



The Meaning of Greatness

THE greatness of the modern university can be measured by its contribution to the many publics it serves. Today's university must take its responsibilities to society seriously, meeting these responsibilities fully and honestly with vision and integrity. The University of Oklahoma has reached that point in its development when being good is no longer good enough; the decision for greatness has been made. But no amount of determination on the part of administration and faculty can achieve this goal if the decision is not based on a real need for progress—a need which is recognized outside the University. The consequences of academic excellence are felt far beyond the boundaries of the campus, and any program undertaken by the University must take into account its influence on every phase of life. The man who appears on this page, University President G. L. Cross, has the primary responsibility of molding the University of Oklahoma into the institution of higher learning which will serve best the interests of Oklahoma and the Southwest. Dr. Cross presents the University's reasons for greatness on the next page. On the following pages prominent representatives from other fields which have a stake in higher education give their own views on the future of the University of Oklahoma.

The Meaning of Greatness

THE UNIVERSITY OF OKLAHOMA is entering a period in its history which illuminates a need for greatness and demands the achievement of excellence. If the University ignores this need for greatness and excellence, it will erode quickly to mediocrity.

Here are some facts which are basic in the situation:

An increasing number of young men and women are seeking education beyond the high school level. The University of Oklahoma must do its part in meeting this demand. It must provide the best possible educational opportunities. The scientists, historians, and philosophers who graduate from the University of Oklahoma must compete with graduates of the finest schools in the world. When they cannot compete successfully, the University has failed them.

The national interest must be served. The University of Oklahoma is not isolated; it is a part of the vital resources of the state and nation. Under the influence of conflict for world leadership, the ideas of man in the 20th Century have created a greater propulsive force for higher education than has existed before in our country's history. H. G. Wells has said, "Human history becomes more and more a race between education and catastrophe."

There has been an explosion in knowledge. New information in science, technology, medicine, human behavior and many other fields has accumulated at an astonishing rate since 1940. Our educational program must include the new knowledge and contribute to its expansion through research.

The behavior of man must receive more attention from our colleges and universities if we are to understand the present and meet the challenge of the future. We have witnessed in our lifetime the answer to Thomas

Carlyle's question, "Is man's civilization only a wrappings, through which the savage nature can still burst, infernal as ever?" Education is civilization's last great hope.

How can the University of Oklahoma become a great university?

The answer will be provided by the faculty, the alumni, the state legislature, business and industry, and others who appreciate education's vital role in our society.

We will build from a position of strength. The University of Oklahoma has a strong, dedicated faculty, which can be improved by the addition of a few outstanding teachers and an adequate salary structure for all.

The alumni of the University have demonstrated repeatedly their willingness to aid in the development of their alma mater.

The state legislature, burdened with the problems of financing state government, has made a substantial effort to provide support within the financial resources available.

Corporations and friends of the University have understood, often better than the academic community, the educational requirements of this decade.

Federal support of educational programs of great importance to the national interest, particularly in the field of scientific research, continue to strengthen our educational program.

Now we have come to a time when all of these factors, if combined and directed toward a common goal, will produce a great university.

As we reach for greatness, our objectives will be to supply leadership in independent thought, to emphasize creativity in research and teaching, to become a center of scholarship and culture, and to serve God, the nation and the state.

—G. L. CROSS

*for the University
of Oklahoma*



Science begins in the university laboratory.

EVERYONE has read of the importance to our country of increasing the number of scientists and engineers. Unfortunately, much less has been said of the importance of improving the quality of our technical education. Scientific and engineering fields are now moving so fast, by comparison with the pace of a few years ago, that the hard-pressed technical faculties of educational institutions are frequently unable to modify their curricula and methods of instruction rapidly enough to maintain adequate levels of educational effectiveness.

In many fields, but particularly in science, there is an information explosion under way. As measured by the number of pages of publications of scientific findings, there is eight times as much known, and therefore to be taught, as was the case in 1930. Yet delay in the updating of the content and methods of instruction is not tolerable today as it was in the long-gone "ivory tower" era of higher education. To play their vital role in this process of technical communication, the scientific and engineering departments of educational institutions have been forced into activities that only twenty years ago would have been unthinkable to them. Research contracts with government agencies, special laboratories for the performance of defense work, institutes that perform services for business and industry—these are new but permanent features of the technical educational landscape.

