

10-1-1942

## Harding Bulletin October 1942 (vol. 18, no. 5)

Harding College

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### Recommended Citation

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THE FLAME THAT

MUST NOT DIE



# THE FLAME THAT MUST NOT DIE

*It burned* in the heart of Captain Colin P. Kelly, Jr.  
when he crash-bombed the Japanese battleship  
Haruna in the Philippine area.

*It flared* high for U. S. Marines at Wake Island when  
they wrote an epic chapter in U. S. History.

*It glowed* like a white hot ember in the resolution of  
Sergeant Alvin C. York, when single-handed he dis-  
patched 20 German soldiers in the First World War.

*It lighted* the path of duty for Lieutenant Andrew S. Rowan,  
who, threading the fastnesses of the Cuban jungle,  
found the leader Garcia and gave him President  
McKinley's message.

*It illumined* the pages of the Declaration of Independence  
and formed the Liberty Bell . . .

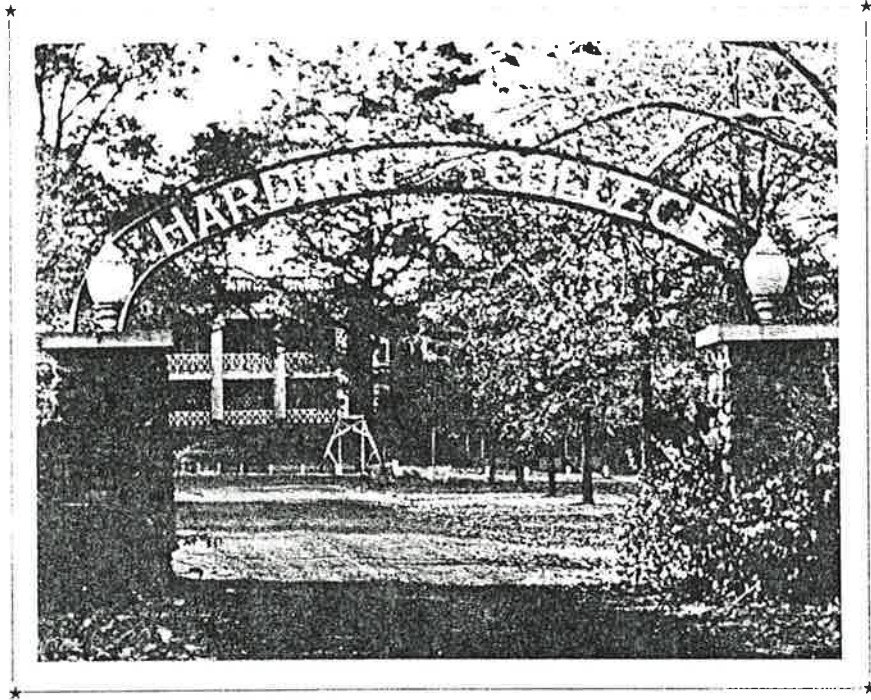
*It warmed* the souls of Washington's bleeding and ragged  
army at Valley Forge.



Yet this Flame can neither be *weighed* nor *measured*!  
Its *source* is neither steel nor stone.  
It has *fruit* which is all about you—and *seed* which you cannot see.  
It is strong, compelling, irresistible . . .  
All that America ever was, is now, or ever hopes to be, we owe to It . . .



We call it the American Spirit of Self-Reliance . . .  
That is the Flame *which must never die!*



*Harding students consider the campus entrance as the gateway not to four years of ease but to opportunities for hard and useful work.*

## HERE THE FLAME BURNS . . .

DOWN IN A LITTLE TOWN in Arkansas, far from the beaten path of business life, is a little college where this flame of American Self-Reliance seems to have burned higher and brighter than anywhere else in America; where students have turned their backs on ease; where work is utilized as a substitute for subsidy; where economy is the norm and where needless extravagance is a crime

against those whose need for learning is still unmet.

This is the brief, but amazing story of that College; of those who look to it for learning; of those who attend there; of those who teach there and head up this unique American educational activity; and not least, of what this College has done and is doing to foster an understanding of business by educators.

# Business Men Invited to Educate the Educators

"My boy came home from school, his head filled with strange socialistic and totalitarian ideas, state ownership of all property, of production for use instead of profit, and the opinion that all business is an activity more or less to be frowned upon. Something ought to be done to stop such teaching!"

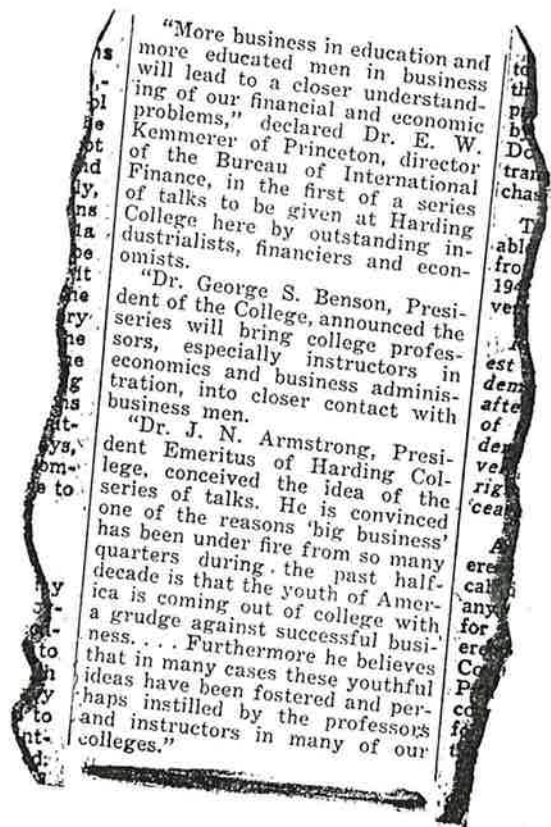
HOW MANY FATHERS have voiced a similar complaint when their children returned from a school supported by the business man's dollars, but teaching doctrines which were frankly anti-business.

