

The University

All but a few of the students who left the University to go into the armed forces without completing work for a degree plan to come back to school after the war, according to results of a survey made by the Alumni Association.

A questionnaire was mailed by the Alumni Office to approximately 1,800 former O. U. students who laid down their books to go into the service. The returns show definitely that these men plan to come back for the most part, and also that they have a great many suggestions as to what they want in the way of educational service when they do come back.

Of those who filled out the questionnaire, 86 percent stated they plan to return to school to continue their interrupted educations, 7 percent said they were undecided, and only 7 percent said definitely that they did not plan to return.

War experiences have changed the plans of many of these men. While 58 percent said they did not plan any major changes in their college programs, 38 percent stated that they plan to change to different fields of study, and 4 percent were undecided.

Returns from the questionnaire indicate that the University is going to have to have a very flexible schedule to suit all the war veterans, as a majority want to return to the pre-war schedule of two regular semesters and a summer term (62 percent favored this), but a substantial group (35 percent) favored continuing the wartime accelerated program to permit them to finish college work in a minimum of time. Two percent had other suggestions, such as adoption of a quarter system, and one percent had no opinion either way.

Typical comment of those wanting an accelerated program is "We who have had our education cut short are going to be eager to finish as soon as possible. Many of us will be in our middle twenties when we get out of the service."

Several suggested continuing the accelerated program only for two or three years after the war, to give veterans a chance to catch up on their scholastic work.

The opposite viewpoint was reflected in such comments as "Slow the pace. Give the men a chance to relax." Another man wrote "I think a summer vacation gives you more energy for studying the rest of the year, especially in any place as hot as Norman."

Another angle was brought out in this comment, "I have been in ASTP and feel that an accelerated program is only for the brilliant student, not the average."



HEADS BOARD OF REGENTS
Dr. Claude S. Chambers, Seminole physician, is the newly-elected president of the Board of Regents.

There is general agreement that war experiences have increased appreciation for the benefits of higher education. Eighty percent of those filling in the questionnaire predict increased demand for a college education as a result of the war. Nineteen percent expect no increase, and one percent was undecided.

It is also generally agreed that in post-war education the general trend will be toward more specialization instead of more emphasis on the liberal arts. The returns showed 66 percent expecting a trend toward specialization, 32 percent a trend toward liberal education, and 2 percent undecided.

A philosophical correspondent wrote, "I think the first (liberal education) should be stressed but I think the second (specialized) will rule."

One of the questions asked in the questionnaire was: "What are the chief shortcomings in your pre-war higher education that have been exposed by your wartime experience?"

A frequently expressed viewpoint on this question is summed up in one brief comment, "Too much theory and not enough of practical values." Another man put it this way, "Too many subjects are taught and required that people have no use for, and

are a waste of time and money." Other typical comments: "Lack of practical subjects and things you can use in everyday life," "A little more of math, physics and chemistry would have been helpful," "A noticeable lack of information and practical experience in the fields of public speaking, physics and economics."

There is a warning for college administrators in the repeated complaints against the pre-war system of course requirements.

"I need to have taken more subjects of my own choice instead of many of the required subjects of the college," said one man. "Courses were required which had no bearing on the profession which you were studying for," said another. "Not enough work in the laboratory and field," says still another.

The numerous comments along this line provide convincing evidence that whatever post-war education will be, it will not be "ivory tower" in its nature. "Too much wrapped-up academic life," wrote one man. "Not enough relationship between the student and the outside life he must work and live in upon completion of his University career. Courses should be designed to give the student practical work with non-university public, as well as academic work."

A warning that the returning veterans will have a different viewpoint on the pre-war frivolities of college life is sounded in this comment: "Not enough practical experience. Average student too frivolous and not ready to shoulder responsibility. Those in service will realize this when they come back, and the school should realize this and treat them as grown men and women."

A few former students stated outright that they felt a lack of sufficient liberal education. The graduates of some of the professional schools said they saw a lack of sufficient general background along with their professional work.

However, looking at all the comments as to shortcomings of the University courses of the past, a curious paradox becomes apparent. While the great majority of the men demand more practical education, at the same time they list a great many liberal arts courses as being needed for practical reasons!

