

# CHASING AFTER academics

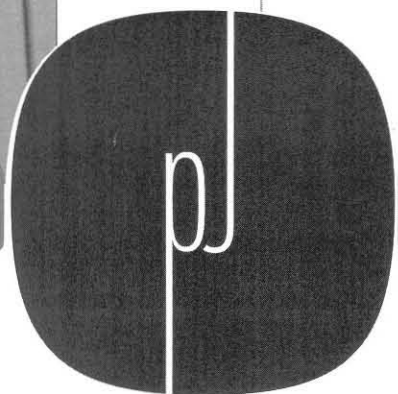
dedication, hard work, late nights;  
these are only a few of the  
enduring qualities in the long  
road leading to graduation

rosa colon  
academics editor



In a Biochemistry I Lab on Oct. 3, junior Aaron Graham finds the correlation between the amount of protein and the amount of light absorbed by the dye that is bound to the protein. During this experiment, students utilized the Bradford method of quantifying protein.  
•Chelsea Roberson

During his senior art show Nov. 13, senior Jon Ross works on a mural depicting the idea of judgment using his painting method called the New Geometric style. "Being able to display my art feels like my purpose on earth is being fulfilled," Ross said about the show. •Chelsea Roberson





**Freshman Rebecca Morris** measures a design while listening to Faye Doran, professor of art, Sept. 26 during an Architectural Drawing class. Many freshmen enrolled in classes for their major to get a head start on their degree. •Chelsea Roberson



# Virtual Expression

## Portfolios give students interview opportunities

**T**he art department implemented a new venue for creativity in the fall. Online art portfolios were added to the curriculum as a type of resume designed to help students find jobs after graduation. The Web sites were a required project for the advanced graphic design class, however, the chance to build a portfolio was available to any art student who wanted the opportunity.

"The students' Web sites need to visually tell their stories, what makes them unique and what drives their creativity," Daniel Adams, associate professor of art and design, said. "They must include a portfolio of at least five images, a downloadable resume and contact information. Beyond those requirements, they are free to shape the material in anyway they choose."

Besides being just a school project, Adams said these Web sites would be an asset to students looking for a job after graduation.

"The purpose of the portfolio sites is to give the students an online presence as they begin their careers," Adams said. "These are places to send the prospective employers to review [the student's] work in advance of scheduling a face-to-face interview."

The field of graphic design was a competitive area of work, and these online portfolios provided a way to help students get noticed.

"These portfolios are a really good thing because employers aren't interested in giving you the time for an interview until your work has impressed them," Chad Nicholson, a senior graphic design major, said.

"That being said, if we don't think we can get an interview, we try to get them to look at our online copies."

Adams said students put a great amount of time into their portfolios. Each student was required to include a variety of pieces from his or her time at Harding and, along with the Web site, a hard copy for employers to view.

"In a graphic design portfolio, the student usually shows 10-15 pieces of their best design work," Stacy Schoen, assistant professor of art and design, said.

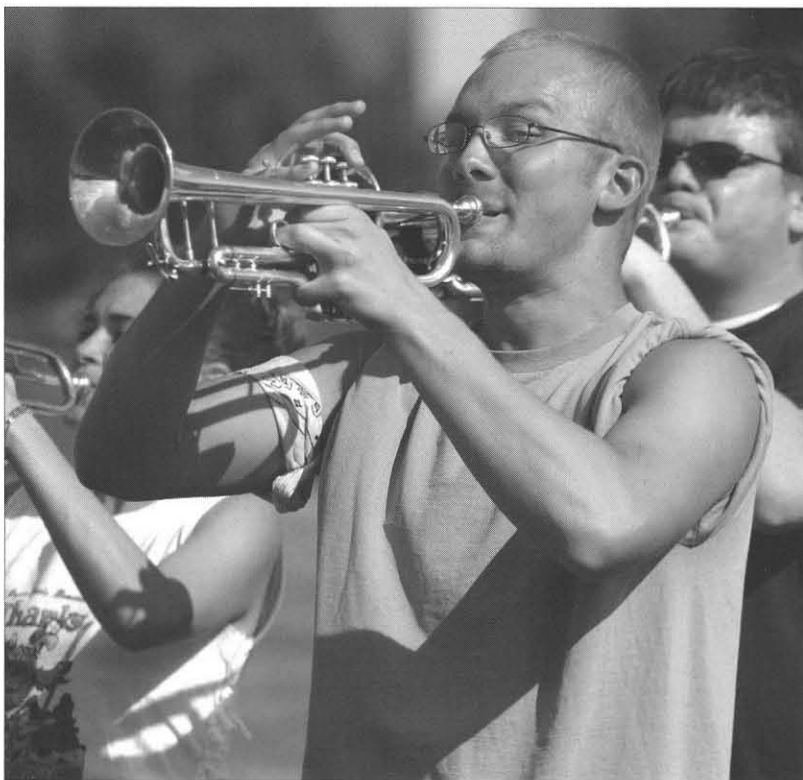
Schoen said employers were looking for a young designer who knew how to think, make new connections and who was curious; someone who found the best way to solve design problems.

Students showed their knowledge of design principles, layout, typography and format to make their Web sites stand out and catch the attention of employers.

"You don't get a design job for your grade point average on a resume," Schoen said. "You get the job because you demonstrate the talent behind that GPA in your portfolio."

Other than being a required aspect for graphic design students, the online resume tools proved effective and important to aiding future professional artists find their place in the work force.

•Brooke Light



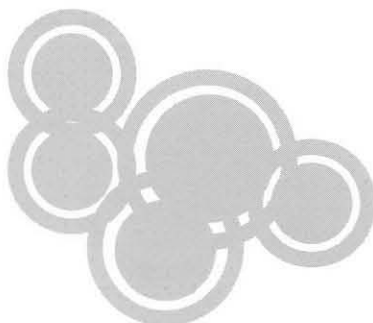
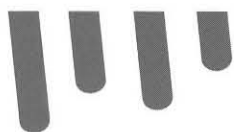
**Junior Kristopher Perkins plays the trumpet** during marching band practice Sept. 6. "Harding's music program is one of the most extensive majors on campus; the teachers really work us hard and push us to the highest level of musicianship," Perkins said.

•Chelsea Roberson



**Senior Seth Pratt looks on** as fellow classmate senior Katie Owens molds a clay pot in ceramics class Sept. 20. "There is something about working with clay that is incredibly calming," Owens said.

•Chelsea Roberson





# Fashion Show

## Fashion merchandising students visit the runway

**T**he university's fashion conscious students had a chance to do some networking and get a glimpse of the inner workings of the fashion industry in September when the Department of Family and Consumer Sciences took a group of students to the Round Bobbin Sewing, Quilting and Home Decor Expo in St. Charles, Mo., Sept. 21-23.

"The convention consisted of vendor display, technology and software expo, trunk shows, stage shows and the second annual Emerging Young Designers Fashion Competition and Show," Dr. Beth Wilson, professor and chair of the Department of Family and Consumer Sciences, said.

Though the vendors and classes offered students practical experience in the fashion industry, students said the highlight of the convention was the student fashion show and competition.

"It is a fashion show of original designs submitted by junior and senior level college students from around the country," said Becky Boaz Moore, instructor in the Department of Family and Consumer Sciences. "The designs are grouped into categories and judged on originality, workmanship, practicality to produce and market, and best of show."

Junior Brittany Baranovic said she attended the fashion show to see how

designers of her generation actualized their sketches.

"I thought it would be fun to go to a fashion show put on by people as young as myself," Baranovic said. "I liked seeing the things girls my age had designed; it was really interesting."

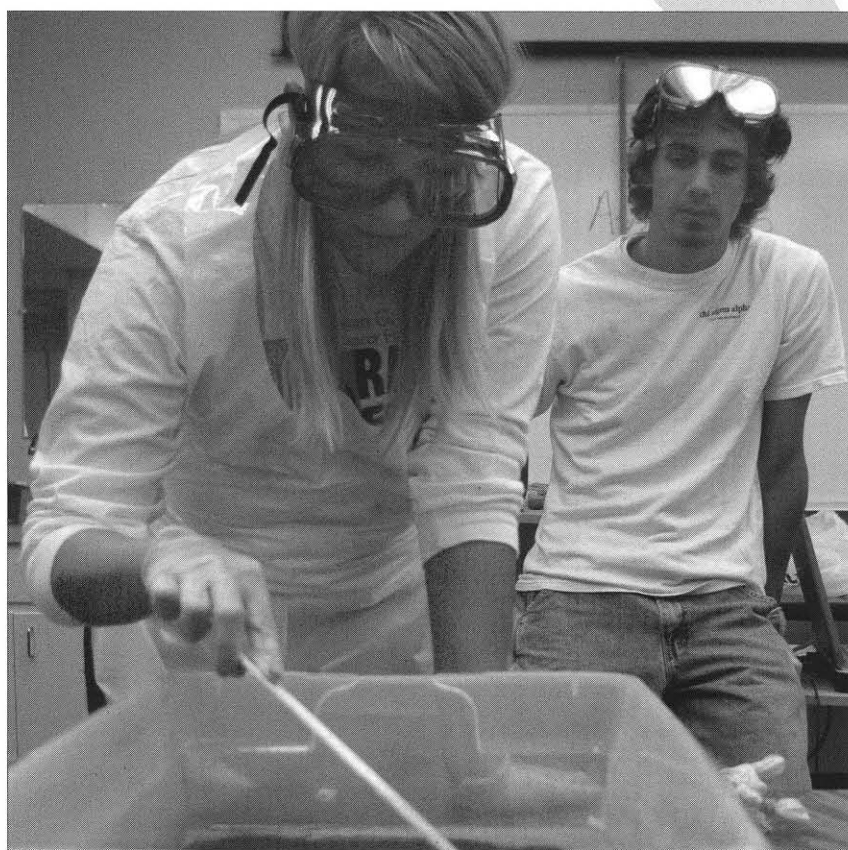
Senior Ashlee Smith said student designers brought clothes of all types to the competition — from the ordinary to the bizarre.

"Each designer had their clothes modeled in front of the judges during the day and then also in the fashion show later that night," Baranovic said. "In the evening wear division there was a cocktail dress made entirely out of chains and a long, halter dress that was actually made out of coffee filters."

Moore said there was a possibility of Harding students competing in the event next year. According to her, the purpose of traveling to the convention was to give the students exposure to what the competition entailed and to see what some of the winning pieces were for 2006.

"We had some students already coming up with ideas of what they might create," Moore said. "Some of them were even making sketches on the trip home."

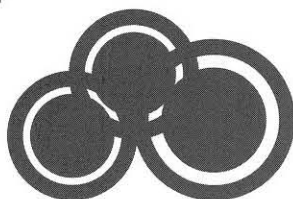
•Brooke Light

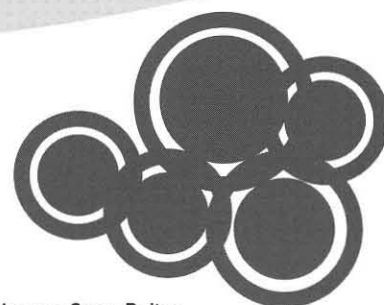
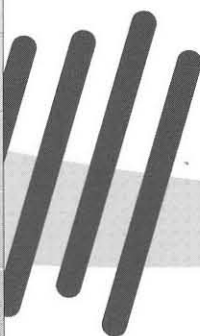
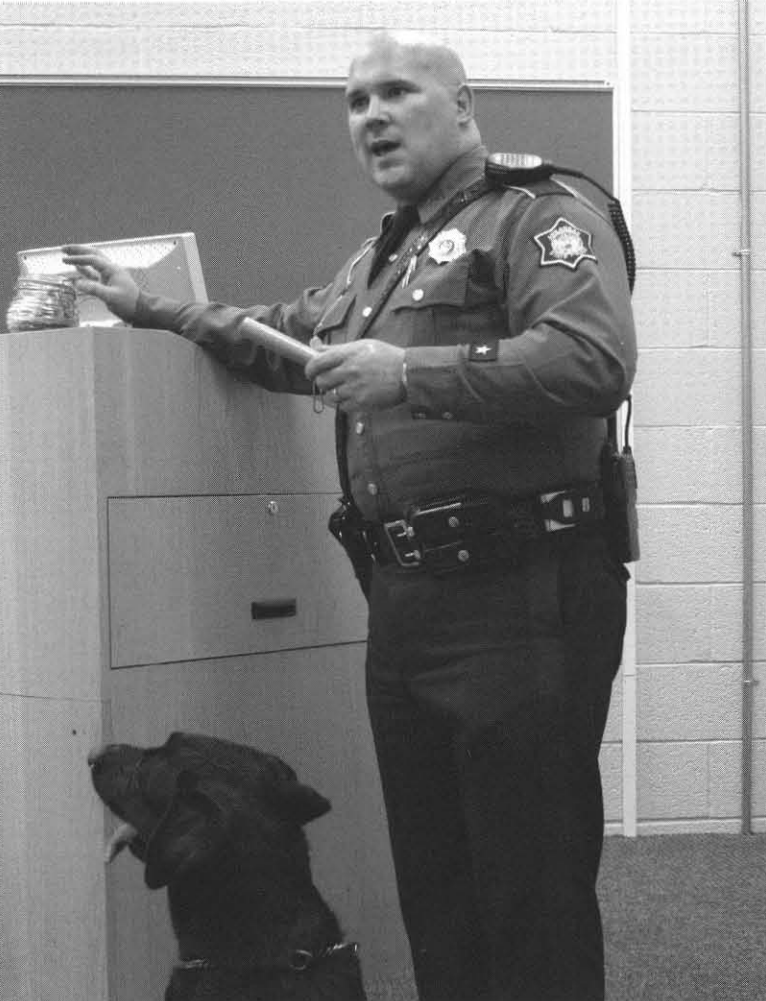


