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WHAS

Western Kentucky University

Earl Moore

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WHAS Broadcast No. 22
February 18, 1936
4:00-4:30 p.m.
From Studio in Bowling Green

Strings and Voices "College Heights."

Moore Western Kentucky State Teachers College. We greet you all both great and small with the words of our college motto --

Voices Life More Life.

Vibriphone Chords.

1:06 Moore On next Tuesday our program will begin one half hour earlier than usual, that is at 3:30. It will continue until 4:30.

1:15 Ralph (Against music) Lehar's "Frasquita," as transcribed by Kreisler, is being played by Mr. Charles Ralph.

3:40 Moore That was Mr. Charles Ralph, violinist, of Owensboro, Kentucky, violin student of Prof. Hugh F. Johnson, in our Music Department, and also a student in the Bowling Green Business University. Elizabeth Taylor at the piano.

Vibriphone Chords.

Moore Before we hear the next musical number, I am presenting Mr. Kelly Thompson, Publicity Director of Western Teachers College, who has some important information.

4:06 Thompson

6:54 Vibriphone Chords.

6:59 Moore Now we hear the ever-entrancing melody of Ethelbert Nevin's "The Rosary," Jimmy S. Rutan, of Gary, Indiana,
one of our sophomores, playing the vibraphone, and
Tommy Smith, a young lad in our Training School, playing
the chimes.

7:13 Rutan and Smith "The Rosary."

The musical program will continue in a few minutes.

In these hectic times with so many tangles in the
economic and political worlds, with so much uncertainty and
so much insistence upon practicality, it is not surprising
that some people wonder whether there is any real place for
the scholar in modern life. I have asked Dr. M. C. Ford
to deal with that question. He is himself a scholar, but
is also a very practical thinker. His doctor's degree was
conferred by the University of Wisconsin. He is head of
the Ogden Department of Science in Western Teachers College.
He speaks on "The Place of Scholarship in American Life."

Dr. Ford.

"The Place of Scholarship in American Life." (Copy
attached)

Charles Ralph now plays "Legende," by Wieniawski.
Elizabeth Taylor at the piano.
"Legende."

"College Heights."

You are listening to the program of Western Kentucky
State Teachers College, in Bowling Green. You have heard
Charles Ralph, of Owensboro, Kentucky, violinist; Jimmy
S. Rutan, of Gary, Indiana, playing the vibraphone,
assisted by Tommy Smith, a pupil in our Training School,
using the chimes; and a brief address by Dr. M. C. Ford,
of our faculty.
And now an important announcement concerning our program for next Tuesday. We shall be on the air from 3:30 to 4:30 in collaboration with Asbury College, of Wilmore, Kentucky, in a program taking the form of a debate. It will be unusual, and perhaps unique in Kentucky, in that two of the debaters will speak from Wilmore and two from Bowling Green, alternating in their proper order. Remember, then, to tune in at 3:30 on next Tuesday. Earl Moore speaking. We wish you Life More Life.
THE PLACE OF SCHOLARSHIP IN AMERICAN LIFE

The purpose of this discussion is to examine briefly the nature of scholarship and its place in American life with the hope that the role of the scholar may become more generally known and that youth may be encouraged in its pursuit of creative scholarship.

Scholarship is a dynamic quality of the individual who, after having examined the best thoughts of others, adds to or substitutes for them his own thoughts and experiences to an extent sufficient to cause contemporary opinion to recognize such an one as being an authority.

Scholarship differs from knowledge in that scholarship is a dynamic quality of a living, moving, thinking human being, while knowledge is the accumulated experiences of mankind which may be embraced in part or passed by. Scholarship does not exist without the scholar.

Scholarship may be acquisitive or creative. Acquisitive scholarship thinks the thoughts and lives the experiences of other scholars. Its object is re-creation and its reward is fellowship with the great. Creative scholarship thinks the thoughts and lives the experiences of other scholars to the extent necessary for thinking greater thoughts and living greater experiences. It acknowledges no authority save that which it recognizes in the light of inquiry as being superior to its own power of thought. It works along the frontiers of knowledge and presses back the boundaries of the unknown. Its reward is a clearer view of reality in the white light of truth, a glimpse of eternal truth.

