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GRADUATE COLLEGE

A HISTORY OF THE DEVELOPMENT OF INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA

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A HISTORY OF THE DEVELOPMENT OF INSTITUTIONS

OF HIGHER EDUCATION IN OKLAHOMA

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PREFACE

This study encompasses the field of higher education in Oklahoma from the early efforts prior to statehood to the present time. It attempts to consider for the first time every institution of higher learning which has come into being within the borders of present-day Oklahoma and, through them, to provide a synthesized history of higher education in the state.

As one of the last areas of the United States to be settled, as a region where a frontier tradition is deeply rooted, as a state which came into existence from the consolidation of two cultures, one Indian and one white, Oklahoma has known a unique educational history involving a continuous reorientation of educational needs and goals.

Such a study should serve well in substantiating the historical purpose of higher education in Oklahoma by tracing the long and devoted commitment to education by both Indians and whites. Further, the history of Oklahoma's advanced learning should provide a basis of experience which would be of value to educational architects in blueprinting the future of higher education in the state and establishing a base of reference for other students of this subject area.

The essential problem of this study, then, is to research and identify the development of institutions throughout the course of Oklahoma higher education, to organize this into a comprehensive history which traces the mainstream of progress from the beginning to the present, to show how the goals and purposes of higher education in Oklahoma have changed over the years, and to establish the principal factors of growth, or failure, for Oklahoma colleges and universities.

Many capable studies have been made of individual institutions in Oklahoma: in theses and dissertations, in self-studies and institutional reports, in articles for historical journals, and in unpublished manuscripts. Most of these studies, however, predate World War II and do not cover the most eventful and dynamic period of their history. The three decades since the Second World War witnessed tremendous growth and change in Oklahoma higher education, and it was only after 1941 that the many institutions became a part of a developing system of higher education. No consolidated historical study of all the higher schools has been made since Henry G. Bennett did so in a 1924 thesis at the University of Oklahoma, though A System of Higher Education for Oklahoma, published in 1941, did summarize the institutions in existence at that time.

I wish to acknowledge the debt which this work owes to the earlier studies of Oklahoma colleges and universities. In some cases their research was relied upon heavily.

I also wish to acknowledge the invaluable studies of Oklahoma higher education which have been made by the Oklahoma State Board of Regents for Higher Education. I would especially like to thank Dr. E. T. Dunlap and Dr. Dan S. Hobbs of the State Regents' office.

Miss Valerie Snyder of the Oklahoma Historical Society, Mrs. Boyce Timmons of the University of Oklahoma Phillips Collection, Mr. Jack Haley of the OU Division of Manuscripts, and Mrs. Dorothea Ray and Mrs. Lois Filbeck of the Central State College library were extremely cooperative and helpful in assisting the research of this subject. Recognition should also be paid to the Oklahoma State University library, to Mr. Guy Logsdon of the University of Tulsa library, to Mr. Jim Byrnes of Cameron State College, and to my wife, Pat, for her assistance in the typing of early drafts of this work.

Finally, I am deeply indebted to Dr. John Pulliam, Dr. Herbert Hengst, Dr. Dorothy Truex, and Dr. C. Joe Holland, all of the University of Oklahoma, who guided my planning and performance in this effort.

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A HISTORY OF THE DEVELOPMENT OF INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA

CHAPTER I

EDUCATION IN THE INDIAN TERRITORY

Oklahoma's educational system had two beginnings, one during the first half of the nineteenth century among the Indians of eastern Oklahoma and the other following the first land rush into the central region of the state in 1889. Just as Oklahoma was created from a merger of the Indian Territory and Oklahoma Territory, so was the state's higher education an outgrowth of the educational interests of two different cultural backgrounds. Important educational foundations were established in Oklahoma by the Five Civilized Tribes--the Cherokee, Choctaw, Creek, Chickasaw, and Seminole--long before educational institutions were initiated by the First Territorial Legislature in 1890.

It is significant that the civilized tribes were strongly interested in the education of their young and determined in their encouragement and support of mission schools and academies. Though set back seriously by the Civil War, education in the Indian Territory made considerable

advancement prior to the first land rush in 1889, with elementary through college-level work offered. The preparation of a base of students who were educated at the primary and secondary level, the widespread support of education throughout the tribes, and the existence of institutions of advanced learning provided an impetus to Oklahoma higher education which otherwise it could not have known.

The Five Civilized Tribes, who were removed from their homelands in the South and transplanted to present Oklahoma during the 1820's and 1830's, had already obtained an advanced level of civilization by the time of removal, and their interest in education was already well established. They had, in fact, left behind their own schools and academies when forced westward by the federal government: Brainerd Academy, founded among the Cherokees in 1817; Charity Hall of the Chickasaws, 1820; Choctaw Academy, 1825; and a number of other schools which had been established by missionary societies. In addition, the tribes sent their select young men to Eastern schools such as the mission school at Cornwall, Connecticut.

Though the Indians had at first been recalcitrant toward the white man and his ways, the work of missionaries and Indian agents and the influence of white intermarriages gradually wrought changes in Indian attitude toward education, particularly among the tribal leaders. In 1832 a chief of the Six Towns division of the Choctaws wrote to a missionary society regarding the tribe's first written laws which called for the establishment of schools:

> I want the good people to send men and women to set up a school in my district. I want them to do it quick. I am growing old. I know not how long I shall live; I want to see the good work before I die. We have always been passed by and have no one to assist us. Other parts of the nation have schools; we have none. We have made the above laws because we wish to follow the ways of the white people. We hope they will assist us in getting our children educated. This is the first time I write a letter. Last fall is the first time we make laws. I say no more. I have told my wants. I hope you will not forget me. Hoolatohooma.[1]

Thus by 1844 the Choctaw agent could report:

> The Choctaw, who have earned for themselves so much credit by the establishment of schools in their own country, and who have bestowed so liberally of the tribal means to the great cause of education, continue to press forward in their noble course. The example they have set to other tribes is worth more than the expenditure; and the improvement, socially, morally, and religiously, among themselves is priceless; it cannot be estimated.[2]

This was true of the other tribes, also, particularly the Cherokees and the Chickasaws, whose agent in 1847 wrote: "The Chickasaws have great anxiety to have their children educated, and what is most astonishing, the full-bloods show as great a desire as the half-breeds; but they are all very anxious on this all-important subject. . . ."[3]

It was the missionaries who initially brought education to the region of present Oklahoma. Even before the

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[1] Acts of the Choctaw Nation, October 31, 1832, Phillips Collection.

[2] U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1844 (Washington, D.C.: Government Printing Office, 1845), pp. 313-14.

[3] U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1847 (Washington, D.C.: Government Printing Office, 1848), pp. 384-85.

civilized tribes arrived, the first school was established at the Union Mission, north of present Muskogee, on September 1, 1821, where Epaphras Chapman and William Vaill began religious and agricultural training for the Osage Indians.[4]

The Cherokees, first of the civilized tribes to move west in 1828, requested that the missionaries join them and continue the educational activities already begun east of the Mississippi. As a result, in 1819 the Reverend Cephas Washburn and Alfred Finney established Dwight Mission school in Pope County, Arkansas. This school was moved to Oklahoma's Sequoyah County in 1829 where eleven log structures were erected, one being a two-story dormitory for boys. Here Cherokee boys and girls were taught Bible lessons and manual pursuits under the Lancastrian system.[5]

Dwight was followed by Fairfield Mission in 1830, a day school open and free to all, and another on the Illinois River, both being under the auspices of the American Board of Commissioners for Foreign Missions.[6] A Baptist mission school

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[4]"Protestant Missions Among the Osages, 1820 to 1838," Chronicles of Oklahoma, II (September, 1924), 283-97.

[5]Joe C. Jackson, "The History of Education in Eastern Oklahoma from 1898 to 1915" (unpublished Ed.D. dissertation, University of Oklahoma, 1950), p. 2; Grant Foreman, The Five Civilized Tribes (Norman: University of Oklahoma Press, 1934), pp. 356-57.

[6]Founded in Connecticut in 1810, the group sent no less than 300 missionaries into the Indian Territory before the Civil War. Though jointly supported by the Congregational and Presbyterian churches, the largest number of missionaries sent west were Congregationalists. Eventually all the work passed into the hands of the mission board of the Presbyterian

operated in Delaware County from 1832 to 1836, and the Park Hill Academy near present Tahlequah was begun by Dr. Samuel Worcester in 1837 and continued until it was closed by the Civil War. Another missionary group, the Society of United Brethren for the Southern States, better known as the Moravians, opened mission schools for the Cherokees at Barren Park, Beatties Prairie, and New Springplace in 1838 and after.

The Choctaws, too, were quick to institute new educational institutions after their removal, which began in 1830. The earliest of these was the Wheelock Mission in the far southeastern corner of the territory by the Reverend Alfred Wright of the American Board. Named for the founder of Dartmouth College, who had devoted himself to Indian education, Wheelock was later enlarged into a seminary for Choctaw girls in 1843 and called Wheelock Academy. Other important schools were opened by the Presbyterians, Baptists, and Methodists during the 1840's.

The Chickasaws, who had been neighbors to the Choctaws in Mississippi, were a more independent and warlike tribe who were removed to the Indian Territory in 1837 and 1838. Although they, also, had a history of education prior to removal, their forced subjugation to the Chickasaws in the territory, intertribal conflicts, and troubles with the plains tribes held up the development of new schools until in 1851

Church. Sister Mary Baptist, "Mission Schools in the Indian Territory" (unpublished thesis, University of Oklahoma, 1923), pp. 22-23.

the Chickasaw Academy was opened near present Tishomingo. It was a coeducational manual labor school conducted by the Reverend Wesley Browning of the Methodist Church, South. A number of other day and boarding schools were established for the Choctaws during the 1850's by the Methodists and Presbyterians and some by the Choctaws themselves.

The Creeks, who were removed over a period of ten years from 1829 to 1838, were suspicious of abolitionist missionaries who interfered with their drinking and sport and tried to persuade them to give up the practice of slaveholding. Though a few schools had been established among them, during the autumn of 1836 the Creeks expelled all the missionaries from their lands. It was not until 1843 that Presbyterian Robert M. Loughridge persuaded the Creeks to allow the opening of a mission and school at Kowetah, twenty-five miles northwest of Fort Gibson. This was followed by a Baptist school at Fort Gibson and the Ashbury Manual Labor School which the Methodists established near Eufaula about 1850. Another important manual labor school was founded at Tullahassee Mission in 1850 by the Presbyterians, and by 1853 the Creeks could report twelve neighborhood schools in their country.[7]

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[7]U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1853 (Washington, D.C.: Government Printing Office, 1854), p. 393.

The Seminoles, who fiercely resisted their deportation from Florida, arrived in Indian Territory between 1836 and 1842 with little prior tradition in education. It was up to John Bemo, an educated Seminole, to open the first school for the transplanted Seminoles in 1844. Bemo and his wife later joined the Presbyterian minister John Tilley at the Oak Ridge Mission which began in 1848.

Although the Choctaws were the earliest enthusiasts for the education of their children through the use of their own annuity moneys and the help of missionaries, it was the Cherokees who established a national school system as early as 1841 and set a standard which the Choctaws were soon to emulate in friendly rivalry.

> Even before Horace Mann began his labors in behalf of a public school system in such an educational center as the state of Massachusetts, the proposition for public schools of higher learning was brought up in the Cherokee Nation. The idea of public and higher schools for the Cherokees was advocated by the treaty of 1835. A superintendent of Education and eleven public schools were provided for by an act of council on November 16, 1841; the salary of public school teachers was to be thirty dollars per month.[8]

Thus by 1860 the educational ideal had been deeply instilled in the five tribes in eastern Oklahoma. The agent at the Choctaw and Chickasaw agency that fall reported eight boarding schools among the Choctaws plus a large number of neighborhood schools. The Choctaws were spending $23,000

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[8]Hugh T. Cunningham, "A History of the Cherokee Indians," Chronicles of Oklahoma, VIII (December, 1930), 418.

annually on their academies and $8,300 on their neighborhood schools. The Chickasaws were maintaining five academies.[9]

Here were offered classes such as were reported for the Tullahassee Manual Labor School by the Reverend Mr. Loughridge:

> The classes examined that day will give you a pretty correct idea of the studies in school. There were six classes in the primer, six classes in reading, eight in arithmetic (two of which were in Colburn's Mental Arithmetic), three in geography, two in history, one in English grammar, two in natural philosophy, one in algebra, and one in the Latin and Greek languages; four boys declaimed, and ten girls read compositions. Most of the scholars practice writing.[10]

Most of the tribes, however, were looking to raising the level of their educational offering. The Choctaw and Chickasaw agent, Douglas Cooper, wrote in 1860 that ". . . there is a growing desire to have a better class of teachers at the academies, so as to preclude the necessity of sending off young men and women to be educated. These academies should be made high schools, capable of giving a finished education."[11]

Again it was the Cherokees who had already taken the lead in this. In 1846 the tribal council, acting upon the recommendation of Chief John Ross, had passed a bill stating: "Whereas, the improvement of the moral and intellectual

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[9]U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1860 (Washington, D.C.: Government Printing Office, 1961), pp. 129-33.

[10]Ibid., p. 123. [11]Ibid., p. 129.

condition of our people is contemplated by the Constitution, and whereas, we are now in possession of means sufficient to carry out, to a further degree of maturity, the National system of education already commenced . . ."[12] there should be established two seminaries, or high schools, one for males and one for females.

Accordingly, construction was commenced on two stately-columned buildings which opened in 1851 as the Cherokee Male Seminary and the Cherokee Female Seminary. Costing in excess of $60,000 each, the two three-story buildings of more than eighty-five rooms were the largest structures in the territory. To these schools, which were modeled after Eastern institutions, were brought graduates of Mount Holyoke, Princeton, and other schools to offer a level of work far advanced to other academies in the territory.

Cherokee boys and girls studied French, Greek, Latin, and German. They read the works of Xenophon, Thucydides, Livy, Homer, Virgil, Ovid, Cicero, Caesar, Moliere, and Goethe. They took courses in mental science, natural philosophy, political economy, logic, moral philosophy, criticism, analytical geometry, surveying and calculus, mental philosophy, and astronomy. "On the whole, the schools were equal to any colleges in the United States at that time."[13]

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[12]Foreman, The Five Civilized Tribes, p. 393.

[13]Cunningham, "A History of the Cherokee Indians," p. 419; Henry G. Bennett, "The Development of Higher Education in Oklahoma" (unpublished thesis, University of Oklahoma,

Unfortunately, the Cherokee finances, obtained from money invested for them by the federal government, could not sustain the cost of these two seminaries, and they were closed in 1856.[14] Most of the other academies and neighborhood schools in the territory were soon to close with the outbreak of the Civil War in the spring of 1861.

The Civil War was as much a disaster to the civilized tribes of the Territory as it was to the rest of the nation. All of the tribes being slaveholders, the predominance of the Indians went down with the losing Confederacy. Only a group of Union-supporting Cherokees and Creeks had refused to sign treaties of allegiance to the Confederates in 1861, and they were forced to flee to Kansas for safety. Virtually all of the Indian Territory schools were closed during the war, and many were destroyed. Only a scant few such as the Chickasaw's Goodland Mission, near present Hugo, remained in operation, and an entire generation of Indian children lost the benefits of education.

After the war the Indians returned home to find their houses and other improvements destroyed, their livestock gone. They now faced a reconstruction chore virtually as momentous as their original efforts to survive in the wilderness three decades earlier. Only now many of the missionaries had

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1924), argues that the seminaries were college-level institutions; Elzie Ronald Caywood, "The History of Northeastern State College" (unpublished thesis, University of Oklahoma, 1950), insists they were equivalent to high schools.

[14]Caywood, "Northeastern State College," p. 43.

abandoned the field, and it was the 1880's before many of the churches returned to offer much help in territorial education.

Nonetheless, the tribes, with the Cherokees at the lead, set about to rebuild their school systems. Dwight Mission was reopened, and by 1868 there were thirty-two public day schools in operation in the Cherokee Nation. Most of these schools were for the education of Indian children, but two were for Negroes.[15] The number grew yearly, but it took longer to reestablish the higher schools. The male seminary was opened as an orphanage in 1872 and put in operation as a school in 1875.[16]

The Choctaws, too, restarted their educational efforts as soon as possible, renewing their contracts with the Presbyterians to reopen the Spencer Academy for boys and the New Hope Academy for girls in 1867. Wheelock, Armstrong, and Goodland all went back into operation. The missionaries had withdrawn from the Chickasaw Nation, and it was in the late 1870's before Bloomfield, Wapanucka, and the Chickasaw Male Academy were reopened.

The Creeks, with the aid of the Robertsons, had Tullahassee Mission, partially destroyed during the war, in operation again in March of 1868, and by the end of the year it

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[15]U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1868 (Washington, D.C.: Government Printing Office, 1869), p. 281.

[16]J. S. Swinney, "The Development of Education Among the Choctaw Indians" (unpublished master's thesis, Oklahoma A&M College, 1935), p. 74.

listed eighty-one students. Although the Seminoles were deserted by the missionaries during the war, their tribal agent, the Reverend J. S. Murrow, continued their religious and educational training, and in 1866 Ross Ramsey of the Presbyterian Church established the Seminole Mission three miles north of present Wewoka. Ramsey also helped to establish three district schools.

During November and December of 1870, a group of Quaker Indian Bureau officials made a tour of the Indian Territory and reported on the state of education among the five tribes, who had now made a good start at reestablishing their educational systems:[17]

Tribe	Population	No. Schools	No. Pupils	Fund
Cherokee	17,000	48	1,928	$50,000
Choctaw	16,500	48	1,460	30,000
Creek	13,000	31	-----	24,758
Chickasaw	5,400	11	440	50,000
Seminole	2,500	4	225	2,500

In 1869 President Ulysses S. Grant had turned to the Quakers, or Friends, to help solve the many problems faced by the Bureau of Indian Affairs, and during the 1870's this religious group established missions and schools among the smaller tribes in northeastern Indian Territory; Ottawa Mission in 1870; Peoria Day School in 1872; the Seneca, Shawnee, and Wyandotte Mission in 1872; and the Quapaw or Lincolnville

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[17]William Nicholson, "A Tour of Indian Agencies in Kansas and the Indian Territory," Chronicles of Oklahoma, II (November, 1934), 371.

Mission in 1872.[18] They also began mission schools for the Cheyenne and Arapahoe Indians and for the Comanche-Kiowa tribes of western Indian Territory.

In 1873 the Catholics, who had been working among the Osage and Pottawatomie tribes of Kansas, began work in the territory. The Right Reverend Isadore Robot, a monk from France, was sent to work among the Pottawatomie near present Atoka where he built a small chapel, a house, and a school of hewn logs which was opened in 1877. The Sacred Heart Mission prospered, and in 1884 Father Robot was joined by The Sisters of Mercy of Lacon, Illinois, who founded Saint Mary's Academy and Industrial School.[19]

Another post-Civil War facet of education in Indian Territory was the establishment of schools for Negro freedmen, as required by the treaties signed with the federal government at the end of the war. The Indians followed the whites in segregating their children from those of former slaves, and the schools for freedmen were inferior and inefficient compared to Indian schools. Creek and Seminole freedmen enjoyed the same rights as native-born Indians, but those of the Choctaw and Cherokee were restricted in their privileges while

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[18]U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1872 (Washington, D.C.: Government Printing Office, 1873), pp. 243-44.

[19]Sister Mary Baptist, "Mission Schools," pp. 43-44.

the Chickasaw freedmen "have no privileges or rights that the Indian or white man regards."[20]

During the 1880's the number of common schools continued to increase among the tribes, particularly the Cherokees and Choctaws. By 1889 the Cherokees could list 110 primary schools, the Choctaws 170, the Creeks 36, and the Chickasaws 15.[21] Additionally, there was a resurgence of denominational school openings during the decade.

Summary

The historical development of education in the Indian Territory prior to 1889 affected the course of Oklahoma higher education in a number of ways. Most significant was the fact of its establishing both a fountainhead of appreciation and a base of preparation for higher education among the civilized tribes of eastern Oklahoma. Without this motivating force on the tribes and without the educational work of the mission schools, the tribal day schools, the boarding schools, the academies, and the seminaries, higher education in Oklahoma after 1889 could never have progressed as it did. Much of the energy and resources of the territories would undoubtedly have been spent in civilizing the Indian tribes and providing the rudiments of education.

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[20] U.S., Department of Interior, Office of Indian Affairs, Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1889 (Washington, D.C.: Government Printing Office, 1890), p. 205.

[21] Ibid. No accounting was given for the Seminoles.

The work of the missionaries helped to establish a tradition of denominational and religious influence which would be carried forward into Oklahoma higher education, directly in the case of church-supported schools and indirectly through local community and boards of regents influence.

More specifically, the development of education in Indian Territory also led to the establishment of institutions which ultimately grew into schools of advanced education, schools such as the Baptist Indian mission school at Tahlequah, the Presbyterian school at Durant, and the Sacred Heart Mission of the Catholics. The Cherokee National Female Seminary provided the first building for Northeastern State College.

The Indian Territory schools also served by bringing many trained teachers into the region as well as educating teachers for primary and elementary schools.

In the development of education in early Indian Territory it is perhaps possible to see factors which are traceable throughout the course of higher education in Oklahoma: the religious and denominational influence, the need for education of the young in practical pursuits of livelihood, the purpose of training professional leaders, and the ideal of cultural advancement in general. To these the whites who established and controlled the institutions of higher education in Oklahoma Territory would add the dubious purpose of politics.

CHAPTER II

DEVELOPMENT OF HIGHER EDUCATION IN OKLAHOMA TERRITORY, 1889-1907

The Run of 1889 into the Oklahoma Section of Indian Territory spawned bustling new communities along the Santa Fe Railroad at Guthrie, Edmond, Oklahoma Station, and Norman, plus others at key locations such as Stillwater, Kingfisher, and El Reno. An intense competition began among the leaders of these towns to have their particular locales emerge as centers for government, commerce, and education. Typical were the efforts of Milton W. Reynolds, formerly a highly regarded Kansas newspaperman, of the Edmond Sun. When he expressed editorially his wish that Edmond become a seat of learning for the new territory, the Oklahoma City Journal chided him: "But Bro. Reynolds, did you ever see a college town that amounted to anything as a commercial center or a business town?" Whereupon Reynolds replied: "We'll take the university and take the chances on the commercial centers, capitals, etc."[1]

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[1]Edmond Sun, July 10, 1890. Reynolds was chosen to be a member of the First Territorial Legislature, but he died before it convened.

When the First Territorial Legislature convened in Guthrie, which had been named temporary capital of the territory, boosters of Guthrie and Oklahoma City became embroiled in a fight over the location of the permanent capital and state institutions. Historian Thoburn states:

> Although bills were introduced for the location and establishment of several educational institutions early in the legislative session, they were held back and used more or less by both sides in attempts to influence the result in the struggle over the location of the capital. At one time, an effort was made to placate the leaders of the Oklahoma City combination by a suggestion to the effect that if Oklahoma City would consent to let the territorial capital remain at Guthrie, an arrangement might be made whereby the university, the Agricultural College and the normal school should be combined in one institution and located in Oklahoma City. This proposition was favorably regarded by some of the ablest leaders of the Oklahoma City combination but others scouted the suggestion of such a concession and the overture thus made was rejected. Before its adjournment the Legislative Assembly passed acts locating and establishing the university at Norman, the Agricultural College at Stillwater, and the normal school at Edmond, though the territory then had less than 70,000 inhabitants. Thus was established the precedent for the multiplicity of state institutions which has long since given the present State of Oklahoma a most unique reputation. Had Oklahoma City accepted the overture from the Guthrie leaders, namely, to drop the capital fight and take the combined educational institutions instead, the educational history of the state might read very differently from what it does.[2]

Council Bill No. 56 as amended by Council Bill No. 114 creating the University of Oklahoma at Norman was passed on December 19, 1890, by the First Territorial Legislature.[3]

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[2]Joseph B. Thoburn, A Standard History of Oklahoma, Vol. II (New York: The American Historical Society, 1916), p. 670.

[3]Territory of Oklahoma, Journal of the First Session of the Legislative Assembly of Oklahoma Territory (Guthrie: Oklahoma News Publishing Co., Printers, 1890), p. 984.

Council Bill No. 106, signed by Governor Steele on the evening of December 24, 1890, created the normal school at Edmond,[4] while House Bill No. 82, locating the agricultural and mechanical college in Payne County, was signed the same day.[5]

The University of Oklahoma

The bill that established the University of Oklahoma required that forty acres of land and $10,000 for a building and equipment fund were to be provided by the city of Norman and Cleveland County.[6] On May 19, 1891, bonds were voted by Norman citizens, 804 to 463, but when they were sold at a discount the town still had to make up a deficit of $2,800. In June, 1891, Governor Steele appointed a five-man board of Regents, with himself as an ex officio member.[7]

A site for the new university was provided by the purchase of forty acres of land southwest of the town, and in the spring of 1892 work was begun on the university's first building. With construction under way, the board of regents selected the institution's first president, David Ross Boyd, who had been superintendent of the Arkansas City, Kansas, public schools. His salary was $2,400 a year. Boyd proceeded to

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[4] Ibid., p. 1099.

[5] Ibid., p. 1121.

[6] The Statutes of Oklahoma, 1893 (Guthrie: State Capital Printing Co., 1893), pp. 1168-69.

[7] This account relies on Roy Gittinger, The University of Oklahoma (Norman: University of Oklahoma Press, 1942), except where otherwise noted.

select the university's first faculty: William N. Rice, a graduate of Ohio Wesleyan, as professor of ancient languages and literature; Edwin DeBarr, University of Michigan, professor of chemistry and physics; and French S. E. Amos, Centenary College, instructor in English, history, and civics. Boyd, a graduate of the College of Wooster, taught arithmetic, grammar, elementary Latin, and psychology.

The first classes of the university were held in an empty building on West Main, called the Rock Building, in September, 1892, with a first semester enrollment of eighty-three and a total enrollment for the year of 119. The Oklahoma University Building, with "22 well-lighted and well-ventilated rooms," was completed and opened to inspection on September 3, 1893, and classes began there that month.

Four departments--Preparatory, Collegiate, Pharmaceutical, and Musical--were listed in the first annual catalog published for 1892-93, which also indicated that Mrs. Viroqua Newton of Saratoga, New York, had joined the staff as teacher of piano and voice.

Listed as requirements for admission in the first catalog were "a good knowledge of Arithmetic through the Applications of Percentage, a thorough knowledge of English Etymology, an ability to parse any sentence, an ability to read and <u>interpret</u> ordinary newspaper english [sic] composition, an ability to spell correctly and to write a ready

legible hand."[8] Tuition was free to students from Oklahoma Territory, and by 1900 to those from Indian Territory also.

The collegiate curriculum encompassed classical, philosophical, scientific, and English studies, leading to the Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, and Bachelor of Letters degrees. Courses were offered in modern languages, English, mental and moral science, Latin, Greek, mathematics, chemistry, physics, physiology, zoology, and botany. The Music Department, which was supported by tuition, offered piano, organ, violin, mandolin, guitar, voice, harmony, conducting, and the history of music. Clearly the university was where the future leaders of Oklahoma Territory would be able to secure an education in liberal arts, fine arts, and the professional fields.

During the first years of the school's existence, President Boyd was engaged in a competitive struggle with High Gate College, which the Methodist Church South had opened in Norman in 1890.[9] In 1894 Norman was visited by Bishop Vincent of the Methodist Episcopal Church, who advocated the idea of a church-supported boarding hall as an annex to the university. President Boyd was much in support of the idea, for the university enrollment was almost entirely preparatory students. But when local newspapers raised the matter publicly,

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[8] First Annual Catalog, University of Oklahoma, 1892-93, p. 8.

[9] Oscar A. Kinchen, "Oklahoma's First College, Old High Gate, at Norman," Chronicles of Oklahoma, XIV (June, 1936), 312.

President Worley of High Gate indignantly replied: "All persons are not fully satisfied to send their daughters off to school in promiscuous boarding halls, though such halls have a university on every side of them."[10]

However, the matter was not finished. In October when Bishop R. K. Hargrove of the Methodist Church South visited Norman, he was met at the train station by both Boyd and Worley. Boyd escorted the Bishop on a tour of the university. Precisely what agreements were made during his trip is unknown, but shortly after Hargrove left, the transfer of students from High Gate to the university began. In an address made later, President Boyd said: "As is usual in new settlements, the different churches tried to start schools. The first was the Methodist Church South. Bishop Vincent and myself stopped their attempts . . ."[11]

By 1894-95 the enrollment was up to 186, though only 9 were college freshmen, 7 were in first-year pharmacy, and the remaining 170 were preparatory or unclassified students. The next year saw a drop in total enrollment to 148, now with 5 sophomores, 5 freshmen, 2 second-year pharmacy students, 3 first-year pharmacy, and 121 preparatory. In 1897-98 the university enrollment took a sharp increase to 359.

Three new faculty members joined the staff from 1896 to 1898: Joseph Francis Paxton, Harvard, to teach Latin and

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[10] State Democrat (Norman), February 14, 1894.

[11] Kinchen, "Old High Gate," p. 322.

Greek; Vernon Louis Parrington, Harvard, to teach English literature and modern languages; and Dr. Albert Heald Van Vleet, of Leipzig, Germany, to head the Department of Biology.

As enrollment and faculty grew, so did the university course offerings. Four new divisions were added in 1898-99: graduate, premedicine, the School of Music, and summer school. Psychology and education, geology, physical culture, as well as basic courses in medicine were added. Debating clubs were formed; a semimonthly paper, The University Umpire, began; and teams in baseball, football, and tennis started competition with other state institutions such as Kingfisher College, Territorial Normal, and Oklahoma A&M.

Even while a second university building, University Hall, was under construction, the initial structure of the university burned to the ground on January 6, 1903. Once again the university held classes in the Rock Building until on March 16 the University Hall was completed. Other campus buildings followed: a central heating plant, a wooden gymnasium, a new science hall, and a university library resulting from a $30,000 donation by the Carnegie Foundation.

Enrollment reached 467 in 1903-04, with 77 enrolled in the new School of Mines. During the following year the School of Applied Science was added, with the three departments of Mechanical, Electrical, and Civil Engineering. In the fall of 1905, the university hired Bennie Owen as football coach, beginning the first series of great football

teams at the school and establishing a tradition which would have great influence on its character over the following years.

By the time of statehood, the enrollment at the University of Oklahoma had reached 623, of which 4 were graduate students, 154 were in Arts and Sciences, 13 in the School of Medicine, 29 in the School of Fine Arts, 45 in the School of Pharmacy, and the remaining 378 enrolled as preparatory students. Forty-one degrees were conferred that year: twenty-four as Bachelors of Arts, five as Bachelors of Music, and twelve as Pharmaceutical Chemists.

Thus far the university had maintained a slow but stable course of growth, making important progress toward developing a university-level curriculum, securing the necessary buildings, and enlisting a competent faculty. But on December 20, 1907, a second disastrous fire destroyed University Hall. During the following summer further troubles reached the University of Oklahoma campus, bringing about the forced resignation of President Boyd and thirteen of the faculty. Among them was Professor Parrington, who later won a Pulitzer Prize in literature.

While President Boyd had been on a tour of Eastern colleges, the Reverend R. E. L. Morgan, pastor of the Methodist Church South at Norman, blasted the summer serenity of OU's campus with a charge of immoral behavior there. "Card playing, dancing, cigarette smoking and other allegedly

immoral practices are charged against some of the professors in a letter written to a member of the board . . ."[12] A board member promised a "moral housecleaning" at the university.[13]

Then on June 24 the headlines of the Daily Oklahoman announced: "DR. BOYD IS DEPOSED."[14] Dr. A. Grant Evans of Tulsa was named as Dr. Boyd's successor.

Oklahoma A&M College

Prompted by a desire to secure the federal support offered under the Morrill Acts of 1862 and 1890 and the Hatch Act of 1887, all related to agricultural training and experimentation, the new government of Oklahoma Territory pushed through a bill for the establishment of an agricultural and mechanical college. Professional leaders in Payne County, seeking an institution for their area, worked hard to get the potentially-lucrative school. However, when Payne County voters turned down the required college bonds, citizens of Stillwater quickly incorporated their municipality, voted the bonds themselves, and through the unselfish donation of land convinced the site-selection committee to choose their location for the new college.

The Board of Regents for the Agricultural and Mechanical College composed of five members with the governor

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[12] Daily Oklahoman (Oklahoma City), May 15, 1908.

[13] Ibid.

[14] Daily Oklahoman, June 14, 1908.

serving ex officio, met at Guthrie on June 25, 1891, and elected one of their members, R. J. Barker, a Crescent City farmer and businessman and a former educator, as the first president of the new college. Another member, A. A. Ewing, was chosen as treasurer.[15]

The regents then proceeded to select a faculty. Alexander Magruder, a graduate of Mississippi A&M with post-graduate work in Germany, was hired as professor of agriculture and horticulture. Dr. James C. Neal, who held two degrees from the University of Michigan at Ann Arbor and who had been previously employed with the Florida Agricultural College, was made director of the Oklahoma Experiment Station. George Holter, a graduate of Pennsylvania State College with work in several German universities, was made professor of chemistry. Frank Waugh, a youthful graduate of Kansas State Agricultural College, was another member of the faculty, while Edward Clark, a local teacher with a normal school background, was placed in charge of the college's Preparatory Department.

The first classes of the college were held on December 14, 1891, in the Congregational church of Stillwater, moving to the Methodist Episcopal church the second year. These buildings were one-room frame structures, heated with a

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[15]This account relies on Philip Reed Rulon, "The Founding of the Oklahoma Agricultural and Mechanical College, 1890-1908" (unpublished Ed.D. dissertation, Oklahoma State University, 1968), except where otherwise noted.

wood-burning stove in the center and divided into classrooms only by wooden partitions which were acoustically inept. Some fifty students showed up the first day, mostly from Payne County, mostly poor and mostly unprepared for college-level work.

The purported objectives of the college were to provide thorough training in the arts and sciences and to have the student perform experimental labor. All students were required to labor two hours each weekday, Saturdays excepted, when labor was available, and otherwise to spend an equivalent amount of time in laboratory or shop work. Under the leadership of Barker, a Southerner whose experience was in the common school classroom and who was not attuned to the scientific philosophy of the land grant movement, the A&M College followed the pattern of an agricultural preparatory school.

It was this, plus the fact that Barker spent a great deal of his time on his homestead claim at Crescent City and ignored the pressing problems of the school, that brought him into conflict with his science-oriented and impatient faculty. When he "resigned" and Henry Alvord was named to replace him in 1894, a local paper commented that the new man was "a marked improvement over Barker who was totally unfit for the place."[16]

During Barker's term, a frustrating struggle had been underway to get the college bonds sold. Finally after much

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[16]Payne County Populist (Stillwater), September 14, 1894.

financial finagling, the bond sale was completed, and the Populist announced that the college would be rapidly pushed to completion.[17] The building stood the rest of the winter without a roof, however, awaiting materials.[18] But there was another cause of delay, also.

In August, 1893, Governor Renfrow took summary action in dismissing the entire board of regents for the agricultural college. The board, acting under the advice of ex-governor Seay, ignored the order and refused to turn over some $19,000 of college funds. The precise cause of the trouble has not been determined. Some claimed that Renfrow's purpose in firing the old board was to get the school moneys invested in the bank he owned in Norman. Others said the first regents were protecting the funds against a Guthrie investor who sought to make a handsome profit on the college bonds. In a hearing on a mandamus suit filed by the old board, the judge ruled that the original regents could stay in office until April 1, settle up their business, and then resign.[19]

Finally, on June 15, 1894, the building which has come to be known as "Old Central" was officially dedicated and received by the A&M Regents, and that fall the first students attended classes there.[20] To Stillwater, the faculty, and the

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[17] Ibid., December 1, 1893.

[18] Ibid., February 23, 1894.

[19] Edmond Democrat, August 11, 1893; Edmond Sun-Democrat, March 16, 1894; Payne County Populist, March 30, 1894.

[20] Payne County Populist, June 15, 1894.

student body the new building meant more than merely the badly needed facility for classes and offices; it meant the permanent establishment of the Agricultural and Mechanical College.

Henry Alvord, the second A&M president, was a man of considerable stature and reputation. A West Pointer from Massachusetts, he had served in the Civil War and later in western Indian Territory where he had played an active role in Indian dealings around Fort Sill and Camp Supply.[21] He had been president of Maryland Agricultural College and a leading figure in the passage of the Second Morrill Act. There was no doubt of Alvord's experience and ability for his new job. Unfortunately, however, he quickly ran afoul of the regents when he tried to instigate much-needed reforms at the college.

Within a few months Alvord had resigned the presidency and followed up the action with a public letter suggesting the reforms he felt were necessary, including the appointment of a new board of regents. Early in 1895 a legislature-appointed investigating committee looked into the problems of the school and sustained all of Alvord's charges: that the institution was in bad shape largely due to improper and greedy action of the regents, who had committed many indiscretions, including the use of the college secretary to spy on Alvord. Even

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[21] Alvord dealt with the wild Plains tribes at Fort Cobb in the fall of 1868 prior to the Battle of the Washita in November. Donald J. Berthrong, The Southern Cheyenne (Norman: University of Oklahoma Press, 1963), pp. 320-321.

Governor Renfrow became involved when it was admitted that about three-fourths of the college's $23,000 was deposited in the Norman bank, and ex-governor Seay virtually admitted to similar operations. The report of the committee concluded in reference to the regents:

> In our examination into the financial management of this institution we have found little to commend and a great deal to condemn. Where public officers rendered for every day in the month, including Sundays, and then in addition collect pay in the territory for the same time that they have charged the institution for service as an agent in some other capacity, it is time such officials in charge of educational institutions should be taught to observe a law which is older than colleges and nations.[22]

Alvord was followed in the presidency by Southerner Edmond Dandridge Murdaugh, who had studied at William and Mary and the University of Virginia and held a Doctor of Pedagogy certificate from the Maryland Board of Education.[23] Murdaugh soon became embroiled in a clash with some of the faculty, and this, plus the rise of gossip that he was a heavy drinker, led to his dismissal in July, 1895, making him the second successive short-term president of A&M College. Released at the same time were James Neal, Frank Waugh, and Alexander Magruder.[24]

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[22]Territory of Oklahoma, Journal of the House and Council Proceedings, Third Legislative Assembly, 1895 (Guthrie: Daily Leader Press, 1895), p. 725.

[23]Francis Coram Oakes, "Edmond Dandridge Murdaugh, 1895-1901" (unpublished manuscript, Oklahoma State University Library), p. 27.

[24]Payne County Populist, July 4, August 1, 1895.

Replacing Murdaugh was Professor George Morrow, a nationally reputed agriculturist who had been educated at the University of Michigan and had taught at Iowa's Agricultural College before coming to Oklahoma A&M. Like Alvord, Morrow understood the basic concept of the land-grant program, relating the agricultural college to an industrial purpose, thus seeing the experiment station as an important adjunct to the agricultural college.[25]

Morrow was president from July, 1895, to June, 1899, the first of the Aggie presidents to leave on his own volition. By virtue of two good friends on the board of regents and a policy of no political involvement by the faculty, Morrow maintained excellent relations with the regents during his tenure. Furthermore he recruited new faculty on the basis of their academic backgrounds and not their politics.

When President Morrow was forced by advanced age and poor health to resign in June, 1899, the regents turned to the very popular and highly respected chairman of the college English Department. Angelo Scott, a former lawyer and an early settler of Oklahoma City, was a graduate of the University of Kansas, for which his brother served as a regent. Another brother published the Oklahoma City Times. In 1884 the Columbian School of Law in Washington, D.C., had granted Scott the LL.B. and the LL.M. degrees.[26]

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[25]Rulon, "Founding of Oklahoma A&M College," pp. 159-160.

[26]Ibid., p. 246.

The chairman of the A&M Board of Regents, Frank Wikoff, was a good friend of Scott, and these two men, along with John Fields, a New Yorker who was named director of the experiment station, took the leadership in directing the college to new growth and achievement. Scott believed strongly that the land-grant purpose was more than merely to train technicians of science and that a land-grant college should offer a liberal arts education as well as a scientific one. Accordingly he broadened the curriculum to offer classical subjects while he added degrees for scientific specialty. Tougher entrance standards were established, and the old preparatory department was discarded in 1902. He replaced it with a two-year high school program in agriculture and domestic economy. Surprisingly, the enrollment at the school increased; by 1908 the student population numbered over 1,000,[27] ranging over an area of many states and several foreign countries.

Additionally, Scott worked very hard toward the goal of constructing new facilities, adding an agricultural building, a dairy building, a library, a chemistry building, and an engineering hall. At the same time, under his leadership the campus increased from 200 acres to over 1,000 acres, plus a 250,000 acre land-grant endowment from the federal government.

But even these accomplishments did not exempt Scott from the workings of Oklahoma politics. When the A&M regents

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[27] Ibid., p. 255.

failed to give the bid to build the present Morrill Hall to the low bidder, the man made a public charge, and the resultant rumors that a $20,000 kickback had gone to the regents caused considerable embarrassment to President Scott.[28]

Gradually, through the efforts of Alvord, Murdaugh, Morrow, and Scott, the curriculum of the A&M College began to adjust to the land-grant movement which was beginning to flower throughout the nation. The development of an elective system, the democratic ideal (excluding Negroes) and developing interest in scientific research were reflected in the curriculum changes during the territorial period of the institution. The first class of six graduated from A&M with the Bachelor of Science degree in the spring of 1896 under President Morrow.

It did not take long after statehood for Democratic Governor Charles Haskell to turn out the old regents and appoint men of his own choosing. Rather than face a humiliating dismissal, Scott resigned effective June 30, 1908, to make way for Dr. J. H. Connell of Dallas, Texas. Scott was toasted highly by the college students, faculty, and Stillwater townspeople during his final weeks as president. A student of Oklahoma State history summed up Scott's leaving this way: "A week after Scott's departure from the campus, the Stillwater Gazette predicted that a majority of the faculty, either voluntarily or involuntarily, would follow

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[28] Ibid., p. 268.

him. This forecast proved accurate. The 'Golden Age' was over. The college returned to the Oklahoma political arena."[29]

Central State Normal School

The Normal School at Edmond was the first of the three schools to get under way. The act establishing it required that Oklahoma County donate $5,000 in bonds and the town of Edmond contribute forty acres of land as a school site. An Edmond citizen, Anton Classen, gave the land, which was divided into 100 lots surrounding a ten-acre plat reserved for the school. Some of the lots were more desirable than others, so the citizens of Edmond agreed to draw for them and pay $30.00 for each.[30]

Richard Thatcher was chosen as principal, and on November 9, 1891, he conducted the first classes with twenty-three students in the unfinished Methodist church of Edmond. During the summer of 1892 Edmond leaders financed the construction of a building for the school with a $2,000 bond issue, and classes were first held there on January 13, 1893. The legislature approved the issuance of bonds for the addition of wings and a tower to the building, and these were added during the 1893-94 school year. Classes opened in

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[29]Ibid., p. 272.

[30]Edna Jones, comp. and ed., Sixty Years at Central (Edmond: Central State College Printing Department, 1951), p. 6.

September, 1893, in what was first known as the North Building and later "Old North Tower."[31]

The normal school drew an enrollment of 114 students in 1893, offering them a two-year curriculum of ten subjects in the areas of education, languages, mathematics, science, and English. No resident of Oklahoma Territory paid tuition, though an incidental fee of $1.25 per term was due on admission. The first catalog defined the school's scope and aim to be ". . . neither a university nor a college. Its special function is to prepare teachers for our public schools."[32] The booklet also stated: "All supervisors in charge should exercise a watchful guardianship over the morals of pupils at all times during their attendance."[33]

Central began a steady growth in enrollment and faculty, listing 144 students and eleven faculty in 1895. A Department of Music was added, along with classes in higher mathematics, Latin, and physical culture. Two literary societies were formed, the Lyceum and the Pioneer, and the first library was purchased with $26 raised by admission charges to a debate between the two clubs. In 1897 Central met the University of Oklahoma and the Agricultural and

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[31] Edmond Sun-Democrat, July 21, 1893.

[32] Annual Catalog, Territorial Normal School, 1894-95, p. 3.

[33] Ibid.

Mechanical College at Guthrie in the first oratorical contest ever held in Oklahoma.[34]

Central claimed an enrollment of 175 in 1897-98, with many rejected because they either did not have a common school diploma or could not pass the examination in reading, writing, spelling, arithmetic, English grammar, geography, and American history.[35]

In 1903 the school's second building, the "South Building," was added along with a steam-heating plant. The first summer school was held at Central that year, the faculty teaching without pay. The following January the name of the school was officially changed from Territorial Normal School to Central State Normal School.[36] During this year, 1904, enrollment jumped to 761, while fourteen students were graduated. A Bachelor of Arts degree was offered for the first time that fall.

Central took up competitive sports in 1903, accepting the challenge of the A&M College and taking a makeshift football team, clad in homemade uniforms, to Stillwater, where they were defeated 40-0.[37] The Normalities did, however, win their first gold medal in an intercollegiate one-mile bicycle race held in Oklahoma City.

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[34]Francis Coram Oakes, "A Story of Central State College" (unpublished manuscript, Central State College), p. 27.

[35]Jones, Sixty Years at Central, p. 11.

[36]Ibid., p. 13.

[37]Ibid.

By the eve of statehood, Central's faculty had increased to twenty-eight, while its enrollment for the school year of 1906-07 was 1,145, representing fifty-two counties of Oklahoma and eight states. No longer content to be merely a normal school, Central had added courses such as agriculture, horticulture and commercial subjects.[38]

During this period of territorial growth, Central Normal had seen six men at the head of the institution: Richard Thatcher, George Winans, E. R. Williams, Edmond Dandridge Murdaugh, Frederick Howard Umholtz, and Thomas Walter Butcher. The details behind these changes offer a great deal of insight into the nature of state higher education during territorial days and make it seem almost miraculous that President Boyd remained at the University of Oklahoma for eighteen years.

Richard Thatcher, who had moved to Edmond and shortly thereafter received an appointment to the census office in Washington, was employed as "principal" of the normal school on the basis of his being a "successful school superintendent, an ex-Union soldier and a Republican."[39] Not being a stern disciplinarian, he came under attack from critics on the grounds that students were allowed to run wild and that he had not done enough to promote the school. In May, 1894, the

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[38] Ibid., p. 14.

[39] Oakes, "A Story of Central State College," pp. 7-8.

normal school regents met and declared the offices of Thatcher and four teachers to be vacant.[40]

Hired in Thatcher's place was George Washington Winans, State Superintendent of Public Instruction for Kansas, who was later given the title of "president" in place of "principal." Winans took over during a depression and drought period and this, coupled with the political fact that Grover Cleveland had come into office and appointed William C. Renfrow, an ex-Confederate soldier, as governor of the territory, led to Winan's resignation after only a year at the normal school. Leaving with him were two other Republicans on the school faculty to make room for Democratic replacements.[41]

E. R. Williams was a Methodist-college man and Texas Democrat, but he, too, lasted only a year, though his departure was by his own choice. The political "atmosphere was too foul in Oklahoma Territory for the comfort of a sensitive scholar."[42] Replacing him was the former A&M president, Edmond Dandridge Murdaugh. A rigid disciplinarian, Murdaugh lasted from 1895 until 1901, at which time a Republican ex-Union soldier, Cassius M. Barnes, took over the territorial governorship.[43]

In turn, Frederick Howard Umholtz, a former public-school superintendent in Oklahoma City, Central Normal

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[40] Edmond Sun-Democrat, May 18, 25, 1894.

[41] Oakes, "Central State College," pp. 13-15.

[42] Ibid., p. 21.

[43] Ibid., pp. 20-24.

professor, and a Republican, was named president of the normal school.[44] A well-educated and scholarly man, Umholtz remained at the school for five years as president, but once again the political winds changed in Oklahoma Territory. President Theodore Roosevelt appointed a Rough-Rider friend, Captain Frank Franz, as governor, resulting in the ouster of Umholtz and the appointment of Harvard-educated Thomas W. Butcher. Butcher, whose master's from Harvard and reputation as an educator gave the normal school greatly increased stature in the educational world, was a Republican, unfortunately. When the Democrats won control of the first state government in 1908, Butcher was replaced.

The story is told how, amid flying rumors of an upheaval, Butcher was summoned to Guthrie by a member of the regents who assured him that he had no cause for worry. It was suggested, however, that he remain in the lobby of a Guthrie hotel where he could be reached if needed. While he was there waiting and talking with friends, a newsboy suddenly entered the hotel lobby shouting out the headlines of the latest edition: "Board of Regents Get Butcher's Head."[45]

Langston University

Though the Run of 1889 is often thought to have been entirely a white immigration, in truth there were thousands of landless Negroes who looked to Oklahoma Territory not only for new homes but as a place where social customs and laws might

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[44] Ibid., p. 59.

[45] Ibid., p. 88.

be more liberal to them. A large group of Negroes from Tennessee came into the Kingfisher area, and another sizeable group settled at Langston. An attempt was made during the First Territorial Legislature to integrate the public schools, but, though this was supported by Governor Steele, the move was beaten down and the matter left up to county option.

The First Legislature made no provision whatsoever for the advanced education of Negroes in Oklahoma. During the school year of 1893-94, a fully qualified black woman named Jackson was refused permission to enroll at the A&M College, and a similar incident of refusal took place at Central Normal School in 1895.[46]

In 1897 the lawmakers took advantage of the Morrill Act of 1890, which provided for segregated land-grant institutions, and established a school at Langston called the Colored Agricultural and Normal University. As the title indicated, the school was intended to provide the agricultural and normal school functions as well as mechanical and industrial arts subjects. A separate board of regents was established for the school, consisting of the territorial superintendent of public instruction, a treasurer, and three members who were to be appointed by the governor, two of whom were to be from the Negro citizenry.

School began in the fall of 1898 with a faculty of four and an enrollment of forty students. The six departments

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[46]Rulon, "Founding of Oklahoma A&M College," pp. 86, 169-70.

of study included Elementary, Normal, Preparatory, Collegiate, Agricultural, and Mechanical. Eighty acres of land were added to the original forty which the citizens of Langston had donated, and a model farm was established.[47]

An original appropriation of $5,000 was inadequate for the needs of building, equipment, and faculty salaries, and in 1899 the legislature appropriated another $10,000 for building purposes and made available $15,000 out of the accrued Morrill Fund. Three buildings were constructed within the first two years: a main building with two stories and a basement; a two-story machine shop for mechanical arts; and a dormitory for young women.[48]

The school soon came to be called Langston University, following the town in taking the name of a famous Negro educator from Ohio, John Mercer Langston, who died in 1897. The first president of the new institution was Dr. Inman E. Page, a graduate of Brown University who gave up the presidency of Lincoln Institute in Jefferson City, Missouri, to undertake the task of leading Langston through its early years.[49] Enrollment at the school rose to 353 by 1907.[50]

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[47]U.S., Department of Interior, Report of the Governor of Oklahoma to the Secretary of Interior, 1900 (Washington, D.C.: Government Printing Office, 1900), p. 20.

[48]Ibid.

[49]Bulletin, Langston University, Catalog Edition, 1955-56, pp. 7-8.

[50]U.S., Department of Interior, Report of the Governor of Oklahoma to the Secretary of Interior, 1907 (Washington, D.C.: Government Printing Office, 1907), p. 678.

Northwestern State College

As Congress prepared to open the Cherokee Outlet to settlement, President Boyd of the University made a special trip to Washington to argue in favor of setting aside lands in the Outlet for educational institutions.[51] However, it was left up to the territorial government to authorize a second normal school at Alva on March 7, 1897.

Following the usual pattern, the town of Alva was required to furnish the land, forty acres, for the institution. Its purpose was spelled out by the legislature as "the same as the Normal School of the Territory of Oklahoma located at the village of Edmond,"[52] and its board of regents was the same as for the Edmond school.