One college, Harding College—a little school, down in Arkansas—decided to do something about it. Visiting the library of a much larger college, the President of this Arkansas College discovered an especially interesting and to him, significant fact while examining the shelves containing volumes on political science and political philosophy. The volumes on Communism, Fascism, Socialism, Anarchism and Technocracy, filled some twenty-odd feet of shelf space. But, on the subjects of democracy, the republican form of government, free enterprise and the like, the available volumes required scarcely *three* feet of shelf space.

"If the cause of free peoples and the case of free enterprise is not stated to the instructors or their students in the books which are popular and available, how can we expect either educator or student to gather the truth?" Such was the President's thought.

Out of this experience was evolved an idea for what we believe to be the most unique program ever launched by an American College—a program of higher education in which the faculties of all the colleges in the State were invited to become students, having as their instructors a list of top-flight practical, successful business men.

The program was publicly described in the Wall Street Journal of April 17th, 1937:



Following Dr. Kemmerer, there came to this little town of Searcy, Arkansas an amazing parade of business leaders to address the students and faculty members, not alone of Harding College, but of the whole State of Arkansas. Every senior college in the State was represented at one or more lectures.

A roster of the men of business who came to Harding may be found on the next page.

# Some of the Business Executives Who Appeared On the Harding College Lecture Program

JAMES L. KRAFT	<i>President, Kraft-Phenix Cheese Co.</i>
RAYMOND H. FOGLER	<i>President, Montgomery Ward &amp; Co.</i>
STERLING MORTON	<i>Director, U. S. Chamber of Commerce</i>
ROBERT S. HENRY	<i>Association of American Railroads</i>
DR. JAMES K. HUNT	<i>Research Director, The DuPont Co.</i>
BEN H. WOOTEN	<i>President, Federal Home Loan Bank, Little Rock</i>
DR. HUGH S. MAGILL	<i>President, American Assn. of Investors, Chicago</i>
JOHN L. LOVETT	<i>General Manager and Secretary, Michigan Association of Manufacturers</i>
SAMUEL B. PETTENGILL	<i>President and Director of Committee for Constitutional Government, N. Y. C.</i>

In addition to the attendance of Arkansas professors and Harding College students, prominent business men of the State were well represented.

In the next few pages, we propose to introduce you to the types of Harding College students who were privileged to sit in these audiences.



STERLING MORTON

Director of the Morton Salt Co. Director of the Elgin National Watch Co. Director of the Chamber of Commerce of the United States. Has a great interest in civic and national affairs.



RAYMOND H. FOGLER

President of Montgomery Ward & Company. A man born and reared on a mountain farm in Maine, who has gained recognition through hard work inspired by that American determination to achieve.



JAMES L. KRAFT

President of the Kraft-Phenix Cheese Corporation—a corporation selling more than a million pounds of cheese a day. Mr. Kraft is an unusual self-made man.

*"There never was nor never will be anybody  
want to go to school worse than I do!"*

Letter From Delight, Ark.

## They Start Low—But Aim High— and Win!

TO MEN FAMILIAR with Eastern Colleges and Eastern College student types, the types of students at Harding College would prove an interesting revelation.

Harding College students come not alone from Arkansas, but from twenty States.

They come from many economic levels, but from the standpoint of their determination to gain an education for themselves, there is but one level—the highest peak of fixed, unshakable resolution.

### *Give Me a Chance—I Can Work!*

The question here is not: "Which university shall I attend?" but rather "How can I get an education?"

Hundreds of letters come from boys and girls begging for a chance to learn. Others come from parents filled with an eagerness for their children to gain a college education. They have little or no money, but there is no sacrifice of property or labor they will not make to gain an education. These have the kind of courage, determination and fortitude that is America's backbone. All they ask is a chance.

"Do you have any work," writes a mother, "milking preferred, so that our boy who has always been at the head of his class, and it would be a shame if he doesn't go to college, could work his way through? My husband makes only \$30 a month, and we have an invalid mother to take care of and just don't have any money whatever. We have lots of canned fruit we could let you

have and we could let you have two or three hogs this fall and maybe some syrup. We are willing to sacrifice everything for him to go to school."

### *Read this letter from Texas:*

"I have three cows, three calves, and twenty acres of cotton to go to school on. I am going to sell my cattle and make a down payment."

### *Another writes:*

"My intention is to attend next year if I can raise the money, and my only way is to sell my farm."

### *Harding Workers Who Are Winning*

Below we give a few case histories of earnest, knowledge-seeking youths who come to Harding College for their education. There are hundreds of such, but these examples are genuinely typical:

*Boy with left arm off.* Married, one child. Stranded, doing nothing. Home a pitiful shack. No good on farm because of arm. No money. At Harding his wife helped him by working in the laundry. He helped keep the campus clean. Secured degree, and is now a school superintendent, making good.

*Boy from family that had on means.* Father a tinner. Boy had no opportunities, and appeared to have no ambition. At Harding, became interested in athletics, then in Chemistry. Made A's. He is now head chem-

ist in a large oil refinery. Invented process for removing impurities from salt.

