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Bulletin-

HARDING COLLEGE

Devoted to the Highest Ideals of Christian Learning



These students are working with bacterial cultures in bacteriology class. Left to right: Omar Betts, Mildred Chambers and Joyce Westmoreland.

"Science of Life" Important To Curriculum of College

Biology, to some folks, means bugs, and frogs, and a variety of creeping things, but to the Harding student who has had a course in the "science of life," it is a study of himself and his relationship to all the other living things God has created.

The student gets his first contact with this science in an introductory course called "General Biology." (Just about every graduate has this course on his transcript, either as part of the "science" requirement of his general education, or as a basic course if he is a science major.)

Because science affects so many phases of his life, the student has a better chance of becoming a good citizen if he has some of the understandings to be gained from a study of biology, Dr. Jack Wood Sears, head of the department of biological sciences, believes. "He knows enough about his own body to keep healthy; his knowledge of the plant life in his community can help him in beautifying his home; and he can do his part as a citizen in

public sanitation."

Dr. Sears and Assistant Professor Clark Stevens teach the General Biology course with the emphasis on what science means to the individual student. Experiments and demonstrations in the laboratory relate to his own body—he sees in miniature the function of many of his own body organs in a dissected frog—or to plants and animals which affect his life. He learns how the facts of science are discovered and is encouraged to apply scientific principles in solving his own problems.

Harding offers 80 hours of biological science courses and has well-equipped laboratories for both beginning and advanced studies. Biology majors are granted either a bachelor of arts or bachelor of science degree. Usually students planning to enter the science professions work for the science degree, while those who plan to teach science in high school earn the arts degree. The demand for high school teachers of science and for workers in the science professions is greater than ever.

Students-To-Be Told of College

Many of the new students who will enter the college in September will have a pretty good idea of what Harding is like from their contacts with representatives of the school. During the summer several faculty members are traveling in the south and southwest calling on prospective students and telling them about Harding College.

Alumni, too, are helping in directing students to Harding. During June and July alumni groups in several southern cities are cooperating with the college in holding dinner entertainments to which they invite their friends of college-age. One or more of the staff represent the college on the informal dinner programs which feature campus life at Harding.

The field representatives visit prospective students in their homes and discuss their educational plans and problems with them and their parents. In their conversations with the young people the representatives point out benefits of learning in a Christian institution and tell of Harding's excellent faculty and educational facilities. They emphasize also that education at Harding is economical, costing less than in many schools.

The alumni luncheons are being held in Little Rock and Fort Smith; Memphis, Tenn.; Tulsa and Oklahoma City, Okla.; Wichita, Kansas; Dallas, Houston, and Lubbock, Texas; and Birmingham and Florence, Ala.

Engaged in the recruitment work are: Dean L. C. Sears, Dr. F. W. Mattox, Professors Hugh and Jess Rhodes, and Professor Perry Mason, principal of the high school.

About the Lectures

Various delays have been encountered in publication of the "Restoration Movement" lectures delivered at Harding last November. However, most of the speeches are now in type and printing is expected to proceed rapidly.

Those who reserved a copy of the book will receive it as soon as it is available.



Dr. W. B. West

West Will Head Bible Department

Dr. W. B. West will join the faculty at Harding College in September as head of the Bible department, Pres. George S. Benson has announced. Dr. West succeeds Dr. James D. Bales, who will continue as a professor in the department.

Dr. Bales resigned chairmanship of the department to help the college meet standards of the regional accrediting association which requires that a department head have his degree in the field in which he teaches. Dr. Bales' degree is in education; West holds a doctorate in religion.

Dr. West attended David Lipscomb College and received the B.A. degree from Abilene Christian College. He did graduate work at the University of Southern California; University of Chicago, and Oxford and Cambridge Universities. He has been head of the department of religion at George Peperdine College since 1938.

Chorus Concludes Summer Touring

The Harding College chorus concluded a two-weeks, post-school year tour, June 21, with a program at the Church of Christ in Paducah, Ky.

