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THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

A HISTORY OF JUNIOR COLLEGES IN OKLAHOMA

A DISSERTATION  
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1974

A HISTORY OF JUNIOR COLLEGES IN OKLAHOMA

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## CHAPTER I

### HISTORY OF THE AMERICAN JUNIOR COLLEGE

The American junior college has emerged as an established element of the American system of education and will bear an increasing share of the burdens of higher education institutions.<sup>1</sup> Public junior colleges came about near the beginning of the twentieth century. Designed primarily as a part of an integrated system of secondary and post secondary education, the two-year colleges had the goal of meeting more effectively the needs of the new society, caught up in a transition from a rural agricultural to an industrial-urban emphasis.<sup>2</sup> In 1970, approximately 2,000,000 students were enrolled in some 1,100 two-year institutions, nearly four times the number of junior college students and twice the number of colleges as in 1960.<sup>3</sup>

The examination of literature relating to the development of the junior college reveals three basic developmental

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<sup>1</sup>James W. Thornton, The Community Junior College (New York: John Wiley & Sons, Inc., 1960), p. 17.

<sup>2</sup>Leland L. Medsker and Dale Tillery, Breaking the Access Barriers (New York: McGraw-Hill Book Co., 1971), p. 13.

<sup>3</sup>Ibid., p. 10.

stages. Educational authorities refer to the first stage, from the 1850's to 1920, as the evolutionary period. The junior college movement began in America in the middle 1800's mostly as privately controlled two-year post secondary schools. These institutions were designed to serve select groups of youth of certain religious beliefs, providing them with the traditional lower division offerings.<sup>4</sup> Sack indicates that the first private two-year college was Monticello College, established in 1835; the second was Susquehanna University, established in 1858.<sup>5</sup> Colleges such as these were founded to provide a segment of post secondary education quite similar to the first two years of the traditional American college. Their continued expansion grew out of the desire of various religious denominations to provide education for their young people which emphasized the tenets of their particular faiths.<sup>6</sup>

Many educational leaders of the late 1800's began to speak of the new concept of post secondary education. The giants of this era who worked for the reformation of American higher education were William Rainey Harper, of the University of Chicago; Henry P. Tappan, of the University of Michigan;

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<sup>4</sup>Ibid., p. 13.

<sup>5</sup>Saul Sack, "The First Junior College," Junior College Journal, XXX (September, 1959), 13-15.

<sup>6</sup>Clyde E. Blocker, Robert H. Plummer, Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 25.

William W. Folwell, of the University of Illinois; Richard H. Jesse, of the University of Missouri; and Alexis F. Lange, of the University of California. These leaders envisioned an institution that could free the university from providing those first two years which, in their thinking, were not truly collegiate in their scope. Tappan stated that if these first two years were removed from the universities, they might become "purely universities."<sup>7</sup> In 1869, at his inauguration as president of the University of Minnesota, William W. Folwell stated: "How immense the gain . . . if youth could remain at the high school or academy, residing in his home, until he reached a point, say, somewhere near the end of his sophomore year, there to go over all of those studies which as a boy he ought to study under tutors and governors! Then let the boy, grown up to be a man, emigrate to the university, there to enter upon the work of a man . . ."<sup>8</sup>

Neither the ideas of Tappan nor Folwell were successful at their institutions, but some of their theories were put into practice through the efforts of William Rainey Harper in 1892. As president of the University of Chicago, Harper separated the first and last two years into the "Academic College" and the "University College." The terms

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<sup>7</sup>Henry P. Tappan, University Education (New York: G. P. Putnam's Sons, 1851), p. 44.

<sup>8</sup>W. W. Folwell, University Addresses (New York: H. W. Wilson Co., 1909), pp. 37-38.

"junior college" and "senior college" replaced the original terms in 1896. President Harper's drastic move influenced other institutions to do the same, a new departure which resulted in the founding of several junior colleges, beginning in Michigan, Indiana and Illinois. The school in Goshen, Indiana was short-lived, but Detroit Junior College continued to function and later became Wayne State University. Joliet Junior College, Joliet, Illinois, was founded in 1901, with the addition of two years to the high school program. Joliet is the oldest extant public junior college in America.

President Harper, in common with the other educational spokesmen of this period, viewed the junior college simply as a continuation of high school. Thus, the early colleges were originally extensions of secondary education. They were housed in high school buildings, with closely articulated curricula and shared faculty and administrative staffs.

By 1921, the number of junior colleges had grown to a total of 207. These included 70 public and 137 private institutions. Also in 1921, the enrollment in public colleges surpassed for the first time that in private institutions. A total of 16,000 students were enrolled, of whom 52 percent (8,349) were in public and 48 percent (7,682) were in private colleges. In 1922, the American Association of Junior Colleges was formed and provided the first definition of a junior college: "The junior college is an institution

offering two years of instruction of strictly collegiate grade." In 1925, the Association expanded its definition, stating:

The junior college is an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four year college, in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates.<sup>9</sup>

The second major period of development for the two-year college was between 1920 and 1945. During this period occupational programs were added to the curricula. The innovations which took place in education during the 1920's encouraged further development of the two-year colleges. The emergence of the concept of the comprehensive high school, the enactment of pertinent legislation (e.g., the Smith-Hughes Act described below) and later progress in vocational education provided the historical base for the broadening of the college curriculum. Furthermore, the acceptance of the principle of publicly supported secondary education for all stimulated new thinking about the needs of those students who could not or would not complete the conventional college

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<sup>9</sup>Walter Crosby Eells, American Junior Colleges, 1940 (Washington, D.C.: American Council on Education, 1940), p. 3.

preparatory program.<sup>10</sup> As more and more of this kind of high school graduate appeared, it became apparent that something other than the traditional college campus educational plan would have to be developed.

Several influences can be identified that have contributed significantly to occupational education in the junior college. Under the Smith-Hughes Act, state agencies for vocational education were set up and were especially influential in states where public junior colleges were considered part of the secondary system. Another influence came into being during the 1950's when automation required workers with higher levels of technical skills. The junior colleges were among the first to respond to these needs and organized classes to provide the necessary training.

Although some progress toward comprehensiveness in two-year colleges began about 1920, it took two significant events to provide the major expansion evident today. The great depression and World War II stimulated the need for comprehensive educational programs in junior colleges throughout America.

The third period of development began in 1945 and is still in the process of expansion. During this period the community college concept was introduced in colleges across the nation, originating in California. Prior to this time the

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<sup>10</sup>Blocker, Plummer and Richardson, p. 25.

two-year college had been basically a transfer-oriented institution. With the addition of terminal occupational and finally adult education and community services, the two-year college became a truly comprehensive community educational institution.

The drop in enrollment during World War II, together with the emphasis placed on training for defense work, stimulated colleges to offer courses involving community activities as a temporary measure. These community-oriented courses proved to be so valuable that the colleges elected not only to continue those offered at the end of the war, but to develop and plan more diversified community service programs for the future. These programs, along with the courses for college transfer and the vocational courses already instituted, provided impetus to the development of the community junior college.

Following World War II, the public junior college experienced phenomenal growth. Several factors were responsible. First, an expanding job market, particularly based on the broad area of industrial technology, required new training programs of varied intensity and scope. Second, the passage of Public Law 16, the Serviceman's Readjustment Act, popularly called the "G.I. Bill of Rights," heavily augmented the enrollments of existing colleges and universities. In the first post-war year of 1946, approximately one and one-half million students were enrolled in higher

education institutions. During that year, the community colleges grew quickly as they absorbed the enrollment spillover of the crowded four-year institutions. Junior college enrollment in 1946 was approximately ten percent of the total national enrollment in all colleges and universities.<sup>11</sup>

The community junior college was first defined in the Junior College Journal as early as 1930. In the Journal's first issue, Nicholas Ricciardi defined the community junior college: "A fully organized junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those who are not going beyond graduation from the junior college, vocational training for particular occupations usually designated as semi-professional vocations, and short courses for adults with special interests."<sup>12</sup>

Tyrus Hillway, noted scholar and junior college president, stated: ". . . three major currents have created the modern two-year junior and community colleges: (1) the nineteenth century efforts to reform American university education; (2) the extraordinary growth in the United States of the various types of adult and vocational education as our economy became increasingly industrialized; and (3) the continuing democratic tendency toward the extension and

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<sup>11</sup> Medsker and Tillery, p. 24.

<sup>12</sup> Byron S. Hollingshead, "The Community Junior College Program," Junior College Journal, VII (December, 1936), 111.



equalization of educational opportunity for all Americans."<sup>13</sup>

The President's Committee on Education Beyond the High School, commonly known as the "President's Commission on Higher Education," made a six-part study of education, which appeared in a formal report in December of 1947. The parts of the report are the following: Volume I, Establishing the Boards; Volume II, Equalizing and Expanding Individual Opportunity; Volume III, Organizing Higher Education; Volume IV, Staffing Higher Education; Volume V, Financing Higher Education; and Volume VI, Resource Data. Volumes II and III included significant recommendations for the future of two-year colleges based primarily on the assumption that equal opportunity for higher education must be provided for all Americans.

Equal opportunity for higher education implies equal access to higher education. The need to provide equal access to higher education focused the need for new curricula and new services in institutions of higher education. The future of the two-year college was influenced by the following justifications and recommendations from Volume III of the President's Committee on Higher Education:

The two-year college--that is, the thirteenth and fourteenth years of our educational system--is about as widely needed today as the four-year high school was a few decades ago. Such a college must fit into the community life as the high school has done.

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<sup>13</sup>Tyrus Hillway, The American Two-Year College (New York: Harper & Row, 1958), p. 33.

Hence the President's Commission suggests the name "community college" to be applied to the institution designed to serve chiefly local community education needs. It may have various forms of organization and may have curricula of various lengths. Its dominant feature is its intimate relation to the life of the community it serves.<sup>14</sup>

The recommendations and definitions of the President's Committee on Education Beyond the High School concerning the American two-year college were widely accepted by junior college governing boards and administrators as reflected by the large number of collegiate institutions, previously called "junior colleges," which quickly adopted the new title, "community college." Thus profiting from the influence of the "President's Commission," the community junior college was ready to realize its broader scope of potential service to the American people. Although the full impact of its establishment was not to be felt until the decade of the sixties, by 1947 the community junior college had begun its growth and would continue to flourish.

Probably the most significant landmark in the history of community colleges came from California's adoption in 1960 of the California Master Plan for Higher Education. The Plan stipulated that California higher education would be divided into three distinct layers--the University of California, the State colleges, and the Public Junior Colleges.

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<sup>14</sup>President's Committee on Education Beyond the High School, Third Report to the President (Washington, D.C.: Government Printing Office, 1957), taken from Tyrus Hillway, The American Two-Year College (New York: Harper & Row, 1958), pp. 2-3.

The plan provided that the university was (1) to maintain high admission standards, selecting first-time freshmen from the top one-eighth of all graduates of California public high schools and from graduates with equivalent records at private and out-of-state secondary schools and (2) to give relatively greater emphasis to upper-division and graduate work than to lower-division instruction. The state colleges were to select their first-time freshmen (1) from the top one-third of all graduates of California public high schools and (2) from graduates of private and out-of-state secondary schools at equivalent levels. There was no specific recommendation in the master plan with respect to the admissions policies of community colleges, but the California education code requires community colleges, assuming residence requirements are met, to accept "any high school graduate and any other person over eighteen years of age . . . capable of profiting from the instruction offered." Of major importance is that the master plan made community colleges, for the first time, an official segment of California's higher education. The California Master Plan was studied throughout the country, and during the 1960's many states adopted similar plans and objectives.<sup>15</sup>

The decade of the sixties showed growth in the two-year colleges unparalleled by any other area of higher

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<sup>15</sup>The Carnegie Commission on Higher Education, The Open-Door Colleges: Policies for Community Colleges (McGraw-Hill Book Co., 1970), pp. 10-11.

education. In 1960, the Committee on National Goals anticipated this expansion and predicted that in the near future the two-year college would enroll more than fifty percent of all students entering college for the first time. In 1964, the Educational Policies Commission of the National Education Association maintained that any high school graduate must be allowed to take two years of post secondary education if the nation's goal of universal educational opportunity were to be realized.<sup>16</sup>

During the last quarter of a century American junior colleges have demonstrated their acceptance of the challenge of educational opportunity for all. The junior colleges have attempted to provide education for the first-generation college students, the minority groups, the financially handicapped, the students seeking two years or less of vocational training or retraining, and for America's older citizens who want to use their time constructively and creatively, to name only some of the target groups of higher education.<sup>17</sup> But the challenge continues; projections are for a steady rise in the enrollment of undergraduates in two-year institutions of higher education. By 1980 it is expected that approximately 4,000,000 students will be attending two-year

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<sup>16</sup> Medsker and Tillery, p. 16.

<sup>17</sup> Edmund J. Gleazer, Jr., Project Focus: A Forecast Study of Community Colleges (New York: McGraw-Hill Book Co., 1973), p. 229.

colleges.<sup>18</sup> Thus the future of the junior college appears to be as challenging as has been the history of the fastest growing educational institution in America.

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<sup>18</sup> Medsker and Tillery, p. 13.

## CHAPTER II

### OKLAHOMA JUNIOR COLLEGES

1881-1939

Oklahoma institutions which became junior colleges were founded as early as 1881 with the chartering of the "Indian University," a name which was changed to Bacone College in 1910. Of the three kinds of junior colleges, independent, municipal, and state supported, Bacone College is representative of the independent colleges in that it is not funded by public sources. Like most independent colleges, Bacone chartered as a private and church related institution, operating for Indians under the auspices of the American Baptist Home Mission Society.<sup>1</sup>

The first state supported junior colleges were dependent on funds from the state, usually served a fairly well-defined region, and were designed for special types of schooling. The early municipal junior colleges were financed and operated by public school districts, usually in shared high school facilities. The University Preparatory School

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<sup>1</sup>Oklahoma State Regents for Higher Education, A System of Higher Education for Oklahoma, The Report of The State Coordinating Board (Oklahoma City: Oklahoma State Regents, 1942), p. 62.

at Tonkawa, created in 1901 by legislative action, is the oldest state supported institution which was to become a junior college,<sup>2</sup> and Muskogee Junior College, founded in 1920, is the oldest municipal junior college in the state.<sup>3</sup>

### State Supported Junior Colleges

Of the three kinds of institutions, the municipal colleges have been the most numerous; thirty-five municipal colleges were established between 1920 and 1939. However, the state supported institutions have been the most permanent and steady in growth.<sup>4</sup> Designed primarily to supplement inadequate high school opportunities in many parts of the state, six schools were established in 1908 at Warner (Connors State Agricultural College), Tishomingo (Murray State School of Agriculture), Lawton (Cameron State Agricultural College), Helena (Connell), Broken Arrow (Haskell), and Goodwell (Panhandle Agricultural Institute). The schools at Helena and Broken Arrow were permanently discontinued in 1917 before offering any junior college courses. Also in 1908 the Oklahoma School of Mines and Metallurgy was established at Wilburton. The University Preparatory School at Claremore was created in 1909 with the same functions as the University Preparatory School at Tonkawa, created in 1901.

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<sup>2</sup>Ibid., p. 70.

<sup>3</sup>Frank A. Balyeat, "Junior Colleges in Oklahoma," Chronicles of Oklahoma, XXVI (Spring, 1948), 56.

<sup>4</sup>Ibid., pp. 56-57.

The last state institution destined to become a junior college prior to the late 1960's was the Miami School of Mines (Miami) founded in 1919.<sup>5</sup> Thus by 1919 the state of Oklahoma had functioning eight state supported institutions of higher learning that were to become junior colleges; today six are extant and two are four year universities. The accompanying chart shown as Appendix A illustrates the development of each of the state supported junior colleges, showing the year established and years in operation from 1908 to 1940.

Although established as agricultural-feeder, high-school level feeder, or mining and metallurgy schools, their functions became those of two-year liberal arts colleges. The University Preparatory School (Tonkawa) was the first of these to be accredited as a junior college in 1920. Panhandle Agricultural Institute was granted by legislative action junior college status in 1921 and senior college status in 1926. The University Preparatory School at Claremore (designated Oklahoma Military Academy in 1919) added junior college work in 1923, as did Murray State School of Agriculture and the Miami School of Mines in 1924 and Cameron State Agricultural College, Connors State Agricultural College, and the Oklahoma School of Mines and Metallurgy in 1927.

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<sup>5</sup>State Regents, pp. 70-74.



