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Harding College

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*Bulletin-*

# HARDING COLLEGE

*Devoted to the Highest Ideals of Christian Learning*



Professor Fulbright instructs a class in music reading. See view of music building on address side.

## Music Activities at Harding Appeal to Every Student

The department of music has something for every Harding student, whether or not he enrolls in a music course, says Prof. Erle T. Moore, head of the department.

For the student specializing in music it is thorough training in the theory and technique of his art—but for all students it is an individual responsiveness to music which comes from frequent contact with the best in music literature.

A well-qualified faculty, excellent facilities, and a broad program of music education makes it possible for the department to achieve these aims.

To music majors Harding grants the bachelor of arts degree with specialization in voice, piano, or music education. Training in either field includes private instruction, supplemented by extensive study in the background subjects.

Piano students study music reading, keyboard harmony, the form and analysis of compositions, and work for mastery of the instrument. Majors in voice are instructed in vocal techniques as they build a repertoire of song literature. They also study languages for their value in singing foreign songs.

The education major combines voice and piano study (the emphasis may be on either, or on band) with the methods of teaching music. This type of program affords a flexibility of training which accommodates itself readily to the special needs of the student. This is the major most often chosen, and Harding has several music graduates who are private instructors or teachers in public schools. Many young men who will enter religious work combine music study with their ministerial training, so that they will also be prepared to direct music in worship services.

Music appreciation is a part of the general education of all students, integrated with a survey of literature and art. However, the music department makes its greatest contribution to student life through extra-curricular activities which offer opportunities for individual music expression. There are glee clubs for men and women, choral organizations, a band and other ensembles, all directed by members of the music faculty. Recitals by music students, concerts offered by these groups, easy access to a large recording libra-

(Continued on next page.)

## College Honored For Freedom Work

Harding College has received the nation's highest award for activities in Americanism education.

The college was presented the Distinguished Service Award, for outstanding service to the nation in Americanism education, by Freedoms Foundation at George Washington's Birthday ceremonies, Feb. 22, at Valley Forge, Penna. Only 29 other institutions of several thousand entering the national competition, received the honor, though several hundred won lesser awards.

The presentation was made by Dr. Robert A. Millikan, internationally known atomic scientist of the California Institute of Technology. Miss Marguerite O'Banion, secretary to the president, accepted the award for the college. The ceremonies were televised and broadcast by radio over the National Broadcasting Company's coast-to-coast network.

Harding seeks to spread Americanism education through activities of its national education program: motion pictures, a newspaper column, a speakers' bureau, a Monthly Letter, a dramatized radio program, and the Freedom Forums. An estimated 25,000,000 people weekly are reached by these media.

The college also won two gold medallions, one for effectiveness of the national program in 1951, and the other for the 16 mm. film, "Why Play Leapfrog," on the relationship of wages in American production and marketing.

Freedoms Foundation awards were established in 1949 to stimulate activity in Americanism. This is the third consecutive year Harding has been a winner. The 1951 Awards jury was headed by Dr. Harold C. Case, president of Boston University, and included national civic club leaders, and several state supreme court justices.

### Summer School

There are real educational opportunities for high school graduates and in-service teachers in Harding College's summer session, which begins June 9. Students may enroll for the entire 10 weeks, or either the first or second five weeks of the session.

Write Dean L. C. Sears, director of the summer session, for bulletin and further information.



## Music Activities (cont'd)

ry, and many informal singing sessions give a broad music experience to all students, as listeners and participators.

Diversity of training is an asset brought to the music department by its faculty, which includes graduates of the nation's foremost music schools. Music teachers are: Professor Moore, Andy T. Ritchie, associate professor, Mrs. Avon Lee Baxter and Glenn Fulbright, assistant professors, and Eddie Baggett, instructor in band.

The music department this year moved into a new building designed especially to suit its needs. Its facilities include classrooms, teaching studios, practice rooms and a recital hall.



The Harding band gave its first concert of the year early this month. Professor Baggett is standing at right.

# Students Vote for President in Mock Election

After a month's political campaign, Harding students have decided that the United States of America should elect a Republican president next November.

In a mock election held on the campus Jan. 31, Senator Robert A. Taft, of Ohio, polled 299 votes to President Harry S. Truman's 109. The election was sponsored by the **Bison**, student newspaper, to promote student interest in national affairs and stimulate political thinking.

The political campaign began Jan. 3, with Don Rusk, a sophomore from St. Louis, Mo., as chairman of the Republican party, and Don Martin, a senior from Chicago, Ill., as leader of the Democrats.

