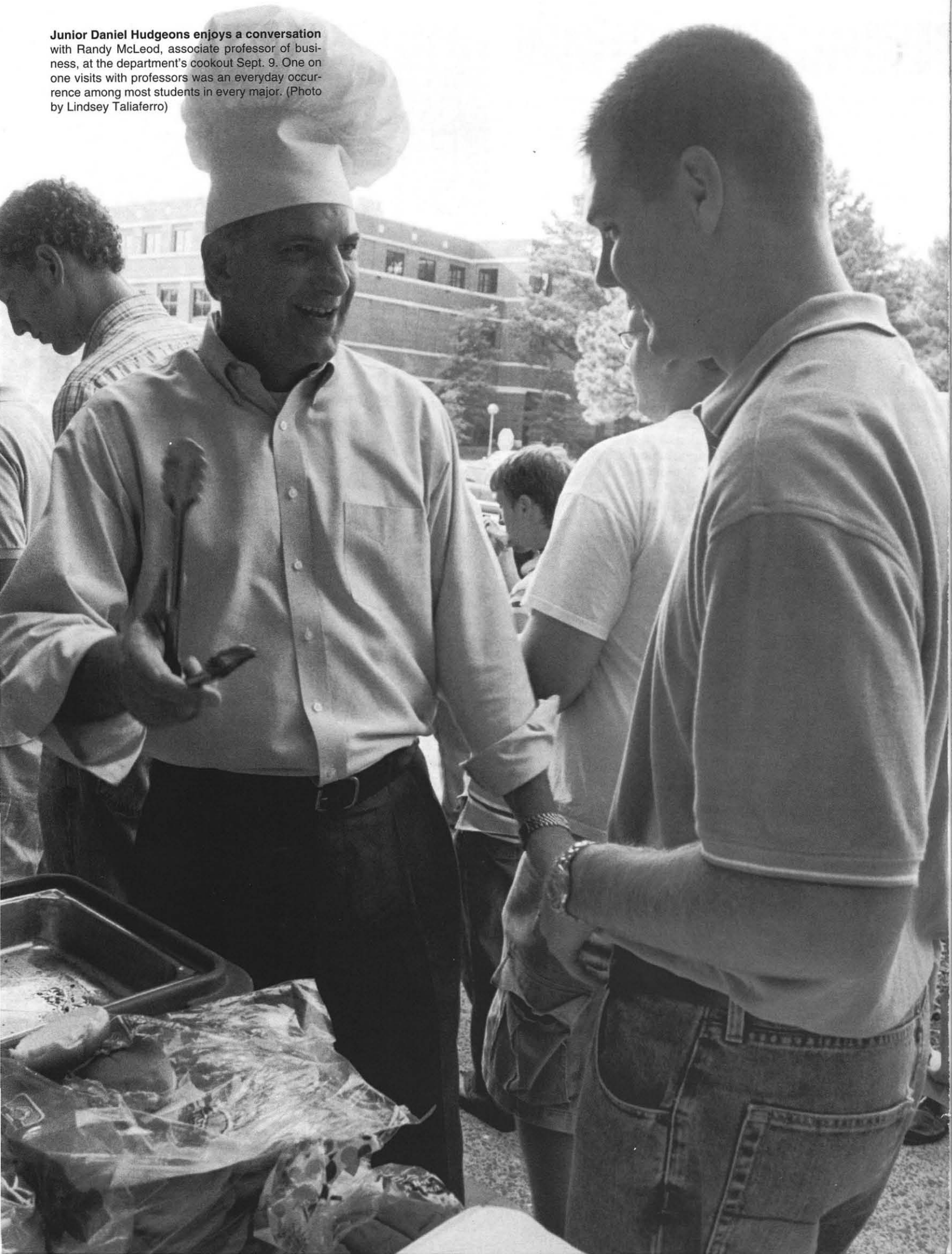


Junior Daniel Hudgeons enjoys a conversation with Randy McLeod, associate professor of business, at the department's cookout Sept. 9. One on one visits with professors was an everyday occurrence among most students in every major. (Photo by Lindsey Taliaferro)



Academics *take students a step closer to the* **WORLD**

At the beginning of their years at Harding, students were in pursuit of more than degrees.

Although education was the focus, each student had opportunities to learn about their fields of study while also becoming equipped for the world after graduation.

Harding possessed a unique student body, drawing people from 49 states and more than 45 foreign countries. Each student became a teacher of culture to the rest of the student body. As students stepped up to these roles, they drew themselves and others closer to academic goals.

Professors brought stories, experience, knowledge and advice that were invaluable. The faculty brought knowledge into the classrooms and helped students experience the world.

As students adventured on trips across the street and overseas, professors guided and taught about the world and its opportunities.

When students stepped across the Benson stage at graduation, they received more than degrees. Each class, teacher and experience brought students one step closer to their goals and one step closer to the world.

—Rachel Miller
Academics Editor

Donors give input on future goals:

Feed Back

The Harding University Builders Circle continued to have a vision throughout the school year, to keep Harding reaching higher and make sure that her faculty, facilities and academic programs helped students receive the best possible Christian education.

According to guidelines, the UBC "brings to the university the leadership, talents, creativity and ideas of outstanding individuals."

Members of the UBC helped interpret the opinions, desires and needs of the various constituencies served by Harding. As ambassadors and advocates of the university, UBC members contributed to the effectiveness of the programs of Harding, enrichment of the educational, physical, social and spiritual experiences of its students, and the reputation of the university.

The members served on committees that helped achieve the university's goals.

They generated feedback on new academic programs, professional development programs and other opportunities for the university.

Members also increased the visibility of the university in their respective professions.

More than 75 families were involved as members of the UBC in 2002, with representatives from many professions including accountants, businessmen, bankers,

attorneys and doctors.

"We ask them, as businessmen, to help give us advice on how to

run Harding as a successful business," Tim Bruner, assistant vice president and chief development officer, said.

Bruner said most were Harding alumni and participated in the UBC for different rea-

sons.

"What draws people is the opportunity to be involved at a higher level of input into the processes, workings and directions of Hard-

ing University," he said. "They look back at Harding and know some of their best relationships were here. They want that for the next generation of children."

Since most members graduated from the university, they believed in the mission of the university and supported it, Bruner said.

"The unique aspect of Christian education at Harding draws them even more," Bruner said. "This is a heart-work for them so they don't mind investing."

The UBC provided the opportunity for the members to share what their jobs were like, so Harding students could have realistic expectations of their future professions.

"It will bring us professional support for the real world," Bruner said.

—Marina Shannon

"This is a heartwork for them so they don't mind investing."

**—Tim Bruner,
assistant vice
president for
advancement**



Board of Trustees: First Row, (left to right): Roy Sawyer, Sardis, Miss.; Jim Bill McInteer, Nashville, Tenn.; Deanna Smith, Memphis Tenn.; Bob Brackett, Vero Beach, Fla.; John Baldwin, Holyoke, Colo.; Harry Risinger, Millington, Tenn.; Paul Carter, Bentonville, Ark.; Bob Diles, Little Rock, Ark. Second Row: Russ Burcham, Kennet, Mo.; Jim Bob Humphrey, Russelville, Ark.; Jimmy Cone, Little Rock, Ark.; Mel Gardner, Ft. Worth, Texas; Pat Bell, Little Rock, Ark.; John Simmons, Columbia, Tenn.; Harold Redd, Memphis, Tenn.; Henry Farrar, Lebanon, Tenn. Third Row: Jerry Morgan, Amarillo, Texas; Bill Chism, Springfield, Mo.; Roosevelt Harris, Jacksonville, Fla.; David Burks, Searcy, Ark.; Don Shores, Cave Springs, Ark.; Harrell Freeman, Metairie, La. Not pictured: Richard Gibson, Longview, Texas. (Photo by April Clem)

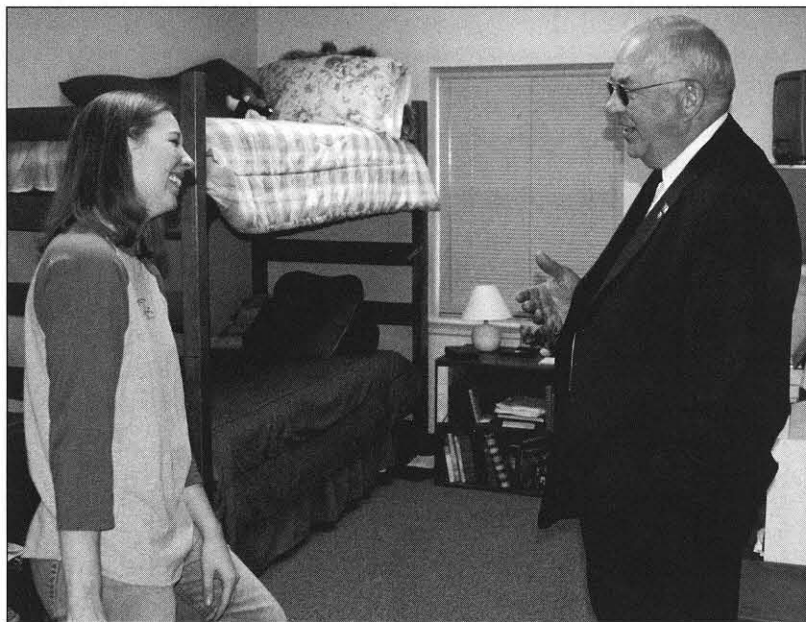
Board members Bill Chism and Jerry Morgan visit during a meeting with student leaders Oct. 24 in *The Bison* conference room. A committee of the Board of Trustees invited student leaders to report about various aspects of university life. (Photo by Renee Lewis)





University Builders Circle members Patty Ganus of El Dorado, Ark. and Dr. Martha Bush of Dallas, Texas discuss the university's goals at the April 12, 2002 major donors meeting. UBC, made up of donors, held the April 12 meeting to discuss dreams for the university. (Photo by Jeff Montgomery)

Board member Don Shores visits with junior Megan Watts while touring Pryor Hall Oct. 26. Shores toured the new women's dorm after the dedication ceremony. (Photo by Renee Lewis)

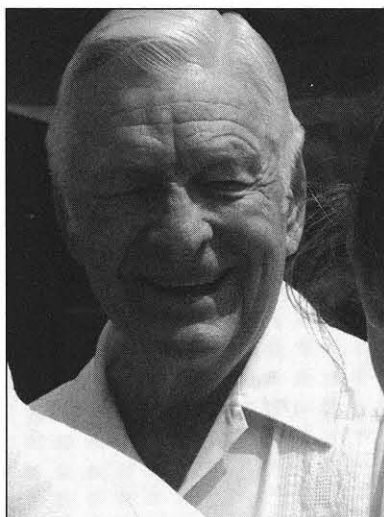


ordering it UP

Jim Bill McInteer, secretary of the Board of Trustees, has served as a board member for 53 years, under three different presidents. McInteer reflected on some of each president's contributions.



Dr. George Benson addresses a crowd during a graduation ceremony. McInteer remembered Benson, university president from 1936 to 1965, as a symbol of strength, achievement and honesty. (Photo courtesy of Public Relations)



Chancellor Clifton Ganus Jr. greets community leaders during a political mixer. "Dr. Ganus had tremendous energy and devotion," McInteer said. "He had a loving interest in every student at Harding." Ganus was president from 1965 to 1987. (Photo by Chrissy Ingram)

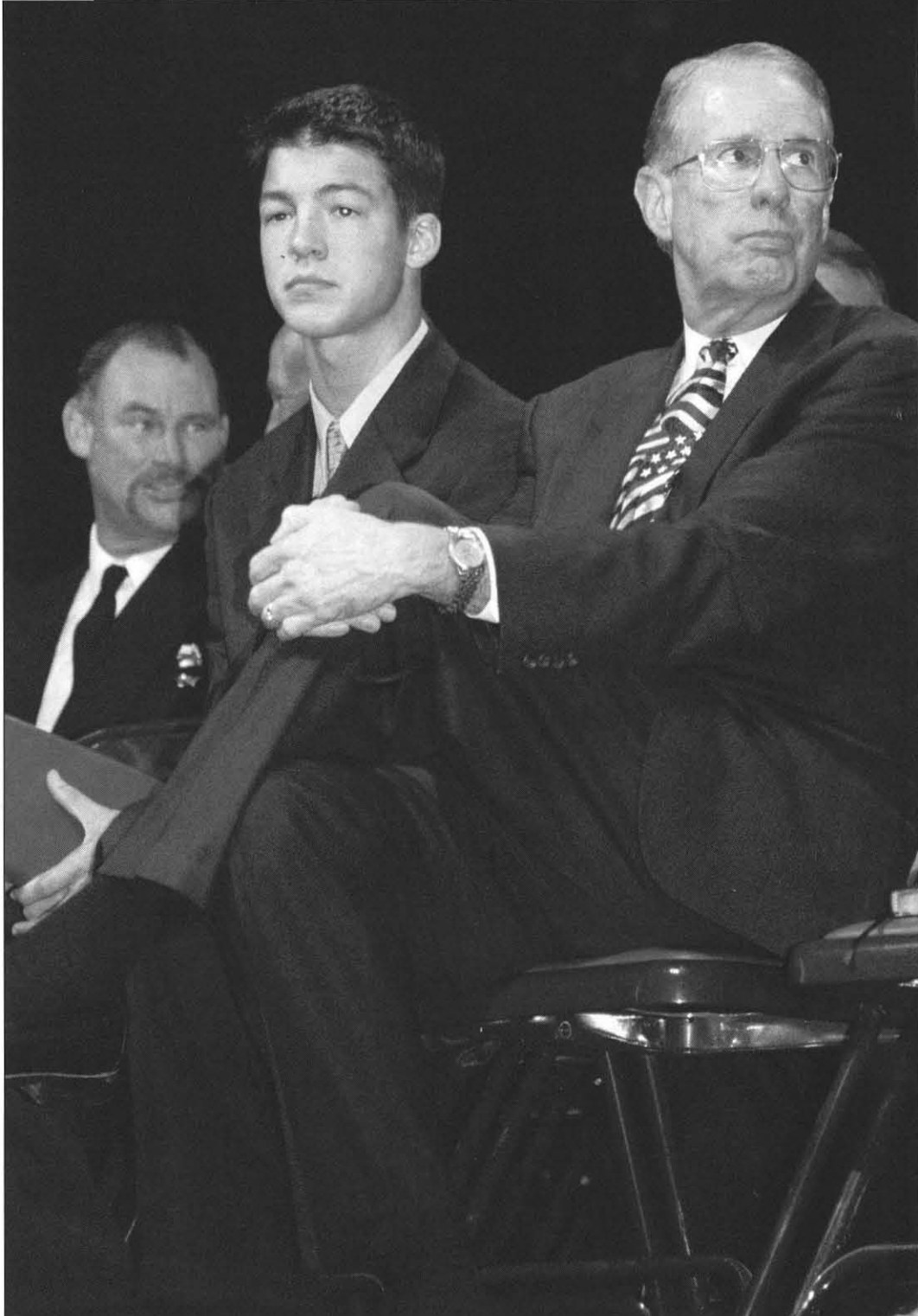


President David Burks participates in the Sept. 11 community prayer service. Burks began his service as president in 1987. "He is a master of detail," McInteer said. "He shows bravery and courage in the appointments he makes, regardless of popularity. He's doing a great job." (Photo by April Clem)



Student Association president Zac Lambrecht and President David Burks concentrate on the Sept. 11 community prayer service in the Benson. Burks helped lead the service, which marked the one year anniversary of the terrorist attacks. (Photo by April Clem)

President David Burks holds his granddaughter, Callie, at the Homecoming football game Oct. 26. Burks and his granddaughter crowned the queen during halftime. (Photo by Amy Beene)



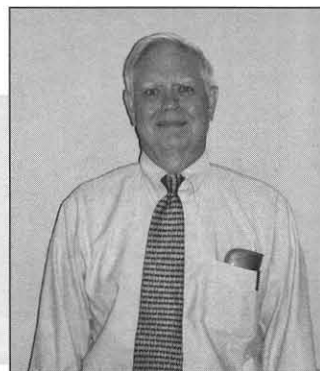
question mark:

What do you remember about President David Burks as a student, classmate and teacher?



"When Dr. Burks became president, I looked up his transcript. He got an 'A' in my class."

—Dr. Neale Pryor, distinguished professor of Bible and one of Burks' former teachers



"Dr. Burks was a likable guy. He was quiet in Beta Phi Kappa [social club] meetings and always carried a book."

—Dr. Harmon Brown, professor of mathematics and one of Burks' former classmates



"He had passion for ethics. He assigned an ethics paper which was useful when I got my job."

—Lori Sloan, associate professor of marketing and one of Burks' former students

Flash Back:

Burks reflects on his days as a student

One of the first things that caused President David Burks to feel connected to the Harding campus was the friendships he formed as a photographer on the *Petit Jean* staff.

Some of his fondest memories were from the staff's annual trip to Oklahoma City to proof the publication and visit the printing plant.

"It gave me a great sense of identity and a sense of belonging while I was a student here," Burks said. "It was a great time in my life and I enjoyed it very much."

As the *Petit Jean* photographer, Burks had many interesting experiences.

"One night I was taking the pictures for a Bison basketball game and I was close to the court so that I could get the best angle. At one point in the game, one of our players was

injured on the cheek and, as is my custom, as soon as I saw the blood I quickly passed out," Burks said.

"The player was rushed from the court and the game continued but I had to get someone to tell me how the game had ended due to the fact that I was passed out for the majority of the game."

Burks became the fourth president of Harding in 1987.

Twenty five years earlier, he was an unsure freshman. From Truth or

Consequences, N.M., Burks initially had little respect for Harding as an academic institution.

"I did not expect to have the wonderful academics that I experienced at Harding."

-President David Burks

"I came from a small congregation in New Mexico with no youth group and I felt like I needed to attend Harding for one year so that I could experience what it was like to be among Christian young people," Burks said.

"But I did not expect to have the wonderful academics that I experienced at Harding."

Burks' favorite professor was Dr. James Hedrick, who was dean of the school of business at the time.

"Dr. Hedrick was a wonderful teacher and mentor to me through school," Burks said.