Municipal Junior Colleges

Municipal Junior Colleges represent a significant part of Oklahoma higher learning and the most numerous of a single kind of college. Called "municipal" colleges because of their identification with a particular city, they were in reality the creation of public school districts. Frank A. Balyeat, Oklahoma educator and historian, notes: "Their rise has sometimes been due to prevailing conditions, economic or other and in part to the ambition or energy of a dean, superintendent, board of education, or chamber of commerce."<sup>6</sup>

These colleges were created primarily so that local residents could have easy access to inexpensive educational institutions. Authorities repeatedly have cited growth in numbers of municipal colleges coinciding with periods of economic depression. Increased numbers of Oklahoma's colleges reflect national trends in the 1920's and 1930's. The state Superintendent of Public Instruction noted this related economic trend in 1936:

It is interesting to note that the period of greatest increases in number of, and enrollments in, public municipal colleges coincides with the worst years of the depression. Promoters of junior college programs have used the argument that the establishment and development of a local junior college would assist many high school graduates in continuing their education one or two years. This was really an economy argument, based on the assumption that the depression had made it difficult if not impossible for many young people to attend college away from home. The real test of the permanency of the public municipal junior colleges in Oklahoma, except in the

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<sup>6</sup>Balyeat, p. 56.

more favorable centers, will come as economic conditions improve, making it easier for parents to send their sons and daughters away to four-year institutions of higher learning.<sup>7</sup>

The purposes of the municipal colleges prior to World War II were generally threefold: (1) to provide preparatory programs in the liberal arts for students wishing to transfer to senior colleges, (2) to provide terminal programs as two years' extension of the traditional high school programs, and (3) to provide vocational training as needed by the local cities or communities. Reports of the State Board of Education show that the chief function of the district junior college was to provide students with the educational background necessary for successful transfer to senior colleges and professional schools, as illustrated in part by the fact that approximately 70 percent of the college graduates transferred to higher education institutions.<sup>8</sup>

Oklahoma's first municipal junior college was established in 1920 as Muskogee Junior College, but between 1920 and 1939, thirty-five cities extended their high schools and established junior colleges. Most of these have had small enrollments and their existence frequently has been short-

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<sup>7</sup>Oklahoma, State Superintendent of Public Instruction, Sixteenth Biennial Report, together with the Thirteenth Report of the State Board of Education (Oklahoma City, 1936), pp. 77-78.

<sup>8</sup>Oklahoma, State Superintendent of Public Instruction, Seventeenth Biennial Report, together with the Fourteenth Report of the State Board of Education (Oklahoma City, 1938), p. 68.

lived primarily because of the population of the city and the proximity of state or private church colleges. Following Muskogee were Frederick and McAlester in 1922 and Hobart and Lawton in 1923. Appendix B illustrates the development of the municipal colleges, showing the year established and the years in operation from 1880 to 1940. It is significant that establishment of the colleges continued at a rate of approximately two each year prior to the second World War.

Municipal colleges that maintained uninterrupted service for ten or more consecutive years include in chronological order of their establishment Muskogee (1920), Altus (1925), Okmulgee (1926), Bartlesville (1927), Seminole (1931), Woodward (1932), Poteau (1935), El Reno (1938), Oklahoma City (Capitol Hill) (1938). A total of nineteen municipal colleges were operational in the academic year of 1938-39, the highest number of any given year.

Until 1939 there was no legal sanction of these public district colleges even though they operated in high school buildings and shared secondary school staff. In that year the Seventeenth Legislature passed the "Junior College Bill" permitting the local school districts to use the buildings and equipment to serve students beyond the high school level, although they in fact had been doing so for nearly two decades.<sup>9</sup>

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<sup>9</sup>Balyeat, pp. 56-59.

The "Junior College Bill" also authorized a tuition charge, but it did not permit the local school district to levy taxes over and above that previously authorized for grades one through twelve. Thus any local tax funds for support of a municipal junior college had to be diverted from the "common" school budget. Few Oklahoma school districts were financially able to provide the optimum program for their elementary and secondary students and concurrently operate a quality junior college. For these reasons, no new municipal junior colleges were added after 1939, although some institutions were to close and reopen during years of rapidly increasing or decreasing enrollments.

#### Private Junior Colleges

A sharp contrast to the municipal colleges, many of which open, closed, and reopened, are the private colleges which provided uninterrupted service as illustrated in Appendix C. Between 1880 and 1940 four private institutions, all church related, were established in Oklahoma to operate as junior colleges: Bacone College at Muskogee (Baptist, 1881);<sup>10</sup> Bethany-Peniel College at Bethany (Nazarene, 1909); St. Gregory's College at Shawnee (Catholic, 1913); and Monte Cassino at Tulsa (Catholic, 1926). Although several church-related institutions established as four-year colleges were discontinued during this time, these four, representing three

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<sup>10</sup>State Regents, p. 62.

religious denominations, provided continuous service of religious-based junior college education to a limited number of students. All of the colleges except Monte Cassino College also offered courses below college level. Bethany-Peniel began awarding the baccalaureate degree in 1925 and later became Bethany Nazarene College. Bethany-Peniel and St. Gregory's College were established and operated partially as a result of the merging of other religious educational institutions of the same denomination. Monte Cassino College was a "college for young women," and Bacone College was established to provide education for Indians."<sup>11</sup>

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<sup>11</sup>Wallace Brewer, "History of Advanced Church Education in Oklahoma" (unpublished Ed.D. dissertation, University of Oklahoma, 1945), parts I and II.

### CHAPTER III

#### DEVELOPMENT OF AN OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

Oklahoma educational institutions developed without any plan for a coordinated system of higher education, although the need for such a plan was recognized as early as 1911. Governor Lee Cruce appealed to the legislature to establish a Board of Education which could coordinate educational institutions in the state and improve the existing status of six eleemosynary institutions and nineteen educational institutions being governed by fourteen different boards. A state Board of Education which superceded boards for higher education, except the State Board of Agriculture, was thus created.<sup>1</sup>

In 1919 all higher educational institutions, except the State Normal Schools, requested and were granted separate governing boards. A number of studies recommended various types of boards of control to govern the state's institutions for the ten years between 1919 and 1929. Notable among these

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<sup>1</sup>Oklahoma State Regents for Higher Education, A System of Higher Education for Oklahoma, The Report of the State Coordinating Board (Oklahoma City: Oklahoma State Regents, 1942), pp. 86-88.

are those of the Oklahoma Educational Survey Commission (1922), the Institute for Government Research of Brookings Institution of Washington, D.C., reporting on the "Survey of Organization and Administration of Oklahoma" (1934-35), and the doctoral dissertation (1926) of Henry G. Bennett, then President of Southeastern Teachers College.<sup>2</sup>

Governor William J. Holloway recommended a Coordination Board be established; a law to that effect passed in July of 1929. The bill, however, proved ineffective, and no significant changes were made. Four years later under the leadership of Governor William H. Murray a new Coordinating Board law was approved on April 21, 1933. In the ensuing years, problems concerning confused legal status, lack of funds, and changing political leaders caused the board to be all but nonfunctional. The Board in fact ceased to exist during Governor Marland's term of office from 1935 to 1939. The Governor apparently felt little, if any, political pressure to appoint the Board Members, and he may have also been influenced by the report of the Brookings Institute which recommended that the Board be abolished.<sup>3</sup>

Governor Leon C. Phillips appointed new members to the Oklahoma State Coordinating Board in 1939; the Board then wrote a report which lead to the establishment of the

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<sup>2</sup>Ibid., pp. 94-100.

<sup>3</sup>Ibid., p. 109.

Oklahoma State Regents for Higher Education. This report called for legislation which stated that "All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a system to be known as 'The Oklahoma State System of Higher Education.'" The major recommendations were that control be vested in a single Board of Regents with a Chancellor of Higher Education as its chief administrative officer; that the biennial budget request for higher education be presented by the Board in consolidated form; and that private and denominational institutions become affiliated with the State System under regulations set forth by the State Board of Regents.<sup>4</sup>

Governor Phillips received the full report and recommendations from the Oklahoma State Coordinating Board late in 1940. Following discussions with the legislative leaders and presidents of institutions, there was general agreement that "some type of agency which could formulate and carry out a long range plan for higher education in Oklahoma" was very much needed. Furthermore the recommendation that this agency's powers should be derived from the constitution was accepted. Thus the following amendment to the constitution was submitted to the people and passed at a special election on March 11, 1941.

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<sup>4</sup>Ibid., p. 115.



Section 1. All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as the "Oklahoma State System of Higher Education."

Section 2. There is hereby established the Oklahoma State Regents for Higher Education, consisting of nine (9) members, whose qualifications may be prescribed by law. The Board shall consist of nine (9) members appointed by the Governor, confirmed by the Senate and who shall be removable only for cause, as provided by law for the removal of officers not subject to impeachment. Upon the taking effect of this Article, the Governor shall appoint the said Regents for terms of office as follows: one for a term of one year, one for a term of two years, one for a term of three years, one for a term of four years, one for a term of five years, one for a term of six years, one for a term of seven years, one for a term of eight years, and one for a term of nine years. Any appointment to fill a vacancy shall be for the balance of the term only. Except as above designated, the term of office of said Regents shall be nine years or until their successors are appointed and qualified.

The Regents shall constitute a coordinating board of control for all State institutions described in Section 1 hereof, with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution; and (5) it shall have the power to recommend to the legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the legislature.

Section 3. The appropriations made by the Legislature for all such institutions shall be made in consolidated form without reference to any particular institution, and the Board of Regents herein created shall allocate to each institution according to its needs and functions.

Section 4. Private, denominational, and other institutions of higher learning may become coordinated within

the State System of Higher Education under regulations set forth by the Oklahoma State Regents for Higher Education.<sup>5</sup>

The vitalizing act--House Bill No. 419--which was passed by the 18th Legislature and approved by the Governor on May 8, 1941<sup>6</sup> is entered as Appendix D.

Although the Report of the Oklahoma State Coordinating Board was followed rather closely in most instances, it is significant that junior colleges were treated quite differently from the way the report suggested. In a section entitled "The Junior Colleges" was the suggestion that direct changes be made in state policy in regard to junior colleges. The Report noted that without junior colleges "a number of young people now enrolled would not be able to attend college--equally true that local communities are benefited by their presence." The Report cited the fact that at that time Oklahoma was supporting by direct legislative appropriations seven junior colleges all of which were originally established as preparatory toward two years of traditional college work. It also noted that the greatest period of growth of the junior colleges had been during the previous ten years, the time of the great depression, and that nineteen district junior colleges existed with the probability of increased numbers in the next few years. Also noted was the fact that

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<sup>5</sup>Ibid., pp. 135-136.

<sup>6</sup>Oklahoma State Regents for Higher Education, First Biennial Report, Period Ending June 30, 1942, pp. 4-5.

professional opinion differed on whether junior college work should complete, and thus be the capstone of the secondary school system, or be the beginning of higher education. For these reasons the Report raised the question of whether the state was "justified in maintaining junior colleges of the traditional type in certain communities," while others had to support their own. A forerunner of action of what was to happen nearly thirty years later was the statement that "the State Regents might well consider the advisability of turning over to subdivisions of the State government the physical properties of the separate junior colleges, and of recommending to the legislature a unit of subsidy for junior colleges operated by local communities as a part of their secondary system."<sup>7</sup>

The Report went on to detail (1) the population needed in high schools in a county (1,200) in order to receive state subsidy for a junior college and (2) the county population (15,000) needed to support and justify the organization of a junior college and (3) the average enrollment (150 students over a five year period) required to prevent eliminating or combining the junior college district. According to the Report, to insure careful testing of the need for a junior college and to prevent argument for continuance when no longer needed, the state should not furnish or equip any

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<sup>7</sup>State Regents, System of Higher Education, pp. 128-129.

junior college, but state subsidy should be made to the school district or junior college district concerned if the requirements outlined were met. In the final analysis, however, these recommendations were apparently ignored until the decade of the 1960's when all but five of the thirty-five municipal junior colleges established by 1940 had discontinued their services.

The Administrative Organization for a Consolidated System of Higher Education in Oklahoma is entered as Appendix E. Table 1, presented below, reveals the objectives and activities of The Oklahoma State Regents for Higher Education. The administrative organization presented and the objectives and activities outlined became operational March 11, 1941 and appeared in 1942 in "The Report of the State Coordinating Board" which included "A Supplemental Statement concerning the Activities of the State Regents for Higher Education." The information presented in Appendixes D and E and Table 1 reveals the responsibilities of the Coordinating Board of Control in 1941 and provides material for an analysis of The Oklahoma State System of Higher Education and the duties of the Oklahoma State Regents for Higher Education in the 1970's, included in Chapter VI of this dissertation.

TABLE 1

## THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Function: The Coordination of Higher Education in Oklahoma

Objectives	Activities
1. To Establish Procedures by Which They Can Operate Effectively and Perform Their Legal Responsibilities.	<ol style="list-style-type: none"> <li>1. Development of a set of by-laws governing their own actions.</li> <li>2. Employment of an Administrative Officer, and defining his responsibilities and authority.</li> <li>3. Employment of other professional and clerical assistants.</li> <li>4. Adoption of an internal budget; approval of expenditures.</li> <li>5. Making such reports to the Governor, the legislature and the people as are required by law.</li> </ol>
2. To Develop and Carry Out a Consistent State Policy for Higher Education.	<p>It is not contemplated that this State policy will ever be expressed in a single formal document; rather that it will evolve in terms of legislative enactments, decisions of the Board with respect to broad issues as they arise, and actions growing out of the findings of surveys and studies developed by the staff.</p>

TABLE 1--Continued

Objectives	Activities
3. To Eliminate Needless Duplication of Effort Within the State System of Higher Education.	<ol style="list-style-type: none"> <li>1. The gathering and interpretation of such data as will form the basis for intelligent decisions in this area.               <ol style="list-style-type: none"> <li>a. A basic and continuing body of information which will be collected periodically from constituent institutions.</li> <li>b. Special studies that may be required from time to time.</li> </ol> </li> <li>2. Requesting changes in the activities of one or more institutions when there is found to be needless duplication of effort.</li> <li>3. The promotion of cooperative arrangements between or among constituent institutions.</li> </ol>
4. To Remove any Inadequacies in the Present Provisions for Higher Education in Oklahoma.	<ol style="list-style-type: none"> <li>1. The gathering of data that will show where these inadequacies exist.</li> <li>2. The assignment to one or more institutions of new activities as the need arises.</li> <li>3. The promotion of cooperative activities between or among institutions as the need for them arises.</li> </ol>

TABLE 1--Continued

Objectives	Activities
5. To Discover Budgetary Needs of the Constituent Institutions, and to Allocate the Available Funds in Such Manner as to Develop the Best Program of Higher Education in the State.	<ol style="list-style-type: none"> <li>1. Development of uniform financial accounting in each institution.               <ol style="list-style-type: none"> <li>a. Preparation of forms for institutional budgets.</li> <li>b. Development of uniform accounting classification, forms and documents.</li> <li>c. Preparation of forms for financial statements based upon budget classification and related to budget estimates.</li> </ol> </li> <li>2. Preparation of consolidated budget for submission to legislature.               <ol style="list-style-type: none"> <li>a. Forms to be used.</li> <li>b. Consideration of institutional requests.</li> <li>c. Submission of consolidated budget to the legislature.</li> </ol> </li> <li>3. Allocation of funds to individual institutions based upon institutional need and funds available.</li> </ol>
6. To Engage in Cooperative Activities With Outside Agencies Which Will Aid in the Development of An Effective Program of Higher Education.	<ol style="list-style-type: none"> <li>1. Cooperation with Federal Agencies.               <ol style="list-style-type: none"> <li>a. Office of Education.</li> <li>b. National Youth Administration.</li> <li>c. Other Agencies.</li> </ol> </li> <li>2. Cooperation with State agencies.               <ol style="list-style-type: none"> <li>a. State Department of Public Instruction</li> <li>b. Other State agencies.</li> </ol> </li> <li>3. Cooperation with private agencies.               <ol style="list-style-type: none"> <li>a. Endowed foundations.</li> <li>b. Private and denominational institutions.</li> <li>c. Other agencies.</li> </ol> </li> </ol>

## CHAPTER IV

### OKLAHOMA JUNIOR COLLEGES

1940-1950

Following the establishment of the Oklahoma State System of Higher Education, many changes were to come, but some characteristics of Oklahoma junior colleges remained fairly constant. Significant adjustments, necessitated by the great depression and World War II, were made by all phases of the American society and by all types of higher education institutions. However, Oklahoma's state supported junior colleges were destined to have a secure future with the assurance of continued financial support. Quite to the contrary, municipal and independent colleges would be forced to fight a never-ending battle in order to maintain a solid financial base and to assure their continued existence.

During the war years, all-out efforts were made by institutions of higher education to meet the needs and demands of the federal government and the nation. Enrollments decreased during wartime and college personnel and traditional curricula became outmoded. Across the nation institutions of higher education changed their goals to accommodate to the circumstances of national emergency. At



the close of the war, however, tremendously increased enrollments faced colleges and universities.

