STATE BOARD OF HIGHER EDUCATION
MINUTES OF MEETING HELD AT
COLLEGE CENTER, PORTLAND STATE COLLEGE, PORTLAND, OREGON

December 9-10, 1963

MEETING #321-1 A regular meeting of the State Board of Higher Education was held in the College Center Building, Portland State College, Portland, Oregon, on December 9-10, 1963.

ROLL CALL The meeting was called to order at 9:00 A.M. on Monday, December 9, 1963, by the President of the Board, Mr. Wm. E. Walsh, and on roll call the following answered present:

Mr. J. W. Forrester, Jr. Mr. John Merrifield
Mr. Allan Hart Ralph E. Purvine, M.D.
Mr. Chas. R. Holloway, Jr. Mr. John W. Snider
Mrs. Elizabeth H. Johnson Mr. Wm. E. Walsh
Mr. George H. Layman

Others Present: Chancellor R. E. Lieuallen, Secretary R. L. Collins; President A. S. Fleming of the University of Oregon, President J. H. Jensen of Oregon State University; President B. P. Millar of Portland State College; President L. W. Rice, Oregon College of Education; President E. N. Stevenson of Southern Oregon College; President F. B. Bennett of Eastern Oregon College; President W. D. Purvine of Oregon Technical Institute; Dean H. J. Noyes of the University of Oregon Dental School; Dean D. W. E. Baird of the University of Oregon Medical School; Dean M. Popovich, Dean of Administration, Oregon State University; Dr. W. C. Jones, Dean of Administration, University of Oregon; Dr. Brock Dixon, Dean of Administration, Portland State College; Dr. John Swarthout, Dean of Faculty, Portland State College; Mr. E. A. Stebbins, Dean of Administration, Oregon College of Education; Dr. E. C. McGill, Assistant to the President and Director of Academic Affairs, Southern Oregon College; Mr. W. A. Zimmerman, Assistant Dean for Business Affairs, University of Oregon Medical School; Dr. V. A. Moore, Assistant Dean, Division of Continuing Education; Dr. Jarold A. Kieffer, Assistant to the President and Associate Professor of Political Science, University of Oregon; Mr. J. O. Lindstrom, Director of Fiscal Affairs, University of Oregon; Mr. W. T. Lemman, Director of Business Affairs, Portland State College; Mr. John Sparks, Director of Business Affairs, Oregon College of Education; Mr. Ronald Chatham, Director of Planning, Oregon College of Education; Mr. D. E. Lewis, Assistant to the President and Business Manager, Southern Oregon College; Mr. John Miller, Administrative Assistant, Eastern Oregon College; Mr. C. M. Robertson, Business Manager, Oregon State University; Mr. E. G. Meuli, Business Manager, Eastern Oregon College; Mr. Eugene Bauer, Business Manager, University of Oregon Dental School; Mr. Joseph Adams, Assistant Dean for Institutional Relations, University of Oregon Medical School; Mr. J. Malcolm McMinn, Business Manager, Portland State College; Mr. Mark Howard, Director of Information, Portland State College; Dr. LeRoy Pierson, Director of Portland Continuation Center and Portland Summer Session, Portland State College; Dr. Ralph Steetle, Director of Divisional Relations, Division of Continuing Education; Mr. Lowell Anderson, Staff Architect, Portland State College; Dr. M. C. Romney, Vice Chancellor for Academic Affairs; Mr. H. A. Bork, Vice Chancellor for
Meeting #321-2

December 9-10, 1963

Business Affairs; Dr. J. W. Sherburne, Vice Chancellor for Continuing Education; Mr. D. R. Larson, Assistant Chancellor and Director of Public Services; Comptroller J. L. Watson; Mr. J. I. Hunderup, Director of Facilities Planning; Mrs. Wickes Beal, Assistant to the Chancellor; Mr. Guy Lutz, Research Associate, Office of Institutional Research; Mr. George Dietl, Assistant Director of Public Services; Mr. Wolf D. von Otterstedt, Special Assistant Attorney General; Mr. Allen McKenzie, Assistant to Vice Chancellor for Business Affairs; Mr. Denis Curry, Management Analyst, Department of Finance and Administration; Mr. Ray Field, Auditor, Division of Audits, Office of the Secretary of State; and Mr. Ken Niehans, Director of Public Affairs, University of Oregon Medical School.

