

# Oklahoma Needs a Graduate Education Building

By Harry D. Simmons, '24

**T**HE need for a building on the campus of the University of Oklahoma to house the students in the College of Education is becoming greater with each semester. In fact, the need is so keenly felt by the officials of the University that they have placed such a building second on the list in the present building program for the University. The reasons taken from the records of the University in support of such a building are herewith stated in some detail in order that all those concerned about a building for the Graduate School of Education may know what the essential facts are.

At the present time, the University has more students enrolled than can be adequately housed with the classroom facilities now available. On October 6, 1938, the registrar reported a total of 6,707 students enrolled in the University. This total is exactly 477 greater than the total enrollment on the corresponding day last year. The proposed building would house all of the students of the College of Education and would release many classrooms in other buildings on the campus that could be used by students enrolled in other departments of the University. This new building also would have a number of classrooms that would be available to the students of other departments during the Winter sessions. In this respect, the proposed building would be filling the double function of taking care of the special needs of the College of Education, and of providing additional classrooms for the increased enrollment of the University.

**T**HE Summer Session is rapidly becoming a vital part of the program of the University. Three thousand students is a conservative estimate of the enrollment for the summer session of 1939, and of this enrollment 70 per cent of the students will be teachers or potential teachers enrolled in the College of Education. In the Summer Session just past, there were eighty-six classes scheduled for the College of Education, and sixty-three of those classes were held in buildings other than the Education Building. These eighty-six classes in Education constituted almost 75 per cent of the classes scheduled for the entire Summer Session. Of these sixty-three "stray" classes in Education, forty-two met in Buchanan Hall; eight in the Administration Building; five in the Library Building; four in the Law Building; and four in the McKinley Grade School of Norman.

In the first semester of the present school year, fifty-seven classes are scheduled for the faculty of the College of Education. Nineteen of these classes meet in the College of Education and thirty-eight of them meet in

six other buildings on the campus. Exactly two-thirds of the education classes for the present semester are housed in buildings on the campus other than the Education Building. The scattering of the work of the College of Education in many other buildings is not conducive to the best work in the instruction of students who are enrolled in education courses. The situation makes it difficult to use equipment and instructional materials especially adapted for these classes.

**T**HE College of Education is supposed to be housed in the building designated by the word "Education" written over the front entrance. This building was originally designed, and for a long time used, as the Library Building. Considering the building from every angle, it is plain that it is neither adapted for work in Graduate Education nor adequate to meet the present demands. The majority of the classrooms used by the training school are located in the basement of this old building, and are poorly arranged and inadequately lighted. After sufficient rooms are provided for the training school and a few small offices are assigned to the various faculty members, there is left but one unused room for college classes in the entire building.

If all of the rooms in this building were available to be used as classrooms, they would be entirely too small to meet the needs of the large classes of the Summer Session. There is absolutely no suitable space for library facilities and laboratory work in education. Suitable library materials and laboratory equipment as well as classroom space must be provided if the College of Education is to continue to offer work for advanced degrees on par with other like institutions of the nation.

A glance at the records of the College of Education discloses the importance of this department with reference to graduate work at the University. From 1930 to 1938, inclusive, the University conferred a total of 1,084 masters' degrees. Thirty-seven per cent of these masters' degrees came from the College of Education. From 1929 to 1938, inclusive, the University conferred a total of thirty-eight Doctor of Philosophy and Doctor of Education Degrees. The College of Education conferred 58 per cent of the total number of doctorate degrees during this period of time. The College of Education is an indispensable part of the University because of its services to other schools within the University. For example: it gives to the College of Arts and Sciences better than 22 per cent of its services; to the Graduate School better than 18 per cent;

to the College of Fine Arts, better than 11 per cent.

The Graduate School of Education at the University of Oklahoma has a wonderful opportunity opening up before it at this time, but it must secure the educational facilities with which to serve this section of the Southwest. There are forty-three colleges within an approximate radius of 300 miles of the University that will supply qualified students for the Graduate School of Education. These colleges graduate approximately 6,000 students annually, and a large percentage of this group will do their graduate work at the University of Oklahoma if this institution is permitted to advance and take advantage of its opportunities for leadership in the field of education.

The University is already broadening its horizon, with reference to its offerings and inducements to students who desire to pursue work toward advanced degrees during the Summer Sessions. During the present year, for the first time, the University began to offer work in the Summer Session leading to a Doctor of Education degree. This change in the requirements for a doctor's degree has proven very popular among the school men and women of Oklahoma, and furthermore, it is going to add materially to the enrollment of the College of Education in the future.

There were 566 graduate students on the campus of the University of Oklahoma last summer who were working toward advanced degrees, and it is no idle talk to say that this number will be materially increased for the 1939 summer session. To provide higher standards of graduate work for these students will require building and equipment facilities and a well-selected and competent faculty, who are themselves holders of doctors' degrees. It is possible for Oklahoma to provide and maintain such conditions at her own University, if she but sets her mind to do so.

