

Graduate Education 'Not Just Credits'

Editor's Note: This is the first in a two-part series dealing with graduate education. This first article attempts to explain what graduate study is. The second article will consider what to look for in picking a graduate school.

By **BOB CARL**
Managing Editor

What are your plans after you receive your undergraduate degree at the University?

If you will be graduating this June—and you think you want to continue your education in graduate school—now is the time to apply to one or more schools of your choice.

But, hold on a minute. Don't rush into graduate school blindly. According to Leona Tyler, dean of the University's Graduate School, graduate study is very different from the undergraduate level.

"It's not just a matter of so many credits," Dean Tyler explains.

As a booklet distributed by the Western Interstate Commission on Higher Education says, graduate study "is mainly designed to prepare students for ad-

vanced scholarship and research. . . . Its aim, at the most advanced level, is the education of human intellect to the very frontiers of knowledge."

This intensive study contrasts with the typical undergraduate education, which is mainly an attempt to give students a broader base of knowledge. Graduate study is specialized, while undergraduate study is more general.

This same booklet, titled "Graduate Education and the West," claims that "graduate education is much different from college instruction," for the following reasons:

- "It is our most demanding level of instruction." Since the purpose of graduate study is to develop independent scholars who can add to the store of human knowledge, graduate education must be "intensive, rigorous and complex."

- "It is research-oriented." The graduate student must focus his attention on the unanswered questions in his field; "the heart of graduate education is research."

- "It is specialized." One must be-

come an expert in an area of study by specializing in one field.

- "It is personal and individual." Inquiry and curiosity must be developed by graduate students, often through the influence of outstanding teachers.

- "It is costly." However, this means that it costs more for the institution to educate a graduate than an undergraduate—as much as "five or six times as much per year" for a graduate as compared to a college freshman.

Dean Tyler is quick to note, however, that "it is easier for a student to finance his graduate education than his undergraduate education." "More and more" fellowships, grants, assistantships and scholarships are available to graduate students each year, according to Dean Tyler.

By citing the above booklet, and throughout her discussion, Dean Tyler was trying to point out that graduate study involves far more than appears on paper.

For example, she told the Emerald: "It looks in the University catalog as though it (earning a graduate degree) might be done in a year; it only takes

45 hours (credits). But it takes most students two years."

"It often takes about 7 or 8 years" to get a Ph.D., she added.

Thus, as Dean Tyler said, "The student who is not really outstanding academically can do himself harm if he seeks a graduate degree." In other words, although a student has a pretty good undergraduate record, he might hurt himself by compiling a poor graduate record.

Dean Tyler attributes much of the clamor for a graduate degree by today's students to "the fact that some companies have tried to upgrade their standards by demanding a graduate degree of their employees." She said that many of these companies are demanding a graduate degree when an undergraduate education would be adequate.

"Many college students don't need it (a graduate education) as much as they think they do," Dean Tyler said.

So, if you are prepared for hard, but stimulating study, punctuated by a great deal of research, apply for graduate work. But do so now, says Dean Tyler, before it is too late.

Army ROTC

Cadets Promoted Get Commissions

Forty-seven cadets in the Army Reserve Officers Training Corps (ROTC) at the University have received promotions to the rank of private first class in the cadet brigade.

They are: Leon A. Dahl, Paul K. Graves, Andrew V. Inge, Jr., Thomas E. McClung, David E. Scott, Gary W. Stout, Donald E. Miller, Albert E. Radcliffe, William L. White, Leslie C. Wilson,

James D. Straughan, Larry D. Enslow, Jerry L. Rich, Steven L. Langston, Don W. Leach, Jerry L. Condray, Donald N. Gail, Robert L. Spencer, David V. Ward, William A. Griffith, Richard B. Temple,

Larry T. Sanguras, Bruce C. Bridgess, Samuel L. Anderson, Richard A. Curry, Gary A. Field, Randall E. Franke, Michael F. Hauge, George L. Lorange, Douglas E. Rector, Walker J. Sirmio, Leonard G. Arney, Thomas D. Hyde, III, Gerry L. Suchanek, Robert D. McAlister, Charles B. Guy,

Gary M. Cope, Stephen C. Stewart, Jeffrey D. Williams, Gor-

don W. Hodge, Maurice K. Shiroma, Robert L. Westwick, Timothy J. Brown,

Paul T. Kawaguchi, Steven K. Arnold, Albert B. Poston, Thomas W. Martin, II.

In addition, the following drill team members received promotions to cadet private first class:

James E. Puryear, Robert L. Sandoz, Michael John Benjamin, Gordon L. Kaufman, Douglas E. Malkasian, Ronald J. Canderette, Milo L. Holden, Robert A. Beck, John F. Eason, Chris L. Mullmann, and John T. Davis.

Five University fall term graduates who are Reserve Officer Trainees have received Army commissions.

Ronald L. Horrell, who was selected as a distinguished military graduate, received a regular army commission in the Medical Service Corps.

The distinguished military graduate honor is given for superior performance in both military and general studies. The recipient has the option to immediately apply for a regular Army commission.

Named as military graduates and receiving reserve commissions are: Thomas J. McHugh, who will receive a commission in the military police; James E. Ottosen, who will receive a commission in the infantry; David W. White, who will receive a commission in artillery; and Mark W. Stanard, who will receive a commission in the ordinance corp.

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Today		Type
Units Needed		
3		A Positive
2		A Negative
7		O Positive
2		O Negative
1		B Positive
0		B Negative

Museum Sets Exhibit

Two exhibitions will be opened at the University Museum of Art today, with a Friends of the Museum preview reception from 8 to 10 p.m.

Foreign Students To Seminar Here

Ten Colombian students, who arrived in Eugene Monday from San Francisco will participate in three seminars this week.

The first of the sessions, set for today at 2 p.m., will be on American legal procedures. It will be led by Frank R. Lacy, professor of law at the University.

American domestic policy will be the topic of the Wednesday afternoon seminar, and will be led by James R. Klonoski, associate professor of political science.

Thursday at 2 p.m. the session will be on American International policy, led by Charles Schleicher, professor of political science.

The students, who are being

hosted by the University YM-YWCA, will be meeting with student leaders, and eating evening meals with campus living organizations.

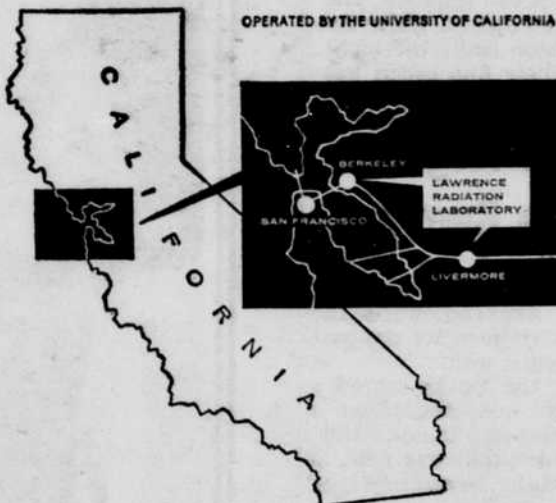
Part of their visit will include a tour of the Weyerhaeuser plant in Springfield, and a meeting with Mayor Edwin Cone to discuss city management.

Seven of the men are law students; the other three are sociology, architecture, and education students.

This is the fourth year the campus YMCA has been called upon to host South American groups. The International Exchange Program of the National Welfare Assembly is administering the program.

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Laboratory staff members will be on campus to interview Science and Engineering students Monday, February 7

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