

Academics



GUIDING *Students* INTO THE FUTURE

Harding's mission was established long ago, its creed different from its peers.

The ultimate goal is special. Throughout the years, Harding has sought to bring people closer to God. Those who work at Harding seek to bring God into the lives of the students and community. Not only do they seek to lead students into their future professions through academic learning, but they also seek to lead them into their next life. They often step outside the roles society has set for them and give that little extra to prepare their students for life.

The faculty's efforts do not go unrecognized. They have been noticed by the rest of the world. They brought to Harding knowledge, experience and degrees from across the country and around the world. They used their talents to produce classes of students with the skills that employers seek.

Every year, recruiters come from all walks of life to find just who they are looking for on this campus. The faculty mold students into employees who know their trade and exhibit integrity. The University wins recognition year after year, thanks to the efforts put forth by the faculty. It is not just the subjects they teach but the life lessons they provide.

In the classroom, faculty instruct students on how to succeed in the careers of their choice. On the mission field, they teach students how to reach out to others. In international programs, professors become like family. In life, they are leaders. In service, they show they care. Harding's employees teach by the example they set with their lives. Perhaps the greatest lessons are seen in their daily dealings with the Harding family.

B.F. Rhodes, professor of social science, began teaching in Christian schools in 1905 and was one of the founding fathers of Harding. His philosophy of teaching was based on his belief that understanding the past helped solve current problems.



Although the campus is almost unrecognizable physically from just a generation ago, Harding continues along its path toward excellence in this world and the eternal life beyond it. As the landscape changes, the faculty does the same. New faculty come to add their experiences; older faculty continue to share their expertise and the wisdom of their many years of living.

Some have given most of their lives to Harding. They form a team that is dedicated to Harding, to the students and to each other, each one making an impression on the future of someone else. Outwardly, many things have changed, but Harding's focus remains intact, thanks to those who laid the foundation and those who continue to build upward.

Michelle Kitchens, Academics Editor

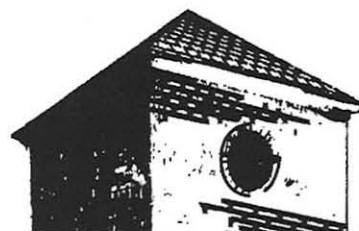


Photo from 1942 Petit Jean



Photo by Salomon Pineda

Assistant Professor Karen Crabb uses a model of the larynx to instruct her communication disorders class about the functions of the vocal cords. Students were required to construct their own models for the course.



BUILDING ON *Foundations* OF THE PAST



Chancellor Clifton Ganus Jr. works in his office in the Administration Building. Ganus was often busy working out details of projects he was involved in. Both he and President David Burks were actively involved in the daily life of Harding.

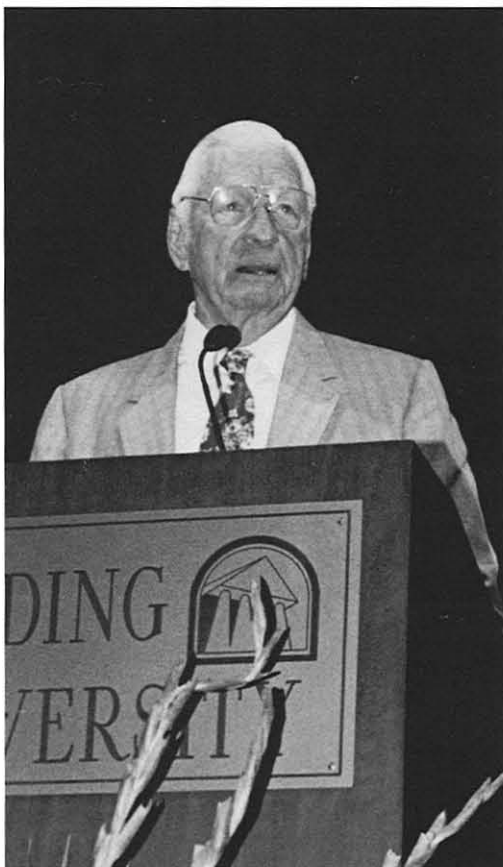
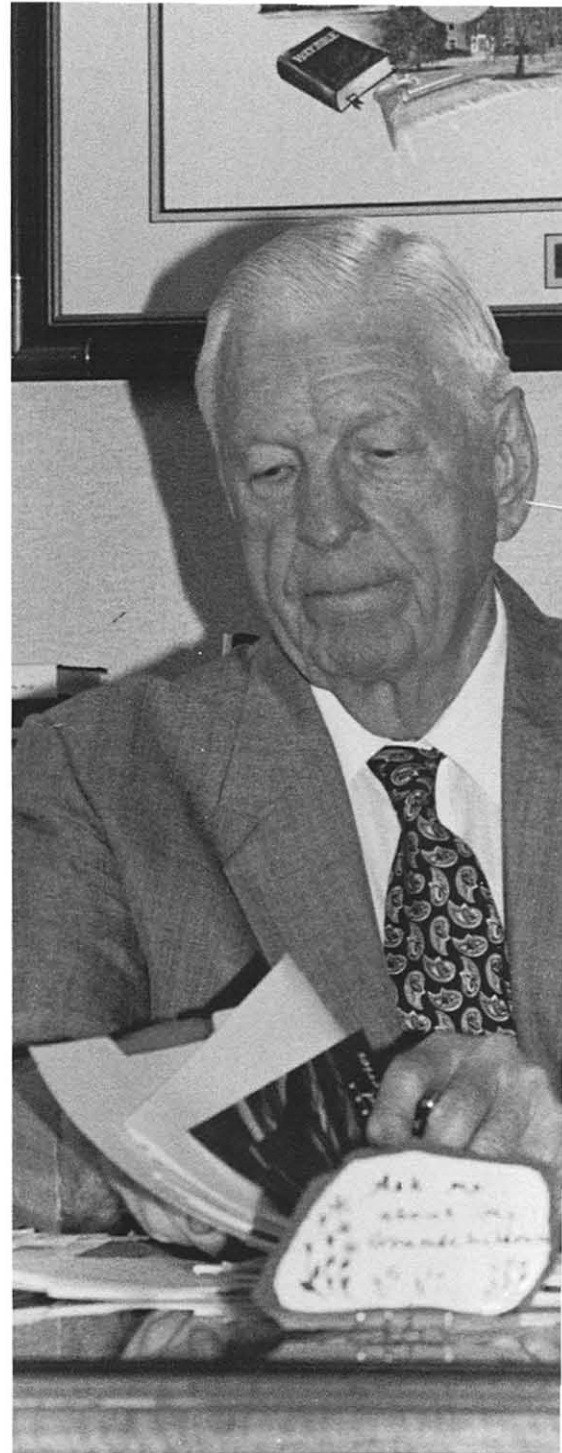


Photo by Salomon Pineda

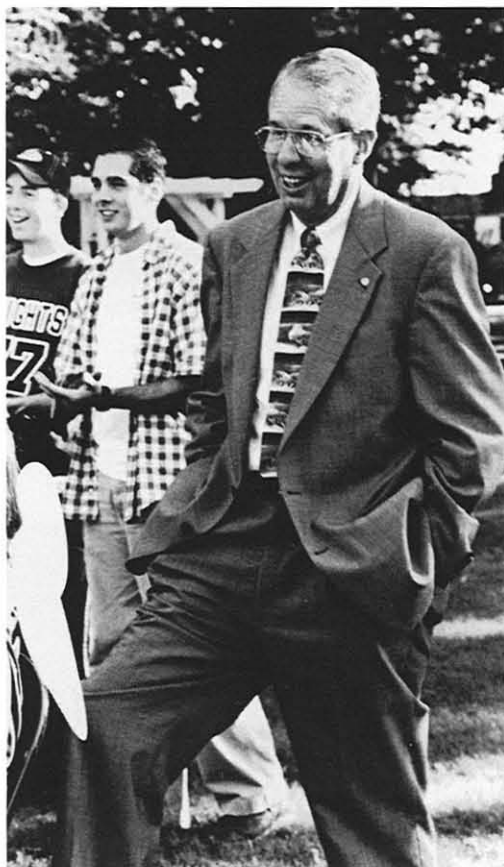


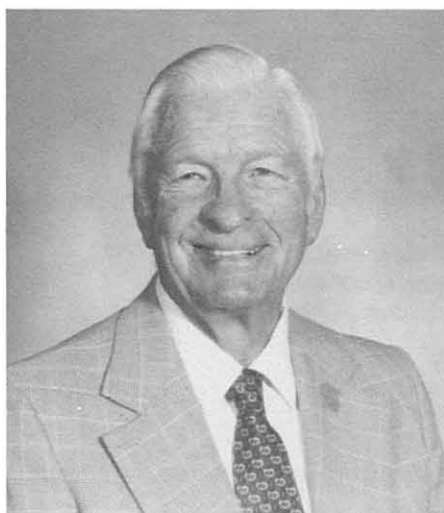
Photo by Salomon Pineda

Chancellor Clifton Ganus Jr. addresses the chapel audience on Founders Day. He was instrumental in organizing Founders Day and bringing many descendants of Harding's forefathers to campus for the celebration.

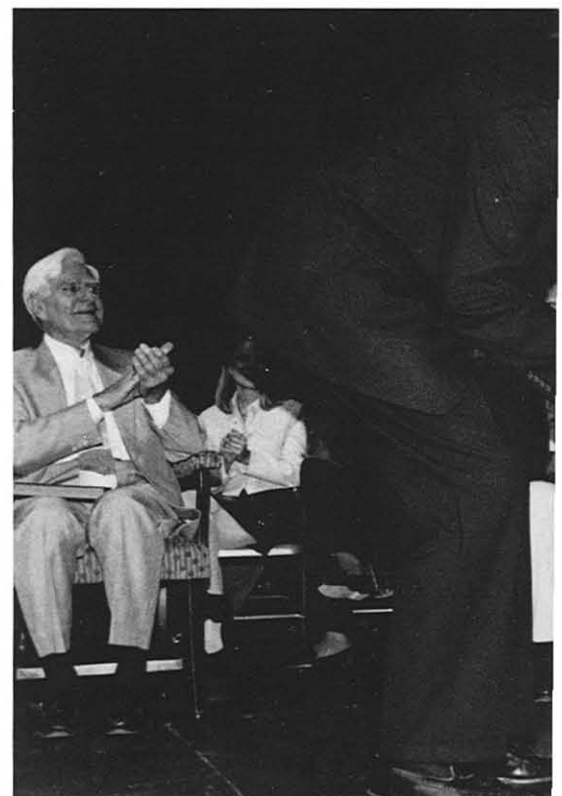
President David Burks chats with a Knights queen at the social club's annual joust. He attended many student functions throughout the year to show his support of the student body.



President
David B. Burks



Chancellor
Clifton L. Ganus Jr.



Burks produces book about Harding mission; Ganus contributes a chapter about its history

Harding tradition has grown and changed tremendously since it began in 1924. However, one very important thing has remained the same – Harding's mission. The mission statement explains the University's unique desire to offer more than just an academic degree; it also desires to instill and nurture spiritual values.

For some time, President David Burks entertained the thought of writing a book that would outline and emphasize Harding's special mission. After two years of intense planning, writing and revising, his basic idea became a reality and was available just in time for Harding's diamond anniversary. Burks said his enthusiasm for the idea was rekindled several years ago while working with Roy Spence, a member of the American Studies Institute Board. "He made the statement that he thought Harding was one of the best kept secrets in the world and that not very many people knew what was happening here," Burks said. Spence continued to tell Burks that he should write a book about Harding's distinctive mission and title it *Against the Grain*.

"You could write volumes about Harding," Chancellor Clifton Ganus said. "You don't know what the future holds, but you can write about what you intend for the future to hold. This is how the book got its title. *Against the Grain* tells of Harding's mission and it shows how Harding is contrary to what the world practices and does."

With that encouragement, Burks wrote an outline for the proposed book based on Harding's mission of integrating faith, learning and living. He and Rich Little, his assistant, then selected people to write about each topic. Burks said he tried to think of those who would make a strong contribution to the book, and he called those people together. They became excited about the opportunity, and writing began. Burks asked Kay Gowen, Dr. Larry Long and Dr. Don Shackelford to serve as an editorial committee for the book.

The committee read and edited each chapter several times. Burks said that most chapters were changed or rewritten, and some were deleted and others added. Gowen said they asked the authors to go back and make sure

they had common elements of style and more "flesh and blood" in their stories. The committee also met with each writer individually to give feedback. "We wanted to take it to a more integrated level, one that we thought would be more of a statement about what Harding is all about," Burks said.

Although the book is not dedicated to the history of Harding, one chapter written by Ganus describes how the school began. "History is the study of our mothers and fathers and their accomplishments," Ganus said. "History is the study of men and women who had a dream and worked to make that dream come true. We can learn from their successes and their failures."

Twenty-four authors, including Burks who wrote three of the 24 chapters, contributed to the work. The book is divided into seven sections: Introduction, Harding University, Faith, Learning, Living, Evidences and Epilogue. The editors also incorporated a 16-page section of pictures which they hope portray various aspects of the mission and the ideas behind the chapter titles. Illustrations that represent key concepts and landmarks at Harding serve as section division pages. They were sketched by Karen Carruth, a senior art major from Nashville, Tenn.

Against the Grain is targeted toward an internal, Harding-related audience. This group includes more than 30,000 alumni, the Board of Trustees, President's Council members, staff, faculty, students, churches, parents and the Searcy community.

"It is 24 authors' perceptions, not just one. In that sense, it's a pretty good statement of what we're trying to do at Harding. I think it could be beneficial to people who are learning more about the work at Harding," Burks said.

Against the Grain was accompanied by a compact disc, entitled *Sounds of Harding*. Dr. Jeff Hopper, professor of music, spent hours collecting quotes from old records, 8-track tapes and video footage. The disc contains 11 tracks that incorporate sounds and voices from Harding's past and present.

– Stacey Hopkins,
Ashley Miller

President David Burks presents Hannah Matthews with a commemorative 75th anniversary medallion during Founders Day chapel. Matthews, a kindergartner at Harding Academy, was honored as the youngest person currently enrolled in Harding.



Photo By Daniel Dubois



Photo by Salomon Pineda

Carr stays busy with campus duties but still makes time for community life

Students at Harding University share a common trait of taking on activities until there doesn't seem to be any time left to sleep. However, this is not unique to students only. Executive Vice President Jim Carr also fills his time with a wide range of activities, including his important role at Harding.

Carr's official job duties include strategic planning and oversight of the enrollment, advancement, student services and public relations departments, as well as the American Studies Institute (ASI). He works closely with Vice President Mike Williams to target enrollment each year and attract students to Harding. While Carr works hard, he is quick to give credit to his co-workers.

"I work with a great team of people who are dedicated to excellence," Carr said. He attributed the success of Harding University to the team effort of everyone involved. "We do it as a team," he said. "We want Harding's reputation to match its excellent program. The 75th anniversary has given us an opportunity to showcase Harding."

Regardless of changes that may take place at Harding, there is one thing Carr hopes never changes. "I want Harding to continue to change the lives of its students," he said.

Carr's responsibilities with the American Studies Institute play a special part in his job with Harding. ASI has brought many speakers of international reputation to the campus.

"My favorite speaker was probably Prime Minister Bhutto of Pakistan," Carr said. "Even though she was considered royalty, she seemed down to earth and genuinely excited to be here."

In addition to his duties at Harding, Carr is a long-standing board member at Central Arkansas Hospital and Simmons First Bank. He is also a member of the United Way and Kiwanis Club and serves as a deacon at the Cloverdale Church of Christ.

Spending time with his family is also very important to Carr. Each weekend is spent with his family, and he considers it a "great time." Carr and his wife, Susan, have three children, Chelsea, 10; Lance, 9; and Anna Ruth, 2.

The Carr family owns a 200-acre farm in the countryside just outside of Searcy. They raise Lob Lolly Pine for sale as lumber and own a few cows as well. "I love Harding and this part of the country," Carr said. "We're blessed to be here."

After completing his undergraduate work at Harding University in 1970, Carr worked with Florida State University and American College Testing from 1970 until 1987. During this time, he also earned his Ph.D., and even attended FSU with President David Burks.

Carr returned to Harding in 1987 as the executive vice president. "Coming [back] to Harding was a big change from Florida," Carr said. "I had to adjust from a larger school."

"My father had been in university administration all his life and I decided to follow in his footsteps," Carr said. "I enjoy working here and I always want it to be a challenge."

As Harding University celebrated 75 years of service, Carr reflected on the changes over the years. "As I have watched Harding grow during the last 25 years, I am unable to dream the dream of where Harding is destined to go."

— Remie Beaulieu

Dr. Jim Carr chats with Billy Ray Cox, a member of the American Studies Institute board from Dallas, Texas, and Dr. Tom Howard, chair of the history and political science department, before a performance by the chorus. Carr has served as executive director of the ASI since it was initiated in 1988.



Photo by Salomon Pineda

Lott Tucker and Latina Dykes discuss their schedules for the day. Tucker took on a different role this year as he entered semi-retirement.





Photo by Salomon Pineda

Buddy Rowan talks with Lisa Roberts and Jennifer Hackney on the sidewalk between classes. Although his new job as Chief Financial Officer does not call for him to deal directly with the students, he likes to get out and stroll the campus occasionally.

Floyd Daniel listens as one of his co-workers tells a story about the previous weekend. Daniel's job sometimes made for exciting weekends because of the travel involved for fund-raising.

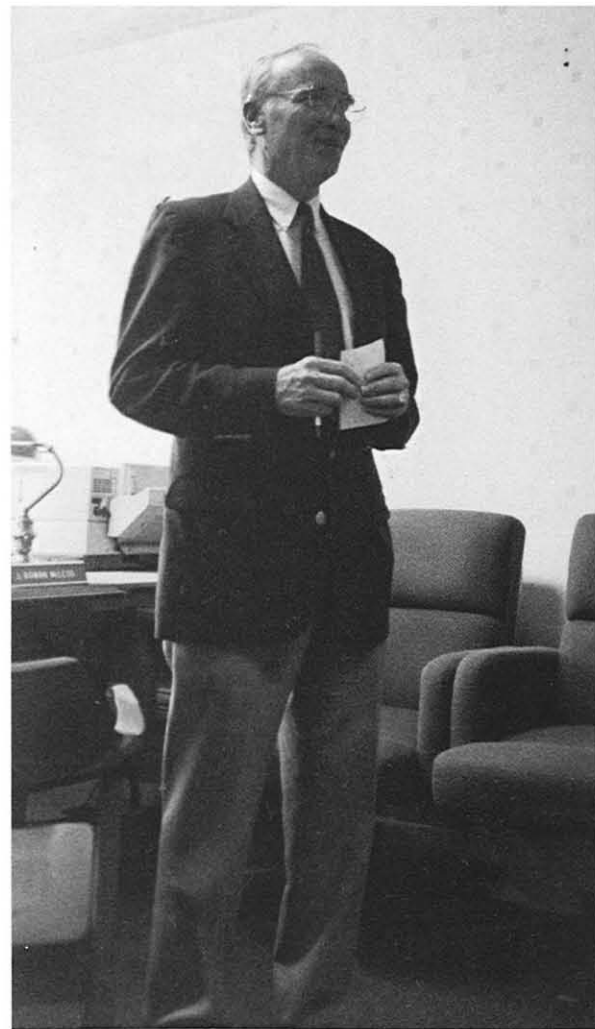


Photo by Salomon Pineda



Photo by Salomon Pineda



Jim Carr
Executive Vice President

C. Floyd Daniel
Senior Vice President

Lott Tucker
Senior Vice President

Neale Pryor
Vice President for Academic Affairs

Buddy Rowan
*Vice President for Finance/
Chief Financial Officer*



Board member Bill Chism helps junior Derek Reaves by filling out a survey for Reaves' marketing class. Several of the board members participated in the survey while they were on a break from their meetings. The board of trustees met during Homecoming weekend to discuss business for this year's agenda.

President's Council member Tim Hacker addresses the Saturday morning meeting of the council. For convenience, they met on the weekends when many already planned trips to campus – Homecoming and Spring Sing.

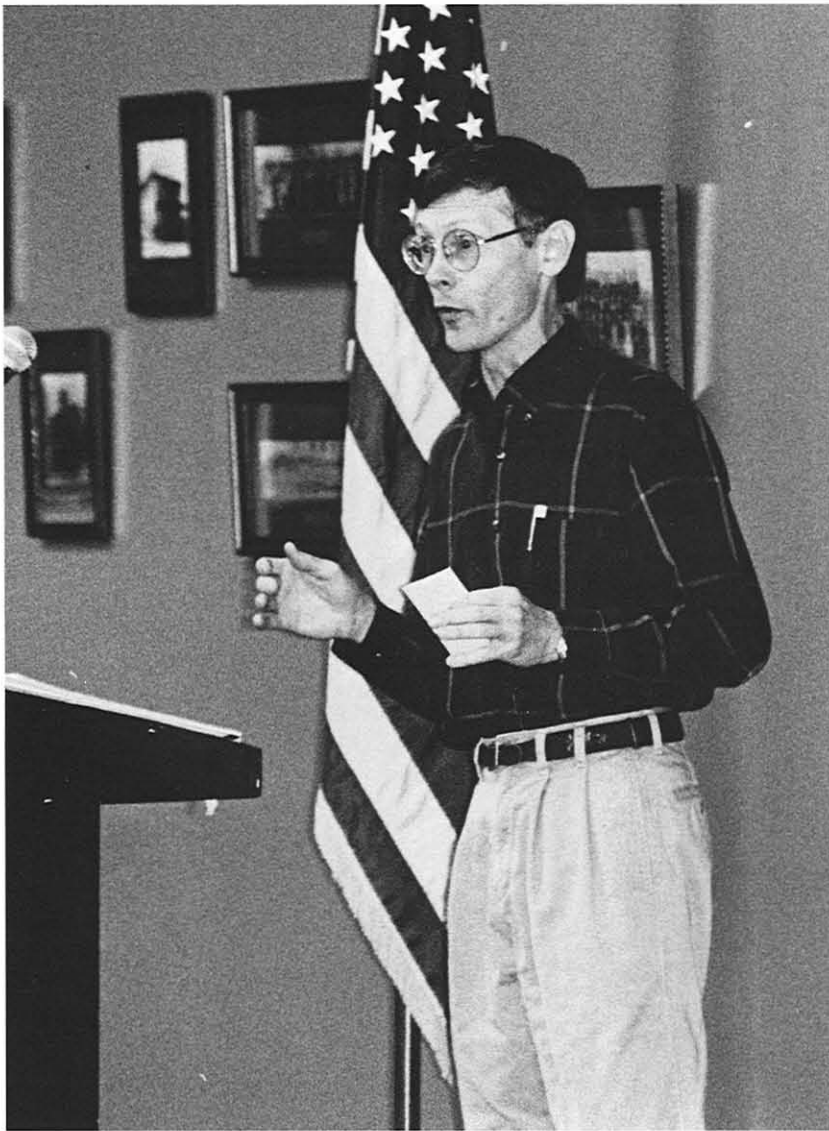
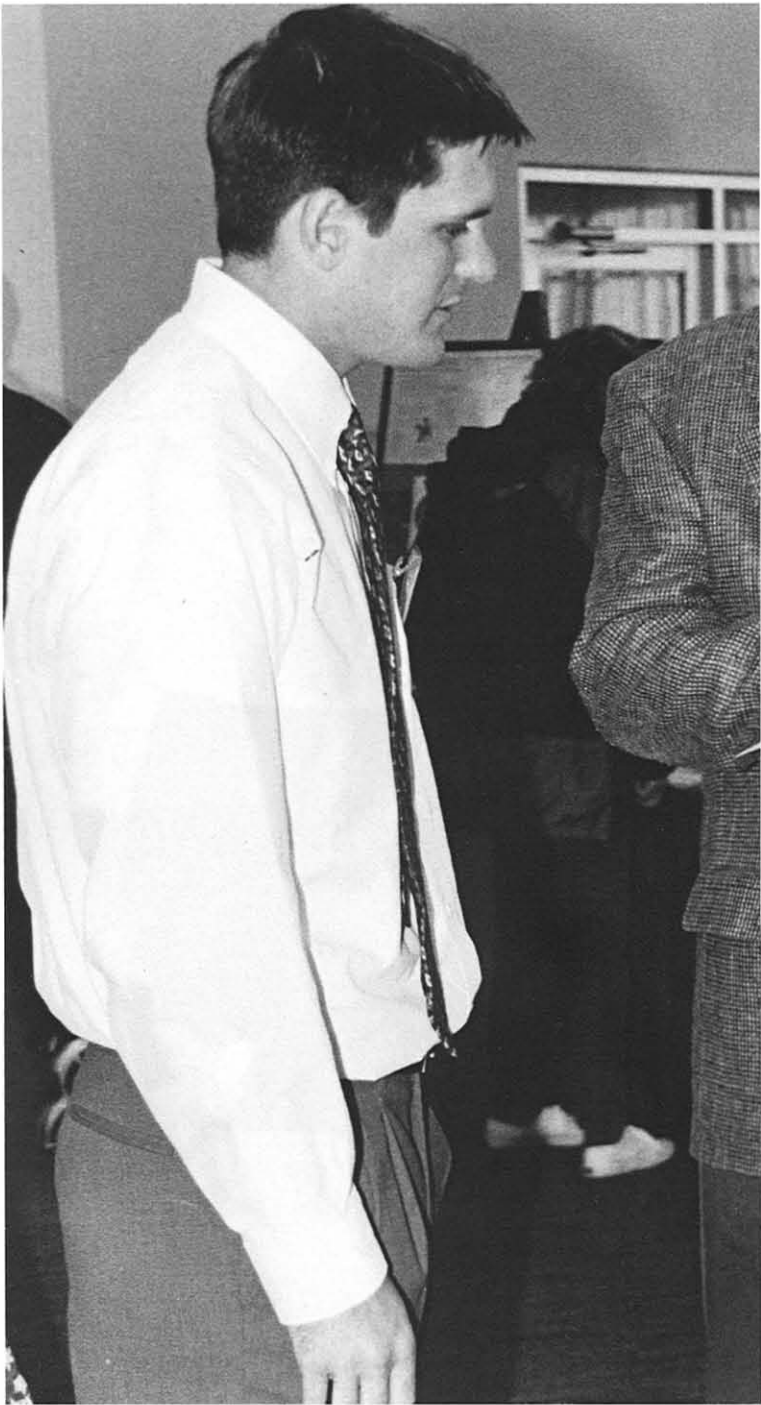


Photo by Daniel Dubois



Board of Trustees: First Row: Judy Morris, Little Rock, Ark.; Deanna Smith, Memphis Tenn.; Bob Diles, Little Rock, Ark. Second Row: Robert Brackett, Vero Beach, Fla.; Harry Risinger, Millington, Tenn.; James H. Cone, Little Rock, Ark.; John Baldwin, Holyoke, Colo.; Jim Bill McInteer, Nashville, Tenn. Third Row: Don Shores, Cave Springs, Ark.; Pat Bell, Little Rock, Ark.; Paul Carter, Bentonville Ark.; Henry Farrar, Lebanon, Tenn.; Mel Gardner, Fort Worth, Texas. Fourth Row: Harold Redd, Memphis, Tenn.; Roy Sawyer, Sardis, Miss.; John Simmons, Columbia, Tenn.; Jim Bob Humphrey, Russellville, Ark.; Bill Chism, Springfield, Mo. Fifth Row: Richard Gibson, Longview, Texas; Jerry Morgan, Amarillo, Texas; Russ Burcham, Kennett, Mo.; David Burks, Searcy, Ark.



