

New Pattern for Education

By JOSEPH A. BRANDT

The University College plan at O.U. is designed to point away from the dangers in the Germanic 8-4-4 school system

THE confusion in Oklahoma regarding education began, I believe, because we started with a tailor-made civilization. A sizable part of Oklahoma was peopled almost overnight with mature adults of varying educational levels who were here for one thing—opportunity—but principally opportunity for themselves.

Probably no state in our Union was ever established on such a basis of absolute enlightened selfishness as Oklahoma. It was, at the start, every man for himself; and the continuance of the term "Sooner" in our life indicates the strength of engrossment with the problem of the individual rather than of society as a whole.

Despite their preoccupation with their own individual problems, the Oklahoma pioneers did lay what they thought was a sound educational charter for the future, and they thought they were providing for it liberally. It was the second generation, which had not received all the blessings of unlimited prosperity that had lured the parent here, which failed to carry through in proper maintenance of education. The individual, rather than society, had become the principle of Oklahoma government; and desirable as individualism is as a basis of real democracy, individualism that does not respect society as a whole is little better than anarchy.

Overlaying this extreme individualism was the accident of fortune which brought great wealth to a limited few without the intermediary of association with masses of employes. Such association always proves a leavening agent in society but it is not a characteristic of a miner civilization.

Consequently, as Oklahoma "grew up," she was confronted with two general

classes of people, both highly individualistic; one a large body of people that had been disappointed economically; and the other a smaller group that had been delightfully surprised economically. Neither group was wholly aware of the danger that threatened the future of our state, for today we are in danger of either sinking to the lower level of the lowest Southern states or we have the opportunity, if we grasp it, of moving into the upper levels of the Middle West, the East and the Far West.

This cult of individualism, desirable as it is in many ways, has left its mark on education. Because many Oklahomans are incapable of thinking in terms of Oklahoma as a whole, we have had the most unreasonable demands made upon education, demands that almost thwart real educational progress.

War times, when we instinctively begin reappraising the essential ingredients of our civilization, are the times to reappraise our educational plan. We have functioned now many years under the German plan of education—and we see where that plan has led Germany. We borrowed our engineering education program from France, and we now see where France is.

What more dreadful, more horrifying examples must we require before we who are responsible for education will begin to take stock of our failures?

Robert Hutchins says that our students are delayed two years in their educational program by our system. I think he is right. When I entered Oxford University with a B. A. degree, I found that I was not quite on the level of the English public school boy of 17. And yet I had in Tulsa High School the college preparatory course—Latin, history, English, mathematics—the only sound high school education that can be offered, despite aberrations to the contrary. But I was not alone in being behind in my development—it was true of the Harvard trained man, the Yale trained man. The source was



TWO PRESIDENTS
*Joseph A. Brandt, University president,
and Fisher Muldrow, alumni prexy*

not the college but the preparation for college. Why, if the elementary school adheres strictly to fundamental subjects—grammar, arithmetic, etc., cannot the work be given in six rather than eight years? We have already confessed that there is something wrong with the eight-year plan by creating the junior high school. But you see, we do not make a fundamental remedy, we merely take the path of least resistance and add another and more costly unit to our educational system, rather than evaluating function. And it is because we have added to, rather than reappraised, our educational system, that some of the foes of education have seized upon the now threadbare argument of extravagance in their desire to crush the schools.

THE English have never deviated from the classical background, and while the English have their faults, they at least have never for an instant faltered in their ideal of democracy. Latin has all but passed from the educational scene in Oklahoma. Part of the fault was the way in which Latin was taught. But to a greater extent, it expired because the cult of individualism, seeking some way to make up for the ideal of prosperity they had not found in Oklahoma, turned to the only sources of hope they knew, the schools. They wanted manual training, domestic science, typewriting, and what have you—subjects useful in themselves but never substitute for fundamental subjects.

