STATE BOARD OF HIGHER EDUCATION
MINUTES OF MEETING HELD AT
UNIVERSITY CLUB, PORTLAND, OREGON
MARCH 7, 1932.

Pursuant to adjournment of the meeting of the Board on January 19, 1932 the Oregon State Board of Higher Education met at the University Club, Portland, Oregon at 10:00 A.M., March 7, 1932. The following members were present:

Mrs. Cornelia Marvin Pierce Mr. C. C. Colt
Mr. B. F. Irvine Mr. F. E. Callister
Mr. E. C. Pease Mr. Herman Oliver
Mr. C. L. Starr

Mr. Albert Burch and Mr. E. C. Sammons were not present, being out of the state on business.

READING OF MINUTES

The Board dispensed with the reading and approved the minutes of Board Meeting #22, held January 18 and 19, 1932.

The Board dispensed with the reading of the minutes of Executive Committee Meetings #156 held January 26 and #159 held February 5, and ratified the actions recorded therein.

REPORTS OF COMMITTEES

OREGON NORMAL SCHOOL COMMITTEE

In accordance with the action of the Board at its last meeting making the consideration of the remaining portion of the Oregon Normal School Committee's report a special order of business, this committee presented the concluding section of its report. The Board adopted the report as presented and the recommendations contained therein in all those matters which in nowise conflict with the Curricula Committee report as adopted. The report follows:
The Committee met in Portland December 28. It considered matters relating to teacher training in general, and made decisions on matters relating to Monmouth Normal School in particular. The Monmouth decisions were sent to the Secretary of the Board to be reported to Mr. Landers and incorporated in committee reports in the docket.

Decisions relating to all schools were, in brief:

1. EDUCATIONAL COUNCIL

Presidents of the Normal Schools to unite with heads of teacher training departments of University of Oregon and Oregon State Agricultural College and Superintendent of Public Instruction to set up at once an educational council, recommended by Survey, page 588, for discussion of teacher training problems, to act in advisory capacity for Board, and to unify and coordinate this work in institutions under the control of the Board. The necessity for this step is made clear in Survey Statement (page 275) on course terminology:

"In the five institutions 115 courses in education are offered under 90 different titles. The number of titles could be cut in half to advantage. The excessive number indicates, and analyses of the courses confirm the fact, that course nomenclature is badly confused."

and further

"The need is evident for further cooperative study on the part of the institutions of Oregon of minimum requirements in education in both four-year and two-year curricula."

This council should assist the committee to put into practice, at the earliest possible date, the recommendations of the Survey on teacher training in all the institutions.

2. ADMISSION REQUIREMENTS, STUDENTS.

It was the feeling of the committee that normal school admission
requirements should be strengthened as recommended in the Survey, pages 243 and 244:

"A much more vigorous policy of selective admission not only to student teaching but also to the normal schools themselves is entirely feasible and should be enforced, gradually at first but with increasing pressure."

The presidents are requested to take steps, this spring, to secure the best students from high schools, consistent with the Board’s program for recruiting students for all institutions. It is thought that the economic pressure of the depression may lead to greater enrollment in normal schools, and that this should be controlled. The junior college offerings at Ashland and La Grande may provide for some students who are obviously unfitted for the teaching professions. Quoting the Survey again (page 246) in order to make clear the importance of this action and of weeding out those unfit for teaching —

"There is every reason to believe that the normal schools have not in the past received their due share of the best material in the Oregon high school graduating classes. They have taken little or no part in the vigorous and extensive contacts made with high school pupils that have characterized the activities of the other higher institutions of the state. Such contacts have not always been made with a view to recruiting for state requirements, but rather for the purpose of forwarding the programs of individual institutions. If the true needs of the state were considered, the normal schools and consequently the state would profit by securing better teachers for the future citizens of Oregon. It is as important for the state to receive good teachers from its institutions as successful workers in other fields."

"Ambitious and able young people quite naturally are prone to consider the large colleges and universities as affording the best educational opportunities. This is especially true when it is commonly known
that in plant, equipment, and other respects the normal schools do not compare favorably with the other state institutions. More attention to the needs of the normal schools should result in a better quality of human material entering them."

"Undue leniency was reported by some members of the faculty in one of the normal schools in respect to the retention of students obviously below satisfactory standards of scholarship."

"In summary, then, the present conditions of teacher supply justify immediately more effort on the part of the teacher training institutions, the State Department, State Board of Higher Education, and public school authorities to secure a larger proportion of the abler high school graduates for entrance to teacher training; more careful inspection and supervision of the high schools in which graduates receive their training; strengthened formal admission requirements; the increased adoption and enforcement of selective measures; and more exacting scholarship and personality requirements for graduation. Such requirements are needed in some institutions more than in others, but with minor exceptions they should be much the same in all institutions where teachers are trained for positions in the schools of the state. Only in this way can Oregon safeguard the supply of its teachers and forestall the almost inevitable lowering of standards. These matters should be dealt with vigorously and practically by the Education Council suggested by a preceding paragraph of this report."

3. COURSE TERMINOLOGY

It was thought desirable that the Council take immediate steps toward uniform course terminology, to which reference has been previously made, and that action be taken before new catalogs are issued toward simplification and uniformity in this matter for the benefit of prospective students, and to simplify transfers between institutions.

4. UNIFORM METHODS

That the normal schools should coordinate teacher training methods for one teacher rural schools to the end that little confusion
would result when teachers are changed, and that any good teacher may easily
go forward with the work of any school. The committee refers this matter
to the training departments and presidents of the three normal schools,
asking for action and report. On this point it quotes the Survey, page 264.

"No two normal schools in the state have adopted the
same methods of training teachers for on-teacher schools.
The Ashland plan is one not followed elsewhere in the state
in the same way. If there is merit in the Ashland system,
its desirable features should be incorporated in the pro-
gram of Monmouth and La Grande. The present uncoordinated
methods of procedure with reference to this most important
element of teacher training emphasize the need for the
State Educational Council already proposed, that could
bring together the instructors and authorities of all the
teacher training institutions of the state for the purpose
of reconciling the various elements in the training
program. Great divergency and actual contradiction of
theory and principle exist at present."

