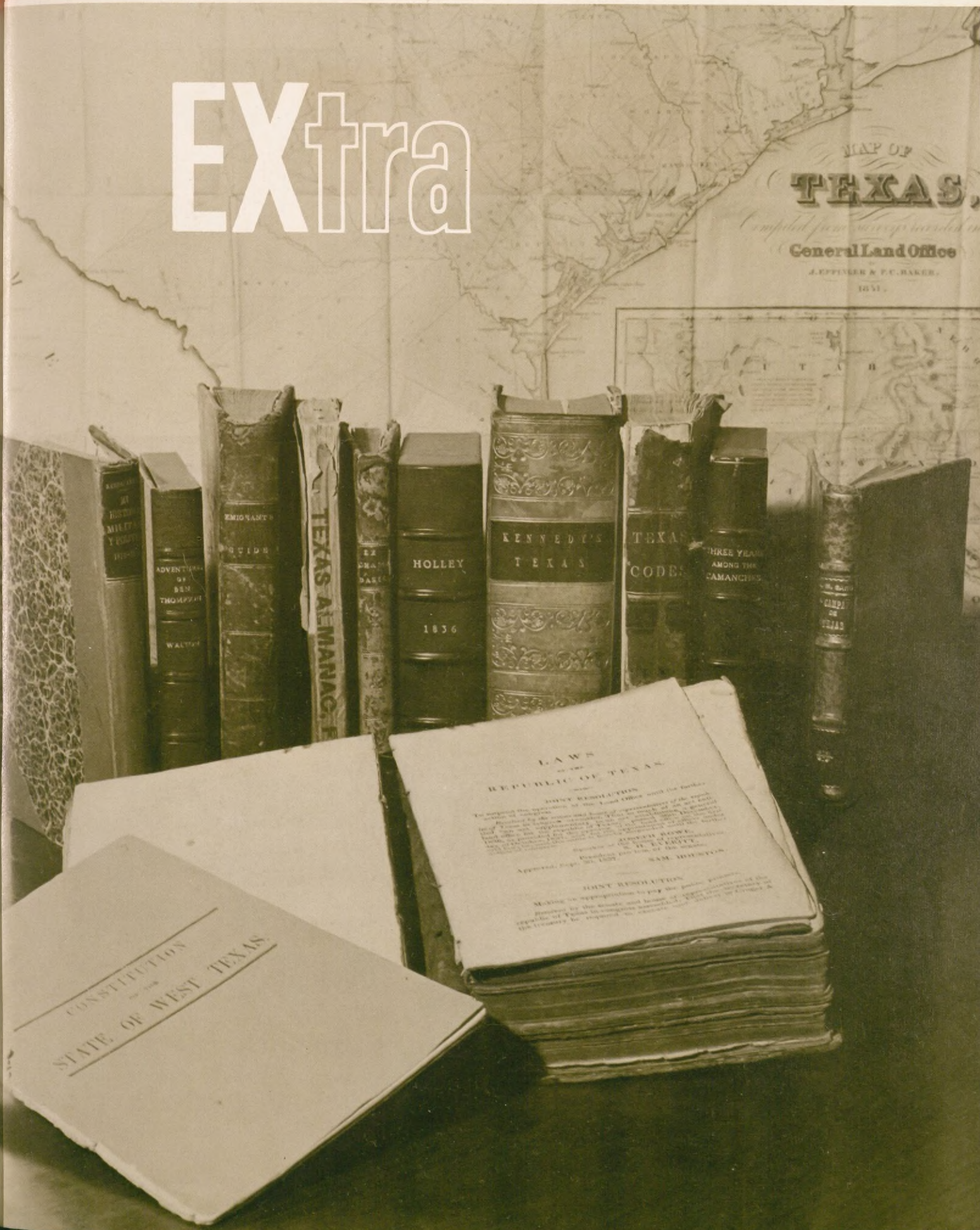
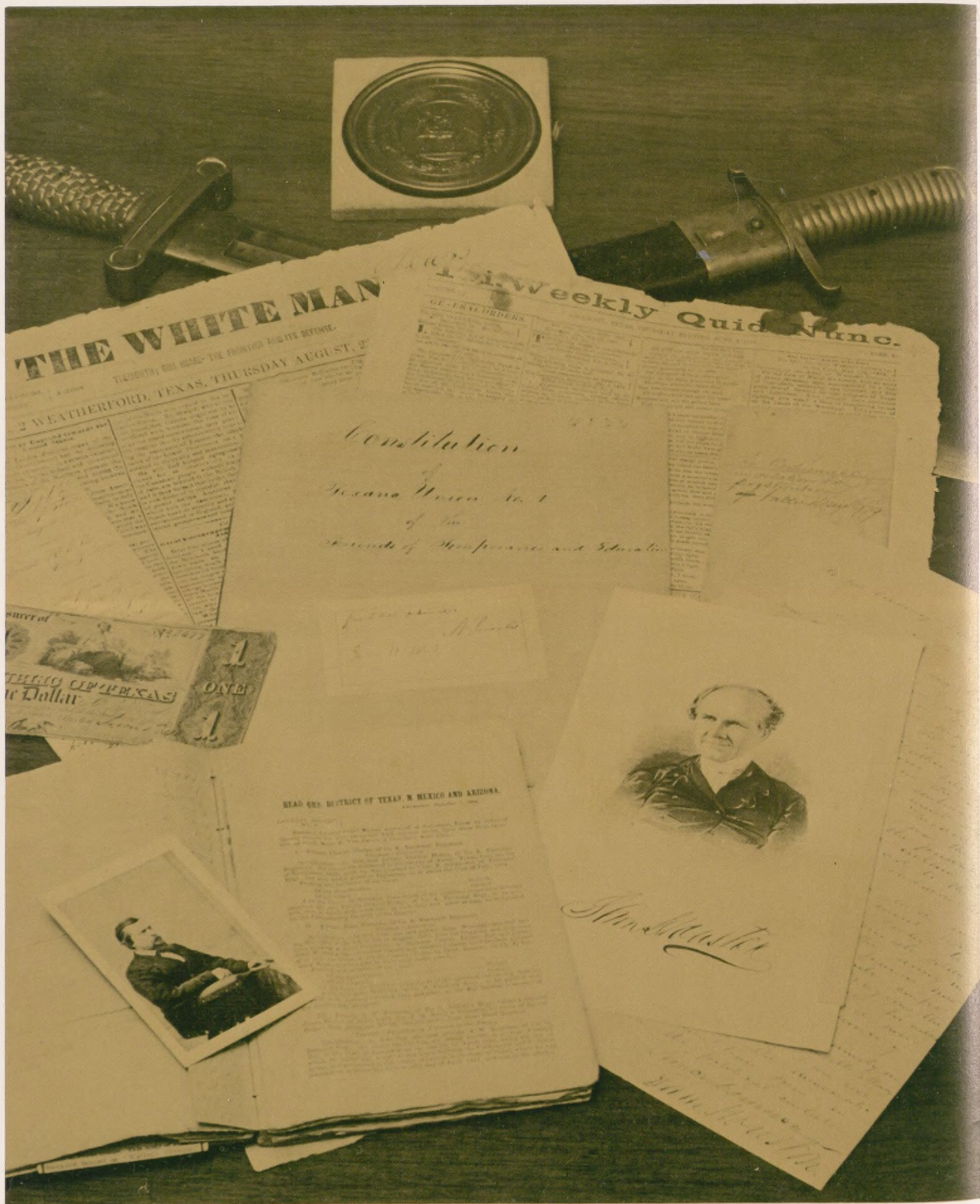


EXtra





THE COVER and photo above are from the rare books collection of Texana which the library has just acquired. See story, page 2.

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EXtra

University of Houston
Alumni Federation

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EDITOR'S NOTES:

I have a confession to make. Last June when someone suggested that I interview for a job as UH alumni editor, I consented with a bit of a twinkle in my eye. I don't suppose I really expected Charlie Gray to be wearing a racoon coat, but I did have a headful of misconceptions about the nature and purpose of alumni work. There was something fun and sentimental about the sound of it—football and fluff, as someone has suggested. I could just visualize myself surrounded by banner-waving exes or angry alums cursing the coach or the registrar. Never have I been happier about the loss of an illusion. I trust that few alumni are as misinformed as I was.

Actually alumni workers everywhere are faced with a very serious challenge. Realizing that higher education is increasingly vital to the survival of our world and recognizing that in a democracy no one is compelled to care, alumni workers must foster a public understanding of the urgency of our educational needs. These needs go far beyond the financial requirements which certainly must be met, and involve recognition that to succeed our universities must have the full cooperation of all citizens. To build this base of interest and support is the basic goal of any alumni federation.

In return for this interest and support, the University can provide for its graduates what is commonly referred to by alumni workers as "continuing education." It is increasingly recognized that education is not a four-year treatment that once taken will protect and sustain one thereafter. Engineers and scientists, for instance, often find upon graduation that concepts studied as much as a year ago are already outdated. Doctors, lawyers, and businessmen must be aware of the latest developments in their fields. Far from being a brief, isolated ivy-tower experience, education for most of us must be a continuing process. The centers of learning, our universities, have become aware that they must go beyond their traditional four-year program and sustain a lifetime partnership with their alumni. UH has been providing seminars, lectures, films, and other programs for the benefit of graduates, and it is one of the Federation goals to aid the University in this area of continuing education and to encourage alumni to take advantage of these opportunities which the University offers.

There are, of course, other benefits which an alumnus receives from his membership in the Federation, such as privileges at the library, swimming pool, Theatre Party benefits, and of course, subscriptions to EXtra and Reflections. However, the main benefit is the knowledge that he is a part of the work of furthering the cause of higher education in the state of Texas. An informed and active alumni body is one of the most important elements in the success of any university, and the Federation is building toward a level of support never before achieved at the University of Houston. Recognition of this aspect of membership is vital to the cause of excellence in this state.

This issue of EXtra focuses upon the drive toward excellence, both at the University of Houston and in the state of Texas. While the University has no desire to be regional in concept, as evidenced in this Profile with our work in international educational relations, we are a part of the Texas system of higher education. Forces are at work which demand that Texans realize that while their state may have many things to boast about, it is far behind in the field of higher education. Voices are being raised across the state, demanding that excellence be achieved in the next few years. The University of Houston is a part of that drive toward excellence, and the Alumni Federation is proud to be active in supporting the University in this endeavor. And as editor of EXtra, I am delighted that my gay misconceptions have been transformed into ideals and purposes which I may share with you, the alumni.