The first classes at the Northwestern Normal School were held in the Congregational church of Alva on September 20, 1897, with 166 students enrolled for the year.[53] The school's first building was constructed, and the first classes were held there on September 11, 1899.

The building, a looming, battlement-looking structure of white limestone and brick, was four stories high with thirty-six rooms. Containing its own gas plant which furnished lights for the offices, library, laboratories, assembly

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[51] Edmond Democrat, July 28, 1893.

[52] Territory of Oklahoma, Session Laws of 1897, p. 217.

[53] U.S., Department of Interior, Report of Governor, 1900, p. 18.

rooms, and halls, the $85,000 structure was considered to be one of the best of its kind in the country.[54]

The enrollment reached 211 during the school's second year. By 1899 it had climbed to 413 (the largest enrollment in Oklahoma Territory that year), and by 1907 there were 815 enrolled at the college.[55] A capable faculty was developed by presidents James E. Ament and T. W. Conway.

Southwestern State College

Following the Run of 1892 which opened the lands of the Cheyenne and Arapaho tribes in western Oklahoma Territory to settlement, the Supreme Court decision which added Greer County in 1896, and the opening by lottery of the Kiowa, Comanche, Caddo, Apache, and Wichita reserves in August, 1901, the territorial legislature appropriated $52,000 for the establishment of a normal school in southwestern Oklahoma Territory.[56]

Immediately several towns in the area began a bitter struggle for the school. Mangum, Granite, Weatherford, Cordell, and El Reno were interested, the first three being the main contenders. A site committee appointed by Governor C. M. Barnes visited the various towns where they were wined

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[54]"Educational Record of Northwestern Normal," Harlow's Weekly, II (February 22, 1913), 9-16.

[55]Ibid., pp. 18-19; U.S., Department of Interior, Report of Governor, 1907, p. 678.

[56]Territory of Oklahoma, Session Laws of 1901, p. 210.

and dined extensively. But new territorial Governor William H. Jenkins appointed a new committee without bothering to even notify the old one. The old committee picked Weatherford; the new one, Granite. The case was ultimately settled by the territorial supreme court, which upheld a lower court decision that Jenkins had no right to remove the members of the old board without cause, and Weatherford won the normal school.[57]

James R. Campbell, an Ohioan with public school experience in Kansas, Colorado, and at Guthrie, where he had been superintendent of schools, was named to be the first president of the normal school at Weatherford. Arriving there in June, 1903, he immediately began selecting a faculty and traveling to nearby towns to announce the start of classes on September 15, 1903. Like so many other schools in Oklahoma Territory, the first classes were held in makeshift quarters, using the Congregational church and a vacated saloon building. The pressing need for such a school in the vicinity is seen in the fact that 113 students enrolled the first day, the number reaching 196 by the close of the term.

Campbell designed the school's curriculum to provide a broad general education in addition to the normal school purpose and vocational training. Three years of preparatory

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[57]Melvin Frank Fiegel, "A History of Southwestern State College, 1903-1953" (unpublished Ed.D. thesis, Oklahoma State University, 1968), pp. 1-13. This account of Southwestern relies on Fiegel except where otherwise noted.

work were offered, plus the regular four-year normal course. Classes were offered under the subject categories of psychology and education, English, mathematics, language, science, arts, expression, history and political science and business.

In the fall of 1904 the curriculum was expanded to include a two-year commercial course, indicating the growing demand for business-trained people in the area, plus two years of art, six years of instrumental and four years of vocal music. In 1905 the school began a program of extension classes for nearby towns, but this was probably more entertaining than educational.

The first building for the school was completed on February 23, 1904, at which time the townspeople, faculty and students gathered in downtown Weatherford and, led by a band, marched together up the hill to dedicate the new structure.

During territorial days, western Oklahoma still contained much of the frontier way of life, with wide-open saloons, prostitution, fist fights, and occasional gun battles with outlaws who used the region as a haven. It was not unexpected, then, that Carrie Nation should visit Weatherford in 1905 and stimulate a drive to close down the one remaining saloon and make it possible now ". . . to invite the students of the Normal to a city that is clean, and sober."[58]

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[58]Fiegel, "Southwestern State College," p. 34, citing Custer County Republican, August 23, 1906.

President Campbell worked hard to encourage the growth of Southwestern Normal with competent faculty, new programs of study, and what new equipment his meager budget would allow. He particularly sought to build the school's library holdings with the help of Congressman Bird S. McGuire, who was instrumental in getting the Southwestern library made a depository for public documents.

Campbell had proven himself to be an efficient administrator and a dedicated educator, but he was also a Republican. When the Democrats came into power with statehood, Campbell was removed from his office and replaced by J. F. Sharp, a southern Democrat from Tennessee.

University Preparatory School

Because of the lack of an adequate system of high schools by 1901, it was decided by the legislature on March 8 of that year to establish a University Preparatory School at Tonkawa which would afford young people in that area a chance to do high-school-level work. Citizens of Tonkawa donated twenty acres of land for the institution, and with an appropriation of $15,000 a building was begun in August, 1901. It was a brick and stone structure with a basement, two floors, and an attic which was completed for the first classes on September 8, 1902.[59]

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[59]U.S., Department of Interior, Report of the governor of Oklahoma to the Secretary of Interior, 1902 (Washington, D.C.: Government Printing Office, 1902), p. 38.

The need for the school proved valid, for some 227 students enrolled that first fall, choosing among five offerings of study.[60] The regular Preparatory School offered courses of three years each in Latin, modern languages, and science. The Commercial School had two courses of one year each. The School of Music offered courses in voice, instrumental music, harmony, and the theory and history of music. The School of Oratory and Physical Culture provided for two years of study, while the School of Art curriculum covered three years.

Subpreparatory work was also offered, and there was no tuition fee for students of Oklahoma Territory. By 1907 the enrollment had climbed to 453. An act of Congress added a section of land, valued at $60,000, to the school's holdings.[61]

Higher Education and Politics

Following the Run of 1889 and the succeeding openings of lands to settlement in Oklahoma Territory, it was a typical pattern that each new town would seek to secure for itself what was considered to be the necessary institutions of American life: churches, newspapers, public schools, and, if possible, a college or a university. The prime movers behind the press for institutions of higher education were not

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[60] Ibid., p. 39.

[61] U.S., Department of Interior, Report of Governor, 1907, p. 678.

the destitute farmers who poured into the territory seeking land but the professional men--the lawyers, educators, doctors, newspapermen, ministers, and merchants--who saw both the economic and cultural advantages in securing an advanced school. They were motivated by both the desire to increase the wealth of the community and themselves and by the inspiration of building a fine and noble new world in Oklahoma.

Unfortunately the institutions of higher education in Oklahoma Territory suffered the degrading situation of being used for political convenience throughout the territorial period. As a writer in 1908 put it: "The pitiableness of this . . . was that it gave to only a few men a pittance of power and patronage while it robbed the entire State of untold wealth in higher and better citizenship, and subjected every man, woman and child within its borders to a miserable kind of petty larceny."[62]

This critic of political intrigue in matters of higher education outlined the situation in blunt language:

> The earliest and most vicious influence that tended to subject these schools to partisan slavery was the biennial legislative scramble for appropriations for buildings, larger faculties, etc. Each institution was forced to fight for itself, and this drew the regents and the members of the faculties to the place of political compacts, at Guthrie. There was no governor strong enough or courageous enough to throw his protection round the institutions and demand liberality and justice for them. Had this been attempted, the governor would have been attacked by lobbyists, sometimes more powerful than the governor himself.

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[62]Frederick S. Barde, "Shall Oklahoma Educational Institutions Be Kept Submerged in Politics?" Sturm's Oklahoma Magazine, VI (May, 1908), 21.

> The lobby representing the State educational institutions was an unwilling victim of its own weakness; invariably it was seized upon by the "interests" and made to serve as an ox to draw other loads from the ditch. To oppose the "interests" meant disaster. The humiliation of such a condition was felt keenly by many citizens, who swallowed their resentment rather than risk injury to the educational institutions. No man was ever found big enough to stand successfully for legislation that would give the institutions immunity from the "third house," by accurately defining what their status should be, and requiring that funds for their maintenance and enlargement should be appropriated with the same certainty and regularity as the fixing of the tax rate for the support of the State Government.
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> In its peril in the legislature, the school lobby was fastened upon by a creature that swelled larger and larger as sight of it grew more and more repulsive--the school text book lobby. This was the most skillful, adroit and resourceful lobby ever seen in an Oklahoma legislature. It walked the ways of evil, and could strike in the dark with as much precision as at high noon. The statement has been made for years in Oklahoma that no member of a faculty was safe in his employment if this lobby marked him for decapitation, and that once out of his position, the unlucky person would find it difficult to obtain employment at a salary as large as what he had received, until he had passed through a period of penitence for his opposition to the text book lobby.[63]

Summary

Because Oklahoma Territory was settled in a patchwork system and because of limited communication during the early days, each new settled area called out for its own college or university. The territorial government responded willingly to this, and the result was a scattering of higher institutions throughout the territory, all of them under financed and ill-equipped but serving real needs of the frontier communities.

These needs concerned the serious lack of intermediate schools which the new colleges filled with their preparatory

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[63] Ibid., pp. 21-22.

departments; the training of public-school teachers to fill the multitude of schoolhouses springing up throughout the territory; the providing of agricultural and mechanical arts skills to the young men and women who manned the farms and industries in Oklahoma; the offering of a general education which would elevate the cultural level of a frontier society that was essentially uncultured; and the education and training of professional men and new leaders of that society.

Thus, by the time of statehood in 1907, Oklahoma Territory was well supplied with small, struggling colleges and universities which would supply the base of a system of higher education for a growing new state.

CHAPTER III

ADVANCED CHURCH AND PRIVATE EDUCATION IN INDIAN AND OKLAHOMA TERRITORIES

Indian Territory

The interest of the churches in founding schools in the Indian Territory took on a new aspect during the 1880's and after. Where the various denominations had participated in educational work on the mission level before the Civil War and on the academy level after, they now looked to establishing schools of advanced learning in both the Indian and Oklahoma territories. Though some of these institutions were short-lived and only a few of them still exist today, they fulfilled an important service in the period which preceded the development of state-supported schools. The demise of most of them, in fact, was concurrent with the development of state-supported higher institutions in their areas.

Though the purpose of the advanced church schools was principally the same as that of the mission and academy schools in propagating the doctrine of the particular denomination, there were the added goals of training ministers and teachers and providing a liberal education for the youth of the frontier, both Indian and white. In many cases the

schools offered the sole opportunity for young people in their areas to attend college. Almost always this was accomplished in the face of great financial difficulty and personal sacrifice by churchmen.

While the Territory of Oklahoma existed under a central government after 1890, the Indian Territory was really comprised of five independent republics, each with its own tribal government, laws, courts, and educational institutions. But during the 1889-1907 period it went through considerable change, brought in part by a tremendous increase in population, mostly white. In 1880 the number of whites in the Indian Territory was estimated at 6,000; by 1886 there were over 36,000; and by 1894 the figure had jumped to 200,000. By 1899 there were an estimated 40,000-50,000 white children of school age in Indian Territory.[1]

There were several factors behind this increase. One was the freeing of the slaves. Without slave help to work their lands it became necessary for the Indians to make contracts with whites to come in as tenant farmers. Other causes were the discovery of coal and other minerals, the cattle industry, and the development of the railraods.

Of great significance during this period was the work of the Dawes Commission and of the Curtis Act of 1898, which ultimately forced the unwilling tribes to abolish their

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[1]U.S., Department of Interior, United States Indian Inspector for Indian Territory, Annual Report to the Secretary of the Interior, 1902 (Washington, D.C.: Government Printing Office, 1902), p. 80.

tribal laws and courts and bring their people under the laws and courts of the United States.

Despite increasing intermarriage between whites and Indians, the Indian aristocracy maintained itself as a separate class and carried on its system of education which excluded whites. This left a distinct vacuum in the area of higher education, a vacuum filled principally by church groups--the Presbyterians, Methodists, Baptists, and Catholics--who operated institutions of higher learning in the Indian Territory prior to statehood. Even before 1889 the Baptists had established the Indian University at Tahlequah, while the Methodists operated Galloway College at Vinita and the Harrell International Institute at Muskogee.

Indian University (Bacone College)

Almon C. Bacone, a New York schoolteacher, came to the Indian Territory in 1878 to teach at the Cherokee Male Seminary. Being in disagreement with the Cherokee Nation's emphasis on vocational training over intellectual and spiritual matters, Bacone sought an opportunity to establish a Baptist-sponsored school where he could train Indian youths to work among their own people as teachers and preachers. He was given permission to use a part of the Indian Mission building at Tahlequah, opening the first classes of Indian University there on February 9, 1880, with an enrollment of three Indian

boys.[2] By spring the number had reached fifty-six, making it necessary to employ an assistant teacher.

The success of the school prompted help from the Baptist Home Mission Society, in the form of money, and from the Cherokee Council, in the form of land. The school grew rapidly, reaching 68 the second year, 95 the third, and 138 the fourth.[3]

Advanced work was offered from the beginning with the following courses: Freshman class--algebra, Latin, ancient history, physiology, modern history, natural philosophy; Sophomore class--geometry, logic, English literature, Latin, Greek, rhetoric, civil government, trigonometry; Junior class--surveying, Latin, Greek, astronomy, history of civilization, chemistry, zoology, botany; Senior class--geology, physical geography, German, New Testament, mental philosophy, political economy, French, Greek Testament, moral philosophy, evidences of Christianity.

Since Bacone wished to serve all of the Five Civilized Tribes and because Tahlequah was too far from the center of the territory, he sought permission to move his school to the Federal Agency for the Five Civilized Tribes at Muskogee. This would require special permission of the Creek Nation, a

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[2]Fred G. Watts, "A Brief History of Early Higher Education Among the Baptists of Oklahoma," Chronicles of Oklahoma, XVI (March, 1939), 26.

[3]Wallace Brewer, "History of Advanced Church Education in Oklahoma (unpublished Ed.D. dissertation, University of Oklahoma, 1945). This account of Bacone College relies upon Brewer except where otherwise noted.

grant of tribal land, and additional money for buildings. But Bacone's petition ran into some opposition which indicated the smoldering resentment which was still held toward the whites:

> The clerk had scarcely finished reading the petition when a young full-blood warrior rose to his feet with a bitter denunciation of the white man and his injustice to the Indians. He concluded by saying, "We need nothing from the white man, either by way of education or religion, and we should give him nothing. I move that we table this matter indefinitely." Before President Bacone and his friends could recover from their surprise, the motion had been seconded and passed by an overwhelming vote.[4]

The measure, however, was eventually passed, and a location for the school was found northeast of Muskogee. A fund-raising trip to the East in 1884 netted Bacone several thousand dollars, including $5,000 donated by John D. Rockefeller. This led to the erection of Rockefeller Hall, where the spring term of 1885 was completed by the 109 members of the student body. The four-story brick structure contained classrooms, offices, quarters for both boys and girls, a chapel, study rooms and kitchen and dining facilities.

To support the Indian University, Bacone established a number of preparatory schools--at Tahlequah, Atoka, Sasakwa, Lone Wolf, and Anadarko. These were Baptist-supported institutions, and Bible studies became more prominent in the curriculum. A theological department was established at the university in addition to the collegiate course composed of

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[4]Brewer, "Advanced Church Education," p. 17, citing The Bacone Indian Papoose, August, 1943.

classical and scientific studies. By 1893 it was reported that some 633 Indians representing ten different tribes had been students at the school.

The names of two students in particular stand out during the territorial period of the school. Alexander Posey, the famous Creek poet, attended the university, and in 1899 an Irish orphan who had been working in the mines was taken into the school. Patrick Hurley graduated in 1905 and went on to become a successful lawyer and eventually Secretary of War under President Hoover.[5]

Almon Bacone died on April 22, 1896, and in 1910 the name of Indian University was changed to Bacone College in honor of the man who had founded it and who had done so much for Indian education. A number of new buildings were added. In the years following statehood the school dropped its college-level work, operating as an academy and offering only elementary and high-school courses. In 1927 college work was resumed, and the school was given the status of a junior college. Today it is the oldest institution of higher learning in existence in Oklahoma.

Galloway College (Willie Halsell College)

Another college founded during this period in Indian Territory was Galloway College at Vinita.[6] Established in

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[5]Edward Everett Dale and Morris L. Wardell, History of Oklahoma (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1948), p. 486.

[6]Leonard Franklin George, "The Origin, Development,

1888 by the Methodists, the school was named in honor of Bishop Galloway of Mississippi who had contributed heavily to its founding. In 1889 the construction of a new building left a debt of several thousand dollars which a Vinita citizen, W. E. Halsell, helped to pay. Because of this the name of the college was changed to Willie Halsell College, taking the name of Halsell's young daughter, Willie, who had died a short time before.

The college, which lasted until 1908, was at first a male school but in 1893 was made coeducational. In that year a two-story dormitory annex was erected. "It was thought necessary to study music and art as well as the Bible, Algebra, General History, English literature, English composition, Latin, Elocution, Bookkeeping, Grammar, and Botany."[7]

Willie Halsell College served the northeastern cattle range of the Territory into which a number of white cattlemen had already settled. Possibly, its greatest claim to notoriety lies in the fact that Will Rogers was once a student at Willie Halsell College.[8] At the least, it joined the Indian

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Discontinuation, and Influence on Oklahoma Education of the Old Willie Halsell College" (unpublished master's thesis, Oklahoma A&M College, 1939). This account of Galloway College relies upon George except where otherwise noted.

[7] Ibid., p. 27.

[8] Rogers once replied to a remembrance celebration invitation with a telegram which said, in part: "NOW I FIND THAT THEY ARE CELEBRATING THE PASSING OUT OF WILLIE HALSELL INSTITUTE. THERE WAS GUYS WENT THERE THAT WOULD HAVE PUT EVEN HARVARD OR YALE OUT OF BUSINESS. I BELIEVE JOHN OSKINSON WAS THE ONLY ONE WE REALLY GOT EDUCATED." Ibid., p. 31.

University in being one of the two institutions of higher education established in Indian Territory prior to 1889. Notably both were church-supported--one by the Baptists, one by the Methodists.

On April 22, 1889, the first land rush was made into the Unassigned Lands of central Indian Territory, resulting in the formation of the Territory of Oklahoma and the establishment of educational institutions there. The two territories existed side by side for nearly seventeen years, each with its own school system, before being united as a state. During that time both territories developed several important institutions of higher education.

Henry Kendall College (The University of Tulsa)

The University of Tulsa traces its beginning to the school for Indian girls first conducted in the kitchen of a small Presbyterian mission in Muskogee. Gradually the mission developed into a boarding school where Creek girls learned the household arts and crafts in addition to music. The original mission school stood on the hill now occupied by the government hospital at Muskogee. Miss Alice Robertson, later Congresswoman from Oklahoma, was principal of the school.

In the fall of 1883 it was moved to a small frame house adjoining a church, and in 1887 another building was donated by Mr. Loring Robertson of New York. In memory of his dead sister, the school was called the "Minerva Home." Operated as a home school with teachers and students living

together, it was owned and controlled by the Presbyterian Church. In 1893 it was made coeducational to overcome the serious lack of education for Creek boys in the area.[9]

In 1894 the Presbyterian Synod of Indian Territory decided the time was ripe to establish a college of their denomination to compete with two other schools offering higher grade work in Muskogee: the Methodists' Harrell Institute and the Baptists' Indian University. Dr. William R. King of New York led the cause of the new school, which was named for Dr. Henry Kendall, secretary of the Woman's Board of Home Missions.

In establishing the new college, the Presbyterian-supported schools at Muskogee and Wewoka and Spencer Academy in the Choctaw Nation were closed. Dr. King selected the faculty and proceeded with the founding of the college, hiring Professor William Arthur Caldwell, former principal of Spencer Academy, as the first president. In September, 1894, Henry Kendall College began classes in the buildings used for the Minerva Home.[10]

The school was organized into two departments--the Preparatory, which offered three years' work divided into

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[9]Betty Dew Delfraisse, "The History of The University of Tulsa" (unpublished master's thesis, University of Texas, 1929), pp. 10-16. This account of Henry Kendall College relies upon Delfraisse except where otherwise noted.

[10]Jackson, "Education in Eastern Oklahoma," states that Henry Kendall College was formed from a union of the Minerva Home for Girls and the Timothy Hill School for Boys.

junior, middle, and senior classes; and the College, which offered four years' work in classical and scientific courses. The College department charged $125.00 a year for board, room, fuel, light, and books. The school year was divided into three terms: the fall, fourteen weeks; the winter, twelve weeks; and the spring, eleven weeks. The three degrees offered were the A.B. for the classical course; the B.S. for the scientific course; and the Lit.B. for the English course.

In 1893 Caldwell resigned and King became president, again playing a key role in moving the college to twenty acres of land east of Muskogee. Here, during the summer of 1898, he quickly managed to have erected an administration and classroom building and two dormitories. These were paid for by sale of the old property, gifts, and an outstanding claim paid by the Creek Nation. This $30,000 investment was sold in 1910 for $100,000.

In 1906 several members of the synod expressed a desire to move the school to a better location where it would receive stronger local support and be more centrally situated in the forthcoming state. A suit resulted, with Muskogee claiming the property had been donated to maintain a school in that town, but in court it was proved that the town of Muskogee did not actually exist at that time. However, it was stipulated that the school must remain within the limits of the Creek Nation.

Bids for the institution were taken from a number of Oklahoma communities: Guthrie, Enid, El Reno, Wynnewood,

Chickasha, Shawnee, and Tulsa. By virtue of the enterprise of two Tulsa real estate men, Grant Stebbins and Edward McCoy, who deeded the school twenty acres and 300 lots which sold for $300 each, the synod accepted the Tulsa bid on May 14, 1907. The school, still under the name of Henry Kendall College, opened that September in the Presbyterian Church in Tulsa.

Spaulding College

Spaulding College was a Methodist institution originally established in Muskogee in 1888 as the Harrell International Institute. The school was founded by Dr. T. F. Brewer, and its first president was the Reverend W. R. Thornton.

The college offered both a Training School and a Collegiate Institute, with four-year curriculas leading to the B.A. and B.S. degrees and a two-year teacher's course. In 1898-99, Harrell was composed of a main building, a boys' dormitory, and a primary building.[11] Some time after 1899 the school's name was changed to Spaulding College.

El Meta Bond College

El Meta Bond was officially opened and dedicated on October 1, 1894. It was an outgrowth of a school begun in 1889 by Miss Meta Chestnutt, a graduate of the University of Nashville and Peabody Normal College. After the town of Minco

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[11] Harrell International Institute (Muskogee, Indian Territory), 1898-99, Oklahoma Historical Society Collections, p. 4.

was founded nearby in 1890, the school was called the Minco Academy. In 1894 Miss Chestnutt received an appropriation of $16,000 from the government to educate Indian children. A college building was erected, and El Meta Bond College was opened.[12]

The institution was divided into a primary school, a grammar school, and the collegiate school. In 1906 there were four departments of instruction: Literature, Music, Expression, and Art. The range of subjects included piano, wind and string instruments, voice, chorus singing, harmony, musical history, instrumentation, sight singing, physical culture, articulation and pronunciation, voice culture, elocution, facial expression and attitudes of the body, dramatic expression, oratory, painting, china painting, and leather engraving. El Meta Bond College lasted until 1920.

Oklahoma Presbyterian College

During the period from 1894 until Southeastern Normal School came into being in 1909, the principal institution of higher learning in southeastern Oklahoma was Oklahoma Presbyterian College of Durant. Founded by the Reverend C. J. Ralston, former superintendent of the Armstrong Academy, the school was Presbyterian-sponsored. Ralston purchased a two-story building called Halsell Hall in the spring of 1894 and

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[12] Annual Announcement, El Meta Bond College, 1906 (Minco, Indian Territory), p. 14.

renamed it Calvin Institute in memory of his son who had recently drowned.[13]

Ralston reorganized the school, which had been in operation since 1874, and instituted Primary, Intermediate, Academic, and Collegiate departments. The Academic Department offered Latin grammar, beginning Greek, psychology and hygiene, English, elementary algebra, U.S. history, and Bible. The Collegiate curriculum consisted of higher algebra, Latin, Greek, higher English, geometry, physics, general history, and Bible. After 1895 the school drew an average daily attendance of over 140.

In 1896 the Presbyterian Board of Trustees placed the school under the guidance of Mrs. Mary Semple Hotchkin and her son, Ebenezer Hotchkin. Though not designated as a college as such yet, Calvin Missionary Institute offered two years of college work. In 1900, an agreement was undertaken with the federal government whereby the school would educate Indian children. With the money from government contracts, as well as from the Presbyterian Home Missions Committee and from the citizens of Durant, a new brick building was built to house the school. At this time the name of the institution was changed to Durant College.[14]

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[13]Anne Ruth Semple, "The Origin and Development of Oklahoma Presbyterian College" (unpublished Ed.D. thesis, Oflahoma A&M College, 1955). This account of Oklahoma Presbyterian College relies on Semple except where otherwise noted.

[14]Brewer, "Advanced Church Education," pp. 118-19.

By 1899 the enrollment was up to 300. In 1901 another name change was made, this time to "Durant Presbyterian College," and the curriculum was extended from the primary level into college, covering all the traditional fields. Art, music, and elocution were added for those who wished such training.

In the year prior to statehood, and up to 1909 when Southeastern Normal was established by the legislature, the Durant Presbyterian College was the only institution offering college-level work in that area of the Indian Territory. With the coming of statehood, the board of trustees decided to change the institution into a school for Indian girls, and its name was once more changed, this time to "Oklahoma Presbyterian College for Girls."

Among its more notable personalities during this period of its history was one-time faculty member Miss Ela Hockaday, who moved to Dallas, Texas, where she operated her own exclusive school for girls.

Hargrove College

In 1895 the citizens of Ardmore subscribed $10,000 to establish a college in their town. Some 1,000 four-year scholarships were sold, and in September, 1895, Hargrove College began operation. It was conducted under the auspices of the Methodist Church, taking its name from Bishop Hargrove of that church.

In 1896 the enrollment was 159, rising to 365 in 1901. By 1907 it listed an enrollment of 219, 132 of whom were whites and 87 were Indians.[15] The college was divided into a Preparatory Department, with grades one through eight, and a Collegiate Department that was divided into subfreshman, freshman, sophomore, junior, and senior classes.[16]

Four degrees were offered: Bachelor of Arts, Bachelor of Science, Bachelor of Philosophy (Ph.B.), and Mistress of English Literature (M.E.L.). The curriculum was essentially liberal arts, with courses offered in Latin, Greek, French, German, rhetoric, ethics, and other more practical courses such as surveying, calculus, etc.

Professor J. A. Thomas was the first president, but he was replaced in the spring of 1897 by the Reverend A. J. Worley. The school continued in operation until 1914.

Indianola College

Indianola College was founded in 1901 when the citizens of Wynnewood and neighboring towns constructed a school building at a cost of $25,000 and presented it to the Presbyterian Synod. A girls' dormitory was added at the cost of $8,000, while a temporary boys' dormitory was established in a large residence near the college. The school was still functioning in January of 1909.[17]

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[16] Catalogue of Hargrove College (Ardmore, Indian Territory), 1906-07, p. 20.

[17] C. Peebles Blanton, "Wynnewood - 'The Pretty City on the Hill,'" Sturm's Oklahoma Magazine, VII (January, 1909), 68-69.

Oklahoma Territory

During the territorial period, vitally important changes were made in the geographic structure and the population of Oklahoma Territory, which, in turn, affected the growth and development of higher education.

The passage of the Organic Act by the federal government on May 2, 1890, provided that the Oklahoma District be joined by the Panhandle area and by all Indian Territory lands west of the Five Civilized Tribes, excepting the Cherokee Outlet, as soon as the latter were opened to settlement.

A series of land openings followed: the Iowa, Sac and Fox, and Shawnee-Pottawatomie lands on September 22, 1891, bringing in some 20,000 people; the Cheyenne and Arapaho lands on April 19, 1892, with over 25,000 settlers; the Cherokee Outlet on September 16, 1893, plus the reserves of the Pawnee and Tonkawas, with a population increase of 100,000; the smaller areas of the Kickapoos in 1895 and Greer County in 1896; and the Kiowa-Comanche, Wichita-Caddo, and Apache reserves in 1901.

In 1890 the population of Oklahoma Territory had been estimated at 61,000; by 1900 it was nearly 400,000. Most of these newcomers were destitute homeseekers from the Midwest--Illinois, Indiana, Missouri, Iowa and Kansas--and from southern states--mainly Texas.

Sacred Heart College

The Sacred Heart Mission, founded by Father Isidore Robot in 1876, owns the distinction of being the first school in Oklahoma Territory, and the Sacred Heart College, founded by Father Robot in 1884, was the earliest institution of higher education there. A new building for the college was erected in 1883, and in September of 1884 the school was opened with a faculty made up of Benedictine monks from the monastery of Pierre Qui Vire in France.[18]

Despite virtually no financial support, Father Robot and the monks kept the school going. In a letter to a friend he described their dedication:

> I have no keep from within or without. There is not support here even for one priest. But I will stay. It is the business of the Benedictines to die in civilizing barbarians. Our predecessors did it in Europe. We must do it for the abandoned Indians.[19]

Most of the students were Indians until after the Run of 1891 when many whites began pouring into the area and happily found a college for their children.

In 1892 an Apostolic school was added to the college as a preparatory school for prospective members of the monastery, increasing the enrollment considerably. Father Robot continued to manage Sacred Heart College until he was forced

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[18]This account relies on Joseph Francis Murphy, "The Monastic Centers of the Order of St. Benedict in Oklahoma" (unpublished master's thesis, University of Oklahoma, 1942), except where otherwise noted.

[19]Ibid., p. 88.

by his health to resign in 1895. His work was taken over by Father Thomas Deuperon, who managed to secure government help for some of the Indian students.

It was in this year that the territorial legislature gave Sacred Heart the right to confer academic degrees, though there is no record that it ever did so. Gradually the college began to see more whites and fewer Indians enrolled, and by 1900 there were 100 white boys at Sacred Heart.

On January 15, 1901, a disastrous fire destroyed all the principal buildings at the school. Rebuilding commenced that same year. Frame structures were erected for the girls' school and for the St. Benedict's Industrial School. The Sacred Heart College was soon back in operation, also, and by 1905-06 the enrollment had reached 123. A two-story building was constructed to house the college, and college-level work continued until 1915 when the school was reduced to elementary rank.

One reason for this reduction of status was the opening of St. Gregory's College by the Benedictine Fathers at Shawnee in 1913.

Catholic College of Oklahoma for Young Women (St. Joseph's Academy)

The Catholic College of Oklahoma for Young Women was established at Guthrie by three Benedictine Sisters only a few months after the land rush. The founding of a school had been suggested by the Reverend Ignatius Jean, Prefect Apostolic of Oklahoma and Indian territories, to meet the need of educating

young women in the new settlement areas. In 1892 a building was constructed for the school, which was then dedicated as St. Joseph's Academy.[20]

It was not until 1916 that the institution was incorporated under the laws of the state as the Catholic College of Oklahoma at Guthrie. Its purposes, as set forth in the articles of 1916, were to "establish and conduct a college and seminary of learning for young women under the authority and according to the rules of the Holy Catholic Church."[21] Accordingly, the school was extended the right to confer the Bachelor of Arts and Bachelor of Science degrees.

In 1924 the school operated an elementary school, a high school, and a senior college, offering extension work and summer school. Though the College Department was reported to have enrolled 116 students during 1923-24, the enrollment ranged from twenty students in 1928-29 to seventy-nine in 1936-37.[22]

High Gate Female College

High Gate Female College first opened its doors to students at Norman on September 18, 1890. Established by the

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[20]Brewer, "Advanced Church Education," pp. 89-95.

[21]Oklahoma State Regents for Higher Education, A System of Higher Education for Oklahoma, The Report of the State Coordinating Board with a Supplemental Statement Concerning the Activities of the State Regents for Higher Education (Oklahoma City: Oklahoma State Regents for Higher Education, 1942), p. 57.

[22]Ibid.

Annual Conference of the Methodist Church South at Norman in April, 1890, the school was furnished a ten-acre tract by the city, which also agreed "to put up a building that would meet the approval of the trustees and to cost not exceeding $10,000."[23]

While the financial arrangements for the building were being made, the school, then coeducational, began classes in the South Methodist church of Norman with about 130 students enrolled the first year. Tuition was "made low to suit the times."[24] In March of 1891 a ten-acre site was selected, it being at the east end of Main Street where the Central State Hospital now stands.

One hundred and fifty students enrolled in September, 1891, paying a tuition of $3.00 per month. Advertisements running in the Norman Transcript promised that "no sectarian dogmas" or "political creeds" would be fostered at High Gate. Classes were still meeting in the Methodist church in the fall of 1892 while work was underway on the new building. But now it faced some serious competition from the new university at Norman, which promised in its advertisements that "pupils will have the use of a library and apparatus from the first" and that expenses would be low with "tuition free to all residents of the Territory."[25] Also in the race for students of the

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[23]Norman Transcript, July 25, 1890.

[24]Kinchen, "Old High Gate," p. 313.

[25]Norman Transcript, September 2, 1892.

area was the academy at Noble and the public schools which were being organized in Norman and neighboring towns.

When the first president of High Gate, the Reverend J. T. Farris, resigned at the end of the second year, W. L. Chapman, from outside the territory, was selected to replace him. But when Chapman saw that he had to run the school on fees while a free institution was operating on the other side of town, he refused the position. In 1893 the trustees elected Reverend A. J. Worley as president and agreed to provide him a four-acre tract of land near the college upon which he agreed to build a girls' residence hall at his own expense.

Worley found the enrollment at High Gate had slipped to about fifty students. Nonetheless, he pushed ahead with the building of the residence hall. At the start of the fourth year the school moved into the structure promised by the city, and later Worley and his wife occupied the residence hall.

High Gate was now open to girls only and offered a curriculum divided into three departments: Grammar School, High School, and College. Music and art were included in the latter. Stringent rules were laid down for the girls. "Young ladies desiring to have a good time will not find this institution to their liking."[26]

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[26]Kinchen, "Old High Gate," p. 317.

However, local patronage for the school in Norman was low. With a public school system established and a free-tuitioned university, local residents were increasingly indifferent toward High Gate.

Following the visit of Bishop Hargrove to Norman on October 27, 1894, the short career of High Gate came to an end. Students began their transfer to the university, and by Christmas the halls and classrooms of High Gate College were vacant of students and teachers. Worley was assigned to one of the most desirable pastorates in the Oklahoma Methodist Conference and later became president of Hargrove College. During the following spring the college building and grounds were purchased by the Oklahoma Sanitarium Company.[27]

Oklahoma University at Guthrie

During the First Territorial Legislature, the city of Guthrie, then the largest city in the territory, had been hard pressed to retain the capital there and had failed to win any state institutions. Her leaders began looking about to secure a college which would be an added drawing attraction for people to settle there. Thus when William Albert Buxton, who had taken graduate studies in Germany, arrived in Guthrie and proposed to establish a university, he was well received.[28]

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[27] Norman Transcript, January 11, 1895.

[28] Frank A. Balyeat, "Oklahoma University at Guthrie," Chronicles of Oklahoma, XXXVI (Autumn, 1959), 288-93.

Supported by his brother, Dr. L. Haynes Buxton who practiced medicine in Guthrie and invested $10,000 in the school, W. A. Buxton purchased land and convinced the Guthrie Board of Trade to back him in constructing a university building. In the spring of 1892 construction on the building began, and advertisements started to appear in the Guthrie directory and newspapers announing the opening of "Oklahoma University" on September 12, 1892.

However, Buxton never had a chance to show how much of this he could actually meet, for just as things were getting under way that fall he was placed under arrest for using the mails to defraud in soliciting books on "Oklahoma University" letterhead. Though the case against Buxton was eventually dismissed by the federal judge, the burden of it broke Professor Buxton physically and financially.

In September, 1893, an advertisement in the Guthrie Daily Leader announced that a Miss Bosworth would operate a high school in the university building, but another larger advertisement replaced it and ran throughout the semester. This advertisement, showing a picture of the building, stated that Oklahoma University would reopen under the Reverend Joel F. Smith, beginning October 3, 1893, and that Miss Bosworth had accepted a position with the university.[29] A February 11, 1894, issue advertised the "Guthrie Business

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[29]Guthrie Daily Leader, September 7, 1893.

College," so it must be assumed that Oklahoma University at Guthrie ceased to exist early in 1894.

Kingfisher College

Before the Run of 1889 into the Oklahoma Section of Indian Territory, the wagon road and stage line between Wichita, Kansas, and the Darlington Cheyenne and Arapaho Agency near present El Reno crossed over the ranch of King Fisher, some twenty miles north of Darlington. Fisher's home, which was used as a stage stop, became known as King Fisher's Station. Being on the far western edge of the Oklahoma lands, the location was assigned as one of the land office points for the run, thus drawing many settlers even though it was not on a railroad at that time.

Kingfisher quickly developed into the third largest town in Oklahoma Territory. Several private and subscription schools were opened in 1889 and 1890, and on September 7, 1890, the Kingfisher Academy was opened in the Congregational church with Reverend J. H. Parker in charge.[30]

Like other communities in Oklahoma Territory, Kingfisher sought to build for the future. Though it lost out altogether in the struggle for state institutions, in 1895 the Home Missions for the Association of Congregational Churches of Oklahoma, following the lead of Reverend Parker,

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[30]Mrs. F. L. Drake, "Brief History of Kingfisher College," Echoes of Eighty-Nine, sponsored and compiled by the Kingfisher Study Club (Kingfisher: Kingfisher Times and Free Press, 1939), pp. 76-81.

established Kingfisher College, which was an outgrowth of the academy. Parker gave his personal note for $2,500 to buy 120 acres of land east of the town as a campus site, and the charter for the school was signed on September 2, 1895.

Like the state institutions, the school was forced to open in makeshift quarters, using a hotel for the first classes and as a residence for students. Mrs. Parker served as the school matron. Thirty-eight students enrolled, and by October 1 the number had increased to seventy-five with a faculty of six. J. T. House was president of the school.

Though Kingfisher College was essentially a liberal arts college, it also dealt with practical training, operating a 300-acre farm, a broom factory and a cement stone factory where students could work and earn part of their school expenses.[31] Card playing and tobacco were prohibited.

The college fathers worked very hard against difficult odds to provide buildings for the new institution. By virtue of pledges made through the Congregational church education society and a $1,000 gift made by a local citizen, it was possible to break ground for the first building on February 27, 1896. A severe drought and bad times set in while it was under construction, but finally by the fall of 1897 Parker Hall was completed and opened for classes.[32]

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[31]Dale and Wardell, History of Oklahoma, p. 485.

[32]Brewer, "Advanced Church Education," pp. 179-80.

A trip to the East netted President House a donation of $5,000 from a Julia Gilbert, resulting in the erection of a dormitory for young men which was named Gilbert Hall. The local newspaper, the Kingfisher Free Press, gave the college its full support, pointing out in one editorial that more was being spent in Kingfisher's eight saloons each week than was being donated to the college. When Adolphus Busch of St. Louis donated $200, a storm of protest arose in the community, but a member of the trustees reacted to the matter with a question: "When money is offered to us is it our duty to go behind the face of the offer and inquire whether that money was earned in a way we oppose? I think not."[33]

Kingfisher College held its first commencement on June 4, 1896, graduating five women and four men. By 1899, the enrollment had climbed to sixty-one. A girls' dormitory was needed, and with donations from local and Eastern contributors, including Miss Gilbert who again gave generously, the construction of Osgood Hall began in February, 1909. Meanwhile, President House made another trip to the East, this time to secure pledges and donations toward a $100,000 endowment fund which he hoped to establish. A multimillionaire of Chicago, a Dr. Pearson, offered to donate $25,000 provided $75,000 be donated otherwise. Finally House was successful, and by January, 1905, the fund was complete.[34]

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[33]Kingfisher Free Press, December 15, 1898, quoting the Okarche Times.

[34]Brewer, "Advanced Church Education," pp. 185-86.

Additionally the school received gifts of property from other Congregational schools which failed--one in Kansas and one in Iowa--plus a $500 donation from William Jennings Bryan and a $25,000 gift from Andrew Carnegie. Eventually the endowment fund reached $200,000.

Another huge success, this time an academic one, came when it was announced that a member of the senior class of 1905, C. D. Mahaffie, had been awarded a three-year Rhodes scholarship to Oxford University.[35] By 1912 the little college could boast proudly that six of its young men had qualified for Rhodes scholarships, three receiving appointments. The school's music department was considered to be excellent.

Dr. Calvin C. Moody replaced President House in 1910, staying until 1915 when he resigned and was followed by George Bennet Hatfield of Boston. Hatfield remained only two years, resigning because of lack of interest by citizens, and in 1917 Dr. Henry W. Tuttle headed the school until it was closed in 1921.

Despite the earlier successes in endowments, the school's finances were in serious trouble. Bad investments and heavy expenses caused a financial report in 1921 of $54,152.86 in disbursements against only $22,958.47 in receipts.[36] The Congregational Foundation for Education made the recommendation that operation of the college be suspended

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[35] Kingfisher Free Press, March 9, 1905.

[36] Brewer, "Advanced Church Education," p. 189.

for a year, to be reopened if $5,000 could be raised by the local citizens. When it could not be, the board voted to close the college.

Money from the endowment fund was used to pay off debts. The remainder was put with the money from the sale of property, leaving about $30,000, which was divided between the University of Oklahoma School of Religion and the endowment itself.

Kingfisher College thus served the central area of frontier, rural Oklahoma for over a quarter century as a liberal arts college for worthy students who could not otherwise attend college. By the 1920's the evolution of the state colleges toward liberal arts offerings had begun to fill that purpose.

Stella Academy

Among those making the Run of 1893 into the Cherokee Outlet were several families of Friends, who had previously resided near the Friends College of Oskaloosa, Iowa. Because it was expensive to send their high-school-age children to Kansas schools, a meeting was held on February 17, 1895, at the Stella school near Cherokee and an agreement was made to finance the building of a Friends academy there. Some $600.00 was raised, and construction was commenced on an academy building. Meanwhile, in the fall of 1898 the Stella

Friends Academy opened its first classes in a large tabernacle tent, with Dr. H. C. Fellow as principal.[37]

The academy, which included the four years of high school plus one year of college, charged a tuition of $6.50 per term of twelve weeks. When the academy building was completed in 1897, work was started on a dormitory for young ladies. Another dormitory was constructed later, and the older one was made into a boys' dormitory.

The school offered a strict course of study, including four years of Latin. In 1911 an industrial department was added. Boys worked on the sixty-five-acre farm or in the broom and cement factories, while girls assisted with the general housework. The Friends doctrine was a standard part of the instruction.

Despite an initial enrollment of seventy-five the first year and ninety the second year, the school enrollment declined in the face of the high schools which sprang up in nearby communities. Finally in 1921 the little academy closed its doors and ceased to exist.

Oklahoman Presbyterian Academy

In the fall of 1899 the Presbyterian Synod of Indian Territory passed a resolution establishing the Oklahoma Presbyterian Academy at Newkirk, and the first term of the school

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[37]Mary Blue Coppock, "Stella Friends Academy," Chronicles of Oklahoma, XXXVII (Summer, 1959), 175-81.

began in September, 1900, with twenty-six students. The enrollment increased to about seventy-five in 1901.[38]

Courses in history, mental and moral philosophy, pedagogy, Latin, Greek, German, literature, natural science, mathematics, commerce subjects, instrumental music, and vocal culture were taught by the school's four faculty members. A mandolin and guitar club, an orchestra, a literary society, and athletic teams were organized.

A two-story building was erected, a library begun, and another stone classroom building planned. But in 1904 the Presbyterian school was closed, probably unable to compete with the state-supported University Preparatory School which had been opened at nearby Tonkawa in 1901.

Oklahoma Baptist College

An announcement that the Baptists wished to establish a college in Oklahoma Territory stimulated several towns to compete for the opportunity. El Reno at first thought it would be the school site, but Blackwell boosters managed to secure the honor after giving an elaborate banquet for the locating committee and offering to provide twenty acres of land for a campus and $15,000 to assist in erecting a building.[39]

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[38] Official Reports of Territorial Officials, Report of Oklahoma Educational Institutions, 1902 (Guthrie, Okla.: State Capital Company, 1903), p. 78.

[39] Fred G. Watts, "A Brief History of Early Higher Education Among the Baptists of Oklahoma," Chronicles of Oklahoma, XVII (March, 1939), 28.

The first classes were held on September 4, 1901, and though the first year was considered successful in terms of faculty secured, equipment obtained, and student body, the promised funds did not come forth as anticipated. As a result President James A. Beauchamp resigned, as two professors had done earlier, because he was not being paid.[40]

An administration building and two dormitories--one for boys and one for girls--were constructed. Rooms rented for $6 a month, while meals were served for $12 per month. Ministerial students and the children of ministers were given free scholarships. The female students were required to wear uniforms at the Baptist institution.

The curriculum of the Oklahoma Baptist College was divided into colleges of Liberal Arts and Fine Arts and an Academy which provided preparatory work. Shakespeare, French, German, Latin, Greek, history, physiography, trigonometry, zoology, biology, education, mathematics, and philosophy were taught in Liberal Arts. Fine Arts was divided into a School of Drawing and Painting, a School of Expression, and a School of Music.

Dissatisfaction arose among the Baptists over the location of the school; it was felt by some that the community was not supporting the institution as it had promised at the beginning. Bitter feelings developed among the two factions,

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[40]Brewer, "Advanced Church Education," p. 36. This account relies on Brewer except where otherwise noted.

but the people wanting to keep the school in Blackwell won out over those favoring a move to Oklahoma City. The Baptist college continued at Blackwell during the 1911-12 school year, enrolling 150 and graduating eleven in addition to granting two honorary Doctor of Divinity degrees.

With finances still a serious problem, a mass meeting was held in Blackwell in an attempt to save the college. But despite a large turnout, there was little accomplished. The school year of 1912-13 was completed, but the following summer bankruptcy was declared and the college buildings, grounds, and equipment were sold, bringing an end to Oklahoma Baptist College at Blackwell after twelve years of existence.

Southwestern Baptist College

Another Baptist college went into operation in 1903 at Hastings, Oklahoma. Beginning as the Southwest Baptist Academy, a preparatory school, it failed financially and had to be sold. It was purchased by citizens of Hastings and reopened in 1907 as the Hastings Baptist College, though it did not offer work beyond the twelfth grade. Still in financial trouble, the school was given to the Baptists of Mangum.[41]

Mangum accepted the school reluctantly, but eventually raised $20,000 to finish a church building for the school to use temporarily. It would now offer two years of college work under the name of Southwestern Baptist College. But financial

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[41]Brewer, "Advanced Church Education," p. 43.

difficulties still plagued the school, and it was closed during the 1914-15 school year.

Epworth University

Upon receiving approval of the Oklahoma territorial legislature to establish Oklahoma Methodist University in 1893, the Oklahoma Conference of the Methodist Church attempted to found such a school. Unsuccessful efforts were made to build a Methodist Hall in connection with the normal school at Edmond and an Oxford Hall in connection with the university at Norman. In 1901 discussion with Anton Classen, then representing the Commercial Club of Oklahoma City, led to the agreement that Oklahoma City would donate 240 acres of land for a school with about forty acres being set aside for a campus and the rest being sold as town lots, the income from which would be set aside for a building and endowment fund. The school would be jointly supported by the Methodist Episcopal Church and the Methodist Church South.[42]

The site accepted was a mile and three-fourths northwest of the business center of the city, and the Metropolitan Street Car Company agreed to build a line to the college grounds, while the city agreed to build a boulevard, Classen Boulevard, to the campus.

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[42]H. E. Brill, Story of Oklahoma City University and Its Predecessors (Oklahoma City: University Press, 1938), p. 32. This account relies on Brill except where otherwise noted.

Work on the first building was begun in October, 1902, and a gala ceremony was conducted in honor of the laying of the cornerstone on April 1, 1903. The building was completed in September, 1903, and contained thirty-five class rooms, an auditorium, and a library. In 1904 the Reverend R. B. McSwain of Southwestern University at Georgetown, Texas, was chosen as president, and shortly thereafter a faculty of twenty-seven instructors was elected for the first session of Epworth University on September 10, 1904. McSwain resigned in the spring of 1905 following a nervous breakdown, and George H. Bradford, an Illinois native with degrees from Missouri Wesleyan and the University of Denver, was named chancellor of the university.

Of special significance in the academic offerings of Epworth University were the Medical College, the School of Pharmacy, the College of Law, and the College of Dentistry. In addition to a university press and a band, Epworth developed a football team which played teams from Southwestern, Central, Kingfisher, Christian at Enid, Northwestern, Southeastern, and OU. In 1909 Epworth lost the state crown to the university by a 12-11 score, and during the final season in 1910 it fought the Sooners to a 3-3 tie before an enthusiastic crowd in Oklahoma City's Colcord Park. This same year Epworth defeated the A&M College 15-0 and Texas Christian University 30-0.[43]

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[43] Daily Oklahoman, December 11, 1910.

However, it had become apparent that the Methodist Church South and the Methodist Episcopal Church could not work together, and in 1911 the school was closed at Oklahoma City and merged with the defunct Fort Worth University to form the Oklahoma Methodist University at Guthrie.

Beulah Heights College

Beulah Heights College, one of the predecessors of Bethany Nazarene College, originated as an orphanage in northwest Oklahoma City. In 1906 the founder of the orphanage, Miss Mattie Mallory, offered to supply a location for a college if the Oklahoma Holiness Association would operate it. The religious group accepted and the Beulah Heights College and Bible School was opened on October 22, 1906, with Dr. G. W. Sawyer as acting president until Dr. B. F. Brooks was elected president. The school was closed in the spring of 1909. The buildings were retained by the orphanage, but the school organization was taken over by the Church of the Nazarene.[44]

Oklahoma Christian University (Phillips University)

The founding of Oklahoma Christian University, now known as Phillips University, sprang from a concern of the Disciples of Christ Church in Oklahoma Territory to have more educated ministers. Members of the church felt that a college was needed for that purpose. Accordingly, E. V. Zollars,

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[44]Leona Bellew McConnell, "A History of the Town and College of Bethany, Oklahoma" (unpublished master's thesis, University of Oklahoma, 1935), p. 31.

a member of the Disciples of Christ faith and an educator, made a trip to the East to promote the idea.[45]

He found an interested audience in T. W. Phillips of Newcastle, Pennsylvania, who offered to pay him a salary to found a school with the support of his church in Oklahoma and Indian territories. Zollars found strong support for the college, and soon became president of a new institution of advanced learning.

Of the many competing towns in Oklahoma Territory, Enid was chosen as the school site following an offer of a forty acre campus, $85,000 in cash, and promises of sewage, water, and electric service and scholarships to the amount of $20,000. A charter was granted to the board of trustees for the college on October 11, 1906, and plans were made to construct buildings for the Oklahoma Christian University.

Zollars, who had twenty years of educational experience as president of four colleges including Texas Christian College, proved to have the aggressiveness and ability to make a success of the venture. Under his leadership five buildings were erected: a three-story main building, a fine arts building, a preparatory and business college building, a two-story girls' dormitory, and a four-story boys' dormitory.

The first enrollment in this impressive establishment numbered 256 and represented a seven-state area. Although a

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[45]Brewer, "Advanced Church Education," pp. 152-53. This account relies on Brewer except where otherwise noted.

liberal arts course of instruction was offered, without denominational tests to be taken, the ministerial courses studying the lives of Christ, Paul, and Alexander Campbell drew the most attention. The school was liberal enough to allow the male students to dine in the girls' dormitory.

In 1911 the raising of a $100,000 endowment fund was undertaken, with the suggestion that anyone who wished to contribute that amount might find it a way of perpetuating his name. A Kansas City man offered the first $25,000 on the fund, but this evidently was not enough, for in 1913 the board of trustees voted to rename the school in honor of T. W. Phillips, who had continued to be a prime supporter.