5. JUNIOR HIGH SCHOOL TEACHERS

That the President of Oregon Normal School at Monmouth should
confer with President Kerr and Dean Jewell of Corvallis on joint use of
faculty where possible and advantageous, especially as related to teacher
training for junior high schools as recommended in the Survey (page 193)
and possibly in other fields such as the training of athletic coaches.
This conference was held February 2, 1932 and a recommendation made that
four years of training be required with graduation from both schools and
that special certification for junior high school teachers be requested
from proper state authorities.

The committee further decided that until junior high schools are
further developed in Oregon there is no need of providing for the special
preparation of teachers for them.

6. STANDARDIZATION

That the Secretary of the Board be requested to write to
the Secretary of the American Association of Teachers Colleges and Normal
Schools about the standardization of Oregon normal schools and his proposed western visit this summer. It is the opinion of the Committee that all barriers to standardization should be removed as rapidly as possible, and to this end it has taken action on raising standards in academic qualification of faculty at Monmouth, and size of libraries at other schools. This action on standardization was taken in justice to students who would then be qualified to teach in other states and would not find themselves at a disadvantage when compared with graduates of other normal schools. Such a move will also tend to secure better students and to react on the quality of work in the elementary schools of the state. (Excerpts from pages 443 and 450 of the Survey are quoted below.)

"As was to be expected from the facts already given concerning the years of training above high school the normal school staff at Monmouth has very large percentages with no degree and with only the bachelor's degree. Prompt steps should be taken to raise the qualifications of the staff and to meet the recognized norms provided for normal school teachers. The normal schools at Ashland and La Grande have staffs containing rather large percentages of members with the master's degree but in order to meet the standards of the American Association of Teachers Colleges both institutions should reduce the proportion of faculty members whose highest degree is the bachelor's and add to the number with the doctor's degree."

"The table shows that at Monmouth and Ashland 20% and 24% of the staffs have had no elementary or high school teaching experience. No reliable standards are available upon which to form a judgment as to whether these percentages are so large as to constitute a weakness in the preparation of teaching staffs. However, when the fact that one-fifth of the Monmouth staff has no such experience is considered in combination with the facts that 25% have no degrees and 57% have no degrees higher than the bachelor's, some concern may be felt in regard to the qualifications of a rather large group of the faculty in the Monmouth school. The administration should give this matter careful attention and determine whether vigorous steps are not required to raise the level of training and experience of the Monmouth faculty."
"The faculty at the La Grande school shows 75% with no elementary or high school experience. This would seem to be a rather large proportion to have had no teaching contact with the public schools. The number of master's degrees held by this staff shows that a fairly large proportion has obtained desirable academic training; the combination of such training with public school experience would be better."

Likewise, the academic preparation of instructors, including critic teachers, is commendably high. Seventy-five per cent of all faculty members, outside of the training school, held Master's Degrees, while this is the only one of the three normal schools in which all training school critic teachers have the Bachelor's Degree. Mr. Inlow reports that this statement is erroneous. At the time the survey was made 94% of the faculty had had previous elementary or high school experience.

The Committee previously recommended that the Monmouth faculty be standardized at the earliest date and the Board adopted this recommendation. Changes will be suggested by the President and Committee when faculty appointments are considered.

7. LIBRARIES

It was decided to ask the Board to bear in mind the library needs of the schools at Ashland and La Grande and to give them preference in the distribution of funds for libraries until they can qualify to meet required standards and to offer essential library strength.

8. INTER-COLLEGIATE ATHLETICS

It was the opinion of the committee that the Normal schools should avoid over-emphasis on inter-collegiate athletics and undue expense and student pressure for funds; that this could be brought about by requiring that men's coaches have the same academic preparation required for other faculty members, that they should be on the same salary schedules and that they carry adequate teaching loads in subjects other than physical education, as now required at
Ashland and La Grande, and feasible because of small number of men students. The Committee considered the Survey recommendation for elimination of three training centers for athletic coaches, but made no decision on adoption.

9. STUDENT COSTS

The Committee requests the Secretary to prepare as soon as possible for accurate data on student costs at normal schools. This is necessitated by questioned accuracy of Survey statements, resulting in criticism of some schools. These statistics to be based on method agreed upon by presidents of schools.

10. JUNIOR COLLEGE WORK

The Committee considered asking of the legislature legal sanction for junior college work in connection with normal schools at Ashland and La Grande as recommended by the Survey, and announcing this as the policy of the Board. It asks the Board to consider this in its bearing on finance both for the institutions and the students. This combination of teacher training with junior colleges is an experiment. Dr. Koes, an authority on it, reported recently that such combinations had been tried in 18 normal schools and dropped in all but 7 of them. There has been, he says, "a marked defection from the movement in teacher training institutions." The Board should understand the situation and the probable future development of junior colleges as part of the state's educational system. If this were done it would probably be wise to term all lower division work "junior college" and to have the dean of faculty of any school at Corvallis or Eugene supervise work in his subject at the normals. It would also require transition to university types of teaching, and faculty of university grade. An effort should be made to maintain schools less expensive than the four-year colleges, without sororities and fraternities, and free from undue emphasis on athletic contests. Emphasis should be placed on scholarship.
Junior Colleges in California

The junior college movement has flourished most extensively in California which is the only state to provide by legislation for such schools. President Sproul discusses the California system in his inaugural address, and the state of California has issued two reports which analyze the system. The initial report was made to the legislature in 1921. It was followed by the Junior College Act. A recent report summarizes the California junior college program as follows:

"Analyzing the growth of the high schools in total enrollment and number of graduates and the mounting enrollment at the State University, the committee predicted twenty thousand students in the University of California in 1925 unless some change in policy was inaugurated. On this, the committee commented thus:

"To concentrate such numbers of students as will in the future seek collegiate education in this state largely at one place, the committee felt would be both expensive and decidedly unwise, considered from almost every point of view. To develop one or more duplicate state universities would cost still more, because the duplicate library and laboratory equipment is very expensive, and often almost impossible. After careful consideration of the whole question, the committee felt that any wise policy for the development of higher educational advantages in this state calls for a scattering of the students in their earlier years, while they are in need of closer supervision for both their studies and their morals, and a concentration of the upper and more expensive work in one high-grade university."

