

A Faculty-Student Discussion

For a student answer, the seven student editorial board members and Senior Class president were asked to give their opinions. Their answers give a good picture of mature thinking.

By BETSY BLATT, '54bfa

It's a pity that so many young people spend four years in college without getting an education. No one ever checks up to see if they're getting one and no one seems to care. It's not even a requirement for a degree.

Education, according to Dr. Albert Wiggam, is the ability to successfully negotiate one's way through life. This involves a lot more than book-learning and quizzes, which could be carried on very well by mail. It involves participation in the wide variety of activities on campus. It might not be a bad idea to make participation in extra-curricular activities a requirement, at least during freshman and sophomore years.

Far too many students let the Big University scare them into a dark corner, where they stay most of their four years, graduating with some useful knowledge, but little education. And getting along with other people is the most important problem we'll have to face the rest of our lives. It too ought to be given a place in the required curriculum along with English and American history.

Of course, getting an education is only incidental to the plans of many who matriculate at the University. It's a marriage bureau, a country club, a retreat from reality, a technical training school—almost everything except an opportunity to secure an education.

For those few who really seek education,

there are opportunities galore, opportunities to participate in a wide variety of activities, opportunities to associate with great souls and great ideas, opportunities to hear the world's greatest music, opportunities to participate in and appreciate the larger world of literature, art and music.

So, going to college is no assurance of getting an education. A student can get a certain amount of knowledge by going to classes regularly, but when it comes to getting an education, he's on his own.

The opportunities are all around him. He should take advantage of them while he can, jump off the assembly line of mass production education as often as he can—and pick up a little education.

By FRED COOK, '54journ

Most freshmen enter college with objectives ranging from pleasing their parents to preparing for a vocation, but somewhere in this readjustment stage of life, a great many realize what their real objectives are in securing a college education.

To evaluate the tangible objectives of my college education would be impossible—only time will prove their merit. The objectives that served as my goals are to acquire knowledge that will be basic in understanding fellow citizens, to gain vision and perspective for my life and career, and to serve as a stimulant to my intellectual and cultural development.

In short, my main objective for a college

education has been to become the kind of person vocationally and intellectually that I want to be and am most capable of being. To me a college education is only a stepping stone to a thousand new opportunities for increased knowledge and skill, tailored for a technique of living successfully.

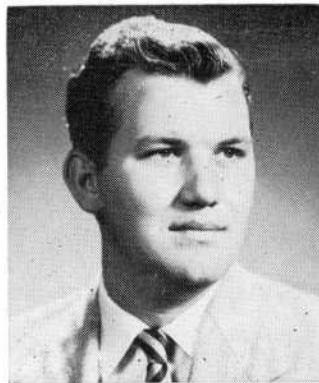
Learning to create one's ideas is one reward of a college education. To be able to reason out one's own answers with the best academic guidance available—and to stand behind them—is the best possible educational objective, in my opinion. The preservation of intellectual freedom in colleges and universities is of prime importance, for if it goes, where else will the youth of the world be able to learn that increasingly important perception to differentiate between propaganda and truth?

When I set out to learn the fundamentals of journalism I aimed at one specific objective, to absorb enough technical know-how that I might compete satisfactorily or better, in a highly specialized modern field. But to my utter amazement it isn't enough to be specialized . . . equally important to the journalism field (and most others) are the correlated courses in economics, English, history, psychology and government. Without consciously aiming, I soon realized that in newspaper work my main objective in a college education would be to get as much education of the "Whole Man" as my individual capacity allowed.

