



Here is a group of University students at work. Practical experience in any number of professions is offered in the modern University's regular schedule of work.

The Modern University

By ERNIE HILL, '33

MENTION the name of a familiar state university to almost any person picked at random and then get that person to tell you the things that flash through his mind first. Nine times out of ten, you will get something like this:

"Expansive, green, well-trimmed lawns. Students walking slowly between buildings and sitting in the warm sunshine. Well developed old trees sheltering buildings. The campus hang-out—full of smoke, loud music, loud talk, and ash-covered tables strewn with bent and chewed straws, salt, pepper, sugar, and rings of water. Dance music drifting across the countryside and the shuffling sound of dancers. The parked car. A football field with a wide end run in progress. The blare of a band. Fraternity house living rooms with horse laughs and horse play. Crowded picture shows on the corner with student hoots for the villain and cheers for the hero. Late bridge games. Sleeping through classes."

There will be variations, of course, both with the individual and with the particular university. But nine times out of ten, the first images that focus on the mind's retina will have to do with some of these externals. For instance, when someone mentions the University of Wisconsin to me, I immediately see:

"The rock terrace that adjoins the Union. Sail boats out on Mendota. Sun bathers. The steep hill up to the Administration building. The Rathskeller.

Tripp Commons. Fred Lohmeier's. The experimental farms up along the lake. Students window shopping on the way to the square. A New York City poet sitting moodily on the Union terrace. Winter sports on the lake."

So deep rooted in the sub-conscious are these pictures and memories of externals—the frills and nonsense—that too often the average person completely forgets or entirely overlooks the more important phases of a university. He thinks of a student loafing or killing time in a number of different ways, but rarely does he remember those varied activities that a student concerns himself with day in and day out.

He too often forgets the intense practical training that a large part of the student body is subjected to daily. Evidences of this striving to give the university student real concrete, practical experience in the particular field of his interest are apparent in every department and college at the University of Oklahoma.

Where a handful of students are killing an evening in a campus hang-out, there are several hundred out on the campus sweating and working at a job as though they were bucking the stiffest competition the business world offers. For some reason or other, it is much easier to forget a picture of these students at work than it is to lose the memory of the serenely idle. Perhaps, there is something about them at work that

suggests the commonplace, the everyday toiling world that lends no contrast. Yet, here are the real students of a university and here the real work of higher education is accomplished.

Running through the university—department by department, college by college—every division has its practical workshop, and it is difficult to remember that once upon a time theory and the classical education did not include these multi-forms of practical experience.

Consider the real working centers of the university. They are numerous. Whereas fraternity and sorority houses may once have been the center of interest, the hub around which students revolved, this is greatly changed today. The real dividing lines between groups of students are the fields in which they are studying. Dormitory and fraternal friends may be close, but the really close friendships and strong bonds created at a university are those that result from contacts within particular schools and departments.

Look at some of the units and the opportunities of practical experience offered them.

In the college of education, for instance, is the university high school which offers practice teaching experience to advanced students. Actual work in presenting courses, maintaining room discipline, organizing students and all other phases of teaching work. After all, a student who has spent a year, or part of a year, working with classes in a recognized school has a much better idea of the problems of a classroom than has the student who merely studied the theoretical technique.

From the journalism school comes a daily newspaper—editorials, sports, society, features, student-prepared and student-sold advertising copy. The quality of the work is certainly higher than that of many commercial newspapers. Students often step from the school of journalism into positions as minor editors. Also, a humor magazine and yearbook offers a slightly different kind of writing experience.

The university college of engineering holds national distinction for its practical work. An oil well was drilled by students on the campus this year. A wind tunnel is operated. Student surveyors are on the campus from fall to summer. Problems with real modern equipment, the same as that used in the industry today, are part of the work of the college.

In home economics practicality runs high. At the annual openhouse, the

general public sees dresses made by students, cooking done by students and at the practice house are seen rooms dressed by students and rooms maintained by students. The pre-school for youngsters also offers training for future mothers.

In dramatic art, the stage presentations speak for themselves. They are well publicized and recognized. It is not uncommon for a student actor, technician or designer to step right into professional work. The former student class rolls of the school reveal that.

In the school of library science, the major students get practical work in the university library and few of them will ever work in a larger and more extensive library. Another phase of practical experience is given the major students each spring when they go to various city libraries throughout the state to work for several days.

In the school of law, the practice court is an old institution. Advanced law students prepare cases. One group is the prosecution, the other the defense. The judge is a law student.

In the medical school, the university hospital offers experience for the advanced students. Thorough training in caring for patients under the supervision of veteran physicians is given. As in law, the graduates rarely step high in their professions when they leave school. Law and medicine base much on seniority. After all, the untrained person can find no entrance at all into these professions. The newly trained must start at the bottom.

