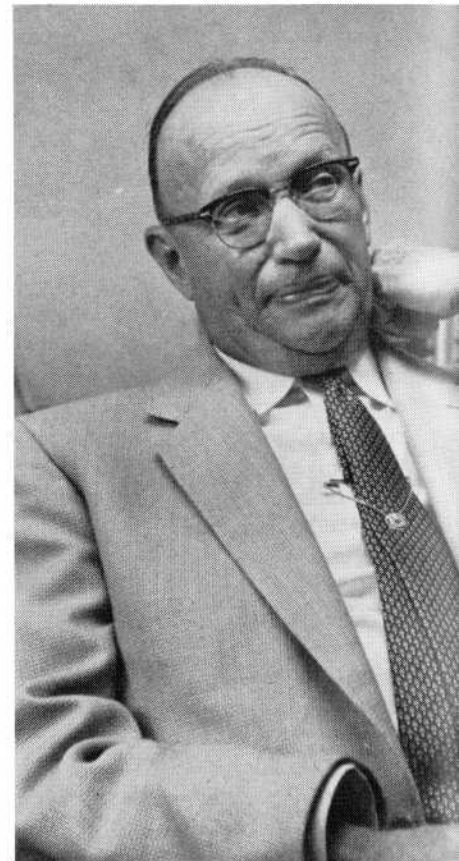
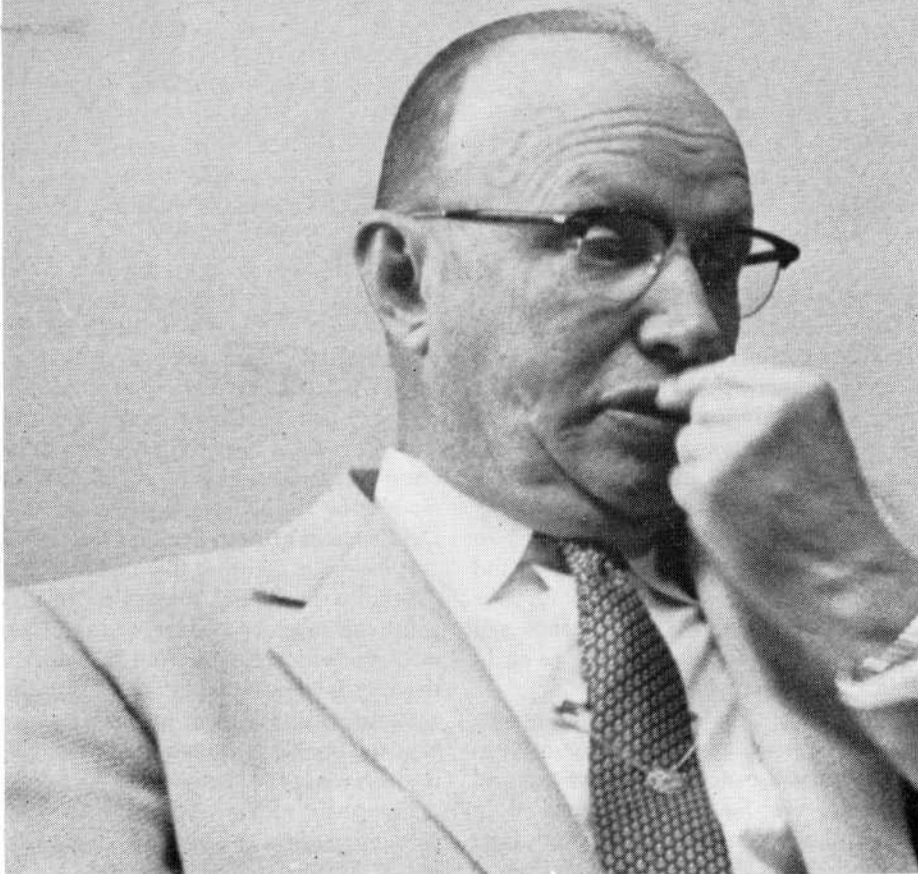


OUTSIDE THE DEAN'S OFFICE the pulse of the College of Engineering was pounding. Engineers' Week was about to begin. Companies were interviewing seniors. Academic work of the college was mounting toward 8-week tests.

In this atmosphere, Dean W. H. Carson began to sketch that portion of his life that was closely related to the College of Engineering:

I graduated from Wisconsin in 1923. I'm a native Texan, you know, but I took a job with Western Electric in Chicago when I graduated. I didn't like big city life. I came from East Texas and I wanted to get back home. I wrote to the University of Wisconsin, inquiring about jobs in Texas. They said they didn't have anything in Texas but there was an opening at the University of Oklahoma due to a leave of absence granted a member of the Engineering faculty. I applied for the job and got it. Before the leave of absence was ended the professor

As Dean W. H. Carson talked for this conversation piece the camera recorded his reflections.



Subject: Dean Carson

He has served as Dean of the College of Engineering since 1936.

In this interview, he reviews the past and considers the future.

resigned and I was hired on a permanent basis in the Mechanical Engineering Department.

The Engineering student body in 1924 was small. Probably not more than 500. There were only 19 majors in mechanical engineering at the time. I was assigned a teaching load of 18 credit hours. We now consider 12 as a normal load. The work days were long and weekends were required for grading papers.

