Ideals in the Educational Equation

They Are as Vital as Technical Ideas, Says Kirkland

The personal ideals which you have formed here rather than the technical ideas which you have gained will be your most dominant influence in the future. These ideals will furnish the history of your state for the next twenty-five years," said Dr. J. H. Kirkland, chancellor of Vanderbilt University, in the annual commencement address which he made in the field house Tuesday, June 4, to the class of 843 graduating students.

"Three things in Oklahoma have impressed me. They are all typical developments of your vitality and your work.

"First is the economic development, your great cities, buildings and oil fields. All life must have an economic basis.

"Second, your state capital is impressive because it is typical of one stratum of civilization, that of orderly government and a methodized proceeding of society.

"Third, and greatest of all your achievements is the educational process which you adopted and which serves the finest purpose of all, that of making citizens.

"Within this university which is to make you into able citizens it is now the fashion, as it is in my own and other universities, to discount ideals. They are old-fashioned, you have read your Freud and laugh at them. But to me ideals are as real as ideas. As a man thinketh in his brain he has ideas. As he thinketh in his heart he has ideals.

"I do not believe that any chemical or physical reaction of any kind can alone explain the development of this world which has in it love and beauty, tenderness and strength, charity and graciousness. These elements which are factors in the building of the world are the developments of that inner life that makes character and expresses itself in personality.

"This inner life cannot be dismissed with a quotation from the psychologists for it is tremendously significant. Men today may know more things than Plato and Aristotle but they are not greater and this failure to rival the ancients comes from the moderns' failure to cultivate and recognize this inner life.

"The difference between the poet and the ordinary man is that the poet sees things differently. This exalted vision comes indubitably from the inner life which he has cultivated.

"Such a spiritual side is evidenced in institutions as well as individuals. Institutions may have ideals but they have them because of the creative dream of the architect who built them. You may take the same amount of bricks and stones, the same number of laborers and the same portion of time for two buildings and one will become Sainte Chapelle and the other a market for fresh vegetables. The soul of the building depends entirely on the inner vision of its architect.

"It is not the technical ideas but the personal ideals which you have formed here and will carry out with you that will form the history of your state for the next twenty-five years.

"The intellectual basis of living comes first for ignorance is no preparation for any human achievement. In the future knowledge will be your greatest asset. The man of extraordinary attainments is perfecting the miracles of today, light, telephone, automobiles and airplanes.

"The chemist of today is more wonderful than the alchemist of old for he is truly performing miracles for his people.

"When you leave this campus and as you progress in this world you will learn that there is a distinct connection between earning power and learning power. If you wish to earn more, learn more.

"I do not believe that any chemical or physical reaction of any kind can alone explain the development of this world which has in it love and beauty, tenderness and strength, charity and graciousness. These elements which are factors in the building of the world are the developments of that inner life that makes character and expresses itself in personality.

"This inner life cannot be dismissed with a quotation from the psychologists for it is tremendously significant. Men today may know more things than Plato and Aristotle but they are not greater and this failure to rival the ancients comes from the moderns' failure to cultivate and recognize this inner life.

"The difference between the poet and the ordinary man is that the poet sees things differently. This exalted vision comes indubitably from the inner life which he has cultivated.

"Such a spiritual side is evidenced in institutions as well as individuals. Institutions may have ideals but they have them because of the creative dream of the architect who built them. You may take the same amount of bricks and stones, the same number of laborers and the same portion of time for two buildings and one will become Sainte Chapelle and the other a market for fresh vegetables. The soul of the building depends entirely on the inner vision of its architect.

"It is not the technical ideas but the personal ideals which you have formed here and will carry out with you that will form the history of your state for the next twenty-five years.

"The intellectual basis of living comes first for ignorance is no preparation for any human achievement. In the future knowledge will be your greatest asset. The man of extraordinary attainments is perfecting the miracles of today, light, telephone, automobiles and airplanes.