Scholarship is not the peculiar heritage of any age nor is it found chiefly at any particular level of material existence. It is an over-plus of life and its development is favored by freedom of thought and expression and by relief from concern for material existence. But neither material want nor tyranny can completely destroy it. Epictetus, the Roman slave and stoic philosopher, told his persecutors that they might destroy his body, but they could not control his mind. Socrates drank of the cup of poison hemlock rather than desist from teaching Athenian Youth, truth as he understood it.
The qualities of scholarship are the same in all ages and the fruits of scholarship are the heritage of subsequent generations of scholars.

American scholarship of the colonial and early national period was primarily European scholarship transplanted. The natural philosophy of Franklin is the conspicuous exception. Scholarship flourished but its energies were directed primarily at establishing religious and political institutions. When independence became inevitable statesmen directed their energies toward establishing a government among free men. The previous efforts of mankind to define the principles underlying human rights and freedom and to plan for securing and perpetuating them were known to the writers of the Declaration of Independence and the Federal Constitution and these principles as enunciated in these documents represent the loftiest conceptions among the experiences of men in their efforts to secure freedom. The significance of scholarship in the establishment of our government is best understood when contrasted with the later attempt of France to establish a government embodying the principles of political freedom. The framework of the American government was conceived and dedicated in the spirit of creative scholarship.

American scholarship of the nineteenth century responded to the impulse of freedom from political tyranny and material want. The classical tradition prevailed during the first half of the century and the scholars were classical scholars, probably unsurpassed in eminence except by Greek, Roman and Elizabethan scholars. Most of them recognized the authority of Elizabethan scholarship, but Emerson sought to declare the independence of American scholarship. However, it was easier for America to declare and attain political independence than for American scholarship to attain its independence from European scholarship. Scholarship transcends political boundaries and defies the wasting influences of time.

The scholarship of an age cannot entirely escape the influence of its surroundings. Nineteenth century America was engaged in occupying and developing the resources of a continent. During the latter half of the century the rise of science somewhat obscured the classical. Free public education at the secondary and collegiate levels developed rapidly. Mass Education began. Land Grant colleges were established in
all of the states and liberal grants of public money were made for their support. Scientific and technical schools were established. These institutions were responsive to the current needs. A new scholarship arose in answer to the ever increasing demand for knowledge concerning material developments and the general human welfare. The abolition of human slavery marked the transition. The scholars became increasingly men of science.

The general scientific awakening in Europe and the technical skill and thoroughness of German scientists together with the elective curriculum were important factors in the development of American men of science and scientific development in America. Most eminent American scientists of the late nineteenth and early twentieth centuries were specialists who studied science abroad. The magnitude of these influences is reflected in the transforming of Harvard University during the presidency of Doctor Charles W. Eliot. Doctor Eliot was trained in mathematics and chemistry at Harvard and abroad. On being elevated to the presidency, he inaugurated the elective system and included all branches of knowledge in the curriculum. The elective curriculum now characterizes every American collegiate institution of eminence. In mid-western America, the establishment of Chicago University in 1890 assembled a brilliant constellation of eminent American scholars.

In a century and one-half since the signing of the Declaration of Independence, freedom of thought and of speech has nurtured American scholarship until today American scholars stand pre-eminent among world scholars. America has experienced a phenomenal development of its material resources and the attainment of a general level of human well-being never before equaled. Creative scholarship has directed this development and these achievements are the fruits of its labors.

The position of American scholarship in government was made secure by its contributions to the founding and early interpretation of the American system of government. If scholarship has not played a major role in government since the early national period, this may be due to the generally accepted fact that the principles of government, then established and interpreted, constitute the most nearly correct principles attainable by man for the government of a free people. Scholarship has functioned
in the three divisions of our government but has not materially altered the principles upon which it was established. That was a finished work of scholarship. In a democracy the people govern. The scholar must frequently challenge the people's thinking, must stand alone and dare to differ with men. The people do not generally choose such an one to administer government. They generally choose those instead who are subservient to the popular will. The scholar may change the public mind through the force of reason and this is his responsibility. Thus only can scholarship prevail in government in a democracy.