*Boy just arrived.* Total wealth, 25 cents. Came down to breakfast wearing cotton working gloves. Keen minded. At Harding, he studied hard, became expert in mathematics. Got M.A. from University of Oklahoma. Came back and taught at Harding College, while working on Ph.D. from University of Chicago during summers.

### *Older Men, Too, Want Education*

*Student, 38 years old.* Married, working 7 P.M. to 7 A.M. in baggage room at Kensett, four miles from College. Some chance to sleep between trains. At College all day.

*Boy from Tennessee.* Heard of College, wrote and said he was poor but wanted to work. Got a job as hand in the wheat fields. Finished his work in Harding College dish-washing. Now superintendent of school in large town.

*Man, 40 years old.* Came from Alabama. No education. Had never seen a train. Brought children with him. When they saw the train they ran for their lives. He entered primary class with a big desk among the little desks and went right on through. Returned home, became a successful farmer. Gave land and part of the money for a large orphans' home.



*A milk route at college helped educate him.*

## Two Cows Took This Boy Through Harding

**T**HIS AMBITIOUS FARM BOY wanted an education, but he lacked the money. He went out to his father's scrub herd, picked out two of the best milkers, and drove them on foot the entire distance of sixty miles from his home to Harding College.

"Help me find pasture near Harding College—and I can sell enough milk to pay my college tuition and living expenses," he pleaded.

We need not say that he found the pasture rights he wanted without delay!



# Coming From Homes Like This—



*Many students are made acquainted with a higher standard of living at Harding College—*



*—Building such homes builds more than houses  
—it builds character, too.*

## They Build Homes Like This!

**H**AND, HEART AND HEAD UNITE—to make students successful at Harding College. Eighty percent of Harding students work their way through four years of college, either by full-time or part-time employment.

Our boys and girls chop cotton and corn through the blazing summer days, also work out for neighbors to get together money to buy books or help pay expenses at college. And at college, girl students work in the print shop, steam laundry, the pressing plant, in the kitchen, in the dining room, make clothes, do stenography, clerical and office work for the administration, library service and classroom instruction. The men work on campus and on the 40-acre college farm, feed the stock, cultivate the land, milk the cows. They do painting, plastering, stone masonry, carpentry, plumbing, mechanical

and electrical engineering. All student labor is paid for at the rate of twenty to forty cents per hour. Some time ago they built two neat stone houses—one near the campus, one on it. Then they built a new residence for Dr. George S. Benson, the president of the college, near the Administration Building.

Before these boys and girls leave Harding College they have learned the dignity of honest work and the power of concerted effort to overcome difficulties and win success.

For example: The sudden impact of sugar rationing in our locality had caused a drop in demand for strawberries. Growers feared they would rot on the vines. Harding College declared a three-quarter holiday and the student volunteers picked 247 full crates of strawberries and promptly turned them into 700 gallons of tasty strawberry jam.

*Work gets results — every student learns that — dramatically!*

# Walks 24 Miles a Day to College

GUS. GARY had neither automobile nor bicycle to get to and from Harding College, twelve miles away. He did not have money enough to pay for rooming in the dormitories and boarding at the College so he daily walked 12 miles from his home to school and another 12 miles from school back home.

During a year he walked 5,000 miles to get his education, saying he was glad he lived close enough to the College to walk. A feat that fired the imagination of Robert Ripley who drew a cartoon of the youth for his "Believe It or Not" feature which runs in newspapers throughout the United States.



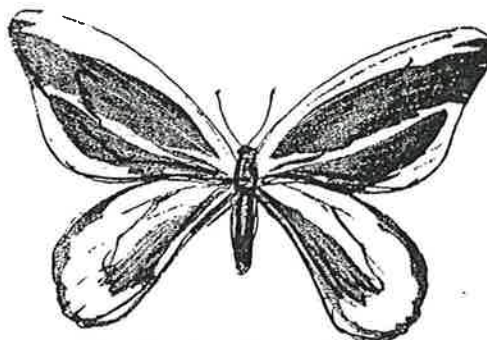
**GUS GARY**  
of Wynne, Ark.,  
**WALKED**  
**24**  
MILES A DAY  
TO ATTEND  
COLLEGE—  
**5000** MILES  
DURING THE  
SCHOOL YEAR

Ripley

## BELIEVE IT OR NOT

By ROBERT RIPLEY

Registered U. S. Patent Office



Ornithoptera Alexandrae  
**LARGEST BUTTERFLY IN THE WORLD**  
11-INCH WING SPREAD  
VALUE \$100 EACH

British New Guinea



SIGN IN  
CONNECTICUT



**HEN**  
**21**  
**YEARS OLD**

Bred by  
L.A. TAYLOR  
Gold Hill, N.C.

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—Photo from *Little Rock Gazette*; Sunday, Oct. 18, 1942.

*The picture shows Harding College instructors and students, headed by President George S. Benson, at work in a cotton field on one of the college farms.*

## These Boys and Girls Do Not Expect “Something for Nothing!” (Do YOU?)

HERE IS AN EDUCATIONAL INSTITUTION built on the principles of American self-reliance. These knowledge-hungry youths do not plead, “Give us something for nothing.” They say, “Give us a chance—and no sacrifice of pleasure or time or effort is too great for us to make—to get an education!”

Do not business men, however, expect “Something-for-nothing?”

They complain of the opinions of youth—tinged, they say, with socialism, anti-capitalism, Marxism. Yet how many business men can fairly claim to have invested as much as

one dollar per year in the past ten years toward helping to educate college instructors and their students in the principles of free enterprise, its history and background, its ethics, its aims and its contributions to the present American standard of living?

