The university's building needs: a survey

PREFATORY NOTE
Even those alumni living in New York who are not aware of the full significance of the growth of the university, or the necessities confronting the school.

A cursory inspection of the campus would lead the casual observer to believe the university is opulent; it is only when he enters some of the classrooms where a hundred students are jammed listening to a lecture, or goes into a laboratory where students run over each other, that he begins to feel a consciousness that this is surface prosperity only.

President Bizzell has submitted a budget outlining the building needs of the university. These were presented in the November issue of the magazine. Here is a second chance to present a detailed analysis of those needs, as set forth by the heads of the various departments affected.

It will pay you to read these analyses most carefully. Oklahoma is now at the crossroads: either the university will become the cultural center of the mid-continent—or, because a state is in possession of a golden opportunity, Oklahoma will be "just another university."

BILOGICAL SCIENCE
By Dr. A. RICHARDS
Requested: $250,000 for 1931

Events leading to the appropriation in 1919 for a Zoology Building:

The rapid growth and development of the University of Oklahoma from 1912 on made it imperative before 1918 that some provision should be made for effectively carrying on the teaching of the biological sciences. The department of zoology had grown from a handful of students in 1907, when it was organized, to 184 in 1915, the time at which conditions for teaching zoology were the best in the early history of the institution. The growth of the rest of the university during the next three years following 1915 has so encroached upon the facilities and space of the department that instead of a continuous annual growth in keeping with that of the entire university, the department first came to a standstill and then began to fall off. From 1912 to 1920 the university grew from 876 to 3,914 while the zoology department grew from seventy-six to 184 in 1915 and then lost in numbers to 114 in 1920. From one eleventh of the entire student enrollment in 1912 it fell to one thirty-sixth in 1920. The seriousness of this situation caused the president to urge in 1918 the construction of a special building to house the department of zoology and provide for the development of a subject which in every other commonwealth is receiving large attention. The legislature in due course appropriated the funds for this building, both houses concurring, but the appropriation was vetoed by the governor.

Events of 1919-1920, following the failure to secure the zoology building:

Following this the condition of the department became more deplorable and its head resigned. President Brooks then undertook measures to secure a new and enlarged staff and to bring the department to its normal place in the university, relying on the verbal promise of the governor for cooperation and not until believing that the legislature would not fail to provide for a need which it had already recognized as imperative in 1919 and which had become greatly aggravated by the two years' interval. At that time the department was crowded into quarters which absolutely prevented any further growth. It reached its limit of development and could not handle more students without more space. The crowded condition of the university in other departments however, rendered it impossible that more space can be allotted to zoology. The only possible source of relief lay in new construction.

The university renewed its request for a natural science building in 1920. The department of zoology, and museum before the legislature of 1920-1921. It will be recalled that the house and senate of that legislature were divided politically the equipment which resulted practically no appropriations were made. The pressure for space within the department, however, was so great that the development of temporary quarters for the advanced work of the department was authorized the following summer. A small building was erected to take care permanently of the university press shop and temporarily of the advanced work of the Zoology Department. This was occupied in the middle of the year 1922-23, the elementary classes, however, were retained in the temporary quarters for the advanced work of the Zoology Department. At the same time the university asked the new legislature for an appropriation for the construction of a first wing of a laboratory and museum building. This building received the approval of the appropriation committees in the Legislature and seemed certain of passage until the last few moments before the final voting when it together with others was lost.

Since 1923 some advance has been made in providing temporary facilities for the department. With the construction of the physical education building in 1926-1927 the old wooden gymnasium became available for other purposes and was remodeled to provide elementary laboratories and a large lecture room for the department of zoology. The quarters in the chemistry building were therefore given up and all the elementary classes with a consequent disproportionate in the teaching load upon the three biology departments which at any time may entirely remove all of the textbook study from the department, there are three serious handicaps. In the first place the building is old and its construction is of such a character as to make the use of the microscope difficult, due to the continued vibrations of the floor. Second, it is a fire trap which at any time may entirely remove all of our facilities for elementary teaching as well as destroy the equipment which must be housed in it and which is of very considerable value, and third, the rooms are so poorly lighted and dingy as to make effective laboratory study difficult.

In 1929 due to the opening of the new library building it became possible to move from the law building the museum material which had been stored in it for over 20 years. The museum material which is of very considerable value and which absolutely prevented any further growth, is now being taken up by the removal of the remainder of the museum material from the law building. Thus the equipment of the department is scattered in various places about the campus and the teaching about equally divided between two buildings. It is obvious that the most efficient service can not be given by a department whose laboratory facilities are so disconnected. At the present time the department occupies, exclusive of the three basement rooms of the library, 11,884 square feet of space. Since 1923 each biennial request of the university for an enlarged building program has seen the needs of the biology departments presented. Indeed, in President Bizzell's inaugural address in 1925 attention was called to the lack of suitable laboratory and library facilities in this institution for he said the equipment here is not in keeping with the size and importance of this University. He further asserted in urging the development of graduate instruction that "The time has come when the university should extend its facilities and provide adequate research opportunities for graduate students leading to the doctor's degree. But this implies that adequate laboratory and library facilities will be available to place the research work of the instruction on a high plane. The university would not be justified in entering upon a comprehensive program of graduate instruction unless the sources of material for research were so extensive and our laboratory so adequate as to challenge the respect of the most promising men and women in the country. But there is no reason why this state can not provide all the facilities necessary to make the graduate school of the university one of the most desirable agencies for public good to be found in the entire country."

Upon every occasion since the delivery of this address the president has urged and recommended to the legislature the necessity of providing such facilities as would place this institution upon par with others of its class.

In the meantime the activities carried on here by the biology departments have become much more complicated. The removal of the medical school to Oklahoma City places an increased teaching load upon the three biology departments left here and required that certain courses be duplicated here that had formerly been given by the laboratory school. A notable change in the character of the student body has taken place in the university in the last five years which has wrought its effect upon all departments, but especially upon those doing laboratory work. Formerly the freshman class outnumbered by hundreds of students all other classes. A shift has taken place in the relative numbers of upper classmen and freshmen so that this year the numbers in the classes are about as follows: freshmen, 1,500; sophomores, 1,250; and seniors, 1,050. Thus the increase in the university's enrollment has been made largely in the upper classes rather than in the freshman classes with a consequent disproportionate in-
crease in the demands on the space and the cost per student. It has likewise made a much greater demand on the resources of the laboratory department of the University, which from 1920 until the present time has been the most rapid period of growth in its history.

