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Harding College

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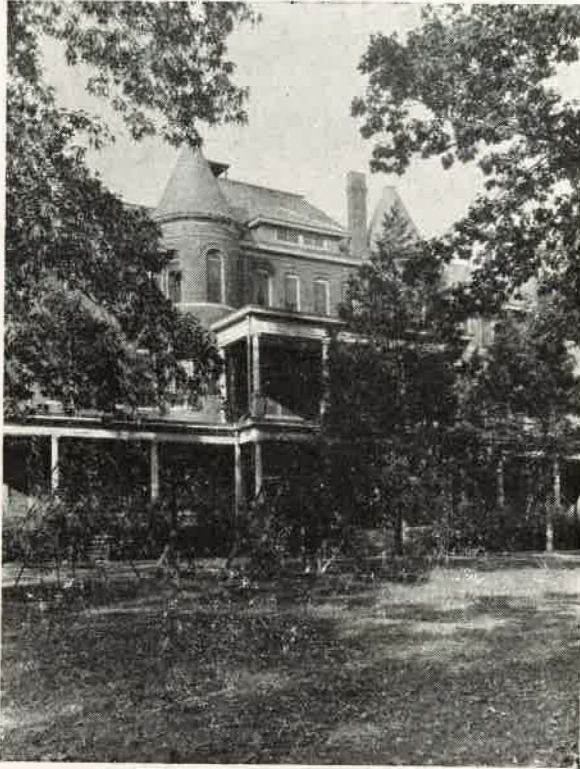
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**HARDING**  
UNIVERSITY

# Harding Reflector and « Alumni News »



Boy's Dormitory

Officers	Edwin M. Hughes	-	-	-	-	-	-	President
	Neil B. Cope	-	-	-	-	-	-	Vice-President
	Ruby Lowery Stapleton	-	-	-	-	-	-	Secretary

## HARDING COLLEGE BULLETIN ALUMNI EDITION

Vol. XVI

October 1940

No. 4

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## Thanksgiving Program at Harding, Nov. 24-28

Sunday—Nov. 24—11:00 a. m.

A. Hugh Clark—Godliness and Individual Consecration.

Sunday—Nov. 24—7:30 p. m.

A. Hugh Clark—The Bondage of Ungodliness.

Monday—Nov. 25—7:30 p. m.

Granville Tyler—Things the Church Needs.

Tuesday—Nov. 26—9:45 a. m.

Granville Tyler—Godliness and Its Reward.

Tuesday—Nov. 26—4:15 p. m.

ROUND TABLE DISCUSSION—The Responsibility of Temporal Stewardship.  
Granville Tyler, Chairman; George Emptage, J. Harvey Dykes.

Tuesday—Nov. 26—7:30 p. m.

George Emptage—Subject to be chosen by speaker.

Tuesday—Nov. 26—8:15 p. m.

Leon Burns—Christ and the Church

Wednesday—Nov. 27—9:45 a. m.

J. Harvey Dykes—The Importance of a Godly Home.

Wednesday—Nov. 27—4:15 p. m.

ROUND TABLE DISCUSSION—How to Increase Giving. J. Harvey Dykes, Chairman; George Emptage, Don Hockaday, Riley Henry.

Wednesday—Nov. 27—7:30 p. m.

Leon Burns—The Rewards of the Christian Victory.

Wednesday—Nov. 27—8:15 p. m.

J. Harvey Dykes—Christian Unity

Thursday—Nov. 28—9:45 a. m.

Don Morris—Godliness as a National Asset

Thursday—Nov. 28—10:25 a. m.

E. H. Ijams—Maintaining Godliness in Our Christian Schools

Thursday—Nov. 28—11:00 a. m.

J. N. Armstrong—Godliness and Thanksgiving

Thursday—Nov. 28—11:30 a. m.

OFFERING FOR WORK IN AFRICA—George Benson

Thursday—Nov. 28—2:30 p. m.