If the constructive things of life are to endure, responsible sponsors must nourish and keep them strong, courageous defenders must fight for these things when they are assailed. This is an individual responsibility—part of the very small price we pay for the privilege of living in a world where the constructive, the good and the true persist.

# Dr. George S. Benson, President of Harding College

**H**ERE IS THE MAN, who as President, heads Harding College. Dr. Benson has the distinction of heading a college which in the worst of the depression, could claim that it had *not a single unemployed graduate!*

His salary is \$1,800 a year.

He has been urged to run for governor of his state. Many urged that he could be elected to the United States Senate without campaigning. People wanted to start a "Benson Committee" in every county. Other universities and colleges shower him with offers. But he sticks to his job.

The entire faculty at Harding College hold the master's degrees—or higher; twenty-five percent have doctor's degrees.

M.A.'s receive \$75.00 and up per month. Ph.D.'s begin at \$100.00 a month while \$150.00 for a department head is top.

These salaries do not include room and board—and they are only one-half of the national average in senior colleges in the U. S.

"To us down here," says Dr. Benson, "a dollar bill is a large amount of money. It is something more than a piece of paper printed green. It is a symbol of work—long, tedious, tiresome hours, sometimes at difficult, distasteful tasks. When your dollars stand for that kind and amount of work, you learn to get value received when you spend them."

Dr. Benson was born on a farm and grew up on hard work. From farming he went into school teaching while in his teens. By 1924 he had worked his way through Oklahoma A.

& M. College. The next year he taught and studied at Harding College, then at Morrilton. At the end of the year he married and the young couple volunteered for mission work in China, where, Dr. Benson says, he learned "the value of even a tenth of a cent." He took his M.A. degree at the University of Chicago. For his work in founding the Canton Bible School and editing the "Oriental Christian," Harding College conferred upon him, in 1932, the LL.D. degree. Four years later he was called back to become President of Harding.



DR. GEORGE S. BENSON

"The average per capita income for all Arkansas residents is only \$216 per year," says Dr. Benson. "For a family it is \$969. If our people were not expert in eliminating all unnecessary expenses, they could not live."

In Dr. Benson's opinion, economy is a virtue not only for poor boys and girls, but for the nation. He has made more addresses, been allotted more newspaper space, been given more radio time, and attracted bigger audiences by his economy talks, we believe, than has any other living American.

He has been credited by the press and by commentators with having done more than any other private citizen toward getting non-defense expenditures in the Federal budget reduced by 1 1/3-billion dollars this year.

Dr. Benson showed a Congressional Committee how Harding College could educate four students at the cost of training one enrollee in the Civilian Conservation Corps.

# When Economy and Self-Reliance Unite

On January 26, 1942, the entire group of students at Harding College, receiving the customary cash assistance from the National Youth Administration, mailed to Secretary of the Treasury, Henry Morgenthau, Jr., what turned out to be a history-making letter. It read as follows:

**Harding College**  
Searcy, Arkansas

January 24, 1942

Secretary Morgenthau  
United States Treasury Dept.  
Washington, D. C.

Dear Mr. Morgenthau:

This letter is coming to you from the entire group of students receiving NYA assistance at Harding College, Searcy, Arkansas.

We are requesting, with the approval of Harding College, that we be eliminated from the NYA payroll effective February 1, 1942, and that the appropriation allotted to Harding College be henceforth used in national defense.

We have been anxious to do our part to assist in the great defense program of our nation. Being working students at first we did not know just what we could do. We have also thought of the growing national debt which we understand is expected to reach \$110 billion by the end of next fiscal year.

We have also observed a scarcity of labor which now affects our own community very noticeably. Accordingly, it occurred to us that we could secure employment and make our way in college without receiving NYA assistance. Finding that it is possible for us to secure other employment by which we may continue in college, we feel that it is not right for us to accept the NYA assistance in the face of this great emergency.

We desire, however, that our allotment not be used to increase the allotment of some other college, which probably needs the assistance no more than our own college, and where the students could likely find other employment just as we have found that we can get other employment here. This sacrifice is being made as a contribution to the defense of our nation.

We are indeed happy that work is now abundant, that we do not longer need the NYA assistance, and that we can offer this contribution to the defense of our nation.

Very respectfully yours,

Signed:

*John E. Sands*  
*Candell H. Lape*  
*Joseph A. Neal*  
*Francis W. Williamson*  
*Doris V. Mealy*  
*Stelton W. Quebush*  
*Billy J. Anthony*  
*Elizabeth Arnold*  
*Sarah Ruth Bryan*  
*Marjorie Belle Duncan*

*Stacy M. Chandler*  
*May F. McCullough*  
*May 13*  
*Hollbrook*  
*Thomas A. Torrey*  
*Marjorie E. O'Rourke*  
*Johnnie O. Anderson*  
*Lola B. Hossman*  
*April W. Swang*  
*Claude A. Richardson, Jr.*  
*Ernest J. Zeller*

\* see next page

# The Press Called it "An Object Lesson in Economy"

THIS LETTER was signed by twenty Harding College students. It created a wholly unexpected furore—and instead of commendation, the action of these Harding students earned—of all things—a REBUKE from the head of the National Youth Administration; who called Dr. Benson "a ringleader in the so-called economy drive." Later, a letter was written, at President Roosevelt's direction, complimenting the students on their spirit of patriotic self-sacrifice.

Newspapers all over the country found this action of Harding College students a light by which others might well be guided.

