



Club president A. B. Imel, '14ba, and Mrs. Hazel Kelly Imel, '15-'16, (seated) headed a Cushing delegation. Standing are Charles Foster, Jr., '42-'49, Mrs. Jane Jones Foster, '43-'44, Mrs. Phyllis Fitzgerald Bragg, '48ba, and Benny Bragg, '48bus.



Payne County Alumni Club reorganized at a meeting at Edgewood in Stillwater August 25 at a dinner.

Officers were elected for the coming year. A. B. Imel, '14ba, Cushing, was named president; Robert Emery, '44ba, '49Law, Stillwater, was chosen vice president, and Everett Berry, Jr., '47 bus, '49Law, Stillwater, was selected secretary-treasurer.



More Payne County alumni line up for a photograph. They are Mrs. Lola Pickell Helena, '34ba, Mrs. William M. Peet, William Peet, '34ba, Mrs. Alen Wilson, and Colonel Wilson, '35m.ed.

Diners Claude Leachman, Mrs. Eliza Guffney Leachman, '24ba, Everett E. Berry, '47bus, '49Law, Glenn Laughlin, '46Law, Mrs. Laughlin, Buel J. Statton, (seated) and Robert Emery, '44ba, '49Law, Al Donnell, '48bus, and Joe Johnson, '40-'49, find something interesting in the lense of the Sooner photographer's camera.

FACULTY

She Brings Life to the Classroom

If Eugenia Kaufman has one great talent, it is opening mental doors. She does it with understanding and an overpowering belief in students.

By David Burr, '50

Right of the South Oval in the relatively new Kaufman Hall there's a class in Spanish being taught. At the front of the class stands a middle-aged teacher. Relaxed and talking informally with the class, she is probably explaining a verb form or an idiom peculiar to the language.

Seated in the class are future department chairmen, deans of colleges and schools, politicians and statesmen and perhaps even more distinguished personalities. Many of the students are sitting there because a former pupil of the teacher has advised them to take Eugenia Kaufman's course. But

whatever the reason for enrolling with Miss Kaufman, most of the students will depart with the conviction that they were the students of a teacher who "never made the mistake of judging the individual by his flair for languages or the lack of it." Instead they will have reaped the rewards of a decision long since made that "it was (and is) not only impossible but extremely undesirable to keep life out of the classroom."

The lady with this strange, from the student point of view, teaching theory is beginning her 31st year with the Modern

Languages department of the University. In that length of time hundreds of students have benefitted from a teaching credo that emphasized the individual above all else. But the student is not the only winner in this teaching jackpot. Miss Kaufman claims that she is willing to learn from anyone who has something worthwhile to offer and, of course, she believes that many of her students do.

One of the bright spots in her teaching experience has been the opportunity for teaching veterans. That's the way she feels.



An appreciation of each other's work made it possible for Eugenia Kaufman and her late brother Kenneth to work side by side in the modern languages department. She is pictured with a framed poem which her brother wrote and dedicated to her.

It's been a opportunity for teaching stimulation, not a situation which has upset the tenor of her classes or disturbed a pedagogic formula that can only embrace younger students. She believes she has been blessed rather than cursed and carries her belief so far as to remark that she thinks she ought to have paid for the chance to teach them rather than vice versa.

But Eugenia Kaufman is capable of learning from anyone. A recent Sunday School class which she teaches proved that to her satisfaction. On the day in question there were only two small boys in class. One was 3 and the other was 4. As an opening wedge Miss Kaufman asked the oldest boy to recite the First Commandment. He dutifully performed, and then she turned to the younger boy and asked him to attempt the recitation. Not getting any immediate results, she had what she thought was a stroke of teaching genius.

"Let's say it together," she said.

The younger boy looked at her a moment before he offered, "Not you, just John and me." Miss Kaufman considers this one of the most important lessons she has ever received in how to teach.

Eugenia Kaufman is the sister of the late Kenneth Kaufman, a man who brought his particular genius to the campus in the late twenties and who stayed to contribute his energies toward making the Modern Lan-

guage department one of the nation's outstanding ones. Kaufman Hall was named in his honor, and it was with a certain reluctance that the author broached the subject of whether Miss Kaufman had ever found teaching in the same department a bit uncomfortable.

She smiled at my obvious hesitation. "You can tell people that there was always a strong sense of humor and so much laughter at our home that there was no time for resentment." She does remember one occasion when she corrected a young student for giving her famous brother too much credit.

Miss Kaufman had brought a large bouquet of peonies to class with her. The peonies had just begun to bloom and everyone in class "ooed" and "aaed" at the flowers. One of the girls asked, "Oh, did those peonies grow in Mr. Kaufman's garden?" Summoning all the wounded pride available, Miss Kaufman replied, "He can take credit for all of his personal achievements, but give my garden credit." She laughs when she tells this story because she said there was so little feeling of being eclipsed. The mutual respect for each other's capabilities and energies never contributed to such a feeling.