Don Hockaday—Home Mission Fields  
Woodrow Whitten—The Precious Gospel Message

Thursday—Nov. 28—6:30 p. m.

PROGRAM—Harding College Music Department

Thursday—Nov. 28—7:30 p. m.

E. H. Ijams—Message for America—Repent or Perish

Thursday—Nov. 28—8:15 p. m.

Don Morris—ReCreated in the Image of God.

## Expression of Appreciation

As president of Harding College, I wish to express the deepest appreciation for the work of the Alumni Association for their active and effective cooperation in building an endowment for Harding College.

Your gift of \$6,000 worth of insurance last Thanksgiving day served as the cornerstone for the beginning of an endowment. The plan was carefully worked out, and the payments are on a basis that evidently will not become burdensome. As more and more insurance is added each year, this phase of the endowment campaign will assume more and more importance.

The President of the association is definitely depending upon the continued cooperation of all members of the Alumni Association in order that this undertaking may be a complete success. The President, the Secretary, and all members of the Alumni Association merit the deepest appreciation of the management of the institution.

George S. Benson

President, Harding College

## Tune In!

Twice weekly a program is broadcast from Harding by remote control through station KLRA, Little Rock, 1390 kilocycles. On Sunday morning the congregation worshipping at the college broadcasts a program from 9:00 to 9:30 o'clock. On Tuesday afternoon, the college sponsors a varied program from 4:15 until 4:45 over the same station.



# From Our President

Edwin M. Hughes

The American educational system is separated into two broad fundamental divisions, each of which expresses basic philosophies of the educational ideal quite divergent, and each has its powerful and influential advocates. Education, as exemplified in the institutions of higher learning, began in America as a privately financed project, with the establishment of Harvard in 1636. Public support through taxation of the masses was to come later. Just one hundred and fifty years ago the educational work was carried on almost exclusively by privately supported institutions, and less than six hundred students were enrolled. Obviously, the mass of American youth of school age was not being reached. Public interest in education began to grow and resulted in our publicly supported schools, with the necessary laws to support them and to insure the maximum attendance.

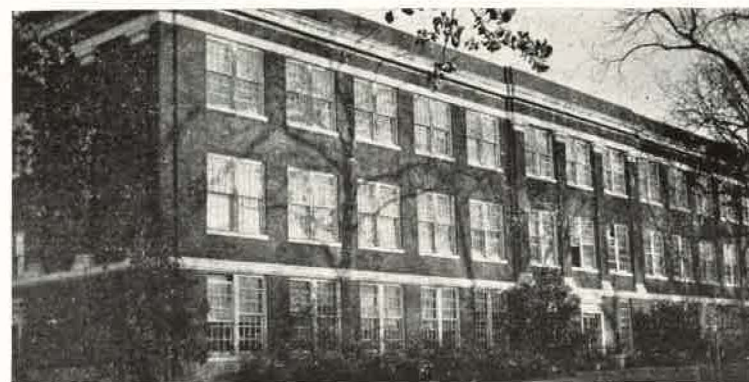
This was as it should be, and America would yet be a pioneer nation but for the public schools. There is no point of argument against the ideal of public instruction. Through the untiring efforts educators and our government we have today, in round numbers, some 2,000,000 young men and women enrolled in some form of college work.

The need for instruction has never been seriously questioned since the early years of educational effort. The demand for men and women qualified in the technical fields was never

greater than it is today. There is a heavy demand also for training in the liberal arts.

The impartation of knowledge and its application was the basic purpose of educational efforts in the beginning, as now, both in privately and publicly supported institutions. However, the dividing line between public and private ideals has grown apace the past few years. Private institutions have more or less always depended upon those of a common ideal, religious or other wise, for their support. Those institutions which cling to fundamentals of Christian education, with character training stressed, still depend upon those of like religious belief for their students and support. With few exceptions the students of these schools are from homes desiring such instruction for their children. Recently, however, there have been a number of developments which bring us face to face with the issue, "Which of the two fields of instruction, private or public, is better qualified to fit men for a responsible place in the world, and which shall survive the present ordeal?"

