STATE BOARD OF HIGHER EDUCATION
MINUTES OF MEETING HELD AT
LITHIA HOTEL, ASHLAND, OREGON
October 28, 1941

MEETING #115
A regular meeting of the State Board of Higher Education was held at the Lithia Hotel, Ashland, Oregon, on October 28, 1941, at 9:30 a.m.

ROLL CALL
The meeting was called to order by the President of the Board, Willard L. Marks, and on roll call the following answered present:

C. A. Brand  
R. C. Groesbeck  
R. E. Kleinsorge  
Willard L. Marks  

Robert W. Ruhl  
Beatrice Walton Sackett  
E. C. Sammons  
Edgar W. Smith  

Absent: Mac Hoke

There were also present Chancellor Frederick M. Hunter; Dr. Charles D. Byrne, Secretary of the Board; Acting President F. A. Gilfillan of Oregon State College; President Donald M. Erb of the University of Oregon; President C. A. Howard of Oregon College of Education; President Walter Redford of Southern Oregon College of Education; and President Robert J. Maaske of Eastern Oregon College of Education.

Mr. Marks reported that Mr. Hoke had wired his regrets at being unable to attend the meeting. He reported that foggy weather conditions had prevented his traveling by plane.

MINUTES APPROVED
The Board voted to dispense with the reading of the minutes of the last meeting held on September 9, 1941, and approved the minutes of this meeting as they appeared in the docket.

LUNCHEON INVITATION
President Redford invited Board members and visiting officials to a citizen-visitor luncheon following Board adjournment at noon.

WALDO HALL PLUMBING ACCEPTANCE
Mrs. Beatrice Walton Sackett, Chairman of the Committee on Buildings, Grounds and Capital Outlay, presented the following report:

"At its meeting in Corvallis on October 12, the Building Committee inspected the new plumbing facilities in Waldo Hall. Mr. Traver submitted a financial statement showing that the work had been accomplished for $18,244, which is approximately $450 less than the estimate approved by the Board. The Committee was thoroughly satisfied with the entire program and is recommending acceptance of the work performed under the contracts."
The Board voted to approve the report of the Building Committee regarding the new plumbing facilities in Waldo Hall and to accept the work performed under the contracts.

"The report of the Building Committee was continued as follows:

"At the last meeting, President Maaske presented a request for $1,350 to provide six steel lamp posts for the Eastern Oregon College of Education campus to eliminate the hazardous conditions now existent through lack of proper lighting facilities. The matter was referred to the president for further investigation as to ways and means to amortize the cost, similar to that in effect at the Oregon College of Education. President Maaske reported that the light company at La Grande was unable to offer such a plan. As a substitute, in order to reduce the cost of installation, President Maaske suggested concrete posts, at an estimated cost of $1,321.16.

"In view of the shortage of funds, the Building Committee hesitated to recommend this expenditure, but the emergency involved and the probability that the costs would be higher at a later date led the Committee to recommend immediate approval of the project. The Finance Committee was consulted and concurred in the recommendation for an appropriation of $1,321.16, the funds to be provided from the reserve set up in the 1941-42 budget for building repairs and improvements."

The Board approved the recommendations of the Building Committee regarding the provision of lighting facilities for the campus at the Eastern Oregon College of Education.

Mrs. Sackett continued the report of the Building Committee as follows:

"When the Committee met in Corvallis on October 12, the members reviewed a proposal by Acting President Gilfillan for the construction of a vault for the storage of explosives and inflammable materials of the Chemistry Department. The vault is to be located underground in the angle between the two wings of the Chemistry Building. The construction specifications have met with the approval of the State Fire Marshal. The cost of the vault was estimated at $1,425. The Committee recognized the need for such a structure and in view of the fact that the cost was to be met by savings in the State College budget as set forth on page 11 of the docket, it is recommending approval of the project to the Board."
The Board voted to approve the construction of a vault for the storage of explosives and inflammable materials of the Chemistry Department, on the basis recommended by the Building Committee.

Mr. Edgar W. Smith, Chairman of the Committee on Insurance, presented the following report:

"Comptroller Bork reported that due to the sharp rise in building costs, the replacement cost of buildings had increased by ten per cent, and that, therefore, commercial fire insurance in effect for buildings where such coverage is required by outstanding bond issues, would be inadequate in case of loss.

"The Insurance Committee is recommending that coverage on the buildings affected be adjusted to reflect the increased replacement values, and that the necessary funds be appropriated for this purpose to pay the increased premiums where unrestricted funds are involved."

The Board approved the report of the Insurance Committee regarding an increase in commercial fire insurance coverage for certain buildings.

Mr. Smith continued the report of the Insurance Committee as follows:

"During the PWA building program, the State Restoration Fund was depleted because of the Capitol fire, and the Board, in order to meet the requirements of the PWA, authorized the protection of all buildings financed through PWA with commercial companies. Comptroller Bork reported that there is now a substantial balance in the State Restoration Fund, and that the rate of assessment by the Restoration Fund is going down while the recent trend of commercial fire insurance protection is upward because of increased replacement values. Mr. Bork recommended that commercial fire insurance for those buildings wherein the bond issues do not require commercial fire protection and where the replacement value is less than the balance in the restoration fund, be discontinued on July 1, 1942. This would transfer protection for six buildings to the State Restoration Fund, with an annual saving in premium cost of $105.55.

"The Insurance Committee concurs in this recommendation and so recommends to the Board."

The Board voted to approve the report of the Insurance Committee regarding the transfer of insurance protection for certain buildings to the State Restoration Fund.
Mr. E. C. Sammons, Chairman of the Committee on Finance, presented the following report:

"In the operating budget approved by the Board in May, it was estimated that enrollments and the income from student fees for the year 1941-42 would drop five percent below the enrollments and fee income of the preceding year. On this basis a reduction of $38,375 in fee income was estimated in the original budget. The actual enrollments of the current fall quarter for the entire System are 8.1 per cent below the fall quarter of last year, and it is, therefore, necessary to reduce further the estimates of student fee income. It is now estimated that the income from student fees will be further reduced by $25,269 below the income contemplated in the original budget.

"In view of this substantial reduction in the Board's unappropriated fund, the Chancellor is recommending that the reserves for plant rehabilitation and equipment replacements, budgeted at $20,000 each, be limited to $10,000 each during the current year and that no further appropriations from either of these two funds be approved until January when winter term enrollments will have been ascertained.

"The Finance Committee concurs and so recommends to the Board."

The Board approved the report of the Finance Committee and the recommended adjustments in the 1941-42 budgets contained therein.

Mr. Sammons continued the report of the Finance Committee as follows:

"At the September meeting of the Board, a report was submitted by the Interinstitutional Dormitory Committee indicating that if prices of food continued to rise it would be in all probability necessary to increase the dormitory board rates. The Finance Committee at that time asked the Interinstitutional Dormitory Committee to study the matter thoroughly and bring in a recommendation at the October meeting.

"Secretary Byrne, chairman of that committee, reported that the Dormitory Committee had met on October 15 and had given careful consideration to the problem. There was definite evidence that wholesale food prices have gone up approximately 25 per cent since a year ago, and all indications point to a continued upward trend. Other costs, such as wages, that go into meal service, have also increased. An increase of $3.00 per month
in the board rates would be necessary to cover the increased costs. The Finance Committee is recommending, therefore, that effective January 1, 1942, the board rates at each of the dormitories operated in the System be increased $3.00 per month.

"As a necessary corollary to this increase in board rates, the Dormitory Committee also recommended that effective January 1, 1942, the wage rates for student help working in the dormitories be raised from thirty cents to thirty-five cents an hour. This was deemed necessary because the rates for student labor are very carefully adjusted to the price of board. The Finance Committee also concurs in this recommendation, and so recommends to the Board."

The Board approved the report of the Finance Committee regarding an increase in wages for student help working in the dormitories and an increase in board rates at all the institutional dormitories.

The report of the Finance Committee was continued as follows:

"University officials reported that the Stetson property, located between 14th and 15th Avenues on University Street, Eugene, had been offered for sale at a price of $3,500. The house is located between the men's dormitory and Hendricks Hall, and lies within the future projected campus area. President Erb, with the approval of the Chancellor, is recommending the purchase of this property for $3,500, funds to be provided from endowment funds of the Board, repayment to be made from rental income from the property, with interest at the rate of four per cent on the unpaid balance.

"The Finance Committee concurs and so recommends to the Board."

The Board voted to approve the purchase of the Stetson property on the basis recommended by the Finance Committee.

Mr. Sammons continued the report of the Finance Committee as follows:

"At its June meeting, the Board authorized an appropriation of not to exceed $300 to come from the $20,000 reserve for building repairs and improvements to enable University officials to start the WPA sewer project in a limited way, with the understanding that consideration would be given to requirement for funds to complete the project as soon as fall term enrollments were known."
"University officials pointed out the necessity of making some start on construction at this time because of the increasing difficulty of securing steel and the fact that the WPA labor which has been utilized on the campus will be transferred if not engaged on this project. It was indicated that these difficulties could be overcome by the continuation of that portion of the project involving the construction of manholes, thereby utilizing available steel and WPA skilled labor. The estimated cost of this portion of the project is $302, and President Erb, with the approval of the Chancellor, is recommending an appropriation in this amount from the reserve for building repairs and improvements, with the understanding that consideration will be given to further requirements when the results of winter term enrollments are known.

"The Finance Committee concurs in this recommendation and so recommends to the Board."

The Board approved the continuation of the WPA sewer project at the University on the basis recommended by the Finance Committee, including an appropriation of $302 from the reserve for building repairs and improvements.

Mr. Sammons continued the report of the Finance Committee as follows:

"At its last meeting the Board authorized the calling of outstanding building bonds of the Southern Oregon College of Education in the amount of $30,000 and two issues of the Oregon College of Education in the amount of $74,000. It also authorized the loaning of funds from endowment sources to call these issues at the rate of 3 1/2%. After consultation with the Attorney-General and the State Treasurer's Office, it was deemed advisable to supplement this previous action of the Board with the adoption of formal obligations. I am asking Mr. Bork to read the proposed bond form which was worked out in cooperation with the Attorney-General's Office and the State Treasurer's Office. The Board should consider these two resolutions separately. The third bond form will be presented to the Board for approval at the January meeting in time to permit the redemption of the outstanding O.N.S. Gymnasium Bonds."

The Board voted to approve the report of the Finance Committee regarding the calling of the outstanding building bonds and the issuance of the new obligations of the Southern Oregon College of Education and the Oregon College of Education.

Comptroller Bork then presented the following bond form which was read in full and duly considered by the Board,
STATE OF OREGON

by the Department of Higher Education of the State of Oregon Acting Through the State Board of Higher Education

OREGON COLLEGE OF EDUCATION REFUNDING BUILDING BOND

The State of Oregon by the Department of Higher Education of the State of Oregon acting through the State Board of Higher Education for value received hereby promises to pay to the State Board of Higher Education, Trustee of the University of Oregon Donation Fund under the Provisions of O.C.L.A. Section 3-3822 and Oregon Laws 1941, Chapter 71

FORTY-THREE THOUSAND DOLLARS

in lawful money of the United States on or before the first day of May, 1960, with interest on the diminishing unpaid principal balance at the rate of three and one-fourth per cent (3 1/4%) per annum, payable on May 1 and November 1 in each year. Both principal and interest of this obligation are payable at the office of the Treasurer of the State of Oregon in Salem, Oregon, solely out of and are limited in payment to the special fund in the State Treasury designated as "Oregon Normal School Building Fund."

The State Board of Higher Education of the State of Oregon will charge and collect from each regular student of the Oregon College of Education a student building fee of five dollars ($5.00) for each regular term or semester to be used in and credited to the said "Oregon Normal School Building Fund", and hereby pledges said student building fee for the purpose of meeting the semi-annual interest payments on this obligation and will make principal payments on May 1 of each year in multiples of one thousand dollars ($1,000) as rapidly as cash balances in said Fund will permit. The amount hereby pledged is declared to be a first lien upon such student building fees which shall be in addition to the tuition and other fees charged to the students of the Oregon College of Education, subject only to the existing lien on such student building fees pledged for the payment of the issue of Oregon Normal School Gymnasium Bonds issued as of April 1, 1935, and subject also to any lien on such student building fees which may be pledged for a refunding issue of said Oregon Normal School Gymnasium Bonds.

The State of Oregon by the Department of Higher Education of the State of Oregon acting through the State Board of Higher Education hereby reserves the right to redeem this bond at par on any interest payment date.
The State Board of Higher Education by Resolution may assign this bond or amend the conditions contained therein.

IN WITNESS WHEREOF, The State Board of Higher Education of the State of Oregon has caused this instrument to be signed by its President and attested by its Secretary, sealed with the seal of said Board, and dated as of the 1st day of November, 1941.

STATE BOARD OF HIGHER EDUCATION OF THE STATE OF OREGON

Attest: ____________________________ President

______________________________ Secretary

(SEAL OF THE BOARD)

It was moved by Director Smith and seconded by Director Sammons that the above bond form be adopted, and that the President and Secretary be authorized to sign the instrument, with the seal of the Board affixed, with the following voting aye:

C. A. Brand Robert W. Ruhl
R. C. Groesbeck Beatrice Walton Sackett
R. E. Kleinsorge E. C. Sammons
Willard L. Marks Edgar W. Smith

and the following voting nay: None.

The President thereupon declared said bond form duly approved.

