Dr. Myron A. Marty, history professor at St. Louis Community College at Florissant Valley, has been named recipient of the first David L. Underwood Lecture Award.

The award, designed to recognize excellence in the field of education, is named for the college's former dean of instruction who died after a heart attack last spring. It provides the recipient a $100 grant and an opportunity to present a public lecture to members of the campus and community in August.

Marty, who recently completed an eight-year term as chairman of Florissant Valley's social science division, was chosen for the award because of significant teaching and administrative contributions to the college, according to Dr. Arthur C. Meyer, chairman of the award committee.

"We looked at four main areas in evaluation candidates for the award," Meyer said.

"Marty's record in each area was outstanding. He demonstrated a strong overall record of the achievement of excellence, a genuine contribution to the field of education, a humanistic concern for others and a commitment far beyond that normally expected."

Marty, who professed strong admiration for Underwood, accepted the award at a campus luncheon and explained his plans for giving the precedent-setting lecture.

"Dave Underwood was a major influence on my work," Marty explained. "I look forward to suggesting how Underwood's humanistic ideals can be carried on in an academic discipline - in my case, history."

In addition to being a member of the Florissant Valley faculty, Marty is involved in several professional associations. He recently was elected to the Commission on
Institutions of Higher Education of the North Central Association, and was appointed to the Advisory Board for the Educational Resources Information Center Clearinghouse for Junior Colleges. The lecture award recipient also is a candidate for vice-president of the American Historical Association.

"Learning, Teaching and the Seventh Sense" was the lecture given by Dr. Myron Marty, professor of history oat the Florissant Valley Campus. It was delivered Aug. 16 at the first annual David Underwood Memorial Lecture. The following are excerpts from that speech.

David Underwood was some kind of man . . . unimposing, candid, a practitioner of common sense.

His powerful presence still lingers . . . the influence on us of a great teacher, it has been said, does not end when he dies, only when we do.

The principal purpose of the Underwood Lecture is to provide a faculty member the opportunity to discuss with his or her colleagues how David Underwood's humanistic ideals can be furthered at Florissant Valley Community College.

Sense of purpose . . . goals and objectives, teaching-learning situations are characterized by futility and drift.

Sense of direction . . . without a jointly held sense of direction, teaching and learning energies are quickly dissipated.

My most exasperating experiences . . . are students who exhibit what I call the shoplifting syndrome. They try to sneak into my classroom and make off with three credits without anyone noticing them.

They are not really overachievers . . . they merely have an enlarged sense of the possible.

. . . Underachievers . . . are afflicted with a shrunken sense of the possible . . . they suffer from an enlarged sense of the impossible.

I try to reach those who believe that self-discovered, self-appropriated learning is important and are willing to work to acquire it. I also try to get through to those who believe they can gain knowledge and maybe even wisdom by apprehending the elusive experiences and insights of others.

A sense of humor . . . shows itself in a light moment, a cheery remark, a quick exchange, a denial of grimness, an appreciation of human foibles, a delight in puncturing balloons of nonsense, a recognition of one's own limitations.

Sense of the future. . . I mean simply that those with a sense of the past, of yesterday as it were, know also that there is a tomorrow, and that yesterday and tomorrow have today in common.
Someone once remarked that the educated person was one who had found out most of the more important ways in which human beings have made fools of themselves and had thought about them long and seriously enough to have acquired an aversion to them.

As a liberating art, history lifts us out of the present moment; it puts us in touch with men and women of lasting importance -- not always the rich and the powerful and the famous, but also the poor, the simple and the humble.

There is no virtue, I believe, in remaining neutral on issues involving humane values.

What, then, does cultivation of a sense of the past accomplish? Ironically, it eliminates the past as past, making it instead an integral and living part of our present world. If we are successful, the dead come to life in our classrooms, not on our terms but on theirs.

The seventh sense -- the sense that recalls these humane ideals and lays them before us, can be and is a unifying sense. Perhaps an individual can survive without it. A community cannot, a nation cannot, the world cannot. Perhaps that realization is what makes the cultivation of a sense of the past, not a job, but a commitment and a calling.