

# the College of tomorrow

To most people, college is that place where 18-year-old high school graduates go to grow up. In this respect, at least, the college of tomorrow is not going to change a great deal. Undergraduate education has been using the same basic formula for generations, and future changes will be neither rapid nor radical. Certainly colleges will be teaching greater numbers of undergraduates, and we hope they will be teaching them more, teaching them better and teaching them faster but with the same fundamental purpose.

Outwardly the college of tomorrow will look very much like the college of today. New buildings will be added, but we won't be tearing down the old ones. The result will be a pretty diverse campus architecture, but it couldn't be much more diverse than O.U. is already.

The real difference in the college of tomorrow will be in its role in the daily activities of the community, state and nation. The public's mounting needs for consulting services, continuing education and research facilities can be satisfied most economically with university resources that were originally established for teaching purposes. The public is going to demand double duty from these resources, and the colleges and universities are going to find themselves deep in new areas of public service. For the University of Oklahoma this tomorrow is already here, as you will see on the following pages which deal with a few of O.U.'s expanding enterprises—continuing education, the Research Park, the Peace Corps, urban science, the Bureau of Business Research. The national college forecast from Editorial Projects for Education, Inc., begins on page 9; R. Boyd Gunning discusses the alumnus of tomorrow on page 25. Five alumni reorganize O.U. for their children in the Conversation Piece, starting on page 26, and you can preview tomorrow's alumni magazine in the Backlog, page 32. If you enjoy educated guessing, this issue was written with you in mind.

## and tomorrow is already **T**oday

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the **C**ollege of tomorrow

## continuing education has attained a new stature in university life



Sooner House in the O.U. Center for Continuing Education illustrates an imaginative use of glass and stone to create buildings as modern as the educational program they serve.

**O**NE of the most significant developments in the modern college and university is the increasing emphasis on adult education. This new dimension in higher education has taken many forms—short courses, conferences, seminars, correspondence study, directed reading, and in the case of the University of Oklahoma, a new degree program.

There are several reasons for the rediscovery of the art of study by adults. First, it is becoming increasingly difficult for man to keep up with the times in which he lives. New developments in his profession, in basic knowledge and techniques are making continuing education a requirement for maintenance of his position to say nothing of his progress.

For other adults the return to formal education is the fulfillment of a dream. Many who have been busy holding down a job, mastering a trade and rearing a family now find themselves with the time to increase their knowledge, and they are turning to the college education they missed. Even those who received their college educations on schedule have admitted that they can never learn enough.

Business and industry, government and the armed services have realized that their success depends largely on the level of training of their personnel, and they are sending these employees to the campuses to keep up to the minute in their fields.

The public is also taking a new look at college and acknowledging that education should not end when high schools or colleges send their young people out to earn a living. The public is recognizing that older minds are just as eager to learn as their younger counterparts—and often are better prepared.

And so they come back to college—for a few days or weeks or for the full treatment. They form a new sort of student body—without the starry-eyed innocence of youth, but with a wiser, more mature approach to the opportunities in learning. Their purpose is clear cut, their pursuit serious and direct.

Adult education is not a sideline activity but an integral part of the college of tomorrow—but O.U. is not waiting for tomorrow. The University has a full program in adult education under way, from the extension courses which have been serving Oklahomans for half a century to the bachelor of liberal studies program with its own administrative college in the starkly modern new Center for Continuing Education.

The bachelor of liberal studies degree from the new College of Continuing Education, under Dean Thurman White, is an integrated three-sided program of adult study covering natural science, social science and the humanities. The pro-

Faces more mature, manner more purposeful than the typical collegian—yet these short-termers at a conference on pediatrics are very much a part of the new student body being built around the University's adult education program.



gram is one of independent off-campus study, primarily directed readings supplemented by periodic seminars in the Center. Students may pursue all three courses leading to the BLS degree or they may select only a portion of the program.