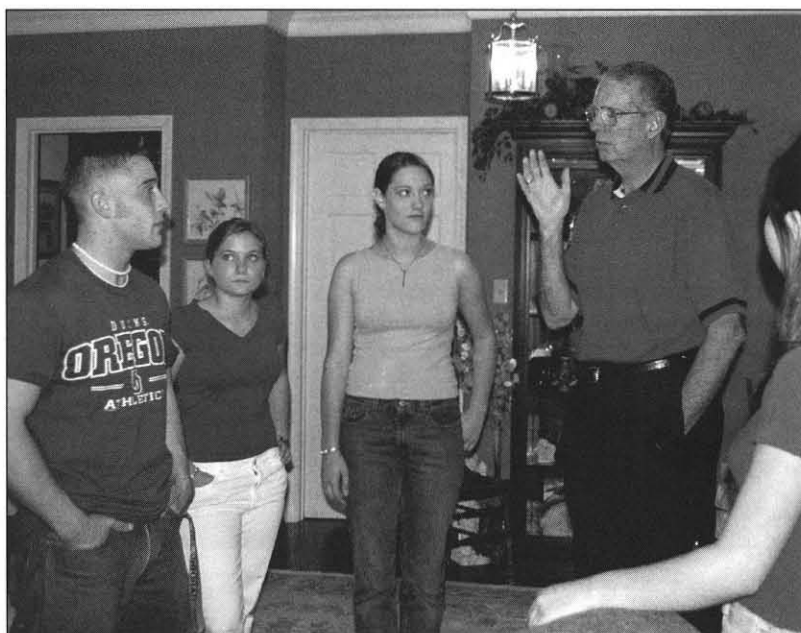
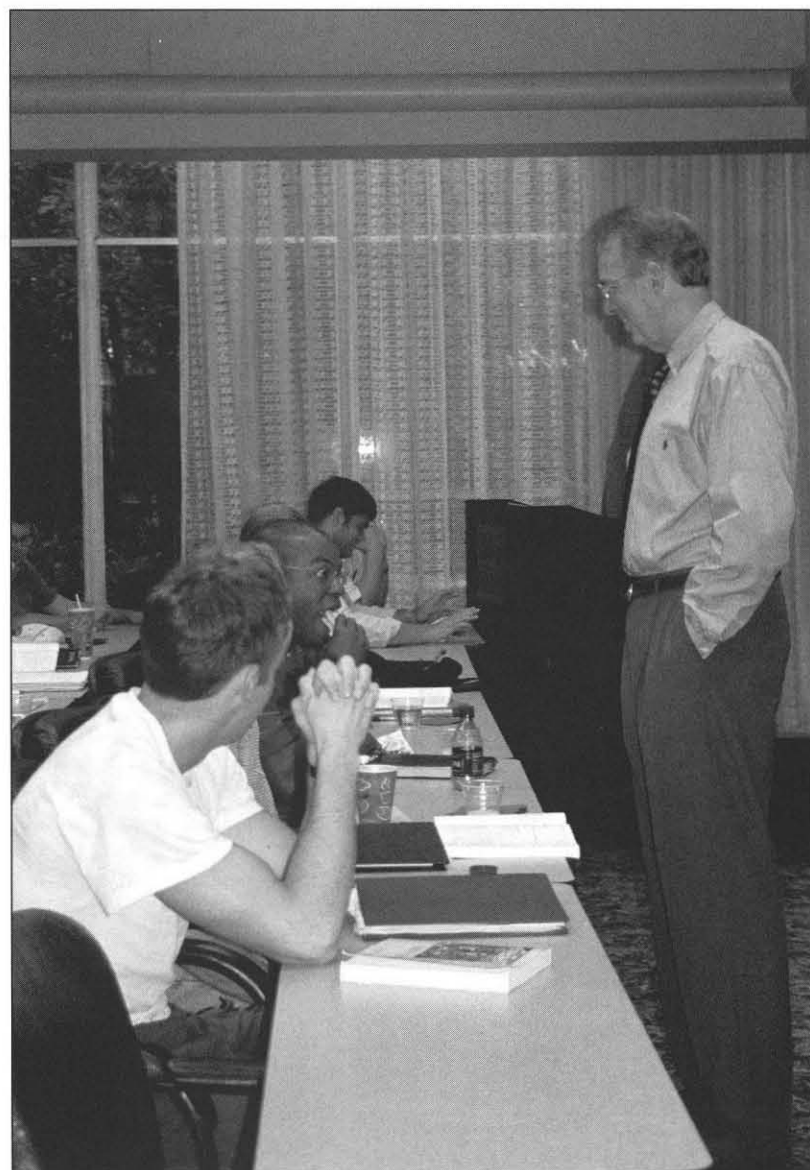
During his junior and senior years, Burks was a resident assistant on the third floor of Graduate.

"During the time that I was at Harding, if you were suspected of any wrong doing, you were placed in Grad Singles," Burks said. "This made for an interesting time as an RA."

During his senior year, Burks served as president of both the Student Association and Beta Phi Kappa social club.

"It was a wonderful experience to be able to work under both of these godly men," Burks said.

—Elizabeth Stephens



President David Burks visits with a group of students at his home. Each semester Burks invited students to be a part of his Wednesday night home Bible study. (Photo by Rachel Miller)

Welcomed back into the classroom for the first time since 1988, President David Burks teaches Christian Business Ethics. The upperlevel class met Tuesdays and Thursdays of the fall semester in the Liberty Room. (Photo by Rachel Miller)



VP for Finance

In the summer of 2002, Mel Sansom assumed the position of vice president for finance and chief financial officer to replace Buddy Rowan, who retired after joining the staff in 1967. Sansom officially filled the position July 1.

"I am extremely pleased that Mel Sansom accepted our offer to become Harding's next vice president for finance," President David Burks, who chaired the committee that hired Sansom, said.

"He has an excellent background in accounting in the nonprofit sector. He believes in Harding's mission, and he will be an important part of our senior management team at the university."

Sansom's responsibilities included overseeing Harding's offices of finance, human resources, physical resources, food services, secu-

rity, the Heritage Inn, Harding press, bookstore and post office.

Despite his recent appointment, Sansom was not unfamiliar with the university. He received both his Bachelor of Business Arts in Accounting and Master of Science in Accounting from Harding.

"My job is a dream job really," Sansom said. "The environment is stimulating. You taste it while walking across campus or watching the volleyball games."

Sansom saw his position as more than just a job. He wanted to use his opportunity to make a difference on campus.

"I plan to lead with positive Christian energy," Sansom said.

"We will focus on what needs to get done, work as a team and constantly look for ways to improve. I

hope to impact the campus with joyful determination, to encourage

others to do the same."

Sansom was chosen for the job out of 12 formal applications and more than 50 inquiries. The search committee included Lott Tucker, senior vice president; Dr. Jim Carr, executive vice president; and Dr. Dean Priest, vice president for academic affairs.

Joining Sansom, Tucker, Carr and Priest in the vice president roles were Keith Cronk, vice president for information technology and C. Floyd Daniel, senior vice president.

Sansom brought to Searcy his wife, Lori, and two daughters: Emily, 13, and Syndi, 9.

Sansom planned to stay at Harding for as long as he felt God was leading him to stay.

"I'm loving it right now," Sansom said.

—Staff writers



Mel Sansom, vice president for finance, began his administrative role at Harding this summer. (Photo by April Clem)

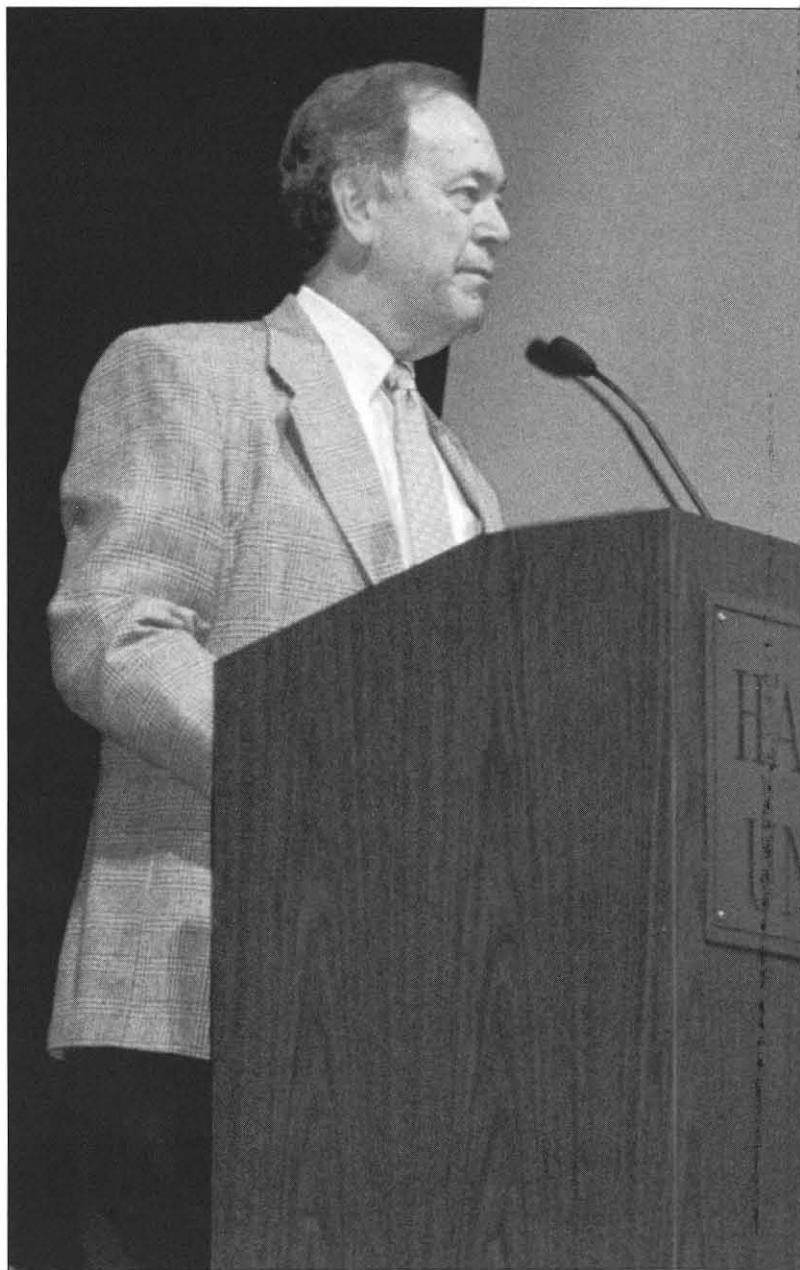


Keith Cronk, vice president for Information Technology Services, talks with Dr. Delores Carson, assistant vice president for Student Services, in the student center after convocation Aug. 20. Cronk served as the university's chief information officer. (Photo by Jeff Montgomery)

Dr. Jim Carr, executive vice president, socializes with sophomore Gabriella Castiglione. As part of his administrative responsibilities, Carr oversaw the admissions, financial aid, student services and advancement offices. (Photo by April Clem)



Dr. Dean Priest, vice president for academic affairs, reads announcements in the Administration Auditorium chapel. With two simultaneous chapel services this fall, Priest and President David Burks shared the responsibility of presiding. (Photo by Rachel Miller)





Floyd Daniel, senior vice president, talks with Kimberly Kaplan, alumni relations secretary, about an upcoming trip. Daniel spent much of his time traveling and raising money for the university. (Photo by Rachel Miller)

Dr. Lott Tucker, senior vice president, answers a phone call during a typical day at work. This was Tucker's 51st year at Harding. (Photo by Rachel Miller)



ordering it UP

"People sometimes say they would hate to live their life over, but I wouldn't. I had fun all the way," Chancellor Clifton Ganus said. Ganus, who has been a part of Harding since 1939, reflected on his top three Harding memories.



Holding the school's mortgage, J. N. Armstrong prepares to burn the mortgage papers on the front lawn in 1939. Ganus was a freshman when the mortgage was paid off.



Ganus and his future wife, Louise Nichols, receive an award as a couple. Ganus and Nichols were married in Godden Hall May 27, 1943, the day he graduated.



Dr. George Benson reveals the new sign as Dr. Clifton Ganus looks on. Ganus remembered when Harding became a university in 1979 as one of his favorite memories.



Constructing a mask, an elementary education major works in an art in the elementary school class. All elementary education, art therapy and art majors seeking to obtain a licensure to teach kindergarten through 12th grades were required to take the class. (Photo by April Clem)

Mandy West, adjunct in the art department, instructs freshman Chance Snider in a drawing and composition class. The class gave art majors a basic drawing foundation, with an introduction to image formation, rendering techniques and compositional theory and problems. (Photo by April Clem)



question mark:

What do you plan to do
with a degree in music
after graduation?



"After graduation, I want to teach private voice and flute lessons. I also plan on going to an instrumental repair school and apprentice in flute repair."

—Carrie McMillen,
junior



"I'm getting a degree in music education. Right now, I'm student teaching at a middle school. I've always wanted to be a high school band director."

—Joe Bresnahan,
senior



"Although I've always planned to teach private piano lessons from my home, I still haven't decided whether I will use my degree to go on to grad school so that I can teach on the college level."

—Julia Leppert,
senior

Building Up:

Interior design major gains popularity

The art department included a record number of interior design majors this fall. Twenty-nine students declared interior design as their major — nearly double last year's total of 15.

Although The Learning Channel's "Trading Spaces" and "While You Were Out" brought the average person some interior design knowledge, there was more to the professional world than these shows portrayed.

The professional interior designer is qualified by education, experience and examination to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity and protecting the health, safety and welfare of the public, according to the National Council for Interior Design qualification.

The major included different areas of specialty which included working in residential homes, corporations, hospitals, hotels, restaurants, stores and schools.

The program tried to equip students with the necessary knowledge and skills for success.

"The current curriculum of courses, such as structural drawing, drawing for the home and color theory, offers interior design students an excellent range of experience and

knowledge," Amy Cox, associate instructor of art, said.

"People are finding this degree offers a balance between professionalism and creativity."

-Amy Cox, associate instructor of art

Cox said the students in the program learned the basics in the program and moved their way up.

"You don't have to be an artist," Cox said. "That is a little bit of a misnomer. We can teach you everything you need."

Besides creativity, students majoring in the field needed attitudes of professionalism.

"People are finding that this degree

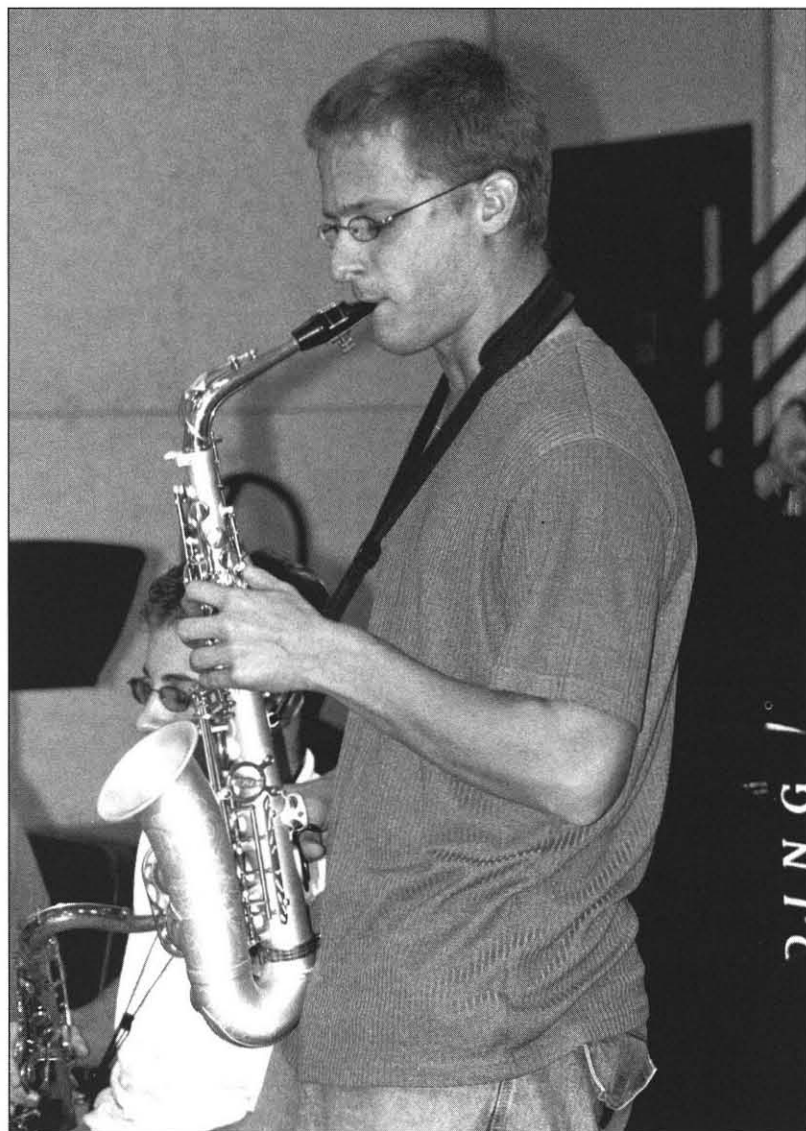
offers a balance between professionalism and creativity," Cox said. "Professionalism in that there is security in it being a legitimate profession on the business side and creativity because this provides a creative release. It's becoming necessary for people who practice interior design to have a degree."

Sophomore Kelly Penney knew she wanted to study interior design before she came to college.

"I have always liked it and enjoyed doing it," Penney said.

Whatever the reason for joining the interior design program, Cox said Harding did its best to see that interior design majors received the skills and knowledge they needed to succeed in the field.

—Marina Shannon



Jay Walls, assistant professor of music, gives the pitch to the University Singers at a Tuesday rehearsal in the fall. "The University Singers has helped me grow as a singer," freshman Bethany Lam said. "It has also given me the opportunity to meet a lot of people who are all drawn together by our love for singing." (Photo by Russ Phillips)

Senior Greg Thoman plays the saxophone during a jazz band practice. The jazz band showcased its ability at numerous events across campus, including Spring Sing April 18-19. (Photo by April Clem)

Breaking News

The electronic media major was, at one time, a single major in which a student could choose one of two different tracks: broadcast journalism or teleproduction. The communication department decided to make some changes to the program this year.

"We no longer have those two tracks. We now have two completely different majors," Dr. Dutch Hoggatt, associate professor of communication, said.

The two new majors were broadcast journalism and electronic media production.

The electronic media production major was for those who wanted to increase their skills in television production.

"It is for people who want to learn audio/video production," Hoggatt said. "It is more for people who want to be behind the scenes."

The broadcast journalism track dealt

specifically with people who wanted to be on camera.

"Broadcast journalism will focus on reporting, writing, producing and anchoring," Hoggatt said.

Hoggatt thought the change was a great idea.

"The broadcast journalism majors were kind of having an identity crisis because they really didn't know what to call themselves," he said. "They were studying broadcast journalism because that is what they wanted to do, but because of their majors, they had to call themselves electronic media majors."

The decision to split the major was for two reasons, Hoggatt said.

"Primarily it just gave them [broadcast journalism majors] a distinct identity, and it helps us [the faculty] differentiate because the tracks were very similar before, but now there is some difference," Hoggatt said.

The communication department hoped the change would bring in new students.

"For recruiting purposes, it will help us to have broadcast journalism in the catalog," Hoggatt

said. "Now we will have a brochure specifically for broadcast journalism. It will talk specifically about our nightly newscasts. There aren't many schools our size that can do nightly newscasts."

Freshman Emily Arnold came to Harding because of the new major.

"The reason I chose to go to Harding was because of the program [broadcast journalism]," Arnold said.

Broadcast journalism majors had classes designed specifically to fit their needs.

"The classes will be designed to help students to develop their on-camera skills," Hoggatt said.

Students believed the new major would be a great success.

"I think it is a great idea because we can dive deeper into the field of broadcast journalism," senior Josh Davidson, electronic media major, said.