Comptroller Bork then presented the following bond form which was read in full and duly considered by the Board:

STATE OF OREGON

By the Department of Higher Education of the State of Oregon Acting Through the State Board of Higher Education

SOUTHERN OREGON COLLEGE OF EDUCATION REFUNDING GYMNASIUM BOND

The State of Oregon by the Department of Higher Education of the State of Oregon acting through the State Board of Higher Education for value received hereby promises to pay to the State Board of Higher Education, Trustee of the University of Oregon Donation Fund under the provisions of O.C.L.A. Section 111-3822 and Oregon Laws 1941, Chapter 71
TWENTY-TWO THOUSAND DOLLARS

in lawful money of the United States on or before the first day of May, 1955, with interest on the diminishing unpaid principal balance at the rate of three and one-fourth per cent (3 1/4%) per annum, payable on May 1 and November 1 in each year. Both principal and interest of this obligation are payable at the office of the Treasurer of the State of Oregon in Salem, Oregon, solely out of and are limited in payment to the special fund in the State Treasury designated as "Southern Oregon Normal School Building Fund".

The State Board of Higher Education of the State of Oregon will charge and collect from each regular student of the Southern Oregon College of Education a student building fee of five dollars ($5.00) for each regular term or semester to be used in and credited to the said "Southern Oregon Normal School Building Fund", and hereby pledges said student building fee for the purpose of meeting the semi-annual interest payments on this obligation and will make principal payments on May 1 of each year in multiples of one thousand dollars ($1,000) as rapidly as cash balances in said Fund will permit. The amount hereby pledged is declared to be a first lien upon such student building fees which shall be in addition to the tuition and other fees charged to the students of the Southern Oregon College of Education.

The State of Oregon by the Department of Higher Education of the State of Oregon acting through the State Board of Higher Education hereby reserves the right to redeem this bond at par on any interest payment date.

The State Board of Higher Education by Resolution may assign this bond or amend the conditions contained therein.

IN WITNESS WHEREOF, The State Board of Higher Education of the State of Oregon has caused this instrument to be signed by its President and attested by its Secretary, sealed with the seal of said Board, and dated as of the 1st day of November, 1941.

STATE BOARD OF HIGHER EDUCATION OF THE STATE OF OREGON

By ___________________________ President

Attest: _________________________ Secretary

(SEAL OF THE BOARD)
It was moved by Director Sammons and seconded by Director Smith that the bond form be adopted, and that the President and Secretary of the Board be authorized to sign the instrument, with the seal of the Board affixed; with the following voting aye:

C. A. Brand  Robert W. Ruhl  
R. C. Groesbeck  Beatrice Walton Sackett  
R. E. Kleinsorge  E. C. Sammons  
Willard L. Marks  Edgar W. Smith

and the following voting nay: None.

The President thereupon declared said bond form duly approved.

Mr. Marks reported that Herman Oliver, a former Board member, had suffered serious injuries in an accident. The Board directed the Secretary to send Mr. Oliver a message expressing their sympathy, concern and warm wishes for an early and complete recovery.

President Marks read a letter from Dean F. A. Giffilann, dated September 18, 1941, accepting his appointment as Acting President of Oregon State College.

President Marks read an invitation from the Members' Forum Committee of the Portland Chamber of Commerce, asking Board members to participate in the Forum program and luncheon on December 8. The Board voted to accept the invitation and directed the Secretary to send appropriate acknowledgment to Mr. Kirkham.

President Marks reported the receipt of a request from the American Legion, Department of Oregon, that the $3.00 fee be waived for the course of six lectures on military affairs given by the General Extension Division at the University of Oregon. Dean Caldwell reported that under the policy of making General Extension Division courses self-sustaining, such a request could not be granted. The Board directed the Chancellor and Dean Caldwell to investigate this matter further and authorized them to proceed in complying with this request if such a policy is deemed feasible.

Mr. Marks reported the receipt of a communication from J. Neilson Barry regarding the Oregon centennial to be held in 1943.

Mr. Marks read a letter from Mark Weatherford, in which he expressed appreciation for assistance recently rendered him through the Extension Service of Oregon State College on agricultural problems in Gilliam County.
Chancellor Hunter presented the following report on KOAC:

"The members of the Board will recall that the Chancellor was instructed on October 22, 1940, to reorganize the general control and management of Radio Station KOAC. Report was made to the Board by my office carrying out these instructions at the January 28, 1941 meeting of the State Board. It will also be recalled that one of the approved control agencies as recommended at the time was the Advisory Council on Radio Policy. Today I wish to make a brief report upon the progress made under the leadership of Dean V. V. Caldwell, with the advice and assistance of this Council.

1. Finances -- In accordance with the recommendations made to the Board at the time of the adoption of the budget for 1941-42, savings in considerable amount were instituted under the reorganized management. The present status of the budget as related to these savings is as follows:

   Reduction in KOAC Program Budget in 1941-42:
   
   Program budget for year 1940-41 $17,009.25
   Budget approved for year 1941-42 14,509.25
   Reduction                          $ 2,500.00

   Less: Additions during 1941-42:
   Salary increase, Hutton $100.00
   Additional time, summer
   program (as authorized
   by the Board)                450.00  550.00

   Net reduction in KOAC program budget $ 1,950.00

2. In the report of the minutes of the last meeting of the Advisory Council held on September 8, Director Caldwell appends a very commendable announcer's handbook, prepared for the station by James M. Morris. This new standardization has the approval of the Director and the Advisory Council. I am submitting it merely for the information of the Board.

3. The Director has submitted a proposed 'KOAC Improvement Program'. Under itemization of needs, there are listed

   Equipment                         $3,255.00
   Student announcer time, additional
   to present service                 200.00

   Under deferred needs, there are

   Technical equipment                2,846.15
   Program service                    4,700.00
   Studio improvement                 717.00
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There is an additional item of future needs, amounting to $4,080.

"Inasmuch as the Chancellor has just submitted to the Finance Committee a recommendation that the Board's funds be reduced by $25,269 on account of an estimated reduction in the income from student fees because of the decrease in enrollment, I am referring this program to the Finance Committee for consideration at the next meeting of the Board, with the exception of $200 for student announcer time, approval of which I now recommend."

The Board accepted the Chancellor's report on KOAC and authorized an appropriation of $200 for student announcer time.

KOAC LEGAL SERVICES

The Board voted to approve the employment of Fisher and Wayland, attorneys, for whatever legal services are required in connection with the problem of making tests of interference between Station KOAC and KQOY, with the understanding that the cost will not exceed $250 for such services and will not exceed $500 should a hearing be required.

COLLEGE OF EDUCATION PROBLEMS

Chancellor Hunter presented the following report on College of Education problems:

"The members of the Board have long been aware of the acute situation existing in the teaching profession in Oregon. The salary levels paid here are too low to induce an adequate number of capable young people to enter this calling at the elementary school level. Consequently, our colleges of education, as reported in the survey of teacher education made some years ago under the auspices of the System, found that we should prepare at least one-third more elementary teachers if we are to properly meet the obvious needs of the schools of the state.

"This year, each of these institutions shows a further decline in enrollment. With this problem the Chancellor's Office and the Board must grapple. As a step in that direction, conferences were called by the Chancellor at the office of President Redford at the Southern Oregon College of Education on October 13 to consider the situation at that institution. Mr. Robert W. Ruhl and Mr. R. C. Groesbeck, as the nearest resident members of the State Board, were invited by my office to participate, which they were glad to do."
"Conference and discussion were also had with a group of citizens of Ashland, most interested, including Senator George W. Dunn, Mayor Thornton S. Wiley, Mr. George M. Green of the Ashland Tidings, Mr. Ralph Koozer, Mr. Ralph Billings, and Mr. J. H. Hardy.

"It seems to me appropriate that both Mr. Ruhl and Mr. Groesbeck report the general conclusions of this conference. A plan was suggested by Mr. Groesbeck for wider service to a large group of Southern Oregon youth, which seemed to those present to be both desirable and feasible.

"It was also agreed that a minimum undertaking be approved for this year, with the consent and confirmation of the Board, to cost not more than $1,100. This program is contained in the recommendation of President Redford heretofore attached. The suggested course in Secretarial Science should be regarded as experimental for the current year. It is my recommendation also that President Redford be instructed to decrease his salary budget at the first possible opportunity in an amount to cover this cost, by the consolidation and elimination of teaching positions."

Mr. Groesbeck pointed out that the problem of enrollment in the outlying Colleges of Education had become very acute in recent years, since these schools had a geographical disadvantage. He indicated that it was the consensus of the group that met in Ashland that the Colleges of Education should be permitted to solicit students and to provide work of a terminal nature, such as secretarial training, of general interest to a wider group of students.

The Board voted to approve the report of the Chancellor, including the appropriation therein recommended for secretarial science courses, and authorized the Chancellor and the High School Relations Committee to revise the regulations so as to permit the outlying Colleges of Education to encourage students to attend their institutions.

In accordance with action of the Board on June 10, 1941, directing the Chancellor to present a report at the October meeting including a plan designed to integrate and harmonize the operation of the present curricular structure in its interinstitutional relationships, Dr. Hunter submitted the following statements and recommendations:
PART I*

THE PURPOSES OF UNIFICATION

Charting and directing the course of any policy of administration requires consideration of the original purposes in inaugurating the policy. The State Board of Higher Education has directed me to report on ways and means to improve and consummate, if possible, the present program of unification. We must, therefore, consider the law enacted by the Legislature in 1929 creating the State Board of Higher Education, and the interpretation placed upon that law by the acts of the Board in complying with it. The interpretations adhered to then and in the policy of the Board since that time demonstrate clearly the purposes toward which we work. The law itself, the report of the Survey Committee, the reports of official Board committees such as the report of the Curricula Committee of March 7, 1932, the minutes of the Board enforcing and implementing the original intent of the Legislature as contained in the law, are the documentary sources making the original intent very plain. In the report of the Curricula Committee adopted March 7, 1932, is a concise definition of purpose:

"The ultimate goal for your Committee has been the organization of a system of higher education so unified as to serve best the

*Consisting of the text of the brief sent to the members of the Board and chief executives of the System for their confidential use on September 8, 1941.
educational interests of the people of the State. In accordance with the policy as set forth by the Board on May 29, 1931, the ultimate goal for your Committee has been to unify the curricular structure under the control of the Board. To this end your Committee has attempted to --

(1) Eliminate all unnecessary duplication.

(2) Eliminate non-essential or excessively expensive types of instruction.

(3) Establish and maintain uniformly high standard of scholarship, student attitudes and endeavor throughout the System.

(4) Unify and coordinate the curricular structure so that it will be in itself a solution of future budgetary problems."

Thus, unification is here declared to be an instrument to serve best the educational interests of the people of the State, using as the principal means economy and control of duplication to effect it.

The conception in the minds of the Board at the time of the adoption of this report of the Curricula Committee was undoubtedly the creation of a single, state-wide institution by the elimination of administrational identity of all of the component institutions of the System. This is shown by the diagram (see Exhibit I, page 3), and by the repeated reference throughout the wording of the report to the exercise of the authority of the Board through a single executive. Thus, no presidents for the several institutions were contemplated, but rather executive deans and directors. This view apparently was consistent with the provisions of the law itself in abolishing the several boards of regents and other boards.

Immediately the Board established a principle destined to be operative throughout the early phases and the later procedures of evolving the System. Holding to its purpose of creating a "system of higher education so unified as to serve best the educational interests of the State", the Board re-studied forthwith its first conceptions and the resultant actions.
Original Plan of Administrative Relationships
Adopted in the Spring of 1932

Oregon State Board of Higher Education

CHANCELLOR

DIRECTOR OF LIBRARIES
DEAN & DIRECTOR-LITERATURE, LANGUAGES & ARTS
DEAN & DIRECTOR OF SOCIAL SCIENCES
DEAN & DIRECTOR OF AGRICULTURE
DEAN & DIRECTOR OF LAW
DEAN & DIRECTOR OF MEDICINE
DEAN & DIRECTOR OF HOME ECONOMICS
DIR-ELEM TEACHER TR. DEAN-ORE NORMAL SCHOOL
DEAN-SOUTHERN ORE NORMAL SCHOOL
DEAN-EASTERN ORE NORMAL SCHOOL
DIRECTOR OF EXTENSION

DIRECTOR OF LOWER DIVISION
DEAN & DIRECTOR-PHYSICAL & BIOLOGICAL SCIENCE
DEAN & DIRECTOR-BUS. ADMINISTRATION & COMMERCE
DEAN & DIRECTOR OF ENGINEERING
DEAN & DIRECTOR OF FINE ARTS
DEAN & DIRECTOR OF FORESTRY
DEAN & DIRECTOR OF PHYSICAL EDUCATION
DIR. HIGH SCHOOL TEACHER TR. DEAN-SCHOOL OF EDUCATION
DEAN & DIRECTOR OF PHARMACY

DIRECTOR OF RESEARCH

EXECUTIVE SECRETARY

DIRECTOR OF STUDENT WELFARE

BUSINESS INCLUDING Physical Plant
RECORDS & INFORMATION

STUDENT HOUSING
STUDENT HEALTH
STUDENT PERSONNEL
At a meeting on March 18 and 19, less than two weeks after the adoption of the report creating the System as a single institution, the Board changed the System to a federation of institutions with a president for each, reporting to a Chancellor as chief executive.

Thus, the principle of studying the needs of the State and the use of cooperative and coordinated methods of administering the mechanism of the System came into being at the very outset of its operation. From this beginning the Board has consistently maintained the principle and the method of procedure throughout.