Utilizing methods they learned in class, juniors Samantha Craft and Scott Leonard immerse a T-shirt in dye during textiles lab Nov. 7 in the Olen Hendrix Building. Students in the class also completed other fabric-testing projects throughout the year such as baking fabrics and setting fabrics aflame, which gave students a hands-on approach while they studied the properties of textiles. •Chelsea Roberson



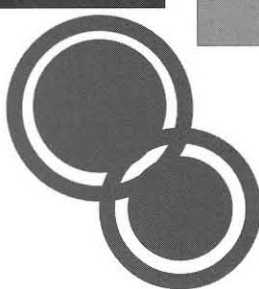
Concentrating on their projects in the clothing concepts lab Nov. 7, freshmen Audrey Russell and Letitia Clark sew a coat and dress, respectively. Fashion merchandising and interior design majors who took the course were required to complete a purse, a bottom (skirt or pants), a top and a baby garment as part of the curriculum. •Jon Byron





Discussing some of the aspects of his job, Arkansas State Police Trooper and Triple First Class K-9 Officer Royce Denny presents with the help of his K-9, Ace, on Nov. 14 in the Ezell building. Denny spoke to a combined group of students both in the criminal justice department's ethics class and their organization, Alpha Theta Omega.  
•Amber Bazargani

Sophomore Jentri Cupp measures baking soda while fellow freshman Alexandra Hurst prepares yeast bread in a food science class Oct. 24. "Every week we have a lab and we make one specific food group; we get to sample each other's foods, so it's fun," Cupp said.  
•Chelsea Roberson







During a mentoring group session Nov. 15 at Associate Professor of Bible and Director for the Center of World Missions Dr. Monte Cox's home, junior Lauren Greek and seniors Jordan Harguess, Carrie Cantrell, Heather Lehman and Tara Curtis discuss the book of Ephesians with Cox's wife, Beth. The group met every Wednesday in the Cox's home and studied the book of Ephesians with the ultimate goal of memorizing it in its entirety. •Chelsea Roberson

Awaiting the arrival of his dinner, graduate student of Harding's School of Biblical Studies Brishan Hatcher talks with his wife, Jill, at HSBS' annual Christmas dinner Dec. 8 at the Lightle House. At the dinner, HSBS students and their dates celebrated the end of a challenging semester with a catered meal, gift exchange and singing. •Amber Bazargani



# Mentoring Groups

## Deans decide on alternative method of guidance

**D**r. Monte Cox, associate professor of Bible, said with the dawn of a new administration in the College of Bible and Religion there was a strategic plan set in place after a brainstorming session; the result of which was the building of mentoring groups.

"[The Bible faculty] noticed that in our own educations that the most impacting influence in our lives is not what was going on in the classroom, but what occurred between us and our professors outside of the classroom," Dr. Ken Neller, professor of Bible, said. "It's not a new idea, and some of us were already doing it anyway, but we wanted to encourage more professors to get involved in it."

Neller said although the idea was considered in previous years, he expected it to grow and take on a deeper meaning in the future.

"What we mean by mentoring is to have an intentional relationship that is formative," Neller said. "It's more than having a Coke with a student and saying, 'Hi, how 'ya doing?'"

Neller said the program was more along the lines of teaching the student something, whether it be about spiritual disciplines, life skills or strengthening the student's relationship with God. The relationship would be informal, yet serious in nature.

After a student signed up for the mentoring group program, those names were shared with the teachers who then chose some from that list. Not everyone was able to get a mentor this year because of time restraints and the number of mentors available. However, Neller said much more

mentoring would occur this year than in the past.

"They're being mentored in a variety of ways. Some groups meet every week, and they study a book of the Bible or another book on a Christian topic," Neller said. "Some of the teachers meet with the students one on one regularly or sometimes just occasionally."

Some groups went hunting or fishing, while others traveled to hear preachers minister. These were only a few of the activities the mentoring groups did together in order to have time to talk with each other.

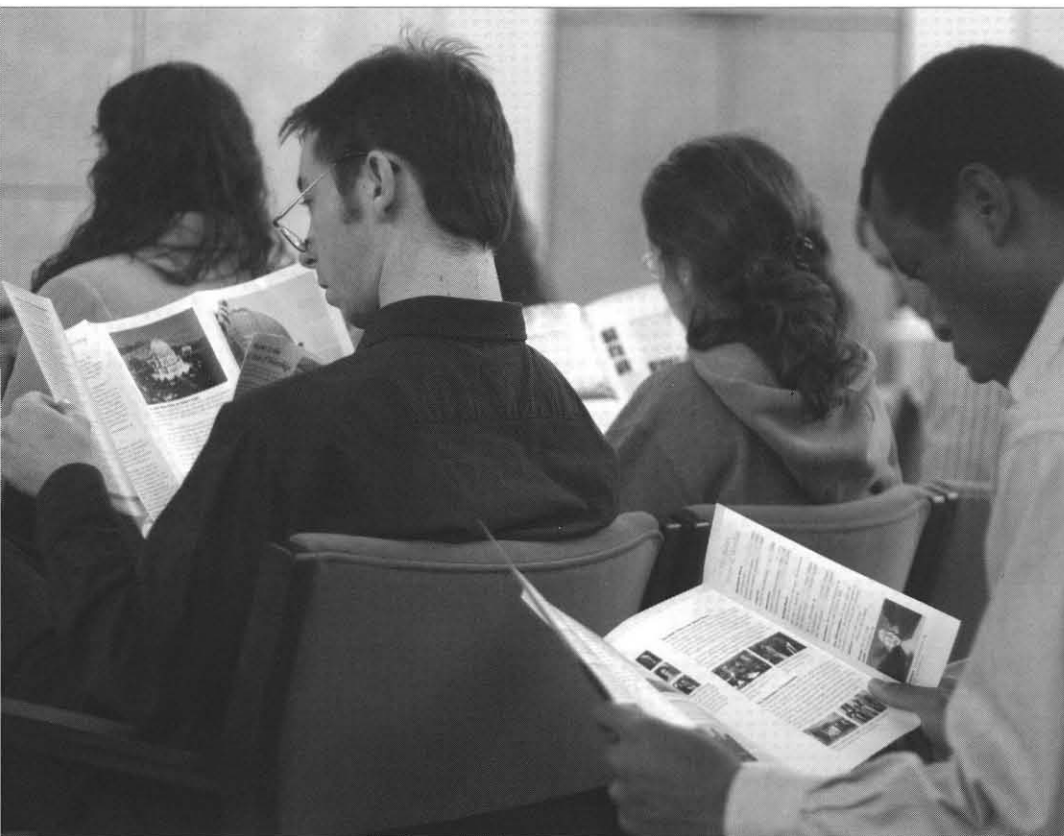
Cox had two separate mentoring groups this year. The first one met Wednesday nights, which consisted of about eight men and eight women. They primarily spent about two hours each week memorizing scripture and discussed what they had learned. The other group met Tuesday afternoons and revolved around five Bible majors. They were studying the book "Irresistible Revolution" by Shane Claiborne. Sophomore Coleman Yoakum attended Cox's Wednesday night Bible study.

"I was antsy about going at first because I didn't really know anybody," Yoakum said. "I was already involved in a Bible study group on Wednesday nights. But now, I love it and couldn't imagine doing anything else."

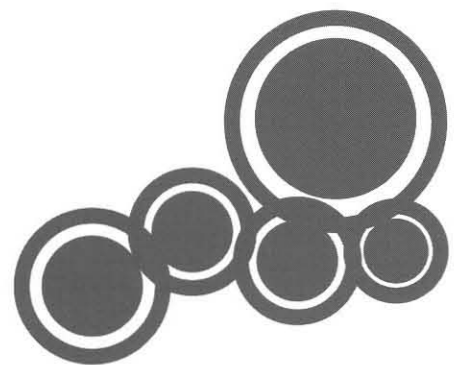
Yoakum said they studied and memorized six verses a week from Ephesians and then spent about an hour and a half discussing it.

"It gives us a chance to get pretty detailed into [the reading] by only doing a little bit each week," Yoakum said.

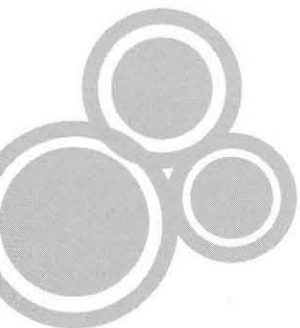
•Andrew Leeper



While sitting in the auditorium of the Bahá'í House of Worship located in Wilmette, Ill., seniors Brandt Roberts, Susana Veliz and Osaro Aifuwa read about the history of the Bahá'í faith Nov. 10 during the annual Living World Religions trip to Chicago. Students who attended the trip had the opportunity to visit eight different places of worship and experience their worship services, ranging from a Soka Gakkai service to a traditional Jewish Sabbath ceremony. Chelsea Roberson







Participating in the inaugural semester of the Advanced Genetics Laboratory course, senior Joshua Pratt streaks a media plate for a yeast 2-hybrid assay Nov. 15 as Dr. Rebekah Rampey, assistant professor of biology, observes. Rampey collaborated with Dr. Bonnie Bartel, professor of biology at Rice University, and received a grant from the Howard Hughes Medical Institute using the grant to integrate undergraduate work with cutting-edge research in plant molecular biology. •Amber Bazargani



# Research Grant

## Funding develops practical programs for students

According to Associate Professor of Biology Dr. Rebekah Rampey, preparing students for the dynamic field of molecular biology was not an easy task. She said in the past, teaching students field research methods and providing them with opportunities to conduct research had been difficult, but she believed those opportunities would expand through the benefits of a \$1 million grant in conjunction with Rice University.

Rampey said Dr. Bonnie Bartel of Rice University's biochemistry and cell biology department was awarded the four year grant by the Howard Hughes Medical Institute to cultivate programs at Rice and Harding that combined classroom instruction with lab research opportunities. She said the grant provided funding for a new Advanced Genetics Laboratory course allowing students to conduct research on plant molecular biology and offered select students the opportunity to expand on their research by working with Bartel at Rice during summer break.

According to a press release by Harding's biology department, this grant would allow students to be

on the same thinking level as scientists by taking them out of the classroom setting and into the lab. The release also said the grant would provide paid internships for students over the summer.

Serving as a Howard Hughes participating faculty member, Rampey said the grant provided a greater learning experience in a more accurate lab setting.

"The Howard Hughes Medical Institute grant is special as it's not solely a research grant," Rampey said. "It's meant to fund laboratories in a classroom setting so that students could have actual research projects, get classroom credit for it and, if they are so inclined, they can continue those projects over the summer and get an even better experience."

Rampey said a number of researchers throughout the nation were given this type of grant in order to promote undergraduate research in classes and provide students with a greater exposure to science.

"The thought with the Howard Hughes grant is if they can delve out money for scientists to become better teachers and expose students to science they can draw more people into science," Rampey said.

"Perhaps it would take away from the pool of medical students. Not that we don't need great doctors, but we also need great scientists, and right now those numbers are dwindling in the United States."

Seniors Joshua Pratt and Clinton Langston were the only two to participate during the inaugural semester of the course. Pratt said he was grateful for this additional experience, which brought him greater insight into the field of biology.

"In the past a research opportunity such as this has not been possible at Harding," Pratt said. "It gives me a chance to experience new aspects of biology and learn techniques about my major that I would otherwise be unaware of."

Rampey said she hoped the opportunities provided by the grant would recruit more interested students and provide them with greater awareness of the science field.

"It takes a special person to do this type of work," Rampey said. "I think programs like this give students the chance to see what it's really like when they may not have been exposed to this."

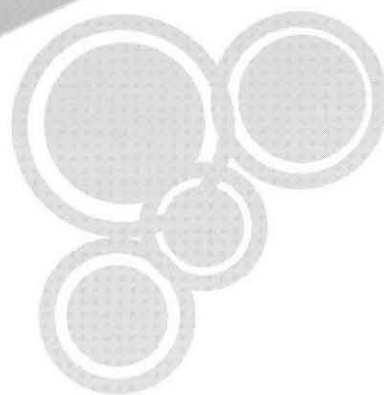
•Brian Hall



**Completing a biochemistry lab,** senior Jonathan Blansett uses a micropipette to measure solutions Nov. 14 in the Pryor-England Science Building. On average, about 40 to 50 percent of students majoring in the physical sciences went on to pursue careers in the health sciences; the rest pursued graduate degrees, working in industry or teaching. •Chelsea Roberson



**Behind the scenes at the Little Rock Zoo,** senior Ivy Cooper and senior Kelli Blank get to know one of the zoo's giraffes, Jigsaw, while on their Animal Behavior and Ecology Lab field trip in the spring of 2006. The students also took a behind-the-scenes tour of the big cat housing facility where they were instructed by a zoo official on how the tigers, leopards and other exhibit cats were fed and managed on a daily basis. •Courtesy of Jo M. Goy





# Real Life Exposure

## Internships offer hands-on experience in NYC

**S**enior communication majors Amber Brown, Brian Hall and Jordan Dyniewski interned in New York City during the summer of 2006 at MSNBC, the headquarters of New York Sen. Hillary Rhodam Clinton and The Signature Theater Company, respectively.

