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Harding Bulletin February 1948 (vol. 23, no. 13)

Harding College

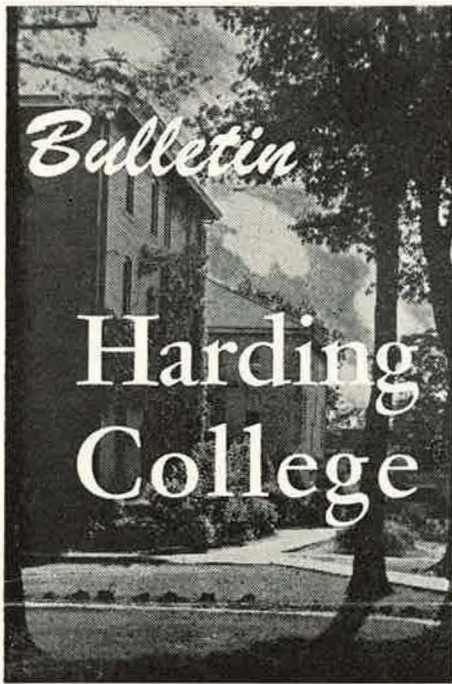
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Newspaper Stories Describe Harding

A series of four articles about Harding College, which ran daily from January 19 to 22 in a Chicago newspaper with more than a million daily circulation, has brought widespread commendation of the college, its aims and purposes.

The idea for the articles was initiated entirely by a Chicago Daily Tribune reporter, Frank Hughes, who came to Searcy to see for himself what the college is and what it is doing.

The Tribune previously carried a series of articles describing infiltration of foreign ideologies into some of the larger universities of the Eastern states. Mr. Hughes said he came to Searcy because he had heard that Harding College did not teach communistic or socialistic ideas but stood for American traditions and the American way of life.

The four articles dealt with the history, operation, and administration of Harding in detail. That the college tries to be Christian in its educational concepts and to maintain a Christian environment was lauded by the Tribune articles. Several faculty members are quoted, and students and their studies and activities described.

The first and last articles of the series describe the work and personality of Dr. George S. Benson, president of the college. These articles explain his reputation as a "champion" of personal freedom and individual opportunity, exemplified by his activities as president of Harding.

The program of "National Education" by which this department of the college reaches 25,000,000 persons a week, with 50,000,000 held as the current goal, was particularly praised in the Tribune articles.

M-G-M Will Release Harding College Film

Metro-Goldwyn-Mayer has signed a contract with Harding College for the sole distribution rights to "The Secret of American Prosperity," a color film produced under the direction of the Harding College Department of National Education, Dr. George S. Benson, president of Harding has announced.

The movie will be shown in 10,000 theatres, and will reach over 35,000,000 people.

Depicting fundamental processes at work in a democratic type of government, the film deals with freedoms normally taken for granted by Americans.

Various ideologies are compared and contrasted to our American way of life.

The contract gives sole distribution rights to M-G-M for two years, after which time the film will be released to educational channels. M-G-M also has an option on three other color films now in production, and an option on any other film produced by the college over a five-year period.

The three-color films now in production are also based on various phases of our American way of life.

M-G-M was the first motion picture company to be shown the new film. Executives who attended the preview ordered immediate contracts drawn up.

Dr. Benson said, "As far as I know, this is the first educational film to be given such a theatrical distribution."

The movie was filmed by the John Sutherland Productions of Los Angeles, California.



A Freshman, just registered, looks over graduating class of 1947. She is Clotene Williams, Searcy.

Students Have the Answers to Question: What Do You Like at Harding College?

Have you ever wondered why Harding College is so well-liked? Have you ever wondered why students come here from all over this country and other countries, too?

A survey conducted by members of a course in journalism, "Reporting News," reveals some of the answers.

Doris Pritchard from Holland, Missouri, and a freshman, said, "First of all, I like it for the Christian principles that it stands for and upholds. I like the close Christian fellowship that is manifest by all. And I like the way the students say an enthusiastic 'Hi' when you meet up with them on the campus."