Latin is still as valuable as it was in the days of Thomas Jefferson and George Washington. And when you stop to think that under the present laws of Oklahoma, neither George Washington nor Thomas Jefferson could teach in any grade of the Oklahoma school system, simply because they had not had the fifty-seven varieties of psychology which are disguised under as many different names—although it is merely more of the same—you can see just how far from real, fundamental education we have come in this state. But to return to Latin. The only entrance tests in the Oklahoma college system are the so-called placement tests of the University of Oklahoma. They are quite mild, quite harmless; they had to be made so because they had to conform to the prevailing level of the high school graduate. These tests are given in English and in mathematics and in the social sciences. An amazing number of students fail. Yet a two-year survey by the University shows that only 64 per cent of the students who have had no foreign language in high school pass the English test, whereas 88 per cent of those having two or more years of Latin do pass them. Only 7 per cent of those stu-

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dents without a foreign language make the so-called reserve English classes, while 21 per cent of the Latin students do.

Thirty per cent of the students without a foreign language fail mathematics while only 17 per cent having Latin fail mathematics. Perhaps more significant, 90 per cent of the members of the junior class, who make B or better, regardless of whether they are liberal arts students, engineers, business students, 90 per cent have had Latin either in high school or in the University. English is the one universal, the one indispensable tool of any American—and there are no substitutes for it. English, with its roots in Anglo-Saxon and in Latin, is, like Latin, gradually disappearing as a subject in our schools.

The Progressive educationists have practically sabotaged it, and the educationists in general, enamored as they have been with multiple psychology, have all but tossed it down the drain pipe. We at the University of Oklahoma teach hours of English composition but English composition is not and never has been, a college subject. It is a high school subject. And the only reason it is taught in college is because the high schools, too busy offering manual training which in turn should be taught in technical high schools, are not teaching it, or if they are teaching it, it is done so indifferently that the college perforce has to rescue the student from illiteracy.

But you can see that six or twelve hours of English composition in college robs the student of almost a semester of advanced work—it is an example of the slowing-up of the maturing process which Mr. Hutchins referred to in his speech to the Chicago faculty. It is a prime example of waste. But not as deceitful perhaps, as the case of the student who failed his English placement test at the University; and when it was found he could not write an intelligible English sentence, he was questioned. He had never had English in high school, he said, although he entered with credit for English, because English coincided with glee club and since he was needed in the glee club he was excused from English.

Another example of waste is the rule which some schools in Oklahoma have of automatically passing every student. There are schools in our state where you simply cannot fail, for the simple reason that the members of the board of education must not be offended, or for fear that the fond parents may think that the teachers are inefficient. Waste—there is plenty of it in our school system. Waste of money that could be better spent educationally; but more tragic, waste of democracy, through deceiving youth into believing it is getting an education when

in reality it is getting only half or a quarter of an education.

I have talked with many graduates of the University, trying to find out, if possible, wherein we were failing. While such an inquiry certainly is not scientific and might not meet the approval of a Ph. D. board, it has some advantages in spontaneity. Of course, I find many satisfied people and that is fine. But it is the dissatisfied who interest me. There are two general divisions among the dissatisfied—one would take a more liberal program now, if they could do their educational training over again, the other who discovered in midstream that they were in the wrong college or professional training. I have also talked with many Oklahomans who for one reason or another go to colleges in other states. In many instances, of course, it has been a father who was a graduate of that out-of-state institution who is responsible. But in many, many instances it is the suspicion that Oklahoma is not educating properly.

THAT inquiry among these two types of students, plus my own education at the University in the past six months, led us to propose the new University College plan which has been approved by the State Regents for Higher Education. I had discovered almost the first day I assumed my new duties that there was, in reality, no university. We were a collection of colleges, loosely federated together. An undergraduate who failed in one college shopped around until he found a kind-hearted dean who'd take him in. And if he failed again, he'd repeat the process until he was in another college. Thus many a youth who started out to be an engineer ended his career as a pharmacist, and many a pharmacist left mortar and pestle for the baton of an orchestra director. I discovered also an alarming number of professors who, beaten down by the constant frustration of Oklahoma politics, had contented themselves with simply fitting themselves into the mould, without much regard for the cracks in the mould. I had also talked with enough parents of prospective freshmen to realize that there was an unexpressed but nevertheless very real desire for their children to have a real education and they felt, although they were unable to discover the source of their uneasiness, that existing programs of work would not give that education. Some of these parents could have sent their children to out-of-state schools but they came to me to discuss what could be done. Out of all these discussions grew the University College plan.