It is now so very difficult and expensive to maintain even marginally adequate proficiency in scientific and engineering education that it has become very poor economy indeed for a university not to attempt to go the relatively small distance further required to give it really outstanding capability. The additional facilities investment is not great, and it is surprising how little extra it costs in terms of increased salary budget to attract and hold professional men of the highest competence.

A much more difficult problem to solve is the establishment and maintenance, both within the university and within the community, of the kind of enlightened environment that is so essential for the development of excellence in an institution of higher education. But in this vital respect, the University of Oklahoma is in a fortunate position. It has quite a respectable past record of academic competence, and it has the great advantage of an administration that, by its current declaration of intent to achieve a high standard of excellence, has demonstrated its aware-



Dean E. Wooldridge, '32ba, '33ma, was famed as a research scientist even before he became president of Thompson Ramo Wooldridge, a Los Angeles electronics firm. He received the University's 1960 Distinguished Service Citation in recognition of his scientific leadership.

ness of the need and its determination to meet the demands being made on higher education. Furthermore, the evidence of recent years shows that the citizens of Oklahoma have developed an enlightened appreciation of the importance of scientific and engineering matters that is equaled in few areas of the country.

Thus, circumstances make it reasonable for the University of Oklahoma to aspire to the highest standards of excellence in science and engineering. Success can have far-reaching consequences. The scientific discoveries, technical developments, and improvements in curricula and teaching methods that flow from a scientific and engineering center of national prominence will constitute a contribution to the American economy of commodities that today are in critically short supply and upon which the future world position of our country depends. And the magnetic attraction that is always exerted by a university of outstanding excellence will attract to Oklahoma important new assets in the form of technologically based industry and a wide variety of organizations and individuals who, either because of personal preference or the needs of their professions, desire an environment of unusual intellectual quality.

The people of Oklahoma cannot afford to maintain a program of science and engineering at the University of Oklahoma unless the highest possible standards of excellence are aspired to—and achieved.

—DEAN E. WOOLDRIDGE

in Science and Engineering

continued

in the Field of Communications



A student newsroom must be a training ground.



Wesley I. Nunn, '18, was one of the top advertising executives in the country when he retired last year as advertising manager of Standard Oil of Indiana. Honored by journalism schools and his profession, he is now O.U.'s executive director of programs in public responsibility.

THE efficiency of communications, nationally and internationally and in Oklahoma, is at an all-time high, but, unfortunately, even this high is not high enough. Misunderstanding is still one of the most important reasons for failures of all kinds, a prime barrier to progress. Anything that will improve communications in Oklahoma, or elsewhere, will contribute mightily to economic, social and cultural improvement.

There is probably no field of activity in the state more vitally interested than the field of communications in seeing the University of Oklahoma become truly great, with excellence in all areas. Oklahoma is a state with marvelous potential. But our growth and development are taken too much for granted. Greatness will come primarily from sound planning, a very high but realistic goal and the work that is necessary to achieve that goal. One of the surest ways to reach this end result of greatness for Oklahoma is to do those things which will place and maintain the University among the superior institutions of higher education in the country.

The young men and young women from such a university entering the various channels of communications in the state would be so well prepared that they would slowly but surely improve the quality of communications itself. The newspapers, magazines and other publications, radio and television, public relations and advertising departments and agencies—all the usual lines of communications with the public—would reflect the excellence of training of those who had come to them from the University of Oklahoma.

To become really outstanding the University must, of course, achieve excellence in all areas. Not only is communications vitally important as a course of study, but communications is also in a class by itself as an auxiliary tool to be used in achieving and maintaining excellence in other fields.

The University must approach perfection in the departments responsible for teaching students the fundamentals and fine points of communications as a career, but it must also perfect the teaching of the need for and use of communications to the students in all departments. The ability to communicate is essential for the doctor, the lawyer, the scientist, the teacher and all other University graduates as well as for those graduates of the School of Journalism and other departments in which communications is the central theme.