The editorial reproduced here from the Memphis (Tennessee) Press-Scimitar is typical of the reaction of the American press.

But it remained for the Daily News of Chicago (Secretary of the Navy Frank Knox's paper) to sum up the sentiment most succinctly of all. They said:

**THE CHICAGO DAILY NEWS**  
An Independent Newspaper  
DAILY NEWS PLAZA, CHICAGO, ILLINOIS  
400 West Madison Street  
Tel. Dearborn 1111

WEDNESDAY, FEBRUARY 11, 1942.

### JOBS FOR YOUTHS.

Down at Searcy, Ark., there is a small institution of learning called Harding College, a group of whose students recently sent an unusual letter to Aubrey Williams, head of the National Youth Administration. They asked that their names be stricken from the NYA pay roll, as of Feb. 1, 1942, and that the money thus saved be devoted to national defense. The students were confident, they said, that they could find jobs in the business world or in defense work that would enable them to earn as much as they had been receiving through the bounty of the NYA.

We think the action of the Harding students is a cheering episode in an otherwise dreary period of our national history, and that it will be heartily commended by 129,999,999 of the 130,000,000 inhabitants of these United States. The one exception has already registered his disapproval. Aubrey Williams, head of the NYA, whose job would be abolished if a few more students followed the example of those at Harding, has denounced the action.

## Memphis Press-Scimitar

The Scimitar Was Founded in 1880  
The Press Was Founded in 1904

EDWARD J. MERTMAN, Editor

Published by the Memphis Publishing Company

ENOCH BROWN JR., Vice President  
and Business Manager

A Scripps-Howard Newspaper

TUESDAY, JAN. 27, 1942.

## Object Lesson From Arkansas

Let's doff our hats to 20 young men and women who have decided to do more than talk about wartime sacrifices.

They are students at Harding College, Searcy, Ark. They have asked that their names be stricken from the NYA pay roll, and that the \$210 a month allotted by NYA to their college be used for national defense.

They have found private jobs to finance their studies.

Here is an example of self-denial from which great benefit would be derived if it were taken to heart by other citizens, pressure groups and cliques that are clinging to government subsidies as usual. And it should stimulate Congress to re-examine the whole government program of non-defense expenditures and drop hundreds of items inaugurated during the depression but no longer essential.

Harding College is a small school which exists without private endowment or public appropriations. Last year its president, Dr. George S. Benson, startled Washington when he appeared before congressional committees, recommended specific economies of two billion dollars in the federal budget, and testified that in his school, where nearly all students work, he could educate four students for the money the government spends on one CCC youth.

Searcy, Ark., is a small city of 5,000 where job opportunities must be limited even in good times. If the students there can support themselves, what about the thousands of other NYA students, CCC enrollees, WPA workers, and subsidized farmers? And how about the thousands of government officials and employees, drawing much larger checks, who are engaged in activities which they know are purposeless and inexcusable in wartime?

From all the others, Harding College's students have a right to expect equal sacrifice.

# Summary Facts About Harding College

**F**URNISHES BOARD, ROOM, TUITION, and fees for only \$400 a year.

Work opportunities offered for those who can't pay all in cash.

Has no endowment.

Has a faculty of unusual scholarship even for a much larger institution—all of whom hold Master's or Doctor's degrees.

Offers instruction in eighteen major fields.

Fifteen modern buildings and equipment

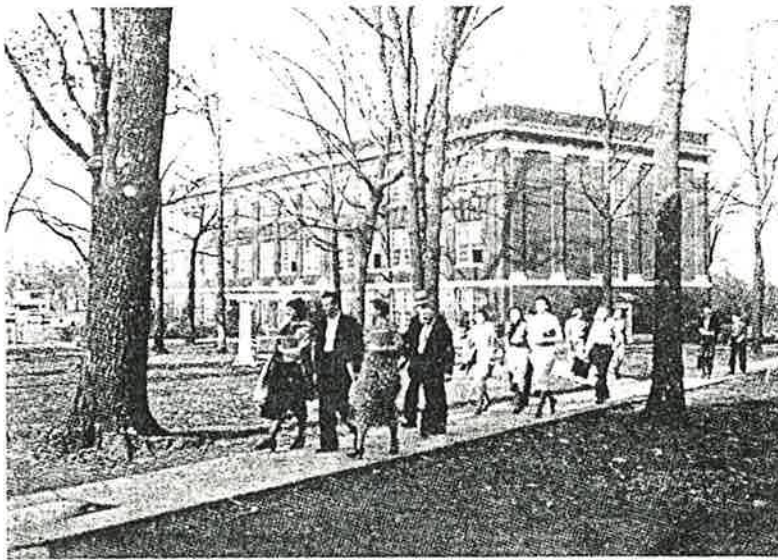
conservatively worth more than \$700,000.

No annual deficits.

Eighty per cent of the students work to pay part or all of their tuition and expenses.