Photo by Salomon Pineda



Photo by Salomon Pineda

President's Council gives time and money; introduces the new Diamond Campaign

Several groups and organizations have helped Harding become a successful university. One of these, the President's Council, has provided nearly 35 years of service.

"Council members have typically been recommended to us from someone in their church or community," Regional Advancement Director Mark Moore said. "Members are usually outstanding members in their community. Not all are alumni. Some of the members are parents of students or just people that are very interested in the advancement of Christian education."

The council is made up of hundreds of dedicated men and women.

Five hundred and seventy nine current members are spread throughout the United States. The council is trying to increase its membership to 1,000 by the year 2000.

"Having 1,000 families willing to contribute to Harding and its ideas will be remarkable," President David Burks said.

The members are essentially asked to perform four functions. The first function is to spread the word of what is going on at Harding.

"The President's Council members are basically the eyes and ears of the University," Moore said. "They not only tell us what is going on outside the University setting, but they also spread the word to others about what is taking place inside the University. It's much easier to inform 1,000 people than 100,000 alumni."

The council's second and third functions both deal with finding talented people. They help find new faculty and recruit students.

"It's a lot more impressive to a prospective Harding student if someone other than an admissions counselor talks to them face to

face," Moore said. "Council members carry more weight than a Harding employee because council members are people of influence within the community."

The final function is to help fund the financial campaigns.

Council members are expected to provide financial leadership through their own gifts to Harding and by influencing others to give. Members are asked to give a minimum of \$1,000 annually to the President's Council Scholarship Fund and to assist in identifying, cultivating and soliciting gifts from others.

"The President's Council has always played a significant role in helping fund scholarships," Burks said. "I believe that, in the future, the President's Council will play a bigger role in providing leadership and spreading the word about our newest campaign."

The Diamond Campaign was introduced to the council members this year. This campaign is the largest in Harding history and it will run for the next five years. The University seeks to raise \$100 million with this campaign.

"The President's Council will play a pivotal role in the Diamond Campaign," Assistant Vice President for University Advancement Tim Bruner said. "The council members will be able to give funds to the campaign, but more importantly they will be able to tell others about the campaign."

"We want to be able to give them updates on what's going on academically and spiritually, and on what is planned for the future," Moore said. "Recently, we've found that the President's Council had the biggest influence in Harding's strategic planning."

— Philip Murphy

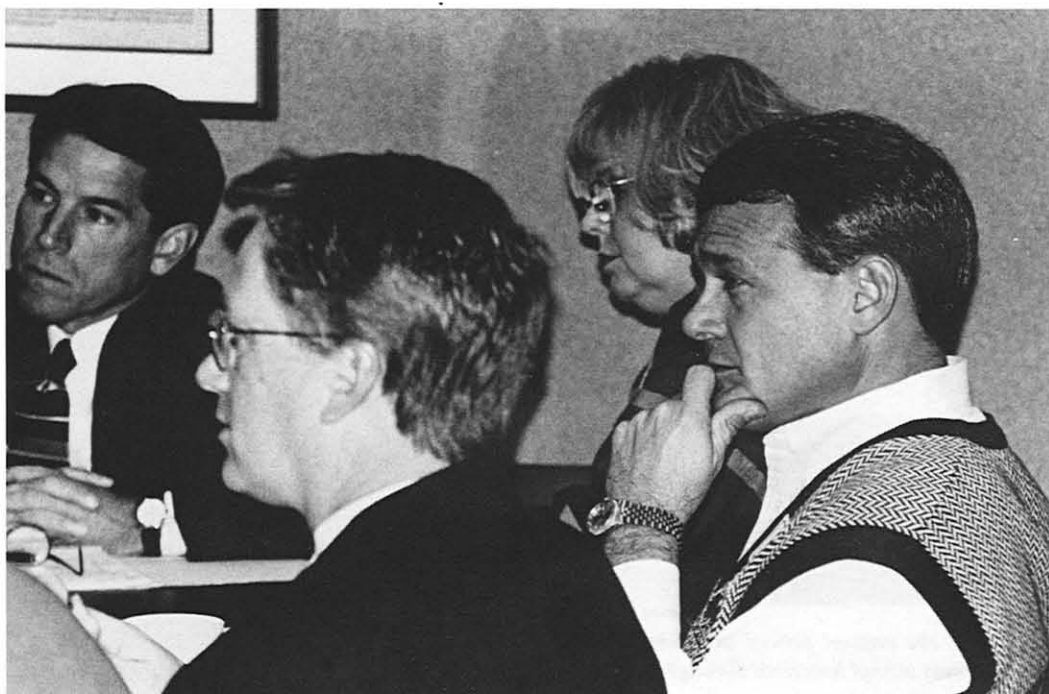


Photo by Daniel Dubois

Mark Wallis, Jimmy Cone and Tammie Hacker gather with Tim Bruner and other President's Council members in their meeting room in the American Heritage. Members used their meeting times to exchange ideas and proposals. Despite the hard work, they looked forward to the times when they were on campus together.

Finley appointed to new responsibility as dean of the School of Education

Dr. Lewis Tony Finley became dean of the School of Education at the end of the 1997-1998 school year.

Finley has been at Harding University since 1985, teaching educational media, science and graduate classes such as School Law. "As dean, I am more involved in the operation of the school rather than teaching as much as I did in the past," Finley said. "I'm responsible for the certification of our students and those that are coming back to certify."

The work load has increased with his new title, according to Finley. "We have 17 faculty members in the school and we probably have the largest number of students in our teaching program as in any program on campus, so we have a lot of work to do," he said.

Finley talked about how helpful his position has been in keeping up with what is going on with students. "Currently the big thing going on in Arkansas education is teacher licensure and that is changing our curriculum tremendously, so we are involved in it to meet the new licensure standards that are going into effect January 1, 2002," he said.

The change of position has been important to Finley, both personally and professionally. "I enjoy doing this," he said. "My background is just so varied. This is my 35th year as a teacher. I came to Harding Academy in 1978 to teach chemistry." Previous to that, Finley taught in public schools, elementary and junior high schools. "I was elementary principal of public schools, so I have worked in administrative positions for a number of years in the past," he said.

He plans to keep his position as dean for

many years. "I told Dr. Burks I would like to stay in 12 years; I would be 67 years old at that time," he said. "That would give me a total of 47 years of teaching and administration skills. At the end I might think about doing something different."

Finley said he is so busy that he hardly misses his last job. "Every time I have gone to a different position in an institution, I have missed what I have done before, but there is so much to do in this new position that I really don't have time to miss it," he said. Finley said this position is time-consuming, and there are always new challenges involved. The School of Education and I make every effort to put the student first. Doing that and taking care of business takes a lot of time," he said.

The decision to change positions was totally professional, Finley said. "Dr. Coker retired from this position," he said. "He had been dean for 20 years, and a year from this December he will retire from the School of Education, so the position came open and I applied."

Finley said his position created some changes in his professional and personal life, but it never affected him. "My wife and I have always been very involved here at Harding, and I put in longer days than I used to," he said. "But my schedule has always been start early and finish late, and my wife is very supportive. There are extra things that come up that we will normally stay after the usual time, but it has been very enjoyable."

Finley thinks of his change as more than a position. "I look at it not as a position, but as a responsibility with the job," he said.

— Julieta Gil



Dr. Tony Finley visits with Katie Peters outside the American Studies building. Taking time to talk with the students was an important part of the job of the new dean of education.



Photo by Salomon Pineda

Dr. Randy McLeod speaks at the annual School of Business retreat. McLeod was present for business school functions throughout the year.

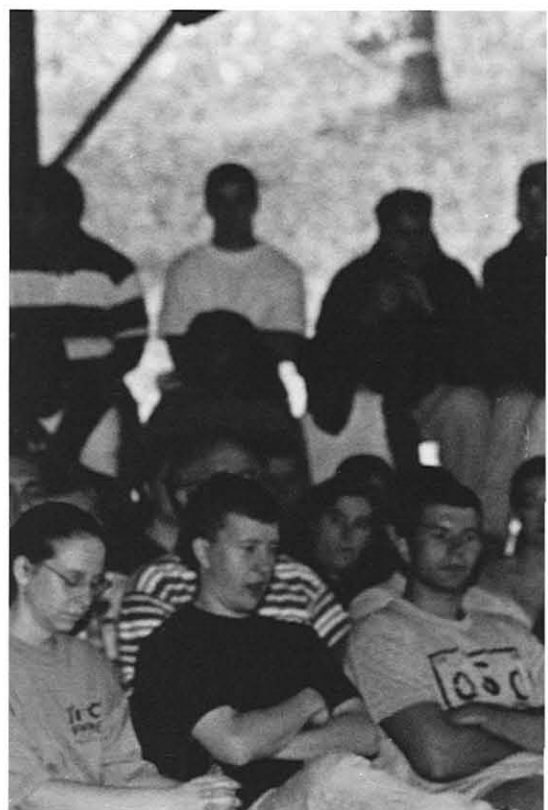




Photo by Salomon Pineda

Dr. Dean Priest questions junior Charley Graham about his experiment in one of the science labs. Priest liked to keep in contact with students by dropping in on classes from time to time.

Dr. Cathleen Shultz gives senior Dana Carroll a hug at the induction dinner for the nursing honor society. Shultz made it a point to congratulate every student who was inducted that night.



Photo By Salomon Pineda



Photo by Salomon Pineda



Tom Alexander
Bible and Religion

Tony Finley
Education

Randy McLeod
Business



Dean B. Priest
Arts & Sciences

Cathleen Shultz
Nursing

David Crouch, public relations director, and David Hurd, director of the TV studio, edit tape together in the television studio. Crouch and Hurd often worked on projects together concerning the University's public relations.

Lavern Richey, manager of the Harding Press, works to meet a publication deadline. The press was responsible for printing the Bison as well as items that were ordered by individuals or offices from the community or on campus.

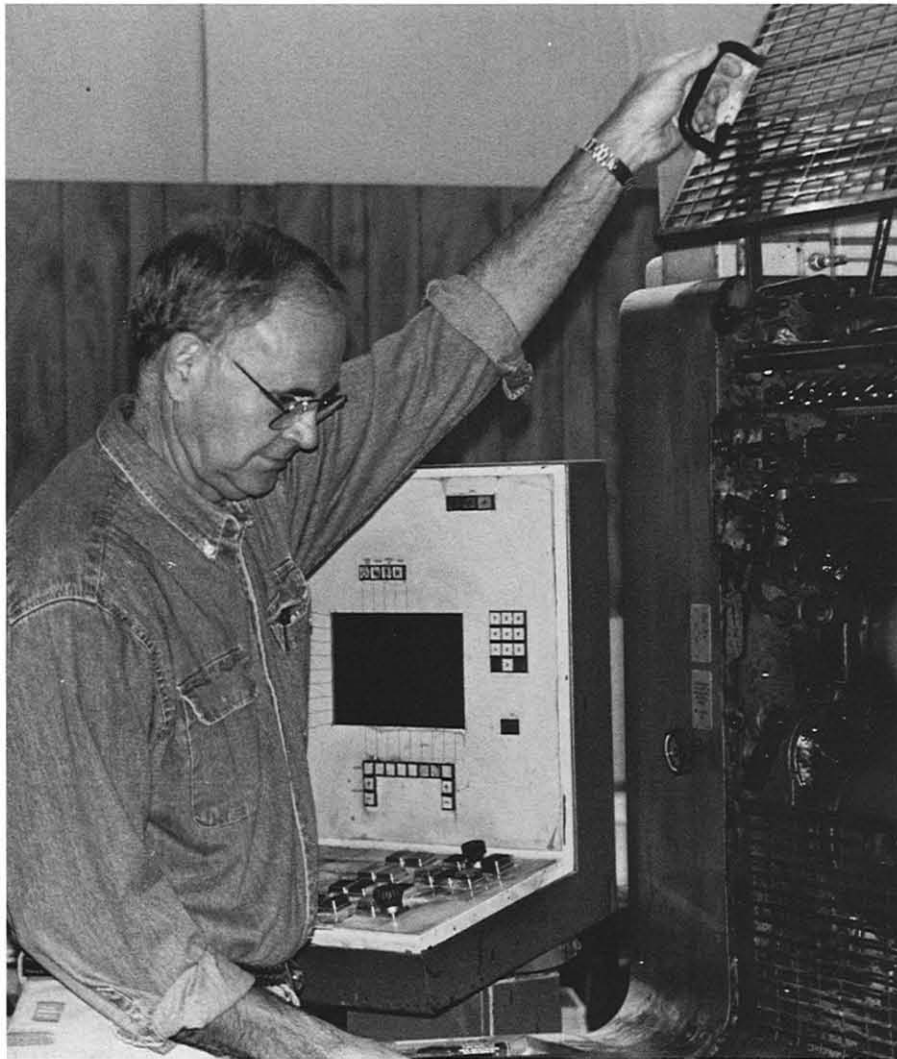
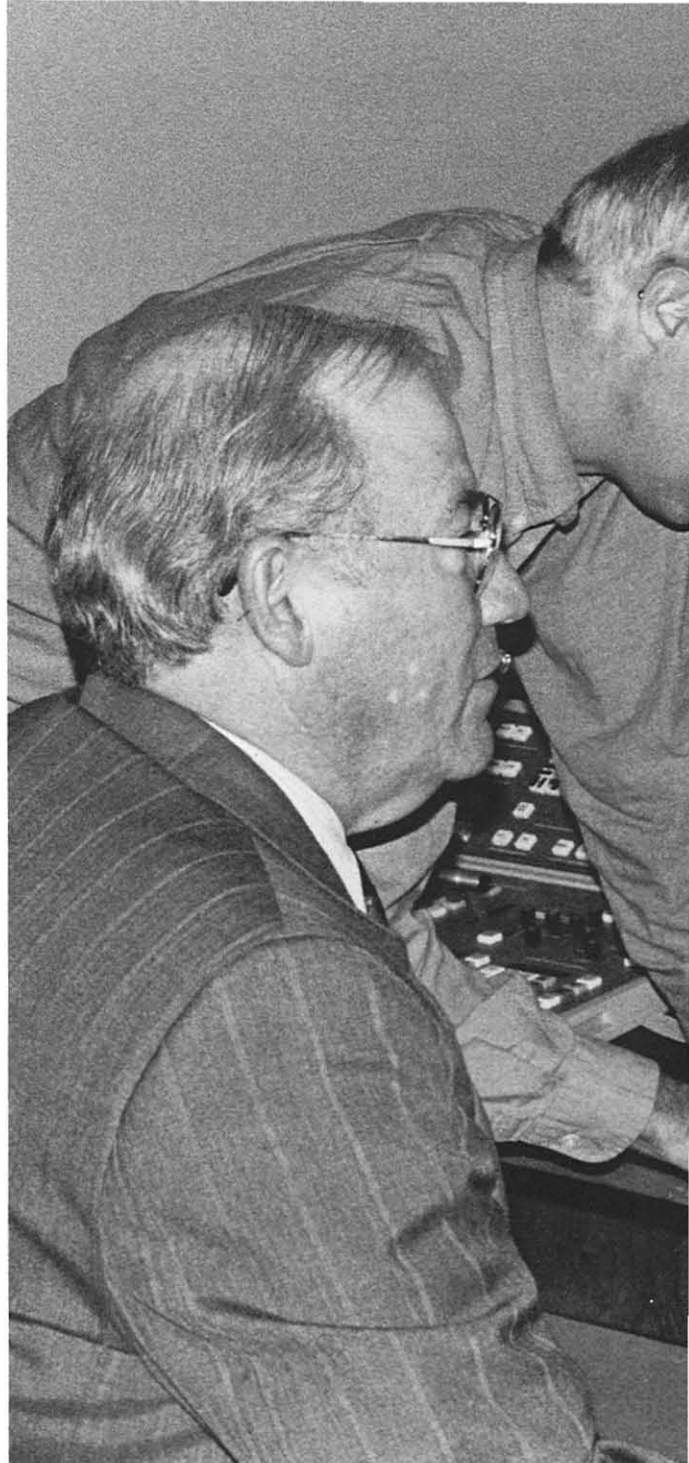


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Jerome Barnes, Ed.D. Dir./Special Projects
William Bridges, B.S. Mgr./HUB
Tim Bruner, M.B.A. Ass't. VP/Advancement
Nicky Boyd, Ed.D. Dir./Walton Scholars
David Crouch, B.S. Dir./Public Relations
Greg Harnden, M.A. Athletic Director

David Hurd, B.A. Dir./TV Studio
Don Kee, J.D., University Attorney
Randy Lambeth, M.Ed. Supt./Harding Academy
Keith Larey, B.S. Dir./Human Resources
Rich Little, M.S.E. Ass't. to the President
Lavern Richey Mgr./Harding Press



Rebecca Teague, B.S. Placement Coordinator
Brett Watson, B.S. Dir./Alumni Relations
Zearl Watson, B.S. Dir./Student Financial Services
Mike Williams, B.B.A. Ass't. VP/Admissions



Crouch coordinates Harding's public image; helps university celebrate 75th in grand style

Few people realize the amount of effort and planning that goes into a 75th anniversary celebration. As the director of public relations at Harding University, David Crouch has complete grasp of what it takes to celebrate 75 years.

Crouch graduated from Harding in 1970 with a B.S. in biology. Even though his teachers in high school urged him to pursue an academic career in English or journalism, Crouch had his eyes set on a career in the field of biology and teaching.

"I was going to teach biology and chemistry and coach pee-wee basketball," Crouch said. A call from Harding University in July of 1970, one month after the class of '70 commencement ceremonies, changed those plans.

Harding offered Crouch a position as director of the news bureau in the public relations office. For the next five years he practiced the writing skills that his high school teachers had encouraged, composing news releases for the University. "I was still interested in biology," Crouch said. "But I've never really pursued it."

Crouch later served as director of placement and alumni relations until President David Burks offered him his current position in 1987.

This year marked the second major anniversary that Crouch has been present for at Harding. "I was here for the 50th anniversary," Crouch said. "The 50th and 75th year are different from any other years. We do all the normal things throughout the year, plus all the anniversary things."

Serving as the public relations represen-

tative of the 75th Anniversary Steering Committee, Crouch was in charge of coordinating the radio and television advertisements, brochures, programs, publicity events and news releases. He also worked closely with such programs as the American Studies Institute Distinguished Lecture Series.

The ASI lectures for the 1998-1999 academic year included top political personalities Mikhail Gorbachev and John Majors. "Normally, we'll have maybe one big speaker in a year," Crouch said. "But this year we had several. The thing I enjoy most about my job is that no two days are alike and I get to have contact with many people on campus."

The public relations job also involved working with people and firms off campus. Harding just joined forces with a public relations firm in Pennsylvania to gain more national prominence. That's in addition to the firm they currently work with in Little Rock.

Crouch described his earlier years serving in alumni relations as "insightful as to how Harding is viewed." This helped him understand how to develop Harding's positive image in the eyes of the public, alumni and other audiences. "It has been a learning process," Crouch said, "and it continues to be a learning process."

Since this was his second major anniversary celebration at Harding, Crouch looks forward to the future. "The 50th and 75th [years] are historic milestones," he said. "I could very well be around for the 100th. They may have to wheel me around, but I hope to be here for the centennial."

— Remie Beaulieu

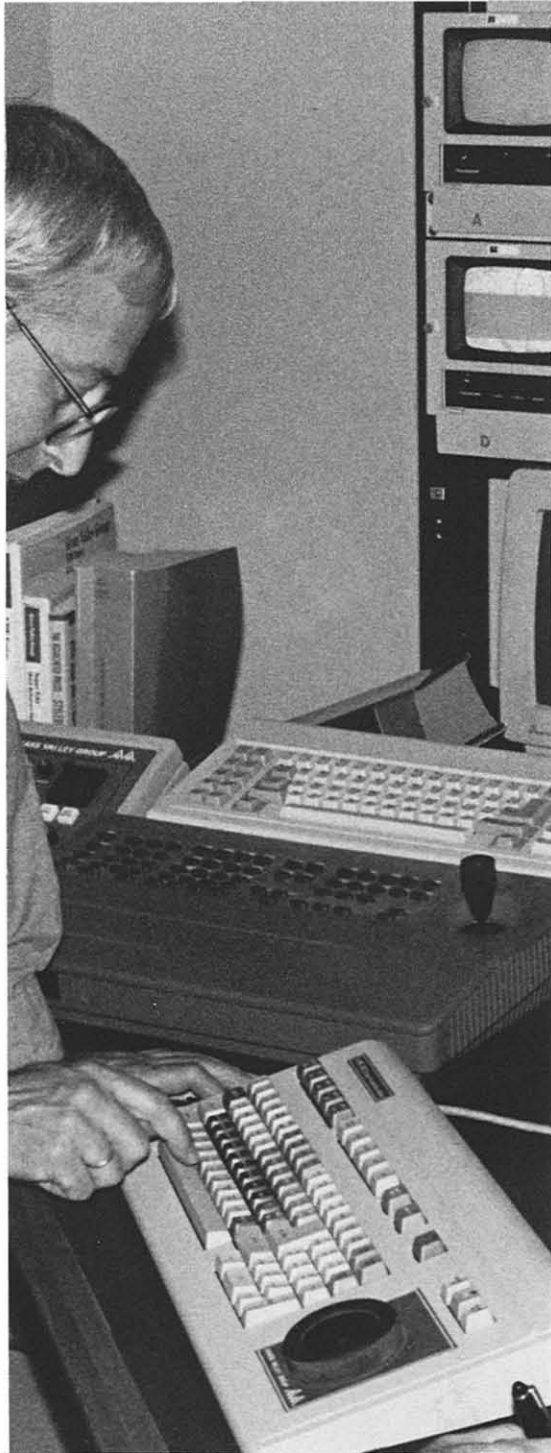


Photo by Daniel Dubois



Photo by Salomon Pineda

Tim Bruner leads a group discussion President's Council meeting. Bruner's job advancement required that he work closely with members of the President's Council and help coordinate their meetings.

Davis begins new position as dean of men; looks to make an impact on student body

After Dean James Anderson's departure from Student Services, former Director of Student Involvement Terry Davis made the transition to assistant dean of students for the 1998-1999 school year.

Davis had spent three years as director of student involvement and was looking for a change.