This element of selectivity is perhaps the most characteristic feature of the adult education concept. The program is specially designed to accommodate the needs of the adult, taking experience into consideration and allowing for the differences between the typical undergraduate and the mature individual with established life patterns. The Adult Counseling Service coordinates the student and his educational program on a planned long-term basis; here the tailoring is done to compensate for differences in need and preparation of adult students.

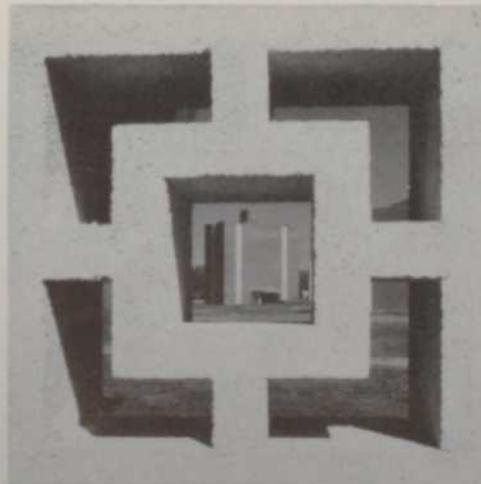
Many of the rapid developments in adult education which are making O.U. one of the leaders in the field have been made possible by the completion of one of the finest physical plants in the United States—the University of Oklahoma Center for Continuing Education. The \$4 million ultra-modern complex of buildings on the south edge of the Main Campus was made possible by a \$1,865,000 grant in 1958 from the W. K. Kellogg Foundation of Battle Creek, Michigan, augmented by funds from the state legislature and a bond issue.

The Center, like the continuing education program, is designed with the mature student in mind, and its success is evident in the demand for its services for short courses and conferences from business, civic, and professional groups from all parts of the Southwest.

A special training program has been established in the Center by the Southern Industrial Development Council. The Center has also hosted programs in public responsibility, human relations, law enforcement, medical personnel, gerontology, computer programming, school administration, the Oklahoma Family Life Institute and the Oklahoma Science Service—the list goes on and on.

But fine as the new Center is, it is not the basis for adult education. The basis is a desire and a need to learn throughout life. It is not degree chasing or professional studentism, but the recognition by mature individuals that the continuation of their education is the continuation of their personal progress, whether it be on the job, in the home and community or in their own self-satisfaction. No university with the intent of serving the future can ignore this vibrant new element in education. In this area the University of Oklahoma has taken a long step toward becoming the college of tomorrow.

these students may look older but they learn as eagerly as the regulars



One of the decorative solar blocks at the Center provides a dramatic frame for the six-story Hall of Advanced Studies. (Photos above and on opposite page by A. Y. Owen for the Pate Organization.)

the College of tomorrow

# the research park is a milestone in cooperation for O.U. and industry



**T**HE University of Oklahoma Research Park is O.U.'s effort to bring together the needs of business, industry and government and the resources of higher education. The success of this effort promises to establish the North Campus as the research center of the Southwest.

A large portion of business, industrial and governmental activities require the maintenance of tremendously expensive, highly specialized research facilities with access to the latest in scientific talent and tools. The University of Oklahoma, on the other hand, has already invested heavily in scientific equipment for teaching and faculty research purposes; already on its staff are experts in nearly every field of science, and its academic atmosphere is ideal for research. The situation demands a workable program of cooperation.

Because of the spacious sites available on North Campus and the proximity of the facilities of the University, the Research Park is able to extend invitations to various companies and agencies to establish new research installations through a unique plan. O.U.'s Research Institute, a non-profit corporation, will finance and build modern facilities to specification under the Institute charter on a 2-year lease-rental basis at a modest annual rate. Companies or agencies who prefer to construct their own buildings may do so on negotiated lease terms from 50 to 99 years.

The approximately 1,400 acres of the Park guarantee enough space for maximum protection for company or agency research projects. The research tools available in the Park and on Main Campus include a nuclear reactor, a cryogenic laboratory and extreme high pressure facilities, as well as the University's library system with its famed DeGolyer Collection in the History of Science and Technology and the law school's space library, one of the few in the country.