First each party held a convention and nominated a candidate. Then the campaign began.

Both groups held rallies, mixing entertainment with discussions on national problems—debt, taxes, the Korean war, government economy, and foreign policy. Party leaders debated the qualifications of the candidates and outlined the party platform. Dr. Morris Boucher, associate professor of history, gave a chapel address on the history of the Republican and Democratic parties. Women were urged to vote at a tea sponsored by the Republicans.

The **Bison**, as sponsor of the election, spurred student interest with articles, news stories, editorials, and letters from students. An editorial writer encouraged each student to "learn the issues involved, act as though it were a real election, and he were casting the deciding vote."

On election day polling booths were set up in the Student Center and at the entrance of the Administration Building. To "get out the vote" red, white and blue tags inscribed "I Have Voted!"

Have You?" were given to each student as he voted. The tags were supplied by Harding's national education program office. The 408 students who voted represent 72 per cent of the college enrollment. (About half the student body are of age to participate in elections this year.)

The mock election created more student interest than any other campus activity of the year. A **Bison** editorial writer commented that the results are comparable to a cross section of national political thinking, since the student voters are from homes in 35 states.

The election did serve its purpose: to bring national affairs closer to the campus and stimulate individual thinking on the problems of this nation.

## Quoting Shannon

Harding students received high praise for their interest in national affairs from Karr Shannon, columnist for the **Arkansas Democrat**, Little Rock. In his column of Feb. 4, Shannon wrote:

"One bright ray of hope left in this blighted nation is Harding College, over at Searcy . . .

"It is encouraging to know that a fraction of the young generation that possibly cannot remember behind the present . . . administration—is taking life seriously, is down to straight thinking, is looking ahead."



Democratic leader Don Martin congratulates Republican Don Rusk, the victor, on his successful campaign in the mock election.

## Students Attend Concert Series

A new concert series plan now in operation is adding outstanding music and drama presentations to the entertainment fare of Harding students. This year campus audiences have enjoyed presentations by the following entertainers:

The Little Rock Theatre Group in the Tennessee Williams play, "The Glass Menagerie;" Miss Joy Brown, violinist, of Memphis, Tenn.; and the National Male Quartet, including Attilio Baggio, Gene Tobin, Vernon Sanders, and Bruce McKay, with Walter Hatcheck as pianist.

Shakespeare's "The Merchant of Venice," presented by the Barter Theatre Company, of Arlington, Va., and one other major entertainment are scheduled for the Spring term.

These events are offered in addition to the plays, concerts, and recitals of student music and drama organizations. All students are admitted to major entertainments by an "activity ticket," the cost of which is included in the registration fee.

Artists to appear on the concert series are chosen by a faculty committee composed of Erle T. Moore, head of the music department, and Evan Ulrev, head of the speech department. Professor Moore said that arrangements are being made now for next year's programs and the schedule will be announced before the end of this school year.

## Dr. Benson Holds Church Meetings

President George S. Benson closed an eight-day evangelistic meeting at Wenatchee, Wash., Mar. 2, and has scheduled several religious meetings for the spring and summer.

He will begin a week's meeting at Chickasha, Okla., Mar. 16 and will hold a meeting at Sherman, Tex., April 13-20. He has four other meetings scheduled for the summer, including one at the "Y" church near Seiling, Okla., which is the congregation where he worshipped as a youth. Dr. Benson has preached there every summer for several years.

Dr. Benson conducted a week of evangelistic services at the College Church of Christ in Searcy last October and held a meeting in Weslaco, Tex., in February.

Often he is a guest speaker at civic club luncheons during these meetings.

Dr. Benson is an elder in the college church and teaches a Sunday Bible class.



Phil Perkins

## Senior Receives Ohio Fellowship

Phil Perkins, senior student from Shadyside, Ohio, has been granted an assistantship in the chemistry department at Ohio State University, Columbus, for the 1952-53 term. The assistantship covers all tuition and fees and pays \$1,100 for the nine months' work.

Perkins is the first member of the Harding graduating class of '52 to receive an assistantship toward graduate study, though several students have made application.

Perkins is editor of the 1952 *Petit Jean*, student yearbook, and is listed in the 1952 edition of *Who's Who Among Students in American Colleges and Universities*. He is a member of the Alpha Honor Society, and sings with the Harding men's glee club.