The University College, so far as I could see it, was the only way to start the break

with the German plan of education and begin a real American plan. Yet I believe in evolution and not in revolution. Even though many of us at the University knew the plan is sound because it is returning to sanity, to the fundamentals of real education, we provided a transitional period of three years in which to work out the many problems that naturally attend any new program.

The University College aims, first of all, to make uniform the quality of work in the critical freshman and sophomore years by creating one broad college rather than many colleges. Consequently, not only will the freshman and sophomore now follow definite programs of study but he has two years in which to make up his mind or confirm already existing plans, for his career. If he, when he enters, believes he wants to be an engineer, he will enrol in the University college as a pre-engineer; or, as a business student, as a pre-business student. Whatever work the upper level college may require as a prerequisite will be given in the University College. But, apart from that, the College will plan a few programs of study which are entirely devoted to fundamental education.

The College sets up a comprehensive advisory system both to determine the student's aptitude for any profession and to relate his program through the University college and the upper division college, so that he may complete his work in four years, or in three years, should he elect attending summer sessions as well. In addition to the advisory committees, there will be committees representing the broad avenues of the humanities, the social sciences, the natural sciences, etc., to advise with the student at the start, rather than at the end of his career.

Then, for that student who does not plan to obtain a college degree but who would like two years of work terminating with something other than a stammered excuse that he had not finished college, we have a general division, similar to the general college of the University of Minnesota.

Underneath the whole program will be an efficient reshaping of freshman and sophomore curricula—fewer courses, better courses, broader courses. Any student, we hope, who has had two years of the University College, ought to go through his upper division college the better for his time there, and perhaps escape with less damage those colleges which refuse to turn their faces to the America of tomorrow.

We in Oklahoma, it seems to me, have a marvelous opportunity by pulling together, to show new directions to other states, new directions which in reality are the old roads with new paving.

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With the Armed Forces

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secretary-treasurer of the Midwest Steel Company.

Owen Townsend, '40ba, '40law, Marietta, has resigned as county attorney of Love County to enlist in the Army.

Harlan Keith Sowell, '40bs, Oklahoma City, has been commissioned an ensign in the Naval Reserve Hospital Corps.

Eugene Dodson, '33ba, reporter on the *Daily Oklahoman* since 1934 and a second lieutenant in the Reserve Corps, has been called to active service.

Richard H. Flynn, '35ba, '36m.ed, Oklahoma City, has been commissioned an ensign and is awaiting orders to duty in the communications division of the Navy.

Commissions in the Naval Reserve as lieutenants, junior grade, have been announced by Eighth Naval District headquarters, New Orleans, Louisiana, for four Sooners. They are Edgar Peyton Wardner, '31ba, '31bus, Ordnance Department; William C. McClure, '36med, Medical Corps, Oklahoma City; and John Emmett Lewis, '32-'35, Dental Corps, Sulphur.

Thirteen seniors in the University School of Law, called into active service, were admitted to the bar by the State Supreme Court before leaving for their respective posts. They are David M. Cook, Wiley Robert Ecton, William Douglass Baker and Woodrow W. Butler, Oklahoma City; John R. Richards, Joseph L. Hull, Jr., and George D. Amen, Jr., Tulsa; Edwin Scott Hurst, Pawnee; Carl T. Matthews, Jr., Hominy; Roy Frye, Jr., Sallisaw; George P. Pitcher, Jr., Miami; Tommy H. Trower, Bartlesville, and Noel Earl Story, Eufaula.

Wilburn H. Akers, '41geol, who is with a Field Artillery unit on the Atlantic Coast, has recently been promoted to rank of first lieutenant.