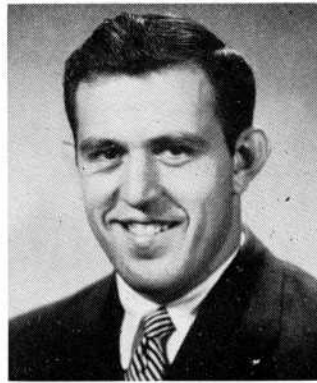
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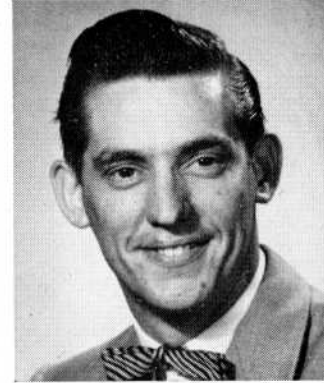
BETSY BLATT



FRED COOK



RICHARD ELMS



FRED HARRIS

. . . Education Is No Requirement for Degree

Aims of Education--Student Views

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As to the limitations of a college education in a state university, I feel that they are diffused according to fields of study. Ranging from few to a considerable number, as for instance, in my field of journalism.

Of course, it's difficult to judge when you're so close, but one definite limitation that I realize even now is the lack of freedom of expression in a campus newspaper.

Working on a campus newspaper, young journalists have little opportunity to face real issues of controversy and to make up their minds as to where the truth or solution lies. They are faced with approximately the same problem as faculty members, either to abide and coincide with the philosophies and opinions of influential groups or to get out. Students should have the right—especially in a campus newspaper—to develop and express beliefs through their individual abilities to assemble all available facts, ideas and opinions without fear of opposing an edict from college administrators, who also are under pressure.

If they aren't given this opportunity in college, where are they going to obtain this ability? The world needs freedom of expression, especially in the press—but if the seeds of free expression aren't planted in college how can the world hope to reap the harvest of a free press?

By **RICHARD ELMS, '54eng**

The opportunities which any college campus offers in the field of human relations are innumerable. Of course, a primary aim of the student should be to learn what is presented in textbooks and lectures. Those are to be the tools with which he

will make his living and mark in the world. But one objective which today's student cannot overlook is learning to get along with others, because no matter how well he is able to use those tools, his success depends largely upon his ability to work with, co-operate with and exchange ideas with others.

No salesman, for instance, could hope for success unless he had mastered the art of friendliness. He must "sell" himself before he can begin to sell his product. And big business pays out big money each year for human relations courses for its executives. Why? They've found out that many supervisors, while knowing exactly WHAT to tell subordinates, simply don't know HOW to say it so the worker will want to do his best.

Even when applying for a job it is important to know a bit of practical psychology. The fellow who interviews you is, after all, human and the impression you leave with him often will determine the offer he makes, regardless of your record.

There are many ways of developing one's abilities in the field of getting along with others, and to spend four years without taking advantage of them seems almost a crime, but many do that very thing. The clubs, societies and organizations on the campus are as fertile a field as any. Just being friendly is a big help, too.

Many, though, make the mistake of seeking out only those groups in which there are carbon copies of themselves. They miss the point! The idea is to mix with all kinds—as many kinds of people as possible.

There are all kinds of people at the University. There are those from the farm and those from the city. There are the rich and there are the poor and there are the in-between. There are those with highly radi-

cal ideas. And there are those with no ideas at all!

On the other hand, it probably was not that way in your home town. The University is the first opportunity most have to really see a cross section of personalities.

Sharpening up on the Three R's is wonderful. That knowledge is a necessity. But let's not forget to take time out for getting acquainted. A guy can learn a lot about people which will be valuable later. It can be a lot of fun, too.

By **FRED HARRIS, '52ba, '54Law**

I quite firmly believe that every person should have the opportunity to realize his ultimate mental potential. I strongly abhor any educational system or program which strives for equal mediocrity, based on a corrupted Jeffersonianism.

I accept as truth—however hard it may be to do so—the principle that each human being possesses a different original capacity for knowledge; I strongly adhere to the view that every person should have an equal *opportunity* for education, regardless of his innate intelligence.

I understand education to be the individual's realization of his inherited mental potential, the growth or process which makes a person less like the animal he is and more like the perfect being or demigod he hopes to be. An educated man is one who can associate happily and easily with others to their mutual benefit and enjoyment.