The Board voted to dispense with the reading of the minutes of the last regular meeting held on October 28-29, 1963, and of the special meeting held on November 14, 1963, and approved them as printed in the docket.

MINUTES APPROVED

ITEMS RELATED TO BUILDINGS & OTHER PHYSICAL FACILITIES

At the request of President Wm. E. Walsh, Mr. J. W. Forrester, Jr., Chairman of the Building Committee, acted as chairman of the Board during the consideration of the following items related to Buildings and Other Physical Facilities:

Report of Inspection and Acceptance of Conversion of Psi Omega Buildings to Dormitory, UODS

On October 29, 1963, the Vice Chancellor for Business Affairs inspected and accepted the work of contractors for the remodeling of the former Psi Omega Fraternity Buildings at the University of Oregon Dental School for use as a dormitory for single male students. The revised construction budget, subject to final adjustment when the remaining costs for equipment purchases and for minor work to be undertaken by the institutional Physical Plant staff have been determined, is indicated below in comparison with the budgeted amounts approved by the Board July 9, 1963:

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget 10/29/63</th>
<th>Original Budget 7/9/63</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property acquisition</td>
<td>$34,500</td>
<td>$34,500</td>
<td>$ -</td>
</tr>
<tr>
<td>Direct Construction Costs - E. Carl Schiwee, Portland</td>
<td>22,373</td>
<td>21,665</td>
<td>708*</td>
</tr>
<tr>
<td>Architects' fees</td>
<td>2,237</td>
<td>2,167</td>
<td>70</td>
</tr>
<tr>
<td>Furnishings and equipment</td>
<td>5,330</td>
<td>5,501</td>
<td>(171)</td>
</tr>
<tr>
<td>Site survey and miscellaneous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Plant costs</td>
<td>1,560**</td>
<td>-</td>
<td>1,560</td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
<td>2,167</td>
<td>(2,167)</td>
</tr>
<tr>
<td>Totals</td>
<td>$66,000</td>
<td>$66,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

* Includes work incorporated within three approved change orders for modifications to door frames, window sills and frames, closet shelves, etc.

** Includes repair of roof flashings and hot-mopping of roof undertaken by the institutional Physical Plant staff.
Plans and specifications for the remodeling work were prepared by Architects Reese & Blachly of Portland. Funds for the project were provided from restricted fund balances available to the University of Oregon Dental School. As remodeled, the two buildings now provide sleeping, study and recreational facilities adequate to accommodate 31 students within a total gross area of approximately 6,500 square feet.

The Board confirmed the acceptance of the remodeling work.

On November 21, 1963, the Vice Chancellor for Business Affairs inspected and accepted the work of Johnston & Meloy, contractors for the conversion of the solariums between Poling, Cauthorn and Hawley Halls, dormitories at Oregon State University. The revised project costs are noted below in comparison with the original budget approved by the Board on April 23, 1963:

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget</th>
<th>Original Budget</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction - Johnston &amp; Meloy, Salem</td>
<td>$ 54,677</td>
<td>$ 53,920</td>
<td>$ 757</td>
</tr>
<tr>
<td>Architects and engineering fees</td>
<td>3,827</td>
<td>3,775</td>
<td>52</td>
</tr>
<tr>
<td>Movable Equipment and Miscellaneous Costs</td>
<td>2,896</td>
<td>2,500</td>
<td>396</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>4,005</td>
<td>(4,005)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$ 61,400</strong></td>
<td><strong>$ 64,200</strong></td>
<td><strong>($2,800)</strong></td>
</tr>
</tbody>
</table>

The project was financed from restricted fund balances and the savings of $2,800 will be available for other approved self-liquidating projects. Plans and specifications for the work were prepared by Architects Bear, McNeil, Schneider, Bloodworth & Hawes of Portland. Housing accommodations are provided for 32 students at an average investment per student of approximately $1,919. For the gross area of 5,504 square feet, the direct construction costs for the remodeling average $9.93 per square foot.

