Gree in English. The Fosters have two children, Earl jr., aged 12, and June, 8.

GRACE BROWNING

"Pretty is as pretty does" is an adage often used in the most feline way. It can however be used in a serious manner when we find beauty that is also accompanied by brains and the "sure intent" made famous by Mr. Kipling.

It is in this connection that we speak of Grace Browning, '25 art sc., who is not only exceedingly pretty but does things in the finest possible manner.

Her classmates of '25—indeed perhaps most of those who attended the university between '21 and '25—will remember Grace Browning as brown eyed, brown haired, olive skinned, medium in height and personally most attractive.

But since a woman who "does things" is more impressive than one who is merely pretty they will best remember her for her high record of scholarship and leadership during her four years in Norman.

She was one of that small group from her junior class who were elected to Phi Beta Kappa. In the same year she became a member of the Oratorical council and was during four years a worker in the Y. W. C. A. Part of this four years she was in the Y. W. C. A. cabinet.

These offices with their attendant duties and her necessarily hard course of study could be achieved only by one with a serious outlook on life and the ability for great concentration. This seriousness and this keenness of mentality are perhaps Grace Browning's chief characteristics.

The recognized position which she gained in school would be for the less ambitious a peak to rest upon. For Grace Browning it was a stepping stone to higher goals.

She became a member of the staff of the United Providence association of Oklahoma City after her graduation. As such she was an example of what the social service worker ought to be. We are all familiar with the social service worker who has the cold green glint in her eye. We have all met the social service worker who is dull and sleepy. In Grace Browning was found that rara avis, a social service worker who was intelligent, efficient and kindly.

Her four years in Oklahoma City earned for her two scholarships. In 1926 she was one of the twenty-two workers in the country to be awarded a scholarship to the International Conference of Social Workers in New York City. While attending this conference she also went to the New York Institute.

Recently she was offered another scholarship which entitled her to three years of study in New York City but she declined it to accept a position as associate director of the placement bureau of the Red Cross in St. Louis. She took this office in October.

That she will not stop her progress in even such a responsible position as this is evidenced in the fact that she is also attending a course of lectures on medical social service work at Washington university.

"Serious" is a word which we have used rather too often in describing Grace Browning for it may leave the impression that she has none of the saving virtue of humor. But if you know her and have seen her smile with nice little crinkles around her eyes you know that she's a pleasant person to know.

Horseback riding is her favorite sport and she finds her chief social diversion in the activities of Alpha Gamma Delta, her social fraternity. She has been state president of Alpha Gamma Delta for the past three years and in June was made president of the province which includes all of the central and southern states.

She enjoyed a vacation from so much intensive work last summer when she spent three months touring Ireland, Scotland, England, France, Switzerland, Germany, Holland, Belgium and Italy.

ENOCH FERRELL

As citizens of a mechanical age when the wonders of radio, talkies, and aviation are taken for granted we are prone to take the convenience of such things for granted and neglect to look for the personality behind the invention—the personality that has made this particular invention possible to us.

That these personalities do exist and that the university has produced at least one of them becomes evident when we review the success of Enoch Ferrell.

Mr. Ferrell was born in 1898, graduated from the Sedan (Kansas) high school in 1914 and the following September entered the university. In 1917 when the United States entered the war he did not wait for conscription but withdrew from school on May 2 and entered the officers' training camp at Fort Logan H. Roots. He had to misrepresent his age to get into the service.

He was commissioned second lieutenant in the air service and served for a time in France. As a member of the Twenty-fourth Aero Squadron he was sent as an observer at the opening of the Saint Mihid drive. Here he remained in action during the most exciting days which the United States experienced during the war.

Mr. Ferrell returned to the university in February of 1919 and immediately enrolled to complete his work. In June, 1920, he received his B. A. degree.

One degree is rarely enough however for the truly ambitious, and he remained to get a bachelor of science degree in electrical engineering in '21. An M. A. degree was his next goal and while doing his research work towards this he worked in the field of the short wave radio under the direction of Dr. William Schriever, professor of physics. Ferrell also taught mathematics while working for his M. A.

He was a brilliant student and the record which he made in the university resulted in his going immediately from graduation to the research department of the Bell Telephone laboratories to work on short wave radio problems.

The best gauge of his work with the Bell company may be found in the August issue of the Bell Laboratories Record, a monthly magazine issued by the research division of the Bell Telephone Co. in New York City.

This publication contains an article by Ferrell on "The Trans-Atlantic Short-Wave Transmitters" and a picture of him with the caption, "One of the engineers associated with the development of transmitters used in trans-Atlantic radio."

The same magazine contains the following: "E. B. Ferrell has had a large part in the development of the transmitters at Lawrenceville."

Helping dollars
How the student loan fund aids education

By Emil R. Krae gti 

STUDENT loan funds, or the borrowing of money to finance a student's education, probably date back to the beginning of colleges and universities. Whether the money is loaned by an individual or an organization, the results are the same.

