

Physics And Chemistry Are Fields of Opportunities!

Choose a Christian College?

By JOSEPH GODWIN
Dean of Men
Gardner-Webb College

What are the advantages to be gained by attending a Christian college? That is a question to be faced by boys and girls who contemplate college training and by their parents.

In our Baptist colleges we teach math that is just as mathematical, biology that is just as biological, English that is just as grammatical, chemistry that is just as chemical, psychology that is just as psychological, and history that is just as historical as that in any other college or university, regardless of size or control. In the academic realm we do not profess to do any better job at this than other colleges are doing.

Baptists believe, however, that there is more to an education than learning facts. This is true regardless of the number of facts learned or the discipline in which they are learned. Facts are to an education what a foundation is to a house: We have no education without them. But it should be remembered that one can hardly look at a foundation only and clearly visualize the completed superstructure.

What are the elements of an education that our Baptist colleges give that are not always found in other colleges? Some say that it is a point of view—a perspective. Others say that it is a proper sense of values. What we are doing seems to embrace all of these, and we do it by teaching differences.

We teach the difference between doing wrong and violating a law or a rule. We deny that doing wrong and getting caught are one. We teach in our Baptist colleges that there is a difference between being popular and being right. We also try to teach what that difference is.

We teach the difference between going to school and getting an education. There has always been a difference between these two, and that difference is about as great now as it has ever been.

There is a difference between growing older and growing. Our day demands—and cries for—men and women who have grown in maturity, wisdom, judgment, patience, courage, and faith. Human beings of lesser qualities cannot perpetuate our culture and civilization in times like ours. We teach this difference in our Baptist colleges.

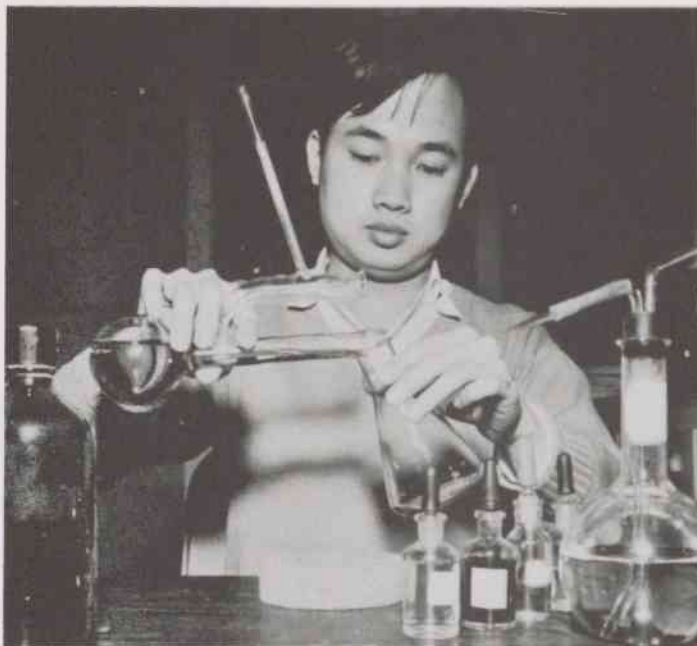
There is a great difference between making money and being successful. A person can learn to do both. Also, he may be either a success or wealthy—either without the other. If total cultural and personality development is one's goal and he attains it, he is successful without too much wealth. If wealth alone is one's goal, and if he is satisfied with that when he attains it, he is sealed in intellectual and moral mediocrity, though he may be a multi-millionaire! There is a difference between price and value, also; and we teach that difference.

We know that there is a difference between what is convincing and what is true. Hundreds of millions of people in Italy, Germany, Russia, and China have discovered that difference too late. These critical days demand critical thought and critical examination. No point is ever "proved" anywhere except in the mind of him who is convinced. In this mind, through honest, open-minded search and research the difference between convincing propaganda and truth can be known. We teach Him who is Truth in essence.

No Christian nor American pagan would deny any other man the privilege of self-expression at the point of conviction, but this freedom of speech does not remove the difference between expressing an opinion and making a contribution. It is much easier to talk than it is to say something! We want the difference recognized, and then we try to enable every student to do both.

We, in our Baptist colleges, teach the difference between speed and direction. This is the age in which people knock themselves out hurrying to nowhere in order to have more time in which to be bored stiff! Speed is important. But speed in the wrong direction only hastens catastrophe or sorrow. The only safe direction for man or for nations is the direction of God's Will. The speed is determined also by that same Will. He regulates, not only the "what" and the "where," but also the "when."

Thus we believe; and thus we teach in our Baptist colleges. Teaching these differences makes the difference between education and Christian education.—Biblical Recorder



OUTSTANDING — Named as an outstanding student by Mrs. Lillian Ross, professor in chemistry, Chusak Chavengakongkram of Thailand carefully mixes chemicals to get just the correct amount of each for a desired formula.



WHAT NEXT, PROFESSOR? — David Futrell, Chowan student from Ahoskie, appears to be studying a chemistry project given him by Professor Lillian Ross. From equipment such as David is using there has come some of man's progress through chemistry.



WORMY PROJECT — Harold Williams of Prince George, Va., draws a section of an earthworm as he sees it through the powerful microscope.

By F. MILAN JOHNSON
Chairman Science Dept.

This is a day of increasing awareness of man's physical universe. Physics presents a panorama through the study of mechanics, heat, sound, light, electricity, magnetism, and modern physics. Modern physics is a study of the atom, radioactivity and similar topics. An appreciation of the basic concepts in these areas helps one understand and appreciate the technology and mechanization of our civilization as well as the publicity given to rocketry and space travel.

Enrollment in physics has steadily increased as the Science department doubled over the past four years. The new Green Science building with spacious rooms and adequate storage space has been one of our greatest assets. Significant amounts of equipment have been added. Every effort is made to provide the greatest possible number of experiences in the various fields. Experiments are conducted singularly or in small groups. Students are encouraged to conduct experiments or projects on their own. Many times, laboratory equipment is available for these experiments.

We look forward next year to an even greater enrollment in the Science department and an increased interest in physics

CHEMISTRY

By LILLIAN ROSS
Professor in Science

A student's progress in Chemistry depends to a large extent on how well he masters the basic fundamentals. If the student misses out on some of these, or if they are passed over too rapidly the student will not acquire this basic knowledge so essential to a later understanding of the subject.

The students have learned how to solve most types of chemical problems and how to complete and balance the equations for many general reactions. They have some appreciation of what is meant by the conditions under which a reaction takes place, and understand that many commercially important reactions would not be called general reactions and would not generally take place, unless conditions had been specially adjusted to favor the course of the equilibrium in the desired direction.

The students have improved greatly in their ability to apply their knowledge in the laboratory, although some have complained that they do not understand what they are doing. Of course is much harder to apply knowledge than it is to memorize it. However a student's ability to apply what he has learned is the real test of his learning, since a student who is an encyclopedia of information without the ability to apply any of it is not very useful.

The Organic Chemistry students have learned many general reactions of various classes of compounds. In the laboratory they have learned most of the basic techniques of Organic Chemistry, and one student separated some components of chlorophyll by Chromatography which is one of the newer techniques in Chemistry. They have learned to work on several experiments at the same time and understand the mechanisms involved in the reactions. They are now synthesizing some fairly complex compounds and they expect to synthesize some ingredients of perfumes in the near future.



ANOTHER HOW-COME — Energetic staff photographer becomes appalled at squirrel running up tree, shoots this picture and calls it — yep — Freeway for a Squirrel.

Have you Registered for '59-'60?