

If I Were President . . .

The provocative supposition has been considered by the seven student Editorial Board members. Their administrative programs are summarized here.

By **JAMES E. WORK**
Senior Law Student

If I were the president of a state university, a thought which should be designated as ridiculous at the outset, I would emphasize and promote:

1. An information program directed not primarily to chambers of commerce and Rotary clubs, but to the majority of the people who constitute the adult population of the state. Why? Because the average person in most agricultural states has no conception of the primary functions of a state university, ergo, lacking knowledge they lack constructive interest and, in turn, manifest their disinterest by sending representatives to their state house who are usually lethargic toward problems of institutions of higher learning.

2. An intensive personal solicitation of business, industry and individuals for subsidies. Much of the misguided philanthropy which now occurs could be redirected if, for example, it could be made clear to potential donors that money will build an outstanding university which, more than anything else, will build an outstanding state, both in reputation and in fact.

3. A strong athletic program. Admittedly this tends to subvert the basic function of a university and some reliance must be placed on a hackneyed argument in justification, i.e., the end justifies the means. More appropriate in defense of such a program is the fact that intercollegiate athletics are the only really workable mass public relations tool yet effected for most colleges.

4. A program designed to enlighten the students concerning their debt to the people who, to a great extent, financed their education . . . the taxpayers. In all to many instances the college graduate feels like a creditor.



5. A policy of "education by example" among the faculty. Long after classroom lectures are forgotten a college graduate's conduct and attitude will be affected by a professor's integrity and sincerity. A college professor that is a Christian gentleman with firm convictions will produce the most useful, thoughtful citizens.

It goes without saying that no one could effectively treat an "If I were . . ." article in such limited space even if he were equipped to do so by education and long experience in the profession. To speculate on what I would do if I were president would be editorial presumptuousness run wild. I believe, however, that the above suggestions would not be untimely if offered by an interested alumnus of a university after he has rendered a respectable amount of service to the school through the Alumni Association.

By **DICK PATTEN**
Senior Government Major

The University must be a center of free inquiry and one of the nation's chief sources of democratic expression and controversy. It must not be either a muscle factory or a giant ditto machine turning out faithful reproductions of status quo thought. The most important group in the preservation of the free basis of a university is the faculty.



One of the unpleasant tasks of a state university president is the compromising of the interests of the faculty to a Board of Regents composed of businessmen and lawyers, and a state legislature composed of politicians. While the men on the Board of Regents and in the state legislature have interests which are not contrary to the interests of the faculty, they sometimes fail to understand completely the job of the faculty in a university.

If I were President of the University of Oklahoma, I would work for faculty repre-

sentation on the governing body of the University, the Board of Regents. In this way, the faculty could explain to the Regents, and through the Regents to the state legislature, why the inhibiting of free thought or the misdirecting of the University's energies is death to the purpose for which the University was created.

By **CHARLENE CALDWELL**
Senior Education Major

The Utopian college o'er which I'd reign would have survey courses in every academic area, thus making the term "college education" have its true significance, rather than having a large per cent of those graduating equipped for and knowing about one and only one field. Certainly these hours would be transferable as credit in any school or department.



Speaking of transfer of elective credit, there would be no rule against a Business student, for example, trying to improve himself culturally

by taking some hours in the Fine Arts College. In addition to survey courses, subjects such as a "Household Fix-It-Yourself Class" and others of similar nature would be incorporated into the curriculum, and there they'd remain as long as they were of service to the students.

There would be no penalties imposed for inattendance of classes. They would be unnecessary, because the faculty, sufficiently paid (both in monetary standards and in the permissive atmosphere of their realm), would offer only the best instruction. Measures would also be taken to keep the faculty on its toes. A student evaluation of their services would be rendered every semester.

The students, on the other hand, would be unlikely to take advantage of their "privileges" because this type of university would only appeal to those worthy of the name. Examinations would be taken honorably when and where the students

wished and would be only comprehensive in nature. The goal the entire university would work toward would be to help each student develop his best creative originality, intelligence and personality—not merely to be a carbon copy.

Just as important as the study of theories of government, sociology, and psychology, to name but a few, is trial and exercise at the college level for the acquisition of skills through such activities as the student senate.

The oft-repeated phrases, "we learn by doing," or "we profit from our mistakes" is surely applicable here. The voice and/or decision of the councils of representatives, large or small, of groups such as ISA, IFC, or Panhellenic would be the determining factor in administrative action touching the respective group.

Immediate action would be taken, if called for, by the administration on matters deemed important by any committee such as a Student-Faculty discussion Panel, etc. In short, those in an executive position would ever maintain an alert ear and searching eye in the direction of the student body. . . . A university is in existence for no other purpose.

