12-7-1937

UA37/23 WHAS Broadcast No. 69

WHAS

Western Kentucky University

Earl Moore

Follow this and additional works at: http://digitalcommons.wku.edu/dlsc_ua_records

Part of the Broadcast and Video Studies Commons, Genetics Commons, Higher Education Administration Commons, Mass Communication Commons, Public Relations and Advertising Commons, Radio Commons, Social History Commons, Social Influence and Political Communication Commons, Sociology Commons, and the Speech and Rhetorical Studies Commons

Recommended Citation

WHAS; Western Kentucky University; and Moore, Earl, "UA37/23 WHAS Broadcast No. 69" (1937). WKU Archives Records. Paper 4289.
http://digitalcommons.wku.edu/dlsc_ua_records/4289

This Transcription is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.
Western Teachers College

WHAS Broadcast No. 69

Tuesday, Dec. 7, 1937

From Extension Studio in Bowling Green

Strings and Voices "College Heights"

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

Voices
Life More Life,

Moore
Life More Life is our motto and our wish for all our listeners.

Piano
Chords.

Moore
Today's program will consist of selections played by a brass sextette, greetings to certain communities in the mountains of Eastern Kentucky, and a talk by Dr. L. Y. Lancaster. We open with "Memories of Stephen Foster," as arranged by Holmes, played by a sextette from the personnel of the College Band. These students are: Frank Baird and Donald Erroll, cornets; Dale Grabill, French horn; Robert Chenoweth, trombone; Carl Schuchow, baritone; and Tony Mastroleo, bass. "Memories of Stephen Foster."

Brass Sextette "Memories of Stephen Foster."

Moore
We have some special greetings today for some of our friends in the Cumberland Mountains. Mrs. Harvey Murdoch, whose husband, the Rev. Harvey S. Murdoch, was pastor at Buckhorn, Kentucky, and in charge of the Christian educational work there, speaks to the people of Buckhorn. Mrs. Murdoch.
Western Teachers College

Mrs. Murdoch  "Howdy folks," it is good to meet you friends back home in the hills of Perry County, at dear little old Buckhorn, on Squabble Creek!

I am speaking from Western Kentucky Teachers College, which towers like the Acropolis of Athens, on the heights of the fair city of Bowling Green. Many hundreds of students are gathered here; some have even found their way from the Buckhorn country. I have just been talking with Pleas Begley, from Hyden. When first we met he expressed surprise at seeing me, but soon he learned that the hand of progress is not denied even the older ones, who think it never too late to learn.

As I entered Bowling Green, today, over the Dixie Highway, a beautiful picture came into view. Veiled in the silvery frost of the December morning stood the welcoming colonnade of the College stadium, while in the sparkling light towers and turrets of various buildings were silhouetted against the gray-blue sky. I heard a bell! And then another: the chimes of Western were announcing the chapel hour.--- The scene before me paled and another took its place, wrapped in sacred memories.

Before me lay the valley of Buckhorn, tucked in by neighborly hills. There, too, was the orderly array of buildings of Witherspoon, the "Log House College." It was chapel hour and 300 mountain boys and girls turned
their steps that way. On the village street I seemed to see your friendly faces smiling to me, and to another by my side;-- and then I heard a bell ------

It was no longer morning, now--the lengthening shadows had fallen -- it was twilight.---There was a bell, the church bell was ringing, as it had rung for more than 25 years, calling the people to prayer. A hush fell upon the valley; the little child ceased its play; the mother paused in the preparation of the evening meal; the weary farmer, homeward bound, halted his mule; ------every heart within the sound of that bell was uplifted to God.

The picture vanished; my reverie had ended. I had seen Buckhorn, the dream realized in the life of Harvey Murdoch, your minister and friend, whose grave overlooks the peaceful valley. But somehow it left a message ---- it was this message : "Look upward,-- look outward,-- and look onward ---- !

Good-bye friends, and the best of wishes, always.

Moore

That was Mrs. Harvey Murdoch, formerly of Buckhorn, Kentucky, who at present, resides at Auburn, Kentucky, and is a special student in Western Teachers College.

And now I am delighted to have the privilege of greeting my friends at Cow Creek and at Houston, Kentucky, in Owsley and Breathitt Counties. This is Earl Moore speaking. So many years ago that one wonders whether
the calendar tells the truth I was initiated into the teaching profession at the school on Cow Creek. In those days I came to respect, admire, and love the people of that community. Since then my work and play have taken me over a wide territory at home and abroad, and I have met and mingled with all sorts of persons, but never has my heart been won more completely than by the mountain people. Incidentally, I have never participated in serenading newly weds from that day to this and some of you who hear me will know why.