G. F.

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IN 1951, shortly after the University's book collections were moved into the new M. D. Anderson Memorial Library, the Houston Home Builders Association gave the University a basic and useful Texana collection. Assembled by the late Major Richard Burges of El Paso over a long period of years, the collection contained about 1,000 printed volumes and several hundred pamphlets, including some of the earliest Texas almanacs and a partial file of the House Journals of the Texas Legislature. Over the past fourteen years this collection has been used extensively by faculty and students and has fulfilled the wishes of the donors that it be "dedicated to the memory of yesterday's and for the use of tomorrow's builders of Texas."

Useful and valuable as the Richard Burges collection has been, a number of faculty and library staff members have recognized that the University needed to broaden its collecting in the field of Texana and Western Americana. In teaching the cultural and social history of the state it is especially desirable for the faculty to have available such primary source materials as manuscript letters and some of the major rare documents which bring the student into direct contact with the authentic record of the state's heritage. Not only is such a collection useful for teaching and research, but these documents can be exhibited periodically and thus represent a contribution to the community's intellectual life extending far beyond formal courses and the somewhat limited interests of the specialist in the field.

The dreams and hopes of the faculty and staff

willingness of Mr. Edgar B. Taylor, prominent Dickinson realtor, to allow the library to acquire his Texana materials as the basis for its new Bates Collection. I say "fortunate" since Mr. Taylor's own interests had been in that area of manuscripts and documents which would supplement the Richard Burges Collection and further enhance its usefulness. Actual transfer of the Taylor materials to the University Library took place on December 14, 1964.

Valued at more than \$40,000, Mr. Taylor's collection contained a wealth of unique and important historical materials. Among the items are more than 100 rare issues of newspapers published in the Houston-Galveston area during the War Between the States, several Confederate imprints, early Texas maps, letters of such prominent figures as Sam Houston, Anson Jones, and Stephen F. Austin, and one of the last letters believed to have been written from the Alamo. This last item, dated, "Bexar, March 3, 1836," was written by Isaac Millsaps, one of the defenders, to his wife and children. There are also numerous early loan certificates, some financial statements, and one of the two known copies of a list of captives of the Battle of San Jacinto. (The other is believed to be in the Mexican archives.)

Although the number of books acquired from Mr. Taylor is small, several titles are listed in Everett D. Graff's *Fifty Texas Rarities* (1946). Especially notable is Texas bibliographer Thomas W. Streeter's personal copy of Mary Austin Holley's *Texas*, 1836, with a folding map of the state



The William B. Bates Collection of

By Dr. Edward G. Holley, Director of Libraries

came to fruition shortly before Christmas, 1964, when Mr. Benjamin Clayton, co-founder of Anderson, Clayton and Company, gave the University a special fund for the purchase of just such materials. In making his gift, Mr. Clayton asked that the collection be named in honor of his long-time friend, Colonel W. B. Bates, Chairman of the University's Board of Regents. To this suggestion the University readily acceded, for all of us have known of the very deep interest Colonel Bates has in Texas history. Despite the pressure of time, he consistently attends the board meetings of the Texas Gulf Coast Historical Association and has been one of the most faithful supporters of a variety of state historical projects.

In accepting Mr. Clayton's gift, President Hoffman called attention to the University's long deferred hope to develop such a collection and the pleasure it gave him personally that the collection was to be named for Colonel Bates. He added that Mr. Clayton's gift for establishing the William B. Bates Collection of Texana and Western Americana would provide the foundation for what would eventually be a very distinguished body of materials relating to Texas and the West.

Equally fortunate for the University was the

of Coahuila and Texas. Mrs. Holley was a first cousin of Stephen F. Austin and devoted a great deal of time and energy to promoting the cause of the Texas colonists. Her book carries Texas history down to Houston's army order of May 5, 1836, bidding farewell to his troops as he prepared to leave for New Orleans.

Another item cited by Graff is the *Constitution of the State of West Texas*, a thirty-six page pamphlet offering a detailed constitution for a proposed new commonwealth of West Texas whose capital was to be at San Antonio. This pamphlet was the outgrowth of a resolution passed by the Texas constitutional convention of 1868-69 which appointed commissioners to present a request to the federal congress for the division of Texas into two or more states.

Among the most interesting of the rarities cited by Graff is W. M. Walton's *Life and Adventures of Ben Thompson, the Famous Texan, Including a detailed and authentic statement of his birth, history and adventures, by one who has known him since a child*, published in Austin in 1884. Thompson was a desperado and gambler who served variously as a Texas Ranger, a guard on the Atcheson, Topeka and Santa Fe Railroad in its war against



Texana and Western Americana

the Denver and Rio Grande Railroad, saloon keeper, and city marshal of Austin. Mr. Thompson is reported to have spent most of his life "looking down the sights of a gun."

Several Mexican imprints are included, but especially noteworthy is a handsomely bound 1837 book *Verdadera Idea de La Primera Campana de Tejas y Sucesos Ocurridos Despues de la Accion de San Jacinto*, by Ramon Martinez Caro. The author was Santa Anna's private secretary and his book is a critical account of Santa Anna's acts and failures to act in the Texas campaign. He also deals at some length with the events following the battle of San Jacinto. It is also appropriate to mention here that the collection contains a holograph letter of Santa Anna written to a priest in Monterrey. The letter portrays Santa Anna's mourning over the death of his first wife, and the signature is powdered with gold dust.

Among the maps are Stephen F. Austin's "Map of Texas with parts of the adjoining states," published by H. S. Tanner in Philadelphia in 1840; the famous "Treaty Map," 1847, so called because it is specifically designated in Article V of the Treaty Guadalupe Hidalgo as the map by which the Southwestern boundary was to be determined;

S. Augustus Mitchell's "A New Map of Texas, Oregon and California," 1846; and the earliest Galveston map, William H. Sandusky's "Plan of the city of Galveston, Texas," 1845. All of the maps are in excellent condition and most of them have been framed. No part of the collection will hold more interest for those who enjoy historical exhibits. Hopefully, an exhibit and catalog can be prepared during the coming year.

The importance of the acquisition of these materials as the basis for our William B. Bates Collection of Texana and Western Americana can scarcely be over emphasized. The University has at one stroke become a valuable and important resource center for the study of Western History. The subsequent addition of an early Paris imprint, Hartmann and Millard's *Le Texas*, 1819, as well as an almost complete set of the laws of the first six congresses of the Republic of Texas, assures us that we have begun a collection in which the alumni, the students, the faculty, and the Houston community can take pride. The prospect for acquiring additional titles in the near future makes the New Year loom bright indeed for the University Libraries.

education:

Texas' Resource for Tomorrow

A report by Dr. June Hyer, Associate Director of the Governor's Committee on Education Beyond the High School, and Professor of Foundations and Special Areas at the University of Houston.

AS PRIORITY action, Governor John Connally recommended, in his opening address to the 58th Legislature on January 15, 1963, emergency legislation which would create a Governor's Committee on Education Beyond the High School. House Bill #1, embodying this recommendation, was enacted by the legislature and was signed into law on April 9, 1963.

The following May, Governor Connally appointed to membership on this committee H. B. Zachry, Chairman; Morgan J. Davis, Vice-Chairman; George R. Brown, Martin Burns, Elmer Danner, Mrs. Ray Dudley, J. Harold Dunn, Jenkins Garrett, Reynaldo G. Garza, John Gray, H. H. Imray, Gifford K. Johnson, Dr. Ben W. Jones, J. Erik Jonsson, Dr. Albert Martin, Dr. Abner V. McCall, Dr. Vernon McDaniel, J. M. Odom, Sister Mary Vincent O'Donnell, Dr. Harry H. Ransom, General James E. Rudder, Tom Sealy, Dr. Willis Tate, M. Harvey Weil, and Dr. D. M. Wiggins. The committee membership included junior and senior college presidents, university presidents and chancellors, and nineteen individuals from the various professions and industries. Each member of the committee either was or had been associated with educational institutions beyond the high school as instructors, administrators, or members of governing boards.

Dr. A. B. Martin served as executive director until November 1, 1963, when illness and responsibilities as president of Amarillo College compelled him to resign. On November 13, 1963, Dr. A. B. Templeton, on leave of absence from the superintendency of schools and presidency of Alvin Junior College, was named executive director. (Dr. Templeton earned his doctorate at the University of Houston and assumed the duties as president of Sam Houston State Teachers College in September 1964.) On January 15, 1964, Dr. June Hyer, on leave of absence from the University of Houston, was named associate director.

After many working sessions in which the contributions of numerous consultants and the resources of the various state agencies were utilized, the committee identified the basic educational needs of Texas. Attention was focused upon the absence of any state-wide program of coordination among the existing junior and senior colleges and universities. The anticipated doubling

of enrollments in two- and four-year institutions of learning in the next decade was analysed in relation to the projected personnel needs of the state. Intensive consideration was given to the increasing number of persons who will find themselves unemployed as automation demands greater degrees of technical training and higher levels of educational accomplishment. The fundamental problems of financing the quality of education that the state must have to enjoy its potential economic progress were studied in depth.

With the existing twenty state-supported senior colleges and universities increasing to twenty-two in 1965, Texas will rank second only to California in the total number of public colleges and universities. Texas has enrolled almost sixty-five percent of its senior college and university students in four-year institutions. In addition to the four-year institutions, Texas has thirty-two public junior colleges. Recent tendencies to convert junior colleges to senior colleges and to re-name four-year colleges "universities" has intensified the need for more effective state-wide planning and coordination of all educational institutions beyond the high school. The state-level administrative agency for the junior colleges has been the Texas Education Agency. **The coordination of the entire system has been difficult since no agency has had the responsibility for all educational institutions beyond the high school.**

Based on conservative estimates, it has been predicted that the enrollment in educational institutions beyond the high school will more than double by 1975. Since Texas now ranks sixth in total population and third in school age population (elementary and secondary), potentially the college enrollments could be much greater if more opportunities for technical and vocational training were provided and if more effective measures were taken to decrease the educational "wastelands of Texas," the drop-out. **It was discovered that Texas ranks second only to New York in the number of persons twenty-five years of age and older who possess less than five years of formal education.** As automation increases, these 714,000 persons represent a large segment of the state's total population which daily becomes less employable. It

was also surprising to find that of every 100 third graders in Texas in 1953, only 54 graduated from high school in 1963, and that, perhaps, only 16 will graduate from college in 1967.

This underdeveloped educational potential was translated into increasingly meaningful terms when a survey of personnel requirements for this decade indicated that 320,000 new senior college and university graduates and 132,000 new two-year college graduates will be needed to meet the demands created by new positions and basic replacements from 1963 to 1973. Although the output by the senior colleges and universities could provide almost enough graduates to meet these expected needs, it was predicted that the junior colleges will produce only about one-third of the needed two-year graduates. If present trends continue, approximately 40% of the four-year graduates and slightly more of the junior college graduates will not enter the labor market in Texas during this decade. Therefore, the needs of this state require not only expanded educational opportunities, but also numerous additional persons both technically trained and professionally prepared to assure the future economic progress of the State of Texas.