Cordell Christian College

On September 1, 1907, a few months before statehood was approved for Oklahoma, the Church of Christ established the Cordell Christian College in southwestern Oklahoma Territory, using the basement of the old Dutch Reformed Academy where seventy-two students enrolled for the first classes. The founders hoped to establish a school in which the arts, sciences, languages, and Holy Scriptures would be taught. But like most early church schools, it immediately ran into financial troubles, which caused the first president to resign after only a year. Teachers sometimes had to work at very low salaries--one the entire year for only $46.[46]

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[46]Brewer, Advanced Church Education," pp. 192-97. This account relies on Brewer except where otherwise noted.

Courses at the school included elementary, high school, and two years of college, with a total enrollment the third year of around 200. By 1912 a full four-year college course, with Bachelor of Science and Bachelor of Arts degrees, was offered. In 1917 the University of Oklahoma began allowing senior standing to students who had completed three years of work at Cordell Christian College.

In 1908 an administration building and a forty room dormitory were constructed, and a new president, J. N. Armstrong of Lipscomb Bible College at Nashville, was hired. Armstrong, being a pacifist, ran into considerable trouble during World War I when many of the faculty and students registered as noncombatants. The president of the college board had his house smeared with yellow paint, and strong community feeling forced the school to close in the fall of 1918.

Oklahoma College for Young Ladies

The Oklahoma College for Young Ladies was founded by George C. Jones, an Oklahoma City banker who had previously served as president of a college which was sponsored by the Methodist Church South. Jones held a master's degree from Vanderbilt University, with graduate work in Germany, and had spent two years at Epworth University in charge of chemistry studies.[47]

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[47]"Oklahoma College for Young Ladies," Sturm's Oklahoma Magazine, IV (June-July, 1907), 16f-16g.

The Oklahoma College for Young Ladies, located at McKinley and 36th Street in Oklahoma City, ran advertisements in Sturm's Oklahoma Magazine showing a sketch of an attractive three-story building surrounded by well landscaped grounds, tennis courts, and a windmill which furnished electric power.

Summary

Of the numerous denominational and private schools which were founded during the territorial period of Oklahoma history, only a few survived to become lasting institutions. Some of them were colleges in name only, and some of them barely got under way as institutions of higher education. Yet these schools served a valuable function in providing both preparatory and advanced work for the young people in isolated frontier areas who would otherwise have known but the slightest formal instruction.

The church schools should be regarded as extensions of the missionary efforts which first brought formal education to the Indian Territory. Though the basic purpose was to spread the influence and thinking of a particular denomination, it still remains that they also sought to enlighten the ignorant, train the unskilled, advance the culture of frontier communities, and encourage learning.

Most of them followed the English humanistic tradition of curriculum, emphasizing the liberal arts and fine arts with only rudimentary efforts at scientific inquiry. Always there were the courses in moral philosophy, normally taught

by the president of the school, and in the Bible. Students learned not through inquiry but by rote acceptance of church and academic dogma.

One effect of the territorial church school was to strengthen the religious influence upon the thinking of Oklahomans in regard to education. Higher education was conceived largely as a moral discipline wherein saintly men, often churchmen, oversaw the character development of students, with mental development as a subserviant goal.

But if this fact was retrogressive to the development of higher education in Oklahoma as a search for knowledge, it can perhaps be overlooked in view of the educational service the early church and private schools rendered while the state-supported institutions were being developed.

CHAPTER IV

STATE-SUPPORTED JUNIOR COLLEGES IN OKLAHOMA, 1908-1941

The idea of combining the two territories under a single state government was looked upon with concern by many people in the Indian Territory who feared that Oklahoma Territory, already organized and having several years of experience in self-government, would be able to elect most of the officials as well as secure most of the institutions, especially the schools which were already in operation. In response to this concern, the early state legislatures obligingly and generously attempted to create institutions of higher education in the old Indian Territory on an equal basis to those in Oklahoma Territory. Twelve new state-supported colleges were created in 1908 and 1909, nine of them in what had been Indian Territory.[1]

In 1908 the First Legislature authorized seven schools: the Industrial Institute and College for Girls at Chickasha and six state schools of agriculture and applied science at Warner (Connors), Tishomingo (Murray), Lawton

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[1]State Regents, System of Higher Education, p. 71.

(Cameron), Helena (Connell), Broken Arrow (Haskell), and Goodwell (Panhandle). In 1909 five schools were established: three normal schools at Ada (East Central), Durant (Southeastern), and Tahlequah (Northeastern); a second university preparatory school at Claremore; and a school of mines and metallurgy at Wilburton. Two of the schools--the ones at Helena and Broken Arrow--were dropped permanently in 1917, and another school of mines at Miami was added in 1919.

Thus by 1920 Oklahoma was provided with a total of eighteen state-supported institutions of higher learning, all of which still exist today. During the years preceding World War II, however, several of these schools found more purpose as liberal arts junior colleges than under their founding concepts as agricultural-feeder, high-school-level preparatory, and mining and metallurgy institutions.

In 1921 Panhandle Agricultural Institute was raised to the rank of a junior college, as were Murray and the Miami School of Mines in 1924 and Cameron, Connors, and Eastern in 1927. The University Preparatory School was provided with a College Department in 1920, and the Eastern University Preparatory School (designated Oklahoma Military Academy in 1919) was authorized to add junior college work in 1923. Panhandle moved on to a four-year program in 1926 and will be treated in a following chapter.

The State Agricultural Schools

The legislature of 1908 provided for five secondary agricultural colleges, which were intended as upward extensions of state high schools and as feeder institutions for the A&M College at Stillwater. The 1908 lawmakers dodged the lobbyists who pushed their towns as location sites for the schools, leaving it to the 1909 legislature to resolve the fierce struggle which ensued. The agricultural colleges were located in each of the five Supreme Court judicial districts, and the towns eventually selected were Broken Arrow, Helena, Lawton, Warner, and Tishomingo. The Panhandle area had been overlooked, and in 1909 the Panhandle Agricultural Institute was established.[2]

In 1912 Governor Lee Cruce asked for the abolition of the original five agricultural institutions on grounds of economy, but the state legislators reacted to protect the interests of their constituents, and every school survived.[3] Later-to-be-governor William H. Murray, whose home town of Tishomingo was the site of Murray State Agricultural College, claimed it was all a move to embarrass the men for whom the institutions had been named.[4]

In 1917 Governor Williams, carrying on Cruce's fight against duplication of state institutions, pushed to abolish

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[2]State Regents, System of Higher Education, pp. 71-72; James Ralph Scales, "Political History of Oklahoma, 1907-1949" (unpublished Ph.D. thesis, University of Oklahoma, 1949), pp. 89-90.

[3]Scales, "Political History," p. 154. [4]Ibid., p. 181.

Connell at Helena, Haskell at Broken Arrow, and Murray at Tishomingo. Then-Congressman Murray saved his school by securing appropriations for two dormitories, but the other two were closed. The Helena campus was converted into a reformatory.[5]

Murray State School of Agriculture and Applied Science

The Murray State School of Agriculture and Applied Science was established in 1908 and named for the president of the State Constitutional Convention, William H. Murray. The school's founding purposes were to provide agricultural instruction of a secondary level and maintain a branch experiment station with related short courses. The first classes were held in October, 1908, at the South Side High School building in Tishomingo, offering a curriculum of domestic science, manual training and drawing, agriculture, mathematics, and English.[6]

In 1922 the State Board of Agriculture voted to allow the school to add a year of college work during the 1922-23 school session and a second year of work during the 1923-24 session. On March 17, 1924, the governor approved a legislative act which sanctioned the addition of junior-college work.

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[5] Ibid.

[6] Oklahoma, Department of Public Instruction, Second Biennial Report (Guthrie, 1908), Vol. I, Biennial Reports of Oklahoma Department of Education, 1908-1912, p. 31.

In 1928 the school listed an enrollment of 253, increasing to 570 in 1940, falling again to 310 shortly before World War II. Of these students, 31 majored in agriculture, 102 in arts and sciences, 77 in commerce, 69 in engineering, and 31 in home economics.[7]

Connors State School of Agriculture and Applied Science

Authorized by an act of the First Legislature on May 10, 1908, the Connors State School of Agriculture and Applied Science was located at Warner, where 160 acres of land were provided by Warner citizens. Named for J. P. Connors, who was then president of the State Board of Agriculture, the school held its first classes in February of 1909. Its first building was completed in 1911 on the school's present site, one mile west of Warner.

Connors maintained herds of livestock--cattle, hogs, horses, mules, and sheep--and cultivated ninety acres of farm land. A regular high-school curriculum, with courses in agriculture and home economics, was offered.[8] The farm work was done entirely by students.

In 1914-15 the enrollment was 74; in 1915-16 it was 80; and in 1916-17 there were 148 students.[9] In March of

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[7]Oklahoma State Regents for Higher Education, First Biennial Report, Period Ending June 30, 1942, p. 153.

[8]Oklahoma, State Superintendent of Public Instruction, Ninth Biennial Report, together with the Sixth Report of the State Board of Education (Oklahoma City, 1922), pp. 106-107.

[9]Oklahoma, State Superintendent of Public Instruction,

1927 Connors was made a fully accredited junior college by the legislature. Its enrollment at the time was 167, and it climbed to 226 the following year of 1927-28.[10] By 1940 there were 456 enrolled at the school.

In the fall of 1941 Connors listed forty-six students in agriculture, eighty-six in arts and sciences, forty-seven in commerce, twenty-eight in engineering, and forty-nine in home economics.[11]

Cameron State School of Agriculture and Applied Science

The Cameron State School of Agriculture and Applied Science, located in the city of Lawton, was named for E. D. Cameron, then State Superintendent of Schools in Oklahoma. When the act creating the six district agricultural schools passed on May 20, 1908, Lawton businessmen promoted the location of one in their city by purchasing 160 acres of land and presenting it to the state as an inducement. In November of 1909 the college held its first classes with a faculty of six and an enrollment of 108 students. It was March of 1911 before the first college building, a three-story brick structure, could be occupied.[12]

Sixth Biennial Report, together with the Third Report of the State Board of Education (Oklahoma City, 1916), p. 166.

[10]Oklahoma, State Superintendent of Public Instruction, Twelfth Biennial Report, together with the Ninth Report of the State Board of Education (Oklahoma City, 1928), p. 154.

[11]State Regents, First Biennial Report, 1942, p. 153.

[12]Bulletin, Cameron State Agricultural College, 1953-54, p. 9.

Students at the Lawton school were offered courses in domestic science, manual training, animal husbandry, feeds, farm crops, poultry, principles of breeding, dairying, soils, stock judging, plus the regular studies of physics, chemistry, botany, zoology, agricultural sciences, music, and other academic subjects. A 150-acre farm, stocked with $5,000 worth of horses, cattle, and hogs, was maintained.[13]

By 1914 there were five buildings at Cameron, including a creamery which paid the local farmers some $14,000 a year for butter fat. The citizens of Lawton erected a girls' dormitory for the school at the cost of $5,000.[14]

Junior-college work was approved by the legislature on March 24, 1927, and the school's name was changed to Cameron State Agricultural College.[15] During the period from 1927 to 1940, Cameron offered both high school and college courses. The first junior college class graduated in 1929. In 1940 all high school work was discontinued, and the school began operation under the Oklahoma State System of Higher Education in 1941.

Two boys' dormitories, North and South halls, were erected in 1936, while Cameron Hall, a girls' dormitory and

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[13]Oklahoma, Public Instruction, Ninth Biennial Report, pp. 103-104.

[14]Oklahoma, State Superintendent of Public Instruction, Fifth Biennial Report, together with the Second Report of the State Board of Education (Oklahoma City, 1914), p. 93.

[15]Bulletin, Cameron State Agricultural College, 1953-54, p. 9.

cafeteria, was built in 1939. West Hall, for married couples, was opened in 1939.

Connell State School of Agriculture and Applied Science

The Connell State School of Agriculture and Applied Science at Helena existed from its founding in 1908 by the state legislature to 1917 when Governor Williams refused to approve funds for its operation. During its brief history the school owned a ten-acre campus and an eighty-acre farm. Its five buildings were a dormitory, a barn, a creamery, a chicken house, and a shop. The farm was maintained by a farmer with student help. The enrollment in 1914-15 was 166, with 92 males and 74 females; in 1915-16, 176, with 98 males and 78 females; and in 1916-17, 176, with 92 males and 84 females. The school followed the curriculum common to the other state agricultural schools.[16]

When it was shut down in 1917, its facilities were transferred to the newly established West Oklahoma Home for White Children.[17]

Haskell State School of Agriculture and Applied Science

The Haskell State School of Agriculture and Applied Science at Broken Arrow, like Connell, was begun in 1908 and discontinued in 1917. It possessed an eighty-acre farm in

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[16] Oklahoma, Public Instruction, Sixth Biennial Report, p. 167.

[17] State Regents, System of Higher Education, p. 79.

addition to a two-acre campus, two dormitories, and a brick and frame administration building. Besides its farm crops, the school maintained an orchard.[18]

It, too, offered a regular high school curriculum, plus agricultural and commercial courses. Haskell's enrollment was 85 in 1914-15, with 45 boys and 40 girls; 59 in 1915-16, with 29 boys and 39 girls; 181 in 1916-17, with 86 boys and 95 girls. After it was closed as a state school, its property was transferred to a school district of Tulsa County.[19]

The Preparatory Schools

The University Preparatory School at Tonkawa had been established as a feeder to the University of Oklahoma though many wondered as did Governor Williams in 1917 why it was not located closer to the university. An attempt to enlarge and extend the school was halted by Williams, who vetoed its money appropriation and closed the school.

The Eastern University Preparatory School at Claremore was closed at the same time. The Tonkawa school was reopened in 1919 as the Oklahoma State Business Academy, though official use of the old name continued, while the Claremore school then became the Oklahoma Military Academy.[20]

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[18]Oklahoma, Public Instruction, Sixth Biennial Report, p. 168.

[19]State Regents, System of Higher Education, p. 79.

[20]Ibid., pp. 82-85.

Northern Oklahoma Junior College

In 1906 the national Congress donated a section of land near Tonkawa to the University Preparatory School, and the sale of the land provided funds by which the school could erect two new buildings--Central Hall and Wilkin Hall. President Kelley estimated the enrollment in 1908 at 550. This figure fell to 502 in 1908-09 and dropped even lower in 1910-11 because of a severe failure of crops, forcing many boys to remain at home on their farms.[21]

In 1914 the name of the school was changed to the "Oklahoma Institute of Technology," though it continued to be called the University Preparatory School. After the legislature attempted to change the courses at the institution in 1917, it was reopened in 1919 as the "Oklahoma State Business Academy,"[22] with the purpose of "preparing the student for efficient participation in some branch of industry, and shall embrace such subjects as bookkeeping, shorthand, typewriting, banking, salesmanship, and business efficiency."[23]

A separate board of regents was established for the school by the 1919 act, and under its supervision a junior college department was established in 1920.

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[21] Oklahoma, Public Instruction, Second Biennial Report, p. 31; Oklahoma, Department of Public Instruction, Third Biennial Report (Guthrie, 1910), Vol. I, Biennial Reports of Oklahoma Department of Education, 1908-1912, p. 239.

[22] Oklahoma, Session Laws of 1917 (Guthrie: Co-Operative Publishing Co., 1917), p. 132.

[23] Oklahoma, Session Laws of 1919 (Oklahoma City: Harlow Printing Co., 1919), p. 25.

In 1939-40 the University Preparatory School at Tonkawa had an enrollment of 567 in its junior college department, with only thirty in its preparatory school.[24] In 1941 the legislature officially changed the name of the school to Northern Oklahoma Junior College.

Oklahoma Military Academy

The Eastern University Preparatory School was established in 1909 by the Oklahoma Legislature, with the idea it would serve a similar purpose for Eastern Oklahoma as the Tonkawa school did for the western part of the state. It operated for eight years as a preparatory school, offering a high school curriculum, until, like Tonkawa, it was closed in 1917. When it reopened in 1919, however, the school was given a new name and purpose. Now called the Oklahoma Military Academy, its curriculum was revised to include vocational education and military training. The vocational training was to be directed toward auto mechanics and the building trades.[25]

In 1922 the school plant consisted of the president's cottage, a garage, a tailor shop, a barn, a poultry house, a canteen, and a barracks building. Cadets were required to be fourteen years of age.[26]

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[24]Oklahoma, State Superintendent of Public Instruction, Eighteenth Biennial Report, together with the Fifteenth Report of the State Board of Education (Oklahoma City, 1940), p. 292.

[25]Oklahoma, Session Laws of 1919, p. 219.

[26]Oklahoma, Public Instruction, Ninth Biennial Report, p. 101.

Two years of college work were authorized by the legislature in 1923, giving the school junior college status under its own board of regents.[27] The law read in part:

> Each Senator of the State of Oklahoma is authorized to appoint two cadets and two alternates from his respective senatorial district and each State Representative is authorized to appoint one cadet and one alternate from his respective representative district . . . and provided, further, that the said Oklahoma Military Academy is hereby authorized to add Junior College work to its present curriculum, subject to the approval of the State Board of Education.[28]

By 1935-36 the vocational emphasis of the school had been abandoned, as the catalog for that year indicates: "The courses offered conform to the requirements of the State Board of Education and the North Central Association. They are intended to prepare a cadet for college, for the National Academies, and, so far as is practicable, for the business world."[29]

Auto mechanics had now become merely an elective in the high school department, with a special fee of $1.50 per semester and only one-half unit credit for successful completion of the course.[30] In 1939-40 OMA listed 145 preparatory students, 117 freshmen, and 72 sophomores. There were

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[27]Oklahoma, Session Laws of 1923 (Oklahoma City: Harlow Printing Co., 1923), p. 148.

[28]Ibid.

[29]Bulletin, Oklahoma Military Academy, 1935-36, p. 19.

[30]Ibid., p. 23.

fourteen teachers at the school, seven of them having master's degrees.[31]

Schools of Mines and Metallurgy

Both the schools of mines and metallurgy at Wilburton and Miami were established on the mistaken notion of a demand for such institutions in the areas. In both cases the state discovered the simple truth that, just as many farm children did not care to go back to farm life, not many sons of miners wished to return to the mine. In 1922 an Educational Survey Commission reported on the Miami school:

> A study of the catalog makes it clear that the institution is no longer essentially a vocational school for the preparation of those wishing to engage in the various phases of the mining business of the State of Oklahoma. In fact, the school at present is in reality a liberal arts junior college, which articulates closely with the University of Oklahoma. It gives only passing attention to mining.[32]

Eastern Oklahoma State College

In 1908 the Second Legislature established the Oklahoma School of Mines and Metallurgy and located it at Wilburton. Its assigned purpose was the teaching of technical courses in mining and metallurgy with mathematics, chemistry, and engineering included in a four-year engineering course.[33]

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[31] Oklahoma, Public Instruction, Eighteenth Biennial Report, pp. 292-93.

[32] State Regents, System of Higher Education, p. 86.

[33] Jim Sullivan, "Eastern A&M College Growing with Lake Area," Lake Eufaula Fun, January, 1946, p. 5; A Study of Eastern Oklahoma Agricultural and Mechanical College by the Administration and Faculty, 1952-53 (Wilburton, 1953), pp. 6-7.

The town of Wilburton provided sixty acres of land for the school, and temporary quarters were provided for the first session on January 11, 1909, under President George E. Ladd. A sum of $235,000 had been appropriated for construction of buildings and for maintenance, and a metallurgy building and science building were put into use in 1911. A four-year course in mining engineering was now offered.

The school was closed in 1917 by Governor Williams, who refused to approve funds, but it was reopened again in 1920, this time with mining engineering and trade and industrial education courses for disabled veterans as its main purposes. In 1924 the mining engineering courses were dropped, and a teacher training curriculum added. With its original aim now altered, the school was given another name in 1927--Eastern Oklahoma College--and authorized to grant degrees, issue diplomas and certificates, and fix standards for grades for various special and vocational courses in trades and industries below the college level.[34]

Another function was added in 1935 when the legislature assigned Eastern the responsibility of caring for, training, and educating dependent orphan children of the state. Programs in business, agriculture, home economics, and industrial arts were added in 1937, leading to another name change in 1941. Now the school was called Eastern

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[34]Study of Eastern A&M, p. 7.

Oklahoma Agricultural and Mechanical College and placed under the State Board of Agriculture.

Northeastern A&M College

An act passed by the legislature in February, 1919, created the Miami School of Mines and Metallurgy in northeastern Oklahoma where, at the time, mining was a major industry. The school opened in the fall of the same year, offering regular high school courses in mathematics, science, English, languages, and history, plus special courses in engineering and mining sciences.[35]

The legislature also provided $100,000 for buildings, and a chemical laboratory and another building for a metallurgy and assaying laboratory were erected. Social life, literary societies, public speaking, and debate were stressed during the early years.

In 1924 the school was designated as a junior college by the legislature, and its name was changed to Northeastern Oklahoma Junior College. Whereas its original purpose had been "essentially a vocational school for those who wish to engage in the various phases of the mining business,"[36] the scope of the institution was now enlarged to offer two years of standard college work. Mining subjects were still taught,

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[35]Oklahoma, State Superintendent of Public Instruction, Eighth Biennial Report, together with the Fifth Report of the State Board of Education (Oklahoma City, 1920), p. 99.

[36]Oklahoma, Session Laws of 1919, p. 117.

but now the curriculum included agriculture, arts and sciences, commerce and administration, education, engineering, home economics, and journalism.[37]

In 1933 the college owned one main building containing classrooms, laboratories, offices, and library, and a gymnasium.

Control of the college remained in the hands of a special board of regents until 1939, at which time Northeastern Oklahoma Junior College and the six teachers colleges were placed under the Board of Regents of the State Colleges. In April, 1943, the legislature again changed the name of the school, now to Northeastern Oklahoma Agricultural and Mechanical College, and placed it under the Board of Regents for Agricultural and Mechanical Colleges. At that time a 200-acre farm was purchased and equipped to support the agricultural courses which had been added. Shop facilities were also constructed to handle newly added mechanical courses.[38]

The reasoning behind this change was outlined by President Bruce Carter:

> There is a great section of Northeastern Oklahoma that is not served by any agricultural college, and it is the urgent appeal of those interested in northeastern Oklahoma that this college will develop into a

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[37]Oklahoma, Public Instruction, Ninth Biennial Report, p. 101.

[38]Biennial Catalog, Northeastern Oklahoma Agricultural and Mechanical College, 1969-70, 1970-71, p. 9.

> great agricultural school and play a major part in the development of agriculture in northeastern Oklahoma.
> . . . . . .
> As northeastern Oklahoma is developing into an industrial area, it is our sincere wish to develop a splendid vocational college in connection with our regular academic work and the agricultural college.[39]

Enrollment figures for the school indicate the limited purpose it served as a mining school. In 1926-27 the enrollment was 210, falling to 197 in 1927-28. By 1939-40 this figure had risen to 340 students, and in October, 1941, preceding Pearl Harbor, the Northeastern Junior College listed an enrollment of only 239.[40]

Summary

None of the seven state-supported junior colleges in Oklahoma were developed under junior college concepts. Three of them were founded as agricultural feeder schools, two of them as preparatory schools, and two as schools of mines and metallurgy. Their evolution to junior college status can be traced directly to the demands of the various areas for state institutions which could provide a general education, principally for transfer to four-year institutions. Too, there was the demand for broader vocational offerings than were assigned to the institutions originally.

The rise during this period of the municipal junior college gives further indication of the need fulfilled by the

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[39]Oklahoma, State Regents for Higher Education, Second Biennial Report, Period Ending June 30, 1944, p. 91.

[40]State Regents, First Biennial Report, 1942, p. 128.

state-supported junior colleges in supplying educational opportunities to young people in many small towns of Oklahoma.

CHAPTER V

STATE-SUPPORTED SENIOR INSTITUTIONS IN OKLAHOMA, 1908-1941

This chapter will trace the history and development of the University of Oklahoma, Oklahoma A&M College, Langston University, Oklahoma College for Women, and Panhandle A&M College. Though these five institutions have little in common in many respects, they were each struggling during this period to build themselves into the image of their founding purpose.

The University of Oklahoma sought to become a modern "university" in the true sense of the word. Oklahoma A&M worked to develop its scientific programs in line with the concept of the land-grant colleges. Langston, handicapped by the old prejudices that stymied it both in legislative funding and in the lack of economic opportunity for its black graduates, struggled to build a school that would compete favorably with those of the whites. The Oklahoma College for Women, embarrassed by its public image as a correctional institution, attempted to establish itself as a cultural center for young women. Panhandle A&M College wished to render service to the people of its isolated area, not only as an

agricultural school and experimental station but as a teacher education and liberal arts institution as well.

From the beginning, the purpose of the University of Oklahoma and Oklahoma A&M were fairly well defined, but Langston, Oklahoma College for Women, and Panhandle A&M went through considerable self-examination and readjustment before deciding how they could best serve the changing society of Oklahoma during the 1920's and 1930's.

Oklahoma University

When President Boyd was removed during the summer of 1908, he was replaced by London-educated Dr. Arthur Grant Evans who had previously headed Kendall College at Muskogee. During his four years as president, Evans undertook to reorganize the university, which in 1909 was academically structured into the College of Engineering, the School of Pharmacy, the School of Law, the School of Fine Arts, the College of Arts and Sciences, and the Graduate School. The Graduate School got under way in 1908-09 with an enrollment of only six students. Another significant development was the offering of the first law courses in the fall of 1909 under the School of Law headed by Julien Charles Monnet, a graduate of the University of Iowa and the Harvard Law School.[1]

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[1] Oklahoma, Public Instruction, Third Biennial Report, p. 81. This account relies on Gittinger, The University of Oklahoma, and Charles F. Long, "With Optimism for the Morrow," Sooner Magazine, XXXVIII (September, 1965) except where otherwise noted.

After these steps toward a university structure had been approved by the OU Regents, Evans organized the Faculty Senate which was comprised of the vice-president elect, the deans-elect of the various schools and colleges, and representatives of the eight disciplines under the College of Arts and Sciences. The Senate considered matters relative to two or more of the schools.

Another significant curriculum development during Evans' reign was the merger of the university's School of Medicine with the Epworth School of Medicine in 1910, establishing a four-year medical school.[2] Also effected in 1910 was the organization of the School of Teaching within the College of Arts and Sciences, though teaching certificates and not a degree program were offered.

The main university building, University Hall, burned on December 20, 1907. The Engineering Building was the only structure added during Evans' tenure, reflecting the lean years for higher education under Governor Lee Cruce, a former president of the University of Oklahoma Board of Regents. Seeking a retrenchment in higher education expenditures, Cruce moved to take control of the university by placing it under the State Board of Education and then appointing six new members of the board on April 8, 1911. By May 24 President Evans had been removed and replaced temporarily by Dean Monnet.

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[2]Oklahoma, Public Instruction, Third Biennial Report, p. 86.

There was considerable criticism of the board's action in dismissing Evans and several well-known members of the faculty, and a careful search was made for a new president. Finally, in April, 1912, Dr. Stratton Duluth Brooks, a University of Michigan graduate, was named as the third president.

The Brooks administration, which lasted from 1912 to 1923, was characterized by several significant developments at the university. A continued growth in enrollment, which reached 1,667 by 1917; the organization of the schools of Education, Commerce and Industry, and Journalism; the development of extension work; the beginning of sabbatical leaves for faculty; the doubling of the land area by the addition of sixty acres south of the old campus; the construction of the DeBarr Hall for chemistry; and the addition of a number of talented new faculty members were the principal developments during the Brooks era preceding World War I.

In 1914, the university's Graduate School ceased offering the doctorate degree "for which it does not have adequate facilities."[3] Following World War I, in 1919, the Seventh Legislature returned the University of Oklahoma to its own board of regents. Under the congenial administration of Governor J. B. A. Robertson, the university continued to prosper, and by 1922 President Brooks could look back on the addition of seven major buildings, the completion of the State

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[3]Oklahoma, Public Instruction, Fifth Biennial Report, p. 43.

University Hospital in Oklahoma City, and a continuous growth in faculty and students, who numbered over 6,000 in 1921-22. ROTC was begun at OU in 1919.

But in 1923 a new governor, Jack Walton, was inaugurated, and the old political maneuvering began again. President Brooks had been offered the presidency of the University of Missouri and had declined the offer. However, when Walton removed five members of the University of Oklahoma Regents and replaced them with his own appointees, Brooks resigned and accepted the Missouri post.

Dr. James Shannon Buchanan, Chairman of the History Department, was named acting president in replacement of Brooks, and this was changed to "president" in 1924. During his two years in office, Buchanan accomplished several noteworthy achievements: the business curriculum was organized into a school and then into the College of Business; Fine Arts became a college; the School of Petroleum Engineering was established; and a number of new buildings were commenced, including Buchanan Hall for Liberal Arts, the Field House, Hester and Robertson residential halls, Oklahoma Memorial Union, and Owen Stadium.

President William Bennett Bizzell began his sixteen-year reign as head of the university on July 1, 1925. A highly regarded scholar and the holder of several advanced degrees, Dr. Bizzell took the school much farther along the road toward university status during the remaining years of the twenties. This period saw the continued enlargement of

the university complex in terms of buildings and land holdings and the initiation of several important adjuncts to the academic phase: the Phillips Collection of Western Americana was begun in 1925; the Student Loan Aid Association was founded with a $125,000 donation by Lew Wentz; the Books Abroad publication was begun by Professor Roy Temple House; the Bureau of Business Research and the Oklahoma Biological Survey were begun in 1927; the Sooner Magazine in 1928; the University of Oklahoma Press was established under Rhodes Scholar Joseph August Brandt in 1929; and the new university library was completed in 1929. That same year, the university conferred its first Doctor of Philosophy degree to Miss Mary Jane Brown of Chickasha.

But such advancements at the university were slowed considerably by the depression of 1929 and the election of Governor William H. Murray in 1930. Murray, like Governors Cruce and Williams before him, sought to reduce spending among the state schools. Efforts in this direction, plus a fruitless legislative investigation of reported gambling in the student union, resulted in a lowering of morale among students and faculty.

In 1930 the university was organized into the College of Arts and Sciences, the College of Business Administration, the College of Education, the School of Pharmacy, the College

of Fine Arts, the School of Law, the School of Medicine, and the College of Engineering.[4]

The Bizzell period from 1931 to 1941 was one of adjustment, with a slowing down in enrollment and faculty growth, in building construction, and in new academic programs. Principal developments during these depression years were the awarding of the first Doctor of Education degree in 1931; the establishment of the School of Music; the initiation of a nonresident fee in 1934; the separation of the College of Arts and Sciences into upper and lower divisions; the construction of the biological sciences and business administration buildings in 1935-36; the founding of the Museum of Art; the opening of residence halls; the establishment of the University of Oklahoma Foundation in 1938; the acquisition of Max Westheimer Flying Field; and the beginning of Naval ROTC in 1940.

In the fall of 1941, shortly before the outbreak of war, the University of Oklahoma's enrollment was 5,575. President Bizzell's long term as head of the university had ended that summer, which also marked the first fifty years in the history of the school. There could be little doubt that the institution, which at the beginning had been only slightly more than a frontier high school, now fulfilled the essence of a modern American university.

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[4]Oklahoma, State Superintendent of Public Instruction, Thirteenth Biennial Report, together with the Tenth Report of the State Board of Education (Oklahoma City, 1930), p. 185.

Oklahoma A&M College

At the time of statehood in 1907, Oklahoma A&M College was in its seventeenth year of operation and still emphasizing agriculture as its major curriculum. Its divisions of instruction in 1909-10 were Agriculture, Engineering, Domestic Science and Arts, Science and Literature, a Teachers Normal, Business, and the Military Department, whose drills gave "a graceful carriage to the student" in addition to cultivating habits of punctuality, alertness, and personal responsibility.[5] In 1908 a graduate program, leading to the Master of Science degree, was authorized for the school. Later another important degree program was instituted when a master's degree in chemistry was offered. In 1911 a significant curriculum reorganization was made by organizing Agriculture, Engineering, and Science and Literature into separate schools presided over by deans.[6]

By 1912 Oklahoma A&M possessed the largest physical plant of any school in the state. To the original administration building, Central Hall, had been added the library building (later known as Williams Hall), Morrill Hall (the original burned in 1914 and was rebuilt), a chemistry building, a dairy building, a domestic science building, a girls' dormitory, a boys' dormitory, a shop building, an engineering

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[5] Bulletin, Oklahoma A&M College, 1909-10, Nineteenth General Catalog Issue, pp. 124-25.

[6] "Teepees to Campus Towers," Oklahoma A&M College Magazine, April, 1957, pp. 5-7.

building, an auditorium, a livestock judging pavilion, and several smaller structures.[7] To these were added a new chemistry building and a new gymnasium in 1919.

This wealth of buildings was made possible by much greater income than other state schools knew: funds from the Morrill acts, Hatch and Adams scientific research funds, land lease funds for operating expenses, biennial appropriations from the state, funds from the Smith-Lever agricultural extension act after 1914, and Reserve Officer Training Corps funds after 1916.[8]

Armed with the broadening potential of being an "agricultural and mechanical" college, the school moved to expand its curriculum after statehood, taking up teacher training, farming short courses, and commercial and marketing studies, in addition to engineering and scientific work. By 1913 the school was offering the Master of Science degree.[9]

Numerous changes were made in the academic structure of the college: Education became a school in 1913; Business in 1914; and Home Economics in 1915. The Agricultural Extension Service became a permanent part of the institution in 1914, the Educational Extension Department in 1922, the

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[7] Bulletin, Oklahoma A&M College, 1911-12, Twenty-First General Catalog Issue, pp. 9-11.

[8] Bulletin, Oklahoma A&M College, 1920-21, Thirtieth General Catalog Issue, pp. 2-4.

[9] Bulletin, Oklahoma A&M College, 1913-14, Twenty-Third General Catalog Issue, p. 1.

Engineering Experiment Station in 1926, and the Short Course Department in 1930.

The 1927-28 Oklahoma A&M catalog listed the main divisions of the school as the Division of Agriculture, the Division of Engineering, the School of Architecture and Applied Art, the Division of Home Economics, the School of Science and Literature, the School of Education, the School of Commerce, the School of Veterinary Medicine, and the Department of Military Science and Tactics.[10]

In 1928 two buildings were constructed--one for industrial arts and a new dairy building--and the Division of Home Economics opened a nursery school and field training department. Health courses were added along with courses in institutional management.[11] During 1927-28 the Extension Division offered the following short courses: cotton school, refrigeration and ice, poultry, dairy farming, dairy manufacturing, animal husbandry, bee keeping, creamery, ice cream makers, Indian agents, water workers, home economics, and lumbermen. Additionally, each summer a Farmers' Week was held, with short courses and exhibits.[12]

The Experimental Station carried out research and experimentation at the college, conducted out-field

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[10]Bulletin, Oklahoma A&M College, 1927-28, Thirty-Seventh General Catalog Issue, pp. 7-8.

[11]Oklahoma, Public Instruction, Twelfth Biennial Report, p. 138.

[12]Ibid., p. 136.

experiments such as the fifty-acre experimental plot with the state Reformatory at Granite, and sponsored experiments in other parts of the state testing varieties of seeds, crop rotation, the use of fertilizers, and cultivation methods in connection with field crops. The Experimental Station published scientific papers, circulars, and bulletins for station workers, teachers of agriculture, and others who were interested.[13]

In 1927-28 Oklahoma A&M College listed an enrollment of 2,713 during the regular semester, with 1,386 for summer session, 438 in short courses, and 1,228 in correspondence enrollment. Significantly, the largest divisional enrollment was in the School of Engineering, 621, with Science and Literature a strong second at 554.[14]

The Graduate School was organized in September, 1929, and offered both the Master of Science and Master of Arts degrees.[15]

A brief glance through the history of the school between 1907 and 1941 reveals some of the more important incidental developments: the creation of the offices of dean of women in 1916 and dean of men in 1928, the publication of a student humor magazine in 1924, the first issue of the

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[13] Ibid., p. 137.

[14] Ibid.

[15] Bulletin, Oklahoma A&M College, 1929-30, Thirty-Ninth General Catalog Issue, p. 48.

Oklahoma A&M Magazine in 1928, and the construction of the college hospital in 1930.[16]

During these years Oklahoma A&M had seen a series of presidents: James Henry Connell, 1908-14; Lowry L. Lewis, 1914-15; James W. Cantrell, 1915-21; James B. Eskridge, 1921-23; Richard Gaines Tyler, August to September, 1923; Bradford Knapp, 1923-28; Clarence H. McElroy, May to June, 1928; and Henry G. Bennett, who played the most important role of all in his development of the institution from 1928 until he and his wife were killed in a plane crash in Iran in 1951.

During Bennett's tenure preceeding World War II, the college made important advances in academic programs, in new buildings, in library holdings, and in land holdings. By 1934 the college farms had been increased through the addition of 1,120 acres near Stillwater, 240 acres near Woodward, and 640 acres near Perkins.[17]

A&M catalogs during this period listed four fields of service for the college: research, extension service, public service, and resident teaching.[18]

Doctoral programs were added in 1938, and the first doctorate was conferred at Oklahoma A&M in 1942. In 1939-40 eleven administrative personnel and ninety-four faculty held

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[16]"Teepees to Campus Towers," p. 7.

[17]Bulletin, Oklahoma A&M College, 1933-34, Forty-Third General Catalog Issue, p. 7.

[18]Bulletin, Oklahoma A&M College, 1940-41, Fiftieth General Catalog Issue, p. 8.

doctorates, compared to Oklahoma University's 305. At this time the enrollment at the college had reached 6,483 with a summer school population of 2,439 students.[19]

Langston University

In 1908 the Colored Agricultural and Normal University at Langston consisted of two women's dormitories, one men's dormitory, a mechanical building, and the president's home. Its curriculum was divided into agriculture, college, normal, preparatory, elementary, and trade courses. Agriculture was offered as part of the college preparation or as a two-year course. Other subject areas under the college were architecture, classical studies, mechanical and electrical, and scientific. The trade courses consisted of blacksmithing, carpentry, foundry practice, machinist, steam engineering, cooking, dressmaking, millinery, and plain sewing.[20]

In 1912 Langston was organized into a Collegiate Department, a Normal Department, a Preparatory Department, a Department of Mechanical Arts, a Department of Home Economics, a Department of Nurses Training, a Department of Agriculture, a Commercial Department, a Department of Instrumental Music, and an Elementary Department.[21] In 1916

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[19]Oklahoma, Public Instruction, Eighteenth Biennial Report, pp. 292-93.

[20]Oklahoma, Public Instruction, Second Biennial Report, p. 21.

[21]Oklahoma, State Superintendent of Public Instruction, Fourth Biennial Report, together with the First Report

President McCutcheon reported that "more electives have been introduced, and in this way the student can get just what he needs and will not have to load up on a tragedy of traditional 'ologies.'"[22]

The first president of Langston was Dr. Inman E. Page, a graduate of Brown University and former president of Lincoln Institute. Dr. Page remained with the school for seventeen years, during which time he struggled to organize and build the university. McCutcheon and R. E. Bullitt served as president for brief terms, and in 1916 Dr. J. M. Marquess, a graduate of Dartmouth, was elected to the post. During his seven years at Langston, Marquess expanded the physical plant and properties, though the institution operated as a normal school until 1923 when Dr. Issac Young took the presidency and reestablished the four-year degree program.[23]

In 1927 Z. T. Hubert, a graduate of Morehouse College in Atlanta and the Massachusetts Agricultural College, took over the leadership of Langston and secured an increase in appropriations which underwrote an expanded program of liberal arts education and agriculture. In 1928 President Hubert reported on the status of the university:

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of the State Board of Education (Oklahoma, 1912), Vol. I, Biennial Reports of Oklahoma Department of Education, 1908-1912, p. 159.

[22]Oklahoma, Public Instruction, Sixth Biennial Report, p. 138.

[23]Bulletin, Langston University, Catalog Edition, 1955-56, pp. 7-8.

> A new girls' dormitory, a men's dormitory, a Training School building for Primary Education have been completed during the biennium and a science building is in process of erection. To complete the present plans which in a large measure will meet the needs of the State's colored population, the President and Board of Regents are including an agricultural building, a central heating plant, an infirmary, a dining hall, animal husbandry building and six teachers' cottages.
>
> The departments of instruction at the College are taking shape and becoming fairly definitely outlined--this to meet the needs of the students as they become more advanced. A four-year course in Mechanic Arts and Home Economics, a two-year Teachers' Normal course, Music--Public School and Instrumental, and short courses in different branches of Agriculture and various Trades are offered.
>
> Many districts of the State are reached through the extension service . . .[24]

In 1935 Dr. J. W. Sanford, a graduate of Prairie View State College and the Kansas State Teachers College, became president. Sanford attracted highly trained faculty and this, along with expanded services, caused a big jump in enrollment. In 1926-27 and 1927-28 the school's enrollment was 1,151 and 1,295, respectively, including a large summer school group. Academic year enrollment for those two years was listed at 230 and 237. Resident enrollment in 1939-40 was 867 with 1,067 in summer school for a total of 1,934.[25]

Dr. Albert Turner was president of the institution briefly in 1940, and he was succeeded by Dr. G. L. Harrison, a graduate of Howard University and Ohio State University. Harrison was destined to remain at the Langston helm for twenty years.

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[24]Oklahoma, Public Instruction, Twelfth Biennial Report, pp. 152-58.

[25]Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 292.

It was not until 1941 that the Oklahoma Legislature officially changed the name of the Colored Agricultural and Normal University to Langston University.

The school's enrollment in the fall of 1941 was 681, divided into Agriculture, 46; Arts and Sciences, 276; Elementary Education, 111; Home Economics, 124; and Industrial Arts, 124.[26]

Oklahoma College for Women

In May, 1908, the First Legislature passed an act authorizing the Oklahoma Institute and College for Girls, with the clear intention of its serving as a vocational school giving "instruction in industrial arts, the English language, and the various branches of mathematical, physical, natural, and economical sciences, with special references to their application in the industries of life. . . ."[27]

Since several of the state legislators were from the South, the school was intended as a model of the Mississippi State College for Women, and the founding act specified that "all white female citizens of Oklahoma between the ages of twelve and thirty-five," who were qualified would be admitted. In 1909 the Second Legislature located the school at Chickasha. Twenty acres of land were donated by a rancher whose daughter, Nellie Sparks, had died while attending a

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[26]State Regents, First Biennial Report, 1942, p. 151.

[27]State Regents, System of Higher Education, pp. 81-82.

Missouri school. As a result, the first dormitory on the campus was given the name of Nellie Sparks Hall.[28]

The first sessions of the college were conducted in various places in Chickasha, including the Baptist church, the high school, an apartment house, and the Chickasha Business College. In the original bill $100,000 had been appropriated for the college, and in 1911 an administration building, containing dormitory rooms, laboratory, and classrooms, was opened. The Nellie Sparks Hall was completed in 1913.

In 1910 its board of regents was dissolved and the school was placed under the control of the State Board of Education, which had more than a dozen institutions under its wing. As a result the school struggled against an attitude by the board which relegated it to the position of a mere "institute" and not a college.

School officials were constantly attempting to stress the college function and high calibre of its students to counteract the reputation it had gained when a county judge sent to it some incorrigible girls who had been in trouble. Early school catalogs point out that the institution was concerned only with "girls of the highest moral character."[29] In 1914 the president felt it necessary to report pointedly, "This is no reformatory." But he also went on to say that a "strong Christian matron assists in caring for the young

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[28]Anna Lewis, "The Oklahoma College for Women," Chronicles of Oklahoma, XXVII (Summer, 1949), 180.

[29]Ibid., p. 182.

ladies."[30] School administrators began referring to the institution as "The Oklahoma College for Women." After several years of this, the legislature did officially bestow that title in 1916.

The early years saw a succession of presidents. G. B. Abernathy, the first president, was replaced in 1911 by James Alexander Moore of Alabama, who in turn was followed by J. B. Eskridge of Texas. But it was up to C. W. Austin, who became head of the college in 1914, to lead the way from the industrial school concept toward a fully recognized liberal arts status. Under his twelve-year leadership the preparatory school was reorganized under a separate faculty and the four-year college course was revamped and strengthened.

In 1919 the legislature appropriated money with which the college could build a fine arts building, another dormitory, and a home for the president. Fine Arts was developed as an important department with the college, and teacher training became a strong function. When a new board of regents was established for the Oklahoma College for Women in 1919, the situation improved considerably. The College Department enrollment began to climb upward, while the Preparatory Department enrollment diminished until it was finally ended in 1926.

President Austin died in 1926, being replaced by M. A. Nash, who in 1943 became Chancellor of the Board of

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[30]Oklahoma, Public Instruction, Fifth Biennial Report, p. 50.

Regents for Higher Education. Under Nash the physical plant of the school continued to grow. A science and home economics building had been erected in 1925, and it was soon joined by an infirmary, a home management house, a physical education building, and four new residence halls.

The catalog for 1937-38 states the aim of the college as follows:

> The purpose of this institution is to provide for the moral and intellectual advancement of the young women of Oklahoma. The courses of study are planned to develop character and a sense of responsibility along with efficiency to meet the duties of womanhood. Provision is made, not only for thorough academic instruction, but also for aesthetic and vocational training.[31]

In the fall of 1941 the Oklahoma College for Women listed an enrollment of 803, with the largest majors being home economics and commerce.[32] The school's faculty included a number of distinguished women scholars, many with doctorates.

Panhandle A&M College

The 1909 legislature established the Panhandle Agricultural Institute as a high school level institution to be located at Goodwell. It held its first session on November 1, 1909, with an enrollment of fifty-four. Under the leadership of S. N. Black, its first president, the school erected two initial buildings and established a model farm.

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[31]State Regents, System of Higher Education, p. 82.

[32]State Regents, First Biennial Report, 1942, p. 151.

In 1916 the institute held 720 acres of land, plus 80 for demonstration use and another 10 for its campus. The enrollment that year was 375, with 200 males and 175 females, who were offered a curriculum of domestic science and agriculture in addition to regular high school course work.[33]

By 1922 manual training and teacher training had been added, and in 1926 the school reported the addition of general science and a literary program of study.[34] Its experimental farm specialized in the development of seeds for the dry farming of the Panhandle area. In 1921 the legislature authorized the school to offer a two-year college course of study under the name of the Panhandle Agricultural and Mechanical College. In 1925 the State Board of Agriculture granted the college permission to extend its curriculum to include the junior and senior years of college work, making it a senior college.[35]

In 1928 President Albert W. Fanning described the purpose of the institution as principally agricultural support and teacher training for the Panhandle area:

> It is the purpose of the College to serve the state, through the experiment station, by making scientific investigations of the agricultural problems and

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[33]Oklahoma, Public Instruction, Sixth Biennial Report, p. 167.

[34]Oklahoma, State Superintendent of Public Instruction, Eleventh Biennial Report, together with the Eighth Report of the State Board of Education (Oklahoma City, 1926), p. 151.

[35]State Regents, System of Higher Education, p. 80.

> thereby assist the farmers in solving these problems. The work of investigation will be closely connected with the educational work of the institution in order that the students may have an opportunity to appreciate the full value of scientific investigation.
>
> Since the other educational institutions are inaccessible to the young people of the Panhandle, it is necessary that the teachers of the schools in the Panhandle be trained in this institution if these counties are to be supplied with properly trained teachers. The aim of the institution is to turn out teachers who are trained for their work and who believe in the Panhandle and the people of the Panhandle and who are willing to devote themselves to the further development of this section of the state.[36]

Panhandle's resident enrollment in the fall of 1941 was 374. These 374 students were divided into the following study fields: Agriculture, 65; Commerce, 59; Fine Arts, 25; Home Economics, 57; Industrial Arts, 37; and Science and Literature, 131.[37]

Summary

By 1941 there could be no doubt that the University of Oklahoma was, as its founders had intended, the key educational institution in the state. Only a cursory review of its graduation lists is required to find names such as Josh Lee, Fred Tarman, Leon C. Phillips, Mike Monroney, Carl Albert, and many others and to know that the school was producing many of the leaders and professional men of Oklahoma. Oklahoma A&M, under the leadership of Henry G. Bennett, had

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[36] Oklahoma, Public Instruction, Twelfth Biennial Report, p. 151.

[37] State Regents, First Biennial Report, 1942, p. 151.

established itself as one of the leading land-grant colleges in the nation.

Neither Langston, Panhandle, nor the Oklahoma College for Women made nearly the mark on Oklahoma higher education that the two larger schools did, but each contributed to its own educational cause through the lean and difficult years of the twenties and thirties, offering the only hope for college education to many who otherwise would have completed their education with high school.

CHAPTER VI

STATE-SUPPORTED TEACHERS COLLEGES IN OKLAHOMA, 1908-1941

With Central, Northwestern, and Southwestern normal schools already established, the addition of East Central, Southeastern, and Northeastern made six institutions in Oklahoma in 1910 whose basic purpose was the training of public school teachers.

In 1919 all of the six state normals were approved as four-year, degree-granting institutions and took on the title of "teachers colleges." The same broadening trend continued through the 1920's and 1930's, and in 1939 each of the teachers colleges was made a "state college," offering additional degree programs not related to educational training. As such they were now liberal arts schools, each serving a student body composed essentially of those young people in its area who could not afford to go away to the University of Oklahoma or some other higher-ranked institution.

Central State College

When the Board of Regents for the Normal Schools fired Central Normal president Thomas Butcher in 1908, they

also turned out nineteen of the faculty, mostly Republicans, and replaced all but two of them with Democrats. Butcher's replacement, Professor James A. McLauchlin, who had previously taught mathematics at Southwestern, was a strong Presbyterian churchman like the man who helped appoint him, E. D. Cameron, the new State Superintendent of Public Instruction, and as were many of the new faculty.[1]

Under McLauchlin's administration the school was subjected to stringent regulations on conduct: the use of tobacco was not allowed on campus, students were required to be quiet and orderly about the campus and to be in their rooms within one hour after sunset, and both students and faculty were required to assemble each morning for worship in the auditorium.

In the political atmosphere fostered by abrupt changes of administration and faculty, it became a practice for the president to hoard the moneys allocated to him in the hope of making himself look good by returning some of it unused. McLauchlin was no exception, and following the 1910-11 school year he returned to the treasury some $15,000 of the $50,000 appropriated.[2] It naturally follows that Central's faculty was not overpaid and that the school did not experience appreciable growth under McLauchlin. Despite his frugality, the board voted six to one for his dismissal in 1911.

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[1] Oakes, "Central State College," pp. 92-100.

[2] Ibid., p. 114.

During the spring of 1911, the Cruce board replaced McLauchlin with Charles Evans, superintendent of the public schools in Ardmore, hometown of Governor Cruce.

Under Evans, Central moved to a new concept of normal school activity whereby school credits were granted by the institution for a wide variety of extracurricular activities, such as milking cows or doing housework at home. Evans also sought to increase the enrollment at Central considerably and he made use of the school paper, The Vista, to publish headlines which blazoned his call to recruit students. He also sent "copy" to newspapers and periodicals around the state, put up posters in windows of stores, and even asked ministers to speak for Central in their prayers and in their pulpits. One advertisement depicted Central girls and boys at a swimming pool and announced: "We have fun in Central!"[3] As a result, enrollment increased but academic standards were reduced.

Evans, who anticipated being appointed as president of the University of Oklahoma was, instead, given a raise of $1,500, which Governor Williams promptly vetoed in the name of economy. Evans then resigned and went to the presidency of the University of Tulsa. He was replaced by Grant B. Grumbine, former president of Northwestern Normal. At the end of Evans' tenure, Central's enrollment was at a high 3,247.

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[3]Ibid., p. 137.

However, Evans' resignation, plus the action by President Brooks at the Univeristy of Oklahoma in elevating education to a "school" level and the establishment of a State High School Inspector with offices at Norman, counteracted Central's enrollment growth and dominance in teacher education.