The University of Oklahoma is one of the most rapidly growing universities in the United States, and the growth of the biological research and teaching department is a part of the whole organism. The growth of the university will continue to be rapid, and it is the duty of the biological department to keep pace with it. The biological department has the task of providing facilities for the study of all aspects of biology, from the microscopic to the macroscopic, from the cellular to the organismic, from the theoretical to the applied.

One of the important duties which a university must perform is to provide adequate housing facilities for its faculty and students. This is the most fundamental duty of a university, and it is a duty which must be performed in every case. The University of Oklahoma has a large number of buildings, both old and new, which are used for educational purposes. The old building, which was replaced by the new building, had been a splendid building for many years, but it was not adequate for the needs of the university.

In order to provide adequate housing facilities for its faculty and students, the University of Oklahoma must make a substantial investment in new buildings. The new building, which was completed in 1927, is a large and impressive structure, and it is the largest building in the state. It is the home of the biological department, and it is the center of the university's biological activities.

The biological department of the University of Oklahoma is one of the most important departments in the university, and it is a department of which the university can be proud. It is a department of which the nation can be proud. The biological department of the University of Oklahoma is a department of which the world can be proud.

The University of Oklahoma has a large number of buildings, both old and new, which are used for educational purposes. The old building, which was replaced by the new building, had been a splendid building for many years, but it was not adequate for the needs of the university. The new building, which was completed in 1927, is a large and impressive structure, and it is the largest building in the state. It is the home of the biological department, and it is the center of the university's biological activities.
edge and to disseminate it both by the formal teaching method and by publications and by di- rect answers to inquiries from those who may stand in special need. These are the genuine rea- sons why the University of Oklahoma should be provided with adequate quarters, not that she may rival other states or excel them but that she may better serve her citizenry in providing them with essential information. The purpose of the state and institutions as examples which prove how useful the development of biological knowledge has been to them. The service of biology to the state may be considered under various heads, as contributory to general culture, as providing information tend- ing to alleviate the social ills from which man- kind suffers and as contributing to the principles of life which are explicable alike to society as to other phases of organic life. A majority of the members of the department are engaged in the study of fundamentals of life, and the social and economic importance of these studies is not forgotten. The service of biology to the state may be further illustrated by examples which may be applied in the various fields of education, medicine, public health, agriculture, economics, and the industrial arts. Many other phases of the subject might offer useful points of attack, but completeness is not easily possible.

One may confidently assert that the greatest contribution biology can offer to her followers is that generally spoken of as general culture. Life has been a subject of marvel and wonder to man in all ages, and men have been led to believe that which is best in all peoples. A genuine love of nature is close akin to the love of God, and a sense of proportion through his knowledge of biology. The science of medicine is applied biology. The vast importance is inestimable. Even the most important principles may be applied in the various fields of knowledge available to the people of Oklahoma. The protection or control of bird life is the special business of the biologists. Many birds are of inestimable value to the life of our people as they effect the growth and amount of our food supply. Most birds if not too numerous are helpful to the farmer, but he needs aid in study- ing and in dealing with the numbers which are injurious. For instance, the native birds should be present in larger numbers, but some must be checked and controlled over large areas of land. The great new science of Genetics; the production of better plants and animals through inbreeding, selection, and hybridization is the latest biological develop- ment. The department of zoology at the Uni- versity of Oklahoma is giving special attention to build up its library. It hopes to make this knowledge available to the people of Oklahoma. The protection or control of bird life is the special business of the biologists. Many birds are of inestimable value to the life of our people as they effect the growth and amount of our food supply. Most birds if not too numerous are helpful to the farmer, but he needs aid in study- ing and in dealing with the numbers which are injurious. For instance, the native birds should be present in larger numbers, but some must be checked and controlled over large areas of land. The great new science of Genetics; the production of better plants and animals through inbreeding, selection, and hybridization is the latest biological develop- ment. The department of zoology at the Uni- versity of Oklahoma is giving special attention to build up its library. It hopes to make this knowledge available to the people of Oklahoma. The protection or control of bird life is the special business of the biologists. Many birds are of inestimable value to the life of our people as they effect the growth and amount of our food supply. Most birds if not too numerous are helpful to the farmer, but he needs aid in study- ing and in dealing with the numbers which are injurious. For instance, the native birds should be present in larger numbers, but some must be checked and controlled over large areas of land. The great new science of Genetics; the production of better plants and animals through inbreeding, selection, and hybridization is the latest biological develop- ment. The department of zoology at the Uni-

The application of zoology to the industries so it may develop additional specialized courses in the business field. The demand for graduate work in this field is growing rapidly; we should be able to satisfy that demand at the University. At present, we have no space at all for the work of the Bureau of Business Research; we have less than a third enough space for offices for the teaching staff. Because of the over-crowded conditions at the present time five or six pro- fessors have been crowded into the present two rooms. The need of space is so great that it is not possible for them to carry on the necessary con- ference with students in reference to their work. Even assuming that the college of business ad- ministration does not have the necessary space, its present needs for floor space are such as to require the total floor space of a large build- ing. Since the University has a large and growing faculty, it has followed for the past few years, it will not be long until it will need a good deal more than one large building to enable it to carry on its work effectively.

BUSINESS ADMINISTRATION
By Dr. A. B. ADAMS
Requested: $250,000 for 1931, for business administration and classroom

The following figures show the growth of the college of business administration for the past few years:

<table>
<thead>
<tr>
<th></th>
<th>1925-26</th>
<th>1926-27</th>
<th>1927-28</th>
<th>1928-29</th>
<th>1929-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified</td>
<td>588</td>
<td>811</td>
<td>1024</td>
<td>1378</td>
<td>1708</td>
</tr>
<tr>
<td>Unclassified</td>
<td>588</td>
<td>811</td>
<td>1024</td>
<td>1378</td>
<td>1708</td>
</tr>
<tr>
<td>Total</td>
<td>1176</td>
<td>1622</td>
<td>2052</td>
<td>2756</td>
<td>3416</td>
</tr>
</tbody>
</table>

Since its organization most of the work of the college of business administration has been con- ducted together on the third floor of the university administration building. The space is so small that it has been necessary to hold some of the classes elsewhere on the campus. Because of the shortage in the number of class rooms and the growth in the number of students it has been necessary to add new buildings, efficient teaching. We have many classes with eighty and ninety students in rooms which were designed for classes of thirty-five and forty students only. Efficient teaching cannot be done under such conditions. Because of the shortage of class-room space the college of business administration has been unable to develop the laboratory work which it should have in connection with its various specialized courses. We need a good deal more laboratory space for our accounting, statistics, finance and business administration courses. We need four to five times the space we now have for reading rooms and seminar work for the students in the college of business administration.

