

Discussing subjects ranging from women to working, four engineering seniors offer a valid commentary on student thought; some is frivolous, but much has been considered seriously.

The Engineering Student: His Problems and Opinions

Four outstanding engineering seniors gathered one winter evening at the invitation of Sooner Magazine to a "bull session. The four—Dick Lindsly, petroleum engineering; Eddie Casteel, mechanical engineering; Jack Keeley, civil engineering, and Jim Williams, petroleum engineering—covered a great many subjects. As a measure of student thought, their viewpoints are interesting and revealing:

On Professors

Jim: I'd raise the salaries of the teachers to a more competitive basis with industry . . .

Eddie: Well, what about this idea. I've never heard any discussion on it anywhere or at any time, but it has occurred to me several times. We'll never compete with the prices that industry can give, so consequently many of the really outstanding men will leave and go into industry. I'd try to induce men to come from industry who are successful to teach maybe one course in the University. I think we have ample industry in Oklahoma City. It wouldn't be any problem at all for them to commute from Oklahoma City down here for a class, say, one day or maybe two days each week. Maybe if they just taught one course they would concentrate very greatly on that course. I think they ought to be considering this idea as far as trying to compete with industry and getting the quality of professors and leaders that we need.

Jack: I had an argument with an old boy today about professors. I think that they ought to have so many years—a set number of years in industry—before they are ever permitted to teach. I argued with this old boy all afternoon about this, and he said that it doesn't make any difference, but I don't think a professor can teach a course just out of a book alone. I think he ought to know how what he is teaching is tied in with industry.

Jim: I'll go along with that. Use this as an example: I have had two teachers in the same type of courses (one is a prerequisite to the other one). The first teacher—he is not here any more—had never had any

practical experience and he taught us a lot of things just straight down the book. When we got into a course with this guy that had had 8 to 10 years out in industry, he said, "Well, according to the book that's what they say, but it can be changed around some." It's not a set pattern once we get out.

On Curriculum

Jack: Engineering is a five year curriculum now. We have to have 147 hours to graduate whereas almost all other schools have to have about 125. That's a good year's difference. In order to graduate in 4 years you need to carry 18, 19, 20 hours quite often with a lot of labs in addition. You're just not getting the best from every course. You're going to get through them all, but you're not going to get the best. Now when I say 147 hours, that is 147 hours of engineering that is in our bulletin. But say someone comes here who hasn't had prerequisites in high school. Say he came here and had to start taking his algebra, plane geometry, solid geometry and all those courses. He would be here forever. But that is not in his 147 hours. We ought to go ahead and call it a five year program. They ought to get together and either call it a five year curriculum or call it a four year curriculum and get rid of some of this stuff we're taking.

Eddie: I know several universities have a curriculum whereby a company sponsors students. The student goes to school for 6 months and works for the company for 6 months. He is in training with the company all his college time. I think that's an awfully good plan. I think I'd make a concerted effort to try to offer some sort of a plan like that. There are a lot of students who just don't have the money and they need a plan like that.

Jim: I think we come down here for 4 years and it's just straight theory. If you don't somehow get a job in the summer that'll get you out in your field, you get to your junior and senior years without knowing what you are talking about. I think maybe you need to make the engineering curriculum maybe 6 or 7 years and you

would really come out a polished engineer. You could integrate your schooling with industry.

On "Culture"

Jim: This is changing the subject, but I was reading where they say that we don't think we get enough culture as engineers. We argue that we don't want it and yet it seems to me that if we had 5 years that we're going to come out and go into business—engineers are more and more—we're going to be mixing with lawyers, business



EDDIE CASTEEL

“. . . "It Wouldn't Be Any Problem"

students—all these other people who have had this culture (using that term loosely). So we're going to have to get along with people and quite often we find that we don't talk the same language. It might not hurt us too much if we did have a little more. I don't like the subjects myself. I'd hate to have to take them, but I can see that a little more English and literature would help us.

Jack: This will give you reference. The Sigma Tau honorary organization sponsors an essay contest. The students write these articles from all over the country. One of our boys won second place, I believe, in the contest this year. He wrote on this thing about more liberal knowledge, and he just tears what you said up. He said we didn't need it. They call us very ignorant. Yet when some engineers and some people in

the arts get together, the engineer can talk with them, but these other people cannot talk on the subject of engineering. They know nothing about engineering—NOTHING—but yet the engineer knows enough from just reading the paper, reading a magazine here and there that he can talk with these other people, but they cannot say one word about the field of engineering.