In 1916 a third structure, the Evans Hall library, was added to the North and South buildings at Central, and in 1917 the legislature gave each of the normal schools $7,500 to build a home for its president.

Grumbine was replaced a year later by another former president of Northwestern Normal, J. W. Graves, who was the first to occupy the presidential home. Graves remained at Central until 1919, at which time a new governor was inaugurated and Graves was removed for "letting the Central enrollment go down" during the war years.

In 1919 the State Board of Education passed a resolution making the normal schools four-year colleges and empowering them to issue Bachelor of Arts and Bachelor of Science degrees. Central's name now became "Central State Teachers College," and another new president was appointed to direct her course.

John G. Mitchell survived two changes of governorships to become Central's longest tenured president, lasting until 1931.[4] The Mitchell years were characterized by a heavy

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[4]The story is told how in 1923 Mitchell, who had already been slated for removal by Governor Walton, was saved

emphasis on sports under Athletic Director Charles Wantland, former University of Oklahoma gridiron great; by a puritanical moral code which forbad "Lady Nicotine" and conceived catalog statements such as "The weekly assembly is opened with Bible reading and prayer. . . . The moral influence is of the best. . . . There is no foreign element, no negro element, no strictly labor element, and no slum element--just all good, honest, high-minded people of sterling worth;"[5] and by virtually no physical growth. With classrooms severely overcrowded, the fourth and fifth major buildings to rise at Central were an auditorium in 1926 and a physical education structure in 1927.

When Mitchell "retired" in 1931 (at the age of fifty-three), he was replaced by Malcolm A. Beeson, who continued the strong athletic emphasis of the college, hiring another OU football great, Claude Reeds, to replace the resigned Wantland as athletic director. Reeds won eight state

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when Central's assistant librarian, Mrs. Ella Corr, took advantage of her acquaintance with Walton, appeared before the governor with a "saint's zeal," and made a tearful plea that Mr. Mitchell be kept on "for the sake of the girlhood of the State." Walton, taken aback, replied: "Go ahead; you people may have Mr. Mitchell, if that's the way you think about it." Mitchell was saved again in 1927 when Henry Johnston became governor. Johnston, like Mitchell, was a Consistory Mason. Ibid., p. 230. In the 1930 race, however, Mitchell made the mistake of publicly announcing that Murray was his third choice for governor. Murray, who was informed of this, replied that he would do better by Mr. Mitchell, holding him as second choice for the presidency of Central. Ibid., pp. 278-79.

[5]Quarterly Bulletin, Central State Teachers College, Announcement, 1924-25, p. 11.

championships in football in ten years. Beeson was removed in 1934 following the election of Governor Marland and the appointment of a new State Board of Education. He was eventually replaced by Dr. John O. Moseley, a Latin professor from the University of Oklahoma and a Rhodes scholar, who sought to redirect Central's aim toward greater academic achievement.

Moseley and the five other executives of the state colleges petitioned the State Coordinating Board, created in 1933 as a central agency for higher education, to broaden the purposes of the teachers colleges and effect a name change. This important measure was passed by the legislature in 1939, changing the six schools to "state colleges," and Central was given the right to confer three additional degrees--the Bachelor of Arts, Bachelor of Science, and Bachelor of Arts in Music.

Moseley resigned in 1939, and he was followed in the presidency of Central by Dr. Roscoe R. Robinson, former president of the school at Tonkawa.

Northwestern State College

By the time of statehood in 1907, Northwestern Normal School was in its eleventh year of operation, and it now owned three buildings: the Normal Building, or "The Castle on the Hill" as it was called with considerable pride; a new Science Hall; and a heating plant. The school offered courses of study in agriculture, bookkeeping, typewriting,

and domestic science. "We believe that a college for teachers should include in its curriculum instruction on every subject which the teachers are likely to be called on to teach."[6] By 1910 the school listed an enrollment of 560, with departments of Physics and Chemistry, Agriculture, Biology, Domestic Economy, Manual Training, and a Model School.[7]

When the State Board of Education, newly appointed by Governor Cruce, visited Northwestern in 1911, the institution was in its second year under President Grant Grumbine. The board found that Alva, a city of 6,000 at the time, had no high school and was, in fact, depending upon the normal school for this level of instruction. Of the 500 students at Northwestern Normal, a majority were high-school-age children "in short dresses and kneepants." No more than eighty students were qualified for the normal school work.[8]

Furthermore, the board found the Science Hall poorly constructed, the grounds neglected, half the campus trees dead, and the water supply inadequate. It was also critical of the fact that the president and many faculty members were absent, though Grumbine was one of the few college presidents who survived the upheaval of transfers and firings which

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[6]Oklahoma, Public Instruction, Second Biennial Report, p. 31.

[7]Oklahoma, Public Instruction, Third Biennial Report, pp. 199-207.

[8]State Board of Education, Minutes of meeting of April 27, 1911, pp. 24-25.

followed. The board sought to force Alva to open a high school and to help with the maintenance of the college grounds.[9]

From 1900 to 1912, Northwestern graduated 255 with teaching certificates. The total enrollment for 1911-12 and 1912-13, with no student counted twice, was 657.[10] By 1914 Alva had complied with the board's request and established a high school, cutting down on the normal school's enrollment.[11] Northwestern began requiring more agriculture, domestic science, penmanship, and "similar essentials to make better teachers."[12]

In 1919 Northwestern became a four-year teachers college, and by 1921 its curriculum included education, English, foreign languages, art, home economics, manual arts, music, science, mathematics, history, laboratory work, student teaching, and shop work. The school listed an enrollment of 1,708 in 1921-22, 1,100 of whom were summer school students. Chautauquas were conducted as part of the summer program.[13]

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[9] Ibid.

[10] Oklahoma, Public Instruction, Fourth Biennial Report, p. 127.

[11] Oklahoma, Public Instruction, Fifth Biennial Report, p. 55.

[12] Oklahoma, Public Instruction, Sixth Biennial Report, p. 114.

[13] Bulletin, Northwestern State Teachers College, Summer Catalog, 1921, p. 6.

Northwestern could now boast of having issued 1,090 life certificates during the past twelve years. Added to the physical plant were a president's home in 1918, a new gymnasium in 1919, and an auditorium in 1923.[14] The school still saw its fundamental purpose as the preparation of students for the work of teaching in the schools of Oklahoma, issuing life and two-year certificates for teaching as well as Bachelor of Arts and Bachelor of Science degrees in industrial arts, science, biology, physical science, history, English, foreign languages, mathematics, social science, agriculture, and other areas of professional training.[15]

Northwestern had grown in other ways, also, now sponsoring many of the extras of college life--social clubs, band, orchestra, debating clubs, professional organizations, newspaper, yearbook, and varsity athletic teams which competed with other schools in the state and in Kansas.[16]

The school continued to maintain elementary, junior high, and senior high schools for the practice of its college education majors. During the twenties, the college began offering preprofessional courses with direct relationship to the University of Oklahoma and Oklahoma A&M College requirements in business, medicine, law, pharmacy, and engineering.[17]

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[14] Bulletin, Northwestern State Teachers College, Annual Catalog, 1923-24, p. 11.

[15] Ibid., pp. 42-43. [16] Ibid., pp. 17-19.

[17] Bulletin, Northwestern State Teachers College, Annual Catalog, 1927-28, pp. 35-38.

The 1931-32 Northwestern Bulletin listed majors in primary education, intermediate education, rural education, junior high education, English, foreign languages, mathematics, biological science, physical science, history-government, economics-sociology, commerce, industrial arts, home economics, public school art, public school music, speech, and physical education for both men and women.[18]

In 1935 fire destroyed the old "Castle on the Hill," but the despondency of those concerned was soon relieved by a legislative appropriation of $300,000 and $245,000 from the federal government to replace the building. Jesse Dunn Hall was built on the site, and Northwestern in 1937 could claim a new training school, a new classroom and library building containing air-conditioning (ceiling fans), and a new science hall.[19]

The legislature approved the issuance of $121,000 in bonds which were purchased by the Public Works Administration and matched with a federal grant of $100,000. With this money two new dormitories were completed and opened in the fall of 1939.[20]

In that year, too, Northwestern joined the other former normal schools in becoming a "state college" and began

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[18] Bulletin, Northwestern State Teachers College, Annual Catalog, 1931-32, pp. 28-46.

[19] Bulletin, Northwestern State Teachers College, Annual Catalog, 1937-38, p. 12.

[20] Bulletin, Northwestern State College, Annual Catalog, 1940-41, pp. 12-13.

to issue degrees in liberal arts as well as education, no longer requiring every student to take a minimum of twenty-one hours of education, psychology, and student teaching.[21]

Enrollment during the first semester of 1941-42 was 691, with the largest number of majors being home economics, elementary education, and business.[22]

Southwestern State College

In 1908 John Fletcher Sharp, a native of Tennessee, took over the presidency of Southwestern State Normal School at Weatherford. Though the first year of Sharp's term went fairly quietly and he managed to secure an appropriation of $100,000 for a new science building at Southwestern, Sharp ran into an unfortunate incident in 1910 that proved to be his downfall. Receiving a shipment of statuary which the regents had purchased for the school's Art Department, Sharp opened the boxes to discover the statues were not adorned with fig leaves as he had expected. Reacting with puritan fervor, Sharp took a hammer and chisel to the statues of Apollo, the Discus Thrower, and Hercules and removed their sex organs.

Unfortunately for Sharp the incident spread like wildfire around the school, the town, and the state, and it was made even worse when a local woman penned an amusing poem about the affair. The matter reached the ears of the regents,

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[21] Bulletin, Northwestern State College, Annual Catalog, 1954-55, p. 16.

[22] State Regents, First Biennial Report, 1942, p. 152.

who demanded a report from Sharp and concluded that the school at Weatherford, which "until recently had been held in high rank among the other education institutions," contained a large number of inferior instructors, "and we wish to include in this number the President of the institution."[23]

Sharp was fired and replaced by a University of Indiana graduate, Ulysses J. Griffith, who lasted until 1915 when he was replaced by Dr. James B. Eskridge. Under Griffith the school expanded its course offerings to 182 under the areas of English, mathematics, physical science, social science, education, geography, agriculture, domestic science, biology, manual training, art, and music. During the Cruce-Williams period prior to 1917, the normal schools were advised against excessive competition with each other and with schools such as Oklahoma A&M. As a result the school stressed its dedication to its only purpose of training teachers.

In line with this, the Normal School Board of Regents in 1917 designated specific areas of recruitment for the normal schools, with Southwestern being assigned the region encompassed by Beckham, Caddo, Comanche, Cotton, Custer, Dewey, Greer, Harmon, Jackson, Kiowa, Roger Mills, Tillman, and Washita counties.[24] The normals were also forbidden to advertise, distribute literature, or conduct speaking engagements

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[23]State Board of Education, Minutes of meeting of April 26, 1911, p. 26.

[24]State Board of Education, Minutes of meeting of April 23, 1917, p. 144.

outside of their assigned areas. The board also took command of the hiring of new faculty members.

During World War I Southwestern went through even further tampering with its academic freedom from war hysteria which sought to intimidate any criticism of the war. This was highlighted in the Simpson case in which a professor of agriculture at the school was dismissed by the board on hearsay evidence that he encouraged students not to grow wheat to support the war. The board followed this with a loyalty oath for teachers.

Following World War I and a change of governors, the State Board of Education ordered the curriculums of the state normals expanded and authorized the granting of degrees, which made Southwestern a four-year teachers college. Southwestern's enrollment now began to climb, rising from 342 in the fall of 1920 to 1,132 in the summer of 1922. At the end of the 1920-21 academic year President Eskridge resigned to take the head post at Oklahoma A&M, and he was replaced by A. H. Burris, who had served on the State Board of Education for two years. Under Burris the school won accreditation from the North Central Association of Colleges and Secondary Schools. However, Burris was soon removed by Governor Walton, who felt that the educator did not keep tight enough control over his students.[25]

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[25]Fiegel, "Southwestern State College," p. 114. This account relies on Fiegel except where otherwise noted.

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[25]Fiegel, "Southwestern State College," p. 114. This account relies on Fiegel except where otherwise noted.

Replacing him was J. W. Turner, previously head of the Tonkawa preparatory school. During his term the college expanded its curriculum in both Bible studies and science, built a new gymnasium, and dropped the first two years of the preparatory academy. Despite the political turmoil created by the Ku Klux Klan and the impeachment of Governor Walton in 1923, Turner remained in office until personal and family problems forced his resignation in 1927. He was succeeded by E. E. Brown, who came to Southwestern after three years as high school inspector for the State Department of Education.

Brown was in his third year when the Wall Street crash of October, 1929, occurred, but he managed to expand both the biology and social science areas in 1930 and inaugurate a new course in histology. He also encouraged advanced study by faculty. In 1932, however, Brown ran afoul of Governor Bill Murray, who asked him to resign even before the year's end. The student body was disturbed over this firing, and when rumors had it that many of the faculty were to go also, the students and the community bombarded the State Board of Education with letters. Still they could not save Brown and seven of his faculty.

Charles W. Richards, a graduate of George Peabody College for Teachers, was elected president of Southwestern to replace Brown. The depression grew worse, forcing the closing of the Indian Arts Department for the 1932-33 school year. Salaries were reduced as much as one-third (one

teacher, for example, was reduced from $3,500.00 in 1931-32 to $2,500.00 in 1933-34). Even so, in 1930 a new stadium was erected through community fund-raising schemes, an amphitheater was constructed as a government project, and in 1935 two dormitories were built by the Public Works Administration. The original administration building burned in 1939. Southwestern's enrollment fluctuated around the 1,000 mark from 1933 to 1940.

Richards was removed by Governor E. W. Marland in 1935 and was succeeded by Walter W. Isle, who was president in 1939 when the school was transferred from the State Board of Education to the Board of Regents of Oklahoma Colleges and its name changed to Southwestern State College of Diversified Occupations. As Isle recommended, the school was given a new vocational curriculum which included industrial arts, home economics, commerce, pharmacy, music, art, and aeronautics. Isle did not remain to put the new curriculum into operation, however, for he was relieved of his post on July 30, 1939, and replaced by Dr. James B. Boren, a graduate of the University of Oklahoma. Boren organized a Department of Pharmacy, built a new industrial arts building, and opened classes in aviation engines with federal funds.

The new name of the college did not find favor with students or alumni. The editor of the campus newspaper pointed out that yelling for dear old S. W. S. C. O. D. O. would be more like a yodel than a yell. In March, 1941, the name was changed to Southwestern Institute of Technology.

Southwestern's enrollment that fall was 672, with elementary education as the largest major.[26]

East Central State College

East Central was established as a normal school at Ada by legislative act in 1909 with a program consisting of four years of preparatory work and two years at the college level leading to the lifetime teaching certificate. The first session of East Central Normal School was held September 20, 1909, in the new Ada high school building with a first-year enrollment of 510. The first president was Charles W. Briles, who remained with the school until 1916.

East Central's first building, the Science Hall, was erected in July, 1910, with thirty-nine class, office, and other rooms, plus a library and an assembly hall. Courses were offered in education, history-economics, English, mathematics, biology, physics-chemistry, German, Latin, drawing and design, public school music, manual training, and commercial subjects.[27]

By 1912 East Central had graduated seventeen students, seven of them in 1911-12. The enrollment that year was 674, only 232 of whom were regular normal school students.[28] Figures listed in the East Central Quarterly for

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[26]State Regents, First Biennial Report, 1942, p. 152.

[27]Oklahoma, Public Instruction, Third Biennial Report, pp. 223-25.

[28]Oklahoma, Public Instruction, Fourth Biennial Report, p. 124.

1924-25 show a continuously rising enrollment from the school year of 1912-13 through 1923-24: from 875 to 3,596. These figures do not include the students in the training school, who normally numbered around 124-140.[29]

Like the other normal schools, East Central became a teachers college in 1919, adopting a four-year curriculum, offering courses in English, ancient languages, modern languages, mathematics, physical science, biological science, history and government, education, home economics, agriculture, manual arts, music, and physical education.[30]

In 1924 the Ada school's physical plant consisted of a three-story administration building, a $100,000 education building, a gymnasium, and a president's home.[31] By 1940 there had been added to these an administration and library building, a health education building, two residence halls, and a dining facility.[32]

After it became East Central State College in 1939, the school expanded its liberal arts curriculum and began offering Bachelor of Arts and Bachelor of Science degrees which were not attached to educational requirements. These degrees

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[29] Quarterly Bulletin, East Central State Teachers College, 1924-25, p. 20.

[30] Oklahoma, Public Instruction, Ninth Biennial Report, p. 97.

[31] Quarterly Bulletin, East Central State Teachers College, 1924-25, pp. 24-25.

[32] Quarterly Bulletin, East Central State College, 1940-41, p. 13.

were obtainable in art, biology, business, chemistry, economics, English, French, geography, history, home economics, Latin, mathematics, music, physics, social science, Spanish, sociology, and speech.[33]

East Central managed more stability by keeping its presidents longer than any of the other state colleges. Briles remained with the school until 1916, the only normal president who survived the 1911 investigations but one of those overthrown by Governor Williams. J. M. Gordon, who replaced him, remained four years, and A. Linschied followed Gordon with a remarkable thirty-year tenure at East Central, staying until 1949 when he was replaced by C. J. Spencer.[34] The school had the largest enrollment of the state teachers colleges in the fall of 1941 with 966.[35]

Northeastern State College

The bill establishing the Northeastern State Normal School, as approved by Governor Haskell on March 6, 1909, carried with it an appropriation of $45,000 with which to purchase the Cherokee National Female Seminary building and the forty acres of land with it. Another $70,000 was approved to handle the maintenance for the first two years.[36] A month

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[33] Ibid., pp. 31-33.

[34] Oklahoma State Regents for Higher Education, Fourteenth Biennial Report, Period Ending June 30, 1968, p. 20.

[35] State Regents, First Biennial Report, 1942, p. 152.

[36] Oklahoma, Public Instruction, Third Biennial Report, p. 229.

after the bill was passed, the Board of Regents for the Normal Schools met at Guthrie and chose Albert S. Wyly as the first president, though he was soon succeeded by D. Frank Redd.[37]

With a building already at hand, the college began operation on September 14, 1909, enrolling 180 students the first day. Before the end of the school year this number had jumped to 511. In 1912 the school reported that twenty-eight students had graduated since the school opened, that the training school had been enlarged, that literary and debating societies had been formed, that the senior class had issued its first annual the year before, and that Northeastern had the winning debate team of the state normals in 1911.[38]

The investigation of the state normal schools by the State Board of Education in 1911 found that at Northeastern there was "an enrollment of 500 students of whom 125 belong to the Model Department. Much work not of Normal School quality . . . President Redd's friends are at friction with vice-President Cain's friends."[39] The board recommended a change in the presidency and replaced Redd with F. E. Buck, formerly superintendent of schools at Guthrie.

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[37]Caywood, "Northeastern State College," pp. 81-83.

[38]Oklahoma, Public Instruction, Fourth Biennial Report, p. 134.

[39]State Board of Education, Minutes of meeting of April 27, 1911, p. 28.

By 1916 the school listed courses in history, English, science, mathematics, foreign languages, rural and teacher education, primary teaching, music, drawing, domestic science, manual training, and agriculture.[40]

Northeastern maintained a steady rise of enrollment through the administration of Frank S. Buck (1911-12), W. E. Gill (1912-14), and George W. Gable (1914-19), reaching 961 prior to the 1919 legislative act which made it a degree-granting institution and changed its name to Northeastern State Teachers College.[41] With the power to conduct a four-year program toward a bachelor degree, the school increased its enrollment to 1,138 in 1920-21. An extension division was organized in 1920, and like the other state colleges it began to offer more courses of a liberal arts and fine arts nature, though teacher training still remained its primary function.

The principal additions to the Northeastern physical plant prior to World War II were a chemistry and physics building, an auditorium, a heating plant, the president's home, an education building, remodeling of the original administration building, a boys' and a girls' dormitory, and an arts and crafts building.[42]

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[40] Oklahoma, Public Instruction, Sixth Biennial Report, p. 124.

[41] Caywood, "Northeastern State College," p. 152.

[42] Ibid., pp. 153-54.

Monroe P. Hammond, a graduate of Ouachita College in Arkansas with graduate work at Chicago and Columbia, headed the school from 1923 until he died in 1935. He was replaced by John Samuel Vaughan, a graduate of the University of Oklahoma, a former State Superintendent of Public Instruction, and a former member of the State Board of Education. During his administration Vaughan made the first efforts to organize and preserve the cultural heritage of the area.

When Northeastern was transformed into a liberal arts state college in 1939, it began offering the Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees in addition to the education degrees it had offered since becoming a four-year college in 1919. Its principal objective remained the training of teachers and administrators for the public schools of Oklahoma. Training was also available in the pre-professional areas of Dentistry, Engineering, Journalism, Law, Medicine, Pharmacy, and Business.[43]

Northeastern's enrollment reached 2,380 (counting summer school) in 1938-39 and 2,880 in 1939-40.[44]

Southeastern State College

The Southeastern Normal School at Durant was established on March 6, 1909. Citizens donated twenty acres of

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[43] Annual Catalog, Northeastern State College, General Information and Announcements for 1949-50, pp. 16-17.

[44] Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 292.

land adjoining the town, and the first building was erected there with the $100,000 appropriated by the state. The building was opened later that year, but in the meantime the first classes were held on June 1 in the Durant schools and in the Presbyterian College. Over 800 students enrolled that first summer.

Particular stress was placed upon the courses of psychology, history and philosophy of education, and the model school. Enrollment at the beginning of the 1910-11 term was 350. The Report of the State Board of Education in 1914 described southeastern Oklahoma as "virgin territory" educationally. "Of the 1,750 teachers in the S.N.S. district less than 25% have an academic education equal to that offered by the four-year high schools and even fewer have any special training for their work."[45]

The school's first president was Marcus E. Moore, who was replaced in 1911 by Edmund D. Murdaugh, formerly head of Oklahoma A&M and Central Normal. After a series of short-term presidents, the school was fortunate in 1919 to secure the services of Henry G. Bennett, who was to become one of the state's foremost educators. Bennett remained with Southeastern for nine years before moving on to Oklahoma A&M.

In 1918 Southeastern's curriculum was comprised of the departments of Education, English and Literature, Reading and Expression, History and Government, Foreign Languages,

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[45]Oklahoma, Public Instruction, Fifth Biennial Report, p. 59.

Physics and Chemistry, Biology, Agriculture and Geography, Mathematics, Home Economics, Piano Music, Violin, Manual Arts, Public School Art, Public School Music, Physical Education, and Commercial.[46]

New buildings came slowly for Southeastern as they did for the other state schools: a music building in 1917, a home for the president in 1918, an education building in 1921, a gymnasium and a science hall in 1924, a library in 1927, and an amphitheater in 1934.[47]

When Southeastern became a four-year, degree-granting institution in 1919, its curriculum began to expand accordingly. By 1926-27 the school had added departments of Economics, Sociology, Library Science, Health, and Extension.[48]

In addition the school operated the James Earl Russell Training School, comprised of the first six elementary grades, a junior high school, and a senior high school. In 1926-27 Southeastern listed an enrollment of 2,741 and in 1927-28, 3,768.[49] In 1940 the student population of Southeastern was about the same: 1,394 during

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[46] Bulletin, Southeastern State Normal School, Catalog No., 1918-19, p. 22.

[47] Bulletin, Southeastern State Teachers College, 1927-28, pp. 13-14, 1936-37, p. 17.

[48] Bulletin, Southeastern State Teachers College, 1926-27, pp. 37-116.

[49] Oklahoma, Public Instruction, Twelfth Biennial Report, p. 292.

regular terms plus 1,258 during the summer for a total of 2,652.[50]

When Southeastern became a "state college" rather than a "teachers college" in 1939, it began offering the Bachelor of Arts and Bachelor of Science degrees outside of education.[51] Additionally, it began to offer preprofessional training in the areas of business, administration, chemistry, engineering, law, medicine, and pharmacy.

The school's catalog now listed its primary function as being to train teachers for every type of position in the public school and, additionally, to include comprehensive offerings in general education and preprofessional courses.[52] Its enrollment was 854 in the fall of 1941.

Summary

During the period from 1908 through 1941 the state normal schools in Oklahoma evolved, first, into "teachers colleges" and then into "state colleges." Each of the six state colleges expanded its curriculum toward the status of a four-year liberal arts institution. Their physical growth during these years was indeed modest, none of the schools listing over 4,000 at any time prior to World War II.

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[50] Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 292.

[51] Bulletin, Southeastern State College, 1940-41, p. 18.

[52] Bulletin, Southeastern State College, 1941-42, p. 11.

As the State Colleges expanded their operations, questions arose as to the part these schools should play in the scheme of higher education in Oklahoma and how to exert effective controls leading to the overall good of advanced learning in the state. The establishment of the State Board of Regents for Higher Education at the end of this period was an attempt to do just that.

CHAPTER VII

CHURCH AND PRIVATE INSTITUTIONS IN OKLAHOMA, 1908 THROUGH 1940

Although there had been over thirty church-related or private schools of advanced education begun in Oklahoma, only nine were still in existence in 1940. These nine, representing 11 per cent of the state's total enrollment in higher education during 1939-40, were as follows: Oklahoma Baptist, Shawnee; Bacone, Muskogee; Oklahoma City University, Oklahoma City; Catholic College, Guthrie; Monte Cassino, Tulsa; St. Gregory's, Shawnee; the University of Tulsa, Tulsa; Phillips University, Enid; and Bethany-Peniel, Bethany.

Of the twenty-two or more private and church colleges founded prior to statehood only Bacone, Henry Kendall, the Catholic College for Girls, and Phillips survived. Most of the others came to an end as state schools were developed in their areas. After statehood a number of other efforts were made by private and church sponsorship, only to find it impossible to secure the financial support needed to meet even the very minimum in teachers' salaries and other expenses.

After statehood the Methodists had ill-fated ventures with Oklahoma Wesleyan College (1910) in Oklahoma City and the Oklahoma Women's College in Muskogee (1911). Spaulding College closed in Muskogee in 1910, Willie Halsell College in Vinita in 1908, Epworth College in Oklahoma City in 1911, and Hargrove College in Ardmore in 1914. The Methodists were finally successful with Oklahoma City University.

The Baptists failed with Carey College of Oklahoma City (1911); the Oklahoma Baptist College at Blackwell folded after twelve years in 1913; and the Baptist school at Mangum closed in 1915. Their first effort, the Indian University (Bacone) at Muskogee continued to operate successfully, and the Oklahoma Baptist University, established at Shawnee in 1911, finally got under way permanently in 1915.

The Presbyterians were successful with their school at Durant, which lasted until 1940 when it was finally phased into Southeastern State College, and at Tulsa where Henry Kendall College grew and prospered into Tulsa University. They did know failure, however, with Indianola College at Wynnewood and the Oklahoma Presbyterian Academy at Newkirk.

The Disciples of Christ school at Enid developed successfully into Phillips University, and the Nazarenes made a lasting school by combining several of their colleges from other states into the Bethany-Peniel College. All of the Catholic institutions of higher education survived except Nazareth College in Muskogee. Sacred Heart's closing as a college should be considered merely a move to St. Gregory's.

The Congregationalists could well be proud of their efforts with Kingfisher College, even though it finally closed in 1921. The Friends' Stella Academy ceased the same year. In 1919 the Church of Christ finally ended its difficult struggle to maintain a school in Cordell.

The outstanding school among the purely private ventures was the El Meta Bond College at Minco, lasting from 1889 until 1920. The Oklahoma University at Guthrie (1892-1894) was ill-fated from the start, and the Oklahoma College for Young Ladies in Oklahoma City was also short-lived.

Methodist Schools

Oklahoma Wesleyan College

While Epworth University was still in existence, the Methodist Church South made plans for a women's college which would work with Epworth in Oklahoma City. A college development company was formed, lots were sold by real estate promoters, two dormitories were erected, and the cornerstone was laid for an administration building on November 16, 1910. The school was named the Oklahoma Wesleyan College.

Classes were held in the basement of the administration building, but it became apparent that the lots were not selling and that the school could not be maintained. Therefore it was closed before the administration building was even completed.

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[1] Brewer, "Advanced Church Education," pp. 132-33.

Oklahoma Woman's College

Another ill-starred venture in higher education was made by the Methodists at Muskogee when it was decided to locate a woman's college there. On December 15, 1910, a group met at Swakola, home of Miss Alice Robertson, and watched as Dr. T. F. Brewer, founder of the old Harrell International Institute, symbolically broke dirt for the Oklahoma Woman's College.[2] An advertisement showing a huge building complex in planning was run in Oklahoma magazines and newspapers. But once more the sale of the lots, upon which the school depended financially, did not develop, and the college was destined never to open.[3]

Oklahoma Methodist University

When the Methodist Episcopal Church in Oklahoma withdrew from the Epworth University partnership with the Methodist Church South, it looked to establishing a new school at Guthrie, amalgamating Epworth with Fort Worth University. The latter was badly in debt, and its main contribution to the new venture was some of its faculty.[4]

Methodist University of Oklahoma began operation in September, 1911, under Dr. George H. Bradford, former president of Epworth, using the Convention Hall in Guthrie.

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[2] The Wide West, III (February, 1911), 21.

[3] Brewer, "Advanced Church Education," pp. 133-34.

[4] Brill, Story of Oklahoma City University, pp. 69-104.

Academically it was divided into a College of Arts and Sciences, an Art Department, Commercial School, Music School, and School of Oratory.

Even though the enrollment of the school remained above the 150 mark, the situation of its not having a permanent home did not allow it to become the stable and secure institution with which young people wished to risk their educational future. In 1919, having graduated only fifty-four students in its eight years of existence, the Methodist school was moved back to Oklahoma City.

Its history was testimony to the futility of trying to operate a school without having land upon which to build permanently.

Oklahoma City University

In 1919 the Methodist Episcopal Church decided that the venture of Oklahoma Methodist University at Guthrie was a failure, and the school was moved to Oklahoma City and incorporated as the Oklahoma City College, retaining the same faculty as well as President Edwin G. Green. Two large apartment houses were rented and a connecting hall built between them to serve as an auditorium and gym. It was still to be a church school but without stress on any denominational doctrine. Hopefully this would interest students of all faiths in work toward a four-year liberal arts program.[5]

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[5]This account of Oklahoma City University relies on Brill, Story of Oklahoma City University, except where otherwise noted.

The school opened on September 15, 1919, enrolling sixty-six students. Since not owning its own buildings was considered to be its principal weakness at Guthrie, the school immediately began an endowment drive to raise $1,500,000. Surprisingly, this figure was topped by $157,000, making it possible to lay the cornerstone for an administration building in May, 1922.

Work progressed rapidly, and the structure was dedicated on December 5. President Green was replaced by Dr. Eugene Marion Antrim in 1923, at which time the school was renamed "Oklahoma City University," as approved by the Board of Trustees. The institution was then academically structured into a College of Liberal Arts, a College of Fine Arts, an evening college, and a summer school. The Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees were offered. The total enrollment for 1924-25 was 1,230, with Liberal Arts counting over 600; the evening college, 305; Fine Arts, 25; and summer school, over 300. As had been hoped, the student body was composed of many denominations.

As the university began a steady growth process, it also expanded its activities. A summer study program was sponsored at Taos, New Mexico; a correspondence school was begun; the library holdings were increased; a university press was reinstated from Epworth days; a yearbook and student publications were commenced; numerous student organizations were founded; a band and an orchestra were organized;

student government was initiated; and varsity athletics in football, basketball, tennis, and track were undertaken.

In 1935 the Liberal Arts College was divided into areas of Languages, Literature, and Speech; Natural Sciences and Mathematics; Social Sciences; Philosophy, Psychology, Education, Religious Education, and Health and Physical Education. The College of Fine Arts was divided into the School of Music, the School of Painting and Design, and the School of Dramatic Art. Ministerial students were also trained at Oklahoma City University, 141 graduating between 1911 and 1940.

The school ran into serious financial troubles during the depression years. President Antrim was replaced in 1934 by Walter Scott Athearn, who died a short time later while on a business trip. The trustees then selected Aaron George Williamson, an alumnus of the school, who saw an improvement in financial affairs and a climb in enrollment to above 1,400 before he was replaced in 1939.

Baptist Schools

Bacone College

After the Indian University was changed to Bacone Indian College in 1910, the school operated principally as an academy, offering only elementary and high school work. The Murrow Orphan's Home at Atoka was integrated with the college, and a primary school was opened for those children. It

was in 1927 that the school resumed college level work and took on the status of a junior college.[6]

The enrollment, which was up to sixty-four in 1929, was virtually all Indian, with some thirty tribes represented in the student body. In 1930-31 the enrollment reached 105, though it fell back to a more normal fifty-nine during the following year. The school was graduating around nineteen students from the college course at this time.

Bacone was financed by several sources: the American Baptist Home Mission Society, the Women's American Home Mission Society, tuition fees, proceeds from the school farm, and substantial grants from the Rockefeller Foundation.[7]

Accordingly, the school was able to increase its library holdings and equipment and build several new buildings, one of them being the Art Lodge in 1932, which housed Indian arts and crafts. Several additional buildings were erected during the mid-depression years, bringing the total of the school structures to thirty-one. Many students who could not pay tuition fees were assisted through donation funds.

Carey College

After the Blackwell college had been closed, the Baptist board of trustees was approached by an Oklahoma City

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[6]Brewer, "Advanced Church Education," pp. 26-28.

[7]State Regents, System of Higher Education, p. 62.

man, I. N. Putnam, who had built a large structure in the hope that it would be used for a temporary state capitol building. Putnam offered the use of this building for the Baptist school and further promised to donate forty acres of land and erect another $150,000 structure if they would move the college there.[8]

The offer was quickly accepted. Dr. J. H. Moore, who had been president at Blackwell, moved to Oklahoma City, taking all but two of his teachers with him. In September of 1911 classes were held in what had been named Carey College, with an enrollment principally of students from the defunct Blackwell school and from Epworth University, which had closed that spring.[9]

The library of Epworth was purchased for Carey College by a Hollis man, but hard times had set in and Putnam could not fulfill his promises. As a result the school was closed after only four weeks. Thirty-one of the students and three of the teachers moved on to Oklahoma Baptist College at Shawnee, along with the library.[10]

Oklahoma Baptist University

Despite the difficulties at Oklahoma Baptist College, the Baptists of Oklahoma still wished to offer educational opportunities of their own to the young people of Baptist

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[8]Brewer, "Advanced Church Education," p. 42.

[9]Watts, "Higher Education," p. 29.

[10]Ibid.

faith. Several towns submitted bids for a new Baptist university, and in February, 1910, an agreement was made with Shawnee whereby the city would provide sixty acres of land and $100,000 in cash.

The cornerstone for an administration building was laid in early 1911, and the first classes were held that fall in the basement of the First Baptist church, in the old Convention Hall, and in the Shawnee High School. The first president was Dr. J. M. Carroll of Waco, Texas, but he resigned after a year of "great sacrifice and struggle."[11] With the school badly in debt to the amount of $18,078.02, classes were suspended, though work on the building continued.

The school remained closed until 1915, while the Baptists attempted to secure the necessary financial support. Finally this was achieved through donations, and classes resumed again that fall under the leadership of Dr. F. M. Masters. The enrollment in 1915 was 154, climbing to 203 in 1916-17. The school was divided into a College of Liberal Arts and a College of Fine Arts.[12] There were no upper classes in the first year, but by 1917-18 the school was structured into four departments: Elementary, Secondary, College of Arts and Sciences, and College of Fine Arts.

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[11]Brewer, "Advanced Church Education," p. 46. This account of Oklahoma Baptist University relies on Brewer except where otherwise noted.

[12]Oklahoma, Public Instruction, Sixth Biennial Report, p. 180.

The doctrine of the Baptist Church was emphasized at the school to the extent that in the spring of 1927 three faculty members were dismissed by the Board of Trustees on the charge of teaching beliefs contrary to the Baptist doctrine, principally evolution. This resulted in considerable agitation among the 774-member student body, and the matter was still alive in 1930 when a Southern Baptist theologian stated the opinion that Baptist denominational schools should be Christian above all else.

By 1930 the Baptist university had a faculty of thirty, owned four brick buildings and a home for the president, and had a total indebtedness of $112,766.99. The president and faculty alike took a cut in pay of 10 per cent and agreed to put another 15 per cent of their salaries in bonds. Things improved the following year, and in the spring of 1933 the school found it possible to satisfy the financial need of $35,000 received annually over and above the tuition for 400 students. Being able to satisfy this standard, the Baptist school was accepted by the State Board of Education as an accredited university on June 28, 1933.

The 1935-36 school year saw the enrollment reach 739, counting summer school, and by 1940-41 the student count was over 900. A statement by the school in 1920 made a nonsectarian appeal to students of all denominations: "The doors of the institution are thrown wide to young people of all

denominations who are welcome without discrimination."[13] But this had changed by 1939 when the school's catalog stated: "The University is frankly conservative. It reflects and represents the Baptist Churches of Oklahoma, in atmosphere and attitude. . . ."[14]

Presbyterian Schools

Oklahoma Presbyterian College for Girls

When the Presbyterians decided to transform their Durant school into a college for girls, the city of Durant agreed to purchase their old property, allowing them to erect a $100,000 combination dormitory and school plant just outside the city limits. William B. Morrison and his wife were put in charge of the college, which began a long competitive struggle against the new state-supported college which opened in Durant on June 1, 1909.[15]

In 1912 the college was offering the Bachelor of Literature, Bachelor of Arts, and Bachelor of Science degrees, but by 1916 these four-year programs had been cut to three years. In 1920 the school returned to a junior college status, working out an interchange system with Southeastern

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[13]Oklahoma, Public Instruction, Eighth Biennial Report, p. 125.

[14]State Regents, System of Higher Education, p. 55.

[15]Brewer, "Advanced Church Education," pp. 119-123; Anne Ruth Semple, "The Origin and Development of Oklahoma Presbyterian College" (unpublished Ed.D. thesis, Oklahoma A&M College, 1955).

whereby the Presbyterian college music and drama departments served both colleges.

The Woman's Auxiliary of the Presbyterian Church in the United States donated its annual birthday offering to endow the Mary Semple Bible Chair in 1926. The enrollment that year was fifty-six, and it began to rise some during the 1930's, reaching seventy-five in 1931-32 and ninety-two in 1933-34. During this period the school was employing around seventeen or eighteen faculty members.

After 1935 the college functioned under a special arrangement with Southeastern.

The University of Tulsa

Henry Kendall College had established itself in its new location at Tulsa in September, 1907, shortly before statehood. Work was begun at once on an administration building and a boys' dormitory on the twenty acres donated for the campus. When the structures were completed, the board of trustees for the school were left with a debt of $20,000. This amount was borrowed and eventually paid back by issuance of bonds. In January, 1910, the college buildings in Muskogee were sold for $100,000, aiding in the continued growth of the Tulsa Presbyterian school.[16]

Robertson Hall, named in honor of the Robertson family of mission school days, served the needs of a

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[16]This account of the University of Tulsa relies on "University of Tulsa," except where otherwise noted.

residential hall for boys, and in 1913 a girls' dormitory, Laura Jennings Kemp Lodge, was erected with funds donated by Tulsa oil producer E. R. Kemp. A gymnasium, costing $110,000, was built through other contributions.

Kendall College was controlled by a twenty-seven-member Board of Trustees composed of both ministers and laymen, not all of whom were Presbyterian. Bible studies and chapel attendance were a standard part of the curriculum in 1909, in line with the school's objective to foster a strong spiritual life. Also it sought to bring all the students up to the highest levels of refinement and culture. In 1916 Kendall offered a classical course leading to the Bachelor of Arts, a science course leading to the Bachelor of Science, teacher education, a fine arts program, and a Bible study course.

The school could also boast of its library of some 40,000 volumes, including the Dwight von Thurn Memorial Shelf, which held 193 educational books, and the S. V. Fait Library of 750 volumes.

On February 8, 1921, the school was awarded a charter from the state granting university status, and its name was changed to "The University of Tulsa." This event, celebrated in the school history as "Charter Day," was recognized by ceremonies which included a speech by Congresswoman Alice Robertson.

At the time of achieving university status, the school listed twenty faculty members and an enrollment of 456. Plans

were soon made to launch a $5,000,000 endowment fund drive, proposing that the University of Tulsa campus should be the best laid out and most attractive of any in the West.[17]

Donors soon came forth in behalf of the university, and by 1923 over $700,000 had actually been paid in and invested. John D. Rockefeller's General Education Fund donated $125,000; the Board of Christian Education of the Presbyterian Church gave $40,000; the Presbyterian church in Tulsa, $30,000; the Oklahoma City Presbyterian church, $50,000 for a chair of religious education; Tulsa oilman A. G. Oliphant purchased a geological library from a Stanford professor and contributed it; and Mr. and Mrs. H. C. Tyrell gave $15,000 to erect a fine arts building.

There can be little doubt that the university's situation in the midst of a rich, industrial community influenced the direction of its curriculum, adding to the normal liberal arts and fine arts purposes of most Oklahoma church schools a strong scientific influence. And, though the school had always avoided strict sectarianism, the system of selecting the Board of Trustees was changed in 1928, with the Presbyterian Synod no longer having active supervision of the selection. This virtually removed the university from church control and enhanced the secular nature of its academic approach, though care would be taken to insure the evangelical character and influence of the school.

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[17]Brewer, "Advanced Church Education," p. 107.

The gift of a geological library and the dominance of the oil industry in the Tulsa area during the 1920's and 1930's not surprisingly led to the establishment of a School of Geology at the University of Tulsa in 1928 and the erection of a petroleum engineering building with a $150,000 donation to house the new College of Petroleum Engineering. But there were also a $200,000 library structure and a new stadium funded by $125,000 given by W. G. Skelley in 1930.[18]

More fortunate by far than most Oklahoma church schools in endowments and not suffering the competition of a state-supported college in the Tulsa area, the University of Tulsa's enrollment continued to climb through the depression years: over 1,000 in 1929, 1,400 in 1934, and 1,588 in 1938. Unquestionably its growth must also be laid to the scientific educational service which the institution rendered to local industry.

By 1942 the educational program at the school had been enlarged to offer the Master of Arts in education, English, and psychology, in addition to programs in nursing education, medical technology, engineering physics, and aeronautical engineering.[19] Its School of Petroleum Engineering had gained world-wide repute.

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[18] Ibid., p. 112.

[19] Ibid., p. 113.

Disciples of Christ Schools

Phillips University

Two years after Oklahoma Christian University was renamed as Phillips University in 1913, President Zollars died and was replaced by the Reverend Isaac Newton McCash. McCash set about to modernize the curriculum to allow all students the opportunity to gain a comprehensive knowledge of the Bible and to train students in the principles of Christian service.[20]

In 1919, when Phillips became accredited by the North Central Association of Colleges and Universities, the department for church workers was offering classes in English Bible, history of the teaching of the Disciples of Christ, sacred music, choral singing, solo singing, history of missions, Bible school pedagogy, and typewriting.

Enrollment rose steadily during the 1920's and 1930's, reaching 751 by 1937-38, 161 of them being graduate students.

During the early twenties Phillips University was a member of the Southwest Athletic Conference, competing with such schools as Texas A&M, Texas Christian, Baylor, and Texas University, whom Phillips defeated 10-0 in a football game held at Austin in 1919.[21]

During the mid-thirties the school had been divided into a College of Arts and Sciences, a College of the Bible,

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[20] Ibid., pp. 156-64.

[21] Sunday Oklahoman, October 12, 1919.

a College of Education, and a College of Fine Arts. In 1937-38 under President Eugene S. Briggs courses were added in business administration, home economics, and creative writing. Briggs also appointed a commission to study the aims and purposes of the school to bring them into line with the current educational practices. The commission reaffirmed the religious and denominational goals of the institution.

President Briggs also initiated a personal service department, with techniques of self-evaluation, and organized the New College, which offered a wide variety of evening classes and short courses. A steady flow of outstanding lecturers and artists visited the Phillips campus during the late thirties. Foreign missionaries from Phillips often served on the faculty when they returned.

In 1941-42 the Phillips School of Music was cited as one of the twenty-three outstanding music schools in America by the American Musical Arts Foundation, and its premedicine department was recognized by the American Medical Association.

In its 1939 catalog Phillips defined itself as non-sectarian but strongly Christian: "It is the desire and aim of its founders to make it a Christian school in the broadest sense and to guard it from the narrowing tendencies of sectarian bias and influence . . . No denominational tests will be imposed, and no sectarian tenets will be inculcated, but

the aim will be to offer liberal courses of instruction in a healthy Christian atmosphere."[22]

Nazarene Schools

Bethany-Peniel College

The institution that is today the Bethany Nazarene College of Bethany, Oklahoma, lists six ancestral schools: Peniel University, founded in 1899 at Peniel, Texas; Arkansas Holiness College, founded in 1900 at Vilonia, Arkansas; Bresee College, founded in 1905 at Hutchinson, Kansas; Beulah Heights College, founded in 1906 in Oklahoma City; Oklahoma Holiness College, founded in 1909 at Bethany; and the Central Nazarene University, founded in 1910 at Hamlin, Texas.[23]

The Oklahoma Holiness College, organized in the fall of 1909 from the Beulah Heights College, was donated ten acres of land by the El Reno Interurban Railway, provided the school buy an adjoining thirty acres. This it did, and work began on the first two buildings, which were ready for occupancy on October 5, 1909, when the school held its first classes. Some 122 students attended the first year.[24]

Though the specific purpose of the school was to train workers for the church, it attempted from the first to offer a liberal arts curriculum while emphasizing Christian doctrine

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[22]Oklahoma, Public Instruction, Eighth Biennial Report, p. 121.

[23]Catalog, Bethany Nazarene College, 1970, p. 19.

[24]Brewer, "Advanced Church Education," pp. 167-68.

and Nazarene religious creed. Music, theology, commerce, and literary subjects were offered from the primary through the first year of college.

The enrollment of the school was on the increase in 1920 when it was decided to incorporate with it the university at Peniel, Texas. Faculty, records, even alumni associations of the two schools were united. An administration building was erected and proved large enough for the entire school.

The school was now organized into a College Department with two years of work, a Department of Expression, a Conservatory of Music, and a Department of Theology. Students were required to attend daily chapel services and regular church services on Sunday. Only a Bachelor of Oratory degree was given until 1924-25 when Bethany-Peniel, as a member of the American Association of Junior Colleges, added the Bachelor of Arts and Bachelor of Music degrees. Enrollment had now climbed beyond 330, with eighty in the College Department.[25]

In 1928 the school now became an accredited four-year college as approved by the State Board of Education, and work below the junior high school year was discontinued. In 1929 the Nazarene University at Hamlin, Texas, was united with Bethany-Peniel, and in 1931 the Arkansas Holiness College was also joined with the Oklahoma school.

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[25] Sixteenth Annual Catalogue, Bethany-Peniel College, 1924-25, p. 5.

Enrollment continued to grow, 280 in the College Department in 1933-34, 414 in 1935-36, 425 in 1937-38. All high school work was dropped, and an intensive ministerial course prepared members of the Nazarene faith for church work. In 1940-41, with the enrollment at 486, the Bresee College for Hutchinson, Kansas, was merged with Bethany-Peniel. A number of new buildings were constructed during the early 1940's. By 1940 the school was offering courses leading to the Bachelor of Theology, Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Arts in Speech.[26]

Catholic

St. Gregory's College

In 1910 when the Benedictine Fathers were negotiating with the city of Shawnee concerning their beginning a college there, an interurban line was planned from Oklahoma City. The line was never completed, but the construction of a highway did provide much more accessibility for the location than had been had at Sacred Heart. The cornerstone for a large college building was laid on May 4, 1913, in what was known as the Benedictine Heights addition of Shawnee.[27]

Although classwork on a lower level was begun in the new building at the end of 1913, it was two years later when

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[26]State Regents, System of Higher Education, p. 55.

[27]This account of St. Gregory's relies on Murphy, "The Monastic Centers," except where otherwise noted.

all the college work was transferred from Sacred Heart to what was at first called "Catholic University." The new Catholic school held its first college classes in September, 1915, with an enrollment of fifteen.

The building itself was impressive, Tudor Gothic construction with a basement and four floors above ground with steam heat and electric lighting throughout. It contained a 7,000 volume library, a large laboratory, a gymnasium, and even a billiard and game room.

Though the state granted the college the right to award academic degrees, there was never enough money to extend the curriculum beyond two years, and the school remained a junior college. After a few years, the original name was dropped and the institution became "St. Gregory's College."

The first president was Father Blaise Haritchabalet, who held the office for eight years. Under him the school developed a strong interest in athletics, particularly baseball and basketball in which its teams excelled. Eventually, however, low enrollment in the college forced the school to temporarily drop participation in all sports.

The depression years were very difficult for St. Gregory's because not many people could afford to send their sons to private boarding schools. Still in 1931, when Father Sylvester Harter became rector he was able to make several thousand dollars worth of improvements.

Students at St. Gregory's followed a strict Catholic "Order of the Day" schedule. The student rose at 6:00 a.m.

and attended Mass before eating breakfast. Afterwards he was in the classroom or study hall until noon, resuming classwork at 1:30 p.m. He had another study period at 7:30 p.m. before partaking in night prayers and retiring at 8:45 p.m. He was required to attend classes in Christian Doctrine twice a week, wherein the doctrines of the Catholic Church were explained.

Monte Cassino

As Tulsa grew and prospered it offered the potential for a select girl's school, similar to those operating in the East where wealthy families could send their daughters for cultural refinement and "finishing" closer to home. In 1924 the Right Reverend Francis C. Kelly suggested to the Benedictine Sisters at Guthrie that they establish such a school at Tulsa, and the Sisters were in agreement. Two years later an impressive Tudor Gothic residence hall with spacious parlors, private baths, and comfortable lounges was completed on twenty acres in the Tulsa Wildwood section. It was named "Monte Cassino" after the famous Italian Abbey which was the subject of a Longfellow poem.

Under the direction of Mother Mechtilde the school was opened in the fall of 1926, taking both resident and day students. Its curriculum was culture-centered, featuring classical subjects, dramatics, and sports such as tennis, archery and volleyball.[28] Though Brewer says that the school

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[28]Brewer, "Advanced Church Education," pp. 93-95.

operated from the beginning as a junior college, in 1930 the Catholic girl's school was listed by the State Superintendent of Public Instruction as covering grades one through twelve only, with an enrollment of 131.[29] By 1939, however, it was a full-fledged junior college with sixty-one young women enrolled in its junior college department.[30]

Church of Christ

Oklahoma Christian College

The closure of the Cordell Christian College in 1918 was a loss felt by many people in Cordell, and when the Church of Christ in Oklahoma made plans for another college the city of Cordell offered the old buildings, without cost, to have the new school located there. This offer was accepted, and the Western Oklahoma Christian College was opened there September 6, 1921.[31]

An endowment fund of $150,000 was raised through money gifts which were then borrowed by the donor at 5 per cent interest. The Cordell Chamber of Commerce raised money to clear away old debts and renovate the buildings; the dormitory was remodeled and fixed up for use as classrooms. All grades through elementary school and high school and two years of college were taught.

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[29]Oklahoma, Public Instruction, Thirteenth Biennial Report, p. 238.

[30]State Regents, System of Higher Education, p. 62.

[31]Brewer, "Advanced Church Education," pp. 198-203.

In 1925 the name of the college was changed to Oklahoma Christian College for wider appeal. However, financial troubles began to develop. The deed by which the city of Cordell had given the property to the church contained a reverting clause which meant that if the school failed, the property ownership would return to the city. The church board contested this, refusing to make any improvements or ask for contributions until the clause was removed. Finally the city gave in after the board had made personal pledges that they did not intend to move the school away from Cordell.

During 1924-25, some 181 students enrolled at the school, with sixty of them doing college work. But by 1930 the old financial troubles had arisen again, stemming from lack of cooperation between the town and the school administration. When money could not be raised to pay the salaries of the teachers, bankruptcy was declared. School equipment was sold, and the $45,000 building was sold to the city for $13,000.