Hall began his internship on June 1 as a public relations intern in the office of Senator Clinton. His duties included writing, editing and distributing press releases to local, state and national media, assisting in press conferences and releasing media alerts to various media outlets.

"[The environment] was fast paced," Hall said. "It required you to pay special attention to detail, think fast on your feet and maintain a highly organized agenda."

Only a few streets away, senior broadcast journalism major Amber Brown interned for eight weeks at MSNBC.

"Once I got called back, I sent the usual: a cover letter, my application, my resumé," Brown said. "MSNBC later wanted me to come for an interview, and as things turned out, my interview trip turned out to be my spring break trip."

Brown said once at MSNBC, her responsibilities changed every two weeks.

While Brown commuted from Westchester N.Y., a community outside the Bronx, to the offices in MSNBC, located in the tip that connects NYC

to New Jersey, senior Jordan Dyniewski, a theater major and public relations minor, rode the subway for fifteen minutes from Queens to Times Square and then walked two blocks to The Signature Theater Company.

Along with five other interns, Dyniewski said the learning process was endless, considering the assignments given to him.

"At first, I didn't feel like I was being directly taught," Dyniewski said. "But eventually I started learning, just paying attention to the way others were doing it."

Despite the hectic workload and the challenges of being an intern in New York City, all three agreed the experience was worth the effort.

"Economically, NYC was a struggle," Brown said. "The people are harsh, the city is intense and the view overwhelming. However, as I recognized how hard my struggles were, I knew that there was always a way out, and that ultimately I was living the dream many teenagers in my field crave to live. Those thoughts alone, got me through the day."

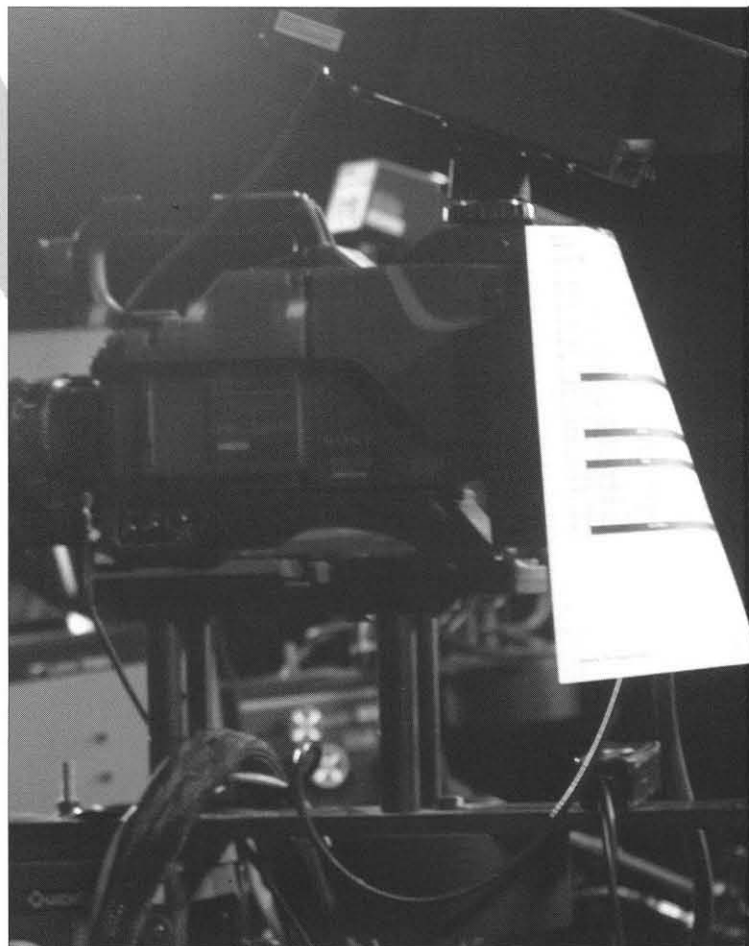
Even though all three admitted to being caught up in the fast-paced dynamics of the city, they said they never got bored of it.

"Sometimes I walked through Central Park and there was a concert or skater kids having fun," Dyniewski said. "Sure, it is fast pace, but once you are there, you understand that New York is beautiful in its own way."

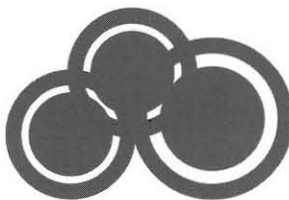
•Daniel Caceres

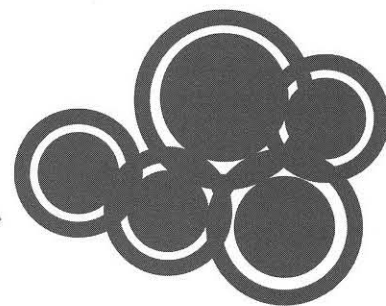
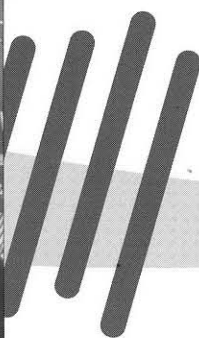


**Scrunching her face**, junior Sarah Shipp prepares to apply lines on her face which will enhance her features during her advanced makeup class Sept. 18. "I've been waiting four years to take this class ... you get to see yourself in 40 years or see how you would look with a really big nose," senior Brandt Roberts said. •Chelsea Roberson



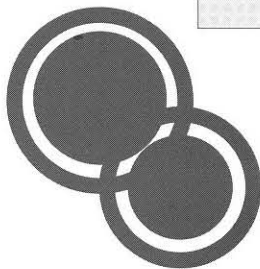
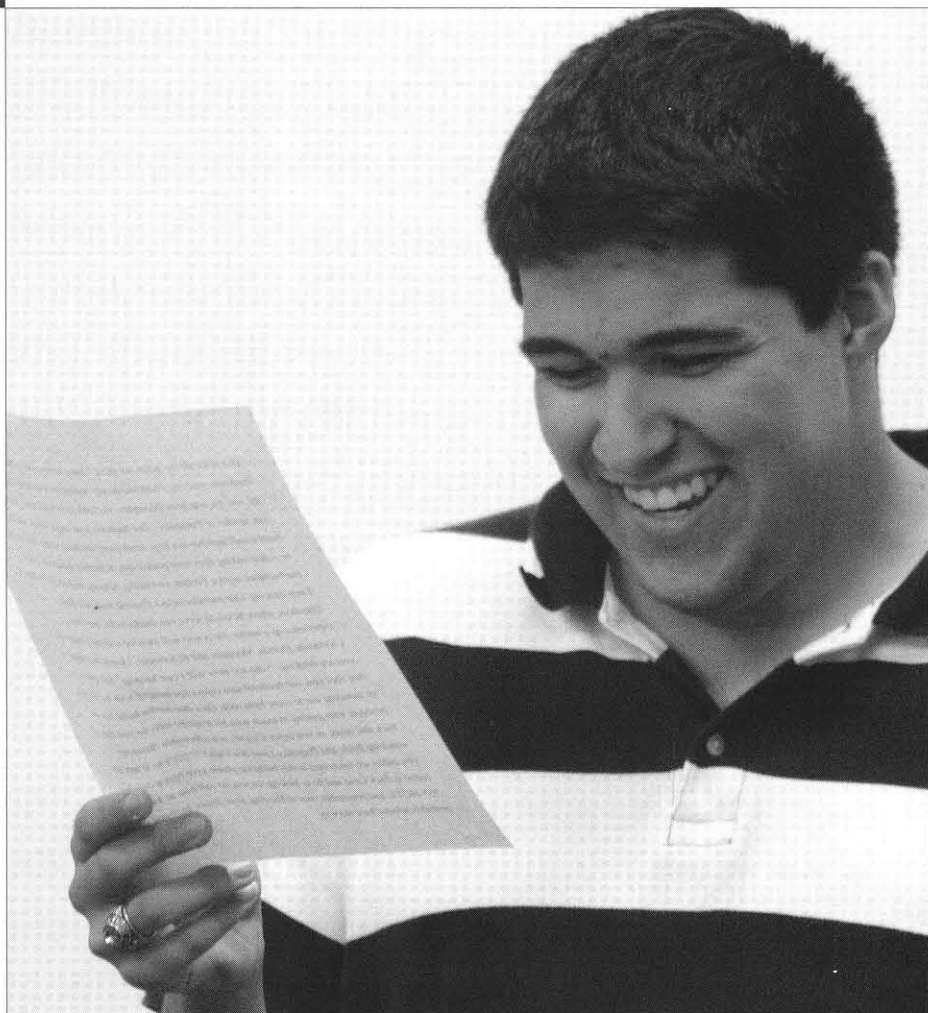
**Focusing on the cameras**, junior Daniel Leathers and freshman Karol Figueroa help produce TV-16's "Live at Five," Harding's evening news broadcast Sept. 20 in the Reynolds Center's television studio for TV Practicum. "It's kind of nice because you get thrown in and use [all the equipment] from the get go; it's fast paced and hectic because everything is live," Leathers said. •Jon Byron



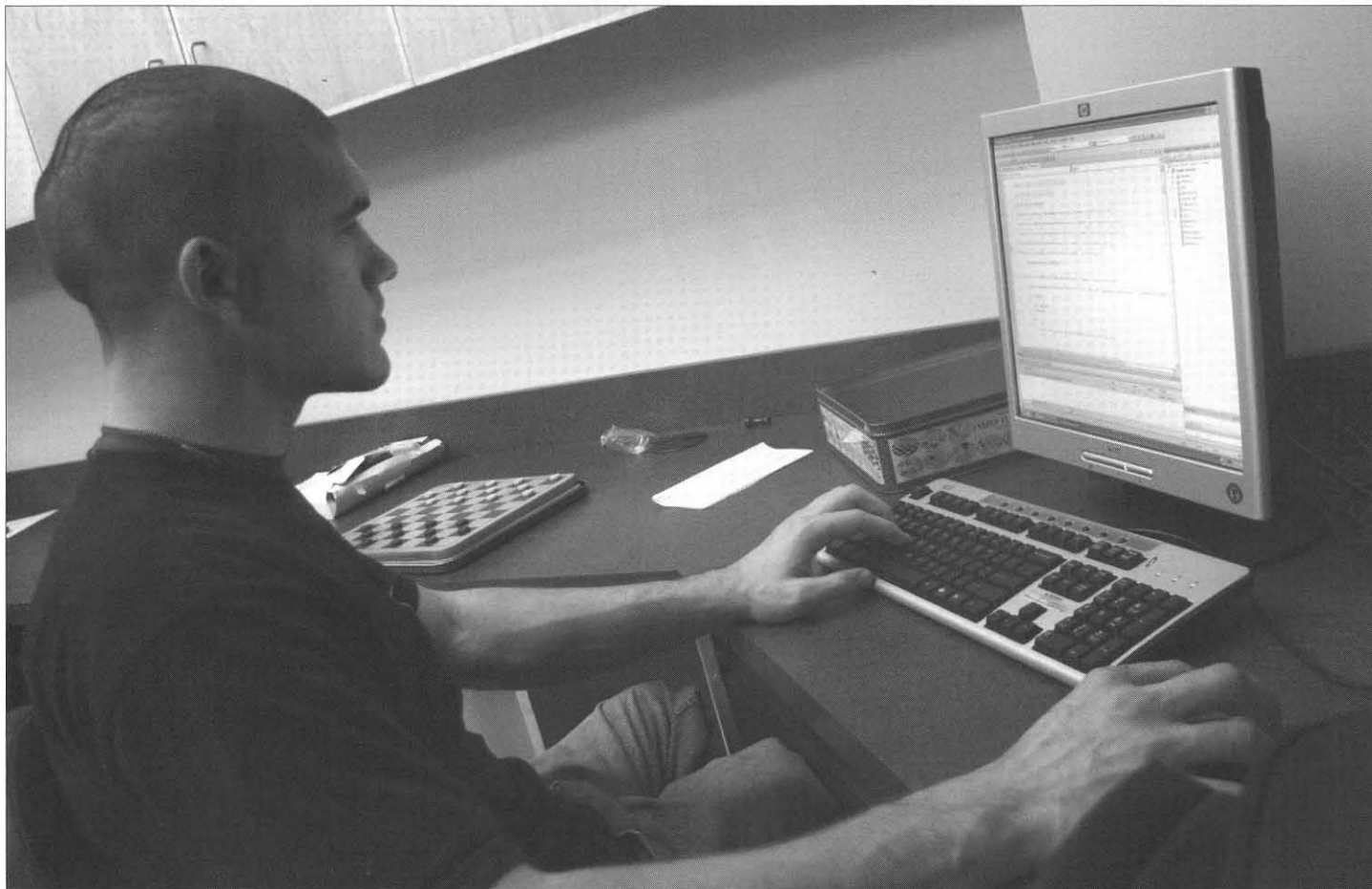


**Senior Amber Brown logs onto** the database at MSNBC's main studio in New York on July 26. "MSNBC is an exciting chaos just as you would expect it to be, but, for the most part, they always remember how to have fun," Brown said. •Courtesy of Amber Brown

