New Pattern for Education

By JOSEPH A. BRANDT

The University College plan at O.U. is designed to point away from the dangers in the Germanic 8-4-4 school system

THE confusion in Oklahoma regarding education began, I believe, because we started with a tailor-made civilization. A sizable part of Oklahoma was peopled almost overnight with mature adults of varying educational levels who were here for one thing—opportunity—but principally opportunity for themselves.

Probably no state in our Union was ever established on such a basis of absolute enlightened selfishness as Oklahoma. It was, at the start, every man for himself; and the continuance of the term "Sooner" in our life indicates the strength of engrossment with the problem of the individual rather than of society as a whole.

Despite their preoccupation with their own individual problems, the Oklahoma pioneers did lay what they thought was a sound educational charter for the future, and they thought they were providing for it liberally. It was the second generation, which had not received all the blessings of unlimited prosperity that had lured the parent here, which failed to carry through in proper maintenance of education. The individual, rather than society, had become the principle of Oklahoma government; and desirable as individualism is as a basis of real democracy, individualism that does not respect society as a whole is little better that anarchy.

Overlying this extreme individualism was the accident of fortune which brought great wealth to a limited few without the intermediary of association with masses of employees. Such association always proves a leavening agent in society but it is not a characteristic of a miner civilization.

Consequently, as Oklahoma "grew up," she was confronted with two general classes of people, both highly individualistic; one a large body of people that had been disappointed economically; and the other a smaller group that had been delightfully surprised economically. Neither group was wholly aware of the danger that threatened the future of our state, for today we are in danger of either sinking to the lower level of the lowest Southern states or we have the opportunity, if we grasp it, of moving into the upper levels of the Middle West, the East and the Far West.

This cult of individualism, desirable as it is in many ways, has left its mark on education. Because many Oklahomans are incapable of thinking in terms of Oklahoma as a whole, we have had the most unreasonable demands made upon education, demands that almost thwart real educational progress.

War times, when we instinctively begin reappraising the essential ingredients of our civilization, are the times to reappraise our educational plan. We have functioned now many years under the German plan of education—and we see where that plan has led Germany. We borrowed our engineering education program from France, and we now see where France is.

What more dreadful, more horrifying examples must we require before we who are responsible for education will begin to take stock of our failures?

Robert Hutchins says that our students are delayed two years in their educational program by our system. I think he is right. When I entered Oxford University with a B. A. degree, I found that I was not quite on the level of the English public school boy of 17. And yet I had in Tulsa High School the college preparatory course—Latin, history, English, mathematics—the only sound high school education that can be offered, despite aberrations to the contrary. But I was not alone in being behind in my development—it was true of the Harvard trained man, the Yale trained man. The source was not the college but the preparation for college. Why, if the elementary school adheres strictly to fundamental subjects—grammar, arithmetic, etc., cannot the work be given in six rather than eight years? We have already confessed that there is something wrong with the eight-year plan by creating the junior high school. But you see, we do not make a fundamental remedy, we merely take the path of least resistance and add another and more costly unit to our educational system, rather than evaluating function. And it is because we have added to, rather than reappraised, our educational system, that some of the foes of education have seized upon the now threadbare argument of extravagance in their desire to crush the schools.

THE English have never deviated from the classical background, and while the English have their faults, they at least have never for an instant faltered in their ideal of democracy. Latin has all but passed from the educational scene in Oklahoma. Part of the fault was the way in which Latin was taught. But to a greater extent, it expired because the cult of individualism, seeking some way to make up for the ideal of prosperity they had not found in Oklahoma, turned to the only sources of hope they knew, the schools. They wanted manual training, domestic science, typewriting, and what have you—subjects useful in themselves but never substitute for fundamental subjects.