Let's examine some of the difficulties facing private education today. FIRST, there is the matter of shrinking endowment funds. Since 1929, endowments have shrunk to almost nothing, leaving no alternative but higher fees. This has necessarily raised the cost of education, to the prospective students, many of whom cannot afford to



Administration Building

pay the high fees. This forces thousands of such students to enroll in state supported colleges and universities, if they are to acquire an education. Obviously, it is just a matter of time until the private school will have to close its doors unless something can be done. Those colleges operated by members of the body of Christ, have felt the effects of this situation from the beginning. Only one has been endowed, hence the others have had to be maintained by the fee system and tuition, supplemented by excessively small salaries to the teachers. Were our colleges endowed today, the cost to the student would be materially reduced. Harding College hopes to have such an endowment within the next few years. The college debt of some \$70,000 has been removed and the way is now open for work on an endowment fund. The alumni association has taken a leading part in this effort to secure an endowment, every loyal Alumnus has a part which he can play in this effort.

Second, there is the matter of general apathy on the part of the

Christian home. Our people have not yet realized the importance of patronizing our Christian schools. This situation is becoming more and more acute each year. Each year finds more of our own young people being released from State colleges and universities with a weakened faith, if not a faith fully destroyed. Right here is perhaps the greatest opportunity open to the graduates and ex-students of Christian institutions. Sell our own people on the need for Christian education.

As to the question of public school competition, something has already been said. I have no quarrel with the ideal of publicly supported schools. But it is an evident fact that public schools cannot reach the vast majority of those enrolled in our private schools. They cannot supply the thing most sought after, the only thing which justifies the effort to maintain the private school.

The private school, operated by religious groups or by members of such a group, fills that need—namely, the character training which is so needed. The



need for private institutions to carry on this work was so clearly defined a few years ago in the Scopes Trial at Dayton, Tennessee, when William Jennings Bryan met the renowned lawyer, Clarence Darrow on the issue of whether evolution should be taught in the public schools. As a result of that debate state laws have been passed, forbidding the teaching of the evolutionary origin of man in the public school, but it is well known that this is a colossal hoax. It is being taught in one way or another in practically every institution of higher learning not committed to New Testament fundamentals.

Likewise laws have been passed to prohibit the teaching of the Bible in the public schools. This law has only too readily obeyed. Every opportunity is seized to cast some slurring remark at the "Book", at the "moss-backs" who cling to its teachings. This, of course, has never been acceptable to those of strong religious convictions. Hence the great need for our Christian schools to give opportunity to those thousands who want an education in an environment not destructive to the Christian ideals.

In keeping with the policy of not teaching the Bible in the public schools, we find that the social life in those institutions is not wholesome. Any doubt on this point can be cleared up by reading Dan Gilbert's "Crucifying Christ in Our Colleges", or by securing copies of Harding College Bulletins No. 2 and No. 3 of the summer of 1938. Even the colleges operated by many of the denominational churches are adversely criticized for their laxity on moral behavior.

As I have said, I have no quarrel with the ideal of publicly supported schools, and if the public does not wish the Bible taught, and if they do not seriously object to the public teaching of the evolutionary origin of man, it is well enough for the state to build and support institutions for those in agreement with the state. At the same time, opportunity should be given those not in agreement with the state to build and maintain their own institutions. Yet, our large state institutions are beginning a movement, nation wide in effect, to crowd out the private school, as well as the smaller public schools, in one way or another. In Nov. 1939, the president of a prominent State University addressing some 3,000 teachers in convention assembly had this to say: "Almost every state in the Union, is trying to maintain too many institutions of higher education. With rare exceptions the money it costs to carry on an institution of higher education comes from the people of the state in which the school is located. Consequently, a school on a private foundation that draws its students from and gets its financial support from its own state is as great a drain on the resources of the people of that state as is a publicly supported institution. Just as there has been a general movement throughout the United States to combine small and weak public school districts, and form strong central consolidated districts, so there is great need of a movement to lessen the number of institutions in the country that are claiming to do work in higher education and to concentrate the energies of the states