"I'm very excited that I finally have an opportunity to help students with their spiritual and physical needs instead of just their social needs," Davis said. "I think students understand that I'm not trying to nit-pick. Most students really understand that when I take them aside and tell them that I'm actually more concerned with their souls than anything else."

Davis had previously served as a dorm manager for the Old Married Student Apartments.

"I'm really trying to change a lot of what goes on in the men's dorms," Davis said. "We've hired two ladies to give Harbin and Keller dorms a homier atmosphere. These two ladies have been baking cookies for the men, and they have been decorating the dorms to give them a lady's touch. For the most part, the students have really enjoyed the attention."

Davis reinstated the detention hall for code of conduct offenders and rechecked the dorms several times late at night.

"Detention hall serves as more of a deterrent than some of our other forms of punishment," Davis said. "We've also been assigning some students to work with the Harding maintenance crew. Most of these students have been caught defacing the campus in some way.

It's definitely had a big effect on those that had to do some of the dirty work for punishment."

Davis is slowly moving out of his role in student involvement.

"I still work with Jim Miller, my graduate assistant, in supervising some of the student activities," Davis said. "Jim is really running the day-to-day activities; however I have bi-weekly meetings with student leaders to find out what is happening on campus and what students are wanting."

Davis said that the biggest changes in his role have been the addition of a supporting staff, dealing with discipline and having more of a say in what goes on.

"Before, I could just hear rumors about things that went on. Now I can act on them," Davis said. "My dealing with discipline has really been something the students have had to adjust to. However, I feel that the biggest adjustment that students have had to make is calling me Dean Davis."

Davis said he deals mainly with disciplining students who have violated dorm and chapel rules.

"Dean Gardner deals mainly with the sex, alcohol and drug violations," Davis said. "I've dealt with everything from earrings to pornography in the dorms. There's no telling what I'll be confronted with in a day's work."

Although his new job requires more responsibility and work that he has to take home, Davis feels that he has freed up his weekends.

"I finally have weekends off, with the exception of some late nights when we recheck the dorm," Davis said.

— Philip Murphy

Dean Terry Davis chats with Carolina Barreto in the McInteer plaza. Davis spent a lot of time with the students to get an idea of what problems and issues they were facing so he could have a better grasp on how to serve the student body.

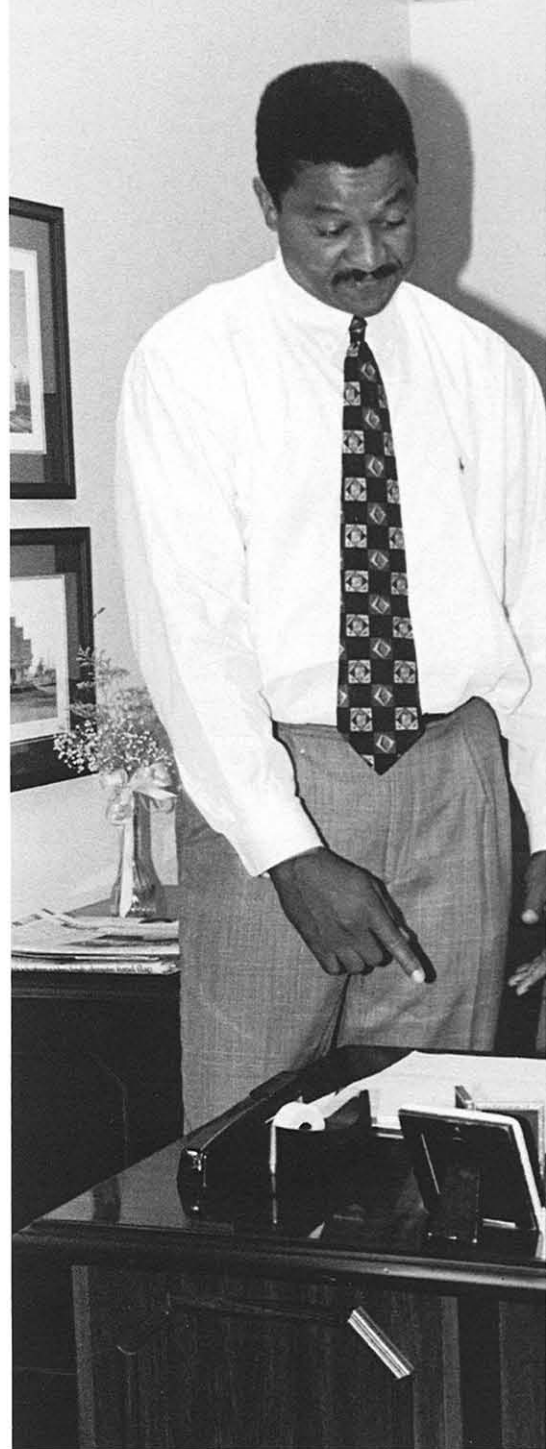




Photo By Salomon Pineda

Dean Butch Gardner works with Annette Davis in the Student Services office. Gardner's job required that he stay up on current events concerning the students. He often stayed busy after hours to keep things running smoothly.

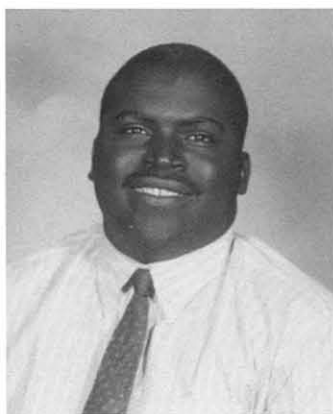
Dean Peggy Huckeba discusses ICC policies with Tricia Case after an ICC meeting. She and Davis worked closely with students to determine which practices were working and which ones needed to be revised.



Photo By Salomon Pineda



Photo by Salomon Pineda



Terry Davis
Assistant Dean of Students



Butch Gardner
Assistant Vice President/Dean of Students



Peggy Huckeba
Assistant Dean of Students

Jan Milner, Christy Myers, Ben Stewart, Jennifer Smith and Julia Johnson are encouraged by Dumitru Gamalie as they conquer the ropes course at open house in the new Academic Support Center. Academic Support Services moved across campus to the former music building.

Student worker Charlie Marcussen assists Todd Watson with a periodical search in the Brackett Library. Students and faculty worked together to make the library an easy and enjoyable place to study.

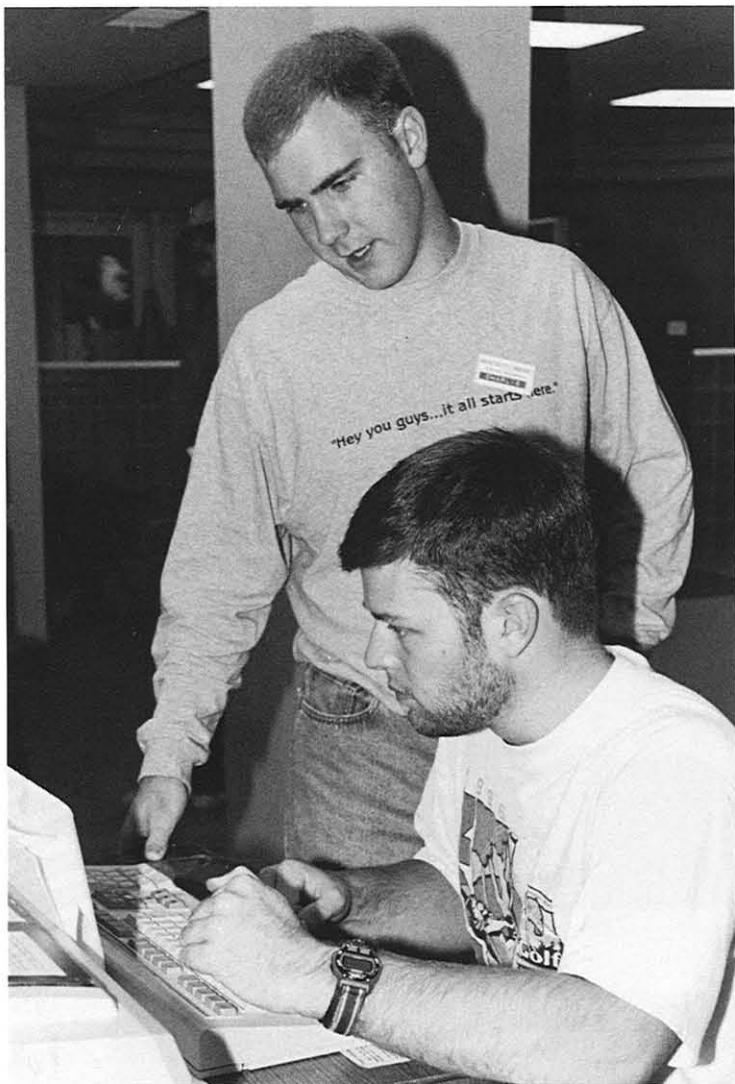
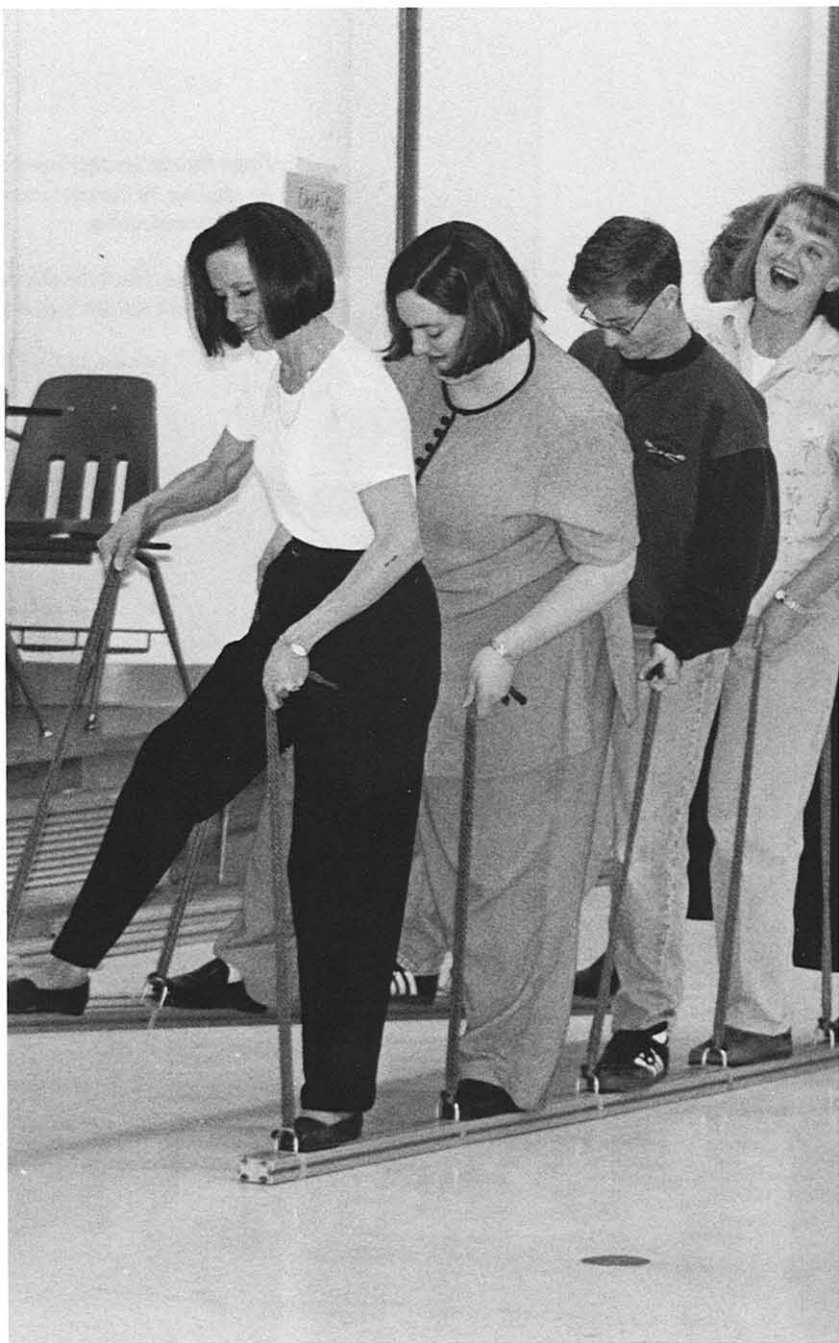


Photo by Salomon Pineda

Rebecca Teague goes over a resumé with Cheri Scharff in the Career Center. The Career Center helped students prepare resúmes and set up job interviews to assist them in finding employment after graduation.



Photo by Daniel Dubois



Academic Services Center lends assistance; places students on the pathway to success

The transition from high school to college can be difficult. Many students get bogged down and fall behind in their academic course loads. Fortunately, Harding's Academic Services Center helped meet the needs of struggling students. The Academic Services Center included three programs to help students before college and during their college experience.

The Upward Bound program offered unique opportunities to college-bound students in high school. The program was federally funded and available to students who met need-based qualifications. Those who qualified were offered a wealth of experiences to aid in academic performance, cultural understanding and high school to college transition. Several students attended classes on Saturdays to assist them in their studies.

"We help them get prepared for college," said Julie Johnson, academic coordinator for Upward Bound.

Upward Bound served 12 high schools in the northeast Arkansas area.

"We currently have students from 8 high schools," Johnson said, "and 75 percent of last years' graduating participants enrolled at Harding University.

"We try to communicate with the [high school] teachers and keep up with our students' grades," Johnson said. "This year we plan on traveling to Washington D.C. since it's an election year. This is Upward Bound's first trip to provide real-life exposure for its students."

The Student Support Services, also a

federally funded academic program, was available to students who qualified that were currently enrolled in college. Student Support Services provided tutoring, counseling and cultural development including trips to the opera and dinner theater.

"We try to develop leadership skills and vastly expand the horizons of program participants," said Jennifer Hurd, Ed.D., the academic resources coordinator for Student Support Services.

In August, 1998, the Academic Services Center moved from the Sears House to the Claud Rogers Lee building (formerly the music center). The move gave the center much needed space and gave them room to grow.

"Having a new place to work is wonderful," Hurd said. "All the practice rooms are perfect for tutoring."

The third program available from Academic Services was the ADVANCE program. ADVANCE offered support separate from the government-funded programs to students who did not meet the need-based requirements for the other two programs. The ADVANCE program was designed to help fill the gap that some students had in their knowledge.

"We have anywhere from 100 to 200 students in the program every year," said Dee Bost, program coordinator. "The program is a helpful tool to most students. It gives them that boost they need."

The Academic Services Center did all it could to help Harding students succeed and attain their goals in life.

— Remie Beaulieu



Photo by Daniel Dubois



Harold Alexander, M.S.E., N.C.C. Counselor/Student Support Services
Dee Bost, Ed.D. Coordinator/Learning Center, Director/ADVANCE program
Gerald Cox, M.L.S. Interlibrary Loan, Cataloging, Reference Librarian
Ann Dixon, M.L.S. Circulation and Reference Librarian
Trent Dodds, B.A. Systems Manager/Library
Rick Fought, M.L.I.S. Archives & Reference Librarian

Ann Hobby, M.Ed., M.L.I.S. Reference & Instruction Librarian
Jennifer Hurd, Ed.D. Academic Resources Coordinator
Suzanne Spurrier, M.A., M.L.S. Library Director
Henry Terrill, M.S.L.S. Serials & Government Documents Librarian
Linda Thompson, Ed.D. Director/Student Support Services
Shirley Williams, M.A.T., M.L.S. Technical Service Librarian

Walton students find a unique experience; Harding gains talented and eager students

Through the generosity of Sam Walton, many students from South America are able to attend Harding University.

Dr. Nicky Boyd, director of the Walton Program, recruits students to Harding. "I love being in this position," said Boyd, who started working with the program in 1994.

Boyd related the story of the Walton Program. "The program started in 1985 when Mr. and Mrs. Walton used to visit friends in Panama and realized that it was going to be a huge help to fund students to come here," he said.

Boyd said there are some requirements for the students to qualify for the scholarship. "Basically, they have to have excellent grades and come from families of low income," he said. "The program recruits people from each country and we go down and interview them."

The recruiting committee places ads in newspapers to inform people about Harding.

Boyd said that the whole idea of this program is to help the countries. "This is the reason that the Walton Program doesn't let the students stay after they graduate," he said. "We want them to go back and help their own countries. If they want to get a master's, they have to go home for at least a year and then come back to start it."

Senior Carlos Stadthagen, from Nicaragua, said he was glad to be a part of this program. "The Walton scholarship is very good. It gives us so many benefits," he said.

Stadthagen said he was lucky because not every person that applies for the scholarship gets in the program. "There are many people applying for it and they make a selection," he said.

Stadthagen appreciated the funding that the program made available to the Walton students. "We get to have everything – food, room, books, tuition, a certain amount of money every month for personal expenses and a ticket to go home every summer," he said.

Stadthagen said that he doesn't regret being away from home. "This kind of opportunity comes along once in a lifetime and I'm glad I'm taking advantage of it," he said.

Freshman Esperanza Massana, from El Salvador, loves being at Harding. "It is a blessing from God that I'm here because it is helping my family financially and letting me have new experiences," she said. "Studying for my career out of my country was one of my dreams and I thank God and the Walton Program for making my dream come true."

Massana said she did not know what she was going to do after she finished high school. "I did not have a clue about my college life until my mom saw an ad in the newspaper for a Walton scholarship, and that's when I sent my papers," she said. "I didn't think I was going to be so lucky as to qualify. I prayed and prayed and they called me for the interview."

Massana said she was the happiest person alive after she found out she qualified for the program. "Dr. Nicky Boyd has an ability to choose people that come for the program," she said. "I really had the need to find something like this, because everything the Walton Program gives us is great and unique. It is a good atmosphere among us and I love sharing experiences with the other Walton students. We are like a team and a real family."

– Julieta Gil



Nora Shebelut, Michelle Guzman, Biannca Castroneira and Esperanza Massana, enjoy the program at a gathering of Walton Scholars. The Walton Scholars had events throughout the semester to meet Walton students from other schools.



Photo By Salomon Pineda



Photo By Daniel Dubois

Monica Scott, a senior trustee scholar, asks a question at the annual question and answer session with President David Burks. The trustee scholars, who are part of the Honors program, are chosen through an interview process before they enroll.

Randall Parks, a National Merit Scholar, reviews his notes at an Honors Council meeting. He, like many students in the Honors Program, kept busy with several different activities. Parks served as president of the American Studies Distinguished Students, the Honors Association and his social club.

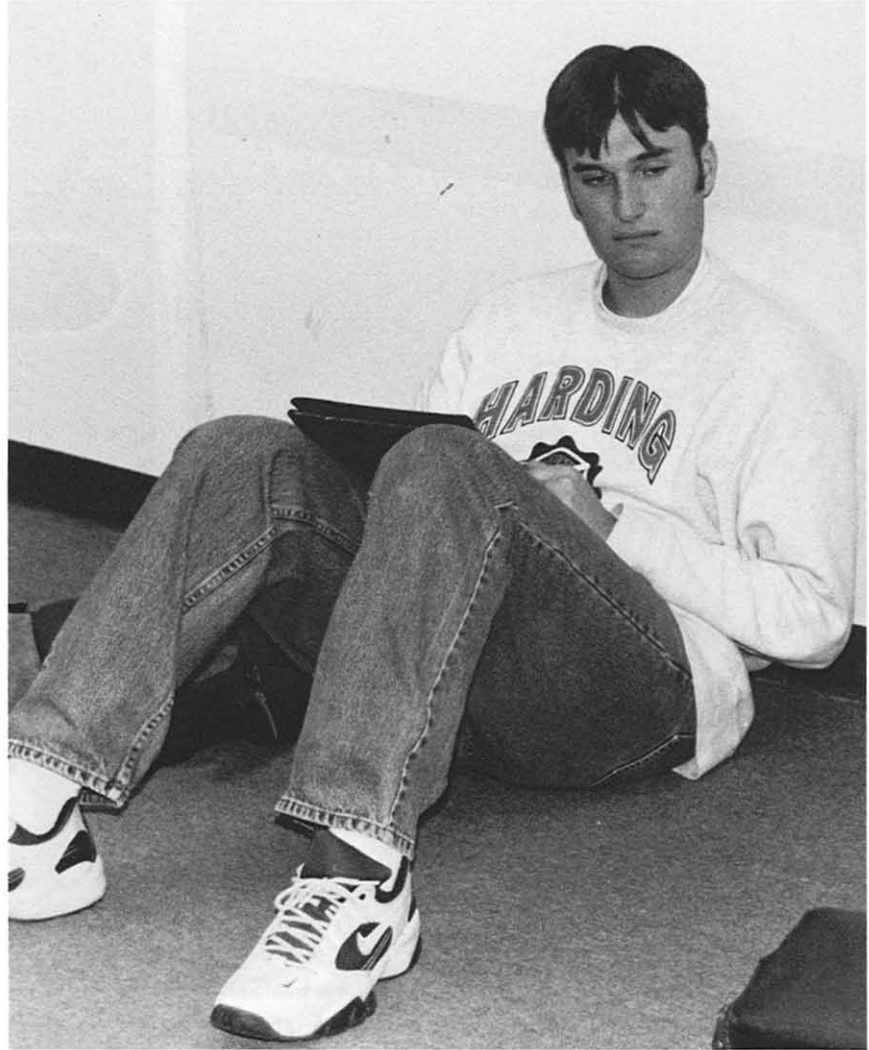


Photo By Daniel Dubois



Photo by Salomon Pineda

Stevens scholars Heather Ervin and Amanda Germaine take time for a chat on a bench outside the Student Center. Ervin and Germaine were part of the scholarship program created by an endowment made in 1992 to Harding from Jack Stevens for students from eastern Arkansas.

Dr. David Johnson uses examples written on the board to teach the students in Financial Management. His class was one of many that could be taken for graduate credit this semester.



Photo by Salomon Pineda

Carla Chance, a graduate education student, works with a student of her own at Southeast Middle School in Searcy. Many of the graduate students in the School of Education worked full-time at local schools and took advantage of the night classes available to work on their master's degree.

Dr. Vann Rackley works in a supervision session with Marriage and Family Therapy (MFT) students Beth Luallen and Keith Waggoner. MFT students often participated in mock counseling sessions to practice their skills and be advised by their instructors. MFT's goal was to provide graduates with good training that would prepare them for various psychotherapeutic settings.