Their schedule for the tour listed programs at churches in Detroit, Mich., St. Louis, Mo., Chicago, Ill., Cleveland, Akron, Marietta, Columbus, and Dayton, Ohio, Wheeling, West Virginia, and Toronto, Hamilton and Jordan, Ontario, Canada.

Thirty-seven students and their director, Prof. Andy T. Ritchie, made the trip.

Students Helping Dismantle Historic Old Godden Hall

Cries of "timber!" and "look out below!" followed by the crash of falling debris, have echoed across the Harding campus for several weeks now. Godden Hall is coming down.

A volunteer crew of 25 students working with college workmen have already removed partitions, doors, and window casings and most of the slate roof and rafters from the east wing. The east walls are being pushed down. The west wing, which houses the auditorium and music studios, will not be razed until the end of summer school, August 13.

Just south of Godden Hall's main doorway a new auditorium-administration building is taking shape. This building, with the adjacent student center, will form the center of the campus and will be visible from the main entrance to the campus when Godden Hall is removed.

The history of Godden Hall goes back to 1899 when Galloway College, since merged with Hendrix College, occupied the campus. The building was named for Dr. Charles Conway Godden, who was president of Galloway for some ten years around the turn of the century.

The rooms and halls of Godden hold many memories for alumni, for Harding, like Galloway, used the building's facilities for many purposes: student housing, classrooms, offices, library, music studios.

Demolition of the building likely will bring to an end the legend of the "Galloway Ghost" invented by some prankster of Harding's early years here and passed on from student to student. At any rate, the student workers in mock ceremony have laid to rest the spirit of the fictitious young lady, who, according to



Tom Marshall and Pauline Williams helped dismantle the building and found time for a little fun as they buried the Galloway Ghost and sowed petunias on the grave.

the legend, met her death by falling down the elevator shaft and has since roamed the halls of Godden on certain moonlight nights. They have inscribed on the improvised tombstone:

HERE LIES THE GALLOWAY GHOST
She Just Fades Away
With Godden Hall
Rest In Peace

The college does plan a permanent memorial to Godden Hall and the school which originally occupied it. Pres. George S. Benson has said that a special "bell tower" using the cornerstone and other foundation materials from the building will be erected somewhere on the campus. The large Godden Hall bell will be installed in the tower.

Coach Finds Baseball League for Searcy Boys

Kids "Play B-A-W-L" As First Season Opens

By Lin Wright

A white pellet whined across the outside corner. "Strike three! Yer out!" bellowed the umpire.

"Whatdaya mean, strike? That ball was a foot outside!" protested a freckle-faced 10-year-old as the crowd roared with amusement. The defensive infield whipped the ball around with little regard for the spectators.

Complete in contrasting uniforms, Searcy's Little Major Leaguers, ages 9-12, were in the eighth inning of a crucial contest.

M. E. "Pinky" Berryhill, head of Harding's physical education department, chewed on a stem of grass and smiled. A dream to provide the kids of Searcy with something to do during summer vacation was unfolding before his eyes—thanks to Searcy businessmen and the boys themselves.

Berryhill's idea to form a Little Major League organization was conceived in the spring of 1950 as he watched a group of youngsters swarm over the Harding baseball diamond at the close of a college intramural game. They were trying to get in some "Work-up" licks before dark.

"Why shouldn't these boys have something to do this summer?" the red-headed coach mused. And he set to work to make a summer baseball program for the boys possible.

The project was explained to the general public through newspaper



The Coach with captains of the three Little League teams: Charles Martin, Linos Abbot, and Gerald Casey.

stories and letters. It would take \$1,000 to outfit 50 boys to play ball, Berryhill estimated, and he approached local businessmen for donations. He met with splendid cooperation and in a short time the money was raised.

But there was still the problem of making the program something the boys would appreciate. Berryhill believes that "we appreciate most that which we sacrifice to obtain." He called a general meeting of the boys and he told them that local businessmen had given \$20 of the \$30 it would take to outfit each boy. And he asked each one to earn the remaining \$10 if he

wanted to play.