As an added inducement to locating in the Park, O.U. and

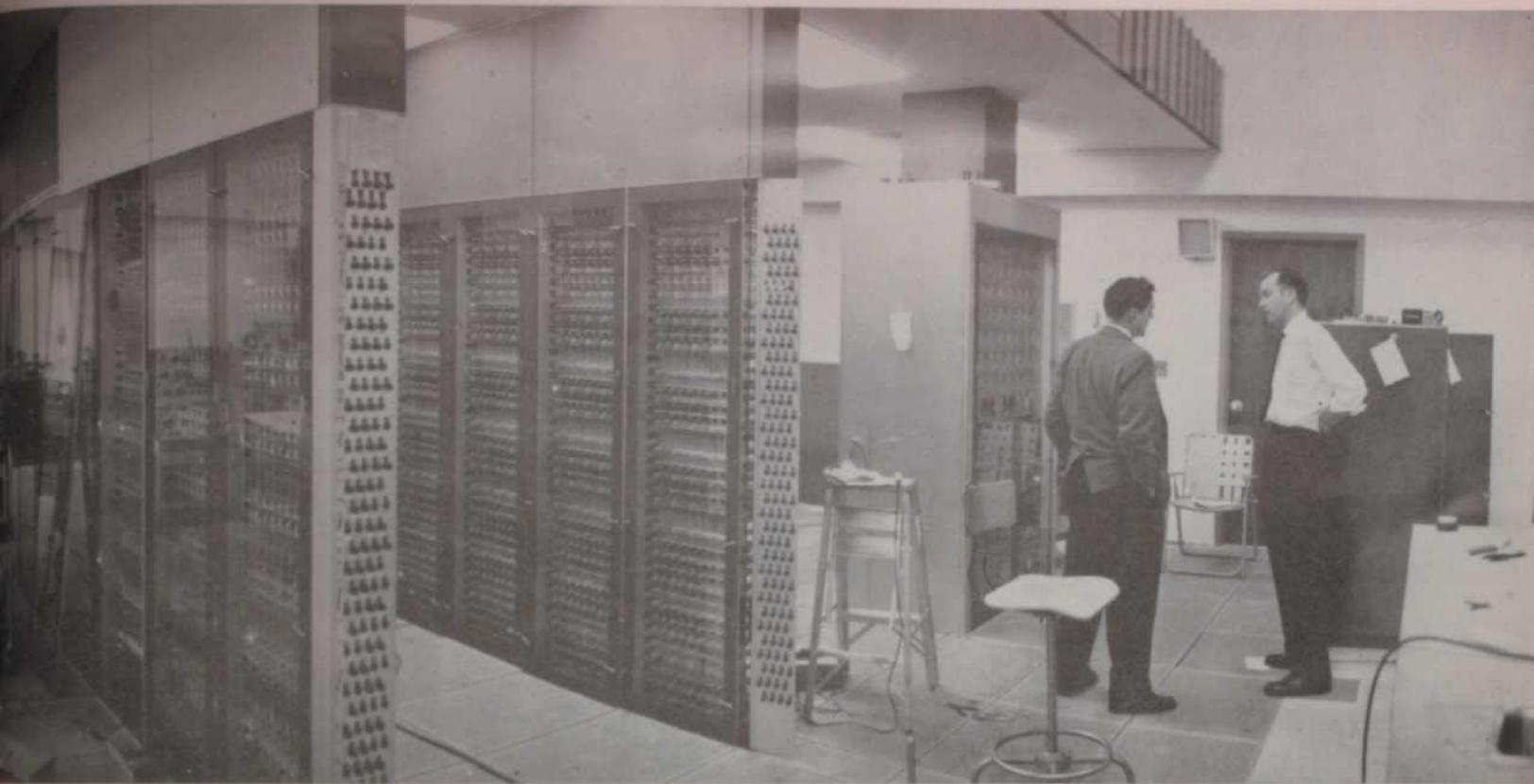
its Research Institute makes available to clients several facilities which most newly established private laboratories could not hope to finance in the early years of operation. The Merrick Computation Center with its high-speed digital OSAGE computer is the prime example.