The communications of the University itself must be clear and direct—both between students and faculty and between the University and the public it serves.

A great University of Oklahoma, with superiority throughout its academic program, would certainly be a boon to communications. But, better still, through such improved communications, it would contribute tremendously to the achievement of worthwhile goals for the State of Oklahoma as a whole.

—WESLEY I. NUNN



Business principles are learned, not inherited.

COMPETITION is the lifeblood of business and industry. The University of Oklahoma can contribute most to business and industry through the superior education of her students to make them highly competitive individuals in whatever fields they might become involved.

In the United States we compete with the rest of the world for the services of the best qualified people to support our industries. In Oklahoma we compete with other states in this regard. It is only natural for us to expect the bulk of our people engaged in business to be Oklahomans and, therefore, our competitive strength should depend on the character and abilities of Oklahomans. Their stature should be an attraction to industry seeking a location where this competitive advantage is available.

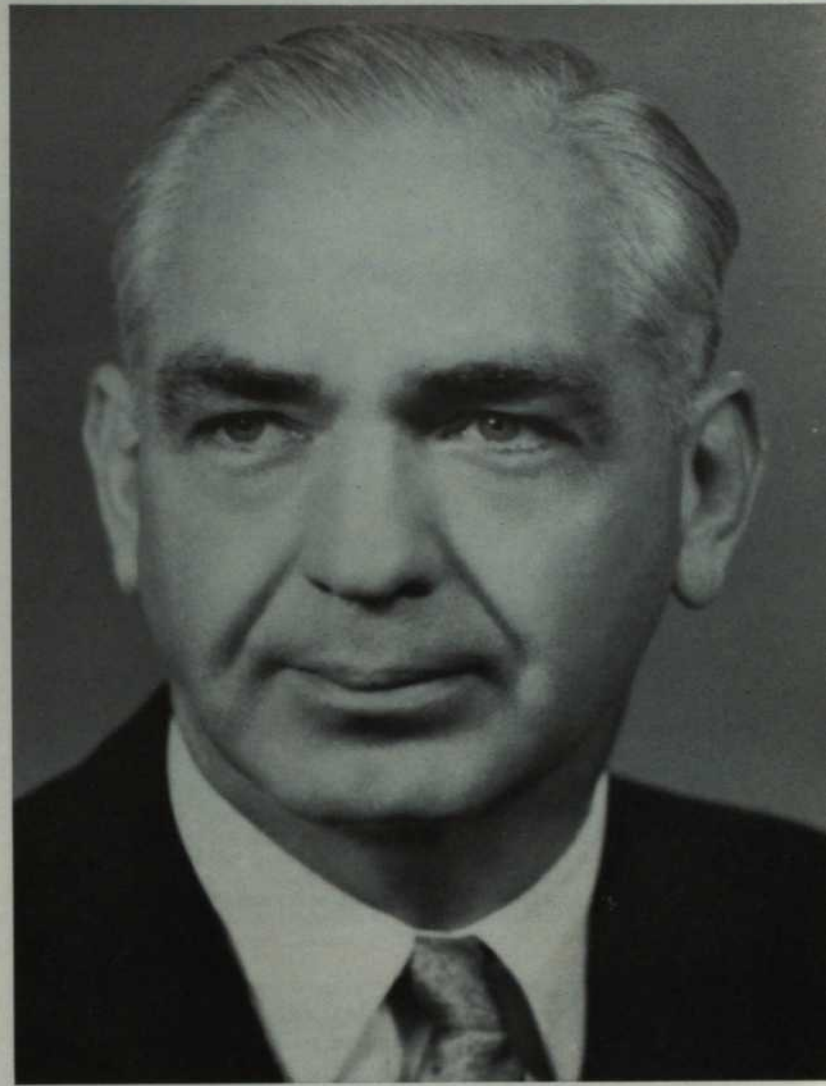
There is not a person engaged in any line of work in Oklahoma who does not affect the strength of our business environment. Those in government are responsible for the business climate through laws and regulations and attitudes that can either help us or hurt us competitively. The effectiveness of our doctors in handling injured workers and their dependents is of vital importance. The attitudes of our attorneys, judges and laymen toward justice and the laws can either enhance or hinder our competitive position.