Latin is still as valuable as it was in the days of Thomas Jefferson and George Washington. And when you stop to think that under the present laws of Oklahoma, neither George Washington nor Thomas Jefferson could teach in any grade of the Oklahoma school system, simply because they had not had the fifty-seven varieties of psychology which are disguised under as many different names—although it is merely more of the same—you can see just how far from real, fundamental education we have come in this state. But to return to Latin. The only entrance tests in the Oklahoma college system are the so-called placement tests of the University of Oklahoma. They are quite mild, quite harmless; they had to be made so because they had to conform to the prevailing level of the high school graduate. These tests are given in English and in mathematics and in the social sciences. An amazing number of students fail. Yet a two-year survey by the University shows that only 64 per cent of the students who have had no foreign language in high school pass the English test, whereas 88 per cent of those having two or more years of Latin do pass them. Only 7 per cent of those stu-

Two Presidents
Joseph A. Brandt, University president, and Fisher Muldrow, alumni prexy

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Sooner Magazine
A New Pattern for Education (continued from page 8)

Thirty per cent of the students without a foreign language make the so-called reserve English classes, while 21 per cent of the Latin students do.

Thirty per cent of the students without a foreign language fail mathematics while only 17 per cent having Latin fail mathematics. Perhaps more significant, 90 per cent of the members of the junior class, who make B or better, regardless of whether they are liberal arts students, engineers, business students, 90 per cent have had Latin either in high school or in the University. English is the one universal, the one indispensable tool of any American—and there are no substitutes for it. English, with its roots in Anglo-Saxon and in Latin, is, like Latin, gradually disappearing as a subject in our schools.

The Progressive educationists have practically sabotaged it, and the educational establishment, en masse, as they have been with multiple psychology, have all but tossed it down the drain pipe. We at the University of Oklahoma teach hours of English composition but English composition is not and never has been, a college subject. It is a high school subject. And the only reason it is taught in college is because the high schools, too busy offering manual training which in turn should be taught in technical high schools, are not teaching it, or if they are teaching it, it is done so indifferently that the college perforce has to rescue the student from illiteracy.

But you can see that six or twelve hours of English composition in college robs the student of almost a semester of advanced work—it is an example of the slowing-up of the maturing process which Mr. Hutchins referred to in his speech to the Chicago faculty. It is a prime example of waste. But not as deceitful perhaps, as the case of the student who failed his English placement test at the University; and when it was found he could not write an intelligible English sentence, he was questioned. He had never had English in high school, he said, although he entered with credit for English, because English coincided with glee club and since he was needed in the glee club and because English coincided with glee club he was excused from English.

Another example of waste is the rule which some schools in Oklahoma have of automatically passing every student. There are schools in our state where you simply cannot fail, for the simple reason that the members of the board of education must not be offended, or for fear that the fond parents may think that the teachers are inefficient. Waste—there is plenty of it in our school system. Waste of money that could be better spent educationally; but more tragic, waste of democracy, through deceiving youth into believing it is getting an education when in reality it is getting only half or a quarter of an education.

I have talked with many graduates of the University, trying to find out, if possible, wherein we were failing. While such an inquiry certainly is not scientific and might not meet the approval of a Ph. D. board, it has some advantages. It is spontaneous. Of course, I find many satisfied people and that is fine. But it is the dissatisfied who interest me. There are two general divisions among the dissatisfied—one would take a more liberal educational program now, if they could do their educational training over again, the other who discovered in midstream that they were in the wrong college or professional training. I have also talked with many Oklahomans who for one reason or another go to colleges in other states. In many instances, of course, it has been a father who was a graduate of that out-of-state institution who is responsible. But in many, many instances it is the suspicion that Oklahoma is not educating properly.