"The chemist of today is more wonderful than the alchemist of old for he is truly performing miracles for his people.

"When you leave this campus and as you progress in this world you will learn that there is a distinct connection between earning power and learning power. If you wish to earn more, learn more.

"The intellectual basis in school work comes first, and unless a college can furnish that it has no excuse for existence. The college should refuse admittance to those who are not qualified for real intellectual work, and it should retain as students only those who can walk the cold and lonely heights of intellectual achievement. The college faculty spends too much time in looking after students who are failing. Many students maintain their place in college in spite of inefficiency that would cost them their job in any line of practical work.

"This inefficiency is fatal in the business world. We are living in an economic change which makes continuous and individual demands upon each business man. No son can inherit a business from his father and continue its prosperity unless he has the intellectual ability and courage to adapt himself to the new life which places such strenuous demands upon him.

"Every college must also have a social tendency. Man does not live for himself alone. The individual student is responsible to his class, to his fraternity, to the whole institution. Day by day his world enlarges until he develops a social conscience and feels responsibility to be as wide as human need. To build his own character properly he must help to build a world. This social tendency of college life should be promoted by every line of study and also by all the activities of college outside the curriculum. From the standpoint of the student these are the most important things in the beginning and yet, in the final count, I do not believe that students give undue emphasis to the social life.

"Plato has defined man as a social being. No professional man today has a life circumscribed by his profession. He is a doctor plus something else, a lawyer plus something else, etc. It is that 'plus' which makes the difference of success or failure in life. It is that 'plus' which is fundamentally important for there is no room in life for the self centered man.

"The third ideal suggested is the spiritual outlook. The intellectual basis of college life brings information. The social tendency results in doing. The spiritual outlook contributes to being as distinct both from knowing and doing. This ideal is expressed in the philosophical mind, in aesthetic appreciation and in religious devotion. This ideal is developed not in the library nor in the laboratory but by personal contact with a great teacher. Your university is not the home of truth but of the truth seeker and it is from the teacher that the student obtains the ideal of pursuing truth.

"It is not merely study but the personality with whom you study that counts. From this point of view the small college becomes the equal of the big and every teacher's chair is radiant with possible influences. The man who goes out from college should carry the

(Turn to page 368, please)
Ideals in the Educational Equation

(Continued from page 338)

reflection of the teacher’s inspiration with him.

"Unless the colleges preserve the spiritual attitude of life, it will be lost entirely. In the struggle for bread there is small chance of idealism. Even in college there are counterfeit coins in circulation and there are many ideals that simulate the spiritual but in reality are material and earthly. Hence, the selection between the higher and the lower things which has been cultivated in college life must be carried with you.

"My final message to every student is to seek not grades but scholarship; not honors but honor; not fine clothes but a fine spirit; not loyalty to fraternities or sororities but human kindness toward all; not social distinction but social service; not victory over other institutions but victory over a lower self in one’s own institution; not a good time but a good life; not pleasure but God. This last statement Carlyle has summed up in his wonderful sentences, "Love not pleasure, love God. This is the everlasting yea, wherein all contradiction is solved, wherein whoso walks and works, it is well with him.""

Wings for Students

(Continued from page 343)

and comprehend physics and mathematics.

Miss Violet Shoemaker, instructor in mathematics, and Clyde Fleming, 26 arts-sc., instructor in physics, are two of the school’s chief aviation enthusiasts and have adapted their courses to the study of aviation problems.

All possible material is furnished by the government and an instructor, Lieutenant G. V. Holleman, of Post Field, Fort Sill, lectures twice a week to the students.

The most recent literature, diagrams and maps on aviation problems are provided for the school by the Advisory Committee on Aeronautics, the department of commerce and the air service corps, all of Washington and the Aeronautical Chamber of Commerce of New York City.

Application has been made to the government for a training plane to be used for ground work. No license will be granted to fly this plane but research work in motors and instruments will be made with it.