"As partial solutions of this problem the development of the normal schools into teachers colleges with power to grant degrees and to offer courses of college grade in specified subjects was advised, and these further recommendations made:

1. "The development at first of a junior college in connection with each normal school, unless there should be good reasons for not duplicating a previous city junior college development, covering lower division work such as at the State University, and parallel with the professional courses for the training of teachers."
2. "The segregation of the lower division work at the State University into a junior college."

3. "The development in connection with the high schools of a series of supplemental junior colleges, in addition to those in connection with the teachers colleges, at a number of well-located points in this state, these also to give lower division work, and their students who pass to the teachers colleges or to the State University for further collegiate or professional work.""

The second report was made in 1931 by the California Commission for the study of educational problems. This is recommended to members of this Board seeking enlightenment on such problems. It has to say about its Junior College system, and about teacher training schools:

"WHAT IS THE PLACE OF THE JUNIOR COLLEGE?
"Granting, it must be granted, that the junior college is here to stay, where is its logical place in California's educational system?

"First, it is asked, is a junior college a part of the high school system, or is it more closely identified with the colleges and the university? Much could be written on this point. Some junior college educators refer to junior colleges as preparatory departments for the upper divisions of the university and of the colleges, but, without going into detail, it may be said that the consensus of opinion seems to be that the junior college is an integral part of the high or secondary school system. Incidentally, this arrangement is in accordance with the practice of European countries."

"TEACHER COLLEGES MAY BE SLIGHTING TASKS
"It is a question whether some or the teachers training institutions may not be attempting too ambitious programs of offerings and is as doing fall short in the specific professional work which the teacher college is set to do.

"Marked disapproval is being expressed of any tendency to divert the teacher training institutions from the strictly professional functions for which they have been chartered. If it should develop that the privilege of granting the A. B. degree should be interpreted by any as an opportunity to depart from the specific task of teacher training and use these institutions as purely academic four-year colleges, the state might find itself suddenly endowed with seven schools of higher learning in addition to the university, but lacking in adequate teacher training facilities for elementary teachers."
The purpose for which the teachers colleges were established is plainly set forth in the law which states: "The state teachers colleges shall have for their object the education of teachers for the public schools."

"CONCLUSION"

"As a result of hearings, correspondence and interviews, the commission is convinced that the crux of most difficulties relating to public school teachers lies in the fact that not enough care is devoted to diverting from teaching young people who are physically, mentally or temperamentally unfit for training children. Although state-owned teachers colleges may not be legally empowered to bar entrants on such grounds, these colleges are in a strategic position to dissuade obviously unfit students from spending much money and two to four years of time and effort in an endeavor to fit themselves for a vocation in which they can never succeed, and in which their very presence is a constant handicap and stigma on the efforts of the more competent.

"The commission views with approval the work already being done along this line by at least one of California's teachers colleges which reports that last year over one hundred and twenty-five candidates for the teaching profession were induced to transfer their enrollment to a junior college, and to adopt other plans for their life work. In that direction the commission believes, there lies the promise of finer teachers and better teaching for our children." • • • • • • • • •

**Pros and Cons of the Junior College**

The arguments for and against the junior college in a teacher training school are given in Bell's book "The Junior College" published in 1931. He recites the unhappy experience in Wisconsin which abandoned the combination in disgust and quotes against it President Pritchett of the Carnegie Foundation:

"Another movement has shown signs of extension that are disquieting. This is the attempt to combine with teacher training institutions the first two years of a college of liberal arts—the so-called 'junior college' curriculum. Evidence is lacking as to the comparative performance of teachers trained in such double-headed institutions and of those who attended schools in which a single professional motive prevailed. It is possible to offer only the judgment
of the careful observers and the inference from common experience. These are against the plan. The fundamental objection is the perverted psychology of the proposed arrangement. The driving spirit of any successful professional institution lies in its unity of aim and purpose; it owes its students the inspiration and self-confidence that comes from the determination to do one thing supremely well. Now the makers of curricula for elementary teachers find it impossible to bring what they consider indispensable requirements for such training within the limits of the customary two years of collegiate work; every subject presented within this brief period is selected, organized, and conducted with the requirements of a teacher of a particular sort solely in view....In Wisconsin, where several schools admit college students, the resultant combination appears to depend on the sympathies of the principal. In one, the collegiate courses are magnified, and the students intending to teach find their interests overshadowed by a more distinguished group bound for the university; in another, the academic students are tolerated only, and furnish a subject for invidious comparison with the future teachers. Cross purposes such as these react inevitably on the instructors. Instead of focusing every effort on giving students the best possible preparation for teaching, the object of the staff is to discover, in the interest of economy, how many courses can be given that will carry credit with both types of student. Substantive courses in language, science, mathematics, and so forth, are therefore neutralized and stripped of material highly characteristic of good teachers' courses, while the work in education is reduced to minimum essentials. It is useless to look for single-minded and progressive professional activity under such conditions; the main stream is divided, and the impact upon each student is hopelessly weakened; the plan is as preposterous in some respects as it would be to combine curricula in law with curricula in theology....Experience has made clear beyond question that a sound school for teachers must have its own exclusive curricula and student body, its own staff of teachers, its own buildings and equipment, and its own independent budget and administration for the reasons that hold good of every other form of advanced professional training.

J. C. Almack states the advantages as follows:

"There are certain advantages in the junior college teacher-training idea.

