie Schuler worked with him to meet their objective of making the student body aware of the aspects and benefits of Cedarville's summer school. Even more they desired to reach out beyond just Cedarville students to those in Christian high schools. By brainstorming, the group created the slogan, "Summer at Cedarville -- More than an Education."

Miss Pyatte worked on the aspect of radio advertising. She talked with WCDR workers and wrote three scripts dealing with personality, humorous and direct advertising. The radio spots were recorded by Pat Dixon, Jill Southward and James Leightenheimer.

With help from Lynne Simpson in Campus Activities, Schuler created the art design for the poster and "point-of-purchase display." The two-colored design is a simple sunset which draws attention to the message. Its vivid yellow hue was used to attract the attention of those passing by.

Brammer researched and developed the aspect of newspaper advertising, and Summerlin, as chairman, kept in

check their time limits and tied together the development of the paper and oral presentation. The groups were allowed the entire quarter to work on the project; but according to Summerlin, they were kept busy by "leg work."

Summerlin stated that the project was a "different type of challenge." He declared, "It was really fun. At the end... we were tired of it, but we knew that showed a lot of work and a thorough job."

According to Summerlin, the group wanted more for their presentation than what was required. They created "table tents" which could be used easily and often, and their "point-of-purchase display" was extra.

Their instructor asserted, "I was impressed not only with their theme but with their oral presentation; it was done very professionally. They used an approach as though they were actually before a board."

Reviewing the class as a whole, Summerlin stated, "I believe that this class was very beneficial in that it helped us to learn how a real advertising group must function to get a campaign or project completed."