

The Assets of a Graduating Senior

The seven members of the student editorial board take individual looks at what the 1955 senior has to offer his profession and society. One says, "We possess faith and enthusiasm for the future—enthusiasm that will cause us to push ahead."

By DAVID FIST, '55 Law

MY COLLEAGUES on these pages represent the finished product of varied fields of academic endeavor: liberal arts, fine arts, engineering, pharmacy, education, and business administration. We have attained at least some mastery of the basic techniques required in our careers; our diplomas certify to that. But this alone is not enough. Unless the college graduate has acquired some abilities beyond the relatively narrow content of his studies, his education—in the broad sense of that word—has been defective. I like to think that most graduates have been successful, and that the University has not failed in its most important purpose. The primary asset of the graduate lies in his facility to employ these intangible abilities for the benefit of society. It is this, if anything, which justifies the existence of the University and its functions.

As our modern life becomes increasingly complex, we tend to form ourselves into representative groups. The college campus, with its myriad societies and organizations, is a reflection of this. The graduate realizes, as John Donne said, that "No man is an Iland, intire of it selfe." He has experience in working with these groups and in adjusting the differences between them. He knows how to make group action orderly and effective, and how to prevent the group from becoming a mob of anger and violence.

I believe that the college graduate has a deep sense of responsibility toward his community and his fellow men. Certainly he should realize that his education is a privilege given to him by society, and that every privilege carries with it certain duties and obligations. He will not indifferently allow others to guide the destiny of society, but will put his talents to work—not with an air of superiority, but with an attitude of humility. This is the only way in which he can meet the payments on the debt he owes.

The college graduate has some insight into the process of dealing with the situations which will present themselves to him in the course of his life. He approaches problems with a mature understanding and a disciplined mental process. He examines competing philosophies and fresh ideas without prejudice or cynicism, but with intelligence and perhaps a touch of skepticism. In short, he knows how to think; but more important, he knows how to learn, and is not afraid of it.

Finally, I think that the graduate knows that every balance sheet has two sides. If his assets do not outweigh his liabilities, our world will be in a sorry state indeed.

By JACK JENNINGS, '55 Pharmacy

TO ASSUME that a senior in any university or college is an educated individual, would be a stretch of one's imagination. We have obtained information and knowledge out of books, but it will take life to teach us the sensible and true wisdom of rational living. Our training here at the University has opened life's door for us. It has supplied the foundation upon which we can build; it has given us the necessary tools which we can use in obtaining an education.

To say that all seniors are equally qualified to meet the challenge of life, would be absurd. As individuals, our assets vary greatly. So in making an evaluation of the senior we must deal in generalities.

Many people support the idea that a college education consists of an accumulation of facts. But I, as a senior, feel that college training has given us more than this array of facts; I feel that we have learned a way of life. It would be presumption to say that the individual who can quote mathematical and chemical equations by the page or who can recite *Plato* is an educated person. To me education means more than this; it means originality of thought, the technique of open-mindedness, the ability to live in a changing world, and an appreciation and respect for our fellowmen. As college seniors we possess these attributes to some degree. If we don't, then we are not measuring up to the expectations which society has for us.

The college senior is equipped to face life objectively. We are not likely to fall prey to propaganda or superstition, but instead we have been trained to look for the cause and effect element, to consider the pros and cons, and to understand the logic before making a decision on the validity of any statement. This independence of thought is of utmost importance in our American Democracy.

We possess faith and enthusiasm for the future—faith in ourselves, in our country and in our fellow-citizens—enthusiasm that will cause us to push ahead to seek the fulfillment of our dreams, regardless of obstacles.

Most of us have not become calloused by the pitfalls of failure or despair. We are idealistic. Nothing within our chosen field seems too great for us to accomplish. Men must live by ideals far more than by the facts of life.

Education has fitted us for a job, because we must make a living, but it has also provided us with ideas. Without a dream, one's life is valueless. We are practical, because life is practical, but we are also idealistic, for dreams are the essence of living, and we become the products of our imagination.