In comparison with the other states, thirty-four exceeded the per capita expenditures of Texas on higher education from state and local taxes. Thirty-six states exceeded the Texas level of per capita expenditures for higher education. Although Texas tied for the first in the nation in the number of state supported colleges and universities in 1963-64, twenty-three states reported a higher percent of total state expenditures devoted to institutions of higher education than the percent expended by Texas. The average faculty salary, 1963-64, in public senior colleges and universities, all ranks combined for nine to ten months, was \$8646 for the United States as compared with \$7740 for Texas. The average faculty salary for the nation in the junior colleges was \$7828 while the average Texas salary was \$6570.

These and numerous other shocking facts caused the committee to recommend that a new plan be evolved which would provide greater utilization of existing faculties and staffs; develop selective admission policies; produce adequate financing of new and existing programs; remove unnecessary duplication of specialized educational offerings; and intensify the efforts to encourage more students both to seek educational opportunities and to complete successfully their programs.

To accomplish these ends, the committee recommended the creation of an 18 member coordinating board charged with the responsibility of systematizing all education beyond the high school. This board should represent the highest authority in the state in matters of education beyond the high school. It should determine the number and character and level of operation of each public educational institution beyond the high school. It should identify the institutions that should be classified as junior colleges, as senior

colleges, or as universities, and it should determine when institutions are operating beyond the scope defined for them. This board should develop the criteria and determine the need for the establishment of new senior colleges and universities, and it should recommend to the legislature that as a matter of policy, no junior college should be elevated to senior college status. It was further recommended that the coordinating board should undertake a broadened junior college program including effective technical and vocational education; should strengthen the cooperation between private and public institutions; and should take additional steps toward excellence. To assist the coordinating board, it was recommended that a professional staff of the highest quality in the nation be employed both to assure the stimulation of academic innovations and to provide a constant liaison between the educational institutions and this state agency.

It was fully realized that if Texas is to achieve the national average and then move into a position in education beyond the high school that is comparable with the highest ranking states, the expenditure of more money is mandatory. Realistic preparation for the anticipated expansion in enrollment, without any improvements, will necessitate the expenditure of at least 33 1/3 % more money in the next two biennial periods than was spent from 1963-65. Translated into new dollars, the increasing enrollments without improvements will require approximately 62 million new dollars in 1965-67 and 125 million new dollars in 1967-69. To attempt to move Texas to the status of average among the states in matters of libraries, faculty salaries, and sponsored research, the committee recommended an additional 103 million dollars above the mere growth needs for the 1965-67 biennium. To move Texas into competition with the top-ranking states in the quantitative measures of quality of education beyond the high school, **the committee recommended that an additional 211 million new dollars for the 1967-69 biennium must be provided over and above the money needed just to continue as we are.**

The committee studied in depth the means by which more effective and more economical management of the state system of education beyond the high school could be achieved. Greater cooperative planning of the use of expensive, specialized facilities was recommended. After studying the range of differences in the amount of educational space available in the various four-year institutions, it was recommended that requests for additional facilities be accompanied by evidence of maximum institutional utilization of existing facilities. The coordinating board should determine the need for new facilities on the basis of uniform building utilization formulae. At the present time, eighteen of the twenty four-year public institutions enjoy self-enabling privileges under the Constitution which permit automatic funds for building without additional state-level approval. By 1965, there will be four senior institutions that must rely on appropriations by the legislature or private funds for their building needs. After care-

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DEMOCRACY requires the education of all citizens. America has sought to provide universal education but has been reluctant to admit that education for all may not mean the same education for all. Our classrooms are filled with individuals, each learning and developing at his own rate and in his own way. All are not equal in intellectual ability. Our educational system must find ways to prevent the boredom of the superior student and the defeat of the slow learner. Educational institutions should not be great levelers, bringing all to the plane of the average, but should be agencies whereby each student may reach his fullest potential. This may be the goal of American education, but in many ways it has failed. For instance, some students consider it more important to have completed a course in a specified time than to have learned what the course had to offer. Educators are searching for ways to "free the student," to provide an academic structure and atmosphere in which each student may go as far and as fast as he can and is awarded a degree not because he followed certain patterns and performed certain processes, but simply because he gained the required knowledge—because he learned. In the two following features, EXtra examines an exciting program in operation at the University of Houston which offers superior students this challenge, and presents the recommendations of a junior-senior honors seminar for a revised curriculum which may suggest the shape of the university of the future. Photographs used to illustrate these articles were taken especially for EXtra by honors students Albert James Bonar and Jerry Lester.



UH HONORS PROGRAM OFFERS OPPORTUNITY FOR EXCELLENCE

By Glenda Fuller
Editor, EXtra
UH Alumni Federation

*"It requires courage in a democracy like ours, which considers each man as good as his neighbor, if not a little better, to put into operation what seems to be an aristocratic method of education. But we must learn to see the error in that superficial interpretation of democracy which assumes that all men are equal in intellectual ability. In recognizing individual differences we are paying the truest homage to the worth of all individuals."**

In 1944, Frank Aydelotte made that statement the basis of a study of the honors programs at Swarthmore and at other colleges and universities in America and England. Honors programs have been providing special facilities and opportunities for superior students in many schools for years. The University of Houston began such a program in 1957, and since then UH officials have come to share Aydelotte's enthusiasm.

It is ironic in a way that while college enrollments have become so large that increasing numbers are turned away each year, colleges and universities everywhere are becoming competitive in trying to attract intellectually motivated students. The University has been successful in attracting many highly qualified and capable students. Some of them are enrolled in the honors program; some take the regular curricular offering. Acceptance into the program, however, is often the deciding factor which brings potential scholars to the University.

Students who have had above average high school records and who have had exceptional scores on college entrance examinations are invited to apply for admission to the University honors program. Those who indicate interest are interviewed and tested to determine values, vocational interest, social maturity, leadership ability, and capacity for independent and critical thought.

Thirty-two freshmen were admitted to the honors program this fall. Far are they from the

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*Frank Aydelotte, *Breaking the Academic Lock Step*.

THE JUNIOR-SENIOR SEMINAR CONSIDERS THE EVOLVING HONORS PROGRAM

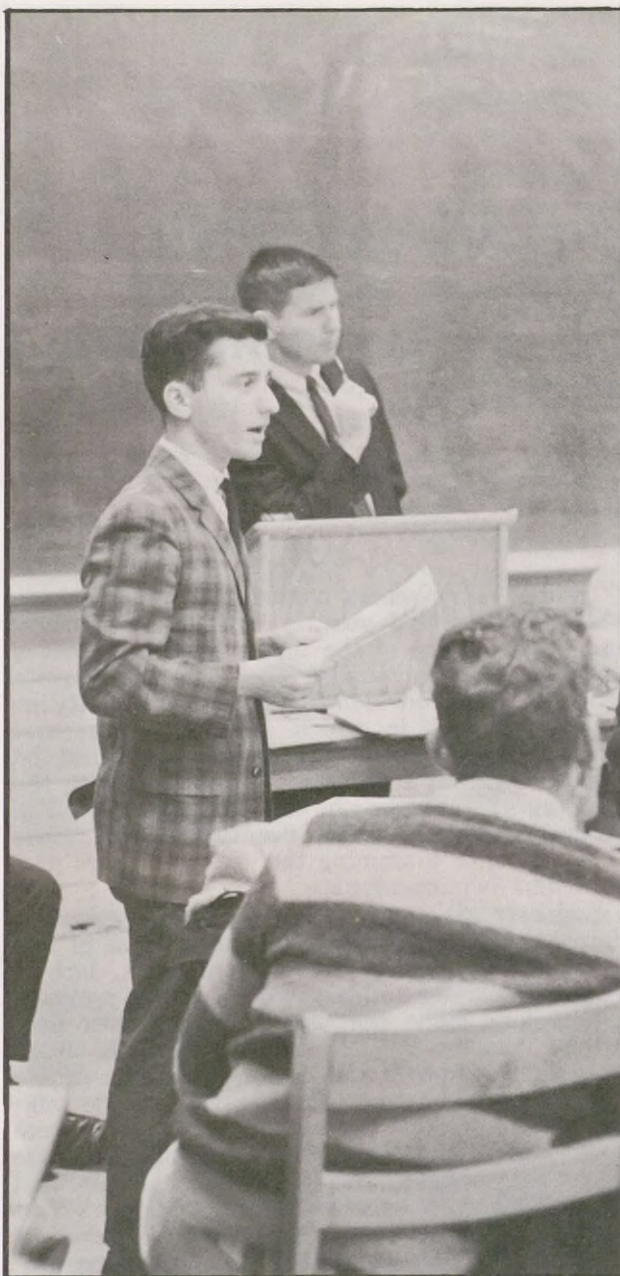
By Philip J. Snider,
Associate Professor of Genetics,
Department of Biology

In the junior-senior honors program seminar, whose subject this year is "Science, Scientists, and Society," one of the topics being explored is the role of the university. The topic arose, quite properly, with consideration of the university as an environment in which scientists train and work, but apparently this subject could not be engaged without a preliminary excursion into the meaning of university in the broader sense. The course of the discussion eventually led, rather naturally, into examining the present honors program and its curriculum.

Geneticists are largely preoccupied with thoughts about mutation, and the purpose of this article is to publicize some mutant ideas, derived from the reading and discussions in our seminar, in the fond hope that some of the ideas may survive the brutal selection required in every attempt to improve the curriculum. This article is a progress report only, as the deadline for publication came well before our discussions were ended. Consequently, what is emphasized here are some tentative ideas about general objectives and general means of achievement. Adoption of most of these rather philosophical thoughts cannot be expected in the next year or so. Later this academic year we hope to submit to the Honors Program Council specific proposals that may be practical as early steps toward some of these longer-range goals.

In an honors program the individual may gain the unusual opportunity for the scholarly extension of himself to full potential. Freed as much as possible from the strictures of academic convention, the student should be able to realize greater breadth in several widely differing areas of general knowledge as well as more depth in the specialized area of the major. And, along with all other aspects of knowledge, methods of instruction should come under critical review in the little university of the honors program, and although it may be neither realistic nor desirable to expect the entire campus to become like the honors pro-

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"The aim of education should be to teach us rather how to think, than what to think — rather to improve our minds so as to enable us to think for ourselves, than to load the memory with the thoughts of other men." Beattie

OPPORTUNITY FOR EXCELLENCE

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pseudo-intellectual caricature often drawn of the egghead student. Their interests outside the covers of books are enough to make the most adventurous Jce College take notice. For instance, among the freshmen accepted this fall, there is a wide range of activity. One is an accomplished guitarist. Two have been disc jockeys. Two are ballet dancers. One spent the past summer picking cotton. One is a professional seamstress. One had his own business as the head of a swimming life guard agency. One is a Chinese-American who spent the summer in Hawaii. Two pledged sororities and three pledged fraternities.