### State Supported Junior Colleges

There were seven Oklahoma junior colleges supported by direct legislative appropriations in 1939-40, all of which continued to provide uninterrupted higher educational services throughout the war years. The State Regents, however, had to respond to questions concerning the number of state supported institutions and the feasibility of discontinuing some of them. The following reasons for and expectations of continuing all state supported institutions were noted in 1944 by the Oklahoma State Regents in their Second Biennial Report:

These institutions belong to the people. As long as the Legislature, representing the people, continues to provide for each institution by name in special resolutions and appropriations, the Regents must assume that the State desires the continued maintenance of each of our institutions of learning.

The junior college is primarily an area school. The four year college is both State wide and local, in the nature of the clientele served. While some states are considering additions to the number of their state supported colleges, Oklahoma has already endeavored to provide needed educational services for the youth of the State. The chief problem is to keep abreast with the changing educational needs and demands for vocational and occupational training best suited to the area served by each institution.<sup>1</sup>

Thus all state supported junior colleges continued operation even during World War II. Two years later, the

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<sup>1</sup>Oklahoma State Regents for Higher Education, Second Biennial Report, Period Ending June 30, 1944, p. 36.

need for them was no longer questioned as enrollments in Oklahoma institutions of higher education more than doubled from 1944 to 1946.

Enrollments nearly doubled again the following year and continued to increase up to 1950. The close of the War brought many veterans to college campuses, especially at state supported institutions as municipal and private colleges were not able to expand facilities to meet the sudden demands. The following table from the State Regents' Sixth Biennial Report illustrates the rapid rise in enrollments in the postwar 1940's, showing enrollments in state supported junior colleges rising from 1,110 students in 1944-45 to 3,898 in 1947-48.

The influx of new students brought demands for new curricula as an expanding job market, particularly based in the broad area of industrial technology, required new training programs of varied intensity and scope. The junior colleges were the institutions best able to meet many of these demands, often because of their flexibility to meet educational needs other than those thought of as strictly academic in nature. The Serviceman's Readjustment Act commonly known as the "G.I. Bill of Rights" permitted vast numbers of veterans the opportunity for higher education. During the first post-war year, 1946, two-year colleges grew rapidly as they absorbed the enrollment spillover from the suddenly crowded four-year institutions. Junior college

TABLE 2

SUMMARY OF RESIDENT ENROLLMENT  
First and Second Semesters, Excluding Duplicates  
Regular Sessions 1942-43 to 1950-51

Institution	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51
Cameron State Agri. Col.	398	418	258	397	905	941	793	807	639
Connors State Agri. Col.	138	60	112	122	358	409	294	405	353
Eastern Okla. A. & M. Col.	168	134	88	217	409	465	439	408	373
Murray State Sch. of Agri.	166	113	116	293	440	442	399	408	340
Northeastern Okla. A. & M.	145	149	233	360	735	950	753	912	867
Northern Okla. Jr. College	179	100	118	247	595	517	399	378	326
Okla. Military Academy	296	260	185	260	158	174	224	269	293
Total	1,490	1,234	1,110	1,896	3,600	3,898	3,301	3,587	3,191

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Oklahoma State Regents for Higher Education, Sixth Biennial Report, Period  
Ending June 30, 1952, p. 86.

enrollment in that year comprised approximately 10 percent of the total national higher education enrollments of one and one-half million students.<sup>2</sup> Appendix F illustrates the continuous service provided by Oklahoma's seven state supported junior colleges from 1940 to 1950.

### Municipal Junior Colleges

The Oklahoma State Regents for Higher Education listed nineteen municipal colleges in 1939, but World War II took heavy toll of these locally supported institutions. By 1944 only nine such colleges were listed in the Regents' reports: Altus, El Reno, Kiowa County, (Hobart), Muskogee, Oklahoma City, Okmulgee, Poteau, Seminole, and Woodward.<sup>3</sup> Eager to meet the needs of local students, numbers of these colleges reopened rapidly. By 1946 seven additional colleges were added to Regents' reports: Bartlesville, Bristow, Carnegie, Mangum, Sayre, Wetumka, and Wewoka. The college at Oklahoma City, however, was closed by that year, making a total of fifteen operational.<sup>4</sup> Appendix G illustrates the years of service provided by Oklahoma's municipal junior colleges from 1940 to 1950.

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<sup>2</sup>Leland L. Medsker and Dale Tillery, Breaking the Access Barriers (New York: McGraw-Hill, 1971), p. 24.

<sup>3</sup>State Regents, Second Biennial Report, p. 13.

<sup>4</sup>Oklahoma State Regents for Higher Education, Third Biennial Report, Period Ending June 30, 1946, p. 11.

A State Committee on Accreditation of Municipal Junior Colleges was selected pursuant to Section 889, Title 70, O.S. 1941 under the direction of the State Board of Education and the State Regents. This Accreditation Committee supervised the accreditation of the colleges, visited the schools and kept records of courses offered, equipment, and faculty qualifications.<sup>5</sup>

Standards and policies of these schools were addressed in the Third Biennial Report of the State Regents, 1946, the year most institutions felt the greatest pressures of rapidly expanding enrollments. The Report encouraged enrollments in the local colleges but stressed that their emphasis be on the services "rendered as community institutes, rather than on purely college preparatory curricula."<sup>6</sup>

The following Regents' Biennial Report included a section on "1948 Standards and Policies for Oklahoma Independent and Municipal Junior Colleges." This set of Standards and Policies recognized a number of the comprehensive community college concepts which began to appear in the late 1940's: varied curricular offerings, including special adult education courses. According to the report, the curricula should be organized and administered to achieve the philosophy and objectives of the junior college. Also, the standards

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<sup>5</sup>Ibid., p. 39.

<sup>6</sup>Ibid.

required for the purpose of preparing for senior college must be maintained, but the terminal, vocational, and general education functions of the junior college should not be overlooked or neglected.

The Regents' Report stipulates that Special Adult Education courses could be provided through the junior college for the community. Such afternoon or evening classes, however, were not to be allowed to interfere with the credit course work of the junior college. Those enrolling in such courses were to clearly understand that this work would probably not be accepted for advanced college standing.<sup>7</sup> Noteworthy also from the report are the following suggested policies on establishment and accreditation:

Junior college work should be offered only where there is positive need for it. In determining need, the nearness or availability of established colleges should be taken into consideration. . . .

No junior college work should be offered with fewer than 25 regularly enrolled students for the one-year program or 40 for the two-year program. This is a bare minimum and usually not adequate for successful junior college work. No class section should be too small or too large for effective learning. . . .

Each junior college will be visited and inspected regularly by members of the State Committee for Accreditation of Independent and Municipal Junior Colleges and one or more members of the faculty of a State senior college conveniently located.<sup>8</sup>

The Standards and Policies were again revised in 1950, this time to reflect more rigid attendance requirements:

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<sup>7</sup> Oklahoma State Regents for Higher Education, Fourth Biennial Report, Period Ending June 30, 1948, p. 75.

<sup>8</sup> Ibid., p. 76.

The attendance area for schools offering Grades 13 and 14 shall have during the preceding year a minimum enrollment of students in Grades 9-12 of one thousand, and a minimum of two hundred high school graduates.

Grades 13 and 14 shall not be included in the public program in cities or areas which are now served by state junior colleges or other state colleges offering training which meets the needs of the youth in the area.

To continue to offer Grades 13 and 14 a school must maintain a minimum enrollment in these grades of one hundred students and must employ a minimum of five full-time teachers or equivalent.<sup>9</sup>

Although vocational education was stressed to the extent of prescribing a minimum offering of 24 hours, the importance of general education was beginning to be realized.

A program of general education should be included in the curriculum of the 13th and 14th grades. The program of general education should be interwoven into the curriculum of both the vocational education and the Arts and Science division of the 13th and 14th grades.

These general education courses should include instruction in citizenship, personal and community health, the humanities, etc. It is now recommended that a broad program of general education be required of all students so that there will be a greater common knowledge and understanding between all of our people.<sup>10</sup>

Ten municipal colleges survived the decade of the 1940's and appeared in the State Regents Fifth Biennial Report: Altus, Bartlesville, Bristow, Carnegie, El Reno, Kiowa (Hobart), Muskogee, Poteau, Sayre, and Seminole.<sup>11</sup> Two years later, the number was reduced to six,<sup>12</sup> but five

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<sup>9</sup> Oklahoma State Regents for Higher Education, Fifth Biennial Report, Period Ending June 30, 1950, p. 93.

<sup>10</sup> Ibid., p. 94.

<sup>11</sup> Ibid., p. 8.

<sup>12</sup> State Regents, Sixth Biennial Report, p. 9.

of these were destined to live and even prosper for many years to come.

### Private Junior Colleges

Three private church-related junior colleges were operational in Oklahoma in 1940: Bacone College, St. Gregory's College, and Monte Cassino College. During the decade of the 1940's, Bacone College continued to provide a program of liberal arts junior college education, with a substantial percentage of its student body being American Indian youth. The college continued to be supported primarily by the American Baptist constituency. As a private Catholic institution conducted by the Benedictine Fathers of Saint Gregory's Abbey, St. Gregory's College continued to offer a two-year program of arts and sciences as well as a secondary school program.<sup>13</sup> Monte Cassino College discontinued its programs after the 1946 school year.

A new institution, Apostolic College, was included in the listing of private and independent institutions in the Regents' Biennial Report for the year ending June 30, 1946,<sup>14</sup> but no previous or later information was available; therefore the institution is not otherwise included in this dissertation. The significant private junior college established

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<sup>13</sup>Oklahoma State Regents for Higher Education, Goals for Oklahoma Higher Education: Self-Study of Higher Education in Oklahoma--Report 8 (Oklahoma City, 1966), pp. 12-13.

<sup>14</sup>State Regents, Sixth Biennial Report, p. 11.



between 1940 and 1950 was Southwestern College of Oklahoma City which conducted its first classes in the fall of 1946. The institution was founded and operated under the auspices of the Pentecostal Holiness Church. Located in the metropolitan Oklahoma City area, "Oklahoma City Southwestern Junior College," accompanied by a separately organized school of theology, was later to become the largest private junior college in the state of Oklahoma.<sup>15</sup> Appendix H illustrates the years of operation of the private junior colleges in Oklahoma from 1940 to 1950.

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<sup>15</sup>State Regents, Goals for Oklahoma Higher Education, p. 13.

## CHAPTER V

### OKLAHOMA JUNIOR COLLEGES

1950-1967

Ironical as it seems, the period from 1950 to 1967 was a stable time for the junior colleges of Oklahoma, although undoubtedly they felt the influence of the national events. The "G.I. Bill" for Korean veterans in 1952, the 1954 U.S. Supreme Court desegregation ruling, Sputnik, the National Defense Education Act of 1958, student revolt, and war in Viet Nam were among many national and international events affecting the American society and higher education. However, for the junior colleges, the years were ones of consistent growth and modest prosperity.

Enrollment in Oklahoma's colleges grew rapidly and steadily from 1950 to 1967. Nationally, higher education enrollments doubled the decade between 1954 and 1964 rising from 2.5 million to 5.0 million, and the projection in 1965 was for another doubling of enrollments to 10 million by 1975.<sup>1</sup> Despite this enrollment increase, no new state

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<sup>1</sup>Oklahoma State Regents for Higher Education, Higher Education Opportunity and Needs in Oklahoma, Self Study and Higher Education in Oklahoma--Report 7 (Oklahoma City, 1965), p. 1.

supported or municipal colleges were established in Oklahoma during this period. Two private junior colleges were founded, both at Bartlesville: Central Christian College (1950), later becoming Oklahoma Christian College, and Central Pilgrim's College (1960), later becoming Bartlesville Wesleyan College.

The functions of two-year colleges also remained flexible enough to meet the needs of the students even as student needs and demands expanded in the 1960's. The State Regents reported in 1960 that the primary function of junior colleges was not to solve enrollment problems for the senior colleges, but to endeavor to show the individual student where his potentials are. The report listed the primary functions of junior colleges as follows:

1. To offer the best pre-professional training possible.
2. To provide the best technical instruction, and general education courses, for the student who wants only two years training.
3. To provide a good general education course for the girl who plans to marry after two years of college work.<sup>2</sup>

By 1965, Oklahoma junior colleges, municipal, private, and state supported, were recognized as being more comprehensive as indicated by the following expanded basic functions of two-year colleges outlined by the Oklahoma State Regents for Higher Education:

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<sup>2</sup>Oklahoma State Regents for Higher Education, Tenth Biennial Report, Period Ending June 30, 1960, p. 93.

1. Shared responsibility with senior colleges and universities for remedial education for students whose high school preparation has not qualified them for college-level work.
2. Shared responsibility with senior colleges and universities for the first two years of college work leading to a baccalaureate degree.
3. Shared responsibility for on-campus adult education.
4. Primary responsibility for vocational-technical education requiring two years or less of post-high school education.
5. Primary responsibility for undergraduate general education leading to an associate degree.<sup>3</sup>

#### State Supported Junior Colleges

The number of state supported junior colleges remained at seven until September, 1966, when the Oklahoma State Regents approved the change of legal status of Cameron State Agricultural College to a four-year college, later to become Cameron State College. Appendix I illustrates the uninterrupted years of service provided by the state supported junior colleges. The functions of these institutions broadened as student need dictated, but college/university transfer remained the primary function. Enrollments increased rapidly, nearly tripling from 1950 to 1967, as Tables 3 and 4 reveal.

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<sup>3</sup>Oklahoma State Regents for Higher Education, Goals for Oklahoma Higher Education: Self Study of Higher Education in Oklahoma--Report 8 (Oklahoma City, 1966), p. 28.

TABLE 3

SUMMARY OF RESIDENT ENROLLMENT  
First and Second Semesters, Excluding Duplicates  
Regular Sessions 1950-51 to 1958-59

Institution	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59
Cameron State Agri. Col.	639	653	767	915	1,102	1,544	1,548	1,700	1,865
Connors State Agri. Col.	353	326	339	321	378	399	427	451	460
Eastern Okla. A. & M. Col.	373	413	490	722	855	939	1,004	1,096	1,121
Murray State Agri. Col.	340	273	355	374	356	482	531	547	516
Northeastern Okla. A. & M.	867	653	695	805	874	966	1,106	1,208	1,211
Northern Okla. Jr. College	326	298	306	398	633	607	680	709	585
Okla. Military Academy	293	278	327	196	196	232	195	280	459
Total	3,191	2,894	3,279	3,731	4,394	5,169	5,491	6,081	6,217

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Oklahoma State Regents for Higher Education, Tenth Biennial Report, Period Ending June 30, 1960, p. 109.

TABLE 4

FALL SEMESTER ENROLLMENTS IN THE OKLAHOMA STATE JUNIOR COLLEGES  
1959-1968

Institutions	1959	1960	1961	1962	1963	1964	1965	1966	1967
Cameron	1,404	1,395	1,565	1,458	1,630	2,027	2,381	2,430	2,950
Connors	442	456	472	515	514	519	553	548	653
Eastern	912	922	884	709	737	879	1,102	1,116	1,135
Murray	403	430	403	344	384	549	659	751	716
NEOAMC	1,105	1,112	1,267	1,392	1,462	1,712	1,816	1,750	2,089
NOC	511	548	589	626	700	801	978	1,005	1,074
OMA	441	462	491	556	656	657	717	752	683
Total	5,218	5,325	5,671	5,600	6,083	7,144	8,206	8,352	9,300

Oklahoma State Regents for Higher Education, Fifteenth Biennial Report--  
Part I, Period Ending June 30, 1969, p. 61.

## Municipal Junior Colleges

In 1950, ten municipal colleges were operational in Oklahoma,<sup>4</sup> but as enrollments declined, the number dropped to six by 1952. Municipal colleges at Bartlesville, Bristow, Carnegie, and Hobart (Kiowa County) were permanently closed by June 30, 1952.<sup>5</sup> The remaining six colleges maintained continuous operation to date (1974), except Muskogee Junior College which discontinued its programs in 1962. The accompanying chart, presented as Appendix J, illustrates the years of operation of Oklahoma's municipal junior colleges between 1950 and 1967.

The functions of the municipal junior colleges remained much the same as those of the state supported colleges, and students selected the institution of their choice. Table 5, presented below, when compared to Tables 3 and 4, reveals that enrollment in the state's municipal junior colleges was much less than that in the two-year state supported institutions. The difference in enrollments is due in large part, however, to the varying populations of the service areas of the institutions.

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<sup>4</sup>Oklahoma State Regents for Higher Education, Fifth Biennial Report, Period Ending June 30, 1950, p. 8.