The college needs additional class-room space so it may develop additional specialized courses in the business field. The demand for graduate work in this field is growing rapidly; we should be able to satisfy that demand at the University. At present, we have no space at all for the work of the Bureau of Business Research; we have less than a third enough space for offices for the teaching staff. Because of the over-crowded conditions at the present time five or six pro- fessors have been crowded into the present two rooms. The need of space is so great that it is not possible for them to carry on the necessary con- ference with students in reference to their work. Even assuming that the college of business ad- ministration does not have the necessary space, its present needs for floor space are such as to require the total floor space of a large build- ing. Since the University has a large and growing faculty, it has followed for the past few years, it will not be long until it will need a good deal more than one large building to enable it to carry on its work effectively.
HOME ECONOMICS
By Dr. HELEN B. BURTON

Requested: $250,000 for 1931, for home economics and classroom

Courses in home economics have been offered at the University of Oklahoma for several years. At first the work was divided into two departments, "Domestic Art" and "Domestic Science," with a teacher in charge of each department. The school of home economics was organized and the first graduate work offered. Since then, additional courses and faculty members have been added with constant improvement of the educational work. Later, part of the basement floor of science hall was given to the school of home economics, next to the, buildings in insecure. It is interesting, of course, to hold

The rooms are inhospitable, uninviting. Students

generally happen that a student is desirous of doing some extra laboratory work, perhaps make more changes than other types of study. Lack of space and poor arrangement of the space available have made it impossible to offer the number and type of courses other colleges and universities in this country are offering and those students would like offered.

When "Domestic Science" and "Domestic Art" courses were first offered at the university, there was just one room available for class work. Later, part of the basement floor of science hall was given to the school of home economics, next the third floor, and now all of the third floor and part of a small room on the second floor. The space available has been increased and the quarters made more commodious, but hardly in keeping with the needs and requirements of the department or with the modern conditions and methods of study in the field of home economics in the United States. Because home economics is not as old a subject as one would suppose, it was published as other courses of study, it has advanced more rapidly and made more changes than other types of study. Lack of space and poor arrangement of the space available have made it impossible to offer the number and type of courses other colleges and universities in this country are offering and those students would like offered.

Just what are the difficulties encountered in the present location in presenting a well-rounded, desirable curriculum and courses that will be of most service to the students?

In the first place there is the lack of room. Because of the lack of lecture rooms, the laboratories must be used for more than one purpose, for laboratory and lecture purposes and for different types of work. As part of the laboratories are equipped only with stools, it means the students using those laboratories for recreation purposes must hold the class in the laboratory even though it is unsatisfactory. As these special recreation periods are irregular, it is impossible with the facilities at present to use them anywhere except in the regular laboratory. A similar condition occurs when a lecture class would like the use of a laboratory for one period. It also frequently happens that a student is desirous of doing some extra laboratory work, perhaps make several changes and that there is not enough space to do so because all of the laboratories are in use.

The library space is inadequate, being crowded and in a rather noisy place. It might be argued that with every book in its place the library books could all be there. That is true. It happens, however, that it is more convenient both for students and faculty to have the books near at hand. In addition, the library, however, certainly is not conducive to study.

Other courses and new faculty members who can offer courses other than those in the catalog, are not accessible to all laboratories and it means the student might be required to go through another room. As such courses require special equipment, it has not been possible so far to offer these types of work. Even for the undergraduate courses, there is not sufficient equipment or enough types, for there is no room. There should be a related laboratory and places for different kinds of stoves, refrigerators and other pieces of equipment so that the student might learn the advantages and disadvantages of each type. With so many different sorts of equipment on the market, the modern woman needs the training that will aid her in choosing the best for her purposes. All sections of students planning to teach especially need this training.

As much as the majority of women sometime during their lives are homemakers, there should beadequate training for them. We do not expect people to enter other professions untrained and in the same case of the homemaker, for her job is most important one there is. Training in home-making should not be confined to women, but include men as well. The men will be the housewives of tomorrow.

There should likewise be courses in pre-parental and parental education for both men and women. Men in the work are realizing that it is the functions of universities and colleges to train students for family life and parenthood. A university the size and standing of the University of Oklahoma should certainly provide such courses. The first step is room and equipment. This training requires special equipment, for example, in the preparation and providing facilities where the student is cultivated and equipped. Research work should be increased, for the most satisfactory plan for finding out the best for equipment of rooms and find just the opposite in our laboratories; what is the best type and plan of equipment and related art. As such courses requirespecial equipment, it has not been possible so far to offer these types of work.

The rooms are insecure. It is interesting, of course, to hold

Another undesirable feature about the present location is the fact that the building is old and in bad condition. As it is not as well equipped as at home, the students might learn the advantages and disadvantages of each type. With so many different sorts of equipment on the market, the modern woman needs the training that will aid her in choosing the best for her purposes. All sections of students planning to teach especially need this training. As much as the majority of women sometime during their lives are homemakers, there should be adequate training for them. We do not expect people to enter other professions untrained and in the same case of the homemaker, for her job is most important one there is. Training in home-making should not be confined to women, but include men as well. The men will be the housewives of tomorrow. There should likewise be courses in pre-parental and parental education for both men and women. Men in the work are realizing that it is the functions of universities and colleges to train students for family life and parenthood. A university the size and standing of the University of Oklahoma should certainly provide such courses. The first step is room and equipment. This training requires special equipment, for example, in the preparation and providing facilities where the student is cultivated and equipped. Research work should be increased, for the most satisfactory plan for finding out the best for equipment of rooms and find just the opposite in our laboratories; what is the best type and plan of equipment and related art. As such courses requirespecial equipment, it has not been possible so far to offer these types of work.