There's a good deal of the pioneer about Eugenia Kaufman. Something which is reminiscent of the plains country of Oklahoma and Kansas is reflected in her personality. Perhaps it's the broadness of pur-

pose or her steadfast belief in the dignity and importance of the individual. Whatever it is, it fits perfectly into pattern and reflects the friendliness, vitality and sense of humor commonly associated with the plainsman.

Eugenia Kaufman's love for the plains country comes naturally. Grace Kaufman, her mother, arrived in Kansas shortly after being born where her family homesteaded a farm near Leon. It was in this town just 33 miles east of Wichita that Eugenia was born. Shortly thereafter Grace and John Kaufman bundled their family, Kenneth and Eugenia, off for Bentonville, Arkansas. There Eugenia started to school and lived until she was 10.

The Ozark Mountains rolled in from all sides and though they were her first environment, a love of the plains was instilled by the stories of the Kansas prairies told to Kenneth and Eugenia by their mother. In 1901 John Kaufman arrived in El Reno for a drawing to determine homestead claims. He was an unfortunate candidate but was able to buy a relinquishment between Hydro and Weatherford and brought his family from Bentonville while he proved up on the claim.

There was a particular reason for the location of the homestead. Grace Kaufman wanted her children to be near a school and Southwestern Normal had been established in Weatherford. In the spring of 1902 the family took formal possession of their farm. It was Miss Kaufman's first permanent home in Oklahoma and her first experience on a farm. Coyotes, bob whites, and prairie chickens were plentiful. She has never forgotten the qucenly feeling she could muster each morning when her eyes could walk along a vision highway for miles in every direction.

The preparatory school at Weatherford had the humorous title of Sub-Normal school when Eugenia enrolled. Kenneth was already in school. Their mother's desire had become a reality.

Eugenia chose mathematics as a major and was struggling with it when a young professor arrived to work in the languages department. He was Dr. Roy Temple House, professor emeritus of modern languages. Dr. House's arrival dates the advent of Miss Kaufman's interest in foreign languages. From that time it has been her work.

In 1910, Eugenia began her teaching career and taught at Coalgate, Weatherford, Altus, and Okemah highschools. She sandwiched a year as a student with a "teaching scholarship" at the University between her highschool assignments. With additional work in summer terms she received her BA in 1917. In 1919 she was invited

to take a position in the languages department at the University and has taught each year with the exception of one sabbatical leave. Her brother joined the faculty in the late twenties and the two taught in the same department until Kenneth Kaufman's death in 1945.

An indication of how successful her teaching tenure has been is reflected in the names of some of her former students. It is even more reflected in what her former students have to say about her.

Dean Glenn C. Couch, '31bs, '37ms, University College, took two semesters of beginning German from her.

"I think the most distinctive thing about her classes was the breaking away from the routine. She managed to give us a much more interesting class than the study of German grammar. I remember her standing invitation for help and I'm afraid I took advantage of that offer more times than I would like to remember.

"Miss Kaufman has been a member of the freshman advisory committee for years (she was a member of the first such committee and is on the present one although she has not served continuously) and not a single semester goes by but some former student of hers sends in students who desire to be advised by Miss Kaufman. I should think this is the highest type of tribute for Miss Kaufman's capabilities as a teacher and as a human being."

Fayette Copeland, '19ba, chairman of the school of journalism, was also a German student under Miss Kaufman. He can recall being a member of "one of the greenest groups of freshmen ever to enrol in German I" and is firm in his conviction that she had one of the toughest of teaching jobs. But just as others who have attended her classes do, he remembers her as a thorough and patient teacher with the accent on patience.

Speaking of Miss Kaufman, Savoie Lottinville, '29ba, director of University Press and another former student, feels that "she was never content to teach merely the mechanics of the language, but to imbue the student, somehow, with the spirit of the literature.

"No student of my time can forget the personal interest she took in a beginner, or the amount and quality of work she could induce by informal stimulus. I can remember the time an entire class polished off a final examination and joined a garden party immediately afterwards in the Kaufman garden, with cake and ice cream as the further reward of a semester's study of language," Lottinville said.

When Eugenia Kaufman was asked to list the organizations to which she belongs, she professed to being something

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Stewart Harral, '36ma, University director of public relations, receives the president's gavel of the American College of Public Relations Association at the recent annual meeting of the association held at the University of Michigan, Ann Arbor.

Stewart Harral:

Public Relations' Mr. Fixit

By Richard L. Disney, Jr., '37ba

He's "Mr. Fixit" of public relations. At least, that name has been tagged on Stewart Harral, '36ma, director of public relations at the University of Oklahoma, by his colleagues over the nation.

And no wonder. He has (1) written more books on the subject, (2) addressed as many groups on the subject (a count would show more if the public relations profession had an official statistician) (3) created numerous activities at O.U. which have served as models for other institutions, and (4) gets so many requests for advice that he can hardly answer them all.