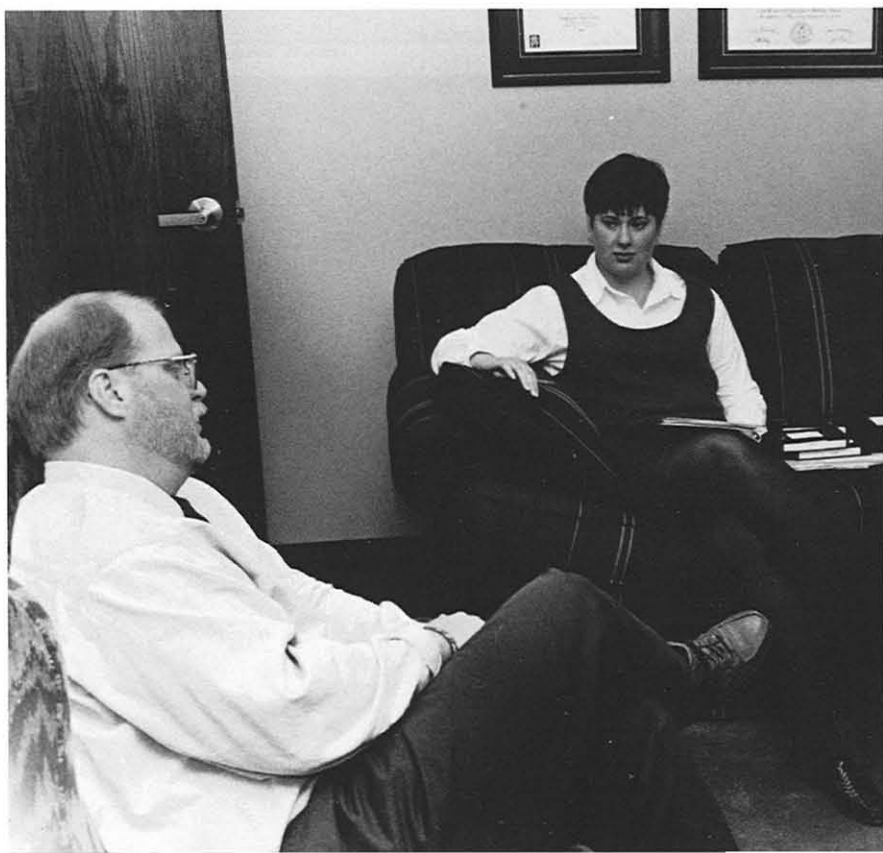
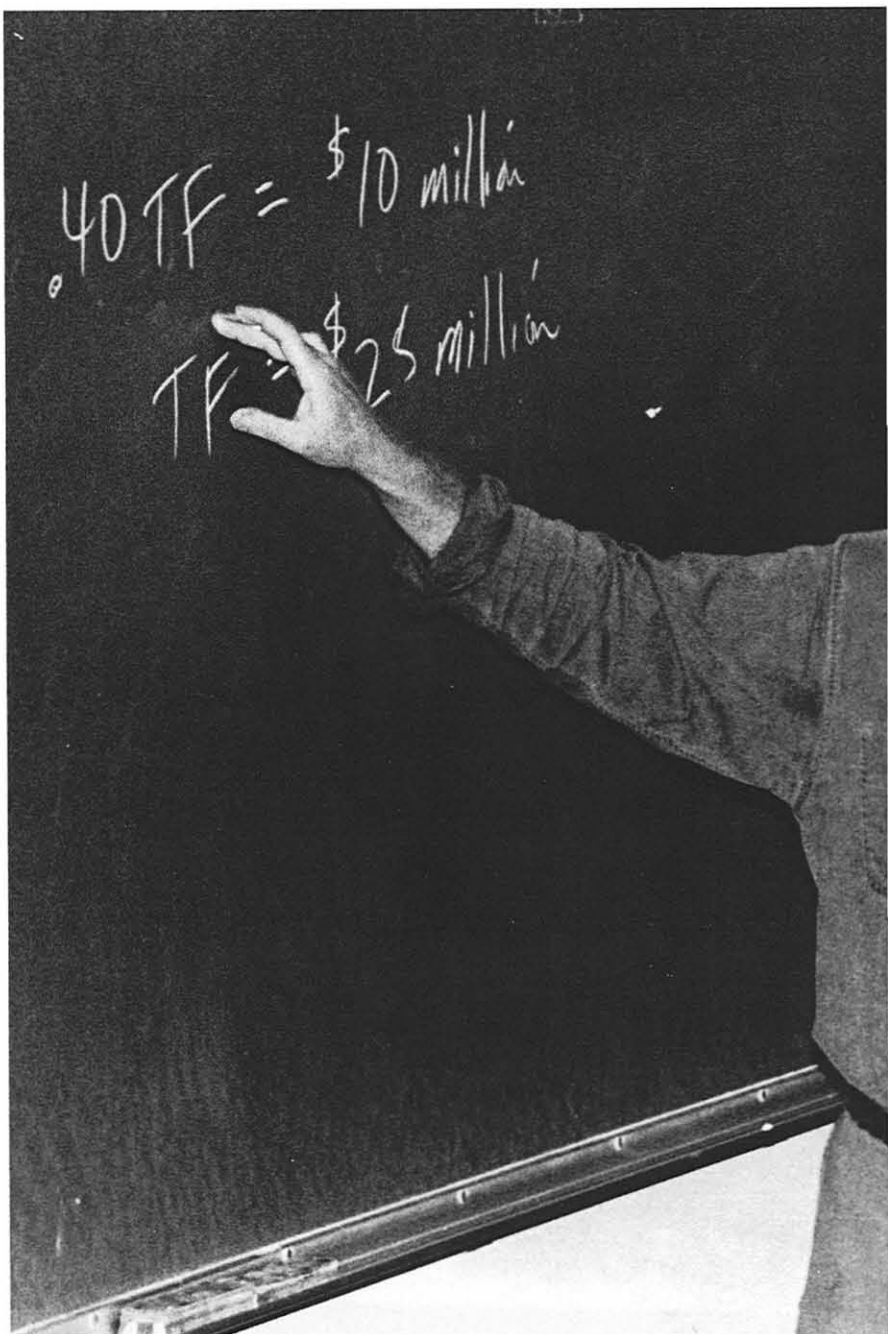




Photo by Salomon Pineda

Business and nursing curriculums expand; Each program adds a graduate degree

Education for eternity continued at Harding in 1998 with new master's degree programs in the School of Nursing and the School of Business. These two programs brought the total of graduate degrees to four.

The School of Nursing offered two tracks in which students could attain a Master of Science in Nursing degree.

These tracks include Primary Care in Community and International Settings, and Managed Care for High Risk Populations. "These programs are designed to train [students] working in this profession within a Christian framework," said Dr. Cathleen Shultz, dean of the School of Nursing and graduate program director. "Christian ethics underpin everything we do."

Both tracks require six part-time academic semesters for completion of the degree. "This program is designed for the working nurse," Shultz said. "All classes are offered in the evenings for the convenience of those enrolled. Each track leads to preparation as a clinical nurse specialist."

The Primary Care in Community and International Settings track is closely tied with mission work, and School of Nursing students can and do visit missions clinics in several countries. Managed Care for High Risk Populations deals with managed care in a nontraditional sense, according to Shultz. "It is designed to train nurses in managing care for people who have high risk problems," she said.

In addition to the new graduate program in the School of Nursing, the School of Business began a Master of Business Administra-

tion degree program. Known in the School of Business as the MBA 2000 program, its first graduating class will be in December of 1999, just before the new millennium.

Dr. Steve Williams, director of Graduate Business Programs, is enthusiastic. "It gives us a way to serve our alumni," Williams said.

The MBA includes major areas in leadership, public accounting, health care management and international business. The program is fully accredited by the Association of Collegiate Business Schools and Programs and by the North Central Association of Colleges and Secondary Schools.

Students can expect to complete their degree in as little as 15 months, completing 36 to 48 hours of courses. No business background or undergraduate degree is required.

The MBA program includes tracks designed for students with degrees in business or those who seek to improve their job market advantages with a business graduate degree.

The School of Business MBA program also offers new online and team teaching methods for enrolled students. Several classes are offered exclusively via the School of Business network, and students can meet the requirements online at their convenience during the semester. Other courses are taught by a team of professors who can combine class assignments, such as term papers, so students can write one thesis for two classes.

Both graduate programs expand Harding's mission of education for eternity in significant ways.

— Remie Beaulieu



Photo by Daniel Dubois

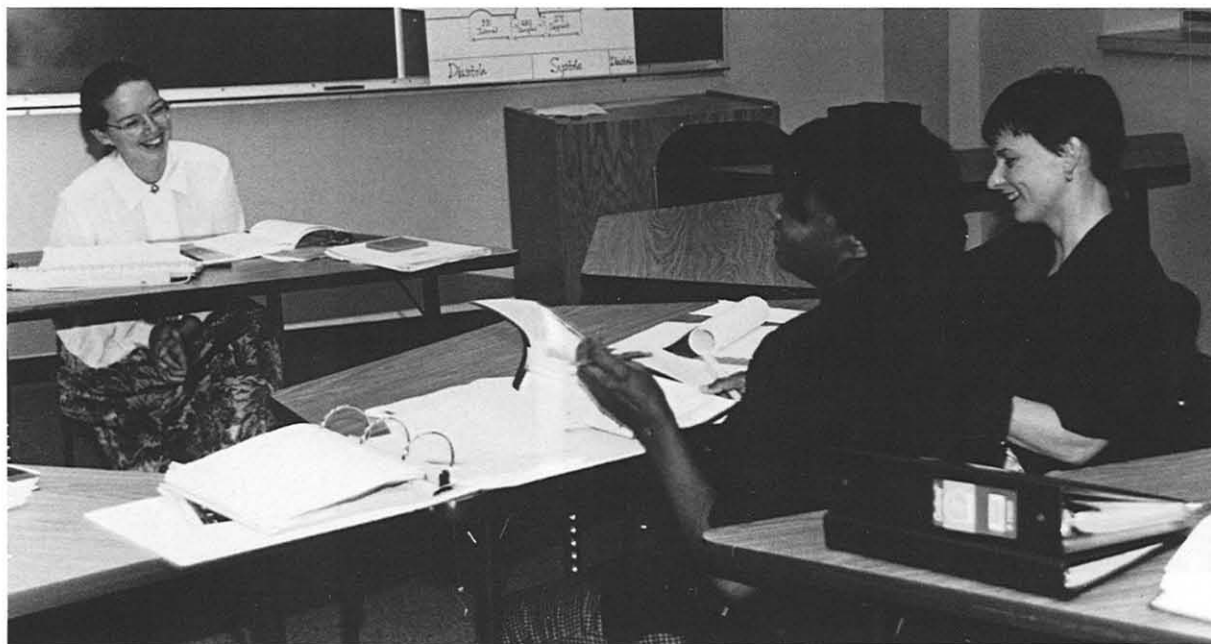


Photo by Salomon Pineda

Da'Lynn Clayton leads a class discussion in one of the new graduate classes in the School of Nursing. Like many of their peers in other graduate programs, these students found themselves working the day shift and continuing their education by night.

Flatt retires from his position as dean; leaves behind a list of accomplishments

Dr. Bill Flatt is ending his 34-year career as dean of the Harding Graduate School of Bible and Religion by retiring in June.

Flatt began his career in the fall of 1965 as registrar and assistant to the dean. In 1974 he became a professor of counseling. This year he taught one course in counseling in addition to his administrative responsibilities.

Flatt served as assistant dean to all of the four deans before him and then as dean and CEO for the past six years. He worked under the direction of Dr. Lott Tucker, senior vice president of Harding University. According to Tucker, Flatt has been very faithful, hard-working and diligent in his job as dean of the graduate school, and he added that he is well liked by faculty and students alike.

Flatt described the working environment as being one of unity. He attributed this unity and camaraderie to the fire that occurred shortly after he became dean and CEO. The fire, which destroyed the mansion in 1993, brought the faculty, students and area congregations together in a unique way and served as an opportunity for greater support for the school. Flatt said the experience proved that "we can grow through all difficulties."

Besides rebuilding the Old Mansion after the fire, Flatt accomplished many other goals during his time as dean. Enrollment increased, as did support. The school was involved in building new apartments, marking the continued growth of the school. Also among the goals Flatt accomplished was the accreditation of the school by the Association of Theological Schools. This placed the Graduate School of Bible and Religion in the same professional

accreditation as other theological schools.

The accomplishment that Flatt said he was most proud of was the recruitment of outstanding individuals. He said the students have been strong forces for the Lord and he "delights in seeing them make a difference in the world when they leave the school." Two of his former students are ministers in congregations where his grandsons attend.

Some of Flatt's favorite memories came out of turbulent times. After the fire and during the death of a student's spouse, Flatt saw the campus unite and grow together. He said one thing he will always remember about the school is that he could "see Jesus on the campus."

Besides continuing to teach some classes for the graduate school, Flatt shared many plans for his retirement. He said he wanted to do almost nothing for the first few months, then possibly pick up his practice as a psychologist. He has also considered conducting workshops on healthy families and growing through grief, as well as writing a book. During these activities, he planned to take time for golf, travel and leisure. Above all, Flatt said he wanted to spend more time with his family, especially his wife of 43 years.

Flatt's advice to students was to get as much education as possible while they are young. He urged students to be serious about ministry preparation and to study under people who would help them grow. "The struggle may be difficult but it is worth it," he said.

As for his overall outlook toward retirement, Flatt said he will "bask in the joy that follows hard work."

— Annie Graham



Photo by Don Kinder

Dean Bill Flatt poses beside the ruins of Kendall Hall at the graduate school campus in Memphis, Tenn., after the razing of the building. The demolition was just one of many changes Flatt saw during his years as dean.

Campus visitors tour the new Benson Apartments at the unveiling event. The new apartments provided additional living space at the graduate school.



Photo by Don Kinder



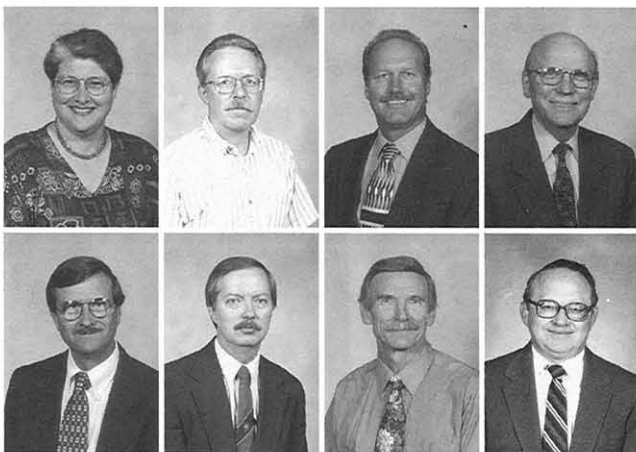
Photo by Don Kinder

The Memphis Harding Academy chorus, under the direction of Jim Chester, perform at the Christmas gathering at the Old Mansion. Faculty, students and alumni were on hand for the holiday event.

Don Meredith and Charles McField unload new library shelves from the delivery truck. The library strove to keep things current and in order for the faculty and student body.



Photo by Don Kinder



Carisse Berryhill, Ph.D. Assistant Librarian
Allen Black, Ph.D. Professor/New Testament
Dave Bland, Ph.D. Associate Professor/Homiletics
Bill Flatt, Ed.D. Dean/CEO

Evertt Huffard, Ph.D. Professor/Missions
Don Kinder, Ph.D. Associate Dean/Associate Professor
Phil McMillion, Ph.D. Professor/Old Testament
Don Meredith, M.S. Head Librarian

Dr. Tom Alexander talks with senior Amber Sawyer outside the McInteer building on a sunny fall day. Students and faculty often took advantage of the nice weather to catch up on what was happening in their lives.

Fieldon Allison, visiting missionary for the 1998-99 year, teaches his class about the daily work of a missionary. The visiting missionary program was reinstated this year to help future missionaries prepare for their lives in the mission field. Teachers in the program brought the knowledge gained through personal experience to their classrooms.

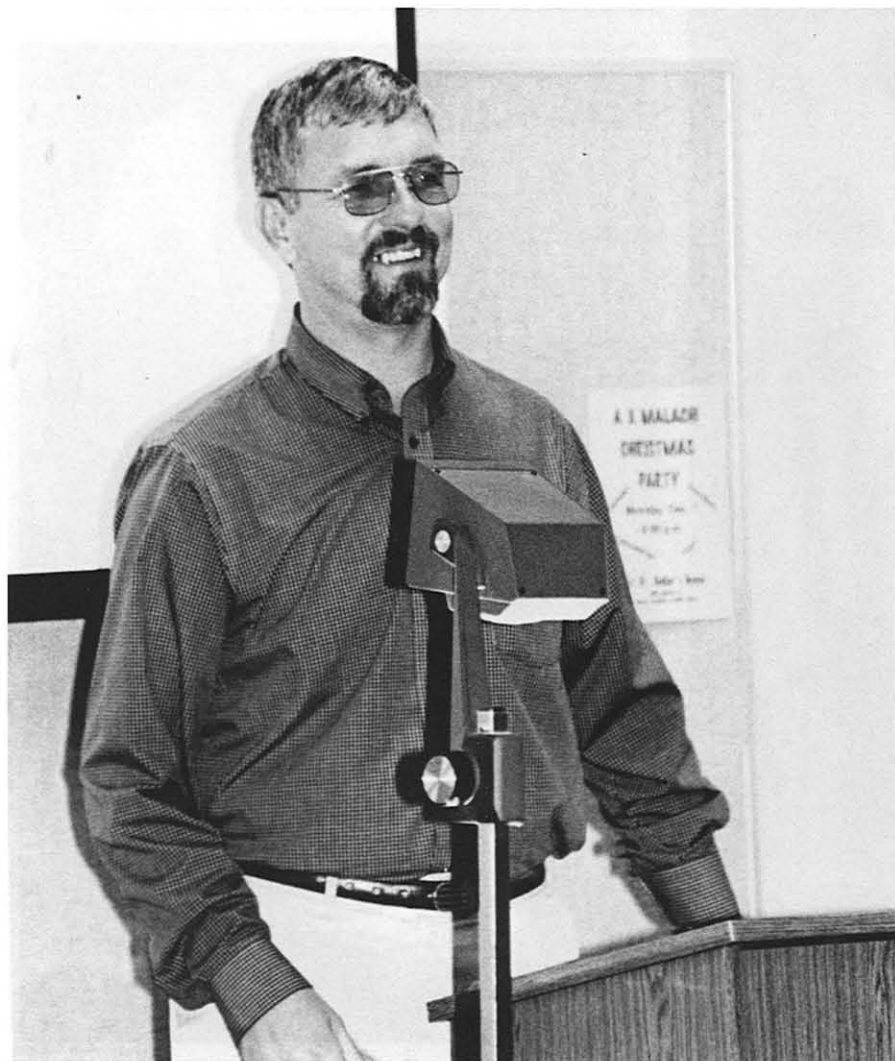


Photo by Daniel Dubois



Jimmy Allen, Hh.D. Prof. Emeritus
Fieldon Allison, M.A. Visiting Prof. of Missions
Jerry Bowling, Ph.D. Ass't. Prof.
Joe Brumfield, Ed.D. Asso. Prof.
Eddie Cloer, D.Min. Prof.
Ross Cochran, Ph.D. Asso. Prof.



Monte Cox, M.A. Ass't. Prof. & Dir./Mission Prepare
Scot Crenshaw, Ph.D. Ass't. Prof.
Shawn Daggett, M.Th. Ass't. Prof.
Tom Eddins, M.Th. Prof.
John Fortner, Ph.D. Asso. Prof.
Adrian Hickmon, Ph.D. Ass't Prof./MFT



Gordon Hogan, Missionary in Residence
Joe Jones, M.A. Prof.
Bill Lambert, Ed.D. Prof.
Dale Manor, Ph.D. Asso. Prof.
Carl Mitchell, Ph.D. Prof.
Lew Moore, Ph.D. Dir./ Counseling Ctr. & MFT





Photo by Salomon Pineda

Two former programs find new beginnings; bring new faces and knowledge to campus

Harding University has always placed a strong emphasis on evangelism. After all, a primary purpose for a Christian is to spread the good news of Jesus Christ. This year, two evangelistic programs that had been inactive were reinstated.

One program that was restarted was the visiting missionary program. Harding employs the service of a world missionary for one academic year, drawing on his experience to teach students and to encourage them to enter the mission field. The visiting missionary program had been discontinued for several years. "They've started it back and plan to keep it going," Fieldon Allison, the visiting professor of missions for 1998-1999, said.

Allison has been a missionary for 26 years. He and his family have lived in Kenya planting churches and encouraging them to grow. This year he taught missionary principles class using a variety of information that he gained through his own experiences and those of his family, including how to raise families in a mission field. When the 1998-1999 academic year was completed, Allison planned to return to Kenya with his wife and youngest child, their only child still at home. Allison said that he hoped some Harding students would try to follow his example and join the African mission work. "One of our chief goals is to try to encourage students to think about missions," he said.

"Every Sunday night we had what we called African Mission Fellowship in our homes," Allison said. "We had many students over to encourage them." Sharing in the responsibility of the African Mission Fellowship

were Mark Berryman, missionary in residence, and Gordon Hogan, missionary in residence.

Another part of the program was aimed at students who were more seriously considering mission work and wanted to discover what was involved with mission work in foreign countries. Two-month summer internships were offered in several areas of the world. The students lived with missionaries and their families on the mission field while learning some of the local language and culture and discovering how they liked living the missionary life, Allison said.

The second evangelistic program that was revitalized this year was HOPE, headed by Hogan. The HOPE program was designed to place former students in situations where they made practical applications of their missionary training. The program was made available to college graduates, students with two years or more of completed college and/or anyone 25 years of age or older.

"HOPE is missionary on-the-job training for two years in a chosen mission field. Those involved in the program are matched to sponsoring congregations around the world where they complete a two-year apprenticeship. It's kind of a Peace Corps sort of thing," Hogan said, "but on a spiritual level. Our dream in all of this is that, having done all these things for two years, the candidate would like to continue full time."

Both programs returned in the 1998-1999 school year from a leave of absence to be permanent additions to Harding's goal of evangelism.

— Remie Beaulieu



Ed Myers, Ph.D. Prof. & Dir./School of Biblical Studies

Ken Neller, Ph.D. Asso. Prof.

Howard Norton, Ph.D. Prof. & Dir./Inst. for Church and Family

Owen Olbricht, M.R.E. Missionary in Residence

Paul Pollard, Ph.D. Prof.

Vann Rackley, Ph.D. Ass't. Prof./MFT

Bill Richardson, D.Min. Asso. Prof.

Don Shackelford, Th.D. Prof. & Dean/Int'l. Programs

Dan Stockstill, M.Th. Ass't Prof.

Gene Vinzant, D.Min. Ass't. Prof.

Duane Warden, Ph.D. Prof. & Asso. Dean/Bible & Religion

Flavil Yeakley, Ph.D. Prof. & Dir./Ctr. for Church Growth

Bible faculty, students and alumni chat during a School of Bible and Religion reunion during the Homecoming weekend. The group snacked and caught up on old times in the rotunda of the McInteer building.



Photo by Salomon Pineda

Elaine Griffin joins the business faculty; finds new way to serve through her career

First and foremost, Elaine Griffin is a servant of God.

Prior to coming to Harding, Griffin was a health care consultant in a hospital and she was on an executive team. She "traveled around the country educating physicians and health care employees," she said.

Although her three children attended Harding, Griffin had no other affiliation with the school. She truly believes that "God intervened and brought [her] to Harding. Actually, I was tootling around one day and I got a call from the dean of the School of Business and he asked me to come and teach," Griffin said, and so she did.

Griffin and her husband moved from Cincinnati. The move allowed them to be closer to their three children, two of whom live in Arkansas, but it was a difficult transition.

"Any time you move from a large city to a small town, you have a period of adjustment," Griffin said. Luckily for Griffin, she could still enjoy some of her favorite hobbies in Searcy. "My husband and I both like to golf and fish," Griffin said. "We like music and fresh air."

Another thing that helped ease the transition was that Griffin's impression of Harding was quite positive. To her, Harding is different from the rest of the world. "The students have a polite behavior and that was the first thing that I observed that I was not accustomed to in the other world. The way they looked and behaved and the language they used was so much different and so much better.

"They are really outstanding students.

They are of a different caliber than others I've been in contact with. My husband and I both agree on that," Griffin said.

Not only were the students exceptional, but her fellow teachers were also an asset to Harding. "I enjoy working with the other faculty members; they are certainly very supportive of new people. They are nice and very easy to work with."

Griffin enjoyed being a teacher. Her courses included Human Resources, Collective Bargaining and Health Care Management, and she was also involved in the MBA program.

Griffin had some big goals for the health care management degree, which is her area of expertise. "I want to prepare students for this explosive dynamic environment they will find themselves in," she said. "I want to help them make the most of opportunities available to them here."

Griffin's husband, Dennis, also works for Harding in the School of Education and, although he travels a lot, "It is fun working for the same school," she said.

Griffin is always trying to serve God and her fellow man. "For the past 12 years, we have been going on medical mission trips," she said. "Sometimes we go to the jungles of Panama. Sometimes we go to Honduras. Sometimes we go to Arkansas and sometimes we go to Ohio."

As for the future for Griffin and her husband, they know not what lies in store for them. Their lives define optimism and faith in God. "We just go wherever God sends us."

— Diane Grubbs

New faculty member, Elaine Griffin, enjoys lunch with business students Federico Porras, Gretta Brenes, Tania Rojas and Aline Lazo at the School of Business retreat. Faculty and students met at Camp Wyldewood for the annual retreat to listen to guest speakers, have lunch and play some games.

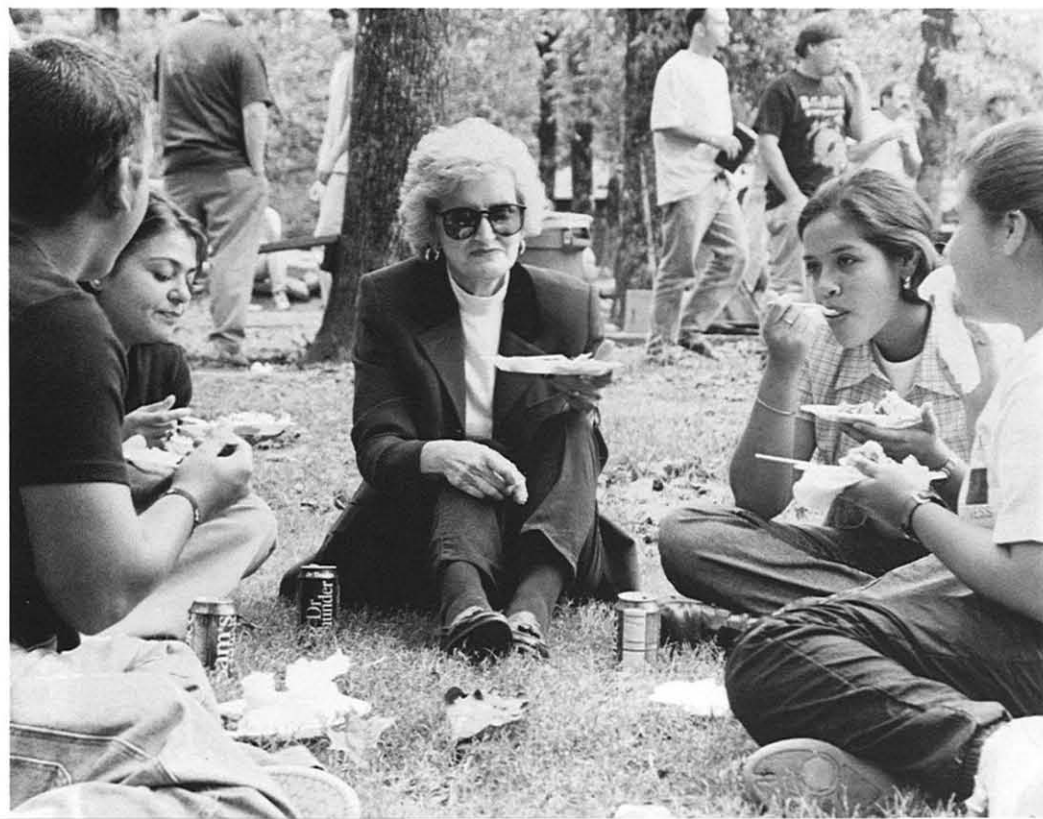




Photo by Salomon Pineda

Mike Emerson chats with Joan Bell and Wendy Gooch outside the Mabey Business Building. Students in the School of Business fostered close relationships with their professors. Professors were often helpful and encouraging when students were seeking career opportunities after graduation.

