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Harding College

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# Harding College

## Largest Faculty Starts '49 Term

Thirteen new teachers have been appointed to the Harding College faculty for the 1948-49 term, bringing the total instructional staff to a record high of 55. Six of the new teachers are Harding alumni.

Lucien Bagnetto, (B.S., Harding College, '46); M.S., Louisiana State University, ('48) has returned as assistant professor of mathematics. His wife, Mrs. Jo O'Neal Bagnetto (B.A., Harding College, '47) has been employed as instructor in piano.

Miss Anne Early (B.A., David Lipscomb College, '48) has come to Harding as assistant librarian.

Robert Grayson and Frank Ellis have joined the English department as assistant professors. Both are Harding alumni ('47) and received the master of arts degree from Peabody College last year.

Donald Healy (B.A., Harding College, '42; M.A., Peabody College '45) has returned to Harding as assistant professor of social sciences.

Miss Christene Mackey, R.N., is assistant nurse.

Mrs. Elva Nettles Phillips (B.A., Eastern New Mexico College, '42; M.A., Colorado State College of Education, '44) is associate professor of art.

Three new teachers have joined the speech department. They are: Bill Skillman (B.S., Oklahoma A & M, '42; B.F.A., University of Oklahoma, '47; M.A., New York University, '48), assistant professor of speech and dramatics, Miss Nelda Holton, (B.A., Abilene Christian College, '48) and Miss Eileen Snure.

Miss Gertrude Payne (Ph.B., University of Chicago, '10; Ph. M., University of Wisconsin, '30) is instructor in high school mathematics.

Mrs. Gladys Walden Walkup (B.S., Harding College, '46; M.S., Louisiana State University, '48) has joined the department of home economics as assistant professor.

J.P.



*Dr. Benson opens main door to new Industrial Arts Building. Left to right: Mayor Oliver, Mrs. McKerlie, Jardine McKerlie, Jr., Dr. Benson, Dr. McKerlie, Dean Sears.*

# Keys To Industrial Arts Presented In Ceremony

Harding's new \$110,000 industrial arts building was opened for use September 24. In a brief ceremony, keys to the building were presented to Pres. George S. Benson by Dr. Jardine McKerlie, who designed and constructed the building.

Dr. McKerlie, head of the department of industrial education, told an audience of students, faculty and townspeople that the department would begin shortly to train key personnel for industry according to industry's own specifications.

Responding to the presentation of keys, Dr. Benson complimented Dr. McKerlie and praised the workmen and their foreman for having completed the building ahead of schedule. The structure was put up by college employed men, using college equipment.

The first floor of the center section contains offices and classrooms, with additional classrooms on the second floor. Two large factory-type wings flank the center section, each having 15,000 square feet of floor space. The entire building is concrete and steel, with asbestos cement roof.

Large machine tools, most of them war surplus, are on the floor of the right wing. Woodworking machinery, a modern printing plant and equipment for study in other trades will be installed in the left wing.

Classes in subjects related to indus-

trial arts were on the fall term schedule. As soon as machinery, which is now on the workshop floors, can be suitably located and powered, the practical shop work will begin.

As work in the industrial arts department expands, training will be offered in metal and woodwork, photography, printing and the graphic arts and agriculture.

### Thanksgiving

Harding's annual Thanksgiving Week lectureship and homecoming will offer special attractions this year. Plan now to attend!

Theme of the program will be: "The Foundation of Our Faith." Speakers will include G. C. Brewer, A. R. Holton, George DeHoff, L. O. Sanderson, and several others yet to be announced.

President Benson states that a newsworthy announcement will be made on the success of Harding's campaign for building funds.

The college will provide rooms for all visitors, and good food will be available. Stay all week if you can. But don't fail to come for Thanksgiving Day!

## Professors Build Their Own Homes

Thrift and ingenuity plus plain hard work can accomplish remarkable results in solving the housing shortage. That is what three Harding College professors have proved during the past summer. They did the research themselves.

M. E. Berryhill, head of the department of physical education, Jess Rhodes, associate professor of business administration, and Dr. F. W. Mattox, dean of



Coach "Pinky" Berryhill nails on siding. First-grade daughter, Naita Jean, watches.

men, have built their own homes. Each acted as his own contractor, foreman, chief carpenter, electrician and plumber, while carrying a full teaching schedule during the summer session.

The Rhodes home, laid out in L-shape, has six rooms. Exterior walls are white asbestos cement shingles. Interior walls are sheet rock, finished with aqua, cream and coral paint.