"I. The idea is a natural outgrowth of American needs and ideals."
2. There is abundant precedent for it, not only in teacher-training, but in training for other professions.

3. It offers an opportunity for a well-organized student social life.

4. It brings opportunities to students who would otherwise be denied them. This applies to those who wish to become teachers, as well as to others. Therefore, the number of candidates for the profession is increased. As Koos has shown, around three-fourths of the enrollment of a junior college is drawn from an area of 100 mile radius. It is observed that many, rather than few schools are needed. It is reported that normal schools as a rule draw three-fourths of their students from an area of 75 miles radius.

5. When a student in the teacher-training department has shown his inability for the profession, he may be transferred to another department with a minimum of loss. This is considerably better than advising him to leave the institution, and much better than what usually happens—leaving him to pursue his course undisturbed.

6. Many promising young people may be attracted into the teaching profession who would otherwise have gone into some other vocation. Experience shows that from 10 to 20 per cent of the enrollment may be expected to transfer to the teacher-training department, either before or after graduating from the junior college.

7. It is reasonable to suppose that instruction in the academic subjects is better under the junior college plan. The teachers have their fields sufficiently narrowed to permit genuine specialization.

8. It is possible to insist upon adequate grounding in subject matter before entering upon professional training.

9. It actually makes possible the preparation of high school teachers in teachers' colleges.

10. Teacher-training may be carried on more economically than at present.

11. The normal school department is made an integral part of the public school system.
"The fears expressed by Dr. Fritchett do not agree with the observations of Koos, who says:

'Although the writer spent a number of days visiting five normal schools and teachers' colleges in which junior college units are maintained, endeavoring to discover both in class and out evidences of untoward influences on the teacher-training function, he became aware of few, if any. Instead of its being detrimental, the visitor felt that the junior college was as a whole positive in its effect upon the primary function of the institutions visited.'"

A warning comes in the press just now from one who speaks with authority.

"The normal schools of the United States must stop imitating colleges and universities and become institutions which 'will face their goal squarely' and produce teachers who are capable of performing their work in American society, William F. Russell, dean of Teachers College at Columbia University, declared in his annual report to the trustees of teachers College."

The Committee has placed before the Board quite fully the matter of the junior colleges. It is one of the major questions of policy which must be decided. It is not the intention to ask any Board decision of junior colleges with the acceptance of this Committee's report, as the matter is purely informational and there is no definite recommendation; however, the Committee may have a recommendation for the next meeting of the Board.

Application to Oregon

We need to remember that the junior college work at Ashland and La Grande will

1. Take up the slack

2. Give an opportunity to transfer, within the school students not adapted to teaching

3. That it will relieve student pressure on college and university
and fit into economic life today which makes it difficult to send students to distant schools. That immature students will be nearer home and in smaller schools.

4. That it will postpone necessity of vocational choice and allow testing of abilities.

5. That it is all important to improve the quality of teacher training work, and not divert effort from that, nor place it in a position of inferiority in any school.

6. That the Survey gives the following percentages of students in our Normal schools who attended them for definite vocational work (p. 510)—— Monmouth 64, Ashland 44, La Grande 22.

7. That the Normal Schools have been the "poor man's school", offering training at less expense under simpler social conditions, and with quicker financial return.

8. That there is a great over-supply of teachers, and Oregon is fifth in the nation in surplus. That this surplus will become greater as districts and high schools consolidate. That Oregon will always attract many teachers from outside of the State, and at present ours cannot migrate and be recognized. That advancing requirements for certification will eliminate many. This is a surplus of those who have the legal right to teach. There is always a shortage of well-trained competent teachers.

9. That the Survey does not recommend extension of period for teacher training until our 2-year schools are improved and standardized, though Monmouth will eventually become a teachers' college.

10. That this Board, under pressure from the larger schools, has neglected somewhat, the teacher training schools. The importance of these schools must be recognized by the board in formulating policies and in
allocating funds; further economies being practiced in the larger schools in order to place these on the proper basis. These smaller institutions can operate at less cost per student, and will always be the basic element in our state system of higher education. May we recall to your minds certain Survey statements: (Excerpts from pages 215 and 586)

"The quality of the elementary educational service is undoubtedly the most important single factor influencing the future of the state."

"The Survey Commission does not believe that the people of Oregon have provided for or received the sort of elementary teaching service that they would desire and be willing to pay for if they could realize vividly what has happened and is happening in the schools of their state as a result of their own failure to understand what neglect of elementary teacher training means."

"The training of elementary teachers is the most important single factor influencing the future of the State. The people of Oregon have in the past not provided for or received the kind of elementary teaching service that the state needs. This statement is supported by comparison of expenditures with those of other states and the United States as a whole, by similar comparisons of investments in physical plants and by the standards of training in force in Oregon and elsewhere."

"The survey commission recommends that certification provisions be strengthened by abolishing or restricting life certification, by providing more exact requirements for renewal of certificates, and by raising the qualifications for initial certification."

The Committee has asked the Board to accept the other suggestions embodied in this report as they are basic in the program for development of the normal school work. The Curriculum Committee supplements these recommendations with the definite plan for immediate reorganization.
A supplementary report has been prepared but has not been discussed by the full committee. It will therefore be offered at the next committee meeting.

(Signed) G. L. Starr
G. L. Starr

(Signed) Albert Burch
Albert Burch

(Signed) Cornelia Marvin Pierce
Cornelia Marvin Pierce, Chairman
CURRICULA COMMITTEE

The Curricula Committee of the Board presented a report which was adopted unanimously by the Board as submitted by the Curricula Committee, the Board first having suspended the rules by unanimous action. A copy of the report follows:

* See files of Board for copy of this report.
UNIFIED ADMINISTRATION COMMITTEE

The Board referred to its Committee on Unified Administration the duty of selecting the personnel for the positions of Deans and Directors for the organization as outlined in the report of the Curricula Committee and instructed the Committee on Unification to report its recommendations to the Board at a special meeting to be set at an early date by the Board.

