

THE OMINOUS NEGLECT

By

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IN the overall perspective, it would seem that man has made far greater progress in solving problems involving his physical environment—his world and in his universe—than he has made in solving problems which are inherent in him. He has learned a great deal about the various sciences, and he has devised clever ways of applying this information in securing food, shelter, entertainment, and the conveniences of everyday living.

But he has done little toward the solution of problems based on his own emotions. In comparison with technological progress, individual and social psychology may be said to be in their infancy.

Envy, greed, avarice, lust, and malice constitute as great a threat to our welfare today as they did in the Stone Age—an even greater threat, because man now has almost unlimited supplies of knowledge and power which he may use in expressing his untutored attitudes and emotions. With the advance in communications, especially television, man has become increasingly able to develop and use clever techniques of preying upon undisciplined emotions in achieving his objectives.

The control of emotions and the development of proper attitudes in the use of modern knowledge and power are prominent among the principal education problems of the future. At a matter of fact, they *are* the principal education problems of the future, because neither superior knowledge nor stock-piled armaments can protect a nation against its own moral inadequacy and irresponsibility.

Mr. Raymond B. Fosdick summarized the problem well in a speech which he presented in California in 1948. He said: "Unless we can anchor our knowledge to moral purposes, the ultimate result will be dust and ashes—dust and ashes that will bury the hopes and monuments of men beyond recovery. The towering enemy of man is not his science, but his moral inadequacy."

As I view higher education, it occurs to



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me that those responsible for its content have stressed subject matter, research, and the development of professional know-how too much, and have not done enough to develop in their students the moral values and ethical attitudes that will be necessary if the fruits of the research laboratories and the products of our professional schools are to be used wisely in human affairs.

For this reason, graduates of our colleges and universities go out into the professions and the business world with something lacking—an educational gap between professional knowledge on the one hand, and professional ethics or morality on the other. In most instances, I believe, the gap is never closed.

Here is higher education's great opportunity, just as it is the individual's great responsibility. We must design our educational programs to help fill the gap. It can be done.

There is a science of ideal human behavior—that branch of philosophy known as "ethics." Webster has defined ethics as "a science of moral duty," or more broadly, "the science of ideal human behavior." The great disparity between our ethical and moral development as compared with our scientific and economic development is the barrier which may prevent a wise use of the knowledge and power we now possess.

When we speak of moral inadequacy and ethical behavior we are inclined to think in theoretical terms. Unfortunately, we think of ideal human behavior only in terms of how other people should behave.

On a practical level, where may institutions and individuals find a reliable guide to moral law and human behavior? Is there anywhere a basic truth—a guide to living—something concisely stated and with general historical acceptance?

Our modern ideas of ethics and moral law have developed historically as a part

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RIDE THE DARK HORSE

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Big Eight teams, is again one of the toughest in America. But O.U.'s smashing 80-57 victory over Iowa indicates that the 1958-59 edition are more than up to it.

The team's consistent improvement under Parrack is one reason for optimism. Another is the fine defensive play of the team.

One thing that worries Parrack is the loss of a scorer like Joe King who graduated last year and was fifth in 1958 conference scoring.

Parrack carries a "big opponent" team consisting of Bill Hammond, 6-6, and Del Heidebrecht, 6-6, forwards; Bob Stoermer, 6-8, center; Dennis Price, 6-1, and Buddy Hudson, 6-2, guards.

For smaller teams, the lineup shows Stoermer and Hudson as forwards; Jack Marsh, 6-7, center; Price and Raymond Lewis, 6-3, guards. Roger Potts, who scored 15 points in the Iowa game, fills out the eight-man first line. If Parrack follows his usual procedure, he will have some of his reserves ready for front-line duty before the season is over.

Of the eight men listed, fans are well-acquainted with Hammond, Stormer, Price, and to a lesser extent, Marsh, Potts, and Lewis. All saw action last year. The two newcomers are Heidebrecht and Hudson. They are proving to be important newcomers in the scoring and rebound-grabbing departments.

Heidebrecht is a transfer from Arkansas City, Kansas, Junior College. He was the leading scorer of the Kansas junior college league and set an all-time scoring record at Arkansas City and in the conference. He scored 723 points in 31 games for a 23.13 average. He had offers from 20 major universities and from 35 smaller colleges. He was a second team All-American junior college selection.