The Board confirmed the acceptance of the remodeling work.
On November 21, 1963, the Vice Chancellor for Business Affairs inspected and accepted, subject to the completion of a few minor items, the work of construction contractors for Dormitory No. 6 and Cafeteria at Oregon State University. The revised budget for the project is indicated below in comparison with the original budget approved by the Board on June 12, 1962:

<table>
<thead>
<tr>
<th>Project Costs</th>
<th>Revised Budget 11/21/63</th>
<th>Original Budget 6/12/62</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Work - Todd Building Company, Roseburg</td>
<td>$1,057,349</td>
<td>$1,048,473</td>
<td>$8,876(1)</td>
</tr>
<tr>
<td>Mechanical Work - C. J. Hansen Company, Salem</td>
<td>344,203</td>
<td>338,000</td>
<td>$6,203(2)</td>
</tr>
<tr>
<td>Built-in Furniture Work - Educators Manufacturing Company, Tacoma</td>
<td>93,590</td>
<td>89,161</td>
<td>$4,429(4)</td>
</tr>
<tr>
<td>Kitchen Equipment Work - Atlas Sheet Metal Company, Portland</td>
<td>90,270</td>
<td>87,495</td>
<td>$2,775(5)</td>
</tr>
<tr>
<td>Total Direct Construction Costs</td>
<td>$1,684,807</td>
<td>$1,657,729</td>
<td>$27,078</td>
</tr>
<tr>
<td>Architects' and Engineering Fees</td>
<td>97,122</td>
<td>91,195</td>
<td>$5,927</td>
</tr>
<tr>
<td>Construction Supervision</td>
<td>8,584</td>
<td>9,000</td>
<td>(416)</td>
</tr>
<tr>
<td>Utility Connections, Landscaping, and Miscellaneous Costs</td>
<td>114,327</td>
<td>122,030</td>
<td>(7,703)</td>
</tr>
<tr>
<td>Furnishings and Equipment</td>
<td>150,160</td>
<td>147,160</td>
<td>$3,000</td>
</tr>
<tr>
<td>Contingencies</td>
<td>82,886</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Project Costs</td>
<td>$2,055,000</td>
<td>$2,110,000</td>
<td>$55,000</td>
</tr>
</tbody>
</table>

**Sources of Funds**

<table>
<thead>
<tr>
<th></th>
<th>Revised</th>
<th>Original</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Obligation Bonds, Series 1963 (par value $1,424,000)</td>
<td>$1,391,742</td>
<td>$1,391,742</td>
<td>$0</td>
</tr>
<tr>
<td>Restricted Fund Balances</td>
<td>663,258</td>
<td>718,258</td>
<td>(55,000)</td>
</tr>
<tr>
<td>Total Sources of Funds</td>
<td>$2,055,000</td>
<td>$2,110,000</td>
<td>(55,000)</td>
</tr>
</tbody>
</table>

(1) Includes improved folding partitions in dining area, curbs at parking lot, revision of hardware, substitution of hollow metal for aluminum on two doors, and other modifications incorporated within a total of 22 approved change orders.
(2) Includes provision of heating pipe stubs for Dormitory No. 7, installation of steam lines to laundry driers, and other modifications incorporated within a total of 11 approved change orders.

(3) Includes provision of electrical service from tunnel, deletion of basic specification for primary service and other approved modifications within a total of 19 approved change orders.

(4) Includes minor modifications incorporated within two change orders such as the addition of scribing in study bedrooms and corridors and the addition of padlock eyes to wardrobes.

(5) Includes addition of two icemakers.

The $55,000 savings indicated above will be available for financing other self-liquidating projects.

Plans and specifications for the project were prepared by Architects Bear, McNeil, Schneider, Bloodworth & Hawes of Portland. The residence hall, now identified as McNary Hall, and the cafeteria comprise a gross area of 104,707 square feet. The direct construction costs of $1,684,807 indicated above average approximately $16.09 per square foot. The residence hall is a six-story building of reinforced concrete lift slab construction with exterior walls designed to use precast concrete slabs, reinforced brick and some window wall. The residence hall provides housing for 373 students and the cafeteria dining area will serve approximately 1,150 students. The average investment per student for the dormitory complex, including McNary Hall, the cafeteria, and Dormitories 7 and 8 now under construction, is approximately $4,145.

The Board confirmed the acceptance of Dormitory No. 6 and Cafeteria.