The unified structure for federating the institutions and making them, for budgetary and managerial purposes, a single system, is shown in Exhibit I, page 3. This structure remains, with some modifications, as the present administrative establishment.

To serve as a guide for any recommendations which may be effective, it is necessary to make inquiry as to the results of this policy. I am therefore seeking to answer several important questions as to both achieved results and effectiveness of procedures. These may be stated as follows:

(a) What economies have been clearly demonstrated by the unified system?

(b) Is the cooperative method of system-wide control effective?

(c) What unnecessary and costly duplications have been eliminated?

(d) Is it possible under the cooperative procedure to control duplication?

(e) Have the educational needs of the State been carefully considered and well served?

(f) What amendments are needed to improve and consummate the original intent of the Board?

In the succeeding sections, I shall attempt to supply and clarify current available evidence in answer to these questions.
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UNIFICATION AT WORK

1. Unification has proved to be an effective implement of economy.

   Abundant evidence showing significant benefits to the educational
   interests of the people of Oregon are to be found:

   (a) In marked economies already achieved.

       (See Biennial Report, 1939-1940, to the State Board of Higher
       Education for a list of these on pages 14 - 17)

   (b) In the establishment of an effective method of economic management.

       (See report of the Chancellor to the Finance Committee on May 12,
       1941, upon the basis of which economies of $216,000 in the
       biennial budget of the Board were accomplished.)

2. Unification has proved to be an effective control of duplication.

   (a) The reduction of expensive and unnecessary duplication is already
       a notable accomplishment in the unified policy of the Board.

       (See Co-ordinated Control of Higher Education in Oregon, pages
       47-87. See also Chancellor's report to the State Board of
       June 11, 1940.)

   (b) The original specialized functions of the institutions as estab-
       lished in creating the unified system have been maintained and
       progressively improved.

3. The mechanism of administration under unification has proved effective.

   (a) The interinstitutional offices established by the Board have
       worked well in the majority of the cases. The Chancellor's Office
       has just surveyed the operation of these interinstitutional agencies
       and will make a recommendation at the October meeting for adjust-
       ment in certain cases where educational needs of the System and
       of the State may be better served.

       (See volume of documentary excerpts from reports of Board com-
       mittees and Board minutes to be appended to the October 28, 1941
       report.)

   (b) A comparatively simple and inexpensive interinstitutional committee
       system has been established, with the result that essential
information is easily disseminated to the several offices of the System, and mutual understanding and consequent agreed procedures facilitated.

Note: The general control committees under the Chancellor's Office number fifteen, five of which were included in the original action of the Board establishing the unified system. At the two major institutions of this system and of the State of Washington, permanent committees listed number as follows:

- Oregon State College 36
- University of Oregon 39
- Washington State College 25
- University of Washington 36

The cost of travel of these committees, as shown by the recent report of the Comptroller's Office, was $327.99.

4. The regime of comparative peace resulting from the present policy of the Board has brought valuable results.

(a) A history of controversy having its origins in the community competition of territorial and early statehood days was early transmitted to the institutions and interpreted in terms of fundamental loyalties to rival institutions.

(b) The resultant internecine rivalry occasioned damages to the institutions during the depression much more severe than those suffered by similar institutions throughout the western states.

(See Chancellor's Memorandum on Unsolved Issues of April 30, 1940, page 7.)

(c) These events and outcomes brought the institutions of higher education to the verge of destruction just previous to the creation of the unified system.

(d) The most valuable step the State Board of Higher Education could take after the original structure of unification was created was to maintain a regime of peace and cessation from petty quarrelling.
In the main, a policy of comparative peace has prevailed during the past three bienniums.

(e) Significant benefits have accrued to the several institutions of the System.

(See the Biennial Report, 1939-1940, pages 17-18)

5. The unified policy has served to meet the educational needs of the State in the broadest and most far-reaching manner.

(a) The State uses the output of the institutions of higher education to an amazing degree.

(See Biennial Report, 1939-1940, page 12)

(b) The economic returns to the State have been highly valuable. The reports of the economists of the System show an increment of more than $11,000,000 each year to the annual state income as the result of dissemination and application of scientific findings and knowledge throughout the State.

(See Biennial Report, 1939-1940, page 14)

(c) The scholarly and intellectual achievements of staff members have continuously increased, as shown in the Biennial Report. The scholarly titles issued from the System during the biennium 1939-1940 showed an increase of twenty per cent over the list for the previous biennium.
CONSIDERATION OF DEMONSTRATED NEEDS

As I have stated above, the Board established the fundamental principle of studying the educational needs of the State and of the System and adjusting the administrative mechanism to meet them. The Board has remained devoted to this principle. (See the attached record of changes in the original structure, Exhibit II, page 9). These changes were all made after a study of the administrative policy and procedure in the light of the best educational interests of the youth and of the people of the State. ALL OF THEM ARE DESIGNED TO MAKE UNIFICATION WORK. This was founded on the confident belief that this type of administration would prove a unique instrument in the hands of the people of Oregon in working out the relationship of the institutions of higher education to the progress of the people of our intensely democratic commonwealth.
Units and Offices Discontinued:

Board of Regents
Board of Higher Curricula
Executive Secretary
Presidents of Institutions

University
School of Science—transferred to College
School of Journalism—put under School of Literature, Language and Arts
School of Music—put under School of Fine Arts
School of Architecture and Allied Arts—name changed to School of Fine Arts
School of Applied Social Sciences
School of Social Sciences
Division of Social Work, in Portland

Degree in Military Science and Tactics

State College
School of Commerce—transferred to Univ. but 2-year Secretarial Science course left at College under School of Bus. Administration at University Secretarial Science curricula increased to 4-year, degree granting, under School of Business Administration at University

School of Mines
School of Physical Education
Department of Industrial Journalism—limited to lower division and service work

Degree in Military Science and Tactics

By law 1929
By law 1929
By law 1933
By Board, March 7, 1932
Re-established by Board, March 18, 1932
By Board, March 7, 1932
By Board, March 7, 1932
Restored by Board, April 16, 1932
By Board, March 7, 1932
Restored by Board, April 16, 1934
By Board, March 7, 1932
Restored by Board, April 16, 1934
By Board, March 7, 1932
Established by Board, March 7, 1932
Established by Board, July 22, 1935
Postponed by Board, October 28, 1935
By Board, March 7, 1932
By Board, March 7, 1932
By Board, March 7, 1932
By Board, March 7, 1932
By Board, March 7, 1932
By Board, March 7, 1932
DISCERNIBLE WEAKNESSES

In Curricular Structure

In my confidential report to the Board of February 7, 1941, certain dangers to the unified program were pointed out.

The principal weakness then discussed was the curricular deficiencies occasioned by the removal of major instruction in science to the school of science at the State College, and the transfer of the school of business administration as a major unit of the System to the University. As you all know, both of these measures have greatly reduced duplication in these fields, some of which was undoubtedly unnecessary and comparatively costly. (See Co-ordinated Control of Higher Education in Oregon, pages 62 and 67.)

Experience now seems to me to show that the present allocations will prove costly and will more than offset the savings accruing from the arrangement, unless a further adjustment is made by the Board. A suggested solution within the intent of the law and the requirements and commitments of the unified program was presented in my report to the Board on that date.

Let us hold in mind, then, that the first discernible weakness has to do with the present curricular adjustment and the resultant deprivation to the State of the outcomes which should accrue as positive values to its people from the institutions as contemplated under unification; namely, a great technical college at Corvallis with a school of science as its basic and core curriculum; and a great university at Eugene with the humanities as a liberal arts core for its foundation.

The weaknesses here pointed out are at this time particularly perilous, being in fields where adequate equipment for leadership in a democratic society is more indispensable than ever in our history -- in the social
sciences and in natural science. The world is being wrecked for lack of full knowledge in these fields and the consequences of either criminal or stupid blundering statesmanship. A university and technical college such as those conceived in the report of the Curricula Committee, (March 7, 1932) cannot possibly perform its assigned duties toward the youthful citizenship of Oregon without the strengthening of these elements — pure science at the University and social science at the College. To that end the Board has approved, largely immediately after the inauguration of the System, 61 hours of upper division service courses in science at the University, and for the State College 110 hours of social science and languages. This immediate step supports the contention that to do the work expected of these specialized institutions with any degree of adequacy as required in the original conception of the plan, there must be a reasonable amendment of the first allocations. (See Exhibit III, pages 12, 13 and 14)
Excerpts from the report of the Chancellor to the Curriculum Committee of January 27, 1941:

COURSES OFFERED BY THE UNIVERSITY AND THE STATE COLLEGE IN FIELDS WHERE THE MAJOR IS ASSIGNED TO THE OTHER INSTITUTION, YEAR 1940-41
(In units of term credit hours)

<table>
<thead>
<tr>
<th></th>
<th>Lower Division Courses</th>
<th>Upper Division Courses</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Non-Professional Divisions</td>
<td>313</td>
<td>61</td>
<td>374</td>
</tr>
<tr>
<td>II. Professional Schools</td>
<td>25</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Totals, University</td>
<td>338</td>
<td>70</td>
<td>408</td>
</tr>
<tr>
<td>State College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Non-Professional Divisions</td>
<td>405</td>
<td>110</td>
<td>515</td>
</tr>
<tr>
<td>II. Professional Schools</td>
<td>262</td>
<td>145</td>
<td>407</td>
</tr>
<tr>
<td>Totals, State College</td>
<td>667</td>
<td>255</td>
<td>922</td>
</tr>
</tbody>
</table>

Notes: All data are based on course offerings listed in the 1940-41 catalogs.

Courses listed with variable hours of credit are included at the highest number credit hours which may be earned. Thus, a course offering 3 to 4 hours credit is included as 4 credit hours.

All courses numbered below 300 are considered lower division courses. All courses numbered 300 or above are considered upper division courses.

Nursing education and landscape architecture are not included, because in the former the major is at the Medical School and the latter is collaborated in by the State College and the University. In physical education, only upper division courses are included for the State College.

1-21-41
COURSES OFFERED BY UNIVERSITY AND STATE COLLEGE IN MAJOR FIELDS ASSIGNED
TO THE OTHER INSTITUTION, YEAR 1940-41
(In units of term credit hours)

<table>
<thead>
<tr>
<th></th>
<th>Lower Division Courses</th>
<th>Upper Division Courses</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td><strong>I. Non-Professional Divisions</strong></td>
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<td></td>
</tr>
<tr>
<td>University:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science (details attached)</td>
<td>312</td>
<td>61</td>
<td>274</td>
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<tr>
<td>State College:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Letters (details attached)</td>
<td>273</td>
<td>39</td>
<td>312</td>
</tr>
<tr>
<td>Social Science (details attached)</td>
<td>132</td>
<td>71</td>
<td>203</td>
</tr>
<tr>
<td><strong>Totals, State College</strong></td>
<td>405</td>
<td>110</td>
<td>515</td>
</tr>
<tr>
<td><strong>II. Professional Schools</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>University:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>25</td>
<td>9</td>
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<tr>
<td>State College:</td>
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<td></td>
</tr>
<tr>
<td>Art and Architecture</td>
<td>98</td>
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<td>98</td>
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<tr>
<td>Business Administration</td>
<td>48</td>
<td>31</td>
<td>79</td>
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<tr>
<td>Journalism</td>
<td>12</td>
<td>9</td>
<td>21</td>
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<tr>
<td>Music (including private instruction)</td>
<td>71</td>
<td>58</td>
<td>129</td>
</tr>
<tr>
<td>Physical Education (professional</td>
<td>33</td>
<td>47</td>
<td>80</td>
</tr>
<tr>
<td>courses only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals, State College</strong></td>
<td>262</td>
<td>145</td>
<td>407</td>
</tr>
</tbody>
</table>
### Science, Arts and Letters, and Social Science Shown by Departments

(To support summaries on preceding pages)

<table>
<thead>
<tr>
<th></th>
<th>Lower Division Courses</th>
<th>Upper Division Courses</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Science</strong></td>
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<tr>
<td>General Science</td>
<td>24</td>
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<tr>
<td>Botany</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Geology</td>
<td>33</td>
<td>-</td>
<td>33</td>
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<tr>
<td>Mathematics</td>
<td>69</td>
<td>28</td>
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<tr>
<td>Physics</td>
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<td>6</td>
<td>56</td>
</tr>
<tr>
<td>Zoology</td>
<td>46</td>
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</tr>
<tr>
<td><strong>Totals, University</strong></td>
<td>313</td>
<td>61</td>
<td>374</td>
</tr>
<tr>
<td><strong>State College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts and Letters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (including speech and drama)</td>
<td>168</td>
<td>3</td>
<td>171</td>
</tr>
<tr>
<td>Germanic Languages</td>
<td>33</td>
<td>18</td>
<td>51</td>
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<tr>
<td>Romance Languages</td>
<td>72</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td><strong>Totals, Arts and Letters</strong></td>
<td>272</td>
<td>39</td>
<td>312</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>20</td>
<td>29</td>
<td>49</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Political Science</td>
<td>21</td>
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<tr>
<td>Psychology</td>
<td>39</td>
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<tr>
<td>Sociology</td>
<td>16</td>
<td>18</td>
<td>34</td>
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<tr>
<td><strong>Totals, Social Science</strong></td>
<td>132</td>
<td>71</td>
<td>203</td>
</tr>
<tr>
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<td>405</td>
<td>110</td>
<td>515</td>
</tr>
</tbody>
</table>

1-21-41
In Administrative Practice

An additional weakness is disclosed by the survey of the functioning of the interinstitutional offices. During recent weeks the Chancellor's Office has carefully studied the origin of the offices of the interinstitutional directors and the assignment and functions. In addition to examining carefully the minutes of the Board, and the reports of the special Board committees upon which the Board established the System, each interinstitutional director was requested to submit an analysis and interpretation of his own field of assignment. From the records, the reports of the directors themselves, and my own experience, I venture to offer suggestions for the improvement of these functionaries of the System.