The superior qualifications of our engineers, geologists, teachers, secretaries are each one links in the chain of business and industry. Those engaged in the fine arts, such as painting, sculpture, the dance and music, contribute definitely to the industrial, as do those who provide parks, museums and recreational areas. Our churches, in their contribution to man's religious nature, must be active, working forces for community improvement. All together they form the pattern of our community. This pattern can be attractive to business, and it can also certainly be destructive to it.

We must bear in mind that private enterprise is the foundation of the American system, with the tremendous forces of individual ambition, the drive, the courage to risk and withstand defeat and failure, the perseverance to fight back and to try again. These are not factors that can be explained in a textbook any more than you can explain the courage and character of a football player who returns to the field after a hard jolt has knocked him out of action. Football is not a soft game and private enterprise is not a soft system, but in business as in football there is a great deal of pleasure and satisfaction in the playing of the game. They are both rough competitive games, and in both fields the teams with strength even in their weakest links will prove the hardest to defeat.

Thus for the University of Oklahoma to improve on her contribution to business and industry in the State of Oklahoma, she must continually improve on the quality of the education she provides for every person who comes to her for knowledge.

—JOHN E. KIRKPATRICK



John E. Kirkpatrick, president of Kirkpatrick Oil Company of Oklahoma City, has long been a leader in the business and industrial life of the state and the Southwest. But Kirkpatrick is equally well known for his support of civic and cultural activities of his community and state.

in
Business
and
Industry

continued



Carl A. Albert, '31ba, the youngest man ever named majority whip of the House of Representatives, is third ranking member of that body. Representing Oklahoma's third district, his special interest has been in agricultural problems. Albert was a Rhodes scholar at the University.

THE MEANING OF GREATNESS FOR THE UNIVERSITY OF OKLAHOMA

in Government and Politics



Tomorrow's politician is in today's classroom.

THE University of Oklahoma, in assuming its dual function of intellectual and attitudinal education, has vast opportunities. The average student will be exposed to a beginning course in government; only a few will receive the intensive training designed to make them specialists. But the many will, in effect, control our destiny through the exercise of their individual rights and privileges. Their entire university training must create the interest, understanding and appreciation which lead to activity in the system that makes all other endeavors possible.

The men who taught me government at the University of Oklahoma had great capacity for stimulating interest among their students. This, it seems to me, is a quality we must always seek. Properly channeled, interest can lead to understanding. The student begins to seek the basis of our political system. He begins to see the relationship between history and government. He begins to comprehend the effect of societal pressures on political theory. He recognizes the composite of idealism and practical action that is democracy.

From this understanding comes appreciation. Awareness develops of the tremendous personal sacrifice which built our nation and our government. Kinship arises for people everywhere struggling for the right of individual expression and recognition. Then "freedom" ceases to be an abstract concept; it takes on real and personal meaning.

The educated citizen accepts his duty and he acts. He studies issues, forming his opinions on the basis of the best available information, and he expresses himself. He guards jealously his individual rights, exercising them in what he deems the best interests of society. Our freedom is inherited but it must be found and earned anew by every individual.

The University can guide its students to this discovery. For a

special few, it can provide the impetus which draws them to a career in public service. It has no higher mission. Among the sciences and arts, politics must always rank at the top of the list—for when it fails, no other science or art can possibly flourish. In moving forward to fulfill its requirements in this field, the University must offer its students the highest competence and instruction, broad library and research facilities, and a full scope of courses in all areas of the history, nature and theory of politics and government.

As a former government major at the University of Oklahoma, the thing that impressed me most about the men in whose classes I sat was the ethical standards which they postulated as inseparable from political institutions. These standards must never change. Politics is a science, a philosophy and a noble art toward which those who participate in it, whether as practitioners, theorists, or private citizens, should look as the potential realization of a sacred ideal. Integrity in public affairs is essential to successful government. The orientation of students to the high purposes of politics must be a major responsibility of a great university.