THAT inquiry among these two types of students, plus my own education at the University in the past six months, led us to propose the new University College plan which has been approved by the State Regents for Higher Education. I had discovered almost the first day I assumed my new duties that there was, in reality, no university. We were a collection of colleges, loosely federated together. An undergraduate who failed in one college shopped around until he found a kind-hearted dean who'd take him in. And if he failed again, he'd repeat the process until he was in another college. Thus many a youth who started out to be an engineer ended his career as a pharmacist, and many a pharmacist left the mortar and pestle for the baton of an orchestra director. I discovered also an alarming number of professors who, beaten down by the constant frustration of Oklahoma politics, had contented themselves with simply fitting themselves into the mould, without much regard for the cracks in the mould. I had also talked with enough parents of prospective freshmen to realize that there was an unexpressed but nevertheless very real desire for their children to have a real education and they felt, although they were unable to discover the source of their uneasiness, that existing programs of work would not give that education. Some of these parents could have sent their children to out-of-state schools but they came to me to discuss what could be done. Out of all these discussions grew the University College plan.

The University College, so far as I could see it, was the only way to start the break with the German plan of education and begin a real American plan. Yet I believe in evolution and not in revolution. Even though many of us at the University knew the plan is sound because it is returning to sanity, to the fundamentals of real education, we provided a transitional period of three years in which to work out the many problems that naturally attend any new program.

The University College aims, first of all, to make uniform the quality of work in the critical freshman and sophomore years by creating one broad college rather than many colleges. Consequently, not only will the freshman and sophomore now follow definite programs of study but he has two years in which to make up his mind or confirm already existing plans, for his career. If he, when he enters, believes he wants to be an engineer, he can enroll in the University college as a pre-engineer; or, as a business student, as a pre-business student. Whatever work he completes in the upper level college may require a prerequisite will be given in the University College. But, apart from that, the College will plan a few programs of study which are entirely devoted to fundamental education.

The College sets up a comprehensive advisory system both to determine the student's aptitude for any profession and to relate his program through the University college and the upper division college, so that he may complete his work in four years, or in three years, should he elect attending summer sessions as well. In addition to the advisory committees, there will be committees representing the broad avenues of the humanities, the social sciences, the natural sciences, etc., to advise with the student at the start, rather than at the end of his career.

Then, for that student who does not plan to obtain a college degree but who would like two years of work terminating with something other than a stammered excuse that he had not finished college, we have a general division, similar to the general college of the University of Minnesota.

Underneath the whole program will be an efficient reshaping of freshman and sophomore curricula—fewer courses, better courses, broader courses. Any student, we hope, who has had two years of the University College, ought to go through his upper division college the better for his time there, and perhaps escape with less damage those colleges which refuse to turn their faces to the America of tomorrow.

We in Oklahoma, it seems to me, have a marvelous opportunity by pulling together, to show new directions to other states, new directions which in reality are the old roads with new paving.
Housewives Make Sure Their Families Get a Daily Quota of Moon Rose Grapefruit Juice. The All-American Choice for... Vim - Vigor - Vitality.

FORWARD goes American in a march to great national strength and vitality! And the task is not only one of more factory output... more ships and planes. It's a march toward better national health and physical fitness as well. Modern housewives who are planning meals to keep their families feeling "tops" recognize the importance of fruit juices in the daily diet. One of the best and cheapest sources of energy is grapefruit juice enriched with dextrose, the All-American sugar.

Your independent retail grocer is now stocked with the new 1942 pack of Moon Rose Grapefruit Juice, enriched with dextrose. You'll find it delicious and refreshing with all the tang and zip of fresh grapefruit juice... no bite or pucker likes some ordinary brands. It contains essential minerals... is rich in Vitamin C... promotes alkalinity... helps balance the diet.

Dextrose is an "All-American" sugar. Corn is America's greatest grain crop. Dextrose is derived chiefly from American corn, grown by American farmers. It is refined in American factories by American workers, and distributed by American companies. It is thus 100% American, and its production and distribution give employment to many thousands of workers.

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Pennsylvania

Capt. Charles H. Wilson, '37md, is stationed at Carlisle Barracks, in the department of Army medical and surgery in the Medical Field Service School. After completing a two-month course at Carlisle, and a course in chemical warfare wounds and patients at Edgewood Arsenal, Maryland, he was ordered to Carlisle to instruct in the physiology, pathology, and treatment of chemical injuries. He has been on active duty for a year.