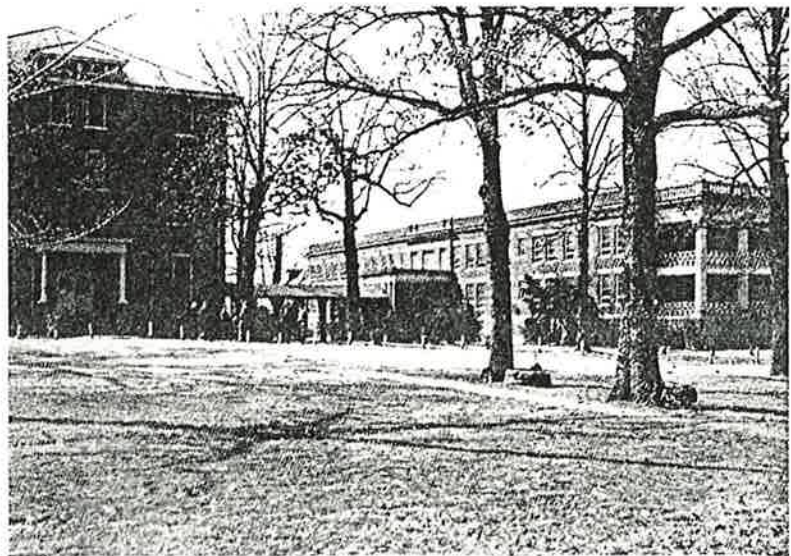
The President's residence on the campus was built by College students.

Students also operate the College cannery, print shop, book store, a cleaning and pressing shop, the college cafeteria and a 400-acre farm.



*The modern Administration Building houses science and home economics departments.*

*Girls' dormitory — containing dining halls, kitchens and some professors' apartments.*



# No Harding Graduate Unemployed

FOR FIFTEEN YEARS, Harding College, so far as its systematic check-up reveals, has not had an unemployed graduate. We believe this record to be unique in the record of American colleges.

Year after year we have been unable to fill all of the calls for our graduates.

Among our alumni is the chief chemist in one of the largest oil refineries in Texas—the

chief X-ray technician for a large city in the south—an outstanding economist in a Northern University—a business manager in another university—also heads of investment firms, insurance and business men, bankers, hospital technicians, physicians, teachers, ministers, missionaries, farmers, civil service employees, secretaries, aeronauts, newspaper men, and others of equal importance.



## Graduates in Educational Jobs

But aside from the usual positions which its graduates obtain, Harding claims especial distinction in its list of important educational positions held by former students:

J. D. FENN, *class of 1930, is head of the Business Administration of Peabody College, Nashville, Tenn.*



C. RAY THOMPSON ('26) *is head of the Department of Economics of Kansas A. and M. College.*



R. T. CLARK ('39) *is assistant instructor in Biology at University of Tennessee.*

JACK WOOD SEARS ('39) *is assistant instructor at the University of Texas.*



WADE RUBY ('29) *is head of the English Department at George Peppardine College in Los Angeles, Cal.*



JOSEPH PRYOR ('37) *is Mathematics Instructor at the University of Louisiana.*

Harding College is willing to be judged by the old adage: "By their works ye shall know them." Harding College students succeed—in technical work, in journalism, in business and in education.

*The Products of this Institution Are Living Proof of Its Worth.*



# Harding Students Win Scholastic Honors in Major Competitions

**W**HEN HARDING COLLEGE students compete for scholastic honors they win, we believe, more than their share of honors.

That youngsters from homes of almost stark poverty should be able to prove their scholarly attainments in so dramatic a fashion is sometimes subject to surprised comment.

## Statewide Winners



*These two boys beat all comers in the Statewide debating contests, thereby winning for Harding College the silver cup shown in the picture.*

But there is a reason for the good showing of these country boys and girls.

Most of them stem from old Anglo-Saxon stock; they represent offspring from what is perhaps the purest blood of the early American Settlers. They are poor, yes, but when given a chance, they learn quickly and excel in competition with students of other colleges who start with many more advantages than the average Harding student. The tragedy, of course, is that so few Harding type students have an opportunity to get a Harding College education.

Below are given a few examples of scholastic honors won in stiff competition:

★ ★ ★

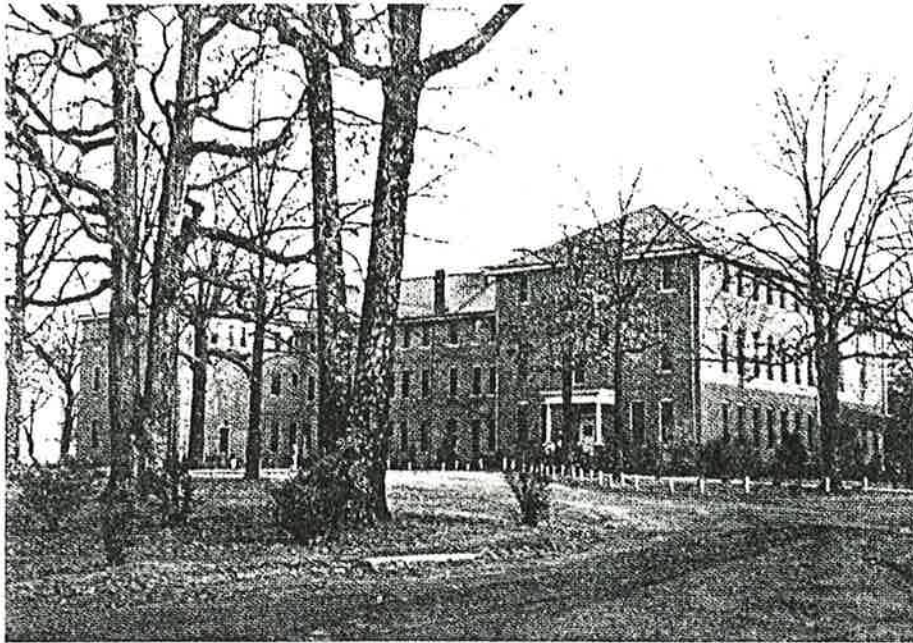
**Southern Musical Festival.** Held at Memphis. Twelve hundred contestants from four states. Harding College students entered four events, won four firsts.

