

This new world

BY WILLIAM BENNETT BIZZELL

DR. W. B. BIZZELL, president of the University of Oklahoma, gave an unusually sympathetic and fitting preliminary talk to graduating seniors, which prefaced the introduction of the commencement speaker, Chancellor Ernest Hiram Lindley of the University of Kansas, at the fortieth annual commencement exercises, June 7, in the university fieldhouse.

In introducing Chancellor Lindley, President Bizzell gave tribute to the sister university of our state university, Kansas, and to the fine educational and ethical leadership of its chancellor.

This day closes the fortieth annual session of the university. I extend congratulations to you on your graduation day. You are a member of the largest graduating class in the history of the university. You are to take your places among the thousands who have graduated from this university in preceding years. Many of those who have passed through the experiences of this day, as you are doing, have gone out into the world, won distinction for themselves, and reflected honor upon their alma mater. You should take the greatest pride in becoming a member of this great university fraternity of college men and women who have preceded you.

World conditions are vastly different today from what they were when you entered college. Perhaps, never before in modern times have conditions changed as rapidly as they have in the four or five years since you entered upon a college career. I am sure that many of you are wondering today what you will do after you leave this campus. You came to college to prepare for a vocation or profession. You entered joyfully upon the task and you have worked hard to prepare for a place in the world. I know that the outlook must present some discouraging aspects to you.

I suspect some of you are wondering today whether or not you have acted wisely in coming to college at all. If there are those who feel this way, let me offer a word of encouragement. I do not believe you have made a mistake in coming to college and in acquiring

a college education. Life certainly holds out more promise to you by virtue of the education and training you have received than if you had not passed through these experiences. Let me remind you that existing conditions will not last forever. There will certainly be a better day before long. When that day comes, you will be prepared to avail yourself of the opportunities that life will offer then.

In the meantime, you will have an opportunity to demonstrate your resourcefulness. Certainly, college life ought to develop this quality in every one who partakes of the opportunities that college life affords. You will probably not be able to step into a good job tomorrow. If not, make a place for yourself by applying your talents and training in new ways. If college education has any supreme value, it is in this direction. The supreme reason for undergoing the discipline necessary to acquire a college education is to better enable one to meet the crises of life. The years through which we are passing represent a crisis in our civilization. Now is your time to demonstrate the value of a college education.

Do not sit with folded hands waiting for an opening in the field for which you have specially prepared. If work does not come to you in the special field of your preparation, direct your efforts to something else. There are thousands of people out of work today because they lack adaptability. There are many others, of course, that are not of this kind who are out of employment; but few of them had your advantages and your opportunities. Therefore, do not be depressed or discouraged by this situation, but go forward with determination to make a place in the world for yourself.

This is no time to quibble over remuneration. You will probably not be able to capitalize financially on your knowledge and skill; but, if you have health and determination, you can work and get on with what circumstances may make it possible for you to earn.

There are those who believe that college men and women seek a college ed-

ucation because students expect by virtue of their training and experience to secure easy jobs. This is your opportunity to demonstrate that this is not true. Show the world that you are not seeking an easy place but only one of useful service. Make up your mind today to work with your brain power or with your hands, as opportunity may offer.

It may be best for many of you to return to college next fall and make better preparation for your life's work. In the years immediately ahead, it is certain that those with the best qualifications will have the advantage. With an enormous surplus of labor and talent available in every field of human endeavor, only those of superior talents and advantages will be able to secure the better positions. For this reason, it may be wise for many of you to spend another year in college, making better preparation to work and to serve while conditions are improving.

Finally, let me express the hope that you may not become discouraged or downhearted. We magnify the virtue of courage in war time, but this quality is just as essential in time of economic distress. It is certain that normal conditions cannot return, unless men and women everywhere are not only courageous, but face the problems of the day with cheerfulness, with faith in the future of the country, and with determination to play a part in the restoration of normal conditions.

My faith in you is strong. I believe you will fulfill every expectation by meeting life's problems with discernment. You have my best wishes, and the best wishes of those who have taught you through the years, as you go forth at this anxious and difficult time.

BUILDING FOR THE FUTURE

Dr. Stratton D. Brooks, president of the University of Oklahoma from 1912 until 1923, was an honor guest at the commencement. His presence and his remarkable address was an honor greatly appreciated by so many of his friends and faculty members who were here when he was president, and the graduating seniors. Doctor Brooks left the university to become president of the University of Missouri. He is now executive administrator of DeMolay organizations, with headquarters in Kansas City.

Doctor Brooks genially expressed his pleasure at being invited to speak a few words and he had high praise for the manner in which the university has expanded in the last nine years.

"It was my aim, while president, to build for the future," said Doctor Brooks.

(TURN TO PAGE 370, PLEASE)

to organic unity with the great scheme of higher education of the so-called extra-curricular activities. Just in proportion as we see the meaning of adolescence, youth, as of great bundles of instincts, hungers and thirsts, high and low, just as we recognize the legitimacy of every one of these instincts in its place, and in due proportion, has come the attempt to weave these trends and passions of youth, and lead them into captivity by the great intellectual condition of our race, to humanize and to intellectualize this heritage of the natural man.

And our youth of yesterday and until today fed on the current literature of the cave man, are turning unmistakably, of their own choice to that other great party in literature, the party of discipline, the party that recognizes that not only lust and anger and fear reflects the voices of extinction but triumphant generations that speak through youth, but also there is within us a regulative passion, a desire to put one's life in order, which comes down from a remote past. Man is the order-making creature. And this hunger for discipline is all about us, growing in intensity every since the backwash of the Great war.

