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Bulletin-

HARDING COLLEGE

Devoted to the Highest Ideals of Christian Learning



Prof. Evan Ulrey discusses the current debating topic with two debaters: Eileen Snure, senior and Gene Rainey, sophomore. On address side: Nelda Holton (left) coaches actors Reid Bush, Pauline Mangrum, and Ray Wright in a scene from one of the lyceum productions sponsored by the department.

Fundamental Course In Speech Required Of All Students

Speech has become an important part of general education in most liberal arts colleges today. A basic course in public speaking is required of every student at Harding College to help develop proficiency in everyday and business speech.

This basic course, in which 140 students are enrolled this semester, is also preparatory work for more advanced speech courses designed to prepare teachers and also to prepare specialists in the fields of public speaking, dramatics, radio, or debating.

Prof. Evan Ulrey is head of the department and Miss Nelda Holton is assistant professor of speech. Miss Eileen Snure, student assistant, directs plays and teaches speech in the training school. The courses they teach include radio, drama, public address, discussion, debate, phonetics, oral interpretation, fundamentals of speech, and homiletics. Total enrollment in speech classes this fall is 188.

Seventeen hours of basic work are offered and 57 hours of advanced courses. Thirty semester hours are required for a major. Sixteen students are majoring in speech this year. Many

students preparing for the ministry major in Bible and also major or minor in speech.

Professor Ulrey teaches homiletics in the graduate department of Bible and religion.

The speech department has a heavy program of co-curricular activity. The Campus Players sponsor four major productions each year in addition to presenting one-act plays almost every Thursday night.

Thirteen students are enrolled in debate this year. From this class debate teams are chosen to participate in four or five tournaments during the year. Three teams went to a warm-up tournament at Henderson State Teachers College, Arkadelphia, Ark., in November, with two of the teams winning places in their division. The girls' team won second and one men's team placed third.

Each spring the department participates with other colleges in the state speech festival. Harding entries have always made outstanding records in the competitive events including one-act plays, extemporaneous speaking, oral interpretation of prose and poetry, radio speaking, after dinner speeches.

Freedom Forum Set For January

"Building a Sound Citizenry" will be the theme for the 13th Freedom Forum which will be held on the Harding campus January 19 to 23, Dr. George S. Benson has announced.

A short course in economics will be given by Dr. Melchior Palyi, prominent authority in the field. Dr. Palyi is on the staff of the new School of American Studies at Harding and has made several lectures here this fall.

This seminar is directed by Glenn "Bud" Green, executive director of the National Education Program. He is assisted in the planning by staff members of the School of American Studies: Dr. Frank L. Holmes, director, Prof. Cliff Ganus, dean; and Dr. Palyi.

The program will include speeches, panel discussions, educational films, and demonstration of materials. Much time will be given to question periods following the speeches. One of the panel discussions will be devoted to "Airing the Viewpoints" with representatives of labor, management, and community leaders taking part.

Dr. Benson will give the keynote address on "State of the Nation's Thinking," Monday, January 19. On Tuesday Dr. Holmes will give one of the major speeches entitled "Political Freedom — Its Moral Obligations."

An example of how labor and management "Work Together for the Common Good" will be given Wednesday with F. Gano Chance, president of the A. B. Chance Co., and Keith Claxton, president of the local labor union at the Chance Co., discussing their problems and how they are solving them.

All sessions of the Forum will be held in the small auditorium of the new administration building.

Enroll in February

Registration for the second semester of the 1952-53 school year will take place on February 3 with counselling the preceding day.

It is possible for high school or college students to enter at the beginning of the second semester. Anyone interested in enrolling in the Academy, the college or the graduate department of Bible and religion should make application immediately. Write to F. W. Mattox, director of admissions, Harding College, Searcy, Arkansas.

Extensive Trip Made By Chorus

The college chorus made its first extensive tour of the year November 25 to December 2 giving 14 programs in three states.