Report of Inspection & Acceptance of Library, OSU

On November 21, 1963, the Vice Chancellor for Business Affairs inspected and accepted the work of construction contractors for the new William Jasper Kerr Library at Oregon State University, subject to the completion of a few items. The revised budget for the project is indicated below in comparison with the original budget approved by the Board April 25, 1962:

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget 11/21/63</th>
<th>Original Budget 4/25/62</th>
<th>Increase or (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction Costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Work - W. H. Shields Co., Eugene</td>
<td>$1,282,514</td>
<td>$1,286,050</td>
<td>$ (3,536) (1)</td>
</tr>
<tr>
<td>Mechanical Work - Linn-Pacific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Contractors, Inc., Albany</td>
<td>335,692</td>
<td>332,671</td>
<td>3,021 (2)</td>
</tr>
<tr>
<td>Electrical Work - L. H. Morris</td>
<td>164,433</td>
<td>159,846</td>
<td>4,587 (3)</td>
</tr>
<tr>
<td>Total Direct Construction Costs</td>
<td>$1,782,639</td>
<td>$1,778,567</td>
<td>$ 4,072</td>
</tr>
<tr>
<td></td>
<td>Revised 4/25/62</td>
<td>Original 11/21/63</td>
<td>Increase or Decrease</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Architectural and Engineering Fees, including soil testing</td>
<td>$101,287</td>
<td>$101,511</td>
<td>$224</td>
</tr>
<tr>
<td>Site Costs, including utility services</td>
<td>30,618</td>
<td>38,023</td>
<td>7,405</td>
</tr>
<tr>
<td>Construction Supervision</td>
<td>9,000</td>
<td>12,727</td>
<td>3,727</td>
</tr>
<tr>
<td>Furnishings and Equipment</td>
<td>237,000</td>
<td>237,000</td>
<td>-</td>
</tr>
<tr>
<td>Advertising, Moving and Miscellaneous costs</td>
<td>14,600</td>
<td>18,100</td>
<td>3,500</td>
</tr>
<tr>
<td>Contingencies</td>
<td>88,928</td>
<td>-</td>
<td>(88,928)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$2,190,000</strong></td>
<td><strong>$2,260,000</strong></td>
<td><strong>$ (70,000)</strong></td>
</tr>
</tbody>
</table>

(1) Includes adjustments for two additional offices, installation of ceramic tile mural, omission of rigid roof insulation, credit on testing allowance on dewatering and structural fill compaction and other modifications incorporated within a total of 6 approved general work change orders.

(2) Includes installation of piping and fittings for future fountain, installation of air compressor piping and other modifications incorporated within a total of 3 approved mechanical work change orders.

(3) Includes wiring for additional offices, installation of exterior lighting, installation of TV conduit in basement and other modifications incorporated within 5 approved electrical work change orders.

The semifinal budget is subject to further minor adjustment when all costs have been determined for furnishings and equipment, site work, etc.

The project was financed from a 1961 legislative appropriation of $2,385,000. Pursuant to action of the Board on April 25, 1962, when it was anticipated that savings of at least $125,000 would be realized because of the favorable bids received on the building, the total savings of $195,000 are to be used to supplement the 1961 state appropriation of $150,000 for the proposed construction of a Computer Building at Oregon State University.

Plans and specifications for the Library Building were prepared by Architects Hamlin & Martin of Eugene. The structure contains a partial basement and four floors containing a gross area of 128,230 square feet. The direct construction costs of $1,782,639 average $13.90 per square foot, including air conditioning.

The Board confirmed the acceptance of the Library.
On November 21, 1963, the Vice Chancellor for Business Affairs inspected and accepted the work of construction contractors for the 1963 Addition to Orchard Court Apartments, the married student housing project at Oregon State University, subject to the completion of a few minor items. The revised budget for the project is indicated below in comparison with the original budget approved by the Board March 12, 1963:

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget</th>
<th>Original Budget</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction Costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Work - Westbrook Consts., Inc., Albany</td>
<td>$132,491</td>
<td>$132,491</td>
<td>-</td>
</tr>
<tr>
<td>Mechanical Work - C. J. Hansen Company, Salem</td>
<td>38,610</td>
<td>38,610</td>
<td>-</td>
</tr>
<tr>
<td>Total Direct Construction Costs</td>
<td>$207,217</td>
<td>$206,660</td>
<td>$557</td>
</tr>
<tr>
<td>Architects' and Engineers' Fees</td>
<td>8,548</td>
<td>8,525</td>
<td>23</td>
</tr>
<tr>
<td>Construction Supervision</td>
<td>1,780</td>
<td>3,600</td>
<td>(1,820)</td>
</tr>
<tr>
<td>Legal and Miscellaneous Costs</td>
<td>494</td>
<td>500</td>
<td>(6)</td>
</tr>
<tr>
<td>Landscaping, Roads and Walks</td>
<td>26,161</td>
<td>22,460</td>
<td>3,701</td>
</tr>
<tr>
<td>Movable Equipment</td>
<td>12,800</td>
<td>12,820</td>
<td>(20)</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>10,435</td>
<td>(10,435)</td>
</tr>
<tr>
<td>Total Project Costs</td>
<td>$257,000</td>
<td>$265,000</td>
<td>$(8,000)</td>
</tr>
</tbody>
</table>

(1) Includes one change order for installation of pigtails on electric ranges, relocation of transformer and other miscellaneous items.

Funds for the project were provided from the Series 1962 general obligation bonds. The savings of $8,000 indicated above will be available for other self-liquidating projects.

Plans and specifications for the work were prepared by Architects Jeppsen and Miller of Corvallis who designed the original 68 units completed in August 1961. The 26 additional units consist of 8 duplex buildings, one triplex building and a laundry-storage building. Included in these latest units are 14 one-bedroom apartments, 8 two-bedroom apartments, and 4 three-bedroom apartments. For the gross area of 17,183 square feet, the direct construction costs of $257,000 average $12.06 per square foot.

The Board confirmed the acceptance of the Married Student Housing Addition.
On November 4, 1963, the Vice Chancellor for Business Affairs inspected and accepted the work of construction contractors at the Humanities Building (Prince Lucien Campbell Hall) at the University of Oregon. The revised budget for the project, subject to minor modification upon payment of invoices for furnishings and equipment, landscaping and miscellaneous costs, is indicated below in comparison with the original budget approved by the Board on April 25, 1962:

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget</th>
<th>Original Budget</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Work - Purvis Construction Company, Spokane</td>
<td>$674,191</td>
<td>$668,934</td>
<td>$5,257 (1)</td>
</tr>
<tr>
<td>Mechanical Work - Urban Plumbing and Heating Co., Portland</td>
<td>166,584</td>
<td>166,591</td>
<td>7 (2)</td>
</tr>
<tr>
<td>Electrical Work - L. H. Morris Electric Co., Eugene</td>
<td>83,422</td>
<td>82,167</td>
<td>1,255 (3)</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$924,197</td>
<td>$917,692</td>
<td>$6,505</td>
</tr>
<tr>
<td>Less - Amount applicable to Westmoreland Village, Stage 5</td>
<td>2,614</td>
<td></td>
<td>2,614 (4)</td>
</tr>
<tr>
<td>Total Direct Construction Costs</td>
<td>$921,583</td>
<td>$917,692</td>
<td>$3,891</td>
</tr>
<tr>
<td>Architects and Engineering Fees</td>
<td>55,687</td>
<td>55,473 (5)</td>
<td>214</td>
</tr>
<tr>
<td>Furnishings and equipment</td>
<td>35,663</td>
<td>27,979</td>
<td>7,684</td>
</tr>
<tr>
<td>Construction supervision, landscaping and miscellaneous costs</td>
<td>22,067</td>
<td>11,325</td>
<td>10,742</td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
<td></td>
<td>22,531 (22,531)</td>
</tr>
<tr>
<td>Total Project Costs</td>
<td>$1,035,000</td>
<td>$1,035,000</td>
<td>$8,000</td>
</tr>
</tbody>
</table>

(1) Includes extra rock excavation, dumping excess dirt at site of Westmoreland Village, revisions in floor slabs and ceilings and other minor modifications incorporated within four approved change orders.

(2) Represents net adjustment contained within five approved change orders for various modifications including a substitution of drain pipe, revisions in sewer connections and manhole locations and a credit for balancing the heating and ventilating system.