**Freshman Jack Birus laughs** as he introduces a fellow classmate to the rest of his speech class Sept. 1. Birus decided to take a special spin on the traditional introductory assignment required of students in the class and presented his as a personal advertisement. •Jon Byron

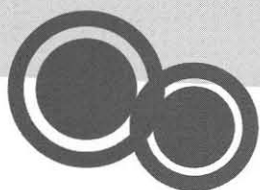






**Working on graphics for his senior project Oct. 16 in the Pryor-England Science Center, senior Daniel Benton codes the computerized checkers game his team is designing.** "[The project is] basically to apply everything you've learned so far; its purpose is to design an entire game from start to finish including designing, [doing a] mock sales presentation and competing against other teams," Benton said. •Chelsea Roberson

**Utilizing the Engineering Project Lab on Oct. 17, senior Tim Frazier cuts out a circular piece of fiberglass for his robot project.** "By the end of this class that piece will be crucial to my robot being able to run a maze completely unassisted; it will have sensors on the front and sides telling it if it is close to a wall, and the software will then adjust it so that it can run straight, turn left, right and completely around if necessary," Frazier said. •Chelsea Roberson



# Video Games

## Computer science majors design game for capstone

**M**any students, by the time they reached college, had at one point in their lifetimes played video games. However, only a select few had the chance to make their own.

Since 1993, senior computer science majors worked in teams to create unique computer versions of a popular game each year. In the fall, the game selected for the students to work with was "Giveaway Checkers," in which two sides played a game of checkers and each team attempted to "give away" all of its playing pieces.

Though the contest began in 1993, it was in the spring of 2002 that competitions began to be held each semester. Games that had been replicated in previous semesters included backgammon, regular checkers, chess, Jeopardy, spades and Yahtzee.

The "Giveaway Checkers" contest had two teams of four and one team of three in the competition. Each team had a captain who reported to Instructor of Computer Science Dana Steil and gave updates on the team's progress.

While Steil was available for help, he said the teams worked independently most of the time.

"Hopefully we've taught them enough over the past four years that they can [work on their games] on their own," Steil said.

The students had input in creating the grading rubric for the project.

"They feel like they have an ownership of how they're being evaluated," Steil said.

Senior Daniel Benton said that working on the games was a good way to gauge his ability as a computer programmer.

Many different people tested the games for multiple attributes. Friends and family of the team members as well as Harding students played the games and ranked them from best to worst. Steil said as many as 120 to 130 such people tested the games in a semester.

Also testing the games were a number of professionals in the computer programming industry. They tested the games on a more scientific level, grading each game for categories and qualifications including whether or not the game had a relevant introduction and if the game was "polite" to the user. Teams were also graded on whether or not their levels of difficulty were accurate and if the game played by the rules.

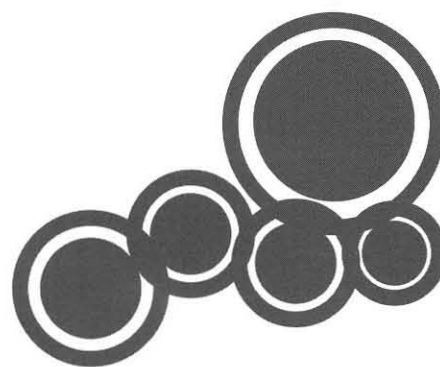
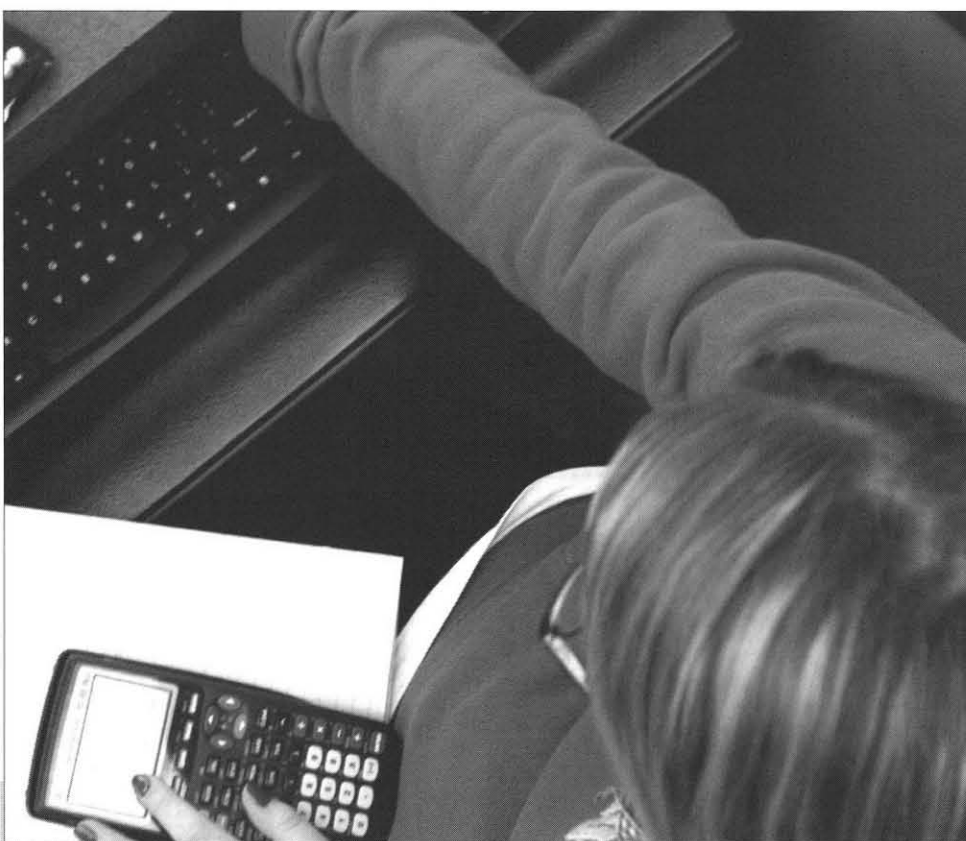
"If the game cheats, that kind of defeats the purpose," Steil said.

The games had to be able to play against each other using artificial intelligence, as well as allowing humans to play. Artificial intelligence tournaments allowed the students to see where the games stood against one another, Steil said.

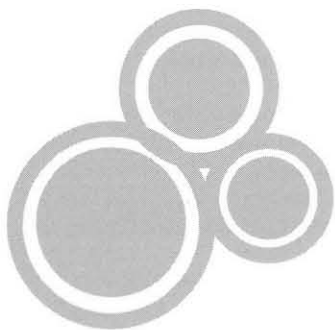
The games for the fall semester were tested beginning Nov. 29.

•Carson Fant

**Sitting in Professor of Computer Science and Math Gene Dugger's Beginning Algebra class**, freshman Shara Gillespie uses the computer program ALEKS (Assessment and Learning in Knowledge Spaces) on Oct. 17 in the Pryor-England Science Center. "I have three sections of beginning algebra using ALEKS, which uses artificial intelligence and allows me to individualize assessment, and I have gone from a 50 percent success rate to a 90 percent rate," Dugger said. •Jon Byron







Professor of English Dr. Alice Jewell and senior Megan Clanton diagram sentences in Latin and English on the board during Latin class Oct. 17. "[Diagramming] helps [one] to understand the relationship between the different parts of the sentence," Jewell said. •Chelsea Roberson



# Passionate about Latin

## Students 'beseech' professor to continue teaching

**F**or four students, a dead language came to life in the classroom of Dr. Alice Jewell, professor of English.

When seniors Megan Clanton, Allan Adams and Jonathan Paulson, and junior Nathan Shank decided that one semester of Latin was not enough, they looked to Jewell to help them continue their studies of the language. Jewell was not only willing to help, she was excited to do so.

"These students understood that going a whole year without using their Latin would be detrimental to their goals," Jewell said. "So they beseeched me to continue with the second year to enable them to keep the language alive and active in their brains."

One of Jewell's students found learning Latin was beneficial in the study of his major field.

"The main reason I take Latin is the roots it has in the English language," Shank said. "Being an English major, I like to see the many derivatives and connections between the two languages. It helps with vocabulary also."

For some, the desire to learn Latin was based on a

need to understand Latin phrasing that may be found throughout writings in the scholarly world.

"Since nearly all educated people in the Western world could read and write Latin until the last 100 years, most authors assumed that level of learning in their readers," Jewell said. "[They were] not considering the fact that our world would change to the point that their appropriate phrases would become unintelligible to future generations."

But the class went beyond the simple study of a dead language. The class was small in number, which allowed for more one-on-one teaching and the ability to make learning more in-depth.

"One of our favorite things to do is to draw pictures that are associated with the texts that we have translated," Shank said. "While [Dr.] Jewell may put up a serious exterior, she likes to know about our lives and to laugh, which provides all the greater contrast with the Roman, rigid language that we study."

Jewell herself was not entirely sure why the students found such an interest in studying the language. She

said most students found the subject a bore.

"Of course, these students thought Latin was fun, or they would not have wanted to continue," Jewell said. "The camaraderie of the group is fantastic. Every teacher should be so blessed."

The group said they were excited about their ability to prepare for their future careers and studies through the study of Latin.

Latin, as a subject, was not offered in the course catalog until 1998, when Jewell received her doctorate. She taught Latin on an individual basis to students and others interested in the language for the 30 years prior to Latin being an official class.

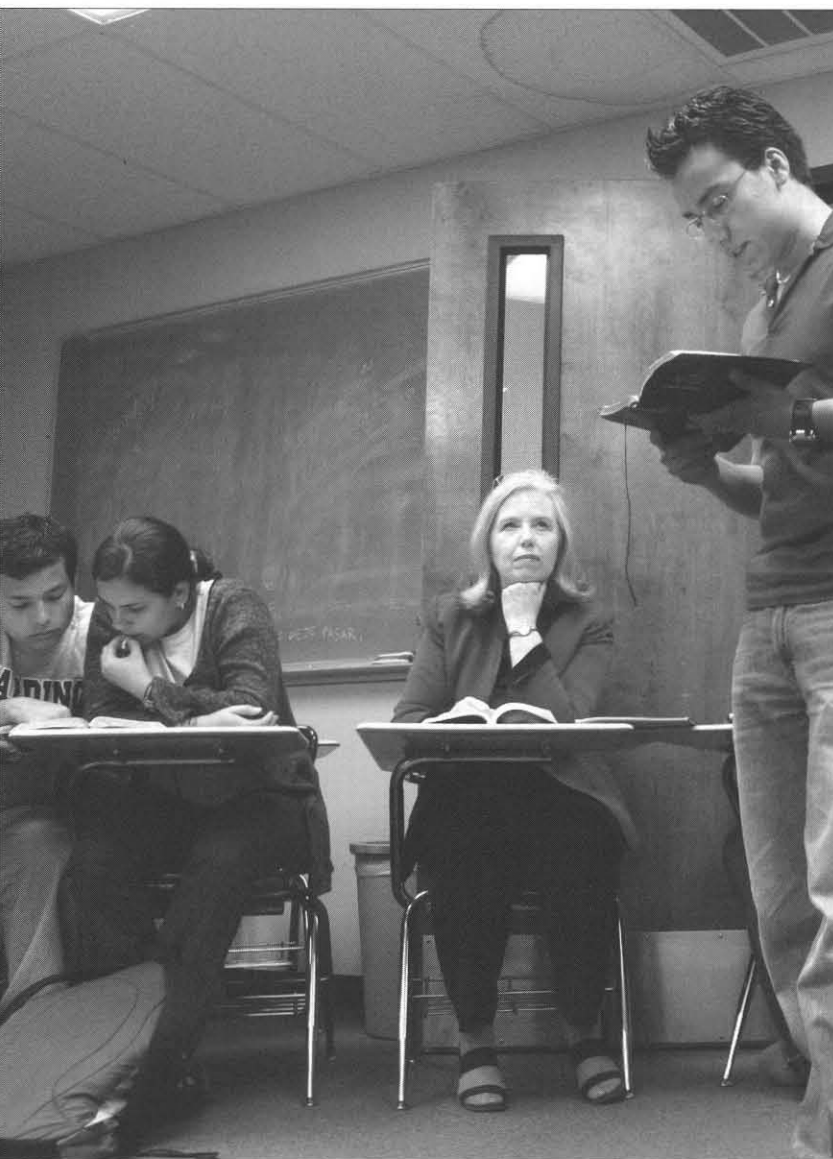
"I suppose you could compare the satisfaction of figuring out a difficult translation with the satisfaction some people get from working crossword puzzles," Jewell said.