<sup>5</sup>Oklahoma State Regents for Higher Education, Sixth Biennial Report, Period Ending June 30, 1952, p. 9.

TABLE 5

OKLAHOMA MUNICIPAL JUNIOR COLLEGES  
Head Count Enrollments--Fall Semester 1958-1967

Institutions	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967
Altus Junior College	184	233	260	316	399	492	436	463	482	535
El Reno Junior College	52	83	117	117	63	192	207	249	307	341
Poteau Junior College	465	364	249	170	122	117	135	177	277	311
Sayre Junior College	158	136	149	219	162	147	190	170	212	208
Seminole Junior College	46	44	46	55	59	51	106	115	105	90
Muskogee Junior College*	191	172	142	182	--	--	--	--	--	--
Total	1,096	1,032	963	1,059	805	999	1,074	1,174	1,383	1,485

\*Muskogee Junior College closed in 1962.

Enrollment Reports to Oklahoma State Regents for Higher Education from each institution for each year given. Enrollment data for Oklahoma Municipal Junior Colleges is not compiled prior to 1958.



Private Junior Colleges

Although no new state supported or municipal junior colleges in Oklahoma were established between 1950 and 1967, two new private junior colleges became operational. Appendix K illustrates the years of service of Oklahoma's private junior colleges from 1950 to 1967. With support from the Church of Christ, Oklahoma Christian College was founded in 1950 as Central Christian College in Bartlesville. The college was moved to Oklahoma City in 1956, and the name was changed in 1959. In 1960, after ten years as a liberal arts junior college, the institution began functioning as a four-year liberal arts college.<sup>6</sup>

Bartlesville Wesleyan College was founded in 1960 as Central Pilgrim College under the auspices of the Pilgrim Holiness Church as a result of the merger of Western Pilgrim College of El Monte, California, and Colorado Springs Bible College, Colorado. The new name became effective July 1, 1968. The college offered a liberal arts transfer-oriented curriculum for a small number of students, with approximately two-thirds of them from the church constituency.<sup>7</sup> The college continued to function as a junior college until 1973 when the Oklahoma State Regents for Higher Education approved the

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<sup>6</sup>Oklahoma State Regents for Higher Education, Fourteenth Biennial Report, Period Ending June 30, 1968, p. 77.

<sup>7</sup>Ibid., p. 85.

request to add four-year courses to the curriculum.<sup>8</sup>

Between 1950 and 1967 Bacone College and St. Gregory's College continued liberal arts junior college offerings to a small number of students. The enrollment at Bacone increased to a head count of 576 during the 1967-68 academic year while the head count enrollment for St. Gregory's for the fall semester that year was 560 students.<sup>9</sup>

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<sup>8</sup>Oklahoma State Regents for Higher Education, Seventeenth Biennial Report, Period Ending June 30, 1973, p. 51.

<sup>9</sup>State Regents, Fourteenth Biennial Report, pp. 84-86.

## CHAPTER VI

### OKLAHOMA JUNIOR COLLEGES

1967-1974

In 1967 legislation initiated significant changes in state junior college education by providing that any community (previously municipal) junior college established, operated, and accredited under standards and regulations of the Oklahoma State Regents would be eligible to receive state financial assistance for educational and general operation of the institution. Like other state institutions of higher education, the funds for education and general expenditures were to be allocated by the State Regents from appropriations from the legislature. These funds were to be based on a per capita basis in an amount equal to fifty per cent of the per capita allocation made to two-year colleges that were members of the Oklahoma State System of Higher Education.<sup>1</sup> In practice, however, the formula used to allocate these funds was based on the previous year's enrollment for the community colleges instead of projected enrollment as was the formula for the

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<sup>1</sup>Oklahoma Statute Supplement, 1968, Title 70, Section 4408, taken from Oklahoma Higher Education Code (Oklahoma State Regents for Higher Education, 1968).

state institutions, a major factor in years of rapid enrollment increases. Nevertheless, this legislation permitted the community colleges to receive much needed financial assistance from state appropriated funds.

Additional state funds became available to the community colleges through legislation in 1968 which gave the Oklahoma State Regents for Higher Education authority to allocate state appropriated funds to community colleges for capital improvement purposes. To be eligible to receive such funds the colleges had to meet standards and criteria for accreditation by the State Regents and have a comprehensive plan for campus improvement approved by the State Regents. Funds of not more than forty percent (40%), to be matched with sixty percent (60%) from local and/or federal funds, of the estimated cost of the capital improvements could be allocated.<sup>2</sup>

Other significant legislation in 1968 relating to Oklahoma community colleges is as follows:

Section 1410. Community Maintaining Junior College Can Become Area School District. Any community maintaining a community junior college as provided by Chapter 100, O.S.L. 1967 (70 O.S. Supp. 1967, 4401-4409), in which courses in vocational and/or technical education are to be offered, and meeting the published standards and criteria prescribed by law and/or the State Board for Vocational Education for establishing an area school district may, by resolution adopted by the Board of Trustees of the college, become an area school district; and laws applicable to other area school districts, including laws authorizing tax levies and laws pertaining

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<sup>2</sup>Ibid., Section 4412, p. 61.

to eligibility for participation in federal funds, shall be applicable to such district, except that in lieu of a board of education its governing board shall be the Board of Trustees of the community junior college; provided that the provision above shall also be applicable to all community and municipal junior colleges now in existence in Oklahoma.<sup>3</sup>

The aforementioned legislative actions, permitting allocation of state appropriated funds for educational and general budgets and **capital** improvements for community colleges, in addition to that which provided that a two-year state college could become an area school district, made new sources of income possible for the state's future two-year institutions of higher education: Tulsa Junior College, Oscar Rose Junior College, and South Oklahoma City Junior College.

The first college established as a separate state supported institution of higher education since 1919 and the only college established as a full member of the Oklahoma State System of Higher Education was Tulsa Junior College. The Second Session of the Thirty-First Oklahoma Legislature, in Senate Bill No. 453, authorized the establishment of the new two-year college, and Section 4 of Senate Bill No. 493 provides that:

The Oklahoma State Regents for Higher Education shall have authority to establish a two-year junior college in Tulsa County to serve Tulsa County and surrounding area, if provision is made locally for the donation, to the State of Oklahoma, of a suitable site for the college, which shall be known as the Tulsa

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<sup>3</sup>Ibid., Section 4410, p. 61.

Junior College and shall be an integral part of the Oklahoma State System of Higher Education; and shall be entitled to the same privileges and be subject to the same laws as other member institutions of such State Systems.<sup>4</sup>

Oscar Rose Junior College was established as a community junior college under the authorization of Senate Bill No. 2 of the 1967 Oklahoma Legislature. In 1967, the Oklahoma Legislature enacted a Community Junior College Law which provided that one or more cities, towns, counties or school districts could apply to the State Regents for the establishment of a community junior college. The procedures as outlined in the legislation were followed in the application by the governmental units of the two contiguous municipalities of Midwest City and Del City. An application was sent from these two cities and the Midwest City School District to the State Regents for Higher Education requesting a required study to determine the need for a community junior college. The feasibility study was made by a committee selected by the State Regents for Higher Education and a report was submitted to the Chancellor, who recommended that approval be given by the State Regents for the establishment of a community junior college in the Midwest City-Del City area. A public referendum in the proposed college district was held in June, 1968, in which the people voted more than 80 percent approval for the establishment of the college.

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<sup>4</sup>Ibid., Section 4413, pp. 61-62.

Subsequently the State Regents authorized the establishment of a community junior college which was to become Oscar Rose Junior College, the first Oklahoma junior college to be funded as an area school district.<sup>5</sup>

South Oklahoma City Junior College was established as a community college under the legal authority of House Bill No. 1156 which amended Senate Bill No. 2 of the 1967 legislature and provides that:

. . . a community junior college may be established in a community consisting of a geographical area whose boundaries are not coextensive with those of one or more cities, counties, towns and/or school districts, if the population of such area is not less than seventy-five thousand (75,000) and the net assessed valuation in such area is not less than Seventy-five Million Dollars (\$75,000,000.00) to be determined by the State Regents, and an application therefor is made by petition signed by not less than five percent (5%) of the legal voters residing in such area.<sup>6</sup>

Altus Junior College was changed from a municipal to a state supported college in 1969 as a result of measures enacted by the Oklahoma Legislature. The Oklahoma State Regents for Higher Education were directed to complete a study of need and feasibility for the establishment of a two-year college in Altus, a study authorized by House Concurrent Resolution No. 1003 of the First Session of the

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<sup>5</sup>Oscar Rose Junior College, A Status Study Report, submitted to North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, May, 1972, pp. 6-8.

<sup>6</sup>Oklahoma Statute Supplement, 1969, Title 70, Section 1414, taken from Oklahoma Higher Education Code (Oklahoma State Regents for Higher Education, 1969), p. 8.

Thirty-second Legislature. If need and feasibility were found and if provisions were made locally for the donation, to the state of Oklahoma, of a suitable site for the college, Altus Junior College could be established as an "integral part of the Oklahoma State System of Higher Education . . . entitled to the same privileges and . . . subject to the same laws as other member institutions" of the State System.<sup>7</sup> By following the procedure indicated Altus Junior College became the forerunner of Oklahoma municipal community junior colleges becoming state supported junior colleges.

Section 16 of House Bill No. 1049 of the 1973 state Legislative session authorized the Oklahoma State Regents for Higher Education to establish and maintain two-year colleges at El Reno, Poteau, Seminole, Sayre, Midwest City, and South Oklahoma City "provided as a condition precedent that each of said junior colleges must make provision locally for the donation, to the State of Oklahoma, of a suitable site for the college including facilities and other resources of the existing junior colleges, above named." The Bill also directed that each of the institutions would have a separate Board of Regents "to be appointed by the Governor by and with the advice and consent of the State Senate."<sup>8</sup>

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<sup>7</sup>Oklahoma Statute Supplement, 1970, Title 70, Section 4417, taken from Oklahoma Higher Education Code (Oklahoma State Regents for Higher Education, 1970), p. 61.

<sup>8</sup>House Bill No. 1049, Section 16, 1973 Oklahoma State Legislature, approved by the Governor, May 18, 1973.



Furthermore the Bill provided that Oscar Rose Junior College and South Oklahoma City Junior College could continue to operate the technical area school district program as previously operated in accordance with O.S. 1971, Title 70, Section 4410. In regard to state appropriated funds the Bill provided that the named junior colleges:

Shall be entitled to all privileges and be subject to the same laws as other institutions in the State System except that, irrespective of whether said junior colleges each or all of them become a part of the Oklahoma State System of Higher Education, the State Regents shall not allocate state appropriated funds to these institutions in an amount that would exceed the rate of seventy-five percent (75%) per capita of the amount allocated to the junior colleges in the State System existing on the effective date of this act.<sup>9</sup>

The Bill thus gave community colleges the opportunity to become full members of the State System in every respect except full funding. By December 1973, Seminole Junior College, Carl Albert Junior College (Poteau), and Oscar Rose Junior College had requested and been granted the status of "State Junior Colleges." The Boards of Trustees of the colleges at El Reno, Sayre, and South Oklahoma City did not request to enter the State System for many complex reasons; however, two primary considerations for all the colleges concerned were (1) the donation of a suitable site to the state and (2) the creation of separate Boards of Regents "to be appointed by the Governor by and with the advice and consent of the State Senate."

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<sup>9</sup>Ibid.

Nevertheless House Bill No. 1497 of the 1974 Oklahoma Legislature ended speculation of whether South Oklahoma City Junior College and El Reno Junior College would request to enter the State System. Probably because of its very small enrollment, Sayre Junior College was not included in this legislation which stated the intent of the Legislature as follows:

That all community junior colleges named herein and meeting the standards and criteria of the Oklahoma State Regents for Higher Education and receiving budgetary support from the state shall become full-fledged member institutions of the Oklahoma State System of Higher Education in order to facilitate and more effectively coordinate their development and service as educational units of the system of public higher education in the state; therefore as of April 15, 1974, any such community junior colleges that have not initiated steps to become full member institutions of the State System as outlined herein shall by proclamation of the Oklahoma State Regents for Higher Education be declared to be and shall thereafter function as member institutions of the State System and the State Regents are hereby directed to take such action accordingly.<sup>10</sup>

Thus in the manner described all existing community junior colleges, except Sayre Junior College, were destined to become full-fledged members of the Oklahoma State System for Higher Education.

In addition to the three state supported junior colleges established between 1967 and 1974, one private junior college, Hillsdale Freewill Baptist College was founded in 1968 between Oklahoma City and Norman at Moore. Originally

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<sup>10</sup>House Bill No. 1049, Section 1 B, 1974 Oklahoma State Legislature, Approved by the Governor, April 11, 1974.

called Oklahoma Bible College, the new name became effective in July of 1971 following approval for state accreditation in April of that year.<sup>11</sup> The college offers two-year liberal arts programs to small yet gradually increasing numbers of students, rising from 86 students in the fall semester of 1968 to 121 students in the fall semester of 1973.

Another significant change in Oklahoma's private junior colleges was State Regents approval of Bartlesville Wesleyan's request to offer senior college programs, effective the fall semester 1973. Declining enrollments in private junior colleges outside metropolitan areas began in the early 1970's. Enrollments decreased in 1972 and 1973 at both Bacone College and St. Gregory's College. Southwestern Oklahoma City Junior College, however, had significant enrollment increases of 180 and 182 students in 1972 and 1973 respectively.<sup>12</sup> All three colleges continued their junior college offerings with emphasis on transfer-oriented programs.

The functions and duties of the Oklahoma State Regents for Higher Education became more numerous and comprehensive over the years since their inception in 1941. As the Coordinating Board of the Oklahoma State System of Higher Education, the State Regents have the following duties:

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<sup>11</sup>Oklahoma State Regents for Higher Education, Sixteenth Biennial Report--Part I, Period Ending June 30, 1971, pp. 65-66.

<sup>12</sup>Oklahoma State Regents for Higher Education, Enrollments in Oklahoma Higher Education, Fall Semester, 1973, Table 9.

1. Determine Functions and Courses of Study.
2. Prescribe Standards of Education.
3. Grant Degrees and Other Forms of Academic Recognition.
4. Recommend to State Legislature Budget Allocations.
5. Allocate Funds Appropriated by State Legislature.
6. Allocate Revolving Funds.
7. Determine Student Fees.
8. General Coordination.
9. Research, Study and Planning.<sup>13</sup>

Article XIII-A of the Constitution provides for the establishment of the Oklahoma State Regents for Higher Education as the coordinating board of control for the state system and vests in it certain specific powers:

1. It shall prescribe standards of higher education applicable to each institution;
2. It shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed;
3. It shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions;
4. It shall recommend to the State Legislature the budget allocations to each institution; and
5. It shall have the power to recommend to the Legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature.<sup>14</sup>

The chart presented as Appendix L illustrates the Oklahoma institutions of higher education and their Governing Boards which have responsibilities to the Oklahoma State Regents for

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<sup>13</sup>Oklahoma State Regents for Higher Education, The Oklahoma State System of Higher Education, Revised 1971, p. 1.

<sup>14</sup>Oklahoma State Regents for Higher Education, Oklahoma Higher Education: A State Plan for the 70's (State Regents, 1971), p. 41.

Higher Education. The chart depicts the institutions prior to House Bill No. 1097 which left only one community college (Sayre Junior College) in the state of Oklahoma. A comparison of Appendix L, administrative organization chart effective in 1974, with Appendix E, administrative organization chart effective in 1941, reveals that the State Board of Regents now have a more direct line of responsibility of administrative control over more institutions than was obvious in 1941. Heavily weighted with responsibilities involving Institutional Councils, Public Relations, Institutional Exchange, etc., the 1941 organization implies a coordinating and consultative service role for the State Regents. It is also noteworthy that nineteen municipal junior colleges under the jurisdiction of district school boards were operational in 1939, prior to the establishment of the Oklahoma State System of Higher Education. Thus the duties and powers vested in the State Regents to facilitate the coordinating function, as presented above, seem to be overriding responsibilities of the Coordinating Board established in 1941 and still operational in 1974.