STUDENT LIVING CONDITIONS COMMITTEE

The Board gratefully received and filed a report of its Living Conditions Committee in order that a study may be given of it for the purpose of acting upon its recommendations at the next meeting of the Board, at which time a synopsis of the report with definite recommendations shall be presented.

MILITARY TRAINING COMMITTEE

The Board received a report of its Committee on Military Training and directed that it be brought up for consideration and action at the next meeting of the Board.

COMMITTEE ON UNIFIED PROCEDURE FOR ALL STUDENTS WHO ENTER THE FIVE HIGHER EDUCATIONAL INSTITUTIONS

The Board received the report of the representatives of the various institutions appointed by the Presidents, and directed that further study of the report be made. The report follows:

UNIVERSITY OF OREGON

February 15, 1952

Dr. E. E. Lindsay
Secretary State Board of Higher Education
Salem, Oregon

Dear Dr. Lindsay:

In accordance with the action of the State Board of Higher Education, the undersigned representatives of the higher educational institutions of Oregon met in Salem at the call of the executive secretary, Dr. Lindsay, on November 27, 1951.
The following topics were discussed informally:

1. The desirability of some minor changes in the uniform certificate of secondary school record.
2. The defects in our present methods of admitting students to the institutions of higher education.
3. The pressing need of high school graduates for supplementary information and guidance in determining for themselves whether further academic training is desirable or not.
4. The desirability of uniform procedures in regard to scholastic probation and disqualification in the five state institutions of higher education.

As a result of these discussions, the committee formulated a series of proposals which were put in writing and re-submitted to the members by mail for further study. On Saturday, February 13, 1932, another meeting was held in Eugene. After careful consideration the committee submits the following recommendations to the State Board of Higher Education:

1. That the State Board should authorize a standing committee representative of the faculties of the various state institutions of higher education to study the problem of selecting students able and willing to profit from the instruction, including both admission to and disqualification from the five institutions, and to recommend after conference with the Superintendent of Public Instruction, the High School Principals' Association and the Oregon State Teachers' Association, such changes in entrance requirements and admission procedures as are needed in order to accomplish this purpose.

2. That this committee should confer with the State Superintendent of Public Instruction in regard to the possibility of establishing a state-wide program of educational guidance for students planning to go on to college, including if possible a record of a standardized test of school achievement at the end of the eighth grade and a college aptitude examination during the second year of high school. Such a system would put Oregon in the forefront of states attempting to coordinate their elementary, secondary and higher educational systems, and provide guidance on an intelligent basis early enough to be of value to students in planning and motivating their preparatory school work. Such proposals are now being worked out in the states of Ohio and Pennsylvania.
3. That in the meantime this committee should also study the advisability of inaugurating in appropriate centers a program of testing and guidance on the basis of college aptitude tests and the quality of work done in preparatory schools, for students about to graduate from preparatory schools in the state of Oregon who contemplate entering any of the state institutions of higher education.

4. That any such program should be administered by utilizing the services of instructors who are already employed in the various institutions of higher education and who are trained in the procedures of psychological and educational measurement.

5. That the cost of such a program of testing and guidance for preparatory school seniors (recommendation 3 above), should be met by collecting a fee from each student undertaking the examination, provided that this fee be deducted from the tuition of each student at entrance to any of the state institutions of higher education. It should be provided further that students who do not take such preliminary examination be required to take it at entrance to any of the higher institutions with the fee included, as at present, in tuition charges.

6. That this committee should endeavor to discover as soon as possible means of identifying the preparatory school graduates whose potentiality for college work is so doubtful that they should be allowed to register in any of the state institutions of higher education only under special probation requirements formulated by the committee.

7. That this committee should endeavor by conference with the Superintendent of Public Instruction and the Oregon High School Principals' Association to hasten the adoption of a uniform five step scale (four passing grades) for the evaluation of scholastic achievement in the high schools of the state in order to facilitate the utilization of preparatory school record as one of the bases for guidance in regard to college aptitude.

8. That this committee endeavor to enlist the cooperation of all the independent colleges of Oregon in whatever college aptitude testing and guidance program it may undertake to the end that significant information in regard to individual students may be transferred between institutions with the maximum convenience and minimum expense for all concerned. Such cooperation has proven advantageous in every way, especially financially, for the various collegiate institutions of Ohio.
9. That in accordance with the general provisions of paragraph 1, this committee should propose a uniform system of scholastic probation and disqualification for the consideration of the faculties and administrative officers of the various higher educational institutions to the end that uniform procedures in these matters be worked out at least so far as that is consistent with the particular purposes and functions served by each institution.

(Signed) HOWARD R. TAYLOR
H. R. Taylor, Chairman
Personnel Research Director
Professor of Psychology
University of Oregon

(Signed) J. A. CHURCHILL
J. A. Churchill
President Southern Oregon Normal School

(Signed) H. R. LASLETT
H. R. Laslett
Professor of Educational Psychology
Oregon Agricultural College

ANNOUNCEMENT OF FACULTY WELFARE COMMITTEE

President C. L. Starr announced the appointment of the following members to constitute the Faculty Welfare Committee provided for in the rules and by-laws adopted at the last meeting of the Board:

Mr. E. C. Pease, Chairman
Mr. Herman Oliver
Mr. B. F. Irvine

COMMUNICATIONS, PETITIONS, AND MEMORIALS

The Board directed the Secretary to acknowledge receipt of the following communications from Mr. G. O. Goodall of Eugene, Oregon informing him that the matter has been referred to the Committee on Student Living Conditions for consideration and action at the next meeting of the Board.
Eugene, Oregon,
January 21, 1932.