Also available are the facilities of the Animal House, providing all types of experimental animals and specially equipped for the study of infectious diseases. The University Biological Station at Lake Texhoma can be used for studies in ecology, natural history and those phases of taxonomy, evolution morphology and physiology which require extensive study of organisms in their natural habitat. The O.U. Fisheries Research Center at Noble has tank and pond facilities for a variety of research projects involving marine life.

At the present time 19 research facilities have been located within the Park, 9 private clients and 10 University-affiliated groups. The clients include ACF Electronics Incorporated, Aero Commander Incorporated, Computer Systems Engineering Incorporated, Federal Aviation Agency Aeromedical Research Institute, Oil Recovery Corporation Research Laboratories, U. S. Public Health Service, U. S. Weather Bureau Research Laboratory, Rouge Companies Research Laboratories and Nelson and Associates.

The University affiliated groups are Aero and Space Engineering Research Laboratories, Atmospheric Research Laboratories, Cryogenics Research Laboratory, Chemical Engineering Research Laboratories, Merrick Computational Center, Natural Gas Research Laboratory, Oklahoma Fisheries Research Laboratory, State of Oklahoma Standards Laboratory and University of Oklahoma Research Institute.

In addition to the availability of research facilities and the University's reservoir of trained scientists ready to assist with highly specialized research, Park locations offer several side



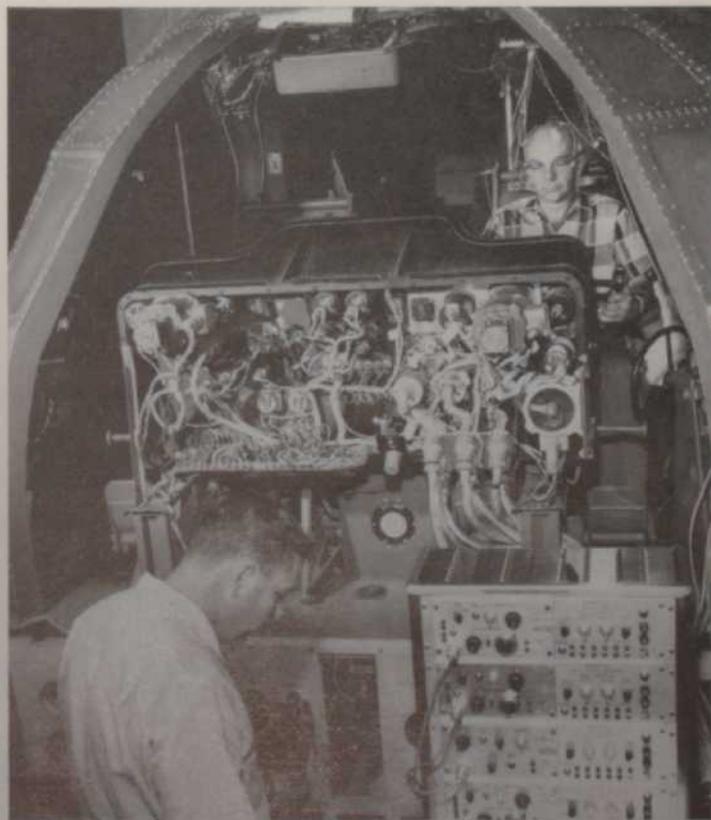
The Merrick Computation Center with its high-speed digital computer is the heart of the University Research Park. The availability of such facilities has been one of the greatest inducements to agencies and companies to establish Park laboratories. (Photo by Ned Hockman)

benefits to clients and their employees. A center which can provide professional stimulus and response in a productive cultural and scientific atmosphere is an important attraction to young scientists. Their personal professional growth is accelerated by close association with the University's graduate science and engineering research programs. A scientist in a working research community finds he can solve problems more quickly because he is able to apply insights gained from other disciplines, and in a scientific atmosphere he will be in touch with the overall progress of science without sacrificing knowledge in his own field.

