

The Oklahoma Quarterly

A Record of Research and Review

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"DECORATING A WARRIOR," painting by Larry Saupity, Comanche artist, compliments story of Dr. E. E. Dale (page 22) on "Oklahoma's Indian Warriors."

The University of Oklahoma --

A Report

-- 1953

By PRESIDENT GEORGE L. CROSS

I appreciate the opportunity which this joint meeting of the Norman civic clubs has given me to tell something about the University of Oklahoma and its operations. I only hope that what I have to say will justify the inconvenience of a combined meeting.

President G. D. Stoddard of the University of Illinois said recently, "Any city that has a college should be proud of it. I can think of no greater asset. It is more than a special opportunity for local youth whose further education is thereby facilitated. It sets the tone of a community. To discover this, you need only travel a little distance. What we as persons, as groups, as communities truly are proud of is our young people. It is they who offer new life and hope for a world that is endlessly weary. A college in turn should try to understand and help the community in which it is placed. In this way are built up some of the finest co-operative features of our culture."

President Stoddard was allowed by his trustees to resign about a month ago.

On the whole, I think that we have established an excellent relationship between the town and the University here in Norman. Disagreements have arisen, of course, and controversial issues, but for the most part these have been settled amicably.

My report today will come to you in six major divisions—finance, enrolment, services to students, research, activities related to learning, and the future. The report is concerned primarily with the fiscal year just past, although some comments will be made in regard to the year or years ahead.

I. Finance. Mr. Charles R. Sligh, Jr., President of the National Association of Manufacturers, said last May, "Education is the biggest business in America. It has the largest number of owners, the most extensive and costly plant, and utilizes the most valuable raw material. It has the greatest number of operators. It employs our greatest investment in money and time, with the exception of national defense."

Education now is big business in Oklahoma. It is big business in Norman. It has not always been big business. Turn the calendar back for a moment—60 years.

When the first president of the University and his faculty of four were preparing the first building on the campus for inspection by the public, the Regents of the University authorized the President to buy two brooms, one hair broom, one box of soap, one mop, two water buckets, and a feather duster. These were important items in the first maintenance budget of the University's physical plant.

During the fiscal year 1952-53, more than \$15,000,000 was spent in the operation of the University of Oklahoma. This includes the School of Medicine at Oklahoma City.

However, of this total, \$10,800,000 were spent on the Norman campus. This is a lot of money, and I'm sure that you who pay a part of the bill and share in the benefits wish to have a break-down as to how it was spent.

The educational expenditures on the Norman campus—including such items as instruction, research, extension, libraries, physical plant, and general administration—amounted to a little more than \$5,000,000.

The expenditures for auxiliary enterprises—those self-supporting activities operated for the welfare and convenience of students and staff members, such as student housing, intercollegiate athletics, the Celebrity Series, the Book Exchange, the Student Health Service, student publications, etc.—amounted to approximately \$4,500,000.

The amount expended for plant improvements on the Norman campus during the last year totaled a little more than \$1,000,000. During the year our expansion program involving the construction of 28 new buildings or major additions to buildings, which had been in progress since the close of World War II, was completed.

I should emphasize that this construction program, which has seemed large to many, was designed only to correct the deficiencies in physical facilities which were carried over from the period prior to World War II. The program has *not* provided the additional capacity for future expansion of our student body that will most certainly be necessary during the next ten years. We have adequate square footage of classroom

and laboratories now for about 8,300 students—not quite enough to care for the present student body. If we are to meet the needs of the 15,000 who will be with us in the latter years of the present decade, we must add further to the physical facilities of our campus. In fairness to these future generations of students, it is inevitable that the University shall ask the 1955 Legislature for sufficient funds to complete substantial additions to the physical plant by 1957.

Many major needs are as yet unmet. Our present library facilities are adequate only for a student enrolment of 4,000 or less. Two or three million dollars will be needed to build additions to the library, depending upon what the costs of construction may be at the time they are built. A new Journalism building, a new Fine Arts Center, a new building for physical education for women, additional engineering facilities are among the many improvements which we shall need to make before 1960.

On the other hand, the campus of the School of Medicine in Oklahoma City is now in excellent condition to meet the needs of the foreseeable future. The critical problem of the School of Medicine is to find adequate funds for the full operation of the physical facilities now completed.