Summary

There was considerable variation as to the denominational emphasis of the church schools. The Catholics, Baptists, and Nazarenes were quite emphatic in the use of their schools for propagating their religious tenets, which meant that they depended principally upon their own religious order for students. The Presbyterians, influenced greatly by the cosmopolitan nature of Tulsa, sought to remove the sectarian

image from the university's public appeal, while the Christians at Enid stressed nonsectarianism but strong Christian influence. The Methodists, plagued by church division and failures in Epworth, Methodist University, and Carey College, also stressed strongly a nondenominational liberal arts and fine arts curriculum at Oklahoma City University.

The Catholic institutions, though long-lived, never knew large enrollments in Oklahoma, a state which had inherited considerable Southern prejudice against Catholics. Supported principally by the mother church, the schools at Guthrie and Shawnee, neither large cities, probably could never have made it on their own, particularly during the depression years.

The Baptists also counted on considerable outside financial help at Bacone and Oklahoma Baptist University, but they had the advantage of being a large denominational group in Oklahoma, which helped not only in donations and funding but in recruitment of students. Though not a metropolitan area, Shawnee was centrally located in contrast to the Blackwell school.

The Methodists, split factionally between the Methodist Church South and the Methodist Episcopal Church, finally established a permanent home for their institution in Oklahoma City, whose community and civic growth maintained the school through the lean years to 1940.

Bethany-Peniel, remaining essentially sectarian in the same community of Oklahoma City, appealed only to youngsters of the Nazarene faith, and its enrollment of 316 in 1940 compared to Oklahoma City University's 1,400 must be laid in part to that fact.

Though the Christians at Enid stressed the nonsectarian character of their school, the strong emphasis upon Christian doctrine and missionary training would appear to counteract the statements of nonsectarianism. However, the geographical location of Phillips, away from the center of the state and near no particularly large community center, placed definite limitations upon its growth.

The fact that Oklahoma City University and Tulsa University developed as the largest schools during this period must undoubtedly be laid to the metropolitan communities with which they were associated, reflecting not only the heavier population from which to draw students but also financial advantages. However, this should not hide the fact that they both also maintained a nonsectarian atmosphere.

CHAPTER VIII

MUNICIPAL COLLEGES IN OKLAHOMA, 1920-1941

During the years between 1920 and 1940 there were some thirty-five local junior colleges established in Oklahoma, constituting an important movement in the advanced education of the state. Sometimes called "municipal" colleges because of their identification with a particular town or city, they were in truth the creation of school districts, often "reflecting the ambition or energy of a dean, superintendent, board of education, or chamber of commerce."[1] Generally they were organized in connection with a public senior high school and used the same facilities. The local board of education would assume responsibility for the formulation of policies and programs of study and for employment of teachers, and the local superintendent of schools would be designated as the junior college president.[2]

The rise of the junior college movement in Oklahoma paralleled the national trend following World War I.

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[1]Frank A. Balyeat, "Junior Colleges in Oklahoma," Chronicles of Oklahoma, XXVI (Spring, 1938), 56.

[2]Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 75.

Educators such as Henry Tappan at the University of Michigan, William Rainey Harper at the University of Chicago, and David Starr Jordan at Stanford had laid the philosophical groundwork for junior colleges, and their ideas, combined with democratization of American education, germinated the junior college movement of the 1920's and 1930's.

The depression was a prime factor in the junior college movement in Oklahoma. Even in 1936, the State Superintendent of Public Instruction reported with a great deal of insight:

> It is interesting to note that the period of greatest increases in the 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 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.[3]

It is more than coincidence that the demise of the junior college movement was concurrent with the end of the depression and the beginning of better economic conditions in Oklahoma.

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[3]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.

Another factor influencing the junior college movement in Oklahoma, undoubtedly, was extension of the old competition by each town and city to have an educational institution for growth and commercial purposes. A 1940 study revealed that every one of nineteen cities west of Oklahoma City with a population of 2,500 or more (excepting Hollis) was in commuting distance of a state college, had a state or church college, or had established its own junior college. The nine junior colleges east of Oklahoma City were all situated in communities that had experienced oil development.[4]

During the period between the world wars, the junior colleges served several purposes for Oklahoma education: as terminal institutions providing two extra years in the upward extension of secondary education; as preparatory schools providing the first two years of the program in the liberal arts college; as centers for vocational training.

Studies by the State Board of Education showed that the chief function of the public district junior college in Oklahoma was to prepare students for pursuing work in senior colleges and professional schools. This is substantiated by the fact that out of the 135 graduates of Oklahoma junior colleges in 1936-37, ninety-one continued their education in

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[4]Oklahoma, Public Instruction, Eighteenth Biennial Report, pp. 76-77.

higher schools the next year. This represents 67 per cent of the junior college graduates.[5]

The junior college movement in Oklahoma began in the fall of 1920 at Muskogee. In 1922 Muskogee was joined by Frederick and McAlester and in 1923 by Hobart and Lawton, with McAlester's junior college having already ceased. The addition of junior colleges at Chickasha, Elk City, and Pauls Valley made a total of seven schools functioning during 1924-25. Of these, however, only Lawton's, Muskogee's and Pauls Valley's remained in operation in 1925-26, the year that the junior college at Altus began. It is significant that the highest early enrollment of any of these schools was thirty-two students, and in 1925-26 there was a total of only ninety-two students in the four existing junior colleges.[6]

In 1925 the Lawton school ceased operation, while McAlester resumed for a single year. Okemah and Okmulgee began junior colleges, the latter to function for a number of years. In 1927 Bartlesville initiated a junior college which still operates today, while a Ponca City effort lasted only through 1929-30. From 1928 until 1936 junior colleges in Altus, Bartlesville, Muskogee, and Pauls Valley maintained continuous operation. Muskogee's school led in enrollment

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[5]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.

[6]Oklahoma, Public Instruction, Sixteenth Biennial Report, p. 75.

until 1934, reaching a high of 177 students in 1931-32. In 1934 the school at Altus took the enrollment lead, climbing to 219 in 1936.[7]

Other towns opening junior colleges were Bristow (1928-29), Seminole (1931 to present), Henryetta (1932-33), Sapulpa (1932-42), Wetumka (1932-37, 1938-43), Woodward (1932-44), Chandler (1933-36), Holdenville (1933-34, 1939-42), Wewoka (1933-35), Drumright (1934-37), Pawnee (1935-38), Poteau (1935-37), Pawhuska (1936-38), Shidler (1936-43), Oklahoma City Capitol Hill (1935-45), Duncan (1937-42), Hollis (1937-38), Carnegie (1938-42), El Reno (1938-48), Pryor (1938-39), Sayre (1938-42), and Mangum (1937-44).[8]

The total enrollment in Oklahoma district junior colleges climbed gradually, reaching 1,067 in 1935-36, 1,243 in 1936-37, 1,347 in 1937-38, 1,772 in 1938-39, and 1,825 in 1939-40.[9] In 1942 there was a total of nineteen district junior colleges in Oklahoma.[10]

In 1939 the Seventeenth Legislature passed a bill which in essence made it legal for the local school districts

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[7]Ibid.; Balyeat, "Junior Colleges in Oklahoma," p. 57.

[8]Balyeat, "Junior Colleges in Oklahoma," p. 57.

[9]Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 77.

[10]Oklahoma, State Superintendent of Public Instruction, Nineteenth Biennial Report, together with the Sixteenth Report of the State Board of Education (Oklahoma City, 1942), p. 33.

to do what they had been doing extra-legally for nineteen years--that is, to use the building and equipment of the school district for courses beyond the twelfth grade. Though the language was indefinite, it was the opinion of many that when the bill stated that the board of education "may" charge tuition, the district could legally support a junior college through district funds. However, since there was no provision made by which a district could vote extra millage, the point remained superfluous.[11] Instead the junior colleges of Oklahoma were supported by tuition collected from the students. In 1936 this varied from $30 to $60 per semester.[12]

Essentially the district junior college served the needs of students who lived in the city or town in which the college was located or its immediate vicinity. It was found that during 1938-39 70 per cent of the students enrolled in the one-year junior colleges were graduates of the local high school.[13]

In 1934-35 and 1935-36 a Committee on Higher Institutions of Learning investigated the junior college situation in Oklahoma and advocated that any junior college approved by

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[11]Wylie Chalmus Quattlebaum, "The Status of the Municipal Junior Colleges in Oklahoma in 1938-39" (unpublished master's thesis, University of Oklahoma, 1939), pp. 14-16.

[12]Oklahoma, Public Instruction, Sixteenth Biennial Report, p. 74.

[13]Oklahoma, Public Instruction, Seventeenth Biennial Report, p. 67; Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 77.

the State Board of Education have an attendance of at least sixty pupils for a two-year period of college work. This meant that the junior college would need to be associated with a high school large enough to provide the necessary junior college students.[14]

During 1937-38 some 86 per cent of the 904 students enrolled in two-year junior colleges were enrolled in regular freshman and sophomore arts and sciences courses. Only fifty-seven students were enrolled in preengineering, only twenty-eight in a commerce course, and thirty were unclassified. Virtually all of the one-year college students were taking arts and science studies.

The curriculum in most of the public district schools included courses in English, mathematics, history, government, physics, chemistry, and foreign languages. Almost all offered some work in fields such as industrial arts, home economics, commerce, music, art, and physical education.[15]

A study made in 1939 revealed the following information concerning the curriculum of the district junior college of that period:

> It was found that each school offered one or more courses in English and mathematics, 20 offered chemistry; 18 offered history; 13, French; 12, government; 11, shorthand; and 10, offered courses in typewriting, music and accounting. Six schools offered courses in economics, physics, and botany; five, engineering

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[14]Oklahoma, Public Instruction, Seventeenth Biennial Report, p. 67.

[15]Ibid., p. 68.

> drawing; five, zoology. Secretarial training was offered in four schools. Woodwork, psychology, Spanish, and home economics were offered in each of three schools. Art, dramatics, German, physical education, and sociology were offered in two schools. Geography, journalism, and agriculture were listed once, and no two in the same school. Three schools offered only five courses each, while Okmulgee has the widest range of offering with 20. Woodward offers 17 courses with an enrollment of 68, Altus and Seminole offer 16 courses each, with an enrollment of 235 and 160 respectively. When the number of courses offered are compared, the larger schools are found to have a broader curriculum. Two languages are offered. French was offered in 13 schools, while German was offered in only two schools. Business training was included in the offerings of several schools, accounting in 10, typewriting in 12, shorthand in 11, and secretarial training in 4.[16]

A similar study made of the registration in the various curriculums established the arts and sciences curriculum as far and away the most popular course with both boys and girls at all the twenty-one Oklahoma junior colleges studied. Home economics and business were also popular with the female students, while engineering was a strong second choice with the males. The other curriculum areas listed by the report were music, nursing, agriculture, commerce, and unclassified.[17]

Most Oklahoma junior colleges attempted to satisfy both a transfer and a terminal purpose. The Woodward Junior College catalog of 1939 stated:

> The purpose of the college is to serve as an intellectual and as a cultural center of the community, to train students in vocations, and to assist students to become well rounded citizens and individuals. The

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[16]Quattlebaum, "Municipal Junior Colleges," pp. 50, 52.

[17]Ibid., p. 54.

> college is preparatory and inspirational for those students who plan to continue academic training; it attempts to be terminal for those who do not continue formal study after the two years spent in the junior college.[18]

The Seminole school stressed the value of the students being able to complete two full years of college at a low cost "while enjoying the protection and comforts of their own homes."

Sapulpa's junior college wished to develop "better citizenship and a more efficient living--vocationally, socially, domestically, and morally."[19] Its catalog also made mention of special courses for adults. The Okmulgee school wished to make educational opportunities available to more students, to offer greater educational and vocational guidance, and to provide higher education at less cost. Capitol Hill, the most metropolitan of the junior colleges, sought to serve three groups of students: those who planned to complete a college education, those who merely wished a year or two of additional training, and those who wished to take art, music, language, history, and other related courses which would enhance their cultural background.[20]

Basically, however, all of the institutions sought to offer courses which would be accepted by the other institutions of higher learning and would allow the student to transfer without loss of time and credit.

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[18]State Regents, System of Higher Education, p. 63.

[19]Ibid.

[20]Ibid., pp. 63-64.

When the United States became involved in the Second World War, however, the goals, the operation, and the future of the junior college were changed. It was recommended in 1942 that the schools now place their major emphasis on pre-induction and war industry training.[21] But the boys of junior college age were going away to serve in the armed forces, and many of the junior colleges closed during World War II.

Summary

The district junior college of the 1920's and 1930's was unplanned as a part of the Oklahoma higher education system. Nourished by private and civic ambitions, it merely sprouted up in a vacant but fertile area of Oklahoma educational need. However, only a few of the institutions could maintain a continuity over the years. The end of the depression and the outbreak of World War II brought an end to the economic situations which had fostered the municipal junior college in Oklahoma. Some of the schools, however, continued to operate and serve the educational needs of their local communities.

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[21] Oklahoma, Public Instruction, Nineteenth Biennial Report, p. 32.

CHAPTER IX

DEVELOPMENT OF A STATE SYSTEM OF HIGHER EDUCATION IN OKLAHOMA

From the very beginning Oklahoma politics wielded a powerful influence upon the state's higher education. Institutions were established and located more by political convenience than for educational service. Educators were tossed about in the storms of political wars, and some of the very best qualified of them were virtually run out of the state. A strong sense of insecurity and instability abounded where political, regional, and religious animosities were often stronger than educational ability and leadership.

The patchwork growth of Oklahoma Territory, the consolidation of the two territories which caused a political balancing of educational institutions, and the inevitable desire of each institution to grow and enlarge its area of responsibility resulted in a disorganized and highly competitive situation among the state colleges and universities. Because of this, many state educators, and some politicians, were much interested in developing a system of higher education that would effect an economy among the many institutions, coordinate curriculum offerings and purposes, organize

the tax support, and provide security against the constant upheavals of politics.

Governor Lee Cruce was one of the first to seek a solution to the problem in 1911 when he pointed out to the legislature that the constitution of the state provided for the supervision of instruction in the public schools by a board of education:

> . . . Three years have gone by without any serious attempt on the part of the Legislature to vitalize this important section of the Constitution. . . . That we have no such system now and cannot have under our present laws, is manifest to every man who has given the subject serious thought. A half dozen different educational boards, at the heads of different departments of educational work, each having its peculiar idea of the fitness of things educational, and no two agreeing in detail or purpose, are creating a state of confusion in this department of government that will soon be unbearable. There is no correlation among our higher educational schools, and there will be none under present conditions.[1]

During 1911 the Aiken Bill was introduced in the legislature, proposing the elimination of fourteen of the seventeen state colleges. A heated debate concerning the normal schools followed, and hearings were conducted by the legislature. State superintendents from other states were called to testify, and they strongly supported the idea of a multiplicity of normal schools rather than a centralized approach on the grounds that the former plan gave more and better opportunity for practice teaching. As a result of this help, and other such as the politically potent Oklahoma

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[1]Message of Governor Lee Cruce to the Legislature, January, 1911, quoted in State Regents, System of Higher Education, p. 87.

State Farmer magazine, the normal school forces won a crucial battle.[2]

The legislature did respond to Cruce's request, however, by creating the State Board of Education and placing under its control all the state schools of higher education, plus the five eleemosynary institutions. In April the newly-appointed board made an investigation of the state normal schools and found them mostly wanting. The board, comprised of leading state educators, discovered considerable friction among personnel, low standards of work, poorly qualified teachers, questionable practices by some of the presidents, and a common habit of maintaining large preparatory departments in order to report big enrollments. The board made sweeping changes, removing or moving five of the six normal school presidents at Central, Northeastern, Northwestern, Southwestern, and Southeastern.[3]

It soon became evident that the reform had gone entirely too far in grouping too many heterogeneous interests under one board of administration, and within a year it was recommended that the eleemosynary institutions be placed under a separate board. The State Board of Education's first report of 1912 indicated the reforms which it hoped to make:

> . . .These institutions, in the past, had been under the control of as many as twelve different and independent

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[2]Oakes, "Central State College," pp. 143-46; Scales, "Political History," p. 154.

[3]Oakes, "Central State College," pp. 123-24.

boards. Each board had been working with its individual problem in its own way, and during the many preceding years a complicated and very much unrelated system had developed. For example, the six normal schools were working under six courses of study. Each institution seemed to be striving to surpass all the others in the extent to which its scope of teaching could be expanded. The normal schools, not to be outdistanced in the scramble for enrollment, were in effect attempting to absorb the high schools in their vicinity, to grant degrees after the fashion of the University, and were even admitting pupils from grades below the high school. The preparatory schools were duplicating courses in the normal schools, and were carrying work properly belonging in the State University. The State University was encroaching upon the work of the normal schools, was carrying a preparatory department in rivalry with the preparatory schools and high schools, and was usurping the field of the School of Mines.

To this situation the State Board of Education gave its first attention. The different institutions were to be organized, curricula were to be purged of unnecessary duplication, incompetent teachers displaced, the pay rolls reduced, and unnecessary teachers eliminated. The State schools were to be properly affiliated, and cities in which State institutions existed informed that the schools therein located were for the State and not for the community.

In remedying the conditions which the board found existing in the State institutions, they abolished the preparatory course in the University and eliminated from its curriculum such subjects as properly belonged in the normal schools. A new course of study was adopted for the preparatory schools, eliminating features of work which here were duplications of the work done in the State normal schools; several departments were eliminated or combined with others by the Board in carrying out the scheme of economy and closer organization.[4]

In its second report of 1914, the board listed six improvements which it felt had been made: the harmonizing of course offerings had done away with competitive advertising, the state had been districted for normal schools, the

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[4]Oklahoma, Public Instruction, Fourth Biennial Report, pp. 76-77.

faculties of the state schools had been given tenure and thereby security, a plan of leave of absence for outside study had been established, some increase in salary had been secured, and "the absolute freedom from political domination of any character gives confidence in the future of the state school," resulting in the recruitment of better qualified teaching personnel.[5]

These hopeful words, however, were followed up by the changing of presidents at eleven of the state institutions following the election of Governor R. L. Williams in 1915.

The board also set about to consolidate the extension work of the University of Oklahoma and the normal schools under a joint department, with presidents of the schools as its executive committee. In 1917 the board was given extended power in controlling the issuance of degrees and thus the upgrading of institutions.

Governor Williams was of much the same mind as Cruce, and in 1917 he accomplished the closing of several institutions simply by refusing to approve the appropriations for the schools of agriculture at Haskell and Connell, the Oklahoma School of Mines at Wilburton, and the preparatory schools at Claremore and Tonkawa.[6]

In 1919 not only were three of the schools revived by the Seventh Legislature, but a new one--the Miami School of

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[5]Oklahoma, Public Instruction, Fifth Biennial Report, pp. 104-05.

[6]State Regents, System of Higher Education, p. 96.

Mines--was established. Additionally, bills were passed creating separate boards of regents for all the schools under the State Board of Education except the normal schools, which were now made four-year, degree-granting institutions though still required to follow a teacher-training curriculum. Another political shakeup was made when Governor J. B. A. Robertson's administration removed five out of the six presidents of the normal schools, this time only Southwestern escaping the purge. J. W. Graves was replaced by John Mitchell at Central; George W. Gable by William T. Ford at Northeastern; A. S. Faulkner by Sabin S. Percefull at Northwestern; and T. D. Brooks by Henry G. Bennett at Southeastern.[7]

In 1923 when Governor Walton took office, he sought to extend the patronage of the office to include college presidents, professorships, and even campus janitorial jobs. He attempted to justify this on the grounds he wished to root out any vestiges of the Ku Klux Klan influence which he suspected of being prevalent at the University of Oklahoma and Oklahoma A&M. His essential distrust of higher education and his tampering with the state's two largest institutions were a part of the longer story leading to his impeachment.[8] Eight presidents of state institutions were changed within a

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[7]Oakes, "Central State College," pp. 279-80.

[8]Scales, "Political History," pp. 249-51.

year after Walton's election. The same was true of Johnston's election in 1927.

In 1926 Dr. Henry G. Bennett, then president of Southeastern and later-to-be president of Oklahoma A&M, made a study of Oklahoma higher education and recommended a plan of coordination. He suggested reducing the governing boards to three categories and placing them under a central coordinating agency, which would be the State Board of Education, for the primary purpose of tax unification. The first coordinating law was passed in July, 1929, upon recommendation from Governor William J. Holloway, but it was not given any real power and was constructed in such a manner as to be self-defeating. Holloway did not interfere with the heads of the state institutions during his term of office.

A more informal approach was made through the Oklahoma College Association in the fall of 1929, but this body met only two or three times and then fell apart from lack of interest. It was at a meeting of this group, however, that the Right Reverend Francis C. Kelly suggested a closer federation of the Oklahoma state-supported and private colleges leading to a "Greater University" plan. This idea ultimately sparked a Governor Murray-sponsored bill in 1933, creating the Coordinating Board.

This agency, comprised of fifteen members appointed by the governor and confirmed by the senate, would conduct fact-finding studies and report them, define the functions of the various institutions to eliminate duplications, secure

harmony among the schools through the efforts of councils, and unify the financial support endeavors of the institutions. Further, a statement was issued by the governor supporting the concept of an "Oklahoma Greater University" system wherein the state would help independent colleges "through degrees, loans of laboratory equipment and books, extensive [extension] activities, counsel, and, if requested, inspection and standards."[9] Graduate schools alone would be considered parts of the university proper, and there would be uniform and reasonable tuition fees in both state-supported and independent colleges.

The new Coordinating Board law was approved on April 21, 1933, and Murray duly appointed the fifteen members who met, organized, and adopted a statement of principle that all state institutions of higher education, both public and private, should be affiliated or coordinated for the common educational good. A plan was approved whereby a structure known as the "Greater University of Oklahoma" would be incorporated and headed by a chancellor. But the plan was snagged when the attorney general ruled that the Coordinating Board was without the proper authority to incorporate such an organization nor was it empowered to collect funds from the various institutions as would be necessary.

Murray was anything but a friend of higher education. Oklahoma historian A. M. Gibson describes how the governor

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[9]State Regents, System of Higher Education, p. 103.

harassed the institutions of higher education, threatening to "cut college faculties thirty per cent" and claimed that higher education made "high toned bums" of college students.[10] Under his domineering and threatening leadership, the college presidents in 1932, acting as an advisory body for the State Board of Education, recommended to the board that they make no effort to apply for accreditation from the North Central Association; thus accreditation was lost for every state college.[11]

Furthermore, during Murray's regime there developed the unhealthy practice of demanding "contributions" from faculty members of the various schools. This issue was finally faced by the State Board of Education when they made a resolution on July 9, 1935:

> . . . Whereas on some occasions in the past it is well known that faculties of institutions under direction and control of this body have been "requested to contribute" individually and by groups to the financial support of partisan and individual political movements and campaigns, and Whereas this sort of levy has on occasion been practically enforced on said state employees, complied with not as a voluntary act but in fear of reprisals against individual positions and entire institutions; And Whereas such practice is an unfair imposition on individual faculty members; inimical to the growth and development of the institutions, an indirect levy on the taxpayers and against the best interests of the five thousand school children of the State.[12]

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[10]Arrell M. Gibson, Oklahoma: A History of Five Centuries (Norman: Harlow, 1965), p. 375.

[11]State Board of Education, Minutes of meetings of August 29, 1932, p. 223, and December 3, 1932, p. 238.

[12]State Board of Education, Minutes of meeting of July 9, 1935, pp. 426-27.

Because of the confusion surrounding the legal status of the Greater University plan, because a study was being made of the organization by the Brookings Institute, and because 1934 was a political year, the whole matter was left in abeyance during the remainder of Murray's term of office. The Brookings Institute made its report in 1935 and recommended abolishment of the Coordinating Board and the Greater University plan. As a result, Governor Marland failed to make any new appointments and the board ceased to exist from 1935 until 1939.

When he took office Marland followed the usual procedure by removing college presidents at five institutions: Southwestern, Central, Langston, Southeastern, and Northeastern.[13]

In 1939 the legislature stepped back into the educational arena and overrode the assigned power of the Coordinating Board to control degree granting of the state institutions. Five of the "teachers colleges" were designated as "state colleges," and it was specified that they should not be confined merely to the purpose of teacher training, but could "establish and maintain vocational departments for the purpose of teaching vocational subjects and in addition thereto may establish such other departments as may be

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[13]M. F. Fiegel, "Southwestern State College," p. 168.

necessary to offer a full and complete course for the higher education of students in all branches."[14]

> The intention to follow the business of teaching school shall not be a prerequisite to admission of any student to any of such colleges, and no student except those majoring in education shall be required to take any course in education, practice teaching or any other subject, which has for its primary purpose the qualification of a teacher.
>
> Upon the completion of the training offered in any educational department, the college shall be authorized to award such graduate with a degree in conformity with the subject of professional course completed.[15]

Meanwhile the Coordinating Board was collecting considerable data on the state institutions of higher learning and in September, 1940, submitted the report to Governor Leon C. Phillips, recommending an Oklahoma State System of Higher Education. Phillips presented the proposal to the legislature in the spring of 1941, and the legislature in turn proposed a constitutional amendment and referred it to the people for a vote on March 13, 1941, along with a budget balancing measure and an old age assistance bill. All passed in a light vote, with the Coordinating Board receiving 134,115 votes for to 79,694 against.[16] Governor Phillips assured Oklahomans that no colleges would be abolished. With the passage of the bill, the functions of the State Coordinating Board went to the newly established Oklahoma State Regents for Higher Education.

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[14]Oklahoma, Session Laws of 1939 (Guthrie: Co-Operative Publishing Co., 1939), p. 204.

[15]Ibid.

[16]Daily Oklahoman, March 12, 1941.

Under the new provisions, all state-supported institutions of higher education would be a part of the "Oklahoma State System of Higher Education" and be controlled by the Oklahoma State Regents for Higher Education. The nine members would be appointed by the governor and confirmed by the senate, serving for nine years with the terms of no two running concurrently.

The Regents for Higher Education would constitute a coordinating board of control for all the state institutions with the powers of prescribing standards of higher education, granting degrees and making other forms of recognition, recommending budget allocations to the state legislature, and setting fees for the schools. It would be up to the regents to allocate appropriated funds to each institution according to its needs and functions.[17]

The chief executive officer of the State Regents would be the Chancellor, who was responsible to the board for administering its program.

The first meeting of the board was held on June 6, 1941, at which time officers were elected and the organization of the board was completed. The fourth Monday of each month was established as the regular meeting date. John Oliver was appointed Administrative Officer for the board on July 28, 1941.

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[17]State Regents, System of Higher Education, pp. 135-36.

The regents defined their objectives as being to establish operating procedures, develop and carry out a consistent state policy for higher education, eliminate needless duplication of effort, remove existing inadequacies in the provisions for higher education, discover budgetary needs and allocate funds, and engage in cooperative activities with outside agencies which would help in the development of an effective program of higher education.[18]

Most of these priorities were delayed, however, when the United States became engaged in war with Germany and Japan following the attack on Pearl Harbor. At their regular meeting October 26, 1942, the regents defined as one of the functions of each institution, for the duration, "cooperation with the War Program in every manner possible." Additionally, the regents indicated their intention to move cautiously in making recommendations for the betterment of the Oklahoma system of higher education to avoid disruptions caused by hasty decisions and overnight changes.[19]

Summary

After many years of disorganized growth, political shuffling and intrusions, unchecked competition among the schools, periods of overcontrol that stymied educational advancement, regressive attempts to reduce rather than enlarge

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[18]State Regents, First Biennial Report, 1942, pp. 16-17.

[19]Ibid., p. 16.

educational financing, occasional intimidation of teaching and administrative personnel in the colleges and universities, and a serious lack of coordination toward a common goal of improved higher education in Oklahoma, there was finally established an overall coordinating board of regents who were charged with organizing, unifying, and developing the many state institutions of higher learning into a single, purpose-directed system.

CHAPTER X

HIGHER EDUCATION DURING WORLD WAR II AND THE POSTWAR PERIOD, 1941-50

The outbreak of World War II changed many things in American society, and certainly higher education in Oklahoma was among them. It was almost as if fate had heeded the call to a state system of higher education in 1941 and wiped the slate clean for a new start. Nothing much in Oklahoma higher education would be the same after the war.

The higher schools would know educational demands and enrollments such as they had never known before. Four years of student potential had accumulated during the war, and this was compounded by the GI Bill which increased many times the number of students who could attend the college of their choice--if they could get in. Institutions that had gone begging for students before now faced an endless line of education-hungry veterans.

Facilities which were barely adequate in 1940 were totally inadequate in 1946. Faculties, already limited and further decimated by the war, were thin in ranks and had insufficient advanced training. The depression thirties had

been a poor prelude to the inflated educational needs of the forties.

Curriculums were badly in need of revision to bring them into line with newly developed purposes and goals in higher education. Most of the veterans returning to college in 1946 could easily recall those despairing thirties, and for them economic security and prosperity were real and valid goals. A new sense of direction pervaded the halls of learning. The demands of a rising industrial-technological age called for increased expertise in business and science, and the old general education curriculums were a poor match for the rising expectations of the postwar student.

During the war the colleges and universities of Oklahoma saw their educational goals dissolved by the national emergency, and they willingly put to one side their prewar ambitions and aspirations and applied themselves and their resources to whatever wartime good they could serve. But once the war had ended, the burden of responsibility which the armed services had carried for millions of American men and women now shifted suddenly and dramatically to higher education.

Higher Education for Negroes

On January 12, 1948, the U.S. Supreme Court ruled that the State of Oklahoma must immediately afford legal training to Miss Ada Lois Sipuel, the daughter of a Chickasha Negro minister who had applied for admission to the University of

Oklahoma Law School. The state attempted to sidestep the ruling by setting up a separate law school in the State Capitol Building, where Miss Sipuel would be separately taught by three white lawyers. Her lawyers petitioned that she be admitted to the University of Oklahoma "forthwith," as she finally was in 1949.[1]

Meanwhile, in 1948 a retired Negro educator, G. W. McLaurin, had become the first of his race to gain admission to the University of Oklahoma after the school had been told to either admit him to the Graduate School of Education or shut it down.[2] When the educator was admitted, the class was moved to a new room with a separate anteroom where token segregation was maintained.[3]

Early in 1948 a committee of six deans from the University of Oklahoma and Oklahoma A&M College were assigned to study the matter of graduate and specialized education for Negroes in Oklahoma, and particularly whether or not such facilities could and should be provided at Langston University. Between fifty and sixty departments in Oklahoma institutions offered graduate courses which by Oklahoma statutes were not open to Negroes, including specialized programs such as medicine, pharmacy, engineering, and other fields not provided for at Langston University. Following the Supreme Court ruling

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[1] "L'Affaire Sipuel," Newsweek, February 2, 1948, p. 70.

[2] Daily Oklahoman, October 7, 1948, p. 1.

[3] Ibid., October 15, 1948, p. 1.

on the Sipuel case, there was an attempt by the regents to begin a law school at Langston, but it was soon given up.

Upon investigation the committee reported to the regents that it would cost from $10,000,000 to $12,500,000 and a minimum of four or five years to provide facilities for these courses at Langston. Further, since there was a serious scarcity of Negroes who held doctorates--only eight Negroes were granted Ph.D.'s in the entire United States in 1947--it would be impossible to obtain enough qualified instructors for the school. Also it was estimated that not more than twenty-five or thirty Negroes would be enrolled in graduate courses in a school year.

Because of these factors and others, the regents recommended to the governor and the Twenty-Second Legislature that the state statutes be changed to permit graduate students to enter the University of Oklahoma and Oklahoma A&M College if the work they sought was not offered at Langston. The legislature approved the recommendation.[4]

Student Fees

In 1947 the Twenty-First Legislature enacted House Bill 161 authorizing the Oklahoma State Regents for Higher Education to establish fees at state-owned institutions of higher learning. This was made necessary by the insufficiency

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[4]Oklahoma State Regents for Higher Education, Fourth Biennial Report, Period Ending June 30, 1948, pp. 93-95; Oklahoma State Regents for Higher Education, Fifth Biennial Report, Period Ending June 30, 1950, pp. 83-84.

of state appropriations and the fact that fees paid by students at Oklahoma state-owned institutions were considerably lower than in comparable institutions of other states. Accordingly, in June of 1947 the regents prescribed a schedule of fees for the state colleges and universities. In brief, it allowed the University of Oklahoma and Oklahoma A&M College to charge $4.00 per semester hour for Oklahoma residents and $10.00 per semester hour for nonresidents; the state four-year colleges, $3.00 per semester hour for residents and $8.00 per semester hour for nonresidents; and the state-supported junior colleges, $2.00 per semester hour for residents and $6.00 for nonresidents.[5]

Accreditation

At its November, 1943, meeting the State Regents gave approval and encouragement to the concept of each state institution seeking membership in a regional accrediting association. Accordingly it listed several considerations which state institutions would need to apply in seeking accreditation. They were clearness of purpose, faculty competence, curriculum, level of instruction, library holdings, student personnel services, general administration, financial expenditure per pupil, physical facilities, institutional studies, and administration of athletics.[6]

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[5]State Regents, Fourth Biennial Report, 1948, pp. 84-86.

[6]State Regents, Second Biennial Report, 1944, pp. 14-15.

The State-Supported Senior Institutions

University of Oklahoma

Enrollment was, of course, the first casualty on college campuses around the nation when the United States became a part of World War II in December of 1941. The University of Oklahoma was certainly no exception. Where it had a resident enrollment of 7,054 in 1940-41 and 6,291 in 1941-42, the resident student population dropped to 4,865 in 1942-43 and to 1,946 in 1943-44--the lowest it had been since 1918.[7] However, the university quickly became involved in war-training programs such as the Army Specialized Training Program and the V-12 Naval Training Program, which together brought to the campus some 5,423 trainees.[8]

Additionally special courses were initiated in machine tool operation and welding for war workers, as well as adult education courses in foreign languages, interviewing, and counseling. At Will Rogers Field servicemen were trained as pilots, machine gunners, and bombardiers. Courses such as civilian air regulations, navigation, meteorology, theory of flight, refresher mathematics, and physics were given to Army and Navy air personnel and secondary teachers. The Physics Laboratory constructed a large research-type infrared

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[7]State Regents, Fifth Biennial Report, 1950, p. 98. Enrollment figures given in this and following chapters exclude off-campus, adult education, and correspondence enrollments.

[8]State Regents, Second Biennial Report, 1944, p. 77.

spectograph and a complete set of accessories for the Naval Research Laboratory in Washington.

On a more academic note, the University of Oklahoma Press published Edward Faulkner's Plowman's Folly and Fayette Copeland's Kendall of the Picayune, which was selected as "the best book about Texas in 1943."[9] Many of the OU faculty worked at special assignments with the U.S. Government, and it was calculated that 8,093 graduates of the university were in the service.

When President Brandt resigned during the winter of 1943, a special faculty committee was assigned to help the OU Regents find a new president. Presiding over the committee was thirty-eight-year-old Dr. George Lynn Cross, then Acting Dean of the Graduate College. Upon the suggestion of one of the committee members, Dr. Cross himself was nominated for the post and was hired by the regents on an acting basis and then permanently.[10]

When the end of the war came in the fall of 1945, the university's enrollment jumped to 7,493 and to an all-time high of 12,723 in 1947-48. During the following year over 7,000 veterans enrolled at OU. The flooded classroom situation was relieved somewhat by three temporary classroom buildings moved to the campus by the Federal Works Agency, and construction was begun on three permanent buildings: Kaufman

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[9]Ibid., p. 78.

[10]Long, "With Optimism," p. 66.

Hall, the Petroleum Engineering Building, and the Research Institute Building.[11]

The university expanded in other areas also. The huge increase in enrollment and the postwar problems of the married veterans caused a strong new emphasis on student personnel services. The Extension Division was now offering some seventy-four short courses to more than 20,000 persons on campus as well as over 350 towns in the state. A graduate program of public health was established, and the State Regents approved a doctoral program in psychology, making eleven fields which now offered a doctor's degree.[12]

The university's enrollment remained above the 12,000 mark through the rest of the forties as the school improved its facilities with a four-wing dormitory for women, a music practice building, and a plush new press box for Owen Stadium. This last, plus a 23,000 seat addition, was made necessary by the rise to national fame of "Big Red" football under Coach Bud Wilkinson, whose teams set new collegiate winning records and won national championships in 1950, 1955, and 1956.

Only the availability of the two abandoned Navy bases and several hundred prefab apartments set up on campus prevented the curtailment of enrollment during the years from 1945 to 1950.[13]

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[11] State Regents, Fourth Biennial Report, 1948, p. 9.

[12] State Regents, Fifth Biennial Report, 1950, p. 9.

[13] Ibid.

Oklahoma A&M College

Oklahoma A&M College also became involved in a number of wartime personnel training programs, the largest groups of which were some 10,783 Waves, quartered and trained on campus; the Specialized Training and Reassignment School; the Radar Naval Training School; and an Air Corps College Training Program (Aircrew). By the end of the 1945-46 school year some 37,523 service people had received training on the A&M campus. War training courses were also conducted in seventeen Oklahoma cities, and over 6,000 persons were trained for war industry work by the school.[14]

A&M's resident enrollment had dropped below 2,000 in 1943-44, climbing back up to above 6,000 in 1945-46 and making a huge jump with the returning veterans to above 11,000 in 1946-47. Some 5,274 veterans were enrolled in the fall of 1946, many of them finding temporary homes in the 1,293 residential units of the Vet Village complex.

The college was now divided into Divisions of Agriculture, Arts and Sciences, Education, Engineering, Commerce, Home Economics, Veterinary Medicine, and Graduate School. A doctor's degree was approved for veterinary medicine in January, 1948, and new educational services were offered the same year in the Department of Library Science and the Department of Statistics. Three new substations for agricultural

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[14]State Regents, Second Biennial Report, 1944, pp. 83-84.

experimentation were opened at Chickasha, Idabel, and Wilburton.

Shortly after the end of the war, Oklahoma A&M had established a branch college at Okmulgee, offering technical training to students, principally veterans, in a wide variety of trade courses. The school also served as a vocational rehabilitation center for severely handicapped veterans and civilians.[15]

By the end of the decade, with its resident enrollment steady around the 11,000 mark, Oklahoma A&M had begun an extensive improvement in its facilities. Constructed or under way were a women's residence hall, a men's dormitory, a water and power plant, a new student union, a veterinary medicine building, and a modern new dairy center.[16] In connection with the new union building the school initiated an academic Department of Administration and Restaurant Management.

In 1950 over 6,000 GI's were enrolled on the Stillwater campus, while Okmulgee Tech offered some twenty-eight trade courses to nearly 2,000 students. Meanwhile the college's agricultural extension service was reaching over a million farm and nonfarm residents a year, and its research grants and assignments were seeing a marked increase.[17]

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[15]State Regents, Fourth Biennial Report, 1948, pp. 83-84.

[16]State Regents, Fifth Biennial Report, 1950, pp. 11-12.

[17]Ibid., p. 14.

Oklahoma College for Women

As a liberal arts and fine arts school for women, the Oklahoma College for Women at Chickasha was more limited than other schools in the state in potential for war service. But the school and its students, under the leadership of C. Dan Proctor (1943-1958), threw themselves into wholehearted co-operation with civil agencies of the government through their purchase of war bonds and stamps and through participation in first aid and life saving courses. The Fine Arts Division travelled extensively throughout western Oklahoma in support of War Fund drives, its glee club, chorus, and orchestra performing at Fort Sill and other locations. Two of its alumnae died in service duty; one, a nurse, after her release from Santo Thomas in Manila, and another, a Wasp, in a plane accident.[18]

After the war, the college broadened its curriculum by strengthening its teacher training courses, especially elementary education, by reorganizing its Music Department, and by enlarging the Speech Department with radio technique broadcasting and play production. Prenursing was added in line with a shift in course preference toward the practical or vocational.[19]

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[18] State Regents, Second Biennial Report, 1944, pp. 105-06. Oklahoma State Regents for Higher Education, Third Biennial Report, Period Ending June 30, 1946, pp. 90-91.

[19] State Regents, Fourth Biennial Report, 1948, pp. 15-16; State Regents, Fifth Biennial Report, 1950, pp. 16-18.

Though the institution's enrollment did not suffer as much proportionately as the larger, coeducational schools, reaching a modest low of 628 in 1942-43, the student population was back to a normal 776 in 1949-50. A student union and a library building were added in 1948, and a fine arts building was on the drawing boards at the end of the decade.[20]

Langston University

Langston University participated in the war effort through the training of war workers in machine tool operation, foundry, auto mechanics, radio, sheet metal work, and welding, and under the program of Engineering, Science, Management of War Training (ESMWT) more than 1,400 persons were trained by the Langston staff. Some 1,300 more people were schooled for civil service work. More than four-fifths of the male students at Langston in 1945-46 had served in the armed forces, plus thirty-eight of its girls. Langston students also made trips to service bases where they entertained service personnel.[21]

Under the leadership of G. L. Harrison (1939-1960) Langston continued to expand its offering in trades and industries, and in the fall of 1947 it made application for membership in the North Central Association of Colleges and

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[20] Ibid.

[21] State Regents, Second Biennial Report, 1944, p. 95.

Secondary Schools and was elected to that group in 1948.[22]

During the 1949-50 biennium, Langston enlarged its offering in general education and teacher education. The G. Lamar Harrison library was constructed, a new auditorium begun, and the student union enlarged. By the end of the 1940's the school's enrollment stood at 866, compared to 992 in 1940-41.[23] Part of this enrollment was students from Liberia and Nigeria.

Panhandle A&M College

The enrollment at Panhandle fell off sharply with the beginning of World War II, dropping from 594 in 1940-41 to 124 in 1943-44 and 118 in 1944-45. This was made up in part by 243 Civil Aeronautics Administration (CAA) trainees and special students.[24] Living facilities and faculty were provided by Panhandle for Army Air Corps ground students and for flight instruction trainees at nearby Texhoma Flying Field. Panhandle contributed to the war effort with agricultural products which sold for a total of $82,265.02.[25] The school also provided housing for workers in defense plants.

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[22]State Regents, Fourth Biennial Report, 1948, pp. 18-19.

[23]State Regents, Fifth Biennial Report, 1950, pp. 18-19, 98.

[24]State Regents, Second Biennial Report, 1944, p. 92.

[25]State Regents, Third Biennial Report, 1946, p. 92.

Following the war, Panhandle faced the same problems of inadequate housing for its married veterans and the need of modernizing its physical plant. A new physical education building was erected, and some of the dormitories were converted into apartments for married couples. The school felt that its programs of agriculture, home economics, industrial arts, commerce, fine arts, and teacher training met the needs of the High Plains area.[26]

During the 1949-50 biennium a new home economics building was erected, a football stadium and field were completed, and a new museum building was constructed. Recognizing its need for more better-trained faculty members, the school began a program of granting leaves to those who wished to continue their education.[27]

Marvin McKee (1944-1968) replaced E. L. Morrison as president of Panhandle in 1944.

Central State College

During 1942-43 Central State College conducted classes for the Army Air Force Technical Training Command personnel, with an average enrollment of 600, and conducted a Navy Air Corps Primary and Secondary Ground School which together totalled some 1,000 pilots during the war years. An

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[26]State Regents, Fourth Biennial Report, 1948, pp. 17-18.

[27]State Regents, Fifth Biennial Report, 1950, p. 19.

"Education for Victory" conference was held on the Edmond campus.[28]

In 1945-46 Central was still conducting lyceum programs and had begun a new "In-Service Training" program to outlying towns and districts in curriculum development, teacher placement, and counseling with young teachers. Workshops in elementary English, elementary social science, and health programs for teachers were conducted.[29]

By 1948 Central State had been accredited by the North Central Association of Colleges and Secondary Schools. The first classroom building since 1914, a science building, was completed along with a $50,000 industrial arts building. Also added were prefab housing units for forty GI families.[30]

Central, prompted by North Central Association criticism, saw the need for improving the credentials of its faculty and began encouraging professors to return to graduate work. At the same time, the school sought to improve its curriculum by requiring all students to take thirty-eight or thirty-nine hours of general education in order "to give the student a broader background and to give him a greater appreciation of the culture of the race."[31]

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[28]State Regents, Second Biennial Report, 1944, p. 97.

[29]State Regents, Third Biennial Report, 1946, p. 94.

[30]State Regents, Fourth Biennial Report, 1948, p. 19.

[31]State Regents, Fifth Biennial Report, 1950, p. 21.

Resident enrollment at Central State dipped to a low of 295 in 1943-44, but by 1949-50 returning veterans had boosted its student population back up to a healthy 1,330.[32] W. Max Chambers (1949-1960), a former student and athletic star at Central, became president of the school in 1949.

East Central State College

Before the war, East Central was one of the largest of the six state colleges with an enrollment of 1,365, but by 1942-43 that total had dropped to 739. Compensating for this loss of resident civilians were 318 enrolled in correspondence or extension courses, 212 special students in airplane building and ESMWT courses, 105 first aid and nutrition students, 239 civilian pilots training under CAA and Naval Air Cadet programs, and 300 Army Aircrew Cadets. During 1943-44 the resident enrollment sank even lower to 395, but the Army Aircrew Cadets increased to 1,394.[33]

Additionally the college conducted workshops in the training of emergency teachers for rural schools, in health education, and other subjects of wartime concern. It also assisted with bond sales, USO activities, Red Cross affairs, and food conservation.[34]

With the war over in 1946, East Central's enrollment turned back upward, but "because East Central and the City of

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[32] Ibid., p. 98.

[33] State Regents, Second Biennial Report, 1944, p. 98.

[34] State Regents, Third Biennial Report, 1946, p. 94.

Ada could not provide housing for all who applied, hundreds of students could not be admitted."[35] Eventually the college acquired a two-story brick building which was used as a men's dormitory, housing fifty students. Fifty-five family dwelling units were secured for married veterans, and the Federal Works Agency supplied three temporary buildings for classroom purposes. A permanent library building, named for the school's long-time president Dr. A. Linscheid, was erected, and a Student Union Memorial Building was begun.[36]

Academically, East Central was still principally a teacher education college, though it took special pride in its concert artist and lecture series which brought outstanding artists and groups to the campus. In March of 1947 the college was accredited by the North Central Association of Colleges and Secondary Schools.[37]

President Linscheid, who had led the school since 1920, retired in 1949 and was replaced by C. F. Spencer.

Northeastern State College

When the Civil Aeronautics Administration established pilot training at other colleges in the state, Northeastern was omitted because it had no airport. Not to be left out, the college leased some land north of Tahlequah, built runways, constructed a hangar, and operated the airport in the

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[35] Ibid., p. 96.

[36] State Regents, Fourth Biennial Report, 1948, p. 22.

[37] State Regents, Fifth Biennial Report, 1950, p. 22.

name of the college, eventually conducting a Navy pilot training program there. Additionally, the school offered short courses in defense activities, sponsored a Civilian Defense Training Program, and sent student fine arts groups to Camp Gruber and the Veterans Hospital at Muskogee to entertain.[38]

Like the other schools, Northeastern faced a huge problem in veterans' housing after the war. Together with the city of Tahlequah, the school secured sixty-four apartments through the FHA to help house the 674 veterans enrolled there in 1946-47.[39]

Building projects during this period were an addition to the industrial arts shop and a library building, plus other temporary housing secured through the War Assets Administration.[40]

With the war over, Northeastern State College turned to its main purpose of teacher education, operating a placement service and conducting workshops on rural education, personnel and guidance service, air age instruction, penmanship, driver's education, instruction improvement, and other subjects.[41]

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[38] State Regents, Second Biennial Report, 1944, pp. 99-100; State Regents, Third Biennial Report, 1946, pp. 96-97.

[39] State Regents, Fourth Biennial Report, 1948, p. 23.

[40] Ibid., pp. 24-25.

[41] State Regents, Fifth Biennial Report, 1950, p. 23.

It, too, was accredited by the North Central Association in addition to holding an institutional membership in the American Council on Education. John S. Vaughan (1936-1951) continued as president of Northeastern throughout the decade.

Southwestern State College

Being an Institute of Technology, Southwestern was able to serve the wartime emergency programs very effectively, especially in training aircraft mechanics for the Army Air Force Technical Training Command. The school also trained some 600 military clerks, 93 civilian pilots, 175 cadet nurses, 151 radar students, and a number of war workers in the fields of welding, woodworking, refrigeration, and electricity.[42]

Following the war Southwestern returned to its main concentration of training badly needed teachers, though it took special distinction among the state colleges for its School of Pharmacy, its Department of Refrigeration, and its School of Horology, which was rated among the leading watchmaking schools in the country.[43]

A building program was initiated in which two new wings were added to the education building and a music hall

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[42]State Regents, Second Biennial Report, 1944, pp. 101-02; State Regents, Third Biennial Report, 1946, p. 99.

[43]State Regents, Fifth Biennial Report, 1950, p. 27.

and college auditorium were begun. In addition, several temporary buildings were moved in for use as shops and classrooms.

A program to improve the stature of Southwestern's faculty resulted in an increase of Ph.D. professors from eight to thirteen. A study by the North Central Association brought about the accreditation of the school on March 22, 1950. During the 1949-50 school year, Southwestern's enrollment climbed back up to its prewar level of 1,100 students.[44]

In 1942 G. S. Sanders replaced James B. Boren as president. He in turn was succeeded in 1945 by R. Harold Burton (1945-1960). On April 26, 1949, the legislature officially changed the name from Southwestern Institute of Technology to Southwestern State College.[45]

Northwestern State College

The effect of World War II came early to Alva, home of Northwestern State College, when the government constructed a prisoner of war camp there in the fall of 1942, providing labor for college students. The college also involved itself in a number of other wartime projects: civilian pilot training, liaison pilot training, the Army Cadet Training Program, war bond drives, and war industry short courses,

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[44] Ibid., p. 98.

[45] Oklahoma, Session Laws of 1949 (Guthrie: Co-Operative Publishing Co., 1949), p. 616.

in addition to the service of many students and faculty in the war.[46] The school's enrollment slipped from 829 in 1940-41 to 204 in 1944-45.

Because of the large number of teachers in the district who needed additional preparation after the war, Northwestern sent out educational specialists to help rural and city schools improve their services.[47]

Indicative of the dilapidated condition of postwar facilities, the Northwestern stadium, a wooden structure built in 1928, collapsed during a football game in 1947. A community drive raised money to construct a new stadium. The old Science Hall, a virtual firetrap, was renovated. Barracks of the prisoner of war camp were converted into family unit dwellings, and additional housing was secured through the Federal Housing Authority. A fine arts building was added during the 1949-50 school year.

A study by the North Central Association resulted in curriculum changes at Northwestern, though a serious lack of teachers in the area reiterated the school's main purpose of teacher training. Audiovisual workshops were held off-campus, while the college's extension service reached out to a large number of teachers and schools in the area.[48]

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[46] State Regents, Third Biennial Report, 1946, pp. 96-97.

[47] Ibid., p. 97.

[48] State Regents, Fifth Biennial Report, 1950, pp. 24-25.

Sabin C. Percefull (1943-1955) replaced Chester O. Newlun as president in 1943.

Southeastern State College

During World War II Southeastern State College conducted several special war service programs: a Naval physical training course; an aircraft sheet metal assembly course; a CAA War Training Service; a foundry molders course; a foundry pattern workers course; and flight training for armed forces pilots.[49] Additionally, the school sought to provide teachers to meet the acute wartime shortage in that profession.[50]

The years following the war were eventful ones for the school. Veterans flooded back to its campus, bringing its enrollment sharply upward until by 1949-50 it had regained its prewar honor of being the largest of the six state colleges with 1,893 resident students. This was made possible in part by the addition of ninety-three veterans' apartments and the construction of a men's dormitory. Also placed under construction were a student union-women's dormitory and a new industrial arts building.[51]

A reading workshop by an outstanding expert from the University of Virginia, a Creative Writer's Conference, the

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[49]State Regents, Second Biennial Report, 1944, p. 102.

[50]State Regents, Third Biennial Report, 1946, p. 98.