Sixty per cent of the students interviewed gave "Christian atmosphere and environment" as their first reason for admiring Harding. The students appreciate the fact that "the Bible, in all its simplicity, is taught to every student every day."

The general attitude of the faculty member rates high in the mind of the student here. Roger Hawley, a sophomore from Flint, Michigan, put it thus, "One may place full confidence in Harding's instructors because their teaching is guided by their Christian principles."

(Continued on Next Page)

Students Explain Why They Like the College

(Continued from Page One)

The size of the school was often mentioned. Because "it isn't too large a school," the teachers and students are better acquainted. This student-faculty relationship is vitally important, several students said.

Money is not an important problem at Harding. The "average person may attend," and quoting Roger Hawley again, "At Harding, work with the hands is honorable and one is respected rather than looked down upon by others, if he works."

This survey of fifty-five students brought to light other reasons for liking Harding. The "opportunities for development of talents in extracurricular activities" are considered important to the active college student. The fact that "there is no class distinction" is impressive.

The senior, having been here longer, feels the aims of the college more deeply than the freshman. Forest Moyer says, "Harding College teaches the ideals I believe to be fundamental for a successful and useful life."

Bob Bland, freshman from Colorado, likes Harding for the opportunity he has "to develop a well-rounded Christian personality."

Jack Plummer, freshman from Syracuse, N. Y., gave as one of his reasons: "the high character standards of the students." Many others admired the "sincerity" and "the high moral standards of the students."

It's Wise to Invest in Harding College!



Clifton L. Ganus, Sr.

By CLIFTON L. GANUS, SR.
President, Board of Trustees

Dear Friends of Harding College:

You will be invited to consider the wisdom of investing in Harding College.

In the current Building Fund Campaign for the college, the Board of Trustees will expect to receive your effective cooperation in many ways. You will want to invest your interest, perhaps some of your time, and possibly your funds.

Already, you have helped make Harding the unusually effective educational institution that it is. You have lent your heartiest and finest cooperation and support, to the Board, to President Benson, and to the faculty of the institution.

In the past, Harding has had excellent and effective help from many friends and patrons. Many of you, while not actually participating in the financial responsibilities of the institution, have supplied whole-hearted support when it was needed.

Not many years ago Harding College was indebted for its plant in the amount of \$70,000. That mortgage was burned. We have a debt-free institution.

But there are yet limitations on what Harding would like to do, as a Christian college. These limitations have been thrust upon the institution because of increased enrollments and because of the heavier obligations of present day education. The college is therefore limited in what it can physically do to provide facilities for the 700 young men and women who come to its campus.

I want to assure you that the entire Board has gladly accepted its responsibility in helping to conduct this drive for needed buildings and facilities.

It is my sincere judgment that with your help and encouragement, the campaign for building funds can be successfully concluded June 30. Let us work to that end.

Appearance of Campus Will Undergo Change

Readers of the Bulletin who are familiar with the Harding campus will be able to identify in this air photo some of the present structures shown on the plot on the opposite page.

Within the next few years, if the Building Fund Campaign now underway is successful, this air view will be so outdated that it will hardly be recognizable.

(In studying this photograph, remember that the view is toward the north and east. The tower side of Godden Hall, the large building in the center, faces south.)

Godden Hall (see story on next page) will be eliminated from the future campus.

The other major buildings are modern and serviceable. Pattie Cobb Hall for girls, to the left of Godden Hall, and Science Hall, near the tennis courts, will continue their functions in the future campus. Some temporary buildings, including the two temporary dormitories for boys (lower center) will be kept.

College Needs More Facilities to Attain High Ideals

Harding College is dedicated to the proposition that an educational institution is made of more, yea, much more, than just concrete, brick, and mortar. (See "Purposes and Ideals" on this page.)

At the same time, it need not be explained that to have a college nowadays, you have to set up "facilities."

The physical assets of Harding College are worth today perhaps \$800,000 and no debt hangs over the institution. Substantial buildings and improvements, added real property, income producing investments—all these things represent the heart of a "going and growing" concern. Harding is proud of what she has, and thankful that present facilities make possible the best service the institution has ever offered.