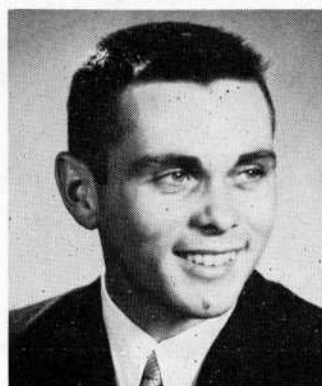
Lastly, I believe that it is the duty of the state to furnish the opportunity for intellectual development and advancement—more than a duty, it is also an absolute necessity in a democracy which depends upon an enlightened citizenry.

Applying those basic tenets and value judgments to the question at hand, I am compelled to the view that higher education should aim to provide the best pos-

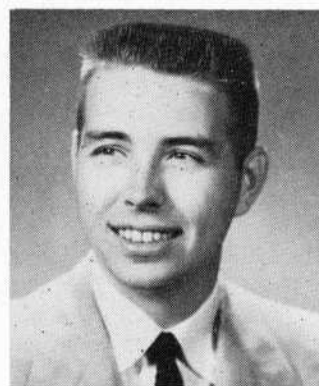
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VIRGINIA HORNUNG



KENT KYGER

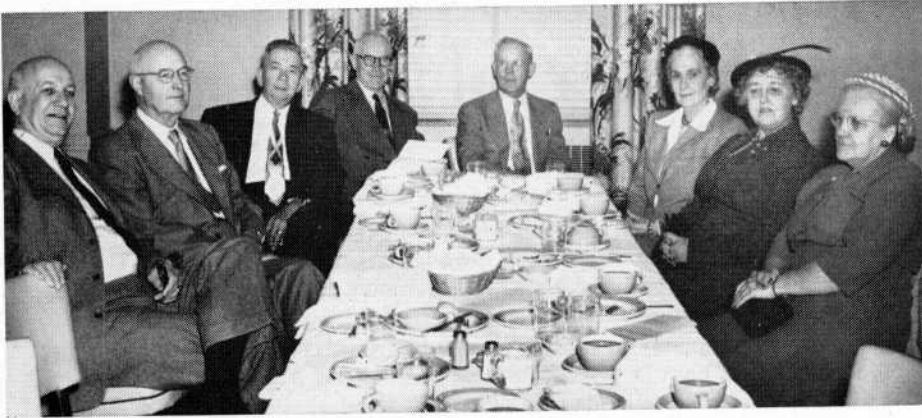


CARL MCGEE



PATRICIA SESSIONS

... Something More Than Mud in the Puddles



THE REUNION COMMITTEE of the Class of 1914 held a luncheon in April to discuss arrangements for Class Reunion June 6. Pictured are Leonard Logan, '14ba, Norman, co-chairman; A. B. Imel, '14ba, Cushing; William Armstrong, '14ba, '16Law, Oklahoma City; Charles Memminger, '14ba, '33Law, Atoka, co-chairman; Roy Cox '14ba, '16Law, Blackwell; Mrs. Hazel Kelly Imel, '15-'16, Cushing; Mrs. Minnie Lee Burrus, '15, Oklahoma City, and Mrs. Carrie M. Cox, '19, Blackwell.

placements, which two months later became the uniform procedure within the 24th Division Artillery.

Lt. D. E. Wilhite, '52bs, was navigator of the Navy's recent tour to Kobe, Yokosuka, Nagasaki, and Sasebo, Japan, Inchon, Korea, and Hong Kong, British Colony.

Lt. Leo Burditt, '52bfa, Oklahoma City has received the commendation ribbon for meritorious service in the Korean Communications Zone. Burditt was cited for service as contracting officer during the period August 26, 1953 to March 1, 1954.

Mrs. Robert W. Schafer, '52soc.wk, the former Helen Louise Hurd, is a housewife living at 7A Stilwell Ave., Ft. Leavenworth, Kansas.