These students are definitely not bearded iconoclasts; on the contrary, they are neat and well-groomed freshmen with all the vivacious enthusiasm for dates and dances that every other student feels — perhaps more. One of the most remarkable things about the honors program is that it has not given these students a pompous vanity. They have not isolated themselves in an ivory tower. Continuously the students are reminded that they must not become intellectual snobs, but must together form the catalyst which shapes and influences the academic atmosphere of the entire University. And because of the curious, seeking nature of these students, it is not surprising that they are participants in all phases of campus life, not just the academic.

The president of the student association this year is an honors student, and in almost every University activity another may be found. The University Festival, an annual two-week series of cultural activities, is the result of the idea of an honors student and is completely directed by honors students with the cooperation of the student association and the administration.

What does distinguish these students from the rest is their intellectual fervor. A Greek once said that happiness is the full use of one's powers along lines of excellence; these students hew to that ideal, and the honors program is structured with the purpose of aiding them in reaching their fullest potentialities.

Honors classes are small so that each student receives individual attention. Teachers attempt to present more material in greater depth than is usually the case. The student is required to do independent reading and research. He is challenged to go as far and as fast as he can with his study outside the classroom. There is less lecturing, and passive note-taking is discouraged. The student is asked to adventure with ideas in open discussion. Creativity is encouraged. One senior class will have no exams this semester, and grades will be recorded only as pass or fail. The teachers plan the work so that relationships can be seen between various courses; this gives the student perspective and a broad viewpoint. A weekly seminar reinforces this inter-disciplinary aspect of teaching and ties together knowledge gained in different areas. Dr. Philip J. Snider, a distinguished geneticist, who teaches this year's junior-senior seminar on "Science, Scientists, and Soci-

ety," calls the seminar "a discussion among informed participants."

A livelier or more fascinating discussion is not likely to be heard. Seated in round-table fashion, the students launch into the topic of the day with as much gusto as any of King Arthur's knights ever launched into battle. The sessions are not usually structured so that there is a chairman, but if there is he is likely to be one of the students. An atmosphere of freedom of discussion prevails; the air fairly crackles with the clash of opinions. With a certain proud humility, one student states a proposal or expresses an opinion. The others wait until he is finished but can hardly restrain their eagerness to comment or reply. Chopping the air with conviction, a student points out a fallacy or adds another dimension to the argument. Soon all are excitedly participating, debating, recanting, cracking witticisms right and left. The original statement is likely to be thoroughly demolished by the time the subject is abruptly changed, but the student who expressed it is as likely to be laughing with the others at himself as not. The most striking characteristic of these encounters is the ability of the participants to think clearly; even in the heat of a rapid discussion, they discriminate between fact and opinion, prejudice and presumption. Sarcasm is neither feared nor suppressed, but rollicking good-natured wit is more typical. In the midst of a debate gone muddy with too many tangled thoughts, someone is certain to cut to the heart of the matter with a logical summation, clearing the air for fresh discussion. One word may open up a whole new aspect of the question, and the entire group shifts its train of thought so quickly a recorder would be at a loss to know where a new paragraph should begin. There is usually one person who sits back quietly, chewing a pencil and staring straight ahead, who eventually leans forward and plants a small bomb of a thought into the conversation; then the mental fireworks are really spectacular. A sophomore commented recently after a particu-

larly heated discussion of immigration laws, "We seldom arrive at any one answer, but by the time we're through, we thoroughly understand the problem."

There is no sort of whip held over these students to force them to do extra work required; the whip is their own driving interest and the inter-reaction and competitive spirit of the group. Teaching a class of these highly motivated students becomes both a challenge and a delight. Because of the atmosphere of free and open discussion with nothing repressive or dogmatic, a teacher may be told, though courteously, that he is wrong, and sometimes he finds that he is. It takes an exceptional teacher to guide such a group. The teaching process itself remains under the critical eye of exceptional students. There is a close student-teacher relationship and counseling is continuous.

Students may major in almost any field while participating in the honors program. In the freshman and sophomore years they take ten credit hours in honors classes. The other five to eight hours are taken in the regular classes in the major field. The freshman honors classes are logic, philosophy, and the history and literature of major western cultures. The sophomore classes concentrate on United States history, literature, and government. The sophomore seminar this year relates to American culture, with emphasis on values and value conflicts. Some of the social problems being discussed in that seminar are mass transportation, suburban and metropolitan subcultures, trade unions, welfare programs, fear of modern warfare, integration, and communication media.

During the junior and senior years, only the three-credit-hour seminar is in the honors curriculum. The rest of the time is spent in classes related to individual degree plans. However, because they have already shared so many classes, they have by the junior year formed a very cohesive group, and they continue to see each other



"Too much attention has been paid to making education attractive by smoothing the path as compared with inducing strenuous voluntary effort." Lowell.

outside class for discussion and activity.

Thus, through the abrasive give-and-take of informed opinion and dynamic personality, most of the honors students attain a broad view of life and science and history, while accumulating specialized detail in their own fields. This has been the goal of the honors program since its beginning.

Before the honors program was established at the University of Houston, a committee traveled to many schools, talked to representatives of other universities, and then initiated a program tailored to fit the University of Houston. The honors program has seen remarkable success in its first six years. A director was named for the first time this year, and Dr. Mary Ellen Goodman has proven to be an excellent choice. She has made many improvements already, and has brought to the program an enthusiasm which catches everyone up in her plans. There are still many problems that must be solved, but students and faculty alike are confident that, with the cooperation of the honors program council, the administration, and the faculty and student advisory committee, improvements will be continuous.

One of the problems has been that the program is largely oriented toward the humanities with too little instruction in the sciences. This year this was partly corrected by adding an intensive study of science in the junior-senior seminar.

Another problem has been the attrition rate within the program. Girls in particular often drop out in order to get married. Prior to this year there were more girls than boys; this year the groups were organized so that there would be a larger number of boys than girls.

Another major problem was solved recently when the registrar's office agreed to note "honors course" after the grade on the students' transcript. Students felt that they had been treated unjustly when, say, a C made in an honors course, which would certainly be equivalent to an A in a regular course, appeared on the transcript with no notation at all that it had been earned in an advanced class.

Most people involved in the program admit that it has not been as successful in showing the relationships between subjects as it should be. Toward achieving this end, self-study groups are considering several curricular changes. Some of the teachers and most of the students would welcome more experimental methods such as team teaching in the seminars. They maintain that a broader scope could be given a topic if it were treated in the same class by, say, a scientist and a philosopher and a historian.

Another difficulty springs from the fact that teachers are given no extra time for honors courses and must maintain a normal course load in spite of the fact that preparation for honors classes takes almost twice as much time as for any other course. Most still welcome the opportunity to teach these courses, however.

Despite the problems and difficulties still ahead of the honors program at the University of Houston, it is something of which we all may be rightfully proud. Many changes will undoubtedly be made in the future, but whatever direction it may take, it can only prove rewarding and exciting for the University of Houston.



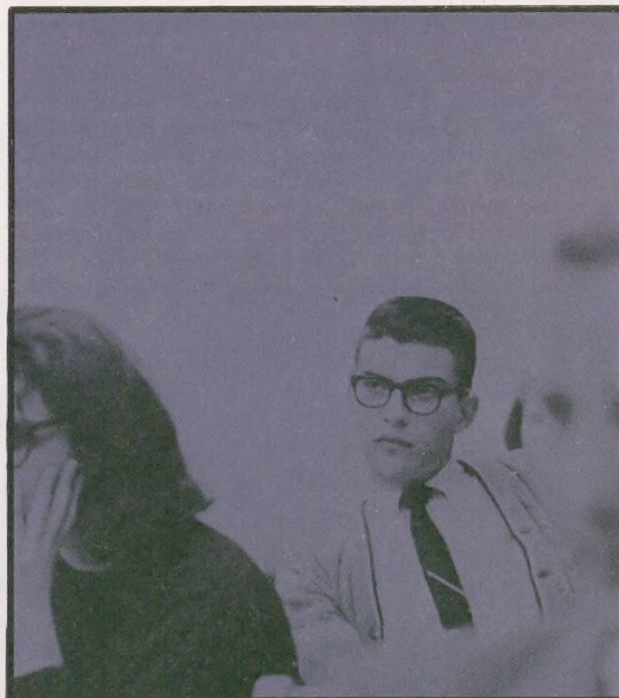
JUNIOR-SENIOR SEMINAR CONSIDERS HONORS PROGRAM

Continued from page 7

gram, eventually the innovations and experiments of this group could come to influence planning in several schools of the university. The campus at large will undoubtedly benefit through various activities. The effects of improved leadership training might reach even to the city or state level.

The setting apart of honors students for a large fraction of the time should not be misunderstood. It is not for special privileges in an indulgent sense at all; rather it is to allow for harder work, for a more absorbing effort since much of their instruction will be by individual study, and for the "privilege" of being guinea pigs of sorts in various pilot experiments in higher education. The partial isolation should also help make possible, through the wider freedom of direction and contemplation, greater success in creativity, innovation, and discovery than is probable for most students.

Although there is much the honors students like about the honors program as it is, we wish to dwell here upon ideas for possible improvement. Perhaps the single most significant criticism is that we think the present curriculum is weighted too heavily toward the humanities and, thus, is not, to that extent, broadly interdisci-



"All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth." Aristotle

plinary. This imbalance tends to perpetuate the two worlds and its dangers, as C. P. Snow has popularized, and to discourage science majors from entering the honors program. We think the advantages may be considerable if the curriculum could be divided into a wider than present spectrum of breadth requirements and a deeper than present development of the major.

Irrespective of the proposed major, we urge that all students in the honors program demonstrate competency in each of five general areas of breadth requirements not later normally than the end of the sophomore year and as a general prerequisite to declaring a major officially:

1. Fluency in one foreign language.
This should include conversation and translation into English, but something less than fluency in writing should be accepted.
2. World History.
Some American history could be included, where relevant, but should not be emphasized. Students feel enough of U.S. history is learned in Texas high schools. World history should be broadly interpreted to include topics not now treated under history, such as the fine arts, cultural and social movements, etc.
3. World Literature.
Some English literature should be included but not emphasized out of proportion. World Literature should also be broadly interpreted to include some topics not usually treated under literature.