I was made director of the School of Mechanical Engineering a few years later and was named director of the School of Petroleum Engineering in 1933 in addition. I was also supervisor of shops. When I was appointed dean of the college in 1936, I was the youngest dean on the campus, and am now the oldest in point of service.

I mentioned that in 1924 the enrollment in the college was approximately 500. It showed a steady increase until World War II and immediately after the

war, enrollment reached its peak of 3,400. In the early fifties it dropped off to about 1,700 and then the steady increase we are experiencing now began. Enrollment for the first semester this year was 2,669. Engineering is the second largest college on the campus (Arts and Sciences is first) and has the largest male enrollment of any college at O.U. As you can see, we are building back to our enrollment peak and there is no end in sight. There will be continuing increases in enrollment since the demand for engineers is constantly increasing.

One of our major problems in the college is the fact that our faculty scale is low. It is unfortunate, but true, that some faculty members who have been here several years receive no more than some new graduates do from industry.

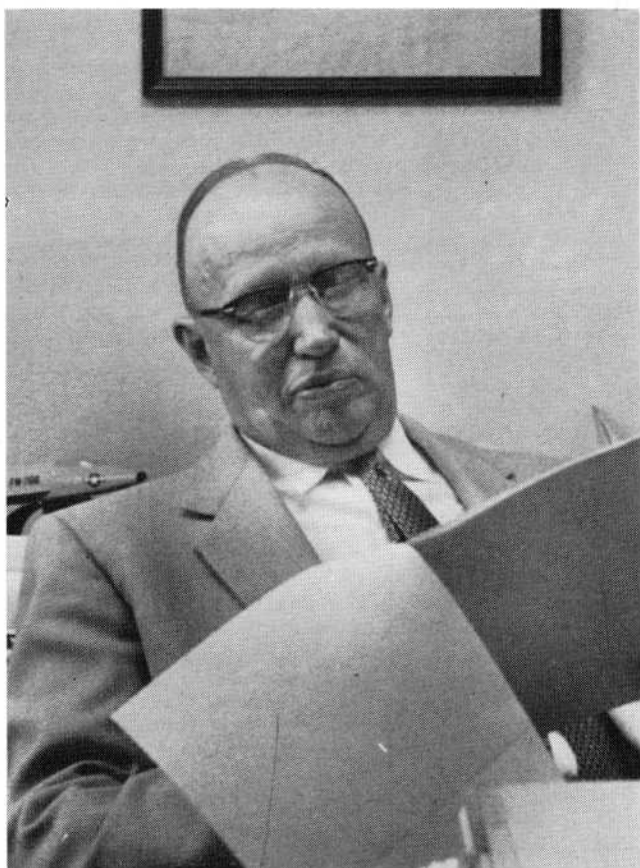
We must realize we're educating professional people in a highly competitive, technical field. Funds must be forth-

coming from some source to increase faculty pay. At the moment we are competing with industry and with other colleges for faculty. Most of the competing colleges have a higher pay scale than ours.

How we have been able to retain our present faculty, I don't know. We do have a faculty strong in loyalty to the college and in teaching and counseling students. We have a fine student-teacher relationship.

We are short on equipment and floor space. We are trying to develop a good graduate program, but in many instances it is necessary for graduate students to set up work in undergraduate laboratories. It is not conducive to accomplishing the best work. We need additional undergraduate laboratory space. The only cure for our floor space ills is a new building or a large addition to the main Engineering Building. We are

Continued page 32



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Dean Carson . . .

Continued from page 17

also short on laboratory equipment funds.

In spite of the lack of funds for equipment and faculty and the lack of floor space, we are making progress. The faculty is securing some specialized equipment from industry. And industry is becoming greatly concerned with the educational dilemma of little money and many students. Industry realizes something must be done. Industry is supplying scholarships and fellowships for students and in isolated cases is supplying money for faculty supplements. But industry, in my opinion, is not the total answer. More money must come from the legislature.

Every day we go through a maze of problems and come up making a little progress. The measure of our progress is the maintenance of high standards in the educational program and the knowledge that we are developing certain characteristics that are essential in our students' lives.

Our graduates certainly won't have to worry about jobs. Before the year is over companies will have conducted about 300 interviews on the campus. In addition we've had numerous letters outlining job opportunities. Each interview on the average would mean the employment of four seniors if we had that many.

It has always been my philosophy that a person who graduates from college should be educated. I mean by that, he should be given fundamental tools which will assist him in his professional career and, in addition, give him enough liberal arts courses in order that he may develop an appreciation of the problems of those in other walks of life—a better understanding of human beings. I think each faculty member should contribute, and I think they are, to each student's personal qualifications as well as teaching him classroom theories.

This matter of personal qualifications that we are trying to develop must be taking root. Our alumni are successful people, taking a vital part in social and political life in their communities. Have you ever seen a graduate of this college who was a failure?

Growth and development of the College of Engineering is dependent to a large measure on the educational fundamentals established by such men as the late Dean J. H. Felgar, Professors F. G. Tappan and J. C. Davis and others who have devoted their lives to engineering education on this campus.