—Jenna LaCaze

"The reason I chose to go to Harding was because of the program with broadcast journalism"

-Emily Arnold, freshman

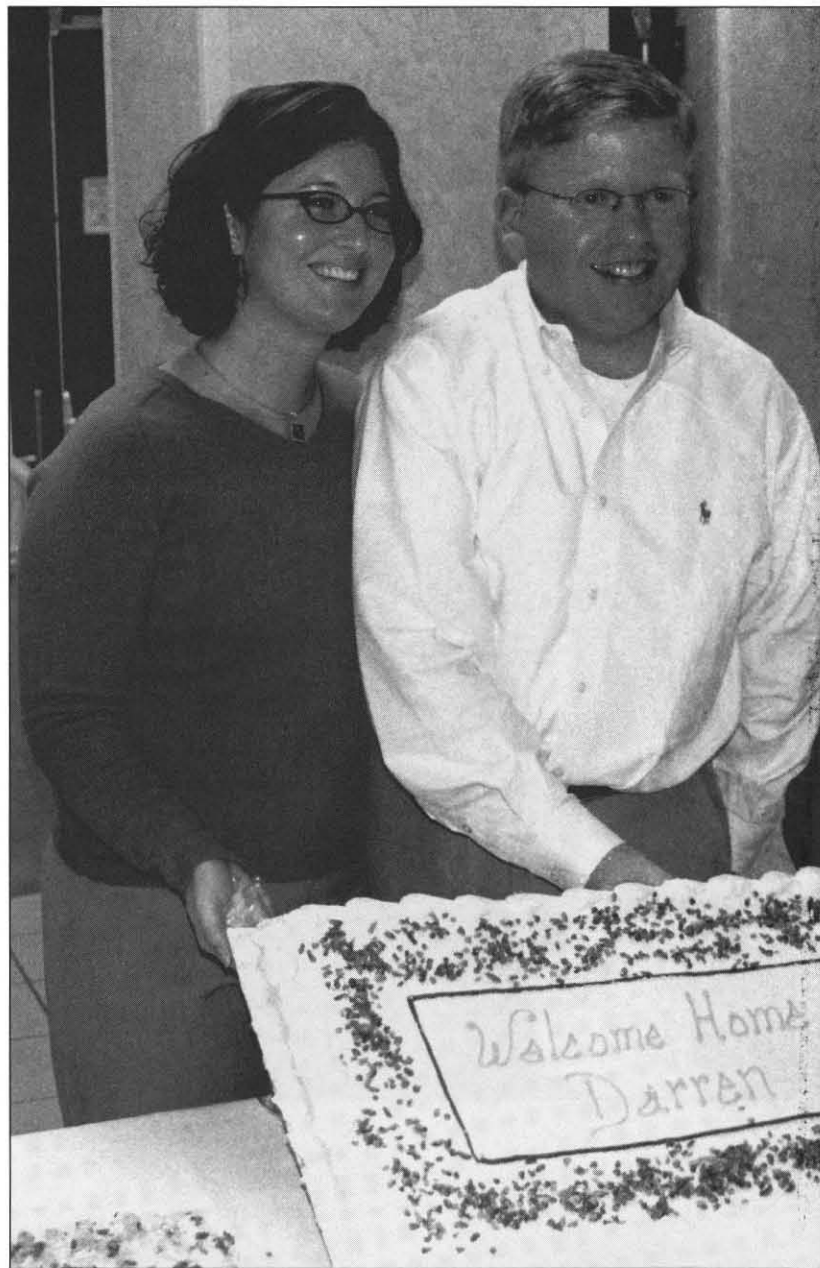


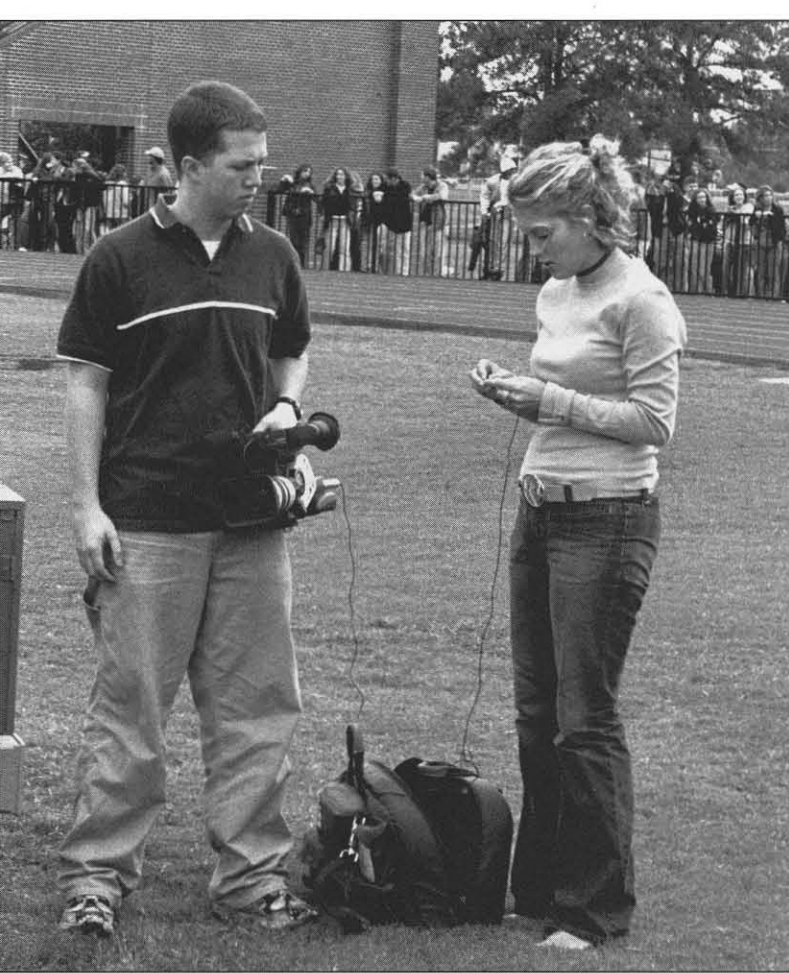
Senior Jenna LaCaze and freshman Emily Arnold read through their scripts before a "Live at Five" broadcast. "I really enjoyed doing the news this year," LaCaze said. "I'm going to miss it when I graduate." (Photo by April Clem)

Robin Miller, associate professor of communication, conducts a meeting for theater majors Jan. 16. Theater majors were required to participate in theater productions on campus. (Photo by Melissa Wilson)



Darren Irby, a 1993 graduate, poses with his wife, Julie, at a reception the communication department held for him Oct. 25. Irby, vice president of communication for the American Red Cross, visited Homecoming weekend and held a seminar for mass communication students. (Photo by Renee Lewis)





Juniors Jordan Foster and Emily Wade prepare to tape a television news package at the Homecoming football game Oct. 26. Students covered events on campus for field production projects and TV 16 News. (Photo by Renee Lewis)

Senior Angela Boyd reads to Sam Lane and Ian Tullos during the speech pathology Halloween party in October. Student clinicians and their speech clients dressed up in Halloween costumes for the occasion. (Photo courtesy of Dan Tullos)

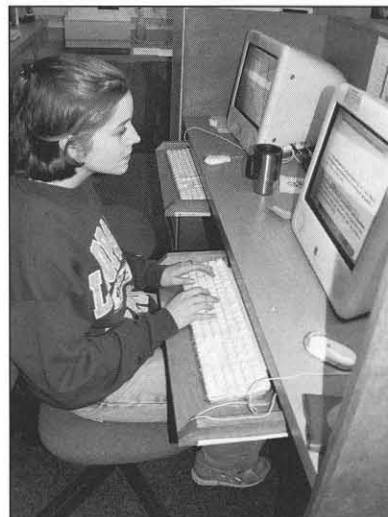


ordering it UP

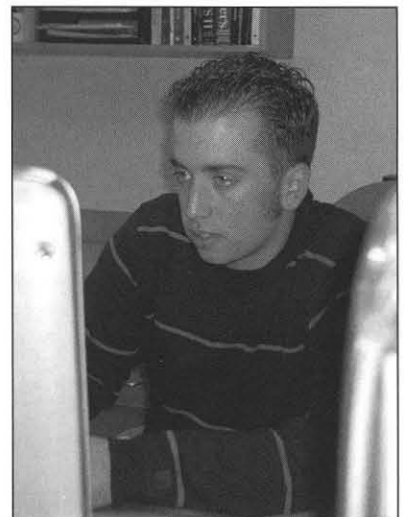
The Bison staff consisted of staff writers and editors. Each week The Bison staff endured three basic steps to publish the weekly campus newspaper.



Seniors Jeremy Beauchamp, editor-in-chief of *The Bison*, and staff writers Jerod Nunnally and Courtney Fant meet around the conference table in *The Bison* office Nov. 18. Each Monday, the editors met with staff writers to discuss and assign story ideas for the upcoming issue. (Photo by Renee Lewis)



Senior Emily Hoggard types a story in the student publications production lab. *The Bison* staff writers consisted of students taking communication 242 for credit as well as volunteer writers. (Photo by Lindsey Taliaferro)

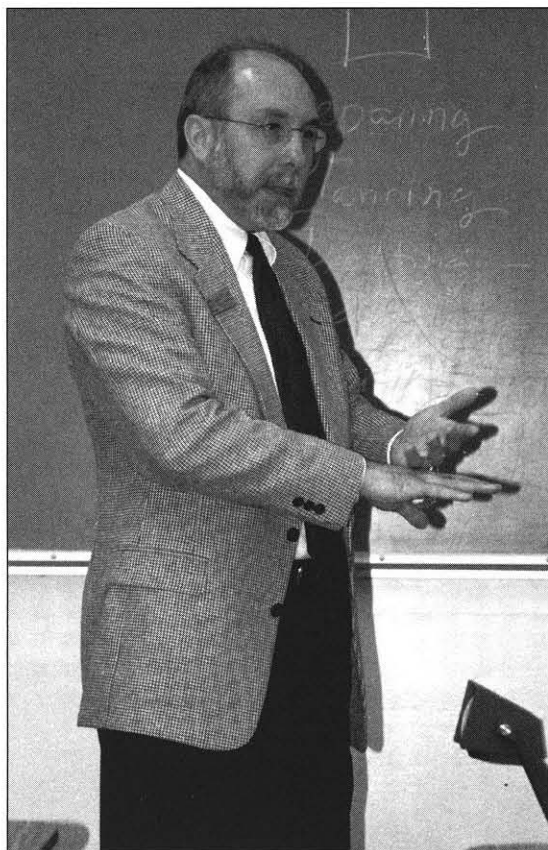


Senior Jeremy Beauchamp, editor-in-chief of *The Bison*, corrects pages in his office for the Jan. 24 issue. *The Bison* staff, which produced 18 issues throughout the year, met weekly Wednesday night deadlines. (Photo by Jim Miller)



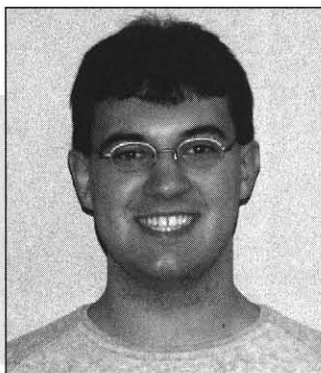
Senior Michelle Henry reads "On Market Street" in a children's literature class Jan. 21. Children's literature, taught in the English department, gave education majors an idea of what literature was useful in teaching children. (Photo by Melissa Wilson)

Dr. Larry Long, distinguished professor of English and associate vice president for academic affairs, drives a point home during his advanced composition class. Advanced composition gave students a chance to strengthen their writing skills. (Photo by Russ Phillips)



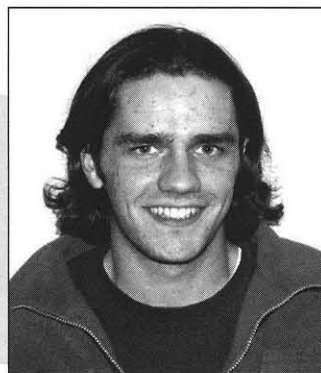
question mark:

Why did you decide to pursue a degree in a foreign language?



"I went on a campaign to Switzerland after my freshman year. It was a good experience for me to practice my French."

—Todd Goen,
senior



"I'm also getting a degree in international business. I think knowing a foreign language is important because of the globalization of the marketplace. We can't expect everyone to learn English."

—David Shackelford,
junior



"I've been out of the country several times. I wanted to have a useful skill. I've had a chance to use my Spanish skills even in Searcy."

—Mica Timms,
senior

Write it out:

Professors share works at conference

Harding University hosted the 29th annual meeting of the Arkansas Philological Association Oct .11-12. The meeting was conducted for college professors who wanted to associate and learn from each other.

More than 60 professors from across Arkansas and a few other states were able to see what their colleagues were studying, thinking and learning.

The meeting was conducted at Fairfield Bay on Greers Ferry Lake at the Shadow Ridge conference center.

Dr. Terry Engel, assistant professor of English and program chair, did most of the preparation for the conference, which included the presentations of academic papers.

Almost two-thirds of the professors attending the English conference presented papers, speeches or pieces of original literary works.

Another part of the conference fo-

cused on how to teach ideas to students.

Because teaching any new concept could be a challenge, the professors looked to each other for guidance concerning the best methods for portraying literary ideas to students.

Eleven faculty members participated in the conference.

Dr. Larry Hunt, associate professor of English, and Dr. Alice Jewell, professor of English, shared papers, as well as Karl Kukta and Jon Singleton, adjuncts in the English department.

Sherry Organ, assistant professor

of English, also presented poems at this year's conference.

The conference was divided into sessions. Up to three sessions were conducted simultaneously, with as many as three academic papers presented per session.

Papers were organized by topics, including American, British and world literature, as well as movies, po-

etry and novels.

"We try to group the papers so that similar topics are together and people can go listen to the papers that they are interested in," Dr. Dennis Organ, chair

of the English department, said.

As host of the conference, the English department chose the keynote speaker, Noel Polk, professor at the University of Southern Mississippi.

"Polk is quite prominent. He is one of the best known Faulkner scholars," Organ said.

Polk was a distinguished Faulkner and Welty critic and editor of "New Corrected Texts" of "Faulkner's Fiction" and "Corrected Text" of Warren's "All the King's Men." Polk's topic was "Faulkner and Detective Fiction."

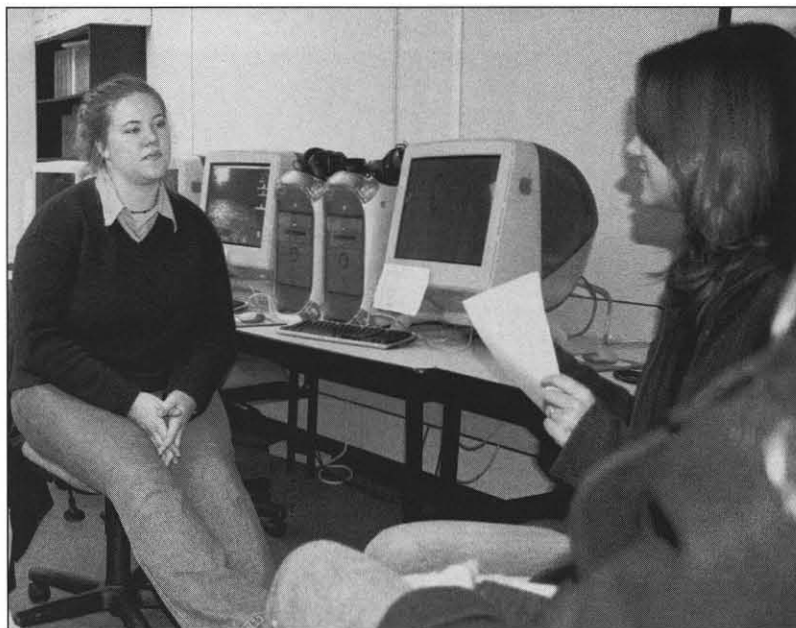
The APA's journal, the *Philological Review*, was published twice a year and was indexed by the American Humanities Index and the MLA bibliography.

Professors who presented at the annual conference were eligible to submit their written works for a possible publishing opportunity.

—Jenna LaCaze

"[Noel] Polk is quite prominent. He is one of the best known Faulkner scholars."

-Dennis Organ, chairman of the English department



Senior Abbey Smith and sophomore Tessica White, lab instructor, practice their French conversation skills. The first two years of instruction in a foreign language required a lab. (Photo by Russ Phillips)

Seniors Sharon Hall and Alicia Bright pay attention to a lecture in the 19th and 20th century Spanish prose class. As a Spanish major, Hall was required to take the literature class. (Photo by Melissa Wilson)



Students experience past through field trips:

Getting Out

The Department of History and Social Science offered several opportunities for hands-on educational experiences this year. History and social science students became actively involved with the instruction they received by embarking on course-related field trips.

Three courses offered field trips along with regular classroom instruction. Lori Klein, adjunct instructor of political science, took her Arkansas state and local government class to visit the state capital Feb. 6.

"The purpose of the trip is to make the students familiar with the Arkansas government," Klein said. "We want them to know the differences of the levels of government."

On the trip, students had the opportunity to meet with several members of

the Arkansas government, including Gov. Mike Huckabee. The class also ate lunch with Attorney General Mike Beebe.

"The students really enjoyed seeing the faces of the government officials," Klein said. "They think it's cool that they can say they met the governor."

Dr. Paul Haynie, professor of history, took two trips this year.

In November, Haynie's church history class visited a synagogue, a Catholic

church and a Greek Orthodox service in Little Rock.

"I believe that history is more understandable when you get all the senses involved."

-Paul Haynie, professor of history

"As Christians, [many of us] never have been to a synagogue, where Jesus worshiped as a boy," Haynie said. "Students give me the most response about the Orthodox service since it is all in Hebrew."

For Haynie's Civil War class, students visited Pittsburgh Landing, Tenn. and Vicksburg,

Miss., the locations of two Civil War battles, April 3-5.

"We use this class and the trip as a launching pad for students' interests," Haynie said. "Several students have come back to me and told me about the different places they have visited, and that makes me feel good."

Senior Silas Orbison went on the Civil War trip in 2002 and believed his understanding of the mindsets of Civil War soldiers grew.

"The trip was enlightening," Orbison said. "To walk on the battlefield and see how large the terrain was, you could sense the danger that the soldiers felt. You could understand the amazing feats of bravery that went on there."

—Cody Usher



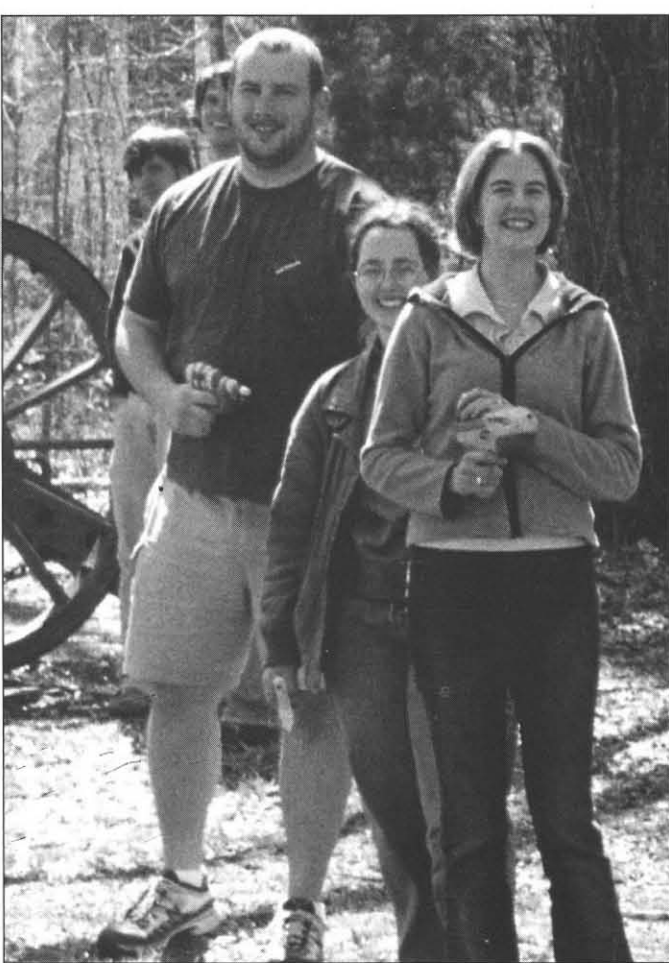
Gov. Mike Huckabee speaks to Adjunct Professor Lori Klein's Arkansas state and local government class Feb. 6. The class took the trip to visit the capital and talk with political figures. (Photo courtesy of Lori Klein)

Steve Breezeel, instructor of political science and history, uses a Powerpoint presentation in an American history lecture. General education requirements mandated that all students complete one semester of American history before graduation. (Photo by Melissa Wilson)



Jan Fortner, associate professor of history and Bible, distributes papers to senior Robyn Cutts during her senior seminar class. The capstone researching and writing class was designed to prepare students majoring in history and political science for graduate school. (Photo by Melissa Wilson)





David Bagwell, 2002 graduate, and juniors Angela Jackson and Sally Powers hold toy guns as they participate in a Civil War battle reenactment. Students in Dr. Paul Haynie's, professor of history, classtook a field trip to Pittsburgh Landing, Tenn. and Vicksburg, Miss., locations of two Civil War battles, April 3-5. (Photo courtesy of Dr. Paul Haynie)

Senior Adam Harrell, junior Angela Jackson and freshman Rhea McLain visit during a cookout at Professors Kevin and Lori Kleins' house in August. The cookout provided history students a relaxed atmosphere to get reacquainted after the summer break. (Photo courtesy of Lori Klein)



ordering it UP

The U.S. and the world since 1945 class emphasized the importance of oral communication in history. During the class, students were required to complete an interview project.



Juniors Hayley Cheatham and Rachel Scott discuss their topic choice during class. Each student was allowed to choose from five majors topics, including the Vietnam War, the race to the moon and John F. Kennedy's presidency. (Photo by Lindsey Taliaferro)



Sophomore Tricia Wigner interviews Dr. Larry Long, distinguished professor of English and associate vice president for academic affairs, about the acceptance of rock 'n' roll on Harding's campus. Each student learned interview skills, as well as the difference between oral and written history. (Photo by Rachel Miller)



Junior Rebecca Chaffin interviews Edythe Lane about her son who served in the Vietnam War. Students had to complete two interviews, one from the Harding community, the other with someone not affiliated with the university. (Photo by Melissa Wilson)



Junior Kimberly Cherry speaks about the book of Ephesians to the religious speaking for women class. Debbie Ganus, adjunct in Bible and communication, taught the class, which served as the women's equivalent to the preaching class. (Photo by Renee Lewis)

Junior Katie Granberg and sophomore Rachel Miller stomp in a mud pit Sept. 7 in order to make bricks to complete an African hut, part of the Harding University at Tahkodah program. HUT provided students an opportunity to experience life in a third world country. (Photo courtesy of Katie Granberg)



question mark:

How do you feel about the requirement of an internship as a Bible major?



