



Entrance to Education Building.

TEACHING, like other professional fields, has changed rapidly in recent years, and the College of Education at the University of Oklahoma is seeking to keep its program up to date so that the demand for teachers with certain qualifications can be met satisfactorily.

Work offered by the College of Education includes a broad field, as it is designed to train elementary and high school teachers in all fields, superintendents, high school principals, elementary school principals, school supervisors, educational research specialists, and other educational workers.

And in addition to the students majoring in education, all students enrolled in other colleges of the University who expect to teach, take the education courses required for a teacher's certificate.

The College has expanded its program as needs have occurred for additional fields of professional training in education, the most recent example being the addition this year of a curriculum leading to the degree of master of commercial education. This was done to meet the demands of high schools for commercial teachers trained on the graduate level.

Commercial subjects and vocational training for business clerical positions, as well as the social, consumer-economic, personal use type of business subjects, have had an important and increasingly popular position in the educational system of our country for more than half a century. But it has been only in the last fifteen years that business education has secured any great amount of recognition in the public high schools. Prior to this time, practically all of this type of vocational training was given by the private business colleges.

A study of the records in the State Department of Education of Oklahoma reveals that in 1919 only 54 public high schools of the state offered commercial subjects, while in 1937 there were 256 high schools which listed commercial subjects on their schedules, an increase of approximately five hundred percent over a period of eighteen years. The present school year finds 33.7 percent of the 758 public schools of the state with four or more semesters of business subjects offered. This represents an increase from 21.3 percent of all Oklahoma high schools in 1930, and 24.7 percent in 1935.

This enormous increase in popularity of commercial subjects has brought about an acute situation in the supplying of the demand for commercial teachers competent to teach these courses and meet the professional and educational requirements necessary for the commercial teachers certificate. Colleges and teachers bureaus

Teacher Training Work

BY
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have had difficulty in finding qualified teachers to fill the many requests.

In the past a great many of the commercial teachers have been recruited from teachers in other subject fields who have had business college training, actual business experience, or some courses from collegiate schools of business. Only a few of the larger universities of the United States have made a serious attempt to give adequate courses in commercial teacher training.

Recognizing this progressive movement in commercial education and actuated by a desire to serve the needs of Oklahoma schools, and commercial teachers in promoting their professional growth, the University of Oklahoma has announced the establishment of a department of commercial teacher training. The degree of bachelor of science in commercial education, given by the College of Education in cooperation with the College of Business Administration, will be granted upon successful completion of the requirements of this curriculum.

The program includes a wide list of subjects in typewriting, shorthand, commercial law, commercial English, accounting, commercial arithmetic, secretarial work, etc. The combined faculties of the College of Education and the College of Business Administration will give the courses. Two new members have been added to these faculties. E. E. Hatfield will have charge of the enlarged department of secretarial work and C. Guy Brown will give a variety of commercial education courses.

The Graduate School of the University has also set up a new degree in commercial education known as Master of Commercial Education. This program is designed for graduate teachers in commercial education.

In addition to two replacements to fill vacancies in the Training School faculty, several new members have been added to the staff of the College of Education. The first two are also regular members of the faculty of the College of Business Administration and will offer the commercial courses in the program leading to the degree of master of commercial education.

C. Guy Brown is a graduate of Tyler Commercial College. His graduate work

in education was done in the College of Education at the University of Oklahoma, and his work in business and commercial fields at Oklahoma A. and M. college, Stillwater, and at the University of Chicago. In addition, he had had courses in six other institutions. His experience includes work as head of commercial de-

Kept Up-to-Date

partment of Central High School, Oklahoma City, for twelve years, Oklahoma City Vocational School, college summer schools, and teaching fellowship in accounting at the University of Oklahoma for two and one-half years. He has also served as member of board of directors, chairman of textbook committee, president for two terms, and vice-president for one term of the Oklahoma Commercial Teachers Association of the Oklahoma Education Association; member of commercial curriculum revision committee of the State Department of Education; member of National Commercial Teachers Federation, Oklahoma City Chamber of Commerce, Phi Beta Kappa and other fraternities.