The rooms are insecure. It is interesting, of course, to hold

Another undesirable feature about the present location is the fact that the building is old and in bad condition. As it is not as well equipped as at home, the students might learn the advantages and disadvantages of each type. With so many different sorts of equipment on the market, the modern woman needs the training that will aid her in choosing the best for her purposes. All sections of students planning to teach especially need this training. As much as the majority of women sometime during their lives are homemakers, there should be adequate training for them. We do not expect people to enter other professions untrained and in the same case of the homemaker, for her job is most important one there is. Training in home-making should not be confined to women, but include men as well. The men will be the housewives of tomorrow. There should likewise be courses in pre-parental and parental education for both men and women. Men in the work are realizing that it is the functions of universities and colleges to train students for family life and parenthood. A university the size and standing of the University of Oklahoma should certainly provide such courses. The first step is room and equipment. This training requires special equipment, for example, in the preparation and providing facilities where the student is cultivated and equipped. Research work should be increased, for the most satisfactory plan for finding out the best for equipment of rooms and find just the opposite in our laboratories; what is the best type and plan of equipment and related art. As such courses requirespecial equipment, it has not been possible so far to offer these types of work.

The rooms are insecure. It is interesting, of course, to hold

Another undesirable feature about the present location is the fact that the building is old and in bad condition. As it is not as well equipped as at home, the students might learn the advantages and disadvantages of each type. With so many different sorts of equipment on the market, the modern woman needs the training that will aid her in choosing the best for her purposes. All sections of students planning to teach especially need this training. As much as the majority of women sometime during their lives are homemakers, there should be adequate training for them. We do not expect people to enter other professions untrained and in the same case of the homemaker, for her job is most important one there is. Training in home-making should not be confined to women, but include men as well. The men will be the housewives of tomorrow. There should likewise be courses in pre-parental and parental education for both men and women. Men in the work are realizing that it is the functions of universities and colleges to train students for family life and parenthood. A university the size and standing of the University of Oklahoma should certainly provide such courses. The first step is room and equipment. This training requires special equipment, for example, in the preparation and providing facilities where the student is cultivated and equipped. Research work should be increased, for the most satisfactory plan for finding out the best for equipment of rooms and find just the opposite in our laboratories; what is the best type and plan of equipment and related art. As such courses requirespecial equipment, it has not been possible so far to offer these types of work.

The rooms are insecure. It is interesting, of course, to hold

Another undesirable feature about the present location is the fact that the building is old and in bad condition. As it is not as well equipped as at home, the students might learn the advantages and disadvantages of each type. With so many different sorts of equipment on the market, the modern woman needs the training that will aid her in choosing the best for her purposes. All sections of students planning to teach especially need this training. As much as the majority of women sometime during their lives are homemakers, there should be adequate training for them. We do not expect people to enter other professions untrained and in the same case of the homemaker, for her job is most important one there is. Training in home-making should not be confined to women, but include men as well. The men will be the housewives of tomorrow. There should likewise be courses in pre-parental and parental education for both men and women. Men in the work are realizing that it is the functions of universities and colleges to train students for family life and parenthood. A university the size and standing of the University of Oklahoma should certainly provide such courses. The first step is room and equipment. This training requires special equipment, for example, in the preparation and providing facilities where the student is cultivated and equipped. Research work should be increased, for the most satisfactory plan for finding out the best for equipment of rooms and find just the opposite in our laboratories; what is the best type and plan of equipment and related art. As such courses requirespecial equipment, it has not been possible so far to offer these types of work.

The rooms are insecure. It is interesting, of course, to hold
third, two clothing laboratories for special problems, one related art laboratory, one home nursing and metabolism laboratory, a food chemistry laboratory, research laboratories for nutrition, child study, and the like. In addition to these problems, a library, a laboratory for animal experiments, locker and dressing room, sufficient and well-arranged storage space, individual offices for the administration, rooms to be used for group meetings of the students, for teas, receptions, and dinners and for entertainments. The building will cost less than a thousand dollars a month to operate, with a kitchen connected with this room. This room might be called the "hospitality room." All of the laboratories and lecture rooms will be equipped as well as the physics department's best. I am afraid that it is only possible so that the work may be done in the most efficient manner and with the least effort.

Home conditions, where that is necessary, will, so far as possible, be taken care of. It is also hoped that a nursery school and home management house will be allowed as well as the home economics building. As these are necessary for training the students in child care, home management, pre-parental and parental education, they are as important as the main building, and they are in the opinion of the department of the physics department. When they are allowed, needless to say they too will be arranged and equipped in the very best way. The conditions of work, in which it is to be hoped that the School of Home Economics will have its needed equipment, a home economics laboratory house and a nursery school all of them so planned and equipped that they will be a source of pride to the university not only because of their appearance and equipment but also because of the value they can be in the training of the men and women of Oklahoma.

**PHYSICS BUILDING**

By Dr. H. L. DODGE

**Requested: $150,000 for 1932, for first unit**

*Where is the physics building?* asked a visitor to the university campus.

"Oh, they still have the elementary laboratory work out in that little frame shack and the other work in the administration building," was the reply.

"Not any more," I told him. "When I went to school they used that little frame shack for the anatomy lab and kept the cadavers in the shed in the rear. Surely that building would never do for anything requiring specialized equipment. How do they get all their students in there?"

"Well, you see they use the whole building, relaid and all," they said. "They have laboratories in the basement and they run a sort of double-shift system in the afternoon and have the overflow coming at night and on Saturday afternoon."

"I don't mean to say that the physics department lets laboratory work interfere with the football program!" explained the startled alumnus. "But where does all the equipment go? What about the research the faculty do? They have to do research, don't they?" I told him that the research they do is of the character in which they are engaged in the development of new equipment for the Bell Telephone Company. They did a lot of research in physics for the Victor X-ray Corporation where he is as a research associate in mathematics. He told his research work in a corner of the research shed where he built a little lab and furnace to give a temperature of 1500° C. Specimen was so limited that a photograph of him in the costume he wore when the furnace was going would not do for publication. Diffendar and Ferrell have done well, but they have McCollum and Richart who are in charge of geophysical work for the Continental and the Magnolia oil companies. There are a number of graduate students engaged in the teaching and finishing their work for the doctorate at other institutions. I must not forget Sen Wad- dell, who was in charge of the graduate's assistant in the department of physics. That was in 1922 when we had only two laboratory rooms to take care of all the work of the department, making it impossible to give Waddell an experimental problem."