Mr. E. E. Lindsey, Secretary
Oregon State Board of Higher Education
Salem, Oregon

Dear Sir:

The fees which are paid by students at the University of Oregon include $5.00 a term for building purposes. This particular fee was, I understand, voted by the student body some years ago and has been applied to pay the amount due on McAurthur Court. It was announced in the press a few days ago that the debt on McAurthur Court had been paid and the bonds redeemed. In talking with Mr. Ager some time ago I was informed that when McAurthur Court was paid for it was the intention to begin some other building project. In view of the fact that the present financial situation makes it difficult for many students to pay fees, it occurs to me that it would be to the best interest of the student body to cut off this amount from the fees and postpone building projects until such time as they can be taken care of by taxation.

The fees also include $3.00 a term for Physical Education, which amount, I am informed, is used largely for the purchase of ground and other costs of developing out-door activities. For the same reason as stated above it seems to me this fee could also be temporarily discontinued.

I shall be pleased to have you place this letter before the board.

Yours very truly,

(Signed)

Geo. O. Goodall.
Oregon State Board of Higher Education,
Salem, Oregon.

Gentlemen:

The issue of Old Oregon for February, 1832 contains an article by Paul W. Ager entitled The University's Gift Campaign. In this article is set out the amount of outstanding pledges to the gift fund and the amount collected. There is also a statement of the amount of fees paid by students—that is, it is stated that out of the fees paid by students there has been $200,000 applied to constructing McArthur Court and $26,000 to constructing the East grandstand on Hayward Field. I believe there is no precise statement of the total amount of student fees collected.

It seems there has been collected on pledges the sum of $19,332.78, and that accumulated interest on pledge money amounts to $6,573.07. This, apparently, is the total amount received from pledges to the Student Union Building Fund.

The amount paid by students in fees, which are compulsory, is at least $226,000.

It is stated in this article that since the indebtedness against McArthur Court has been discharged, future fees paid by students will be used to finance the construction of a Students' Union Building and other building projects. It is contemplated issuing bonds against these fees to "augment" the amount raised from pledges for such construction. Judging by past success in obtaining money from pledges, the greater portion of the cost of further construction, if any is undertaken, will fall on the student body.

The article says that these student fees, of five dollars a term, were voted upon themselves by the students and that the tax is a voluntary one. As a matter of fact the student body, as then constituted, did vote such a tax some years ago. None of the students voting for it are now in college, and those now in attendance have had no opportunity to express themselves concerning it. At the time the tax was voted the country was prosperous and it was less of a struggle for the ordinary student to
obtain sufficient funds to finance his college education. Under present conditions, when many capable and ambitious young people are unable to continue their education, and many of those in college are there only at considerable sacrifice on their own part or that of their parents, it seems scarcely reasonable that they should be obliged to carry the burden of this fee which is to be applied, if present plans mature, to the construction of buildings for the accommodation of future students. Could it not be more in accord with the present effort to economize wherever possible to desist from further collection of this tax? In any case it would appear that the student body should have a chance to decide by vote whether the levy shall be continued. Having contributed a large sum toward construction and having arrived at a favorable stopping place, and being obliged to pay heavy fees for other purposes, it would seem equitable for the present generation of students to be relieved of this assessment which is taking some $40,000 annually from their scanty resources for a purpose not immediately pressing.

A gift campaign presupposes voluntary offerings, and should be carried on among those able and willing to contribute, toward an enterprise of which they approve out of surplus funds. Such a campaign should not be allowed to lapse into the nature of an impost levied upon a group of young people struggling to obtain an education which will enable them to make a start in life. These young people are already overburdened with other heavy expenses which they are trying to meet from depleted incomes.

I trust this matter may have your very careful consideration and hope it will not be considered advisable to issue bonds against these fees and thus make it necessary to collect them for another indefinite period of years.

Yours very truly,

(Signed) Geo. O. Goodall

UNFINISHED AND MISCELLANEOUS BUSINESS

The Board heard an oral report, supplemented by a communication under date of March 4, from President Kerr on the financing of radio station KOAC and referred the matter to the Finance Committee to act as a special
committee with President Starr as Chairman, for a definite recommenda-
tion to be submitted at the next meeting of the Board.

The Board approved the expenditure of $679.59 from the President's
Emergency Fund at the College for Light, Power and Elevator Repairs,
as requested by President Kerr under dates of November 23, 1931 and
February 27, 1932.

The Board referred to the Faculty Welfare Committee the request from
President Inlow under date of February 26 for a ruling of the Board
on uniform conditions in all five institutions covering matters of
sick leave and other absences of short duration of the faculties.

In response to a request for a further ruling of the Board as to work
required for graduation of a blind student attending the Oregon Normal
School, the Board instructed President Landers to give this student
the same opportunities afforded other students in the school, to cert-
ify her for graduation and certification by the State Superintendent
if her work entitles her to that certification, and to continue the
present arrangement for her practice teaching.

The Board approved the request from President Landers under date of
February 29 to proceed with plans for the annual Educational Confer-
ence which is held in April of each year at the Oregon Normal School,
provided it can be handled without expense to the state or faculty.

ELECTION OF OFFICERS

The Board elected by unanimous vote the following officers for the
current fiscal year:

  Vice-President    -    C. C. Colt
  Third member of Executive
   Committee    -    E. C. Sammons

NEW BUSINESS

FISCAL

Mr. E. C. Pease, acting Chairman of the Finance Committee in Mr.
Sammons' absence, made the following report:

The Finance Committee recommends that the Board adopt
the suggestion of the Board of Control relative to establishing
the rate of 5¢ per mile on private cars used in state business,
and also the suggestion from the same Board relative to hotel
rates, meals, et cetera, as follows:

"At a meeting of the Board of Control held today, the following resolution was introduced and passed:

"Effective immediately the maximum allowance for traveling expenses for state employees traveling on state business will be as follows:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>.50</td>
</tr>
<tr>
<td>Lunch</td>
<td>.65</td>
</tr>
<tr>
<td>Dinner</td>
<td>.65</td>
</tr>
<tr>
<td>Hotel room</td>
<td>2.50 per day&quot;</td>
</tr>
</tbody>
</table>

"It is Governor Meier's suggestion, 'in view of the existing business conditions, that the department heads adopt these maximum charges for their guidance, and their support is solicited to minimize state expenditures.'"