By HOYL LOCKETT, '55 Engineering

ENGINEERING graduates of today are welcomed into an engineering profession which must supply the technological advancements demanded by the present economic society.

The engineer's training, with its practical application to scientific phenomena and its broad understanding of the physical relations that surround man, makes him better fitted than most people to contribute constructively to society.

His logical thinking in dealing with facts has created new inventions which maintain U.S. freedom and provide this nation with the highest standard of living. In doing this, though, his fellow man has become aghast at the creations of this generation of engineers—fearing that scientific advancements will make humanity's future only a fight for survival.



Senior Editorial Board Members David Fist, Jack Jennings and Hoyl Lockett
They represent the Colleges of Law, Pharmacy and Engineering

For these seeming advancements, the engineer has paid a high price. For, during his preparation for a technical career, his intelligence has been restricted to a narrow, specialized field which has limited his formal learning of human principles.

There is an obvious lack in broadness in point of view. He has become a man of precision, meticulousness, and perfectionism.

Because of his confidence in dealing with physical laws, he expects the same predictability in understanding people, with the inevitable failure in achieving successful human relations. Today's engineering problems are generally of such a complex nature that they must necessarily be solved through the cooperation of many specialists. The engineer's ignorance of human principles, therefore, tends to become the obstacle which stands in the way of effective utilization of his talents.

The engineering graduate with his vast resources of technical knowledge and lack of social awareness will awaken to find himself at the crossroads—designing the course of history. Upon what criteria must he base this design?

Progress has eliminated the opportunities the frontiers created. Opportunities now exist, however, which if utilized, will give this generation the greatest era of prosperity, happiness and satisfaction the world has ever seen. To do this, we must be alert to the perils surrounding us and take positive actions to prevent the destruction of the things vital to us.

We must strengthen our faith and confidence. We must not get away from our fundamental thinking. We must carry our responsibility, forget our selfish pleasures, and uphold our moral principles. Our voice must ring throughout our community and government and we must work together for the retention of the freedoms granted to us by our forefathers and for the ideals in which we believe.

We must live the broad aspects of our profession, and not miss the opportunity to make it respected and honored by all. Our decisions must not be based solely on the physical properties of the materials with which we work, but also upon the social, economic, and political effects of our design.

The engineer can truly be the universal man in the tradition of Leonardo da Vinci, if he desires. With a scientific background and a humanitarian insight into the mystery of life, the engineer can be, in a figurative sense, one of the giants of the age.

The engineer must be cognizant of the fact that his survival rests with himself. Abe Lincoln's fine statement often reminds us of the fact, "You can not help men permanently by doing for them what they could and should do for themselves."

In designing the future, we must have the faith to let our lives be motivated by God, and in knowing that which is seemingly impenetrable to us really exists, manifesting itself beyond the comprehension of our dull, finite faculties.

This we try humbly to perceive, so that we may carry out the one thing that we know: that man is here for the sake of other men.

By JEAN BECKER SAYLOR, '55 Education

WHEN a person receives a degree from a university, he is at the climax of sixteen years of intensive study. Society says, "Now you are prepared to face the world." We, as graduating seniors, would like to think that we are prepared to become educated contributors in our society and the world.

For the past four years we have had a highly concentrated study of the theories, principles, and facts in our major fields. Yet, with all this accumulated knowledge, we wonder if this information will be applicable to our situation in life. The most capable professor at the university can teach us only a minor fraction of the "practical application" of knowledge. The saying, "You learn by experience," seems appropriately coined for the graduating senior. The application of knowledge comes with experience and is a challenging goal before us.

The university has not produced a class of professional geniuses, nor is that the aim of an educational institution. It has, however, been a contributing factor in developing the individual.

Many of the university experiences are instrumental in guiding the student to a better understanding of himself and his limitations as well as his abilities and potentialities. A student has the opportunity to meet and know many people from various backgrounds. Here he has been given the opportunity of formulating his philosophy of life.

The graduating senior would like to be considered educated, although he has the realization that graduation is only the beginning of his efforts to obtain an education. Every student has the quality of being educated to some degree. Education, of course, is a growing, continual process. Some graduates are more advanced in various areas of learning than in others. But no one can deny the fact that every senior has gained "something" from the experiences of these four years of university life.