By **TOM J. ABBOTT**
Senior Pharmacy Major

The organization of a staff would be my main objective, since a staff is the most essential cog in the wheel of administration. In the trend and manner of the recent national political figures, if I lack something in some ability, the next best thing to do is to gather around myself the

wisest and most capable heads possible. True, all final decisions must be made by the president, but a little advice never hurt anyone.

To be on the best of terms with the alumni of a university will tax

the will-power and endurance of the bravest president; how does one stay on these terms and still retain one's dignity? Diplomacy, of course. The university usually has a person designated to act as the go-between for the school and its graduates, but the fact remains that the president must try to meet the wishes of the alums, and some of these wishes aren't exactly what the administration would consider essential and necessary. As the head of a university, I would do my utmost to comply within reason, but I would do nothing to place in jeopardy the scholastic standing



of the university or any of the students who depend on the school to think of their interests first.

This I think is the ultimate goal and desire of any college president; to achieve the highest standard of scholastic teaching for his school.

Some people would undoubtedly say that a group of students need the outlets of social and athletic entertainment. I heartily agree, but no phase of this type of outlet would I allow to outrank or take precedence over the scholastic program. I would tell the Regents this, or whoever hires presidents, before taking such a position, as I imagine this is not a popular stand to take nowadays.

Another position I would take, as seen through the eyes of a student, would be to allow the student paper to criticize the administration. As the saying goes, "out of the mouths of babes" (there is no question that some people think of us as babes). Some of the smugness of any administration can be deflated by a few jewels of serious student thinking. As a college president, I think I would appreciate some of this deflating once in a while.

I would certainly take the stand that students should be led, not driven, in their endeavor to become mature, clear-thinking individuals. . . . I would try to do these things.

By **GEORGE ODOM**
Senior Business Major

Personalized education and a high academic standing would be my goals as a college president. As universities grow larger, the relationship between students and faculty becomes more and more formal. A student is hesitant about going into a professor's office to ask about the course work,

much less to "just visit." When a senior begins to fill out an employment application, he has to do some hard thinking to find four professors who know him well enough to write a recommendation for

him. A solution to this difficulty would be regular appointments with advisors which would bring student and advisor together at times other than enrolment. Each professor might set a definite office hour for students to come in and shoot the bull with him.

Even in the smallest college, the president and the deans of schools and colleges know few of the students personally, un-



less they meet in classes. The students who do become known to the administration are frequently those who cause trouble and "visit by appointment." It is a definite criticism of any school when only the problem students are known to the administration.

In order that a representative group of students can be known by the administration, each dean and the president could advise ten students each semester. The students who are advised should be changed semesterly in order that the administration may become acquainted with the student body. These students would also be an asset to the administration because they would have no hesitancy about going to the administration and explaining their opinions about any policy with which they differ.

If a school is to have a good athletic program, it should not be devoted to developing a select few who are on the varsity teams. Students should be encouraged to participate in some form of athletics and equipment should be made available to them. I favor emphasis on intramural sports instead of emphasis on interschool spectator sports.

A high academic standing should be maintained in order that a person graduating from the college may announce to the world his degree is a standard of excellence in its field. Since education is the primary purpose of any college, a faculty and physical plant should be maintained which will supply this ultimate objective.

By **DOROTHY YOUNG**
Senior Music Major

If I were president of this University, I would start with the building of a large unit. This building would include a small chamber music auditorium seating about 250. Two nine-foot, Steinway grand pianos would be there. The plant would also have a magnificent, large auditorium capable of

holding 2,500 or more with complete stage, large, with superior lighting equipment and scenery capacities. In this auditorium would be located the large pipe organ, four manual, about a hundred



ranks, built by Skinner and reverberating at about 2 seconds.

In this auditorium operas would be produced and orchestras rehearsed and pre-

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at Ardmore. The couple has established a home in Lawton.

Clarence P. Green, '49Law, and Mrs. Green, Oklahoma City, have chosen the name Vicki Louise for their daughter born February 20.

'50 Perry E. White, '50journal, has resigned from the *Daily Ardmoreite's* advertising staff to accept a similar position with the *Stillwater Daily News-Press*. White had been with the Ardmore paper since February, 1952.

William L. Wright, '50fa, musician third class, United States Navy, is a member of the only navy band stationed in Japan.

Lt. Dan F. Sims, '50bs, stationed at Camp Drum, New York, is participating in Exercise Snow Storm as a member of the 82 Airborne Division from Fort Bragg, North Carolina.

John H. Killingsworth, '50bs, and Mrs. Killingsworth, the former Norma Jean Spears, '50mus.ed, Shawnee, announced the birth of a son, Thomas Lynn born November 24, 1952.