[51]State Regents, Fourth Biennial Report, 1948, p. 26.

appearance of guest speakers and consultants in the field of literature and writing, an expanded guidance program, and music department sponsored lyceum programs featuring groups such as the Dallas Symphony Orchestra and the Oklahoma City Symphony Orchestra drew the college special attention. Extra honors came when the student debate team won the National Debate Championship at West Point, New York, and the college won Oklahoma Collegiate Athletic Conference championships in football (two years), basketball (one year), and tennis (two years).[52]

A Teacher Placement Bureau was operated by the college, and the Lew Wentz Memorial Loan Fund provided $11,000.00 for student loans. Faculty members were given leave to continue their education, and several received advanced degrees, helping the school to receive accreditation from the North Central Association.[53] T. T. Montgomery (1939-1952) was president throughout the forties.

The State-Supported Junior Colleges

The state-supported junior colleges of Oklahoma also participated in the war effort to the extent of their capacity, while continuing with their regular educational services on a limited basis. After the war they faced the same problems of overcrowding and obsolete facilities faced by

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[52] Ibid., p. 27.

[53] State Regents, Fifth Biennial Report, 1950, p. 26.

the larger schools. During the remainder of the decade these schools sought to determine their principal educational values, concentrating on vocational subjects and looking to adult education as a potential area of service in postwar Oklahoma.

Murray State Agricultural College

During the war Murray State Agricultural College trained engineering and operations clerks for the Army Air Corps, housing some 1,275 trainees on its campus and providing services to over 1,000 military and civilian personnel connected with the prisoner of war camp at Tishomingo. The school's farm produced a great deal of food during the war, also.[54]

After the war, Murray's resident enrollment doubled to above 400, principally with veterans who were interested particularly in vocational training in agriculture, engineering, shop courses, and preprofessional courses. Through federal grants, Murray secured several temporary buildings for both classroom instruction pruposes and as apartments for veterans and their families.[55]

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[54]State Regents, Second Biennial Report, 1944, pp. 90-91; State Regents, Third Biennial Report, 1946, p. 102.

[55]State Regents, Fourth Biennial Report, 1948, pp. 31-32.

In 1943 the legislature had passed a resolution recommending that Murray be made a four-year school, but the State Regents saw no need justification and took no action.[56]

By the end of the decade, the veterans had begun to phase out and were being replaced by recent high school graduates. Murray undertook a building program that saw the completion of a new library and classroom building, and construction of a health and physical education building was scheduled to begin.[57]

Cameron State Agricultural College

Cameron also trained engineering and operations clerks for the Army Air Corps, and the school's close proximity to Fort Sill resulted in additional educational services and housing facilities for men stationed there. Instruction in science, mathematics, and foreign languages was particularly sought.[58]

When veterans began arriving at the end of the war, Cameron offered work in agriculture, home economics, commerce and business, arts and sciences, and engineering. The college saw its purposes in terms of transfer and terminal vocational training.[59]

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[56]State Regents, Second Biennial Report, 1944, p. 35.

[57]State Regents, Fifth Biennial Report, 1950, pp. 32-33.

[58]State Regents, Second Biennial Report, 1944, p. 89.

[59]State Regents, Fourth Biennial Report, 1948, p. 29.

During the 1949-50 biennium Cameron completed a library and classroom building and drafted plans for construction of a science and home economics building. Also additional barns were built for the school's dairy herds, considered to be some of the finest herds in the Southwest.[60]

Connors State School of Agriculture

Connors State School of Agriculture trained some 1,800 Army Air Corps administration clerks during World War II, as well as furnishing entertainment for Army and civilian organizations with its fine arts groups. Though its major emphasis after the war was still on agriculture and home economics, basic curriculum was offered in business education, engineering, arts and sciences, and auto mechanics. Courses such as farm management, dairying, poultry, auto mechanics, and welding were offered to train veterans of less than college level.[61]

On-the-job training was provided to veterans and proved to be a popular and successful program, continuing even as the veterans finished and were replaced by students directly from high school. Connors also conducted experiments in field crops, pasture grasses, and soil improvement in connection with Oklahoma A&M College.[62]

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[60]State Regents, Fifth Biennial Report, 1950, p. 29.

[61]State Regents, Third Biennial Report, 1946, p. 100.

[62]State Regents, Fifth Biennial Report, 1950, pp. 29-30.

Eastern Oklahoma A&M College

Eastern Oklahoma A&M College provided preflight and basic flight training for Army Air Corps pilot candidates, and its school for Air Corps clerical and supply clerks trained over 1,000 servicemen.[63] Like other schools in 1946 and 1947, Eastern faced the problems brought on by increased enrollments, expanded curriculum, obsolete facilities, and the tough competition for capable faculty.[64]

Eastern sought to maintain close ties with the public of the area through field days, 4-H Club and FFA rallies, county and home demonstration sponsored meetings, soil conservation events, livestock shows and sales, and Senior Day activities which brought many citizens to the campus.[65]

A new building housing the departments of Agriculture and Home Life was opened, and a health and physical education building was begun as part of the institution's efforts to raise itself to the level for accreditation by the North Central Association. Its aim in the latter part of the forties was to fill a role in "the educational and scientific life, particularly in agriculture, business, industrial training, engineering and home life of the area."[66]

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[63]State Regents, Second Biennial Report, 1944, pp. 88-89.

[64]State Regents, Third Biennial Report, 1946, pp. 30-31.

[65]State Regents, Fourth Biennial Report, 1948, p. 31.

[66]State Regents, Fifth Biennial Report, 1950, p. 31.

Northern Oklahoma Junior College

Northern Oklahoma Junior College offered numerous vocational courses with war emergency application and provided secondary ground and flight training to Army Air Corps personnel from 1942 through 1945. Its Music and Speech Department also provided entertainment to servicemen's groups.[67] The returning veteran crop after the war boosted Northern's enrollment to an all-time high of 605. In April, 1948, Northern was the first of the state junior colleges to receive accreditation by the North Central Association.[68]

Two major improvements were made in the physical plant of the school, with the Public Works Administration providing a building for the Drafting and Engineering Drawing Department and the remodelling and expansion of the college gymnasium. Twenty-one apartments from the Tonkawa prisoner of war camp were converted to married veteran use.[69]

A study of curriculum was made by the faculty, leading to the revision of the arts and sciences curriculum to place more stress on general education. Northern sought to satisfy both the transfer and the terminal purpose of a junior college.[70]

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[67]State Regents, Second Biennial Report, 1944, p. 94; State Regents, Third Biennial Report, 1946, p. 104.

[68]State Regents, Fourth Biennial Report, 1948, p. 33.

[69]Ibid., pp. 33-34.

[70]State Regents, Fifth Biennial Report, 1950, pp. 34-35.

Northeastern Oklahoma A&M College

Northeastern Oklahoma A&M College offered a wide variety of war industry courses in welding, telegraphy, radio, engineering drawing, and many other areas during the war, in addition to offering some of its dormitories and shops for war industry use.[71] When the veterans began pouring onto the school's campus in 1946 and 1947--406 the first year and 570 the second--the principal demand was in the field of terminal education.[72]

As a part of the reorganization recommended by the North Central Association in accrediting the school was the establishment of divisions of Agriculture, Business Education, Communications, Fine Arts, Industrial Education, Science, and Social Studies.[73] The school looked particularly to its adult education program, which enrolled 300 students in some twenty classes in 1949-50, as a means of developing its goal of service to the community. A bond issue provided the school with $230,000 for a new classroom building and $100,000 for modernization.[74]

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[71] State Regents, Second Biennial Report, 1944, pp. 91-92; State Regents, Third Biennial Report, 1946, pp. 104-05.

[72] State Regents, Fourth Biennial Report, 1948, pp. 32-33.

[73] State Regents, Fifth Biennial Report, 1950, p. 32.

[74] Ibid., pp. 32-33.

Oklahoma Military Academy

The Oklahoma Military Academy, already concerned with military training, took on no special wartime programs but turned out some 860 cadets who served in the war, sixty-three of them losing their lives in the conflict. Several of the school's cadets went on to attend the military and naval academies.[75]

In addition to cavalry training, the academy began conducting courses in aviation, and after the war the ROTC unit was redesignated as an armored cavalry unit. The atmosphere of the school changed considerably as the cavalry mounts were replaced by tanks, jeeps, and armored cars. The stables were rebuilt for their new purposes.

Other construction on the OMA campus were a new armory, an addition to the mess hall, a Visitor's Center, and a student union building.[76] Now accredited by the North Central Association, the Oklahoma Military Academy placed new emphasis on its general education program and on guidance and counseling of individual students.[77]

The Municipal Junior Colleges

In 1944 the Regents for Higher Education listed two independent junior colleges in Oklahoma--Bacone and Monte Cassino--and nine municipal junior colleges: Altus, El Reno,

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[75]State Regents, Second Biennial Report, 1944, p. 94.

[76]State Regents, Fifth Biennial Report, 1950, p. 33.

[77]Ibid., p. 34.

Kiowa County (Hobart), Muskogee, Oklahoma City, Okmulgee, Poteau, Seminole, and Woodward. Oklahoma City and Okmulgee were one-year schools.[78] In 1946 the regents listed two more independent junior colleges--Apostolic College at Tulsa and St. Gregory's at Shawnee--while Bartlesville, Bristow, Carnegie, Mangum, Sayre, Wetumka, and Wewoka were added to the municipal college list. Oklahoma City had been closed.[79]

Accreditation of these local programs was supervised by a State Committee on Accreditation of Municipal Junior Colleges who visited the schools and kept records of courses offered, equipment, enrollment, and faculty qualifications.[80]

The State Regents' report in 1948 listed standards and policies for these schools. These were revised in a statement by the regents in 1950.[81] Resident enrollment in the municipal colleges during 1947-48 was as follows: Altus, 107; Bartlesville, 115; Bristow, 23; Carnegie, 60; El Reno, 58; Kiowa County, 70; Mangum, 67; Muskogee, 185; Poteau, 181; Sayre, 77; Seminole, 129; and Wetumka, 44.[82]

A similar report in 1950 listed the following: Altus, 84; Bartlesville, 47; Bristow, 21; Carnegie, 66;

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[78] State Regents, Second Biennial Report, 1944, p. 13.

[79] State Regents, Third Biennial Report, 1946, p. 11.

[80] Ibid., p. 39.

[81] State Regents, Fifth Biennial Report, 1950, p. 93.

[82] Ibid., p. 73.

El Reno, 195; Kiowa County, 33; Muskogee, 329; Poteau, 167; Sayre, 107; and Seminole, 102.[83]

The Church-Supported Institutions

Oklahoma Baptist University

Like the state-supported schools, Oklahoma Baptist University at Shawnee took part in the war effort by training Army preflight students under the government programs. A Navy flight training school was located adjacent to the campus, also, and during 1943-44 the Baptist university processed some 1,105 military trainees. Civilian student enrollment was 400 in 1942-43 and 374 in 1943-44.[84]

Oklahoma Baptist University, a constituent member of the Oklahoma State System of Higher Education, embraced two colleges--Liberal Arts and Fine Arts--and conferred seven bachelor degrees, including degrees in home economics, education, business education, fine arts, and music education.[85]

During the latter part of the war and after, Oklahoma Baptist University was able to build a memorial dormitory for men, a three-story library, a two-story science hall, a new administration building, and a new field house. Additionally, the school acquired seventeen and one-half acres of land adjoining the campus where a two-story brick home and

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[83] Ibid., p. 101.

[84] State Regents, Second Biennial Report, 1944, p. 104.

[85] Ibid.

reception hall for the president was constructed. Other campus buildings were remodeled and supplied with modern equipment.[86] Building continued during the 1949-50 biennium with construction of an apartment dwelling unit for faculty and the erection of a repair and maintenance building. A gift of $50,000 and other donations provided funds for a music practice building which was named the Ford Music Hall.[87]

The curriculum offerings in art, business, education, photography, and psychology were expanded, and increased attention was given to general education courses by all departments.[88] By 1949-50 Oklahoma Baptist University listed an enrollment of 1,328 with sixty-three full-time equivalent (FTE) instructors. It granted 221 degrees that year.[89] John W. Raley (1934-1961) was president of OBU throughout the decade.

University of Tulsa

The resident enrollment at the University of Tulsa in 1939-40 was 1,195; in 1949-50 it was 3,074.[90] Under the leadership of Dr. C. I. Pontius (1935-1958) throughout the forties, the University of Tulsa made several notable

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[86] State Regents, Fourth Biennial Report, 1948, p. 36.

[87] State Regents, Fifth Biennial Report, 1950, p. 35.

[88] Ibid., p. 36.

[89] Ibid., p. 101.

[90] Ibid.

achievements. The more important of these were the incorporation of the Tulsa Law School as part of the college in 1942; the organization of the field of graduate work into the Graduate Division, which was administered by a dean and graduate council; and the construction of Eugene Lorton Hall to house the College of Education.[91] During this time the university was composed of the College of Arts and Sciences, the College of Fine Arts, the College of Petroleum Engineering, the Division of Graduate Studies, the College of Law, the Downtown College, and the Summer School.

Phillips University

In 1941 Phillips University was organized into the Department of Personnel Services, the College of the Bible, the College of the Arts, the Summer School, and the New College.[92] The school listed an enrollment of 656 and a faculty of thirty-two, plus six administrators.[93] By the 1949-50 school year the enrollment had grown to 1,446 with sixty-six full-time faculty members.[94]

Like the other schools, Phillips was flooded with GI's after World War II, setting off a round of building at

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[91] Bulletin, University of Tulsa, Catalog Issue, 1968-69, pp. 22, 24, 111.

[92] Bulletin, Phillips University, Catalog No., 1940-41, p. 21.

[93] Oklahoma, Public Instruction, Eighteenth Biennial Report, pp. 292-94.

[94] State Regents, Fifth Biennial Report, 1950, p. 101.

the university unequalled in the school's history.[95] Phillips remained under the leadership of Dr. Eugene S. Briggs (1938-1961) throughout the forties.

Bethany-Peniel College

Bethany-Peniel College grew considerably during the period of the forties, both in terms of enrollment, faculty, and physical plant. In 1939-40 the school listed an enrollment of 344; by 1949-50 it was up to 879.[96] Faculty during the same period increased from twenty-two to forty-six. A new administration building, Bresee Hall, was opened in the fall of 1941-42. In 1945 the college remodeled its gymnasium and built a new wing containing forty-four rooms, a counselor's apartment, and a parlor onto Bud Robinson Hall.[97]

By 1949-50 the Nazarene college offered five degrees: the Bachelor of Arts, Bachelor of Music, Bachelor of Science in Business, Bachelor of Science in Home Economics, and Bachelor of Theology. It also awarded certificates in music, secretarial practice, and theology. The school was academically structured into divisions of Humanities, Social

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[95] Bulletin, Phillips University, Catalog No., 1940-41, p. 7.

[96] State Regents, Fifth Biennial Report, 1950, p. 101.

[97] Bulletin, Bethany-Peniel College, Biennial Catalog No., 1953-54 and 1954-55, pp. 18-19.

Science, Natural Science, Religion and Philosophy, and Fine Arts.[98]

At that time the school did not participate in intercollegiate sports, favoring instead intramural competition. The B-Club was composed of students with unusual ability in sports. The school also maintained an orchestra, band, male choir, treble choir, men's quartet, women's trio, and an a cappella choir.[99]

Presidents of the school during the forties were S. T. Ludwig (1940-1944), O. J. Finch (1944-1947), and Roy H. Cantrell (1947--).[100]

Benedictine Heights College

During the 1940's the Catholic College of Oklahoma for Women changed its name to Benedictine Heights College. It still occupied the building of St. Joseph's Convent, which had been enlarged since it was first opened in 1892. The Benedictine Sisters occupied the upper floors and north wing while the administrative offices, classrooms, college store, and student dining hall were in the south wing and lower floors. A library with over 12,000 bound volumes was located on the second floor.

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[98] Bulletin, Bethany-Peniel College, Catalog No., 1949-50, pp. 45-46.

[99] Ibid., p. 20.

[100] Oklahoma State Regents for Higher Education, Seventh Biennial Report, Period Ending June 30, 1954, p. 52.

In 1948 the Katherine E. Price Benedictine Heights Hospital, which operated in connection with the college, opened its doors to the public. Fatima Hall, a residence building for eighty girls, was completed in 1949. It contained single and double rooms, a parlor, recreational space, lounges, kitchens, a student chapel, and laboratories for the Biology and Home Economics departments.[101]

The school's enrollment in 1939-40 was sixty-eight; in 1949-50 it was seventy-five.[102] Mother M. Rita Vessels was in charge of the school from 1945 until 1951.[103]

Bacone College

In 1939-40 the enrollment at Bacone College was seventy-seven,[104] and by the end of the forties it had an enrollment of 144 and thirteen full-time faculty members. Memorial Chapel was built in place of Rockefeller Hall, which was razed in 1939.

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[101] Catalog, Benedictine Heights College, 1954-56, p. 11.

[102] Oklahoma, Public Instruction, Eighteenth Biennial Report, p. 292; State Regents, Fifth Biennial Report, 1950, p. 101.

[103] State Regents, Seventh Biennial Report, 1954, p. 52.

[104] Oklahoma, Public Instruction, Eighteenth Biennial Report, pp. 292, 294.

In 1943 Earl L. Riley became head of the college, replacing B. D. Weeks, who had been in the post since 1918. Riley was succeeded by Francis W. Thompson in 1948.[105]

Summary

Higher education in Oklahoma during the decade of the forties saw an end to the depression which had seriously curtailed resources and attendance; the upheaval of World War II which destroyed the old provincialism for many young Oklahomans and turned their vision outward; improved democratization through the GI Bill and desegregation of graduate level education; and a curriculum trend away from general education toward specialization.

Possibly as significant as anything was the increased credence placed on higher education after World War II and its expanded importance in the scheme of American society. The war had established a much closer relationship between higher education and the public, between higher education and business, and between higher education and the government.

The sheer magnitude of postwar higher education, with enrollments which it had never known before, had transformed many institutions into complex operations, requiring new administrative methods, new means of financing, new organizational procedures, and new concepts in personnel services.

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[105]State Regents, Fourteenth Biennial Report, 1968, p. 23.

CHAPTER XI

HIGHER EDUCATION IN OKLAHOMA DURING THE FIFTIES, 1950-1960

By 1950 the World War II veteran crop had begun to taper off in the colleges and universities, and enrollments dropped. This trend was increased when the United States became involved in the Korean War during the summer of 1950. This respite in enrollment gave the institutions of higher learning a chance to make use of the $36,000,000 bond issue which the voters of Oklahoma had approved on September 27, 1949. Of the $15,994,010 allocated to higher education, the regents designated $4,425,000 for repairs and $11,569,010 for buildings and equipment.[1]

In 1955 the legislature passed House Bill 966 which appropriated a total of $13,750,000 for capital improvements in the Oklahoma State System of Higher Education. The source of the funds was a $15,000,000 state bond issue voted by the people of Oklahoma on April 5, 1955.[2]

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[1] Oklahoma State Regents for Higher Education, Sixth Biennial Report, Period Ending June 30, 1952, p. 42.

[2] Oklahoma State Regents for Higher Education, Eighth Biennial Report, Period Ending June 30, 1956, p. 49.

The end of the Korean conflict in 1953 brought a new generation of veterans, and enrollments climbed upward again. In addition there were the black American students who had been released from educational isolation by the Supreme Court ruling in the case of Brown versus Board of Education in 1954. Though the movement of Negroes to formerly all-white colleges was but a trickle at first, it merged with the war baby crop of the sixties to send college and university enrollments soaring.

Another critical influence on higher education during the 1950's was the launching of Russia's Sputnik in 1957, creating severe criticism of American education and resulting in the passage of the National Defense Education Act of 1958. The purpose of this act was to strengthen the nation by loaning money to prospective public school teachers.[3]

The financing of higher education continued to be a major issue facing Oklahoma during the fifties. Investigating the old charge that Oklahoma had too many institutions of higher learning, the State Regents found that Oklahoma was eighteenth in the nation in total number of institutions, twenty-fourth in total number of senior colleges in ratio to number of college-age people, twenty-fifth in total number of senior and junior colleges in ratio to number of

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[3]John D. Pulliam, History of Education in America (Columbus, Ohio: Charles E. Merrill Publishing Co., 1968), p. 92.

college-age people, and twenty-seventh in the number of institutions in proportion to the total area.[4]

Student fees continued to rise. By 1952 the general fees at OU and A&M amounted to $66 for resident students and $120 for nonresidents; at the state four-year colleges, $40 and $96; and at the state junior colleges, $30 and $75.[5] By 1956 the regents approved hikes to $7 per semester hour for residents and $11 for nonresidents at OU and A&M; to $4.50 and $9 ($8 for graduate work) at the four-year state colleges; and to $3.25 and $7 at the two-year junior colleges.[6]

The need for improved facilities, the competition of increased salaries for faculty, the extension of academic and auxiliary services, and the improvement of library facilities were the major problem areas of the fifties.

The University of Oklahoma

The University of Oklahoma began the decade of the 1950's with a number of new buildings: Aeronautical Engineering; Gould Hall, for geology and mineral industries; Gittinger Hall, for social sciences; and an addition to Monnet Hall, the law building. However, the school could look ahead to the potential of the war baby crop and see the need for many more new buildings. New programs were also being added at the graduate level: Ph.D.'s in Economics,

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[4] State Regents, Fifth Biennial Report, 1950, p. 77.

[5] State Regents, Sixth Biennial Report, 1952, p. 102.

[6] State Regents, Eighth Biennial Report, 1956, p. 95.

Medical Science, Government, and Modern Languages brought the university's total to sixteen doctoral programs.[7]

The OU enrollment had begun to sag in the late forties as the GI population began to fall. The resident enrollment dropped from 12,200 in 1949-50 to 9,934 in 1950-51. Following the outbreak of the Korean conflict in the summer of 1950 the university resident population skidded to 9,083 in 1952-53. From there, however, the enrollment at OU began a steady climb, cresting near 12,000 for the rest of the decade.[8]

During the 1953-54 biennium the long planned addition to the library was begun, an important section in which was the DeGolyer Collection on the history of science.[9] Meanwhile, the university was facing serious faculty hiring problems, with a pay scale that was from $2,000 to $3,000 below other universities.

An important financial boon, however, was the sharp increase in federal research grants which had grown from $23,000 in 1946 to $250,646.75 in 1955-56. Sixty per cent of this last total was from the federal government.[10] Still,

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[7]State Regents, Sixth Biennial Report, 1952, p. 10.

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

[9]Oklahoma State Regents for Higher Education, Seventh Biennial Report, Period Ending June 30, 1954, pp. 13-14.

[10]State Regents, Eighth Biennial Report, 1956, pp. 9-10.

the university was facing a widening gap between rising costs and financial resources.

A serious shortage of instructional and housing space still existed, though this was eased somewhat by the completion of the $2,700,000 addition to Bizzell Library, the Journalism Building, and a dormitory to house 200 women students. A priority list of new buildings was submitted to the State Regents. A significant new degree was established in Engineering Sciences, while three substantial developments in support of scientific research were achieved in the establishment of a high-speed computer laboratory, provision for a nuclear reactor laboratory, and plans for an industrial research park on the North Campus. During the 1957-58 biennium, research grants had risen to $384,077.74, of which 60 per cent was federal funds.[11]

An improvement was made in the important area of faculty salaries, increasing them from an average of $6,036 in 1957-58 to $7,188 in 1959-60, though this was still $522 below the average for universities with 10,000 or more students.

More important curriculum developments were achieved with the introduction of the doctoral degree in Business Administration, the establishment of a Master of Nuclear Engineering and a core curriculum for the bachelor's degree

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[11]Oklahoma State Regents for Higher Education, Ninth Biennial Report, Period Ending June 30, 1958, p. 14.

programs in Engineering, and a complete overhaul and revision of the degree requirements in Arts and Sciences. The Bachelor of Pharmacy was changed to a five-year program, and the four-year degree program in Architectural Engineering was discontinued.[12]

During 1959-60 the university was reviewed by the North Central Association, which reported: "In the opinion of the examiners, the University of Oklahoma is performing its functions as a state university with conspicuous success. . . ."[13]

Oklahoma State University

Unquestionably the happiest event of the decade of the fifties for Oklahoma A&M College was its redesignation on July 1, 1957, as Oklahoma State University. The saddest day for the school during this period was the untimely death of President Henry G. Bennett and Mrs. Bennett, who were killed in late December, 1951, when their plane crashed in Iran. President Bennett was then on a mission to the Far East as director of the government's Point-4 Program.[14] He was succeeded by Oliver S. Willham.

With its enrollment now closely paralleling that of the University of Oklahoma, A&M began the fifties by

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[12]State Regents, Tenth Biennial Report, 1960, p. 13.

[13]Ibid., p. 14.

[14]State Regents, Sixth Biennial Report, 1952, pp. 13-14.

broadening its curriculum, increasing research, expanding its classroom space, and adding more housing facilities. A $1,000,000 classroom building was constructed, a second wing was completed on the Home Economics Building, a huge new Student Union was opened, and in 1953 a new central library was dedicated. These were followed by a new poultry building, an agronomy greenhouse, and the Memorial Chapel in honor of Dr. Bennett.[15]

From 1951 to 1953 some 2,250 Air Force trainees studied clerical work, electronics, stenography, meteorology, and civil defense at the college. In other programs A&M instituted commerce extension services, researched tornado tracking, enlarged its engineering extension work, and expanded its auxiliary enterprises. The school could now list forty-three research programs: fifteen from state funds; eight from Cities Service and other companies; five from government units such as the U.S. Public Health Department; and fifteen from military branches such as the USAF and the Office of Naval Research.[16]

In June of 1954 the college was visited by Ethiopian Emperor Haile Selassie, for whom A&M people would plan,

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[15]State Regents, Seventh Biennial Report, 1954, pp. 16-18.

[16]Ibid., p. 18.

staff, and direct the first land-grant college of Ethiopia, to be opened in the fall of 1956.[17]

Research continued to grow as a vital part of the Oklahoma A&M function; thirty-three new projects during the 1955-56 biennium brought the research support to $997,590.14.[18] By the time the institution was granted university status by the Twenty-Sixth Legislature, it could report some eighty research projects.

Upon achieving university status, the divisions of Agriculture, Arts and Sciences, Business, Education, Engineering, Home Economics, and Veterinary Medicine were redesignated as "Colleges."

Enrollment figures for 1957-58 reached a total of 11,555 at Stillwater, 1,735 at Okmulgee Tech, and another 2,482 in correspondence and extension courses.[19] Conferences and short courses on the campus brought some 300 engineers to the Nuclear Engineering Symposium, while thirty-eight presidents and deans of Oklahoma colleges and junior colleges met in conference.

State bond funds of $3,050,000 were used to construct Unit 1 of the Agricultural Hall, an addition to the Veterinary Medicine Building, a Chemistry-Physics Building, and a

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[17]State Regents, Eighth Biennial Report, 1956, pp. 12-14.

[18]Ibid.

[19]State Regents, Ninth Biennial Report, 1958, p. 17.

two-story poultry plant. Federal funds totalling $2,625,000 were used to construct 240 apartment units for married students.[20]

Research continued to be a major factor in the university's operations. Some ninety-nine research projects, totalling nearly $1,500,000 for the 1959-60 biennium, were administered by the Research Foundation, while the Office of Engineering Research was funded some $100,000 for forty-six institutional research projects and $372,500 for thirty sponsored research projects.[21]

Oklahoma College for Women

Early in the 1950's the Oklahoma College for Women developed an Honors Course, giving special consideration to the "brightest and most talented" students who could "graduate with distinction." At the same time the school installed a reading clinic designed to help the slow student. Efforts were made also to beautify the campus, which, it was felt, contributed to the individual pride of the student.[22] Two programs for training teachers of exceptional children were initiated, and in June of 1953 the Jane Brooks School for the Deaf was moved to the OCW campus, serving "as an observation and practice teaching laboratory for those wishing to enter

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[20] Ibid., p. 18.

[21] State Regents, Tenth Biennial Report, 1960, p. 18.

[22] State Regents, Sixth Biennial Report, 1952, p. 19.

the field."[23] This program won OCW national recognition for its teacher preparation and oral teaching of the deaf, and the school had the distinction of being the only oral residential training school in the western United States.[24]

In 1957 the Gary Home Economics Hall was completed and opened for instruction in home economics and family life, a particular advantage since 75 per cent of the OCW women were married at graduation or soon after.[25] In 1958 Dr. C. Dan Proctor, who had been president of the school for fourteen years, resigned to accept a business position and was replaced by Dr. Freeman H. Beets.[26] In 1959 the college obtained full membership in the National Association of Schools of Music.[27]

During the decade OCW's enrollment remained essentially the same, holding around the 800 mark and climbing to its highest in 1959-60 with 884 students.[28]

Panhandle A&M College

Panhandle A&M began the fifties with a new men's dormitory and a new library, and in 1954 added a new health

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[23]State Regents, Seventh Biennial Report, 1954, pp. 22-23.

[24]State Regents, Eighth Biennial Report, 1956, p. 17.

[25]State Regents, Seventh Biennial Report, 1954, p. 23.

[26]State Regents, Ninth Biennial Report, 1958, p. 23.

[27]State Regents, Tenth Biennial Report, 1960, p. 21.

[28]Ibid., p. 109.

and physical education building. ROTC was begun at Panhandle in the fall of the 1952-53 school year, bringing increased enrollment.[29]

Seeking membership in the North Central Association, Panhandle worked to improve its faculty credentials, and a third of its faculty became involved in advanced work. A Phillips Petroleum grant of $1,900 was awarded the school for agricultural research.

North Central accreditation was received in 1958. A new science building was constructed, and the fine arts building and auditorium were reconditioned completely, providing classroom space for the Music and Speech departments and room for a radio studio.[30]

During the 1950's Panhandle rose considerably in enrollment, beginning the decade with 438 students and ending it with 1,016.[31]

Langston University

Langston's enrollment, which had peaked at 933 following World War II, dropped during the fifties to fluctuate around the 600 mark. That it did not make the climb upward which many of the other schools made may have been caused in part by the 1954 Supreme Court ruling concerning integration

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[29] State Regents, Sixth Biennial Report, 1952, pp. 20-21.

[30] State Regents, Ninth Biennial Report, 1958, p. 24.

[31] State Regents, Tenth Biennial Report, 1960, p. 109.

of schools, with many Negroes attending the colleges and universities from which they had previously been barred.

A building program was undertaken early in the decade: a new auditorium was constructed, a new health and physical education building was erected, Page Hall was remodeled into a fine arts building, and the student union was enlarged. Curriculum changes were made, too, by enlargement of the general education offering and expansion of teacher education.[32]

ROTC was begun at Langston in the fall of 1952. At first the unit was an infantry group, but it was redesignated as a general military science group. Langston became the third Negro college to establish a chapter of Kappa Delta Pi educational society.[33] During the 1955-56 biennium Langston set about to improve its instructional staff, two of the faculty completing their doctoral work. Also the school began a program of public relations. Two intercultural workshops were conducted by the university, and an Extension Center was operated in Oklahoma City.[34]

Langston now offered degrees in the fields of Agriculture, Arts and Sciences, Education, Home Economics, and Mechanical Arts. Services outside the area of resident

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[32]State Regents, Sixth Biennial Report, 1952, pp. 22-23.

[33]State Regents, Seventh Biennial Report, 1954, pp. 24-25.

[34]State Regents, Eighth Biennial Report, 1956, p. 19.

instruction included research, off-campus centers, and consultative and public services. The school's biennial report of 1958 listed a number of faculty and graduates who were distinguishing themselves in various fields. In 1957 Langston University was unanimously voted membership in the Oklahoma Collegiate Athletic Conference,[35] and in both 1959 and 1960 the Lions won the conference crown in football.

Several new Ph.D. professors were added to the university staff in 1959-60. A serious problem faced by the institution was the lack of jobs for its students in the Langston area.

Central State College

In 1951-52 Central State's enrollment dropped to 940 from the 1,184 of the year before, but after that it began a steady climbing trend that lasted through the fifties and the sixties. By the 1959-60 school year its 3,815 would make it a thousand students beyond all other state colleges and the double of many. A training program for some 1,000 Air Force clerks helped bolster the low enrollment of the early fifties. A new fine arts building and the school's first Student Union Building were constructed and an addition built onto the Industrial Arts Building.[36]

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[35]State Regents, Ninth Biennial Report, 1958, p. 25.

[36]State Regents, Sixth Biennial Report, 1952, pp. 23-24.

Special honors came to the school in 1953 and 1954 when the Central tennis team won the national singles title both years and the girls' debate team won the National Debate Tournament at Fredericksburg, Virginia.

The block plan of student teaching was instigated in connection with the Edmond public schools. Special summer workshops were held on the subjects of art, music, special education, audiovisual education, mental hygiene, writing, civil defense, and aviation.[37]

A new library was completed and named for President Max Chambers during the 1955-56 school year, while the old library was remodeled. With a North Central Association evaluation forthcoming, curriculum studies were made. A new program leading to the Bachelor of Science in Nursing Education was developed.[38]

During the next two years Central concerned itself with improving the faculty credentials, finding scholarships and employment for students, improving its student health program, and raising salaries for faculty as well as lowering the teaching load. Looking ahead, the school could see increased demands and needs stemming from enrollment forecasts for the Oklahoma City area.[39]

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[37]State Regents, Seventh Biennial Report, 1954, pp. 25-26.

[38]State Regents, Eighth Biennial Report, 1956, pp. 20-21.

[39]State Regents, Ninth Biennial Report, 1958, pp. 26-27.

Of special significance was the North Central Association accreditation of the Master of Teaching degree at Central State during 1959-60. With enrollment increasing steadily, Central found itself with serious housing and classroom problems. Twenty-four faculty and student apartments were constructed through a loan from the federal government, while plans were laid for other needed buildings. President Garland Godfrey, who replaced the retiring Chambers in 1959, listed several critical deficiencies facing the school in teaching staff, library and maintenance staff, classroom space, equipment and supplies, housing and dining facilities, and financial support for higher salaries.

Godfrey's projected needs were based on a student population of 7,500 in twenty-five years; the school surpassed that figure in the next decade.[40]

East Central State College

East Central's Student Union Memorial Building, dedicated to the memory of those former students who were killed during World War II, was completed in 1951, and a 1949 state bond issue provided $313,484 for the construction of a new laboratory school building which was completed and occupied in 1954 by the Horace Mann Laboratory School.[41]

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[40] State Regents, Tenth Biennial Report, 1960, pp. 25-26.

[41] State Regents, Sixth Biennial Report, 1952, pp. 25-26.

A statement of purposes by the college in 1954 listed its principal aim as the training of teachers while also providing a liberal education for nonteachers; preprofessional training in medicine, law, engineering, religion, and other subjects; and vocational training in fields such as business, secretarial training, and industrial arts.[42]

By 1956 an annex to the men's dormitory had been added, the former laboratory school building had been converted into a fine arts building, and the Kathryn P. Boswell Memorial Chapel was under construction.[43] An education and industrial arts building was erected in 1957.

Like the other Oklahoma schools, East Central faced the serious problem of low salaries, and, though the physical plant was adequate for the present, it could see urgent needs in the years of higher enrollments ahead. Particularly needed were classroom buildings and student housing, and the school looked to a state bond issue for college buildings set for July, 1960.[44]

East Central's enrollment during the decade of the fifties remained very constant, particularly after reaching 1,838 in 1955-56.[45]

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[42]State Regents, Seventh Biennial Report, 1954, p. 27.

[43]State Regents, Eighth Biennial Report, 1956, pp. 21-22.

[44]State Regents, Tenth Biennial Report, 1960, p. 27.

[45]Ibid., p. 109.

Northeastern State College

Northeastern's enrollment swung upward during the 1950's to make it the second largest of the six state colleges. It, too, undertook a building program that resulted in a student center building and a fine arts and auditorium building. Later a reading laboratory and a swimming pool were constructed. During 1956-57 a new science building was added and equipped, and later in the decade forty-four new apartments were constructed for students and faculty and both a men's and a women's dormitory were raised.

One of the most important academic events of the decade was the approval of the fifth year of work for the Master of Teaching degree at Northeastern. The school faced the same problems of low salaries and faculty losses. It calculated that to have an acceptable number of faculty members for the number of students enrolled, it would require a minimum of twenty-five additional teachers.[46]

During the 1959-60 biennium Northeastern reorganized its instructional system into six divisions: Communications, Education and Psychology, Physical Education and Safety, Natural Science and Mathematics, Practical Arts, and Social Science. Its greatest emphasis in instruction was still in teacher education, with 75 to 80 per cent of Northeastern students preparing for the teaching field. Accordingly, the school expanded its student teaching program to schools

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[46]State Regents, Ninth Biennial Report, 1958, p. 29.

outside of Tahlequah such as Muskogee, Fort Gibson, Sequoyah Vocational School, and Tulsa.[47]

Northwestern State College

The most significant fact of the fifties for Northwestern State College was that it virtually tripled in enrollment, starting with 488 students in 1950-51 and rising to 1,324 by 1959-60.[48] This was paralleled by extensive construction during the period: a new health education building, dedicated in 1953; the modernization of the domestic science building; a student center in 1956; an industrial arts building in 1957; extension and modernization of Herod Hall auditorium; an addition to the cafeteria; remodeling of the men's dormitory; and paving of parking areas.

In 1951-52 Northwestern expanded its health and physical education program to include all students on the campus, and the agricultural program was reactivated.[49] Newer programs such as gymnastics, master of teaching, and agriculture expanded quickly. Sabin C. Percefull, who had been president of Northwestern since 1943, retired on December 31, 1954, and was replaced by Luther D. Brown.[50]

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[47]State Regents, Tenth Biennial Report, 1960, p. 27.

[48]Ibid., p. 109

[49]State Regents, Seventh Biennial Report, 1954, pp. 31-32.

[50]State Regents, Eighth Biennial Report, 1956, p. 24.

In 1958 J. W. Martin, who replaced Brown, reported an expansion of curricular offerings and significant additions in the area of counseling, testing, and advisement. He also foresaw pressing problems in staff salaries, the need for additional housing, and more classrooms for an increasing student population.

Both the North Central Association and the National Council for Accreditation of Teacher Evaluation gave complete approval of the graduate and undergraduate programs, and two new teacher-certificate programs were approved by the State Department of Education--public school library science and guidance and counseling. Aviation education was added, with flight and ground school instruction leading to a private pilot's license. Northwestern State College Foundation, Inc., a development agency, was organized to encourage and accept gifts for the college.[51]

Southeastern State College

The heavy demand for teachers in the years following the Second World War caused continued emphasis on teacher education at Southeastern. The school also stressed workshop programs, extension services for adults, an outstanding forensic program, and a strong sports program--again winning

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[51]State Regents, Tenth Biennial Report, 1960, p. 30.

the Oklahoma Collegiate Athletic Conference championship in basketball and tennis in 1951-52.[52]

Physical plant improvements during the fifties were construction of a new auditorium and eight additional classrooms, a men's dormitory, renovation of the library and science building and the education building, a 4,000 seat stadium, a health and physical education building, and additions to the industrial arts building and the student union.

The Reading Clinic, the Creative Writer's Conference, and the Community Concert Series had become regular annual events on the Southeastern campus. Southeastern students could participate in campus forensic or intramural competition, or they could enjoy boating, swimming, fishing, and outing activities at nearby Lake Texoma.[53]

In 1952 A. E. Shearer took over the school's head post from T. T. Montgomery, who had been president since 1930. In 1959-60 Southeastern celebrated its Golden Anniversary, still primarily a teacher education institution, though now listing secondary purposes of general education, preprofessional education, and vocational education.[54] Its enrollment during the last half of the decade was between 1,800 and 1,900 students.[55]

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[52]State Regents, Sixth Biennial Report, 1952, pp. 29-30.

[53]State Regents, Eighth Biennial Report, 1956, p. 26.

[54]State Regents, Tenth Biennial Report, 1960, p. 31.

[55]Ibid., p. 109.

Southwestern State College

Southwestern was another school which saw a marked increase in enrollment during the decade of the fifties, rising from 951 in 1950-51 to 2,062 in 1959-60.[56] R. Harold Burton was president of the school during the entire period.

Several important curriculum changes were made in the Southwestern academic program as a result of accreditation recommendations. The education program saw the addition of a guidance and psychology instructor. The day program was revised to allow half-day teaching opportunities for students. The general education, professional education for teachers, and the majors and minors were all revised. Due to the decrease in veterans, the trade school enrollment dropped, causing radio and refrigeration to be discontinued in 1951.

Two new wings were added to the education building, the first unit of a new music hall was constructed, and both the auditorium and science hall were remodeled. Improvements were made in faculty credentials, too, with a number of faculty members taking leave to do graduate work.[57]

Though Southwestern still maintained an active Trades Division--particularly in auto mechanics and watchmaking--and a Professional School of Pharmacy, its principal activity was teacher education. In 1954 it joined the other state

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[56] Ibid.

[57] State Regents, Sixth Biennial Report, 1952, pp. 31-32.

colleges in offering a fifth year of work toward the Master of Teaching degree.[58]

The 1955-56 biennium saw a $1,200,000 building program--the Memorial Student Center, a health and physical education building, and a new wing on the men's dormitory, Neff Hall. Also significant was the establishment of a student loan fund.[59]

During the 1959-60 biennium, the North Central Association visited the campus and in 1960 granted full reaccreditation to Southwestern's advanced education program. The school was awarded a National Science Foundation grant, and the School of Pharmacy received a $16,000 research grant.[60]

The State-Supported Junior Colleges

Cameron State Agricultural College

In the ten years from 1950 to 1960, Cameron's enrollment tripled, going from 639 to 1,927 students. The school offered work in commerce, business education, home economics, engineering, arts and sciences, and agriculture. ROTC was begun in 1951. Adult education classes were popular.[61]

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[58]State Regents, Seventh Biennial Report, 1954, p. 35.

[59]State Regents, Eighth Biennial Report, 1956, p. 27.

[60]State Regents, Tenth Biennial Report, 1960, p. 33.

[61]State Regents, Sixth Biennial Report, 1952, pp. 32-33.

Cameron added a new home economics and science building, an auditorium and music classroom building, a fieldhouse, and a classroom building, and redecorated and refurbished its dormitories. Another men's dormitory and a student union were placed on blueprints.[62]

In 1957 President Vernon Howell ended ten years at the school, being replaced by Clarence L. Davis. During the 1959-60 biennium an accreditation self-study was made for the North Central Association. Its statement of purpose listed the transfer, terminal, adult education, and general education objectives. The main problems facing the college for the sixties were classroom and laboratory space, student housing, and the need for money with which to pay better faculty salaries.[63]

Connors State Agricultural College

Connors began the 1950's by adding a much-needed new library building and undertaking $24,000 in modernization and repair, though classroom space was still badly needed for home economics, agriculture, and biological research. The school also had more requests for housing than it could fill, though a number of its students commuted from nearby towns.[64]

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[62]State Regents, Ninth Biennial Report, 1958, p. 35.

[63]State Regents, Tenth Biennial Report, 1960, p. 34.

[64]State Regents, Seventh Biennial Report, 1954, pp. 39-40.

The school continued to provide educational services in agriculture, home economics, engineering, business, and liberal arts, offering general education, preprofessional training, terminal education, and community service to the people in its area.[65]

During the fifties Connors' enrollment remained under 500, though showing a mild increasing trend.[66]

Eastern Oklahoma A&M College

Tragedy struck Eastern in 1951 with the burning of its industrial arts building in September and the death of its president, Claud C. Dunlap, in November.[67] E. T. Dunlap took over the leadership of the institution, and he continued the long-range planning of the school. Lay advisory boards were established in business education, industrial arts, agriculture, and home life education "to bring the administration and faculty, counsel and advice relative to the education needs of the clientele of the college . . ."[68] The new industrial arts building was completed in June, 1954, and accreditation by the North Central Association was granted that year.[69]

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[65]State Regents, Ninth Biennial Report, 1958, p. 35.

[66]State Regents, Tenth Biennial Report, 1960, p. 109.

[67]State Regents, Sixth Biennial Report, 1952, p. 34.

[68]State Regents, Seventh Biennial Report, 1954, pp. 37-38.

[69]State Regents, Eighth Biennial Report, 1956, pp. 30-31.

The educational program of the college was administered through the six divisions of Agriculture, Arts and Sciences, Business, Engineering, Home Economics, and Industrial Education. In 1955-56 a Reading Clinic was added to the program.[70]

Other important developments through the decade were a preenrollment testing program, a scholarship program, a new library-classroom building, a student union building, and a heavy increase in enrollment, which had climbed from 373 in 1950-51 to 1,064 in 1959-60.[71] Adequate student housing remained a serious problem for the college.

Murray State School of Agriculture

Murray's enrollment remained fairly constant during the 1950's, rising to 547 in 1957-58 and then falling to 467 by 1959-60. Nonetheless, the school faced a serious need for faculty apartments and student housing. Finally in 1960 a new student union and dormitory was opened, but it housed only thirty-four students.

The five major departments of the college were Agriculture, Arts and Sciences, Commerce, Engineering, and Home Economics. Adult education courses offered opportunity to serve the community, along with musical programs, drama performances, speech and journalism events, fairs, and judging

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[70] Ibid., p. 31.

[71] State Regents, Tenth Biennial Report, 1960, p. 109.

teams.[72] The college also extended its community service by operating a beef cattle performance testing program.[73]

Improvement of faculty qualifications, adding laboratory equipment, expanding the library services, and extending the facilities of the college were stressed during the 1959-60 biennium. Housing and classroom space remained as the major problem for the sixties.[74]

Northern Oklahoma Junior College

A marked improvement in the Northern physical plant was achieved during the 1951-52 biennium. A new industrial arts building, housing the print shop, the woodwork shop, the metal shop, and drafting, was completed, while Central Hall, North Hall, and Wilkins Hall were all renovated and modernized. Northern's enrollment, which was down during the Korean War years, rose by the end of the decade to around 650. An adult education program was initiated to compensate for the loss of war veterans.[75]

In 1953 V. R. Easterling replaced President George Huckaby, who had died unexpectedly. Under his leadership Northern continued to prepare students for senior colleges

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[72]State Regents, Seventh Biennial Report, 1954, p. 38.

[73]State Regents, Ninth Biennial Report, 1958, p. 38.

[74]State Regents, Tenth Biennial Report, 1960, p. 38.

[75]State Regents, Sixth Biennial Report, 1952, pp. 36-37.

and provide terminal training in industrial arts and business administration.[76]

A new dormitory for girls, the Memorial Union, and renovation of the cafeteria, the auditorium, and the men's dormitory were facility improvements made during the decade, while a counseling, testing, and guidance program was added.[77]

Oklahoma Military Academy

Though the emphasis at OMA during the 1950's continued to be primarily military--training potential officers--the school was considered to be a junior college and offered a general education curriculum. New emphasis was placed upon guidance and counseling, with a full-time counselor added to the staff, and a complete remedial reading clinic was established.[78]

Continued attention was also given to industrial training, and a new industrial arts and manual training building was opened in the fall of 1956, offering the cadets drafting and mathematics classrooms, shops for both wood and metal work, and a speech auditorium. The school also increased its offerings in modern languages, mathematics, and communication skills.

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[76]State Regents, Eighth Biennial Report, 1956, p. 33.

[77]State Regents, Tenth Biennial Report, 1960, p. 37.

[78]State Regents, Sixth Biennial Report, 1952, pp. 38-39.

Still the academy emphasized disciplined learning. The commandant reported in 1958: "A tightening of academic supervision resulted in an improved quality of teaching."[79] The regents for OMA approved an expansion of the institution as a day school for young men who were ready for junior college, and some fifty boys enrolled in the program.

During the 1959-60 biennium, the school undertook considerable modernization and construction, including a 186-student barracks building.[80]

Northeastern A&M College

Northeastern A&M sought to serve its area in two principal directions. With the region developing industrially, the school increased its offerings in adult education to twenty different courses, including radio, television, air-conditioning, and refrigeration. Great stress was still placed on its agricultural relationship to the farmers, ranchers, and county agents through soil conservation, pasture improvement, and dairy cattle studies and with FFA and 4-H Club activities.[81]

The school suffered two setbacks during the fifties. On July 15, 1951, the area was innundated by the worst flood ever recorded there, invading every building on the campus

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[79]State Regents, Ninth Biennial Report, 1958, p. 40.

[80]State Regents, Tenth Biennial Report, 1960, p. 39.

[81]State Regents, Sixth Biennial Report, 1952, pp. 39-40.

except one dormitory. Governor Johnston Murray made $80,000 available to the college in this emergency.[82] Then on April 3, 1956, a tornado hit the college and destroyed many of its farm buildings. This time Governor Raymond Gary responded with assistance.[83]

Enrollments continued to rise at Northeastern A&M, reaching 1,419 by the end of the decade. A federal loan made it possible to build a new dormitory for about 160 men and a student union. Also added were a new life science building and an arts building.[84] In 1960 President Bruce Carter reported that the past biennium had seen improvements in the qualifications of the faculty, addition of laboratory equipment, expansion of the library services, and development of physical facilities.[85]

The Municipal Junior Colleges

By 1950 the number of municipal junior colleges in Oklahoma had narrowed to six: Altus, El Reno, Muskogee, Poteau, Sayre, and Seminole. The State Regents for Higher Education sanctioned these and other small colleges, and in the spring of 1956 even sponsored a program whereby the

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[82] Ibid., p. 40.

[83] State Regents, Eighth Biennial Report, 1956, p. 33.

[84] State Regents, Ninth Biennial Report, 1958, pp. 38-39.

[85] State Regents, Tenth Biennial Report, 1960, p. 38.

schools sent leaflets to 28,000 high school graduates over the state.[86]

A legislative study committee in 1959 saw the main purpose of junior college not as a solution to the enrollment problems of the senior schools but as an effort to show the individual student what his potentials were. The study listed three primary functions of the junior college: to offer preprofessional training, to provide technical instruction and general education courses for the student who wanted only two years of training, and to provide a good general education course for the girl who plans to marry after two years of college work.[87]

Altus Junior College, which was bolstered by the reactivation of Altus Air Force Base, found it could serve local adults who wished to prepare themselves for increased job opportunity in the area as well as Air Force personnel who wished to enroll in night classes. Improvements were made in the Altus Junior College building, and in the late fifties a new library and cafeteria were made available to the school.[88]

El Reno Junior College conducted its program toward college preparatory, terminal, and adult education objectives. Preprofessional courses were offered in business administration, education, engineering, home economics,

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[86]State Regents, Eight Biennial Report, 1956, p. 46.

[87]State Regents, Tenth Biennial Report, 1960, p. 93.

[88]State Regents, Seventh Biennial Report, 1954, p. 49.

dentistry, journalism, law, and medicine. Standard liberal arts, business, and general terminal curriculums were offered, plus a wide variety of noncredit short courses.[89]

The Muskogee Junior College, which shared facilities with Muskogee's Central High School, found that there was little demand for vocational subjects because the high school was so well equipped in that area of study. The students who came to the college were mostly people who already worked at technical jobs. They wanted prerequisite work for other degrees or simply to obtain an Associate of Arts certificate for their own satisfaction.

The original course of English, history, and mathematics offered in 1920 had now developed into two-year prerequisite studies in engineering, business, education, law, liberal arts, fine arts, medicine, and dentistry. A nurses' group from the Oklahoma Baptist Hospital studied chemistry, psychology, sociology, nutrition, anatomy and physiology, microbiology, and mathematics.[90]

The Poteau Community College, located on the far eastern edge of the state, served students of Poteau and the surrounding communities who could not afford to attend college away from home. It primarily offered courses which would advance the student's vocational objective. During 1959 the college added an industrial chemistry course to its

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[89]State Regents, Eighth Biennial Report, 1956, p. 43; State Regents, Tenth Biennial Report, 1960, p. 48.

[90]State Regents, Eighth Biennial Report, 1956, p. 44.