Dr. Budd Hebert shows Christina Crispell around his office. Hebert's office was decorated with many items from his travels and areas of interest. Hebert returned to the School of Business this fall after being absent for a brief time.



Photo by Daniel Dubois



David Allen, M.B.A., C.P.A. Asso. Prof./Acct.
Jimmy Behel, M.B.A. Asso. Prof./C.I.S.
Rhonda Bell, M.A. Ass't. Prof./Bus.
Phil Brown, M.B.A., C.P.A. Ass't. Prof./Acct.
Bryan Burks, M.B.A., C.P.A. Ass't. Prof./Acct.
Lavon Carter, M.B.S. Asso. Prof./Mgt.
Don Diffine, Ph.D. Prof./Econ. & Dir. Belden Ctr.

Mike Emerson, M.S., C.P.A. Ass't. Prof./Acct.
Elaine Griffin, Ph.D. Prof./Bus.
Budd Hebert, Ph.D. Asso. Prof./Bus.
David Johnson, Ph.D., C.P.A. Asso. Prof./Bus.
Robert Kelly, Ed.D. Prof./Bus. Edu. & Dir. Inst. Testing
George Oliver, M.S.A. Asso. Prof. & Dir. Human Resources
David Perkins, Ph.D., C.P.A. Asso. Prof./Dir. Acct. Prog.

Bob Reely, Ed.D. Prof./Mgt. & Asso. Exec. Dir. ASI
Marvin Robertson, J.D. Prof./Bus.
Lori Sloan, M.B.A. Ass't. Prof./Bus.
Barbara Statom, M.Ed. Prof./Bus. Edu.
Steve Williams, Ph.D. Prof./Bus.

Dr. Delores Carson works closely with Felicia Pettit in her Art and Science of Teaching class. Education majors were required to take courses that prepared them to teach specific subjects in an innovative way.

Dr. Jim Johnston discusses class work with Rachel Phillips and Jenny Eason. Students and teachers alike took advantage of nice weather to chat or even attend class outside.

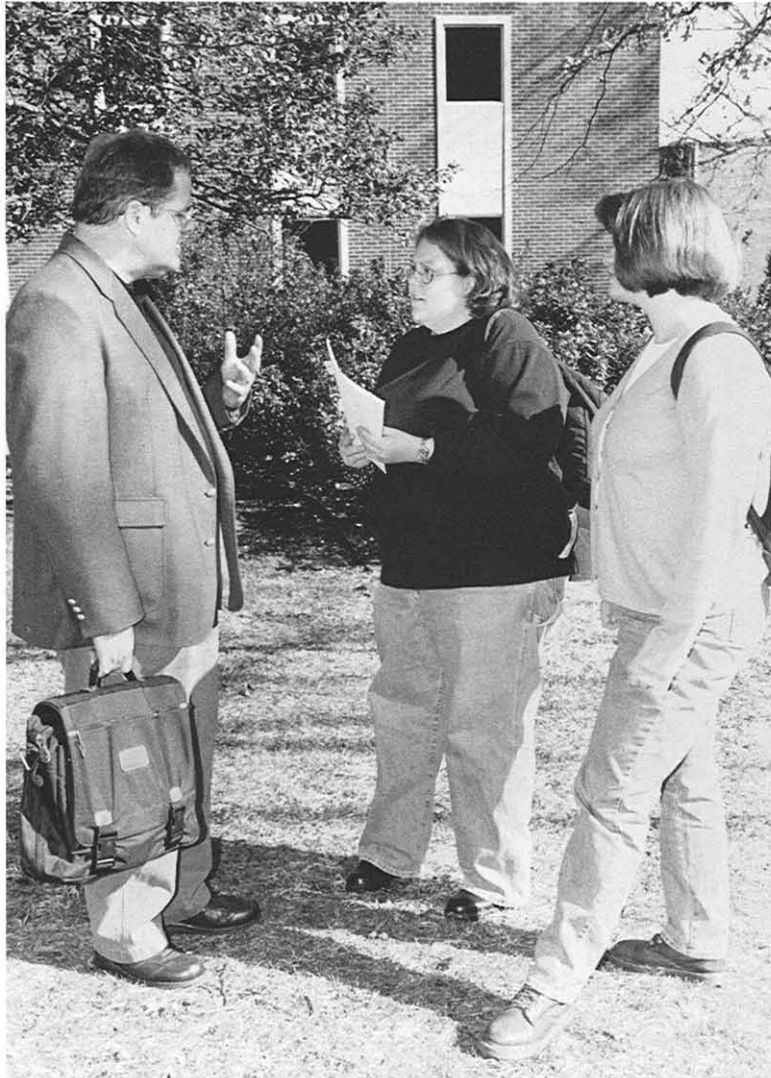


Photo by Salomon Pineda



Jenene Alexander, M.S., N.C.S.P., L.P.C. Ass't. Prof.
Clara Carroll, Ed.D. Ass't. Prof. & Dir./ Professional Field Services
Delores Carson, Ed.D. Asso. Prof. & Asso. Dean
Bobby Coker, Ed.D. Distinguished Prof.
Maribeth Downing, Ph.D. Professor
Ed Higginbotham, Ed.D. Asso. Prof.

Jim Johnston, Ed.D. Asso. Prof.
Donnie Lee, Ed.D. Asso. Prof.
Teresa McLeod, M.Ed. Ass't. Prof./Special Ed.
Jan Morgan, Ed.D. Asso. Prof. & Dir./ Middle and Teacher Ed.
Jim Nichols, Ed.D. Prof. & Dir./ Grad. Studies
Jeanine Peck, Ed.D. Professor

Richard Peck, Ed.D. Professor
Carolyn Priest, M.Ed. Inst./Reading
Christine Pruitt, M.Ed. Inst./Reading
Gordon Sutherlin, Ed.D. Professor
Linda Thornton, Ed.D. Ass't. Prof. & Admin. Ass't./Dean
Betty Watson, Ed.D. Disting. Prof. & Dir. Early Childhood Ed.



Integrated learning takes root in Arkansas; Crusade program teaches educators new style



Photo by Salomon Pineda

The best teachers always remain students. The task of educating young minds is a changing field. A vital part of a teacher's job is to stay current on new information and teaching techniques. If they fail to do this, their students suffer.

The latest teaching style, integrated teaching, involves teaching students in grades K-4 by combining language, math and science under one subject or theme. The technique is frequently referred to as unit teaching and most students currently enrolled in college learn this style. However, teachers in the workplace have had little or no exposure to this idea.

The Arkansas Crusade program was designed to correct this problem. The Crusade program was created to teach educators how to incorporate integrated learning into their classrooms. The program sought educators who could be trained to teach integrated learning to other educators throughout the state. Dr. Tony Finley, dean of the School of Education, and Dr. Betty Watson, professor of education, were among the first chosen for this task.

"I applied for the program about five years ago," Watson said. "I really applied to get the free equipment they offered for participants. I wanted it to use in my Kindergarten Methods and Materials class."

Watson completed the course and began to set up courses for area schools. She was only required to teach two year-long courses according to Crusade guidelines, but she has now taught an estimated 250 teachers at six schools.

"I have become good friends with my partner who helps conduct the course," Watson

said. "We work well together. That is another thing that teachers gain from this course. They build relationships. That gives them a network of support and information."

The training is state of the art, and teachers get a chance to flex their creative muscles using this method.

"Teachers choose some creative topics," Watson said. "They do units with themes like the Amazon, space travel or even chocolate."

Elementary students get caught up in the topic and while they learn about things like the rain forest they learn math, science and language skills. Learning becomes fun.

"It is one of the best known practices for teaching," Watson said. "Teachers are enthusiastic about using it in their classrooms. We always get positive feedback after the course."

Watson's training spilled over into her classroom at Harding. She often separated her students into groups in the classroom and encouraged them to work with each other. "I wouldn't have done that before," Watson said. "I think my students have benefited from my experience with this."

In addition to Watson and Finley, five other Harding professors have trained with the Crusade program.

"The whole experience has been fantastic for me," Watson said. "I feel that schools in Arkansas always try to stay current and include the latest ideas in their classrooms."

Now, thanks to the Crusade program and several dedicated individuals, Arkansas' elementary students will reap the rewards.

— Michelle Kitchens



Photo by Daniel Dubois

Marilee Coker advises Laura Hamilton on her project in the curriculum lab. The lab provided special materials that students needed to develop bulletin boards, work folders and games for their future classrooms. Students spent a lot of time there putting the finishing touches on their projects.

Heifer Project teaches valuable lessons; gives students new life perspectives

The course description includes bartering for food, sleeping on dirt floors, brick-making and, if you can't do without meat, you might have to kill a small, furry animal. If it doesn't sound like the typical class, that's because it isn't. Nothing about the Heifer Project International (HPI) is typical, at least not by the standards of most of the participants.

Heifer Project International's name symbolizes the importance of domestic animals to the people whom it reaches. When the actual program is implemented, animals are given to the families in need to help them earn income. The families receive the animal with the understanding that they will pass along the first offspring to another needy family. Another method of HPI's outreach is to inform people of the conditions faced in those countries.

"We thought the experience would be of great value to our nursing students," said Cathleen Shultz, dean of the School of Nursing. "We want to send prepared students with a variety of experiences into the workplace."

Although the course at HPI headquarters was designed with nursing and Bible students in mind, it hasn't been limited to those majors. Its goal is to inform and aid those students who plan to enter the mission field. Any student who fits that description is welcome.

The Nursing and Bible departments began offering the course in cooperation with the Heifer project almost four years ago. Monte Cox and Jerry Myhan designed this unique course. Both were veterans of the mission field and remembered feeling ill-prepared for the situations they had to face on a daily basis.

"We want students to be better prepared to help people not just with their immediate problems, but also to give them something to improve their quality of life," Myhan said.

To give students an idea of what they would face, Myhan and Cox developed a kind of mock living arrangement. Students take up residence in an Appalachian shack, a Mexican dwelling, a Thai hut or a Guatemalan house, which are all part of the global village. They are given limited resources and have to barter with each other, using a special dialect, to get the rest of their supplies. One group is usually given a rabbit, but to eat it you have to kill it. Summer groups actually work for wages, making bricks and digging latrines.

Despite the hard work, students seem to enjoy or at least learn from their excursion.

"It helps you develop a compassion for people," senior nursing student Matt Bishop said. "That's important when your job is to care for people. Regardless of what you decide to do with your nursing degree, you also learn to appreciate what you have. You appreciate beds, vegetables, meat, supermarkets – everything."

"It piqued my interest about the medical mission field," Allison Bailey, a senior nursing major, said. "I was interested before, but this experience helped me to know what to expect. Now I'm going to Africa this summer."

The Heifer project course seemed to attain its goals. The old phrase, "You don't know a man until you've walked a mile in his shoes," has special meaning now for those students who have taken the Heifer Project class.

– Michelle Kitchens

Matt Bishop and Heather Martin chat at the nursing cookout at the beginning of the fall term. The nursing faculty and students gathered with their families to relax for a day before things got underway for the year.





Photo by Salomon Pineda

Sandra Berryman aids nursing student Jennifer Miller in learning new skills and perfecting old ones. Nursing faculty and students worked together closely at area hospitals.

Assistant nursing professor Jackie Harris addresses the audience at this year's Epsilon Omicron induction banquet. Those in attendance were treated to a presentation by Dr. Pat Thompson, the new president-elect of Sigma Theta Tau International.



Photo by Salomon Pineda



Sandra Berryman, B.S.N., R.N.T. Ass't. Prof.
Jeanie Burt, M.A., R.N. Ass't. Prof.
Da'Lynn Clayton, M.S., R.N. Ass't. Prof.
Elizabeth Dominski, B.S.N., R.N. Asso. Lect.
Jackie Harris, M.N.Sc., R.N., O.N.C. Ass't Prof.



Karen Kelley, B.S.N., R.N. Instructor
Johnnetta Kelly, M.N.Sc., R.N.P., C.S. Ass't. Prof.
Helen Lambert, Ed.D., R.N. Prof.
Cheryl Lee, M.N.Sc., R.N., C.F., C.E.T.N. Ass't. Prof.
Kathy Martin, Ph.D. Asso. Prof.



Jerry Myhan, M.S.N., R.N.P., C.F. Asso. Prof./
Missions Coordinator
Charlotte Patton, M.S.N. Ass't. Prof.
Sheila Sullivan, M.S.N. Ass't. Prof.

History teachers and students gather at the ruins of the Windsor mansion in Mississippi. Students in the Civil War class visited historical civil war sites on a field trip that took them into southern Arkansas and Mississippi. The Windsor mansion housed soldiers during the war. It survived the war but was later destroyed by fire.

Jenni Strunk Carlton, an art alumna, addresses the crowd on hand for the dedication ceremony of the newly remodeled art building. She developed the basic design for the large round stained glass that is displayed in the top of the floor-to-ceiling windows in the foyer. Art students Brad Blackman and Brian Borgman created the basic design for the rectangular windows at the bottom. The building was completed just weeks before its dedication during Homecoming.



Photo by Daniel Dubois



Daniel Adams, M.F.A. Asso. Prof./Art
Beverly Austin, M.A. Inst./Art
Steve Choate, M.F.A. Inst./Art
Faye Doran, Ed.D. Prof./Art
Mark Elrod, Ph.D. Asso. Prof./Political Science

Jan Fortner, M.A. Inst./History & Bible
Paul Haynie, Ph.D. Prof./History
Tom Howard, Ed.D. Dist. Prof. & Dept. Chair/History and Social Science
Fred Jewell, Ed.D. Prof./History
John Keller, Ph.D. Prof./Art

Andy Olree, J.D., C.P.A. Ass't. Prof./Political Science
Paul Pitt, M.F.A. Prof./Art
Don Robinson, M.A. Prof. & Dept. Chair/Art
Joe Segraves, Ph.D. Prof./History
Tom Statom, Ph.D. Prof./History



History comes to life through study of art; reveals the whole story of past generations

Many students take for granted the correlation between art and history. Harding's history and art professors see the importance of interrelating art and history and encourage students to take art and history classes and to attend one of Harding's overseas programs.

Karen Carruth, a senior art major, said that all art majors were required to take at least two art history classes. She felt these classes helped her realize that art is a reflection of the mood of different time periods in history.

"History tells us where we've been, but our art and architecture tell us what we were doing when we were there," associate professor of history Mark Elrod said. "Likewise, the visual arts of past generations tell us about our efforts to discover and express who we are."

Elrod spent the fall in Florence, Italy, teaching at the HUF program. He had the opportunity to experience some of the art and architecture Europe offers and said, "It is likely that the average inhabitant of this planet will discover more about who they are by walking through the Louvre or the Uffizi than they would by turning the pages of a history book."

Reagan Weaver, a junior history major who also attended the HUF program, said, "Art visually helps bring history to life. It helps you see what books don't or can't explain. Words can't explain the time period like art can."

Carruth said art influences culture and culture influences art. She explained that artists try to capture the time, place, mood, religious issues, political issues or person. Artists give the impression that they felt or were required to portray like in the portraits of the

kings and queens of ancient times. Also, German art that toured during World War II influenced the Germans to believe they were a superior race. "Art dictates public opinion. Artists challenge the popular view of their time and that dictates history," she said.

The way society views themselves, their community and their relationship with God can also be seen through the work of art. Elrod said, "If there is one common characteristic running through the history of all the empires and nations that have ever existed, it is that we are constantly seeking to find ourselves and our relationship with our Creator in our creative arts. This means all the art and architecture today are more than just beautiful buildings but holy places that express our very human need to draw attention to ourselves and our communities."

"This is because our material creations, even those of a religious nature, are also an expression of civic pride. From both a historical and contemporary perspective, the need to create and the need to find God through our creations are universal," Elrod said.

Harding history and art professors and students recognized the historical significance art has on society. "Art reflects the mood, feeling, politics and religions of the time periods you have missed," Carruth said. "You can't have one without the other. Art is how people communicate what is going on and how they feel about it. It is preserved and passed on like literature so we can see today what the culture was like 100 years ago."

— Rebekah Scott



Photo by Monica Scott



Photo by Daniel Dubois

Paul Pitt, Elizabeth Mason and Molly Noble wait to enter the new gallery in the art building. The gallery was named in honor of Mason, who served as chairman of the Art Department in the formative years. Art students were thrilled with the new gallery that allowed them to showcase their art in even grander style than before.

ESL program gets under way at Harding; helps some teachers fill a nationwide need

The 1998-99 school year was the first that the English Department developed a curriculum that allowed students to certify to teach English as a second language.

The English Department hired Sally Zengaro to teach the 12-hour English as a Second Language (ESL) program.

"The Arkansas Department of Education asked Harding to set up a program that offered a certification to those students who wanted to teach English to children who did not have a large English background," Zengaro said. "There has been a large increase of non-English speaking people to come to Arkansas in the past couple of years."

Zengaro said that many Hispanics are no longer content to settle in the "border states" of California, New Mexico, Arizona and Texas. Instead, they were moving north into states such as Arkansas, Oklahoma and Colorado.

"There has been a spillover of Hispanics into several Arkansas communities," Zengaro said. "Several Hispanic communities have moved into Arkansas, creating a huge problem for the public school system. The state is desperately searching for teachers who are certified to teach English as a second language and Harding is helping the state reach that goal."

The 12-hour curriculum includes four classes that can be taken to obtain the teacher's certification. Those classes are Cross Cultural Communication, Testing and Assessment, Second Language Methodology and Second Language Acquisition.

Seven students enrolled in the fall Cross Cultural Communication course, the first of

the four classes to be offered in the program.

"Two of the first students were employed in the Arkansas public school system," Zengaro said. "Two other students are preparing to return to Romania within the next few years and they just wanted to also have the certification in case they wanted to teach English as well."

Several of the students in the teaching curriculum believe there is a developing need for English as a Second Language teachers.

"You can just look around campus and see the number of international students and see that there are so many students that need an ESL class to help them because you can study a foreign language for many years, but you can't be entirely fluent until you have lived there," senior Tracy Todd said. "There is a huge Spanish-speaking population in Arkansas and more ESL teachers are needed. There really hasn't been a program to train teachers, but Harding is moving in the right direction because we will have more Christians in public schools. This is such a big mission field; it's more of an exciting mission field because of the non-American culture that is involved."

Harding currently offers one ESL program. English 101 is generally recommended for international students who may need a little help before moving to English 100 or 111.

"I think that learning English is one of the most difficult things I've had to do," freshman Klaus Schmidt of Guadalajara, Mexico, said. "The ESL class lets students like me find out many of the words that I did not know before."

— Philip Murphy



Tom Eddins, professor of Bible, and English professors Alice Jewell, Sherry Organ and Gary Elliott lead a faculty panel discussion as part of the program before the induction of new members into the English honor society. The topic of discussion was the list of the 100 greatest English novels of the 20th century.



Photo By Salomon Pineda

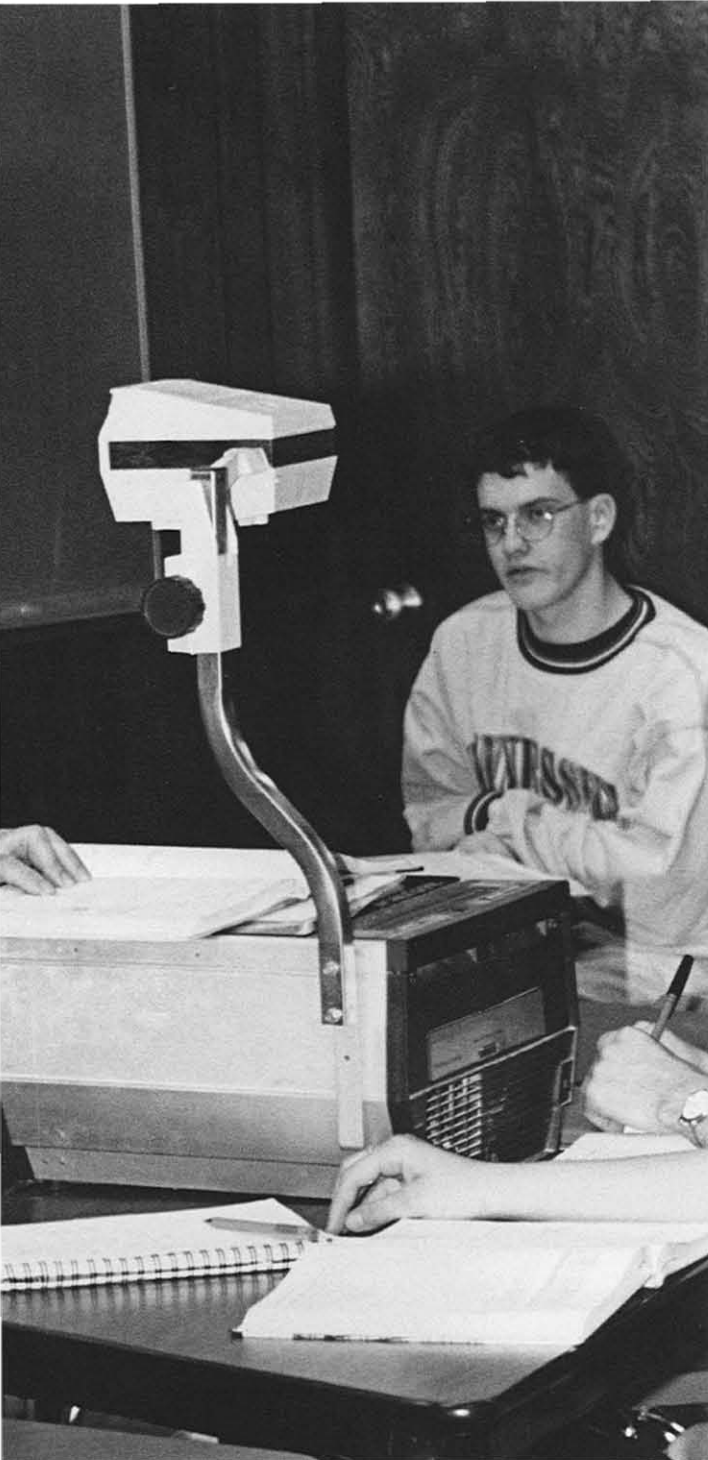


Photo By Salomon Pineda

Dr. Noble Goss instructs his afternoon German class in verb usage. Goss also taught Spanish in the foreign language department. Students in many different majors were required to take foreign language classes. Many others simply chose to take such classes to broaden their knowledge of foreign cultures.

British actor William Frye entertains a campus audience in a stage performance of "Shadowlands." The English Department sponsored the play as their contribution to the 75th year celebration. Those in attendance were in for a special treat, as they watched Frye and his wife, Sylvia Read, perform all of the roles in the play about the life of C.S. Lewis.