There is a definite demand for more mathematics, more chemistry, more physics, foreign languages, economics, English, history, geography, government, politics and public speaking.

Actually, there is a great demand for liberal arts, but the men in service want their

liberal arts courses streamlined and applied to the modern world instead of being offered in classical form.

A number of former students had no fault to find with their work at O. U. "I have found that all my college training at O. U. was very good, especially in math and English," said one of these.

"In my own case, the only general shortcoming in education is the lack of enough of it," said another.

Many told of a new realization that they had not worked hard enough on their University work before the war and of a new appreciation of the importance of higher education.

One thoughtful former student wrote that the University had placed too much emphasis on knowledge, and not enough on the importance of a trained mind. "Facts have been the criteria of advancement," he commented. "Rather, it should be the ability to adapt, to make decisions, and learn new facts and methods quickly."

The questionnaire listed nine items as suggested development programs for the University and asked the men to number them in the order of importance they would attach to them. The item which they ranked first in importance in postwar educational service is "Revision of curricula to provide specific preparation for the newer occupational fields, such as aviation, electronics, plastics, social service, etc."

As second in importance, they chose "Occupational guidance through scientific aptitude testing and counseling by professionally trained staff."

Third was "Well organized placement service for graduates" and fourth was "Enlargement of the University's research program, particularly in the fields of industry, state resources, marketing, and so on, with the view of improving Oklahoma's economic stability."

Fifth place item is "Adoption of new teaching techniques such as films, intensive courses in speaking foreign languages, and other methods developed by the Army and Navy."

The following ranked from sixth to ninth places, with little difference in the vote for each:

"Reshaping the whole program to a worldwide viewpoint."

"Expansion of extension services taking the University's educational program out over the state through radio, correspondence courses, visual education, extension classes, etc."

"Development of a gift and endowment program to secure funds for University projects for which state funds probably will not be available in the near future."

"Expansion of the program of short courses and conferences for adults, conducted on the campus, to teach new developments in various professional and occupational fields."

All in all, the answers to the questionnaires indicate that the University may expect a great influx of former students after the war, that the men will have a much

more mature viewpoint, they will want solid, meaty courses with a good background of liberal arts but with definite applications to present-day life, and they will want a flexible system of requirements for degrees.

Perhaps most significant of all, they are thinking seriously about the continuation of their education and they have constructive ideas about what it ought to be.

Army Trainees Leave Campus

The Army Specialized Training Program at O. U. was virtually abolished last month by orders from the War Department transferring approximately 900 basic and advanced trainees to troop duty.

By the middle of March only a few pre-medical students were left on the campus to continue studies. A small number of pre-medical and pre-dental trainees are expected to arrive in the near future.

Some of the junior R.O.T.C. students, who have been attending classes at the University as Army trainees, received orders to report to Officer Candidate Schools and others expected to leave soon.

Vacant houses as a result of the trainees' departure include three fraternity houses, Kappa Alpha, Phi Kappa Psi and Beta Theta Pi, which will be returned to the fraternities when the University's lease expires about June 1; Hester and Robertson Halls, which will be reconverted into their former status as residential halls for women and ready for use in the summer session about June 1; and four dormitories in the University's joint Army-Navy housing project south of the campus.

The few Army trainees remaining will continue to occupy one of the dormitories. Navy trainees have been housed in three of the dormitories and may possibly move into some of those now vacant if the Navy unit at the University is expanded.

In an announcement received from Rear Adm. Randall Jacobs, chief of Naval personnel, it was learned that no decrease is contemplated for the Navy Training Program. The report said that, since the Navy is still expanding, the need for technically trained young officers is still urgent.

O. U. Architects Win Again

Architecture students in the University last month took top honors in another national competition sponsored by the Beaux Arts Institute of Design in New York City.

Henry L. Kamphoefner, director of the School of Architecture, was honored earlier by an invitation from the institute to serve as a member of the jury of award for the sophomore competition. He went to New York to participate in the judging of the sketches which were submitted by students representing 20 colleges and universities.

O. U. received the only two awards given by the jury in the entire senior sketch competition to design a flag, shield and letterhead for the U.S.O. Carl J. Young, Navy trainee from El Paso, Texas, won first and Dale C. Byrd, El Reno, placed second.