All these factors contribute to successful recruiting of personnel by the companies in the Park. Separation from the other facilities of the client company or agency is also an advantage. Of course one of the more practical advantages for the client is the economic savings in being part of the Research Park. The initial investment is reduced by the special financing plans offered by the developers. The company or agency is also freed from the expense of building roads, installing utilities and obtaining favorable zoning regulations.

The Park benefits the community, Oklahoma and the Southwest as well as its clients by its attraction to science-based industry, requiring highly skilled and intelligent labor and professional people.

The University of Oklahoma's Research Park is a new concept in cooperation between education and the business and industrial world, and it can become one of the most mutually beneficial services O.U. has ever offered. But perhaps a major reason for the growing success of the program is its location in the heart of expanding industrial Oklahoma—a young state whose people are not too far removed from the adventuresome spirit of the frontier to be excited about progress through research.



This experiment to determine the effects of drugs on pilots is only one of many being conducted at the Federal Aviation Agency's Civil Aeromedical Research Laboratory in the O.U. Research Park.

## Sooner training is one part of a project for world peace

**C**HALLENGED by the President of the United States, the first contingent of the Peace Corps left for overseas with his words as a guide: "If you impress the peoples of these countries with your commitment to freedom, to your pride in your country and its best tradition and what it stands for, the influence may be far-reaching and will go well beyond the immediate day-to-day tasks that you may do in the months that are ahead."

His remarks hold true for the 56 Peace Corps candidates now undergoing two months of training at the University of Oklahoma Center for Continuing Education. Selection as a training site has given the University an opportunity to share in the one thing all Corps volunteers have in common—a desire to serve their country.

The Peace Corps sent the 56 to O.U. for preparation as public health workers in Bolivia. The University training will be supplemented by a month in Puerto Rico before the volunteers arrive at their South American posts in September.

Sargent Shriver, Peace Corps director, in a visit to the Norman campus, said the University of Oklahoma was chosen for this particular project because of its "fine department of public health and faculty contact with South America and because of the proximity of the medical center."

A faculty of approximately 50 O.U. specialists in various fields, with Michael Pybas as coordinator, is conducting the instructional program in the culture, people and policies of the host country, United States history, institutions and values, international relations, language training, physical conditioning, health instruction and refresher courses in skills required for the program. As Corps members arrive in a host country, they are given solid on-the-spot introductions to the traditions and culture of the people with whom they will work. Trainees include nurses, health educators, civil and sanitary engineers, sanitarians, plumbers and well drillers.

The enthusiasm of officials in countries where volunteers are serving is a point of pride with the Corps. Every country where Corpsmen have gone thus far has requested double, triple and even quintuple the original number. Applications for membership have reached a high point, and there is no sign that the Corps will be the "flash in the pan" predicted by some early critics of the program.



During his April visit to the University, Peace Corps Director Sargent Shriver greeted the candidates for the Bolivian public health project who are receiving two months of intensive training at O.U.

Shriver contends that the Peace Corps members may make their greatest contribution to America after they return home. "They will make excellent teachers; government could use many. Businessmen have asked about recruitment, and the labor unions could make use of them in the world labor movement."

O.U. is one of 14 schools in the nation selected as a Peace Corps training site. The current program will end May 31 and since each project is negotiated with various universities after definite needs are determined, Pybas explains that "O.U. could have one more training group, a dozen or none."

Peace Corps candidates are advised that service in the Corps is not easy, that the tests are thorough, the interviews are probing and training is rigorous. However, once accepted by the Corps, their contributions of service come at a critical hour.

A volunteer, when questioning the value of his service, may well recall the words of Edward Everett Hale who, more than a half century ago, said, "I am only one, but still I am one. I cannot do everything, but still I can do something." And the University of Oklahoma can do something for its country as well by its service to those who are becoming our emissaries to the peoples of the world.

RURAL areas have long had their county agents; now a new program at the University of Oklahoma may give equally valuable specialists to the problem-ridden urban centers. A \$125,000 Ford Foundation grant, matched by University funds, has underwritten an experimental training program for urban scientists. The three-year project will determine whether such a scientist can be a functional part of a community. If the concept is feasible, the result will be a graduate degree curriculum in urban science at O.U. and a new profession in the social sciences.