Eddie: I think they're kind of going overboard. I think the proper thing to do is just to give the engineer enough of a taste of something like that. Maybe one or two courses.

Dick: If you were in a course like that, it would offer a change, so that if some character got interested in it, he would have a start on where to look for what he wants to find out. He wouldn't have to look at book numbers all the time.

Jim: We don't read anything usually.

Jack: It's been so long since I've read a book that I can't read any more. I cannot sit down with a book and read it. It takes me hours because the books we read we

more than anything is to get some women in that Engineering building. You know since they are teaching a psychology course over there, there are girls who have to come in there and guys have started putting on suits and, before the beard growing contest, they'd come in clean shaven and they'd quit swearing in the halls and they'd sweep the halls and everything—just since the girls came up there. The guys stand up straight you know and look at the girls and they're just like a bunch of gentlemen. We ought to have a building full of girls.

Jim: This must be way off on a tangent. You guys will probably disagree and it probably sounds like joking. When you said they should have a course over there with some girls in it, you weren't joking. I think it should be set up so that the engineers have got to get out in school where there are some girls in classes or get some girls in the Engineering building—say they taught a home ec class over there once a week. The Union is the only place we see girls, you know.

for the next 5 years say, and from there I can decide. I don't want to own the company in 2 years. I dearly hate repetition, doing things over and over again in an 8 hour day. I hate that, so I am looking for a company (and I think I've found it) that allows me to start a job and go completely through all phases of the job. And then, of course, you've got to think about money. It's nothing that can be lightly considered, but a lot of people go for the first pay that is offered to them. I don't think they should do that, because a lot of companies realize that's what they are doing. You might start out with a fantastic amount at the beginning but you'll be making that for the rest of your life. You should look into the company—the advancements that they offer and how you might be doing 10, 15 or 20 years from now, but I don't think that money is the important thing. The part of the country that I work in is also important.

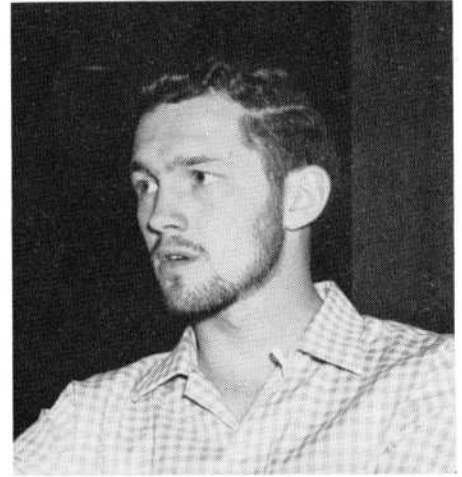
Eddie: I definitely think that most engineers feel that they can always get a job at pretty good pay, so security no longer



JACK KEELEY
". . . They Ought to Get Together"



DICK LINDSLY
". . . It Would Offer a Chance"



JIM WILLIAMS
". . . I'd Raise the Salaries"

go through and we hit a problem that we have to sit there and worry about a while, and it slows me down. That reading course, I'd like to take it.

Jim: We were talking of having a few more electives we could take—one thing I think is very true is that the average engineer is a poor reader. The textbooks that we read we have to hunt for material. You just don't scan through and get the story. You scan through and get the facts of each sentence. The plot isn't too good in other words. And consequently, it takes us from 2 to 3 to 4 minutes to read a page. Ordinary readers can read that page in 30 seconds and by the time we get out of here and go to read a report or something we just can't. It'd take us all day to read it.

On Women

Jack: I think one thing that would help

Jack: We're going to have to live with them for the rest of our lives and yet we don't see them for 4 years.

Jim: It's been 3 years since I have had a class with a girl. The joke in Engine School is: Hey, they got a class over there and they got girls in the same class with boys. That sounds awfully stupid, but yet when you haven't seen any for 3 or 4 years, it sounds in place.