Louis McMenemy, '50eng, and Mrs. McMenemy, the former LaVerna Howard, '46bus, have chosen the name Gayle Ann for their daughter born January 9. The McMenams also have a son. They live in Lubbock, Texas.

MILLER-HULSE: Miss Rose Marie Miller, Leander, Texas, and Cecil Hulse, '50pharm, Atoka, were married March 8 in St. Luke's Methodist Church of Oklahoma City. The couple has established a home in Konawa.

Claude B. McCaleb, '50ba, Norman, who recently returned from Korea, has been awarded the Bronze Star medal for meritorious service with the 523rd Military Intelligence Service Company in Korea, the army announced in March. Captain McCaleb supervised and directed the interrogation team attached to the 2nd Republic of Korea Army Division.

N. G. Creager, '50g.eng, Midland, Texas, has been promoted to the position of district geologist for Continental Oil Company, the company announced recently.

Harold N. Olive, '50Law, recently completed a 21-month tour of duty with the air force as a special agent with the Office of Special Investigations,

Back to Washington

When Major General Wilton B. Persons, usually referred to as Ike's White House man "Friday," decided he needed an assistant seasoned in the field of Congressional operations and legislation, he looked for Bryce Harlow, '36ba.

Harlow, a veteran of 10 years in Washington, had resigned from his chief clerk assignment with the House Armed Services Committee in 1951 and returned to his father's publishing business in Oklahoma City.

While an Army Reserve lieutenant colonel, Harlow established a highly efficient record and favorable impression upon Congressmen during his tour as a staff member, assisting the Armed Services Committee.

After a talk with General Persons and after careful consideration, Bryce Harlow agreed to return to the nation's capital of axe-grinders and angles.

Entering the University of Oklahoma in 1936 at the age of 15, Harlow made Phi Beta Kappa and captained the tennis team. After graduation, he enrolled in the graduate school of the University of Texas and studied for a master's degree in Political Science.

Stepping onto the Washington merry-go-round in 1938 as assistant librarian for the House of Representatives, he became Secretary to the Hon. Wesley E. Disney, then an Oklahoma congressman.

Called to active duty in 1941, he was assigned to General Marshall's immediate office to help create a classified message center. He served as the official recorder at the Inter-Allied Conference where plans were formulated for the invasion of North Africa.

Awarded the Legion of Merit and the Secretary of War Commendation Ribbon, he was released to inactive duty in 1946. He returned to Washington a year later to assume his duties with the House Armed Services Committee.

While in this position he broke down technical documents into components to facilitate the layman's understanding of them.

It is generally conceded on Capitol Hill, that no one is more thoroughly familiar with the subtle intricacies of Armed Service Legislation than Bryce Harlow.



LT. DAVID E. CONRAD, '52ba, Norman, has been assigned to the military history section of the Korean Communications Zone's Headquarters as assistant historical editor. His wife, the former Beverly Lester, '51, is living in Norman while Lt. Conrad is in Korea.

Inspector General's Department, and has returned to his law practice in Carlsbad, New Mexico.

Paul F. Floyd, '50bs, and Mrs. Floyd, the former Anita Kinball, '50, Ada, have chosen the name Paul Raymond for their son born February 4.

Douglas Nix, '50bus, former assistant in the sales training department of the Dr. Pepper Company, has been promoted to manager of the firm's zone including West Texas, New Mexico and Colorado. Announcement was made by company officials in January.

'51 Lt. Robert J. Strozier, '51bs, Watonga, Fifth Air Force Saber jet pilot, was credited with damaging a MIG jet in air fighting over Korea in late March.

Fred E. Percival, '51bus, Mrs. Percival and their daughter are the guests of Mrs. Percival's parents in Oklahoma City. Percival plans to enrol in the O.U. College of Law in September.

Betty Thrower, '51journal, recently accepted a position with the *Oklahoma City Times* as a society reporter. She formerly was employed by the Davon Oil Corp., Oklahoma City.

MARTIN-SEWARD: Miss Pattie Martin, '51ba, Muskogee, and James A. Seward, also of Muskogee, were married in late March in the Grace Episcopal Church of Muskogee. They have established a home in Muskogee.

'52 James E. Work, '52ba, and Mrs. Dorothy Duffy Work, '50fa, announced the birth of a daughter, Cynthia Louise, April 7. Work is a senior law student at the University.

Sara Louise Woods, '52journal, has resigned as junior public relations assistant at O.U. and has taken a position as staff writer in the United Press bureau in Oklahoma City.