Faye Marie Paschall, '52Lib.sci, is head of the circulation department of Phillips University Library, Enid. Her address is 1507 East Broadway, Enid, Oklahoma.

Nicholas Van Nielen, '52eng, is a field engineer with the Oklahoma State Highway Department. He and Mrs. Van Nielen have one son, Nick. Van Nielen's address is 701 Tollie Drive, Norman.

CONLEY-CASHMAN: Miss Margaret Conley, '52bus, Oklahoma City, became the bride of Lt. William Russell Cashman, Jr., Jackson Heights, New York, March 28. The couple is now at home at El Paso, Texas, where Lt. Cashman is stationed at Fort Bliss.

Charles S. Woodson, '52bus, is employed in the Land Department of the Wilcox Oil Company in Tulsa. His address is 679 'B' N. Osage Drive, Tulsa.

Sarah Ann Hankins, '52ed, is teaching in the Lawton public schools. Her address is R. 4, Lawton.

Huey Gene Gennings, '52ba, is an aviation machinists mate 3/c in the U. S. navy. His address is ATU 700, N.A.S., Corpus Christi, Texas.

Robert H. Wilkerson, '52journ, is director of public relations at Arkansas A&M College, College Heights, Arkansas. He and Mrs. Wilkerson have two sons, Carl Howard and Robert Leroy. Their address is Box 539, College Heights.

Kenneth Cutberth, '51bus, is sales manager of the Ardmore district for the United Securities Agency. He and Mrs. Cutberth, the former JoAnn Kennitz, '50ed, '51m.ed, have one child, Jan. They live at 18 Freeman, Ardmore.

Aubrey Calvin Witt, '52m.ed, is an English teacher in the Ponca City High School. He and Mrs. Witt, the former Louise Keith, '52m.ed, live at 505 N. First Street, Ponca City. Mrs. Witt is teaching at the Lincoln Elementary School in Ponca City.

Robert L. Brelsford, '52ba, is now in the Air Force, on duty as a photography laboratory technician. His address is 544th Recon Tech Sqdn, Offutt Air Force Base, Nebraska.

Dill Jay Heiman, '52pharm, is a pharmacist in a U.S. army dispensary. His address is 621 W. 2nd, Hobart.

John D. Maley, '52ba, is a pilot in the Air Force. He and Mrs. Maley, the former Mary Miller Kline, '53ba, are living at 10 Brookwood Drive, Greenville, South Carolina.

'53 Gordon Frank, '53journ, is a reporter with the *Herald News* of Passaic, New Jersey, and is living at 196 Harrison Street, Paterson, New Jersey.

Bob S. Evatt, '53bus, Mrs. Evatt, Bruce, 14, and Jean, 10, are living in Wayne, Oklahoma. Evatt is auditor for the State Board of Affairs.

William F. Harrah, '53bus, is now a lieutenant in the U. S. Marine Corps, and at present in Japan with the 12th Marines, 3rd Marine Division.

JANSSEN-PAULSELL: Miss Bruce Janssen, Bethesda, Maryland, became the bride of W. G. Paulsell, '53eng, recently. Paulsell was formerly an engineer for Phillips Petroleum Company, Bartlesville.

Mr. and Mrs. Robert Simpson Walker, Jr., the former Suzanne Leterman, '53ba, Jacksonville, Florida, have chosen the name Linda Walker for their daughter born January 3.

Lt. Robert L. Spottswood, '53eng, and Mrs. Spottswood, were recent visitors in Oklahoma City at the home of their parents. The couple then left for San Francisco to await Lt. Spottswood's leave for duty in the Far East.

JOHNSON-BRANDER: Miss Jean Lucille Johnson, '53ba, Norman, became the bride of Stanley Alfred Brander, Jr., Tulsa, March 19 in St. Joseph Catholic Church, Norman. The couple is at home at 747 College Avenue, Norman, while Brander is a geology student at the University.