"I'm looking forward to it. I'll be able to see real ministry like we don't get in the classroom. I'll get to see what happens 24-seven, not just when they are in front of everyone."

—Josh Bontrager, junior



"Internships are a necessary component for combining theological ideas and practical experience. It's necessary to discover what pure ministry feels like."

—Sam Garner, senior



"The actual practice of ministry is very different from the theoretical study of ministry. The internships and fieldworks form bridges between the theory and the practice of ministry."

—Dan Stockstill, associate professor of Bible and Religion

On a Mission:

HUT helps inform about poverty

The development ministry class, taught by Dr. Monte Cox, associate professor of Bible and director for the Center of World Missions, and Jerry Myhan, associate professor of nursing, underwent a major change this year.

The missions class, formerly known as the Heifer Project, became known as Harding University at Tahkodah. The class, which was formerly conducted at the Heifer Project farm in Perryville, Ark., took place entirely at Camp Tahkodah in Floral, Ark. this year.

HUT contained five different global villages, shops, a meeting place and administrative housing. The villages were used for cross-cultural games, missions camps and retreats, as well as for the development ministry class.

Cox hoped the new facilities would help students get a better understanding of the work involved in foreign missions.

"HUT gives a good feel for what it's

like to be poor and what you can do about it," Cox said. "We hope it expands quickly."

The development ministry class premiered in 1994 when Myhan contacted Cox after a medical mission trip to Haiti.

"We had several limitations and we needed to do a better job at teaching preventative medicine," Cox said. "I was frustrated in my own lack of training."

Cox and Myhan started a health care missions class that included an overnight trip to the Heifer Project farm in Perryville. The trip eventually expanded

into a two-week stay at the farm. With the development of HUT, the class was conducted entirely on the Searcy and Tahkodah campuses.

Cox said the rationale behind the class was based on the Chinese proverb, "give a man a fish and you feed him for that day, teach him how to fish and you feed him for a lifetime."

"That is our purpose—to

teach development, not just provide relief," Cox said.

HUT taught several principles. First, the class emphasized appropriate technology. Cox said that computers were

unrealistic to the cultures emphasized in the programs. Appropriate learning skills, like building a mud brick press, were taught.

Intensive gardening, another major principle, included composting and organic gardening. Junior Terri Lee learned a lot about intensive gardening through the class.

"I learned how far a potato, egg and carrot can go for five people," Lee said. "It gave me a look into the hardships of missions work."

Preventative healthcare was another skill learned at HUT. Cox and Myhan taught water development and specifically, how to cleanse it.

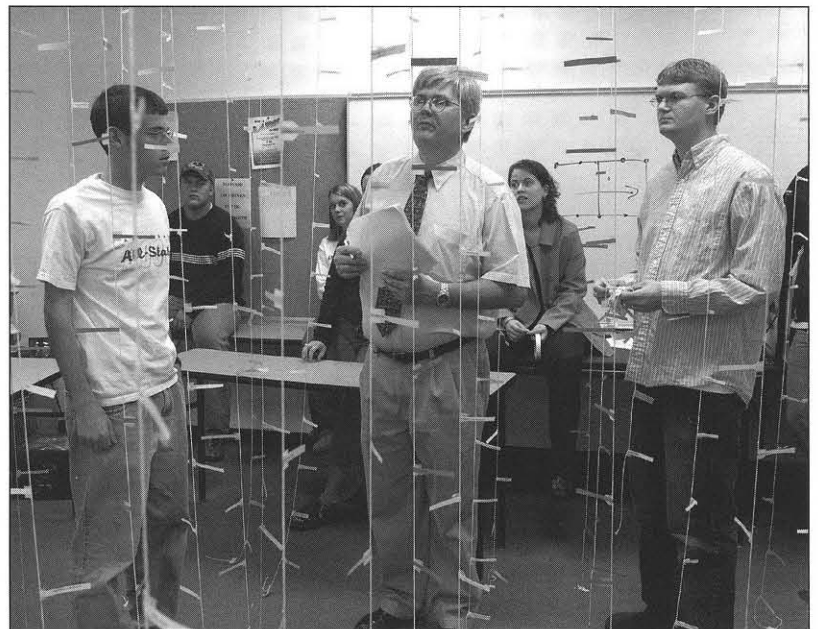
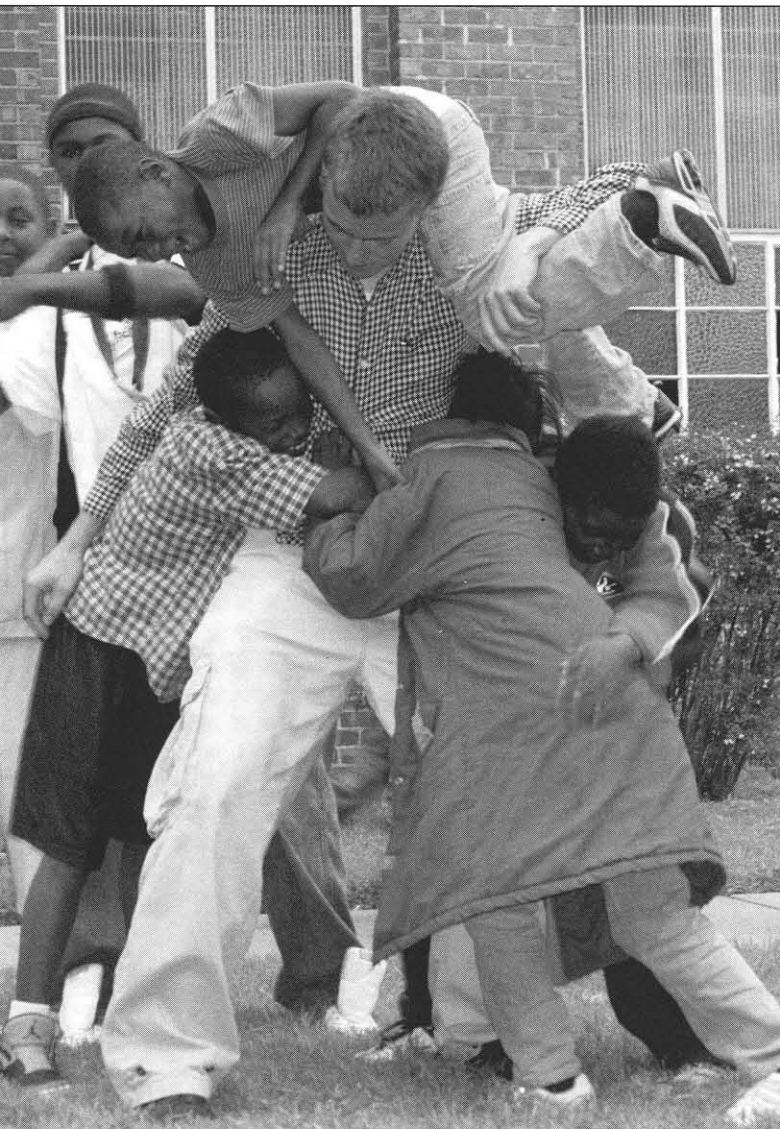
Sophomore Sarah Riddle learned to appreciate what HUT taught.

"I learned how people live in the slums and in shacks," Riddle said. "It's hard to endure mother nature constantly."

—Elizabeth Stephens

"HUT gives a good feel for what it's like to be poor and what you can do about it."

—Dr. Monte Cox, assistant professor of Bible and director for the Center of World Missions



Dr. Jerry Bowling, associate professor of Bible, gives directions to sophomore Jacob Edwards and junior Ryan Woods as they make their way through a maze in the introduction to Christian education class. The activity helped students learn different philosophies of Christian education, which were defined on the pieces of paper attached to the maze's strings. (Photo by Jeff Montgomery)

Junior Robert Meyer wrestles with children after a worship service at the Silver City Church in Little Rock. Meyer served at the Silver City congregation this summer to fulfill the internship Bible major requirement. (Photo by Rachel Miller)



Growing Up

For 16 years, the campus has been utilized during the summer by Uplift, a camp for more than 2,000 students from grades seven through 12. In July, students could bring their parents to Bible camp.

The Institute for Church and Family began a summer program for the entire family called Uplift Family Encampment. The program, conducted July 4-7, featured Christian speakers from across the nation including Don McLaughlin, Howard Norton, Jeff Morgan, Bruce McLarty, Nathan Mellor and Karl and Shannon Wendt.

It featured a performance by the singing group Acappella and a fireworks display to kick off the holiday weekend.

After morning classes and chapel,

families were encouraged to participate in area activities such as golfing, fishing, canoeing, antique shopping, swimming, basketball and football.

The families returned in the evenings for worship, devotionals and family prayer time. To conclude the evenings, entertainment was provided.

"There was a desire by the administration to provide an event that would bring families to the Harding community," Andrew

Baker, events coordinator for the Institute for Church and Family said. Uplift Family Encampment

aimed at bringing graduates back to the campus with their families.

"We hope next year it will be double the size and reach out to more recent Harding graduates," Baker said.

Sophomore Adam Bledsoe, who worked for the ICF, said all three sessions

of Uplift were successful.

"[I saw] an overall renewal of the Spirit and in the level of their respect for themselves and God... an experience that is indescribable," he said.

One of the things that made Uplift unique was that it lasted for three weeks with all ages of students coming together for the entire time.

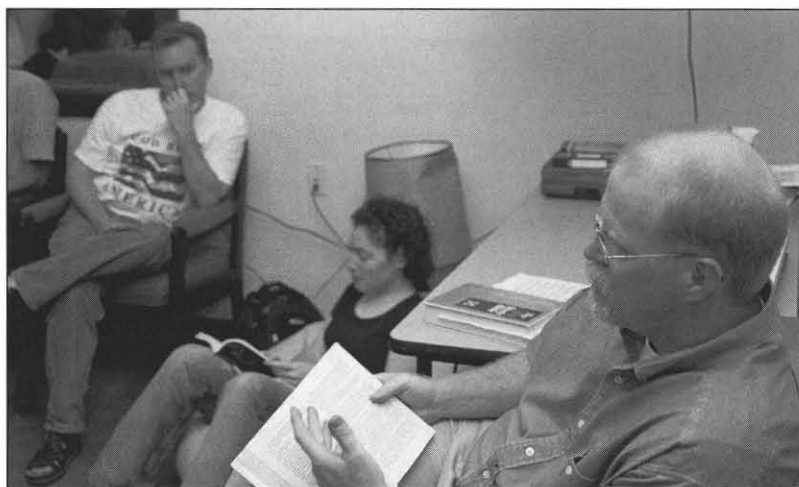
"Uplift is one of the only camps that does that," Bledsoe said. "That's why it's so special."

University students were also invited to become involved with Uplift and Family Encampment. Students were hired to help teach classes, counsel and supervise events.

—Marina Shannon

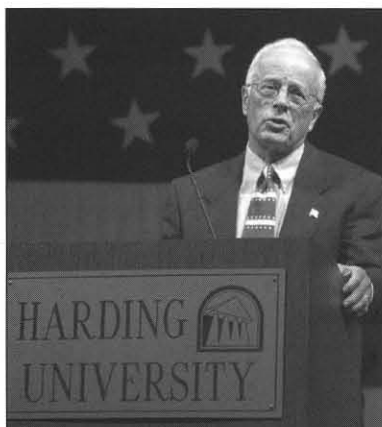
"There was a desire by the administration to provide an event that would bring families to the Harding community."

—Andrew Baker, ICF events coordinator



Marriage and Family Therapy students Jeremy Cochran and Rachel Connors listen intently as Dr. Van Rackley, assistant professor of Marriage and Family Therapy, teaches a systems and communications disorders class. In its 10th year, the MFT program continued its emphasis on the family. (Photo by Russ Phillips)

Dr. Jimmy Allen, professor Emeritus of Bible, speaks about patriotism July 4 at the Uplift Family Encampment. Allen spoke in the Benson Auditorium before the fireworks display. (Photo by Jeff Montgomery)



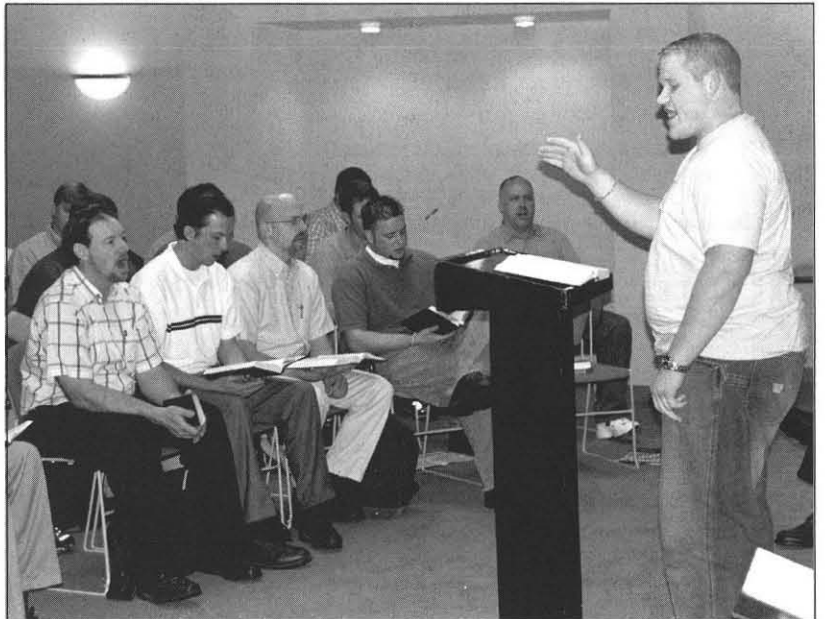
Sophomores Adam Bledsoe and Bert Hernandez lead Uplift campers in songs in a McInteer building stairwell. A singing class was held daily in the stairwell because of the acoustics. (Photo by Jeff Montgomery)





Dr. Ed Myers, professor of Bible and director of Harding School of Biblical Studies, visits with HSBS student Brian Williams before their chapel service begins. This was Myers seventh year as HSBS director. (Photo by Rachel Miller)

Harding School of Biblical Studies student Alex Mills leads singing during a chapel service in Shores Chapel. HSBS students held their own chapel services at 9:45 a.m. to accommodate meeting for classes four days a week. (Photo by Rachel Miller)



ordering it UP

The Institute for Church and Family organized two major events on campus, the fall lectureship and Uplift. The institute also published a magazine to better serve Christians.



Dr. Howard Norton, executive director of ICF, presents a plaque to Dr. and Mrs. Ray Wright, recipients of the Distinguished Christian Service Award Sunday night at the 79th annual Lectureship. ICF coordinated the fall series Sept. 29-Oct. 2. (Photo by Jeff Montgomery)



Kay Gowen, associate professor of communication and managing editor of the *Church & Family Magazine*, Andrew Baker, events coordinator for ICF, and Dr. Howard Norton, ICF executive director, discuss an issue of the magazine. The publication was distributed quarterly. (Photo by Rachel Miller)

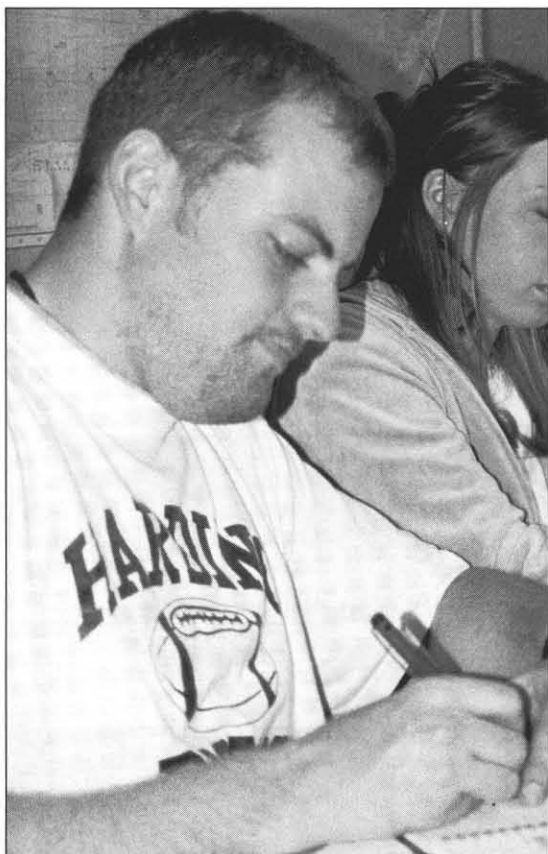


Nathan Mellor, preacher from Hixon, Tenn. and former Uplift director, leads Uplift campers in an encounter class on "Christianity in the Real World." Uplift provided campers with many opportunities to hear speakers from around the nation. (Photo by Jeff Montgomery)



Graduate students Sara Herekamp and Nancy Hall listen to Dr. Jim Johnston, associate professor of education, in an elementary education curriculum class. "We research and discuss trends in curriculum," Johnston said. "Students develop plans for their 'dream' school." (Photo by Melissa Wilson)

Concentrating on his work, graduate student Doug Phillips studies in the financial management class. The Master's of Business Administration program was designed to strengthen business and management skills. (Photo by Melissa Wilson)



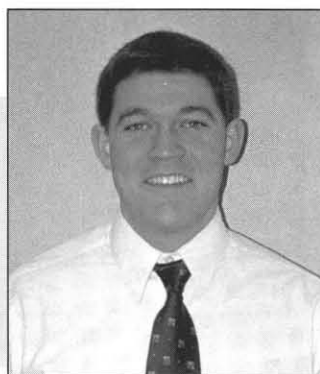
question mark:

How do Bible classes at the Graduate School of Religion differ from those you took in Searcy?



"Classes at the grad school require more self-discipline. The classes are harder because you only meet once a week for class and are expected to learn the information on your own."

—Duncan Campbell, graduate student



"Undergraduate classes teach you information. At the graduate school the teachers expose you to different ideas and allow you to decide which ones to explore yourself."

—Daniel Cherry, graduate student



"The graduate school has introduced me to more tools for ministry. It has helped take me to another level of study and scholarship."

—Andrew Baker, graduate student

Strong Medicine:

Graduate program offers two tracks

Every Tuesday and Thursday, nursing instructor Elizabeth Lee woke up at 4:15 a.m. and traveled to the Veteran's Hospital in Little Rock, where she worked.

Lee assisted with four different nursing classes by lecturing and grading tests when needed.

Not only did Lee work at the Veteran's Hospital and help with undergraduate classes, she was also a student. Lee was one of nine students involved in Harding's nursing graduate program, which took three years to complete.

To accommodate students, the nursing graduate program held classes on Monday evenings. This allowed the students to hold full time careers and still have time to study. For convenience, the College of Nursing offered many graduate classes online.

"Fifty percent of the classes are either

completely online or hybrid, meaning some class sessions were still involved," Dr. Sheila Sullivan, assistant dean of nursing, said.

According to Sullivan, the nursing graduate program required 39 credit hours and provided two different tracks: manage care with high risk populations and a community track with a focus on missions. This provided the opportunity for students to become Advanced Practice Nurses or Clinical Nurse Specialists. The students were also required to participate in clinical practicum, in which learning was applied in the hospital setting.

"[Nursing] affords us a way to help mankind in a way that many can not."

-Elizabeth Lee, adjunct professor of nursing

Graduate student Lisa Engel chose Harding's graduate nursing program because of the high level curriculum.

"I had opportunities to go to graduate school and none of them were offering what I was looking for," Engel said. "Harding's program is very different from the rest of the local nursing master's programs."