BUT—Harding College needs:

An auditorium that will seat the whole student-body at one time, together in one place.

A library that will house 100,000 volumes and accommodate at least 300 students at one time.

A student center, a place that students can call their own for recreation and fellowship.

A gymnasium adequate to provide for physical development of the student body and increased recreational services.

A permanent dormitory for men.



Dr. L. C. Sears

PURPOSES AND IDEALS

By DEAN L. C. SEARS

Montaigne wrote that "The object of education is to make, not a scholar, but a man." It is the conviction of Harding College that neither scholarship nor intellectual development is sufficient basis for the best and richest life now nor for security in the years ahead. Those who have moved the world upward have always been men of character as well as intellect.

It is the ultimate purpose of Harding College, therefore, to lead each student to develop, not merely the intellect, but the kind of character whose influence, great or small, will add to the upward trend of civilization.

This means that he will come to love the ideals of truth and justice; to accept responsibility; and to cultivate self-control. But at the heart of the long struggle of man for mastery of themselves and of their world has always been the power of a faith that triumphs over weakness.

More than all else this faith is responsible for the vision which has given the world its highest development, both material and spiritual. No one can understand our civilization without knowing this power which has shaped its thinking and its ideals, and which has been the strength of its great leaders. Its great source lies in the teaching of the Christ.

Harding of Future Now in Plans

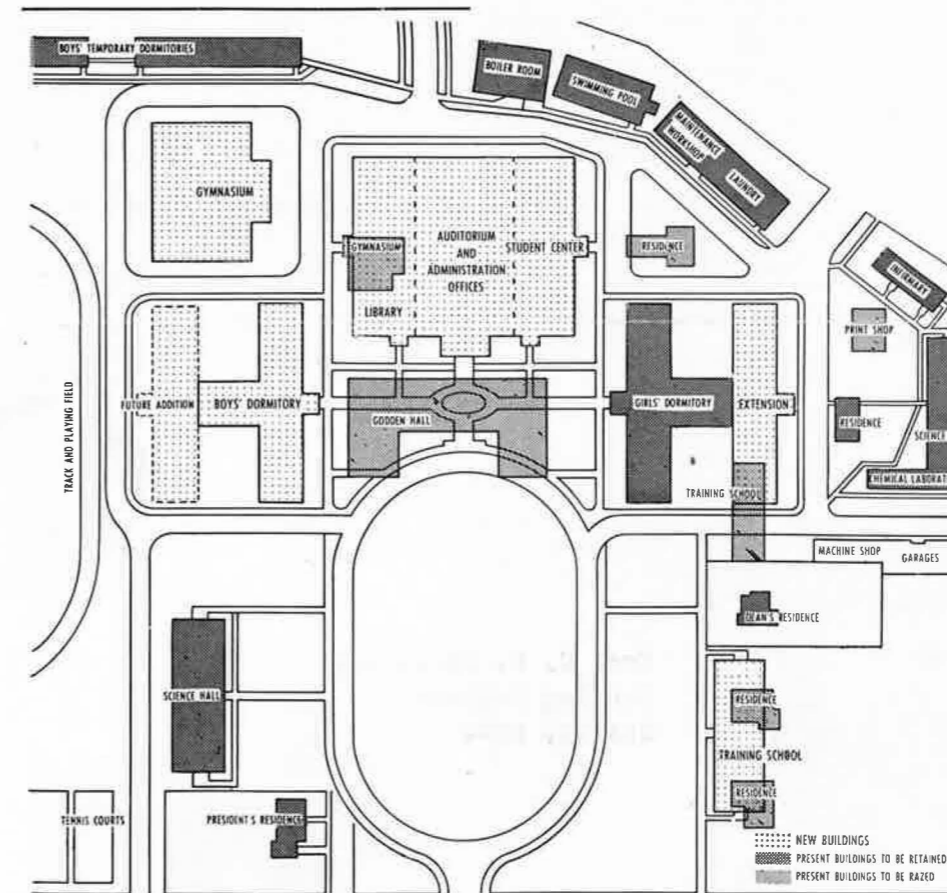
The Harding College of the future, from a purely physical point of view, is likely to be something entirely different from the present Harding College.