The term education has a variety of meanings. As defined by Webster, education is the "totality of the information and qualities acquired through instruction and training, which further the de-

velopment of an individual physically, mentally, and morally." Might I be so presumptuous as to add to this definition, the development of an individual socially, as well.

The concepts that a student gains in academic work are not enough, important as they may be. An educated student should have the insight to analyze intelligently the situations he encounters. He must know himself and have the ability to evaluate the facts, distorted as they may be. He should have an awareness and concern for the world around him.

These assets the graduating senior likes to think he has acquired, knowing, however, that his development is far from completed in the various phases of education—physical, mental, moral and social.

Our education did not provide all the answers to our questions, but it did contribute the equipment with which to lay the groundwork of our thinking. We must not become stagnant in our educational growth—instead we must attempt to broaden the assets with which we are now equipped.

By AL ALSCHULER, '55 Arts & Sciences

THE CAMPUS atmosphere isn't the "hothouse" variety anymore. Self-direction has been the keynote of the college curriculum. Eying the personal "I," the graduating senior—particularly within the liberal arts—has had countless opportunities and challenges, each one contributing to his own readiness for a responsible maturity.

Sure, higher education has provided Joe College with some measure of vocational training. But there's a distinction between an exposure to education and really being educated. Self-satisfaction needn't stop with a diploma in hand as a passport to success. College—cafeteria style—is useful only if Joe's adaptability to varied situations is enhanced. Study assuredly enriches the prospective career, but there's more to State U. than bluebooks and slide rules and crib notes.

Long a "cinderella" in the academic atmosphere has been the extra-curricular. Yet, participation in activities shouldn't be slighted. Experiences of group solidarity and effort, of personal achievement, of campus and social service, of responsibility—all are products of activities' diversification and resulting challenge.

Assets such as the above are perhaps Joe's most underrated. Still, his associations and accomplishments have equipped him for admittance into a society full of comparative eases and attitudes. Here again, adaptability might be cited as a cornerstone of social maturity.

Grades—after the bugaboo of pop quizzes and finals—have

been an index of sorts. But, quoting Spencer, "To prepare us for complete living is the function which education has to discharge." Joe College, 1955 model, has more to show the world than his transcript. Even the simplest list of his attributes would include ingenuity and resourcefulness, enthusiasm and perseverance, initiative and integrity, as well as a creative imagination and self-expression.

Education won't be holing up after commencement day. The graduate won't be clutching at the security of a diploma and calendered memories, but will be seeking the security of continued intellectual advancement and self-improvement. It's more evident than ever before that the senior of today has that thirst, that driving ambition, to carry far in a troubled world.

Depression-born babes have seen a lot in their twenty-plus years. A major war and another near-eruptive crisis have made deep impressions. But a polio cure is discovered and labor-saving household devices are introduced. Jets spanning a globe and the infinitesimal atom are pawns to the graduating generation with its able and eager touch.

Joe College through his collegiate contacts—whether concord or conflict—can boast of a fitness garnered through a potpourri of endeavors. Coupled with the precepts absorbed by the osmosis of the academic, such a fitness may provide both an insurance and assurance for the America-to-be of Joe's generation.