Two sponsors of the course who are most enthusiastic, says Boyd, are J. C. Barnett, principal of the high school, and M. L. Cotton, superintendent. Hutton Bellah, ’23 arts-sc., editor of the Altus Times-Democrat, is particularly interested in aviation and has added his influence to that of the twelve students and their instructors to convert Altus from a fear stricken community into one of the chief exponents of aviation training for high school students in the United States.

Olinka Hrdy

(Continued from page 345)

entered a class in mural painting which was being organized by Miss Edith Mahler on her return from Italy where she had made a special study of frescoes. At once Olinka showed that her talent lay there; she seemed to have an innate feeling for flat colors and line rhythms, and she took a genuine, sometimes Puckish delight in her compositions.

Her first complete mural was "The Maker of Dreams" for one of the dramatic art studios. This showed so much promise that Professor Jacobson helped Olinka make arrangements to cover her next year’s living expenses by painting. This was naturally a very congenial work; it gave her much time for her art and afforded her a chance to try her wings. The result is a set of twenty panels in the dining hall of the girls’ dormitories of the university.

These panels are greatly admired and draw many interested visitors although at first they were a source of unhappiness to the house mother. They depict the products of the earth: one panel shows in a dream sea marine life, fishes ready for the net, in another impish monkeys play with coconuts, still another shows a farmer plowing and sowing; a luscious watermelon is being plucked by a grinning black, harvesters work in the sun, domestic animals and game romp about, blushing lobsters peck at the toes of bathing beauties; in an orchard a bewitching lady exhibits oranges. All this pageant of food converges toward the central panels where medieval figures — the king and queen Olinka calls them — sit in state while attendants bring on heaped trays all the bountiful makings of a feast.

Her last year at the university Olinka paid for her board and room by decorating the Copper Kettle, a student restaurant. This is an open rafter hall reminiscent of some quaint Gothic inn in England.

To be in keeping with the architecture Olinka used figures dressed in medieval costumes in an allegorical composition which is yet modern in technique and pokes fun at modern college life. There poor Professor Sooner is overpowered and burnt at the stake by irate students who did not pass in French; there are contests and tournaments with fans lustily singing some version of Boomer-Sooner; there are queens and jelly beans, dancers and jazz. A modern girl is seen bobbing her hair and having her skirt shortened by a friend while the ladies of fashion of the ages look on disapprovingly. Near the pantry doors fat cooks prepare Gargantuan feasts, waiters in freshman caps perform acrobatic stunts with trays, hopeful beggars turn upon all comers pleading and somewhat impudent faces.

For Olinka was particularly happy that year; her work was light; she felt the exhilaration of her technique; she was at home in Norman having by that time acquired many good friends. She had even become the pet of the campus poets. They used to gather around her easel and they almost persuaded her to give up painting for versifying. Her murals at the Copper Kettle are happy and rollicking. They attracted trade in a noticeable manner, and although she received for them only her keep they are now worth more than the whole building.

After graduating Miss Hrdy spent the summer painting two scenes for the entrance of Central high school in Oklahoma City, designing also some modernistic stage drops and furniture.

The fall saw her in Tulsa where she undertook the mural decorations for the interesting and altogether modernistic Patti Adams music studio built by the gifted young architect, Bruce Goff. This was indeed an opportunity for Olinka as the building, departing boldly from the hackneyed conventional, offered her the best chances to use the abstract compositions which she loves. And she had the joy of working with an understanding and sympathetic architect in such a way that their individual works harmonize.

In the recital hall stands the central mural decoration representing "The Art of Music" in an abstract way and using colors to form a symphonic whole. Eight other panels depicting chamber music, vocal music, folk music, etc. and the jazz music of the future will complete the decorations of this beautiful hall. There is also a strange and intriguing screen painted by Olinka for the piano studio.

Besides this mural work Olinka has painted for her own pleasure many (Turn to page 370, please)