The various missions of the University in the field of politics and government should not be limited to training the general student or the specialist. In this field, the University also has a responsibility which extends beyond the college campus. The University of Oklahoma is moving forward in this area of continuing civic education. The new Oklahoma Center for Continuing Education is an example of its contribution.

The University of Oklahoma has served each succeeding generation well. The challenges ahead beckon it to greatness. Nothing will add more to its prestige and ability to serve than the development of a department of government and politics second to none in the land.

—CARL ALBERT, M. C.



Superior training must never be lacking.

in
Culture
and the
Arts

I CAME for nine months—and I stayed for ten years. I know no better way of expressing what the University of Oklahoma has meant to me, or of indicating something of the inspiration which such a splendid university can be in the life of both teacher and student. And, because one should pause sometimes and think of these things, I was glad to hear an English friend of mine exclaim, after I had been telling her about the University of Oklahoma—“Why, it’s one of the great romances of university history!”

It is indeed. To think that only three years after Oklahoma was opened to settlers in 1889 the University was founded. There’s vision for you! And now the vision has grown to immense reality, and on every side there is proof of the fact that those for whom the University of Oklahoma was founded have seized their opportunities with both hands.

Let me say a little about the School of Music (since this is my special province) and of some of those who have both contributed to and gained lustre from it. First I would have to mention that fine colleague, Joseph Benton, professor of voice (formerly of the Metropolitan and Chicago operas and the leading opera houses of Italy) to whom I myself owe the invitation which originally took me to the University of Oklahoma. And then I would note, with pride and congratulation, that Carlos Moseley, once director of our School of Music, has just been appointed managing director of the New York Philharmonic Orchestra—comment indeed on the quality of those who have gone to make up the faculty of the University of Oklahoma.

Then among the many graduates of the School of Music, scattered all over the musical world of America and Europe (Oh, yes! I constantly come across them this side of the Atlantic, upholding the fine traditions for work and good grounding which



Eva Turner, greatest of the English opera stars, taught at the University from 1949-59 and now has a lifetime chair at the Royal Academy of Music in London. She receives the same acclaim for her teaching as for her performances—many of which have never been equalled.

they have learned at the University of Oklahoma), I must mention Judy Bounds Coleman, who won the Katherine Turney Long Award at the Metropolitan—a professor of voice in her own right, and opera producer and conductor; Roberta Knie, who won the opera scholarship at the Royal Academy of Music, London; and from Oklahoma City itself, Bill Harper, who won a Fulbright from the University of Oklahoma to Italy, had that fellowship renewed because of his excellence, and has just landed the signal honor of a two-year contract as leading tenor at the opera house in Karlsruhe, Germany.

I thought, as I listened to him a few weeks ago, making his splendid debut in “Ballo in Maschera,” that it’s a long road from Oklahoma to Karlsruhe, but it’s an even longer road from being a boy with a fine voice to a position as leading tenor at a distinguished European opera house. And it’s a proud thought that it was the University of Oklahoma which put Bill Harper firmly on that road.

This then is a glimpse of what has already been done to fulfill the vision of those who founded the University of Oklahoma way back in 1892. But the essential of vision is that it should increase and expand. (Who ever heard of a vision that remained static?) And so, to me at any rate, it seems that the expansion and the continued development of the University of Oklahoma should be the proud and exciting responsibility of all Oklahomans. Talent is a gift from God, and we cannot all ask to have it. But training is something which, as a human responsibility, I think we should all strive to supply to those who have that talent. To my certain knowledge, the State of Oklahoma is bursting with talent. Let us see to it that the training is never lacking.

—EVA TURNER

continued

in Home and Community



A nation needs educated homemakers.



Mrs. Frank Buttram (Merle Newby, '06bm, '12ba) is Oklahoma's 1961 "Mother of the Year." In addition to her contributions to her family, she has played a vital role in charitable, cultural, religious and civic affairs of Oklahoma City and in the state mental health program.

THE strength of our nation lies primarily in the strength of our homes and communities. Any university that lays claim to greatness must contribute to these areas of life by preparing its graduates to be intelligent parents.

World conditions touch every home and community; they are uppermost in the minds of our people. The contribution which the University can make in training governmental personnel to handle these situations will affect every family. Our nation desperately needs representatives trained in languages of other nations, in their histories and cultures.