The Oklahoma State System of Higher Education is designed to determine functions of colleges and universities that are a part of the coordinated system. The junior college legislation enacted in 1967 later provided for the establishment and operation of these higher education institutions under the jurisdiction of the coordinating board of

the State System, the Oklahoma State Regents for Higher Education. Thus under the supervision of the State Regents and in concert with the appropriate administrative officials, the assigned functions of junior colleges became more comprehensive with the development of the new urban institutions. For example the following functions are assigned to Oscar Rose Junior College:

1. To provide a comprehensive, two-year post-high school program of education for the citizens of the Oscar Rose Junior College district, and for students from outside the district, as resources will allow.
2. To provide a general education to all students having as its goal to make the individual a happier and more useful citizen in society.
3. To provide two-year programs of education in the liberal arts and sciences, culminating in awarding of the Associate in Science degrees.
4. To provide a wide range of vocational and technical programs for students who will terminate their formal study at the end of two years or less to seek employment in the various job fields, with students completing such programs to be awarded the Associate in Applied Science degree, or an appropriate certificate of accomplishment.
5. To provide a quality transfer program which will include a wide range of liberal arts and pre-professional subjects that will enable the individual completing such a course to transfer to a four-year college and pursue his major to the completion of a baccalaureate or a professional degree.
6. To provide continuing education in the community. The object of this program will be to serve the needs of community citizens to improve themselves on the job, to advance in their positions and for self-satisfaction in further education.
7. To provide a program of remedial education for young people and adults whose previous educational experiences have not fitted them to achieve at collegiate levels.

8. To provide complete and effective guidance services for students.
9. To provide a balanced program of student activities for the development of personality, social living, and effective citizenship.
10. To provide a program of services designed to improve the cultural, economic, and social environment of the community.<sup>15</sup>

Student enrollment totals in Oklahoma's junior colleges have mushroomed since 1968. Whereas the private junior colleges have increased from a total of 2,003 students in 1968 to 2,847 students in 1973, the state supported colleges have increased from 7,577 in 1968 to 13,791 students in 1973; and community colleges have had the largest increase, from 1,086 in 1968 to 9,742 students in 1973. Although two private colleges and two state supported colleges decreased in enrollments, overall the private colleges increased by 42.1 percent, the state supported colleges by 82.0 percent, and the community colleges by an amazing 590.4 percent. During this six-year period the number of private junior colleges remained the same while one new state supported and two new community colleges were established. It is important to note that the colleges with the largest increases serve the metropolitan areas of Oklahoma City and Tulsa. Tables 6 and 7 below present the enrollments and percentages of increase or decrease for the fall semesters 1968 through 1973 for the

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<sup>15</sup>1972-73 Annual Catalog, Oscar Rose Junior College, pp. 15-16.

TABLE 6

ENROLLMENTS IN OKLAHOMA PRIVATE JUNIOR COLLEGES  
FALL SEMESTERS 1968-1973<sup>a</sup>

Institution	1968	1969	1970	1971	1972	1973	% of Inc. 1973 over 1968
Bartlesville Wesleyan College	229	177	161	203	260	308	34.5
Bacone College	606	574	533	568	496	489	(19.3)
Hillsdale Free Will Baptist College	86	69	78	87	115	121	40.7
St. Gregory's College	506	577	502	510	450	354	(30.0)
Southwestern College	576	803	1,003	1,213	1,393	1,575	173.4
Total	2,003	2,200	2,277	2,581	2,714	2,847	42.1

<sup>a</sup>Parentheses indicate a decrease over the previous year.

Oklahoma State Regents for Higher Education, Enrollments in Oklahoma  
Higher Education: Fall Semester 1973 (Oklahoma City, 1973).



TABLE 7

ENROLLMENTS IN OKLAHOMA PUBLIC JUNIOR COLLEGES  
FALL SEMESTERS 1968-1973<sup>a</sup>

Institution	1968	1969	1970	1971	1972	1973	% of Inc. 1973 over 1968
Altus Junior College	557	638	665	791	810	884	58.7
Claremore Junior College	685	777	662	950	1,049	1,079	57.5
Connors State College	692	749	762	919	924	932	34.7
Eastern Oklahoma State College	1,265	1,286	1,336	1,536	1,658	1,623	28.3
Murray State College	803	757	705	869	730	687	(14.4)
Northeastern Okla. A & M College	2,368	2,420	2,289	2,316	2,270	2,259	( 4.6)
Northern Oklahoma College	1,207	1,338	1,325	1,453	1,325	1,325	9.8
Tulsa Junior College	---	---	2,796	3,923	4,834	5,002	---
Total State Supported	7,577	7,965	10,540	12,757	13,600	13,791	82.0
Carl Albert Junior College	402	367	432	429	430	625	55.5
El Reno Junior College	412	437	425	502	494	481	16.7
Oscar Rose Junior College	---	---	1,767	3,021	3,643	5,243	---
Sayre Junior College	183	230	308	317	251	266	10.8
Seminole Junior College	89	359	604	705	889	1,275	1,332.6
South Okla. City Junior College	---	---	---	---	1,086	1,852	---
Total Community	1,086	1,393	3,536	4,974	6,793	9,742	797.1
TOTAL	8,663	9,358	14,076	17,731	20,393	23,533	171.6

<sup>a</sup>Parentheses indicate a decrease over the previous year.

Oklahoma State Regents for Higher Education, Enrollments in Oklahoma Higher Education: Fall Semester 1973 (Oklahoma City, 1973).

private junior colleges, state supported junior colleges, and the community junior colleges respectively.

The years from 1967 to 1974 brought many changes for all types of institutions of higher education, especially the junior colleges. Of the fifteen junior colleges in operation in 1969, six were state supported colleges, four were community, and five were private colleges. At the present time Oklahoma has eighteen junior colleges; thirteen are state supported; one is a community college, and four are private church related colleges. Appendixes M, N, and O illustrate the year of establishment and years of operation from 1880 to 1974 for each of Oklahoma's junior colleges. Consistent with national trends, the first junior college in Oklahoma was a church related private institution, Bacone College, founded in 1881. Next came state supported colleges, beginning with Northern Oklahoma College in 1901, followed by the community (municipal) colleges, with Muskogee Junior College being first in 1920.

Although Oklahoma's institutions developed without a coordinated plan for a system of higher education until the Oklahoma State System of Higher Education was adopted in 1941, the state's junior colleges have consistently provided educational opportunities, including traditional lower division offerings, occupational training, and comprehensive programs as dictated by national, state, and community need. All the state supported junior colleges have remained in

operation since their first educational offerings. Private junior colleges, however, without an assured financial base, have frequently been forced to merge or discontinue. Many of the state's community junior colleges too have been unable to continue service because of shifting population and need. Thirty-five community colleges were established between 1920 and 1939, but only five were still operational in 1967 when state legislation made them eligible to receive state appropriated funds and thus provided the means for continued services.

A time of declining birth rates and college enrollments, the decade of the 1970's is destined to experience the greatest changes ever known to American, and Oklahoma, higher education. The shift in higher education is now stronger than ever toward comprehensive programs and career training rather than liberal education. Only those institutions that respond most readily to the shift in student goals can expect to continue to increase or even maintain present enrollment levels. On national and state levels, junior colleges traditionally have adapted most quickly to student changes. Educational leaders such as the members of the Carnegie Commission on Higher Education project continued expansion of the two-year colleges. If the junior colleges accept the challenge of their comprehensive functions and their responsibilities as effective higher education institutions with the dedication they met the challenges of the

past, they will play a major role in the future of American higher education and civilization.

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APPENDIX A

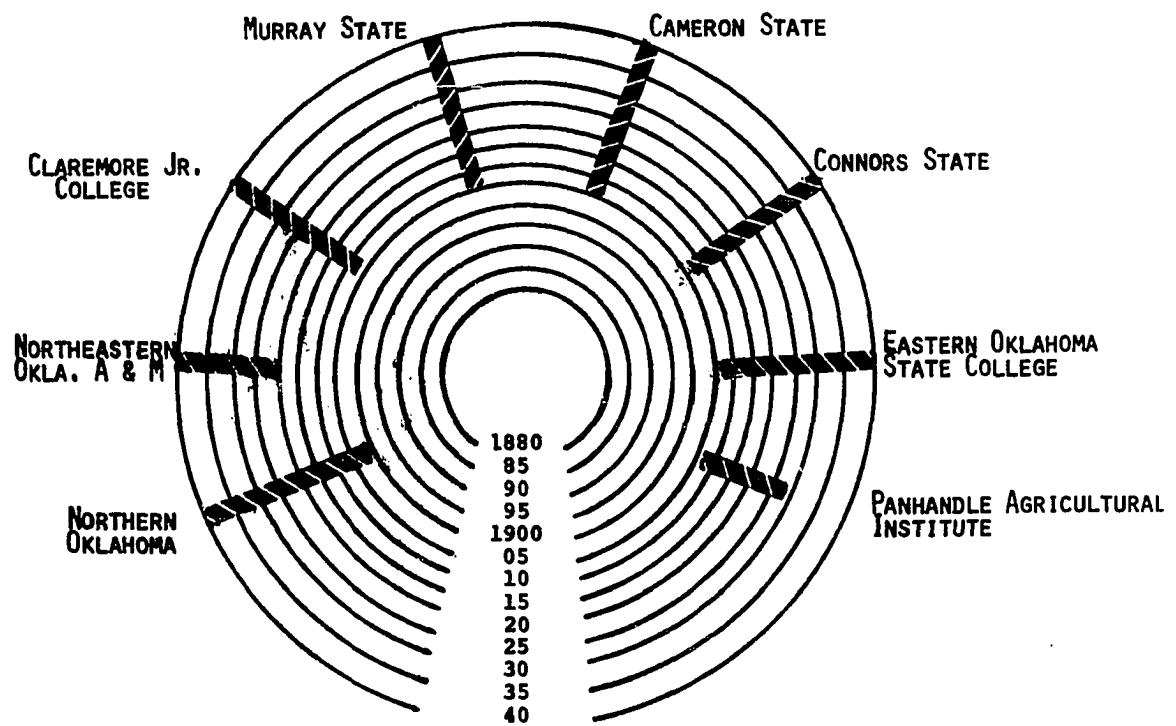
OKLAHOMA STATE JUNIOR COLLEGES

1880-1940

## APPENDIX A

## OKLAHOMA STATE JUNIOR COLLEGES

1880 - 1940



APPENDIX B

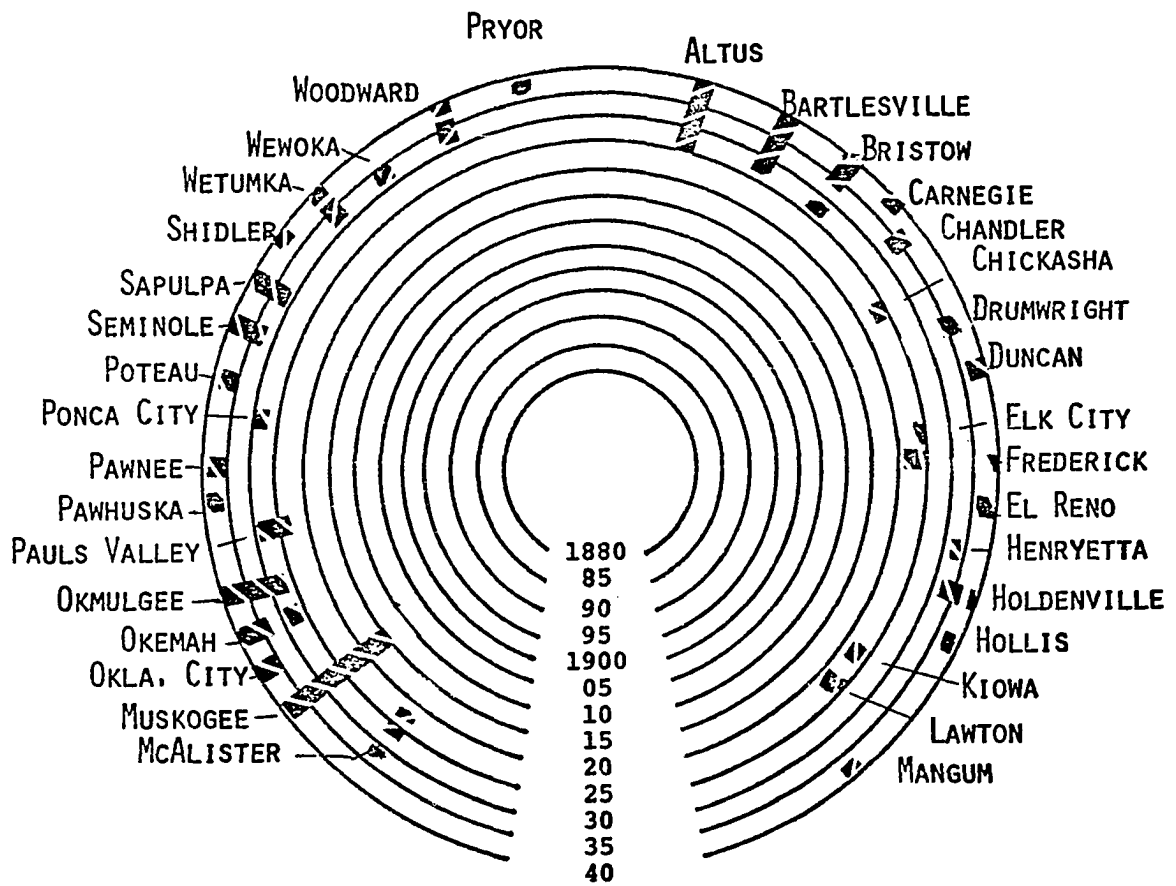
OKLAHOMA MUNICIPAL JUNIOR COLLEGES

1880-1940

## APPENDIX B

## OKLAHOMA MUNICIPAL JUNIOR COLLEGES

1880 - 1940



APPENDIX C

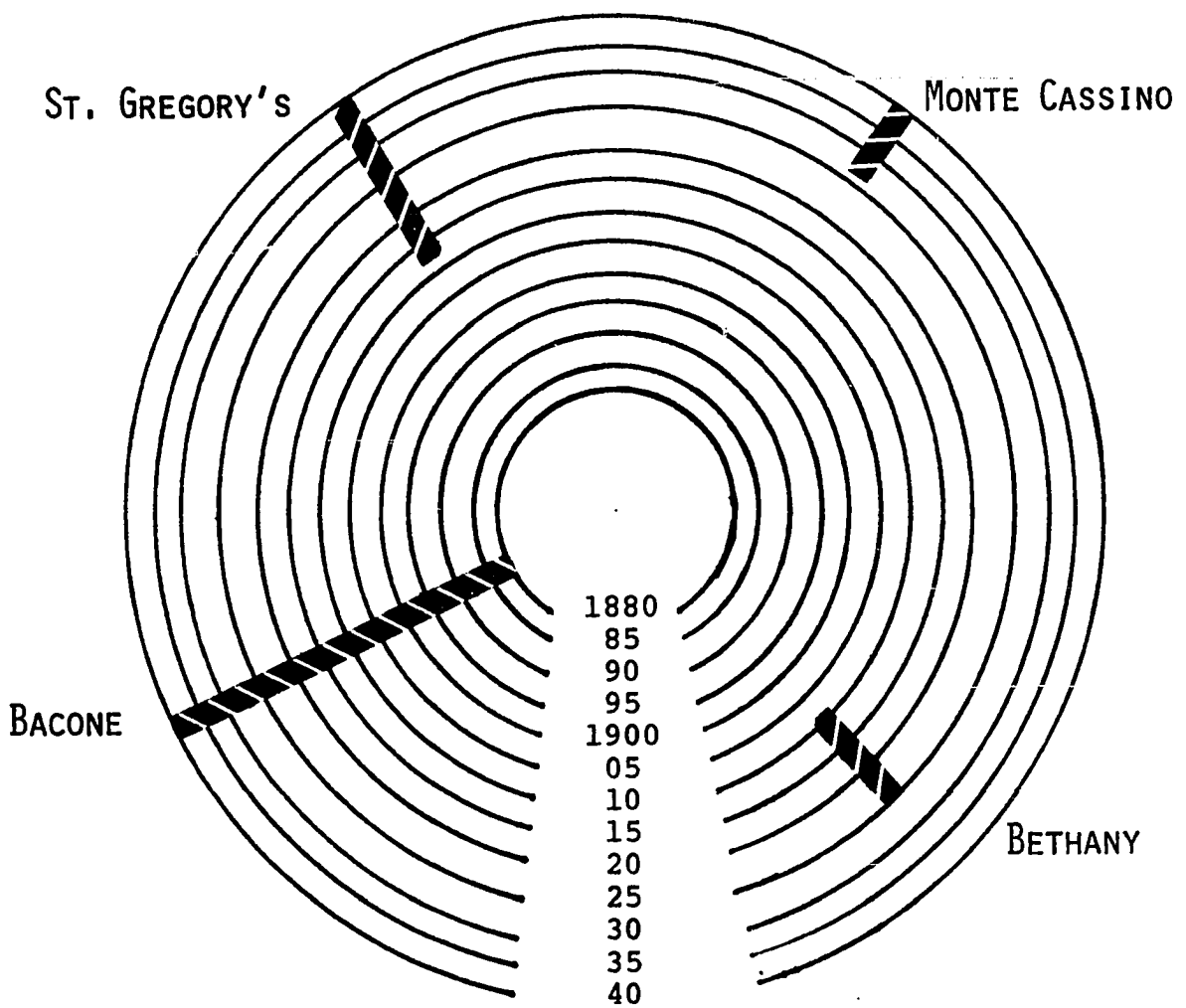
OKLAHOMA PRIVATE JUNIOR COLLEGES

1880-1940

## APPENDIX C

## OKLAHOMA PRIVATE JUNIOR COLLEGES

1880 - 1940





APPENDIX D

HOUSE BILL NO. 419 OF THE EIGHTEENTH OKLAHOMA LEGISLATURE

Vitalizing Constitutional Amendment, ARTICLE XIII-A  
The Oklahoma State System of Higher Education  
Approved by the Governor, May 8, 1941

## APPENDIX D

## House Bill No. 419 of the Eighteenth Oklahoma Legislature

Section 1. All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as "The Oklahoma State System of Higher Education."