Frank E. Garner, '42, former engineering student, has enlisted in the Navy and departed for the West Coast.

Ralph D. Anderson, '40bs.med, Tonkawa, scheduled to graduate from the University School of Medicine in June, has been commissioned an ensign in the Hospital Corps, U.S. Naval Reserve.

Ross Williams Morrison, '28eng, manager of the Hightower Building, Oklahoma City, has been commissioned a lieutenant, junior grade, and a deck officer in the Naval Reserve.

Dean Early London, '39bus, Ringling, has been commissioned an ensign in the Naval Reserve.

N. G. Henthorne, Jr., '33-'37, reporter on the *Tulsa World* since 1936, has enlisted in the Navy.

Presley S. Ford, Jr., '33-'34, Tulsa, has been commissioned an ensign in the Navy supply corps but not yet ordered to active duty.

Orlando Sweet, '18-'19, attorney for the State School Land Commission, Oklahoma City, has been ordered to report for active service at Will Rogers Field. Mr. Sweet, a first lieutenant, will be assigned to the Ordnance Department. He had been School Land Commission attorney for seven years.

Wade Loofbourrow, '19law, state director of the Brewers and Oklahoma Beer Distributors Committee since its organization in 1939, has been ordered to report for active duty in the Ordnance Department at Will Rogers Field. He is a first lieutenant, and former assistant U.S. district attorney in Oklahoma City.

Lt. Alfred C. Frampton, '35eng, Sapulpa, is stationed in the ordnance department of the Army Air Force bomber base at Will Rogers Field, Oklahoma. Lieutenant Frampton was commissioned a second lieutenant in the Field Artillery reserves in June, 1934. He was promoted to first lieutenant after reporting for duty at Will Rogers Field. Before entering military service he was an engineer with the Frick-Reid Supply Corporation in Tulsa.

Pennsylvania

Capt. Charles H. Wilson, '37med, is stationed at Carlisle Barracks, in the department of field medicine and surgery in the Medical Field Service School. After completing a two-month course at Carlisle, and a course in chemical warfare wounds

and patients at Edgewood Arsenal, Maryland, he was ordered to Carlisle to instruct in the physiology, pathology, and therapy of chemical injuries. He has been on active duty for a year.

Lt. Allender O. Scott, '41bus, former assistant cashier in the First National Bank, Tahlequah, is now stationed at Indiantown Gap Military Reservation.

Included among ten medical officers of the 45th Division, Camp Barkeley, Texas, who were ordered recently to Carlisle Barracks, medical field service school, were Major Patrick H. Lawson, '29med, of the 179th Infantry; Capt. Fred T. Perry, '33med, 120th Medical Regiment; and Lt. Robert Louis Kendall, '40med, 120th Medical Regiment.

Rhode Island

Samuel Justus Hammonds, '38bus, accountant with offices in the Hightower Building, Oklahoma City has been commissioned a lieutenant, junior grade, aviation specialist, and ordered to report to the Naval Air Station at Quonset Point, Rhode Island.

George William Colvert, '29ba, Muskogee, has been commissioned a lieutenant, aviation specialist, in the Naval Reserve and assigned to Quonset Point.

South Carolina

Harold Scruggs, '35-'39, Hollis, has been promoted to first lieutenant and assigned as an aviation instructor at Myrtle Beach, South Carolina.

Dr. Gerster W. Brown, '30med, Oklahoma City, has been commissioned a lieutenant commander in the Naval Reserve and assigned to the Naval Hospital at Charleston.

Tennessee

Martin L. Watts, '41ba, formerly representative of *Time* magazine at Houston, Texas, has been assigned to duty as lieutenant at the Barrage Balloon School, Camp Tyson.

Texas

Newly assigned officers at Camp Barkeley include Capt. Charles W. Cleverdon, '33bus, adjutant on the 45th Division's artillery staff; Lt. Marvin L. Briggs, Jr., '30-'35, aide to Brig. Gen. Raymond S. McLain, division infantry officer; Lt. Franklin E. Rector, '29-'30, an artillery chaplain, and Capt. Howard P. Rice, '40m.ed, headquarters battery commander.