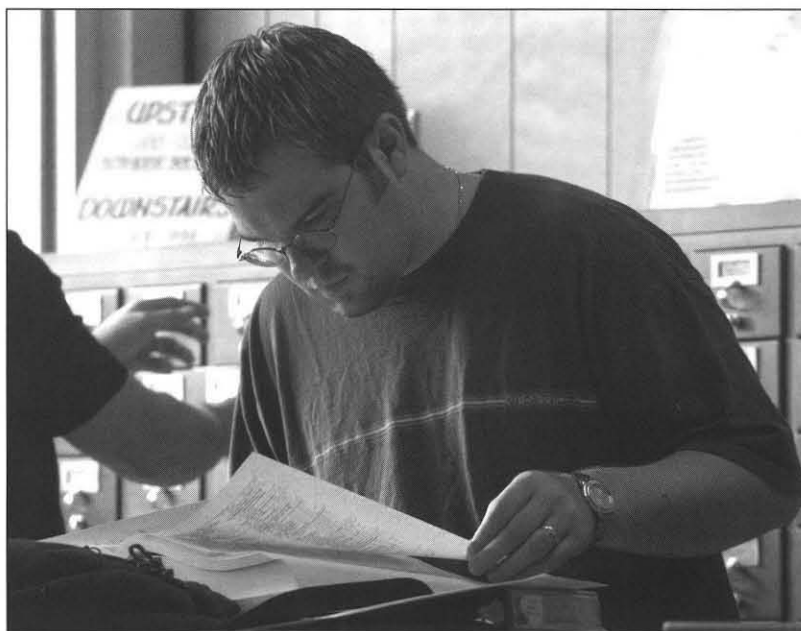
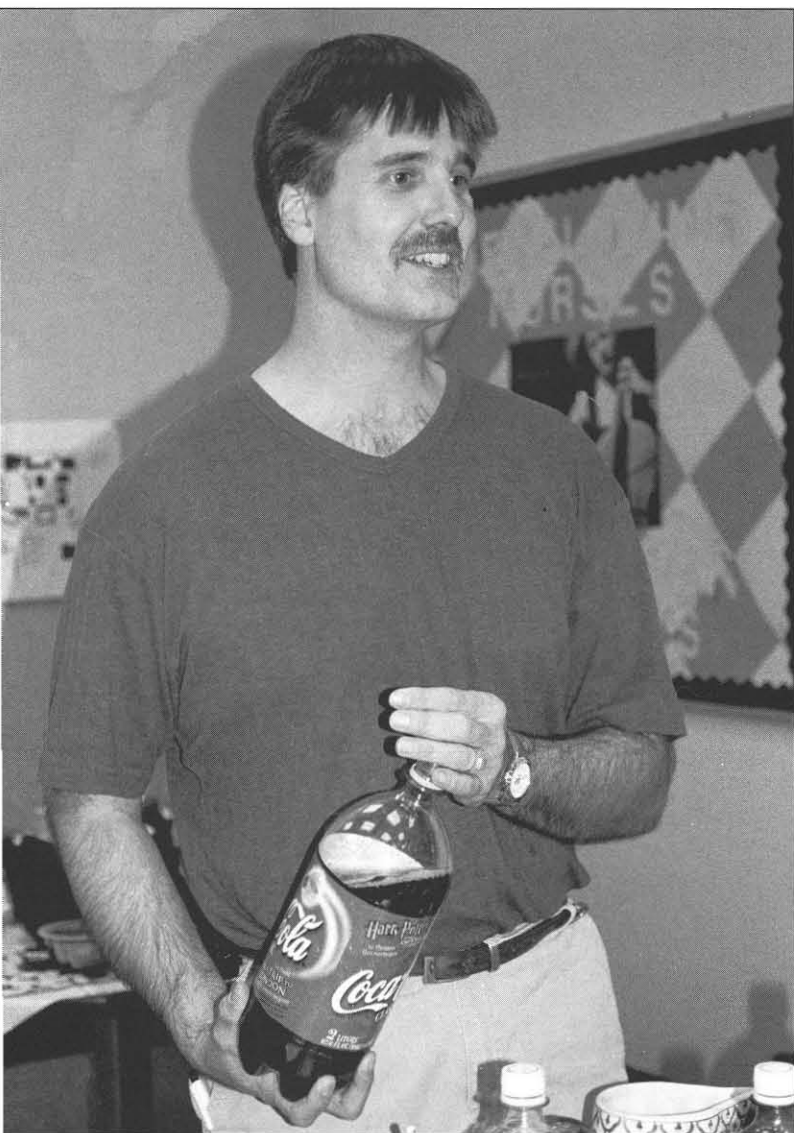
Carolyn Hunter-Layne taught the leadership class to undergraduate nurses and was also working towards her master's degree, this time as a clinical nurse specialist. With all her education, she believed in the importance of a Christian perspective.

"There is much more to being a student at Harding University," Hunter-Layne said. "You gain much more with a focus on a Christian perspective. You develop a true concern for people."

The College of Nursing students and teachers were willing to go through the education process in order to help others.

"Nursing is a wonderful area of service," Lee said. "It affords us a way to help mankind in ways that many cannot."

—Ryan Saul



Graduate student Kevin Johnson conducts research in the Harding University Graduate School of Religion library. Johnson earned his master's in Egyptology at the University of Memphis but decided to train in Old Testament and theology at HUGSR. (Photo by Jeff Montgomery)

Graduate student Jeff Maves brings a bottle of Coke to a December potluck for the graduate students in the College of Nursing. Graduate students in the nursing program enjoyed a time of fellowship after the fall semester. (Photo by Lindsey Taliaferro)



Burks New Dean

Another member of the Burks family became dean of the College of Business Administration this year.

In December 2001, Bryan Burks was named predecessor to Dr. Randy McLeod, who returned to the classroom after serving as dean for seven years.

"I am comfortable in being the dean," Burks said. "I see my position as a place of service where I can take care of the faculty so that they can continue to help students excel in the classroom."

Burks was the second generation to hold the position as dean of the College of Business Administration, following in the footsteps of his father, President David Burks.

"I consider it an honor and a challenge to follow in his footsteps," Brian Burks said.

Brian Burks received his under-

graduate degree in accounting from Harding in 1985. After graduation, he and his wife, Laura, moved to Nashville, Tenn. where he worked three years as a senior auditor with Ernst & Young. He then moved to a small private company where he served as company controller.

Brian Burks obtained his master's degree in business administration from Middle Tennessee State University.

In 1995, he was asked to return to Harding to become a part of the College of Business Administration. He joined the faculty as an associate professor

of accounting. Brian Burks served as the director of the accounting program, chair of accounting and information technology and, most recently, associate dean.

"I see my position as a place of service where I can take care of faculty so that they can continue to help students excel in the classroom."

—Bryan Burks, dean of the College of Business Administration

He continued this year to work on his dissertation for his doctorate in business administration from Nova Southeastern University, located in Ft. Lauderdale, Fla.

He organized an assessment team

to assure the quality of the College of Business Administration. The team kept in contact with constitu-

ents and surveyed alumni, current students and students performing internships to maintain quality education.

The team also researched the job market to be sure the education offered was in keeping with the demands of employers.

Brian Burks also formed an advisory board that gathered information on what employers were looking for in graduates. This information was used to better equip students for their chosen professions.

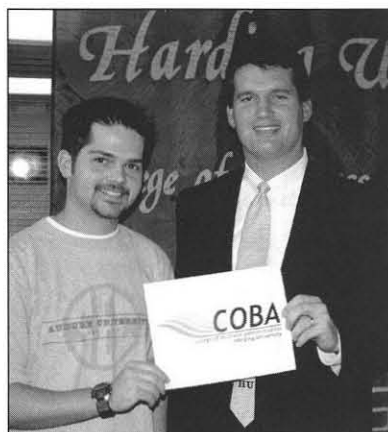
Burks sent out a newsletter via e-mail to alumni and students to increase communication between the groups. The newsletter covered jobs, internships and general business advice. The newsletter assisted business students in securing satisfactory employment upon graduation.

—Elizabeth Stephens

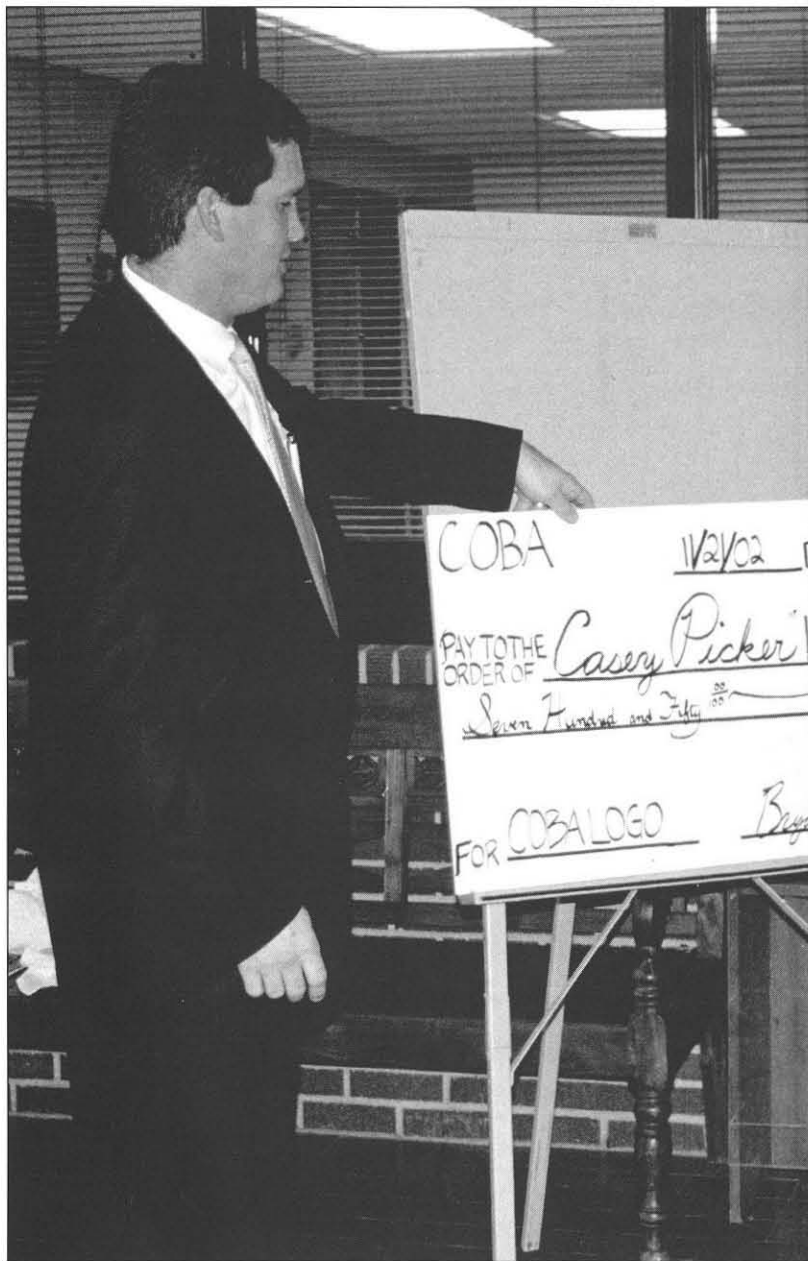


Dr. Billy Teague, visiting professor of information technology, visits with senior Joel Hoggard at the college's cookout in September. The College of Business Administration hosted the cookout to increase involvement in the program. (Photo by Lindsey Taliaferro)

Senior Casey Picker and Bryan Burks, assistant professor of accounting and dean of the College of Business Administration, show off the new logo for the college. Burks said the design reminds him that in an ever-changing world, COBA remains on solid ground. (Photo by Renee Lewis)



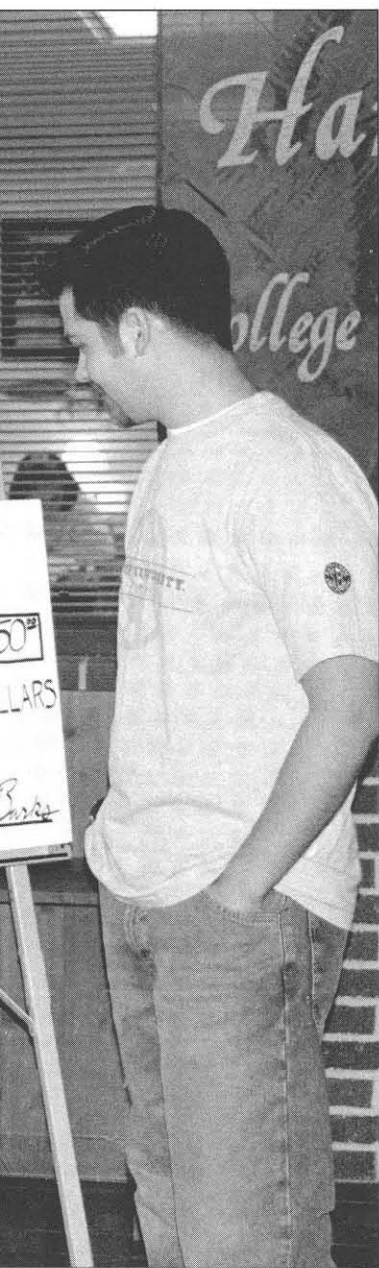
Bryan Burks, assistant professor of accounting and dean of the College of Business Administration, presents senior Casey Picker with a check for \$750 at the press conference for the new logo design Nov. 21. Out of 260 logos to choose from, a panel of business faculty chose Picker's design. (Photo by Renee Lewis)





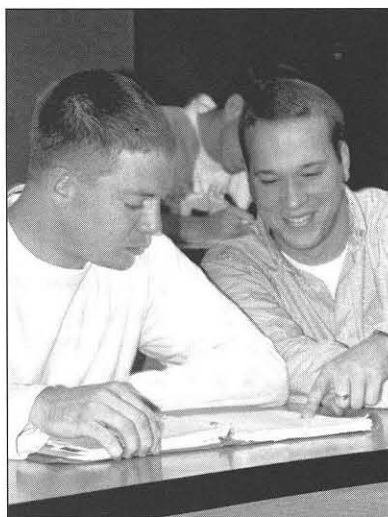
At the College of Business mixer Sept. 9, Budd Hebert, professor of business, visits with a student. Professors wore chefs hats as they grilled hamburgers and hot dogs before students split into small groups, according to major, to meet with faculty members. (Photo by Lindsey Taliafero)

Bryan Burks, assistant professor of accounting and dean of the College of Business Administration, visits with Lori Lee, administrative assistant for the College of Business, at the Senior Ethics Seminar, Oct. 18. At the seminar, Burks challenged seniors to reach their full potential and to continue praying for Harding after they leave. (Photo by Renee Lewis)

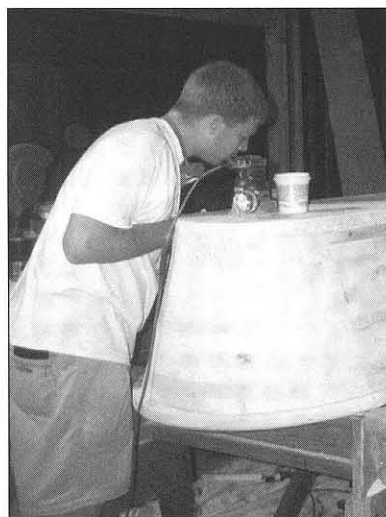


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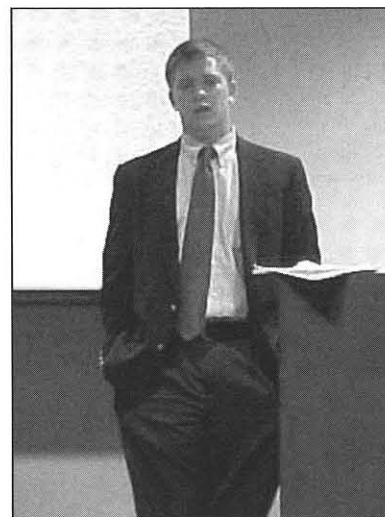
As a class requirement, senior Taylor Ross and graduate student Dane Joneshill formulated a plan for a wooden bathtub company as well as a business plan for the company. The students then entered the plan in a statewide competition.



Senior Taylor Ross and junior Kyle Meyers look at their notes during class. Ross, a marketing major, learned about the statewide competition during a business simulations class where students were required to create a business plan. (Photo by April Clem)



Senior Taylor Ross sands a wooden bathtub in his garage. The bathtub took approximately 70 hours to construct. (Photo by April Clem)

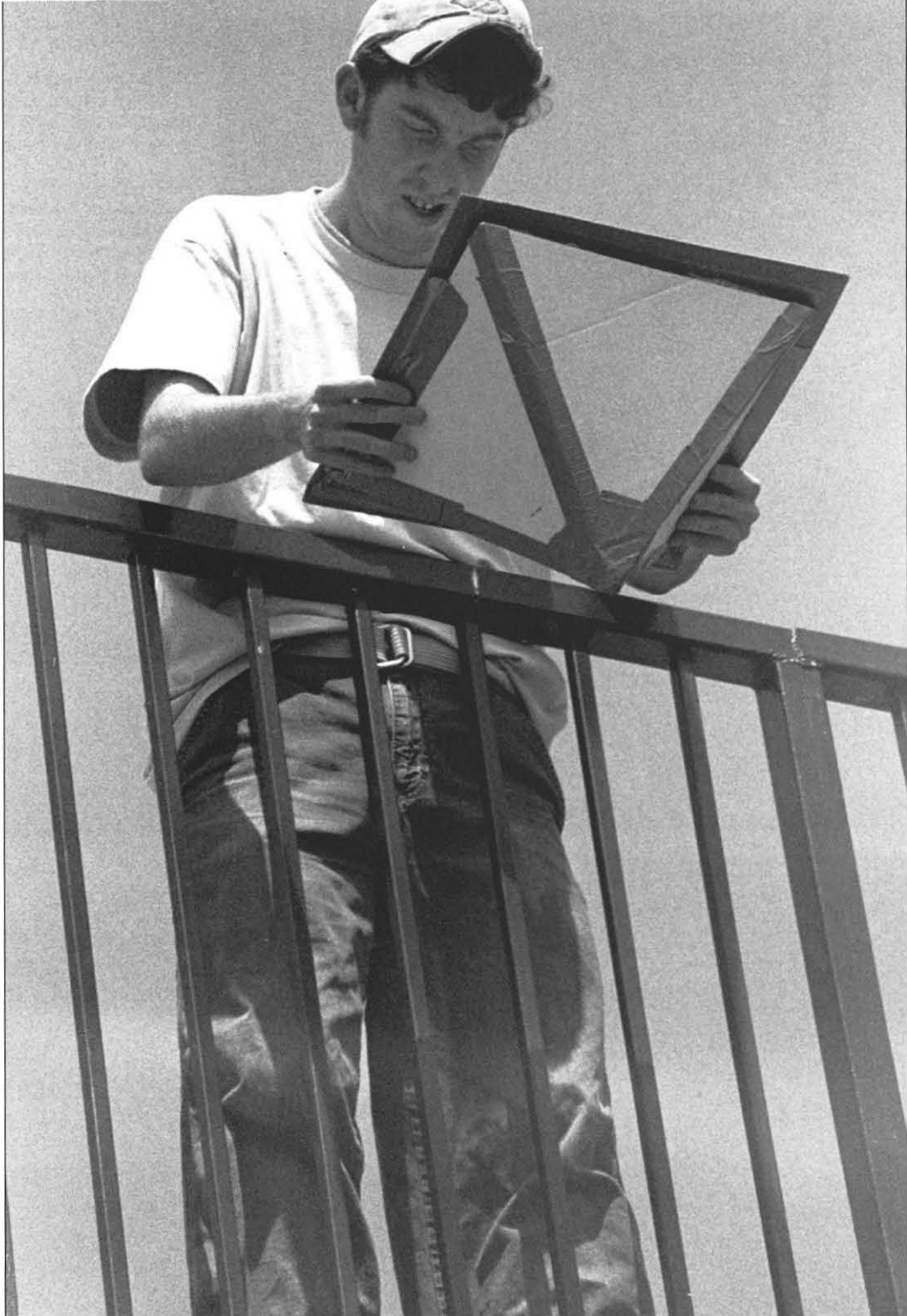


Ross and Joneshill received a technology award from the Arkansas Capital Corporation for the business plan they submitted for a bathtub company "Water Wood." The award was for \$6,000. (Photo by David Crouch)



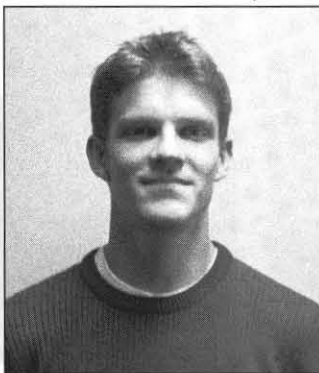
From the bleachers at First Security Stadium, senior Ben Carrigan prepares to release his egg drop apparatus. The purpose of the experiment was to see whose container could protect the egg from breaking. (Photo by April Clem)

Junior Kyla Diles reads to Abrey Ellen McAleese, a student in the Early Learning Center at Harding Academy. Students had the opportunity to read books to children during an early childhood literature class. (Photo by April Clem)



question mark:

Who was your favorite teacher and how do you hope to be like them?