and of the nation on a smaller number of colleges and universities which would do a higher grade of work". If this movement should be confined to state supported schools there should be nothing to fear on the part of the private schools. But it will not be so confined. The state school is the political plum of one, or a group of politicians, usually local, and no such group will be willing to give up that "juiciest of all plums." The private school has no force upon which to rely, and by "anti-private institution" legislation if in no other way - the private school will be the one crowded out - unless the supporters of private education rally to the cause and put the private school beyond reach of such anti-legislation. It can be done!

The public schools were originally established for the benefit of those not able to enjoy a private school, and to dispense

national illiteracy. The public school is no stronger financially than the tax-paying ability of its people. I don't mind paying my share of the taxes for the support of public education, but I do deserve the right to patronize or not to patronize such public institutions, as I see fit.

The public school system is facing definite troubles of its own - none of which can be easily overcome.

First, there has been the unrestrained establishment of state-supported institutions, often the result of political activity as much or more than a definite need for a given unit of the system.

Second, there has been in recent years the head-long plunge to outbuild the neighboring rival. This has resulted in the excessive building programs, the wisdom of which can be seriously questioned.

The greatest of all difficulties



Announcement of Harding's Radio Broadcast on Page 3



facing public schools is perhaps the lack of character training. They cannot be surpassed for technical training, but there is a decided swing by business and industry away from a technical training without a strong character background. The public school can do no better under its present set up than to teach a nominal honesty, of the "honesty is the best policy" variety. It is not unusual to find among the graduates of the public schools those with no policy other than that of "to the victor goes the spoils," or re-stated "Anything is right that serves self" so long as such service is "letter legal."

This attitude, bred and fostered in public schools is slowly but inevitably choking those same institutions. Industry today is swinging to the graduate with a more developed character bent, even forcing technical training to a secondary place. The college graduate has had a rather severe set back in recent years. One example of this occurred in the early thirties—A branch of a nation-wide service institution advertised for one hundred high school graduates to enter training with prospect of regular employment and rapid advancement. College graduates were not wanted, and the explanation offered was in effect, "You can't train a man who knows it all." This is an indictment of that educational system which turns out a "finished product," one knowing all the answers and their application. This means simply that the colleges are turning loose a flood of graduates with a "cock-sure" attitude, perhaps not technically "overtrained," but spiritually

and morally "undertrained." Industry wants a man who can be taught - one who has the moral stamina to stick with conviction born of personal integrity, but who can be taught technicalities.

This is a condition which cannot be remedied by the public schools. Personal integrity is the result of training as truly as the ability to manipulate the comptometer. Integrity does not, cannot grow to any extent under a system of training that destroys basically the very thing upon which integrity is dependent, namely the deep underlying, fundamental principles of right versus wrong. As long as the standard of "right and wrong" can be legislated by a group of elected office holders, who make our laws we can expect "personal integrity" to be swayed by a legislated standard with all it means.

The difference is too plainly defined to need comment, but this much is a foregone conclusion: we are the result of the sum total of all we have experienced and retained in any degree. A system of education that does not teach or train in the character experiences cannot expect to produce a strong character. A child whose early years may have been built upon conviction born of religious fidelity, is not assured of continued conviction born of religious fidelity in an environment that is not calculated to perpetuate such convictions. Rare indeed is the young man or woman who can spend four years in an academic environment and not be mightily influenced by it.

The whole thing boils down to this: If we are to give to the

world men and women who can render a service based upon character we must give the training necessary to such character development. It cannot be found in our present public educational institutions. There remains the private school—the school which offers as an integral part of its curriculum the character

building text book—the inspired word of God!

This is found in our Christian colleges and helps to explain why the graduates of these colleges are sought after by industry and business and why Harding College is "The College With No Unemployed Graduates."