The plan of making loans has a distinct advantage over the direct scholarship; the money is used over and over
agin through all time, each student who receives a loan repaying it after graduation. A donor of one thousand dollars, one-third of which is loaned to a student each year, has the satisfaction of knowing that each year, as long as the university exists, at least one student is in attendance because of his help. In ten years ten men or women would give him credit for their great opportunity; in one hundred years one hundred beneficiaries would revere his name.

What greater monument could be erected; what greater service to civilization could be performed?

The first loan fund at the University of Oklahoma was established in 1917 with a donation of $200 by Dr. Stratton D. Brooks, at that time president of the university. The fund has been increased from time to time by donations and interest payments. It was administered by a board of five directors, the article of incorporation being signed by Stratton D. Brooks, Edwin DeBarr, J. H. Felgar, J. S. Buchanan, and Fredrik Holmberg. The official name was Oklahoma University Student Loan Aid Association.

At the present time the fund amounts to $19,882.37, of which $4,507.86 has been collected as interest, and $500 as a loan from the local chapter of Phi Beta Kappa. Approximately 600 students have received loans from this fund since its establishment.

With the increase in the enrollment in the university there was a corresponding, or even greater, number of students attempting to earn their expenses, with the opportunities for work becoming proportionately less. As a result many ambitious and very deserving young people were compelled to leave school. It was not a matter of charity but credit sufficient to supplement the amount they could earn by working outside of school hours and during vacations.

In the beginning sophomores, juniors, and seniors were eligible. Later the regulations were changed to include only those students who were within two years of their degrees.

Of the total number receiving loans to date 310 indicate that they are entirely dependent upon their own efforts to secure an education. The others receive some help from parents, relatives, or guardians. Sixty-five indicate that parents are deceased.

From the occupations of parents listed by borrowers one is convinced that the fund serves a cosmopolitan group. The following occupations are shown: Farmer, 119; merchant, 34; minister, 16; laborer, 15; real estate dealer, 12; lawyer, 13; contractor, insurance agent, physician, railroad employee, salesman, 10 each; carpenter, postal employee, 9 each; teacher, 8; cotton buyer, 6; grocer, 5; accountant, oil field worker, ranchman, 4 each; automobile dealer, cafe owner, druggist, policeman, oil and gas retailer, 3 each; barber, clerk, county commissioner, dairymaid, editor, hotel owner, mechanic, stockman, county weigher, dentist, engineer, landscape gardener, nightwatch, multigraph operator, nurseryman, poultry ranch owner, plumber, sales supervisor, sheriff, soldier, cobbler, telegraph operator, undertaker, register of deeds, 1 each. A small number have listed no occupation for parents.

Of the total number of active loans 374 were made to men and seventy-nine to women students. The average for all loans granted is $275.71. The number of loans granted to students follows somewhat the proportion of students enrolled in the several schools and colleges, as follows: arts and sciences, 155; business, fifty-three; education, twenty-two; engineering, forty-nine; fine arts, sixteen; home economics, eight; law, fifty-seven; medicine, seventy-five; pharmacy, twelve; not classified, six.

Many of the students receiving loans have written letters of appreciation. The following excerpts from these letters are typical:

"I needed money badly to finish my last year of medicine. I had moved about from one place to another, going to school so long that I had lost contact with everybody except school people, and knew no business men well enough to approach on the subject of a loan. So the Lew Wentz fund was a life saver to me, and I know of many others in the same position."

"The sharp misery that the working student goes through can never be expressed in words. But I can say that the small loan erased part of the heavy drudgery and allowed me sufficient time to devote myself to my studies. Gratitude? Let the prompt payments of the loan show my gratitude."

"...Lew Wentz Foundation is one of the finest pieces of philanthropy in the state."

"I might have been able to finish my course the following year without the loan, but I would never have been able to enter most of the activities in which I took part. To me the loan was a gift of time that meant as much as my curricular activities. During my last year in school my conception of things broadened very perceptibly and I gained a measure of self-confidence that I had not known before. I was enabled to make a great many friends which I never would have been able to do had it not been for the loan. Needless to say, I am very grateful that Mr. Wentz is using his wealth so wonderfully."

"...gratitude to one 'great friend' of all the students, who made possible my education and the acquaintance of these other friends and teachers connected with it."

"Mr. Wentz certainly did a wonderful thing in establishing the fund. It has enabled many students, who were not financially able to go to school, to get an education."

"I do not know how I would have managed without it."

"I think no greater service could be rendered the boys and girls of this state."

"And long after everyone else has forgotten his existence worthy students will still have occasion to remember for a lifetime that their opportunity for a broader life and a greater service was due to the establishment of the loan fund."

Mex---a memoir

By Hutton Bellah, '23

Writing a memoir of Mex is a labor of love—and with the exception of Mott Keys, no one loved this dog more than the writer.

Mex first saw the light about January of 1916 at Lawton, Oklahoma. Little did he realize that within six months