"Please be governed accordingly."

The Board accepted the report and adopted the recommendation of the Finance Committee as set forth in the report.

Upon recommendation of the Finance Committee the Board directed that the Secretary advise Vice-President Surt Burt Brown Barker of the University of Oregon of their action in declining the offer of a gift of 640 acres of timberland to the University of Oregon from W. W. Brown of San Diego, California.

The Board adopted the recommendation of President Hall under date of January 26 as follows:

RESOLVED that whenever the University of Oregon becomes entitled to receive the contingent interest of any beneficiary under the terms of the trust fund created to provide supplementary annuities for employees of the University, this money, when received, shall be credited to the student loan funds of the University to be administered in the same manner as other student loan funds.

The Board approved the request from the Alumni Association of the Oregon Normal School signed by J. B. V. Butler and Ira C. Powell, with an accompanying communication under date of January 15 signed by J. B. V. Butler, for the transfar to the Alumni Association of the Oregon Normal School of the trust fund mentioned, contingent upon the
right of the Board to do so under the trust agreement and with the understanding that the Board assume no obligation for further payments mentioned in the communication.

The Board referred to the Building Committee for investigation the need for replacement of the roof of the Monmouth training school and of the gymnasium as reported by Architect J. V. Bennes through President Landers under date of February 29.

The Board accepted the recommendation of the Finance Committee that there be established "uniform deposits from students taking Military Science at the two major institutions sufficient to cover all possible loss or damage to uniforms, rifles, or other equipment or supplies issued to the students for their use, but to be returned by the students to the institution."

The Board directed the Finance Committee to make a study of the financial conditions of the various counties which have submitted warrants in fulfillment of certifications to the Secretary of State of specified amounts of money toward the county support of agricultural extension work, and to report to the Board at its next meeting.

The Board rescinded its former action taken on December 7, 1931 authorizing the transfer of certain fees at the College to the Student Loan Fund, as follows:

The Board authorized the transfer of all monies accruing at the College from late registration fees, transcript fees, reinstatement fees, change of schedule fees, special examination fees, and late payment fees, to the Student Loan Fund as requested by Dr. W. M. Atwood in a communication under date of November 17 and by President Kerr orally before the Board on December 7, confirmed by communications under dates of December 10 and 11, and resolved that such transfer be declared the policy of the Board at the College, Mr. Callister and Mr. Sammons casting negative votes.

The Board received and referred to the Finance Committee the following telegram from the La Grande City Commission, La Grande, Oregon relative to paying the principal due on the Improvement Assessments against the Eastern Oregon Normal School property:

LAGRANGE OREGON MARCH 6 1932

MRS WALTER M. PIERCE
CARE STATE BOARD OF HIGHER EDUCATION MEETING AT UNIVERSITY CLUB MARCH 7TH PORTLAND OREG

WILL YOU KINDLY BRING BEFORE THE BOARD OF HIGHER EDUCATION AT YOUR MEETING TOMORROW AND SEE IF SOMETHING CANNOT BE DONE
Towards paying the amount due this city on the improvements made adjacent to State Normal School in nineteen thirty at the time these improvements were made it was contemplated to sell bonds to cover the cost, but the bonding attorneys' rules that we could not bond state property the City issues warrants to cover the cost due to our financial situation and the unexpected bank situation here it would pull us out of a tight place if the Board of Higher Education could find some way to pay this debt in full at this time which is about twenty thousand dollars.

LaGrande City Commission.

The Finance Committee made the following report on the above matter which was adopted by the Board:

"The Finance Committee to whom has been referred the request of the La Grande City Commission that we cash warrants in the amount of approximately $20,000 recommends that this request be not granted. While we recognize the emergency that exists at LaGrande, still our financial situation will not permit of this diversion of funds.

"Kindly bear in mind that at the last meeting of the Oregon State Board of Higher Education the Finance Committee made a report adversely on the requests for approval of President Hall and President Kerr for additional funds. The denial was based solely on the fact that we had no available funds and not upon the merits of the requests."

The Board directed the Secretary to acknowledge receipt of the telegram from the City of La Grande and advise them of the action of the Board in this respect.

The Board authorized the following transfers in budget headings requested:

**College**

From Other Expense in the Dean's Office of the School of Basic Arts & Sciences to Wages in the History Department - $355.00

**Southern Oregon Normal School**

From Registrar's Office, Material & Supplies, to Janitorial, Equipment - $45.50
EASTERN OREGON NORMAL SCHOOL

From Other Expense, Insurance, $100.00, and President's Office Travel, $100.00, to Heat, Material & Supplies - $200.00

The Board authorized payment of its expenditures for the month of February, 1932 as follows:

AGAINST INSTITUTIONAL FUNDS
(No. L-6939, 9409, 9411, 9412, 9422, 9423, 9427, 9430, 9432, 9435, 9436, and 9439) $549.35

AGAINST MILLAGE TAX ACCOUNT
(No. 54425) $5,975.25

CHANGES IN PERSONNEL

The Board approved sabbatical leave for D. E. Sullivan, Assistant Chemist, Agricultural Experiment Station at the College, for a period of one year on one-half salary beginning March 1, 1932, annual salary $2,800, as requested by President Kerr under date of February 27, 1932.

The Board approved leave of absence for Dean Allen of the School of Journalism at the University, salary $4,854.24, on full pay for the spring quarter, as requested by President Hall under date of January 26, 1932.