Wherever in this Act the word "System" is used, it shall be held to mean, and is intended to mean and refer to, "The Oklahoma State System of Higher Education."

Section 2. There is hereby established the Oklahoma State Regents for Higher Education, consisting of nine (9) members.

The members of the Oklahoma State Regents for Higher Education shall be citizens of the State, not less than thirty-five years of age, and not employees or members of the staff or governing board of any constituent institution of the Oklahoma State System of Higher Education, nor shall any official or employee of the State of Oklahoma be eligible for such service while holding such other office or employment. Of the nine (9) members, not more than four (4) from the same profession or occupation, nor more than three (3) graduates or former students of any one institution in the said System shall be eligible to serve as Regents during the same period of time.

In the selection of the members of the Oklahoma State Regents for Higher Education, the Governor shall give due consideration to the geographical location of the various members of said Regents, and in no event shall more than two of the members serving at one time be from the same Congressional District.

The members shall be appointed by the Governor, by and with the advice and consent of the Senate from the various sections of the State, and shall be removable only for cause, as provided by law for the removal of officers not subject to impeachment. Upon the taking effect of this Act, the Governor shall appoint the said Regents for terms of office as follows: one for a term of one year, one for a term of two years, one for a term of three years, one for a term of four years, one for a term of five years, one for a term of six years, one for a term of seven years, one for a term of eight years, and one for a term of nine years. Any appointment to fill a vacancy shall be for the balance of the term only. Except as above designated, the term of office of said Regents shall be nine years or until their successors are appointed and qualified.

That wherever in this Act the word "Regents" appears, it shall be held to mean, and is intended to mean and refer

to the Oklahoma State Regents for Higher Education.

Section 3. The Regents shall elect from among their number, a chairman, a vice-chairman, a secretary, and an assistant secretary. Such officers shall be elected annually and at such other times as may be necessary to fill any vacancy in any of said offices. The chairman shall be the presiding officer of such Regents, and shall, on behalf of the Regents, subscribe in their official name all contracts, official documents, awards, degrees or other papers or instruments issued by the Regents, and requiring the official signature of such Regents. The secretary shall attest, and affix the official seal to all contracts, official documents, awards, degrees or other papers or instruments issued by the Regents and requiring the official signature of the Regents. In the absence, disqualification or disability of the chairman or secretary to act, the vice-chairman and assistant secretary shall perform the duties of such respective offices. The officers hereinabove provided for shall have such other powers and perform such other duties as may be prescribed by the Regents.

Section 4. The Regents shall adopt an official seal, and any and all contracts, official documents, awards, degrees or other papers or instruments issued by the Regents, and requiring the official signature of the Regents, shall have the impression of the official seal of the Regents placed thereon.

Section 5. In order to effectuate the provisions of Section 2, of Article XIII-A, of the Constitution of the State of Oklahoma, the Oklahoma State Regents for Higher Education shall be furnished suitable permanent quarters at the State Capitol by the Board of Affairs or other proper state officers, and shall appoint a staff of employees sufficient to maintain the administrative continuity of the System according to law and the rules and regulations promulgated by the Regents, and shall fix the salaries of all such employees, and shall assess the cost of maintaining such office and the payment of such employees and the expenses of such Regents against the institutions, members of said system pro rate, on the basis of their respective total regular student enrollments, such assessment not to exceed seventy-five cents (0.75) per regular student enrolled, per annum and to be paid to the Regents by the respective institutions. Such assessments shall be paid to the Regents by said constituent institutions at such times as said Regents, by their rules and regulations may direct, and shall be deposited in a special fund in the State Treasury, to be known as the "Oklahoma State Regents of Higher Education Revolving Fund," and such fund shall be a continuing fund not subject to appropriation

by the Legislature, and shall be subject to expenditure by, and shall be paid out upon the order of, said Regents at such times and in such amounts as the Regents may direct. Disbursements from such revolving fund shall be by state warrants issued by the State Auditor.

Section 6. The Regents shall constitute a coordinating board of control for all state institutions described in Section 1, of this Act, and, among its other powers and duties, shall prescribe standards of higher education applicable to each such institution, and shall determine the functions and courses of study in each of such institutions to conform to the standards prescribed.

Section 7. The Regents shall, through the various constituent institutions, grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.

Section 8. Under their Constitutional authority to prescribe standards for higher education, the Regents shall annually publish such requirements for admission to, retention in, or graduation from any or all institutions in the Oklahoma State System of Higher Education, as they may deem necessary in the public service. Such standards shall become legal and effective upon publication in pamphlet form or in the catalogues of such institutions. All standards and requirements of the constituent institutions of the System shall stand as now published until changed with the approval or by the order of the said Regents.

Section 9. All functions and courses of study of the constituent institutions of the system shall stand as they now are until changed with the approval or by the order of the Regents. In the determination of the functions of the said constituent institutions, and the approval or disapproval of courses of study prescribed by them, the said Regents shall afford any and all institutions affected a full public hearing, after such notice as may be prescribed by such Regents, before ordering any change, and shall allow sufficient time before final action is taken for the said institution or institutions to prepare and present its or their arguments and briefs in support of or in opposition to any such proposed change.

Section 10. Prior to the convening of each regular session of the Legislature, and at such other times as the Legislature shall by resolution direct, the Regents shall make and recommend to the State Legislature the budget allocations to each of the constituent institutions of the System. Such budget allocations and recommendations shall

be on forms prescribed by the State Budget Officer, and shall be in such detailed form as to enable the Legislature to have full and complete understanding of the same.

Section 11. All appropriations made by the Legislature for all such institutions shall be made to the Regents in consolidated form, indicating the amount appropriated from the General Revenue Fund and each special fund, without reference to the amount appropriated to any particular institution. On April 1st of each year, or as soon thereafter as possible but not later than June 15th of each year, the Regents shall certify to the State Auditor such portions of the consolidated appropriation as they shall have allotted to each of the constituent institutions from the General Revenue Fund and each special fund for the next fiscal year. The State Auditor shall allocate the revenue deposited in the State Treasury to the credit of the General Revenue Fund to a cash account for each institution or special appropriation, and to any unallotted portion of such consolidated appropriation, on a percentage basis in the same manner as the law provides that he shall allocate cash to Legislative appropriations for other departments and institutions.

The Regents may make additional allotments from the consolidated appropriation to any institution during the year but they shall not decrease the amount allotted to any institution during the year. Where an additional allotment is made to any of the constituent institutions, the State Auditor shall make such adjustment by decreasing the consolidated appropriation balance and increasing the appropriation of the institution or institutions to which said additional allotment is made. At the same time he shall make an adjustment between the cash accounts by reducing the consolidated cash account and increasing the institution cash account giving the institution or institutions credit in cash for that portion of revenue which has already been allocated to that portion of the consolidated appropriation transferred; thereby transferring the percentage of cash which belongs to the additional allotment made from the consolidated appropriation. Thereafter, the State Auditor shall increase the revenue allocations to each of the constituent institutions which have received additional allotments so that such allocations shall take into consideration the original allotment plus the additional allotment from the consolidated appropriations. The Regents may make additional allotments each month of the fiscal year but such allotments for all constituent institutions shall be certified to the State Auditor at the same time and shall not take effect until the first day of the month following the month in which such additional allotments are certified to the State Auditor. The cash allocated to all of the constituent institutions

shall never exceed the amount of revenue which would have been allocated to the consolidated appropriation had such consolidated appropriation never been divided. The division of cash among the several institutions shall be considered a division of the revenue which would have been allocated to the consolidated account.

Both the cash allocations and the appropriation allotments shall be considered cumulative in that the balance unexpended or unencumbered at the end of any month of the fiscal year shall add to the amount allocated or allotted during the subsequent months so that the fiscal year shall be considered a unit.

The appropriations allotted by the Regents to each institution for the year on June 15th shall be set up in the same manner as other departments and institutions on a semi-annual basis for contractual purposes.

Financial documents arising from the appropriation allotments to each institution shall be filed with the State Auditor in the same manner and at the same time as is now provided by existing laws.

Nothing contained in this section shall be construed to change the existing laws relating to the apportionment of cash to Section 13 or New College Funds for each of the institutions which under the present laws receive moneys from such sources. Provided, further, that nothing contained in this Act shall be construed to give the Regents authority to take money from the Revolving Fund of one institution and give it to another institution. Revolving Funds of all of the constituent institutions shall operate as a continuing appropriation under the law creating each such Revolving Fund which allocates the revenue collected by each such institution to the Revolving Fund of that institution. None of such institutions shall incur obligations against such Revolving Fund in excess of the unencumbered balance of surplus cash on hand. Such Revolving Funds shall be nonfiscal year appropriations, and shall be disbursed by warrants issued by the State Auditor.

No expenditure from any of the Revolving Funds of the various institutions of higher learning of the system shall be made for any purpose, except that for which said portion of said fund was specifically collected; provided, that when any portion of any of such Revolving Funds shall not be needed for the purpose for which the same was collected, the Regents may, upon the request of the board of regents or other board of control of any constituent institution, authorize such local board of regents or other board of control

to expend such unneeded balance of any such Revolving Fund for any other purpose which, in the opinion of said regents, shall be necessary or desirable in the conduct of any such constituent institution.

The State Auditor shall make monthly reports to the Regents indicating, for each appropriation account allotted by the Regents, the amounts allotted, the cumulative expenditures at the end of each month, the unexpended balance, the encumbrances outstanding and the unencumbered balance of each classification of the appropriations of each such institution. The Regents shall keep on file the monthly reports from the State Auditor so that information will be available at all times for the Regents.

The Oklahoma State Regents for Higher Education shall direct the disposition of such funds as the Legislature shall appropriate, until changed by law, or by said Regents, the amount which shall be allotted to the constituent institutions, entitled thereto under the provisions of, and in accordance with, the Enabling Act and the Constitution of the State of Oklahoma, for the support of the State owned and operated institutions of higher learning of the Oklahoma State System of Higher Education including until changed by law, or by said Regents, the following: The University of Oklahoma, the Medical Department of the University of Oklahoma, the Oklahoma Geological Survey, the Oklahoma Agricultural and Mechanical College, the Oklahoma College for Women, Central State College at Edmond, Northwestern State College at Alva, East Central State College at Ada, Northeastern State College at Tahlequah, Southeastern State College at Durant, Southwestern Institute of Technology, Northeastern Oklahoma Junior College, Northern Oklahoma Junior College at Tonkawa, Colored Agricultural and Normal University, Murray State School of Agriculture, Connors State Agricultural College, Cameron State Agricultural College, Eastern Agricultural and Mechanical College, Panhandle Agricultural and Mechanical College, and Oklahoma Military Academy.

Section 12. The Regents may transfer from one constituent institution to another, or exchange any personal property belonging to any of the constituent institutions, except private, denominational and other institutions of higher learning, as set forth in Section 13 of this Act, and shall have the right to accept and disburse grants, gifts, devises and bequests, and other moneys from foundations, corporations, or private individuals, and to establish, award and disburse scholarships and scholarship funds, and rewards for merit from any funds now or hereinafter available for such purposes.

All endowments, gifts and bequests, given to, or received by, any constituent institution, and the income therefrom, shall belong to and be used only for and by the recipient institution; and the said Regents shall not take into consideration either the principal or income of said endowments, gifts, bequests in making the budget of, or allocating the funds to such constituent institution, but shall set up the budget, and allocate the funds to such institution as though its endowments did not exist.

Section 13. Private, denominational and other institutions of higher learning (other than those supported wholly or in part by direct legislative appropriations), may become coordinated with the Oklahoma State System of Higher Education, under regulations set forth by the Regents, as to the prescription of standards of higher education applicable to each such institution, and the functions and courses of study in each of such institutions to conform to the standards prescribed, and as to the granting of degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions, but such private, denominational, or other institutions of higher learning shall never receive any financial aid out of any appropriations made by the Legislature and over which said Regents may have control.

Section 14. The Regents shall prepare and publish biennially a report to the Governor of the State of Oklahoma, to each House of the State Legislature, and to the constituent institutions of the System, setting forth the progress, needs, and recommendations of the said constituent institutions and of the Regents. The said Regents shall also carry on such studies and make such additional reports and recommendations as they may deem advisable in the public service, or as the Governor or Legislature may direct, and publish such of them as they may consider worthy of dissemination.

Section 15. No general tuition, except tuition on nonresident students, shall be charged or levied by such Regents at any of such constituent institutions until and unless specifically authorized by law.

Until otherwise provided by law, all enrollment, flunk, course, and other fees at present being charged by constituent institutions of the System shall be the only fees charged by any such institution or institutions, except that constituent institutions now charging no such enrollment, flunk, course, or other fees may hereafter charge enrollment, flunk, course, or other fees in an amount not to exceed the schedule of such fees as now charged by similar constituent institutions, and except that reasonable and proper course



fees in amounts sufficient to cover necessary supplies, materials, and breakage, and consistent with present course fees, may be charged for new courses offered; but the Regents are authorized in their discretion to review all such fees charged and make such recommendations to the Legislature with reference to the changing of the same, or the charging of other or additional fees, as may appear to them necessary and advisable in the public service.

Section 16. The Regents shall possess all the powers necessary or convenient to accomplish the objects and perform the duties prescribed by law and by Article XIII-A, of the Constitution of the State of Oklahoma, and shall make and enforce such rules and regulations as may be necessary and proper for effectually carrying out the provisions of this Act and of said Article.

Section 17. No member of such Regents shall receive a per diem or other monetary remuneration for his services, but shall be reimbursed in total amount for all necessary expenditures that may be incurred by him in the attendance of any meeting of said Regents, or in carrying out any duty that shall be made out of funds provided for such purpose, only upon verified claim of such member, after the approval thereof by said Regents.

Section 18. It shall be unlawful for any member or employee of the Oklahoma State Regents for Higher Education to directly, or indirectly, recommend to any constituent institution, official or governing board thereof, the employment of any person by such constituent institution. Any violation of this Section by any member or employee of said Regents shall constitute a cause for his, or her, removal from office.

Section 19. Except to the extent herein granted, and except as specified in Article XIII-A, of the Constitution of the State of Oklahoma, the various boards of regents or boards of control, now in existence or hereafter created, of the constituent institutions of higher education, shall have custody and control of the books, records, buildings and physical properties of said institutions, the supervision, management, control, and the power to make rules and regulations governing such institutions, and shall fix the salaries of, and appoint or hire all necessary officers, supervisors, instructors, and employees for the same. Provided, however, nothing in this Act shall be construed as depriving the State Board of Affairs of the powers and authority now vested in said Board to maintain and exercise control of any of said state institutions in the maintenance and purchase of supplies for, and the fiscal management thereof.

Section 20. "Higher Education," as the term is used herein and in Article XIII-A, of the Constitution of the State of Oklahoma, is defined to include all education of any kind beyond or in addition to the twelfth grade, or its equivalent, as that grade is now generally understood and accepted in the public schools of the State of Oklahoma; provided, however, that this shall not exclude as a constituent institution any institution of higher learning which now offers as a part of its curriculum courses of high school study.

Section 21. The provisions of this Act are several and if any section, paragraph, sentence, or provision hereof be held to be void by any court of competent jurisdiction, the decision of the court shall not effect the validity of this Act as a whole, nor any part thereof, other than the portion so held to be invalid. The legislature hereby declares that it would have passed this Act had any such invalid portion been omitted.

Section 22. All acts and part of acts in conflict herewith are hereby expressly repealed.