His "know-how" holds respect. In September he took office as president of the American College Public Relations Association, largest and oldest of all professional organizations of its kind. More than 850 colleges and universities—most in the United States, but some in Canada and Hawaii—hold memberships in the association.

Public relations is both a necessity and a phenomena of our times, Harral explains. That's why he is invited by a variety of groups—druggists, automobile dealers, variety store managers, ministers, editors, salesmen, insurance men, building and loan association employees, bankers and many others—to show them ways of building better relations with the public.

Mr. and Mrs. Harral (Opal Freeland, '34fa, '40ba) have two sons, Larry Stewart and Donald Lane.

The boys don't always understand why their father must be away from home so much. Larry, age 4, is continually asking: "Daddy, why do you want to leave me and talk so much?"

Harral's a native Oklahoman and proud of it. Born at Calera, he attended public schools of Durant (his mother and three sisters still live there) and received a BA from Southeastern State College. He holds a master of arts degree in journalism from O.U., has done graduate work at the State University of Iowa and Columbia University.

"People used to laugh every time I changed jobs and suggest that I make up my mind about my life work," Harral said. "Actually, everything I have done contributes something to my knowledge of human relations and public relations."

Ideas? He chases them like a G-man after a public enemy. "Look at any successful person, business or institution," he reminds you, "and they seem to have one thing in common: a great ability to continually bring fresh, current thinking to their problems. When you are through changing you are through."

The O.U. public relations head has uncovered facts of all kinds—facts about employee relations, copy policy, exhibits, letters, special events, guest relations, speakers bureaus and many other factors in the big area of public relations. Countless college and universities are using his ideas and methods.

Sports . . .

wholesale trade. Nearly all the livestock in the Panhandle moves straight east to Oklahoma City packing plants. Enid is an important terminal for Panhandle wheat. Farming and ranching conditions in the two areas are very similar. Oklahoma railroad rates are very favorable. The Panhandle is full of Texas-born geologists and petroleum engineers who are Oklahoma graduates.

"I think Texas Panhandle boys and girls go to college in nearby Oklahoma for the same reason Oklahoma Panhandle students go to college in Kansas, Colorado and New Mexico—it's closer.

"And Texas Panhandle students in large numbers are attending Oklahoma without being 'persuaded' by our Oklahoma football coaches. We had 766 Texas students at Oklahoma last year, most of them from the Panhandle, but only nine football players from Texas. More Texas Panhandle boys should be playing football at Oklahoma.

"There are 168 registered Sooner alumni living in Amarillo, 59 in Pampa, 77 in Borger and probably hundreds of other Oklahoma graduates in those cities with whom our University Alumni office isn't in contact."

Getting back to the Gilstrap column, I can't understand why Texas U. hasn't made a clean sweep over Oklahoma U., like the Texas highschool all-star teams have made over the Oklahoma highschools.

Coach Blair Cherry's Texas Steers should lick Oklahoma every year at Dallas. They've got four times as much highschool material to draw from. Surely Gilstrap isn't so naive as to expect anybody to believe Texas U. equally divides all that stunning Texas schoolboy talent with the other Southwest Conference schools. Texas U. still gets the cream from that 856-school windfall. Only Notre Dame rivals Texas U. in the quality and quantity of its football material.

Eugenia Kaufman . . .

short of a joiner. However, she is a member of the Business and Professional Women's Club, the League of Women Voters, the South Central Modern Languages Association, the Norman Chamber of Commerce ("I don't know whether I've paid my dues this year or not"), Kappa Gamma Epsilon, Gamma Phi Beta (alumna) and Delta Phi Alpha.

She didn't have too much time for undergraduate extracurricular work at the University and contented herself with mem-

bership in Eudolphian, Teutonia, Custer County Club and YWCA.

Miss Kaufman has several committee assignments in the department and heads the textbook committee for beginning Spanish.

The University of Chicago, the University of California, and the National University of Mexico are other major schools Eugenia Kaufman has attended. A distinct feather in her cap was her selection for an intensive course in Portuguese, sponsored by the American Council of Learned Societies and the U. S. State Department held on the University of Wyoming campus just before World War II. This latter course testified to her standing among her colleagues. She was one of three or four, she can't remember which, teachers who were admitted. Others attending were diplomats and officials from government service.

While Miss Kaufman was at Laramie, she made records of some of the voices of Brazilian teachers for use in her classes at O.U. She thus became one of the teachers who pioneered the teaching of languages through the medium of records at the University.

Right of the South Oval in the relatively new Kaufman Hall there's a class in Spanish being taught. At the front of the class stands a middle-aged teacher. Relaxed and talking informally with the class, she is trying to get even with the world. She's attempting to do as much good as she has done harm. Those who sit before her will soon realize that her attempt is not a futile one. Those who sat there seasons before

know that Eugenia Kaufman is ahead of the game. Her account books are in excellent shape.



Greetings from
C. E. "LEFTY" BARNES
Law School, 1926-27
Republican for
CONGRESS
Fifth District

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