OUT OF STATE TRAVEL

The Board ruled that requests for out of state travel before it for consideration from other than state funds be authorized, as follows:

Dr. Harold J. Myers, Professor of Pharmacology, Dr. G. E. Burgett, Professor of Physiology, Dr. Frank R. Menne, Professor of Pathology, Dr. Warren C. Hunter, Assistant Professor of Pathology, Dr. H. J. Sears, Professor of Bacteriology, and Dr. Edwin S. Cogdell, Assistant Professor of Medicine and Biochemistry, of the Medical School, in the sum of $60.00 each to attend and present the main portion of the program of the American College of Physicians at San Francisco, California, April 5 and 6, 1932, all to be paid from General Education Board funds, as recommended under dates of February 5 and 23 by President Hall through Executive Secretary Pallett.

The Board approved the request for out of state travel for Dean Ellis F. Lawrence of the School of Architecture and Allied Arts at the University in the sum of $400 to attend the annual meeting of the
Association of Collegiate Schools of Architecture, of which Dean Lawrence is president; the annual meeting of the American Institute of Architects; and a meeting of the Educational Committee of the American Institute of Architects, all of which are being held in Washington, D. C., between the dates of April 18 and 30, 1932, the expense of the trip to be charged to the President's Emergency Fund, as recommended by President Hall through Executive Secretary Fallett under date of February 25, Mrs. Pierce casting a negative vote.

The Board approved the request for out of state travel for Dean H. D. Sheldon of the School of Education at the University in the sum of $35 to attend and appear upon the program at the annual meeting of the Inland Empire Association at Spokane, Washington, April 7, 8 and 9, 1932, as recommended by President Hall through Executive Secretary Fallett under date of February 3, Mrs. Pierce casting a negative vote.

The Board approved the requests made orally by President Hall and confirmed under date of March 11 for the following out of state travel, all to be paid from General Education Board funds:

Dr. Olaf Larsell, University of Oregon Medical School, in the sum of $60 to attend the annual meeting of the American College of Physicians to be held in San Francisco, California, April 5 and 6.

Dr. George E. Burget, University of Oregon Medical School, $305; Dr. A. R. Moore, Department of Biology, University of Oregon, $200, and Dr. Ernst Gellhorn, Department of Biology, University of Oregon, $300, to attend the annual meeting of the American Physiological Association in Philadelphia, Pa., April 23 to 26.

ADVERTISING AND PUBLICITY

The Board referred to the Public Relations Committee with power to act the request from the College for approval of copy submitted for the following summer session advertisements in the April issues of educational and technical journals, the insertion of which was approved at the meeting of the Board held October 8, in accordance with the communication from President Kerr under date of February 28.

1. Journal of Home Economics, quarter page advertisement same as approved for the February issue, with the following change: add to the list of visiting faculty, "Louise Keller, State Supervisor of Home Economics, "Montana, Special Problems of the Home Economics Department and Home Economics Curriculum."
   Approximate cost – $56.00

2. Sierra Educational News, one-half page advertisement same as approved for March issue for full page, omitting three paragraphs beginning respectively "Summer School attendance
a public service." "Physical Education for Men and Women, Basic Arts and Sciences," and "Satisfying accommodations." Approximate cost - $85.00

3. Washington Education Journal, one-third page, same as approved for the February issue, with the following change: Add to the list of visiting faculty "Louise Keller, State Supervisor of Home Economics, Montana, Special Problems of the Home Economics Department, and Home Economics Curriculum." Approximate cost - $25.00

4. Industrial Arts and Vocational Education Magazine, one-fourth page, same as approved for March issue for half page, omitting from the end of the first paragraph the following words, "and for work with leaders under ideal conditions in the cool bright playground of America," and substitution "for information address" in place of "For detailed information and Summer Session announcements address," at the end. Approximate cost - $30.00

5. Industrial Education Magazine, one-fourth page, same as approved for March issue for half page, with changes as indicated in item 4 above. Approximate cost - $17.00

6. Oregon Education Journal, one-half page, as per copy. Approximate cost - $16.00

The Board confirmed the approval by the Public Relations Committee of the following items:

College

Authorization for the publication of 1500 copies of a folder entitled "Summer Courses of Special Interest to Home Economics Graduates" at an estimated cost of $50.00, in accordance with copy and recommendation submitted by President Kerr under date of January 28.

Approval of a one-page advertisement of the School of Forestry in the "Annual Cruise", a student publication, the cost of which is met by subscriptions from the students and a small amount of advertising, in accordance with copy and recommendation submitted by President Kerr under date of January 29.

Authorization to issue 1500 copies of a circular announcing the program of an Oregon Conference for the Study of Home Interests, to be held March 9, 10 and 11, at an approximate cost of $25.00, in accordance with copy and recommendation submitted by President Kerr under date of February 10.
University

Approval of copy submitted for 1,000 copies of the March number of the Oregon Community News, the monthly publication of which was approved by the Board at its meeting held January 18 and 19, at an approximate cost of $35.00, in accordance with communication from President Hall through Executive Secretary Pallett under date of February 4.

Authorization to issue the following publicity for the 1932 summer session cruises as per copy submitted by President Hall through Executive Secretary Pallett under date of February 2.

1 page Sierra Educational News (California) March issue ------------------ $100.00

1 page Oregon Education Journal, March issue ------- 35.00

1 page Montana Education, March or April issue ------------------ 40.00

1 page National Education Association Journal, April issue ------------------ 445.00

1 page Grade Teacher, April issue ------------------ 352.60

16 page illustrated booklet in announcement of University of Oregon summer cruise to Hawaii, 18,000 copies at an estimated cost of --------- 225.00

All to be paid from University of Oregon Cruise Fund, with an appropriation of $350 from the Canadian Pacific Steamship Co. and $200 from the Pacific Steamship Company to be applied toward this amount, the art and service charges in the preparation of the advertising not to exceed $50.

In response to a request from the University for instructions relative to the disposal of leaflets and booklets descriptive of certain lines of work offered in the University, the Board directed that they be forwarded to the offices of the Board at Salem for such disposal as may be deemed advisable.

The Board adjourned at 7:00 P. M. to reconvene at 9:30 A. M., Wednesday, March 16, 1932, at the University Club in Portland.

C. L. STARR, President.

E. E. LINDSAY, Executive Secretary.