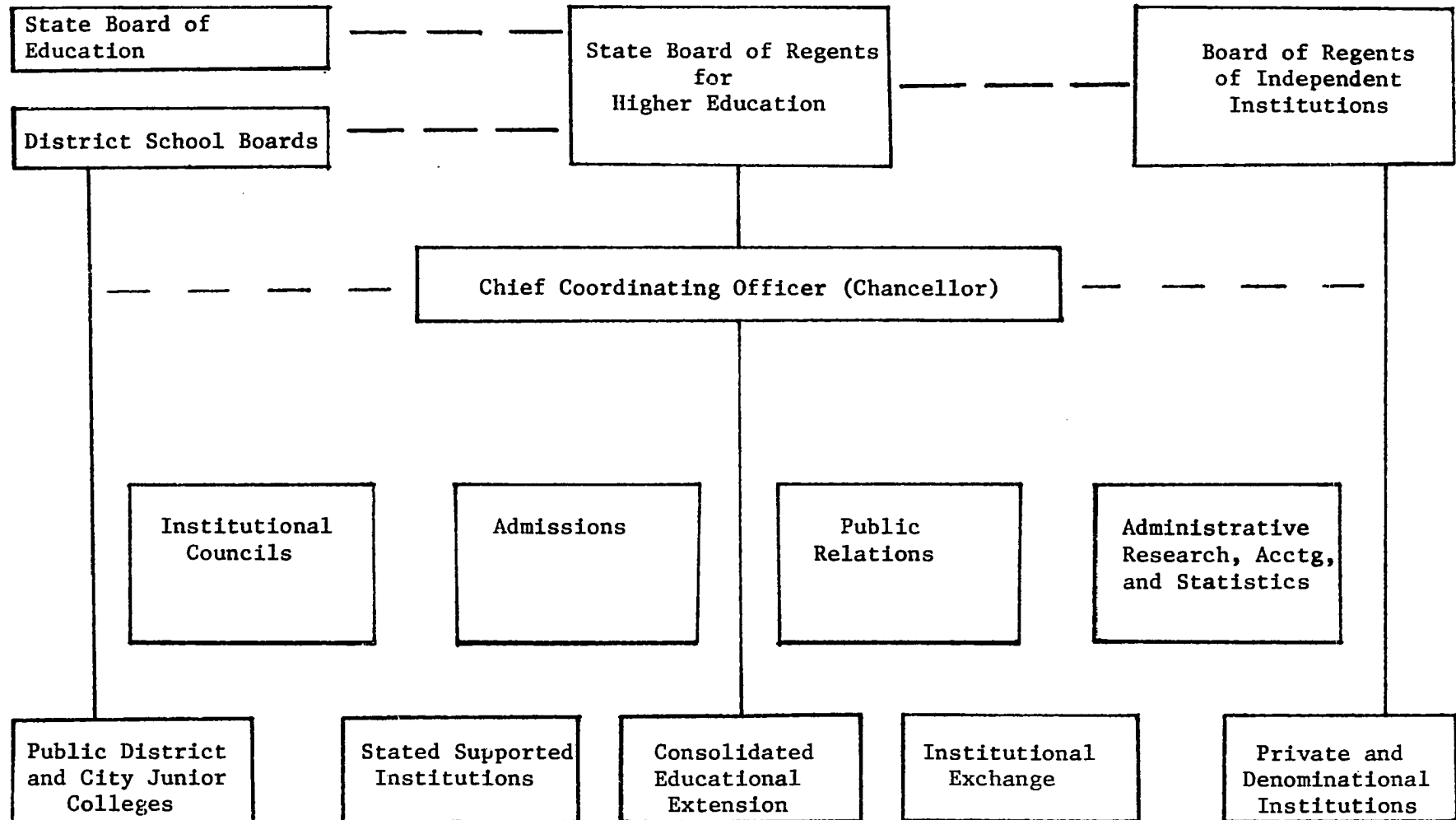
Section 23. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this Act shall take effect and be in full force from and after its passage and approval.

APPENDIX E

ADMINISTRATIVE ORGANIZATION FOR A CONSOLIDATED  
SYSTEM OF HIGHER EDUCATION (1942)

# APPENDIX E

## Administrative Organization for a Consolidated System of Higher Education

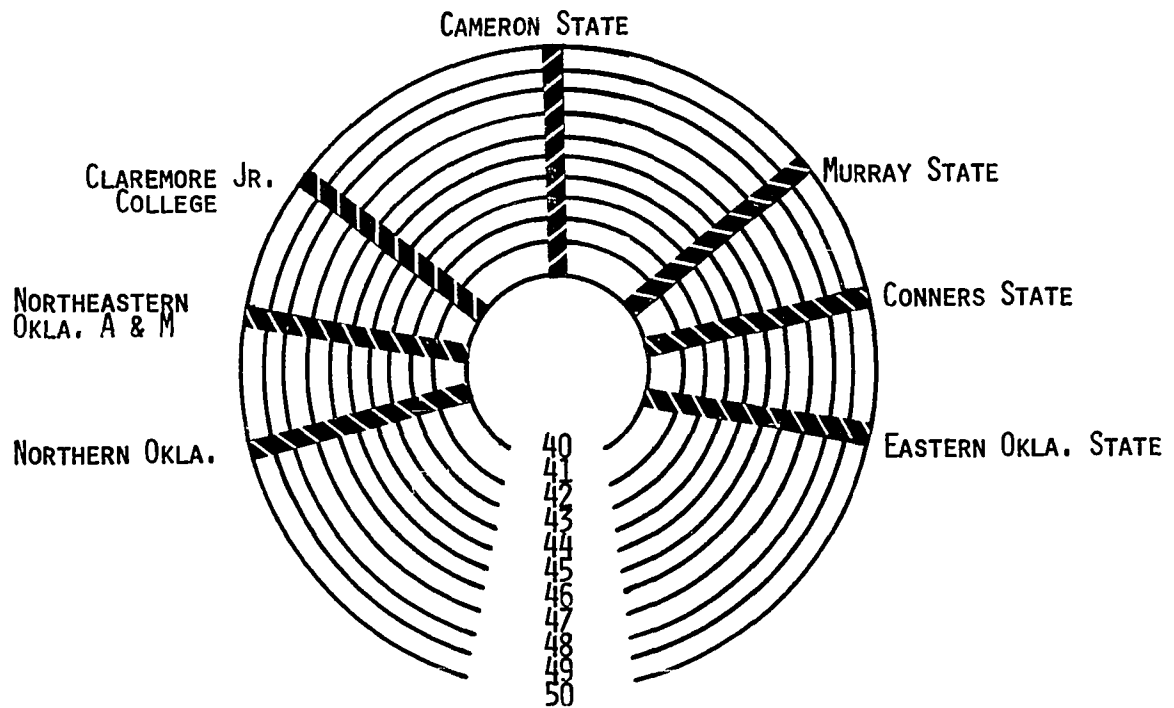


Oklahoma State Regents for Higher Education, A System of Higher Education for Oklahoma, The Report of the State Coordinating Board (Oklahoma City: Oklahoma State Regents, 1942), p. 124.

