



John M. Raines

If one man at O.U. typifies the dedicated teacher, he is Dr. John Raines, an English professor unmatched in popularity, versatility and effectiveness. Although his research is highly competent, the classroom is his real interest. He is one of the few men on the faculty capable of teaching in a variety of fields beyond his own specialty, 18th century literature. His Bible course is one of the most popular offered, and the music school has borrowed him to teach music history, specifically the age of Mozart.

Anatomy of Excellence

The Mark of Distinction

Photos by NED HOCKMAN, '49ed

THIS "Anatomy of Excellence" article features the distinguished men and women who have built the many areas of academic excellence within the University of Oklahoma. Theirs is the responsibility for attracting promising young minds and producing outstanding graduates. But even among a faculty of overall superiority, there are those professors who are set apart by their eminence in their fields of study. Most campuses have a few such men; the University of Oklahoma has quite a few. Many have become world authorities in their specialties; their books are the definitive statements in various branches of the humanities; their research discoveries are closing the gaps in scientific knowledge.

Compiling a roster of such distinguished people is a complicated task; reputation is a matter of opinion, and comparative ranking is next to impossible. Each professor has his own province, for some the classroom, for others the laboratory. One man may lack another's publishing credits, but his contribution to his students may be even greater. The 15 professors representing the faculty on the following pages were selected on the basis of their teaching and research records and their reputations among their students and colleagues both on and off campus. Faculty members whose work is primarily administrative and that growing group of bright young men who are fast-approaching eminence will be examined in future issues.

Fifteen is an arbitrary number; other professors could easily have been included—and every alumnus reading this article will probably add the 16th man.

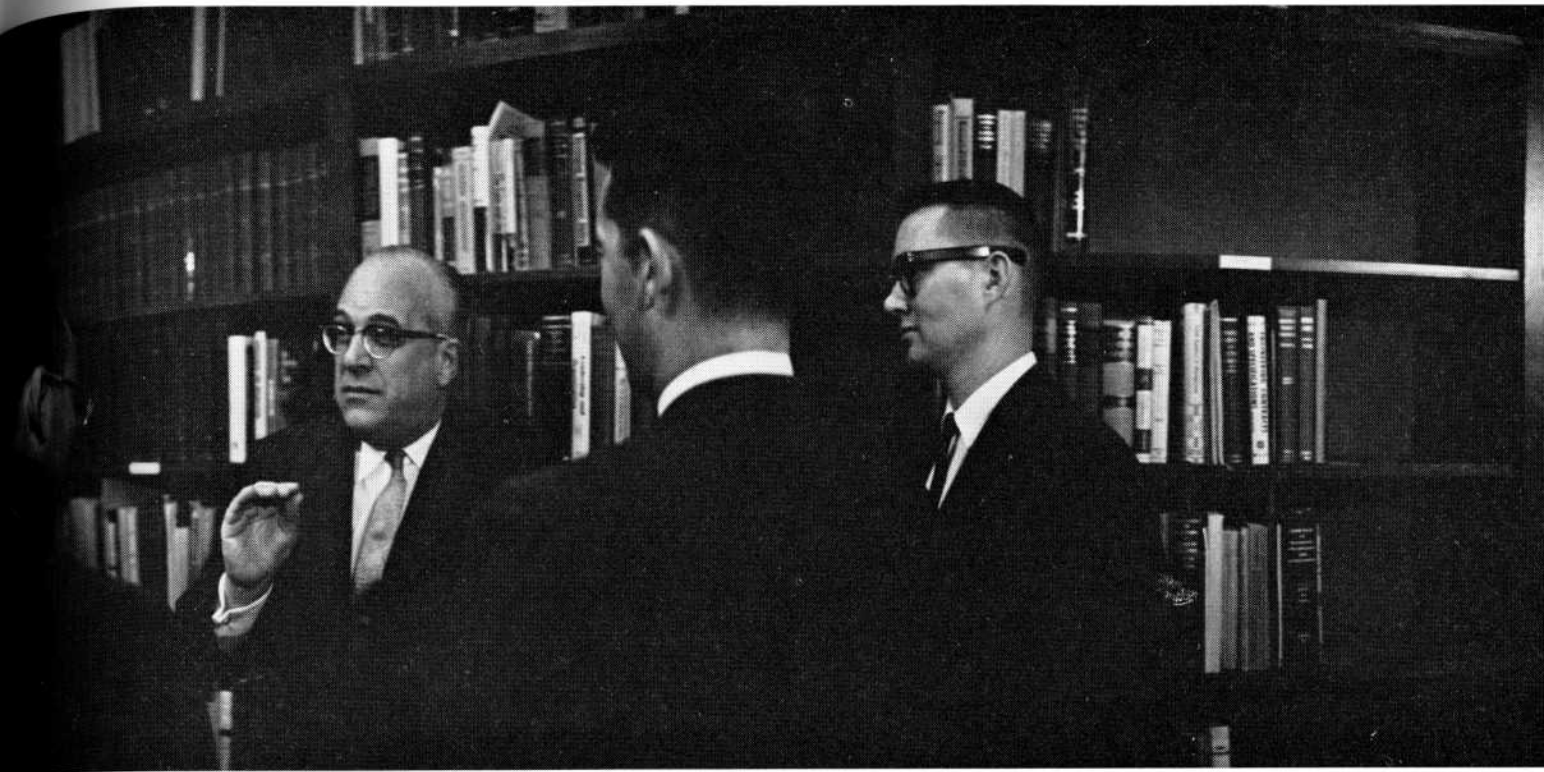
A portfolio of Distinguished Faculty
continues on the following pages.