Major Lee F. Gilstrap, '19-'20, is athletic officer for the 45th Division, Camp Barkeley.

Samuel S. Gill, '35-'37, Oklahoma City, stationed with a Field Artillery battalion at Camp Barkeley, has qualified for training in the Air Force and is awaiting assignment.

Lt. Thomas C. Kelly, '35-'39, an Air Force officer at Biggs Field near El Paso was high-score man when his pistol team broke the world's record for the third time this year in a shooting match with a team from Grangerville, Idaho. Of the 1,126 points scored by the Biggs Field team, 286 points were chalked up to Lieutenant Kelly's credit.

Lt. Dean Daniels, '33-'39, Norman, has been transferred to Camp Bowie after completing a special course at Fort Sill.

Lt. Port G. Robertson, '37ba, Norman, is one of 152 junior officers selected to attend the Third Army Junior Officers training course at Camp Bullis.

Capt. Loyd E. Harris, '22pharm, '24ms, former University chemistry professor, has been transferred from Edgewood Arsenal, Maryland, to College Station, Texas, where he will teach in a Civilian Defense school. Mrs. Harris (Maurine Dill, '23bs) and their children, Lorene and Ronald, will soon move from their home in Norman to College Station.

Olen Ross Keith, '38-'41, Hollis, has been appointed cadet lieutenant at the Naval Air Station, Corpus Christi.

A couple of gobs, Joe and Billy Bryan, formerly of Ada, may be causing a slight confusion at the

Naval Hospital, Corpus Christi, Texas, where they are assigned as pharmacists. Identical twins, the boys attended the University in 1933 and 1934, both are registered pharmacists, and until they enlisted in the Navy, worked in their father's drug store in Ada. If Navy regulations won't permit them to wear their names on their blouses, their mates won't be able to tell them apart any better than their friends in Ada.

Dr. Clifford C. Fulton, '24ba, '26med, Oklahoma City, has been commissioned a lieutenant commander and ordered to duty at the Naval Hospital, Corpus Christi.

Wayne W. Christian, '39ba, Oklahoma City, has been commissioned a second lieutenant in the Marine Corps Reserve as a scout bomber at Corpus Christi. Lieutenant Christian entered the Naval Air Station at Corpus Christi last July.

Everett H. Price, '38-'41, Oklahoma City, has received an ensign's commission at the Naval Air Station, Corpus Christi, and was assigned there as instructor.

Lt. William A. Loftin, '33-'35, Idabel, is stationed at Duncan Field, where he is a transport plane pilot.

Cadet Oran J. Reynolds, '39-'40, Oklahoma City, is taking flight instruction at Goodfellow Field.

Cadet Chad N. Bowen, '39-'41, Oklahoma City, is taking basic flight training at Goodfellow Field, after finishing primary school at Hicks Field, Texas.

Howard Moyer, '39-'40, Norman, has been transferred from Camp Barkeley, to a special Air Force detachment in Dallas, and expects to be appointed to the Army Air Force as a flying cadet.

Victor W. Johnson, '39bus, on duty with the Ordnance Department of the Army, has been transferred from Philadelphia, Pennsylvania, to Fort Worth.

John Eugene Huff, '27-'29, of Houston, has been commissioned a lieutenant, junior grade, in the United States Naval Reserve. Lieutenant Huff was assistant sales manager for the Lane-Wells Company before entering the service.

Gene A. Itschner, '38, Sayre, formerly at the Lubbock Army Flying School, has been transferred to Kelly Field as an aviation cadet.

W. P. Mitchell, '41, of Kirkwood, Missouri, is an aviation cadet at Kelly Field.

Sam Barr, '39-'41, Norman, has been transferred from Scott Field, Illinois, to Kelly Field for advanced flight instruction.