Of the 26 interinstitutional directors listed in our regular publications, 13 perform highly valuable interinstitutional and system-wide services. These are assigned to fields that have a wide interinstitutional or state-wide scope. They have attained significant results by use of cooperative methods. As a whole, they fulfill the expectations apparent in the Board's original action in creating these offices as an important part of the federated system.

Six interinstitutional directors have assignments in fields which are only slightly interinstitutional. These officials prove excellent advisory members of the staff council, but their work is interinstitutionalized only in their capacity as advisers to the executive authority of their respective institutions and to the Chancellor.

Seven interinstitutional directors have become inactive as an aftermath of the long period of interinstitutional strife and misunderstandings of the responsibilities of their original assignments. In the atmosphere of tension at the time of the creation of the System, mutual suspicion
prevented the effective ironing out of what otherwise would have proved small difficulties. These seven directors retain their official titles, are excellent advisers as members of the staff council, and exercise a veto power through the offices of their respective presidents and the Chancellor in matters affecting curriculum in their respective fields.

Should the Board deem it wise to approve of the necessary steps on the part of the Chancellor's Office to make effective the work of these seven interinstitutional directors, the general effect upon the progress of unification would be highly beneficial. From many of the directors themselves suggestions for remedying the present situation have been submitted in the utmost candor. The Chancellor's Office welcomes these suggestions and is prepared to take the necessary action in this field. (The replies of the interinstitutional directors will be available at the October 28, 1941 meeting of the Board for reference and consultation by Board members.)
OBSTACLES TO CONSUMMATION

1. The traditional enmity, originated in the communities in which the two major institutions were located during territorial days, transmitted to these institutions and fanned into hatreds by mistaken application of loyalty, has continued to bar the way to a full fruition of the Board's policy. Some adherents of the institutions prefer the excitement and urge of internecine warfare to great educational results.

2. Institutional advantage in the name of institutional loyalty still continues to be the educational goal of certain segments of partisan citizenry and staff membership. This aim is substituted in their thinking for the truly important goals of great scholarly achievement, dissemination of knowledge, and the development of citizenship.

During the period since the establishment of the unified policy and the Board's program in behalf of cooperative administration, the cessation of petty rivalries and strife has so greatly lessened the former acute tensions that the operative procedures of unification have begun to work well. While the enmities of two or three generations cannot be completely obliterated in five years, or even a much longer time, a sufficient patient study of how to make unification work can, if supported on all hands, result in a very profitable educational outcome for the people of Oregon.
I. Changes in curricular structure which would remedy curricula deficiencies.

A. (a) Return the school of pure science to the University, leaving a school of applied science at the College.

(b) Return the school of business administration to the College, leaving only a minor at the University, and possible courses in secretarial science.

Such a proposal is not, in my opinion, within the scope of the intent of the law nor of the Board's consistently recognized and established policy in interpreting it. The commitments of the Board, as cited in the section of this report titled "Purposes of Unification", if stanchly adhered to as in the past, will prevent the adoption of the proposals just noted. The Chancellor's Office could not, therefore, recommend this plan for serious consideration.

B. (a) Restore a minimum liberal arts college at the University, including a minimum of majors in science.

(b) Reorganize the science and liberal arts functions at the State College to form a general college, somewhat as contemplated in a report of the special committee on the general college for that institution of March 9, 1937.

The above steps (a) and (b) could, I believe, if properly coordinated and cooperatively developed under the strict supervision of the Board and the Chancellor's Office, be so managed as to remedy the acute needs pointed out in my discussion of discernible weaknesses and constitute an alleviation and possibly a permanent remedy. In a separate section of the report to be submitted later, the question of the cost of such a step will be discussed. I am sure that this plan could be developed without great additional cost.

C. Using the present controlled duplications of service and lower division courses under the strict supervision of the Board and the Chancellor's Office.

(a) Develop three undergraduate majors at the State College in History - American and European Economics English - Literature and Composition
(b) Develop three undergraduate majors at the University in
Chemistry
Physics
Biology (or Mathematics)

For information upon the duplication in lower division and service courses, see Exhibit III, pages 12, 13 and 14.

It is my opinion that the arrangement here contemplated under (a) and (b) can be made in full accord with the intent of the state law and the original conception of the Board at the time of the creation of the present unified plan and the policy of the Board since that date. The cost can be reduced to nominal figures, and possibly met within the levels of the present budgets of the institutions.

Unless otherwise instructed by the State Board of Higher Education, I shall ask the presidents and the interinstitutional deans concerned in the possible changes listed in paragraphs B and C to submit memoranda to my office for the use of the Board at the October meeting.

D. Carefully study the needs of the lower division organization at the colleges of education at La Grande and Ashland with a view to establishing a minimum of terminal courses in secretarial science and other vocational subjects.

II. Amendments to Present Administrative Practice.

As suggested above in my discussion of certain weaknesses in the working of the interinstitutional mechanism, careful attention on the part of the Board and the Chancellor's Office to the causes of the inactivity of several of the interinstitutional directorships would, I am confident, prove very fruitful. The Chancellor's Office proposes to study further the underlying causes, and will seek to bring the original conceptions of the performance of these offices into full effect. This will require no added cost. It will need the patient and sympathetic understanding of the members of the Board and the support of any reasonable recommendation which the Chancellor may make to achieve this end.
PART II

In Part I of this report, sent to the several members of the Board on September 8, 1941, I examined the original purpose for inaugurating the unified system in Oregon, the processes of unification as the System has served the State through a period of nine years, the Board's method of approach to demonstrated needs, the evidence concerning observable weaknesses in the curricular establishment and the administrative organization of the System, and a group of alternatives by which the Board might make even more effective the present policy of operation. In pursuing the discussion further, I would have in mind the evidence deduced in this preliminary section of the study.

It seems necessary, before making my previous recommendations more definite, to further clarify several important considerations. These may be stated as follows:

A. What is the State System of Higher Education as an instrument of public policy?

B. Is its structure and mode of procedure fixed, or adaptable to social and economic change and the recognized needs of the people of the State?

C. Are there principles of control which govern its operation?

D. What specific steps may be taken by the Board to meet the present demonstrated educational needs of the people of Oregon, especially its youth?

A. What is the State System of Higher Education as an instrument of public policy? A reasonably well-informed citizen of Oregon, if asked the above question, would doubtless make reply in terms of his own thinking about the State System of Higher Education, if he has thought of it at all,
or his experiences with it, if he has had any.

He might say: It is a department of the State Government responsible for the State's undertakings in higher education.

Another might express himself as follows: It is a single, statewide institution -- a State university whose campus is the State.

A third might reply as follows: It is a legal, vested authority for the control and management of $20,000,000 worth of the State's property.

Another might say: It is a device for preventing deadly controversy between the University of Oregon and Oregon State College, and bringing cooperation between them, if possible.

And still another: It is a curricular system which, if adhered to, will prevent duplication and promote economy.

And another: It is a federation of institutions with a single executive control for the purposes of administering a large segment of the State's budget as economically as possible.

After careful examination of the law creating the System, the elaborate survey under the auspices of the United States Commission of Education, the foundational actions of the State Board of Higher Education in creating the organization, the policy of the Board during the succeeding months and years, and the experiences of the System as a whole, one must conclude that the Oregon State System of Higher Education is no one of these conceptions just stated, but rather all of them and even more.

**IT IS A CENTRALIZED COOPERATIVE AGENCY, LEGALLY CREATED BY THE STATE FOR THE PURPOSE OF SERVING THE MOST PROFOUND EDUCATIONAL NEEDS OF ITS PEOPLE, ESPECIALLY ITS YOUTH, BY GIVING THE HIGHEST QUALITY SERVICE WITHIN THE ECONOMIC AND LEGAL POWER OF THE STATE. ITS ESSENCE LIES NOT IN ITS LEGAL FORM, ITS ORGANIZATIONAL STRUCTURE, NOR EVEN IN ITS OPERATIVE PROCEDURES; BUT RATHER IN THE COOPERATIVE RELATIONSHIP OF ALL THE ELEMENTS OF WHICH IT IS COMPRISED.**

(1) **The System has a structure** -- It is a federation of institutions, each with a specialized purpose and plan of procedure. In charge of these is a medium of central control and a set of agencies operating
under a supreme State administrative authority, the State Board of Higher Education. That it is not a single institution is attested by the action of the Board on March 18, 1932 in adopting the report of its committee on unified administration. This view is further supported by the action of the Board in creating the office of the Chancellor.

The Board minutes of March 18, 1932, read in part as follows:

"The question of a title for this executive has been discussed, and after consultation with a few people we have decided that it should be that of Chancellor. His place of residence will be discussed later in this report.

"Coming now to the question of subordinate positions, we are convinced that no one of the institutions can be properly managed without the presence of an executive officer upon the campus. This is not in exact accord with the report of the Curricula Committee which has been approved by the Board, but we believe it much better for the morale of the students and more in keeping with the previously announced policy of the Board not to destroy the identity of any institution.

"We have decided to recommend that these executives be given the title of President, and, with a Chancellor over them, they need not be very high-priced men. But they will add to the efficiency of administration and help to preserve the individuality of the institutions and the traditions and loyalty of the alumni. We are making no recommendations at this time for the position of president.

"The Chancellor should be in close touch with all of the institutions and yet not too intimate with any one; but we believe that with his contacts chiefly through the presidents he would not become too intimate, even if he were to live upon one of the campuses. He should be allowed to elect which one he desires, though there are some points more favorable to Corvallis than Eugene. It is nearer to the Salem office, the Oregon Normal School, and the Medical School at Portland."

The following chart shows the operative relationships of the System, as originally conceived by the Board, and as developed by the experience of nine years:
OPERATIVE RELATIONSHIPS

SUPREME GENERAL CONTROL AUTHORITY
State Board of Higher Education

CHIEF EXECUTIVE AUTHORITY
Chancellor's Office

Office of Secretary of State Board
Comptroller's Office--Budget Office

CENTRAL COOPERATIVE AGENCIES
Executive Council

Graduate Council--General Research Council
Interinstitutional Curriculum Committee--High School
Relations Committee--Library Council

ADMINISTRATIVE UNITS FOR INSTRUCTION, RESEARCH, AND GENERAL STATE-WIDE SERVICE
Each With Specialized Emphasis and Assignments:

UNIVERSITY OF OREGON
With Medical School and Health Services.

OREGON STATE COLLEGE With
Agricultural Experiment Station and Federal Cooperative Extension.

COLLEGES OF EDUCATION
(Monmouth, Ashland and La Grande) Elementary Teacher Education.
Lower Division Functions
(2) It has a plan of operation — The central, essential elements of this plan are: a stable Board of Higher Education, a general code of administrative practices, a single-headed executive authority, a single budget for the entire System, a group of administrative agencies. (See Chancellor's report to the State Board of Higher Education, January 23, 1940)

(3) It has a curricular anatomy — The foundations of this structure were laid down by the State Board of Higher Education in the adoption of the report of the Curricula Committee submitted on March 7, 1932. These have been modified from time to time as a study of educational needs of students and of the people of the State showed the necessity for readjustment. A very significant series of changes was pointed out in Part I of this report, page 12, Exhibit III. The Board immediately recognized the necessity of meeting the curricular deficiencies of upper division of the institutions from which large departmental segments had been transferred, by authorizing upper-division service courses in each institution in the major field assigned to the other major institution.

As I have shown in a previous report of February 7, 1941, there is still a marked deficiency in the service rendered to students in each of the major institutions, despite these earlier efforts on the part of the Board to remedy that deficiency. It amounts to approximately 25 per cent to 30 per cent in the case of the College in social science and languages, and about 50 per cent in the case of the University in natural science.

(For a full outline of this structure, see charts of curricular offerings regularly printed in the catalogs of the major institutions.)

(4) More than all, the System has a cooperative attitude and habit of practice in meeting the problems and issues naturally arising in the administration of a large and complex function of state government.
Most important is a determination on the part of official executives and instructional staff to resolve all issues in the light of the major goals of education as a unique function in our democratic society. Supplementing this must be a further determination to discourage emphasis upon institutional advantage and departmental and local interests. That it is possible to do this is shown by two very noteworthy achievements:

(a) The concentration of the System throughout in bringing its level of operation and support back to a standard degree of normalcy after the depression. (This included a restoration of funds for pre-depression salary levels amounting to about $1,000,000.)

(b) The united spirit with which the System met the necessity of a $216,000 budget decrease within the last six months.

B. Are these essential elements of the State System of Higher Education irrevocably fixed? The answer must of necessity be: No, they are not. In practice, the Board has not regarded a previous action or the establishment of an administrative unit or structure as irrevocable. From the time when, on March 18, 1932, the Board made the System a federation of institutions instead of a single, statewide institution, response to the carefully studied and demonstrated needs of the State has governed the Board's policy. It cannot be otherwise if an institution of high social importance is to operate effectively in a world where change is the only certainty. The System must necessarily fail unless it is responsive to the requirements placed upon it by the social and economic progress of the people of the commonwealth.