First stop on the 1,800 mile trip was the Normal Church of Christ in Memphis, Tenn. Other stops in Tennessee were in Chattanooga, Brownsville, and Freed-Hardeman College at Henderson. They sang at the Moreland Avenue Church of Christ in Atlanta, Ga., and then at Georgia Christian Institute, Valdosta. In Alabama they sang at Selma, Birmingham, Anniston, Gadsden, and Athens and Mars Hill Bible Schools.

The chorus has gained a wide reputation from tours such as these and through the weekly recorded program "Hymns from the Harding Campus."

Forty students made the trip. They were accompanied by Miss Catherine Root, executive secretary of the alumni association and the chorus director, Andy T. Ritchie.

Faculty Undertake Book Discussions

Three types of book studies are being carried on at the college this year. The book reviews and a study of professional books and subjects are sponsored by the library and a great books study is a project of the faculty with Dean L. C. Sears serving as chairman.

Both the book reviews and the great books study were conducted last year, but the study of professional books and subjects is new. This study is designed to give the faculty a chance to discuss various professional problems and books concerning them. The first study this year was in regard to faculty-student relations with **At Home to Students** by Jean Abernathy the particular book used as a reference. This was conducted as a panel discussion with Dr. F. W. Mattox, Mrs. Inez Pickens, Mrs. Joe Pryor, and Mrs. Leslie Burke participating.

The January study will be an alumni study with two books entitled **They Went to College** being discussed by Charles Pitner and Dr. Jack Wood Sears. One of the books is by Pace and the other was a study made by Time magazine.

The great books study this year concerns civil government. Dr. Charles Kenney led a discussion on John Locke's **Second Treatise on Civil Government** on November 25. The next book to be discussed is Thomas Aquinas' **Civil Law**.

Dr. Frank L. Holmes, director of the School of American Studies, reviewed **The Mature Mind** by Harry Overstreet in October and Prof. Neil B. Cope reviewed **Public Opinion and Political Dynamics** by Marbury Bladen Ogle, Jr., on December 4.



The 12 seniors chosen for Who's Who are, top row, (left to right): Percy Francis, Joan Hayes, Sue Allen, Bob Anderson, Irma Coons, Bob Stringfellow. Second row: Ray Wright, Charles "Buddy" Myer, Billy Summitt, Gottfried Reichel, George Chung, and Harry Olree.

Twelve Seniors Selected For Listing In Who's Who

Twelve seniors were chosen for recognition in "Who's Who Among Students in American Universities and Colleges" in November. They were chosen by the faculty from a list of 20 names submitted by the Student Council Association.

Selection of Who's Who is based on scholarship and contribution to college life. The winners will be listed in a bound volume of nation-wide campus leaders.

Two foreign students were selected for this honor: George Chung of Malaya and Gottfried Reichel of Germany.

Others selected were: Bertha Sue Allen, Thayer, Mo.; Bob Anderson, Chicago; Irma Coons, Washington, D. C.; Percy Francis, Lindsey, Calif.; Joan Hayes, Chicago; "Buddy" Myer, McGehee; Harry Olree, Braggadocio, Mo.; Bob Stringfellow, Hampton; Billy Summitt, Searcy; and Ray Wright, Memphis.

Landmark Built To Honor Godden

A beautiful landmark has been completed on the Harding College campus commemorating Galloway College and its central building, Godden Hall. This is the college that was located here until 1932 when it was consolidated with Hendrix College at Conway.

This landmark is a tower housing the bell which was formerly in the Godden Hall steeple. All the material used in the tower was taken from Godden or from some part of Galloway College. The tower is located near the northeast corner of Pattie Cobb.

Nameplates that had been placed in sidewalks by Galloway classes were put in the corner posts of the tower. One nameplate was taken from the stile on the northwest corner of the campus. It was donated by the Galloway class of 1909.

The tower is 10 feet square and about 22 feet high. There are four 30-inch wrought iron windows which enable people to see the bell and to hear it when rung on special occasions.



Two students discuss the new bell tower which commemorates Galloway College and Godden Hall. They are Jordine Chesshir of Nashville, Ark., and John Petree of Birmingham, Ala.