no bubble is so iridescent or floats longer than that blown by the successful teacher—Sir Wm. Osler



J. Rud Nielsen

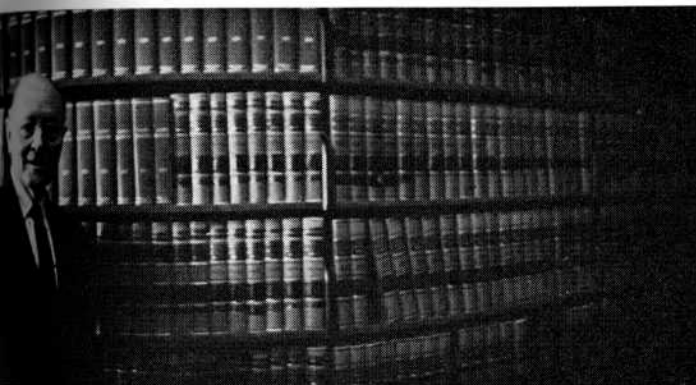
A research professor of physics, Dr. Nielsen came to O.U. from Denmark in 1924 and is now internationally recognized as one of the leading authorities in infrared spectroscopy (the science of sifting light). He has also done extensive work in thermodynamics. During his years of study in Denmark, Dr. Nielsen was a protégé of the famed Nobel Prize-winning physicist, Niels Bohr. His own students are liberal with praise of his teaching, and his presence on the faculty has been a great attraction for the fast-growing department of physics, which has more than doubled its enrolment in the past five years.



Ronald B. Shuman

Even among the more articulate faculty members, Research Professor Shuman is a spellbinder, both in and out of the classroom. One of a small group of recognized leaders in the field of business management, Dr. Shuman is distinguished as a teacher, researcher, writer and consultant.