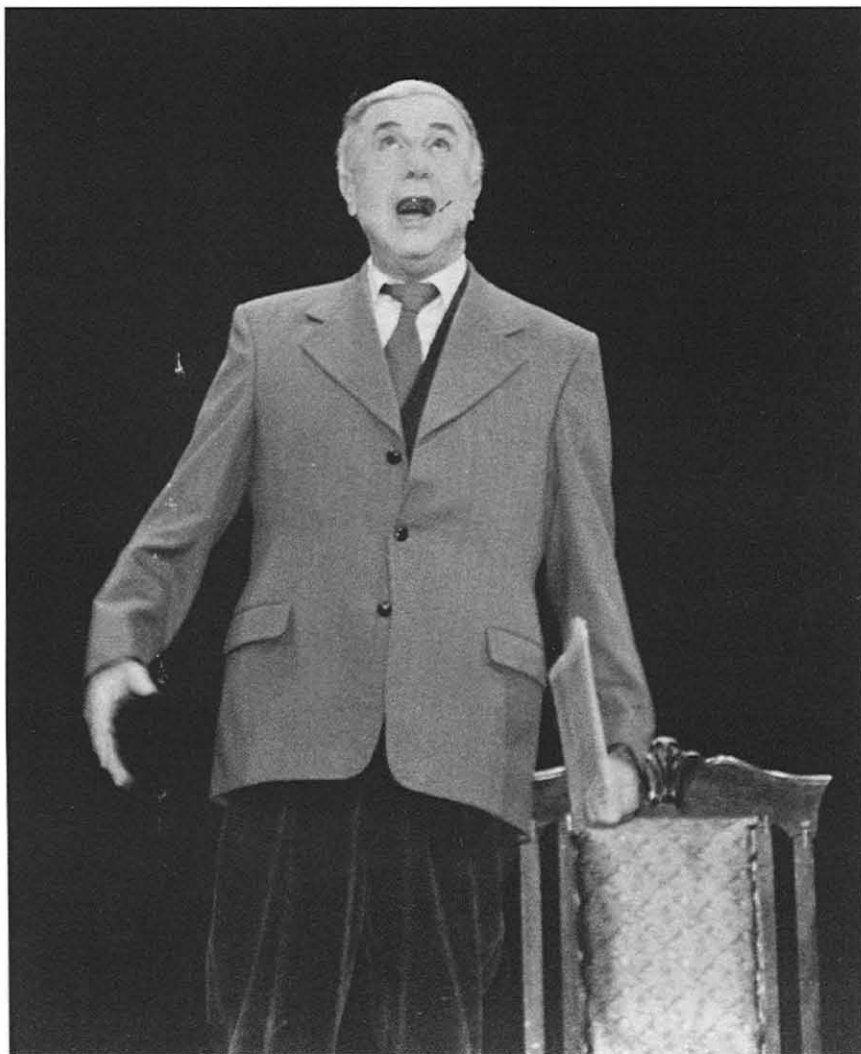


Photo By Daniel Dubois



Curt Baker, M.S.E. Inst./English
Rod Brewer, Ph.D. Prof./English
Ava Conley, M.A. Prof./Spanish
Kathy Dillion, M.Ed. Inst./English
Terry Edwards, Ph.D. Asso. Prof./Humanities & Foreign Language
Gary Elliott, Ph.D. Prof./English

Noble Goss, Ph.D. Prof./Foreign Language
Ken Hammes, Ph.D. Prof./English
Kayla Haynie, M.A. Ass't. Prof./English
Alice Jewell, Ph.D. Prof./English
Larry Long, Ph.D. Dist. Prof./English
Dennis Organ, Ph.D. Prof. & Dept. Chair/English

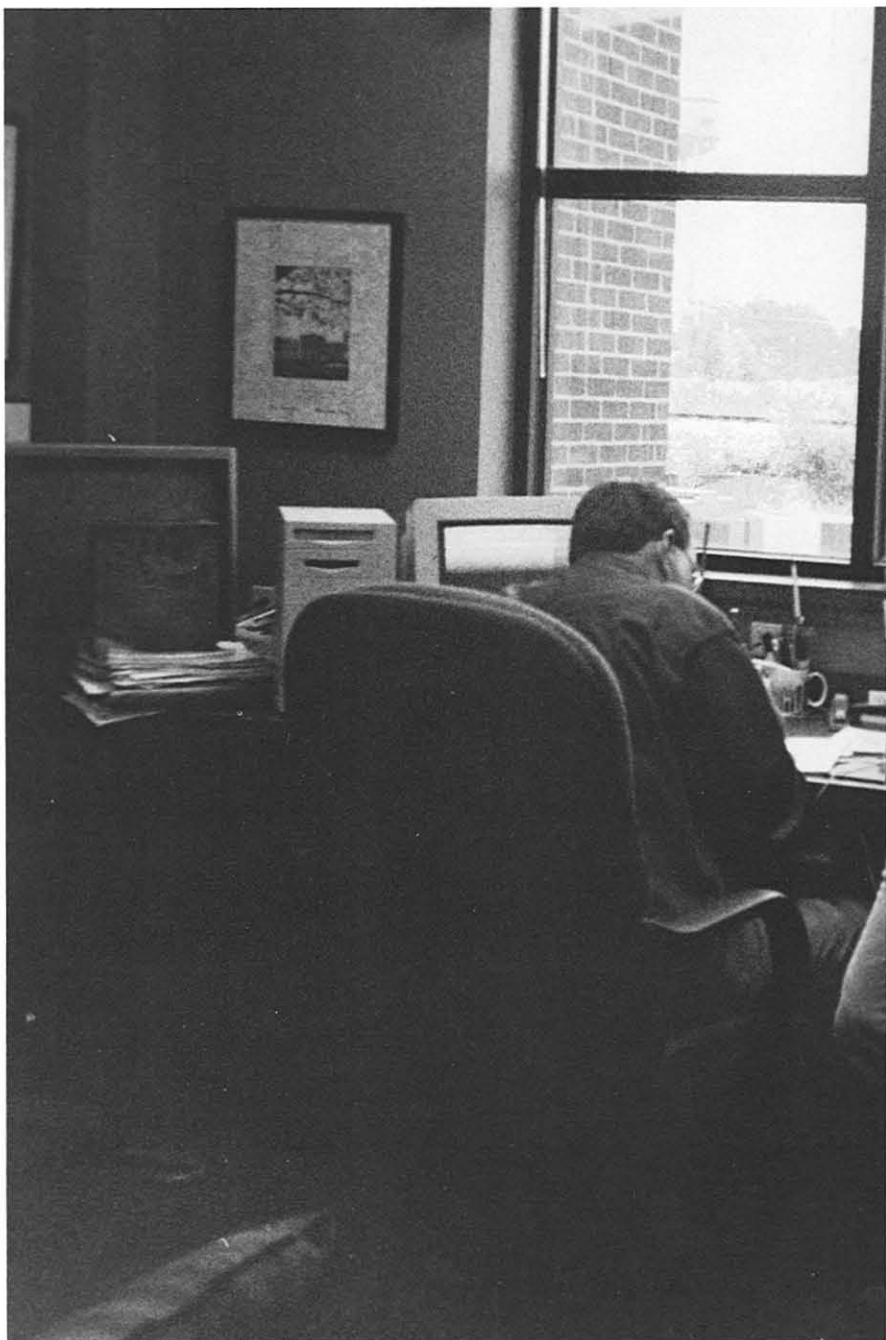
Sherry Organ, M.Ed. Ass't. Prof./English
Eugene Underwood, Ed.D. Prof./English
John Williams, Ph.D. Asso. Prof./English
Dottie Wright, Dr. de l'Universite Prof./French
Winfred Wright, Dr. de l'Universite Prof. & Dept. Chair/Foreign Language
Sally Zengaro, M.A. Ass't. Prof./English

Dr. Jack Shock advises a student in his new office in the Reynolds Center. Preregistration was the time when students most earnestly sought the advice of their teachers. Faculty often worked late to make sure students got their schedules worked out.

Students use the new soundproof practice rooms to prepare for performances or just to brush up on their skills. They were able to reserve the rooms for personal use throughout the year.



Photo by Michelle Kitchens



Louis Butterfield, Ed.D. Prof./Comm.
Scott Carroll, M.M. Ass't. Prof./Music
Warren Casey, Ph.D. Prof./Music
Michael Chance, M.M. Ass't. Prof./Music & Dir. Bands
Patricia Cox, Ph.D. Asso. Prof./Music
Karen Crabb, M.A. CCC-SLP Ass't. Prof./Comm.

Morris Ellis, Ph.D. Prof./Comm.
Dottie Frye, M.A. Lect./Comm.
Steven Frye, Ed.D. Asso. Prof./Comm.
Clifton Ganus III, D.M.A. Prof./Music
Pat Garner, Ph.D. Prof./Comm.
Kay Gowen, M.S. Asso. Prof./Comm., Dir./Stu. Pub.

Dutch Hoggatt, Ph.D. Asso. Prof./Comm.
Jeffrey Hopper, Ph.D. Prof./Music
Chuck Hicks, M.S.E. Ass't. Prof./Music
Mike James, Ph.D. Asso. Prof. & Dept. Chair/Comm.
Robin Miller, M.F.A. Asso. Prof./Comm.
John Ryan, Ph.D. Prof./Comm.



Reynolds Center opens up opportunities; brings music and communication together

The campus of Harding University has grown significantly in recent years. One of the largest and most technologically advanced additions was the Donald W. Reynolds Center for Music and Communication, which was opened for use last fall.

The Reynolds Center was built with funds from the Donald W. Reynolds foundation. The foundation made the largest single capital gift in University history – \$5.9 million on July 1, 1996. The 53,715 square foot building houses both the music and communication departments.

The Reynolds Center is the culmination of the ideas and planning of nearly all the faculty members of both the communication and music departments. The two departments share the building, which houses all of the faculty offices. "This is the first time all the faculty has been in one building," said Dr. Mike James, chair of the Department of Communication.

The Reynolds Center is the "most technologically advanced building on campus," according to Dr. Arthur Shearin, chair of the Department of Music. "This is the first time we have had an up-to-date computer lab with a sufficient number of computers to accommodate the students," he said.

In addition to the computer labs, the entire building has been wired for state-of-the-art audiovisual and network communication. The technology "offers us a 10-year jump start to where we thought we would be in developing programs for all of our students," said Dr. Steve Frye, associate professor of communication.

Another advantage of technology is the acoustics of the rooms and practice rooms throughout the building. "One of our goals was to build a place where we could contain sound," said Dr. Warren Casey, professor of music. "We were looking to improve sound quality and reduce sound transfer."

Each classroom and office has been wired to the Harding network and the internet. Students and faculty can communicate with each other via e-mail and have access to educational and communication resources on the web. "It's nice to have the hands-on ability to write [in the labs]," said Dr. Jack Shock, associate professor of communication, "and to be able to communicate with students over e-mail."

The two departments are already very involved with each other so one of the biggest non-technology advantages of the Reynolds Center has been having all the faculty of the music and communication departments under one roof. Members of both departments think it will make their shared projects even more outstanding. "It will help us accomplish great things for the University," Frye said.

"Making new friends is an unexpected advantage," Shock said. "It's nice to share the building with the music department."

The Donald W. Reynolds Center has many advantages that add to the Harding experience. New technology and closer relationships among faculty and students helped to make this one of the most exciting new developments on campus. "We will always be grateful to the Reynolds Foundation," Shearin said.

– Remie Beaulieu

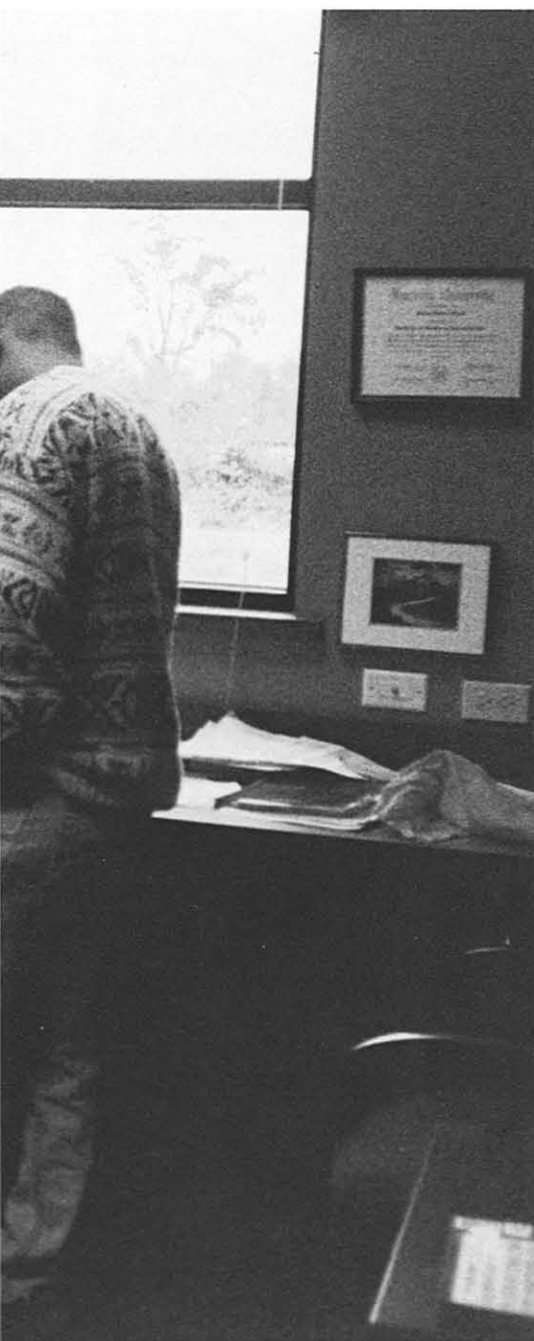


Photo by Elizabeth Bratton



Arthur Shearin, D.M.A. Prof. & Dept. Chair/Music

Jack Shock, Ed.D. Asso. Prof./Comm.

Daniel Tullos, Ph.D. CCC-SLP Prof./Comm.

Sharon Pitt, M.Ed. Inst./Comm.

Beckie Weaver, M.C.D., CCC-SLP Asso. Prof./Comm.

Neva White, M.M. Asso. Prof./Music



Photo by Solomon Pineda

Band members perform at the Reynolds Center dedication ceremony. Hundreds were on hand for the dedication during Homecoming weekend. Both departments took part in the ceremonies that honored the new building and those instrumental in its construction.

Interns learn about their future careers; gain valuable experience on the job

It has been said that experience is the best teacher.

That is the conclusion that many students in the departments of Family and Consumer Science and Behavioral Science have realized. Both departments encouraged their students to seek real world experience before they finished college and entered the workplace. Many students found this experience through internships. Interns reaped the benefits of learning up-to-the-minute information in an actual job setting. The internships often made the transition from college to career much easier.

"You just don't know exactly what you are getting into until you get out there," said Michelle Hammond, instructor of Behavioral Science. "We encourage students to find internships in the field they are interested in."

Students and teachers agreed that internships provided knowledge that might be difficult to communicate in the classroom.

"It really gives you a new perspective on your future," said Steve Douglas, a December criminal justice graduate, who interned with the Federal Marshals last fall.

"We want our students to have a realistic view of what they will face," Hammond said. "Most students find internships encouraging because it confirms that they have made the right decision about their major field."

"I absolutely enjoyed working with the Federal Marshals. I couldn't wait to get there every morning," Douglas said.

Danielle Moze, a senior dietetics major worked at Central Arkansas Hospital. Her work there solidified her desire to work in dietetics.

"It has been great. It made me realize the

importance of my job and I really want to become a dietitian," Moze said.

Internships also developed people skills. Communication abilities are necessary in every job and could not be easily learned in the classroom.

"You learn a lot about people and how to listen," Moze said. "I learned to relate to patients and recognize their limitations."

"When you work in a federal agency, realizing the chain of command is essential. I gained experience with that. Basically I sharpened my communication skills," Douglas said.

These skills aided students when searching for a job. Resumé building was a definite motivator to students. Work experience could give them an edge when applying for graduate school or jobs. As the world after college grew more competitive, any work experience could provide an advantage for job seekers.

"Internships give students contacts in the career world," Hammond said. "Connections can turn into jobs. That is what we hope for."

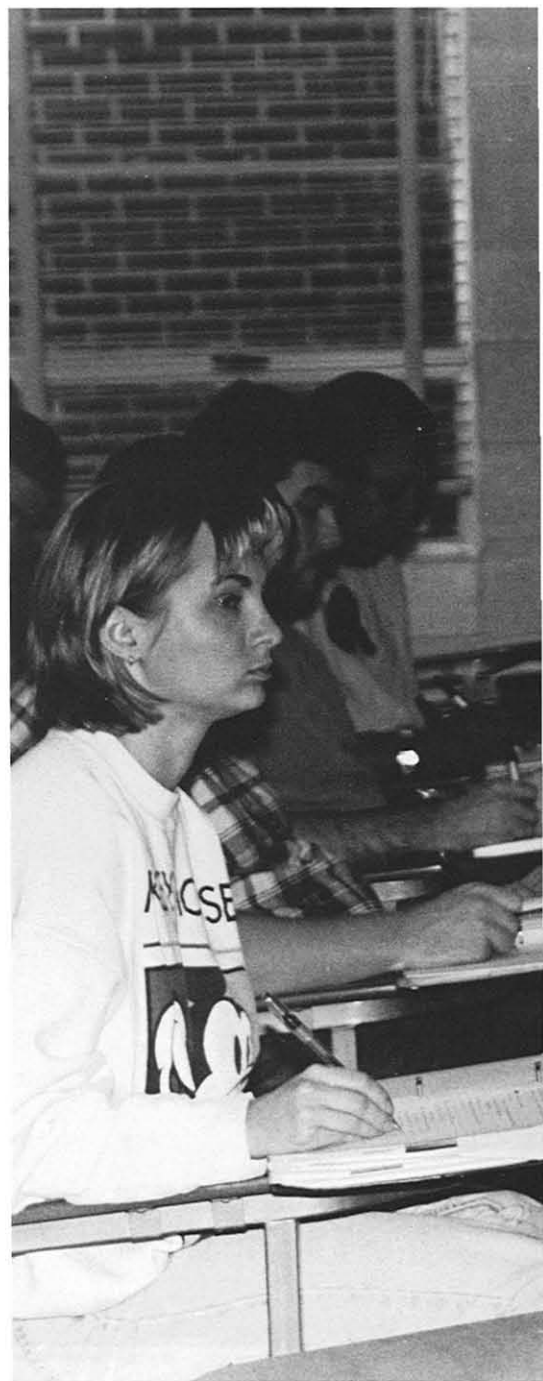
"I got a call-back immediately from a job I applied for because they saw I had interned with the Federal Marshals," Douglas said.

Internships also provided a bit of excitement in an otherwise boring college week.

"Last fall was pretty exciting in Little Rock because Ken Starr was in town briefly and Billy Bob Thornton dropped by the office some," Douglas said.

The knowledge gained through internships gave students a head start and put these two departments in a position to produce quality employees with on-the-job experience.

— Michelle Kitchens



Department Chair Elizabeth Wilson talks with Dr. Stephen Brobeck, executive director of the Consumer Federation of America, outside the Heritage Auditorium. Brobeck visited campus as a lecturer in the Coleman Distinguished Family and Consumer Science Lecture Series. Many students and faculty were in attendance to hear his lecture, "Key Challenges Facing Consumers in the 21st Century."



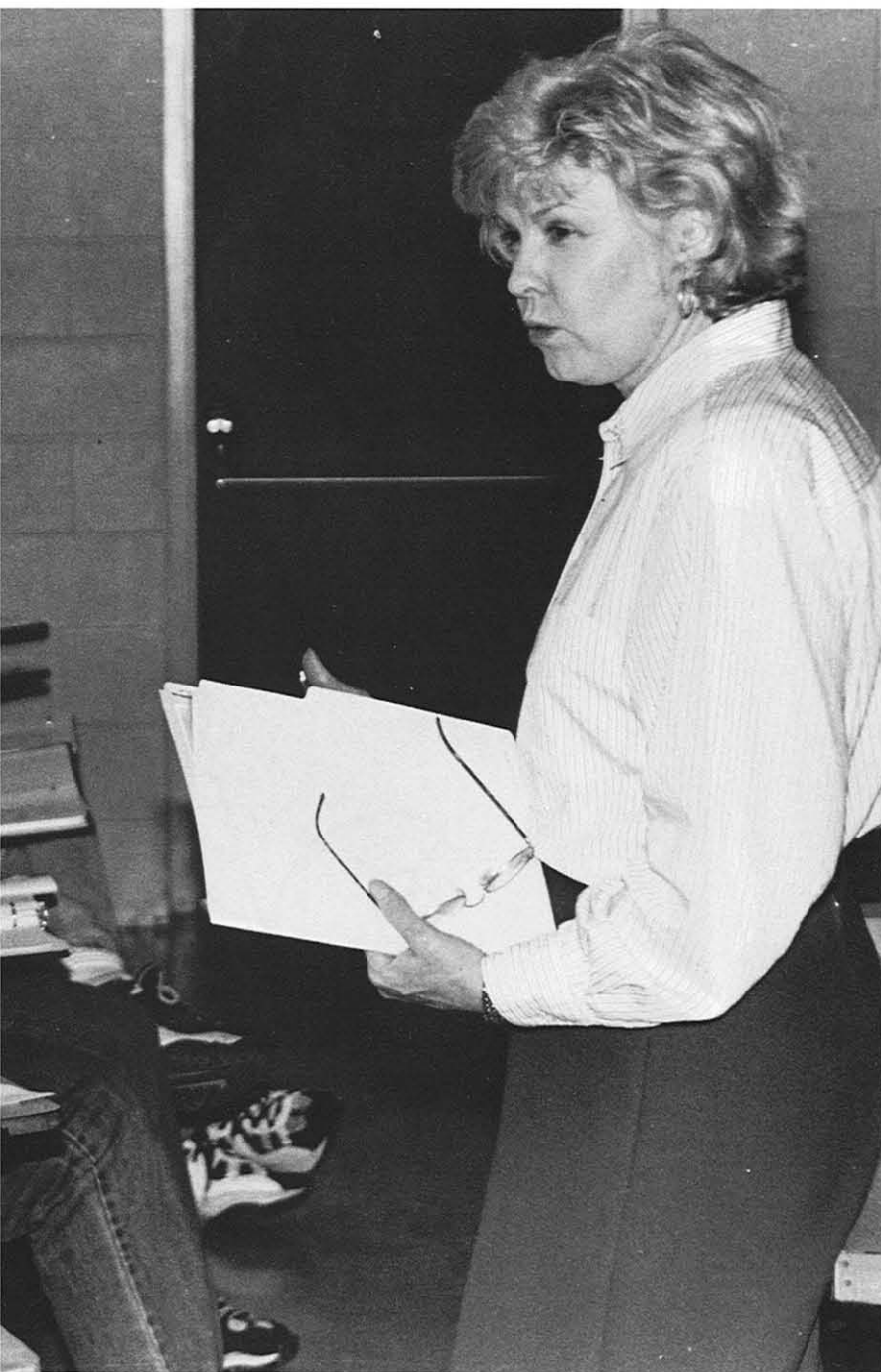


Photo by Salomon Pineda

Dr. Kathy Howard lectures her Social Psychology class. Social Psychology students studied the psychology of the individual in a group situation. Topics included the occult, juries and peacemaking. Students also conducted group research projects in preparation for future research work in psychology.

Registered Dietitian Carolynn Richmond leads Family and Consumer Science students in a visualization relaxation exercise in the family life center of Downtown Church of Christ at their departmental retreat. The morning retreat gave participants a chance to refocus during the fall semester.

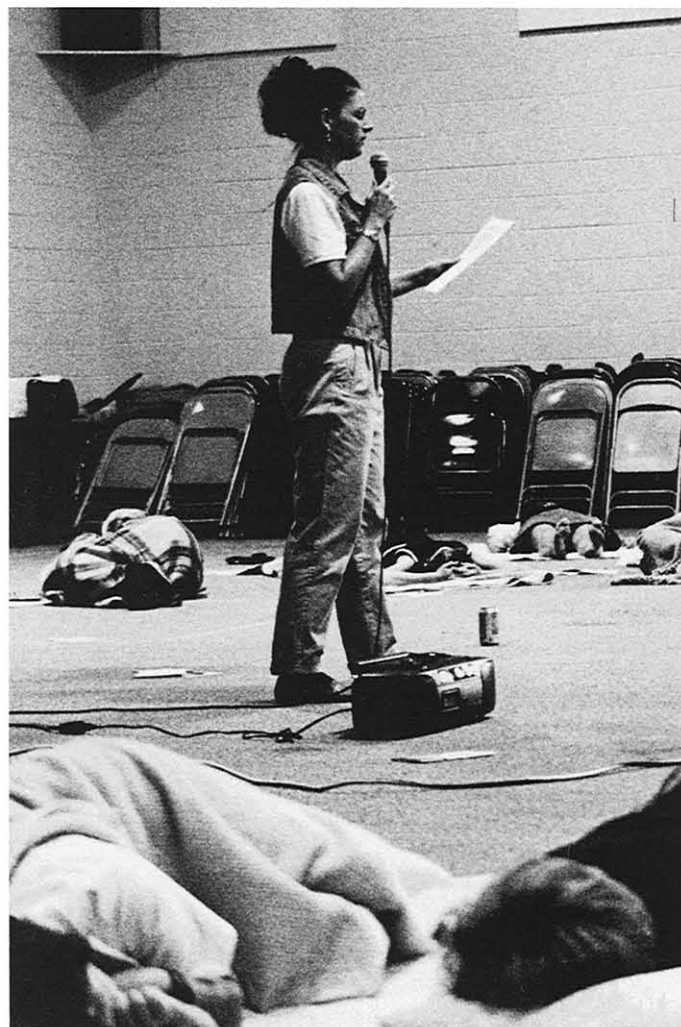


Photo by Daniel Dubois



Glen Adams, Psy.D. Ass't. Prof./Behavioral Science
Kimberly Baker, L.M.S.W. Inst./Behavioral Science
Ken Cameron, Ph.D. Asso. Prof./Behavioral Science
Sharen Crockett, M.S., C.F.C.S. Prof./Family & Consumer Sciences
Ellen Daniel, Ed.D., C.F.C.S. Prof./Family & Consumer Sciences

Debbie Ford, M.S.W., L.C.S.W. Ass't. Prof./Behavioral Sciences
Michelle Hammond, M.A. Inst./Behavioral Sciences
Kenneth Hobby, Ph.D. Prof./Behavioral Sciences
Kathy Howard, Ed.D. Asso. Prof./Behavioral Sciences
Dwight Ireland, Ed.D. Prof./Behavioral Sciences

Terri Rine, Ed.D. Ass't. Prof./Family & Consumer Sciences
Lisa Ritchie, M.S.E., R.D., L.D. Inst./Family & Consumer Sciences
Terry Smith, M.S.W., L.C.S.W., A.C.S.W. Asso. Prof. & Dir. Social Work/Behavioral Sciences
Jack Thomas, Ph.D. Prof. & Dept. Chair/Behavioral Sciences
Elizabeth Wilson, Ed.D., C.F.C.S. Prof. & Dept. Chair/Family & Consumer Sciences

Rebekah Norman and Mindy Skiver study specimens through their microscopes in Dr. Joe Goy's advanced genetics lab. Biology students took part in many labs on their way to their future careers. The labs helped students prepare for future lab work in the workplace and graduate school.