On What to Look for in a Job

Jack: Personally, I'm not looking for a company that will offer me all these benefits and security for the rest of my life, because I don't know that I want to stay with that company for the rest of my life. I may decide in the next 5 or 10 years. Right now I want to go with a company specifically for getting a background and training

means what it used to mean as far as engineers are concerned. That's primarily the reason I want to go into business for myself. Like Jack said, the only thing that I am interested in is that I'll be doing something that I enjoy. I am going to have to be doing this work the rest of my life and it's a pretty big decision. Most people feel that the engineer when he graduates will go one place and sit at a desk and work problems with the slide rule. It seems to me that engineers are struggling to get away from that, but that seems to be the conception of an engineer I got while I was going through school. That made me hesitate a lot of times about going on through, but civilization is moving to a more technical phase. More and more people are going to have to know about what makes

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terials and books. She will not pound and drill him with the same old basic reader which has frustrated him so much in the past.

To summarize the remedial reading program, simply embrace and practice the principles which, had they been practiced from the beginning, would have in most cases produced good readers.

But the problem of teaching Johnny to read is not as simple as it once was, for Johnny has developed an emotional attitude toward reading. He hates to read because attempting to read is a constant threat to him. He also senses that he has been a disappointment and trial to his parents because he failed them too. It is a pretty safe axiom to state that IT TAKES ABOUT AS LONG TO UNDO A READING PROBLEM AS IT TOOK TO PRODUCE IT.

This is why prevention is so much cheaper and so much more logical than a cure or "remedy."

The Engineering Student . . .

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things work in order to understand how to do things. And that's the reason why I think the engineer is increasingly more important.

Jim: I sort of tie in a little bit between Jack and Ed in that I hate the word specialization. I have a fear of it. I want to get out and I want to generalize. My field is oil. I want to generalize and see the whole field of it and work into management I guess. Either in management or in my own company where somebody is not on your back to do this or that all the time. I think the only place where a person can really find that is to be his own boss. Then, if he wants to take a chance and get something done, he can do it. If he wants to work 24 hours a day to get a job done, he can. He doesn't have to shut her down at five o'clock.

Eddie: I don't care about the 8 hour day either. I'd just as soon work to midnight if I'm interested in something.

Jim: Just work as long as you can until you get the job done and then you can rest or just start another job—depends upon what you want to do.

On Grades and Activities

Jim: I think that extracurricular activities are very important and so are grades. If you are not getting both of them, you are losing out on part of your education.

Eddie: Of course, all of us here are more or less leaning toward the extracurricular

anyway, but I think if I had it all to do over again, I would start and hit the books with a very small scattering of extra activities at the beginning. Then, after your sophomore year, after you have made the grades and after you have got the basis for your learning, then enter into your extracurricular activities and get all the benefits. I think you can get all the benefits during your junior and senior years that you would if you tried to do them all the time. I think that's the mistake that I made, because I don't have as high a grade average as I'd like to have. I started in extracurricular activities too early.

Jack: I just want to go back to what Ed said. We both started when we were freshmen and not only do you lose grades, but by the time you are a junior and senior when you should really be interested in your school, you are tired of it. We've done it and we're tired of it, so that is one of my greatest kicks.

Eddie: Good grades are the basis for all selection of outstanding students here on the campus. No matter how you go, that's the basis and you've got to have good grades no matter which way you go. If you get those good grades, it's a lot easier after that. You won't have to work so hard to get recognition.

OFFICIAL BALLOT

1956 Election of Board of Trustees of the Oklahoma Memorial Union, Inc.

VOTING REGULATIONS: In accordance with Article VIII, (Nominations and Elections) of the Amended Articles of Incorporation of the Board of Governors of the Oklahoma Student Union, the following nominees are candidates for membership on the Union's Board of Trustees. Every paid member of the University of Oklahoma (Alumni) Association is entitled to vote for four (4) of the nominees. The four elected will each serve three-year terms.

IMPORTANT: Vote for only four (4) nominees. Ballots must be received on or before May 1 at the office of the Secretary, Board of Trustees, Oklahoma Memorial Union, University of Oklahoma, Norman, Oklahoma. Each ballot must be signed to be valid. (Both husband and wife, if paid members, are entitled to vote. Both may use this ballot, showing a double vote, but both must sign.