Hudson, the first Negro to play on an O.U. basketball team, is a promising speedster from Purcell. He is one of the fastest players on the squad. He was named to the Oklahoma all-state squad when he performed at Purcell. His full name is Harold Keith Hudson (a coincidence, as sports publicist Harold Keith discovered, which was pure coincidence).

Most fans realize that Kansas State, with All-American Bob Boozer, is installed as the pre-season conference champion. Iowa State and Kansas (although Chamberlin is gone) are rated as title threats. For the first time in several years, however, Oklahoma can be rated as a darkhorse.

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of religious thought. According to Lewis Brown's "The World's Great Scriptures," Confucius taught moral law as a part of religion. He said, "Is there one maxim which ought to be acted upon throughout one's whole life? Surely it is a maxim of loving kindness: "Do not do unto others what you would not have them do unto you."

The same admonition appears also in the teachings of Brahmanism, Buddhism, Taoism, Zoroastrianism, Islamism, Judaism, and Christianity.

There are distinctions of phrasing, but no difference in meaning. The ancient Jewish writer admonished, "What is hateful to you, do not unto your fellow men. That is the entire law; all else is commentary."

Here very tersely stated, is a principle which has found almost universal acceptance and upon which all religious philosophers have agreed. The individual who understands this concept and its implications needs no other guide to living for, "all else is commentary."

Since the time of Confucius, man has had a Golden Rule. Why then have individuals, communities, and nations failed to follow it?

Contemplating history and the contemporary scene, one wonders if man really has a chance. John Steinbeck commented recently that "A wise and cynical friend" of his "handicaps life as seven to five against." James Hilton was quoted in the *American Journal of Public Health*, June, 1958, as saying, "I believe that the present structure of civilization is probably doomed, and the next to be evolved is probably doomed also, and the next after that, and so on; but I could be reasonably optimistic in regard to the next half million years."

This is the situation with which higher education is faced as we approach the future. Institutions of higher education need to re-emphasize the idea that, as least in part, the proper study of mankind is man. We must emphasize those areas of study which deal with human behavior—anthropology, psychology, sociology, and a host of other fields which we call the social sciences.

By accepting this as an increased dimension of higher education in the future, we may, in time, be able to help resolve the frustrations and fears of our people. In no other way can we approach the scientific developments of our modern society with confidence and courage.

NEW BOOKS

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na Ferber not so long ago—the Independents.

Home conservation through allowables is a minor bind on the large companies, since most of them manage the overseas outfits; but the independent, home-based operators (of which there are about 10,000 in the United States) are left without a nickel to drill with (and you better believe some of them have enough nerve to drill with a nickel).

Little men have been squeezed out before and they probably will be again; but these little men are very big men—as the Joint Chiefs of Staff recognize—in that the greatest percentage of wildcatting and exploration has always come from Independents.

If you are inspired to sit Solomon-like on this dilemma, let me first recommend an excellent book from the O.U. Press.

Its title is *The Oil Century*. And its author is J. Stanley Clark—a Tinker Air Field employee and part-time historian.

Mr. Clark should become a full-time historian. The oil business is so sloppy with drama that it would be hard to write about it and not be interesting, but Mr. Clark demonstrates much more than hand-me-down talents—so much more that I wish he had elaborated on later oil fields as much as he did on the first one (Chapters One through Seven are mostly about the Oil Creek, Pennsylvania, developments; Chapter Eight is entitled, Expansion of the Oil Industry, 1900-50—a neat condensation, but, considering Mr. Clark's ability, a niggard one).

Mr. Clark set for himself every important aspect of the American oil industry to investigate and seemed to think he did not have space enough to elaborate at great length upon the minor aspects. I think the sales of this excellent book will probably uninhibit him. Mr. Clark is as interesting discussing 1958 conservation problems as he is in discussing 1858 drilling difficulties.

I wish he would answer my Independent correspondent for me (I was too busy to answer, what with wrapping up my affairs in anticipation of the predicted depression). Mr. Clark could understand that man's language. It's do-and-be-damned as well as I can tell; but we're trained nowadays to be as innocuous as a public relations account executive. So I for one can't help the man.

It's a sad day.

RECOMMENDED: Mr. Clark's book is a happy day in the Oil Century.