"But I am getting a little away from the purpose of this article. There is nothing a college professor likes to do better than to remind its students of interesting things which generally go hand in hand. From 1919, when there was a realization of the need for a physical laboratory building, many students and faculty members have worked for the establishment of a new building. To date, the department of physics has been unable to secure funds. It is important to the university to have a new building as soon as possible. Not only is the research work of the department of physics important, but the teaching is of a high order."

The building will cost $150,000 and will be designed to accommodate 2000 students in the first year. The first floor will contain a large lecture room, an instrument room, a storage battery room, a switchboard room, and research rooms for the staff and graduate students. The building will be equipped for experimental demonstrations and will have an enrollment of over 200 students. It is important that the building be completed as soon as possible, as the need for more space will increase each year. The building will be planned and designed to meet the needs of the physics department for many years to come. Many universities have made the mistake of erecting buildings which may be very satisfactory and complete for some time, but which are no longer suitable for research. Therefore, the new building will be designed with adequate laboratory facilities.

The new building will be equipped with all the necessary apparatus and equipment for research. The research work of the department of physics is important, and it is important that the building be completed as soon as possible. Not only is the research work of the department of physics important, but the teaching is of a high order. The new building will be designed to accommodate 2000 students in the first year. The first floor will contain a large lecture room, an instrument room, a storage battery room, a switchboard room, and research rooms for the staff and graduate students. The building will be equipped for experimental demonstrations and will have an enrollment of over 200 students. It is important that the building be completed as soon as possible, as the need for more space will increase each year. The building will be planned and designed to meet the needs of the physics department for many years to come. Many universities have made the mistake of erecting buildings which may be very satisfactory and complete for some time, but which are no longer suitable for research. Therefore, the new building will be designed with adequate laboratory facilities.

The new building will be equipped with all the necessary apparatus and equipment for research. The research work of the department of physics is important, and it is important that the building be completed as soon as possible, as the need for more space will increase each year. The building will be planned and designed to meet the needs of the physics department for many years to come. Many universities have made the mistake of erecting buildings which may be very satisfactory and complete for some time, but which are no longer suitable for research. Therefore, the new building will be designed with adequate laboratory facilities.

The new building will be equipped with all the necessary apparatus and equipment for research. The research work of the department of physics is important, and it is important that the building be completed as soon as possible, as the need for more space will increase each year. The building will be planned and designed to meet the needs of the physics department for many years to come. Many universities have made the mistake of erecting buildings which may be very satisfactory and complete for some time, but which are no longer suitable for research. Therefore, the new building will be designed with adequate laboratory facilities.
EDUCATION BUILDING
By Dr. ELLSWORTH COLLINGS

Requested: $150,000 for 1932, for first unit

With the college of education scattered in almost every building on the campus, the first step in the new college of education included in President Bizzell's program, will serve a genuine need in the progress of the university. Enrollment in the college of education showed a gain of fourteen per cent this year over last year, and with the addition of training schools for elementary teachers, high school teachers, and art education, the number of students is expected each year. The college of education provides training for all the public school positions in the state on both the undergraduate and graduate levels. The present facilities and equipment are inadequate to handle such a large number of students. At the present time every floor of the present education building, including the basement, is utilized. Spare class rooms are used any where they may be found, no matter how much out of the way the location happens to be. Such an established primary school is doing its work in an old frame house on the northeast corner of the campus.

Desperate attempts have been made to modernize the primary education building by making repairs and putting in new walls and floors, and some success has been made, but it is impossible to make it suitable for the needs of a modern college of education. The present education building was the original home of the university library, built by the Carnegie Fund and donated to the university. The plan of the rooms is very suitable for a small library, but has been found inadequate for instruction in education. It has no space nor any equipment for training in physical education, manual arts, fine arts, and home economics. For work done along these lines students now must be sent to the various departments of the university which are not equipped and handled for purposes of training teachers.

The new home of the college of education will resemble the university infirmary in outer appearance, being of collegiate Gothic architecture to correspond with the general type of other university units. It will have three floors. The first unit will house all of the training schools of the college of education, including the school, an elementary or grade school, a junior high school, and a senior high school. These schools will be manned by training school teachers. The proposed unit will have modern laboratories, shops, a gym, and class rooms. Classrooms will be built on the new unit in such a way that the new education building room building provides for study periods and recreation periods in the same subject to be held in the same room. The classroom also includes the library books, equipment, and apparatus needed in the subject, as well as the teacher's office and such space as will be central library since the books will be divided according to the subjects with which they deal.

The present training schools of the college of education are scattered in the best in the state and nation, and draw many students from remote parts of the state, besides a large number of students from other states. The training schools now have the best library and science equipment in the state but have no adequate place to put them. It is estimated that more than a thousand and five hundred of the training schools of the college of education during the present year.

WOMEN'S BUILDING
By IMA JAMES

Requested: $100,000 for 1939, for addition to present building

In 1921, when we were to move into the new women's building which was for chief worries were over. We had a building of our own and I no longer had to solve the puzzle of fitting my schedule into a three-day-per-week plan. It is with pride that we look back upon the building as a place that I so needed for years to come. But when we actually moved into the building in November of that year I found that we were just about crowded for room as we have been in the old building. The fact is we had outgrown the building before we moved into it. With the addition of the swimming pool and the number of students naturally about one third. Very few students could swim but every one wanted to learn and we wanted to teach them. Juniors and Seniors enrolled in the swimming classes and the gymnasium was used to take the work. Believers in "Physical Education for All" we tried to meet their demands. By 1921 we were using every one of the 696 lockers and the showers were so crowded that we had to stop compulsory showers after class. In 1924 we were granted the permission to offer major work in the department. This progress meant an increase of about one third in our teaching load and required almost twice the amount of teaching room. Class rooms were needed for the third floor but we went to the dean of women we were allowed the use of what is known as the council room. This room is on the third floor and was planned for the meeting place for the different girls clubs and was not planned for an exercise room. It is equipped as a council room should be, with rugs on the floor, heavy tables and a piano. Since we have had the use of this room for our small classes I am sure I have moved more furniture daily than the average furniture buyer does in a week. It's a continual process of moving in and out to try to find room for class work. I wouldn't mind moving the furniture if we had enough room when it is out of the way but we have not. Work done up there is in such cramped conditions that it can not produce the best results. In the fall of 1928 we expanded our program to include classes of purely corrective work. This expansion increased our faculty one and increased the need for additional teaching room. Again we appealed to the Dean of Women and were allowed to use another small room on the third floor. This room is about ten by twenty feet and is used for both physical and vocational education class room. The room has only one window for ventilation and the lighting has to be artificial means.