NOMINEES

(Vote for 4)

Neil Johnson
Norman

R. J. Clements
Oklahoma City

Dick Virtue
Oklahoma City

Ralph Enix
Kingfisher

Frank Cleckler
Oklahoma City

Clee Fitzgerald
Stillwater

George Shirk
Oklahoma City

Fred Daugherty
Oklahoma City

Signed _____ Address _____

Dick: I agree with them. I think I'm more or less of an example of what they are talking about. I studied quite a bit my freshman and sophomore years and made a pretty good grade average and then started on activities after that. I was just wondering, if I had it to do over again, if maybe I'd start activities sooner, but I think I'll take it from them because I am certainly enjoying this year.

Engineers Pick Queen; Name Keeley St. Pat

For weeks, fresh-cheeked students cultivated and cursed. Older and wiser students trimmed and shaved. The engineers' annual beard growing contest was making a shambles of student appearance.

The first stubble to appear presaged the coming of Engineers Week. The race for Engineers Queen confirmed the rumor. Then in a burst of green and activity, Engineers Week came to the campus March 12-17.

As has been the custom for many years, the campus newspaper blossomed out in green paper. Campus lights gave off an

erie green glow. And to nobody's surprise, a lawyer was hanged in effigy in front of the Engineering Building.

The queen's race was a carnival—Gay booths, handouts of coffee and cookies, contestants putting their best teeth forward—all in an attempt to convince the engineering student that the individual girl was the best choice for queen. Paula Deavenport, Duncan sophomore, won out in the milling.

She was crowned at the dance March 16 by newly elected St. Pat, Jack Keeley, engineering senior from Norman. Keeley is chairman of the Engineers show slated for April, is a member of the Engineers Club, St. Pat's Council and the American Society of Civil Engineers. He is a former student senator and was chairman of the Who's Who in American Colleges committee at O.U. this year.

As St. Pat, dressed in traditional green formal attire with green topper, he officially crowned Miss Deavenport.

As a windup to Engineers Week, students, faculty and guests attended a banquet in Union Ballroom. Miss Deavenport

conducted the queenly duties of knighting, by substituting slide rule for sword, 16 outstanding engineers as Knights of St. Pat.

Winners were named in the beard contest; keys were awarded to outstanding staff members of the *Sooner Shamrock*, and Old Trusty boomed out its annual end to another Engineers Week.

Jim Williams, president of the Engineers Club, could breathe a sigh of relief. The club had been responsible for preparation and conduct of the week-long program.

By Monday, March 19, the campus lights were once again amber, the newspaper was once again printed on white stock and the lawyer had been cut down.

The University of Oklahoma has few traditions. Many would argue that traditions aren't necessary. But the Engineers crowd tradition upon tradition in their short week of revelry and seem to enjoy them.

Even the lawyers, traditional enemies of the engineers, observed their annual tradition. In coffeeshop and on the campus, it was easy to identify the fledgling lawyer. He was sporting his black, string tie.

Educators Will Provide . . .

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combat such an overwhelming situation. However, the patrons of the school, together with the cooperation of the school administration and faculty, should be able to bring about improvement, even though any change would meet with vigorous opposition from the students.

There is a psychological factor involved in all of this which is difficult to describe. The tremendous industrial progress which has been made in our country, and the steadily improving economic conditions of the past few years, have in many ways had an unhappy effect on the citizenry of our country. It is so very easy here to establish a reasonably high economic level and standard of living that our people have developed the impression that a great deal should be received with very little effort. A five-day week for the working man, and the prospect of a four-day week, cannot but have an effect on the minds of children and young people. The

great amount of leisure now available to the average working family as a result of very efficient industrial methods, and the way in which heads of families use this leisure has influenced the thinking of young people. Automobiles, radio, television, etc., provide attractive ways of using leisure, and it is not surprising that people of high school age should greatly prefer a life of lessened effort with plenty of time for enticing after-school activities. As a result, homework in high school is virtually passé. I remember that my own son was horrified at the suggestion of home study and told me that "These things just simply aren't done any more."

This is a most difficult situation, and I do not see a good remedy. But I do know that, while a four or five-day industrial week may be feasible and desirable in times of peace, we cannot have a shortened intellectual week if we are to cope successfully with the problems which are ahead of us during the next half century.

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