

# The Next Ten Years

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**P**ROPHECY is always hazardous. In these times of uncertainty, there are too many unknown quantities in every situation to make a prediction very safe. But faith in the future is essential to achievement, and to lose it is to drift into fatalism. I have shared with every one in the anxieties and discouragements of recent years, but I have never lost faith in the future of my country and the institutions that have made it great. Our people believe in their schools, and the sacrifices they have made to maintain them through the depression give me encouragement for the future.

The university is a part of the great educational system of the state. It bears a vital relationship to all the schools and colleges that serve the cause of education. Its support and maintenance, therefore, are of vital concern to all those who are interested in higher standards of living for all the people. The financial support that the university has received through the years and the increasing enrolment indicate that the university occupies a place of confidence and esteem. Upon the supposition that this is correct, I take this forward look.

What kind of a university should Oklahoma have in 1945? Based upon the accomplishments of the past ten years, what kind of an institution should the university be ten years from now? Before the expiration of this ten-year period, the university will celebrate its fiftieth anniversary. Comparatively speaking, this is not a long time as we measure the history of universities; but in these times of accelerated progress, institutions accomplish great things in relatively short periods. We are all familiar with the accomplishments of other American universities during recent years. Some of them have risen from places of relative unimportance to preëminent positions of influence in the educational world. Have we not a right to expect that the University of Oklahoma will parallel the achievements of some of her sister institutions?

## The Liberal Arts College

The university, like all similar institutions, has built its graduate and professional schools upon a strong four-year liberal arts college. For more than five centuries, the glory of every great university in the western world has been the broad cultural

program of undergraduate instruction. Not one of these great institutions through all the centuries has ever compromised on its undergraduate curriculum. Ever since the establishment of the universities with their professional schools, strong undergraduate programs of instruction have been maintained to support them. The development of graduate schools is of comparatively recent date, but these schools have depended upon the liberal arts colleges to support the work of graduate instruction. The fame of the great American universities, both endowed and state supported, has rested upon the work of the liberal arts college; and there is no tendency to abandon any part of the liberal arts course.

There is a tendency, however, to reorganize the work of the undergraduate college in order to adjust it more effectively to changing conditions. I think there is likely to be a differentiation between the upper and lower levels in the four-year programs of these institutions. The fact that methods of instruction change, or should change, from the junior division to the senior division level and the further fact that student problems are different make this differentiation desirable.

While I would never favor any restriction on liberal arts instruction in the university, I very much favor this differentiation. I would like to see all students in the freshman and sophomore years of the liberal arts college housed in dormitories where their work could be carefully supervised and where greater restrictions could be placed upon their social activities. This program would involve the erection of two groups of residential halls—one for young men and the other for young women. Students would be admitted to this division of the university on the basis of highschool performance and genuine promise of doing a high quality of work. Those enrolled would be under the careful supervision and direction of competent instructors who would be responsible for intellectual guidance and the development of correct habits of study. The housing plans at Harvard, Yale, Chicago, Texas, and other institutions are illustrations of this tendency. I have favored a policy of this kind and it would have long ago been adopted, if funds had been available for carrying it out. I earnestly hope to see this program put into operation within the next few years.

## The Professional Schools

Higher education began in the medieval universities to provide training for the professions. While the emphasis in this

training has changed through the years, it has ever been one of the essential functions of the university. The University of Oklahoma has followed tradition in providing professional courses in many fields. The graduates of these schools are occupying places of influence and usefulness throughout the state and nation. It has been exceedingly difficult in recent years to secure adequate funds for the proper maintenance and support of the professional schools in the university. One of the immediate tasks ahead is to strengthen the personnel and improve the working equipment of several of these schools.

The school of medicine is a good illustration of this situation. There is a genuine need to build a great medical center in Oklahoma City. A good start has been made. The school of medicine building is adequate for professional training, and the two hospitals provide reasonably good clinical facilities for medical instruction. But there is need to build in connection with the present plant a public health building for the training of men for medical officials in this field and a building for medical research. The hospital facilities should be increased by an out-patient building and additional hospital units for contagious and infectious diseases. This program has been delayed because of adverse financial conditions in the state, but by every consideration of public policy these educational facilities should be provided within the next few years.

There is need for greatly enlarged facilities in the university at Norman for professional training, as indicated in the building program listed below.

## The Graduate School

The increase in the number of graduate students in American universities is one of the remarkable developments of our times. Before the establishment of Johns Hopkins university in 1876, there was very little graduate work being done in our institutions of higher learning. For example, in 1870-71 there were only 8 graduate students in Harvard; 24 in Yale; 3 in Princeton, and 6 in the University of Michigan. The total number of graduate students in 1880-81 in the universities of this country was only 460, while in 1920 there were 15,612, and ten years later there were 47,255. There is no university today worthy of the name that does not provide reasonable facilities for research and that does not encourage graduate instruction.

While research has been carried on by individual members of the faculty of the university for many years and the master's degree has been offered in a number of the departments, work leading to the doctor's degree has only been given since 1929. Since that time, 26 doctor's degrees have been conferred. The graduate school has grown rapidly during recent years.

But one of the greatest needs of the university is increased facilities for research. The number of departments offering work leading to the doctor's degree should be increased. This involves greater laboratory

and library facilities. The university should have 500,000 volumes in its stacks by 1945.