**F**OR a great many years, large numbers of teachers from Oklahoma have been going outside the state to secure advanced work in education. No exact figures as to the number who are going to institutions outside of the state are available, but there is a general agreement among school people that the number is very large. In the summer of 1936, one institution outside of the state had 178 Oklahoma teachers in its summer school. It is reliably reported that during the last summer, sixty-two teachers were pursuing work in Education in another out-of-state college.

Many of our teachers attend Columbia

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which his company has designed in order to have a portable high pressure pump mounted on a truck.

The new pump is capable of pumping at a pressure of 6,000 pounds per square inch, which is sometimes necessary in work on deep wells. The new pump was completed after fourteen months of research and experimentation by engineers on the staff of the Halliburton Company.

### Ingle heads Tulsa club

Cleo C. Ingle, '24, has been named president of Tulsa Alumni and Former Students of the University of Oklahoma. Other new officers are Mrs. Earl S. Porter (Pearl Goodrich, '09), vice president; Frank R. Pauly, '17, vice-president; and George Sneed, Jr., '37, law, secretary-treasurer.

Mr. Ingle succeeds W. L. Eagleton, '19 law, as president of the Tulsa alumni.

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University, Chicago University, Peabody College, Leland-Stanford, the University of California, and other noted schools of education to do graduate work who would attend our own State University if the proper building facilities and library and laboratory materials were available. It is a safe estimate that at least one thousand of the teachers of Oklahoma attend these various universities and colleges outside Oklahoma annually. And it is also a safe estimate that each teacher will spend at least \$500 for his summer's work. This means that approximately \$500,000 leaves Oklahoma annually, which should be spent within the borders of our own State. In other words, every year or so, enough money is spent by Oklahoma teachers in other states to build one of the best Graduate Education Buildings in the nation on the campus of the University of Oklahoma. This is an economic loss that our state can ill afford. The faculty members of the College of Education are definitely handicapped in appeal to the leaders of education because of the known inadequacies of the Education Building on the campus of our University.

It is very important to the citizenship of Oklahoma that the majority of our teachers be trained in Oklahoma institutions, and go out and serve as superintendents, principals, and teachers of the boys and girls of our state.

Teachers who have been trained in institutions outside of the state cannot be expected to take a sincere interest in directing their high school graduates to our own institutions of higher learning. Boys and girls don't just happen to go to certain colleges or universities to do undergraduate work. There is something about a certain school that attracts a student, or there is some friend of a particular school that helps the student to decide to go to that institution. No doubt, the University of Oklahoma as a whole will continue its period of wholesome growth, and it seems that no one thing will do more to augment an attitude of loyalty toward the University and Oklahoma than to have a great number of our teachers trained within their confines, and in turn, go out to instruct the youth of the State.

The report of the Brookings Institute to Governor Marland in 1935 discusses the matter of the training of teachers, princi-

pals, and superintendents for positions of professional and educational leadership in the state. On pages sixty-two and sixty-three of this printed report occurs this recommendation:

Obviously the training of such a group of leaders is an important matter. There are comparatively few universities throughout the country prepared to give these men and women the vision necessary to develop real county systems. Oklahoma will need to build up a faculty and training school facilities that will enable her to properly supply this need. An experimental school is an obvious necessity. The University is the only institution in the state that should aspire to do graduate work of this nature; and if it is organized to do any graduate work, it should be required to do all graduate work in education. Oklahoma should not allow the work in education to parallel the unfortunate complication that has arisen in regard to engineering. All graduate work, then, save possibly that leading to a Master's Degree in vocational subjects, should be concentrated at the University. A well-organized graduate department for training high school teachers, principals, supervisors, and superintendents should be developed.

If the above vision of graduate work in education for the State is a desirable one, it will be of great benefit to the State if our citizens see to it that our own University is provided with facilities to train teachers in order that they may help achieve the reality of this vision.

There is a marked degree of increase in the number of persons who apply for work of advanced standing at the University during the last several years, and no doubt, this increase will continue and possibly grow larger in proportion as standards are raised for teachers in our State. The legislatures of 1935 and 1937 passed laws that remunerate teachers who better prepare themselves. Oklahoma has approximately 20,000 teachers, principals, supervisors, and superintendents, and a large majority of them already have passed the undergraduate level.

The university or college in the Southwest that offers the best program under the most pleasing conditions is the one that is going to profit by this large number of teachers seeking entrance to institutions of higher learning. The University of Oklahoma will occupy a very strategic position with reference to advanced education in the Southwest if adequate provisions are made for it to continue at the head of the State school system in the important field of education.

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