A special meeting of the State Board of Higher Education was held at the Benson Hotel, Portland, Oregon, on January 8, 1952.

The meeting was called to order at 9:40 a.m. by the President of the Board, Edgar W. Smith, and on roll call the following answered present:

- Henry F. Cabell
- George F. Chambers
- Leif S. Finseth
- A. S. Grant
- Dr. R. E. Kleinsorge
- Cheryl S. MacNaughton
- Herman Oliver
- Frank J. Van Dyke

Edgar W. Smith

Absent: None.

There were also present: Dr. Charles D. Byrne, Chancellor;
President R. J. Maaske of Oregon College of Education;
President R. G. Langston of Eastern Oregon College of Education;
President E. N. Stevenson of Southern Oregon College of Education;
Dean J. F. Cramer of the General Extension Division; Dean William C. Jones of the University of Oregon; Mr. H. A. Bork, Comptroller;
Mr. Travis Cross, Director of Information; Mr. Viron A. Moore,
Assistant Director of the Extension Division; Dean Paul B. Jacobson of the University of Oregon; Mr. Lyle Nelson of the University of Oregon.

Dr. Maaske reviewed briefly the proposal of the presidents of the three colleges of education, presented at the December meeting, for instituting a program of graduate work in elementary teacher training leading to a master of science degree in elementary education. Dr. Maaske also presented specific observations on certain questions raised by the University of Oregon, and summed up the position of the colleges of education, stating that if the program were approved, it would provide a stimulating professional challenge to the faculties, it would strengthen the whole undergraduate program, build a fifth year training program on the present undergraduate training, make possible the fullest utilization of facilities already established, enhance the prestige of the colleges and enable them to attract more students, and provide a stimulating program to aid elementary teachers to become better trained people.

Dean Jones, representing President Newburn who is on his way to Europe, restated the position of the University which is opposed to the program; that a graduate program if well done is very expensive and one that would meet the standards maintained in the state system would require an increased appropriation; that the proposed program would not solve the problem of teacher training in this state; that the candidate for an advanced degree should have the full facilities of a large university available to him; that the University could develop a more desirable master's degree program.
Dean Jacobson added that there are a number of problems of teacher education in the state of which the current proposal is not the most important but is a decade away, and the problem of shortages is urgent.

Dean Cramer, observing that the Extension Division is perfectly neutral since its function is to operate through all the institutions, stated that it is his personal opinion that there is a need for such a program, pointed out that salary schedules base rates of pay on whether or not the teacher has a master's degree; pointed out that at present, in this state, an elementary teacher may get the advanced degree in administration or in a particular field but not in the general subject of elementary education; and distinguished between the traditional master's degree including research and a thesis, and this type of fifth year work which is simply a professional course.

Chancellor Byrne pointed out the main issues before the Board as follows:

1. The first question is to determine whether there is a need for a well-patterned year's program of graduate work for elementary teachers. With approximately 4,000 elementary teachers holding bachelor's degrees and with salary schedules and promotion stimulating graduate work for these degree holders, the evidence points to a long overdue fifth year program for elementary teachers in the state. The fact that there is no legal or certification requirement for graduate work for elementary teachers is not pertinent to the problem.

2. Granted the need, where should graduate work for elementary teachers be given? The Board, in its original curricular allocation, designated the three colleges of education as the exclusive training centers for elementary teachers. That allocation has never been changed and has been reaffirmed on a number of occasions. Popular misconceptions to the contrary, the Board has never allocated graduate work for elementary teachers to any other institution; and there is not now offered in the state system, a well planned, integrated graduate program for elementary teachers.

3. The questions of facilities, staff and costs have been raised. There can be no question of facilities at the colleges of education; there is an abundance; they should be utilized. The question of cost is an elusive and inconclusive one. Since a fifth year program for elementary teachers must necessarily be given in the summer session because teachers must stay on their jobs, the cost factor in summer sessions is not too significant. Summer sessions are largely self-supporting.

To summarize: First, the Board has designated these three institutions as the centers for elementary teacher education. Second, Board policy has been to make them attractive in offerings and facilities. As long as allocations are what
they are, they should be given every opportunity to assert and exert leadership in their allotted field and serve their respective territories. Third, the program proposed is essentially a summer program, not a new graduate school, enabling a teacher to attain her goal of a master's degree in summer and in a few evening or Saturday courses over a period of years. Fourth, you are not writing an irrevocable constitution. The college of education presidents are entitled to a "yes" or a "no" on the program they believe in, on which they have labored so assiduously, and which has been recommended by a majority of the Curriculum Committee.