## Debate Teams Rank High In Mid-South Competition

Harding's junior debate team won six out of seven debates in the Mid-South Forensic Tournament at Henderson State Teachers College, Arkadelphia, Feb. 22-23. It was the only Arkansas team to reach the finals, and lost to Southwest Missouri State College, Springfield.

Harding's senior team was eliminated in the semi-finals, losing to North Texas State College, Denton, winner of the senior men's division.

There were 50 teams entered in the tournament.

Harding will enter teams in several other tournaments this year, including the Southern Speech Association Tournament at Jackson, Miss., in April, Evan Ulrey, professor of speech, who coaches the debaters, said.

Members of the junior team are Gene Rainey, freshman from Pinehurst, Tex., and James Zink, a freshman from Tulsa, Okla. Senior debaters are Harvey Arnold, senior from Russellville, Ark., and Ponder Wright, a junior from Greenway.

The 1952 college debate question is: "Resolved: That the federal government should adopt a permanent program of wage and price controls."



Ponder Wright, senior debater, makes a point for the affirmative in debating class. Seated at desks (left to right) are Arnold, Zink and Rainey. Prof. Ulrey is at extreme right.



IT IS A TRUISM that music is a universal art. However, music is unique among the arts in that to be functional it must not only be created, but **re-created**, in order to be appreciated. In any well organized program of general education music will, of course, have a place; and a place will of necessity be provided for the phases of musical endeavor mentioned, especially re-creation (performing) and appreciation.

We conceive the general purpose of the department of music at Harding College as being threefold: to create and intensify in all our students a recognition and appreciation of the universal values of music; to develop in our music majors and minors musical proficiency through the acquisition of performing skills and creative and analytical techniques; and to encourage the cultural growth to be found in acquiring a performing skill on the part of students who wish it only for avocational purposes.

Believing that every individual needs the soul-stirring and soul-satisfying experiences of contact with good music, we have adopted a program at Harding which to a reasonable degree assures every student of the development he may have time or inclination to achieve.

The general student at Harding comes to know more about music by means of a survey course which acquaints him with the history and development of the art from antiquity to the present day. Needless to say, this survey is conducted principally by means of providing him with representative works of the masters to hear and become acquainted with. Of course his grasp of the musical field from this contact alone is not and cannot be profound, but he learns who Bach and Wagner were and he realizes why Schubert and Chopin were called romanticists. More important still, he acquires a new concept of the place in society and general culture that music fills, and he realizes with greater clarity what music can mean to him personally if he will but cultivate it.

Music is intensely subjective in nature. Hence, we believe that personal participation in some musical activity is the most direct way of helping one realize his musical desires. In answer to this need we provide, aside from our strictly curricular offerings, numerous extra-curricular musical activities wherein a student may find a place. Choral activity is traditionally a noteworthy function at Harding College, and no one is denied participation in a chorus if he wishes it. This is accomplished by providing the Large Chorus, an organization that meets weekly to sing for the sheer exhilaration and enjoyment of singing. It



## Music Education At Harding College

By **Erle T. Moore**  
Head, Music Department

may at times number as many as 200, and serves in a sense as the training group for other choral endeavors. Other groups of somewhat more select nature are Small Chorus, Girls' Glee Club, Men's Glee Club, Girls' Sextet and Men's Quartet. These more select groups are offered more intense training, a wider repertory, and are expected to maintain a higher degree of technical ability and musical understanding. These groups are frequently called upon to represent the school in radio programs and personal appearances throughout the country.

After having been discontinued during the war, the Harding College Band was reborn this year, and has had a very successful season. Students who enjoyed band activity in high school have welcomed this renewed function of the department. Its activities include playing for school athletic events and presenting two or three concerts each year.

Many students choose some phase of music for their major field of study. The department offers three areas of concentration—voice, piano, and music education. Since the field of music education offers the most immediate opportunities for employment and security, the majority of our majors choose this field and prepare themselves for teaching in the public schools.

The over-all effect of our music program as herein briefly outlined is evidenced in the fact that music is a very vital part of Harding College, our culture, our very way of life, and we believe that this infusion of musical consciousness into all our students is not a vain endeavor. In this present world of tensions, uncertainties and apprehensions man needs, perhaps more than anything else, the ability to free his mind from the stress of the seemingly impending chaos about him and set it upon the heavens, whence comes his Help. The ennobling, enriching and inspiring influence of music can be a great factor in reminding man that he is a creation of God—and a continual consciousness of this fact is, to quote Solomon, "the whole of man."



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