The art school has its student exhibitions. The walls of many university buildings show the decorative work of students. Campus shops offer practical work in mural painting. The difference between the work of art students and professional artists is a matter of quality. The student does the same thing the artist does. It is at least that practical.

The radio division of the university is comparatively new yet it has made rapid progress. Programs are presented during afternoons and evenings from the one thousand watt station. News commentators, dramatists, musicians and humorists go on the air with the tick of the clock and off with similar precision in a manner identical to that of professional stations. Voice equipment is used for correcting student voice faults.

Musical concerts are evidences of the training of voice and instrumental musicians. I think it can be truly said of music departments, however, that they are less modern and less practical than any one division in the universities of today. Vocal and instrumental students are given instruction in the classics. All of their programs are of types of music nine-tenths of the students will never use for making a living. The classical work, of course, is background and many of the young women taking voice and piano

undoubtedly are training only to please husbands and groups of friends.

However, there should be a place in a university where a musician interested in popular radio or stage work could get more practical training. Engineering professors, law professors, journalism professors are forced to keep up with the modern trends in their professions. I can see no reason why the teachers of music should remain dead and buried in the music of fifty to one hundred years ago. There are reasons, though, and they can be made to sound very important and convincing.

All in all, however, the modern university is an extremely practical place where work that will stand up with that done in the professional world is completed.

Taking a cross-cut of the student body at various hours during the day, you will find that well more than two-thirds of them are actively engaged in some pursuit that has a very definite and significant purpose. There are loafers, of course, as there are in the world outside, but few of them graduate just as few of them ever succeed in a business way.

Yet, it is these who provide the general public with the idea of what goes on at a university. When a well prepared, hard working student is graduated and takes his place in the business world, persons are apt to say that he is just naturally smart and had it in him.

But when a loafer quits school after a year or two and goes home to become one of the town's chronic dissipators, the same people say, "Yep, that's what higher education did to him."

Someone should add, "Higher education had nothing at all to do with him. He would have been the same had he stayed home only it would have been considered just his natural inclinations coming out."

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Magazine Wins Awards

THE SOONER MAGAZINE won two honorable mention awards in the annual prize competition for alumni magazines of colleges and universities of the country.

One of the awards was for the excellence of a story appearing in magazines dealing with an event of the campus. The story that won the award was called *A Goat There Was*. It dealt with the quaint story of a goat that was temporarily kidnapped by fraternity pledges and the wrath of the owner. It was written by the editor of *The Sooner Magazine*.

The other honorable mention was given for the excellence of a book review or book review page. The page that was considered for the prize award was one on which appeared a review of Kenneth

Kaufman's book of verse *Level Land*. It was reviewed by Stanley Vestal and John M. Oskison. Also on the page, was a review of Dr. P. B. Sears' *Deserts on the March*, by Dr. A. O. Weese. A picture of David Milsten, '25as, '28law, Tulsa, whose book *An Appreciation of Will Rogers* was about to appear, also was included on the page.

The *Belles Lettres and Bell Ringers* has been arranged, edited and often written during the year by Elizabeth Ann McMurray, '35as.

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Dean Monnet Honored

A good portion of the leadership of Oklahoma's legal profession dropped in on the university one warm spring evening last month to honor Dean Julien C. Monnet as he prepared to graduate the twenty-fifth class from his school.

They came from almost every county in Oklahoma and from several other states to express their feeling that Dean Monnet has done a remarkably fine piece of work in establishing a law school that offers thorough preparation and wise direction to young men and women interested in entering the legal profession.

They shared the feeling that Dean Monnet for the past quarter of a century has given his students more than instruction in law courses, that he likewise has offered them a sound philosophy for living and the practice of law.

The group, when it was packed into the Memorial Union ballroom numbered more than four hundred outstanding attorneys and law students.

The faculty of the law school was honored by the visitors and shared the speaker's table with Dean and Mrs. Monnet.

Lewis R. Morris, '15as, '15M.A., '17law, was toastmaster. He introduced Ardell Young, senior student who spoke for the undergraduates; Supreme Court Justice Orel Busby, '14law, who spoke for the alumni; Dr. W. B. Bizzell, who told of Dean Monnet's fine work in building the school; and Dean Monnet who responded to honors paid him.

A beautiful platinum watch was presented to the veteran dean by alumni, while Mrs. Monnet was presented with a charming silver service.

It was one of the most successful banquets ever held on the campus. An informal reception was held in the large meeting room at the south end of the third floor of the Union.

Law students from many years back took the opportunity to renew their acquaintances with members of the faculty and their wives. Many of their favorite stories of the dean and on the history of the law school were retold.

The graduates came from all parts of Oklahoma and Texas to attend the Silver Anniversary Reunion.