Approximately one eighth of our entire enrollment is in corrective work. The students in these classes are our worst posture cases. This swimming classes as if they had been required to have in the classes because we have not the room to take care of them. The students are so crowded in the classes that only one half of the class can execute their exercises at a time.

Lectures and theory work that must necessarily accompany the major work is handled in any vacant corner of the building we can find free at class time. Class room space is severely needed. Here are some figures that will verify the above statement:

1. Almost a thousand girls are enrolled in physical education classes.
2. These classes meet three times each week.
3. Forty three students are majoring in the department.
4. These students are going out to be health education teachers in the state.
5. We actually have 35 different classes meeting concurrently—their interests overlap in the classroom.

One of the best buildings in the state, an elementary or grade school, a junior high school, and a senior high school, is doing its work in an old frame house that happens to be. The newly established preparatory school is doing its work in the third floor building. The old building was the original home of the university library, built by the Carnegie Fund and donated to the university. The plan of the rooms is very suitable for a small library, but has been found inadequate for instruction in education. It has no space nor any equipment for training in physical education, manual arts, fine arts, and home economics. For work done along these lines students now must be sent to the various departments of the university which are not equipped and handled for purposes of training teachers.

The new home of the college of education will resemble the university infirmary in outer appearance, being of collegiate Gothic architecture to correspond with the general type of other university units. It will have three floors. The first unit will house all of the training schools of the college of education, including the school, an elementary or grade school, a junior high school, and a senior high school. These schools will be manned by training school teachers. The proposed unit will have modern laboratories, shops, a gym, and class rooms. Classrooms will be built on the new unit in such a way that the new education building room building provides for study periods and recreation periods in the same subject to be held in the same room. The classroom also includes the library books, equipment, and apparatus

POWER PLANT
By WALTER W. KRAFT

Requested: $150,000 for 1932

In order to discuss the question of whether or not the University of Oklahoma should have a new power plant, it will be necessary to examine the history of our present plant; to analyze the present load and its ability to respond to the demands on the present plant and its ability to respond to these demands, and finally to estimate these demands for the near and the distant future, and the appropriation necessary for such a plant.

The accompanying graph shows the heating and cooling loads of the buildings on the campus from 1910 to 1930. In the accompanying table I have also given this same information in chronological order in which I have shown the buildings served, the boiler horse power in the plant,
<table>
<thead>
<tr>
<th>Year</th>
<th>Buildings Added</th>
<th>Total Boiler Horsepower</th>
<th>Total Radiation in sq. ft.</th>
<th>Electricity KW Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>Administration Building</td>
<td>230</td>
<td>15,135</td>
<td>112,000</td>
<td>1-150 H. P. Boiler installed</td>
</tr>
<tr>
<td></td>
<td>Science Hall</td>
<td>380</td>
<td>19,913</td>
<td>146,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carnegie Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Small Frame Buildings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1912</td>
<td>Monnet Hall (Law Bldg.)</td>
<td>450</td>
<td>21,434</td>
<td>153,000</td>
<td>52 sq. ft. of radiation for each B. H. P. installed</td>
</tr>
<tr>
<td></td>
<td>Engineering Laboratory Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1913</td>
<td>DeBarr Hall (Chemistry Bldg.)</td>
<td>450</td>
<td>27,906</td>
<td>227,000</td>
<td>New Power Plant added 1—150 H. P. Boiler</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Building</td>
<td>450</td>
<td>33,177</td>
<td>322,000</td>
<td></td>
</tr>
<tr>
<td>1916</td>
<td>Geology Building</td>
<td>52</td>
<td>52 sq. ft. of radiation per B. H. P. installed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art Building (Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Armory Offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Frame Buildings burned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carpenter Shop</td>
<td>600</td>
<td>40,101</td>
<td>441,000</td>
<td>1—150 H. P. Boiler installed</td>
</tr>
<tr>
<td>1920</td>
<td>Womens Bldg.</td>
<td>600</td>
<td>40,458</td>
<td>469,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genetics and Print Shop</td>
<td>600</td>
<td>47,717</td>
<td>565,000</td>
<td>Water Well</td>
</tr>
<tr>
<td>1921</td>
<td>Electric Shop and Garage</td>
<td>600</td>
<td>48,244</td>
<td>610,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Addition Engr. Lab. Pharmacy Bldg. (Medical)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering Bldg.</td>
<td>1,052</td>
<td>58,446</td>
<td>704,336</td>
<td>89 sq. ft. of radiation per B. H. P. installed</td>
</tr>
<tr>
<td>1926</td>
<td>Animal House</td>
<td>1,052</td>
<td>79,606</td>
<td>864,454</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zoology Laboratory</td>
<td>1,052</td>
<td>84,335</td>
<td>924,516</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residential Halls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1927</td>
<td>Liberal Arts Bldg.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1928</td>
<td>Greenhouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infirmary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stadium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1929</td>
<td>Union Building</td>
<td>1,052</td>
<td>93,937</td>
<td>1,222,255</td>
<td>97.4 sq. ft. of radiation per B. H. P.</td>
</tr>
<tr>
<td></td>
<td>New Library Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Armory Remodeled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Press Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Petroleum Refinery Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1930</td>
<td>Utilities Building</td>
<td>1,052</td>
<td>122,255</td>
<td>1,675,749</td>
<td>116.7 sq. ft. of radiation per B. H. P.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Boiler Horse Power installed</td>
</tr>
</tbody>
</table>
in radiation to these buildings and the electricity consumed outside of the plant itself. History of present plant:

In 1910 there were but three permanent buildings on the campus. In addition to these three buildings there were four small frame buildings which are known as the Row Park buildings. The power plant at that time was located immediately west of the present administration building. It was thereby that we had a total boiler horse power of 230, and a heating load of 15,135 sq. ft. of radiation. The total electricity generated that year was 76,000 kilowatts. In 1912 Monnet Hall (law school building) was constructed and an additional boiler was added in 1913 to this plant. The plant building was constructed as a wing of the Engineering laboratory building. There was one additional boiler installed, making a total capacity of 450 boiler horse power. At this time the total demand was 218,527 sq. ft. of radiation at that time. In 1917, 2,377,743 kilowatts of electric energy was produced during that year. This plant was designed for a ten year period. As buildings were added on the campus additional boilers were added in the power plant. In 1919, two more boilers were added, making a total of 600 horse power. During that year the heating load was 40,017 sq. ft. of radiation and the electric load was 44,100 kilowatts. In 1920, another 150 horsepower air compressor was added to the power plant. The production of water was therefore added to the power plant.

During the year 1924 a considerable amount of trouble was experienced in heating the buildings. The plant had outlived the ten years for which it was designed and there seemed to be no alternative but to build a new plant. However, as a temporary relief measure $50,000 was provided by the legislature and the plant was rewired which permitted 276 horse power to be crowded into the plant. This brought the total capacity of the boilers to 1,052. Since 1925 a turbo-generator and other equipment has replaced older and smaller equipment. The heating load during 1925 was 58,416 sq. ft. of radiation. The electric load was 704,536 kilowatts. Although we had increased our power plant with fourteen additional boiler buildings since 1925 there has been no additional boilers installed. According to our records close of 1929 our records show that we have supplied heat to 122, 255 sq. ft. of radiation and have supplied 1,675,749 kilowatts of electric energy and we are furnishing approximately 200,000 gallons of water per day.

Referring to the matter of generating electricity, in 1913 we had one 100 kilowatt generator. In 1920 a 200 kilowatt generator was added and in 1927 we installed a 500 kilowatt turbo-generator and removed the 100 kilowatt engine generator set, which was twenty-three years old at that time.

Since 1924 we have spent nearly $100,000 in repairs to the plant and installing additional equipment. We have crowded our plant with additional equipment until further crowding is impossible. Our plant building designed for ten horse power is entirely inadequate. Its equipment was insufficient and it did not seem possible to make further expansion in the present plant. However, by utilizing every available foot of space, by crowding the plant to the utmost and by placing some of the equipment in pits below the floor it was possible to install our present equipment. The building is entirely inadequate and it is impossible to economically expand it.

The peak loads on our plant determine whether or not we have sufficient equipment to serve this institution. For six weeks last winter it was necessary for us to operate all the boilers. The two large boilers were run at 150 per cent rating. We had a peak load of 1,200 boiler horse power. The two old boilers were used to supplement the exhaust steam in the heating system and to evaporate the raw water, thus permitting us to keep the large boilers in service a greater length of time. During this period anything would have happened to one of our old boilers it would have disrupted class work in the University. It would have been impossible for us to operate the small boilers due to lack of steam for maintaining boilers. At the present time we have no reserve boilers and are operating on far too close a margin.

In our electric generating equipment we are in a similar predicament. Although we have two generators one of 500 kilowatt and the other 200, totalling 700 kilowatts, the only reliable unit we have on the 500 kilowatt engine-generator unit has a defective shaft and we would run it only in an extreme emergency. Our peak load of next year will stand up to over 600 kilowatts which is 25 per cent over our present turbo-generator. A forced shutdown on this unit would seriously interfere with the operation of the University. Several of our buildings depend for their heating upon electrically driven fans. These could not be operated in case of a shutdown of our turbine. The old 200 kilowatt unit could carry part of the load but it could not possibly carry one over three. We should have an additional generating unit as large as our present turbo-generator.

The power plant is very vital to the welfare of every department of the university. With each additional building we have an increasing load for heating, electricity, and water. Since we have no reserve equipment either for generating steam or generating electricity and we are operating with no margin of safety. The graph and the table accompanying this statement will show that there is no margin of safety in the present plant to take on any additional load of any magnitude. The installation of additional boilers and additional generators. The building will not economically permit of expansion and we are running the risk of a great mistake to make temporary and short-sighted provision for our power plant. It must be equipped with the latest motive and recording equipment. It should be equipped with several different kinds of equipment and should have ample capacity to answer demands of the various departments of this institution.

PHYSICAL EDUCATION

By Ben G. Owen

Requested: $150,000 for 1932, for addition to present building

There is throughout the state, and on the campus of Oklahoma University, a greater misunderstanding of the physical department than any other department of the university. Because of this ignorance the work and program of the department has not been a serving a large percentage of the men students. Today, despite our meager facilities, we are accommodating approximately five hundred physical students. We have over one hundred actual entries in intra-mural contests in 1928-29. This number will be doubled or tripled as soon as our equipment and facilities can comfortably accommodate the additional burden.

It has been our aim to encourage the development of healthful habits and a sport to enjoy after graduation. We have worked closely with our department, instead of producing one or two favored athletes. With this in view, intra-mural contests and athletic teams have made a phenomenon and advancement during the last four years. Our program today is as complete as that of any midwestern university.

To carry on its program this university needs, above all, a thing which practically every modern junior and senior high school enjoys, and which no other first class college lacks, a modern indoor swimming pool. Swimming, as a recreation, creates perfect development of muscular, beauty of form, and is an ancient and almost instinctive sport that should never be denied young men.

At least two basketball courts for intra-mural and interfraternity competition, an indoor track and six volleyball courts are needed. Handball courts, a special tennis court, and a bowling and tennis court, are necessary to keep pace with the growing interest in these sports. The Fieldhouse needs a heating system that will make possible for gym classes to carry on their regular routine during the winter months, and there must be additional showers and dressing rooms with an individual locker system.

The fieldhouse as it is now, represents only half of the original structure planned; the completion of these plans will satisfy all of the necessities mentioned. We are not asking for this improvement because it is a laboratory for the engineers that are to run the future power plants in this territory. It is a mistake to make temporary and short-sighted provision for our present plant.
The Fieldhouse is to be a playground for all men desiring wholesome, healthy recreation.