This visualization, the latest of a number which have resulted from faculty committee studies on campus planning, shows a possible development of the main area of the college property.

Other development will be carried out to the east. Another building, not shown on this plan, will be put up on a site to the east of the athletic field. Through recent acquisitions, the college now will be able to use land to the east as far as the college farm.

All plans so far considered call for the razing of Godden Hall and the present gymnasium. The two residences now facing Science Hall, across the campus meadow from the west, will be removed in favor of another building. The present training school will also be razed if an extension to Pattie Cobb Hall, the girls' dormitory, is constructed.

This particular campus projection offers a "new look" to the general campus facade, using the proposed large triple-purpose building with auditorium as the center attraction.



This air photo shows main campus and surrounding area. Veterans facilities are out of picture to upper right, although "Rock Cottages" are at lower right.

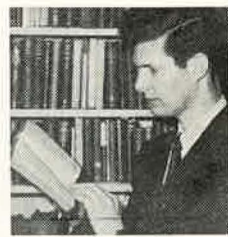
WITH THE ADVENT of children in the home comes the responsibility of parents for the proper growth and development of the children. Parents have the responsibility both of teaching the children how to live as well as how to make a living. With a series of questions and answers we shall endeavor to underscore these obligations.

What is the attitude of the Scriptures toward work? Christians are taught to labor as unto the Lord; that to refuse to work is to walk disorderly; and that those who refuse to work and are busybodies are to be disciplined (2 Thess. 2:7-15). This is a part of the Lord's teaching, and Christian parents are told to rear their children in the nurture and admonition of the Lord (Eph. 6:1-4).

Whose responsibility is it to see that the children are taught to work? Working involves not merely the realization that one ought to work, but also those skills and the knowledge which are necessary. The teaching of such skills and information are involved in teaching children to work; thus they are involved in bringing children up in harmony with the Lord's teaching that one work. And it is the responsibility of the parents to bring children up in the nurture and admonition of the Lord (Eph. 6: 1-4). The Scriptures have laid the responsibility on the parents, and not the State.

Can parents delegate any of this responsibility? In other words, can any other individuals, or institution, besides the home help in teaching children how to work? Certainly no one would maintain that the only skills that a child may learn are those which his parents can teach him. There is nothing in the Scriptures which indicate that the parents cannot enlist the aid of others in discharging this responsibility.

Do the Scriptures state to whom some of this responsibility may be delegated? No, except in a general way. In calling in the aid of others the parents are still under the obligation to see that the religious and moral training which they have given the child is not undermined by the ones or the institution to whom they have delegated some responsibility. In one sense, none of this responsibility can be delegated since the parents are still responsible for the general oversight of the child's education in that they are responsible for seeing that



A Christian Responsibility

By DR. J. D. BALES
Head, Bible Department

the child is placed in the best environment possible. When the offer of the State, or of private educational institutions, is accepted the parents are still responsible for seeing—to say the least—that the children are not in an anti-Christian influence. In fact, they ought to do all that they can to see that they are placed under a Christian influence, especially in those cases when the children go away from home to school.

What is the best environment in which Christian young people can receive an education? In spite of their flaws, of which the schools are generally conscious and which they seek to overcome, the best environment is one in which by word and deed the teachers and the students endeavor to uphold the Christian faith and life. Certainly it is Christian to endeavor to maintain such an environment. To maintain such an environment the Bible must be taught by word and deed. And it is to the maintenance of such an environment, in which pupils may be educated, that the private schools maintained by Christians are dedicated. In this work they need, and should receive, the backing of Christians.

To the Christians who read this the following question is addressed: Are you keenly conscious of the fact that *you* are responsible for the education of your children and that you ought to try to so educate them that they will always let Christ control their lives? And of those who have no children the question is asked: Are you willing to help children and young people receive such an education?



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