"Mrs. Jones, my Honors English teacher. She was passionate about her subject and her students. I want to be like her by being involved in activities with my students outside the classroom."

—Alan Hooten, sophomore



"Mrs. Sannings, she made us think and stuck with her word. She was encouraging, helpful and loved what she did. I want to challenge my students and make learning enjoyable."

—Jennifer Walker, senior



"Mrs. Fisher. She told me I could be anything I wanted to be, she believed in me. I want to do the same thing. I want to tell my students they have it within them to be the best teacher in the world."

—Ken Stamatis, assistant professor of education

Life Lessons:

Teacher shares story to help others

On March 24, 1998, Lynette Thetford's life changed forever.

Thetford, an adjunct teacher for the College of Education, was shot by one of her students while teaching at Westside Middle School in Jonesboro, Ark.

Thetford taught at Westside Middle School for 16 years before the school shootings changed her perspective on life. Thetford said the only thing that got her through the experience was her faith in Jesus Christ.

Although some might have quit teaching after such a tragedy, Thetford felt an obligation to stay and teach until the children that were directly affected moved on to high school.

Thetford's involvement in the Westside Middle School shooting opened doors that she never thought possible. She spoke across

the southeastern United States about her experiences and had the opportunity to help others involved in school shootings, including students and teachers at Columbine High School.

"I went to Columbine and we had meetings together where we talked about the problems and what to do next time it happened," Thetford said.

"It was a healing experience for [all] of us."

Thetford believed that if Christ touched one person from her experience, she would be happy.

"I have learned so much from my students. I think that I have learned more from them than they have from me."

—Lynette Thetford, adjunct in the College of Education

"I think there was a purpose for me living," Thetford said. "I think of all the times I was needed and could help. I think that is why I was saved."

Thetford originally wanted to attend Harding, but never had the opportunity. She finally came to Harding as an instructor and taught a Monday night fall

semester class entitled, "The Middle School."

In her teaching, Thetford tried to emphasize how teachers could still be Christians while teaching

in the public school system.

"We have allowed the court systems to keep us from being who we are," Thetford said. "While you cannot teach religion, you can be who you are and Christ will spill out of you into the classroom."

Thetford said she enjoyed teaching at the university.

"I have learned so much from my students," Thetford said. "I think that I have learned more from them than they have from me."

Her students said Thetford's class was fun and educational.

"I was impressed that she continued to teach after the shooting and especially took on teaching at Harding," senior Shelby Kempf said. "I have learned so much from her."

—Heidi Walden



Senior Misti Jones, who student taught at Harding Academy in the fall, helps a student write in a reading journal. All education majors certifying to teach were required to spend a semester student teaching before graduation. (Photo by Ben Simpson)

Lynette Thetford, adjunct instructor of education, explains to her fall semester Monday night class called "The Middle School" about the implementation of a new literacy lab program. Thetford was a survivor of the 1998 Westside Middle School shooting in Jonesboro, Ark. (Photo by April Clem)



Make the Grade

With the addition of the health missions minor and the 100 percent passage rate of recent graduates on the National Council Licensure Examination for registered nurses, the College of Nursing experienced a year of success.

While preparing seniors for the NCLEX-RN, the faculty celebrated the 100 percent passage rate of recent graduates. Thirty-eight graduates from December 2001 and May 2002 all passed the test.

"The NCLEX-RN is a computer adaptive test. Any graduate may take it following graduation," Shultz said. "No one gets the same test. The test is individualized and based on the knowledge level of that person."

The NCLEX-RN tests graduates on their level of knowledge in the nursing field. Once passed, the graduate can work as a nurse anywhere in the country, no matter where the test was taken. Compiled

by job analysis, the test questioned graduates about what was actually going on in the workforce.

"Because of the job analysis, Harding has to stay on top of its nursing program," Shultz said.

The mission statement was, "Developing nurses as christian servants."

The faculty worked this year to develop between 225 and 250 nursing students into christian servants.

"When we have a nurse that goes out to provide care for someone, we want the best image of Christ to be

seen because we feel that our nursing profession is a ministry in Christ's name," Jerry Myhan, associate professor of nursing said.

"We want the best image of Christ to be seen because we feel that our nursing profession is a ministry in Christ's name."

—Jerry Myhan, associate professor of nursing

Not only did the nursing students benefit from this mission statement but also those from other majors who minored in health missions. The health missions minor, a combination of Bible and nursing, was officially made

available to any student in any major this fall.

Two courses were offered, cul-

ture of poverty and health missions skills.

A great deal of attention was placed on mission programs. There were three main programs that the nursing students could participate in. First, Health Talent International helped students get experience in Guatemala.

A spring break mission trip focused on teaching preventive health in Haiti. There was also a mission team that went to Africa for several weeks during the summer.

Nursing students were convinced that the strength and encouragement they shared helped them do so well.

"The greatest thing about nursing school is how we as a clinical group come together to form an amazing support network," senior Lindy Logan said. "We learn and grow as a group. I believe that is how the groups before us have done so well and gone so far."

—Jenna LaCaze

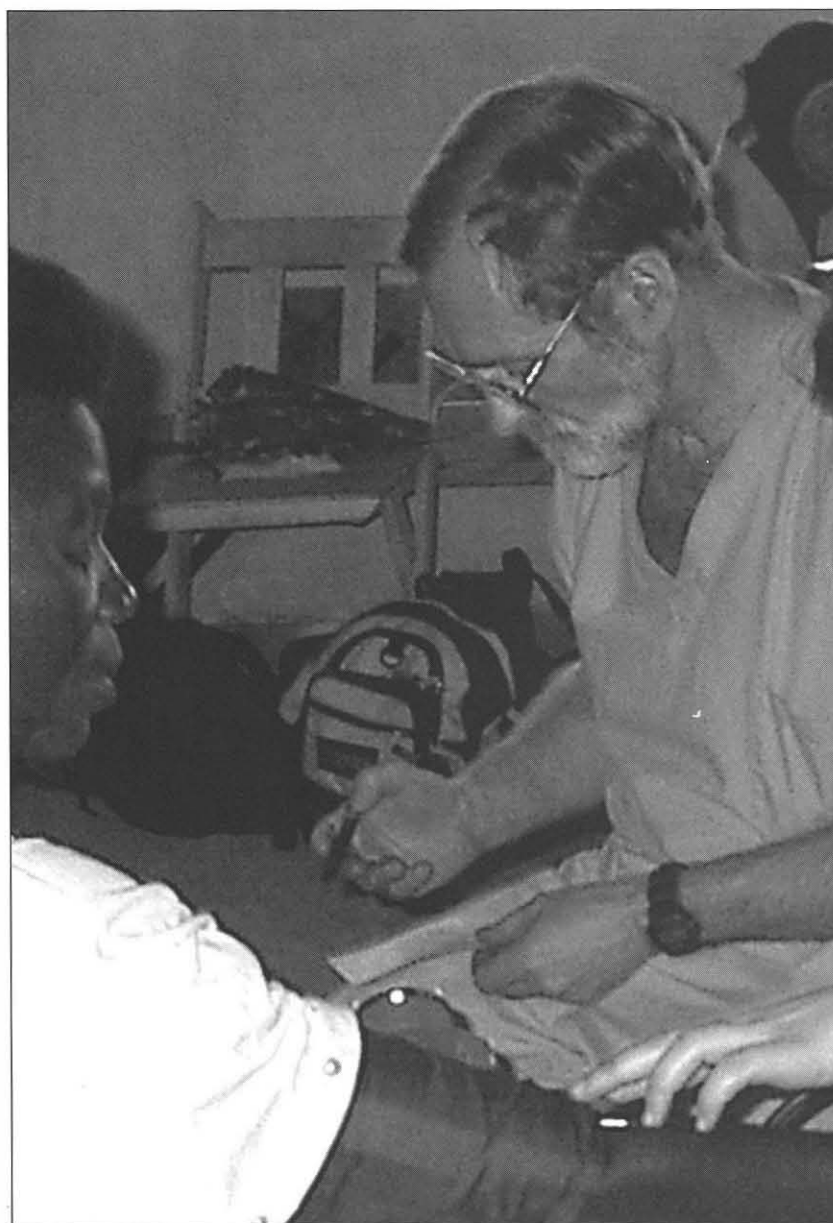


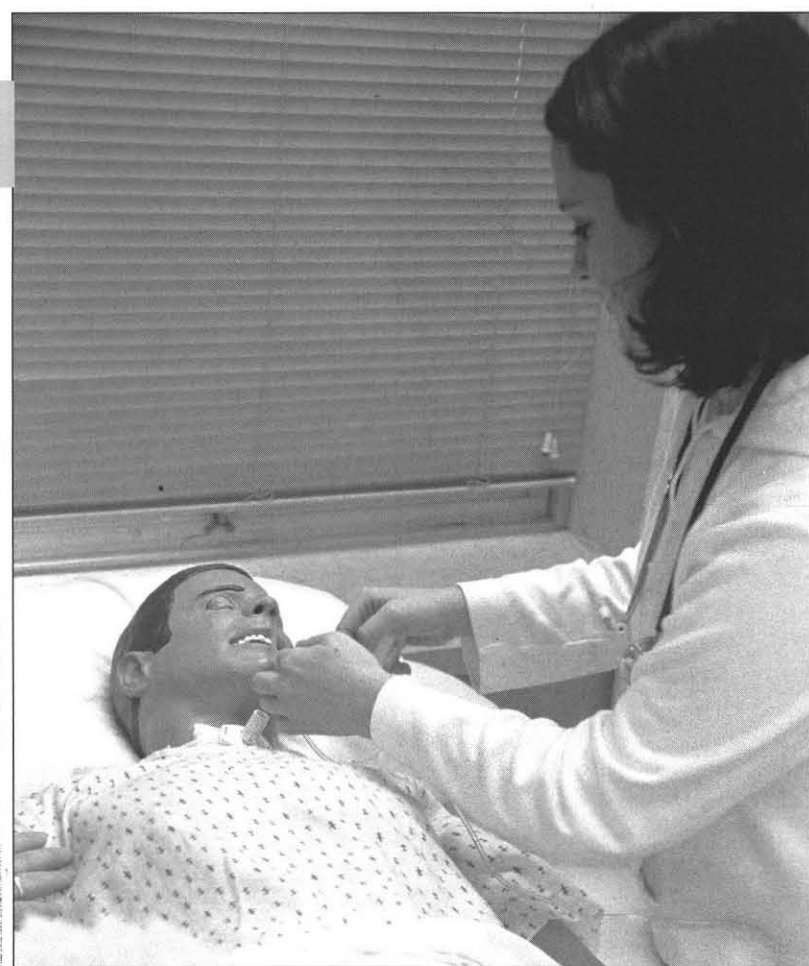
Senior Ginny Hill pretends to be a patient for juniors Brooke Turpen and Audrey Palmer. Nursing students practiced their skills on each other and on mannequins before they went to clinicals and performed skills on patients. (Photo by Rachel Miller)



Elizabeth Lee, instructor of nursing, assesses junior Lauren Ray's skills of cleaning a tracheotomy. In the nursing program, students received hands on instruction in nursing labs. (Photo by Rachel Miller)

Senior Shelly Kung examines a patient at a Haitian clinic while Jerry Myhan, assistant professor of nursing, watches the work. Myhan sponsored the spring break campaign to Haiti. (Photo courtesy of Melissa Holland)





Senior Jenny Myers practices inserting a tube into a mannequin. Each nursing student was required to practice basic nursing skills a certain number of times with supervision for the nursing skills and interventions class. (Photo by Rachel Miller)

Seniors Christy Luttrell and Shelly Walker pose with a mother and baby after aiding the delivery at the Nigerian Christian Hospital in Africa, where they worked during the summer. Nursing students had the chance to go to Africa and share their skills as well as their faith. (Photo courtesy of Melissa Holland)



ordering it UP

The College of Nursing required several pieces of the nursing uniform in order for students to participate in clinicals. Junior Hailee Augsburger compared all three parts to biblical principles.



Each nursing student attending clinicals is required to wear white shoes. Junior Hailee Augsburger compared this to the "feet that spread good news" in Romans 10. "We carry the message of Christ through our actions wherever our feet carry us," Augsburger said.



Augsburger said nurses listen to more than the noises that come through the stethoscope. "We have to be available to our patients for more than their medical problems," Augsburger said. "We have to be able to listen to all the parts of their lives."

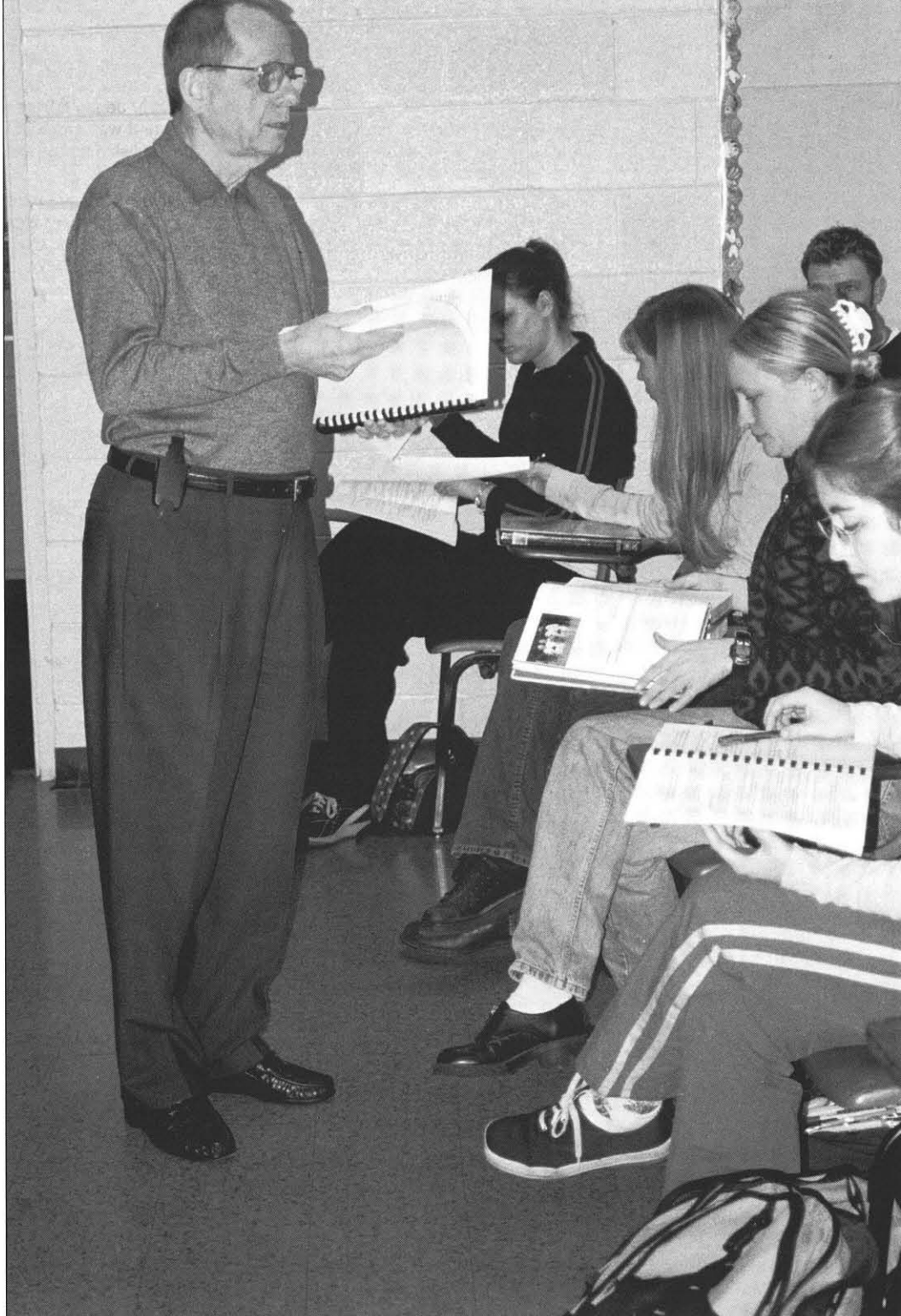


The white uniforms were chosen so students would stand out and be easily identifiable. "As nurses, we have to be clothed with compassion, kindness, humility, gentleness and patience as Colossians 3 says," Augsburger said.



Dr. Jack Thomas, chairman of the behavioral sciences department, explains human development and how it affects psychology to his developmental psychology class in January. Thomas retired from his administrative duties at the end of the year and planned to teach full time in the fall of 2003. (Photo by Melissa Wilson)

Junior Lisa Peebles puts the finishing touches on her ice cream sundae at the family and consumer sciences department-hosted mixer in August. The purpose of the mixer was to introduce new students to the program. (Photo by April Clem)



question mark:

What do you hope to gain from your family and consumer sciences degree?



"With my family and consumer sciences degree, I plan to teach FCS to high school students. My FCS courses have not only prepared me for my future career, but also my future home and family."

—Shanna Prine,
junior



"I hope to open my own restaurant. This degree is very versatile. I have learned what I need to know for my degree and also learned much about families and parenting, which are equally important to me."

—Sarah Davidson,
senior



"Fashion merchandising will give me the business knowledge I need and help me to know what to expect from consumers, particularly in the fashion world."

—Leslie Wallis,
junior

State of Mind:

Behavioral sciences overview

Dr. Jack Thomas announced Jan. 15 his intent to resign as chairman of the behavioral sciences department at the end of the school year.

Thomas was an administrator for the department for 29 years.

"He is very passionate about his work and he is always working on giving his students things that will be helpful to them in the future," junior Cheryl Calhoun said.

Thomas came to Harding in 1974 as dean of the school of psychology, a professor for the department and the director for the counseling center.

In 1987, President David Burks consolidated the psychology, social work and criminal justice departments into the Department of Behavioral Sciences. When this merger took place, Thomas became the chairman of the new department.

Thomas said he decided to resign from his administrative position because

of his desire to spend more time in the classroom and in research within his field of study.

The behavioral sciences department, with 290 students, included psychology, criminal justice and social work programs this year.

"The behavioral sciences department has given me great educational opportunities as well as providing a reliable foundation to prepare me for graduate school," junior Carolyn Crim said.

The psychology program included classes geared toward teaching theories of psychology and the implementation of these ideas through counseling,

testing and field experience.

Senior Jamell Carroll, who earned a Bible degree in 2002, took psychology classes in preparation for graduate work at Fuller Theological Seminary in Pasadena, Calif. Carroll said he appreciated the opportunity to integrate both psychology and theology.

The criminal justice program was an interdepartmental program offered through the behavioral sciences, history and social science departments. The program prepared students with knowledge about law enforcement, the legal system and the justice system. Degree requirements included an intern-

ship in an approved criminal justice agency.

The social work program prepared students to enhance human well-being. Classes instructed students on issues such as human diversity, child welfare services, gerontology and social work policy. Students pursuing the social work degree were also required to complete a field placement.

Sophomore Elizabeth Read said professors in the behavioral sciences department played a key role in the success of the program.

"I know that the professors also work with the department of human services," Read said. "They're still working with the community, they tell us stories and help us share in their experiences in the field. I think that will really help later on. It helps us feel like we're experiencing being a social worker instead of just learning about it."

—Elizabeth Stephens

"The behavioral sciences department has given me a great educational opportunity."