4. Mathematical analysis.

Emphasis should be on calculus, modern algebras, computer theory, and other modern aspects.

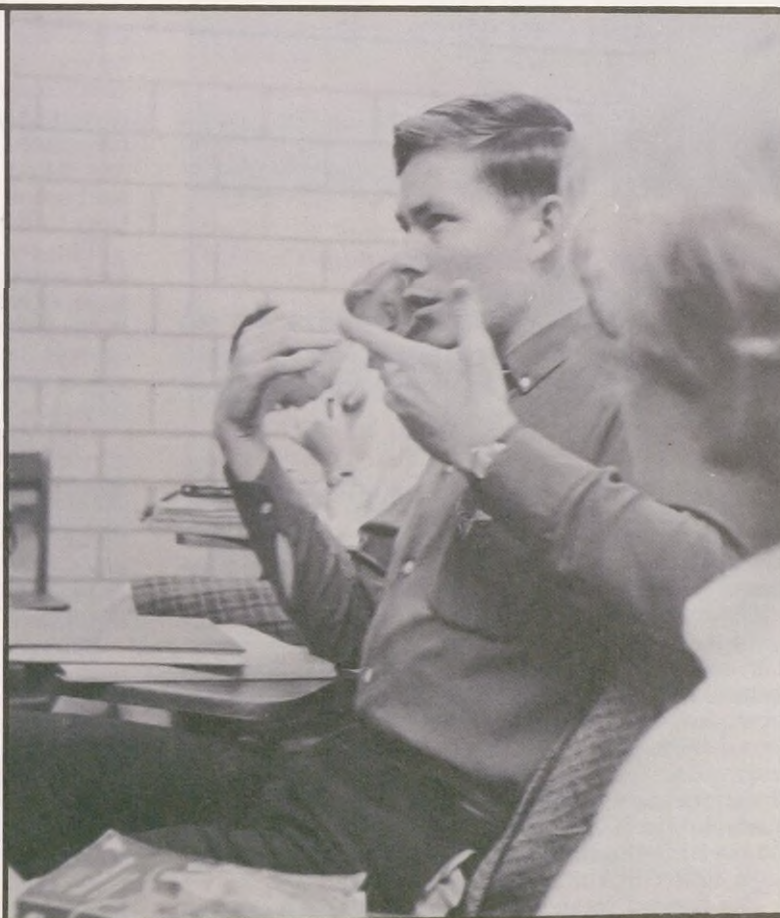
5. Science.

Chemistry, physics, astronomy, biology, and behavioral science should be included. Important principles and modern aspects should be emphasized.

These five general areas should not be misinterpreted as courses in any literal sense. They represent, instead, areas of content in which courses are to be arranged. Although the content is the equivalent now offered in roughly twelve semester hours in each of these five areas, this equivalence also should not be taken to mean strictly two years of study or exactly sixty semester hours of credit.

The important thing, we feel, is demonstrating competency, and this can be done in various ways. Many of the students favored comprehensive exams taken (on average) at the end of the sophomore year. A choice in methods of instruction seems desirable, at the option of the student where feasible. Since the content of the program would not necessarily correspond exactly to the first two years of regular students, most of whom will continue to declare a major as freshmen, it is only fair that individual departments be permitted to require additional exams as proof of adequacy for entry into their major in the junior year. It is hoped, however, that few such special exams will prove necessary, even though coordinating the

"The key to our success, if not survival, in this new age is education—especially higher education. The frontiers we face are intellectual—not physical." Governor John Connally





"If we split the world up in order to gain detailed knowledge of it, at some point we have to put it together again in order to understand it." Robert Hutchins

prerequisites as to content for the varied majors is anticipated as the toughest problem this integrated breadth curriculum faces.

These breadth requirements are not to be "watered down" content intended for non-majors; this would defeat our whole purpose. They are to be intense treatments, especially of all significant principles, but hopefully with less drill than required by regular students, intended as adequate preparation for any of the widest feasible range of majors. Agreement upon the details of such a curriculum will be difficult, but we would quickly discover how honors students compare with students following the regular curriculum.

The general means of instruction for the honors

students can ease the curriculum problem somewhat. Ideas the students favor include telescoping the content of several conventional courses into one course to avoid duplication, to eliminate archaic content, and to accelerate the pace; bypassing certain prerequisites by virtue of honors standing at the consent of the instructor; and increasing the use of qualifying exams.

Honors students should not be required to wait until the last possible semester before taking comprehensive exams. It seems desirable to have certain of these offered any semester a student feels prepared. Greater use of such exams is also advised for incoming freshmen of the honors program, as a means of avoiding needless duplication of material learned prior to entering college or to transferring from another campus.

The time "saved" through bypassing formal instruction should be used, at the option of the student, we suggest, to extend the breadth content, to deepen the major content, or to shorten the time required to fulfill the requirements for a degree.

How the honors student is treated in the major seems unavoidably a matter primarily in the hands of the individual departments. This is as it should be, probably. We strongly recommend, however, that honors students be given entry into some graduate courses, especially seminars (a few good undergraduates frequently add real life to a group of not-invariably-highly-capable graduate students). Special courses emphasizing individual study, as in undergraduate honors thesis research, should be encouraged.

The students feel the honors seminars are presently the highlights of the program and should be continued at each year level. This would provide continuity in several senses, allow development of topics in philosophy and other integrating disciplines, and give, in general, an interdisciplinary flavor to the curriculum. The faculty and content of these seminars should be varied from time to time.

The general methods of instruction should give first priority to individual study. Ample time to read extensively (on and off the subject), to browse leisurely in the library, to contemplate unmolested, and, yes, even to daydream at times are really quite important to the success of the program.

The regular curriculum on our campus seems to involve entirely too much dashing about and nearly continuous (or seemingly so) evaluating of student progress. The honors program should be able to get around these difficulties, and the advantages, for this purpose, of a wider use of ungraded courses or pass-or-fail courses might be examined.

Seminars should become, if possible, the second most common means of instruction for honors students, second after individual study. The students urge that twenty (including faculty) is the limit for an effective seminar discussion. Lecture courses, where necessary, should be informal, such that questions may be asked at any time. The students would like such classes to be limited to sections of fifty. Where enrollment exceeds fifty, they prefer either a separate honors section or at least an informal section, limited to fifty, in which

all the honors students would be combined with enough regular students to make a section legal.

A number of students feel that an honors student should be allowed to extend credits well beyond 120 hours before the degree (optional postponement of graduation), possibly as much as one full year. Here the motivation seems to be the eager pursuit of an education, maybe too eagerly, for one's best future interests. Perhaps a special honors degree or masters degree should be considered; there are definite indications that students who obtain a masters degree have a better chance of success in the Ph.D. programs of a number of the large universities than students who go directly to these graduate schools after a four-year undergraduate program. Another practical use of an extra year would be to spend it on a foreign campus (for credit, of course). This could be an immense help in the study of foreign languages, especially if done on an exchange basis, so that foreign students would come to our campus at the same time.

Various means could be sought to encourage full-time study. The students agree this is very

important to the honors program. Honors scholarships, tutorialships, and wider use of family resources are suggested. Living on campus, even for honors students with homes in Houston, will help them gain full time for college. The possibility of an honors house providing rooms, meals, library, reading and seminar rooms seems highly desirable. Physical proximity of other honors students (the honors house need not be completely segregated from regular dormitories) will increase the probability for spontaneous bull sessions or for a little private tutoring. These are both important means of the educational process in an honors program.

Aydelotte, in his extensive survey and analysis of honors programs in the United States, concludes that the only ones to survive more than a few years are those that evolve into curricula largely set apart from the regular students. Aydelotte's book *Breaking the Academic Lock Step* has influenced our thinking and recommendations substantially. The further evolution of the honors program on our campus will be anticipated with keen interest by all who have participated in this discussion. 

education: Texas' Resource for Tomorrow

Continued from page 5

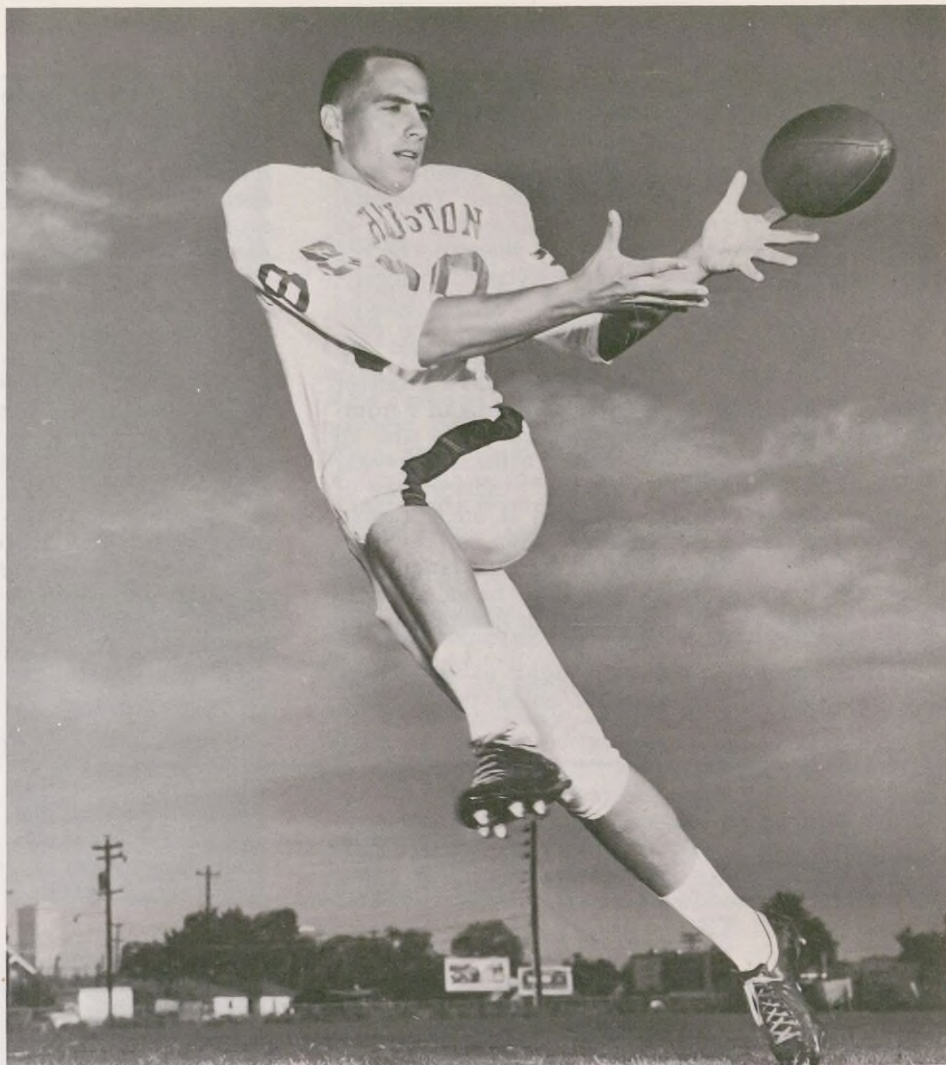
ful consideration, the committee recommended that 300-400 million dollars would be needed for buildings in this decade to cope with the doubling of enrollments, but it recommended that the coordinating board should have the final power to determine where the building needs were the greatest.