In the general discussion which followed, several Board members expressed the opinion that the program was desirable because it provided for elementary teachers an opportunity to become better trained, gave them an opportunity for promotion and better pay, and provided advanced work for elementary teachers who are not interested in supervisory or administrative work. It was made clear that acceptance of this program would not in any way prejudice the Board if it should authorize a survey the results of which did not favor continuation of the proposed program; and that the program is definitely a summer session program, with some evening and Saturday morning classes if the demand warrants these; that the program is not to be confused with the problem of training greater numbers of teachers and is not directed at that problem.

Mrs. MacNaughton, opposing the adoption of the program, felt that the proposal did not get at the core of the teacher training program, that the more urgent problem is that of teacher shortages. She stated that she objected to piece-meal treatment and felt the whole problem should be considered before this step was taken. She felt also that a fifth year of the same type of work at the colleges of education was not desirable.

President Smith then requested the reading of the following recommendations submitted by the presidents of the colleges of education and included in the original report of the Curriculum Committee:

1. That the curriculum program and individual courses listed below be approved for the colleges of education, with the following stipulations and understandings:

a. That the program be inaugurated gradually, with not to exceed about seven courses or 21 hours of work to be offered in the summer session at the colleges of education in 1952, and approximately four or five additional courses in the summer session of 1953, with the understanding that thereafter the number of additional courses offered during each succeeding summer session be determined by the enrollments and subject to the approval of the Chancellor in connection with summer session budgets at each institution,

b. That an offering of only a limited few courses would be made available during the regular year, primarily to serve the needs of graduate students in the geographical area
served by each college, in Saturday or evening classes, with possibly a limited offering in the Portland Extension Center.

2. That, in accordance with general Board policy for summer sessions, the program be approximately self-supporting through income from fees during the first year and generally so during succeeding summer sessions.

3. That, in connection with the regular submission of institutional course changes at the January Board meeting, the colleges of education submit a final list of:
   a. Present undergraduate courses to be dropped as a result of the new graduate courses;
   b. Present courses which will be scheduled for both undergraduate and graduate purposes;
   c. Course numbers and final course descriptions for the new graduate courses listed below, subject to the prior approval of the Chancellor.

4. That, at each college of education, appropriate steps be taken to assure a careful study of the content and academic standards of the various courses to be offered, especially those scheduled for the 1952 summer session; and that appropriately uniform organization and regulations for the administration of the master's degree program on each campus be formulated and submitted for approval to the Chancellor.

Following is a list of the graduate courses, arranged in four categories:

PROFESSIONAL EDUCATION CORE

Ed___. Methods of Research and Writing. 3 hours.

Study and evaluation of the methods, techniques and tools of research. Critical analysis of sample research studies and development of criteria and methods for conducting research. Techniques of reading research and writing reports and articles for professional journals.

Ed___. Evaluation of Classroom Instruction. 3 hours.

Emphasis upon application of criteria for self-evaluation by individual teachers, as well as evaluation by supervisors and administrators. Observation in laboratory school of effective teaching. Analysis of research relating to teaching methods, group dynamics, and the evaluation of individual teaching.
Ed ___ Principles and Practices in Curriculum Construction. 3 hours.
Implications of basic social, philosophical, and psychological factors for curriculum planning and organization at both the elementary and secondary level, including practical emphasis upon specific techniques in curriculum making for the teacher.

Ed ___ Public and Professional Relations. 3 hours.
A consideration of the professional responsibilities and ethics of teachers as related to the lay public, related social agencies and to the education profession. Procedures in group dynamics, public relations, advisory councils, working with parents and parent groups. Emphasis upon means for achieving the professionalization of teaching.

Psy ___ Research Studies in Child Development. 3 hours.
Study of current research studies and experimental programs concerned with the physical, emotional, intellectual and social development of children. Individual studies by students, case studies, and model experimental projects with children will supplement library research.

Psy ___ Psychology of Learning. 3 hours.
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underlying each theory will be studied and applied to modern educational practices. Includes learning at all ages including adults.

Note: These 18 hours above will be required.

GENERAL EDUCATION CORE

SSc ___ Contemporary Developments in the Social Sciences I. 3 hours.
Consideration of main developments, trends, and thinking of leaders in the various social science areas. Study of processes through which logical conclusions concerning problems of society can be formulated. Readings from selected articles and books highlighting current thinking.