BABCOCK-CARNEY: Miss Patricia Babcock, El Reno, recently became the bride of Andre Blythe Carney, Jr., '53journ, Tulsa, in the Neubiberg Airbase Chapel in Munich, Germany. After a wedding trip to a ski resort in Garnisch, Germany, the couple is now at home in Munich where Lt. Carney is stationed with the Airforce.

James A. Gresham, '53arch, Enid, has been named a fellowship prize winner by the American Academy in Rome, Italy. Gresham is one of eight Americans winning fellowships for the coming year. He and his wife will leave for Italy in the autumn.

Lt. Allen N. Keegan, '53bus, Oklahoma City personnel officer, has been appointed chairman of the 1954 American Red Cross fund campaign for the 59th ordinance group based in Seoul, Korea.

Raymond M. Rhodes, '53bs, is a graduate assistant in physics at the University of Maryland. His address is Box 272, College Park, Maryland.

Joanne Elizabeth Youngblood, '53bus, is a stewardess with American Airlines. Her address is 8224 Douglas, Apt. D, Dallas, Texas.

Aims of Education—Student Views

Continued from page 12

sible avenue for the acquisition of knowledge and the training of the intellect of the intellectually outstanding; to prevent the tragic and wasteful retarding of intellectual growth; to encourage the highest possible development of each person in accordance with his innate intelligence.

Every educator knows that it is extremely difficult to avoid striking an average in teaching which bores the above-average and puzzles the below-average student. This is the trap in state education. However, I believe the place where that danger most needs combatting is in the grade and high schools. Little can or need be done in institutions of higher learning.

Certainly, it must be conceded that the average and below-average student is never hurt by being exposed to college work. Decidedly to the contrary, he is at least touched to some degree by problems, both personal and otherwise, and has to evolve some kind of answers. He learns something of his duties to himself and to society and acquires an ability to live with others through compromise.

He must realize that there are very few definite answers; that most things are gray instead of black or white. Mere exposure alone to college training knocks off the rough edges of self-righteousness, bigotry and conceit. And not the least of the benefits derived from higher education is the skill he acquires enabling him to become a self-sustaining and productive member of society.

What about the above-average student and higher education? I believe he is adequately served. A student cannot be stuffed with education like a fattening goose is stuffed with corn. Education is an individual process; it is learning rather than teaching, a searching after knowledge. State higher education should not attempt to force a student to his zenith; indeed, it cannot do so. Only the means of scaling the heights, plus the encouragement to do so, can be furnished by the state.

It is said that a fattening hog will mix his own ration, and mix it accurately ac-

ording to his own needs, if allowed to choose freely from open troughs of bulk minerals, vitamins, proteins, etc. Any person worthy of the greater development, after he has reached the college age, can do the same thing in regard to education.

My only suggestion would be that all college students be given a period of liberal education, involving free choice from all subjects, before they embark upon the acquisition of technical skills. Further, I think it highly important that all those connected with higher education be ever mindful of their responsibilities to all students of varying capabilities. There should be greater individual counseling and discussion in order to better serve each student in accordance with his needs.

The important thing in education is the incentive to learn. That cannot be furnished by the state.

By KENT KYGER, '54pharm

Education as a science is one of those more-or-less controversial fields which, when it becomes a subject of conversation, can become even juicier than such traditional old favorites as politics or religion.

Everyone, it seems, has an opinion, a philosophy, or some ideals about it, which are usually freely elaborated on with little or no provocation, even by the uneducated. I will try to keep this in mind in the following words.

Not being an educator myself, and bitterly protesting being classified among the uneducated, I have no choice but to attack the subject at hand as a member of the supposedly "educated" class.

I think educators today have three responsibilities.

The first is of economic importance. It is the training the student receives in his field of specialization. I think the training we now get in our respective fields is practical, complete, and thorough—if not too thorough.