29th Lectureship Draws Big Crowd

The 29th annual Harding College Lectureship set a record in number of visitors attending with over 500 out of town guests present during the four-day series. Dr. George S. Benson, president, declared the program was a tremendous success and congratulated Dr. W. B. West, director of the Lectureship this year.

The visitors represented 19 states and five foreign countries. Fifty-five preachers were on the program. Twelve of them made speeches and the rest participated on panel discussions pertaining to the theme, "The New Testament Church."

The climax of the week of November 17 to 20 came on the evening of the final day when E. W. McMillan, president of Southwestern Christian College, Terrell, Tex., and Marshall Keeble, president of Nashville Christian Institute, made the closing speeches. The new college auditorium, in which all sessions of the Lectureship were held, was filled to capacity. Over 100 folding chairs had to be brought in to accommodate the crowd.

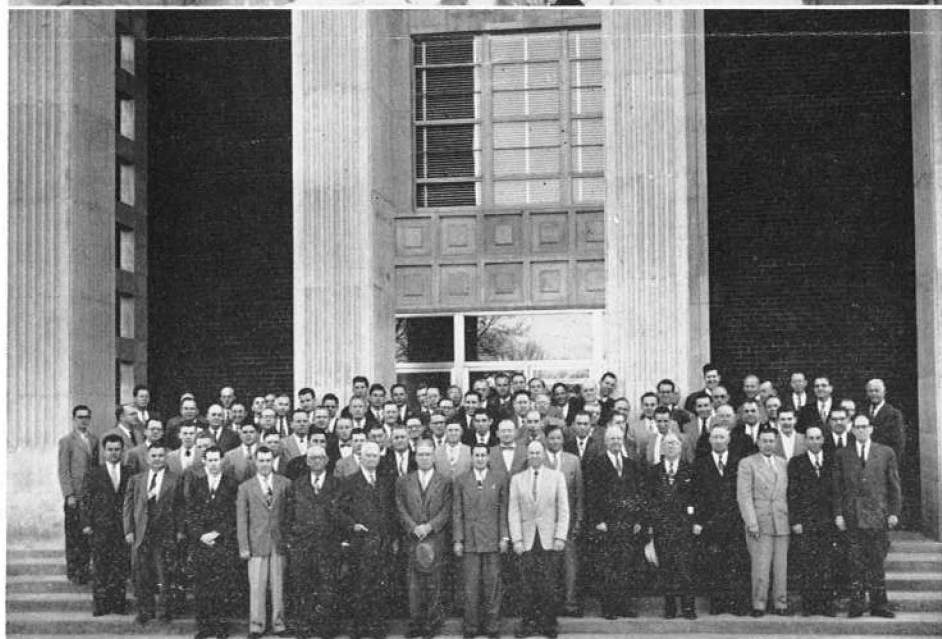
McMillan spoke on "The Triumphant Church" and Keeble discussed "A Prepared Ministry." Both appealed for an opportunity for Christian education to be given to everyone regardless of race, color, or nationality. Keeble pointed out that the need for prepared ministers among the colored people is acute and that Christian schools for the colored are the answer to their problem.

A dinner honoring visiting preachers and elders was held that evening. Paul Southern, head of the Bible department at Abilene Christian College, addressed the group. Two hundred and forty-two attended.

An offering of \$2,632.87 was taken for the African mission fund on the last day. This surpassed the announced goal of \$2,500. This annual offering has been the chief source of income for the African group for many years.

A tea for the visiting women was held on Wednesday, November 19, in the Emerald Room. About 150 visitors attended the tea. An alumni coffee was held on Thursday morning from 8 to 10 a.m. Miss Catherine Root, executive secretary of the Alumni Association, was in charge.

Top: The college chorus gave a program of hymns preceding the lectures the last evening. **Center:** Paul Southern speaks at the preachers' dinner. Among those shown listening are Marshall Keeble, E. W. McMillan, Alex Claasen, Aubrey Miller, Ordys Copeland, Batsell Baxter, and W. B. West. **Bottom:** All preachers in attendance Thursday morning had their pictures taken in front of the administration building.