the portfolio continues

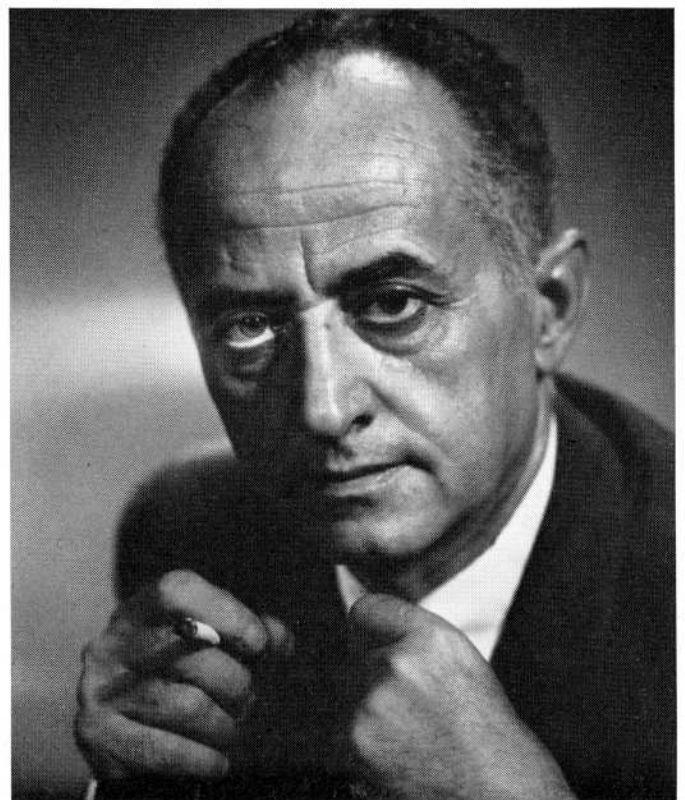


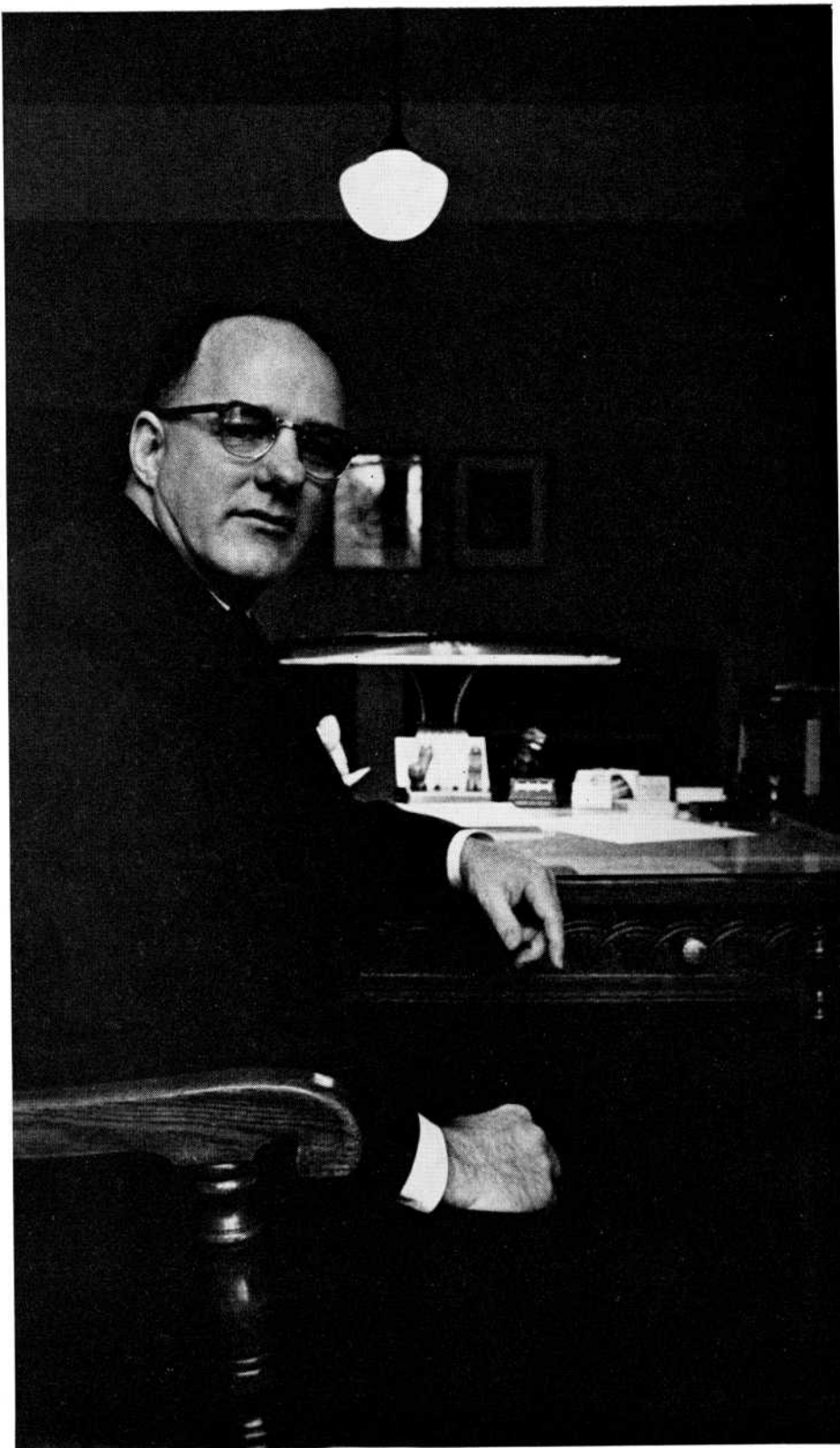
Maurice H. Merrill

The prototype of the legal scholar, Dr. Merrill has become nationally known and praised as a researcher, writer and teacher since coming to O.U. in 1936. Possessor of a brilliant encyclopedic mind, he attained his research professorship in 1950. His sincere interest in his students continues long after they leave his classroom.