The natural setting of your homes is one of majesty and inspiration. It affords a type of beauty that grips one's very soul and will not let go. Is it any wonder that a famous poet in the dim, distant past said, "I to the hills will lift mine eyes"? Character is influenced by environment. The rugged topography of the Appalachians seems naturally to go with certain stalwart traits of character. Between those days when first I came among those hills and today have come marvelous changes. Then, when contact with the outside world was difficult and consequently infrequent, little did any of us think that some time voices from miles and miles away would come mysteriously but intimately into your homes, as mine is doing now.

It was my privilege last summer to visit your community once more and renew old acquaintances. I came
away with one word uppermost in my mind. That word is progress — educational, economic, material progress. In the years that lie ahead such advancement will continue, but my greatest wish for you is that in the realms of the unseen, intangible, and spiritual the best that has been yours in the past will be even better in the future.

My wishes to the Reverend and Mrs. Tull, to the Gabbards, the Frosts, the Reynoldses, the Eversoles, the Moores, the Wilsons, the Callahans, the Nobles and others whose names I may not recall at this moment, and to the Reverend and Mrs. Ward, Miss Susan Cunningham and the other teachers at Anath Home.

Now we hear again the brass Sextette in "After Sunset," by Arthur Pryor.

I have asked Dr. L.Y. Lancaster, Associate Professor of Biology in Western Teachers College, to present a resume of a paper which he read recently before our faculty and students. Dr. Lancaster is president of the Kentucky Academy of Science. He is also president-elect of the Bowling Green Kiwanis Club. His subject is "Heredity in Man."

Most persons have a general and frequently a very vague idea about the meaning of the word heredity, and to
clarify in the outset, it might simply be called, "resemblance based on ancestry."

The individual is, what he is, due to the hereditary material handed down to him through the generations. One's potentialities and possibilities of development, mentally and physically, were already determined when he was born. It is as if one had a circle drawn around him and he can never hope to get outside of this boundary. In some cases this circle is close to the individual, limiting his sphere in which he can develop to a very small radius, while fortunately in a high percentage of the individuals it appears that time itself will not permit of a thorough development of the latent possibilities.

We are not "chips off the old block" nor are we mere reflections of our ancestors. We are a composite, a mosaic, if you please, of their various characters and are a separate and a new entity. The expression of these inherited determiners is largely governed by the type of environmental factors playing upon the individual. In man, for example, not only is there a tendency for ordinary human structures and racial peculiarities to appear, but minute physical parts, definite mental peculiarities and physiological qualities such as general vitality, longevity and susceptibility to various maladies.

Heredity always arouses our keenest interest because we, ourselves, are subject to the same fundamental laws of inheritance as are other organisms. Although the same laws of heredity apply to man as to other animals, it must, however,
be remembered that he is able to modify his environment and thereby to somewhat "mask" the expression of a natural hereditary factor.

For example, one may inherit the tendency toward some defect, and by certain mechanical means the appearance of the defect may be corrected. To all appearances this individual is normal but this trait may be transmitted to the next generation the same as if the correction had not been made. The influence of the environment on the expression of certain hereditary traits has caused some persons to doubt that the same laws operate in human heredity as is true in other forms, but there is now much evidence available indicating that this is true.

Conversely, one must not assume that all body defects are hereditary. Body modifications due to injury or accident, before or after birth, are not hereditary; so in order to distinguish between hereditary and non-hereditary characters one must make a careful study of the case at hand. For instance, it is quite clear that persons that have become deaf by means of explosives or of continued loud noises will transmit genes for a normal ear mechanism. The same also applies to certain congenital defects.

Human beings have a chromosomal mechanism which undergoes maturation in much the same manner as in the lower forms. Each somatic cell of the body contains 23 pairs of autosomes and one pair of sex chromosomes or a total of forty-eight. The sex
chromosomes have to do with sex determination and in some cases with somatic characters, while the autosomes form the basis for the major part of the heredity. So it is evident that chromosomes are the most fundamental structures of the body.

Let us turn our attention to a few of the better understood examples of the effects of heredity on the human being.

There are many types of eye defects that are definitely hereditary, and it is estimated that from 15 to 20 per cent of the cases of blindness are caused by inherited abnormalities.

There are three types of defects of the ear, which appear at thirty or forty years of age, that are known to be hereditary. These result in changes of the bony walls of the ear, or in auditory nerve degeneration.

The skin is affected in many ways by hereditary factors such as color, and there are also several hereditary abnormalities.

There are several skeletal defects that are hereditary such as polydactyly, syndactyly, brachydactyly, brittle bones, and certain kinds of club foot.

There are many diseases for which one may inherit predisposition, such as diabetes mellitus, endemic goiter, hypertension, allergy, tuberculosis and probably cancer.