In the sophomore competition to design a farm community building, mentions were awarded to Julian Ferris, Jr., Caracas, Venezuela; Virgil R. Romack, Borger, Texas, and R. Bruce Miller, Oklahoma City.

Second mentions in the sophomore competition went to Peggy Mead, Marfa, Texas; Juan Amador, Puerto Rico; William L. Howard, Jr., Olustee, and Howard C. Davis, Weleetka.

In the war bond booth sketch competition, Leslie G. Brauer, V-12 trainee and junior in the School of Architecture from Cleveland, Ohio, received a mention, the highest possible award on a sketch.

Second mentions in the same competition went to Miss Mead, Mr. Howard, and John H. Lattimore, Lawton. O. U. received four of the nine awards given in this competition.

In the junior competition for the design of a small public library, William J. Thurman, Lubbock, Texas, received a mention.

Morris Ketchum, one of the architects who helped design the Rockefeller Center, complimented the work done by University students by saying that many of the younger members of the juries for the competitions the last two years believe more original work has come out of the University of Oklahoma than any other competing school.

The Regents

Dr. Claude Starr Chambers, Seminole physician, was elected president of the University Board of Regents March 15, succeeding Joe McBride, '28bus, Anadarko publisher.

The first doctor to serve on the board in the history of the University, Dr. Chambers will preside for the first time at the regents' next meeting on April 12.

The new president of the regents came to Seminole in 1927 and with Dr. L. R. Pace started the Pace-Chambers Clinic. Previously he served in the medical department of Standard Oil Company of New Jersey for ten years and was superintendent for eight years of three government hospitals while in government service.

Dr. Chambers collects Indian relics and when time permits rides horseback and attends rodeos. He is one-fourth Cherokee Indian and speaks three Indian languages, Cherokee, Kiowa and Navajo. He received his B.S. and M.D. degrees at the University of Tennessee.

In Seminole he is a member and past president of the Rotary Club and the Chamber of Commerce, vice president of the Seminole County Medical Society, and a member of the Benevolent and Protective Order of Elks. He is a 32nd Degree Mason and a Shriner.

Dr. and Mrs. Chambers, the former Verna Creed, have two children, Lt. Evans Chambers, '40med, ship surgeon on sea duty, and Mrs. George Davis, whose husband, now in the Army, is a former O. U. pre-medical student.

Reappointment of Mr. McBride to the Board of Regents was announced by Governor Kerr early in March. His seven-year term expired March 30.

Mr. McBride was appointed in March, 1937, by the late Gov. E. W. Marland to fill a vacancy left by the expiration of the term of George L. Bowman, Kingfisher. At 39 years of age, he was the youngest man ever elected president of the O. U. regents.

In addition to electing officers at the March 15 meeting, the regents attended to routine personnel matters.

Announcement was made that 14 special instructors, all of whom were employed to teach trainees at O. U., ended services with the University March 1 when Army trainees left. Most of the 14 were instructors in physics and mathematics. Services of other teachers will end later.

Upon a recommendation of the department of athletics for men, the regents passed a regulation that all men competing in sports be required to take a physical examination before participation in a sport and also at the close of the season.

Recommendations of a Senate committee on the University College were considered briefly but no action was taken. Announcement was made that the budget would be studied at the next meeting.

Mrs. Mary Ellen West, '33ba, '35ma, who has been serving as secretary to the Counselor of Men, will return to her former position as teacher in classical languages. Charlotte Shepherd, of the University Extension Division, was appointed to succeed Mrs. West as secretary in the Counselor of Men's office.

Anthony S. Reiner, a member of Grinnell College faculty since 1941, was appointed special instructor in geography, as of March 1. Mrs. Elizabeth Morris Parham, '38he, was appointed music supervisor of WNAD, succeeding Roger Goeb who resigned.

Leaves of absence were granted to Lloyd W. Daly, associate professor of classical languages, to join the armed forces, and Wilford Dixon, assistant professor of mathematics, to do war research at Princeton University.

Article Published

Appearing in the February 19 issue of the *Saturday Evening Post* is an article, "Seven-Foot Trouble," by Bruce Drake, University basketball coach, as told to Harold Keith, director of sports publicity for O. U.