Lt. Alfred C. Frampton, '35md, is stationed at Carlisle Barracks, in the department of Army medical and surgery in the Medical Field Service School. After completing a two-month course at Carlisle, and a course in chemical warfare wounds and patients at Edgewood Arsenal, Maryland, he was ordered to Carlisle to instruct in the physiology, pathology, and treatment of chemical injuries. He has been on active duty for a year.

With the Armed Forces (Continued from page 13)

Rhode Island

Samuel Justus Hammond, '38us, accountant with offices in the Highower Building, Oklahoma City, has been commissioned a lieutenant, junior grade, aviation specialist, and ordered to report to the Naval Air Station at Quonset Point, Rhode Island.

George William Colvert, '29md, Muskogee, has been commissioned a lieutenant, aviation specialist, and assigned to the Naval Reserve and assigned to Quonset Point.

South Carolina

Harold Scruggs, '35-39, Hollis, has been promoted to first lieutenant and assigned as an aviation instructor at Myrtle Beach, South Carolina. Dr. George W. Colvert, Oklahoma City, has been commissioned a lieutenant commander, in the Naval Reserve and assigned to the Naval Hospital at Charleston.

Tennessee

Martin L. Watts, '41md, formerly representative of Time Magazine in Houston, Texas, has been assigned to duty as lieutenant at the Barrage Balloon School, Camp Tyson.

Texas


Major Lee F. Gilstrap, '19-20, is athletic officer for the 45th Division, Camp Barkeley. Samuel S. Sontag, Oklahoma City, stationed with a Field Artillery battalion at Camp Barkeley, has qualified for training in the Air Force and is awaiting assignment.

Lt. Thomas C. Kelly, '35-39, an Air Force officer at Biggs Field near El Paso was high-score man when his pistol team broke the world's record for the third time this year in a shooting match with a team from Grangerville, Idaho. Of the 1,126 points scored by the Biggs Field team, 286 points were chalked up by Lieutenant Kelly's credit. Lt. Dean Daniels, '35-39, Norman, has been transferred to Camp Sill after completing a special course at Fort Sill.

Lt. Port G. Robertson, '37md, Norman, is one of 132 junior officers selected to attend the Third Army Junior Officers training course at Camp Bullis.

Capt. Loyd E. Harris, '22pharm, '24ms, former University chemistry professor, has been transferred from Edgewood Arsenal, Maryland, to College Station, Texas, where he will teach in a Civilian Defense school. Mrs. Harris (Maurine Dill), '23md, and their children, Joel and Donald, will soon arrive from their home in Norman to College Station. Olen Ross Keith, '38md, Hollis, has been appointed assistant lieutenant at the Naval Air Station, Corpus Christi.

A couple of gobs, Joe and Billy Bryan, formerly of Ada, may be causing a slight confusion at the Naval Hospital, Corpus Christi, Texas, where they are assigned as pharmacists. Identical twins, they attended the University in 1933 and 1934, both are registered pharmacists, and until they enlisted in the Navy, worked in their father's drug store in Ada. If Navy regulations won't permit them to wear their initials on their blouses, their mates won't be able to tell them apart any better than their friends in Ada.

Dr. Clifford C. Fulton, '24md, Oklahoma City, has been commissioned a lieutenant commander and assigned to duty at the Naval Hospital, Corpus Christi.

Wayne W. Christian, '39bs, Oklahoma City, has been commissioned a second lieutenant in the Marine Corps Reserve as a scout-bomber at Corpus Christi. Lieutenant Christian entered the Naval Air Station at Corpus Christi last July.

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Cadet Oran J. Reynolds, '39-40, Oklahoma City, is taking flight training at Goodfellow Field.

Cadet Chad N. Bowen, '39-41, Oklahoma City, is taking basic flight training at Goodfellow Field, after finishing primary school at Hicks Field, Texas.

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With the Armed Forces

(Continued from page 13)

Stanley T. Tyler, '35bus, former manager of the Goodyear Store at Ada, has been promoted to Anti-Aircraft service at Camp Wallace.

