

Bob: We're not only learning in the classroom, besides that we're learning all the time we are at these social events how to get along with people. And what we get here is only the beginning of what we're going to get into in life.

DeVier: That's an education in itself, just to live in a college town four years.

Wardell: What do you think about his statement, Mr. Stewart?

Stewart: I buy it.

Wardell: I think that's right on the part of, let us say, the average serious-minded student. Four years residence in some instances, I don't know in how many, are probably worth more to him in his life when he gets out than what he learned in the classroom.

QUESTION: Posed by Betsy Blatt, "Do you think the average student is serious minded?"

SOMEWHERE ALONG THE WAY

Stewart: I think the average student gets serious minded someplace along the line. Some of them get it when they walk on the campus and stand and look at the buildings and feel like they have finally reached someplace. They look around and they have something inside them that says, "I'm going to be a part of all this and isn't it magnificent. Look at these buildings and the people and everything." And there are others who come down here and think that they're already ahead of the ones who are here. And all of them don't stay all the way through school. I think some of the outstanding examples I knew of people who were in school and left school while I was here were people who had had every advantage in the world. I remember one outstanding example. A man from Oklahoma City. He's still floundering around and that was 22 years ago.

Betsy: I'll bet he's a politician.

Stewart: No, he's not a politician. He is running his father's business now and he's getting rid of, reasonably rapidly, everything papa stored up.

LOOKING FOR THE CRITICAL POINTS

Wardell: I'd like to go back to the question of a minute ago. When does a student become serious? Granted that he may not when he's on the campus as a freshman. He comes down here to find out what it's all about. He'd like to know. He may not want to work hard enough to find out what a college education is and what it will do for him. He'll never know what a college education can do for him until he gets out as a holder of a degree. He can have some conception of what is on a college campus, of what it ought to do for him.

What Makes People Grow Up? It Can Be Almost Anything

Now, granted that a student when he comes down doesn't know much about what there is on the campus, and that's a lot of them, when does he begin to realize that the campus has something for him? When does he become serious-minded? Now, Mr. Stewart says sometimes not until they get into the last semester of their senior year. But whenever they do, now this is the second question, what makes them become serious-minded? When do they and what makes them? You see them every day here on the campus as freshmen growing into their sophomore and junior-senior years.

Stewart: You know there are all sorts of things, Dr. Wardell, that sometimes make people grow up and I think that is all in the process of growing up. Some people are grown at sixteen. Others at twenty. It can be some one single incident. It can be something that happened to them at home. It can be just almost anything in the world. There are just as many things as there are people that can do that. I think that is part of the process once they start growing up.

Wardell: They become of age, they become mature, maybe in a semester or maybe in less time than that.

Stewart: And there can be something that of itself is some minor thing, it isn't important at all, but that is the thing that more or less brings it to a head. I suppose you might call it a motivating thing. When did you become serious-minded on this campus?

Betsy: When I came down here.

DeVier: Well, I'm a little curious as to how you act when you suddenly become, quote, serious, unquote.

Don: Does that mean—serious-minded—maturity?

Wardell: No, I don't mean that, necessarily.

DeVier: I have seen people who were the least serious of anybody I've ever seen in my life that are still most mature, actually, and are working toward better lives for themselves. And I've seen other people that may walk around with this grim, determined look on their face all the time that are doing nothing more than fooling themselves.

Stewart: That's the sort we were talking about, because you can take everything lightly and yet have within yourself some very serious goals.

DeVier: And what do you do when you're serious? Some people join every organization on the campus. Some people hole themselves up in their room and study night and day. Individuals have such individual reactions to the feeling of growing up or becoming serious that it's hard to pin it down to a time when it really happens or what to look for when it does.

QUESTION: Why let anyone come to college before reaching 20? Posed by Dr. Wardell.

SERIOUS BUT NOT MATURE

Wardell: Your chronological age will help you to be serious, that's one thing. What I mean is this. When one reaches, let me say, the age of 20 before he starts to the University, he knows pretty well that he's down here for one thing and that is to get an education for a special aim. Now when the student comes here at the age of 17, he doesn't quite know what he's going to do. He feels around to see if, "well, shall I go into business or shall I go into arts and sciences and, if so, what can I learn in arts and sciences to make a living." Well, finally, he'll find himself at a chronological age of 20-23. That is where I think that the G.I.'s have it on those who have not been in the army, because they worked hard when they hit here. Chronological age will help them become more mature sooner and more serious-minded sooner.

Stewart: I'd like to book you for a talk on universal military training because that fits right in.

Don: I wish you'd book me for refutation.

Stewart: At the time, right at the time, when the average young man perhaps doesn't know what he wants to do, at a time when he has less to hold him back, he hasn't gotten involved, usually, with all the different things—he's not in business, he's not married—that would be an excellent time for him to have a couple of years of it. Not only that, but he would learn his obligations as a citizen. Then when he came back here and went to school, he would have a serious purpose of learning something, but he also would have much more of a general breadth and understand more.

Don: I don't know, perhaps you're right. Maybe in the general phases it would be the

best, but it seems to me that there are many that do know what they want to do.

QUESTION: What is the value of a degree from a purely economic standpoint?