Since Texas has managed to achieve a ranking of first in the nation in the quality and quantity of its highway system, the committee examined the history of this development. It was clear that the highway system became excellent only after it was adequately financed. (Highways are financed through a "dedicated tax.") **Approximately eighty-three of the major state-supported functions in Texas are now financed before education beyond the high school is financed.** It was obvious to the committee that if we are to achieve excellence in education beyond the high school it must be in a priority category in the state's budget or the required funds must be procured through a "dedicated tax". However, it is the prerogative of the governor and the legislature of the State of Texas to suggest the ways and means by which the cost of the program of excellence in education beyond the high school may be financed. Accordingly, there was not included in this report any specific recommendation on the means of financing.

Since this was the third study initiated by the legislature since 1923, it was strongly felt that the current study was a testimony to the fact that

the old problems still persist. If North Carolina, Georgia, Washington, Utah, Kansas, California, Ohio, Florida, New York, and Indiana could recognize their needs after similar studies and take appropriate Legislative action during the last five years, Texas has no alternative other than to accelerate its efforts to catch up and to stay up. Unlike some problems, our educational problems will not diminish or vanish. **Already Texas is paying the price for existing deficiencies in its educational system and further delay in correcting them will make the price even higher.**

How well and how soon Texas can cope with its educational problems and avail itself of its abundant opportunities will determine the extent of its economic and cultural progress in the future. Other states are ahead of Texas. Decisive action must be taken. The program proposed in this report is, of necessity, an ambitious and costly program. But it represents far more than an expenditure — it is a sound investment in the future of the State of Texas and in its men, women, and children. The increased earning power and purchasing power of a better educated citizenry will be reflected in increases in state tax revenues and will yield incalculable benefits to the economy of Texas. The alternative to action would be even more costly and would be reflected in many ways including limited industrial growth, lack of population gain, and retrogression toward status as a second-class state. 



HORST PAUL

A Tribute to a Graduating Senior who Perhaps More than any Other UH Student Exemplifies the University's Pursuit of Excellence

by Ted Nance

The scene was not at all an unusual one. Horst Paul, campus leader, outstanding student, and football hero, was surrounded by his fellow students.

The University of Houston senior from Brasov, Rumania, via Copperas Cove, Texas, was relating, by popular demand, his experiences on a three-day trip to New York in December.

Paul had been named as the recipient of an Earl Blaik Fellowship from the National Football Foundation and Hall of Fame. Paul and ten other collegiate football players from throughout the nation had been flown to New York as honored guests of the Foundation to receive their awards at a formal dinner at the Waldorf Astoria Hotel.

Paul and his colleagues had been selected because of their campus leadership, athletic ability, and academic standing. These eleven players were the best in the nation by these standards. Thanks to Horst, the University of Houston was the only school in the Southwest represented. Other players were from Amherst, the United States Military Academy, Clemson, Ohio State, the University of Kansas, the University of Utah, the University of Washington, Columbia University, Princeton University, and the University of Michigan.

It's significant, however, that reaching the top has not changed Horst. "The more honors Horst receives, the more he shrugs them off," says one of his classmates. "He's as humble as they come."

To say that Horst Paul has been active at UH is an understatement. Besides his football and studies, Paul is a member of Omicron Delta Kappa, a national leadership fraternity; Theta Tau, a national engineering fraternity;

and Gamma Delta, the national Lutheran fraternity. He is also president of the Baldwin House dormitory council, and was chairman of the activities committee of the UH student leaders conference for the spring of 1964. He will also receive an ROTC commission after graduation.

By midseason of his sophomore year, Horst was a member of the Cougar starting football team. At the close of his junior year, he was named one of the top ten students among the University's 17,000-plus students. As a senior, Horst was paid another tribute, this time by his teammates. He was elected captain of the football team, the first time in the school's history that a single captain had been elected; always before there had been co-captains or tri-captains.

"That was the most significant thing to me," exclaimed UH Head Coach Bill Yeoman, "the fact that the team thought that much of him."

The team thought that much and more of Horst. Teammate Gus Brezina made this clear after Houston beat Texas A&M 10-0 last fall. "Horst Paul is the best everything on our team. The best player, the best personality, the best person. The best everything on this squad or any other squad. He's the greatest and he's everything to our team," Brezina explained.

The sportswriters thought so, too. Jim Trinkle of the *Fort Worth Star-Telegram* wrote, "A defense in which end Horst Paul and guard Charles Guerrant were the principal tormentors held A&M to minus 26 yards in the second half."

When the seniors were honored by the entire school in a week-long celebration just before the final game of the season, it was Horst again that drew the most support. His followers drove him to class in a sportscar, carried his books, presented him with an eight foot by ten foot portrait. A hundred of his backers even dressed in football jerseys with number 88 stamped on them in his honor.

As usual, Horst gave all of the credit to his backers and said that they would have done the same for any one of the other seniors.

For the first time in the history of UH athletics, there is no doubt who will receive the Charles Saunders Award, given annually to the UH senior who ranks highest among his classmates in leadership, scholarship, and sportsmanship. You guessed it . . . number 88.

All of these honors and awards have not come easily for the 22-year-old electrical engineering student from Brasov.

"I would have been lucky to go to college if it had not been for my athletic scholarship," says Paul. "I'll always be very grateful for that. I can realize now that all of the hard work on and off the field is worthwhile."

Ironically, Horst's recent trip to New York was his first since he arrived in the United States with his mother in 1952. He was born in Brasov, Rumania, but moved to Germany near the city of Stuttgart with his mother when he was two years old. He lived there in his grandparents' house for eight years.

"I can remember hiding in the attic when the

German and Allied armies came through. I can also remember the American G.I.s and the gum and K-rations that they gave away." Horst also has not-so-pleasant memories of bombings, searchlights, sirens, and other symbols of war.

He knows only that his father was a doctor and was taken prisoner by the Russians when Horst was a baby. His mother later married an American soldier, Patrick Arthur. That's how Horst wound up in the United States and Texas.

"I had heard some wild tales about Texas and the Cowboys and Indians while I was in Germany," laughs Horst. "I was pretty disappointed when my mother and sister and I landed in Dallas and saw everyone walking around in city attire."

Horst began playing sports at Copperas Cove High School because "there wasn't much else to do there." He excelled in four sports for the central Texas school.

The 6-1, 190-pounder was a team captain and a three-time all-district halfback in football. He was a four-year letter winner in basketball, team captain, and all-district selection. He won three letters at shortstop in baseball. He was a four-year track letterman, finishing third in the state meet high hurdles as a senior.

While participating in these sports, Horst compiled a 95.5 scholastic average, was president of the National Honor Society, and was elected class president for three years.

Nevertheless, the jump from Copperas Cove to the University of Houston was a big one, on and off the field, for Horst.

"There were 23 students in my high school graduating class. I know now that students from large cities have a definite advantage when they enter college. They are better prepared for college work. I know I wasted a lot of study time before I learned how to study here at the University. Nobody is really going to push you to get an assignment or make your grades in college. It's mainly up to you. There is also a lot of pressure on the field. I know that I'll face similar situations later in life that I've faced on the field. This is one of the reasons I've enjoyed playing college football. I'm sure I don't realize the full value of these experiences right now," Horst concludes.

On the football field Horst has been selected to several all-opponent teams, has won honorable mention All-America honors, has been nominated for the Academic All-America team, and is in the running for the NCAA post-graduate \$1,000 scholarship.

Excellence best describes Horst Paul. These superior traits have made Horst Paul one of the top student-athletes in Southwest athletic history.

And, as UH assistant Coach Tom Boisture has so aptly said, "It could not have happened to a nicer guy."



BILLBOARD



COLLEGE OF ARTS AND SCIENCES

B. E. BUSCHARDT, B.F.A. Radio-TV '63, is now working with the Communication Center of WFAA Television in Dallas, Texas.

SHEILA FEATHERINGAY, '63, has recently been named class notes editor for the *NCE Alumnus*.

JAMES T. MONROE, B.A. English '58, was among the 2,550 scholars receiving graduate degrees from Harvard University in June of 1964. He was awarded his Ph.D. degree at the commencement ceremonies.

2ND LT. TRAVIS L. SAMPLE, B.S. Sociology '64, has graduated from the United States Officer Training School and is now attending Navigation Training School in Waco, Texas at James Connally Air Force Base.

EDWARD D. SHANNON, B.S. Chemistry '51, has accepted an assignment in New York City with the Industrial Chemicals Coordination and Planning Department of Enjay Chemical Company, a division of Humble Oil and Refining Company. He will have the position of industry planner for cosmetics and

pharmaceuticals. Shannon is a member of the Southwest Chemical Association and the Houston Chemical Club.

J. E. WALKER, B.S. Chemistry '45, has been named supervisor of the Technical Information and Patent Coordination Services in Humble Oil and Refining Company's Baytown Research and Development. This includes the technical library, literature research, technical records, and patent coordination. He was the recipient of the Baytown Society of Professional Chemists and Engineers' 1962 Civic Achievement Award. He is a member of the Baytown Elks Club and is past president of the Bayshore Rod, Reel, and Gun Club.



CHARLES EVANS, Pre-dental '63, a dental student at the University of Texas Dental Branch, Houston, attended the American Dental

Association convention in November at San Francisco as a guest of Lactona Products Division of Warner-Lambert Pharmaceutical Company. Evans, a sophomore, won a unique contest-lottery held for the first time by Lactona for the dental students comprising its annual special summer sales force.



2LT. STUART T. HELVEY, B.S. Art '63, has completed his initial phase of U. S. Air Force pilot training in the T-37 aircraft at Laredo AFB,

Texas. He now advances to the T-33 aircraft and will receive special academic and military training and will be awarded silver pilot wings upon completion of the year-long Air Training Command all-jet flying program.

ELDON W. OXLEY, B.S. Biology '64, is presently employed in the department of biology at City of Hope Medical Center in Duarte, California.