Beyond personal gratification, however, Jewell said her excitement about Latin stemmed from one simple reason: her love of studying languages. The students were grateful for her willingness to help.

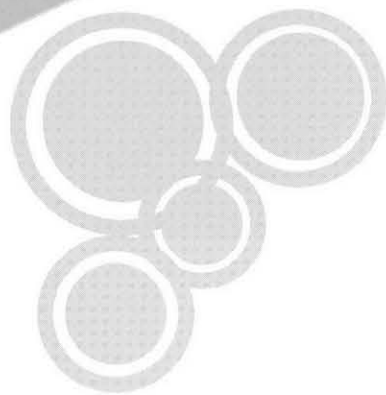
•J. Cliff Ganus



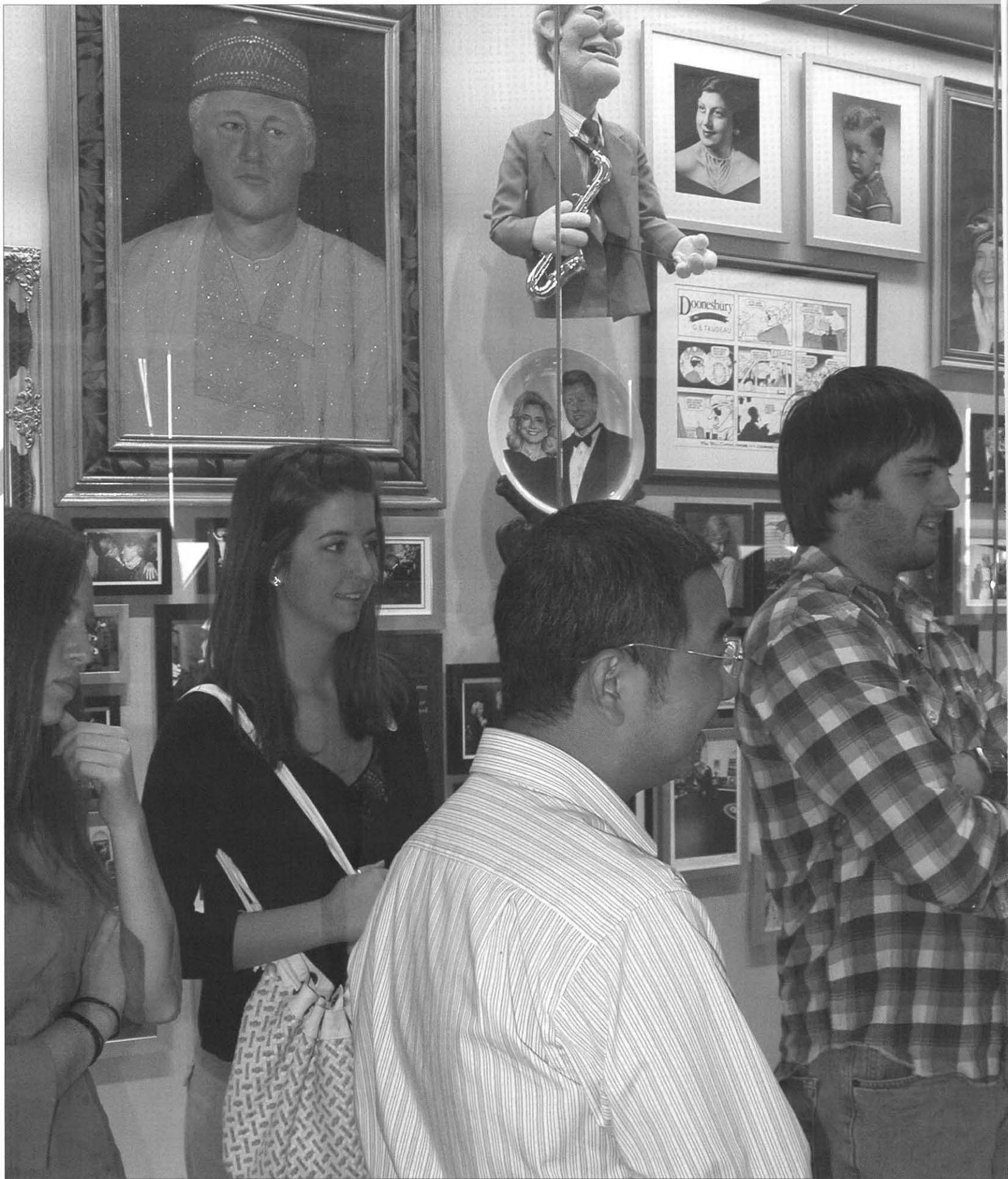
**Senior Casey Allison** presents her project entitled "The First Exodus" at the English department's first Senior Symposium of the year Oct. 20 in the American Studies Building. In her capstone project, Allison discussed the fate of the main character, Leah Price, in the novel "The Poisonwood Bible." •Jon Byron



**Listening attentively,** Ava Conley, professor of Spanish and department chair of foreign languages and international studies, sophomore Pablo Alvarado and freshman Tatiana Zeledon sit in the Ganus Building while junior Noe Prieto reads from his Bible during Spanish devotional Oct. 11. The Spanish devotional allowed Spanish majors and minors and those interested in learning the language to worship and utilize their language skills with each other and native speakers. •Amber Bazargani







Freshmen Tiffany Parrish and Elizabeth Heyen, graduate student Yahui Zhao and sophomore Shawn Rowland listen to their tour guide, Professor of Political Science Dr. Mark Elrod, in the William J. Clinton Presidential Library in Little Rock on Sept. 27. Elrod's Honors International Relations and Western Political Thought classes visited the new headquarters of Heifer International and listened to former Secretary of State Madeleine Albright speak at the Statehouse Convention Center on their trip. •April Fatula

# Tour of the Library

## Professor takes classes on unique trip to Little Rock

**D**r. Mark Elrod, professor of political science, hosted an academic excursion for his students, hoping to give them a broader perspective of international relations outside of the classroom.

In a trip to Little Rock on Sept. 27, Elrod took 24 students from his Honors International Relations and Western Political Thought classes to visit the William J. Clinton Presidential Library.

The library housed the new headquarters of Heifer International, an organization whose mission was to work with international communities to end hunger and poverty while caring for the earth. The group also had the unique opportunity to hear former Secretary of State Madeleine Albright speak at the Statehouse Convention Center.

Elrod said one of the highlights of the former Secretary's speech was that she was trying to get statesmen and women to place a greater emphasis on religion in the role of foreign policy making. This was somewhat of an increasing trend with recent events, Elrod said, since religion was driving not only domestic policy but international policy as well.

Freshman Elizabeth Heyen said she was impressed with the former secretary's speech because her ideas transcended political parties.

"She was so eloquent, educated and knowledgeable," Heyen said. "You didn't have to necessarily agree with her political beliefs to enjoy her speaking."

Senior Steven Wilson said Albright's speech was inspirational to him

because he hoped there could be a discussion of different viewpoints.

"Her positions and thoughts were well articulated," Wilson said. "They were constructed in facilitating a dialogue on different positions on America's role in the world today."

Later in the day the students toured the new headquarters of Heifer International, which had won numerous awards for its environmentally sound construction and efficiency, and students had the opportunity to learn more about the organization itself.

Sophomore Taylor Lane said visiting Heifer International was a highlight of the trip for him because he liked seeing how a non-governmental charitable organization had become so successful.

Students also had the opportunity to tour the William J. Clinton Presidential Library. It was the first time for many of the students to visit a presidential library. Many thought it was a good experience to see replicas of the Oval Office and cabinet room as well as the many different gifts and artifacts from the Clinton presidency. Elrod said he planned to continue taking students to visit the library and Heifer's headquarters.

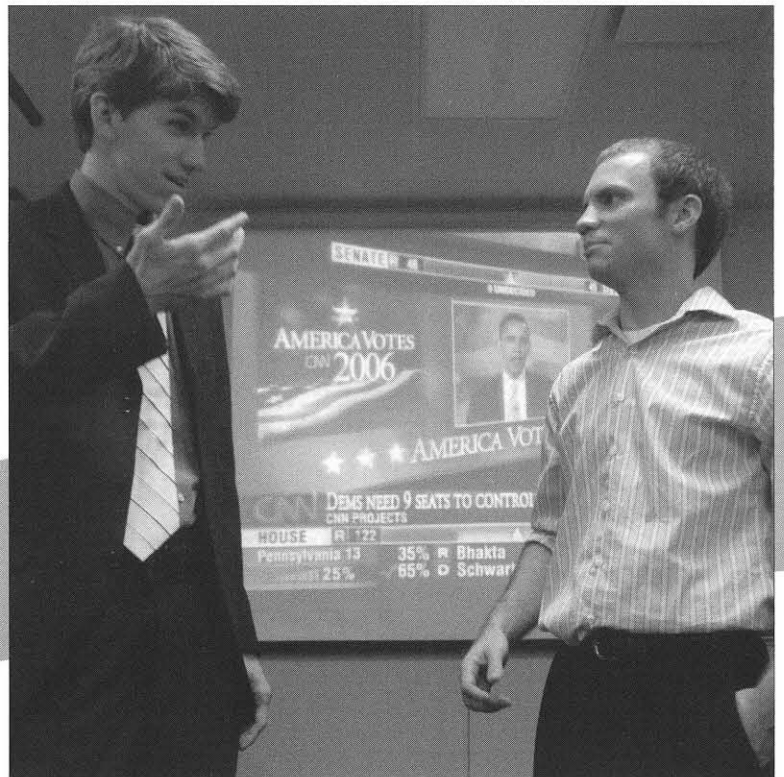
Wilson said he believed the library was an asset to the local area.

"I was struck by the benefit it is to Little Rock," Wilson said. "It is an economic and intellectual draw to a city that wouldn't have that normally."

•Brian Hall



Senior Jason Bowles helps Dr. Kevin Klein, department chair of history, cook hot dogs Oct. 21 during the seventh annual history and social sciences cookout at Klein's home. History and social science majors used the cookout as an opportunity to get to know other history and social science students and enjoy Klein's homemade barbecue pork. •Amber Bazargani



Discussing current events surrounding the 2006 Midterm Elections on Nov. 7, senior Robin Crocker and junior Chris McNeal stand in front of the television screen which projected CNN's 2006 election coverage during the Election Watch Party in the Reynolds Center. "Now that we're on the course of electing every two years, I think [the history department] will keep [hosting the election party] on a more regular basis," said Dr. Steven Breezeel, assistant professor of political science and history, who worked with Dr. Kevin Klein to revive the watch party in the fall of 2004. •Jon Byron





Assistant Professor of Kinesiology Dr. Eric Martin demonstrates what an athlete would do while in rehabilitation as sophomore Natalie Gay follows his directions in Prevention and Treatment of Athletic Injuries Sept. 22. "[The class] is good hands-on learning to help us learn how to deal with injuries and rehab," senior Allyson Click said. •Amber Bazargani

After drinking a caffeinated beverage, volunteer Rachel Hall sits as senior Jared Wilson prepares to measure her blood pressure in the Human Performance Laboratory in the Ganus Athletic Center in July. With the help of several students, Dr. Ken Turley, associate professor of kinesiology, conducted a study of the effects of caffeine on children during the summer of 2006. •Courtesy of Justin Bland



# Caffeine Studies

## Professor studies effects of caffeine on children

**D**r. Ken Turley, director of the wellness program, was disturbed by something he saw on a family vacation in Minnesota. "I was at a soccer tournament when I noticed large Coke ads all over the place," Turley said. "I thought to myself, 'Where is all the water?' That was very unsettling."

Turley was bothered by what he perceived as the excessive advertisement of caffeine, especially that which was geared toward young people. Not long after, Turley began researching the effects of caffeine on the cardiovascular system.

"A lot of [caffeine] research had been done on older people, so I decided to target how [caffeine] was affecting our youth," Turley said.

Turley set up experiments on a selected number of child participants.

"We had wonderful children to work with; it was truly a pleasure," graduate student Justin Bland said.

Results from the research showed that while the lowest dosages of caffeine did not greatly affect the children's cardiovascular system, the biggest dosages significantly raised the participants' heart rates and blood pressures during exercise.

According to Turley, one of the main motives behind a research project like this one was to get material published. In addition to the pride of being published, the research looked great for Harding when it came time for re-accreditation or recruiting.

Bland, a former student of Turley's, became interested in this research

and eventually joined Turley's team.

"Justin Bland presented the research at the conferences we attended, and we won a grant from our pilot research to be used for more biomedical research," Turley said. "We are also unique in that we were allowed to conduct research right here in the Ganus Athletic Center, whereas typically we would have had to use the University of Arkansas for Medical Sciences facilities."

Bland had nothing but positive comments about the research.

"I have always been curious about the physiology of the human body," Bland said. "So when [Turley] asked me if I would like to observe some of the research going on, I was excited about it. I was intrigued by the possibilities of further understanding how the body responds to caffeine during exercise."