Hannah Middleton, Jenni Wright and Neil Cutsinger spend time between classes looking at the student project pictures on display in the Joseph E. Pryor Science Building. The student project displays were part of the department's contribution to the 75th year celebration. The department also set up an alumni hall of fame display to recognize the accomplishments of former students.

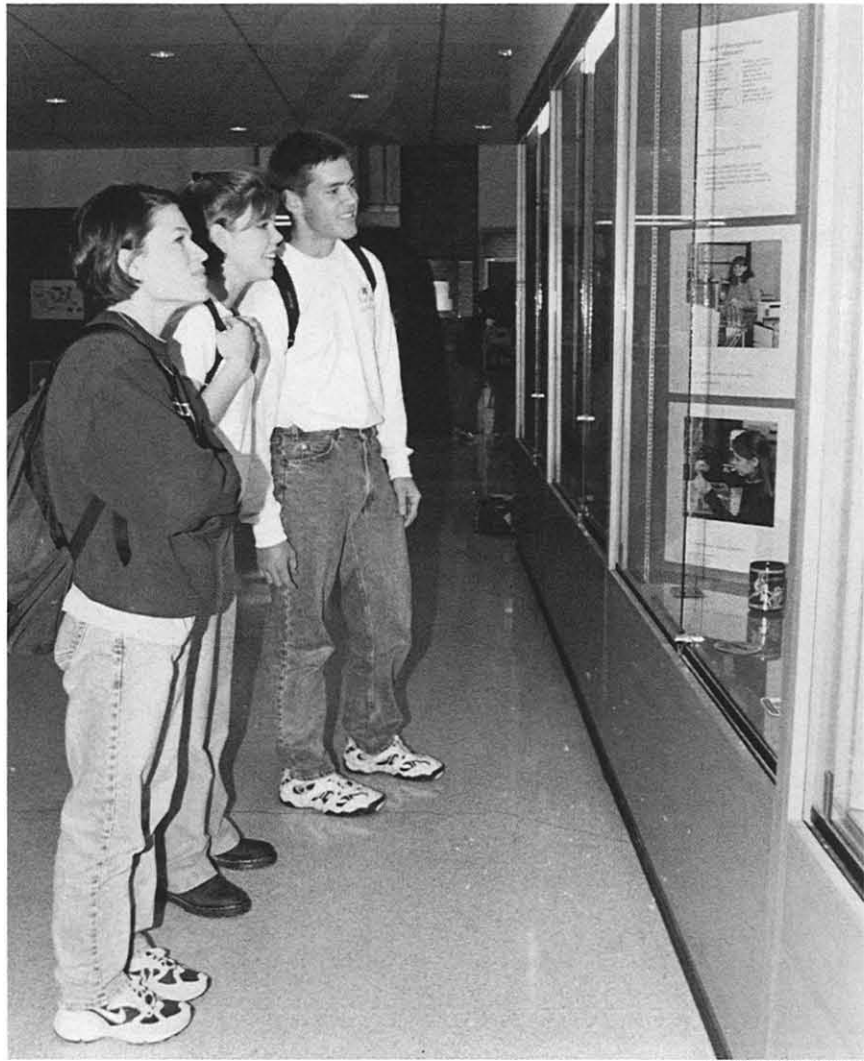
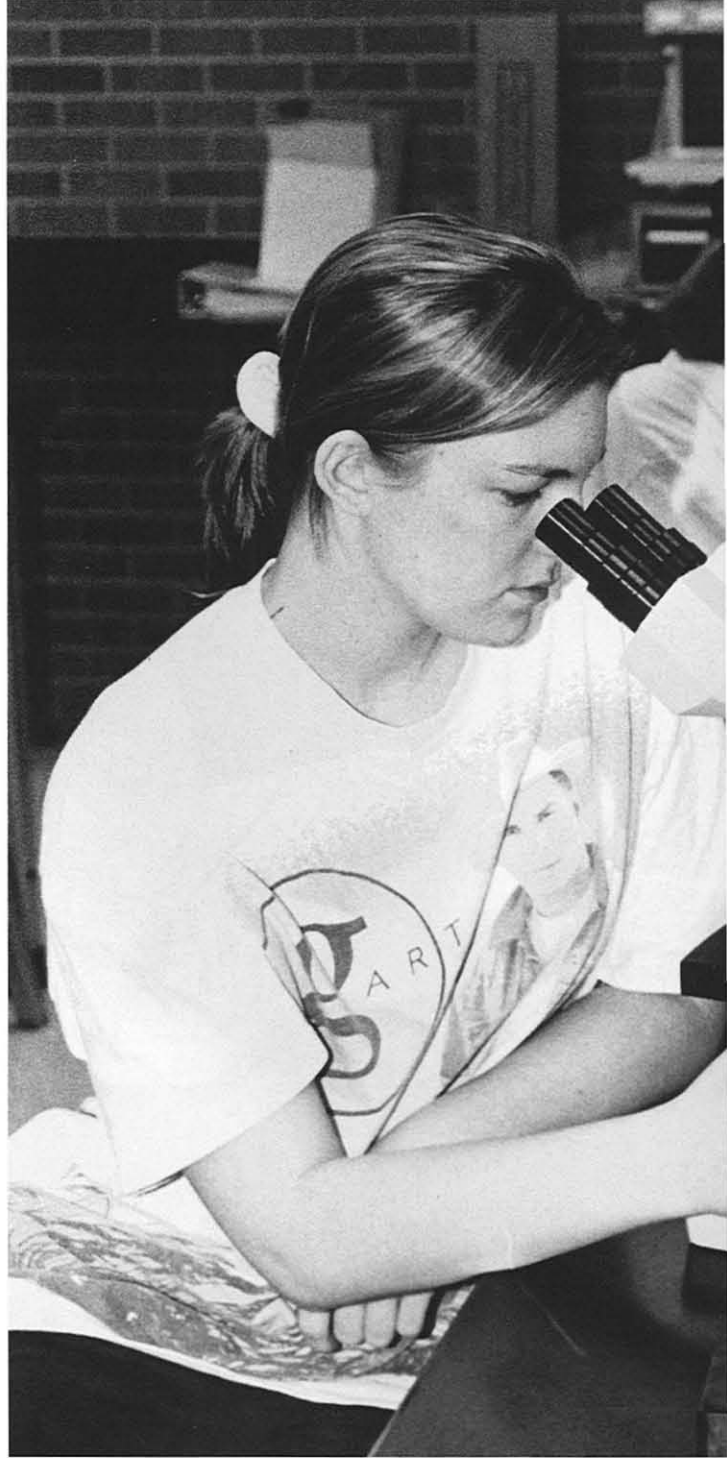


Photo by Salomon Pineda



- David Cole, Ph.D.** Chair/Physical Science
- Steve Cooper, M.S.** Inst./Biology
- Ronald Doran, Ed.D.** Prof./Biology
- Don England, Ph.D.** Distinguished Prof./Chemistry
- Terry Fletcher, Ph.D.** Ass't. Prof./Chemistry
- Jo Goy, M.S.** Lect./Biology

- Joe Goy, Ph.D.** Ass't. Prof./Biology
- Marsha Hendricks, Ph.D.** Ass't. Prof./Physical Science
- James Mackey, Ph.D.** Prof./Physics
- John Moon, Ph.D.** Asso. Prof. & Chair/Biology
- Steven Moore, Ph.D.** Ass't. Prof./Biology
- Lambert Murray, Ph.D.** Prof./Physics

- Mike Plummer, Ph.D.** Prof./Biology
- Bryce Roberson, Ph.D.** Prof./Biology
- William Ryan, Ph.D.** Asso. Prof./Computer Info. Systems & Physical Science
- Keith Schramm, M.S.E.** Ass't. Prof./Physical Science
- Ed Wilson, Ph.D.** Prof./Chemistry



Science students face ever-changing scene; prepare themselves with new technologies

Technology is always changing and in no field is that change more prevalent than in the sciences. Equipment and techniques are constantly being updated, changed or discarded. Science students discover that, if they aren't exposed to current information in college, then they can spend years playing catch-up.

The Physical Science Department coped with this need for updated equipment by acquiring a scanning fluorimeter. The computer-controlled fluorimeter measures fluorescence, which is produced when the electrons in an atom become excited, using wavelengths. The fluorimeter replaces a 30-year-old machine that used glass filters to measure the wavelengths. The problem with that system was that many samples could not be measured because the department lacked the proper filters.

Dr. Marsha Hendricks said, "Up to this point, we had no means to look at proteins and nucleic acids because we didn't have the right filters. Now we can look at any molecule that we want to."

Being able to look at molecules for themselves instead of relying on drawings and photos in textbooks is important for biochemistry majors who will spend much of their careers studying molecules.

"Our students have a decided advantage because of this hands-on experience. Even though many state schools have this kind of technology, they usually don't allow their students to handle it directly because of the cost," Hendricks said.

Dr. David Cole, chair of the Physical Science Department, said that this instrument

and others like it ensure that our students will not have to apologize for a lack of experience.

The fluorimeter is one of many new instruments purchased by the Physical Science Department in the past five to six years. Thanks to donations by a few alumni and a grant from NASA, the department has been able to purchase one new instrument every year.

Physical science is not the only department that made some improvements this year. The Biology Department added a new molecular biology lab. The purpose of the lab was to investigate different cellular and molecular processes. Although the lab has existed in some form for the past two years, this was its first year to be fully operational.

Dr. Steve Moore said the lab really helped his students understand the things that were discussed in class. "This lab allows students to take a problem, dissect it and research it. This kind of investigative biology opens their eyes to the techniques that are required to carry out much modern-day research. They are also learning techniques that they will find useful in graduate or medical school," Moore said.

This lab will benefit students in molecular biology and molecular genetics. Although molecular biology is not required for all biology majors right now, in upcoming years biology students will have to choose between the molecular lab and the ecology lab.

This molecular biology lab is a luxury that many schools in Arkansas do not have.

Like any other special training, Moore said that this course will give Harding students an edge when they are applying to graduate and medical school.



Photo by Daniel Dubois

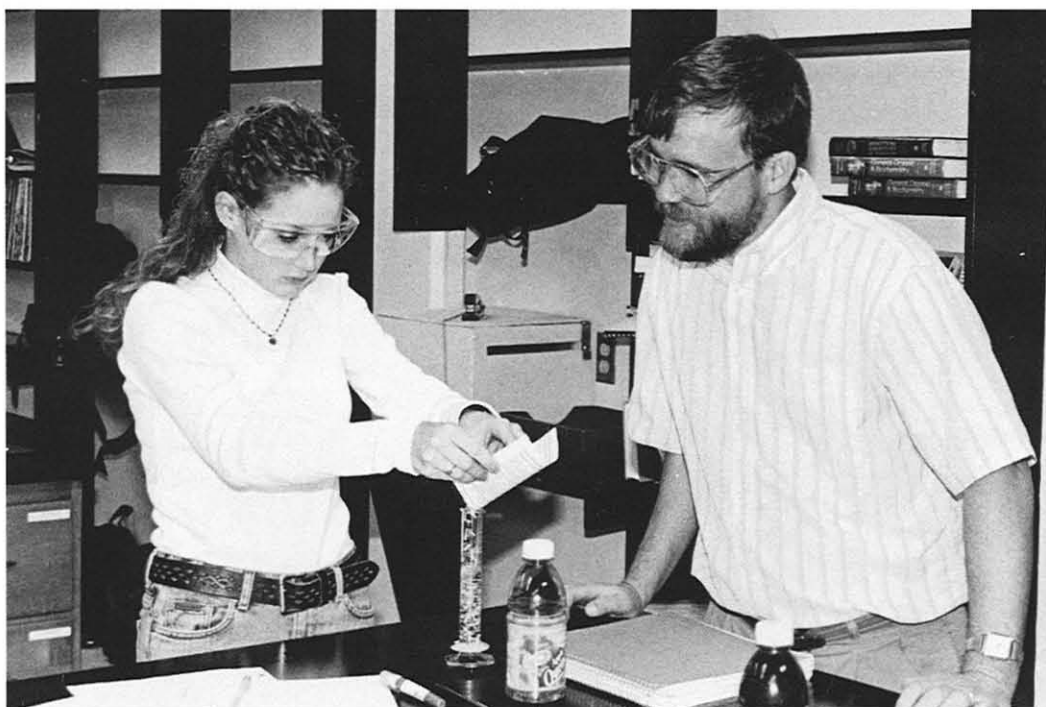


Photo by Daniel Dubois

Assistant Professor Keith Schramm and freshman Jamie Curry work together on a density experiment in the morning Chemistry 114 lab. Schramm returned to the classroom this year after a three-year educational leave.

Grant makes new computer lab a reality; creates a much-needed gathering facility

Computer labs are an asset to Harding's campus. Students use them to check e-mail, surf the web, write papers and complete other projects. However, for computer science and math majors, the fact that everyone used the computers made it difficult for them to get their programming assignments done. Many computer science majors found it very difficult to finish their programs on time, especially when they were doing group work that made working in the labs an absolute necessity for completing the assignment.

The Math and Computer Science Departments unveiled a new computer lab in Pryor Science Building, room 71, when the students returned from spring break. Alltel Corporation gave the two departments a \$40,000 grant so that they could build a lab to benefit their students.

Dr. Tim Baird, chair of the Computer Science Department, said that the lab has 16 work stations equipped with the latest technology. The computers have the Pentium II processor with an operating speed of 400-450 MHz. The lab is also furnished with two laser printers and a scanner.

Unique to this lab are two large tables that provide a place for students to meet and work on group projects. Those groups also have the option of using the locked cabinets that are available in the lab. These cabinets allow students to keep materials in the lab rather than lugging them back to the dorm every night.

Besides allowing students a place to work on group projects easily, the new lab also

serves as a gathering place for the Computer Science Department. Unlike many other departments, computer science does not have a building to call home. The department's faculty are spread out over four floors in three different buildings. Baird said that this lack of cohesion has kept his department from having a physical presence.

"Just having a lab for our students helps give us a physical presence on campus. The lab also gives us a central location to post information about departmental meetings," Baird said.

Not only does the lab serve as a meeting place, but it is not being reserved for classes. Baird said it is frustrating for students to have some time that they can work on a project, only to get to the lab and find a class meeting there. In fact, according to Baird, many of the open labs, especially the ones with the up-to-date equipment, have been closed for classes from 8 a.m. until 5 p.m.

Although this lab provides more benefits to the Computer Science Department, math students also get to use the new equipment. Dr. Steve Smith, chair of the Math Department, said the lab is not being built into a particular course, but he feels it is quite beneficial to math students.

"There are a lot of math web sites and enrichment aids available on the Internet that we haven't been able to access or use. I'm hopeful that the new lab will give our students the chance to use the various aids that are available to them," Smith said.

—Yavonda Fletcher

Dr. Steve Baber hands back graded assignments to his class. Although it was not the favorite activity of students, homework often gave them a firmer grasp on the concepts taught in the classroom.

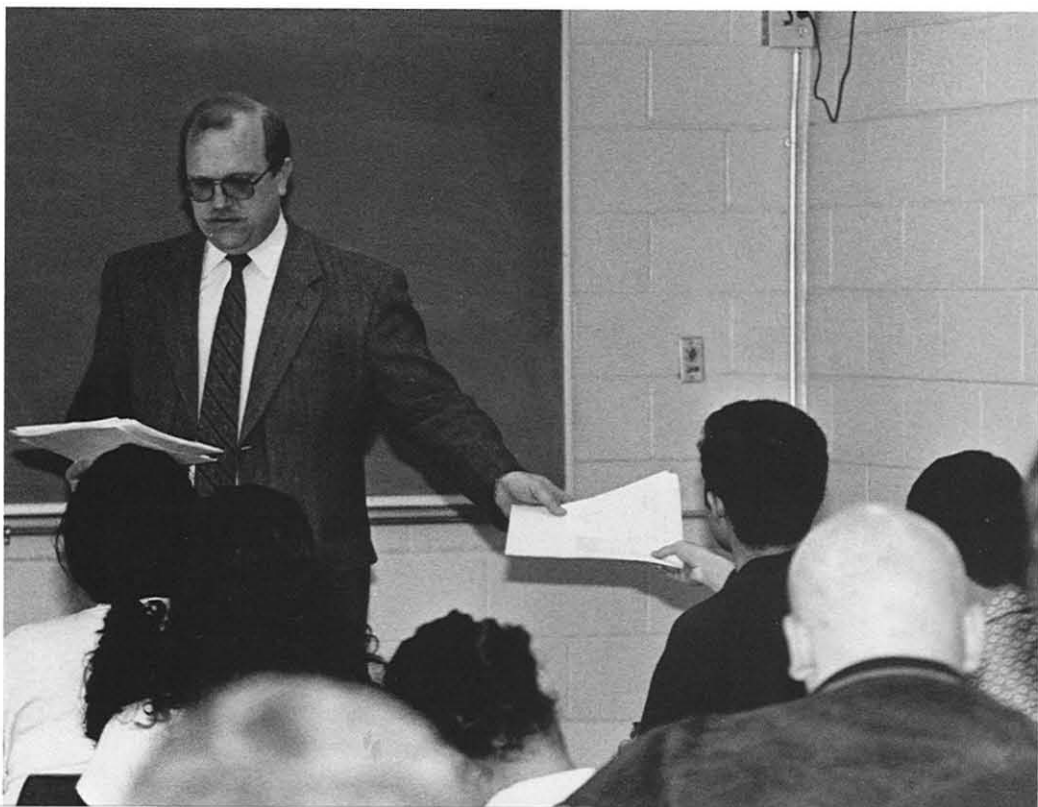




Photo by Salomon Pineda

Dr. Debbie Duke helps Liza Freeman with a question after class. Students knew they could seek help from Duke and other professors concerning problems they found difficult. Professors were always willing to assist students any way they could.

Dr. Tim Baird watches as David Duke places the programming team's first place trophy in the display case in the science building. Duke and team members, Gabriel Foust and Johnathan Ulti, took first place in the state competition. They went on to place ninth in the national competition in Atlanta.



Photo by Daniel Dubois



Stephen Baber, Ph.D. Prof./Comp. Science & Dir./Academic Computing
Timothy Baird, Ph.D. Prof. & Dept. Chair/Computer Science
Harmon Brown, Ph.D. Prof./Math
Gene Dugger, M.S. Prof./Comp. Science. & Math
Debbie Duke, Ed.D. Asso. Prof./Math

Frank McCown, B.S. Asso. Inst./Comp. Science
Bill Oldham, Ed.D. Prof./Math & Dir./Math Ed.
Scott Ragsdale, M.S.E. Ass't. Prof./Comp. Sci. & Ass't. FB Coach
Steve Smith, Ph.D. Prof. & Dept. Chair/Math
Travis Thompson, Ph.D. Prof./Math & Ass't. Dean/College of Arts and Sciences

Jared Hobby, an athletic training student, wraps Ashley Hodge's ankle at the Lady Bisons' soccer game. Students in the athletic training program were required to log 1,500 hours under a school trainer to receive their certificate.

Dr. Ken Turley conducts his research project with the aid of Zach Kirby. Dr. Turley worked with several boys in the community while researching cardiovascular response to isometric exercise in children.

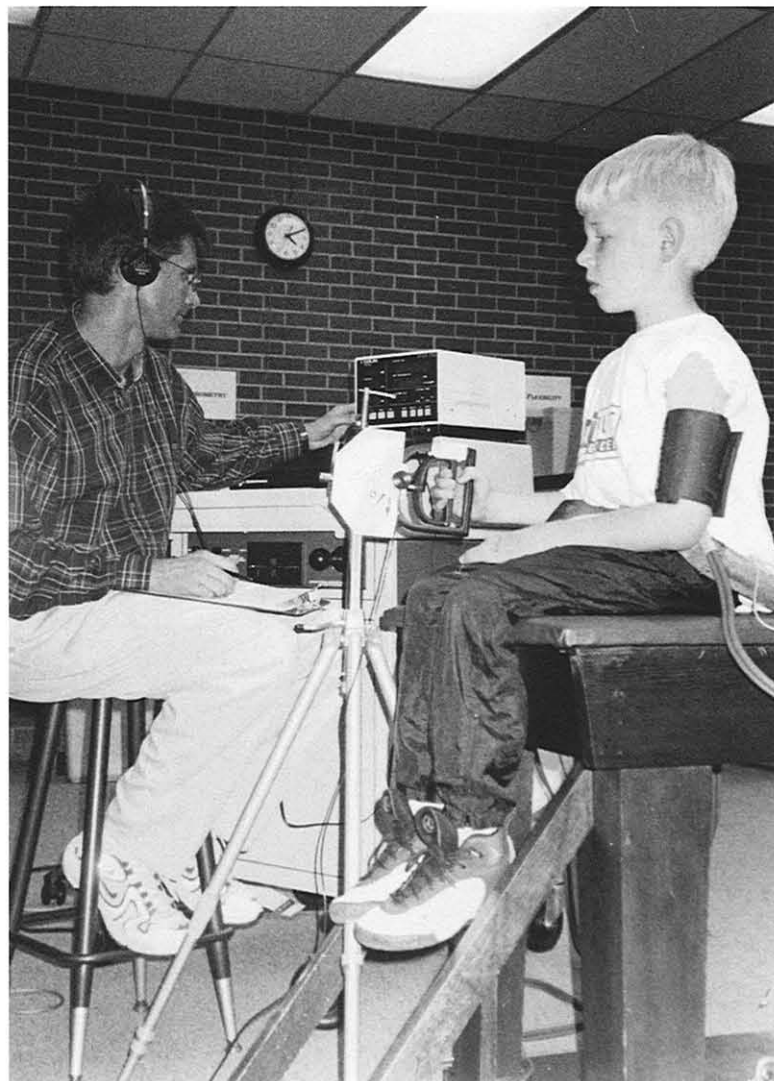
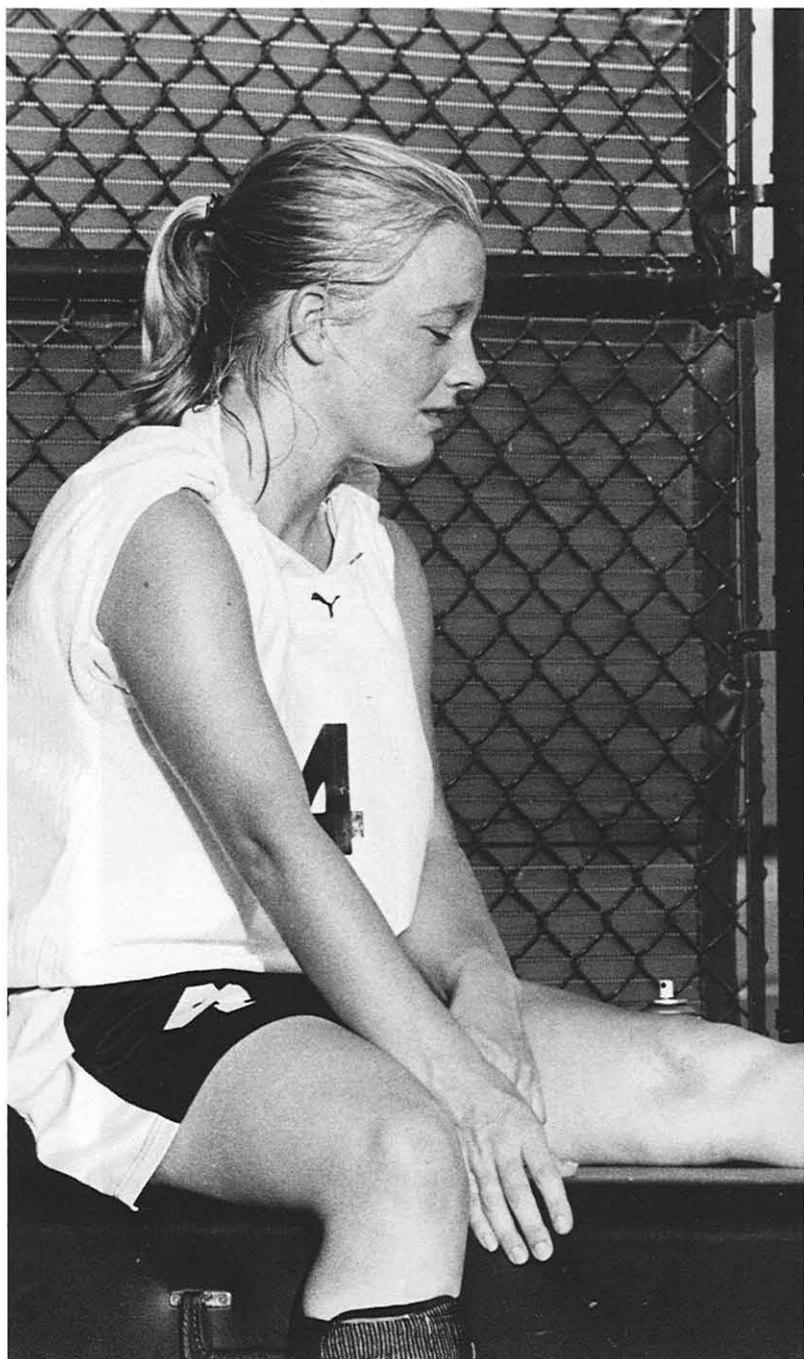


Photo by Michelle Kitchens



Karyl Bailey, Ph.D. Prof./Volleyball Coach
Stephen Burks, M.B.A. Inst./Ass't. Women's Bskt.
Kathryn Campbell, M.A.T. Prof.
Bob Corbin, M.Ed. Prof./Research Asso.
David Elliott, M.A.T. Prof./Tennis Coach
Brad Francis, M.Ed. Ass't. Prof./Women's Bskt. Coach
James Frank, M.Ed. Ass't. Prof./Ass't. Football



Shane Fullerton, M.Ed. Instructor/Baseball Coach
Jim Gowen, M.A. Ass't. Prof./Dir. Intramurals
Ronnie Harlow, M.S.E. Instructor/Athletic Trainer
Ronnie Huckleba, M.Ed. Asso. Prof./Ass't. Football
Tim Kirby, M.Ed. Ass't. Prof./Ass't. Men's Bskt.
Ted Lloyd, M.S. Prof./Sports Info. Director
Wilt Martin, Ed.D. Prof./Dept. Chair



Jessica Moore, D.A. Asso. Prof./Dir. Intramurals
Jeff Morgan, M.S. Ass't. Prof./Men's Bskt.
Roddy Mote, M.Ed. Asso. Inst./Ass't. Football
Brian Phillips, Ph.D. Ass't. Prof./Track Coach
Mike Pruitt, D.A. Prof.
Randy Tribble, M.Ed. Asso. Prof./Football Coach
Ken Turley, Ph.D. Ass't. Prof.