COLLEGE OF BUSINESS ADMINISTRATION

DARREL R. MC DANIEL, '64, Transportation, has been admitted to practice before the

Interstate Commerce Commission. His admission came after an eight-hour competitive examination, and he ranked second in the nation among those competing. Presently serving in the Armed Forces, Mr. McDaniel will join Ford Motor Company in Detroit as a traffic manager specialist in March, 1965.

GEORGE SULLIVAN, JR., General Business '56, was the official delegate for the University of Houston at the inauguration of Dr. John F. Olson as president of Oklahoma City University last December. He attended a President's Reception and a luncheon for official delegates following the ceremonies.

GUY A. SMIRL, B.B.A. '56, has been promoted to the position of personnel manager of the Lyondell Plant of Sinclair Petrochemicals, Inc., near Channelview.

COLLEGE OF ENGINEERING

RUHI R. BERENT, M.S. Petroleum '63, is presently serving in the Turkish Army and is employed by Polar Mining and Industrial Corporation, Ankara, Turkey.

CHARLES M. BERRY, B.S. Mechanical '63, is employed by Continental Oil Company in Abilene, Texas.

JAMES HOLLIS, B.S. Mechanical '63, is employed in the Southern Kraft Division of International Paper Company in Mobile, Alabama. He has been named chairman of the honors and awards committee of the American Society of Mechanical Engineers, Gulf Coast Section.

JOSEPH B. HUTCHINSON, B.S. Civil, has been named president of the M-H Equipment Company, Inc., at the December meeting of the board of directors of the Dallas-based manufacturer of freight handling equipment.

C. TOMMY JOHNSTON, B.S. Electrical '61, is presently employed in the Houston office of the Lockheed Corporation.

JASPER C. MARINO, B.S. Petroleum '64, has accepted a position with Superior Oil Company and is working in Tulsa, Oklahoma.

H. W. REEVES, M.S. Civil '55, is presently employed by the Brown and Root Corpora-



UNIVERSITY GRADUATES Roy Joe Saunders, B.B.A. '56, (left) and Donald R. French, B.B.A. '62, both winners of scholarships awarded by the old Houston National Bank, teamed up recently when the new Houston National Bank was formed by a merger of the Tennessee Bank and Trust Company and the Houston National Bank. Saunders was with the old Houston National Bank and French had organized the credit department of Tennessee Bank and Trust. Saunders is now assistant cashier in charge of Houston National's credit department, and French is his assistant.

tion and has returned from Libya recently after four years of supervision in heavy construction work. At the annual meeting of the ASCE held during October in New York, Reeves was presented the Arthur M. Wellington prize.

D. H. WHEELER, B.S. Mechanical '51, has been promoted to the position of chief draftsman in the Engineering Office Department of the Shell Oil Company in Deer Park. He began his career with Shell in 1945.

COLLEGE OF LAW

FELIX B. PROBANDT, former corporate tax manager, has been named assistant treasurer for Ampex Corporation. In his new position he is responsible for internal audit and corporate tax planning. Before joining Ampex earlier this year he was director of the international taxation division for Touche, Ross, Bailey and Smart, New York.

COLLEGE OF TECHNOLOGY

2LT. GERALD A. LENTZ, B.A.S. '63, has completed his

solo flight in the T-38 Talon jet trainer as a U.S. Air Force pilot trainee at Webb AFB, Texas. He will receive silver pilot wings upon completion of the year-long Air Training Command flying program. He received his commission through the Air Force Officer Training School.

ROBERT S. MOSBY, JR., B.A.S. '64, has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Texas.



Two University of Houston graduates have been appointed to the staff of Johnston Testers, Houston based oilfield formation testing firm. ERNEST E. MILLNER, B.A.S. '50, has been appointed sales engineer in the Houston office, and CHARLES P. OLIPHANT, B.A.S. '62, has been named sales engineer in the Hobbs, New Mexico, office.

News in Brief

First Campus Wedding in UH History Performed

In late December, the first campus wedding in the history of the University of Houston took place in the new Religion Center. In a dimly lit chapel, Linda Lou Johnson and Christopher Harrison exchanged vows before Father Michael Murphy and a gathering of friends. Christopher is a history senior from Niles, Michigan; Linda is from Houston. The ceremony took place on Linda's birthday.

Campus weddings are familiar and happy occurrences at many schools, and now that the beautiful Religion Center is open at the University of Houston, more are likely to take place here.

University Festival Scheduled

The University Festival, an annual two-week series of intellectual and cultural activities, has been set for the weeks of February 13 through February 27. Alumni are invited to return to the campus for these activities. One of the performances, the Broadway play *Beyond the Fringe*, is being presented by the Alumni Federation. A partial listing of the scheduled activities follows:

- Feb. 13 Law Assembly
Library Auditorium, 11:00-12:00 A.M.
- Feb. 15 Keynote Address by President Hoffman
Cullen Auditorium, 11:00-12:00 A.M.
David Schoenbrun, Foreign Correspondent
Lecture Series, Cullen Auditorium, 8:00 P.M.
- Feb. 15-20 Drama, *House of Bernardo Alba*
Attic Theatre, 8:15 P.M. Nightly
- Feb. 16 Readers Theatre Performance
Local Color Stories
5th Floor, Ezekiel Cullen, 8:00 P.M.
- Feb. 17 Poetry to Jazz
Religion Center, 12:00 A.M.
- Feb. 19 International Night
Cullen Auditorium
- Feb. 20 Vegh Quartet, Chamber Music
Cullen Auditorium, 8:15 P.M.



Alumni Federation Sponsors BEYOND THE FRINGE

The Alumni Federation will bring to Cullen Auditorium on February 23 *Beyond the Fringe*, an international comedy hit which won acclaim in New York, London, Chicago, San Francisco, and everywhere it has been seen. During the Broadway run the *Herald Tribune* called it "side splitting"; the *New York World Telegram* hailed it as "uproarious"; the *New York Journal American* called it "brilliant"; the *New York Post* said it was "hilarious"; and the *New York Times* saluted it as "joyous"!

All alumni are urged to support the Federation in sponsoring this presentation, and to enjoy an evening of what the *Wall Street Journal* has called "the best of the season's comic entertainment." Tickets will be on sale at the Alumni office or at the Sheraton Ticket Service in the lobby of the Sheraton Lincoln Hotel.

- Feb. 21 Open House, College of Optometry
Optometry Building, 7:30 P.M.
Eugene Onegin, Film Series
Library Auditorium, 7:30 P.M.
- Feb. 22 Lecture: "The Changing Role of Women in Our Society,"
Dr. Marjorie McCorquodale
Library Auditorium, 12:00 A.M.
- Feb. 23 *Beyond the Fringe*, Broadway play sponsored by the Alumni Federation
Cullen Auditorium, 8:00 P.M.
- Feb. 24 Lecture: Father Jude Johnson
"Intellectual Hernia: A discussion of Mental Rigidity in Moving from Discipline to Discipline"
Library Auditorium, 1:00 P.M.
Faculty Recital
Cullen Auditorium, 8:15 P.M.
- Feb. 25-27 Drama, Two One Act Plays
The Typist and *The Tiger*
Attic Theatre, 8:15 P.M.
- Feb. 26 French Play, *Monsieur Chasse*, Performed by Le Treteau de Paris
Cullen Auditorium, 8:00 P.M.
- Feb. 27 Drama, *Murder in the Cathedral*, Presineted by the New English Club
Religion Center

President Hoffman Outlines University Goals for Excellence Workers

Houston community leaders and Excellence Campaign workers gathered in December to hear President Philip G. Hoffman detail the goals and needs of the University of Houston. The dinner was given by the University of Houston Foundation to honor those workers who had assisted during the past year in raising funds to meet the University's continued need for supplemental contributions above state appropriations. President Hoffman congratulated the workers and announced that supplementary grants and gifts in 1963-64 had amounted to \$663,000. "I call this good business and good citizenship, in the vanguard of a strong national trend toward substantially increased voluntary support for state-assisted institutions," Dr. Hoffman said.

These gifts have been utilized to add substantially to library holdings, to provide special equipment and furnishings, to retain and attract promising students who are in need of financial aid, to make meaningful gains in teaching and research, and to further the building program on the University campus.

Pointing out that the explosion in knowledge since World War II has forced the nation's institutions of higher learning to make rapid improvements in personnel and facilities, Dr. Hoffman outlined a need for more books, journals, laboratory apparatus, and teaching aids. He added, "Even more importantly, it is imperative that more free hours be given professors to enable them to keep up with accelerating developments in their own and related academic disciplines. Time must be provided for creative thinking and for regular study."

After discussing in detail current building projects, as reported by EXtra in October, Dr. Hoffman announced several new buildings which are to be financed and constructed before 1969. The building program through 1966 was described as "catch-up" construction, and these new facilities were termed "essential" by 1969.

Among the proposed new buildings are a \$7,500,000 Science and Research Center, a \$4-5,000,000 Fine Arts Center, a \$6,500,000 seventeen-story twin-tower dormitory, a new College of Law, and a \$2,500,000 Field House which would provide an auditorium of approximately 10,000 seats. If all these buildings are financed, total construction for 1963 through 1969 will probably total more than \$44,000,000.

Dr. Hoffman concluded his speech by saying that none of the progress outlined would be possible without the dedicated help of the community leaders who had stood with the University at the crossroads when it joined the state system and who had remained so loyal since then. He added that these people have reason to be proud, and that the University has cause for gratitude.

SENIOR WEEK

A New Campus Activity Captures the Imagination of UH Cougars
by Kathie Pennington, Student Reporter

Fed up with the familiar accusation that all students are apathetic, cheerleaders Bill Worrell and Judi Cerny had a brainstorm — to create a new campus-wide activity that would give the Cougars opportunity to demonstrate their enthusiasm. Judi and Bill asked the Cougars to honor senior football players during the week before their final game.

Senior Week was one of the most successful projects ever undertaken at UH, according to *The Cougar*. It's growth was so unexpected that Ray Blackstone, *EXtra* photographer, who is always alert to campus activity, did not even get any pictures.

Meowing enthusiastically, the new little "cougar" activity entered the University world. Like any good kitten, it was adventurous. It stuck its nose in the most unlikely places and won the hearts and loyalties of those who had ignored it at first. No spot was overlooked. From the offices to the shrubbery, everything showed signs of Senior Week's invasion.

Each campus organization sponsored a senior football player. For three days, organizations barraged the campus with posters, campaign stunts, and individual pep rallies. A gigantic statue of a Cougar football player stood guard in front of the Ezekiel Cullen Building. The proud figure represented a new outlook, a look that turned its back on apathy.