By WALTER ALLISON, '55 Business

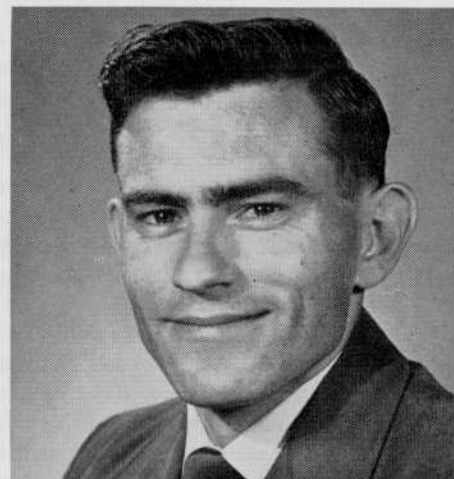
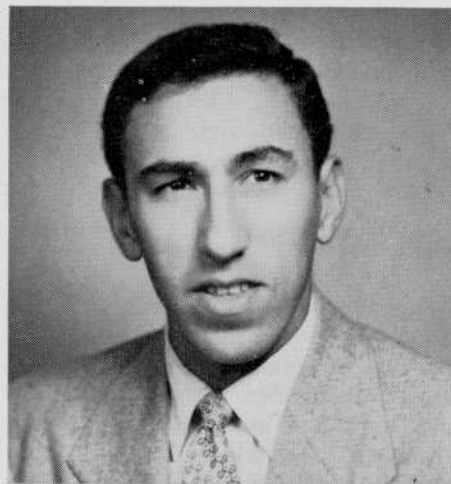
WHY SHOULD industry be willing to pay a graduate with no practical experience \$350 to \$400 per month as a starting salary?

Industry is concentrating more and more on filling their training programs with college graduates. An example of this is Bell Telephone Company whose management training program is conducted almost exclusively for college graduates.

There must be some reason for business men to expect better results from college graduates. There is. They have found that, generally, the graduate is a more determined individual who can think for himself and express his ideas.

Business leaders recognize that the graduate has the superior desire and determination which are required for success in a business career. He has shown these qualities by entering and completing college. Of all highschool graduates, only a limited number enter college, and of these, only one-half complete their college education. This fraction indicates the difficulty of the

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Editorial Board Members Al Alschuler, Jean Becker Saylor and Walter Allison
... Representing Colleges of Arts and Sciences, Education and Business



Prominently identified as O.U. students of the future are Melanie and Jay Smith. Their parents are Jack Ned Smith, '41ba, and Mrs. Smith, the former Mickey Caviness, '42ed, of Frederick.

Rudy Theiser, '54eng, is a technical assistant in utilities for the Union Carbide and Carbon Chemical Company's Texas City, Texas plant.

MARRIAGES: Miss Jean Joyce Becker, Lawton, and Weldon Wayne Saylor, '54eng, Norman, were married April 3 at Lawton. The couple is living in Norman where Saylor is working on his master's degree and Mrs. Saylor is completing her undergraduate work. Mrs. Saylor is a member of

Gamma Phi Beta sorority, and he is affiliated with Sigma Chi fraternity.

Miss Martha Jean Dameron, Wichita, Kansas, and Lieut. Robert Shelton Aldridge, '54bus, Oklahoma City, were married March 19. The couple is living at 308 8th Street, Edwards, California, while Lieutenant Aldridge is stationed at Edwards Air Force Base. Mrs. Aldridge was affiliated with Delta Gamma sorority at O. U., and he was a member of Phi Kappa Sigma fraternity.

Miss Marilee Evans and Charles N. Scott, '54bs, both of Oklahoma City, were married March 12. Scott was a member of Sigma Nu fraternity at O. U. He reported for active duty with the army at Fort Belvoir, Virginia, April 14.

Miss Betty Marie Stevenson, '54mus.ed, Tecumseh, and Lieut. Howard Ray, Tullahoma, Tennessee, were married February 5. The couple is living at 1525 Canton Pike, Hopkinsville, Kentucky.

Miss Betty Sue Phillips, Ardmore, and Lieut. Lawrence G. Roark, '54bs, Mountain View, were married recently. Lieutenant Roark is now serving with the air force at Lackland Air Force Base, San Antonio, Texas.

BIRTHS: Patrick D. Cavanaugh, '54bus, and Mrs. Cavanaugh, Houston, have selected the name Patrick D. Cavanaugh, Jr., for their son born March 5. The couple also have a daughter, Rebecca Carol, 20 months. Cavanaugh is employed by the Firestone Stores in Houston as budget manager.

James Franklin Lane, '54Law, and Mrs. Lane, (the former Josephine Oleta Rennels, '53bfa),

have chosen the name James Nelson Lane for their son born November 6. Mr. Lane is now serving with the Army on Okinawa.