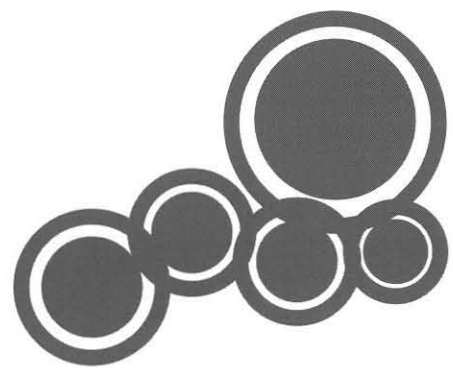
Even though Turley was mostly responsible for setting up the tests, Bland was in charge of the administration of each test in the summer of 2006.

"It was just a pure joy to work with these children," Bland said. "It is funny when the child is sweating on the bike and their nose clip [to monitor breathing] comes off right at a crucial time. My assistant would have to pinch the child's nose with her fingers while stabilizing their arm while I am taking a blood pressure reading. Trying to do all of that and keeping the child calm while I am trying not to laugh is exciting. We had a blast."

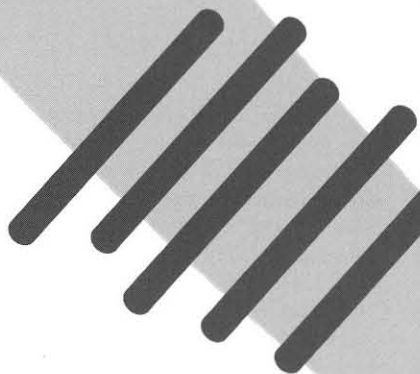
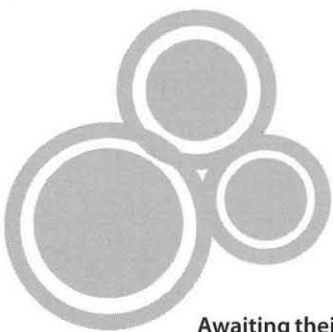
•Jordan Dyniewski



**Helping themselves to food,** sophomores Seth Woodason and Cade Caton, freshman Amanda Mattocks and sophomore Jeremy Townsend participate in the annual cookout Aug. 29 provided by the kinesiology department in the Ganus Athletic Center. "The cookout was at the beginning of the year so it was a good time to meet [our] professors and other students," Woodason said. •Amber Bazargani







Awaiting their fate, sophomore Lucrecia Liverpool picks up a card as junior Nick Dalton watches Sept. 25 in Assistant Professor of Accounting Gary Ross' managerial accounting class. "We actually play the game after the students have learned some accounting so they have some practical application," said Ross, who had refined this project each year since the early 1990s. •Chelsea Roberson



# Mr. Monopoly

## Professor brings famous game into the classroom

**T**iny, finely polished metal pieces; thin, fake, multi-colored bills of money; 28 possible properties to own; a couple of "get out of jail free" cards; little green houses. These were the essential ingredients in a game of Monopoly, which had been around since the 1930s. The board game, based on acquiring properties and obtaining wealth, gained popularity as a teaching tool for the accounting concepts that it encompassed in one classroom.

Gary Ross, assistant professor of accounting, recognized the strengths of the famous board game as a hands-on approach to applying real-life accounting problems. Ross first used Monopoly in his Accounting 206 class in the early 1990s after he read about the idea in an accounting publication.

"I began using it at the beginning to help students review some concepts they should have learned in their first semester," Ross said. "As we study topics, we stop for a day or two so they can incorporate the topics in their Monopoly projects."

Students participating in the Monopoly project recorded all of the transactions they made in an ongoing game of Monopoly throughout the semester. At the end of the semester, students presented a report describing the transactions, incorporating principles used in real-life accounting.

Students responded well to Ross' innovative approach to teaching.

"Mr. Ross uses Monopoly as a great teaching tool," junior Flor Cruz said. "I took both Accounting 205 and 206 with him, and for me, he is the best teacher I have had for accounting."

Senior Lisa Dunyon, a former student of Ross', agreed.

"I'm pretty sure that I would not have been able to answer any accounting questions if it weren't for the game," Dunyon said. "I know that I remember things a lot better when I can actually apply the information for myself."

There were other long-term benefits of having students complete this project. Ross said by having students keep accurate records of the various transactions that occurred during the game, the students were encouraged to use and learn Microsoft Word, Microsoft Excel and other similar software that would be used in the workplace.

"Using [Monopoly] makes us realize how a real company might work, and we apply everything we learn," Cruz said. "Many times theoretical concepts are difficult to understand, but when they are put into practice, like in Monopoly, the concepts were easier to grasp."

This application of concepts from the classroom to the business world seemed to be working for students.

"Typical comments I have received are, 'Definitely keep doing Monopoly,'" Ross said.

Ross was pleased that students had positive reactions to this interactive approach to learning.

"Whenever people say they are taking accounting, I always recommend Mr. Ross," Dunyon said. "Playing games is better than listening to lectures any day."

•Jordan Dyniewski



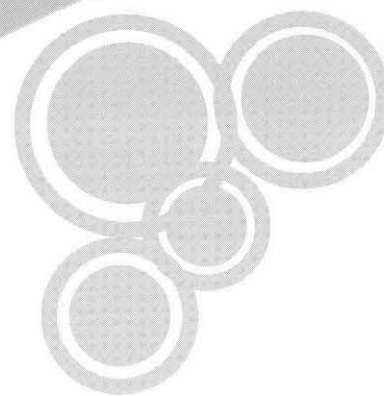
You Do...  
**Get Involved**  
 in your Major!  
 ★ COBA: COOK-OUT ★



**Seniors Heather Huckleba and Tara Steward talk Sept. 1** at the fifth annual American Marketing Association and College of Business Administration cookout on the front lawn of the Mabey building. Each year students and faculty gathered at the event in order to socialize and learn more about the eight COBA organizations. •Jon Byron



**Participating in a tax return preparation activity Sept. 27**, seniors Karon Mason and Brandon Tittle help each other in Associate Professor of Accounting David Allen's Federal Tax I class. The students had already started preparing themselves in the fall to assist other students and citizens in the White County area in completing their tax returns through Harding's Volunteer Return Preparation Program, which began in late February. •Chelsea Roberson





# Literacy Students

## Education majors help children with writing skills

It was a cool September morning. Surrounded by clean chalkboards and colorful alphabet posters, Sidney Deener Elementary School first graders sat chatting excitedly as students of Dr. Clara Carroll, associate professor of education, filed into their classroom ready to help the children with their writing skills.

"I am learning a bopples."

So began one first grader's paper about apples. The author was one of many young writers in Julie Brown's first grade class who was being helped by a college student in Carroll's Emergent Literacy class.

Carroll began taking her students to local elementary schools for monthly visits about six years ago. Originally, the class visited Westside Elementary, where Richard Denney was principal. When Denney became principal at Sidney Deener, Carroll and her students followed. They worked with students on reading and writing, applying their teaching skills to whatever the elementary students had been studying.

"Honestly, [this program] is one of the best things we do in this class," Carroll said. "I can never duplicate this in a [Harding] classroom."

Carroll said the program benefited the first graders by allowing them to meet one-on-one with the college students who were trained to help them become better readers and writers. Her elementary education students benefited by being able to put into practice what they had learned in class.

"I can read pages and pages about how to educate a first grader, but

that will never be as helpful and realistic as actually sitting down with a kid and talking to her and helping her fix her mistakes and see what she's good at," senior Kathryn Pevahouse said. "This prepares me to actually teach and to see the [teaching] process. It will help me prepare to deal with real children instead of what's in a book and what statistics say."

The young students and their college partners spent the autumn morning describing and writing about apples, revising paragraphs and getting to know one another. As junior Valerie Mowrer helped her younger partner spell the word "really," another Harding student was tying her partner's shoe for him, while another couple took turns reading from a book.

First grader Serena Cox enjoyed working with her partner, senior Heather Jernigan.

"I want this girl to be my partner forever because she's my best friend; she helps me do my work," Cox said.

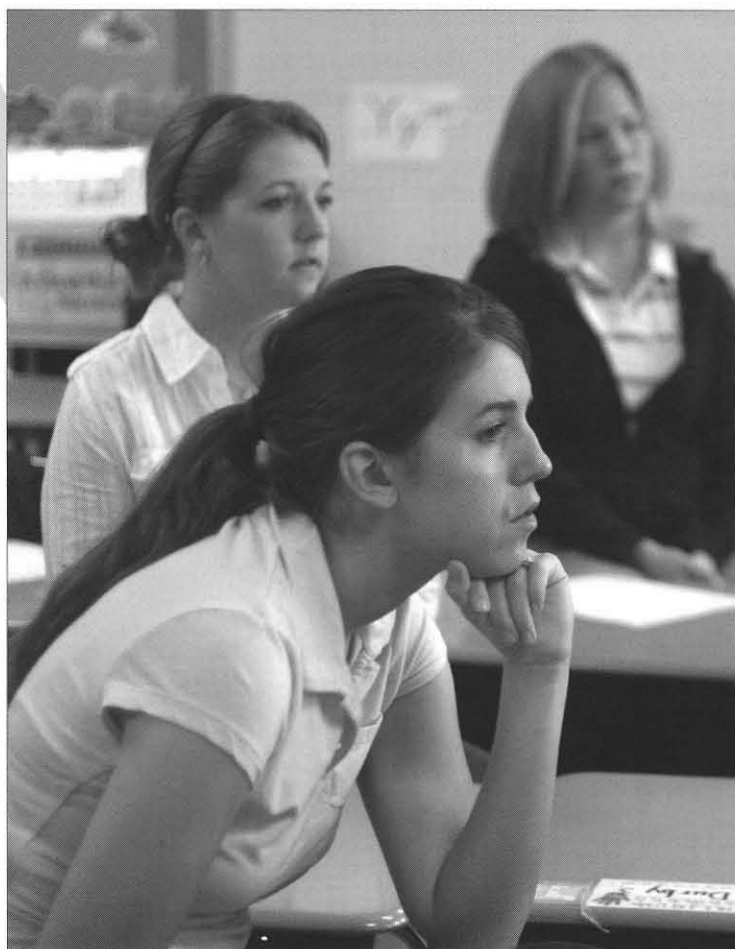
Brown, who has worked with this program for three years, said she would like the students to continue working with the same partner in each of their monthly visits so they would build relationships with each other. She said her first graders loved working with the Harding students.

"The kids get to work with the college kids, who they think are cool, and they get that one-on-one attention from them," she said. "They were so excited, and they couldn't wait for them to come back."

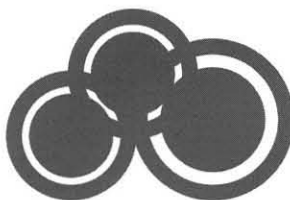
•Molly Morris

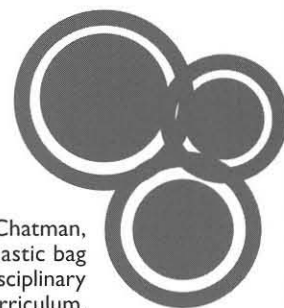
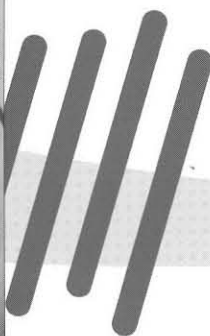


While cleaning up the work stations in the Education Resource Center's Curriculum Lab, located in the Thornton Education Center, senior Leah McKinney rearranges the marker station Oct. 24. "The Education Resource Center is a fun environment to do class projects and collaborate with other education majors," Graduate Assistant Jessi Griffin said. •Jon Byron



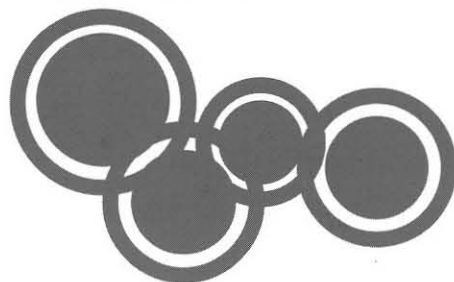
Students of the Emergent Literacy class, seniors Lindsey Blackburn, Logan Hunter and Holly Walker and junior Rachel Candy, listen to instructions on how to work one-on-one with first graders at Sidney Deener Elementary School on Oct. 10. "Actually working with children in an elementary school setting is such a good experience and helps prepare us to be the best teachers we can be," Hunter said. •Jon Byron





**Concentrating on laying down tape**, graduate student Terry Chatman, senior Brittney Davidson and junior Rachel Cooper make "plastic bag quilts" that are handy for displaying work Oct. 26 in their Interdisciplinary Approach to Teaching Arkansas History class. As part of the curriculum, students also toured the William J. Clinton Presidential Library and the Old State House in Little Rock. •Chelsea Roberson

**Looking on at second grader Jessica Jones' work**, senior Trisha Lawing, a student teacher at Sidney Deener Elementary School, assists Jones on Nov. 16. Lawing was one of three student teachers during the fall semester at Sidney Deener. Courtesy of Trisha Lawing





# Health Care Missions

## Students learn about rural life in training village

**F**or the fourth consecutive year, Harding offered training in the mission field to any student interested in world missions. Every year, students met at Harding University at Tahkodah for a weekend program or for the two-week intercession.