Eng ___ Contemporary Developments in the Humanities I. 3 hours.
Emphasis upon the search for values in the modern world as reflected in forces shaping contemporary literary philosophies, trends in current writing, and developments in language study, with implications for elementary school personnel. Readings from contemporary leading
writers and thinkers.

**Sc**

Contemporary Developments in Science and Mathematics I. 3 hours.

Emphasis upon acquainting the student with contemporary achievements in the sciences and their appraisal in terms of the true aims of science and their effect upon society. Attention to developing an understanding of the importance of science and number concepts in their functional application to living.

**Note:** These nine hours above will be required.

**ELECTIVES**

**Ed**

Methods and Research Materials in (a) art, (b) music, (c) social science, (d) science, (e) language arts, (f) reading, (g) physical and health education, (h) arithmetic, (i) kindergarten.

**Note:** Limit of nine hours selected from these fields.

**Ed**

Special Individual Studies (Reading and Conference). Maximum of 6 hours.

Designed for individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

**Ed**

Supervision of the Elementary School. 3 hours.

Practical study of principles and desirable practices in the supervision of elementary schools, with special reference to the role, duties, and problems of supervisors, including specific techniques for the evaluation and improvement of teaching-learning situations.

**Ed**

Administration of the Elementary School. 3 hours.

Study of the principles and desirable practices in the administration of elementary schools, with special reference to organization for instruction, administering pupil personnel and special services, public relations, school buildings and equipment, guidance, and professional relations.

**Ed**

School Finance. 3 hours.

Emphasis upon the major problems of financing education, including principles in budget making, problems of school revenues, tax sources, and the unit costs of education.
A ___ Appreciative Aspects in Art. 3 hours.

Exploration of the historical development and current trends in various art forms, including crafts, architecture, sculpture and painting, with emphasis upon developing standards and criteria for the understanding and appreciation of art.

Mus ___ Appreciative Aspects in Music. 3 hours.

Exploration of the historical development and current trends in music, with emphasis upon developing standards and criteria for the understanding and appreciation of music.

Psy ___ Statistical Methods in Education and Psychology. 3 hours.

Elements of statistical methods including treating collective data, average facts and correlated facts, as applied to giving and scoring tests, finding costs, and similar purposes.

Ed ___ Social Foundations of Education. 3 hours.

Comprehensive survey of some of the major sociological, historical, philosophical and psychological factors underlying present day American education, with study of related problems of educational adjustments in modern society.

Ed ___ Intercultural Education. 3 hours.

Survey of the problems and materials related to the betterment of human relations. Special techniques in group management and integration of the rejected individual into group situations. Review of background materials needed by the teacher.

SSc ___ Contemporary Development in the Social Sciences II. 3 hours.
     (Continuation of I)

Eng ___ Contemporary Developments in the Humanities II. 3 hours.
     (Continuation of I)

Sc ___ Contemporary Developments in Science and Mathematics II. 3 hours.
     (Continuation of I)

THESIS: OR ADDITIONAL ELECTIVE COURSES

Ed ___ Thesis. 6 hours.
     or
     Additional elective courses. 6 hours.
Mrs. Raymond Graap and Mrs. Edith Green, two of several members of the general public attending the meeting, spoke briefly indicating interest in the betterment of elementary teacher training and concern that the adoption of this program might cloud the issues of the whole general problem of teacher training.

Mr. Grant then moved the adoption of the report of the Curriculum Committee and the recommendations therein contained, which was duly seconded. Eight members of the Board voted affirmatively; Mrs. MacNaughton voted "no."

Chancellor Byrne then made the following statement:

"For several years and on a number of occasions, this Board has had before it, proposals to modify or expand its program of teacher education. All of these have been directed at particular segments or phases of the program. For a long time, I have had the conviction that a thorough review should be made of the program as a whole.

"In order to clarify our own thinking and to correct some misunderstandings, it should be pointed out that some confusion exists between:

1. The problem of the current shortage of elementary teachers, and

2. A quality, long-time program of teacher preparation for the State.

"Shortages of trained personnel exist in many professional fields. If one were to judge by protestations made in some circles, you would conclude that it was only in the production of elementary teachers that colleges were falling short. In almost every profession staffers primarily by women, there are serious shortages and colleges are unable to attract, train and turn out sufficient replacements. I cite current deficiencies in nurses, stenographers, dietitians, home economists, social workers, women's physical education teachers and laboratory technicians. Among the chief causes of these shortages are the following:

1. The current small high school graduating classes which stem from the low birth rates of the depression period 1931 to 1937.