The Board has thus wisely established a precedent which must operate
as inevitably as any of the social laws which either govern or wreck our political institutions. Thus the Board, at times, must consider changes in its administrative organization, in its recognized plan of operation, in the curricular structure of the System.

In only one particular, namely, that which is the essence of the System -- cooperative administration -- can there be no change, because of the very nature of the System itself, which is a plan of unification and cooperation.

C. Are there discoverable principles of control which regulate the operation of this complex but very effective System? If the line of thought pursued under B. is followed out, would the inevitable outcome be a policy of yielding to pressures on all sides? Such a result would not follow if the Board recognizes, as in the past, certain definite principles to which it strictly adheres. Such a code of principles is inherent in our present administrative practice. It is, in fact, required as a reasonable interpretation of the State law and the intent of the Legislature in establishing the System. A minimum list of these principles may be recognized as follows:

(1) It is the administrative policy of the System to study, and to attempt to meet the educational needs of Oregon with the highest quality of instructional and research service possible to the resources of the State.

(2) We should eliminate and continually avoid costly and unnecessary duplication in curricular structure and administrative organization. (Duplication is costly and unnecessary when the reason for it is institutional advantage, and when the real educational and student needs can be met without it.)
(3) All important problems and issues should be resolved in terms of student and statewide educational needs.

(4) Considerations of institutional advantage and petty claims for favors should be entirely eliminated as a motive for official action.

(5) The agencies and mechanisms of the unified system should be used to administer the operation of the several institutions in the most economical manner possible.

(6) The fundamental curricular allocations and specialized emphases now allotted to the several institutions should continue indefinitely, and organizational, administrative and curricular changes should be made only after long and careful study, unbiased investigation, and the presentation of convincing evidence of the necessity for such change.

(7) The cooperative policy of administration and mutual understanding must be carefully safeguarded as the essence of the unified system.

D. What specific steps may be taken by the Board to meet the present demonstrated educational needs of the people of Oregon especially its youth? As shown in Part I of this report, page 10, and as pointed out earlier in my report to the Board on February 7 last, there are certain needs demonstrated by experience which now should be met by the Board as rapidly as the financial situation would permit. In the February 7 report, I stated:

"Please note that the College shows a deficiency of about 30 per cent in offerings in the field of arts and letters, and almost 25 per cent in social sciences in comparison with all separate land grant colleges, and the University is deficient in comparison with separate state universities in science offerings by at least 50 per cent."
I have already mentioned the earlier recognition by the Board of these deficiencies in their approval for the University of 61 hours of upper division courses in the majors assigned to the College, and of 110 hours for the College in upper division courses assigned as majors to the University. These previous steps do not meet the situation.

(1) I recommend, therefore, that Plan C, as stated on page 18 of Part I of this report be approved by the State Board of Higher Education, with the understanding that at the State College economics and political science be included as a single undergraduate major, and further, that the costs of introducing these majors be absorbed in the present budget of the institutions.

In the case of each major at each institution, study is to be made by the Chancellor and the President, in cooperation with the dean of the school and head of the department concerned; and recommendations to include such majors in the curriculum of the institution are to be made to the Board by the Chancellor and the President only when it can be shown that the finances will permit, and that the cost can be included in current budget levels.

The recommendation, restated, is as follows:

"C. Using the present controlled duplications of service and lower division courses under the strict supervision of the Board and the Chancellor's Office

(a) Develop three undergraduate majors at the State College in History - American and European Economics (and Political Science) English - Literature and Composition

(b) Develop three undergraduate majors at the University in Chemistry Physics and Mathematics Biology

This recommendation can be carried out fully without the violation of the original intent of the law, the precedent in practice established
by the Board, or any of the above stated principles for preservation of the System.

(2) It is further recommended that at the Southern Oregon College of Education and at the Eastern Oregon College of Education, trial courses in secretarial science, and in terminal courses in industrial arts and vocations be instituted as rapidly as the Board finds it possible to make financial provision.

Tentative financial provision for such a step at the Southern Oregon College of Education is to be presented separately by Mr. Ruhl and Mr. Groesbeck, who recently attended a conference at Ashland in cooperation with the Chancellor's Office.

(3) It is further recommended that the needs in administrative organization to improve the effectiveness of the unified program, as discussed on page 15 of Part I of this report, be met by the following authorization:

That the Chancellor's Office develop simple expedients, such as representative committees, in the seven fields in which the interinstitutional directors are restricted in activity, to serve under the general supervision of the Chancellor's Office and in cooperation with the Chancellor's Office, in furthering the phases of the System concerned with instruction, research and service in their respective fields. (See Part I, page 19)

It is the hope of my office that a statement on the nature of the "Comprehensive University" and the "Standard Land-grant College" of the United States, may be formulated and presented within the next two or three months. Much pertinent evidence with interpretive discussion is available in the recent writings of several of our most effective educational leaders.
REFERENCES ON UNIFICATION

The law creating the State Board of Higher Education.

The report of the Survey Committee appointed by the State Board of Higher Education in accordance with the law.

The report of the Curricula Committee of the State Board of Higher Education

The report of the Unified Administration Committee.

The minutes of the State Board of Higher Education, from 1929 to date.

The report of E. L. Packard and W. A. Schoenfeld on the creation of a Research Council.

Chancellor's Report to the Staff Advisory Council of May 26, 1937.
(Sent to Board members)

Special Committee Report on General College of March 9, 1937.
(Sent to Chancellor)

Coordinated Control of Higher Education in Oregon by Dr. Charles D. Byrne.


Progress of the Unified System of Higher Education – Chancellor's report of January 23, 1940.

Memorandum on Unsolved Issues – Chancellor's Report of April 30, 1940.

Chancellor's Report to the Curriculum Committee of January 27, 1941.

Chancellor's Reports to the State Board of Higher Education.
   June 11, 1940
   July 23, 1940
   February 7, 1941
Excerpt from June 10, 1941 Minutes of the Board

"The Chancellor presented the following report:

'The Chancellor's Office proposes that the State Board of Higher Education adopt a recommendation reading substantially as follows:

WHEREAS, unified administration of the Oregon State System of Higher Education under the enactment of the Legislature of 1929 has been in operation as an official policy for a period of nine years with results highly beneficial to the people of Oregon, especially to the youth of the state, and substantial economies and benefits have accrued, such as the following:

The administrative and service costs of the institutions of the System have been reduced to a point where they are 14 per cent less than the average reported for like institutions by the United States Commissioner of Education.

The total cost of the System and its institutions for the biennium just now ending is $188,230 less than for the biennium with the highest previous enrollment, although the current enrollment is 2,172 students, or 23 per cent greater than the previous high point of enrollment.

Substantial reductions in "dead timber" courses and costly duplications in both curricular and administrative structure have been made.

A reduction of 20 per cent in the unit cost per student has been achieved during this period.

Notable benefits have accrued in increased support for instructional and research activities of the several institutions ranging from 16 to 63 per cent in comparison with the low point of the depression period.

Measurable improvement in the quality of instruction as determined by the generally recognized valid indices for the results and outcomes of American higher education has been recorded.

Highly valuable increases in the services of applied science to the natural resources of the state have been attained, and

WHEREAS, in the administration of this program, the State Board of Higher Education has found it necessary from time to time to inaugurate changes in the unified and coordinated structure as
originally adopted as shown in such scholarly studies as the "Co-ordinated Control of Higher Education in Oregon" by Dr. Byrne, and

WHEREAS, the program of unification is not wholly completed in that certain deficiencies in the curricular structure occasioned by the stresses and dislocations in the complex processes of unification and now emphasized by the pressing needs of our great national and international emergency through the requirements of the total defense program, have been defined and clarified by the careful studies of the Chancellor's Office, now therefore, be it

RESOLVED, that the Chancellor's Office be directed to present to the State Board of Higher Education not later than the meeting of October 28, 1941, a plan designed to integrate and harmonize the operation of the present curricular structure in its interinstitutional relationships in order that the present high quality of service in both instruction and research be maintained, and possibly improved, with the understanding that any proposals to correct such deficiencies as now exist will

a. Comply with both the spirit and letter of the law creating the present State System of Higher Education.

b. Continue the present policy of eliminating costly and unnecessary duplication and "dead timber" courses from the curricular offerings.

c. Have, if possible, the cooperative support of the several institutions of the System as represented by their principal administrative authorities.'

"The Board unanimously approved the resolution as presented by the Chancellor."
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The Chancellor pointed out that the conception of the State System of Higher Education has grown to be a federation of institutions rather than a single institution, as evidenced by the report of the Unified Administration Committee on March 18, 1932, providing for institutional presidents. He discussed at some length the economies and achievements of the unified program as consummated by the Board in pursuance of the recognized objectives of the system, and elaborated a code of principles established in practice by the Board as essential to the perpetuation of the unified plan. Dr. Hunter also called attention to the trend in many of the institutions of the land-grant type in providing for more liberal arts and social science courses to supplement technical training.

President Marks invited President Erb and Acting President Gilfillan to make statements for their respective institutions:

Dr. Erb presented the following report:

"It is a pleasure to address you, the members of the State Board of Higher Education of Oregon, on this subject. I have waited long for the privilege. You are the men and women entrusted with responsibility for the higher education of the students of Oregon. Therefore, I can confine my remarks to a consideration of educational principles.

"You will understand, I am sure, if I discuss the recommendations of Chancellor Hunter to you, dated today, primarily as they affect the University of Oregon. Specifically I will refer to the recommendations on page 28 of the Chancellor's report.

"I am sorry to be almost totally in disagreement with the Chancellor's recommendations. To the extent that there is a recommendation for three undergraduate majors in science fields at the University, namely in chemistry, physics and mathematics, and biology it might be expected that I would concur. But I can not concur for obvious reasons. There is no educational justification for limiting the fields to three. Why not the other three, too? I can not believe that the only limiting factor was an attempt to balance the three liberal arts fields awarded to Oregon State College. That would scarcely be an educational consideration. And yet mathematics, botany and geology are just as important, educationally, to the University of Oregon as are chemistry, physics and biology. At this point I would like to insist that, if any such plan as the Chancellor's is to be adopted, the University be awarded a combined major department of Mathematics-Physics to match the College's Economics-Political Science.
The academic affinity of the respective departments is just as close in the two cases.

"And why only undergraduate majors in the three approved science departments at the University? Graduate work in the sciences is at least as important to a university as is undergraduate work. In fact, one earmark of a university is that it includes graduate study and research as well as undergraduate instruction. Furthermore, the restriction of major work to the undergraduate level will actually make the whole program cost more than if graduate work were included. With the offering of graduate degrees it is possible to include graduate assistants in the instructional staff. Without graduate assistants even the most routine paper work, laboratory assisting, and setting up of experiments must be carried on with more highly paid instructors. The late Dean Stafford once made a careful study which indicated that the same volume of undergraduate instruction in the sciences cost fifty per cent more if graduate assistants were not available.

"There is also an implication in the Chancellor's report to which I take exception. It is that the University request for major science is not based upon any special foundation but is merely one of a number of legitimate requests that might be made by the institutions of higher learning. On the contrary, I believe that it rests on a very special foundation. It is not a mere coincidence that every other university, state supported or otherwise, gives major undergraduate and graduate work in science. In the very nature of a university it should. Service courses are not enough for a university. The educational structure of a university demands that it offer a complete complement of undergraduate and graduate majors in the liberal arts and sciences. To perform its proper educational function a university must have at its heart a complete college of liberal arts, including the sciences. That is the reason for my insistence that the University of Oregon, with its lack of degree granting science departments, presents a unique violation of educational wisdom, efficiency and tradition. I do not desire major work in science at the University for the sake of prestige, for the sake of strategy, for the sake of advantage, or for the sake of political expediency. I desire it only so that the people of Oregon and the students of Oregon shall have a normally complete University. There is no other higher educational need in Oregon in any way comparable with this one. It is not just one of a group of comparable needs of the various institutions. It is in a class by itself and should be dealt with as such.
"If there is one slogan applicable to higher education in Oregon it is that, 'The State can not afford to support two universities.' But I am convinced that the State can and will support one, and a complete one. The original conception of the State System of Higher Education as the University of the State of Oregon has long since been abandoned. It simply did not work, and it began to be abandoned almost as soon as it was conceived. But the obvious sequel, that of making the University of Oregon in every respect the university of the System, has not followed. Now I think it is high time that it should follow. That is the one most pressing need of the System.

"There may be some who would advise delay on this matter. I would agree that some features of the Chancellor's recommendation might well be delayed. They are so new and so startling as to given even a strong man pause. They certainly do not conform to the Chancellor's own prescription on page 27 of his report that 'curricular changes should be made only after long and careful study, unbiased investigation and presentation of convincing evidence of necessity'. To the best of my knowledge they have never, for example, been submitted to the Curricula Committee of the State Board.

"But clearly the counsel of delay can not apply to the request of the University for major work in Science. If there is one thing that has happened to that request it is delay. To my knowledge the University's science request has been before the members of the Board for four years. You have had so much time to consider its merits that there can be no suggestion of a request for a snap judgment, if I may resort to an understatement.