The Norman campus operation is comparable economically to a very large industry. This fall there will be more than 1,800 full-time and 800 part-time employees. In addition, there will be a large number of students, a fact about which I shall say more a little later.

The monthly payroll of the University, during the school year which opened last week, will exceed one-half million dollars.

II. Enrolment. The University of Oklahoma exists to serve students. Of first importance are those students who come to the campus to take courses leading to degrees of various kinds, although we serve, also, through our Extension Division, students throughout the state and many beyond the limits of our state. Citizens of Oklahoma, especially Normanites, are always interested in enrolment figures.

During the past year 10,165 students were enrolled at the University, excluding

duplicates. Of these, 2,563 studied at the graduate level as candidates for advanced degrees. The total enrolment for the first semester for 1952-53 on the Norman campus was 8,489. This was the final figure and included all late enrollees. Enrolment for the first semester of 1953-54 at the present time is 8,925. The increased enrolment of the past two years has come as something of a surprise to most of us who work in higher education. I personally had not expected the upturn until about 1956. We are two years ahead of schedule, and there is strong reason to believe that the trend will continue for at least the next decade, and the University of Oklahoma in all likelihood will be enrolling 15,000 resident students annually by 1960.

III. Service to Students. The primary responsibility or function of a university is to teach students. The University of Oklahoma offers courses and curricula in practically every area of human thought and activity with the exceptions of agriculture and dentistry. I won't take time today to discuss the academic programs of the University, but I should like to point out certain problems and activities related to instruction in which I think you will be interested.

The standards of the University of Oklahoma are set by the public at a very high level. The public demands that our graduates perform in a rather distinctive fashion. On the other hand, our institution admits the graduates of any accredited Oklahoma high school. No academic standards must be met for admission other than graduation from high school. It is inevitable, therefore, that we should receive each year a freshman class with a great variety of aptitudes and interests. Our problem is to accept these youngsters and do everything that we possibly can to bring them up to the standards set by the public. We are not completely successful in this effort, but we keep experimenting, and we try new plans constantly in an effort to see that each student shall reach his highest potential.

Many students who come to us have difficulty because they simply read so slowly and comprehend so little that they are not able to do satisfactory university work. Several years ago we established a Reading Clinic with the thought that we might improve the rate of reading and the amount of comprehension of our students. Each new student who needed corrective reading was enrolled in the Clinic for a semester; but we didn't have the money to continue such a comprehensive program, and during the past year we've tried a new idea. We now enroll such students for only an eight-weeks concentrated period, and then at mid-semester we accept a new group. We have

found that this plan works well, and we are able to handle twice as many students. It is not uncommon for the Reading Clinic to double the reading rate and comprehension of the student.

Our experience has shown that most of those who have difficulty in doing college work have a limited vocabulary. They don't know enough about words to understand what they read or hear. Words are noises or symbols that we make to convey our ideas. If a student does not understand the noises or symbols, he doesn't get the idea. In an effort to teach more about words, we offer a course called "Latin 11". It is not a foreign language course, and the student does not receive foreign language credit for it. Taught in English, the course emphasizes the Latin roots of English words. It is one of the finest vocabulary builders we have found. Many students have discovered that their grades improved once they were able to comprehend what the textbook and their instructor are saying. Enrolment in this course is increasing rapidly.

We have found also that students, especially those from small high schools, have difficulty in using the Library. We have developed a course called "Library Science 51" in which a student is given instructions throughout the entire semester on the use of the library. This course has proved most useful to many students.

A large percentage of the students who enter the University have not learned how to study. Many never learn or receive failing grades before they learn. Recently in the Department of Psychology we installed a course called, "Effective Study and Vocational Orientation." It has been most beneficial in helping students overcome academic difficulties. The enrolment has had to be limited each semester because we simply do not have the manpower to offer it to all students who want to take it. The course has been very popular because, not only does it present effective ways for improving study habits, but it gives each student enrolled an opportunity to examine

his own aptitudes and interests in an effort to find the profession or job best suited to him.

Many students have academic difficulties because of personal problems—they don't have enough money, they fall in love, there is trouble in the home, etc. We have tried to be helpful to this group by establishing a course entitled, "Personality and Mental Hygiene." It is taught in the Psychology Department and has been very successful.