2. Attractive job opportunities in this period of high productivity for girls just out of high school.

3. The changed pattern of early marriage which takes the young women out of professional preparation or immediately following college graduation.

"There are equally serious current shortages of engineers, scientists, agriculturists, foresters, doctors, dentists, accountants and many other professional fields. The shortages
of trained men in these areas are primarily due to:

1. The current small high school graduating classes;

2. Industrial expansion due to a swollen preparedness program that invites, through high wages, young men to forego long years of professional training;

3. The armed service requirements now using over 3 million young men.

"And remember, these shortages in all the fields are not peculiar to Oregon—not even elementary teachers. They are national shortages and exist in every state.

"Would the shifting or duplicating of training centers in any of these fields be a cure—all as envisioned by some people? No! Duplicating the engineering school of the State College in Portland or in any other location would not solve the problem of the critical shortage of engineers.

"The solution of these shortages in all these professional fields—in Oregon as well as elsewhere—will come only when the war babies, now in the elementary schools, finish high school from 1956 and later, graduate from college four years later and pour out as professionally trained men and women beginning probably about 1958. That this will occur is statistically shown by the following Oregon figures from the census:

<table>
<thead>
<tr>
<th>Category</th>
<th>1940</th>
<th>1950</th>
<th>Gain</th>
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<tbody>
<tr>
<td>Under 5 years old</td>
<td>76,000</td>
<td>164,000</td>
<td>115%</td>
</tr>
<tr>
<td>From 5 to 14-year olds</td>
<td>155,000</td>
<td>239,000</td>
<td>54%</td>
</tr>
</tbody>
</table>

"This 5 to 14 group will be reaching college by 1956 and coming out as professional workers from 1960 on.

"There are those well informed people who are seriously worried about the surpluses in professional fields they say will occur in the middle sixties, particularly if even a mild recession is occurring.

"I have dwelt on this situation to show you that we have little if any control over the problem. Slight palliatives might be applied in particular fields which in the main will be balanced by more critical situations in other areas.

"Let us not confuse, then, this shortage problem in elementary education which soon will occur at the secondary level and which is a part of a total shortage of college trained people in most professional fields throughout the country, with another problem vs. a quality, long-time program of teacher preparation for the State of Oregon."
"This latter problem is our problem, the problem of this Board and its institutions, and we have within our control the authority to do something about it.

"Being conscious for several years of this long-time problem and after deliberating on it intently for at least six months, I make the following recommendations:

1. That a thorough study be launched under the direction of the State Board of Higher Education of the entire teacher education program of the State System of Higher Education, the nature, scope and methods of the study to be recommended to the Board by the Chancellor after consultation with the executives of the several institutions.

2. That curricular adjustments approved today or hereafter shall be nonprejudicial to present allocations or to recommendations growing out of the study of the entire teacher education program of the State System.

3. That the following two courses now offered by the School of Education at the University of Oregon in summer session and Extension be approved as requested for the regular session to strengthen the program of graduate study for administrators and principals, now authorized for the University:

   Ed. 575  School Finance
   Ed. 576  School Buildings

4. That the following nine courses, 27 credit hours, be approved for the 1952 summer session only at the University of Oregon with the understanding that not more than five of them be offered and preferably only those that can be taught by regular staff members of the University; the approval of these courses constituting a recognition of the need to strengthen the allocated function of graduate work for administrators as expressed by Dean Jacobson in his letter of December 21: 'These courses are needed primarily for administrative officers and supervisors. Among administrative officers, we include administrative principals, elementary school principals, and superintendents of schools.'

   Ed. 531  Science in the Elementary Schools, 3 hours
   Ed. 535  Social Studies in the Elementary Schools, 3 hours
   Ed. 536  Language Arts in the Elementary Schools, 3 hours
   Ed. 537  Reading in the Elementary School, 3 hours
   Ed. 538  Mathematics in the Elementary School, 3 hours
   Music 533  Music in the Elementary School, 3 hours
   A.A. 532  Art in the Elementary School, 3 hours
   H.E. 450  Elementary School Health Education, 3 hours
   P.E. 460  Physical Education in the Elementary School, 3 hours."

The Board by unanimous vote adopted the above recommendations and authorized the Chancellor to proceed to put them into effect.

The meeting adjourned at 12:25 p.m.