"Seemingly there are still some, if I may trust the press, who would hark back to the so-called Survey Report of Higher Education in Oregon as though it were a Magna Charta. May I recall again that the Survey recommendations were based on the assumption that the System was to be the University of Oregon -- no institutional presidents, no institutional individuality, no ambitions of individual completeness, no major school of Secretarial Science, et cetera. Who knows what the Survey Commission would have proposed if its report had been based on what is now Chancellor Hunter's conception of a Federation of Institutions. I think his conception is the only sound, workable one. But it includes three complete Colleges of Education, a complete State College and an incomplete University. Clearly the dream of the Survey Commission has not been translated into reality.
"There are those who recoil from the University's request for science because it involves duplication. Of course it involves duplication. So do scores of other courses and degrees in this System, some of them quite properly so. Let this be a guiding principle -- whenever the duplication of courses or degrees between institutions is in accord with sound academic tradition and the proper educational service of an institution, it shall be permitted. There can be no question raised against granting major work in science at the University under such a principle.

"There are those who raise the spectre of cost to the taxpayers. You know that I have maintained that all of the University science departments can be put on a major, degree granting basis for $10,000 a year. I can demonstrate this to any reasonable person. This is approximately one-fifth of one per cent of the total annual budget for higher education in this State. Hardly a staggering sum. But you also have had my assurance, which I repeat, that I will put the University science departments on a major basis only as fast as your funds will permit. This is a matter of principle, not of budget alone.

"The rest of my discussion I enter upon with full knowledge of the dangers involved because of the fact that I mention the bearing of the Chancellor's report on Oregon State College as well as on the University. But I can only ask that the adherents of the State College believe me when I say that I bear that institution only good will. It is a fine institution, and I would not take one thing from it. Never have I urged that the College be deprived of its School of Science, or of any other school which it now has. I would like nothing better than to be free to work with the authorities of Oregon State College to make it the best State College in the West and the University of Oregon the best State University in the West. To make Oregon State College outstanding in its field west of the Missouri would not require the addition of a single major school or department, though it would require, just as the University would require, more generous budgets. But to make the University of Oregon outstanding would most emphatically require the establishment of major science departments at Eugene. Here again we see the unique character of the science issue as it affects the University.

"The net result of the Chancellor's recommendation would be to nurture two state university ambitions and leave both crippled, incomplete and ineffective. The only educationally proper solution of this whole curricular problem is to recognize the fact that we should have one university at Eugene with a complete liberal arts foundation, including the sciences, and one state college at Corvallis with its existing professional school, recognizing that state colleges as a rule, in fact almost without exception, are not allowed to aspire to be universities. In comparison with other state colleges, Oregon
State College right now, without a single addition, has a complement of degree granting schools which is usual for state colleges. The addition of majors at the State College in such subjects as history, economics and English would immediately create the beginning of a second university supported by state funds and would be the most obvious possible violation of the basic principles of the State System of Higher Education. To partially promote the University as the university of the System and to an equal degree promote the State College as the university of the System would result in confusion and conflicting ambition and duplication without educational justification.

"What I would wish the State Board of Higher Education to do would be to take the following action --

1. Approve major, degree-granting undergraduate and graduate work in the six science fields that the University now has on a minor basis, beginning with the academic year 1942-43.

2. Grant to the School of Science and the present professional schools at Oregon State College every possible assistance to make them of top quality.

3. Assure the College authorities that the authorities of the University of Oregon would like nothing better than to join forces with them to make both institutions unequalled in their respective spheres.

4. Tell the people of Oregon that they are to have a complete University for the education of their sons and daughters."

Dean Gilfillan presented the following report:

"Oregon State College appears in this matter as supporter of the Board's established program and in opposition to certain proposals before the Board which it regards unsound. The State College is presenting no request before the Board. The proposals in the Chancellor's Report for adding to the curriculum of the College come unsolicited by the State College. The State College is not asking for anything. It is not planning to ask for anything in violation of the present Board policy of non-duplication of major work so long as the present policy and allocations are maintained by the Board.

"As the proposal in definite form did not reach the campus till last Thursday morning, time has not permitted the preparation of a complete analysis of the Chancellor's Report from the State College point of view. Such analysis, supported by adequate factual evidence, together with other pertinent material, will be filed for the Board through the Chancellor at an early date."
"The State College regards unsound the proposal to introduce duplications of major work for the following reasons.

1. The State College supports the present Board policy of non-duplication in major work based on legislative mandate and adopted on recommendation of educational experts.

"The unified program, based on the principle of non-duplication of major work, as provided by law, is designed to provide the best possible educational opportunities with the resources available for higher education in Oregon. Not only are the various majors grouped on the campus where they can be most effectively developed but also minors and supporting courses in non-major fields are provided on each campus.

"Oregon State College lost more than any other institution in the 1932 reorganization—its school of Mines abolished outright, though never even questioned by the Survey Commission, its major in Landscape Architecture and its School of Commerce given to the University. Reluctantly, therefore, but faithfully, the State College accepted the legally adopted State System of Higher Education. This being the case—since the Survey Commission emphasized the fact that in its reorganization the State was building not for the next year or the next five years but for the next 25, the next 100 years—the State College has the fixed conviction that the program should be allowed time to root itself and demonstrate its vitality before being dug up for further experimentation or transplanting.

"The Board has repeatedly expressed its confidence in the unified system. It has consistently maintained that 'the fundamental allocations of function are sound, educationally and economically, and should therefore be maintained.' It has adhered to the fundamental principle that upper-division and graduate curricula shall not be duplicated. It has followed a flexible policy of conserving certain institutional values when this could be done without involving duplication of major work; but in no instance has the Board authorized duplication of major curricula.

"In the Chancellor's Report, however, proposal is made that the policy of non-duplication of major work shall be abandoned in the case of six or more major fields. This would be setting aside a policy established in conformity to State law, on the recommendation of the Survey Commission, and after searching studies by the Board.

2. The present program provides maximum educational opportunity, under present Oregon conditions, in all major fields offered.

"The State System is designed to afford the best possible educational opportunity with present Oregon resources. Somewhere in the System an Oregon youth will find the particular curriculum
in which he has greatest interest. At Corvallis, Eugene, and Portland are a total of 18 different degree-granting major schools or divisions. (In this total the School of Education as differentiated at the University and the State College is counted as two schools.) All these 18 schools are non-duplicating at the upper-division and graduate level. With the exception of the Medical School the various schools—9 at the University and 8 at the State College—are grouped so as to provide on a single campus those schools, both liberal and professional, deemed by the Survey Commission to be most closely related to one another.

"Along with these opportunities for major work and degrees there is provided at the University and the State College a wide range of lower-division offerings in all the arts and sciences. According to the Survey Report, 'It is the purpose of lower-division work to provide the broad general education needed by men and women without respect to the careers that they will follow and to provide service courses needed in the many professional curricula.' (The Board, as noted by the Chancellor, has made further provision for service work by authorizing a limited number of upper-division service courses on each of the two campuses.)

"In the judgment of the Survey Commission, subsequently concurred in by the Board, the System as organized is educationally and economically sound. A student majoring in social science, for example, must attend the University and a student majoring in science must attend the State College, but each finds on the campus adequate service work in the opposite field. If, however, the present provision of service work in non-major fields on either campus should be found inadequate to meet the needs of students majoring in the allocated fields on that campus, the deficiency may be corrected without violating the fundamental principle of non-duplication of major work.

3. **The reasons given in the Chancellor's Report to justify the proposed duplications are regarded by the State College as invalid.**

"The proposed duplications of major work are given justification, in the Chancellor's Report, by a comparison of the University with other state universities and of the State College with other separate land-grant institutions. Such comparisons can afford no reliable basis for evaluating institutions in the Oregon State System of Higher Education for the reason that in most other states the state universities and land-grant institutions are largely uncoordinated, while in Oregon the two institutions, by Board definition, are 'elements in an articulated system, parts of an integrated whole' (see page 8 of all catalogs). Under the State System the two institutions are not expected to conform to the patterns of traditional state universities and land-grant colleges as these exist in populous and wealthier states.
"The so-called 'deficiencies' referred to in the Chancellor's Report in the curricula of the University and the State College are in fact evidence, not of weakness as claimed in the report, but of strength in the Oregon System. The findings apparently showed that the two Oregon institutions are comparatively strong in precisely those fields in which under the Oregon unified plan they are supposed to be strong—namely, the fields respectively allocated as majors. The University is relatively strong in arts and letters and social science; the State College is relatively strong in science. Similarly the two institutions are each relatively less developed than the traditional institutions in their non-major fields, though the offerings are nevertheless adequate to meet real student needs or, as already stated, can be made adequate without abandoning the policy of non-duplication of major work. In other words, the unified System, devised by the Survey Commission in furtherance of the 1929 State law and adopted by the Board, works as planned.

4. Funds required for the proposed duplications, if available, are already desperately needed to maintain and strengthen non-duplicated work now established.

"Since the proposed majors, according to the Chancellor's Report, would have to be financed within 'current budget levels' of the institutions, it would be impossible for either institution to introduce the proposed majors without taking funds already assigned to existing work, unless the institution now has a larger budget allowance than its work warrants. As far as Oregon State College is concerned, its present budget allowance is inadequate for its existing work.

"It would seem superfluous to attempt to enumerate the many requests for highly desirable developments within the System which the Board, because of inadequate funds, has been forced to disapprove. The Chancellor's Report cites the budget decrease of $216,000 recently suffered by the System. Reduced income resulting from decreased enrollments has now necessitated a further budget reduction of $25,000.

"Concrete instances of needs denied because of inadequate budget allowance exist by the score on the State College campus. The five-year equipment needs of the School of Engineering determined in August 1937 in connection with a study by Mr. Sammons, chairman of the Finance Committee of the State Board, were set at $101,440; after four of the five years have passed only $28,900, or approximately one-third of the amount set for the five-year period, has been authorised. Lack of equipment has unduly delayed the accreditation of the Department of Chemical Engineering. Every engineering department has serious equipment needs. A new building for Electrical Engineering, cost estimated at $175,000, though placed first on the preferred list in 1930, is still unprovided. The immediate unmet needs of the School of Engineering aggregate $304,600."
"The equipment situation of the School of Science is even more serious. Microscopes and other essential apparatus are inadequate. Every department faces 'penny pinching' and grave deficiencies. One department with a 24% enrollment increase has no laboratory for its advanced courses. Irreplaceable scientific collections await safe housing. A $500,000 Biology Building is imperatively needed. Volumes in the science library total only 26,000; to bring the total to what it should be--100,000 volumes, would cost another $500,000.

"All over the campus inadequacies in faculty salaries, which cannot be corrected within present budgets, present a constant problem in retaining staff members and maintaining morale, especially during the demands of the defense emergency and when the purchasing value of the dollar is dropping as at present at the rate of 1% each month.

"These are but illustrations of unmet needs that exist on the State College campus.

5. The State College is convinced that abandoning the non-duplication principle would lead to numberless additional duplications and the destruction of the unified system.

"Establishment of duplicating science majors at the University and of duplicating arts and letters and social science majors at the State College would destroy the essential structure of the unified system. Concentration of non-duplicated science majors at the State College and concentration of non-duplicated arts and letters and social science majors at the University were two of the six 'fundamental' Survey recommendations. The concentration of science majors on one campus is authoritatively credited with effecting the greatest single saving of any curricular adjustment, aggregating $55,000 a year or $550,000 for a ten-year period.

"The Board has declared that 'Unity is in the whole System, not in the individual organ.' If individual institutions were to be made more complete by major duplications, the way would at once be opened for numberless curricular adjustments and expansions. Not only would further major duplications, not yet voiced, be proposed for the University, but the just claims of the State College for a more liberal and complete curriculum as a landgrant institution would also be urged by the friends of this institution.

6. The emergency conditions demand increased economy and efficiency--not backward steps.

"The situation of higher education is serious. Costs are rising. Demands for services are increasing. Staff members are being called into defense operations. Materials and supplies are being rationed. Staffs and laboratories must
cooperate in defense efforts. Students must be simultaneously prepared for the defense emergency and for a coming emergency of reconstruction. Greater economy and greater efficiency are alike demanded. The proposals to duplicate major curricula are especially untimely. Instead of backward steps toward increased duplication, the State College holds that the State System, without disruption of institutional autonomy, should take further forward steps toward increased unity."

It was moved by Mr. Smith and seconded by Dr. Kleinsorge that the recommendations of the Chancellor be approved. The president called for a vote by acclamation and the motion was declared lost. Upon motion by Mr. Smith and second by Dr. Kleinsorge, the Board voted to make unanimous its disapproval of the Chancellor's recommendations.

Mr. Brand, Chairman of the Curricula Committee, presented the following report:

"The Curricula Committee of the Board met on October 26 with all members present to consider the request of the University of Oregon for authority to offer undergraduate and graduate work in pure science at the University of Oregon.

"The Curricula Committee is the segment of the Board designated to study the curricular needs of all the institutions of the System, to study requests from the institutions for curricular additions or modifications, to pass on catalog announcements, etc. Its earnest endeavor is to back up each institution in its purpose to do its own particular part of the one great job of the State System of Higher Education.

"The Curricula Committee will give earnest and sympathetic study to any and all requests that come to it from any of our institutions, always giving great weight to the views of the educators who are administering the institution concerned.

"The firm conviction of the Curricula Committee and its definite policy is to take up each request for curricular changes by itself, study it from all angles—the need of the students, its appropriateness to the institution requesting it, its place in the Unified System of Higher Education, its feasibility from the financial point of view,—and then to decide it on its merits and report its decision to the Board which has the final authority.