APPENDIX F

OKLAHOMA STATE JUNIOR COLLEGES

1940-1950



APPENDIX G

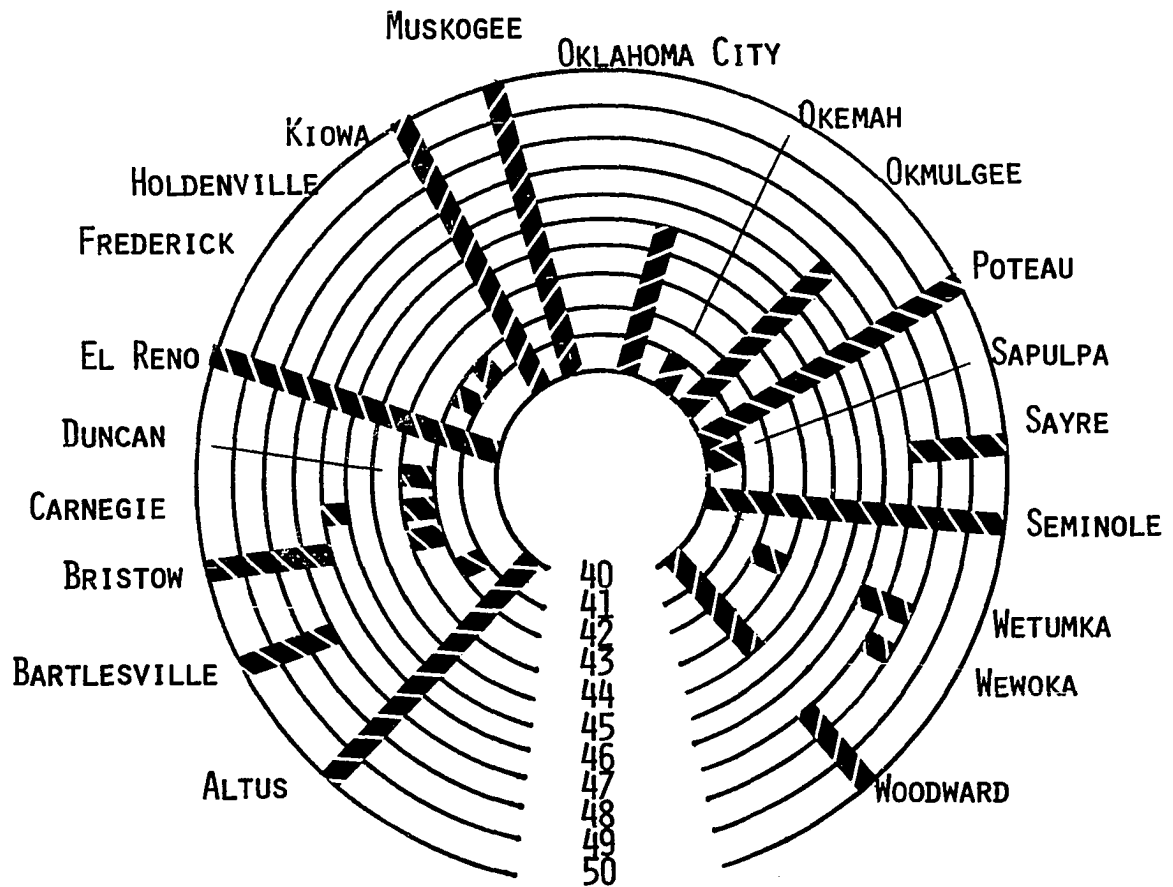
OKLAHOMA MUNICIPAL JUNIOR COLLEGES

1940-1950

## APPENDIX G

## OKLAHOMA MUNICIPAL JUNIOR COLLEGES

1940 - 1950





APPENDIX H

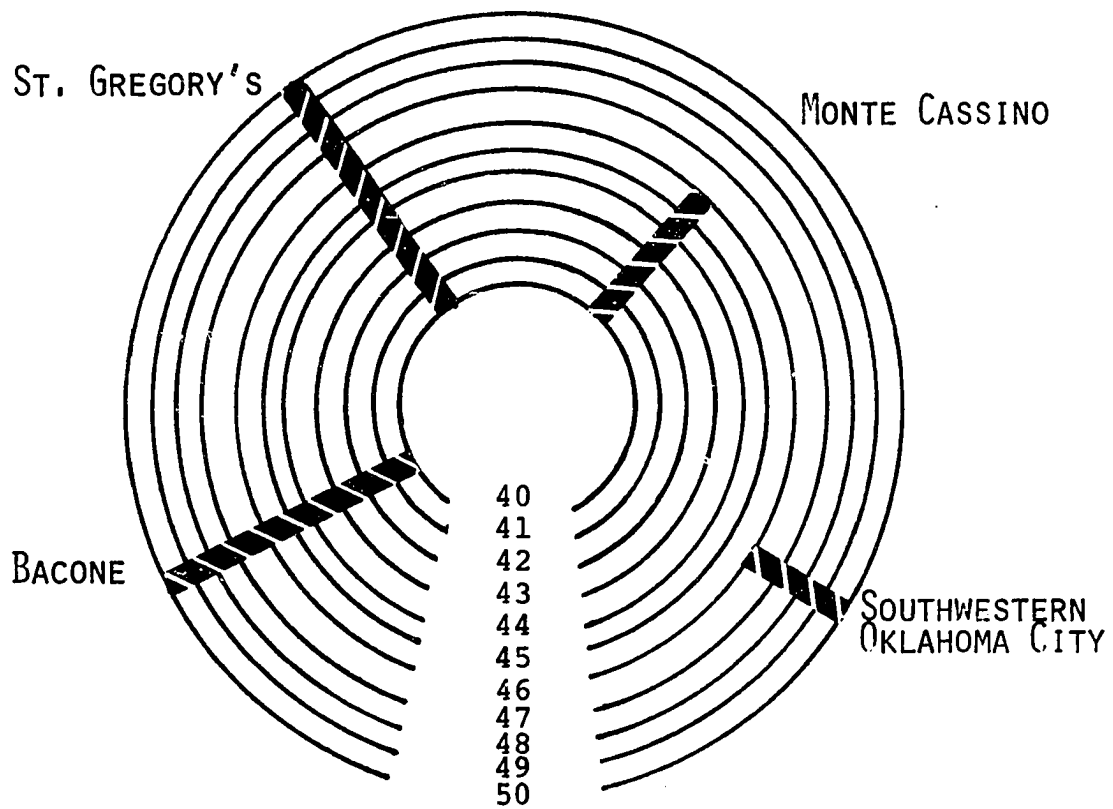
OKLAHOMA PRIVATE JUNIOR COLLEGES

1940-1950

## APPENDIX H

## OKLAHOMA PRIVATE JUNIOR COLLEGES

1940 - 1950



APPENDIX I

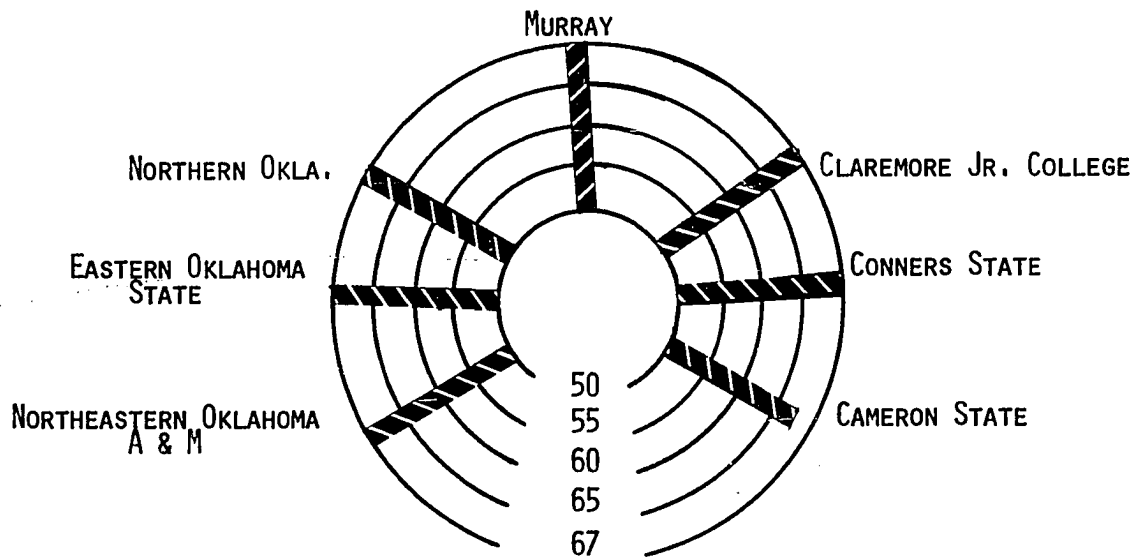
OKLAHOMA STATE JUNIOR COLLEGES

1950-1967

APPENDIX I

OKLAHOMA STATE JUNIOR COLLEGES

1950 - 1967

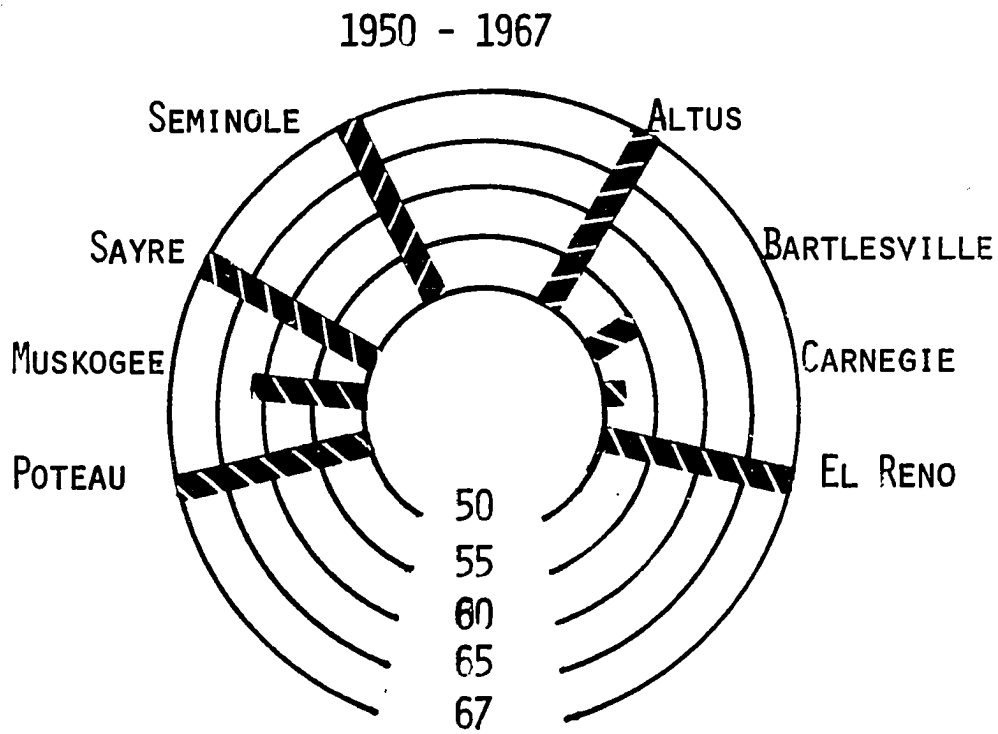


APPENDIX J

OKLAHOMA MUNICIPAL JUNIOR COLLEGES  
1950-1967

## APPENDIX J

## OKLAHOMA MUNICIPAL JUNIOR COLLEGES



APPENDIX K

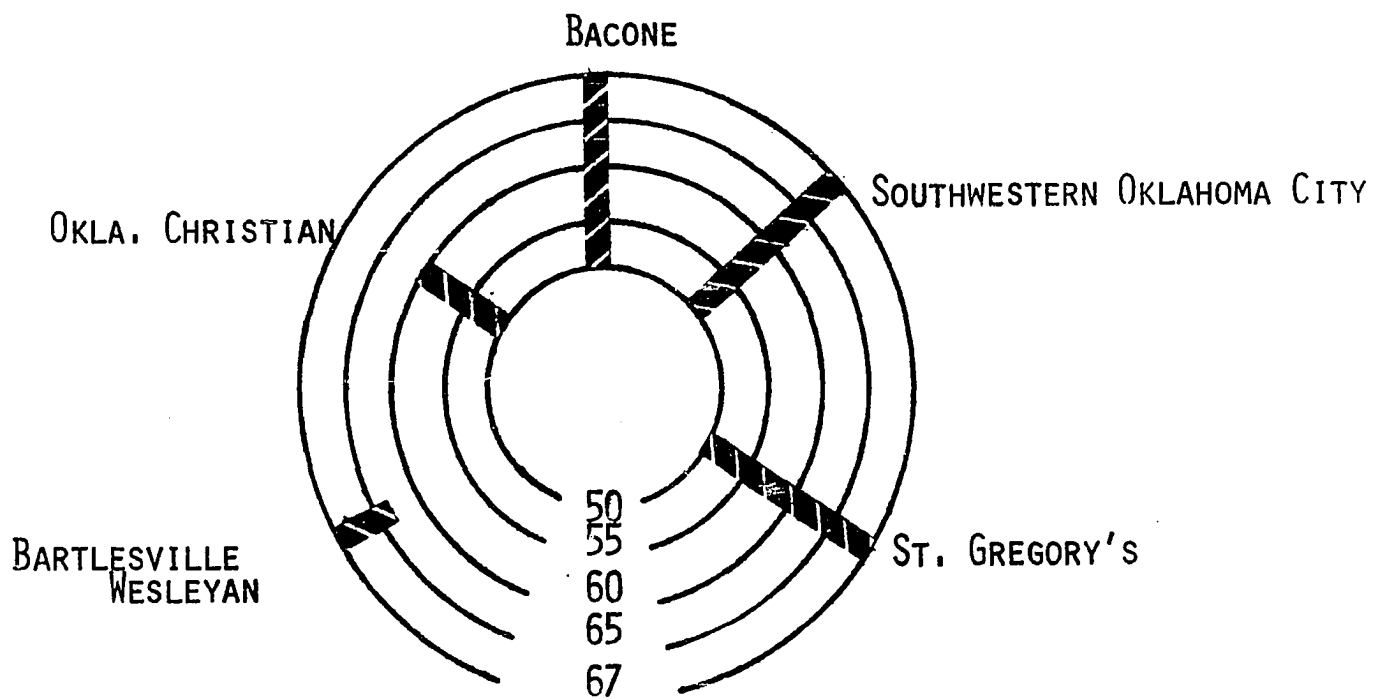
OKLAHOMA PRIVATE JUNIOR COLLEGES

1950-1967

## APPENDIX K

## OKLAHOMA PRIVATE JUNIOR COLLEGES

1950 - 1967

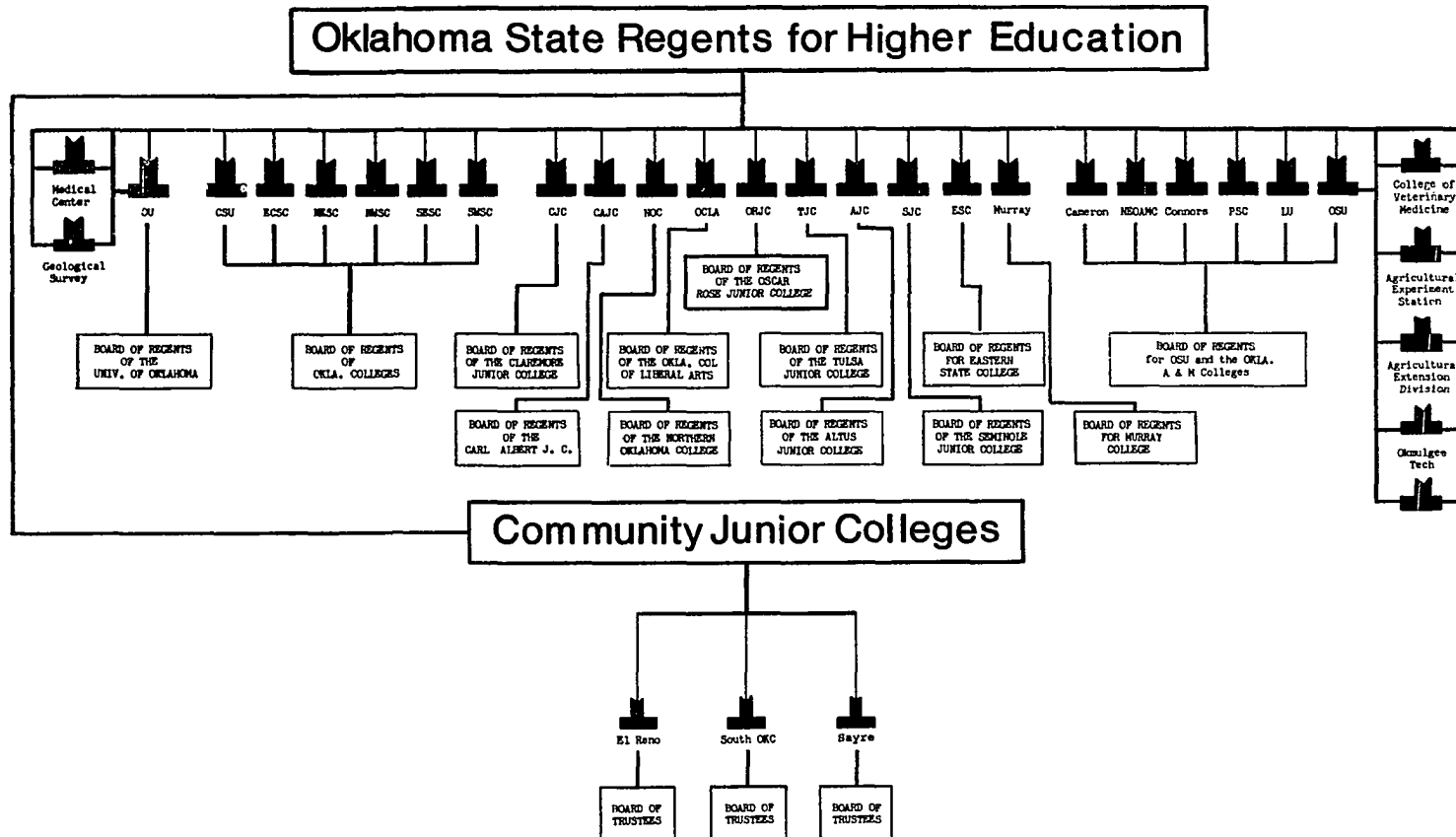




APPENDIX L

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
(1973)

The Oklahoma State System  
of Higher Education



APPENDIX M

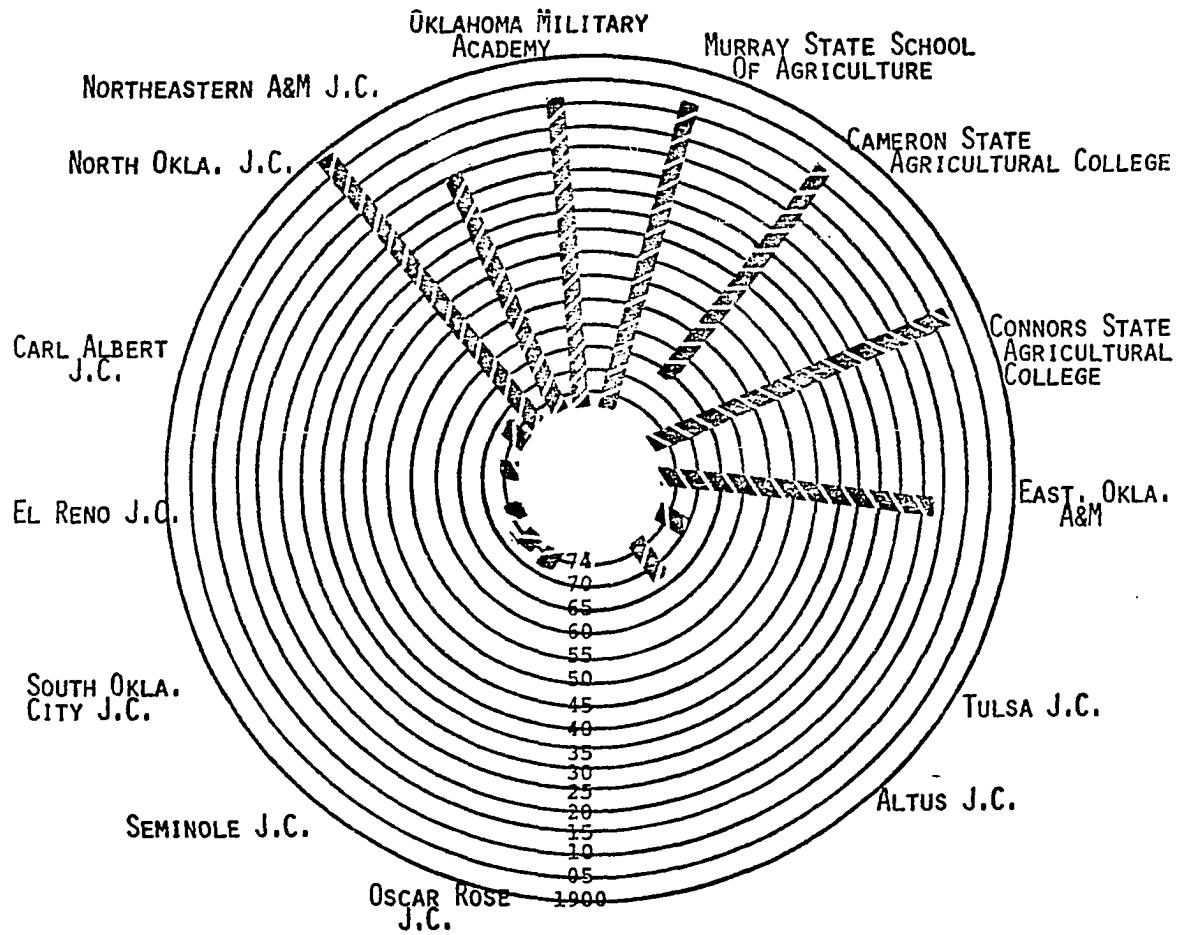
OKLAHOMA STATE JUNIOR COLLEGES

1900-1974

APPENDIX M

OKLAHOMA STATE JUNIOR COLLEGES

1900 - 1974



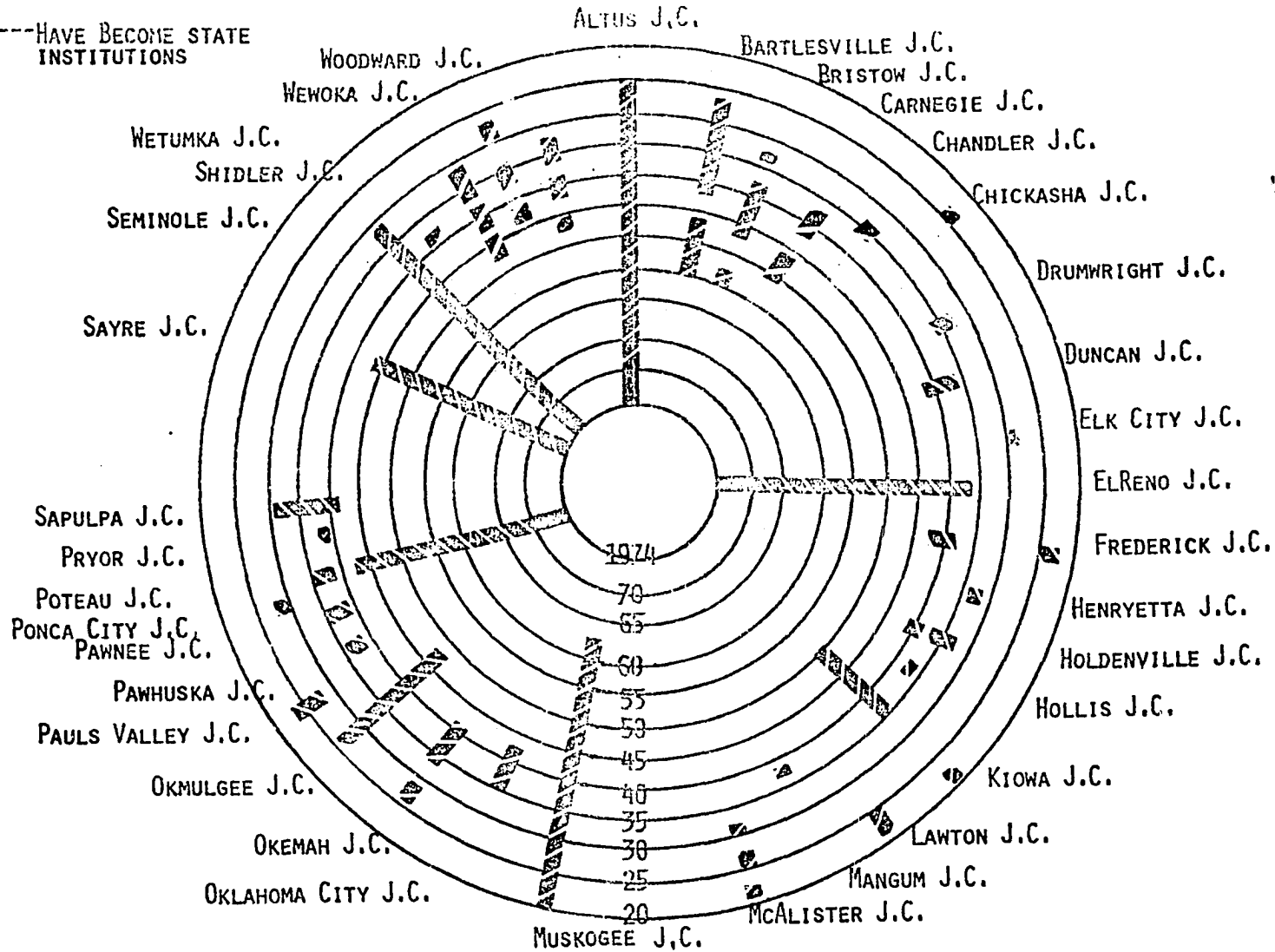
APPENDIX N

OKLAHOMA MUNICIPAL JUNIOR COLLEGES

1900-1974

# OKLAHOMA MUNICIPAL JUNIOR COLLEGES 1900 - 1974

----- HAVE BECOME STATE INSTITUTIONS



APPENDIX N

APPENDIX O

OKLAHOMA PRIVATE JUNIOR COLLEGES

1880-1974

APPENDIX O

OKLAHOMA PRIVATE JUNIOR COLLEGES