## Looking Ahead

By Neil B. Cope

Some of the "old grads," a few from most of the classes from '24 to '40 and further back, have borne the struggles of our organization most bravely and courageously. Some few have worked hard to keep existing a semblance of organization and group spirit; others have returned to greet old friends on the regular home comings; and others have kept in touch from long, discouraging distances through correspondence.

Each one of us can look back to a student past we should like very much to re-live. In our attempts to make romance of our glorious student days and to ponder the values we have been able to retain, we often forget that we are really part of Harding now. A part of Harding once, yes, but even more inextricably are we bound up with our school's present. And without one doubt or hesitation we can say that her future is ours!

Any one of us can readily realize that an endowment will make our school more stable and enduring than she can ever be without some permanent income. Of course, it will make our transcripts more valuable if the college can belong to the

North Central Association. That is a very practical and splendid way to look at it. But the importance of an endowment can be visualized in the proper light only when we begin to estimate, in terms of the past, including our own, what Harding's future can mean to boys and girls who come next year and the next and the next.

What is being done in this direction? Our organization has before it a definite plan of attack toward the problem of securing an endowment, a plan which was approved by the college administration and wholeheartedly adopted by those attending the regular meeting in June, 1939. The success of the plan has already enabled the Association to present Pres. Benson with \$6,000. endowment insurance policies on last Thanksgiving Day. In 19 more years a fund of \$100,000 will have been created if the Association, each member individually, will work hard.

Now that our college is becoming more and more secure and firmly established, our interest in her should continue to grow. There is much to be done toward such a goal as we now have, and it should seem



most fitting that we, as former students and graduates, the very ones who have been most benefited by the school's past, should take the lead in this project to insure her a glorious future. The \$100,000 endowment fund is our goal, and we can see it through.

The present officers of the Association believe that each graduating class will heartily cooperate, and with the senior classes gradually becoming larger it should soon be possible for each class to assume enough pledges of \$5 each to meet the premiums on \$5,000 worth of insurance. Sixty such pledges are sufficient to meet each year's quota.

In order to reach the goal we must add \$5,000 each year, and whatever deficiency exists in pledges must be absorbed by the Association at large. This means that some of us graduating in the years before the plan became operative must cooperate in completing the quota of endowment insurance each year.

Many have responded heroically and loyally to the urgent

need, but even yet this year's pledges do not total up high enough. Forty more pledges of \$5 each are needed by Thanksgiving in order that the Association may add another \$5,000 in insurance and bring the total Association endowment fund up to \$10,000.

Which of us will be among the forty who send in the necessary \$5 pledges by the last of November? This must be done: we cannot fail in the second year, or any other year. One-third of the entire number needed have already pledged or paid. That this undertaking may be successful each member of the Association must know the goal before us and cooperate accordingly. This is our plan, to see the college we love endowed, and all of our energies will be concentrated toward that direction until we see it accomplished.

Can we adopt the long view and with intelligent vision support our plan which will ultimately broaden the influence of our college, improve its service, and make it forever permanent? I believe we can do it!

## How Great Is Your Love?

As we approach the first of the year, let us take invoice of our love for Harding. When we say we love Harding and owe so much to her for our success, is that love really deep if it does not move us to action?

Those of you who have been away for several years—do you really feel an obligation to the school which gave you educational advantages in wholesome environment? If so, can

you be satisfied to give only words of praise and no financial support? Why not be among those whose love moves them to action and send in five dollars? Actions speak louder than words—so if you love Harding, ACT!

Send your Alumni Secretary the names of school friends whom you would like to read about in the next bulletin.

## To The Class of 40



October. The Alumni Association plan for endowing Harding College

Although working under trying circumstances with a church of only a dozen members, J. P. Thornton, '40, remembered his Alma Mater by paying his endowment pledge early in

calls for an additional \$5,000 every year in order to reach the \$100,000 goal in twenty years. This means that each graduating class will be urged to assume the responsibility of paying the premiums on the added \$5,000. J. P. has set the example for all 1940 graduates. Do your part and let's see the class of 1940 back this program one hundred per cent! Others of this class are sending in their pledges and all receipts will be acknowledged in the next bulletin. Will your name be on that list?