Capt. Russell D. Hale, '38ba, is assigned to an Air Force school squadron at Perrin Field. He was recently promoted from first lieutenant.

Tillman A. Ragan, '32med, who was a physician at Fairfax, Oklahoma, from 1931 to 1941, is now a captain in the Medical Corps and is stationed at Fort Ringgold.

Lt. John Edward (Jack) Brumm, '40journ, and Mrs. Brumm (Oletha Gault, '37-'38) have returned to Fort Sam Houston where he is stationed. Lieutenant Brumm was recently transferred to Fort Sill for a three-months' training course.

Frank P. Hawk, '40-'41, Norman, has graduated from the Air Force Technical School at Sheppard Field.

Lt. Edward F. Hubbard, '38bs, operations officer of a training squadron at Randolph Field, has been promoted to the rank of captain.

Five Sooners completing flight training at Randolph Field, are James K. Kerr, '37-'41, and Archie B. Swanson, '37-'41, Muskogee; J. Scott Walker, '37-'41, Okemah; Clifford Walter Meade, '37-'41, Oklahoma City, and J. C. Reynolds, '36-'37, Frederick.

Joseph C. Reynolds, '36-'37, Frederick, is a flying cadet at Randolph Field.

Names of Sooner officers on duty at Camp Wallace have been sent to *Sooner Magazine* by Lt. Kenneth J. Schwoerke, '37ba, former Oklahoma City attorney. He writes that the *Magazine*, now being mailed to Camp Wallace and other posts, is much appreciated "for its news from home and for information of our friends in the service."

Sooners at Camp Wallace include Capt. Stanley T. Tyler, '35bus, Major Robert J. Harris, '27ba, and Lt. Mark C. Meister, '38ba, '38law, all of Oklahoma City; Lt. William Dexter Moss, '37, Lt. Wilson H. Gibson, '37ba, '39law, and Lt. James K. Smith, '30-'33, all of Tulsa; Lt. Henry M. Beidleman, '32ba, '35law, Okmulgee; Lt. Don T. Royse, '35bus, '35law, Elk City, and Lt. J. Kenneth Hogue, '35ba, '35law, Carnegie. University alumni who were formerly on duty at Camp Wallace but have been transferred to other posts are Capt. Fay Coil, '30eng, '32ms, Lt. Bernard A. Rosen, '31-'33, and Capt. Ray O. Embree, '24-'27, now at Camp Hulen, Texas; Lt. Charles E. Stewart, '34ba, '34law, Camp Tyson, Tennessee; Lt. W. H. Wylie, '39geol, Lt. Douglas Lane, '32-'36, and Lt. R. K. Black, '35bus, all stationed in Hawaii; Lt. William H. Peet, '34ba, Alaska; Lt. Kenneth B. Shelton, '38pharm, reported in the Philippines, and Capt. Marvin Ludington, '28law.

Stanley T. Tyler, '35bus, former manager of the Goodyear Store at Ada, has been promoted to the rank of captain. Captain Tyler is stationed in Anti-Aircraft service at Camp Wallace.

Virginia

Capt. Perry B. Hackett, '34eng, has been transferred from Fort Benning, Georgia, to the staff of the Engineers' School at Fort Belvoir, Virginia.

Lt. Albert S. Gilles, '34ba, '37law, Edwardsville, Illinois, is on duty at the Coast Artillery School, Fort Monroe.

John Schmoldt, '36-'40, Oklahoma City, sergeant at Camp Berkeley, Texas, was one of five enlisted men selected to attend Officer Candidate School at Fort Belvoir.

O. T. McCall, '40bus, recently promoted to first lieutenant, is stationed at Camp Lee.

Elmo (Bo) Hewes, '33-'39, former Anadarko High School football coach, has been ordered to Norfolk for naval training before assignment as physical education instructor. Mr. Hewes was one-time professional football player with the New York Yankees. He has an ensign's commission.

Washington

Jack Wheeler, '41, Clinton, has been assigned to the Quartermaster Detachment, McChord Field, Washington.