Muzafer Sherif

Turkish-born Research Professor Sherif is one of the world's outstanding social psychologists. His studies of man's relationship with man and his surroundings have made O.U. an important center for research and theory of group interrelations. The recipient of numerous national grants, Dr. Sherif is at his teaching best in directing graduate students.

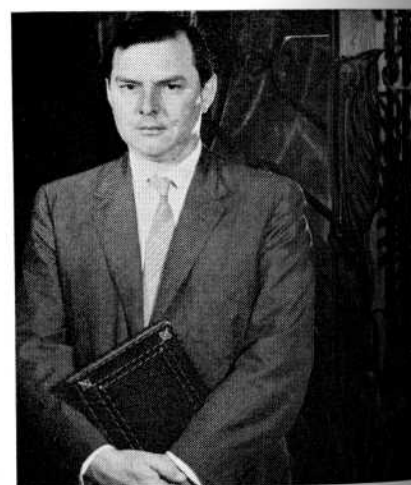




Howard W. Larsh

Best known for his research battle with histoplasmosis, a fungus-caused lung disease often misdiagnosed as tuberculosis, the 48-year-old Dr. Larsh is already one of the country's outstanding microbiologists. His reputation is an important attraction to research grants, including the \$175,000 from the National Institutes of Health to establish a program in medical mycology. His performance as a highly effective classroom teacher is characterized by his thorough grasp of the subject and his patience with students.

*a professor can never
himself in his work
a clever pupil . . .*



Duane Roller

It is difficult to separate the man from the collection in discussing Dr. Roller, 42-year-old curator of the famed DeGolyer Collection in the History of Science and Technology. Starting from scratch in 1954, he has built the history of science program into one of the best in the nation.