This, then, represents the countermovement to the mechanization of life, and to the philosophy that grew out of it, and I cannot close without again quoting from that great representative thinker who represented the new freedom of this new country, Mr Emerson, who said, "We call these millions, men. They are not yet men, half engaged in the soil, pawing to get free. Man needs all the music that can be brought to disengage him. If love read love with tears and joy, if war with its scourge, if war with its cannonade, if art with its portfolios, if science with her telegraphs through the deeps of space and time can by loud taps on this tough chrysalis break its wall and let this new creature emerge erect and free, make way and sing paens, the age of the quadruped is to go out, and age of the brain and of the heart is to come in."

▲ ▲ ▲

WHAT IS GOOD MOTHERHOOD?

(CONTINUED FROM PAGE 362)

Mrs Ferguson's newspaper career was interrupted when the Fergusons sold the weekly and removed to Oklahoma City where Mr Ferguson assumed the vice-presidency of the city's largest bank. But during the years of enforced absence from the newspaper office which followed, she never lost her desire to write, and when G. B. Parker, now editor-in-chief of the Scripps-Howard newspapers, but then editor of the *Oklahoma News*,

invited her to write for that newspaper, she accepted.

So great was the success of her column that she was soon engaged to write for all Scripps-Howard newspapers—where it is read daily by thousands of men and women throughout the country. With the new freedom for which she used to campaign won, Mrs Ferguson has turned her attention to the manner in which woman has adapted herself to the new conditions and to the problems involved in the association of men and women.

▲ ▲ ▲

STUDENT LIFE IN ZURICH

(CONTINUED FROM PAGE 355)

men who are more or less serious about their work, for they come to the university to study more than to train themselves to live well; if they do both it's so much the better. But they fall down on one side as much as the Americans do on the other. My impression has been that the Europeans are better students, but poorer men. I don't think at all they are more intelligent than intelligent Americans, their book worms any wormier, or their Philistines any less Philistine. In fact it's as hard to get some one among the students to go to one of Schiller's plays here as it is to one of Shakespeare's at home. I have tried it and have had to go alone many a time.

▲ ▲ ▲

BUILDING FOR THE FUTURE

(CONTINUED FROM PAGE 352)

"I felt that the growth of the university would continue after my time. I remember certain people proposed a plan to pave the road directly back of the Administration building. I did not want to do this because I felt that some day the space there would be needed and used for beautiful buildings. Someday someone would build real buildings on the campus, not the little bungalows I had been building. Your beautiful library now stands where the paved street might have been.

"Many of the old landmarks have disappeared. Buildings which stand in their place are worthy of a fine institution. By the way, where is that old gymnasium? I always meant to tear the old thing down, but never got to it.

"During the war when the Student Army Training Corps was stationed on the campus, regulations were very strict. A student sentry refused to let me pass a certain section. I argued with him but he was determined that I was not to pass to see one of the officers. Finally he said 'who are you? Aren't you just one of the fellows helping around here?'

"That pleased me exceedingly. I always tried to be just 'one of the fellows helping around here.' I wanted first of all to preserve and build for the future. That faith I had that the university would grow into a great thing has been justified. I am happy to see old friends. Many of the faculty members on the platform with me were employed by me, or were teachers when I came to the university. I feel happy to be here."

▲ ▲ ▲

OUR CHANGING VARSITY

(CONTINUED FROM PAGE 357)

ment of philosophic concept concerning the nature of the human self.

The project method is based upon the principle of purposeful activity. Pragmatism, a philosophy of experience, advocating a psychology of purpose, gives support to this method. But is the assumption that the child is actually or potentially a purposive being a valid assumption?

The research of this dissertation is concerned with the discovery of the philosophical foundations of the concept of purpose.

The thesis stated above is first supported through historical evidence. Certain aspects of conflicting theories of education are examined in their relation to the concept of purpose. It is shown that philosophies have their issue in psychologies and thus become translated into educational theories. The thesis then serves as a basis for the larger problem.

Evidence for or against the validity of the purposive nature of the individual is sought in the conflicting theories of life, reality and knowledge as leading to the problem of the nature of the self. The point is reached where it seems justifiable that the individual is purposive.

In its historical approach the thread of purpose is traced from the earliest Greek philosophy to modern scientific and philosophic thought. Further investigation consists in a critical analysis of experience as a basis for determining the validity of the concept of purpose. This analysis includes both a study of epistemology as based upon the philosophy of Critical Realism, chiefly as advanced by Sellers, and of the categories as applied to the theory of Emergence. Purpose is thus discovered as an emergent quality of the self.

In the field of philosophy is discovered the foundation of the fundamentally important educational concept of purpose. The research has thus made explicit, that which was implicit in the pragmatic assumption of the purposive nature of the individual.

▲

Roland Lycurgus Beck

Roland Lycurgus Beck, who obtained his A. B. degree from Oklahoma Baptist university in 1923 and his M. A. from the University of Oklahoma in 1926, was awarded a doctor of philosophy degree by the university at the June 7 Commencement. His research subject was "The Reliability and Validity of a Natural Test in English Composition for High School Seniors and College Freshmen." Dr. N. Conger of the Oklahoma state department of education, was invited to sit with the examining committee May 10. Doctor Beck was born in Thomas, Oklahoma October 4, 1900. He has served as professor of education and psy-