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Sooner Sports

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who batted cleanup, got seven home runs that year, an all-time record.

The top-ranking Sooner base thief of Big Six history is Sam Blackwell, catcher-shortstop of 1940. Sam swiped exactly 20 sacks, the all-time top. Blackwell also scored 24 runs in 1940, also an all-time record.

The two-base king of the past 14 seasons is nobody else but Lester Layton, sophomore leftfielder from Wichita, Kansas, who plays this season. Layton has already poled eight doubles, breaking the old record of seven set by Delmar Steinbock in 1936 and tied by Firstbaseman Roy Myer in 1939, and with several 1942 games left may add to his record.

Myers, the deceased centerfielder of 1934, and Jack Baer, present Sooner coach, are

the champion triplers with five each. Baer garnered his in 1936.

The extra-base hit high is 13 and four players hold it. Tolleson, the big catcher first set it in 1933. It was later tied by Myers in 1934, Steinbock in 1936 and Jack Riley in 1940.

Sooner clubs are nationally famous for their squeeze bunts and the king appears to have been Hobart "Red" Hardwick, 1935 second-sacker, who laid down seven that season.

Riley's 33 runs batted in over a 21-game span in 1940 broke Baer's old record of 32 set in 1936 but Baer has the most RBI's for a single game, nine, driven in during an Oklahoma-Iowa State game at Ames, Iowa in 1936.

University Radio Programs

WNAD—640 Kilocycles

| | | | |
|-------------|---|------------|------------------------------------|
| 9:00 Daily | Chapel Time. | 3:15 T | The Four Minute Men. |
| 9:15 MWF | The Pacific Basin. | 3:30 M | Presenting the Press. |
| 9:15 TTh | German Lessons. | 3:30 T | The Reading Hour. |
| 9:45 Th | Garden Club. | 3:30 W | Tales from Shakespeare. |
| 10:00 Daily | Hello Oklahoma. | 3:30 Th | Student Forum. |
| 10:15 TW | Gardening and Wild Flowers. | 4:00 Daily | The Bible in a Year. |
| 10:15 W | General Science. | 4:30 Daily | Dansant Moderne. |
| 10:30 MWF | Spanish Lessons. | 5:00 M | Meet Your University. |
| 11:00 F | League of Women Voters. | 5:00 T | Sooner Almanac. |
| 11:15 MWF | Conflicting Political and Economic Systems. | 5:00 W | Theater of the Air. |
| | General Science. | 5:00 Th | University of Oklahoma Roundtable. |
| 11:15 T | Symphonic Hour. | 5:00 F | WNAD Players. |
| 12:00 Daily | Indians for Indians Hour. | 5:30 MTWFS | Campus News. |
| 1:00 T | Problems of Peace and War. | 5:30 Th | Uncle Will's Choir. |
| 1:00 W | Passport to Poetry. | 5:45 TThS | Rendezvous With Music. |
| 1:00 Th | General Science. | 5:45 MWF | Mrs. Story's Pet Shop. |
| 1:30 Th | Our Social Services. | 6:00 Th | Campus News. |
| 1:30 F | The House of Seven Mables. | 6:15 Th | Rendezvous With Music. |
| 1:45 W | Today's Story. | 6:45 MWF | Console Interlude. |
| 2:00 Daily | Pauline Brooks, Contralto. | 7:30 Daily | Sign Off. |
| 2:15 T | 20th Century Music. | | |
| 2:15 WS | Family Life Forum. | | |
| 2:30 M | French Lessons. | | |
| 2:30 TTh | General Science. | | |
| 2:30 F | Adventures in Listening. | | |
| 3:00Th | Your Government at War. | | |
| 3:00 F | | | |

NOTE: A variety of programs, mostly musical, will be offered during the periods not specifically listed above, between the hours of 9 a.m. and 7:30 p.m. Complete weekly programs will be mailed upon request. Address inquiries to Radio Station WNAD, University of Oklahoma, Norman.

Hal Muldrow, Jr.

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