The second responsibility of today's educators is of national importance. It is an obligation to the people of America as a whole. It is education in the field of government—education which is designed to help the student better understand our democracy as it actually is today, the purpose being to make of him a more intelligent citizen. Although it is based on simple principles, our government today is complex in operation, much too complex and involved for unenlightened individuals to completely understand it. Intelligently cast

ballots are the only means of obtaining honest officials and good government. In the troubled times of today, our biggest danger is from within, from a weak and corrupt government. Corruption in government can breed only on the ignorance of the voters themselves. A little more light, if you please, so that we may have more intelligent votes in tomorrow's elections cast for a better America.

The third responsibility is of more personal importance to the student himself. It is cultural education. Give the student, in addition to his specialized training, a broad, liberal background in some of the finer things of life. At least expose him to some of the treasures in good books, art, fine music, drama, classical literature; but keep it broad, please. Americans as a people are finding more free time. It's no more than fair for us to expect to be shown how to use this free time for some of the more cultural pursuits. We should have more "windows opened" for us so that we may see more in life—more than what we see in our own narrow field of endeavor. Don't let us out of college until we've heard of more than some guy named Shakespeare. There is not enough time in our four year curriculum of required courses to take any of these subjects without over-loading or going to a summer session.

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The liberal education is the most neglected part of our training in college today. Cultural enlightenment certainly produces happier, more-contented, well-rounded people, healthier mentally than the technical genius who is barely able to use good English.

Would the last two responsibilities require a juggling of the schedule, summer school, or even more than a four year curriculum? I don't care what it takes, time should be taken for it; we can't afford not to do it. No time for it? Well, then there is no time for living a full life!

By VIRGINIA HORNUNG, '54ed

A college professor told his class of seniors that if they looked at a mud puddle and saw nothing but mud, their educations had not been complete. I would not be one to suggest that an objective of a university is to enable its graduates to analyze mud puddles, but the professor did make a point.

This was his way of saying that the educated man sees beyond the actualities of day-to-day living, that he has what is often called vision. This idea of having vision may seem far-fetched and unrelated to the aims of a university education, or to mud

puddles for that matter, but I believe it is directly related to both.

It is my conviction that there is a fundamental aim which guides all universities. It is to bring about the enrichment and improvement of our society and our world through the development and growth of the individual. Underlying this broad aim are countless numbers of more specific objectives which contribute to the desired end result: the educated man as a worthwhile contributor to our society and our world.

This may sound like a lovely thought and nothing more. If this is true, it is because we tend to be short-sighted as far as our experience with higher education is concerned. We become so involved in the day-to-day routine of classes, books, and assignments that if someone should ask us, "What is the purpose of all this?" our answer might be, "Why, so I can become an engineer," or, "So I can make more money." But the aims of a university go far beyond such answers as these imply. A school which produces professional geniuses and nothing more falls far short of the goals of a university.

If it follows that the educated man can bring about the enrichment and improvement of our society, just what qualities should he possess? It would be impossible and actually presumptuous on my part to

attempt a complete list of these qualities, but there are a few which I consider to be of prime importance.

The educated man understands himself, his limitations as well as his abilities; his life has meaning and purpose; he is capable of thinking and acting intelligently, he endeavors to do his job well, whatever it may be; he strives constantly to understand his fellow men and he respects their rights and beliefs; his knowledge has made him humble, not proud; he respects the nobility of work; his interests are varied; he has an appreciation for the esthetic values of life; he has an awareness and a concern for the social and economic problems of the world; his is a life of continuous growth and learning.

Finally, he is a man with vision, one who is in constant search for an improved way of life. He has a dream of a better world, a peaceful world, and his hope and faith in mankind and the democratic way of life assure him that this dream can be attained.

This dream can be made reality only if universities continue to encourage the search for truth, the evaluation and critical analysis of our present way of life, and the cultivation of the creative, independent mind. However, a state university may have certain obstacles and limitations to overcome in meeting this aim. If a state univer-

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sity is made the victim of political pressure; if, in its eagerness for funds, it bows to the whims of any and everybody, and if, in its desire for an increased student enrolment, it takes on a decided country club atmosphere, it hardly could be expected to function as a true university.