All educational institutions must sooner or later recognize the need for "good men skilled in speaking." Although varied emphasis has been given in different institutions to such training, the need is so universal and so undeniable that failure to so train eventually subjects many institutions to well deserved criticism. It is becoming more and more apparent that if speech making is necessary to maintain free institutions in a free society then training in the exercise of effective speech is inherent in its educational system.

Sometimes liberal arts colleges may have been embarrassed because they could not offer the specialized training to meet the demands of many students. These same colleges have, however, produced a steady stream of "good men skilled in speaking" who were educated to do the things they had to do in a democratic society. At Harding speech has been a part of "general education" for years.

Although the very claim of "wholeness" of many departments of speech subjected them to the distrust of their fellows in an atmosphere of specialization; they now have an opportunity to relate themselves to the newer conceptions in humanities, social sciences, and sciences.

"General education is an organism, whole and integrated; special education is an organ, a member designed to fulfill a particular function within the whole. Special education instructs in what things can be done and how to do them; general education, in what needs to be done, and to what ends?" (Harvard Report, *General Education in a Free Society*, p. 195.)

In view of the foregoing it seems very natural to think of the "good man skilled in speaking" as the fruition of the best qualities developed in educational processes. For "communication on an advanced level is impossible unless those who are seeking to communicate with each other have some common body of knowledge and ideas, as well as some common training in the analysis of values and of relationships. The undergraduate whether he be a concentrator in the sciences, the humanities, or the social sciences should be able to talk with his fellows in other fields above the level of casual conversation. He should share in a common awareness of the importance of ideals and objectives, in a common understanding of the heritage which is the possession of his generation." (Harvard Report, p. 192.)

The classical traditions of rhetoric provide the synthesis for those interested in general education and only awaits their recognition. Shamefacedly one must bear the reproaches of the history of rhetoric which shows how subject to abuse it is. Rhetoric "in its protean forms is at home in institutions of salesmanship, in seminars of charm and personality, in the psychology of advertising, in propaganda machines that wage cold and hot wars, in defense of intolerance, racial hatred, and special privilege, or in utopian appeals for will of the wisp ideals that ignore the realities of human nature. It is the great instrumental art



Good Speakers Are Today's Need

By Prof. Evan Ulrey
Head, Speech Department

that may be used for good or bad ends according to the user, but it cannot be abolished. A careful study of it increases its power for good and decreases its power for evil." (*Rhetoric and General Education*, Everett Lee Hunt, *Quarterly Journal of Speech*, October, 1949. p. 277, 278.)

Many educators have attempted to deal with abstract truth in philosophic or scientific areas, thinking it unnecessary to stoop to deal with public opinion. General education, although concerned with abstract truths, is more concerned with the habits of mind and heart which produce or interfere with good human relations. For "it frequently happens that even the student who concentrates in a science is preoccupied with his specialty to such a degree that he fails to achieve a view of science as a whole and of the interrelationships of the special fields within it." (Harvard Report, p. 221.) Even science is a subject for rhetorical discussion.

The social sciences in general education are encouraged to examine the institutions and theories of western culture; not to become overly concerned with fact and detail. Again the significance of rhetoric in its better sense is enhanced.

The perennial criticism against teachers of language and its companions (too much concern with 'fine' distinctions which are of interest or use only to the specialist) indicates the fact that the humanities also are in need of the human touch. The student's greatest need of literature is in the realm of the emotions, or at least the intangible, therefore his great concern with the human concepts and experiences. The recognition of emotional (no longer exclusively the rational) values in general educational theory enhances the significance of interpretative reading of literature, participation in dramatics, and of many aspects of work in speech.

Training in speech is not identical in method. There is a general recognition that speech education is larger than teaching any one form of speaking. Its goal is the common need of all people to speak effectively. Modern teachers are thus reiterating the ideal of the classical tradition in rhetoric: "the good man skilled in speaking."



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