better distinguish
than by encouraging
—Carl Linnaeus



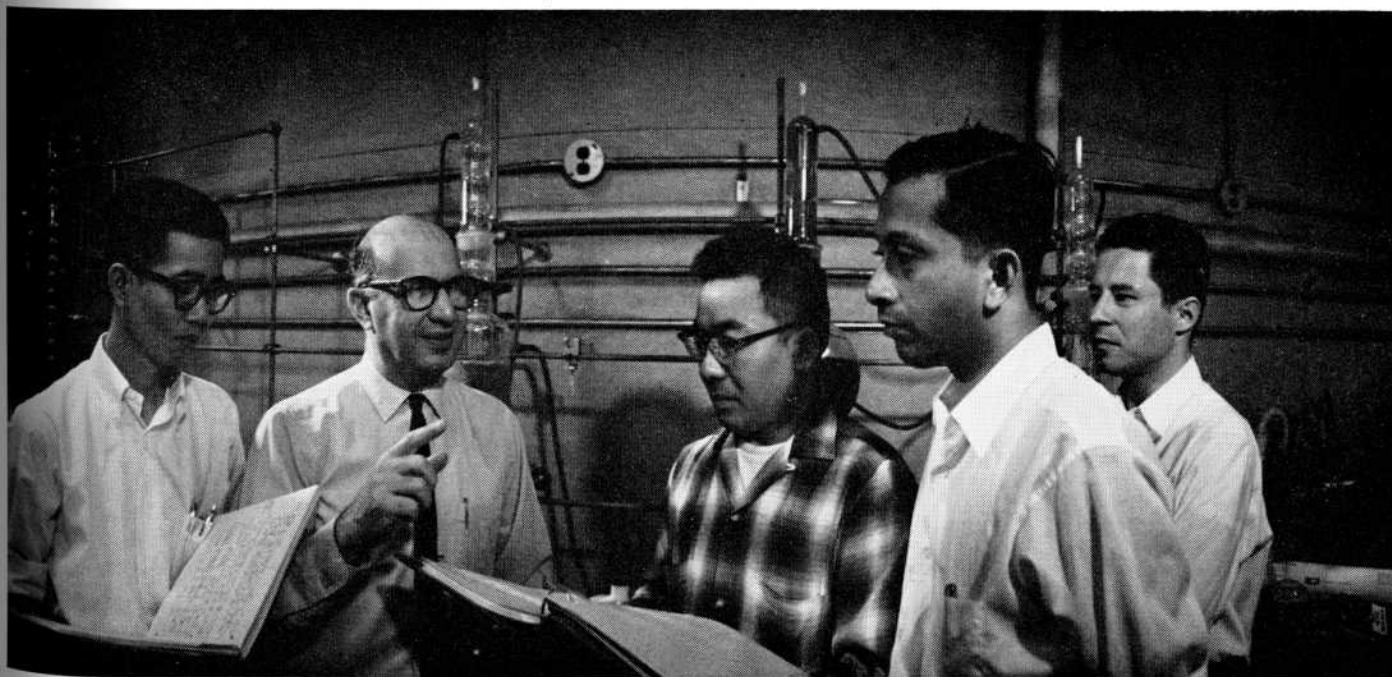
Chouteau and Terekhov

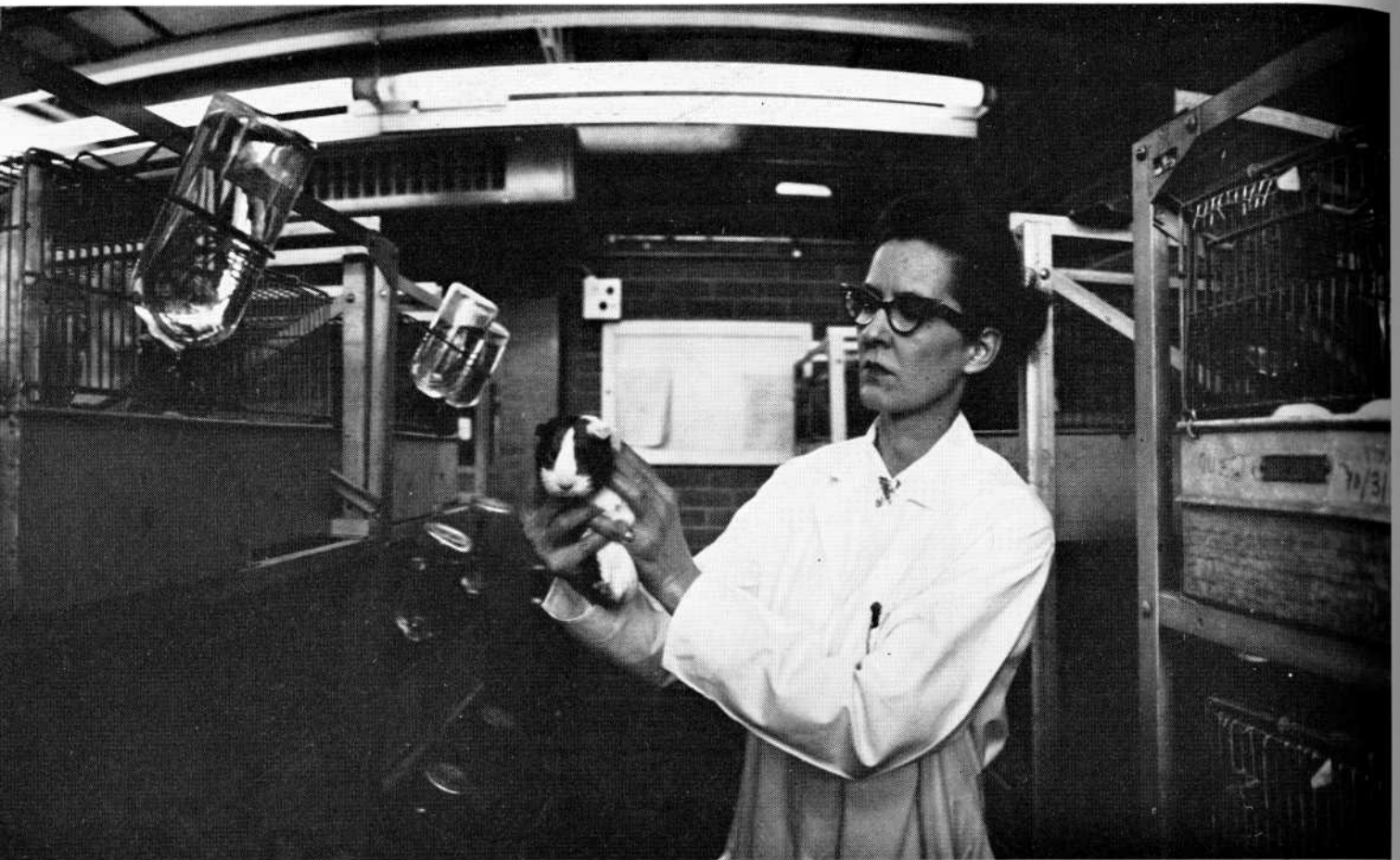
The addition of the world-renowned ballerina Yvonne Chouteau and her primeur danseur husband, Miguel Terekhov, to the faculty as artists-in-residence elevated the University to a sparse but elite group of major institutions offering regular courses in ballet. Proof of the popularity of their classes is the development of a capable corps of student dancers for O.U. productions. When the Terekhovs themselves appear on the program, it is standing-room-only in Holmberg Hall.