-Carolyn Crim, junior



Senior Courtney Sexton makes a presentation Oct. 15 on maternity clothes to a Mothers of Preschoolers group as part of a fashion and interior merchandising class. Students gave presentations on other subjects such as faux painting techniques and creative storage ideas at the meeting. (Photo by Rachel Miller)

Junior Bryn Mayberry pretends to fish in the lily pond in order to help her sister, senior Laini Mayberry, with her project for research methodology. Laini Mayberry used the video to test the effectiveness of various teaching methods. (Photo by Renee Lewis)



Blast off

The names of nine students were scheduled to land on Mars in 2003.

Drs. Ed Wilson and James Mackey, physical science professors, and nine science majors visited the Jet Propulsion Laboratory in Pasadena, Calif. and the NASA Ames Research Center in Mountain View, Calif. Aug. 4-11.

Members of the group had their signatures scanned on a microchip that NASA planned to attach to the Mars lander.

"It was cool to know that our names would be traveling to Mars on the space craft that we were able to see," senior Ryan Williams said.

"We were also able to watch them assemble the landers that will hold the two rovers departing for Mars in 2003," Wilson said. "The rovers will explore the surface of Mars."

NASA planned to recover the chips from Mars and display them in the

Smithsonian Institution.

The trip brought valuable lessons, Wilson said.

"It was a learning experience for all of us," Wilson said. "It was amazing to hear these physicists speak on their specialty in their own environment. We heard one speak on his study of gravity waves right in front of the space craft that would be testing his theory in space next year."

The students met with scientists and visited laboratories to learn about the latest developments in the field.

"When people think of NASA they

only think of space," senior Adam Jacoby said. "They are doing so much research there that affects our day to

day life, like world preservation and the chemistry of our atmosphere."

The Arkansas Space Grant Consortium sponsored the trip. University students worked on NASA-related research under

Wilson's supervision.

"Going to visit the actual research sites gives the students a better appreciation for the type of research that NASA does," Wilson said.

"Our country has a tremendous in-

vestment in the scientific world. Our trip made the students excited to get started on their research back at school."

While on the trip, they had time to explore the coastline as well.

"We got to travel up the coastline of California and see San Francisco as well as Los Angeles," Jacoby said. "We went to Montgomery Woods, the redwood forest and saw the tallest tree in the world."

Williams worked on developing an instrument to measure the chemicals in rocket exhaust plumes.

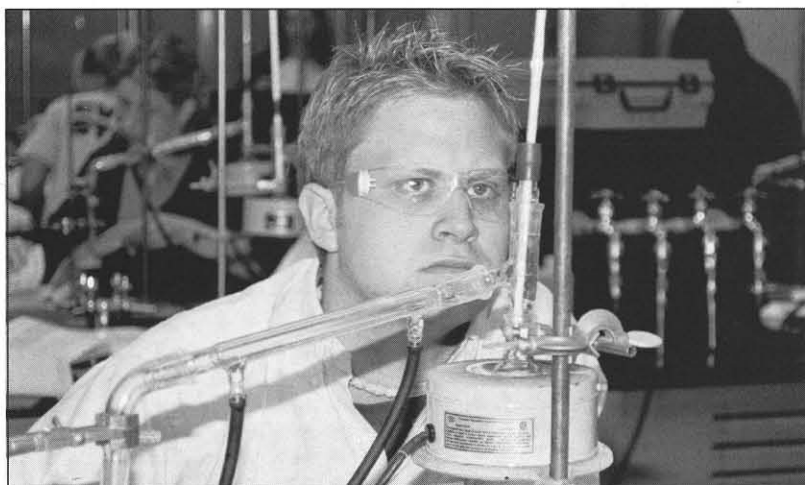
"The trip really showed me that the research I am doing is important outside of school," Williams said.

"I think the trip ultimately helped me set goals to achieve once I am finished with school and ready for a career," Williams said.

—Kerrie Dutilleul

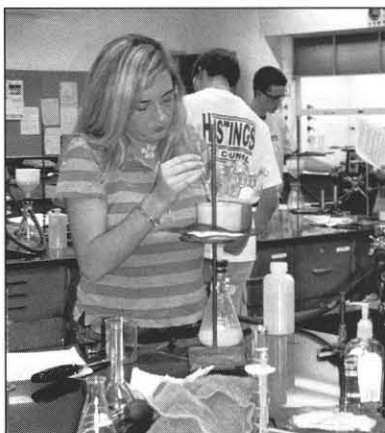
"The trip really showed me that the research I am doing is important outside of school."

—Ryan Williams, senior



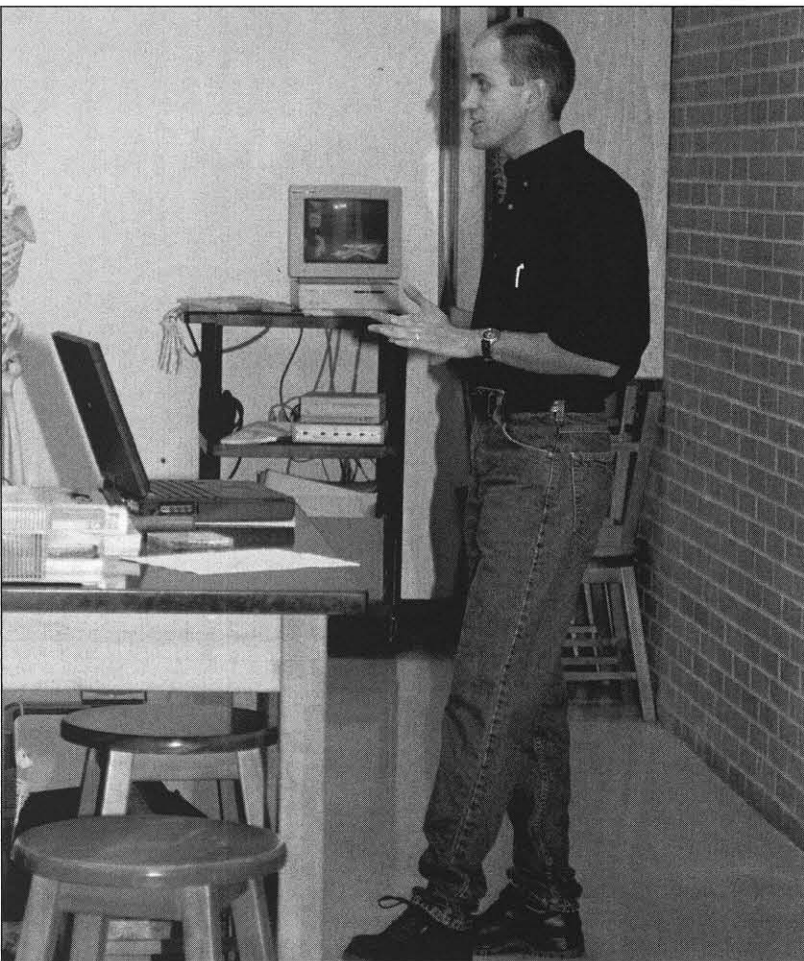
Sophomore Blake Hirscheider concentrates while performing a simple distillation experiment during an organic chemistry lab. Labs helped students get a hands-on feel for the subject matter. (Photo by Lindsey Taliaferro)

Freshman Monica Carroll pours a solution to be heated over a Bunsen burner. During this lab, students analyzed how much copper was found in a nickel. (Photo by Rachel Miller)



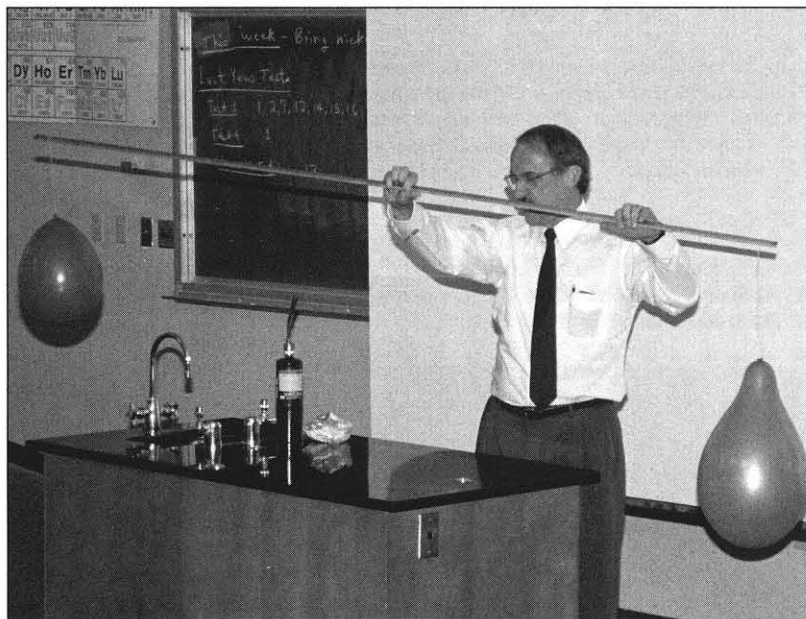
Junior Bill Ganus, senior Ali DeLukie and junior Amanda Gerlach listen to a presentation at the Jet Propulsion laboratory in Pasadena, Calif. Students working on the NASA research project traveled to California to meet with leading scientists Aug. 4-11. (Photo courtesy of Dr. Ed Wilson)





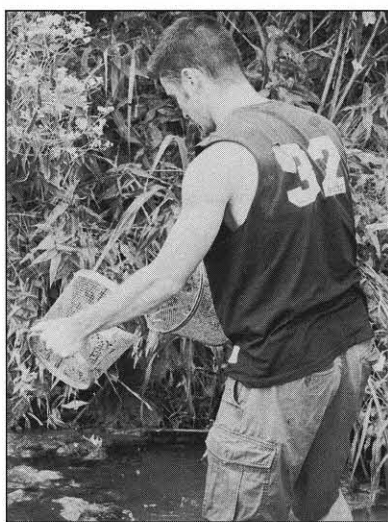
Dr. Nathan Mills, associate professor of biology, teaches an anatomy and physiology class. Mills returned this year after receiving his doctorate from the University of Maryland. (Photo by Lindsey Taliaferro)

Balancing two balloons, Dr. David Cole, chair of the physical science department, prepares the class for an explosion. Chemistry students often enjoyed demonstrations of concepts from textbooks. (Photo by Lindsey Taliaferro)

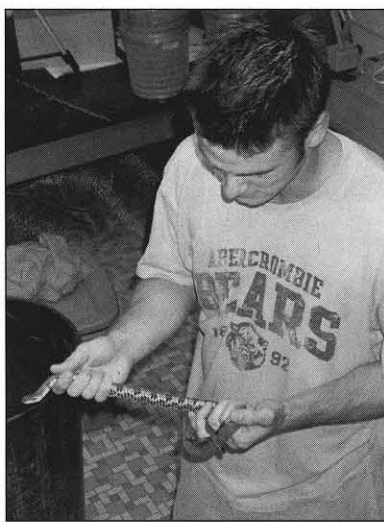


ordering it UP

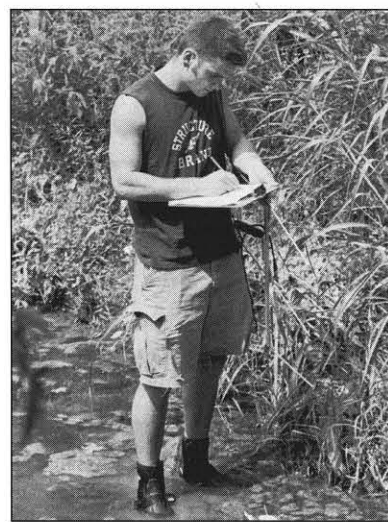
Senior Adam Crane aided Dr. Mike Plummer, professor of biology, in a research project. They trapped, tracked and plotted the movement of three Northern Water Snakes in Searcy's Gin Creek.



Senior Adam Crane checks a trap for snakes in Gin Creek. Crane trapped snakes to track their migration during the fall semester. (Photo by Russ Phillips)



Crane holds a juvenile snake in the lab. The snakes had to be fully grown in order for transmitters to be surgically implanted. (Photo by Rachel Miller)

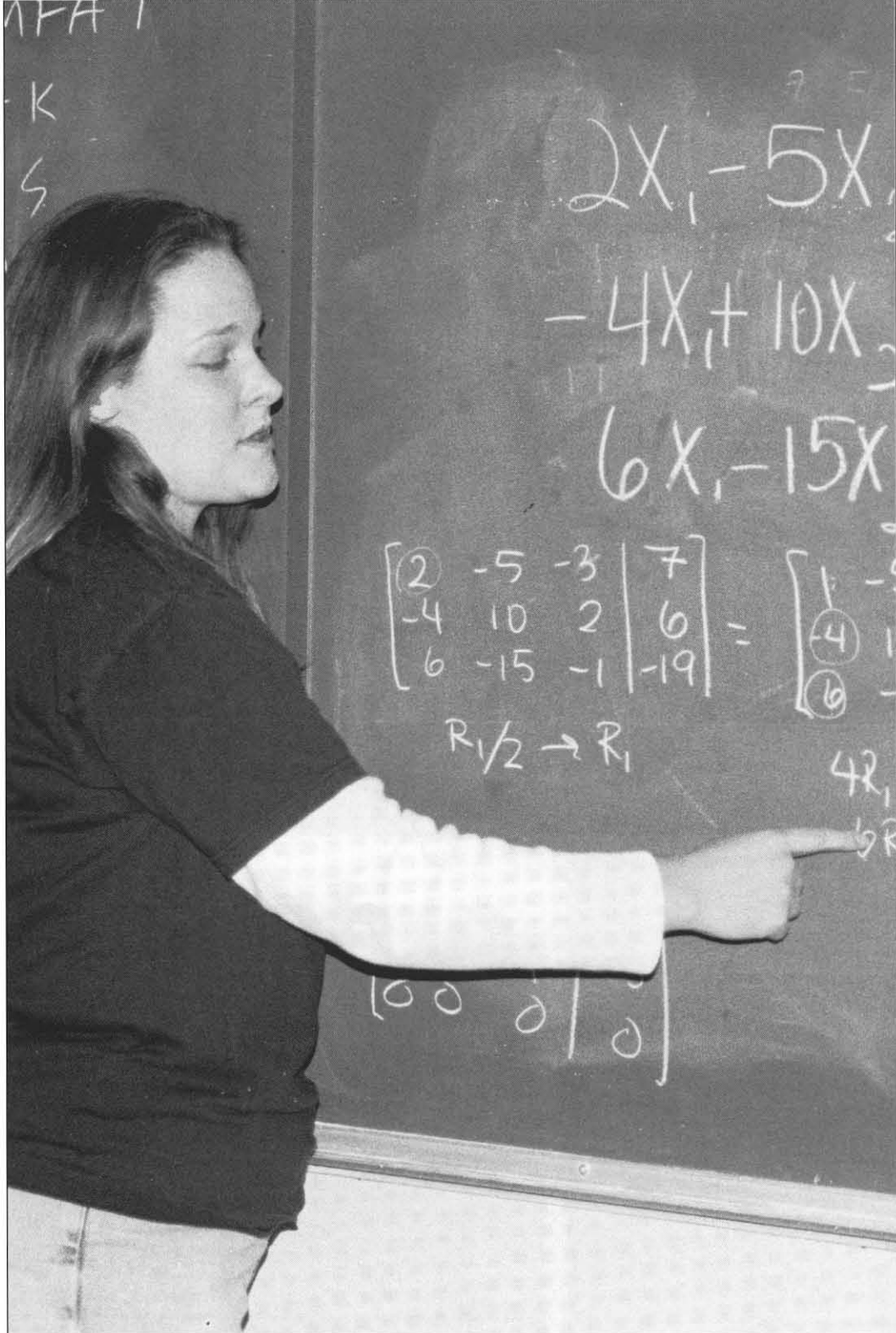
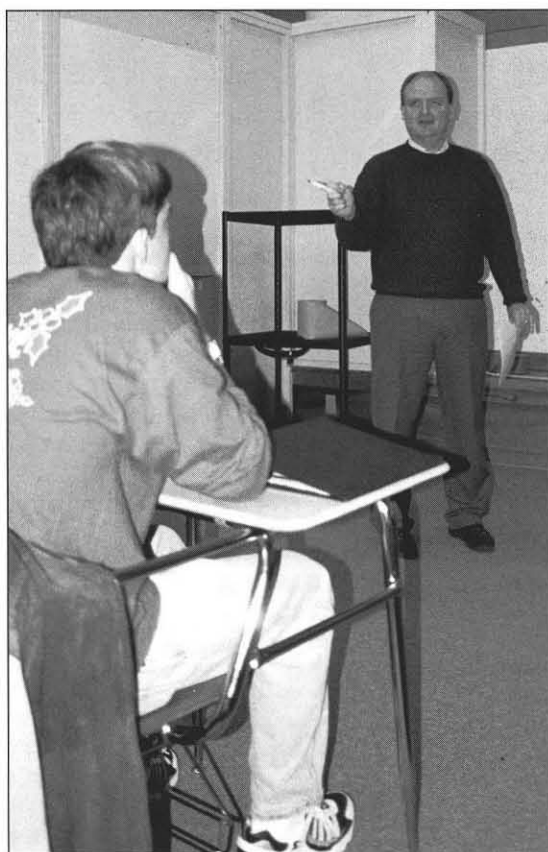


Crane tracks the movement of snakes. Each snake was tracked three times a week and recorded. (Photo by Russ Phillips)



Junior Maranda Nave works a natural log problem on the chalkboard to help a peer understand homework during a math lab. Math majors staffed the labs, which were designed to provide free tutoring to students in math classes. (Photo by Melissa Wilson)

Dr. Zane Gastineau, associate professor of computer engineering, teaches a circuits class in the computer engineering lab. During circuits classes, students often relied on their math skills to deduce the logic of the systems circuitry. (Photo by Melissa Wilson)



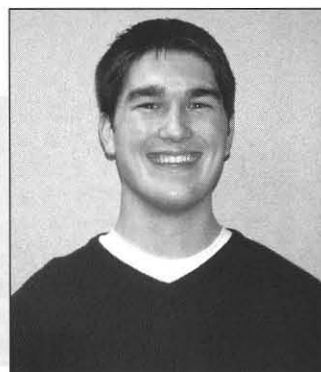
question mark:

What is the most challenging aspect of the math department?



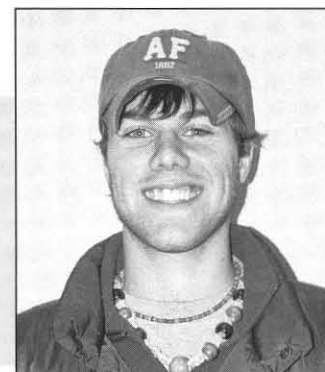
"The upper level math classes require a lot of work. It takes a lot of work to stay on top. As Dr. [Steve] Smith [chair of the math department] says, 'you have to keep your homework quotient up.'"

—Joanna Crawford,
sophomore



"The most challenging thing about math courses is that many of the concepts we study have no tangible representation and must be thought of abstractly."

—Jared Culbertson,
senior



"To me, just like most other departments, the most challenging aspect is actually learning and understanding mathematics rather than working simply to get a grade."

—Dan Johnson,
junior

Smooth Landing:

Computer engineering expands

Harding began its computer engineering program last year with the hiring of Dr. Zane Gastineau.

Gastineau came to Harding holding three degrees in engineering: a bachelor's degree in electrical engineering, a master's degree in systems engineering and a doctoral degree in mechanical engineering.

Gastineau brought with him 15 years of experience designing advanced electronic controls for jet engines at Wright-Patterson Air Force Base in Dayton, Ohio.

Although working at the military base proved exciting, Gastineau was interested in teaching.

"I have always wanted to start an engineering program and teach the courses," Gastineau said.

The computer engineering pro-

gram was the study of computer science coupled with electrical engineering.

Gastineau said with 60 students enrolled in computer engineering, he wouldn't be able to hold down the fort for long.

"This department is going to have to hire another professor to help teach the courses," Gastineau said.

"Right now I teach all the classes and the labs, but we need more help next year in order for this program to grow."

As the engineering program gained popularity, Gastineau set lofty goals for the program and for himself.

"I have always wanted to start an engineering program and teach the courses."

-Zane Gastineau, associate professor of computer engineering

"I would like to build a whole engineering department, but right now I am just trying to stabilize this program," Gastineau said.