For many years, emphasis at the University of Oklahoma has been placed on good teaching. I suppose that all of you have heard of our cash awards given each year to ten excellent teachers selected by an anonymous committee. Perhaps you have not heard that the faculty sometime ago voluntarily undertook a study of methods which might improve teaching effectiveness at the University of Oklahoma. During the past year, approximately 150 faculty members met each month in groups of 30 to discuss means of improving teaching and guidance of students. An outgrowth of this program of conferences has been the development of a two-year plan for girls which combines courses in home economics and secretarial science. Doubtless, additional good ideas will come from this group.

IV. Research. It is a basic responsibility of the faculty of any university to expand the borderlines of knowledge through research. A large amount of research is done each year by the members of the faculty of the University of Oklahoma. Some of this research is supported by University funds, some is supported by grants from various foundations, and some by grants from industry. A considerable amount of research is done under contract. During the past year, 20 different projects have been under way sponsored by the Department of Defense and relating to our national security. In addition, 28 projects have been sponsored by various state and municipal agencies and industrial concerns in Oklahoma.

I have been impressed with the extent

About the Author

Under the outstanding leadership of President George L. Cross, the University is meeting successfully the problems of the War and Post War years. This report on the University was made to the members of the civic clubs of Norman, September 17, 1953. It should be read by every alumnus.



to which research at the University of Oklahoma during the past year has been related to the basic problems of mankind. I have space for only a few examples, but they should be interesting.

A. *The problem of food for an increasing population.*

Professors Rohrbaugh and Rice of the Department of Plant Sciences have been investigating the growth of plants. They permit plants to absorb certain radioactive chemicals through roots and leaves. They are able to trace these radioactive materials through the various parts of the plants and have learned a great deal about the use of fertilizers by plants and about other facts pertaining to plant growth. This research has many implications in regard to the more efficient use of fertilizers and the control of weeds.

B. *The problem of health.*

Professor Wender in Chemistry, under contract with the Atomic Energy Commission, has been extracting certain pigments from plants known as flavonoid pigments. It seems that these pigments have the ability to strengthen capillary walls in human beings, thus reducing the likelihood of small internal hemorrhages. The implication of this research in regard to the control of cardiovascular disease is obvious, but it may become important also in event of atomic attack because death following an atomic attack often results from internal hemorrhages caused by radioactive materials of the bomb. Wender has extracted these pigments from many plants, such as tobacco, grapes, local weeds, lemon peel, and waste peanut hulls.

Professor Chance of Plant Sciences has developed a method of staining the internal structures of bacteria so that they can be seen clearly under the microscope. His discovery has revolutionized the study of the genetics of bacteria, and will have a profound impact on advances in public health.

Professor Edmondson of the Accounting Department has written a valuable book entitled, *Hospital Accounting and Statistics*. This was done at the request of the Hospital Association.

C. *The problem of education.*

The College of Education has been carrying on a co-operative study of the problems in education, and Professor Ragan during the past year published *Modern Elementary Curriculum*, a book which deals with one of the important problems of education.

Professor Pearce Kelley of the College of Business Administration, an authority on small businesses, has just published a new book titled, *Consumer Economics*.

Other books to appear during the year having to do with the general topic of education include Professor Owings' *His Lordship's Patronage* and Professor Mueller's

philosophical treatise *Education Limited*.

D. *The problem of communications.*

One of the greatest problems of mankind has to do with the difficulty of transmitting ideas from one person to another. Our failure to develop an adequate and workable system of communications is responsible for most of our disagreements. We simply do not understand each other. Professor John Keltner of the Department of Speech is a nationally recognized leader in the field of discussion. During the past year he was asked to organize and direct a symposium on discussion at the national convention of the Speech Association of America. The symposium was a great success and was published in its entirety in the *Journal of Communication*.

E. *The problem of industrial development.*

I could spend this entire period discussing research at the University concerned with industrial development. I can mention only a few projects.

One having to do with the petroleum industry is being directed by Professor Chatenever under the sponsorship of the American Petroleum Institute. Professor Chatenever's studies dealing with the flow of oil, gas, and water in porous rocks are leading to new and improved techniques for the secondary recovery of petroleum products.