A NECESSARY EVIL

Stewart: I think it's worth less than it ever has been before monetarily. Now it is only a starter. You go into so many things and, if you fill out a form, there's a line there for you to list your education and in many of them a degree is required. But that isn't a guarantee of starting out with any money other than in the teaching profession. They ask degrees now in so many different industries that actually are not so very technical. It is merely a starting place. It gives you something to start on. But I don't think it is worth as much to the individual now, monetarily, as it was before. It is almost a prerequisite for employment in many things. Even in our business. If we put somebody on for maybe \$30.00 or \$40.00 a week as a cub, he has to have a degree. He either has to have that or a whole lot of experience and then he isn't a cub.

Don: May I ask you this question? How does that help his advancement?

Stewart: Nominally, it will help in that he will have a little bit more equipment to start out with, but it doesn't guarantee him anything.

DeVier: Is there any value in distinguishing for discussion here between a regular college degree, say an A. B., an arts degree of some sort and say a professional degree? Or are we still talking about a particular business at any rate?

Stewart: Well, I think that you have to have one in almost any field. It would be worth more to you going into certain fields. In other words, you'd make more money as a graduate engineer than as a graduate school teacher, or if you were going to Oklahoma City to work for a credit company. They're going to send you out to try to collect money from the dead beats, but they want you to have a degree to go out and extract \$37.50 from a man who didn't make his payments. They'll pay you \$200.00 a month to do it. If you have a degree in petroleum engineering you get \$350.00 a month to start with because you are able to start on a specific technical phase of their operation. But in each case they want you to have a degree.

DeVier: Sort of a necessary evil.

Wardell: What I wonder, Mr. Stewart, and I'm sure students wonder this but I ask for information, why is it that business, industry, the employers do want the young people whom they employ to have degrees?

Stewart: For a number of reasons, in-

cluding some of the things you were talking about a while ago. The mere fact that they have been in school for four years, they know that they have learned other things besides what they had in class. They are going to have to meet the public in any business they're in. Even if you have somebody that's stuck off in the back room of a laboratory, there are times when they have to meet other people. And they're asking for not only the degree, but that business of living with other people, and having a certain amount of what you might call "front." All those things they want. Not only the technical knowledge or the fact that someone was an "A" student or a "B" student, or anything.

Betsy: Also the social angle, too.

Stewart: All of it. And we've put much emphasis on the social part of it. More of it all the time.

QUESTION: From purely a social standpoint, what value does a degree hold?

WITH REVERSE ENGLISH

Stewart: You can almost make a reverse to that and say what does the lack of a degree mean socially? Owing to all this big increase in education over the years and the higher percentage of persons going all the time, and the social contacts that are made in college that are continued afterward, and various organizations that are continued on an alumni status, that there actually is much more of a feeling of some who didn't quite get a degree that they lack something than there is for the possessor of a degree to think he's gained something.

Wardell: That's an interesting comment, isn't it?

DeVier: I think that the person who doesn't have a college degree has a certain amount of catching up to do. As you say, as far as from the social consciousness that you're talking about, you don't have anything that is the be-all, end-all of anything that is going to automatically make a better person out of you. You just have had that much longer to soak up by osmosis, if nothing else, a little culture that the person who hasn't had that advantage is going to have to attain by self-education or acquaintanceship with his fellow man and catch up a little bit.

Stewart: I think that's more true of women than it is of men because of the many activities that they get into. And I think other women, university women, shall we say, sometimes get a little catty with women who did not go to a university.

Don: Professional snobbery?

Betsy: You talk about women, it's worse in men. I can tell you for sure.

Don: I started to say intellectual, but professional snobbery is better.

Betsy: It's worse in the men.

Wardell: It's worse than the men?

Betsy: It's worse in the men.

Don: Oh, how could it be, Betsy?

Betsy: There is nothing worse than a man who's a snob!

Don: Unless it's a woman.

Betsy: No sir, there's just nothing worse than a man who's a snob.

Don: I don't think that argument is going to get anywhere.

DeVier: I don't think there is any sexual basis towards snobbery, anyway.

QUESTION: What is the real worth of a college degree?

21 POINTS CREDIT WITH ACQUISITION

Wardell: Then, would you say it is this way: A degree is sort of a trade mark?

Don: Yes, it is. I think it is more of a cultural fallacy. Like I said before, too much emphasis is placed on it. And I want a degree when I leave here, too, just like everyone else. As far as what my education is going to mean to me personally—I don't think that a degree has direct effect on it. It's not going to make me think any more logically.

Stewart: It starts you off with that 21 points credit. A mere acquisition of it.

Wardell: That's right.

Betsy: That's actually the importance of a school.

Stewart: It gives you a start.

Memorable Christmas . . .

The next night was our party. We three children had made a huge wooden Menorah and had painted it silver, with orange candles tipped with red for the flames. To this we attached blue and white electric lights, since these are the colors of the Jewish flag. At the base we placed gifts for the children coming to our party. The house was decorated with blue and white crepe paper, cutouts of six-pointed stars, elephants, lions, Menorahs, all of which are associated with the holiday. There were cookies in the same shapes and latkes, a potato pancake always eaten during this festival.

In addition to holiday singing, we played dreidel, a game of chance using a spinning top painted with symbolic letters. Each child was given a bag of nuts to win or lose in the game. Then followed an impromptu dramatization of the fight between Judah Maccabee, the Jewish hero, and the Syrian