"The Committee is absolutely opposed to making curricular assignments to any institution on the basis of trades. Every request must come to the Committee prepared to stand on its own merits and not as a bargain with another institution, appeasement or a buying off of opposition. The Committee pledges itself with absolute impartiality to make its decisions on the basis of educational right and wrong. Its task is not to make decisions that are popular but decisions that are right."
"There are no requests from the College before the Curricula Committee at this time.

"The request of the University of Oregon to be allowed to give upper division work in the departments of mathematics, chemistry, physics, zoology, geology and botany, as all other universities do, has been before the Committee and the Board for a long time. It accepts its share of the blame for letting this matter drag on as long as it has. The Committee does not deem it wise to go into the arguments on the matter in this report. We are all familiar with them. It believes that the request of the University is reasonable and that its granting will strengthen the Oregon State System of Higher Education. It knows of no sound reason for denying the request. There has been no thought of taking anything away from any other institution, and no thought of creating a School of Science at the University, the plan being rather to merge this work with the School of Liberal Arts. And we have the pledge of the University that it will not move faster in the development of this work than the budget will allow. It asks for no appropriation, and agrees not to hound the Board for unreasonable budget concessions.

"After all, the University of Oregon is the only university of approved collegiate rank in the United States that cannot graduate students in mathematics, chemistry, physics, zoology, geology and botany. It is a humiliating thought and a condition which for the sake of the young people of the State of Oregon must be remedied.

"In view of these considerations the Committee's recommendation is:

"That beginning with the academic year 1942-43 the University of Oregon be authorized to offer major instruction leading to undergraduate and graduate degrees in the departments of mathematics, chemistry, physics, geology, botany and zoology.

"If and when the State College or the Colleges of Education present requests to the Curricula Committee for curricular expansion or changes, the Committee pledges its most earnest effort to arrive at a decision that is educationally sound and free from the taint of appeasement or trading.

(Signed) Charles A. Brand
R. C. Groesbeck
Robert W. Ruhl

Mr. Sammons raised the question as to whether or not voting on this issue would constitute a violation of the Board's by-laws which provide that matters of major policy cannot be voted upon at the same meeting at which they are introduced. Mr. Marks ruled that inasmuch as this matter had been before the Board on numerous occasions, there would be no violation of the regulations.
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Upon motion by Mr. Brand and second by Mr. Groesbeck, the Board voted to adopt the report of the Curricula Committee, by the following vote:

Ayes:  Mr. Brand            Mr. Ruhl
       Mr. Groesbeck           Mr. Sammons
       Mr. Kleinsorge         Mr. Smith

Nays:  Mrs. Sackett         Mr. Marks

In explaining her vote, Mrs. Sackett made the following statement:

"Mr. President, may I explain my vote very briefly? I recall very vividly that the present unified system was evolved to meet a condition which had become intolerable to the people of Oregon. I believe it is no exaggeration to say that condition was actually threatening the lives of the educational institutions of the state. I do not maintain that the existing structure represents a counsel of academic perfection. I am fully aware that it has entailed painful sacrifice on the part of both the College and the University, but I do believe that under the existing structure the institutions of higher learning in Oregon have enjoyed nine of the most profitable and fruitful years in their history as reflected in public confidence, financial support, healthy enrollment and educational service. Far from diminishing, I believe the prestige of both institutions has been substantially enhanced during this period and I am not yet prepared to admit that the unified system as a curricular entity is dead, nor am I prepared to admit that the effort to establish it made by mandate of law was an abortive gesture. My objection to the proposal of the Curricula Committee is not academic. As a warm friend and advocate of the liberal arts and humanities, I recognize the validity of the University's position from the standpoint of institutional benefit. I sincerely believe, however, that the hazards it implies of renewing the costly practice of duplication, of reviving the ancient and disastrous spirit of rivalry and competition more than offset the advantages to be obtained and I therefore vote no."

Mr. Sammons made the following explanation of his vote:

"I should like to make a brief comment. I suggested yesterday that we employ an outside organization to re-survey the needs of higher education in Oregon, but that proposal got nowhere and inasmuch as we have only this morning by another action changed the curricular activities and attitudes of the Board with respect to the
Southern Oregon College of Education, I feel compelled
to vote aye for this Curricula Committee report."

Mr. Marks made the following explanation of his vote:

"For the same reasons so splendidly stated by Mrs.
Sackett and bearing in mind my impression of the
desires of the people of the state, inasmuch as I was
a member of the State Senate when this State System
was created, I vote no."

Upon motion by Mrs. Sackett and second by Mr. Brand,
the Board voted to make unanimous the vote by which
the report of the Curricula Committee was adopted.

Chancellor Hunter made the following statement:

"I would like to make a statement on the vote just
taken. I wish to reaffirm my loyalty to the prin-
ciples of the State System of Higher Education and
to the directive policy of the Board. That having
been declared, it is the purpose of my office to
carry out en toto, in letter and in spirit, what the
Board has decided to do. It did not agree with my
views. I thought I had a way. The Board thought
differently, and the Board is the supreme authority as
I reiterate in my report."

The Chancellor asked the Chairman of the Curricula
Committee what provisions were contained in his
report for budgeting work in science at the University.
Mr. Brand stated that there was no request for funds
from the University and that consideration would be
given to the matter in the 1942-43 budget.

President Erb made the following statement:

"May I interrupt and tell the members of the State
Board of Higher Education, as they no doubt realize,
that the action of the Board makes me extremely
happy and I think that the Board has taken an action
which has really high, constructive, educational merit.
I want to thank all of you for the sincere considera-
tion that you have given to this matter and I assure
Mrs. Sackett and Mr. Marks that I fully appreciate
the sincerity of their voting as they did. I assure
Dr. Gilfillan and the authorities of the State Col-
lege that the University will work with him and with
the College for the best interests of higher educa-
tion."
Dean Gilfillan made the following statement:

"Mr. Marks, I scarcely feel prepared to speak for the State College, for the State College does not yet know that this was to come before the Board. Personally, I wish to congratulate Dr. Erb on the consummation of the goal he has been working toward so conscientiously and so straightforwardly. We appreciate his feeling. I still believe that this is not to the best advantage of the State of Oregon. Perhaps I stand alone in that belief. I am not speaking for the State College."

The Board recessed for luncheon at 12 o'clock noon.

Immediately after the Board reconvened at 1:45 p.m., Acting President Gilfillan submitted the following remarks, explanatory and supplementary to his statement made just prior to adjournment:

"I appreciate the opportunity to make more clear the remarks I was making just before noon adjournment. It is not necessary to repeat my cordial congratulations to President Erb. Regarding the action of the Board in approving the recommendation of the Curricula Committee, I wish to mention three facts:

(1) The State College 1937-38 Brief on the University Request for Science Majors was withheld at that time because the Chancellor reported that the matter would not then be taken up for consideration and decision.

(2) On September 6, 1941, however, the State College asked the Chancellor to present the College Brief, since it appeared that the 'unsolved issues' might involve consideration of the University request.

(3) The Chancellor's report in pursuance of the June resolution, filed in complete form last Thursday, contained no recommendation on the University request but instead made a recommendation for specific majors at both institutions. The authorities of the State College prepared an official reply, which has been presented at this meeting of the Board. I wish to make clear that the State College, therefore, had no knowledge that a recommendation regarding the University request would be on the agenda of this meeting of the Board."
GIFTS

The Board officially accepted the following gifts and instructed the Secretary to make suitable acknowledgment to the respective donors:

**University**

Mrs. Carrie Sweetser

Gift of 337 wild flower paintings to the University Library from Mrs. Carrie K. Sweetser.

Law Volumes C.W. Prim

Gift of 340 Law volumes, valued at $450, to the Law Library from Mr. Charles W. Prim of Cincinnati.

**Medical School**

A.R. Watzek

Gift of $810 to the Medical School from Mr. A. R. Watzek of Portland for the purchase of physiotherapy equipment.

Doernbecher Guild

Gift of $500 to the Doernbecher Memorial Hospital from the Doernbecher Hospital Guild, for intravenous therapy.

**Eastern Oregon College of Education**

Edna Stadfeldt

Gift of a 5x9½' flag for the College auditorium from Mrs. Edna Stadfeldt of La Grande.

ELLEN PENNELL REQUEST

The Board approved the acceptance of the Ellen M. Pennell bequest, and the utilization of the proceeds, in accordance with the terms of the bequest, as follows:

Establishment of the Ellen M. Pennell Scholarship Fund, the net income to be used for the payment of tuition fees for students enrolled in the School of Architecture, such students to be selected by a majority vote of the faculty of that school.

Establishment of a permanent endowment fund of $500, the income to be used for the purchase of inspirational books for the University Library.

**BASIC SCI. COMMITTEE APPOINTMENT OF KUNZ**

The Board approved the appointment of Dr. Adolf Kunz, Head of the Chemistry Department at the University, to succeed Professor Stafford on the Basic Science Examining Committee.

**GENERAL EXTENSION DIVISION QUARTERLY**

The Board approved the establishment of a quarterly publication, to be known as the General Extension Journal, representing all its activities throughout the state, with the understanding that the cost of the publication, estimated at $300, is to be absorbed in the budget of the Division, and that the supervision of the general management, policy and finances will be in the hands of Dean Caldwell.
Continuance of this publication beyond the current year will be subject to review by the Board when the 1942-43 budgets are compiled.

The Board approved the renewal of the contract between the Union County School District No. 1 and the Board of Higher Education for the operation of the training school at La Grande. (A copy of this contract, as approved by the Attorney-General, is on file as an integral part of these minutes.)

In accordance with the practice in other states of making concessions to men in the military service who desire to take General Extension courses, the following recommendations of Dean Caldwell for revisions in the fee schedule, were approved to apply to men in service during the defense emergency period:

1. Correspondence Courses.
   a. That the $5 non-resident fee for each course be waived.
   b. That course fees be reduced, where supervision is given by military personnel, to $1.00 per credit hour, and that each one-half unit of entrance courses be reduced from $7.00 to $3.00.

2. Classes in Military Posts or Restricted to Military Enrollment.
   a. That where classes in military posts or restricted to military enrollment are organized under the General Extension Division, the cost be proportioned among the students on the basis of enrollment.
   b. That for extension courses taught by qualified instructors paid from federal or other outside funds, college credit be granted and the fee be reduced from $2.50 to $1.00 per credit hour.

3. Portland Extension Center and State-Wide Classes.
   That the fees for men in military service be reduced from $2.50 per credit hour to $1.00.

The Board approved the budgeting of $6,000 from the Dorothy Trowbridge Jackson estate, under whose will the Medical School was named residuary legatee, as follows:

Salaries, 3 part-time instructors - - - - - - $3,375
Wages, clerical and research assistants -- 925
Materials - - - - - - - - - - - - - - - - - 500
Equipment - - - - - - - - - - - - - - - - 1,200
$6,000

This budget was approved with the understanding that its continuance will be conditioned on an analysis to be submitted by the Medical School of all endowment funds and the actual or estimated income therefrom.
At its last meeting, the Building Committee gave consideration to a proposal by the University of Oregon Educational Activities Board to purchase the Anchorage and Chambers properties on Franklin Boulevard in Eugene. The Board approved the purchase of these properties by the Educational Activities Board at a price of $10,000 for the Anchorage property and $2,000 for the Chambers property, and authorized the proper officers of the Board to execute any necessary documents. Funds for these purchases will be provided entirely by the Educational Activities Board.

At the March, 1940 meeting, the Board approved the establishment of a $1,000 Kenneth A. J. Mackenzie Fellowship in the Medical School to be granted annually to the student entering the Medical School who made the outstanding record among the pre-medical students at the University. The Board approved the recommendation of Dean Dillehunt and President Erb that the fellowship be changed to five $200 scholarships to be awarded as follows:

One to the outstanding pre-medical student in his last year on the University of Oregon campus. If that student enters the Medical School and continues to maintain a high scholastic average, he would enjoy a renewal of his scholarship for each year in the Medical School. If such student does not maintain his scholastic record, the scholarship would be transferred in the second, third or fourth year to a student from the University who had demonstrated such ability.

At the request of the Harney County Land Use Committee, the Livestock Advisory Committee of the Squaw Butte Station, and the U. S. Grazing Service, an arrangement has been worked out to coordinate the Squaw Butte and Harney Branch Stations to better serve the range livestock operator and to conduct more effective research on range livestock problems. The proposal includes an arrangement whereby the Harney Station will become the base ranch of the Squaw Butte Livestock range research program, and the Squaw Butte 16,000-acre fenced area will serve as range land. The Harney Station will serve as home base ranch for wintering livestock. The Board voted to approve the cooperative program for these two stations, including the following personnel adjustments:

Appointment of Kenneth C. Ikeler as Superintendent of the Squaw Butte-Harney Cooperative Range and Livestock Station, effective November 1, 1941, at a salary of $3,520, yearly tenure, rank of professor, 12-months service. The salary will be paid $320 from state appropriations for Harney Station and $3,200 from the U. S. Grazing Service.
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Obil Shattuck
Change in Title

Discontinuance of the position of Superintendent of Harney Branch Station and Change in title for Obil Shattuck from Superintendent to Assistant Superintendent, Squaw-Butte Harney Cooperative Range and Livestock Station, effective November 1, without change in salary, rank or tenure.

R.H. Hutchison
Change in Title

Change in title for R. H. Hutchison from Assistant Superintendent, Harney Station, to Research Assistant, Squaw-Butte Harney Cooperative Range and Livestock Station, effective November 1, without change in salary, tenure or rank.