Professor Cella's research, sponsored by the Bureau of Reclamation of the U. S. Department of the Interior, concerned with the present and future water requirements of municipal, industrial, and irrigation users in Oklahoma, is of top importance in community planning and in planning for the development of industry and agriculture.

Mr. Albert Burwell's research with the Geological Survey on the extraction of sulphur from gypsum almost certainly means new industry for Oklahoma. The western half of the state has extensive gypsum deposits, and several major industrial organizations are interested in Mr. Burwell's sulphur process.

F. *The problem of international relations—human conflicts and tensions.*

The international uncertainties of our time are caused by group conflicts and tensions. If we could understand the underlying causes of such conflicts and tensions, we might develop an understanding of basic causes of wars, ideological conflicts, and other similar world problems. Professor Muzafer Sherif of the Department of Psychology is interested in such matters. Some time ago we applied to the Office of Naval Research for financial aid which would make it possible for Professor Sherif to carry on such investigations. After care-

fully studying the proposal, the Navy turned it down, saying that, although it was a problem of the very highest importance, it was so complicated and difficult that they thought a solution could not be developed. They did say, interestingly enough, that if anyone could solve such a problem, Professor Sherif probably could. The Rockefeller Foundation had more faith and on their own initiative provided \$25,000 to the project. The results thus far have been brilliant, and the research is still underway. During the past year a most significant book, *Groups in Harmony and Tension*, was published by Muzafer and Carolyn Sherif. This volume is the first of a series which may well prove to be the most significant contribution made by the University to date.

The reputation of the University faculty in regard to research is illustrated rather well by the fact that three members of our faculty received Guggenheim Fellowships during the past year. These scholarships, awarded by the Guggenheim Foundation in order that promising scholars may have an opportunity to leave their institutions and do research elsewhere, are made available only to individuals of proven competence. Professor Svendsen of English, Professor Fowler of Physics, and Professor Boke of Plant Sciences, held these fellowships during the past year. Professor Duncan received a Fulbright Award and taught at Ibrahim Pasha University in Cairo, Egypt. This year Professors Ruggiers and Wilcox are studying under grants from the Ford Foundation.

Forty-three young men and women received the degree, Doctor of Philosophy, from the University of Oklahoma during the past year. This is by far the greatest number of such degrees ever given in a single year.

Perhaps the most outstanding addition to our faculty of the year just past is Professor George M. Sutton, one of the world's finest students of bird life.

V. *Activities Related to Learning.* A number of interesting activities at the University are generally related to learning but not directly concerned with classroom instruction. Time will not permit discussion of many of these today, but I feel that I must mention in passing that this is the 25th Anniversary of the University of Oklahoma Press. The University of Oklahoma has, beyond any doubt, one of the two or three finest university presses in the nation, or for that matter, the world. This Press brings to the institution the finest kind of publicity throughout the English speaking world. Associated with the Press is *Books Abroad*, a journal which reviews world literature—a journal which carries the name

of the University of Oklahoma to every nation. During this year Savoie Lottinville and his associates at the Press will publish 25 outstanding books in commemoration of its first quarter century of existence.

Of course, the activity of the University in which you people are most interested is intercollegiate athletics, or more specifically, our football schedule. We had a very successful athletic program last year. The main problem of the year was a regulation of the North Central Association that no institution might take athletic ability into consideration in the awarding of any type of student aid. This rule, if enforced, would have brought our big-time athletic program to an abrupt end. Fortunately, the problem was solved, at least temporarily, and the schools of the North Central Association are still giving scholarships.

My own problems with athletics, especially the problem of football tickets, have been so frustrating that I view athletics at OU with the same mixed emotions as those of the much publicized individual who watched his mother-in-law drive over a cliff in his new Cadillac. However, I am certain of one thing; namely, that a big-time athletic program is here to stay. We intend to maintain such a program at the University of Oklahoma, and I am willing to tell you frankly how I plan to use what little influence I possess in the development of this program. If I say anything with which you disagree, you need not be greatly disturbed because the Regents of the University are not in accord with all of my views, and these gentlemen have the final say-so.

I expect to do everything that I can to see that the University of Oklahoma retains membership in the Big Seven Conference and abides by the rules of the Conference. I shall oppose transfer to the Southwest Conference for two reasons:

(1) Academically, the Big Seven is second to none.