## ALUMNI NEWS

Dee Gadberry, '36 ex, is a C. C. C. educational director at the camp at Calico Rock, Arkansas.

Guy Dale McReynolds, '35, is employed by the International Harvester Company at Little Rock.

Mrs. Allen Sudderth, the former Lillian Ardrey, '31 ex, is teaching the fourth grade at Lexington, Oklahoma. The Sudderth's have a daughter, Shirley Ann.

After a trip through Colorado and other points in the West, Howard Bevelhymmer, '27 ex, and Mrs. Bevelhymmer visited with Mr. Bevelhymmer's sister, Irene, and her husband, Theodore Wikowsky, at Dallas, Texas, and then stopped at Harding. From Searcy they went to Cottonwood Point, Missouri, to Mrs. Bevelhymmer's sister, the former Eleanor Ham, and her sister, Evelyn, now Mrs. Russell Glaser, and Dr. Glaser at St. Louis. On their return to their home in Wichita, Kansas, the Bevelhymmers were accompanied by their young daughter who had spent the summer with the Glasers.

Murrell Todd, '27 ex, is superintendent again this year at Ravia, Oklahoma. Mr. Todd did graduate work at the University of Oklahoma during the summer. He has a wife and two children, a boy and a girl.

Mrs. Woodrow Rice, the former Uzella Dykes, '36 ex, and thirteen month old son, of Houston, Texas,

recently visited her parents, Mr. and Mrs. Harvey Dykes at Searcy.

Woodrow Whitten, '37, is assistant minister for the Cornell Avenue Church of Christ in Chicago, of which Ralph Wilburn, '28 ex, is the minister. Mrs. Wilburn is the former Mary Hayes.

Mary Nelle Blackwell is teaching again at Bearden.

Mr. and Mrs. J. C. Kingsley are living at 616 North Cedar St., Colorado Springs, Colorado. Mrs. Kingsley, formerly Miss Maurine Rhodes, has been an active member of the Colorado Springs branch of the American Association of University Women since going to Colorado, and this fall has been added to the Colorado College faculty to teach elementary Spanish.

Miss Helen Cleek, '38, who teaches on Island Number 34 at Wilson, Ark., visited Harding recently as the guest of her sister, Mildred, a senior.

Mr. and Mrs. Leslie Burke are living at Norfolk where Mr. Burke, '37, is superintendent of schools.

Clifford Cronin, '38, is still working in the credit department of the Wheeling Corrugating Co. and for recreation is a member of the local little theatre group, being on the workshop committee. His address is 143 North 18th St., Wheeling, West Virginia.

# Keep In Touch With Your Alma Mater

We hope you enjoy this issue of the Alumni News and are brought closer to Harding. Work has already been begun on the next issue which will contain twice as much news and a complete list of all those who have contributed to the Endowment Fund this year.

Keep in touch with your Alma Mater and have a part in her progress. Any time you have a question in regard to the activities of either the college or the association, feel free to write us.

Have a part in making this bulletin successful by sending in news concerning yourselves and other former Harding students, and by sending in changes of address so that the bulletin may reach, without delay, those for whom it was intended.

This is your association and your school, so feel free to offer suggestions at any time. Let us all work together for the betterment of Harding.

Ruby Lowery Stapleton,  
Alumni Secretary

Mr. & Mrs. E. R. Stapleton

## NOTICE TO PARENTS

If this bulletin is addressed to your son or daughter who is away from home, please fill in the following blanks and mail this to Harding College Alumni Secretary, Searcy, Arkansas. By doing this you will enable us to give them the bulletin on time and to let their friends know of any changes of address.

Thank you.

Name of student .....  
Present Address .....  
Present Occupation .....  
How long in present position .....