DEATH: Mrs. Helen Edmiaston, '54ed, Oklahoma City school teacher, died in February. Mrs. Edmiaston, 57, was a member of the state and national teachers associations, the National Congress of Parents and Teachers, the Association for Childhood Education, the National Education Association, and the Capitol Hill Methodist Church.

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The Assets of the Graduating Senior . . .

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problems which the individual must surmount in order to graduate from college.

The student's success in completing high school displays the presence of a latent ability in the individual to think. His thinking ability is limited by his immature age, experience, and background. While working toward a degree, he is able to overcome these deficiencies to a large extent. He is required to reason for himself, and must adhere reasonably close to the narrow path which leads to the first major goal in his career, the attainment of a college education. This attainment is evidence of applied self discipline.

The student enters college with the ability to analyze and cope with only those problems with which he has come in direct contact. While attending college, he is subjected to a great variety of problems unrelated to his background, problems similar to those he will encounter in business.

He is taught to approach these problems cautiously, analytically, and with a knowledge of the seriousness of errors in business. His approach to a problem today is entirely foreign to what it was four years ago. The graduate's thinking ability has matured into a valuable asset to himself and to his employer, and results in his being considered a potential executive.

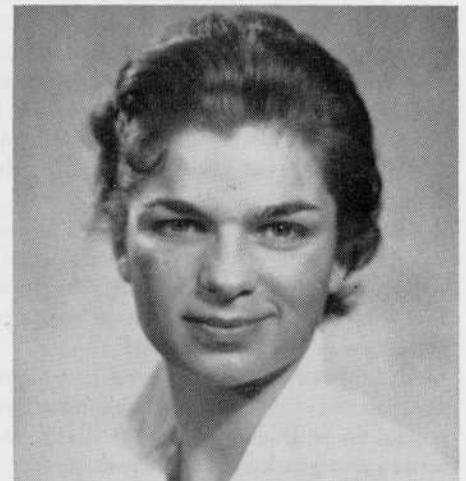
The success of an individual depends to a large extent on his ability to express himself. This is one skill in particular that he has an opportunity to learn in college. He is constantly pressed to communicate his ideas through reports, speeches, and informal discussions. This is not to say that the graduate is an expert in expressing himself, but he does know the basic principles of writing and speaking, and he has had considerable experience in this area.

In conclusion, the business graduate's assets display his potential. His mature and objective reasoning, his ability to express himself, and the determination he has shown are his chief assets. With proper training and years of experience added to this background, there is a good possibility that he may become a leader in his field.

By RONNIE CLAIRE EDWARDS, '55 Fine Arts

FOR THE STUDENT who is interested in a career in one of the fine arts, the University of Oklahoma offers one of the best curricula in the United States. It combines successfully music, art, and drama.

Although my primary interest is in acting, it has broadened to



Ronnie Claire Edwards represents College of Fine Arts on the student editorial board.

include all allied fields. Not only are adequate courses given in acting, but the requirements are such that the student receives training in lighting, make-up, scene design, and costuming. Since the professional theatre is a highly competitive and overcrowded field, the student is equipped to find expression in what he thinks is his secondary interest, but what may prove to be his primary interest.

It is interesting to note that the art students are often more adept in make-up than the drama students, just as the drama students are sometimes more imaginative in interpretive dance than the dance majors.

The annual opera which is presented by the combined departments, shows the student, as no series of lectures could, the interdependence of the arts. The Drama Department executes the costumes and the sets, many of which have been designed by the Art Department, and the leading roles will be sung by students in the Music Department.

In regard to the drama school specifically, it has a very thorough laboratory system. Throughout the four year period, the student is given opportunity to appear in five major faculty-directed plays per season which require rehearsals every night for a period of four or five weeks. No credit hours are received for this work. It is all extra-curricular.

More than one semester I have been in rehearsal almost every

night, and have had the opportunity to appear in plays by Eugene O'Neill, Shakespeare, and Sophocles. I have run the gamut of roles from a nun in Sierra's *The Cradle Song* to a "shady lady" in O'Neill's *Ah, Wilderness*, and from the fat, bawdy nurse in *Romeo and Juliet* to the noble, martyred princess in *Antigone*.