★ ★ ★

**Debating.** Harding College debaters have captured State and Mid-South championships (including contestants from surrounding States) *seven times in ten years*. Harding also took firsts in Extemporaneous Speaking and Oratory *three times out of four entries*.

★ ★ ★

**College Newspaper.** "The Bison," Harding College newspaper, judged by journalism groups in the Universities of Wisconsin, Oklahoma and Tennessee, was awarded high honors as the best college weekly in the State. First awards for excellence were also won for make-up of the paper, headings and special feature articles.



*Men's dormitory—containing auditorium, library and class rooms.*

## In an Atmosphere of Religion

**H**ARDING COLLEGE is undenominational. It is not endowed nor supported by any religious group. But—at Harding, all students are well grounded in Bible teaching. Not alone is the Bible taught as a guide to the student's religious life, but also as a practical manual for his daily business of making a living.

The Bible does not teach "If a man does not work, his Government should take care of him," but rather "*If a man toil not, neither shall he eat.*"

Most students enter Harding with that view of life well understood from the practical hardships of early life. We teach it on Biblical authority, as an inescapable rule of life.

*"Whatsoever thou doest, do with thy might!"*

So teaches the Bible—and so teach we. There is no encouragement here for the dawdler or the intellectual diletante. Students come here, esteeming this education as an opportunity to be made the most of. Our

problem is not to get students who "work with all their might"—but to give to those who so wish to work, the chance to do so.

Students are constantly reminded that the Saviour wrote again and again "*To him that overcometh shall be given the rewards!*" And the practical application of this teaching is this: That it is not the student who starts, then becomes tired or discouraged or loses interest—that reaches his goal. It is not the student who decides that the world owes him a living, and who relies upon the NYA, CCC or WPA to take care of him—who triumphs. The worthy winner is he or she who day after day overcomes obstacles, defeats difficulties, resists the temptation to slacken off—of such stuff are they who overcome.

And all about them Harding College students see living proofs of these truths—in the persons of faculty members and their fellow-students.

To Harding Students, the Bible is a guide book to personal integrity and success, as well as a source of religious, philosophical and ethical teaching.

# Harding College Needs Financial Support from Citizens Outside Arkansas

**H**ARDING COLLEGE now enrolls five hundred students, but we lack the facilities to meet the needs of hundreds of other boys and girls pleading with us for a chance to get an education. Although we know how to stretch our dollars, keep our expenses low and our results topnotch, *we cannot stretch the dollars we do not have!*

For example, even the meagre, sub-level salaries Harding College is now paying cannot be financed out of the income received from students. The present salaries, of which the top is \$1,800, are made possible only because a friend of the College contributed \$10,000. solely for this purpose—with the understanding that every possible effort be made this year to secure an endowment. The fact that student income at Harding College is insufficient to cover expenses is not a unique situation for a college. Without the large endowments enjoyed by most colleges (see list below) they could not continue their student services. We are in a similar position. Unless additional funds are secured, these salaries cannot be paid; this loyal faculty, who have made such great personal sacrifices, will not be able to continue—and the flame of American self-reliance as expressed at Harding College, will certainly flicker and die.

Harding College needs a modest endowment of \$500,000 to \$600,000 to carry on the kind of education which these self-reliant youngsters must be given. The only income today comes from tuition, fees and minor income from the Harding "industries"—laundry, cleaning plant, print shop and farm. There is no contribution from any religious body or similar source.

Here are some figures on the endowments of Eastern universities:

<i>Institution</i>	<i>Endowment</i>
Amherst College .....	\$12,000,000
Brown University .....	11,000,000
Carnegie Institute Technology .....	17,000,000
Columbia University .....	88,000,000
Cornell University .....	33,000,000
Dartmouth College .....	19,000,000
Harvard University .....	148,000,000
Massachusetts Institute of Technology .....	36,000,000
University of Michigan .....	15,000,000
University of Pennsylvania .....	22,000,000
Princeton University .....	33,000,000
Rochester University .....	51,000,000
Williams College .....	11,000,000
Yale University .....	107,000,000
Total .....	\$603,000,000
Average .....	43,000,000

For an amount equal to a little more than 1% of the average endowment shown above, Harding College can carry on its work, serve the self-reliant youth of its own area and return in human service *the greatest dollar value ever returned by any American educational institution!* (This is said without disparaging the great work done by other educational institutions, large and small. Harding College has a *special* opportunity, a *special* responsibility and because of extraordinarily thrifty policies of management, gets *special* results.)

DR. BENSON, the President, does not demand a raise in pay. He still heads the College at a salary of \$1,800 a year.

THE FACULTY will not receive salaries such as paid by other schools. They will still receive from 50% to 70% less than the country-wide average for similar teachers.

THE STUDENT helpers at the college will not receive this money—they take their pay in credits against their tuition.

In other words, every dollar of contributed funds is to be used to maintain the services we are now rendering and to extend them to more worthy young men and women.

## Why Not "Let ARKANSAS Do It?"

The *idea* behind Harding College—

The *ideals* upon which Harding operates—

The *results* which Harding is securing—  
—*these things are bigger than Arkansas!*

American self-reliance is bigger than Arkansas. It is as great as the nation.

The practice of thrift is bigger than Arkansas.

The yearning for an education—and the willingness to sacrifice to get it—are bigger than Arkansas.

The belief in American standards of life and in the integrity of private enterprise—these are bigger than Arkansas.

And finally, and most compelling of all—the *need* is bigger than Arkansas.