Lt. John L. Tucker, '52bs, is currently attending a special course at Quantico, Virginia. The course is designed to acquaint him with the duties of a platoon leader and junior marine officer.

William J. Bartosh, '52arch, has joined the engineering department of the Chance Vought Aircraft Division of the United Aircraft Corporation, Dallas, Texas.

Julia A. Beckman, '52ed, Muskogee, is employed as a stewardess for American Airlines. She is based at Dallas, Texas.

If I Were President . . .

sented in concert along with large choral groups. Notice, there is no mention of the dramatists aside from the opera workshop. They would be in a completely separate building with their own theatres and needs.

This would be a music building. Also, in this plant would be about 50 practice rooms with studio pianos, 25 practice rooms with grand pianos, and, at least, 2 practice rooms with highly-unified, small pipe organs and of course a maintenance fund for all. Dozens of instrumental practice rooms would be available.

The faculty of this School of Music would be relieved of any administrative duties such as applied music department. School of Music heads and certain faculty members would be replaced by specially trained administrators with a brain for handling business for which no musician was ever known to be adept. This would leave all the professors free to teach or do what they were happiest doing, making for much better teaching to the student.

The curriculum set-up would separate the students of superior ability from those of lesser ability creating small classes of about five students each. This would allow those with great ability to progress at a rapid rate with more individual attention, rather than holding them back to the level of the others. This would necessitate more teachers, but we would be sure to find the highest quality.

With all this however, the entire school would become a flop unless there was a prevailing attitude that the student must be allowed to progress at his own rate, regardless of any inconvenience to teachers or administrators, and that the faculty was there for the express purpose of instructing and leading students to the end that the student becomes the focal point around which the entire school revolves.

By **BILL SPOHRER**
Senior Journalism Major

If I were a university president I would inaugurate a program of education—not only for students, but a program to educate the people of the state as to the true function and place of an institution of higher learning.

Tax supported universities in most states seem to be measured by their size: how many students are enrolled, how many buildings are available, who the football team has beaten. This tends to constitute the standard by which a university is judged either great or insignificant.



State legislatures follow the same pattern

of thinking in allocating funds to universities. A university has more students so it needs more money. There is never-ending competition between state institutions to get more students and thus more money.

If carried to extremes, this competition could lead to a university designed mainly to attract a larger enrolment—a monstrous, socially emphasized, plush-lined chrome-plated country club, complete with television and octopus-like spectator sports.

Should this happen, a state university

would then miss its main function; not to teach young people how to fit snugly into timeworn patterns haphazardly cut out by predecessors, but to search for a new way, a better way, of doing things, making things; a new way of living.

To prevent the goal of higher education from being thus distorted, an idea must be emphasized to the people who support the colleges; not to support them because they are big, beautiful or have nationally-known athletic teams, but because it is nec-

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essary to the very progress of the state, the world and mankind itself that we have at least one area set aside for the examination of the where we are going and why.

Universities are now the place you go when you finish highschool (if you can afford it). A place to have a good time for some; a place to learn how to make money for others; a place to learn what it is all about for a very few.

A place to have a good time, certainly, but not that as an end in itself. A place to learn how to make money, yes, but only as a part of the whole. Money-making ideas could probably be picked up from Al Capone or Lucky Luciano. A place to study, examine and do research should be the

main objective. To learn why the world is as it is now, whether this way is the best for the ultimate happiness of all men, and how to make the necessary changes.

These aims the people must realize or universities will be in danger of losing their real reason for existence. To stress these ideas would be part of my program of education.

The Right to Expect . . .

get that our proudest tradition is freedom of thought and freedom of speech, when we make every unorthodox view a "subversive" one, we add to the flames of misunderstanding in Asia and in the Middle East. When we are intolerant at home, we write menacing headlines abroad. When we emphasize the military defense of the *status quo* rather than political programs to emancipate the peoples of Asia from economic and political slavery, we alienate the population of the world.

There are important decisions being made in the world—decisions that will affect the security of every home in this country, the happiness of every person. The critical ones are not being made in Washington, D. C. They are being made in the villages of Asia by people who cannot read or write but who are proud, sensitive, and intelligent. We must somehow reach those people. We must learn to speak to them through their own leaders—men like Nehru and U Nu, women like Madame Pandit. We must come to understand their hopes and ambitions, their fears. We must get them to trust us, to work with us, to be proud of our friendship. Today

these people hold the political balance of the world. If they forsake us, if that political balance passes to the Soviet bloc, it will be too late for America to win World War III.

This is no time for smugness and complacency. It is too late to become an isolationist. The witch-hunts we witness are costly and diversionary; they lead only to mistrust and suspicion among our own people. We need to stand united before

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