In addition to these five major productions a year, the student may also appear in plays directed by graduate students and three one-act plays that are given weekly. These one-acts serve a dual purpose. Not only do they furnish acting roles, but they are directed by juniors and seniors. Each upper class student is required to direct two for the class in production.

In this class the student not only learns what goes on back stage and on stage, but also the front of the house business. He is required to make up a hypothetical case in which he must figure the gross, loss, tickets, rental copyright law, royalties, salaries, etc.

A University teaches where a small private school or stock company only coaches.

The time is slowly passing when a child must be born in a trunk and grow up in the theatre to become an actor. Many theatrical employment sheets now inquire about college training.

The old argument about whether the purpose of a degree is to gain a cultural education or to learn to earn a living has been solved. I feel that on June 5 when I receive my Bachelor of Fine Arts degree, I will be qualified in both respects.

The Quiet Ones . . .

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around him, his place in the world. Right now he thinks he's pretty well set. Girl, maybe a car and if not, prospects of buying one, some clothes, friends—and a college education, whatever that means. And he goes about his life, eating, catching a few hours sleep, his thoughts mostly occupied by the University and the slow haste that is college.

Most of the time he's light hearted. Yet underneath—and you can spot it in the Union when he drinks his coffee alone, or when conversation lulls—there is that emptiness, that uncertainty, and he wonders. At such times, withdrawn into his own thoughts, he thinks he can fathom a little of what is ahead. He is not sure. He can see the girl in the telephone company office, seated, eyes smiling at him through rhinestone covered glasses.

He can visualize her saying, "That's for the installation, and we'll need the \$10.00 deposit, of course." She smiles then around teeth that only yesterday were freed of their braces, "And you can easily give us the three references, can't you?"

He can visualize the banker, too, the vice president in the dark blue suit, engraved nameplate on an oversized mahogany desk. "Glad to have you with us. You can be assured that your account will receive our closest attention." He grins his best Kiwanis grin, "And by the way, we'd like you to remember our friendly loan service—a low seven per cent, with . . . ah, of course, the usual small service charges."

And with a chuckle, he can see the garage mechanic, grease on his chin, wiping heavy-knuckled hands on his coveralls, "So this is your first car—that's fine!" He pauses thoughtfully, "You know, just to be on the safe side we *should* pfnarfle that gudodnik. I'd hate for it to go out on you."

And the apartment manager, "Just fill out this application . . . now, you did say you don't drink, didn't you?"

And the suit salesman, "After all, this is Stratford-on-the-Glop worsted and you know, as I do, that every successful man. . ."

And he can picture the job interviewer, a smiling grey-haired man who would rather be called an employment counselor, the smile fled now, muttering, "And experience. Besides college, what *experience* have you had?"

And before his vision fades out into other thoughts, the Junior Chamber of Commerce membership chairman, rubbing his hands and giving a dentist's view of all but his wisdom teeth. "You *are* just the kind of man we want—young, intelligent, energetic, you know—the man on his way up." He pauses for inspiration, laying a friendly hand on the senior's shoulder, adding confidentially, "Say, I know just the spot for you. We've set up a committee that if you play your cards right and work hard could lead you straight to the presidency."

The senior gets up from his chair, and wanders about the room. He knows those are trifles, the parsley on the pork chop. The meat of life remains hidden—the successes, the failures, the time when he may have to realize for him glory will never come: the time he must restudy his text of life, with emphasis on the chapter concerning how to live with himself.

Already he's perused the first of that chapter and he's gotten a reasonable idea how far his energy and brainpower will carry him. Perhaps he doesn't admit it, but he knows all things being somewhat level, if not equal, he will do about as well outside of school as he has in. Again, he may not admit it but his mold has produced all it's going to produce—unless, he's an Einstein concealed, and that hope is a little too vain for him to cling to.

So his form is his, and he puzzles what he can do with it. He must leave the security of four years of relative gravy, four years on a treadmill, and he wonders, and he wants to find out.

He is challenged by something vague called the world outside, the one people tell him he's going to have to run, the one he's supposed to conquer. And school has not been all free beer.

If the family has supported him, he wants out from under;