Set far back from the street, the Berryhill home is a five-room, one and a half-story structure. Cedargrain asbestos

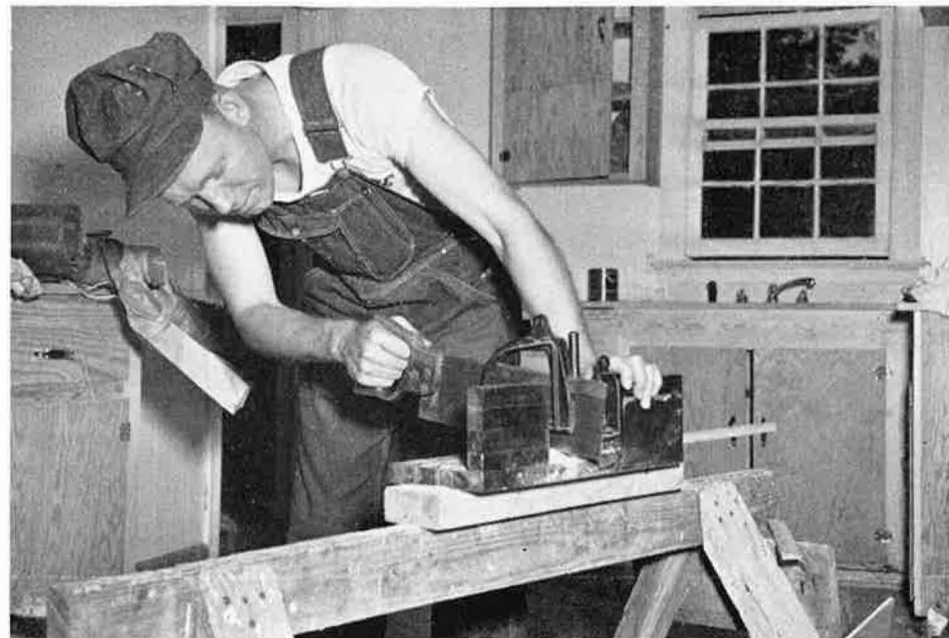


Dean Mattox finishing up his chimney of Arkansas field stone.

cement shingles cover the outside walls. Interior walls are sheet rock, finished in coral, gray, aqua and white.

Dr. Mattox has built an eight-room house. Rock veneered, the house has a garage, adjunct, over which is a rumpus room to be finished in knotty pine. Interior walls of sheet rock are finished in beige, pink, yellow, green and blue.

Other staff and faculty members who have built or remodeled their homes are: Gregg Rhodes, who has built a new home; Cliff Ganus, Jr., and Dr. W. K. Summitt, who have added new rooms to their houses.



Behind that mitre-box is Prof. Jess Rhodes, business administration, who built his own.

## Faculty Studies Testing In Mountain Conference

Harding's faculty returned early this year to attend a two-day, pre-session conference held at Pres. George S. Benson's Camp Tahkodah, near Batesville, Ark.

Theme of the conference was "The Improvement of Tests and Examinations and Methods of Evaluating Students' Work." Conference leader was Dr. Edward Potthoff of the University of Illinois.

Dr. Benson, acting as master of ceremonies, opened the program by introducing new teachers. Dr. Potthoff's beginning lecture was on the philosophy of evaluation, with special attention to the types of objectives to be attained. Dr. Potthoff also spoke on the methodology of evaluation, the essential characteristics of evaluative instruments, and the techniques of constructing examinations.

Periods of recreation between lectures featured tennis, softball, swimming, conversation and eating. The teachers declared the conference a success and expressed the desire to make it an annual event.



Faculty studies testing in informal surroundings. Left to right: Dean Sears, L. E. Pryor, Dr. Mattox, Dr. Benson, Dr. Potthoff, Dr. Summitt.

## "Good Time" On Guatemala Trip

The five winners of an 11-day vacation trip to Puerto Barrios, Guatemala, have a store of memorable experiences to relate. The trips were given to top money-raisers in the student-faculty-alumni division of Harding's Building Fund Drive, by C. L. Ganus, Sr., president of the Board of Trustees.

Winners in the alumni section were James Ganus and Miss Marguerite O'Banion. Miss Annie May Alston was



Miss Wythe (left) and Miss Alston prepare to board the S. S. Quirigua at New Orleans.

winner in the faculty division and Miss Elaine Wythe and Miss Lois Benson were student winners.

Miss Alston and Miss Wythe began their trip on June 12, and the other winners, accompanied by Mrs. James Ganus, started a week later. The groups sailed from New Orleans in ships of the Great White Fleet of the United Fruit Company of New Orleans.

Highlight of the cruise was a three-day stay in Havana, Cuba, with shop-



Miss Wythe at a point of historical interest, overlooking Havana, Cuba.

ping and sight-seeing tours of the city. At Puerto Barrios the vacationers took a 30-mile inland trip to Baneros to see the Mayan ruins. Street markets, unusual foods, deck games, people, parties and siestas were popular pastimes of the winners.

Most lasting impression of the trip was expressed by Miss Alston as "gratitude for the good things of America."



Dean Sears (left) checks courses for Miss Shirley Pegan from Leesburg, Ohio. Others standing are: Wallace Roe, Hugh Mingle, Margaret See.

## First Days Are Busy But No Daze At All

Students fortunate enough to be accepted for enrollment at Harding College this year found a simple and efficient procedure set up to help them through those perplexing first days at school.

Physical examinations and entrance tests filled the schedules of most enrollees for the first two days (with intervals of tennis, softball and gang sings for relaxation), and enrollment of upper classmen began on the third day.