The HUT training village used simulations to prepare students for experiences they could encounter in a region in which they might minister.

"The name of the course is Development Ministry, so the focus is on the Christian response to the poverty of the world," Oneal Tankersley, missionary-in-residence, said. "To some, it's an introduction to the rural world: walking, not having water, not having electricity. So for the period of time that they're out there, they're experiencing what they're probably going to experience, if they go, in a rural world situation."

During the program, students were exposed to

the lifestyles and hardships that citizens of underdeveloped countries faced daily. Specific locations were simulated, but they all represented much larger, more general areas. Haiti, Appalachia, Southeast Asia, Africa and Honduras were the groups that students were categorized into, as well as a refugees tent who were sent to be the outcasts of the society.

"People are divided into 'families,'" sophomore participant Jonathan Striclyn said. "The different families are sent to their new homes, then invited up to 'Africa' for a meal. After the African meal, modeled as closely as possible to an actual African dish, the families are given work assignments which would be similar to something done in those respective areas. They earn a certain amount of money which they can use at the market to buy food for the night. No one in the market who is selling food will speak any English, so it is challenging to barter and buy food."

Health care replications were also conducted during

the weekend and intercession programs in order to prepare nursing majors specifically for missions.

"[The participants] did a simulation where there was an earthquake in Latin America," junior nursing major Jessica Snell said. "All of the other countries had to help out, get them medical care and solve the problems that were involved, like getting paperwork, not having enough money and not having people qualified to take care of them."

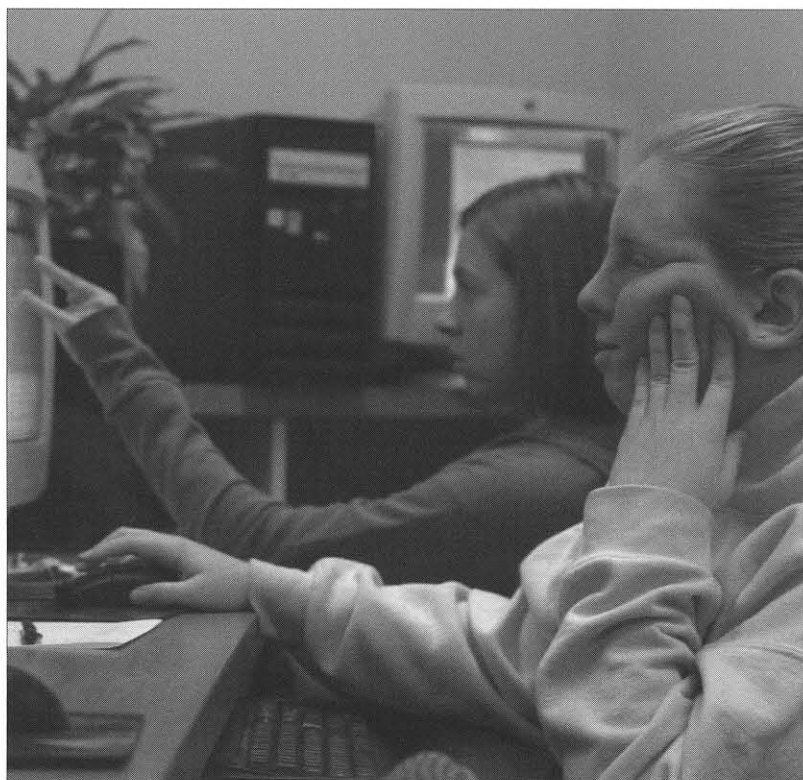
The directors of HUT utilized their resources as a means of preparing future missionaries and nurses for the experiences they would likely encounter in underdeveloped regions.

"At HUT we do a lot of simulations that allow students to experience something of what it is like for people in difficult circumstances and then try to teach proper Christian responses to these problems," Tankersley said.

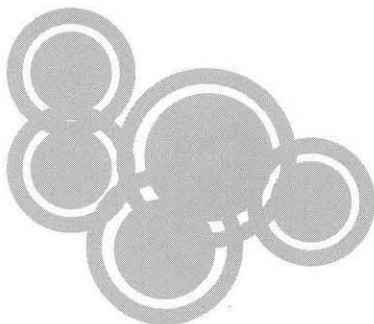
•Lauren Mitchell



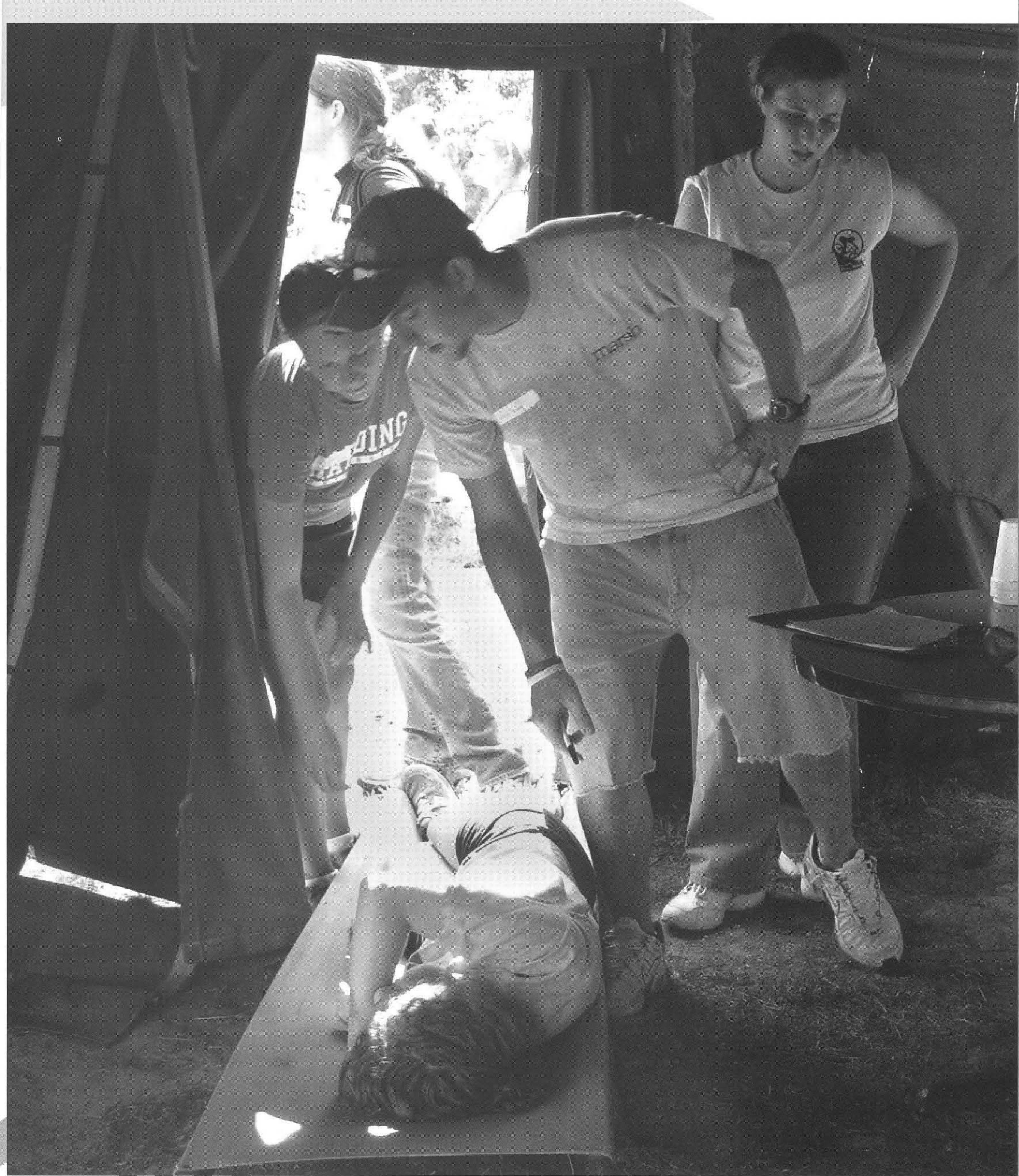
Junior Amy Thomas practices her nursing skills by going over the steps of a tracheotomy in the Nursing Skills Lab on Oct. 16 in the Olen Hendrix Building. The Nursing Skills Class was a course every nursing major had to take during his or her first semester in the College of Nursing. •Chelsea Roberson



Concentrating on their computer screens Oct. 11, seniors Holly Irvine and Jenny Cummings undergo the ATI-Comprehensive Predictor Exam in the Simmons Lab in the Olen Hendrix Building. All senior nursing majors were required to pass this exam in order to graduate from the nursing program. •Chelsea Roberson







During part of the Health Care Missions class, a combination of a nursing and Bible class, junior Lori Wise and senior Daniel Graves help senior Sarah Rummage who has become “unconscious” following a pseudo earthquake Sept. 10 as junior Paige Smith looks on. “HUT is an eye-opener; it put in perspective what others around the world have to do every day to survive,” Wise said. •Courtesy of Oneal Tankersley



# College of Pharmacy

## Board of Trustees approves new graduate program

**T**his fall, the Board of Trustees approved the establishment of the College of Pharmacy graduate program. Dr. Julie Hixson-Wallace, dean of the College of Pharmacy, said the program was designed to further the mission of Harding and, in essence, to train Christian servants. With the creation of the program, the university provided an outlet for students who wished to study pharmacy in a Christian environment.

"Pharmacy is aimed at helping people through medication," Hixson-Wallace said. "With this program, we will be able to apply pharmacy and medical knowledge and use it from a Christian servanthood concept in mind."

Before receiving accreditation, Hixson-Wallace met with the members of the Accreditation Council for Pharmacy Education in San Diego. The council also made an on-site visit in the spring before approving accreditation.

Undergraduates were eligible to apply for the program in the fall of 2006 with the projected entry date for the first class being the following fall. Creating this program gave students the option to stay at Harding to continue their schooling. Students needed a minimum of three years or 90 semester hours of undergraduate work before applying. After completing the four-year program, a student would receive a Doctorate of Pharmacy.

The application process required much work. Students were required to take the Pharmacy College Admission Test, write an essay, acquire three letters of reference and complete an on-site interview. Hixson-Wallace placed a great emphasis on the on-site interview since the faculty would be looking

at students as a whole.

"[Teachers] recognize that scores and grades don't always highlight the student's abilities," Hixson-Wallace said.

The first admissions class had over 100 applicants, with only an estimated 40 students actually making it through the application process. Undergraduates such as junior Blake Miller showed a great interest in the program and applied with hope of entry.

"They're placing a big emphasis on service, which is really important to me," Miller said.

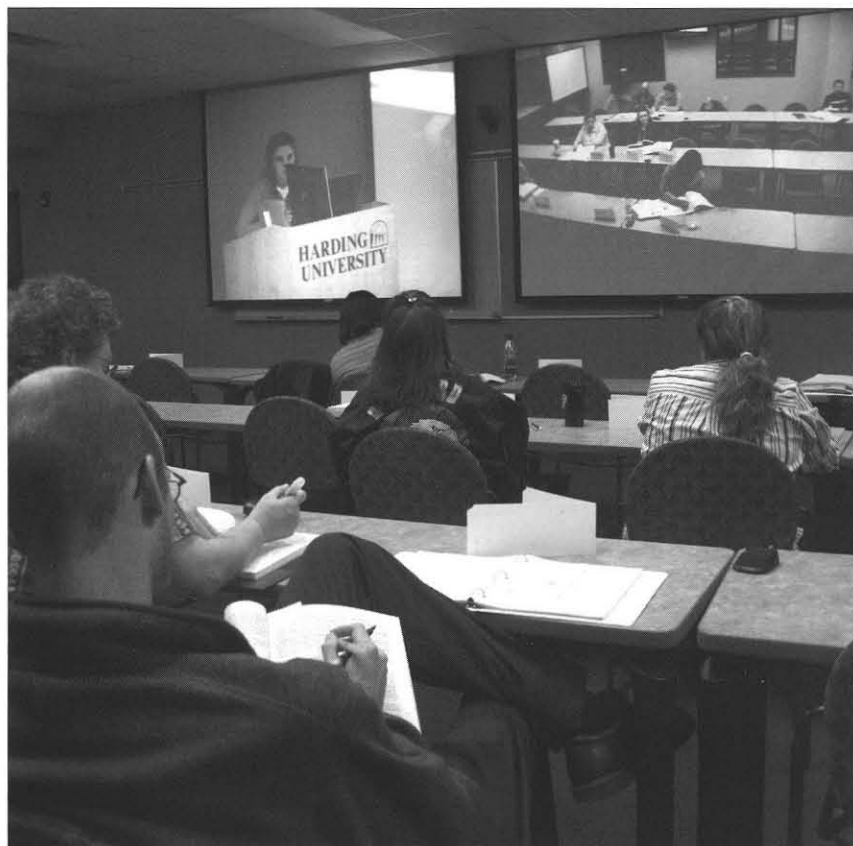
Junior Melissa Plunk also applied to the program because of the program's unique setup.