The scientific spirit is now dominant in American scholarship and wide vistas invite further scientific inquiry. Mankind will not discard the instrument which has so elevated the plane of general human well-being. The power of science, through discovery, to satisfy the ever-expanding physical needs of man and to provide him with remunerative employment is too well known. Science will increase. But science cannot redress social and economic wrongs, nor can it wholly satisfy the spirit of man. Man seeks spiritual satisfaction beyond the probably reaches of science. The spirit of man seeks redress for social and economic wrong. The social sciences must increase and social well-being must continue increasingly to be the concern of scholars, else science may become man's master, not his servant which is its rightful sphere. American scholarship can probably serve government best in its efforts to secure social and economic justice.

Scholarship has scarcely penetrated industrial management in America because this management rises largely from the ranks with limited opportunity to acquire scholarship. Scholarship in industry is now engaged by management in technical pursuits. But when scholarship becomes sufficiently general to penetrate management a higher level of social and economic justice will prevail. Unlettered management knows no joy like material accomplishment.

When physical needs are satisfied, social and economic justice secured, man's intellectual nature still seeks companionship with other minds and strives to know more of its spiritual heritage.

Present day Americans enjoy the opportunity, not equalled elsewhere, to know
more of their spiritual heritage through a knowledge of literature acquired in high school and college and through current reading during leisure hours. This acquisition of the spiritual history of the race is a powerful instrument for the correction of false standards.

Liberal education in America seeks a proper balance between the philosophical which is the fore-runner of all knowledge, the scientific which ministers to man’s physical well-being and the literary through which man may know the spiritual history of his race. American scholars are engaged in all of these pursuits and the fruits of their labors flow down mainly through the medium of education to benefit the even the least scholarly among us.
Remarks of Kelly Thompson

I should like to talk to you for a few minutes concerning the Kentucky Intercollegiate basketball tournament which will be held on Western's campus on the 27th, 28th, and 29th of this month.

Eleven of Kentucky's colleges participated in a drawing at Lexington Sunday for positions in the tournament. The opening round will take place Thursday, February 27 at 4:00 P.M. between the Thoroughbreds of Murray and the Cardinals of the University of Louisville. At 7:30 that evening the Centre College Colonels and the Georgetown Tigers are to clash, and at 8:30 the Mountaineers of Berea and the Kentucky Wesleyan Panthers are scheduled to meet.

The second round of the tournament opens on Friday at 3:30 P.M. with a game between the Morehead Eagles and the Union College Bulldogs. Friday afternoon's activities will be concluded with a contest between the Eastern Maroons and the Pioneers of Transylvania College. At 8:00 P.M. Friday, the Hilltoppers of Western defending champions of the conference, will meet the winner of the Louisville-Murray game, and at 9:00 o'clock, the winner of the Georgetown-Centre game will clash with the winner of the Berea-Wesleyan contest.

The semi-finals will be played Saturday afternoon beginning at 2:00 o'clock and the championship will be determined Saturday evening in a game which is to start at 8:00 o'clock.

These contests are expected to produce one of the most interesting basketball tournaments in the history of the K. I. A. C., which is the Kentucky division of the S. I. A. A. I say this because of the fact that this year's season has been marked by upsets and close contests on the part of all teams in the association. The game between the University of Louisville and Murray promises to be one of the highlights of the tournament, while the game between the winner of that contest and the Hilltoppers probably will be one of the most exciting conflicts ever waged in a Kentucky tournament.
Transylvania, Georgetown, and Morehead have excellent season's records and are expected to provide some of the keener competition of the tournament, while any one of the teams in the lower half, Berea, Eastern, Centre, Union and Wesleyan, might easily turn out to be a "dark horse" of the three-day event.

On behalf of the coaches and players of the eleven colleges represented and particularly on the part of Western, the host school, I extend to every basketball fan in Kentucky and elsewhere a most cordial invitation to visit Bowling Green on February 26, 28, and 29, for this great athletic event.