There are several mental defects which are inherited, such as spinal ataxia, paralysis agitans, Huntington's chorea, and epilepsy.
The problem of the basis for the inheritance of mental ability is one of the most important and also one of the most difficult of analysis. In the first place there is a range in mental ability from the very inferior to the very superior, which suggests the operation of many genes instead of one or more that are specific for this character. Another factor which has hindered this analysis has been the fact that intelligence, as we define and measure it, is greatly influenced by the environment, and it has been very difficult to devise tests which will distinguish between the influences of these two agencies. In the third place, it has been very difficult to measure it at all; however, modern psychological tests are becoming increasingly efficient in this respect. While it is true that it is difficult to measure intelligence and to determine the genetic basis, there are very definite facts known concerning its frequency of appearance. Take for instance, the case of feeblemindedness. It was first thought that feeblemindedness was caused by a single recessive factor, which means that two feebleminded parents produce only feebleminded children, but this is not the case. Although feebleminded parents produce a high percentage of feebleminded children, there is occasionally one of medium ability, which indicates that this condition is not due to a single recessive factor. The type of genetic mechanism producing feeblemindedness is less significant than the fact that genetic variability is responsible for a large percentage of those so afflicted.
Information is available concerning this point in the form of family histories and as a result of studies on twins. When one twin of a pair that are identical is feebleminded, in practically every case the other one is also affected in the same manner. Since they are of identical heredity this seems to be positive proof that this character is hereditary.

Just as feeblemindedness represents one extreme of the range of mental ability, so superior ability represents the other. Numerous studies indicate that superior ability runs in families. Let us look at a few classic examples:

1. In case of notable persons listed in biographical dictionaries, there is a 1 to 1000 chance that an average citizen would be related to one of them, but one out of every five in this group is a close relative of some other one.

2. Dr. Terman investigated the ancestry of 578 gifted children and found that one in twenty-five of this group was related to persons listed in the Hall of Fame, while one in ten thousand of the average population is so related. So it is evident that ability does run in families or is inherited.

We are faced with a serious situation, for feeblemindedness is incurable and persons thus affected must be cared for by society, or be allowed to remain uncared for and contribute largely to our problems of delinquency, crime and immortality. It is estimated that about five per cent of our total population, or about six million persons, are feebleminded. Of these only about 10% are confined in the various institutions for this
type of person, and the other 90% are free in communities where they are presenting grave problems to the balance of society. It would be bad enough if this percentage were to remain constant, but it is steadily increasing due to the fact that the birth rate is higher among the feebleminded than in normal groups.

Of the mentally deficient the high grade morons present the greatest problem, for the lower grades of the mentally defective are usually segregated, and, therefore, do not reproduce.

If some method of controlling reproduction among these groups is not adopted, the burden of caring for this ever increasing number will soon grow so great that it cannot be carried by private or state charity, and then dire consequences might result. These facts are receiving little attention because:

Persons of this generation avoid responsibility and hope to get by and leave the problem to the next.

Religion in some cases prevents interference with the privilege of reproduction.

Public officials refuse to take drastic action because of the probable effect on their constituency.

Others fear the solution of the problem would smack of despotism.

So, in general, little is being done to stop the increase in this ever growing horde that must be supported by those having enough intelligence and industry to produce the necessities of life.
Something can be done about the matter and in any good treatise on eugenics will be found instructions for solving this serious problem; namely:

1. Segregation of the mentally unfit as far as it is possible.

2. Sterilization of those that must remain free in society.

This appears to be a radical and harsh way to handle the situation, but nothing short of this will be sufficient. The major objections to this program are that individuals would be deprived of some of their rights, and that mistakes would be made. Certainly this is true, but someone has to be deprived of his rights in supporting these people and if mistakes are made, it must be remembered that they always occur when any movement for the public good is being developed.

Warning against the attitude taken by most persons toward the problem is evident in the following statement, which has become almost axiomatic.

It is assured that if man finds anything that is biologically unsound serving as a handicap to his progress, he will sooner or later have to pay the penalty, for truth will not change because he refuses to recognize it or because he wishes it to be otherwise.

We who are in charge of things at the present are passing these problems to those of the next generation. What will they do about them?

Moore

And so concludes the sixty-fifth in this series of weekly programs coming to you from the campus of Western
Teachers College in Bowling Green.

On today's program you have heard a brass sextette composed of Frank Baird, Donald Kroll, Dale Grabill, Robert Chenoweth, Carl Schuchow, and Tony Mastroleo.

You have also heard Mrs. Harvey Murdoch and your master of ceremonies, and a talk by Dr. L. Y. Lancaster.

Strings: "College Heights," fading for:

Moore

On next Sunday afternoon at three o'clock in the auditorium of Western Teachers College, the Music Department will present its annual Christmas program. The College Chorus and the College Orchestra, under the direction of Mr. John Vincent, and assisted by several soloists, will present "The Messiah," by Handel. The public is cordially invited.

On next Tuesday our broadcast will consist of excerpts from "The Messiah." The college chimes will also be heard.

This is Earl Moore saying goodbye until next Tuesday at the same hour and wishing you Life More Life.

(Strings up and continue)