SUMMER SESSION BUDGETS 1942

In the past the Board has guaranteed the estimated income from student fees for the summer sessions, but has taken back into its funds any over-realization of fee income above the estimates. Under this plan the Board received balances during years 1937 through 1940 of $13,677.33. In 1941, however, summer session enrollments fell off sharply and Board funds were overdrawn $9,428 as a result of the Board's guarantee of the fee estimates. The net balance returned to Board funds during the five-year period was $4,249.33.

For the 1942 sessions, the Board voted to guarantee only the Board funds to the extent of $15,241, with the provision that the summer session directors are to adjust their budgets after enrollments are ascertained so that total expenditures from Board funds will not exceed $15,241. Student fee income is to be estimated at five per cent below the 1941 collections with no guarantee of this amount from the Board.

As approved, therefore, the total summer session budgets for 1942 will be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Estimated Board Funds</th>
<th>Estimated Student Fee Income</th>
<th>Total Estimated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corvallis Sessions</td>
<td>$5,563.00</td>
<td>$22,025.00</td>
<td>$27,588.00</td>
</tr>
<tr>
<td>Eugene Sessions</td>
<td>$4,633.00</td>
<td>20,910.00</td>
<td>25,543.00</td>
</tr>
<tr>
<td>Portland Session</td>
<td>$3,324.00</td>
<td>14,997.00</td>
<td>18,321.00</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>721.00</td>
<td>615.00</td>
<td>1,336.00</td>
</tr>
<tr>
<td>Colleges of Education</td>
<td>1,000.00</td>
<td></td>
<td>1,000.00</td>
</tr>
<tr>
<td>Total Estimated Budget</td>
<td>$15,241.00</td>
<td>$58,547.00</td>
<td>$73,788.00</td>
</tr>
</tbody>
</table>

It is understood that the details of the operating budgets are to be submitted to the Chancellor for his approval preceding the preparation of the regular operating budgets for year 1942-43. It is also understood that the Chancellor may add to the above budgets any federal funds which become available and also special self-sustaining summer session projects such as the Housemothers Conference, etc.
The Board approved the following personnel adjustments at the University of Oregon:

**D.E. Thompson Resignation**
Resignation of David E. Thompson, instructor in Landscape Architecture, effective October 1, and the appointment of George Jette as instructor in Landscape Architecture, effective October 1, yearly tenure, 10-months service, at a salary of $2,000, which is an increase of $100 over the budgeted salary. Addition required in 1941-42, $75.

**Rysselberghe Appointment**
Appointment of Dr. Pierre J. Van Rysselberghe as Assistant Professor of Chemistry, one-year tenure, 10-months service, at a salary of $3,000, effective October 1. Funds for this appointment are provided within the budget.

**D.S. Dedrick Appointment**
Appointment of Dr. Dallas Smith Dedrick as Assistant Professor of Chemistry, one-year tenure, 10-months service, at a salary of $2,400. Salary savings of $750 resulting from the death of Professor Stafford and the above adjustments in the Chemistry Department will revert to the Board's unappropriated funds.

**C.E. Spencer Continuation Of Leave**
Continuation of leave of absence without pay for Carlton E. Spencer, Professor of Law, from October 1, 1941 to September 30, 1942, for military service, and the appointment of Elvin E. Overton as Visiting Professor of Law, from October 1, 1941 to September 30, 1942, one-year tenure, 10-months basis, at a salary rate of $3,900. Savings of $67.50 resulting from this adjustment to be transferred to the requisition budget of the School of Law to help defray the cost of mimeographing court decisions of Dean Morse.

**James Stovall Change in Time and Salary**
Change in term of service for James Stovall, instructor in Geography and Coordinator of Civilian Pilot Training, from 10 to 12-months basis, effective October 1, 1941, and a salary adjustment from $1,800 to $3,000, for the duration of the Civilian Pilot Training Program. Funds for the adjustment will come from Civilian Pilot Training funds. This adjustment results in a net saving of $150 to the Geography Department, to be transferred to wages to provide substitute assistance.

**J. Smith Transfer and Salary Increase**
Transfer one-tenth time of Jessie Smith, assistant secretary of the Board and secretary to the Chancellor, to the School of Business Administration to teach one class in stenography, and a temporary salary increase from $2,100 to $2,200 during 1941-42. The School of Business Administration will contribute $250 for this service and the net effect will be a reduction of $150 in the salary budgets of the Chancellor's and Board's Offices to be transferred to the wage budget to employ substitute assistance.
Resignation of Halfred Young, Professor of Voice, effective October 17, 1941, to accept a business opportunity. Arrangements have been made to care for Professor Young's teaching load within the School. No change in budget, since Professor Young was paid from private lesson fees.

Leave of absence without salary for Herman Kehrli, Director of the Bureau of Municipal Research and Service, for one year, effective December 1, 1941, and the utilization of the unused salary of $3,600 during this period as follows:

Appointment of Harold Wyatt, Assistant Director of the Bureau of Municipal Research and Service in charge of the Portland Branch, as Acting Director of the Bureau of Municipal Research and Service, and a salary increase from $2,400 to $2,700, to be budgeted $1,800 to the Portland Branch and $900 to the Bureau at Eugene.

Salary increase for Orval H. Etter, Research Assistant in the Bureau, from $1,600 to $1,800, effective December 1.

Reservation of the remaining $2,500 in the budget to provide additional assistance during Mr. Kehrli's absence. Recommendations for an appointment will be made at a later time.

The Board approved the following personnel adjustments at the State College:

At the September meeting of the Board, action was taken regarding a reorganization of the Executive Office at the State College resulting from the resignation of President Ballard, the temporary sick leave for Mr. Jensen, and the appointment of Dean Gilfillan as Acting President. The details of the reorganization have now been worked out as follows:

T. P. Cramer, Business Manager and Assistant Comptroller, is to serve as Acting Executive Secretary, effective September 10, 1941, with an increase in salary from $4,000 to $4,500, during the period of his service in this capacity. Ten per cent of his salary is to be budgeted to the Comptroller's Office, 30 per cent to the State College Business Office, and 60 per cent to the President's Office.

Salary increase on a recurring basis for E. B. Lemon, Registrar, from $4,800 to $5,000, effective September 10, 1941, indefinite tenure, 12-months basis, for additional responsibilities in connection with the administrative reorganization.
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G.V. Copson  
Acting Dean of Science  
Designation of Professor G. V. Copson as Acting Associate Dean of Science, effective September 10, 1941, and a salary increase from $4,500 to $4,600 during his service in this capacity.

G. Samson  
Salary Increase  
Salary increase for Miss Georgena Samson, secretary of the School of Science, from $1,300 to $1,450, on a recurring basis, effective September 10, 1941, for additional responsibilities assumed under the administrative reorganization.

E. Stevenson  
Transfer  
Transfer of one-half time of Dr. Elmo Stevenson, Professor of Science Education, to the School of Science to care for student personnel work, effective September 10, 1941. No change in salary.

P.L. Ballard  
Appointment of F. L. Ballard as Agricultural Publications Editor and Professor of Extension Methods, effective September 10, 1941, at an annual salary of $4,000, indefinite tenure, 12-months basis, his salary to be allocated $700 to Extension, $3,000 to Research, and $300 to Resident Instruction. This also includes a requisition budget of $1,000 per year, or $810 for 1941-42, to be provided from restricted funds. The total budget for this project will aggregate $5,000 per year, or $4,034.34 in 1941-42. Of this amount, $2,417.67 will be provided in the present Extension budgets and $1,616.67 will be provided by savings from the reorganization of the President's Office, or $2,000 on an annual basis.

L.E. West  
Salary Increase  
Salary increase for Dr. L. E. West, Assistant Professor of Chemistry, from $2,300 to $2,400, 10-months basis, yearly tenure, effective October 1.

The above personnel adjustments will result in salary savings of $4,177.68 in the State College budget, to be applied as follows:

President's Office—Wages for stenographic assistance—$ 400.00
Materials and expense for payment of assessment to the Commission on College Problems in Relation to National Defense— 79.00

Chemistry Department—Materials and expense, for construction of an underground vault for chemical storage—1,425.00

Mathematics Department—Wages to care for increased enrollment— 401.80
Revert to Board's Unappropriated Fund (In case emergencies arise, the Chancellor's Office will give special consideration to recommendations from the Office of the Acting President) - - - - 1,871.88
- - - - 4,177.68

As a result of the transfer of 60 per cent of Mr. Cramer's time to the President's Office, his time as Assistant Comptroller is reduced from 50 per cent to 10 per cent. To care for the work in the Comptroller's Office, Comptroller Bork, with the approval of the Chancellor, recommends the following adjustments:

**P.A. Walgren**
Salary Increase

Mr. Paul A. Walgren, Chief Accountant, to assume temporarily the duties heretofore performed by Mr. Cramer in connection with the preparation of claims and Mr. Walgren's title to be changed to Acting Assistant Comptroller in Charge of Accounts with an increase in salary from $3,350 to $3,650, effective November 1, 1941.

Provision of $600 in the wage budget to employ a half-time junior accountant at the rate of $900 per year, effective November 1, 1941.

Provision in the equipment budget for purchase of a check-signing machine at a cost of $235 to save time of Mr. Cramer.

These adjustments will result in a saving of $217.92 in the 1941-42 budget of the Comptroller's Office to be transferred to the Board's unappropriated fund.

**L.G. Strawn**
Salary Increase

Salary increase for Loren G. Strawn, Reference Assistant in the Library, from $1,500 to $1,800, effective October 1, 12-months basis, yearly tenure. Budget addition required in 1941-42, $225.

**D.D. Hughes**
Salary Increase

Salary increase for D. D. Hughes, Assistant Professor of Mechanical Engineering, from $2,200 to $2,400, effective October 1, and change in tenure from yearly to indefinite, 10-months basis. Budget addition required in 1941-42, $150.

**E.W. Dickinson**
Salary Increase

Salary increase for Dr. E. W. Dickinson, Associate Professor of Veterinary Medicine and Associate Veterinarian, from $3,600 to $4,000, effective October 1, and promotion in rank to Professor of Veterinary Medicine and Veterinarian in the Experiment Station. Budget addition required in 1941-42, $300, to come $200 from Research and $100 from Board's funds.
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October 28, 1941

R.M. McKennon
Resignation

Resignation of R. M. McKennon, County Agent in Malheur County, effective September 18, 1941, and the transfer of R. E. Brooke, County Agent in Grant County, as his successor at the salary budgeted for this position of $3,504, rank of associate professor, indefinite tenure, 12-months basis. No change in budget.

R. E. Brooke
Transfer

Transfer of M. E. Knickerbocker, Assistant County Agent in Umatilla County, to County Agent in Grant County, effective September 22, 1941, at a salary of $2,640, and promotion in rank from instructor to assistant professor, 12-months basis, yearly tenure. Salary savings in the above Extension adjustments of $2,371.50 to be transferred to the Director's Reserve for the appointment of a successor to Mr. Knickerbocker.

Knickerbocker
Transfer

H. H. White
Extension of Leave

Extension of leave of absence without pay for H. H. White, Associate Extension Economist, from July 1 to September 15, 1941, and the continuation of the appointment of H. F. Frindle, Junior Extension Specialist, from December 31 to April 30, 1942. Funds provided in the budget.

M. Winston
Salary Increase

Salary increase for Mrs. Mabel Winston, secretary in the Dean of Women's Office, and assistant in charge of women's employment, from $1,560 to $1,710, effective October 1, 12-months basis, yearly tenure. Budget addition required in 1941-42, $112.50.

F. A. Everest
Leave of Absence

Leave of absence without pay for one year for F. Alton Everest, Assistant Professor of Electrical Engineering, to do research work in the United States Naval Radio and Sound Laboratories, San Diego; and the temporary appointment of Hendrik Oorthuys as Instructor of Electrical Engineering, from October 1 to June 15, 1942, at a salary rate of $200 per month. Salary savings of $100 to be transferred to the equipment budget.

H. Oorthuys
Appointment

The Board approved the following personnel adjustments at the Eastern Oregon College of Education:

R. Moore
Promotion
Salary Increase

Promotion of Miss Ruth Moore, secretary to the President, to the position of Registrar and Director of Placement, rank of assistant professor, yearly tenure, 12-months basis, effective September 1, and an increase in salary from $1,800 to $2,400.

J. Riske
Resignation

Resignation of Mrs. Mary Whitelaw Riske, Director of the Women's Residence Hall, effective September 15, and the appointment of Miss Julia Johnson as Director of Dormitories and Counsellor for Women, effective September 16, rank of instructor, yearly tenure, 12-months basis, at a salary of $1,600 plus maintenance.

J. Johnson
Appointment
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October 28, 1941

L. Thompson
Appointment

Appointment of Miss Lucille Thompson as secretary to the president, effective September 1, 12-months basis, yearly tenure, at an annual salary of $1,200.

The net effect of these adjustments is a saving of $41.66 in 1941-42, to be transferred to wages for religious education work.

VOTE OF THANKS TO SCCE

The Board extended a vote of thanks to the faculty and administrative officials of the Southern Oregon College of Education and to the citizens of Ashland for the hospitality afforded the Board and its visiting officials on the occasion of the meeting on the College of Education campus.

ADJOURNMENT

The Board adjourned at 2:20 p.m.

WILLARD L. MARKS, President

CHARLES D. BYRNE, Secretary