The future of the world rests not in how much knowledge we can absorb, but it depends upon the character we are developing and upon the way we intend to use the learning we have acquired.

By **CARL MCGEE, '54bus**

When a person receives a degree from a university, what should that degree represent? What exactly should be the objectives of a university education?

These questions have been the topic of conversations among both educators and students for as long as universities have been known to exist.

As a graduating senior, the answer I would give is a personal opinion as to what I would like my degree to represent and what I think it should represent. Objectives are in a constant state of flux, but certain goals appear to be fundamental for the present as well as for the future.

It almost goes without saying that a university should train a student in the techniques of his chosen career. These techniques should be taught and taught well. The techniques should be as practical as it is possible to make them in a classroom. However, this is only one side of the academic picture.

Each student should be exposed to the so-called liberal arts. A complete understanding of all subjects is not imaginable, but an appreciation of many is not only feasible but necessary. These concepts a student can learn in the classrooms, the libraries, and in the laboratories, but this is not enough.

In addition, a university should give its students a chance to develop what philosophers call the "Whole Self." A student upon graduation should have learned to know himself and others as well as the courses outlined in the catalog. On a university campus a student should have the opportunity to meet and know many persons of many different backgrounds and by so doing gain an insight not otherwise possible.

A university should train its students to study and broaden their horizons, to think logically, to explore new ideas, and to make wise decisions. In short, these remarks may be summarized by the word development. Only by affording the student a chance for continual development in all phases of life, the academic, social, and the religious, can a university be justified as a necessary so-

cial institution, and only then will a degree be of any real significance.

By **PATRICIA SESSIONS, '54journ**

From the student's viewpoint, I see the question of the aims of education more precisely as "what should education contribute to my development?"

Education, says Webster, is a teaching process. Being on the receiving end of this process, students may be apt to expect more than education can give. Students are not, after all, vessels into which learning can be poured, but as recipients they must be willing to contribute to the process if they expect to gain that which education offers.

With this in mind, what can we expect education to offer? I can learn to be a top-notch teacher, doctor or accountant, but, if after receiving my degree my only concern is to land a job with the highest-paying company, has education fulfilled its purpose?

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Can't I expect education to give me, in addition to skills by which I can earn a living, a genuine curiosity about the entire vast area of knowledge, a curiosity which by its nature prompts a concern for gaining and using that knowledge not only for myself but for others?

After graduation shouldn't I continue to be a student and go on learning and asking questions, in addition to answering them by benefit of the knowledge which I have received?

While I am pursuing training for a specific job, shouldn't I gain a more adequate understanding of the different peoples and beliefs in my world?

Is it too much to ask that I learn to appreciate the esthetic side of life—whether in relation to, or in addition to, a comprehension of the skills of my own field?

Can I expect, through my education, to be taught to think and to reason in order to analyze and evaluate the complex problems and situations I will encounter in life?

Shouldn't I gain some understanding of the past and traditions of my world and

their relation to our present-day problems? And shouldn't I be taught to distinguish fact from myth in order that I may realistically face these problems?

Can't I expect education to elevate me spiritually, to relate the fragmentary bits of knowledge dished out in piecemeal fashion in course after course to a larger inclusive whole?

Shouldn't education, in addition to helping me be a better engineer, dress designer, newspaper reporter or what-have-you, help me to be a better *person*?

Certainly, we can not expect education to give all the answers. But we can expect it to provide the equipment, if we are willing and able to use it, to find the answers for ourselves. We can expect education to spark our imagination, to give us an insight into our own capacities, and to provide the groundwork from which we can build.

I believe that we can legitimately expect education to be inspiring, and that its highest aim should be to inspire students to apply by positive action in *living* that knowledge which it imparts.

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