Registration took place in the gymnasium, where faculty members, the dean and his assistants and the business manager and his assistants comprised an assembly-line system, whereby students could be enrolled at the rate of 90 per hour.

Before registering each student had a personal conference with his faculty counselor. This advisory service, which every student is entitled to, is a part of Harding's counseling program carried on throughout the year. Attention is given to each student with aptitude tests, job placement, and advice on personal, social and financial problems.

Classes began Friday, September 24.



Fees are paid to E. W. Massey, business manager, (left) and Miss Florence McKerlie, cashier. Students are (left to right) Joe Bergeron, Harold Wilson, Murray Warren.

THE NUMBER of influential teachers who stand for and propagate naturalism, and various other forms of unbelief in American education, is amazing. A survey, made a number of years ago of 2,000 teachers in 70 teacher-training institutions, showed that about 50% of the teachers favored, in general, the naturalistic view of life.<sup>1</sup> This is due in part to the fact that a few influential places in teacher-training institutions were captured by materialists or naturalists such as John Dewey, William H. Kilpatrick, and others.

These men, and their followers, have so indoctrinated and infected others with their philosophy that today there are American educators who are striving to use the American public school system as a powerful agency in the propagation of naturalism and to oppose all forms of supernaturalism. Dr. J. Oliver Buswell recently reported on a meeting held last year in Teachers College of Columbia University. In speaking of what was said by Professor Childs, and Professor Bode, Buswell presented the gist of some of their remarks. Childs asked whether the Naturalistic sociological ethic itself is a doctrine for propaganda.

"There are religious groups," he (Childs) said, "which are beginning to realize that the American public school is not neutral, but is actually an agency for the propagation of Naturalism (*sic!*)"<sup>2</sup> This is only one illustration of many which could be presented which show that unbelievers are using the public schools in an effort to spread their unbelief.

Teachers of philosophy have also often been influential in undermining faith. Science teachers have sometimes inculcated the materialistic viewpoint of atheistic evolutionism. In fact, in most departments the personal philosophy of the teacher will influence to some extent the way in which he presents his field, or the emphasis or slant which he gives to it.

Since the vast majority of the American youth spend their formative years in the public school system the impact of unbelief is tremendous. This impact is made at a time when and in an atmosphere where it is apt to make a deep and lasting impression.

There are various ways to combat this attack of unbelief. Only one of these will be considered here. Young people who believe in the Bible should aspire to teaching positions in the colleges and universities, as well as in grammar and high schools. They need, of course, to do the necessary studying and living which will insure a growth of their faith, rather than its destruction, during their college and university experiences. They especially need to keep from feeling that because they have sometimes received an education under naturalists, that their personal feelings for these men should keep them from opposing their philosophies.

Christian teachers can help stop the attack of unbelief in several ways. First, it will mean that there are not so many unbelieving teachers who are in positions of influence. Second, the personality and belief of the student is bound to be influ-



## Christian Teachers and Public Schools

By Dr. James D. Bales  
Head, Department of Bible

enced by the personality and beliefs of the teacher. The fact that the teacher is a believer in the Bible will tend to stabilize some of the students who today are unduly influenced by the fact that some of their teachers, who are highly educated, are unbelievers. These students may thus come to feel that faith and education are incompatible. Since they know it is right to be educated they decide that faith is irrational. If, on the other hand, they know that many of their highly educated professors are believers in the Bible it would help them see the fallacy in the idea that education and humble faith are incompatible. Third, there are many classes in which a teacher's attitude concerning the theistic view, or the atheistic view, will be revealed.

Unbelievers do not hesitate to make opportunities to show which view they believe is right, and there is no reason for believers to hesitate. Dr. Robert E. D. Clark well speaks out against the "misplaced courtesy of Christians in the world of science, who, rather than cause offence (*to unbelieving scientists*—J.D.B.), decided to cease speaking of God in their scientific papers and to make their religion—just what Darwin wanted it to be—a private affair."<sup>3</sup> And just so it is misplaced courtesy for unbelievers to present their philosophy of life in their courses, while believers keep theirs in the background. Although the writer is not contending that we should preach sermons to our pupils in the public schools, yet it is certainly right to show that the subject, when fairly considered, is in harmony with the Christian world view instead of the anti-Christian world view.

Bible-believers, we are faced with a challenge today in the American public school system. May an increasing number of scholastically minded young believers take up this challenge.<sup>4</sup>

<sup>1</sup> Geoffrey O'Connell, Ph.D., *Naturalism in American Education* (New York: Benziger Brothers, 1938), pp. 216-217.

<sup>2</sup> "Public Education, a Propaganda for Atheism?", *The Sunday School Times*, Feb. 14, 1948, p. 135.

<sup>3</sup> *Darwin: Before and After* (London: The Paternoster Press, 1948), p. 95.

<sup>4</sup> After having drafted the above article, the author noted a similar plea by E. V. Pullias in the *Gospel Advocate* (Sept. 23, 1948), titled "Teaching: A Great Christian Service."



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