Senior Sean Beasley said the program taught him to program computers, write code and

build computers from scratch.

"We've learned basic circuits, logic

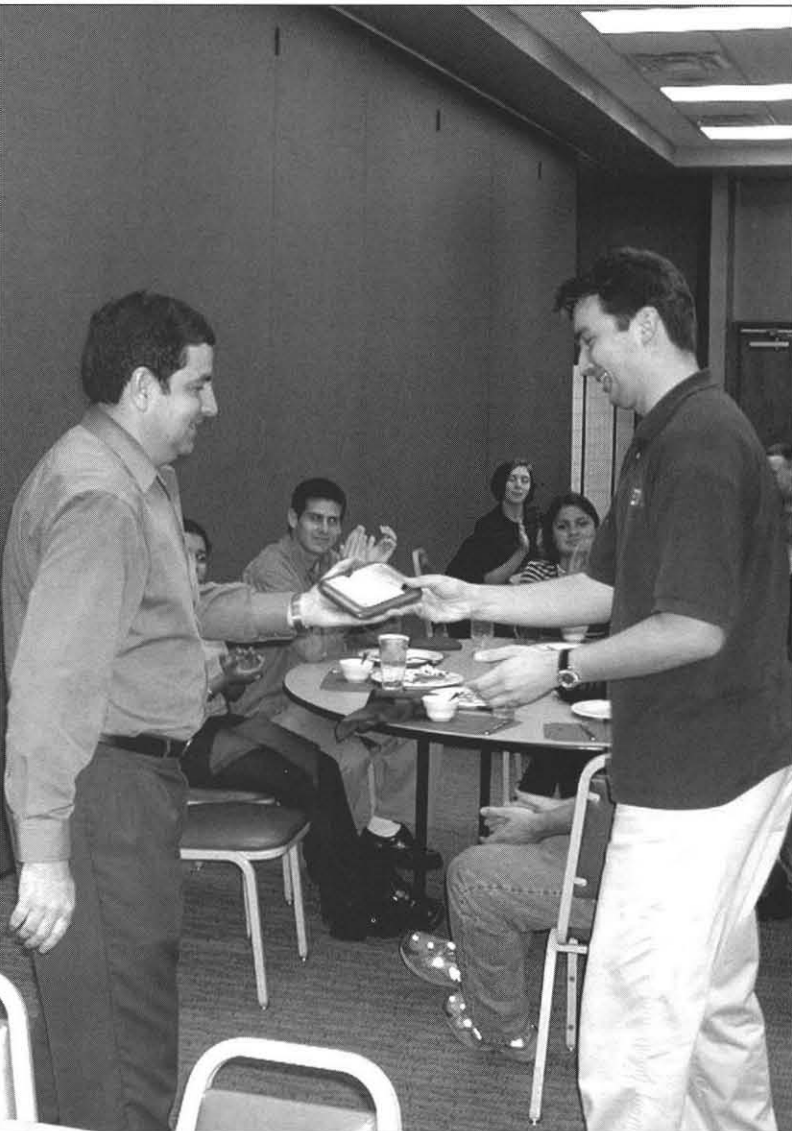
and how that can affect decision making on the circuits themselves," Beasley said.

The addition of the new major gave students interested in computer engineering the opportunity to study at Harding.

Senior Jesse White attended Harding in 1995, but transferred to the University of Illinois to pursue his interest in computer engineering. When Harding added the program, White returned.

"I decided to finish my computer engineering degree at Harding because I appreciated how much the professors here would take special interest in their students and would try to help them along in their learning," White said.

—Jaime Fahs



Freshman Emily Burton and sophomores Jennifer Holt and Amanda Lowe measure the path of a toy car as part of a math for the elementary school class project Oct. 15. Through this project, students learned how to teach concepts, such as ratios and velocity, to elementary students. (Photo by Rachel Miller)

Dr. Tim Baird, chairman of the computer science department, presents an award to 2002 graduate Gregor Tamindxija during the annual computer science dinner in April 2002. The dinner honored seniors who completed the capstone software development class. (Photo courtesy of Scott Ragsdale)

Guymon brings new perspective:

Strong Start

Steve Guymon, assistant professor of kinesiology and track and cross country coach, had a good first year at Harding. In fact, it was good enough to earn him the Men's Gulf South Region Coach of the year award.

"It is a nice honor and I am deeply humbled by it," Guymon said. "I am extremely proud of our team and what they accomplished. Their hard work and performance allows coaches like me to win awards such as these. God has blessed me with a talented group of young people that also have a great deal of character and integrity. I would like to thank our team for this award."

Guymon replaced Dr. Bryan Phillips, assistant professor of kinesiology, as the new cross country and track coach.

Guymon previously served as an assistant coach at Kansas University,

and as head coach at Harding Academy in Memphis, Tenn., and Cordova High School in Cordova, Tenn.

As well as coaching cross country and track, Guymon taught the weight lifting and theory of track and field classes.

Guymon earned his bachelor's degree from Oklahoma Christian University and his master's degree in sports and education administration from Kansas University.

Phillips, who recommended

Guymon for the position, attended

Oklahoma Christian University with Guymon and believed he would help the Department of Kinesiology.

"He adds something our department has been lacking," Phillips said. "His sports business background should really help im-

prove our sports management program."

Phillips said Guymon showed an eagerness to work hard and cooperate

with the existing department.

"Harding has a very good kinesiology department," Guymon said. "I will do my part to accomplish the goals of the department. I will teach whatever Dr. [Wilt] Martin [chair of the kinesiology department] needs me to—except golf."

Along with the new coach, the kinesiology department opened its doors to a new addition, including a computer lab, exercise physiology lab, two classrooms, offices and a training area.

"I think the new addition is great," senior Josh Steed said. "The new physiology lab allows us to do so many more things and to learn a lot more. With the new weight room, we really get to live some of the things we study."

—Cody Usher

"I will do my part to accomplish the goals of the department."

—Steve Guymon,
assistant professor
of kinesiology

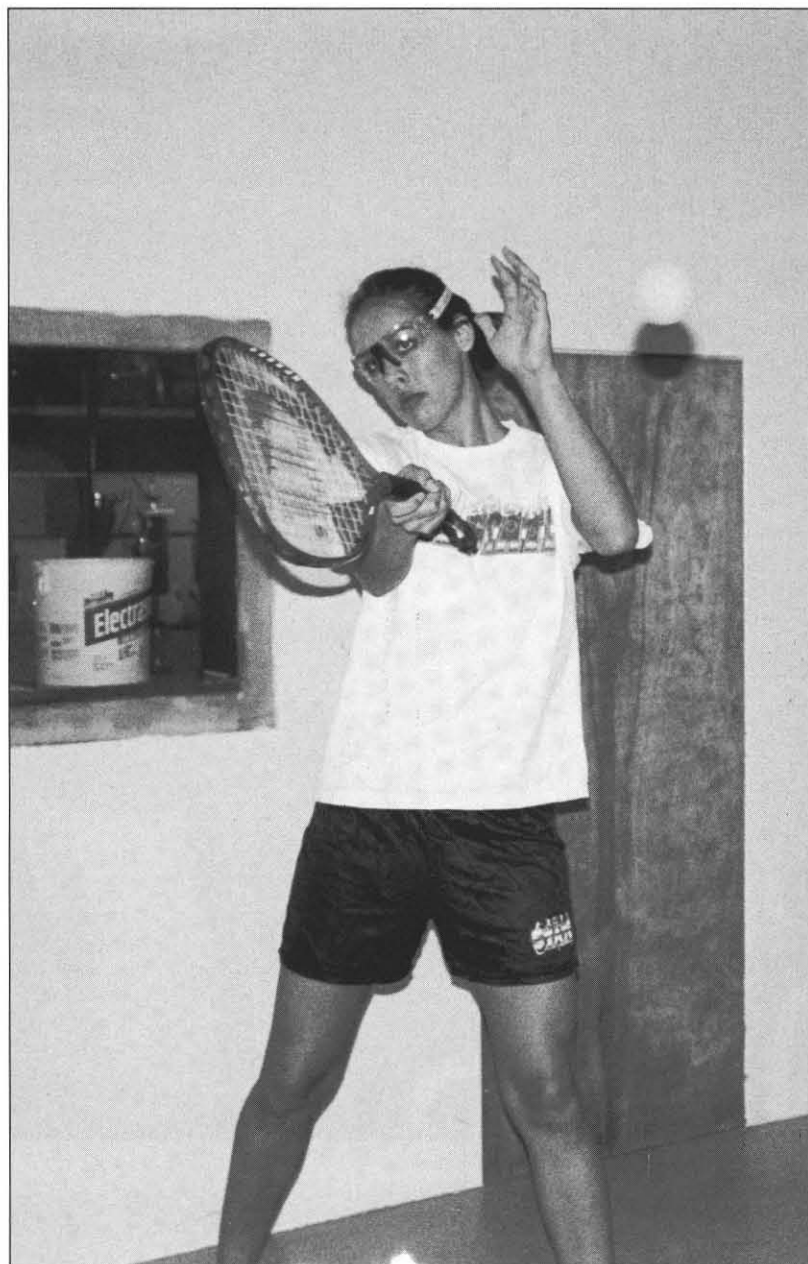


Mike Pruitt, professor of kinesiology, teaches a wellness class Oct. 2. Every student was required to take wellness and two other kinesiology classes to fulfill general education requirements. (Photo by Jeff Montgomery)

Track team members gather around as Steve Guymon, assistant professor of kinesiology and track and cross country coach, shows them their times. Guymon was honored as the Men's Gulf South Region Coach of the year. (Photo by Melissa Wilson)



Freshman Chelsea Simpson focuses while playing a game of racquetball March 4. "Racquetball gives me a chance to relax and take a break from basketball," Simpson, a member of the lady Bison basketball team, said. (Photo by Melissa Wilson)





Freshman Lauren Candy swims laps in the **Ganus Athletic Center** pool during a water safety and instruction class. The class, taught by Karen Yingling, adjunct in kinesiology, certified students to teach lifeguarding and CPR. (Photo by Melissa Wilson)

Senior Mike Culpepper bench presses in the **Ganus Athletic Center's** new weight room. An addition of 13,000 square feet opened this year. (Photo by Melissa Wilson)

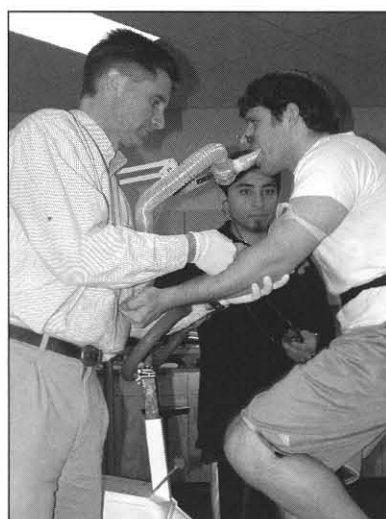


ordering it UP

As part of the new kinesiology lab, the exercise science department administered many tests throughout the year, including the cardio-stress test and two blood pressure tests.



As senior **Chris Banks** takes a cardio-stress test, senior **Emily Holcomb** (foreground) reads the monitor while senior **Susan Berry** checks Banks' blood pressure. This was one of the many tests given in the new kinesiology lab. (Photo by Russ Phillips)



Ken Turley, assistant professor of kinesiology, draws blood from senior **Chris Banks** and senior **Juan Galdamez** checks Banks' blood pressure while he peddles the exercise bike. These tests were conducted on students to analyze plasma levels during exercise. (Photo by Russ Phillips)

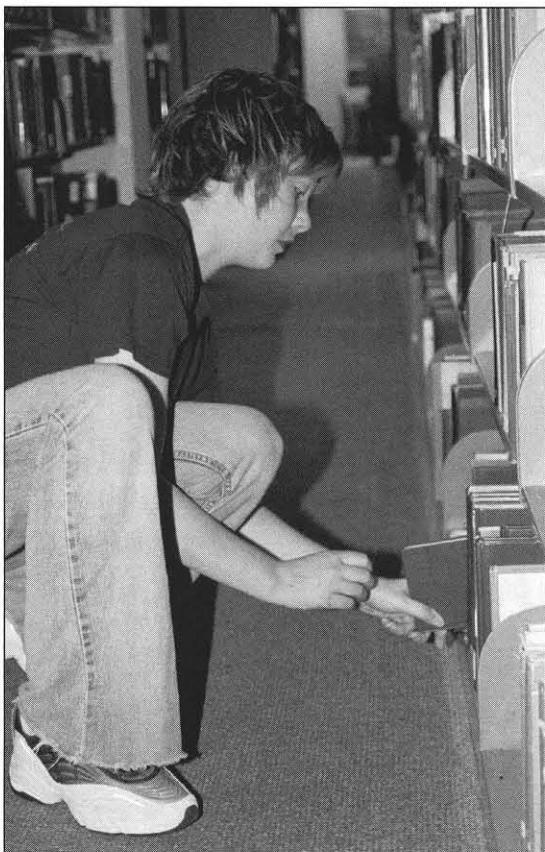


Graduate student Louisa Duke administers a blood pressure test to graduate student **Leslie Kukta**. Exercise science students used the tests to study blood pressure of adolescent girls. (Photo by Melissa Wilson)



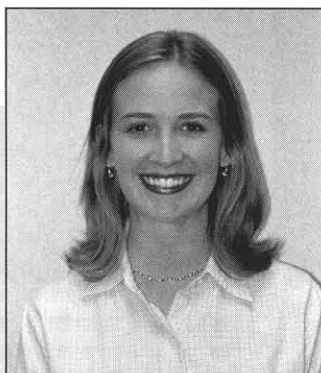
Freshman Jami Rice meets with Rebecca Teague, director of career counseling and placement, during a career counseling session. Students received advice about how to plan their futures through the career center. (Photo by April Clem)

Sophomore Melanie Rankin shelves books while working in the Brackett Library. Library workers checked books in and out, aided in research and restocked the bookshelves. (Photo by Lindsey Taliaferro)

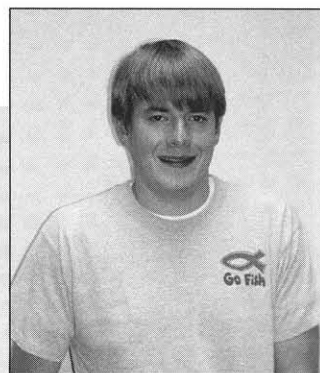


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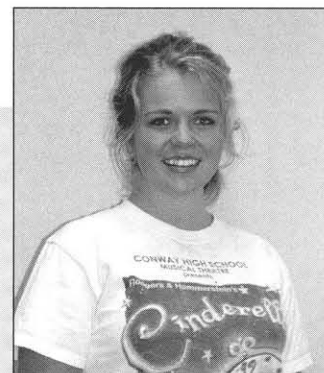
What's the first word that comes to mind when you think about the Honors College and why?



"Chili. We have chili every Thursday. That's what really got me involved with the Honors College."
—Senior Maegan Rogers



"Close-knit. I enjoy the smaller class size of Honors' classes. They are more challenging and encourage discussion."
—Junior Daniel McGraw



"Diverse. People from all over with different interests and talents come together to share the gifts God has given them."
—Freshman Mollee Baker

Moving Out:

Economy affects seniors' plans

Landing a job after graduation may not be as easy for seniors this year according to Rebecca Teague, director of career counseling and placement.

Teague knew firsthand that the market was tighter and recruiting was more selective.

"Students come in and ask what they can do to make themselves more marketable because of the current state of the economy," Teague said. "My advice is to keep up on grades and attendance, but the real key is experience and internships."

Teague recommended that students not wait until their senior year to try and get an internship.

"Students should be looking before their junior year," Teague said. "Employers want to hire people that

have had their feet wet and have work experience."

Teague served as the president of the Association of Colleges and Employers for the state of Arkansas. She worked with career center personnel, recruiters and faculty to make contacts with the best job openings.

"I would recommend that students come in here as early as their freshman year to figure out their goals, take personality assess-

ments and really learn what their field will be looking for upon graduation," Teague said.

"I would recommend students come in as early as their freshman year to figure out their goals..."

-Rebecca Teague, career counseling and placement

Seniors felt the crunch in the market as they tried to find jobs.

"The job market is highly competitive right now," senior Jenna LaCaze said. "I am relying on my grades and the experience I got at my internship and at Harding to land a job."

The weakening economy caused more college seniors to look towards graduate school because the jobs sim-

ply weren't available for them.

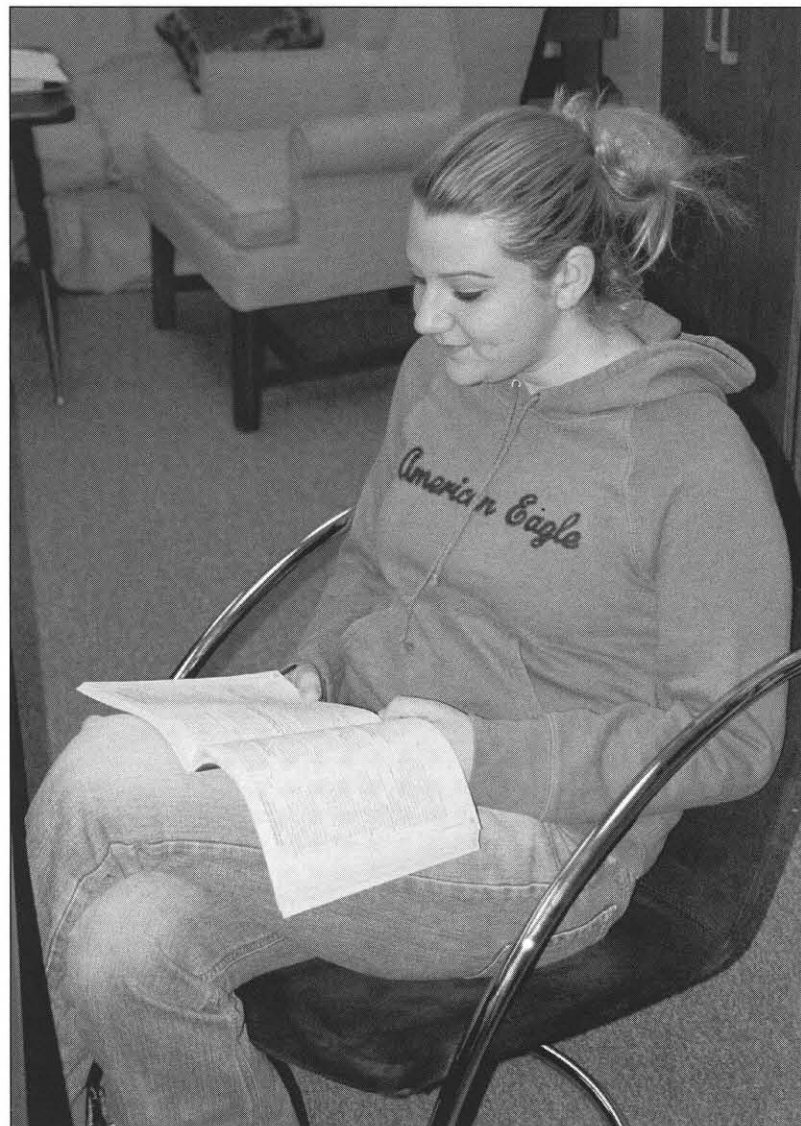
"Enrollment in our graduate school programs has increased at all three of our campuses," said Dr. Jim Nichols, associate dean of the College of Education.

Despite tighter job markets, Teague said students should not be alarmed.

"There are still many fields that are hot right now and in desperate need of employees," Teague said. "Anyone with computer skills is also in demand. If you have computer skills, you just increased your ability to be marketed."

"My advice to students is to start early," she said. "It's never too early to think about your future. The economic conditions are always changing, but if you work hard, opportunities will arise."

—Kerri Dutille



Dr. Jeff Hopper, director of the Honors College and the International Studies program, enjoys a pony ride provided by Danny Baird at the Honors College cookout. The cookout provided new students a way to get involved, and explained many of the activities hosted by the Honors College throughout the rest of the year. (Photo by April Clem)

Freshman Candice Kovarik reads over the academic catalog while waiting for Harold Alexander, a counselor with Student Support Services. Alexander worked with students on a daily basis who needed guidance in their academic careers. (Photo by Renee Lewis)