"The small atmosphere and teacher to student ratio will be a big plus," Plunk said.

Although several undergraduate students who were currently attending Harding applied to the program, most applicants were from outside of Harding and represented all regions, according to Hixson-Wallace.

The college moved into the back of the Claud Rogers Lee building in the spring but anticipated moving into a new facility projected to be built by August of 2008. Both the Physicians Assistant and Pharmacy programs would be taught from there. The facility would be adjacent to the Reynolds Center for Communication and Music by Remington and Park Avenue.

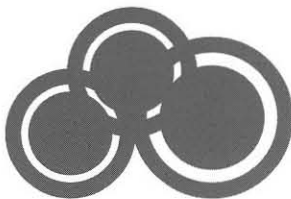
•Rosa Colon

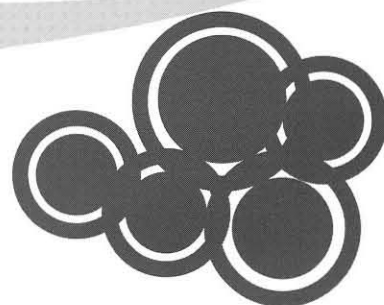
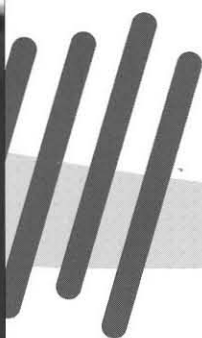


Students on the Searcy campus participate in the Master of Education's distance learning class with the Bentonville, Ark., campus Jan. 22 in the Thornton Education Center. The state-of-the-art technology allowed Dr. Linda Thornton, associate professor of education and administrative assistant to the dean, to interact with students from both the Bentonville, Ark., and Farmington, Ark., campuses. •Brock Williams



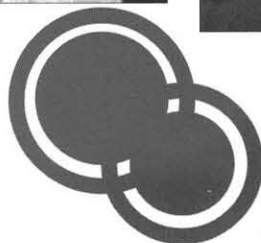
Graduate student Laura Minor plays with Sienna Patten during a play therapy session Jan. 19 in the Counseling Center in the Thornton Education Center. The Masters of Science in Counseling Program was designed to prepare students to counsel across the life span, and play therapy was often used as a therapeutic tool in the counseling process. •Chelsea Roberson





**Dr. Julie Hixson-Wallace, dean of the College of Pharmacy,** unpacks files Jan. 22 in her new office, located in the back of the Claud Rogers Lee building. The College of Pharmacy awaited accreditation and expected classes to begin in the fall of 2007. •Chelsea Roberson

**Discussing the oil crisis and the use of mass transportation in China,** graduate students Michael Lu and Brandon Sublette participate in a partnered question and answer session Jan. 16 during Management Skills and Analysis class. Professor Mike Oliver, associate professor of management, paired the American students with students from China on the first day of class as a way to further class participation and for students to get to know one another. •Jon Byron







Attending the first Chili Day of the spring semester, sophomore Abigail Bedford scoops chili into her bowl Jan. 23 before sitting down to eat with friends in the Sears Honors Center. Honors students, like Bedford, had been attending Chili Day since it first began in the spring of 1999. •Chelsea Roberson

# Chili Day

## Honors College continues long-standing tradition

It was the second Tuesday in the spring semester, and students flocked to the Sears Honor Center to enjoy one of the longest standing traditions the Honors College sponsored: Chili Day.

"Chili Day is just one of those days," Donna Jo Roberson, secretary of the Honors College, said. "Quite loud and busy."

Roberson said she loved those days and enjoyed the moments when she got to interact with students. Roberson was not the only one who had fond memories of Chili Day; the entire faculty and staff of the Honors College spoke of the tradition in positive terms. Dean of the Honors College Dr. Jeffrey Hopper said Chili Day had become such a frequent occurrence that he associated Tuesday and Chili Days as one and the same.

"It's what I think about as Tuesdays," Hopper said. "The house just smells like chili all day long. For some of the people in the Honors College it's the main thing they do, and I think that's great."

Hopper became dean of the Honors College in 2001. When he joined the college, Chili Day had already been an ongoing tradition. Kelly Milner, who is now secretary for admissions, co-founded Chili Day with then Dean of the Honors College Dr. Larry Long, now vice president of academic affairs. Chili Day began in the spring of 1999, approximately one year after the Honors College had moved into the L.C. Sears House (according to Harding's Web site: home of Harding's first academic dean and now demolished).

"We were trying to find a way to bring students to the Honor's house,"

Milner said. "[Chili was] something we could make a lot of that was inexpensive; it was just a dollar when we started."

The cost of Chili Day increased to \$2, but with that, students got as many bowls of chili as they could eat and included a drink from the house's well-stocked refrigerator.

"[Chili Day] gave the students somewhere to go besides the [cafeteria]; a different atmosphere," Milner said. "After some time, the faculty started coming too; mainly because it felt like a homemade meal."

Sophomore Harrison Cobb frequently attended Chili Day.

"It's a good break to come between classes," Cobb said. "It's a better, more relaxing atmosphere [than the cafeteria] to come talk to your friends between classes."

Graduate Assistant Eunalette Roberts, with the help of other staff members, prepared the meal and witnessed the interesting phenomenon that was Chili Day. Roberts said the day encouraged fellowship among students.

"As Dr. Burks uses the words, of course it increases camaraderie," Roberts said. "It brings together a sense of friendship. Students hang out for about an hour, and it's cheap; it's just two bucks."

College staff workers anticipated continuing Chili Day for as long as students requested, which, with popularity rising with each passing year, would ensure that Chili Day would last for quite some time.

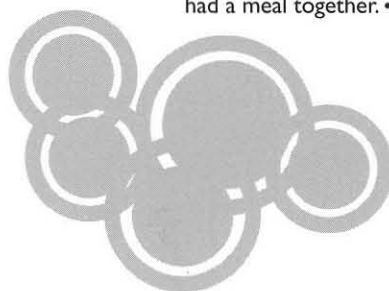
•Rosa Colon



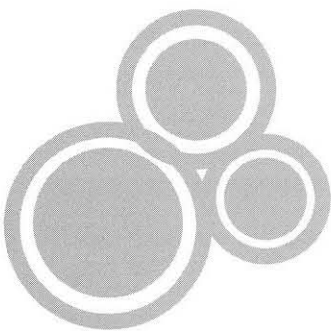
**Attempting to ride a unicycle at the circus-themed Fall Festival**, the Honor College's welcome back event, junior Andrew Fraser receives help from longtime unicycle rider Patti Jo White, information assistant to the registrar, and senior Steven Baird on Aug. 29 in the parking lot of the Sears Honor's Center. "I don't know if I've ever appreciated the difficulty of unicycling ... I tried and tried and just found it to be semi-impossible to stay vertical on this unicycle," Fraser said. •Chelsea Roberson



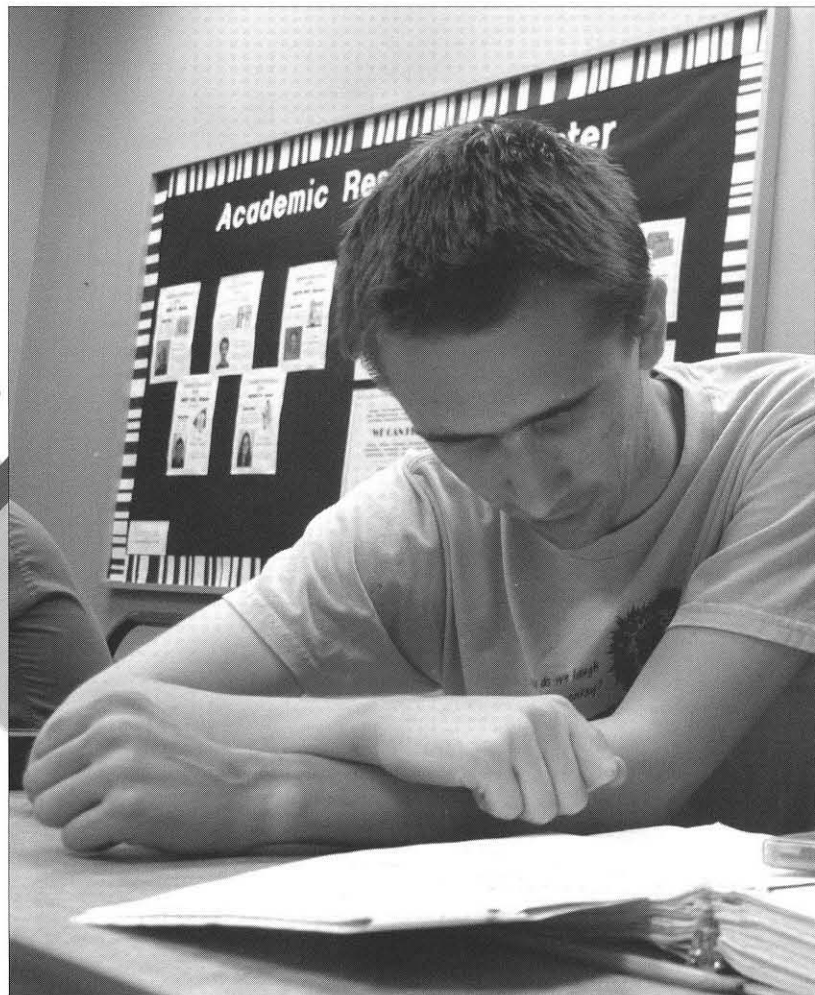
**Students of the Honors College**, sophomore Steven Barber, junior Michael Crouch and freshman Jordan Dollins, plant a small fern during the Honors College Service and Sonic Day on Oct. 14 at Harding Place. During this day, which happened nearly every other month throughout the semester, students performed various services that the residents of Harding Place requested and then went to Sonic as a group and had a meal together. •Chelsea Roberson







Meeting with her tutor, senior Jason Loy, freshman Lauren Alexander receives help for her chemistry class Nov. 10 in the American Studies building. Free tutoring was offered to all students for most liberal arts classes and selected upper-level classes throughout the year to ensure students succeeded academically. •Amber Bazargani



# Resource Center

## Center provides free services, raises awareness

**T**he Academic Resource Center had a long-standing reputation of providing students with the tools necessary to achieve success within their schoolwork and in their personal life.

The Academic Resource Center provided numerous services to students, all free of charge. From some of the most fundamental learning concepts to more complex course studies, the resource center was dedicated to providing services necessary for a student to be successful. According to the Web site, the resource center's mission was to "provide a learning environment that is individualized, personal and supportive to all Harding University students."

Wanda Gooden became the newest member to the resource center's staff in 2006 when she joined the team as the administrative assistant. Since joining the staff, Gooden said she could see the positive progression of the students.

"I have seen students from all levels and all majors come in to use the Academic Resource Center," Gooden said. "They all seem to really

like the free tutoring."

Free tutoring was not where the services ended. Workshops throughout the entire year provided students with skills ranging from time management to study skills. Also, a more personal, peer-led study session technique gained popularity with students despite having been first developed in the 1970s. Supplemental Instruction groups were designed to give a more thorough study session environment for the rigorous liberal arts courses in the curriculum.

"Supplemental Instruction groups seem to work very well because a student who has been through the course leads them," Gooden said.

Dr. Dee Bost, coordinator for the Academic Resource Center, was dedicated to her job of helping students succeed in their studies.

"I especially enjoy working with the tutors and Supplemental Instruction study group leaders to encourage them in this wonderful Christian ministry that they are undertaking," Bost said. "I am especially delighted to see students who have taken advantage of tutoring or SI, adopted more

effective learning strategies, improved their grades and returned to become tutors."

The resource center provided tutoring for over 80 of the courses offered, conducted thousands of hours of tutoring each semester and presented at least 20 learning-enhancement workshops throughout the school year.

"A great part of our job is about helping students to understand their learning styles and what powerful effective strategies they have to choose from," Bost said.

Furthermore, professors, as well as students, benefited from the free-of-charge services. Faculty members utilized Bost and the resource center for use in their classroom. In fact, Bost had often been seen around campus conducting workshops for students or going from class to class teaching new learning techniques in various courses.

"Learning is a choice, and also, I believe, the second greatest responsibility that an individual has, the first being a positive response to the gospel," Bost said.

•Jordan Dyniewski



After volunteering during a Time Management Workshop hosted by the Academic Resource Center on Nov. 8, freshman Sarah Borgelt becomes a live visual aid of how poor choices can influence the organization of a student's time in a negative manner. The resource center hosted numerous other workshops that were aimed at helping students in all aspects of their academic careers such as effective note-taking, test taking strategies, assessing learning styles and memory skills. •Amber Bazargani

Comparing notes and preparing for their final exam, sophomore Jacob Hawk and freshman Cody Fowler discuss the subject matter of their American History Since 1877 class with senior Supplemental Instruction leader Preston Cottrell on Dec. 6 in the Ganus building. The SI program created study groups for students and used interactive learning techniques as well as visual aids to encourage students to gain an interest in the subject while preparing for exams. •Amber Bazargani