Science Department which already offered chemistry, physics, biology, zoology, and botany. General education courses offered were psychology, economics, sociology, and geography.[91]

The Sayre Junior College also sought to provide educational opportunities for youngsters just out of high school, while adult education courses were offered when the need was indicated by requests and surveys. In January, 1956, bonds were voted by the school district to construct a building for the college. At the same time a new gymnasium was built and the boys' dormitory was remodeled and redecorated.[92]

Seminole Junior College considered itself an upward extension of the Seminole High School in which it was housed, and its program was primarily academic for students who wished to transfer to a senior college. However, work of a terminal nature, particularly in the field of business, was also offered.[93]

The Church-Supported Institutions

Oklahoma Baptist University

The decade of the fifties was a period of growth for Oklahoma Baptist University, both academically and physically. Ford Music Hall was occupied in 1951, and in the fall of 1954 the new Thurmond Hall Science Administration Building was dedicated, Montgomery Hall was remodeled as a student center,

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[91]State Regents, Tenth Biennial Report, 1960, p. 50.

[92]State Regents, Ninth Biennial Report, 1958, p. 50.

[93]State Regents, Eighth Biennial Report, 1956, p. 46.

and the Brittain Hall Library was refurbished. In September, 1956, the W. S. Kerr Memorial Building, built with funds donated by Senator Robert S. Kerr, was opened to house 199 women; in 1958 two new wings were added to Storer Hall and Baxter Hall for men; and during the 1959-60 biennium the $700,000 Brotherhood Memorial Dormitory for men was completed.

In 1953 a four-year program in nursing was instituted, with candidates undertaking its clinical phase at Wesley Hospital in Oklahoma City.[94] Still basically a liberal arts institution, OBU offered majors in music, economics, education, religion, nursing, speech, English, biology and premedicine, history, psychology, home economics, physical education, chemistry and pharmacy, sociology, journalism, architecture, modern language, hospital administration, geology, and mathematics.[95]

Endowment income increased substantially for the school through the investment agency, the Baptist Foundation of Oklahoma, whose effective endowment in 1956 was $829,415, while the Baptist Convention of Oklahoma contributions had increased from $128,000 in 1950 to $400,000 in 1960. The university had the distinction of being the only educational institution supported by the 431,000 Baptists in the state.[96]

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[94]State Regents, Seventh Biennial Report, 1954, p. 43.

[95]State Regents, Eighth Biennial Report, 1956, p. 35.

[96]State Regents, Tenth Biennial Report, 1960, p. 41.

Bacone College

Bacone celebrated its Diamond Jubilee in 1954-55, and with funds raised during this seventy-fifth-year celebration the school was able to make a number of improvements, including the raising of salaries substantially, building a garage, improving farm buildings, lighting the campus, and paving campus roads.[97]

With approximately 85 per cent of its enrollment Indian Americans, Bacone saw its special purpose as being to help bridge the gap between the customs and culture of the Indian and those of the non-Indian. Music was an important part of the Bacone curriculum, and the school's choir received national attention from festival appearances and television appearances. Additional honors came to Bacone when its football team competed in the Junior College Rose Bowl at Pasadena, California.[98]

At the end of the decade, the Bacone property was annexed by Muskogee, helping in the closer working relationship with the city. With additional dormitory space in the planning stage, Bacone looked forward to increased enrollments of 350 to 400 during the sixties.[99]

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[97]State Regents, Eighth Biennial Report, 1956, p. 41.

[98]State Regents, Seventh Biennial Report, 1954, p. 44.

[99]State Regents, Tenth Biennial Report, 1960, p. 45.

University of Tulsa

The decade of the 1950's was an eventful period for the University of Tulsa, with a number of significant additions to the physical makeup of the school and several crucial changes in the curricular offerings. During the first biennium the Mabee Clinic for speech, reading, and hearing was opened; the Downtown Division began offering special courses to business personnel of Tulsa firms, including a night summer school; the Law School was approved by the American Bar Association; the chemistry curriculum was approved by the American Chemical Society; and the music graduate program was approved by the National Association of Schools of Music.[100]

A third campus was added to the University of Tulsa when the Stanolind Oil and Gas Company made a gift of the land, buildings, and equipment comprising the former Stanolind research laboratories. Included were twenty-nine buildings on twenty-three acres of land, machine shops, laboratories, a chemical plant reactor town, and an experimental oil well. Another gift, a bequest from Tulsa philanthropist and university trustee, H. O. McClure, made possible a new classroom building. This was needed to take care of the enrollment which had climbed to 5,500 in 1956. A new Master of Teaching Arts degree was approved by the trustees.[101]

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[100]State Regents, Seventh Biennial Report, 1954, p. 48.

[101]State Regents, Eighth Biennial Report, 1956, p. 40.

In January of 1958 Dr. Ben G. Henneke was named president to replace the retiring Dr. Pontius, who had been in the head post for twenty-three years. A fund drive conducted during Dr. Pontius' last year netted $1,080,000 to purchase scientific and research equipment and build three new buildings: McClure Hall administration building; Sharp Memorial Chapel; and Oliphant Hall, a liberal arts classroom building.[102]

Academic additions were two new graduate degrees in communications and church music, a new degree program in petroleum marketing, and courses in television instruction.[103]

Oklahoma City University

Oklahoma City University, whose enrollment was 3,887 in 1952-53, looked forward to an enrollment of 9,000 by 1965 and made plans for a program of development and expansion. These plans were temporarily sidetracked when fire destroyed the Student Center on June 16, 1954. This was quickly rebuilt, however, and the Downtown University, including the School of Law, was moved to the campus.

National attention was drawn to OCU by its Surrey Singers, who made appearances on national television and radio, and the basketball team, the Chiefs, who played in the

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[102]State Regents, Ninth Biennial Report, 1958, p. 44.

[103]State Regents, Tenth Biennial Report, 1960, pp. 44-45.

NCAA tournament. The university's School of Music was considered to be among the best in the nation.[104]

Oklahoma City University now offered courses and degrees from the College of Arts and Sciences, the School of Music, the School of Business, the School of Law, and the School of Engineering and Industrial Technology. A great number of short courses and workshops were conducted by the university. Between 1956 and 1958 four new residence halls--Banning and Smith for women, Draper and Harris for men--were completed, and Frederickson Fieldhouse was opened in 1959. The old Goldbug Gymnasium was converted into a Speech and Drama Department with a Little Theatre.[105]

In 1957 President C. Q. Smith was replaced by Jack Wilkes, who stated the university's aim as being "for quality education in a background which will enable a student to gain the most from his college days, intellectually, spiritually, and culturally."[106]

Bethany Nazarene College

Though training for the ministry was available at Bethany-Peniel, the school's program was primarily in the liberal arts, offering twenty-one majors leading to bachelor degrees of Arts, Science, and Music Education, and the

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[104]State Regents, Eighth Biennial Report, 1956, pp. 36-37.

[105]State Regents, Ninth Biennial Report, 1958, p. 41.

[106]State Regents, Tenth Biennial Report, 1960, p. 42.

fifth-year program, Bachelor of Theology. It also offered a three-year program leading to a Theological Certificate, as well as courses in premedical, predental, prenursing, prelaw, preengineering, and preagriculture.[107]

The school saw a modest rise in enrollment during the decade, going from 973 in 1952-53 to 1,124 in 1959-60. This was more than matched by a building program which saw a new science hall, a new student union building, a new boys' dormitory, a new library, and a new gymnasium.[108]

In 1955 the name of the school was changed to Bethany Nazarene College. Owned and supported by the Nazarene Church, it found support from tuition and fees, church contributions, and gifts from outside the denomination. An Oklahoma City drive raised funds for a new library, and the Nazarene churches raised $300,000 for debt reduction and plant improvement.

A major in physics was offered for the first time in 1958, while the teacher education program was strengthened. A survey revealed that one-third of the college's graduates went into the ministry or some phase of religious work, another third took teaching jobs in public schools, and the remaining third went into business.[109]

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[107]State Regents, Eighth Biennial Report, 1956, p. 37.

[108]Ibid.

[109]State Regents, Tenth Biennial Report, 1960, p. 42.

Oklahoma Christian College

In September, 1950, the Central Christian College began operation at Bartlesville as a private, nonchurch-supported liberal arts junior college. It was located on the H. V. Foster estate--which included a thirty-two-room mansion, a garage, and a maintenance area--which had been purchased for $125,000. A girls' dormitory, a student center, an auditorium, and a temporary classroom building were added by the college, which also leased a large residence in Bartlesville for a male dormitory.

In 1953-54 the school had an enrollment of 198 and graduated twenty-nine. Besides the liberal arts curriculum, the college also conducted night classes for oil company employees in Bartlesville. Further, it offered a Bible course daily to all enrollees.[110]

In 1956 it was decided to move the college to Oklahoma City after an extensive fund-raising effort in Oklahoma and Northern Texas to test public reaction. By 1958 it was relocated in northern Oklahoma City where an administration building, a library-auditorium, two classroom buildings, a student center-cafeteria, and men's and women's dormitories were constructed at the cost of some $1,500,000.[111]

By 1960 the school had changed its name to Oklahoma Christian College and had become a four-year senior college

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[110] State Regents, Seventh Biennial Report, 1954, pp. 44-45.

[111] State Regents, Ninth Biennial Report, 1958, p. 46.

with degree programs in business, science, Bible, and elementary and secondary education. An American Citizenship Training Center was established to serve as a depository for films, film strips, books, and other materials supporting the school's avid interest in "Americanism."[112]

Phillips University

The enrollment at Phillips University remained around the 1,300 mark throughout the 1950's, but the school expanded in terms of facilities and academic offerings. Three new buildings were added during the biennium of 1955-56: the Student Center, the Art and Drama Center, and the Earl Butts Dormitory for men. A $150,000 pledge by the city of Enid, supplemented by $250,000 in other gifts, made possible the building of a new auditorium. Phillips constructed a Science Camp in the mountains of Colorado and maintained a Fine Arts Colony in Arkansas. Academically, the university added a Division of Graduate Studies.[113] An extension in Oklahoma City offered graduate work in counseling and clinical psychology.[114]

Despite increased church support, Phillips faced a serious problem in inadequate faculty salaries. But this

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[112]State Regents, Tenth Biennial Report, 1960, p. 47.

[113]State Regents, Eighth Biennial Report, 1956, p. 38.

[114]State Regents, Ninth Biennial Report, 1958, p. 43.

difficulty was lessened when the Ford Foundation contributed $187,000 to the Phillips University endowment fund in 1958.[115]

An important event sponsored annually by Phillips was the Tri-State Music Festival which in 1960 attracted 10,600 students from seventeen states. Parts of the Grand Concert were broadcast nationally by the American Broadcasting Company.[116]

Benedictine Heights College

Early in the 1950's the Benedictine Heights College at Guthrie made plans for an extensive program of development and expansion representing some $4,000,000 in the following ten years. Immediate plans called for the erection of an administration building, a dormitory, and a chapel. At the same time, the Catholic school planned considerable changes in degree offerings, in line with a self study, and prepared to conduct a program of faculty improvement.[117]

However, it was decided to move the school to Tulsa in 1955, where a College Administration Building was constructed on a ten-acre tract adjacent to Monte Cassino. Two large private homes were acquired for the housing of women students. The first year enrollment at Tulsa was 140 students, chiefly freshmen. New departments were opened during 1954-55 in Art,

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[115] Ibid.

[116] State Regents, Tenth Biennial Report, 1960, p. 43.

[117] State Regents, Seventh Biennial Report, 1954, p. 49.

Biology, and Psychology, while extracurricular activities included choral work, an opera workshop, and a drama workshop.[118]

The school was described as a coeducational Catholic liberal arts college. During a summer session conducted by the college, its classroom facilities were used to house a branch of the Catholic University of America of Washington, D.C.[119]

Enrollment for 1959-60 was approximately 350 students. During each of the scholastic years of 1959 and 1960, forty bachelor's degrees were granted by the college.[120]

St. Gregory's College

At the start of the fall term of 1955 St. Gregory's reopened its doors to the general student as a junior college. For more than ten years it had restricted its enrollment to candidates for the Catholic priesthood, with a curriculum based entirely on the humanities. Now it adopted new scientific courses, although the humanities were still stressed. The school now offered courses in classical languages and literature, philosophy, history, government, economics, scientific studies, and mathematics.

During the previous two years the school had spent nearly $1,000,000 in its building program, particularly a new

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[118]State Regents, Eighth Biennial Report, 1956, p. 39.

[119]State Regents, Ninth Biennial Report, 1958, p. 45.

[120]State Regents, Tenth Biennial Report, 1960, p. 46.

faculty residence, improvements of the library and laboratories, dining hall for students and faculty, and a college dormitory housing 104.[121]

The twenty-seven faculty members were still mostly monks in the Order of St. Benedict, and in 1960 ten of them held doctor's degrees. The school was now empowered to grant the Associate of Arts and Associate of Science degrees.[122]

Summary

The main national and international influences on Oklahoma higher education during the 1950's were the Korean War; Public Law 550, which established GI Bill educational rights for Korean veterans in 1952; the 1954 U.S. Supreme Court ruling concerning desegregation in the public schools; Sputnik; the National Defense Education Act of 1958; and the increase of federal funds for research projects.

The principal state-initiated factors of influence on higher education were the increased appropriations by the legislature, the raising of tuition fees, and the passage of bond issues by the voters, all of which allowed the schools to meet the competition of higher salaries in other states, to hire the additional faculty needed, and to improve outdated physical plants and insufficient libraries to meet the increased enrollments.

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[121] State Regents, Eighth Biennial Report, 1956, p. 42.

[122] State Regents, Ninth Biennial Report, 1958, p. 47.

In terms of far reaching effects, the integration of black Americans into the college and university communities of Oklahoma was very significant in helping to democratize American society. Led by the black graduate student and the black athlete, Negroes were assimilated into Oklahoma's higher schools without major difficulty during the fifties.

At the end of the decade Oklahoma educators and administrators looked ahead to the sixties, concerned principally with the difficulties of financing and largely unaware of the impending student revolution which would shake the very foundations of higher education in America and bring many changes to the colleges and universities of Oklahoma.

CHAPTER XII

THE SENIOR INSTITUTIONS IN OKLAHOMA, 1960-1971

The decade of the sixties in Oklahoma higher education was keynoted by several crucial developments: the advent of the baby crop from World War II and the Korean War and the resultant skyrocketing of enrollments; the democratization of Oklahoma higher schools in response to the 1954 Supreme Court ruling; the influence of federal support through research grants, student loans, veterans' educational benefits, urban renewal, and matching grants for facility and equipment improvement; the nationwide student revolution; and the war in Southeast Asia which raised challenges to government-school relationships in areas such as research and military training programs.

There was no institution of higher education in Oklahoma which did not increase, and in most cases double, its enrollment during the 1960's. The long awaited war baby crop began arriving in the early sixties, and the enrollment trends of all the state's schools were unswervingly upward. Though state leaders had been well aware of this impending student

influx during the fifties, the state colleges and universities were still caught short in terms of facilities, equipment, housing, teaching personnel, and other aspects of educational services.

Recognizing the seriousness of the educational predicament, the people of Oklahoma, in a state-wide election in 1960, approved State Question 393 which appropriated $30.5 million for repairs, modernization, equipment, and building at Oklahoma colleges and universities.[1] Additionally the 1965 Oklahoma Building Bond Issue provided money to meet federal matching funds as provided for in Title I of the Higher Education Facilities Act of 1963.[2] By this act federal grants for the construction of undergraduate academic facilities were made available, and as of June 30, 1969, Oklahoma institutions had received an amount of $23,662,273.[3]

Title VI-A of the Higher Education Act of 1965 provided matching grants for the purchase of undergraduate instructional equipment. During the first four years of this program, to 1969, Oklahoma schools had received grants in the amount of $1,002,905.[4] The Higher Education Act of 1965 was comprised of seven titles: Title I - Community service and

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[1]State Regents, Tenth Biennial Report, 1960, p. 60.

[2]State Regents, Fourteenth Biennial Report, 1968, p. 137.

[3]Oklahoma State Regents for Higher Education, Fifteenth Biennial Report, Pt. I, Period Ending June 30, 1969, p. 74.

[4]Ibid., p. 78.

continuing education programs; Title II - College library assistance and library training and research; Title III - Strengthening developing institutions; Title IV - Student assistance; Title V - Teacher programs; Title VI - Financial assistance for the improvement of undergraduate instruction; and Title VII - Amendments to Higher Education Facilities Act of 1963.[5]

On December 10, 1968, the voters of Oklahoma approved State Question 463 which provided $67,120,000 for further improvement and expansion of the physical plants of Oklahoma colleges and universities. By this, also, new state junior colleges were established at Tulsa and Midwest City.[6]

Integration of the higher schools in Oklahoma came about quietly, and the numbers of Negro students on the campuses increased steadily during the 1960's. During the latter half of the decade minor racial disturbances developed at some of the state schools, but by and large the Negro student was well received at the various institutions, all of which were recruiting Negro athletes.

Though Oklahoma escaped any violent disturbances during the period, the student revolution which swept the United States during the decade of the sixties had its effect upon higher education in the state in terms of student involvement

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[5]"Higher Education Act of 1965," Higher Education in Oklahoma, I (December 1, 1965), 1.

[6]State Regents, Fourteenth Biennial Report, 1968, p. 3; State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. iii.

in administrative decision making, curriculum changes, campus speaker policies, student government, institutional housing, and student personnel programs, as well as upon the overall mores and personality of the collegiate environment and culture in Oklahoma.

The State-Supported Senior Institutions

University of Oklahoma

Virtually all aspects of the University of Oklahoma grew at a record pace during the decade of the sixties: enrollments continued to soar, graduate work increased, important new buildings were constructed both in terms of classrooms and housing, research programs and income expanded, the faculty was enlarged, and new academic programs were initiated.

Despite tighter admission standards adopted by the State Regents for Higher Education in July, 1968, the increase in student population at OU during the 1960's rivaled the enrollment explosion following World War II, leaping from 11,456 in 1959-60 to 17,607 in 1969-70. Particularly significant was the growth of nonresident enrollment. In 1961-62 the nonresident enrollment at the university was 2,914; this had risen to 4,806 in 1969-70.[7] Another crucial area of enrollment growth was in the field of graduate work. In the fall of

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[7]Oklahoma State Regents for Higher Education, Fifteenth Biennial Report, Pt. II, Period Ending June 30, 1970, p. 67.

1961 there were 1,606 graduate students at OU; in the fall of 1965 there were 3,074, or an increase of 91.41 per cent.[8]

Construction on the university campus during the ten years of the sixties was extensive. Remodeling was carried out on many of the older buildings during the first biennium, and in February, 1962, the important Oklahoma Center for Continuing Education was opened. Financed by a grant of $1,845,000 from the W. K. Kellogg Foundation of Battle Creek, Michigan, a $1 million bond issue, and $1,300,000 appropriated by the Oklahoma Legislature, the Center was designed to serve 60,000 or more persons a year through short courses and conferences sponsored by the Extension Division.[9]

New buildings opened during the 1965-66 biennium were the Towers, a four-wing, twelve-story housing unit; the Engineering Center; a botany and microbiology building; a drama building; a 416-unit apartment complex; and the Aerospace and Mechanical Engineering Center at Max Westheimer Field.[10] These were followed shortly by the Glenn C. Couch Center, with housing for over 3,000 single students and a cafeteria building; and a new airport operations building and hangers at Max Westheimer Field. And before the decade ended these

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[8]Oklahoma State Regents for Higher Education, Thirteenth Biennial Report, Period Ending June 30, 1966, p. 24.

[9]Oklahoma State Regents for Higher Education, Eleventh Biennial Report, Period Ending June 30, 1962, pp. 22-23.

[10]State Regents, Thirteenth Biennial Report, 1966, pp. 25-26.

were joined by the Edward Everett Dale Hall for the Social Sciences.[11] A number of other important buildings under construction were the Fred Jones, Jr., Memorial Art Center; the Physical Science Center to house mathematics and chemistry; and the Charles B. Goddard Student Health Center.[12]

The Research Institute continued to expand its activities. At the end of 1962 the university had $4.2 million worth of research in process. This had grown to almost $6 million in 1964, to an excess of $7 million at the end of 1966, to $8 million in 1967-68, and topped $10 million in 1968-69 and 1969-70.[13]

Many curriculum additions were made during the period, also. The College of Continuing Education offered the first nonresidential Bachelor of Liberal Studies, and several new academic programs were launched, leading to the degrees of Master of Liberal Studies, Master of Business Education, Doctor of Philosophy in Anthropology, Bachelor of Science in Meteorology, Bachelor of Fine Arts in Dance, and Master of Fine Arts in Design.[14]

Course changes were made in the School of Drama, and a film curriculum was approved for the School of Art. The

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[11]State Regents, Fourteenth Biennial Report, 1968, p. 26.

[12]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 6.

[13]Ibid., Pt. II, 1970, p. 99.

[14]State Regents, Fourteenth Biennial Report, 1968, p. 26.

College of Education began an Information Systems and Evaluation Center to provide services to schools and other organizations. Four new degree programs were approved in Arts and Sciences: the University-wide Honors; the Bachelor of Science in Geophysics; the Ethical and Religious Studies; and European Studies. A human relations program leading to the Master of Arts degree was approved during 1969-70.[15]

Significant growth was made in the university library holdings, also, as signified by a ceremony in January, 1966, when the millionth volume, a gift copy of Milton's "Areopagitica," was donated to the university by a former student.[16]

But the most outstanding event of the decade for the University of Oklahoma came when Dr. George Lynn Cross announced his retirement from the presidency which he had held for fifteen years. Dr. Gilbert C. Fite of the university was appointed by the OU Board of Regents as Chairman of the Campus Nominating Committee to find a new president. Upon the committee's recommendation, after weeks of deliberation, the university regents announced that Dr. J. Herbert Hollomon, formerly Assistant Secretary of Commerce for Science and

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[15]State Regents, Fifteenth Biennial Report, Pt. II, 1970, pp. 6-7.

[16]State Regents, Thirteenth Biennial Report, 1966, p. 25.

Technology in Washington, D.C., would succeed Dr. Cross on July 1, 1968.[17]

Upon his arrival at OU, Dr. Hollomon undertook to define the goals and purposes of the university in the years ahead, and under his direction a statement of concept was made in The Future of the University: A Report to the People. An extensive reorganization of the university structure was made by Dr. Hollomon, including the development of the University Community as a vice-presidential post; the appointment of several other vice-presidential posts; the division of student personnel services into student activities, residential programs, and special student programs; reorganization of university development programs; reorganization of the university relations function; expansion of the Washington office of the university to include a full-time liaison officer; redesignation of the College of Continuing Education as the College of Liberal Studies; and the involvement of students on many key committees of the university.[18] In agreement with OSU, the University of Oklahoma went to a new pre-Christmas semester scheduling in 1970-71.

During the spring of 1970 President Hollomon came in conflict with Governor Dewey Bartlett following a student demonstration against ROTC in Owen Stadium on May 12. Though

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[17]State Regents, Fourteenth Biennial Report, 1968, pp. 24-25.

[18]State Regents, Fifteenth Biennial Report, Pt. II, 1970, pp. 7-9.

the OU Regents did not fire Hollomon as expected in their meeting of June 25, Hollomon submitted his resignation on July 23.[19] Dr. P. Kyle McCarter, Provost at the university, was appointed as interim president.

Oklahoma State University

Oklahoma State University kept pace with the University of Oklahoma in growth and change during the sixties. Beginning the decade with an on-campus enrollment of 10,147 in 1959-60, the school grew to 17,304 in 1969-70. At the same time it increased manyfold its facilities, greatly enlarged its curriculum offerings, and became involved in more research than ever before.

The Oklahoma State enrollment depended less on non-resident students than did OU, its 2,396 figure being less than half that of the Norman university in 1969-70. Accordingly, its state-resident population that year was 14,907 compared to OU's 12,801.[20] As with OU, an increase in the OSU graduate program was influential in its growing enrollment. In 1961-62 Oklahoma State conferred 475 master's degrees and eighty-seven doctoral degrees; in 1969-70 that number had risen to 635 master's degrees and 218 doctoral

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[19] Daily Oklahoman, May 13, p. 1; June 26, 1970, p. 1.

[20] State Regents, Fifteenth Biennial Report, Pt. II, 1970, pp. 69-70.

degrees.[21] The graduate program of the College of Engineering ranked among the top ten in the nation.

In summing up the building that took place during the period of 1960 to 1970, the school reported with pride:

> A quick glance at the magnificent new campus shows what has taken shape over the past decade: new buildings for the colleges of Business Administration, Engineering, and Agriculture; buildings for Physical Science, Life Sciences, Mathematical Sciences, and Health, Physical Education and Recreation; the Student Union expansion, library expansion, the eight multi-storied residence halls, some 72 married student apartment complexes and a number of auxiliary service facilities. And now, being added this year, was the Seretean Center for the Performing Arts, replacing the original campus University Auditorium and Williams Hall, and a three-tiered parking facility south of the Student Union.[22]

The period was also one of academic development for OSU. Its College of Business was accepted as a fully accredited member of the American Association of Collegiate Schools of Business, and educational programs leading to the Master of Business Administration degree were offered.[23] OSU also advanced its curriculum offering with doctoral programs in English, history, and business, two new master's degrees in computing science and geology, and a bachelor's degree in engineering technology. Its Traveling Scholars graduate-level program was initiated with four new international area

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[21] State Regents, Eleventh Biennial Report, 1962, pp. 28-29; State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 71.

[22] State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 13.

[23] State Regents, Eleventh Biennial Report, 1962, p. 29.

studies. The school now offered a total of forty doctoral programs, and the English doctorate was the first Ph.D. offering in the humanities at OSU.[24]

The university's Graduate College, under its full-time graduate dean established a Graduate Student Council, a multidisciplinary Science Teaching Center, the College of Education's Southwest Center for Study of Higher Education, and a Committee on Urban Studies. Other new programs were the addition of a two-year nursing sciences program for the Technical Institute in Oklahoma City and a licensed practical nursing program for the School of Technical Training at Okmulgee.[25]

Research activities were enlarged through the direction of the Agricultural Experiment Station, the Wildlife Research Unit, the Office of Engineering Research, and the Research Foundation, which furnished support for research by faculty members in the colleges of Arts and Sciences, Business, Education, and Home Economics.[26]

During the biennium of 1967-68, nearly $18 million in research grants was awarded. Among the largest of these were two for $750,000 each: the Themis project award, a three-year grant for describing environmental conditions relating

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[24]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 11.

[25]State Regents, Fourteenth Biennial Report, 1968, p. 34.

[26]State Regents, Eleventh Biennial Report, 1962, p. 29.

to severe weather; and another grant for research and development in electromechanical technology. In 1968-69 OSU received a $665,200 grant from the National Science Foundation to develop a Systems Science Center and a $600,000 grant for the National Aeronautics and Space Administration's Space Science Education Project.[27] By 1969 the allocations for contract research and services at OSU amounted to over $9 million.[28]

The decade of the sixties also saw a change of presidency at Oklahoma State when on July 1, 1966, Oliver S. Willham retired after fifteen years at the OSU helm. He was replaced by Dr. Robert S. Kamm, who became the sixteenth president of Oklahoma State University.[29]

Central State College

The decade of the sixties saw a continuation of the phenominal growth of Central State College. From less than 1,000 students in 1951, the enrollment jumped to 4,000 in 1960 and 10,600 in 1970.[30]

Under the leadership of President Godfrey, Central State conducted a critically needed campus expansion and

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[27]State Regents, Fifteenth Biennial Report, Pt. I, 1969, pp. 11-12.

[28]Ibid., p. 92.

[29]State Regents, Thirteenth Biennial Report, 1966, p. 31.

[30]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 67.

building program during the 1960's. At the beginning of the period the campus was comprised of only twenty-nine acres; through purchases and urban renewal it was expanded to 100 acres by 1970. During those ten years a number of key projects were undertaken: a new administration building, replacing the old one built in 1914; two new dormitories; two complexes of married student apartments; a new field house and stadium; additions to the science and industrial arts buildings; remodeling of the auditorium and the Old North Tower; a new four-story library building; the $3 million College Center; renovation of the old library into a communications building and the old Student Union into an art building; a central cafeteria; a new liberal arts building; and a home economics building.[31]

Teacher training, which had been the founding purpose of Central, began to give way to business as the major study field of the institution, reflecting the demands of a new student body which was made up largely of commuters from the urban area of Oklahoma City (7,807 of 9,940 in 1968-69).[32] Other new degree programs such as funeral service education, nurses' education, computer science, safety education, home economics, journalism, library science, psychology, sociology, political science, school counseling, and preprofessional

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[31]State Regents, Fourteenth Biennial Report, 1968, p. 44.

[32]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 64.

training in medicine, nursing, dentistry, dietetics, medical technology, engineering, law, veterinary medicine, osteopathy, and optometry were added to the curriculum.[33]

It was necessary that Central State raise its salary scale to meet the competition of other schools. This was done, and the number of faculty rose above 310 in 1970, with 40 per cent of them holding a doctorate.[34]

Attempts were made by Central State College to secure a change of title, and on April 13, 1971, Governor David Hall signed a bill renaming the school "Central State University."

Oklahoma College of Liberal Arts

In July, 1965, the Oklahoma College for Women was transformed by legislative act into a coeducational college under the new title of the Oklahoma College of Liberal Arts, changing the entire nature and structure of the institution.[35] The school was reorganized into the four divisions of Arts and Letters, Education, Social Sciences, and Mathematics and Natural Science. At the same time a system of participative management in college governance was inaugurated, allowing students and faculty to share in decision making along with the administration through the committee

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[33]State Regents, Eleventh Biennial Report, 1962, p. 40.

[34]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 22.

[35]State Regents, Thirteenth Biennial Report, 1966, p. 38.

system. The school also initiated a trimester system of operation.[36]

An $80,000 union building had been completed in 1962, and, with the school now taking male students in residence, Willard Hall was redesignated and remodeled to serve as a men's dormitory.[37] As a result of its new coeducational status, the school's enrollment increased from 651 in 1964 to over 1,000 in 1966.[38] Of that 1,000, 253 were men, and this number increased to 332 in 1967-68.[39]

The new purpose which the college saw for itself was to be a liberal arts college providing a broad general education, "'to educate the whole man,' and further, to provide an education relevant to the world in which we live today."[40] It also saw itself as an experimental school in which new curriculum plans were tried:

> In one of the four divisions at the college, Social Science, the majors in all disciplines were restructured into "areas of concentration" with a reduction in specific requirements in the "area" and the inclusion of supportive and enrichment courses outside the discipline. Under this system, each student has developed a course of study built on a limited required core in

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[36]State Regents, Fourteenth Biennial Report, 1968, p. 64.

[37]State Regents, Thirteenth Biennial Report, 1966, p. 39.

[38]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 67.

[39]State Regents, Fourteenth Biennial Report, 1968, p. 65.

[40]Ibid., p. 64.

> the discipline that is designed to meet his particular needs and interests. This course of study is then "tailor-made" or "individualized" for the student and may vary considerably from the program of other students in the same "area of concentration." The success of the program will more than likely result in its expansion to all disciplines in the college.[41]

Panhandle State College

During the period from 1960 to 1970 Panhandle worked to improve the qualifications of its faculty and to build up its facilities. The school's program to encourage faculty to work on advanced degrees paid dividends when several of its professors secured their doctorates. During 1961 twenty brick duplex apartments for married students were completed, while a loan of $925,000 was secured to construct a student union center and a girls' dormitory.[42] This was followed by the construction of a classroom building, a central heating plant, and the remodeling of some of the older buildings. In May, 1968, a women's dormitory was opened, an addition to the library was built along with a new industrial arts and graphic arts building, some new apartments for married students were erected, and the administration building was remodeled.[43]

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[41] State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 31.

[42] State Regents, Eleventh Biennial Report, 1962, p. 36.

[43] State Regents, Fourteenth Biennial Report, 1968, p. 66.

Panhandle enlarged its curriculum with the addition of courses in the fields of biology, chemistry, physics, psychology, and business education. A full four-year course in military science was approved by the U.S. Defense Department, and in 1969 a major in accounting was added.[44]

Two significant events in the school's history occurred in 1969: Dr. Marvin McKee, who had been president since 1944, retired, and the legislature changed the name of the college to Oklahoma Panhandle State College of Agriculture and Applied Science, more in keeping with its academic offerings. Marvin McKee was replaced in the presidency by Freeman McKee.[45]

Panhandle's enrollment increased steadily during the sixties, climbing from 937 in 1959 to 1,338 in 1969.[46] During the 1969-70 biennium a faculty senate was authorized and a constitution written which would allow increased faculty participation in administrative decisions through an advisory capacity.[47]

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[44]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 30.

[45]State Regents, Fourteenth Biennial Report, 1968, p. 65.

[46]State Regents, Fifteenth Biennial Report, Pt. II, p. 67.

[47]Ibid., p. 32.

Langston University

As a school whose students were principally from low-income families, Langston University concentrated heavily on providing financial help through loan-scholarship funds. In January, 1961, the Langston University Development Foundation was established, aiming toward a $100,000 goal. Working from a base of $10,000 contributed by friends and alumni, benefits from National Defense Student Loan grants increased from $7,000 in 1960-61 to $17,000 in 1961-62, to $21,000 in 1962-63, to $50,000 in 1963-64, to $102,226 in 1964-65, and to $132,408 in 1965-66.[48] Loans were made to 465 students in 1966-67 and to 502 in 1967-68.[49]

Partially because of this increased financial aid potential, Langston's enrollment doubled during the sixties, rising from 633 in 1959 to 1,225 in 1969.[50]

Another program to help the student with poorly developed ability to read and communicate was initiated in Langston's reading laboratory, modern language laboratory, and communications center. In addition, the Faculty Freshman Development Study Group worked to provide new students whose preparation for college was weak with meaningful

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[48]Oklahoma State Regents for Higher Education, Twelfth Biennial Report, Period Ending June 30, 1964, p. 39; State Regents, Thirteenth Biennial Report, 1966, p. 45.

[49]State Regents, Fourteenth Biennial Report, 1968, p. 62.

[50]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 67.

experiences which would accelerate their rate of learning.[51] A learning resources center was opened in 1968-69 to make special study aids available to students through a retrieval system.[52]

Langston also developed its facilities during the decade. In addition to considerable repair and renovation, a number of new buildings were erected: a new student union, two new residence halls, twelve faculty apartments, a music building, a science-technology building, a library annex, two new classroom buildings, and thirty-six apartments for married students. Additionally the university built a baseball diamond and four lighted tennis courts, and completed an important multipurpose reservoir on Fitzgerald Creek which supplied the good water which Langston had needed for years.[53]

A change of administration took place on October 27, 1969, when the Langston Regents dismissed President William H. Hale for alleged misconduct in office. He was replaced by Dr. William E. Sims, who had previously served as Academic Dean of the school.[54]

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[51] State Regents, Twelfth Biennial Report, 1964, p. 40.

[52] State Regents, Fourteenth Biennial Report, 1968, p. 62.

[53] Ibid., p. 63.

[54] State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 29.

East Central State College

Continued growth in enrollment and facilities marked East Central's progress from 1960 to 1970. Curriculum advancements were made also for the school, which saw its purposes at this point in its history as fourfold: the training of teachers; providing liberal education for students not interested in teaching; preprofessional training for medicine, law, engineering, religion, and other fields; and vocational training in business, secretarial training, and industrial arts.[55]

In May, 1960, East Central discontinued the Horace Mann School, which it had operated for many years, and began assigning college students to the public schools in the area for practice teaching. In 1961 Congress enacted legislation which resulted in the establishment of a regional Water Pollution Control Laboratory near Ada. In 1970 East Central was authorized by the State Regents to organize and operate a School Environmental Service in relation to the activities of the laboratory.[56] A program for the physically handicapped was also instituted.[57]

Upon her death in January, 1963, Mrs. Charles Briles, wife of East Central's first president, left her entire

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[55]State Regents, Thirteenth Biennial Report, 1966, p. 49.

[56]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 22.

[57]Ibid.

estate, amounting to some $310,000, to create a loan fund for students at East Central.[58] Another trust fund, valued at $11,000, was provided for scholarships to English majors at the college.[59]

Construction on the campus during the period saw the erection of Briles Hall, a dormitory for women; a new administration building; additions to the library and the auditorium; apartment buildings for married students; Pontotoc Hall; Pesagi Hall; an addition to Horace Mann Building; an addition to the industrial arts building; and other improvements.[60]

During the summer of 1968, C. F. Spencer, president of East Central retired after twenty years of service. He was replaced by Stanley P. Wagner.[61]

Northeastern State College

When Harrell E. Garrison retired from the presidency of Northeastern State College in 1970 he could look back on twenty years of continued growth for the school, particularly during the 1960's when the enrollment rose from 2,415 in 1959 to 5,776 in 1969. School facilities had also been increased;

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[58] State Regents, Twelfth Biennial Report, 1964, p. 45.

[59] State Regents, Fourteenth Biennial Report, 1968, p. 46.

[60] Ibid., p. 47.

[61] State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 19.

the faculty had been improved in terms of salaries, academic credentials, and numbers; student housing had been enlarged; a new student union had been erected; library space had been increased; and the curriculum had been enlarged.

In serving the educational needs of northeast Oklahoma, the school offered an instructional program of eight divisions: Communications; Education and Psychology; Fine Arts; Health, Physical Education, and Safety; Natural Science and Mathematics; Practical Arts; Social Science; and Library Services. During the period many new courses were added, principally in journalism, psychology, special education, and reading.[62] New adult and community education programs were developed in mental retardation, special education, journalism, and reading. The curriculum leading to a master's degree for teachers was improved and changed to a Master of Education degree.[63]

Garrison was replaced as president by Dr. Robert E. Collier, who took over the head post during the summer of 1970 amidst student demonstrations and racial disturbances stemming from a disputed queen election.

Northwestern State College

Northwestern made extensive improvements to its facilities during the sixties, beginning with a new residence

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[62]State Regents, Fourteenth Biennial Report, 1968, p. 48.

[63]State Regents, Fifteenth Biennial Report, Pt. I, 1969, pp. 20-21.

hall for women in 1961, turning the older Shockley Hall into a dormitory for freshman men. This was followed by a new science building containing an amphitheater and a much-needed library building addition. Two more residence halls were constructed during the 1967-68 biennium, South Hall for women and Coronado Hall for men, as well as a cafeteria. Parking facilities were improved, a new stadium was erected, and extensive remodeling was done on other older structures.[64] Herod Hall, the administration building, was improved with an addition to house the college finance office.[65]

Curriculum changes involved the extension of in-service training and adult education, the introduction of a supervised counseling practicum in education, institution of an honors program, reevaluation of existing program curriculums and expansion of course offerings in several areas, and the addition of work in speech therapy, computer science, law enforcement, and aviation education.[66]

As with the other state colleges, Northwestern's enrollment increased substantially during the decade, doubling from 1,105 in 1959 to 2,507 in 1969.[67] J. W. Martin continued as president of the college throughout the period.

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[64]State Regents, Fourteenth Biennial Report, 1968, pp. 52-53.

[65]State Regents, Fifteenth Biennial Report, 1969, p. 23.

[66]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 22; Ibid., Pt. II, 1970, p. 24.

[67]Ibid., Pt. II, p. 67.

Southeastern State College

In addition to its regular curriculum, which was aimed at the purposes of teacher, preprofessional, vocational, and general education, Southeastern strengthened its academic offering with several special programs during the decade of the sixties. Summer institutes and in-service institutes in mathematics and science were conducted under grants from the National Science Foundation. A language laboratory operated very successfully.[68] A Technology Use Studies Center was established in connection with NASA, preparing a profile of the economic potential of the state and disseminating information through seminars, field trips, and publications. An advisement and guidance program for students was conducted.[69] An NDEA Institute for Advanced Study in English was held during the summers of 1965 and 1966, in addition to regular workshops in remedial reading, driver education, guidance for Indian school personnel, dental health, economic education, exceptional children, foreign languages, and others.[70] A program for training teachers of teachers in elementary education (Triple-T) was approved by the U.S. Office of Education.[71]

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[68]State Regents, Eleventh Biennial Report, 1962, p. 50.

[69]State Regents, Twelfth Biennial Report, 1964, p. 52.

[70]State Regents, Thirteenth Biennial Report, 1966, p. 57.

[71]State Regents, Fifteenth Biennial Report, Pt. I, p. 23.

Curriculum advances included a major in psychology leading to a Bachelor of Arts degree; a Bachelor of Science degree in professional aviation; a two-year technical program and majors in business administration, psychology, and conservation; and instruction in computer science.[72]

Southeastern also enlarged its facilities considerably during the period, including a wing on the men's dormitory, a new administration building, a new fine arts building, a new library and science building, two new dormitories, and expansion of the Student Union.[73]

In 1967 Leon Hibbs replaced A. E. Shearer as president of the college.

Southwestern State College

Southwestern began the decade with a new president, Al Harris, who replaced R. Harold Burton in 1960. Harris found the school in the midst of an enrollment increase that necessitated a building and remodeling program, improvement and enlargement of the faculty, and advancements in curriculum. During the first biennium the Southwestern president could report the addition of two wings to the women's dormitory, Stewart Hall, and one wing to the men's dormitory, Neff Hall; construction under way on an $800,000 science building and renovation of the old science building;

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[72]State Regents, Fourteenth Biennial Report, 1969, p. 53.

[73]Ibid., p. 55.

remodeling of the college gymnasium into a music hall; and work begun on a cafeteria addition to the Student Center. He could also point with satisfaction to a grant of $100,000 by the Gustavus and Louis Pfeiffer Foundation for equipping laboratories and classrooms of the new science building.[74]

The second biennium was almost as productive with the completion of Quanah Parker Hall, a men's dormitory, and the remodeling of the old Pharmacy School building for the Business Education Department. Grants received from the National Science Foundation included $29,760 for additional chemistry equipment and $10,000 for biological sciences, besides a $9,800 Atomic Energy Commission grant, also for chemistry equipment.[75] These were followed by a $71,834 grant from the U.S. Department of Health, Education, and Welfare for student loans in the School of Pharmacy and another for $25,000 for scholarships.

In 1966 Oklahoma Hall, a five-story women's dormitory, was opened along with a three-story arts and sciences building, a swimming pool and office addition to the health and physical education building, and an addition to the Memorial Student Center.[76] And in 1970 the school opened two

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[74]State Regents, Eleventh Biennial Report, 1962, pp. 51-52.

[75]State Regents, Twelfth Biennial Report, 1964, p. 55.

[76]State Regents, Fourteenth Biennial Report, 1968, p. 57.

seven-story dormitories, the Thomas Jefferson and the Will Rogers, and a cafeteria.[77]

Six new major areas of study were approved for Southwestern by the State Regents: psychology, political science, sociology, German, French, and Spanish.[78] A medical records science program was initiated in 1968 in connection with Hillcrest Medical Center in Tulsa, and the Concho School Project netted Southwestern more than $130,000 in federal funds to conduct a one-year curriculum improvement program.[79]

Southwestern's enrollment increased from 1,822 in 1959 to 5,070 in 1969.[80]

Cameron State College

Of overwhelming importance to Cameron State Agricultural College during the 1960's was the change of its legal status from a junior college to a four-year institution by the State Regents for Higher Education. As a baccalaureate degree-granting institution it could now offer Bachelor of Arts majors in English, history, mathematics, music, and speech-drama, and Bachelor of Science majors in biology, business, chemistry, elementary education, health and

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[77]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 25.

[78]State Regents, Thirteenth Biennial Report, 1966, p. 59.

[79]State Regents, Fourteenth Biennial Report, 1968, p. 56.

[80]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 67.

physical education, and general education for military personnel. Associate, or two-year degree programs, were offered in agriculture-business and law enforcement. The Technical Department continued to offer an Associate in Science degree in data processing, drafting and design, electronics, and nursing.[81]

During the 1960's Cameron constructed a number of new classrooms, dormitories, and other facilities. A student union building was completed in 1962, followed by a library-administration building and a new physical science building in 1964. A new administration building was occupied in 1968, while the 1964 building was renovated to provide much-needed additional library space.[82] In 1970 the Shepler Center, a twin ten-story student housing and cafeteria facility, was opened.[83]

In 1969 Dr. Don Owen was named president, replacing Richard Burch.

The Independent Senior Institutions

Oklahoma Baptist University

The 1960's were highlighted for Oklahoma Baptist University by the retirement of President John W. Raley in

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[81] Ibid., Pt. I, 1969, pp. 25-26.

[82] State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 26.

[83] Ibid., Pt. II, 1970, p. 28.

1962; the beginning of its "OBU Abroad" program, whereby students studied in Europe; the winning of a national championship in basketball and an individual track championship; and several important financial donations, including a multi-million-dollar trust fund set up by the late Mrs. Louise M. Prichard.[84] The $1.4 million University Center was opened in the fall of 1970.[85]

OBU's enrollment rose steadily during the period, reaching 1,642 in 1969.[86] Increased appropriations by the Baptist General Convention and grants such as the Maybee Foundation of Tulsa donation of $200,000 set the pace for construction of new housing, a fine arts center, a computer center, and other additions.[87]

A new liberal arts curriculum was implemented in 1970, featuring a 4-1-4 calendar, with a flexible area of concentration for the junior and senior years.[88]

The ten years of the sixties saw three presidents follow Raley: James R. Scales, 1961-65; Evans T. Moseley, 1965-66 (Acting); and Grady C. Cothen (1966-70).

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[84]State Regents, Thirteenth Biennial Report, 1966, p. 75; State Regents, Fourteenth Biennial Report, 1968, p. 76.

[85]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 51.

[86]Ibid.

[87]Ibid.

[88]Ibid.

Oklahoma City University

In 1960 Oklahoma City University, under President Jack Wilkes, engaged the Massachusetts Institute of Technology in a "Great Plan" program. This program, conducted in connection with fund-raising drives, was an effort to establish OCU as a regional center of academic excellence. In 1962 the Ford Foundation selected the university as the recipient of a matching grant for general support up to a maximum of $2 million.[89]

All four divisions of the university--the College of Arts and Sciences, the School of Music, the School of Business, and the School of Law--were improved through the program. In 1963-64 graduate programs leading to the Master of Arts in Teaching and the Master of Business Administration degrees were inaugurated, and in the fall of 1963 the evening program was placed on a trimester system.

With its enrollment on the increase, reaching 2,722 in 1965, OCU completed construction of a seven-story women's dormitory, a student center, a steam plant, the Kirkpatrick Fine Arts Building, the Bishop W. Angie Smith Chapel, the Florence Hite Greenhouse, the Wang Computer Laboratory, and several other auxiliary projects.[90]

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[89]State Regents, Twelfth Biennial Report, 1964 pp. 67-68.

[90]State Regents, Fourteenth Biennial Report, 1968, p. 78.

In 1964-65 the School of Law changed to the Jurist Doctorate degree, requiring the baccalaureate for admission. Success was achieved for the school in the fine arts field by the Lyric Theatre; the Surrey Singers, who toured Europe for the USO in 1964 and the Caribbean in 1966; and the Drama Department, which toured Europe in 1966.[91] By 1969 the Great Plan program had resulted in an innovative new approach to curriculum planning.[92]

Dr. John F. Olson, who replaced Wilkes as president in 1964, died unexpectedly in 1969. Dolphus Whitten, Jr., was appointed as acting president.[93]

Phillips University

The city of Enid entered into a full partnership with Phillips University through financial contributions, and the university launched a "Growth with Quality" expansion program. Phase I of the program resulted in a $3 million library, a two-story administration building, the addition of a wing to a men's residence hall, the erection of a second married student apartment house, a bacteriology laboratory,

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[91] State Regents, Thirteenth Biennial Report, 1966, p. 77.

[92] State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 53.

[93] Ibid., Pt. I, 1969, p. 141.

a new home for the president, and renovation of several older buildings.[94]

During the Phase I period, which ended in 1968, Phillips entered into a joint nursing program with St. Mary's Hospital in Enid; initiated a graduate program in speech pathology; conducted a European study tour; took part in the "World Campus Afloat," an ocean liner-campus which toured the world for a semester; and conducted the university-owned science and art camp in the Colorado Rockies.[95]

Phase II of the Growth with Quality program began in October, 1968, spurred by a $1 million challenge gift.[96] Enrollment reached a record high of 1,489 in 1968 but fell to 1,346 in 1969.[97] A Doctor of Ministry degree program was begun in the fall of 1970, along with a baccalaureate program in nursing. The Community Speech and Hearing Center was completed that same year.[98]

Phillips was guided through the decade of the sixties by President Hallie Gantz, who replaced Dr. Briggs in 1961.[99]

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[94]State Regents, Fourteenth Biennial Report, 1968, p. 80.

[95]Ibid., pp. 80-81.

[96]Ibid.

[97]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 56.

[98]Ibid., p. 55.

[99]State Regents, Fourteenth Biennial Report, 1968, p. 23.

University of Tulsa

The University of Tulsa made a great deal of advancement in terms of both curriculum and building during the 1960's. Highlights of the school's academic growth were full accreditation of the Doctor of Education degree; a new program in mathematics leading to a Bachelor of Science degree in engineering mathematics; a Bachelor of Business Administration degree program; master's degree programs in mechanical engineering and religious training; bachelor's and master's degree programs in electrical engineering; an undergraduate curriculum in creative writing; and doctoral degree programs in English, engineering, and the earth sciences.[100]

Of the extensive new construction and remodeling, the most notable projects were an eighty-one-room addition to the women's dormitory; Mabee Gymnasium; a five-story addition to McFarlin Library; a dormitory for varsity athletes made possible by an $800,000 grant from the LaFortune family; expansion of the Student Activities Building; construction of the coeducational Twin Towers complex; the Chapman Hall of Nursing; plus extensive renovation and remodeling of other buildings.[101]

The University of Tulsa also received as gifts the Downtown Motel, first used as a student dormitory and later

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[100]State Regents, Thirteenth Biennial Report, 1966, p. 80.

[101]State Regents, Fourteenth Biennial Report, 1968, pp. 82-83; State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 49.

for the Mabee Speech and Hearing Clinic, and two buildings on two and one-half acres of land presented by Humble Oil and Refining Company.[102]

President Henneke resigned in 1967 and was replaced by Dr. Eugene Swearingen, who left the university to take over the presidency of the National Bank of Tulsa in 1968. Dr. J. Paschal Twyman was named president effective June 15, 1968.[103] Under Dr. Twyman faculty governance was reorganized with a new constitution for an elective faculty senate. The enrollment in 1969 totalled 6,513.[104]

Oral Roberts University

Oral Roberts University was chartered in 1963 as a private, nonsectarian, coeducational institution offering a curriculum in liberal arts and sciences and in graduate theology. Classes began on September 7, 1965. Financed by private donations and by grants from the federal government, a modern physical plant was erected on 400 acres near Tulsa. The buildings included a six-story Learning Resources Center; a multipurpose building; a Health Resources Center; a seven-story dormitory and two other residence halls; a power plant; the 200-foot Prayer Tower; a second high-rise dormitory; and

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[102]State Regents, Fourteenth Biennial Report, 1968, p. 82.

[103]Ibid., p. 81.

[104]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 49.

a two-story Dining Commons.[105] Construction was begun on a $5.5 million Special Events Center for dramatic, athletic, and convention events.

The Oklahoma State Regents for Higher Education granted conditional accreditation in 1967, and during 1969-70 the institution prepared and submitted a Report of Self Study for accreditation to the North Central Association.[106]

Bethany Nazarene College

Teacher education gained increasing importance in the curriculum of Bethany Nazarene College, and in 1962 the school was accredited by the National Council for the Accreditation of Teacher Education. Some 50 per cent of its graduates were prepared for teacher certification. In the fall of 1963, Bethany Nazarene and the Baptist Hospital in Oklahoma City entered into a joint training program for nurses.[107] This was followed by the addition of courses for elementary teachers at the nursery school level, a major concentration in computer science management, and a Bachelor of Science degree program in religious education.[108]

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[105]State Regents, Thirteenth Biennial Report, 1966, p. 78; State Regents, Fourteenth Biennial Report, 1968, p. 79.