Funds are needed for fellowships and scholarships to encourage promising young scholars to come to the university and pursue graduate work. Many of these should be provided by private benefactions, but the state can well afford to subsidize the talents of many students as a means of encouraging research. There are many problems in Oklahoma that should be studied by competent investigators. I have the utmost faith that before 1945 there will be at least 20 departments in the university that will be well equipped to provide work leading toward the doctor's degree, and there should be at least 250 fellowships and scholarships available in the various fields of investigation.

#### Building Needs

Several important problems of reorganization within the university are under consideration. Some of the plans will result in economy of money and effort and increase the efficiency of instruction; but most of these plans, as well as the suggestions above, depend upon the enlargement of the physical facilities at the university. A ten-year building program was formulated in 1925. A good start was made on this program, but the depression has greatly retarded it.

If the state is to build a university adequate to the needs of our people, means must be found to enlarge the physical plant. This will involve the purchase of additional land as well as the erection of several buildings. I hope to see, during the next ten years, buildings to house the departments of botany, physics and the schools of petroleum engineering, home economics, journalism, mechanical engineering, social science, dramatic art, and music. An adequate auditorium is also one of the urgent needs for the institution. It happens that the university has a number of incomplete units that should be finished in the near future. These include physical education for men, geology, art, physical education for women and the library.

This program may appear rather ambitious to the casual reader, but attention is called to the fact that the University of Texas, Louisiana State University, the University of Arkansas and several other universities in the middle west and southwest have been adding greatly to their physical equipment during recent years. Most of the states about us have been taking full advantage of the aid provided by the federal government for the erection of buildings. Oklahoma has not taken full advantage of this situation. If this state is to keep pace with the states about us, means must be found to increase greatly the physical plant not only at the university, but at the other state supported institutions.

Oklahoma is rich in potential talent. The cultural resources of our state are very great. The college of fine arts at the university has been doing a great work in de-

veloping the artistic possibilities of our young people. This college has attracted an increasing number of students not only from this state, but from other states. The graduates are going out in increasing numbers to disseminate an appreciation of music, dramatic art, painting, sculpture, and the ceramic arts. No division of the university is working under greater handicaps than this one. The available space is overcrowded and the facilities are very inadequate. But the development of literary and artistic talent is one of the supreme obligations of the state.

The University Press, the publishing division of the university, has done much to attract favorable attention to the university. The books published by the press have brought words of praise from far and near because of their attractive format and typography. They reflect the highest quality of scholarship and most of them are genuine contributions to knowledge. *Books Abroad*, an international quarterly of current literature, is read by scholarly people throughout the world.

The dissemination of knowledge through the printed word is an appropriate function of every university worthy of the name. The enlargement of the University Press is included in the university's program for the future.

#### Conclusion

The university should keep pace with the increase in population and the material progress of the state. Oklahoma is relatively an undeveloped state. Its natural resources have scarcely been tapped. Oklahoma is growing in social consciousness. Every one has a right to feel a sense of pride in being a citizen of this state. The quality of citizenship is steadily improving. Our educational institutions have had their share in making this possible. On the basis of accomplishment, they deserve the good-will and support of all forward-looking citizens.

The university should have a resident enrolment of 10,000 students by 1945. It should have an adequate personnel of highly qualified, scholarly men and women to direct the intellectual endeavors of a student body of this size; and the state should provide adequate physical equipment to serve the needs of every student who seeks the advantages of higher education. The work of building a great educational institution is not the work of one man or a few men. It involves the coöperation and the good-will of all those who seek the best opportunities for their children. If this coöperation can be secured, the next ten years should bring the fulfillment of many of our aspirations for the institution.

## Constant Growth

It took the University twenty-two years to build up an enrolment that passed the one thousand mark. Then, it went past by a mere eight students. During the next twenty-two years, the enrolment leaped to six thousand fifty students.

The period of most rapid enrolment increase was during the World war when the government sent students to the University and trained them for service during spare hours. The S.A.T.C. brought many students during the fall of 1917.

Here is the University enrolment by years and also the number of graduates by years. Summer registration is not included. Only the actual enrolment of fall and spring semesters is tabulated. Students attending both semesters were counted only once.

School Year	Enrolment	Graduates
1892-93	119	0
1893-94	142	0
1894-95	186	0
1895-96	---	0
1896-97	---	0
1897-98	---	2
1898-99	161	3
1899-00	242	3(M.A.)
1900-01	295	6
1901-02	393	5
1902-03	359	12
1903-04	465	11
1904-05	467	11
1905-06	475	25
1906-07	623	30
1907-08	708	52
1908-09	646	35
1909-10	692	70
1910-11	821	83
1911-12	738	123
1912-13	777	130
1913-14	1,008	166
1914-15	1,203	190
1915-16	1,486	218
1916-17	1,669	263
1917-18	1,583	226
1918-19	2,263	254
1919-20	2,608	375
1920-21	2,965	458
1921-22	3,325	518
1922-23	3,596	573
1923-24	3,684	691
1924-25	4,287	740
1925-26	4,714	692
1926-27	5,008	698
1927-28	5,416	848
1928-29	5,589	1,028
1929-30	5,781	1,033
1930-31	5,955	1,082
1931-32	5,731	1,185
1932-33	5,737	1,098
1933-34	5,731	1,062
1934-35	6,024	1,092
1935-36	6,050*	

\*Estimated on basis that fall enrolment is thirty greater than last fall.