Rah! Rah! Rah, rah, rah! The noise was deafening as senior quarterback Jack Skog led cheers in the Den. Smoke curled upward and dropped heavily around the students who crowded inside at the rally sponsored by Sigma Chi and Delta Gamma.

Carrying Billy Smith "a la Cleopatra," the members of Delta Zeta, Phi Sigma Kappa and Jeffrey House plunged into the conflict.

Cheerios appeared as the symbol for Norm Oates. They were fastened to posters, scattered along the sidewalks, and thrown like confetti during the rallies. Norman was declared honorary student body president, editor for a day of *The Cougar* and *The Houstonian*.

A late model red convertible with a motorcycle escort cruised by to deliver Horst Paul to his classes. Members of Newman Club, Sigma Nu fraternity and Chi Omega sorority wore bright red sweat shirts bearing a white "88". They could be seen a block away.

Dressed like cowboys, Joe Lopasky's backers formed victory lines. Mysteriously a large statue of 'Cowboy Joe' appeared from the forces of Phi Kappa, Delta Sigma Phi and Zeta Tau Alpha. A banner showing a giant player booting a Bearcat



King Wong

depicted the feeling of APO, TKE, and Bates Hall toward Wally Ludtke. Stepping smartly in the enthusiastic parade were Wilbert Patterson, sponsored by SAE, A Chi O, and Gus Brezina, backed by Pi Kappa Alpha and Phi Mu.

And then, at noon on the third day, UH Cougars gathered at Cullen Auditorium for a giant pep rally. Inside, there was standing room only. Each senior and his sponsor presented a skit. Cheerleaders gathered to vote for the organization that had contributed most to Senior Week.

"It was a tough choice," said Bill Worrell, "but I give you now the two runners-up — Jack Skog and Rocky Hernandez."

"I used to be a Beautiful Ripper. . .," Jack crooned soulfully. In his skit, he had gotten himself in trouble by making advances to a coed. Finding no way out of his problem, he burst into the heartbreaking rendition.

An unknown coach swaggered down the center aisle of the auditorium. "I

am Coach Wait-till-next-year," he answered a questioner. Minutes later, Rocky Hernandez reappeared as a newspaper reporter. "I am Bill Late-scoop. I fight apathy!"

The Cougars roared with delight.

"And now, Cougars," crackled a voice over the speakers, "the winner of senior week is . . . Horst Paul."

The crowd went wild.

"Apathy of Cougars is a thing of the past," declared L. S. "Chief" Mitchell, dean of men. Coach Bill Yeoman congratulated the students and was presented a red vest with "Coach Bill" in large white letters on the front and "UH" on the back. Horst Paul echoed the sentiments of all concerned when he said "When all work together in the spirit which Senior Week exhibited, the University may well be proud."

Senior Week sat back on its haunches and licked its paws. It was a full-grown activity now. Playful, curious, imaginative, and loyal, Senior Week had found its home among the Cougars.

DR. EUGENE H. HUGHES



The first recipient of the College of Business Alumni Association Outstanding Faculty Award is living up to the testimony of those who lauded him at the group's Spring Banquet last year.

Just prior to the announcement of the honor, Dean Eugene H. Hughes had resigned his position as head of the University of Houston College of Business Administration to accept the then newly created post of professor of international business with the Office of International Affairs. In this capacity, he has proven his dedication to the trend toward excellence which has become the goal of the University. His active support for the establishment of a successful alumni association for his college and his many activities and projects surrounding his new responsibilities have made Dr. Hughes one of the busiest people to be found on the campus.

The new work in which he is involved includes establishing a program of international business for the University, by presenting a developmental plan and time-table for introduction of courses. Dr. Hughes acts as liaison between the Office of International Affairs and the College of Business. In addition, he is working toward the development of a management training program devoted to Latin

America and is retaining a half-time teaching schedule in the College of Business.

The international business program is emphasizing world economic interrelationships and international banking, with supplemental stress on study of foreign languages.

The move to such a program was brought about by the current trend of all major universities to become international as well as regional in aim, Dr. Hughes has said. "Our universities must concern themselves not only with their immediate communities, their states, and the nation. They must also enlarge their scope to include appropriate activities in the rapidly expanding and increasingly complex world of international relations if they are to maintain their proper and responsible role."

The first dean of the College of Business, Dr. Hughes joined the UH faculty in 1947 and assumed the post of dean in 1950. He received his BS. degree from Denver University in 1932, his M.S. from Western State College in 1934, and was awarded his Ph.D. in 1940 from New York University. He did post-doctoral work at Stanford University in 1959-60. He is the co-author of a textbook, *Introduction to Modern Business*, which has just been published in its fourth edition by Prentice-Hall.



LETTERS to the editor

(Editor's Note: The following excerpts are taken from a letter from Graham Ward, former editor of EXtra, who is now a member of the Peace Corps and teaching in Somalia.)

Life here, especially in the bush, is very difficult. It is virtually impossible to live more than one day at a time. The writing in "New Wind in a Dry Land" is very romanticized, but the picture painted of the harshness of the nomads' life is painfully accurate. To overcome a century-old tradition of day to day — today I'm alive, tomorrow I may not be — existence is not an easy thing. The fact that the Somalis are a strong people only makes the change harder. They are a tough tenacious lot. Life is something valuable that they cling to with relentless determination; the difficulty is that they cling not only to life but to a way of life. The ways that they have are hard, but they work. For a people who eke an impossible living out of a barren land the new, the untried must be viewed with suspicion. Life here is maintained by only the narrowest of margins. Nothing can be allowed to fail.

This is the basic problem of Somalia, not grass, not water, not ec-

nomics, but a thoroughly ingrained sense of self preservation. For a young Somali to literally wrench himself from this tradition takes a degree of courage few people have the privilege to witness, let alone to experience. One of my students is trying to do just that. His ambition is to be a diplomat. He says, "I know to be a diplomat is a very heavy task. Notwithstanding this, I'll choose it as a career."

Very unlike many — most — of the Somalis who do seek change, he shows the age-old patience of the desert people. He waits and works to finish his schooling. He is patient with the other students in class when they stumble or hold up the lesson with chatter, something which many bright students in the U.S. find very difficult. He is also patient with his poor, novice teacher. Although I have spent a lifetime speaking my language, his simple direct questions are often penetratingly concise and frustratingly difficult to answer.

I am glad for this student. All too often I think those of us in the Peace Corps tend to feel somewhat smug and self sacrificing. We spend two years facing a few difficulties and then run home to the security of the great mother America and feel that we have done much to further the ways of mankind. I have no desire or intention to deprecate the Peace Corps, its members, or its goals. I am proudly a part of it. But somehow, all my dreams and goals seem grayed and pale in the shadow of one small school boy. May he be blessed by Allah's grace.

Faculty Publications

DR. LOUIS BRAND, M. D. Anderson professor of mathematics, has an article entitled "The Companion Matrix and its Properties," in the June-July number of the "American Mathematical Monthly."

DR. PAULINE M. KOLENDA, associate professor of anthropology-sociology, is co-author of a book, "Religion in South Asia," to be published by the University of Washington Press September 22, 1964. The book is a study by nine anthropologists of the religious practices of South Asian peoples.

DR. THEODORE G. GISH, assistant professor of German, is author of an article, "Wanderlust and Wanderleid: The Motif of the Wandering Hero in German Romanticism," which appeared in the summer issue of "Studies in Romanticism."

DR. LINDLEY A. CATES, associate professor of pharmacy,

had three papers published in the Journal of Pharmaceutical Sciences during the summer months concerned with the synthesis of organophosphorus esters and amides. Co-authors of the publications are Dr. N. M. Ferguson, College of Pharmacy dean, and Dr. T. E. Jones of the University of Colorado.

ROBERT I. STROZIER, English instructor, is the author of a poem, "Lament for Dylan Thomas," in the Winter, 1964, issue of *Mark Twain Journal*.

DR. H. W. PRENGLE, JR., professor of chemical engineering, and two former graduate students, Dr. H. S. N. Setty and Dr. Narses Barona, have two papers appearing in the November issue of *I/EC Fundamentals*, on the subject of liquid phase kinetics of chemical reactions.

DR. CHARLES D. PEAVY, assistant professor of English

CAMPUS CALENDAR

FEBRUARY 1965

- 1-4 REGISTRATION
- 6 BASKETBALL: University of Houston vs. Loyola of New Orleans, Jeppesen Gym, 8:15 PM
- 7 FILM SERIES: "Playboy of the Western World," Library Auditorium, 7:30 PM
- 8 CLASSES BEGIN
- 8 LATE REGISTRATION
- 9 LATE REGISTRATION
- 9 BASKETBALL: UH vs. Trinity, There
- 12 FACULTY RECITAL, Cullen Auditorium, 8:15 PM
- 13 BASKETBALL: UH vs. Centenary, Jeppesen Gym, 8:15 PM
- 14 UNIVERSITY FESTIVAL PROGRAM
- 15 UNIVERSITY FESTIVAL PROGRAM
- 16 UNIVERSITY FESTIVAL PROGRAM
- 16 BASKETBALL: UH vs. Texas Wesleyan, Jeppesen Gym, 8:15 PM
- 17 UNIVERSITY FESTIVAL PROGRAM
- 27 UNIVERSITY FESTIVAL PROGRAM
- 20 VEGH QUARTET, Cullen Auditorium, 8:15 PM
- 20 BASKETBALL: UH vs. Miami of Florida, There
- 20 PANHELLENIC WORKSHOP
- 21 FILM SERIES: "Eugene Onegin" Library Auditorium, 7:30 PM
- 22 JSA MEETING, Library Auditorium, 7:30 PM
- 23 "BEYOND THE FRINGE," (Original Bwdy Cast) Cullen Auditorium, 8:15 PM
- 24 FACULTY RECITAL, Cullen Auditorium, 8:15 PM
- 26 DRAMA: "Monsieur Chasse," French play sponsored by Dept. of French, 8 PM, Cullen Auditorium
- 27 BASKETBALL: UH vs. Oklahoma City University, There

has published an article, "The Pope-Cibber Controversy: A Bibliography," in the journal *Restoration and 18th Century Theater Research*, Vol. III, No. 2, Loyola University, Chicago.

MRS. LIGHT D'ALBERGO BAILEY, lecturer in Italian, and her husband, Clay Bailey, are translating a rare item of Texas lore, "Il Texas," an Italian pamphlet published in Bologna in 1842, concerning an Italian writer's views of the Texas Republic.

DR. RANDOLPH BLUMBERG, associate professor of electrical engineering, has completed a series of articles in *Pipe Line Industry* magazine entitled, "Hurricane Winds, Waves, and Currents Test Marine Pipe Line Design." This six-part series featured analyses of damage patterns due to hurricanes Carla and Hilda.



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