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 modern times have conditions changed since you entered this university in preceding years. Perhaps, never before in modern times have conditions changed as rapidly as they have in the four or five years since 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 your work 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 renumeration. 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 education 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 generally 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.

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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 countermove-ment 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 think-er 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 dis-cover the foundation of the fundamentally important educational concept of purpose. 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 human self. The thesis is reached where it seems justifiable that the individual is pur-pasive. In its historical approach the thread of pur-pose is traced from the earliest Greek philosophy, to modern scientific and philosophic thought.

Further investigation consists in a critical analy-sis of experience as a basis for determining the validity of the concept of purpose. This inquiry includes both a study of epistemology based upon the philosophy of Critical Re-alism, and a critical analysis of the categories as applied to the theory of En-ergism. Purpose is thus discovered as an emergent quality.

In the field of philosophy is discovered the foundation of the fundamentally important educational concept of purpose. The research has thus made explicit, that we were teachers when we came to the univer-sity. I feel happy to be here.”

OUR CHANGING VARIETY

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ment of philosophic concept concerning the na-ture of the human self.

The project method is based upon the prin-ciple of purposive activity. Pragmatism, a phil-osophy of experience, advocating a psycholog-ical of purpose, gives support to this method. But is the assumption that the child is actually or potentially a purpose being a valid assump-tion?

The research of this dissertation is concerned with the discovery of a philosophically foun-dations of the concept of purpose.

The thesis stated above is first supported through empirical evidence. Certain aspects of conflicting theories of educational philosophy 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.

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STUDENT LIFE IN ZURICH

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men who are more or less serious about their work, for they come to the univer-sity to study more than to train them-selves 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 stu-dents, but poorer men. I don’t think at all they are more intelligent than intel-ligent Americans, their book worms any worrnier, 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

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“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 li-brary now stands where the paved street might have been.

“Many of the old landmarks have dis-appeared. Buildings which stand in their place are worthy of a fine institution. By the way, where is that old gymna-sium? 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?’

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 major 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-