During the next few weeks Searcy was swamped with odd job seekers. "Some of the boys worked around home for a month," Berryhill said. "Others delivered circulars, walked dogs, or carried papers so they could play. But we stressed the word **earn**; out and out contributions from parents were taboo," he said. Every boy came up with the required amount and as a result they now feel that they are a real part of the league. "Something of a stockholder," Berryhill said.

Forty-five boys form the three teams of the league—Cardinals, Dodgers, and Yankees. Each boy has been issued a uniform, with cap and shoes, in the color of his respective team.

To prevent play from becoming one-sided, Berryhill gave the boys ability tests, including throwing, running, hitting, and fielding ground and fly balls. The boys with exceptional talent were scattered throughout the three teams to equalize competition. To date the most decisive score has been 9-2.

At present the boys play on the college field, but money is being raised to construct a private park. Berryhill hopes one of Searcy's civic clubs will take over the project. And he believes there is no reason why little league baseball or a similar program can't spread all over the country. "It's an ideal pastime for boys in small towns in the summer," he said.

Searcy's Little Major Leaguers are heeding the call, "P-l-a-y B-a-w-l!" with eager enthusiasm, and who knows, some of them may be tomorrow's real major leaguers.



Coach Berryhill shows Charles Martin some finer points of batting form.

EVERY DEPARTMENT in an institution of learning should endorse the stated aims of the school and contribute to their fulfillment. We teachers in the biology department of Harding College are whole-heartedly in sympathy with the purposes for which the school was brought into existence and for which it has stood these many years.

We feel that the purpose of education is to develop men who think clearly, feel deeply and serve God and their fellowmen faithfully and unselfishly. Such men must be trained mentally to distinguish between truth and error. They must be developed emotionally that they may understand themselves and others and so live harmoniously in their society. They must be physically strong that they may bear the burdens life would have them carry. They must have a spiritual development that permeates all of their being, enabling them to appreciate the fine and virtuous and urging their feet ever to higher planes of life and service.

We believe that the biology department has many functions to perform besides that of training professional biologists, and pre-professional students. To these, of course, we owe the best instruction and training, that they may be prepared to enter their life's work or continue their studies with a background of acquired skills, information and understandings that will insure their success in their chosen field. To these and to those other students who plan to be teachers, preachers, merchants, housewives and plain citizens we believe we owe much besides that which is so often given or expected from a department of science.

It is our aim to give the student an understanding of himself biologically in order that he may efficiently use and more perfectly protect and care for the wonderful body God has given him. By the study of the living world we hope to give him an understanding of the universe and his place in it. As he learns the mysteries of plants and animals and understands their functions and problems, a new world is opened for him to enjoy.

We feel it our responsibility, in as much as we are able, to instill within the student a love for all truth, for truth is of God and is harmonious in all its parts. A desire to know, and the habits and techniques of experimentation and objective thinking that are necessary if one is to find truth, are most vital to every Christian life. By presenting the successes and failures of great men of science as they searched for truth and by providing provocative classroom



Biological Science At Harding College

By Dr. Jack W. Sears
Head, Dept. of Biology

discussions and laboratory exercises we give each student an opportunity to develop the ability to think clearly and search objectively for truth, which is the aim and essence of the scientific method.

It is our desire that every student who enrolls in our department shall have benefited intellectually, culturally, and spiritually through the study of that which God has created. We deem it our responsibility as teachers of science in a Christian college to so teach and so live that those who come under our influence may be inspired to achieve the greatest development possible within their natural endowments and to magnify their God in all that they do. These are the objectives with which we approach our opportunities as teachers of biology in Harding College.

The results of a program of instruction so complete in its aims have been most gratifying. Our graduates have made records of which we can be proud. Many of them have received advanced degrees, including the M.D. and Ph.D., and all have found positions of service in their communities.

We believe that even those who have had only our general biology course must necessarily have been helped. Their understanding of their bodily functions and the methods of disease prevention should better equip them for marriage and parenthood. Many of them have found new interests, new hobbies in the growing of flowers or the study of birds or the collecting of biological specimens, that will bring them many hours of pleasure and relaxation in the years to come.

More than all else they should have a deeper faith in God that will give them strength and resiliency in a troubled world.



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Mr. & Mrs. L. C. Sears
Harding College
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