E. E. Hatfield has the degrees of bachelor of science in commerce at Agricultural and Mechanical College, and master of business administration at the University of Oklahoma. He has been head of two high school commercial departments, instructor in School of Commerce at the University Preparatory School and Junior College, and was elected professor and head of School of Commerce in the same institution at the time of his election to the faculty of Oklahoma University. He has also been active in state and national organizations of commercial teachers and is a member of a number of honorary, civic, and social fraternities, clubs, and associations.

Ruth Elder is the new supervisor of Elementary Training School. Her master of education degree with a major in elementary education was received at the University of Oklahoma in 1934. In addition to being special instructor in elementary education in the University of Oklahoma for the past two summers, Miss Elder has been a special teacher of auditorium work in the Tulsa elementary schools, supervisor of county schools, supervisor of city elementary schools of Shawnee, and was supervisor-elect of Tulsa elementary schools at the time of her election to the faculty of the College of Education. She has served as member of State Textbook Commission and on different state curriculum committees. Miss Elder is a recognized master teacher in elementary school work.

The College of Education, first organized as a subordinate school in the College



Dr. Ellsworth Collings, Dean of Education.

of Arts and Sciences in 1909, was reorganized in 1920 as a separate school, and in 1929 was again reorganized as a college. In addition to the training mentioned at the beginning of this article, the College of Education adds to the fund of professional knowledge. Each year these studies are bound and placed in the University library.

The College of Education attempts to practice the principles of modern education in the training of teachers, supervisors, and administrators. Students are required to do apprentice teaching under the guidance of expert supervisors in the type of teaching they plan to do in the schools of the state. With the apprentice teaching they take both professional and academic courses. The same plan is followed for supervisors and administrators. They become supervisors and administrators through engaging in practice supervising and administration in the demonstration

schools, while they take professional and academic work. With this plan the College of Education graduates experienced, trained teachers in the same way that the School of Medicine graduates trained physicians or the College of Engineering trained engineers.

The University Demonstration Schools are the foundation of the College of Education. They provide opportunities for teachers, supervisors, and administrators to learn through doing, and include the following parts.

1. The elementary school including the first six grades.
2. The junior high school including the tenth, eleventh, and twelfth grades.

All graduates of the College of Education available for positions are employed. The past year the University was asked to recommend candidates for 32 positions of superintendents and principals, 718 high

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these professors informally was obviously much appreciated by the students.

From the alumni viewpoint, the Junior Honors Group is one of the most important projects ever started on the campus. Because if it works out as expected, it will mean that the University's graduating class every year will include several hundred men and women who will be well acquainted with the University as a whole, and interested in the things it is trying to accomplish.

These will be the outstanding students, selected on their records, and it is reasonable to expect that, in general, they will be among the leading citizens in their communities in future years.

The work started this year is a modest beginning, but it is building a firm foundation for a better appreciation of the University of Oklahoma by the people of the State.

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Teacher Training

(CONTINUED FROM PAGE 11)

school teachers, and 134 elementary teachers. These included 107 calls for commercial teachers. The University was unable to supply all the calls for high school teachers, especially in the fields of commerce and science.

The most pressing need of the College of Education is a building. At present a small building, one of the oldest on the campus, is the Education Building. It partly houses the Demonstration Junior and Senior High Schools and provides inadequate office space for the members of the Education faculty. Virtually all the University education classes are scattered about in various buildings in space needed by other departments. The Elementary Demonstration School is housed in a part of the old frame building abandoned by the zoology department when the new Biology Building was completed. Because of lack of facilities for well organized and sufficiently large training schools, research laboratories, classrooms, offices with filing space, etc. the College of Education is seriously hampered in its program, particularly in the phase of it rapidly becoming dominant, that of graduate work in Education.

In fact, though the University is the only institution of higher learning in the state offering work for the doctorate, many candidates for such degrees are going out of the state for their work simply because the College of Education, without the necessary facilities, cannot give them the specialized training they want. Given the facilities it sorely needs, the College of Education could reasonably be expected to become one of the most outstanding Colleges of Education in the Southwest, if not in the country, in graduate work.

(This is one of a series of articles on the various schools and colleges of the University. Next month's article will be on the College of Engineering.—Ed.)

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