[106]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 55.

[107]State Regents, Twelfth Biennial Report, 1964, p. 65.

[108]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 50.

With denominational support on the increase, the school was able to complete two dormitories, a physical education building, a new science building, an addition to the library, and a new five-story women's dormitory.[109]

In August, 1965, the college was approved by the North Central Association to offer a master's degree in the field of religion.[110] The college was also approved by the State Board of Education for the professional teacher's certificates in language arts and social studies.[111]

Oklahoma Christian College

A study, "Decade of Progress," made by Oklahoma Christian College early in the period, outlined a plan of building and improvement which was to come into being for the school. Now a senior college offering bachelor's degrees in education, history, English, biology, science, mathematics, and Bible, OCC conducted a $1 million fund drive and began increasing its facilities.[112] A gymnasium, a men's dormitory, and an addition to the student center cafeteria were the

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[109]State Regents, Fourteenth Biennial Report, 1968, p. 75.

[110]State Regents, Thirteenth Biennial Report, 1966, p. 74.

[111]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 50.

[112]State Regents, Eleventh Biennial Report, 1962, pp. 63-64.

first, followed later by a women's dormitory.[113] At mid-decade another $3 million expansion program was initiated, leading to a new men's dormitory, another women's dormitory, and a well publicized Electronic Learning Center. A $400,000 gift resulted in the construction of even more student housing, an upper division science building, and a physical education building.[114]

In the fall of 1967 the school moved to a trimester system of instruction, having won accreditation from the North Central Association the year before. OCC listed an enrollment of 1,200 students for 1968-69, offering forty majors and several preprofessional programs.[115]

Benedictine Heights College

As of September, 1961, course offerings at Benedictine Heights College in Tulsa were cut back to fill only the needs of the Benedictine Sisters owning and administering the college. This was made necessary by financial circumstances. The administration of the Catholic liberal arts college gave itself a period of five years in which to make a decision either to reopen the college or to discontinue its program altogether. During the interim from 1961 to 1966,

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[113] State Regents, Twelfth Biennial Report, 1964, pp. 66-67.

[114] State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 52.

[115] Ibid.

the school's enrollment varied from thirty to 160. Twenty-one bachelor's degrees were granted during that period. After two years' intensive study, the decision to close the Benedictine Heights College in August, 1966, was made. This ended a long academic history for the school dating back to 1889, including a period from 1936 to 1941 when the Benedictine Sisters operated a branch called Claver College for Negroes of the Guthrie area.[116]

Growth During the Sixties

Enrollment in Oklahoma colleges and universities doubled from 41,882 in 1959 to 83,291 in 1969. The state four-year colleges showed the greatest gains, increasing by 155 per cent as compared to 70 per cent for the state universities, 67 per cent for the state two-year colleges, 97 per cent for community junior colleges, and 44 per cent for private institutions.[117] Central State College showed the most exceptional growth, its student population increasing from 3,400 to more than 10,500 during the period. This, along with the growing popularity of Central State's business curriculum, indicates the influence of urbanization.

Among the major fields of study which grew faster than the average were teacher education, business and

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[116]State Regents, Thirteenth Biennial Report, 1966, p. 73.

[117]Oklahoma State Regents for Higher Education, The Role and Scope of Oklahoma Higher Education: Guidelines for Planning in the Decade of the 1970's (Oklahoma City, 1970), p. 25.

commerce, social sciences, English and journalism, and biological sciences. Engineering and physical sciences dropped at the bachelor degree level during the sixties.[118]

Bachelor's degrees conferred in Oklahoma increased 74.5 per cent during the decade, while master's degrees more than doubled, and doctorates conferred in the state soared from ninety-two to 412 (347.8 per cent).[119]

The number of full-time-equivalent faculty at Oklahoma colleges and universities during 1968-69 was 3,682 with an average salary ranging from $14,636 for a professor to $8,171 for an instructor. This represents a sizeable increase during the decade, but still ranks below the national averages.[120]

The cost of higher educational operation in Oklahoma increased from $40.3 million in 1959-60 to $107.7 million in 1969-70. State appropriations increased from $27 million to $59.5 million during the same period.[121] Allocations for research in Oklahoma had risen to $24.5 million in 1968-69.[122]

These statistics reveal the increasing importance of higher education in Oklahoma and point to continued expansion in size and purpose in the years ahead. The development of a junior college system in the state portends a leveling off in the state college enrollments, or at least a slowing of the

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[118] Ibid., pp. 51-52, 54. [119] Ibid., p. 53.

[120] Ibid., p. 81. [121] Ibid., p. 71

[122] Ibid., p. 92.

rate of increase, during the next decade. Increased emphasis of bachelor level work for the state colleges is expected, along with increased graduate work for the state universities, particularly at the doctoral level. Projected enrollments for the next decade indicate an overall increase of 44.3 per cent at the senior level and 106.6 per cent at the graduate level.[123]

A study made under the auspices of the State Regents in early 1970, The Role and Scope of Oklahoma Higher Education, developed the foregoing statistics and made a number of important recommendations concerning the future of higher education in Oklahoma. One of these concerned the development of an articulated system of institutions which would be assigned a "particular kind of student and a specialized set of functions to fulfill."[124]

A first step toward development of a system of specialized institutions in Oklahoma was made in 1962. At that time the State Regents established admission policies which restricted freshman enrollment at the University of Oklahoma and Oklahoma State University to those who ranked in the top three-quarters of their high school graduating class. This was revised upward in 1967 to limit enrollments at the universities to the upper one-half of high school graduates.[125]

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[123] Ibid., pp. 38-40. [124] Ibid., p. 84.

[125] Ibid., p. 86.

The State Regents' study recommended that this move be strengthened by limiting enrollment in the universities to the top one-third of high school graduates and enrollment in the state colleges to the upper one-half. Accordingly, greater emphasis at the universities would be placed on upper division, graduate, and postgraduate work and at the six state colleges on programs of education and research at the upper division and master's level.[126] Corresponding recommendations were made for the other colleges and universities in Oklahoma.

A system of televised instruction was suggested to meet the growing needs of business and industry in urban communities. Such a system was inaugurated in 1970 with the University of Oklahoma, Oklahoma State University, the OU Medical Center, and the University of Tulsa as the participating schools.[127]

Summary

That the decade of the sixties was the most eventful and significant in the history of Oklahoma higher education is evident in terms of enrollment, facility development, curriculum changes, faculty growth and salaries, national and state financial support, advanced research and graduate study, and numbers of graduates produced. Nearly all of the

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[126] *Ibid.*

[127] *Sunday Oklahoman*, February 1, 1970, sec. A, p. 13.

institutions of higher education in Oklahoma prospered and grew during the period, but enrollment advances were especially pronounced at Central State College, while both the senior universities continued to maintain competitive positions of leadership in state higher education. The potential of higher education in Oklahoma was so great during the sixties as to allow the successful founding of several independent institutions.

CHAPTER XIII

JUNIOR COLLEGES IN OKLAHOMA, 1960-1970

During the decade of the sixties, state educational leaders became aware that the dynamic nature of American society, with its development and application of technical knowledge, demanded that higher educational opportunities be made available to more people in order to train the skilled manpower needed.[1]

The period from 1950 to 1960 saw a substantial redistribution of Oklahoma's population, with Oklahoma and Tulsa counties making the largest gains. U.S. Census figures in 1960 indicated a growing trend of urbanization in the state.[2] Many people who had been in rural area agriculture had turned to the cities for industrial employment.[3]

Accordingly, the 1969 Oklahoma Legislature enacted several measures relative to the development of junior

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[1] Oklahoma State Regents for Higher Education, Junior College Education in Oklahoma: A Report of a State-Wide Study (Oklahoma City, 1970), p. 1.

[2] Ibid., p. 7.

[3] Ibid., p. 10.

colleges in Oklahoma: House Concurrent Resolution No. 1003 concerned a state junior college for southwestern Oklahoma; Senate Bill No. 104 authorized such a two-year state college at Altus; Senate Concurrent Resolution No. 36 requested the State Regents to look into the possible conversion of municipal colleges at El Reno, Poteau, Sayre, Seminole, and other locations into state-supported institutions; and House Bill No. 1156 set limitations on who could apply for establishment of a community junior college.[4]

During 1969 the Oklahoma State Regents for Higher Education sponsored a study of junior colleges in Oklahoma. Among its conclusions and recommendations was that Oklahoma should establish a state-wide system of comprehensive junior college-technical education, based upon a division of the state into eleven geographic areas consistent with the eleven manpower regions identified by the Oklahoma Employment Security Commission. "Existing state junior colleges, community junior colleges, and technical institutes in each of the regions would become parts of an administrative unit for regional post-high school education."[5]

Other specific recommendations were that Altus Junior College should be operated as a state junior college; that the proposed Capitol Hill junior college should be put to a vote of the district; that Oklahoma Military Academy should

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[4] Ibid., pp. 1-2.

[5] Ibid., p. 70.

become a comprehensive community college, with a continuation of its military program; that Ardmore, Henryetta, and Woodward did not, for various reasons, meet the criteria for establishment of a community college at those locations; and that the community junior colleges other than Altus should not be converted to state junior colleges because they did not meet the standards of, and were not performing similar functions to, the state junior colleges.[6]

The State Regents' report also recommended that a governing board of seven members be established for each region.[7] A bill introduced in the senate in March, 1971, proposed a seven-member board of regents for all community and municipal junior colleges. This board would have coordinating management and control of the colleges and would serve in a liaison capacity in their behalf in making requests to the State Regents for allocation of funds and in establishing operating procedures, courses of study, and educational programs in order to achieve uniformity.[8]

These actions were a culmination of state and municipal junior college growth and advancement during the preceding decade. All had rising enrollments, all built new facilities, all initiated new programs of technological study, and all found a new sense of purpose in serving the needs of their respective locales.

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[6]Ibid., pp. 74-76.

[7]Ibid., p. 71.

[8]Daily Oklahoman, March 9, 1971, p. 12.

State Supported Junior Colleges

Connors State College of Agriculture and Applied Science

Though it experienced a name change during the decade from "State Agricultural College" to "College of Agriculture and Applied Science," Connors still saw its essential purposes as general education, preprofessional education, technical and terminal education, and community services.[9]

Its principal emphasis, however, was on the technical curriculums, and during the latter part of the period four new programs in vocational technical education were added: police science, technical chemistry, medical assistants technology, and medical secretarial technology.[10]

During the decade Connors constructed a women's dormitory, a student union, a classroom-administration building, and a physical education building. A much-needed and long-sought fine arts center was under way. Several of the older buildings were remodeled and renovated.[11]

In 1965 Melvin Self took over the presidency of the school, replacing Jacob Johnson, who had been in the post since 1933.[12]

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[9]State Regents, Fourteenth Biennial Report, 1968, p. 68.

[10]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 35.

[11]State Regents, Twelfth Biennial Report, 1964, p. 57; State Regents, Fourteenth Biennial Report, 1968, p. 67; State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 34.

[12]State Regents, Thirteenth Biennial Report, 1966, p. 63.

Eastern Oklahoma State College of Agriculture and Applied Science

The key event for Eastern during the decade of the 1960's was the extensive development of its technical education program, made possible by a $725,000 grant from the Economic Development Administration for the construction of a technical education building, plus $250,000 for equipment. By virtue of this help, the school expanded its technical offerings to a wide range of novel programs: building construction technology; chemical technology; civil and highway technology; computer technology; drafting and design technology; electronics technology; forest technology; mid-management technology; mechanical engineering technology, with options in automotive, machine, and metallurgical technology; ranch training technology; electro mechanical technology; and secretarial science.[13]

Eastern also accomplished a great deal of other building during the period: two dormitories, a fine arts building, an industrial education building, eight student-faculty apartments, a livestock arena, a warehouse building, a science building, a physical education gymnasium, expansion of the Student Union and library, and remodeling and renovation of a number of the older buildings.[14]

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[13]State Regents, Fifteenth Biennial Report, Pt. I, 1969, p. 33; Ibid., Pt. II, 1970, p. 36.

[14]State Regents, Fourteenth Biennial Report, 1968, p. 69.

The enrollment at Eastern continued to climb, going from 912 in 1959 to 1,286 in 1969.[15] E. T. Dunlap, who resigned to become Chancellor of the State Regents for Higher Education, was replaced as president by J. N. Baker in 1961, and he in turn by James M. Miller in 1970.

Murray State College of Agriculture and Applied Science

Murray continued to undertake the junior college functions of transfer, general, vocational, and terminal education, with eight departments of learning: Agriculture, Business, Engineering and Industrial Arts, Fine Arts, Language Arts, Mathematics, Science, and Social Science.[16] The curriculum was advanced with the addition of courses in industrial drafting, design technology, industrial chemistry, and mechanical technology, as well as more courses in general education.[17]

The school's building program saw the addition of a classroom building, a music building, an agriculture building, extension and improvement of library facilities, a

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[15]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 67.

[16]State Regents, Eleventh Biennial Report, 1962, p. 56.

[17]State Regents, Twelfth Biennial Report, 1964, p. 60.

student union building, a dormitory for men, an auditorium, and major remodeling of older structures.[18]

By the end of the decade, with its enrollment on the increase, Murray looked forward to even more emphasis on technical education and community service.[19]

Northeastern Oklahoma A&M College

Spurred by an increasing enrollment and help from the Urban Renewal Act which added thirty acres to its campus, Northeastern A&M conducted an extensive rebuilding program and made a number of important curriculum additions. New classes in nursing, electronics, industrial chemistry, drafting, criminal justice, mid-management, and quality control were offered, plus new programs in developmental reading and counseling and guidance.[20]

New construction during the period included a dormitory for girls, a dormitory for boys, two apartment buildings for married couples, an addition to the Student Union, a new library-administration building, a new physical education building, a fine arts auditorium, and remodeling of other facilities. The football stadium was enlarged for the Golden

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[18]State Regents, Thirteenth Biennial Report, 1966, p. 66.

[19]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 38.

[20]State Regents, Twelfth Biennial Report, 1964, p. 61; State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 39.

Norsemen, who were chosen as national champions in junior college football in 1967.[21]

On December 31, 1969, Dr. Bruce Carter, who had been president of Northern A&M for twenty-seven years, retired to become Executive Director of the Higher Education Alumni Council of Oklahoma. He was replaced by Dr. D. D. Creech.[22]

Northern Oklahoma College

A five-year progress report issued by Northern in 1970 indicated several important trends in its development: (1) curricular changes toward a broader, more comprehensive program; (2) upgrading of its facilities and college services; (3) improvement of its student personnel program; and (4) advancement of its faculty credentials. Much of this was made possible by federal grants of up to $70,000 annually as aid to a developing institution.

With these federal moneys Northern was able to complete an $850,000 building program, provide assistance to faculty for graduate study and in-service training, obtain consultant services, and conduct faculty exchanges with Oklahoma State University in areas of critical need.[23]

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[21]State Regents, Fourteenth Biennial Report, 1968, p. 71.

[22]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 39.

[23]State Regents, Fourteenth Biennial Report, 1968, p. 73.

New curriculums were added in electronics, data processing, drafting and design, retail management, law enforcement, nursing, medical laboratory technology, and medical assistant technology.[24]

Among the new buildings were a library-administrative-classroom building, an addition to the field house, two dormitories, a union-cafeteria, plus considerable renovation work.[25]

In 1965 the school saw both a name change, which dropped the "Junior" from its title, and a new president--Edwin E. Vineyard replaced V. R. Easterling in the head post.[26] By 1969 Northern's enrollment had reached 1,338, almost tripling itself since 1959.[27]

Oklahoma Military Academy

The most significant change at the Oklahoma Military Academy during the sixties was its transformation to coeducational status. By 1970 nearly 20 per cent of the regular daytime students were women. A large number of the student body were commuters, while only 10 per cent of the school's enrollment consisted of resident members of the cadet

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[24]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 40.

[25]State Regents, Thirteenth Biennial Report, 1966, p. 69.

[26]Ibid.

[27]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 67.

corps.[28] An academic council, formed to make an examination of the institution and new curriculum needs of a diverse commuting student body, recommended several immediate additions: a physical education program for both men and women; a comprehensive secretarial and clerical offering; remedial programs for low achievers eligible for admission; and such individual courses as were deemed desirable for the initial liberalization of offerings.[29]

New buildings constructed during the decade of the sixties included the Thunderbird Student Study Lounge, an addition to the mess hall, barracks, and an academic building for laboratories.[30]

In 1964 General John F. Smoller resigned as president of OMA, and John E. Horne, a graduate of the institution, was named to replace Smoller.[31]

Tulsa Junior College

Tulsa Junior College opened its doors for the first time in September, 1970, to 2,790 students with an academic program of four divisions: Communications Services, Business Services, Scientific and Medical Services, and Cultural and Social Services. Some twenty technical and occupational

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[28] Ibid., p. 40.

[29] Ibid., p. 41.

[30] State Regents, Thirteenth Biennial Report, 1966, p. 71.

[31] State Regents, Fourteenth Biennial Report, 1968, pp. 73-74.

programs were initiated in the areas of computer services and data processing, medical services, middle management and business services, industrial technologies, and police and fire protection technologies.[32]

Altus Junior College

During the summer of 1969 the Altus Municipal College was accepted by the State Board of Regents as a state junior college. This was made possible by a continuously-rising enrollment, facility improvement, and curriculum advancement during the decade.

In 1962 the University of Oklahoma had opened an Altus campus to correlate with the courses offered by the junior college at the undergraduate level. Combined courses enabled students to work toward special majors in business administration and education.[33]

In 1965 the Altus Junior College occupied a new building, and in 1966 a cooperative cafeteria was opened in connection with the Altus High School. These structures were followed by a new library, a classroom and laboratory building, a vocational building, and a modern science building.[34]

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[32]State Regents, Fifteenth Biennial Report, Pt. II, 1970, pp. 41-42.

[33]State Regents, Twelfth Biennial Report, 1964, p. 76.

[34]State Regents, Thirteenth Biennial Report, 1966, p. 85.

In 1966 the college began offering a full two-year course in data processing and computer programming, having already initiated studies in computer-related mathematics and "hands on" computer programming. Later technical training courses in commercial art, electronics, secretarial work, medical and dental office science, industrial drafting, and advertising were added.[35]

To be accepted as a state junior college, it was required that Altus donate a suitable site. Accordingly, the town raised $155,667 to purchase a 140-acre tract of land for the college.[36]

Private Junior Colleges

Bacone College

Bacone continued to serve Indian students, most of whom lived on the campus, but also served an increasing number of commuting non-Indians and adults in night classes. Hence, its enrollment continued a steady climb, reaching 481 in 1964.[37] By 1968 the Bacone enrollment was comprised of 50 per cent Indian, 40 per cent white, and 10 per cent Negro.[38]

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[35]State Regents, Fourteenth Biennial Report, 1968, pp. 88-89.

[36]Daily Oklahoman, May 31, 1970.

[37]State Regents, Twelfth Biennial Report, 1964, p. 71.

[38]State Regents, Fourteenth Biennial Report, 1968, p. 84.

An associate degree in nursing was initiated at the school in 1963. Other special programs taught at six off-campus centers trained physical therapy assistants, Head Start assistants, and basic arts and science students.[39]

A long-range Master Campus Development Plan was adopted in 1967 and scheduled for completion by 1980, the school's centennial year.[40]

Bartlesville Wesleyan College

Originally established at Bartlesville in 1959 as the Central Pilgrim College by a merger of the Colorado Springs Bible College and the Western Pilgrim College of California, the school was renamed Bartlesville Wesleyan College in 1968. This action resulted from the merger of the Pilgrim Holiness Church and the Wesleyan Methodist Church, afterward known as the Wesleyan Church.[41]

The school operated a junior college program, with majors in liberal arts, Bible, teacher-preparation, prenursing, music, science, and mathematics. Its Bible program offered courses in pastoral ministry, Christian education ministry, sacred music ministry, and missions ministry.[42] In 1970 it was decided to expand the junior college program into

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[39] Ibid.

[40] Ibid.

[41] Ibid., p. 85.

[42] State Regents, Twelfth Biennial Report, 1964, pp. 73-74.

a four-year college, but at the same time discussions were under way concerning a possible merger with another school and a move to a new location.[43]

Southwestern College

Oklahoma City Southwestern College was established in 1946 under the auspices of the Pentecostal Holiness Church, receiving accreditation from the State Regents for Higher Education in 1964. Operating as a liberal arts junior college, it offered an Associate of Arts, an Associate of Business, and an Associate of Science, plus a one-year stenographic certificate program.[44] The enrollment in 1970 was above 800, bringing about many problems, particularly that of insufficient facilities, which the school partially solved by renting off-campus classroom space.[45]

St. Gregory's College

It came as a surprise to St. Gregory's early in the sixties that almost two-thirds of its enrollment of 146 was from out of state. This fact brought a serious reexamination of the original purpose of St. Gregory's--to provide a Catholic education for Catholic Oklahomans. It was decided that the major emphasis would continue to be the humanities

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[43]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 58.

[44]State Regents, Fourteenth Biennial Report, 1968, p. 87.

[45]State Regents, Fifteenth Biennial Report, Pt. II, 1970, pp. 60-61.

despite increasing interest in other curriculum studies such as science and business.[46] In 1964 the Benedictine Fathers voted to close the fifty-year-old high school. By 1965 the enrollment at St. Gregory's had climbed to a capacity 410, with a figure of 750 projected.[47]

A men's residence, a combined cafeteria and residence hall, and two other dormitories were built and put into use during the sixties, and the main administration building was renovated and refurbished.[48]

In 1969 a police science program was put into effect at the school, and new programs of training for medical and laboratory technicians, medical assistants, and predental hygiene care were initiated. A typical student at St. Gregory's in 1970 was considered to be a member of the Roman Catholic faith majoring in arts and sciences.[49]

Oklahoma Bible College

In 1966 the Oklahoma Bible College moved to its present location south of Moore where it had constructed four new buildings on a thirty-six-acre campus. In the spring of 1968 work was begun on a three-story men's dormitory to house

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[46]State Regents, Twelfth Biennial Report, 1964, pp. 72-73.

[47]State Regents, Thirteenth Biennial Report, 1966, p. 83.

[48]State Regents, Eleventh Biennial Report, 1962, p. 70.

[49]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 59.

fifty-six students. Some eighty students enrolled in 1968, working toward Associate of Arts degrees.[50]

Municipal Junior Colleges

El Reno Junior College

In May, 1955, the El Reno Junior College obtained the former El Reno Post Office building, which it remodeled and equipped during that summer. It opened its fall term in this building with an enrollment of 252 students.[51] Enrollment for the fall term of 1968-69 was 412.[52] Summer courses were offered for the first time during the summer of 1968. A master campus plan was completed, and in October, 1969, the citizens of El Reno voted a $325,000 bond issue to be used as matching funds with $100,000 from the state and $337,000 from the federal government to begin Phase I of a construction program. The school expected to be in its new facilities by the fall term of 1971-72, and then to use its downtown building for short term, non-credit adult education courses.[53]

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[50]State Regents, Fourteenth Biennial Report, 1968, p. 93.

[51]State Regents, Thirteenth Biennial Report, 1966, pp. 86-87.

[52]State Regents, Fourteenth Biennial Report, 1968, p. 89.

[53]State Regents, Fifteenth Biennial Report, Pt. II, 1970, pp. 42-43.

Muskogee Junior College

In the summer of 1961 the Muskogee Junior College was moved into a separate building, still using the laboratory facilities of Muskogee's Central High School. However during the 1963-64 biennium the school, which had remained in continuous operation since 1920, was closed.

Poteau Junior College

In 1963 the Poteau Junior College moved into a wing of the public school building, but by 1965 this was inadequate. The community voted $125,000 to provide matching funds for a grant under the Higher Education Act. In 1966 a grant for $80,000 was approved, and the Poteau Board of Education purchased a seventy-seven acre campus site where a new building for the college was erected. Even so, enrollment increased faster than the school could build housing.[54] Effective July 1, 1970, the dual role of the public school superintendent who also served as president of the college was discontinued, and the post of college president was created. All faculty positions were upgraded, eliminating all personnel who taught both in the public school and the college, except in chemistry and foreign languages.[55]

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[54]State Regents, Fourteenth Biennial Report, 1968, p. 91.

[55]State Regents, Fifteenth Biennial Report, Pt. II, 1970, p. 43.

Sayre Junior College

A bond issue which was voted in 1956 made possible a separate campus for the Sayre Junior College. A building was erected, housing classrooms, administrative offices, and a field house. Later, a combination electronics and shop building, a separate administration building, a 104-student dormitory, a cafeteria, and an auditorium were added to the school.[56]

Enrollment at the junior college in 1969 was 230 students, compared to 184 the previous year. It was up another 20 per cent in 1970. Electronics continued to increase in enrollment, while adult education classes received special emphasis. The art and music instructors were the only two still connected with the public schools.[57]

Seminole Junior College

The Seminole Junior College was separated from the Seminole public schools in 1969, a president was hired, and a complete new faculty with junior college experience was employed.[58] New curriculums in secretarial science, nurses training, and police science were added.

During 1970 the junior college received a $2,500 library grant, $8,960 in NDA money, $8,000 in student loan money, a $3,400 National Science Foundation grant, and a

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[56] Ibid., pp. 46-47.

[57] Ibid., Pt. I, 1969, pp. 53-54.

[58] Ibid.

$24,000 Cooperative Education grant.[59] Temporarily housed in the educational building of the Presbyterian church, the school looked forward to erecting its own facilities on thirty-nine acres donated by the city to accompany a $250,000 bond issue voted in 1969.[60]

Oscar Rose Junior College

In an election in 1968 the voters of Midwest City, Del City, and a small adjoining area of Oklahoma City approved the establishment of Oscar Rose Junior College. With funds voted in 1969 a fifty-acre site was obtained for a campus, and the first buildings were constructed for the new state school: the Administration, Business, and General Classroom Building and the Engineering-Science Building. On September 14, 1970, classes were opened to a first enrollment of 1,800 students.[61]

Programs and courses of study for the Arts and Sciences Division followed a pattern of those of the state two-year and four-year colleges and the state universities. Technical-vocational programs and courses of study were developed through ad hoc committees.

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[59] Ibid., Pt. II, 1970, p. 47.

[60] Ibid., Pt. I, 1969, p. 54.

[61] Ibid., Pt. II, 1970, p. 46.

Summary

In 1971 there existed in Oklahoma seventeen state and municipal junior colleges. Eight were state-owned: Connors, Eastern, Murray, Northeastern A&M, Northern, OMA, Tulsa Junior College, and Altus Junior College. Five were independent or church-affiliated: Bacone, Bartlesville Wesleyan, St. Gregory's, Southwestern College, and Oklahoma Bible College. Four community colleges were still in operation: El Reno, Poteau, Sayre, and Seminole.

These schools offered a transfer curriculum similar to that offered in the first two years of the senior colleges and universities, plus occupational programs, general education, adult education, community services, and guidance and counseling services. Agricultural programs were offered by the five older state schools--Connors, Eastern, Murray, Northeastern A&M, and Northern; business (secretarial) curriculums were offered by all the schools; and an expanding list of vocational-technical subjects were being added in accordance with the changing nature of Oklahoma's economy.

Thus by the beginning of the decade of the seventies, Oklahoma had initiated a system of junior college education designed to offer educational opportunity to all of its citizens who wished it. The past success of state and municipal junior colleges in Oklahoma indicate a need and a demand which will continue into the future. Thus it might well be expected that the junior college movement in the state will

become solidified under the coordination of a unifying board and prosper in the years ahead as a valuable adjunct to the overall system of higher education in Oklahoma.

CHAPTER XIV

FINAL SUMMARY

Formal education was first brought to the region of present Oklahoma--earlier known as the Indian Territory--with the establishment of Union Mission among the Osage Indians in 1821. When the Five Civilized Tribes were removed from their homes in the South to eastern Oklahoma, they brought with them an interest in education which had been kindled by missionaries and Indian agents. The Cherokees and Choctaws, particularly, sought to establish new schools to replace the ones which they had been forced to leave behind, and they opened their doors to missionary societies who followed them to the Indian Territory. Eventually these two tribes established their own systems of public education.

A large number of mission schools, seminaries, and academies existed throughout the eastern part of Oklahoma. These schools, some day schools and some boarding schools, provided instruction in the basic educational subjects, religion, vocational pursuits common to frontier livelihood, and, in some cases, even classical curriculums.

The outstanding examples of the advanced Indian schools were the Cherokee Male and Female Seminaries near Tahlequah, which offered a level of study competitive with many colleges of the day. Eventually two institutions of higher learning were opened: Indian University (later Bacone College) at Tahlequah in 1880 by the Baptists and Galloway College (later Willie Halsell College) at Vinita in 1888 by the Methodists.

The seed of higher education was thus planted in Oklahoma even before the Run of 1889 brought the first large immigration of whites into Oklahoma and spawned a number of both state-supported and church-supported institutions of advanced education. Competition quickly developed between the new settlements to be sites for the state-supported institutions. After much political in-fighting, the First Territorial Legislature in the fall of 1890 designated the university to be located at Norman, the agricultural and mechanical college at Stillwater, and the normal school at Edmond.

The early institutions were, at first, little more than preparatory schools, for only a very few students were qualified to enter college in Oklahoma prior to 1900. The main purpose served by these schools during their early years was the training of elementary and secondary teachers for the new towns and cities of Oklahoma. As additional sections of western Oklahoma were opened to settlement, new state-supported institutions were established: Northwestern Normal

at Alva and Colored A&N University at Langston in 1897, University Preparatory School at Tonkawa and Southwestern Normal at Weatherford in 1901.

In addition, fourteen church and private colleges and universities were founded in Oklahoma Territory prior to statehood, while ten such institutions existed in the Indian Territory before 1907. These schools, often operating in severe privation, served their particular locales until the competition of state-supported schools forced many to close. A good example of these was Kingfisher College, which produced a number of Rhodes scholars before it closed in 1921.

Upon the joining of the two territories to form the State of Oklahoma in 1907, a balancing of institutions was sought by the creation of several new state colleges in eastern Oklahoma to match those in what had been Oklahoma Territory. These new schools were the School of Mines and Metallurgy at Wilburton; the Industrial Institute and College for Girls at Chickasha; three schools of agriculture and applied science at Broken Arrow (Haskell), Helena (Connell), and Tishomingo (Murray); a second university preparatory school at Claremore; and three new normal schools: East Central at Ada, Southeastern at Durant, and Northeastern at Tahlequah. Two other agricultural feeder schools were also established: Panhandle at Goodwell and Cameron at Lawton.

During the territorial years the intrusion of politics into the affairs of higher education became a common

practice, and the heads of the state-supported institutions, and sometimes the faculty, were often dismissed whenever a new territorial governor took office. This practice continued into statehood.

Efforts to economize by closing some of the schools were made during the Cruce and Williams administrations. But though Governor Williams closed several of the schools in 1917 by refusing to sign appropriation bills, all but Connell and Haskell were reopened in 1919, and another school of mines and metallurgy was established at Miami. It was at this time, also, that the normal schools of Oklahoma were redesignated as "teachers colleges" and allowed to offer four-year teacher degree programs.

This was but the first step for the state colleges in a broadening trend that saw them evolve steadily toward the status of four-year liberal arts institutions. The next important step came in 1939 when they were allowed to drop the "teachers" from their names and to offer degrees other than teaching degrees. Another crucial advance was made during the 1950's when these schools were allowed to confer master's degrees.

The decades of the twenties and thirties saw the evolution of the state-supported agricultural colleges, schools of mines, and preparatory schools into typical junior college patterns of transfer, general, and vocational education. During this period of Oklahoma history a large number of municipal colleges were founded by towns whose young

people were still isolated and could not afford to attend the larger state schools.

Though far from possessing the attributes of a university during its early years, from the first the University of Oklahoma was aware of its role of leadership in state higher education. Established as a training center for Oklahoma's elite, the school began at once to build its liberal arts and fine arts curriculums, to expand its professional fields of study, and to develop an effective graduate program. Despite limited resources, the university made important advances in faculty, library holdings, classroom buildings, and new programs of research and study. The decade of the thirties--which was launched in 1929 with the completion of the new university library, the establishment of the University Press, and the awarding of the first Doctor of Philosophy degree--marks the transition of the University of Oklahoma from the status of a college to that of a university.

Oklahoma A&M College, too, was busy molding itself into the image of an American land-grant college, developing strong scientific curricula in agriculture and engineering, expanding its extension services, conducting agricultural research programs at its experiment stations, and building a sizeable physical plant. Under the effective leadership of Dr. Henry G. Bennett, Oklahoma A&M College added its first doctoral programs in 1938. The school's struggle upward toward university status was abetted by its involvement in governmental research following World War II, until finally

in 1956 the State Legislature changed the name of Oklahoma A&M College to Oklahoma State University.

Oklahoma educators had long been interested in developing a system of higher education in the state that would effect an economy among the many institutions, coordinate curriculum offerings and purposes, organize tax support, and help stabilize higher education against the upheavals of politics. Finally such a plan was devised, and on March 11, 1941, it was put to a vote of the people and passed. By this act the Oklahoma State Regents for Higher Education was established and charged with the task of organizing, unifying, and developing the many state institutions of higher learning into a single-purpose-directed system.

This was to be delayed, however, with the entry of the United States into World War II, during which time the colleges and universities in Oklahoma applied themselves wholeheartedly to support of the war effort. Civilian resident enrollment dropped drastically as students went off to the services and defense work, but they were replaced by service men and women attending military programs at the schools.

When the war ended there was a vast backlog of education-hungry veterans, supported now by the GI Bill which provided schooling opportunities to many who could not have afforded it before the war. Like those of the rest of the nation, Oklahoma campuses were flooded, straining faculties and facilities alike. But more important than the increase

in numbers were other changes which took place. Education was emphasized in Oklahoma society much more than before the war. Students sought degree programs that would lead them not back to their small hometowns, but to industrial centers where business opportunities awaited them. New organizational methods were employed by the higher schools; new concepts in personnel services were developed; and government research projects offered financial support not known before.

Before the forties had ended, Oklahoma had been forced to open its graduate facilities at the University of Oklahoma and Oklahoma A&M College to Negroes following a Supreme Court challenge by Ada Lois Sipuel, who had been refused admission to the OU Law School.

Even as the World War II veteran tide was receding from the colleges and universities in Oklahoma in 1950, the nation became embroiled in the Korean conflict, dropping enrollments even further. But soon the Korean War veterans were arriving on the campuses, and enrollments began a trend upward that continued to the present. In 1954 the U.S. Supreme Court ruling in the case of Brown versus Board of Education desegregated undergraduate education in Oklahoma, continuing the trend of democratization which had been developing since World War II.

During the fifties Oklahoma sought to rebuild its higher education facilities, which were totally inadequate and obsolete. In 1955 the State Legislature passed a capital improvement measure which provided over $13 million to

improve higher educational facilities. But at the same time it was necessary to raise student fees at the state-supported institutions.

Oklahoma, like the rest of the nation, was directly affected by the Russian launching of Sputnik. The resulting criticism of American education led to the passage of the National Defense Education Act of 1958 which made loans available to prospective public school teachers. And it was during the decade of the fifties that the Negro, led by the black athlete, began to attend Oklahoma colleges and universities in increasing numbers.

Throughout the fifties higher education leaders had looked to the potential of the World War II baby crop, which began arriving in the early sixties and once again sent enrollment figures shooting upward. Though Oklahoma schools had made some repairs of their older buildings and built some new ones after 1955, they all still had serious problems in terms of classroom space and housing facilities. They also faced the competition of higher salaries for faculty personnel in many other states.

Recognizing the plight of the higher school, Oklahoma voters approved a $30.5 million measure for repairs, modernization, equipment, and building at state institutions in 1960, while additional help was provided through the federal government's Higher Education Act of 1965. New buildings began to rise on all of the state campuses, and gradually faculty salaries were raised to compete with,

though not to match, those of other states. In 1968 Oklahoma voters again gave their approval on a state question which provided another $67 million for improving and expanding the physical plants of the colleges and universities.

Enrollments of virtually all the higher schools in Oklahoma doubled during the decade of the sixties. The most dramatic increase was at Central State College, transforming the institution from a teacher orientation school into an urban commuter college. The school's enrollment jumped from 4,000 to over 10,000 during the decade. The University of Oklahoma and Oklahoma State University, moving parallel in their enrollments, climbed beyond the 17,000 mark by 1970.

Not only did the senior state-supported institutions make rapid strides following World War II, but so did the church-related schools, the state-supported junior colleges, and the community colleges. Oklahoma Christian College and Oral Roberts University were examples of new church-related schools which proved successful during the sixties, while the older church schools also grew and prospered.

After World War II the state-supported junior colleges found themselves moving even further away from their founding purposes and altered their curriculums to provide more transfer, technical, and community service programs. Cameron State Agricultural College, being located in a growing urban area, was changed to a four-year college, and, following a State Regents' study of the junior college system in Oklahoma, two new junior colleges were established:

Tulsa Junior College and Oscar Rose Junior College at Midwest City.

Only five of the municipal colleges survived to the present day, and one of them, Altus, was transformed into a state-supported junior college. The others--Seminole, Sayre, Poteau, and El Reno--have recently undergone organizational changes to better fit them into the state system of higher education.

A study was made, also, of the role and scope of Oklahoma higher education, looking ahead to a decade of continued enrollment increases and growing emphasis on graduate level education. Most significant among the study's recommendations was the assignment of the various Oklahoma higher educational institutions to freshmen students of various levels of high school or testing attainment, with the two state universities being limited to the top one-third of high school graduating classes.

Another recommendation of the study would have a closer coordination between all segments of Oklahoma higher education in the years ahead, leading toward the ideal of a completely unified system for all colleges and universities within the state. Such an achievement would finally coalesce the goals and purposes of higher education in Oklahoma and band together the many institutions which have traveled separate paths through the course of the state's educational history.

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APPENDIX

TABLE 1

PRESTATEHOOD CHURCH AND PRIVATE INSTITUTIONS

Indian Territory

Indian University[1]	Baptist	Tahlequah	1880-1883
		Muskogee	1883-present
Galloway College[2]	Methodist	Vinita	1888-1908
Spaulding College[3]	Methodist	Muskogee	1888-
El Meta Bond College	Private	Minco	1889-1920
Henry Kendall College[4]	Presbyterian	Muskogee	1894-1907
Calvin Institute[5]	Presbyterian	Durant	1894-
Hargrove College[6]	Methodist	Ardmore	1895-1914
Okla. Presbyterian Academy	Presbyterian	Newkirk	1900-
Indianola College[7]	Presbyterian	Wynnewood	1901-
Nazareth College[8]	Catholic	Muskogee	1903-

[1]Bacone College after 1910.
[2]Willie Halsell College after 1889.
[3]Formerly known as Harrell International Institute, founded 1882.
[4]University of Tulsa after 1921.
[5]Later known as Durant Presbyterian in 1901, Okla. Presbyterian College for Girls in 1910, and Okla. Presbyterian College in 1951.
[6]Changed to Carter Seminary in 1929.
[7]There was also an Indianola Business College at Tecumseh.
[8]Also known as St. Joseph's.

Oklahoma Territory

Sacred Heart College	Catholic	Sacred Heart	1884-1915
Catholic College for Girls (St. Joseph's)	Catholic	Guthrie	1889-
High Gate Female College	Methodist	Norman	1890-1894
Okla. University at Guthrie	Private	Guthrie	1892-1894
Kingfisher College	Congregational	Kingfisher	1895-1921
Stella Academy	Friends	Cherokee	1897-1921
Okla. Presbyterian Academy	Presbyterian	Newkirk	1900-1904
Okla. Baptist College	Baptist	Blackwell	1901-1913
Southwest Baptist College	Baptist	Hastings	1903-1912
		Mangum	1912-1915
Epworth University	Methodist	Okla. City	1904-1911
Beulah Heights College	Okla. Holiness	Okla. City	1906-1909
Okla. Christian University (Phillips)	Disciples of Christ	Enid	1906-present
Cordell Christian College	Church of Christ	Cordell	1907-1919
Okla. College for Young Ladies	Private	Okla. City	(1907)

TABLE 1--Continued

Source: Information for this table was found in Davison, "Education at Statehood," p. 79; U.S., Department of Interior, United States Indian Inspector for Indian Territory, Annual Report to the Secretary of the Interior, 1907, p. 355; "Indian Department," Sturm's Oklahoma Magazine, II (April, 1906), 88-89; Reports of the Governor of Oklahoma to the Secretary of Interior, 1897-1907; and Brewer, "Advanced Church Education."

TABLE 2

HIGHER EDUCATION IN OKLAHOMA TERRITORY
STATE-SUPPORTED SCHOOLS

Senior Institutions

School	Location	Date of 1st classes
Central State Normal School	Edmond	November 9, 1891
Agricultural & Mechanical College	Stillwater	December 14, 1891
University of Oklahoma	Norman	September 15, 1892
Northwestern Normal School	Alva	September 20, 1897
Colored Agricultural & Normal University	Langston	September 14, 1898
Southwestern Normal School	Weatherford	September 15, 1903
Southeastern Normal School	Durant	June 1, 1909
Industrial Institute and College for Girls	Chickasha	September 7, 1909
East Central Normal School	Ada	September 20, 1909
Panhandle Agricultural Institute	Goodwell	November 1, 1909
Northeastern Normal School	Tahlequah	November 14, 1909
Cameron State School of Agriculture	Lawton	November, 1909

Junior Colleges

University Preparatory School	Tonkawa	September, 1902
Murray State School of Agriculture	Tishomingo	October, 1908
Eastern School of Mines and Metallurgy	Wilburton	January, 1909
Connors State School of Agriculture	Warner	February, 1909
Eastern University Preparatory School	Claremore	Fall, 1909
Miami School of Mines	Miami	September, 1919

Source: Beginning dates for the state schools are given in Official Reports of Territorial Officials, Report of Oklahoma Educational Institutions, 1902; Reports of the Governor of Oklahoma to the Secretary of Interior; and the Biennial Reports of the State Superintendent of Public Instruction.

TABLE 3

PUBLIC DISTRICT JUNIOR COLLEGES
IN OKLAHOMA 1920-1940

Date Begun	Jr. College	Years Existing	Highest Enrollment
1920	Muskogee	1920-1968	177 in 1931-32
1922	Frederick	1922-25, 1938-42	53 in 1939-40
	McAlester	1922-23, 1925-26, 1930-31	30 in 1922-23
1923	Hobart	1923-25, 1935-	93 in 1939-40
	Lawton	1923-26	23 in 1925-26
1924	Elk City	1924-25	13 in 1924-25
	Pauls Valley	1924-28	32 in 1924-25
	Chickasha	1924-25	27 in 1924-25
1925	Altus	1925-present	235 in 1938-39
1926	Okemah[1]	1926-28, 1933-41	38 in 1933-34
	Okmulgee	1926-47	222 in 1934-35
1927	Bartlesville	1927-43, 1946-present	106 in 1939-40
	Ponca City	1927-28	25 in 1927-28
1928	Bristow	1928-29, 1933-42 1946-	141 in 1939-40
1931	Seminole	1931-present	160 in 1938-39
1932	Henryetta	1932-33	37 in 1932-33
	Sapulpa	1932-42	99 in 1938-39
	Wetumka	1932-37, 1938-43 1946-	77 in 1939-40
	Woodward	1932-44, 1945-47	81 in 1939-40
1933	Chandler	1933-36	21 in 1933-34
	Holdenville[1]	1933-36, 1939-42	48 in 1939-40
	Poteau	1933-37, 1943-present	26 in 1933-34
	Wewoka	1933-35, 1946-47	25 in 1933-34
1934	Drumright	1934-37	30 in 1934-35
1935	Capitol Hill	1935-45	153 in 1937-38
	Pawnee[1]	1935-38	30 in 1934-35
1936	Shidler[1]	1936-43	30 in 1939-40
	Pawhuska	1936-38	34 in 1936-37
1937	Duncan	1937-42	62 in 1938-39
	Mangum	1937-44, 1946-48	142 in 1938-39
	Hollis	1937-38	47 in 1937-38
1938	Carnegie	1938-42, 1946-	56 in 1939-40
	El Reno	1938-48	74 in 1939-40
	Pryor[1]	1938-39	32 in 1938-39
	Sayre	1938-42, 1946-present	97 in 1939-40

[1]One year program.

Source: Information for this table was found in Davison, "Education at Statehood," p. 79; U.S., Department

TABLE 3--Continued

of Interior, United States Indian Inspector for Indian Territory, Annual Report to the Secretary of the Interior, 1907, p. 355; "Indian Department," Sturm's Oklahoma Magazine, II (April, 1906), 88-89; Reports of the Governor of Oklahoma to the Secretary of Interior, 1897-1907; and Brewer, "Advanced Church Education."

TABLE 4

ENROLLMENT AT SENIOR INSTITUTIONS IN OKLAHOMA

	OU	OSU	OCLA	CSC	EC	NE	NW	SE	SW	Pan.	Lang.	Cam.
1890												
1891												
1892		76										
1893		112										
1894		110										
1895		144										
1896		155										
1897		131		15								
1898		169		33								
1899		219		30								
1900	295	366		60			83					
1901	393	404		24			109					
1902	359	435		69			125					
1903	465	435		33			123					
1904	467	417		42			118		12			
1905	475	555		40			131		24			
1906	600	509		46			136		38		16	
1907	623	587		44			215		41			
1908	708	283		44			245		45		18	
1909	646	333		48			347		60		15	
1910	692	390	119	52	253	93	332	324	90		18	
1911	821	485	138	56	310	107	341	350	105		20	
1912	738	492	159	64	344	121	324	223	121		24	
1913	777	599	282	93	359	129	341	318	130		27	
1914	1,008	804	189	118	362	156	329	230	135		48	
1915	1,203	642	243	139	376	207	320	221	180		52	
1916	1,486	675	360	192	420	228	318	383	210			
1917	1,669	655	334	186	459	251	316	426	231		37	
1918	1,583	549	331	160	387	331	287	429	248		77	
1919	2,263	376	316	156	457	319	198	507	101		72	
1920	2,608	823	371	242	509	328	200	621	70		68	

TABLE 4--Continued

	OU	OSU	OCLA	CSC	EC	NE	NW	SE	SW	Pan.	Lang.	Cam.
1921	2,965	1,047	501	289	571	358	248	780	132		73	
1922	3,325	1,256	520	390	793	539	301	923	261		105	
1923	3,596	1,765	564	796	1,006	652	392	976	407	127	115	
1924	3,684	1,844	528	815	1,125	703	444	1,007	547	158	139	
1925	4,287	2,639	662	973	1,245	835	456	1,073	684	130	204	
1926	4,714	2,749	726	1,007	1,230	856	575	862	686	142	234	
1927	5,008	2,843	740	1,103	1,155	891	636	1,009	626	176	230	
1928	5,416	2,813	802	1,187	1,317	866	697	1,255	729	172	237	
1929	5,589	2,921	837	1,357	1,373	878	700	1,297	773	256	284	
1930	5,781	3,321	822	1,378	1,398	954	714	1,346	738	186	322	
1931	5,855	3,999	875	1,364	1,457	905	696	1,354	716	337	436	599
1932	5,860	3,532	899	1,692	1,856	1,269	958	1,421	898	337	509	726
1933	5,737	3,770	880	1,575	1,626	1,208	939	1,293	941	275	490	720
1934	5,731	3,379	939	1,567	1,611	1,038	1,088	1,458	1,091	364	539	614
1935	6,024	3,922	928	1,626	1,600	1,245	1,057	1,642	1,078	461	580	
1936	6,121	4,200	905	1,642	1,732	1,351	1,038	1,355	1,159	427	755	613
1937	6,212	4,556	951	1,240	1,180	954	769	1,010	957	370	826	668
1938	6,743	5,056	1,048	1,249	1,283	1,175	679	999	970	394	926	809
1939	7,239	6,185	1,150	1,333	1,463	1,545	896	1,300	1,000	513	1,057	830
1940	7,436	6,483	1,079	1,251	1,430	1,341	952	1,385	1,081	486	886	864
1941	7,054	6,271	1,013	1,102	1,365	1,219	829	1,370	1,125	594	992	879
1942	6,291	5,772	803	787	1,064	1,023	737	934	838	417	681	711
1943	6,291	5,040	628	730	739	642	488	544	569	318	411	398
1944	1,946	1,518	685	295	395	308	211	339	277	124	314	418
1945	2,569	1,899	744	357	394	328	204	324	359	118	358	258
1946	6,338	5,533	775	610	705	616	358	536	657	239	619	397
1947	11,200	9,985	808	1,012	1,430	1,061	640	1,156	1,092	455	855	905
1948	12,946	11,195	722	1,228	1,526	1,192	624	1,321	1,125	528	933	941
1949	12,918	11,092	749	1,010	1,430	1,215	611	1,315	1,149	486	872	793
1950	12,200	10,809	776	1,330	1,563	1,408	660	1,893	1,110	554	866	807
1951	9,934	9,215	728	1,184	1,260	1,202	488	1,299	951	438	776	639
1952	10,473	8,313	762	940	1,132	1,119	438	1,171	900	537	676	653
1953	9,083	8,929	796	1,174	1,192	1,110	516	1,125	955	579	614	767

TABLE 4--Continued

	OU	OSU	OCLA	CSC	EC	NE	NW	SE	SW	Pan.	Lang.	Cam.
1954	9,941	8,521	782	1,261	1,284	1,187	555	1,317	1,138	691	690	915
1955	11,320	9,226	792	1,755	1,626	1,582	687	1,577	1,411	720	587	1,102
1956	11,874	9,801	727	2,336	1,838	1,876	817	1,823	1,600	809	615	1,544
1957	12,480	10,098	770	2,710	1,794	1,970	874	1,810	1,877	890	532	1,548
1958	12,056	10,241	819	3,285	1,774	2,006	986	1,864	1,887	890	546	1,790
1959	12,638	10,399	701	3,562	1,831	2,417	1,094	1,856	2,031	974	588	1,865
1960	11,456	11,091	884	3,815	1,863	2,735	1,324	1,879	2,062	1,016	650	1,927
1961	11,244	11,146	667	4,662	1,904	3,114	1,311	1,864	2,144	1,024	645	1,565
1962	12,117	11,628	658	5,146	2,050	3,047	1,284	1,958	2,467	837	699	1,458
1963	13,064	11,790	642	5,913	2,038	3,355	1,229	2,315	2,588	845	672	1,630
1964	14,163	13,038	651	6,966	2,321	4,138	1,535	2,175	3,159	913	925	2,027
1965	15,640	14,899	885	8,038	2,736	4,840	2,040	2,238	3,737	1,073	1,187	2,381
1966	15,473	15,827	1,007	8,384	2,900	5,080	2,168	2,201	4,180	1,167	1,279	2,430
1967	15,980	16,365	1,033	9,312	2,976	5,746	2,431	2,202	4,549	1,267	1,311	2,950
1968	16,930	16,658	913	10,209	3,058	5,992	2,641	2,267	4,861	1,338	1,336	3,506
1969	17,607	17,304	980	10,572	3,003	5,776	2,507	2,445	5,070	1,338	1,225	3,524
1970	18,052	18,259	929	10,608	2,914	5,480	2,543	3,086	5,174	1,341	1,109	3,304

Source: This enrollment data is taken from the Biennial Reports of the Superintendent of Public Instruction for 1930, p. 239; 1932, pp. 182-83; 1934, pp. 234-35; 1936, pp. 268-69; 1938, pp. 290, 292; 1940, p. 292; from the Biennial Reports of the State Regents for Higher Education for 1946, p. 84; 1950, p. 98; 1960, p. 109; 1964, p. 134; 1970, p. 67; and from Enrollments in Oklahoma Higher Education, Fall Semester, 1970, Oklahoma State Regents for Higher Education, Table 3. Since this table does not contain preparatory students, summer school enrollments, extension or correspondence students, these figures often vary from those cited in the text.