We are asking for an investment in the development of young manhood. It will pay a thousand-fold dividend.

**JOURNAL BUILDING**

By H. H. HERBERT

**Requested:** $200,000 for 1932, for journalism and classroom

Housed in a wing of the University Press building, in quarters whose temporary character is indicated by the fact that the partitions and ceilings are of plasterboard, the school of journalism took its first occupancy in September, 1929, when it was moved from cramped and gloomy quarters in the basement of Science hall, one of the oldest remaining campus buildings.

The University Press building, into which the school was crammed when editors of the state complained that something be done to take it out of the Press building and into a building of its own, it is hoped, by the time of this year's annual meeting of the revived Genetics laboratory, erected in 1922-23 to house the old-time "print-shop" and part of the zoology. In fact, the portion of the building now occupied by the zoology department is still officially known as the Genetics laboratory.

The Press building came into existence in the summer and fall of 1929, when a $35,000 addition to the Genetics laboratory, consisting of a new south wing and a connecting unit, was erected. About half the space in the addition was set aside for journalism. This consisted of the second floor of the south wing and the first floor of the meeting unit. The University Press vacated its former quarters in the north wing of the building, moving to the first floor of the south wing. The printing plant for student publications and the journalism press, took up the space which the University press had occupied.

While these numerous changes for the time being made provision for the departments concerned, they constituted, at best, only a temporary arrangement. The University Press received space only slightly larger than before; the zoology occupied floor space which had never been its offices, and the school of journalism benefited greatly by having its mechanical and instructional facilities brought together under one roof.

No sooner had these arrangements been made than their inadequacy became apparent. The University Press was overcrowded; shipments of paper could no longer be received on the spot. The zoology department sought space in the new half-million Library for its extensive collection of the specimens. The school of journalism and campus publications found their allotted space much too limited.

State editors were not unobservant of these conditions. Recalling their early fight for a journalism building, they would long before when J. C. Walton vetoed a $275,000 item adopted by the legislature for that purpose, they reiterated the demands made in the eleventh and twelfth legislature. Meeting as the Oklahoma Press association at Woodward in June, 1930, they unanimously adopted the following resolution:

Be it resolved, that the Oklahoma Press association hereby goes on record as declaring that the building program until the legislature shall provide funds to construct such a building as was proposed to the late legislature.

What makes these quarters "entirely inadequate," as the editors contend? The answer to the question is not far to seek. For one thing, enrolment in the course has increased to such an extent that an insufficient number of rooms has been occupied any longer so. In the present semester there has been a 25 per cent increase in major students, raising the number from 100 to 125, and a 30 per cent increase in class enrollment, bringing the total enrollment to more than 300.

To provide facilities for instructing students in such numbers involves more than arranging classroom space; chairs and blackboards. Laboratory equipment must be supplied as in chemistry, engineering or medicine. Laboratories for journalism students are places where they may confer with instructors, rooms with tables and desks on which they may prepare their written work, with telephones which they may use in gathering news and with typewriters on which they may write their assignments and work rooms in which they may study newspapers and other periodicals, advertising rooms where they may work and prepare advertisements, and typographic laboratories where they may "learn the case" and experiment will type and ink and paper.

A modern school of journalism depends as little as a great library, classroom exercises and textbook study on the laboratory in the news-paper in the making, produced under conditions akin to those in the commercial field. Not only must there be room for students to perform the varied tasks involved in the preparation of newspapers and magazines, but there must be mechanical facilities for putting their work into print. In the field of professional preparation do students come in closer touch with actual productive operations than in a school of journalism.

A tour through the rooms of the Press building, in the morning, afternoon or night, will reveal how fully the space is utilized and how great is the need for additional facilities. During morning classrooms are filled to capacity; teacher's offices are pressed into service for small classes. In the afternoon laboratories are in a buzz of activity. Students are reporting for assignments, telephones are ringing, and the noise of typewriters is general. Instruction and learning are under way in every corner. Out of the apparent confusion a daily newspaper and numerous other journalistic projects are being born.

More than one hundred reporters crowd by relays into a single office, where assignments are given. It is written, where an instructor offers criticism and suggestions, and where forty copiers, working in turn, prepare material for publication. The work on the Oklahoma Daily is done by ten members of the students, all but one are given a share in the task. This, in crowded quarters, increases rather than simplifies the instructional process.

On the first floor another group of students work in a still smaller office, planning, writing and selling to businessmen for insertion in the Oklahoma Daily. Here again facilities are far below adequacy. Outside of some offices that can be afforded and used for insertion in the Daily and in building the stage we would arrange for such things there. Outside of some executive offices that can very well be located in the present auditorium building the school of dramatic art needs practically all the space available.

There is as you know, just a ring of small rooms around the building outside the auditorium. The school of art can get along with what they have now but as we are constantly adding to our museum an addition is needed in the immediate future. For the present we need $100,000 to buy art objects.

**COLLEGE OF FINE ARTS**

By Dean FREDRIK HOLMBERG

**Requested:** $100,000 for 1932

The following is what we need at once. It is not ideal call ideal. We need about $50,000 to build a reasonably good stage in the present auditorium and to equip it for dramatic and other performances. There is not as much as two years storage space for the present auditorium building and in building the stage we would arrange for such things there. Outside of some executive offices that can very well be located in the present auditorium building the school of dramatic art needs practically all the space available.

There is as you know, just a ring of small rooms around the building outside the auditorium.

The school of art can get along with what they have now but as we are constantly adding to our museum an addition is needed in the immediate future. For the present we need $100,000 to buy art objects.

Turning the auditorium building to dramatic art and leaving some rooms left for offices leaves the school of music out entirely. The school of music needs a modern sound-proof building, including about thirty studios, about fifty practice rooms, recital hall, recitation rooms, classrooms, large lecture rooms and small lecture rooms. There is a very small private studio in the hall. In the recital hall for large concerts there should be twelve good sized rooms and a library and for laboratories there a few small rooms, for small laboratories. For the large size of the recital hall, if we were to build a new auditorium, separate from all other buildings, which should have a seating capacity from 3500 to 4000, and should be equipped with a concert organ costing from $50,000 to $75,000.