### Sooner Sports

**Continued from Page 15**

who batted cleanup, got seven home runs that year, an all-time record.

The top-ranking Sooner base thief of Big Six history is Sam Blackwell, catcher, shortstop of 1940. Sam swiped exactly 20 bags, the all-time top. Blackwell also scored 24 runs in 1940, also an all-time record.

The two-base king of the past 14 seasons is nobody else but Lester Layton, sophomore leftfielder from Wichita, Kansas, who plays this season. Layton has already pooled eight doubles, breaking the old record of seven set by Delmar Steinbock in 1936 and tied by First baseman Roy Myer in 1939, and with several 1942 games left may add to his record.

Myers, the deceased centerfielder of 1934, and Jack Baer, present Sooner coach, are the champion tripilers with five each. Baer garnered his in 1936.

The extra-base hit high is 13 and four players hold it. Tolleson, the big catcher first set it in 1933. It was later tied by Myers in 1934, Steinbock in 1936 and Jack Riley in 1940.

Sooner clubs are nationally famous for their squeeze bunts and the king appears to have been Hobart "Red" Hardwick, 1935 second-sacker, who laid down seven in 1935.

Riley's 33 runs batted in over a 21-game span in 1940 broke Baer's old record of 32 set in 1936 but Baer has the most RBI's for a single game, nine, driven in during an Oklahoma-Iowa State game at Ames, Iowa in 1936.

### University Radio Programs

**WNAD—640 Kilocycles**

- 9:00 Daily
- 9:15 MWF
- 9:15 TTh
- 9:45 Th
- 10:00 Daily
- 10:15 TW
- 10:15 W
- 10:30 MWF
- 11:00 F
- 11:15 MWF
- 11:15 T
- 12:00 Daily
- 1:00 T
- 1:00 W
- 1:00 Th
- 1:30 Th
- 1:30 F
- 1:45 W
- 2:00 Daily
- 2:15 T
- 2:15 WS
- 2:30 M
- 2:30 TTh
- 2:30 F
- 3:00 Th
- 3:30 M
- 3:30 T
- 3:30 W
- 4:00 Daily
- 4:30 Daily
- 4:30 M
- 5:00 M
- 5:30 M
- 6:00 Th
- 6:15 Th
- 6:45 MWF
- 7:30 Daily
- 8:30 MTWF
- 9:00 F
- 9:30 F
- 10:00 F
- 10:30 F
- 11:00 F
- 11:30 F
- 12:00 F
- 12:30 F
- 1:00 F
- 1:30 F
- 2:00 F
- 2:30 F
- 3:00 F

- Chapel Time
- The Pacific Basin
- German Lessons
- Garden Club
- Hello Oklahoma
- Gardening and Wild Flowers
- General Science
- Spanish Lessons
- League of Women Voters
- Conflicting Political and Economic Systems
- General Science
- Symphonic Hour
- Indians for Indians Hour
- Problems of Peace and War
- Passport to Poetry
- General Science
- Our Social Services
- The House of Seven Mables
- Today's Story
- Pauline Brooks, Contralto
- 20th Century Music
- Family Life Forum
- French Literature
- General Science
- Adventures in Listening
- Your Government at War
- The Four Minute Men
- Presenting the Press
- The Reading Hour
- Tales from Shakespeare
- Student Forum
- The Bible in a Year
- Damsel Moderne
- Meet Your University
- Sooner Almanac
- Theater of the Air
- University of Oklahoma Roundtable
- WNAD Players
- Campus News
- Uncle Will's Choir
- Rendezvous With Music
- Mrs. Story's Pet Shop
- Campus News
- Rendezvous With Music
- WNAD Players
- Sign Off

**NOTE:** A variety of programs, mostly musical, will be offered during the periods not specifically listed above, between the hours of 9 a.m. and 7:30 p.m. Complete weekly programs will be mailed upon request. Address inquiries to Radio Station WNAD, University of Oklahoma, Norman.