Simon H. Wender

In the highly complex field of chemical research, Dr. Wender is an authority on phenolics and is currently seeking to identify such compounds in cigarette tobacco and smoke and in certain foods. An effective teacher on all levels, the research professor is chairman of the council of the Oak Ridge Institute of Nuclear Studies and president of the Plant Phenolics Group of North America.

the portfolio continues





Harriet Harvey

The respect which zoologist Harriet Harvey commands from both students and colleagues is equalled by few University faculty members. Her lively, knowledgeable lectures consistently pack her classes, while her record in the research laboratory is characterized by a zealous interest in student work as well as her own.

When she was elected chairman of her department last year, young Dr. Harvey became one of the few women to reach that level at O.U. in the man's world of science.

*beyond the book his teaching sped,
he left on whom he taught the trace
of kinship with the deathless dead
—Sir Henry Newbolt*

Gustav E. Mueller

Perhaps better known in Europe than in his adopted country, Research Professor Mueller is the recognized authority on the great German philosopher Georg W. F. Hegel. A controversial, blunt man with firm opinions, Dr. Mueller came to O.U. in 1939 and is judged by his students to be a stimulating teacher, especially on the advanced levels. His extensive writings, published both in English and German, are circulated and discussed throughout the world.



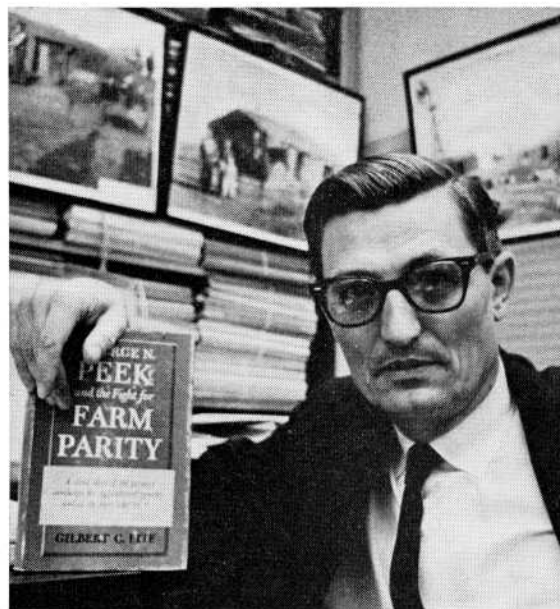
George M. Sutton

No ornithologist since Audubon has received the acclaim accorded George Sutton, O.U. research professor of zoology. His beautifully illustrated books have made him the world's ranking bird artist. He has a prodigious amount of research to his credit and an on-campus reputation as an outstanding teacher. An effective and popular speaker, Dr. Sutton made an annual lecture tour for the National Audubon Society for many years and has held several high offices in national ornithological societies.



Gilbert C. Fite

At 44 Dr. Fite is the history faculty's most valuable member, a research professor and an authority in agrarian history. A diligent scholar and a popular teacher, he inspires more than requires maximum effort of his students.



the portfolio continues

*and gladly would
he learn, and
gladly teach*
—Chaucer



Sylvia Zaremba

Rated among the top concert pianists of the younger generation, Artist-In-Residence Zaremba has added great prestige to the School of Music. Guest artist with the outstanding symphonies in the country since the age of five, Miss Zaremba's world tours have drawn rave notices from critics at home and abroad. Yet she successfully combines a brilliant concert career with superior teaching.

Cortez A. M. Ewing

The elder statesman of the government department, Research Professor Ewing has been one of the most active and thoughtful scholars in political science, a master of political theory and its present-day applications. A declared liberal, he has published widely and has been in demand as a speaker. His statistical analysis of political institutions and principles was a major contribution to research techniques in his field.