The Ford grant provides for four laboratory cities in Oklahoma, but before the in-service period begins, the trainees will attend eight weeks of seminars in Norman. In September the men and their families will move to their respective cities. Although the new scientists will work for and with the cities, they will be employees of the urban science program itself, returning to O.U. twice a month for further study.

The urban scientist will not be just a city manager or a city planner or a public relations expert. Rather he will be a coordinator between the various community departments and

between the city government and the citizens. Further he will serve as a link between the city and the state's large centers of learning. Having detailed knowledge of the various services and facilities of the University of Oklahoma, for instance, he can make them available to the state citizens more effectively.

No attempt is being made to develop a city miracle worker. The scientist will be an educator clarifying the role of the unique southwestern cities where the most pressing need is imaginative planning for industrial and business expansion and not the slum clearance plaguing the East and Midwest.

But whatever the personality of the cities and the work day task of the urban scientists, the very novelty of the concept will attract national attention. With concern for urban problems mounting rapidly, Ford is underwriting five training projects. Increasing federal interest is reflected in President Kennedy's campaign for a new cabinet post for urban affairs.

The University of Oklahoma is in on the beginning of an exciting new development in the science of living. The contributions made in this area under Sooner guidance can affect the lives of city-dwellers for generations to come.

welfare of the community and strength of the economy are vital concerns of educational researchers



These business students are operating an IBM card punching machine, one of several statistical aids in the O.U. Bureau of Business Research.

UNIVERSITY of Oklahoma Bureau of Business Research has contended since 1928 that what's good for business is good for Oklahoma. As the watchdog of this philosophy, the Bureau has become the major source of information and advice in the development of the state economy.

As a regular monthly service to businessmen, the Bureau, under Director Francis R. Cella, publishes the *Oklahoma Business Bulletin* analyzing business conditions over the state. This publication contains general business statistics, figures on industrial and agricultural production, construction, finance, trade, employment and income. Shifts in business activity throughout the state are also broken down in finer detail by area in regard to retail sales, freight car loadings, building permits, bank debits and postal receipts with representative figures from the larger cities in these areas.

Through the skillful use of materials gleaned from original research, government agencies and other sources, the Bureau of Business Research has been a primary link in the relationship of the University to the people of the state, as well as providing an avenue for student research in the College of Business Administration.

With unexploited potentials in state business, industry and agriculture, the Bureau is helping to shape tomorrow's Oklahoma by keeping a watchful eye on the developments which will determine the health and vigor of its economy.



University of Oklahoma College of Education building on South Oval.

the **C**ollege of tomorrow  
O.U. is meeting a  
challenge and not  
confronting a crisis

There is no "college crisis" for the institution ready to accept the challenge and opportunity of today's fast-paced world. Problems have existed for colleges since the colleges themselves have existed. Those with the foresight to solve the problems are still with us; the rest are gone.

If all the centers of higher education were faced with the crush enveloping the Ivy League, there would indeed be cause for panic. But the University of Oklahoma has been given the blessings of the Southwest—the time and the room to meet the changing conditions before they become a crisis. When the enrolment boom hits O.U., the qualified students will not be turned away. We have faced crowded conditions before. It is doubtful that we will ever see anything to compare with the "crisis" of the returning G.I.'s of the middle '40's. We took care of the post-war plight; we will take care of 1970—and beyond. We will build the facilities we need. As for the faculty salaries, we will solve that problem as well—because Oklahomans are beginning to think in terms of quality. This ideal has been a long time coming, but it is not likely to be discarded once we have had the taste of success.

This element of self-determination by individual colleges is part of the following special report from Editorial Projects for Education, Inc., based on the best facts and figures available. But because the statistics are national, they do not always apply directly to O.U. In many respects, the national tomorrow is day-after-tomorrow for Oklahoma; in some respects it is yesterday. We think it is important for you as alumni, as parents, as citizens of Oklahoma and the Southwest to be aware of the national picture so that you can appreciate better the means by which O.U. intends to accept the challenge and make the most of the opportunity.