Exercise science and athletic training majors generate excitement for numerous students

Exciting new opportunities emerged within the field of kinesiology last fall as students were able to declare majors in exercise science and athletic training. Within the first semester, 50 students were pursuing degrees in exercise science and 15 others were involved with the athletic training major.

Dr. Ken Turley, supervisor for the exercise science major, said that exercise science is becoming a major that is more in demand because physical education is being phased out of many elementary and junior high schools. "With less education on physical fitness, obesity is increasing, and vascular diseases are topping the charts as the number one killer in America," he said.

The courses involved with exercise science are science-based and aim at research into treatment and prevention of such diseases. Students taking these courses are taught the research involved and how to work with people to increase their exercise and to treat any physical fitness problems they may have.

Ashley Hodge, an exercise science major, hopes to become an occupational therapist. She started in biology and then switched to exercise science when it became available. According to Hodge, exercise science offered courses that were more applicable to her field. In addition to the biology courses she needed, exercise science also offered courses such as psychology and physiology.

"I am encouraged by the hard work Dr. Turley has put into it. I appreciate his dedication in bringing in guest speakers and starting an exercise science club," Hodge said.

Coach Ronnie Huckeba is responsible for the athletic training major. "I am glad for this major to open for Harding students because there is a tremendous boom in the job market for athletic trainers," he said.

Huckeba described the major as "pretty intense," as students take the Kinesiology core and the remainder in athletic training hours. The head athletic trainer, Ronnie Harlow, supervises the clinical program.

Athletic training major Heather Driver said she switched majors because she was interested in the medical field but did not want to be in a hospital or doctor's office. "I like sports and would like to work with a professional team or perhaps a rehabilitation clinic," Driver said.

Junior Diane Vacogiannis also declared a major in athletic training. "I am excited about this major," she said. "If the world were a perfect place, I would be the athletic trainer for an NFL team. If that opportunity does not occur, I hope to work with college teams or be the head trainer in a clinical setting.

Although she found the major extremely fulfilling, she also found it extremely challenging as it incorporated aspects of psychology, medicine and physical therapy. "This is a very good program and I learned a lot from Ronnie Harlow. He is an excellent trainer," Vacogiannis said.

According to Turley and Huckeba, the programs had a good start and were expected to grow rather fast. The earliest graduation date for both majors will be the spring of 2000.

— Annie Graham

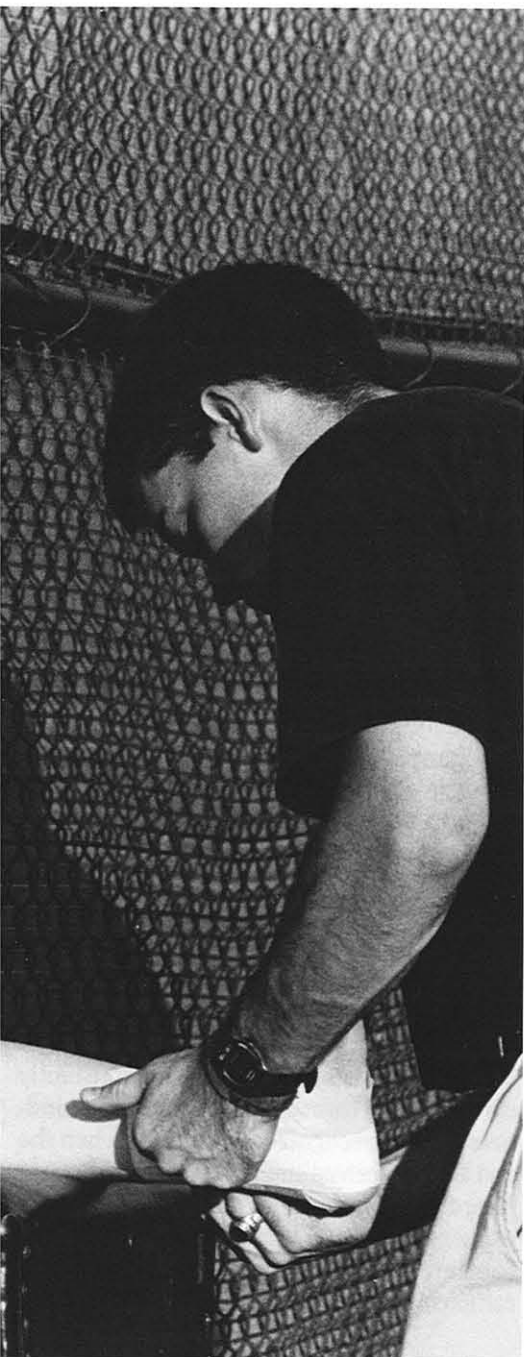
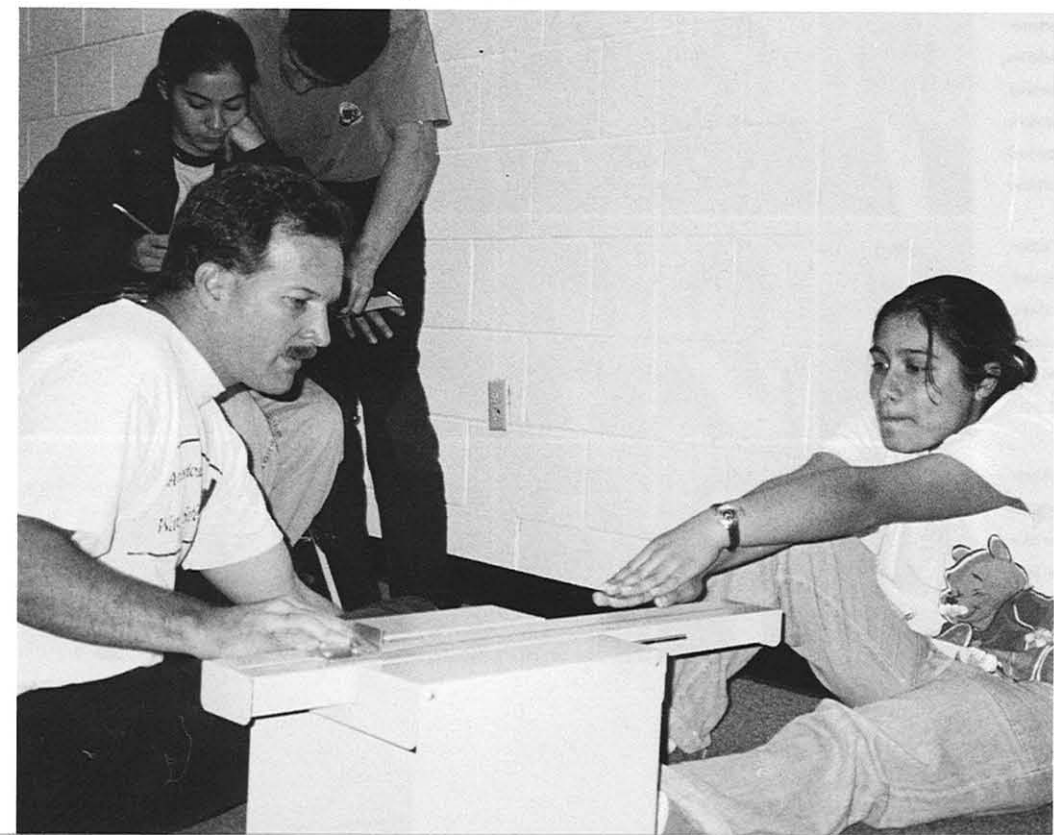


Photo by Salomon Pineda



J.D. Yingling (M.Ed., Ass't. Prof.) conducts a flexibility test in his Beginning Kinesiology class. Yingling began this year as professor of aquatics.

Mary Lou Daughety guides students with that special touch; keeps the International Studies office running like clockwork

Words used to describe her are those similar to that of the virtuous woman mentioned in Proverbs 31:10-31.

"She takes care of everything....she is efficient....she never complains....she is a tremendous joy to work with....she is unique....she is one of the greatest Christian servants on campus."

These are the words Dr. Don Shackelford, dean of International Studies, used to describe his secretary, Mary Lou Daughety.

Daughety and Shackelford's friendship began more than 23 years ago when Shackelford served as the dorm manager for Armstrong Hall and Daughety's husband, Larry, served as the supervisor of Graduate Dorm.

"I used to walk Mary Lou's daughter, Deborah, to kindergarten every morning while Mary Lou was working on her master's degree in education," Shackelford said.

Eight years later, after Shackelford assumed the position of dean and the International Studies secretarial position was vacant, he asked if Daughety might be interested in filling it.

"My great love for Harding and its students was one of the reasons I took the job," Daughety said. "I also have a great boss who is a wonderful Christian."

While serving at Harding, Daughety has seen the school and the International Studies Program grow tremendously. "When I first started, the only program offered was Harding University in Florence (HUF)," Daughety said. "Now we have programs in Athens, Greece

(HUG), London, England (HUE), and Brisbane, Australia (HUA) as well."

Daughety kept very busy. In fact, one might refer to her as a surrogate mother for students choosing to study abroad. Her responsibilities included preparing and organizing materials for more than 160 students' folders. These folders comprised the itineraries for each student's trip abroad. She sent notices to students that told what information they lacked and she helped students with their flight plans.

"I assist Dr. Shackelford and we try our best to help students know what to expect before they go abroad," Daughety said.

"She performs her job duties flawlessly and I have never once heard her complain in the more than 15 years she has been here," Shackelford said.

"I am constantly amazed at how efficient she is. She does all of the reminding and has everything organized. That is why Friday (her day off) is so traumatic for me," he said.

Many might wonder if Daughety got tired of the paperwork. "I have told Dr. Shackelford that, if he ever wants a new secretary, he will have to fire me first. That's how much I love my job," Daughety said.

The feelings are mutual. "I told Mary Lou the other day that, if she ever decides to quit, she must let me know a day in advance so that I can quit first," Shackelford said. "She is one of those unsung heroes whose work very often seems to go unnoticed."

While her work may have gone unnoticed by some, others felt that she went beyond her

call of duty. "Mrs. Daughety went out of her way to make getting ready for the HUF experience as easy as possible," senior Beth Thornton said.

Senior Matt Fincher, who attended HUE in 1997, said the little things that Daughety did were what he appreciated most. "Mrs. Daughety always knows students on a first-name basis," Fincher said. "She was very patient whenever I would miss deadlines and she always had a smile on her face."

"I don't know if I could have gotten it all done without her help," said Rebekah Scott, a senior who also attended HUF in 1997. "You just have so much to do and with your school work it is hard to keep it all straight, but Mrs. Daughety was the best."

Daughety recalled another student who appreciated her help. "Several students have come in and showed me pictures after they have returned from their trips," she said. "After one student returned, he came into the office and thanked me for being patient even though he was late with everything – and he handed me a single red rose. That meant so much to me, but just a simple 'thank you' is enough."

Daughety's servant spirit was constantly demonstrated through her many acts of kindness and was recognized by Harding when she and Larry received the Distinguished Service Award. "She is one of the finest Christian women I have ever known. She and her husband are two of the greatest servants on our campus," Shackelford said.

– Ashley Miller

Retta Atmiller, Heritage Innkeeper

Carolyn Anderson, Administrative Assistant/Education

Patty Barrett, Director/Housing

Barbara Bell, Secretary/Advancement

Sandra Boaz, Administrative Assistant/Student Support Services

Meredith Boutell, Secretary/Family & Consumer Sciences

Robert Boutell, Custodian/Student Center

Claudette Bratcher, Secretary/President

Pam Bridges, Transcript Clerk

Michelle Browne, Secretary/Education

Virginia Campbell, Receptionist/Student Health Services

Jane Cavitt, Clerk/Registrar

Margie Clark, Student Health Nurse

Robin Coker, Secretary/Advancement

Linda Cox, Dorm Supervisor

Cindy Curtis, Post Office Clerk

Brenda David, Business Office Cashier/HUGSR

Carter Davis, Admissions Advisor





Mary Lou Daughety advises a student about her trip abroad. Students found that Daughety always had a helpful hand to lend them.

Photo by Daniel Dubois

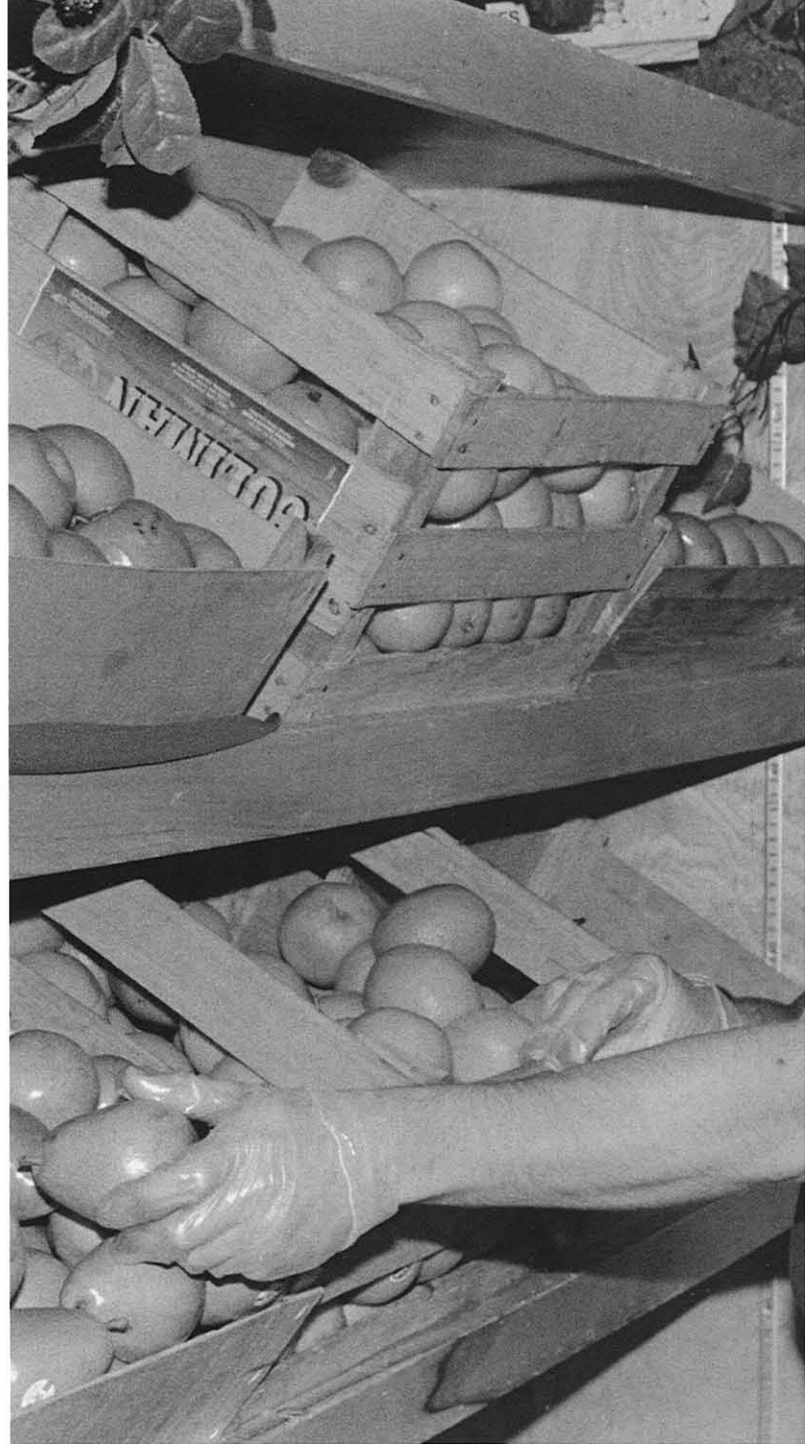


Holly Davis, Secretary/Career Center
Laura Davis, Secretary/Academic Services Center
Ruth Ann Dawson, Office Manager/Counseling Center
Glenn Dillard, Associate Director/Admissions
Marilyn Dowdy, Secretary/Alumni Relations
Fran Dugger, Inventory Control/Bookstore

Latina Dykes, Secretary/Senior VP & CFO
Madelyn Elliott, Secretary/Deans
Don Eudaly, Regional Director of Advancement/HUGSR
Naomi Guy, Technical Service Assistant/Library
Angie Harlow, Office Assistant/Student Publications
Bill Harris, Advancement Officer

Donna Helms, Assistant/VP Advancement
Ruth Herring, Administrative Assistant/HUGSR
Melinda Hicks, Secretary/Sports Information
Bill Hodges, Administrative Assistant/Student Support Services
Martha Hodges, Secretary/VP Academic Affairs
Aaron Hubbard, Assistant Technical Director/Theatre

Sokol Haxhiu, an ARAMARK student employee, puts out fresh fruit in the Harding cafeteria. Fresh pears, oranges, apples and bananas could be found in the cafeteria to help students keep a healthy and balanced diet.



Pat Hughes, Library Assistant/HUGSR
Cindy Hunter, Secretary/President



Ophelia Johnson, Custodian
Rob Kernodle, Admissions Advisor



Paula Kirby, Alumni Programs Coordinator
Paula Langston, Secretary/Admissions



Pat Lawrence, Secretary/Public Relations
Wanda Loyd, Secretary/History & Social Science



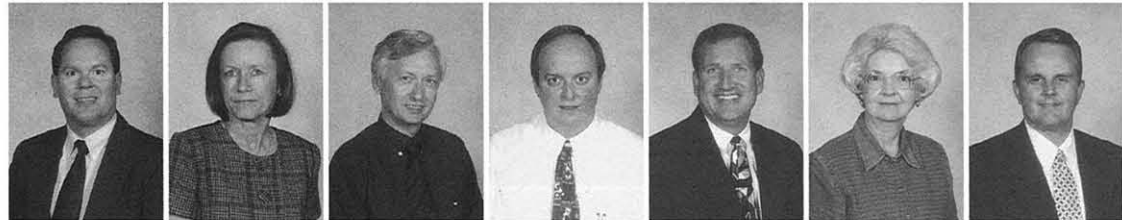
Sharon Manor, Bookstore
Barbara Martin, Secretary/Recording Studio



Jamie Martin, Writer & Copy Editor/Public Relations
Isabel Mathauser, Periodicals Technical Assistant
Lynn McCorkle, Secretary/Education
Sarah McKenzie, Benefits Specialist
Ann McLarty, Nurse/Student Health Services
Cecelia McLeod, Secretary/Education
Rowan McLeod, Director Planned Gifts/Advancement



Steve McLeod, Admissions Director/HUGSR
Jan Milner, Services Coordinator/Upward Bound
Wayne Milner, Assistant Registrar
Jeff Montgomery, Director/Photography Services
Mark Moore, Regional Director/Advancement
Sue Moore, Secretary/Special Projects
Lowell Myers, Regional Director/Advancement



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John Noah, Ass't Director/Admissions & Financial Aid
Amy Organ, Bookstore
Edwina Pace, Secretary/Chancellor
Pat Rice, Director/Student Health Services
Linda Richey, Bookstore Manager
Brenda Roach, Sec./Institutional Testing & Research





Photo by Salomon Pineda

ARAMARK serves Harding and local area; provides many students with part-time jobs

Harding University is distinguished by its quality in many areas. One example of its choices is the contract with ARAMARK, the company that provides food services to the cafeteria at Harding.

Assistant Catering Manager James Ward talked about the service that Harding gets from ARAMARK, how it is handled by the cafeteria and the personnel and other pertinent details. "We have around 50 or 60 students working for ARAMARK, including five full-time employees – non-students," Ward said. "My job is mainly making sure that everything is going well with the employees and their work."

Although Harding is ARAMARK's first commitment, it also has other places to assist and other banquets to serve. "ARAMARK and some of the employees serve banquets for the faculty, staff and events for President David Burks, Dr. Lott Tucker and Dr. Buddy Rowan, different organizations, such as the civic clubs in Searcy, and the biggest event of the year, the Christmas party at the White County Medical Center," he said.

Ward said that, before ARAMARK made the contract with Harding, it was the school that provided the food for the cafeteria. "The contract with ARAMARK was needed because Harding had outgrown its own food service system for Harding to provide the food," he said. "Now we have 200 employees that are specialized in the food service part of our operation."

Ward said these employees are the ones who decide which food will be on the cafeteria

menu. "The food service director, the production manager and service managers are the ones in charge of the menu every day," he said. "They rotate the food for the different days and menus and they keep in mind what the students want."

ARAMARK tried to satisfy student's appetites by changing the menu and adding new features to the cafeteria and student center service. Just this year they added a fresh salad line that served mainly sandwich wraps and salads. ARAMARK also set up pancake and omelet lines on some Sundays just for a change of pace. They also had a contract with Yarnell's ice cream and new ice cream flavors were always a favorite with the students. ARAMARK tried to stay current by keeping in touch with the students.

Ward said that one avenue that helped to get opinions from the students was the comment box. "We take the comment box very seriously. The comment box gets opinions every day," he said. "ARAMARK's food is first quality."

"ARAMARK did food for the Olympics (Atlanta 1996), and that's huge," he said. "We are in the top 25 on employees of the nation as far as number of employees is concerned."

Ward said he is really happy to work for ARAMARK. "I just graduated last semester and I chose this company to start my career. I know that it is a great place to start," he said. "ARAMARK is a company with a lot of future and is known by many people and by other companies for its quality."

– Julieta Gil



Jarretta Rose, Secretary/Chapel
Retha Ross, Accts. Receivable/Bookstore
Felipa Santillan, Administrative Assistant/Career Center
Jay Simpson, Financial Aid Counselor
Martha Smith, Secretary/Admissions

Rita Stilwell, Secretary/Chapel
Gail Strickland, Secretary/Advancement
Barbara Stubblefield, Clerk/HUGSR
Shellie Sumrall, Secretary/Advancement
Julie Tracy, Bookstore

Cecil Tomlinson, Bookstore Manager/HUGSR
Jane Tomlinson, Administrative Assistant/Dean & CEO/HUGSR
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