These representatives and the University graduates who remain on the home front should be imbued with the great principles which our founding fathers entrusted to us. We must develop citizens who recognize the significance of freeing man to follow his own initiative, to use his talent through hard work, yet maintain a respect for the rights of others. It is not dollars but ideals which give freedom.

World War II military records tell us that many of our young people did not understand the ideals and foundations of our society. It is desirable and necessary for the continuation of our way of life that there be an understanding of what our nation is—of the great principles culled from hundreds of years of the longing of man for freedom.

Nations fall because of the breakup of homes. We cannot allow our young people to go into life without an understanding that will help them establish a good home life for themselves and their children. By offering, even requiring, a strong course of study in home life and child behavior, the University can contribute to the early, yet fundamental preparation of these young people who will head our families.

The American Mothers committee's national goal is concerned with the reduction of delinquency by greater moral and spiritual training on the part of the parents of the preschool child. Crime costs more than all of education—it's annual take is \$22 billion and hundreds of lives. In a nation where 53 per cent of all arrests are of boys under 18, the responsibility of the home cannot be denied.

The future of our country will depend not on science alone, but almost equally on the rewarding occupation to which the citizen devotes his leisure time. The university which prepares one for a fruitful use of off-duty time is an asset to the nation. Culture expresses the tone of the home and community. The arts and literature plus the moral and religious foundations of our nation are the spiritual fires and forces of our existence.

A habit of frequent public library patronage cultivated in our children assists them in developing their maximum mental capacities in their fields of interest. And President Eisenhower's science advisory committee has warned that we must develop our maximum mental capacities if we are to remain a leading nation of the world.

This is the task of education at every level. The University of Oklahoma must accept its share of this responsibility in providing training to meet these specific needs.

—MRS. FRANK BUTTRAM

the program to provide

The Margin for Greatness

EARLY this month the Board of Regents and the University of Oklahoma Foundation announced a five-year private fund development program valued at \$20 million. The project is an ambitious one—but one which can and must be realized if the academic growth of the University of Oklahoma is to continue. The State of Oklahoma provides only the essentials for adequacy in higher education; superiority can be attained only through those vital extras which must come from private sources. The elements of excellence are already present within the University. We have only to hold our top professors and to add to their number by providing the physical plant and equipment to enable them to conduct the outstanding teaching and research program in the Southwest. The decision has been made; the reasons have been stated; this, then, is the plan that will provide the margin for greatness:

PROFESSORIAL CHAIRS ENDOWMENT

(Professorial chairs are grants awarded to outstanding faculty members in addition to their regular salaries.)
40 such chairs at \$5,000 each will require \$200,000 plus \$50,000 per year for expense grants. The total annual cost of \$250,000 requires an endowment of \$6,250,000 anticipating a 4% return on the investment.

\$6,250,000

FACULTY RESEARCH GRANTS

60 annual research grants at \$3,000 each for 5 years

900,000

TEACHING FELLOWSHIPS

100 annual fellowship grants at \$2,500 each for 5 years

1,250,000

VISITING PROFESSORSHIPS

1 visiting professor per year for 5 years at \$20,000 each

100,000

UNIVERSITY LIBRARY

Immediate acquisitions

\$300,000

Annual support of \$100,000 per year for 5 years

500,000

800,000

RESEARCH INSTITUTE PERSONNEL

10 research specialists at \$20,000 salary plus \$5,000 expense grant for each. This is a one-year program since the research staff will attract contracts to pay for the program beyond the first year.

250,000

EQUIPMENT

Specialized equipment, exhibit preparation and additional personnel for the Museum

\$1,500,000

Research equipment for Research Institute to be available to all University departments

250,000

1,750,000

BUILDINGS

Museum of Natural History

\$2,000,000

Science and Research Center

3,000,000

Fine Arts Center and Auditorium

3,000,000

Research Institute Building

500,000

8,500,000

FIVE-YEAR CONTINGUENCY FUND

200,000

TOTAL FIVE-YEAR CAPITAL GIFTS PROGRAM

\$20,000,000