Adults with more reading
to do and less time to do
it are finding grammar
school lessons stopped
short of any real reading
skill. To answer the need
educators are developing
new ways to teach reading
without resorting to the
over-advertised gadgets.

By DR. ARTHUR W. HEILMAN

If you are sub-vocalizing each of the words on this page, the widespread interest in adult reading improvement programs should have a special meaning for you. Improvement of reading efficiency and comprehension for adults is one of today's most rapidly expanding educational endeavors; such programs can be found in colleges, universities, business-industry and the military. There is also a growing demand for reading improvement courses in continuing education programs supported by various communities. But as with most programs experiencing a sudden boom in popularity, certain misconceptions have developed which

continued

few adults will change bad reading habits "on their own" without some conscious, systematic effort

should be corrected. First, reading improvement for adults is not "remedial." Instruction is not designed to compensate for failure in learning to read, that is, for the 10 or 15 per cent of the poorest readers in the group. For instance, most college or university programs are available to all students, and good readers as a group usually progress farther in developing more efficient reading habits than do the poorer readers. Adult reading programs in industry and the military are usually made available to personnel in management or administration who have highly responsible positions.

A second misconception involves "speed-reading." Practically all programs attempt to increase the rate at which individuals can deal with printed material. Unfortunately, some articles in the popular press and some questionable advertising have spread the notion that fantastic rates of reading, measured in thousands of words-per-minute, can be achieved by using a particular mechanical gadget or some secret or semi-secret "approach." Grandiose and misleading claims based on questionable advertising rather than sound teaching procedure will probably continue to confuse people as to the legitimate goals and possible benefits which may accrue from adult reading improvement programs.

It is unfortunate that for many people "speed-reading" has become synonymous with adult reading improvement. On the other hand, it is easy to see why there is so much current emphasis on rate of reading. The high school and college student is faced with a tremendous amount of required reading. This is also true of persons who have completed their formal education and who now hold positions of responsibility in business, industry or the professions. It is not a simple matter of there being more printed material available—there is more material which *must* be read if one is to maintain his present level of of expertness in any given field. Reading efficiency which was adequate a decade or two ago will not suffice for today's demands.

In addition to keeping abreast in one's professional field, citizens today are realiz-

ing they must attempt to keep informed in many other fields. One must be informed in the areas of politics, government, science, economics, space, education and, let us hope, in the arts and literature as well. When old methods are no longer adequate for the task at hand, intelligent people look for more efficient methods.

It is safe to say that very few adults read at anywhere near their actual potential. Reading weaknesses frequently found among adult readers are:

1. Ineffectual use of the eyes while reading; reading one word or a narrow range of words during each eye fixation, making for a very slow rate of reading.
2. A tendency to read materials of vastly different levels of difficulty at much the same rate.
3. Saying the words "sub-vocally," even if no lip movements are involved, invariably slowing the rate.
4. Inability to skim material when such a technique is appropriate.
5. Reaching a plateau in the development of general vocabulary, resulting from restricting one's reading to a narrow range of subject matter.
6. A tendency to "project" while reading, letting present attitudes and opinions to dominate one's interpretation of what is being read.

The elimination of any or all of the above habits would result in more efficient, facile reading.

It is unlikely that college students—or other adults—will appreciably change their reading habits unless they make some conscious and systematic effort to develop more efficient habits. For an individual to practice efficient reading habits "on his own" is often quite difficult for several reasons. First, he may not know in what facets of reading he is weak. Furthermore, assume he arrives at a correct conclusion, he may not know what to do in order to develop more efficient habits. Finally, he most likely will not have available materials which are particularly suited to the type of practice he needs.

To justify reading instruction for adults one must understand that learning to read

is a developmental process. This means an individual may continue to improve his reading efficiency by practicing and mastering more efficient reading habits. Certainly no one has reached the maximum of his reading ability by the time his reading instruction ends—usually around the sixth grade. Beyond this level, people read more and more but few deliberately practice on improving their reading skills. Thus the more they read the more they tend to reinforce whatever inadequate or faulty habits they have developed.

Colleges and universities maintain reading improvement courses, not to help their poorest students "learn how to read," but to provide guidance, instruction and proper materials for students. Educators at the college level have accepted the fact that there are many students who have the ability to pursue successful college careers—except that their reading skills are not commensurate with the demands of the college curriculum. Before instruction in reading can be of great value the individuals concerned must have both the initiative and the desire to become more efficient readers. Usually a prerequisite for this is the understanding that reading skill is of tremendous importance to their academic or professional goals, coupled with the understanding that with systematic practice they can improve their reading ability.