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The average per capita income for all Arkansas residents is only \$216 per year—or 42% of the U. S. national average. For a family, it is \$969. This compares with per capita incomes of—

\$1,199	for residents of the District of Columbia
\$ 822	" " " New York State
\$ 794	" " " California
\$ 656	" " " Massachusetts

The very lack of money which gives Harding College its special opportunity and its special responsibility is also the reason why the residents of Arkansas cannot provide the endowment funds for Harding College.

Contributions to Harding College mean that you are helping boys and girls not only from Arkansas but from 20 states and four

foreign countries. (There are four from New York State at the present time.)

If a boy or girl is poor but eager for an education, ambitious and willing to work hard to earn that education, decent and clean—such a boy or girl is welcome at Harding, whether in overalls with not a cent in the pocket, or better dressed and a year's tuition in hand. If need be, a student can study for three months, then work for three months to earn enough money to pay for the next study period.

### *Low Cost Scholarships*

\$150.00—\$250.00—\$400.00 will give a scholarship in Harding College to any worthy boy or girl whether from Arkansas—or any other state for that matter. Out of this scholarship may come a great chemist, or a wonderful engineer, perhaps a marvelous physician or minister. Yes, even a future president of these United States—such are the possibilities of our democracy.

If Harding College was in Massachusetts, Connecticut, Detroit or some other wealthy section doing its great work in educating poor boys and girls, a thousand people would quickly and generously subscribe even more than the \$600,000 needed, rather than have the College doors close for lack of money.

But, too often the Boston man who has gathered his own fortune from 47 states besides his own, forgets this, and contributes entirely to Boston institutions.

The automobile leaders made their wealth in all states where their cars were sold—but they often remember only Detroit in making large gifts.

The industrial and financial East have developed the country's greatest wealth, but this has too often been used to assist only eastern institutions.

This method is not being criticized, but it does explain why Harding College has no financial endowment while other colleges have up to a hundred million.

The Rockefellers, who believe that it is a difficult job to give away money wisely and effectively—distribute their philanthropies over the entire country, (in fact, over the world!) instead of limiting them to the states in which they reside. This, likewise, was the Carnegie policy. In other words, when

wealthy families have adopted a systematic method of giving, they have almost immediately begun to spread their gifts geographically, rather than to continue concentrating them.

Is it not well to consider whether the distribution of gifts largely to those areas from which wealth has been derived is an extremely wise policy, likely to ameliorate the harsh criticism of business and to dissipate and refute the charges of selfishness and provincialism?

Far sighted men of wealth are giving weight to this thought today in order that their gifts may bring aid to the greatest number and more widespread goodwill for the whole business community.



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## *An Invitation to Investigate*

**T**O ANY MAN who fought his way to the top against difficult odds, a visit to Harding College is an inspiration.

Here he will see familiar sights—earnest young men and women, working, studying, sacrificing—to get ahead.

We invite you, the reader, to visit us at Searcy. Your interest in what we are doing will make you our honored guest.

After your visit, if you wish

to help other students, like those you have seen, along the same road, your gift itself will honor you more than we can do.

Of course, you can investigate us through your bank, or your commercial agency, or through an investigator of your own choosing.

But a visit, we repeat,—will honor us, and we believe will prove an inspiration to the visitor.



*"The lights are going out all over Europe . . ."*

SIR EDWARD GREY

## In America, the Lights Still Burn . . . Let's *Keep* Them Burning!

THE lights we Americans live by . . . FREEDOM OF SPEECH, FREEDOM OF THE PRESS, FREEDOM TO WORSHIP, FREEDOM TO LABOR AND TO ENJOY THE FRUITS OF OUR LABOR, FREEDOM PEACEABLY TO ASSEMBLE, FREEDOM OF THE BALLOT . . . these lights have gone out in the Old World.

They were extinguished by neglect, because no one troubled to trim their wicks and replenish their fuel—that was the "Other Fellow's" job!

All over the world, Chaos reigns and children starve and men die and women suffer worse than death—because you and I and others like us delegated our undelegable individual personal responsibility to an invisible and non-existent "Other Fellow."

Responsible citizens everywhere adopted the slogan of personal irresponsibility "Let George Do It!"—George, as always, being that invisible, non-existent "Other Fellow."

Liberal reforms were left to "George"—and the Forces of Unrest took over his job.

Freedom of Speech was "George's" worry—and Herr Schickelgruber saw its pale, flickering light illuminating corners where he wished darkness—and he snuffed it out with a proclamation enforced by the Gestapo.

And so, one by one, our sacred Lights of Liberty, left unattended, untrimmed and unfueled on the deserted work bench of the non-existent "George," were seized by the forces of darkness and extinguished.

History teaches that it is always thus. If men of good-will and integrity and honor cast aside responsibilities and toss them underfoot, those who live underfoot will seize these cast-off opportunities and convert them to their own evil purposes. Napoleon phrased it well when he said: "He who wears the crown must support the weight of it!" (Or he will soon *lose* his crown.)

Millions of lives must be lost and rivers of blood must flow to preserve to us and restore to the Old World the liberties they already possessed.

Keeping alive the Flame of American Self-Reliance is a matter of individual responsibility. It must be accomplished by Americans—one at a time—taking their fair share of individual responsibility.

The "Other Fellow" is non-existent. He is a tempting fiction of the Powers of Darkness and Destruction to lure us to defeat on a soft cushion of comfort and complacency.

The time has come for responsible Americans to give the "I-Sign"—which being interpreted means "*I Will Do My Share!*"

