HE ESTABLISHMENT of any institution calls for the creation of a board of directors or a board of control in some form or other. With the establishment of the University of Oklahoma, by act of the territorial legislature, in 1890, a board of regents was created.

The act "to establish and locate the University of Oklahoma," which took effect on December 19, 1890, follows: "Be it enacted by the legislative assembly of the territory of Oklahoma: "There is hereby established in this territory, at Norman, in the county of Cleveland, an institution of learning by the name and style of the 'University of Oklahoma': Provided, that within thirty days after the passage and approval of this act there shall be executed and delivered to the secretary of the territory a good and sufficient bond to be approved by the governor of the territory, a bond in the sum of five thousand dollars, conditioned that there shall be conveyed to the territory of Oklahoma by a good and sufficient warranty deed forty acres of land within one-half mile of Norman on which the university shall be located and established."

This was the beginning of your Alma Mater. There were no students, no faculty, no buildings, not even a campus for "thirty days." There was very little more than a proposed location.

The government of the university, from its beginning, was vested in a board of regents, consisting of six members, five of whom were appointed by the governor, "by and with the consent of the council, and the governor shall, during the term of his office, be a member of said board." The term of office of said regents shall be four years, from and after their appointment, unless sooner removed by the governor for cause."

This board was given full authority to conduct the affairs of the institution in the provision that "the board of regents and their successors in office shall constitute a body corporate, by the name of 'The regents of the University of Oklahoma,' and shall possess all the powers necessary or convenient to accomplish the objects and perform the duties prescribed by law." The act provides further "The board of regents shall enact laws for the government of the university and all its branches, elect a president and which may be sued for and collected in the name of the board before any court having jurisdiction of such actions."

ERY FEW changes have been made in the powers and duties of the governing boards from the beginning, although there have been various forms of boards.

The legislature, in 1907, passed a law increasing the number on the board to ten members, "nine of whom shall be appointed by the governor, by and with the consent of the senate; and the governor shall, during the term of his office, be a member of said board." There were no other material changes in this act.

In 1911 the state board of education was created, being "the legal successor of the board of regents of the state university." The state board of education was also placed in authority over all other institutions of the state, both educational and eleemosynary, except the Oklahoma Agricultural and Mechanical college and the district agricultural schools, which, by constitutional provision, are under the control of the state board of agriculture.

The seventh legislature, in 1919, with the passage of house bill No. 523, created a separate board of regents for the university. This was approved by the governor on April 3, the regents were appointed by him to take office on April 9, and the first meeting was held in the governor's office on April 30. This bill provided that "said board shall be non-partisan and not less than two of whom shall be members of the alumni of said institution."

The agitation for a separate board for the university, as well as for a number of the other institutions, was on account of the rapid growth of most of these institutions, and general conditions which made the central board plan undesirable. It was also intended to remove the educational institutions as far as possible from political manipulations as possible. The men appointed on this new board of regents were men of vision, men who were interested in education, and who believed in a future for the university. The following were appointed on this board: Samuel W.
Tickets, but no Seats

Solve this mathematical problem: Divide 5,000 into 1,800. Now, apply the answer to the university auditorium seating arrangement, and you will understand why there has been going on the campus a lively discussion regarding the university auditorium.

About 5,000 student tickets were sold at the beginning of the semester. Each ticket entitled the holder to witness programs sponsored by the fine arts department. On the night of October 5, "Naughty Marietta," the comic opera with Victor Herbert's music, attracted wide attention. By 7:15 o'clock that night, every seat in the auditorium had been taken by the shrewd and alert students who had solved the mathematical problem proposed at the beginning. That is, 1,800 students were seated, and about 2,000 more could not find seats.

The show was scheduled to begin at 8:15 p.m. From 7:15 until the raising of the curtain, about 2,000 students were unable to find seats. In the lobby of the auditorium, a ticket seller looked on forlornly. He sold three tickets, and refunded the money when the purchasers came back, exhausted from a fruitless fight to get to the door through the mob that was being turned back.

It was suggested that the big fieldhouse be used for fine art numbers. Solve this mathematical problem: Divide 5,000 into 1,800. Now, apply the answer to the university auditorium seating arrangement, and you will understand why there has been going on the campus a lively discussion regarding the university auditorium.

"Our next number on the course is the world's most popular operatic tenor, Edward Johnson, and we will not ask him to sing in the fieldhouse. He would refuse to do it like Madame Homer did last year. I cannot quote Paul Whiteman, but I am practically sure that he and his orchestra will refuse to perform in the fieldhouse, and I don't blame them. They are concerned about how their music will sound to the audience.

"I see no solution to the problem at present. A new auditorium especially built for the purpose and seating about 4,000 seems to be the only solution. Then comes the argument as to the most important building to build. Is training education? Is skill education? Is mental gymnastics education? Is body culture education? Is the storing up of cold facts education? Is satisfying universal craving for the beautiful education? Do we favor the mental or intellectual, the physical or the spiritual in the present day college life? What do we neglect? Which is most important, learning to make a living, or learning to live? Could you call anyone an educated person that has only skill? What is culture? Is it important or not that a student should become acquainted with the things of the spirit in the way the most gifted present it—the noblest emotions of the ages? Is the state justified in providing a place where a student may worship the beautiful and true? Is an auditorium important?"