Approximately 650 University of Oklahoma students enrolled last year in the reading improvement course which consists of one-hour classes, meeting twice a week for a period of eight weeks. Although the



Dr. Arthur W. Heilman, director of the University reading laboratory, is the author of a new book, *Practicing Efficient Reading Habits*, being published by Charles E. Merrill Books.

course is non-credit, students pay the same fee per hour of instruction as for any credit course.

Specific goals of the course are: 1) To help students master different rates of reading, which involves learning to use the eyes more effectively while reading, dealing with longer phrases per eye fixation and holding sub-vocalization to a minimum while reading silently. 2) To help students develop the ability to skim material and to recognize those reading situations where this technique is appropriate. 3) To demonstrate the importance of vocabulary development. (This is so important to many college students that a separate 8-week non-credit course in vocabulary development is offered on the same terms as the reading improvement course.) 4) To provide practice in critical analysis of difficult or controversial material. Here oral and written paraphrasing exercises are used. During the past few years much the same procedures have been used in more than a dozen off-campus courses with groups in business and industry.

In the past, developing rapid-visual-perception skills and dealing with logical thought units in phrases have been achieved primarily through the use of mechanical "pacing devices" and reading films. There are certain disadvantages inherent in the use of such devices.

1. Some individuals do not adjust quickly to films and other mechanical pacing devices.
2. Some individuals find it difficult to transfer skills practiced under such conditions to their actual out-of-class reading.
3. Group instruction is not always equally effective for each member of the group due to individual differences.
4. Mechanical devices are both expensive and bulky and their use is generally restricted to the regularly scheduled class meetings.

In an attempt to overcome these instructional deficiencies new materials have been developed and used experimentally in the O.U. laboratory. These consist of printed materials which aim at helping the students develop the same skills and habits as do the mechanical devices and projected materials. Pilot studies completed thus far indicated the printed materials are as effective as the mechanical approaches in improving phrasing and rate of reading. These materials will be available soon in book form. This will facilitate out-of-class practice and permit individuals not enrolled in regular courses to work on improving their reading skills.

Illustrations of one type of exercise are cited below. The first consists of columns of unrelated phrases which provide practice



Reading rate of O.U. students is measured in the reading improvement laboratory through use of a special pacing device. The material is framed phrase-by-phrase in the one-light beam.

in reading longer and longer phrases with one eye fixation. Several pages of practice material have been developed for each of a number of different phrase lengths.

used to operate
group of people
it is very busy

to a greater degree
informed the public
on that basis alone

the three dollar dinner
over all kinds of roads
the principles involved

brought to public attention
total resources are counted
will require field training

Next, continued text arranged in columns is provided for practice. The reader attempts to read each phrase as one thought unit and with one eye fixation. In essence he attempts to read down the page. Since exercises of different line lengths are provided, each student can practice on material which parallels his present achievement in dealing with phrases. Gradually he practices on longer phrases:

The efficiency at which a reader's eyes function is a limiting factor in total-reading efficiency. Much of the material which is read by adults can be read more rapidly and with comprehension if the eyes are trained to function efficiently

These illustrations deal with only one

facet of reading which relates to breaking the habit of reading word-by-word or reading very small phrases. The total program of adult reading improvement also attempts to help students develop critical reading skills, enlarge vocabulary, develop skill in both scanning and skimming. To achieve these goals a variety of materials and exercises are used.

Students read a passage and then listen to the same material as recorded by an expert reader. They compare their reading with that of the "model" and often gain valuable insights relating to meaning, interpretation and expression. Other practice in critical reading is provided through the use of reading manuals. These contain brief one or two page articles which parallel the content and difficulty level of the materials the students will be reading in various academic courses. One method of teaching skimming techniques is to have students find the answer to a specific question, data for which is found in a passage containing many related facts.

While speed of reading is an important facet of the total reading process this factor should not be the sole measure of the efficacy of any adult reading program. The good reader discerns quickly those situations in which he may read rapidly, and he has developed the ability to read rapidly or to skim where these approaches are justified. Equally important, he has developed the ability both to recognize and to read critically or analytically materials which demand these skills. This ability to "adjust to the material" is called flexibility and is the characteristic of the efficient reader—a characteristic which has become essential to the man who values his time.