(2) The University of Oklahoma is accredited by the North Central Association, whereas the teams of the Southwest Conference, with the exception of Arkansas, are accredited by the Southern Association. The University of Oklahoma would be handicapped by North Central regulations because the rules of the North Central Association are much more rigorous in regard to athletics than those of the Southern Association. Until the various associations develop uniform rules, it would be foolish for us to attempt to plan a major portion of our schedule with teams not under the jurisdiction of the North Central Association.

In the language of football fandom, this means that the Southwest Conference is and will be a much tougher conference than

the Big Seven. We have a better chance to retain national prominence if we play at least some of the time with less formidable teams. I do not believe that we would have been ranked among the ten best teams in the country for the past five years had we been a member of the Southwest Conference.

I expect to do what I can to see that athletic aid and scholarships at the University of Oklahoma are administered honestly and in accordance with the Big Seven regulations.

I expect to see that the coaches do not require so much of their squads by way of practice and preparation for competition that the members of the team do not have adequate time for their academic programs.

I expect to see that there are uniform standards for all students at the University of Oklahoma. The same admission and academic requirements will be maintained for athletes as for non-athletes.

I shall do what I can to see that the entire program is administered in such a manner that University students will not be injured academically, morally, or ethically.

I am not opposed to an occasional bowl game, but I *am* opposed to a bowl game every year. I would be glad to co-operate in regard to a plan which would permit the University of Oklahoma to play occasionally in a bowl under such an arrangement as now exists between the Pacific Coast Conference and the Big Ten in regard to the Rose Bowl. But rather than play a bowl game every year, I would prefer never to play in a bowl.

I am very well pleased with the present program of Intercollegiate Athletics at the University. We have the finest Director of Athletics in the business.

VI. What about the Future of O.U.?

In closing these remarks, I should like to emphasize that the University of Oklahoma is a young institution. It has not yet even begun to mature. Because it consists essentially of human beings, it can never be perfect or even approach perfection. But *because* it consists of human beings who have the ability to think and plan, it can strive for improvement.

It is not yet a great university. It is very good, but not great. Greatness in the future will depend, not on the great athletes who may have been developed here, nor will it depend on the outstanding scientists, business or professional personnel who may receive degrees here. Greatness will not come as a result of the institution's ability to impart information, skills, and techniques to its students, but rather on its ability to bring about fundamental changes in the thinking and attitudes of those who study here. Such changes in student thought will come, not as a result of any specific course of study

which may be followed on the campus, but they will be a composite result of all the factors and influences which will be operative here as our school begins to mature.

We must turn out graduates who, through their experiences on the campus, have learned to live easily and harmoniously with other peoples at home and abroad, graduates who are able to resist the desire to dominate or control others, and who realize that ultimately the greatest satisfactions in life come to those who give of their talents in the service of others rather than in an effort to acquire prestige or power over their fellow men.

There must be numbered among our alumni in the future a substantial group of strong leaders who, through their experiences at the University of Oklahoma, have learned to control their emotions and primitive mental attitudes which have caused mankind so much trouble—individuals who will be able to think in terms of realities rather than in terms of their personal wishes and desires as to what the realities should be.

There must be a substantial number who are able first of all to distinguish between facts and opinions and then evaluate the facts objectively.

There must be large numbers of our graduates who are able to think with originality and courage—young men and women who have been able to discard the neurotic fears of our times, who are not afraid of anything, especially new ideas.

Such people, rather than the outstanding scientists, technologists, professional personnel, and other specialists, will constitute the canon of the University's effectiveness and greatness in the future.

Press Publishes "Vigilantes"

E. L. DeGolyer, '11ba, has written the introduction to Thomas J. Dimsdale's *The Vigilantes of Montana*, published by the Press in September. Dimsdale was in 1864 the first editor of the *Montana Post* in Virginia City, Nevada, where he originally published his narrative of Henry Plummer, professional gambler and leader of a gang of full-fledged villains. In 1863 Plummer moved to what is now Montana and was elected sheriff. This was a mistake, for the vigilantes soon took care of him. The chase, capture, trial, and execution makes a more exciting story than any that a writer of fiction could dream up.

Mr. DeGolyer is one of the country's best-known collectors, whose tastes run from incunabula in the history of science to Western Americana.