The article tells the history of goal-robbing and why it should be abolished, according to Coach Drake. Quotations from eight basketball coaches give light on the situation existing over the entire nation.

Institute Set for June

Although speakers for the summer Institute of International Relations at the University of Oklahoma have not been chosen, dates have been set for June 18 through June 21, Cortez A. M. Ewing, institute director, has announced.

Several outstanding speakers have addressed institute audiences in the past. Among them have been Edward Benes, former Czechoslovakian president, and Karl Brandt, economist.



MCBRIDE IS RE-APPOINTED

Joe McBride, '28bus, Anadarko publisher, has been appointed by Governor Kerr to serve another seven-year term on the Board of Regents. Mr. McBride is a past president of the board.

Although travel difficulties will reduce attendance this year, institute officials predict that hundreds of Oklahomans will hear the visiting lecturers.

Phi Beta Kappa Speaker

Homer Price Rainey, president of the University of Texas, will speak at the annual banquet of Phi Beta Kappa, national scholastic society, at the University May 5.

Before going to Austin, Dr. Rainey served as president of Franklin College and president of Bucknell University.

Classes by Radio

An experiment in education by radio in which University credits are given is now being carried on over the state's educational station WNAD (640 kilocycles) on the University campus.

The first two courses to be offered, Spanish and Oklahoma history, will last 16 weeks. Spanish, a three-hour course, is broadcast from 9:15 to 10:00 a.m. every Monday, Wednesday and Friday by Stephen Scatori, professor of Romance languages.

Oklahoma history, a two-hour course, will be broadcast from 4:00 to 4:30 p.m. every Monday and Wednesday by E. E. Dale, professor of history.

Enrolments in the courses are made through the Correspondence Study Department of the University Extension Division. A fee of five dollars is charged for each semester hour.

It is hoped that by this experiment, in which the classroom centers around the radio, the severe teacher shortage may be eased somewhat in Oklahoma.

Workshops for Teachers

Eighteen workshops ranging in subjects from health education to high school mathematics will be held at the University of Oklahoma during June and July.

This intensive workshop program, which will be directed by W. B. Ragan, director of short courses, is planned primarily for teachers who cannot attend the whole summer session or who have been pressed into teaching service because of the teacher shortage and need refresher training.

Workshops and short courses to be held at O. U. this summer are not limited to teachers and anyone interested in the subjects may attend.

Those who wish to receive more information on the workshops or to make reservations to attend should write Mr. Ragan in care of the University Extension Division.

Workshop subjects and the dates on which each will be held are as follows:

Teen Age Recreation, June 12 to 16
Curriculum, June 12 to August 8
Childhood Education, June 19 to July 1
Nursery School Teaching, June 19 to July 1
Children's Arithmetic, June 12 to 24
Children's Reading, June 26 to July 8
Children's Social Studies, July 3 to 15
Elementary School Auditorium Activities, July 17 to 29
School Records and Reports, July 17 to 22
Visual Aids, July 17 to 29
Emergency Teachers (1), July 12 to 24
Emergency Teachers (2), July 17 to 29
Health Education, July 3 to 29
High School Mathematics, July 10 to 29
U. S. History, June 19 to July 1
English, July 3 to 15
Physical Therapy, June 12 to 24
Industrial Education Woodwork, June 12 to 24

During School Administrators and Teachers Week from July 24 to July 29, three principal meetings are scheduled, including the Schools at War Conference, County Superintendents Conference and City School Administrators Conference.

Other short courses planned for the summer are the Workshop and Conference for High School Music Directors from June 12 to 17 and the Professional Writing Short Course from July 5 to 8.

Outside speakers will be brought in for the Professional Writing Short Course to aid students in their writing and selling problems. Three of the days will be given to the actual program while on the fourth day, the authors will read their manuscripts.

Tompkins Awarded Grant

Stuart R. Tompkins, associate professor of history, last month received a \$2,000 research grant from the Rockefeller Foundation to enable him to complete his study of the history of Alaska.

Most of the material for the history of Alaska is in Norman, but Dr. Tompkins expects to make trips to Washington, D. C., and the west coast in order to secure final facts.

Dr. Tompkins is an authority on European history, principally Russian. His book *Russia Through the Ages* has been described by a reviewer as the most ambitious study of Russian history ever made by an American.