(3) Represents minor adjustments incorporated within six approved change orders such as increasing the size of conduit from utility tunnel to mechanical room, changing certain fixture types, relocating junction boxes for program system, installing outlet for sump pump pit for future elevator, etc.

(4) Reflects cost of hauling materials removed in excavation for Humanities Building to site of married student housing project for use as earth fill.

(5) Adjusted to include a transfer of $5,000 from contingencies to cover the preliminary planning fee applicable to possible future additions to the building. The initial direct construction costs allowance authorized to the architects in 1960 was $500,000 more than the sum budgeted therefor following the appropriation of capital outlay funds by the 1961 Legislature.
The project was designed by Architects Stanton, Boles, Maguire & Church of Portland. For the gross area of 47,376 square feet, the direct construction costs of $921,583 average $19.45 per square foot. As contemplated when the original contract awards were authorized by the Board, University officials conserved the construction contingency funds to the extent possible in order to supplement the budget for furnishings and equipment. Funds for the project were appropriated by the 1961 Legislature in the total amount of $1,035,000. The principal use of the building is for faculty offices, for staff members in the English, History and Sociology Departments.

The Board confirmed the acceptance of the Humanities Building.

On November 5, 1963, the Vice Chancellor for Business Affairs inspected and accepted the work of construction contractors for Dormitory No. 6 at the University of Oregon subject to the completion of a few minor items. A semifinal budget, which may require minor modifications upon payment of all items of furnishings and equipment and miscellaneous expenses, is indicated below in comparison with the original budget approved by the Board March 13, 1962:

<table>
<thead>
<tr>
<th>Project Costs</th>
<th>Revised Budget 11/5/63</th>
<th>Original Budget 3/13/62</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction Costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Work - Waldo S. Hardie &amp;</td>
<td>$ 722,370</td>
<td>$ 695,029</td>
<td>$ 27,341 (1)</td>
</tr>
<tr>
<td>Son, Eugene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Work - Chase Company,</td>
<td>217,912</td>
<td>203,620</td>
<td>14,292 (2)</td>
</tr>
<tr>
<td>Eugene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Work - Ace Electric</td>
<td>56,892</td>
<td>54,860</td>
<td>2,032 (3)</td>
</tr>
<tr>
<td>Company, Portland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study-room Fixtures - Educators</td>
<td>89,562</td>
<td>90,395</td>
<td>-183 (4)</td>
</tr>
<tr>
<td>Manufacturing Company, Tacoma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Direct Construction Costs</td>
<td>$1,066,736</td>
<td>$1,043,904</td>
<td>$ 22,832</td>
</tr>
<tr>
<td>Architects' and Engineering Fees</td>
<td>46,306</td>
<td>44,354</td>
<td>1,952</td>
</tr>
<tr>
<td>Furnishings and Equipment</td>
<td>78,992</td>
<td>90,000</td>
<td>(11,008)</td>
</tr>
<tr>
<td>Construction Supervision, legal and miscellaneous expenses</td>
<td>8,966</td>
<td>9,000</td>
<td>(34)</td>
</tr>
<tr>
<td>Construction Contingencies</td>
<td></td>
<td>52,742</td>
<td>(52,742)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$1,221,000</td>
<td>$1,240,000</td>
<td>$ 19,000</td>
</tr>
</tbody>
</table>

Sources of Funds:

- Bond borrowings, Series 1961B (par value $768,000 @ 98) $ 752,640 $ 752,640 -
- Bond borrowings, Series 1962 (par value $400,000 @ 98) $ 392,400 $ 392,400 -
- Restricted fund balances $ 75,960 $ 94,960 (19,000)

**Totals** $1,221,000 $1,240,000 $19,000

(1) Includes installation of well water pumping system, sidewalks and paving for service drive, extension of utility tunnel and various other modifications included within six approved change orders for the mechanical work.
(2) Includes mechanical revisions relating to well water pumping system and various other modifications incorporated within five approved change orders for the mechanical work.

(3) Includes several minor changes in wiring which were incorporated within six approved change orders.

(4) Reflects a net credit for minor modifications made in two approved change orders.

The direct construction costs of $1,086,736 average approximately $16.97 per square foot for the total gross area of 64,040 square feet within this unit. Housing and dining accommodations are provided for 368 students. Kitchen facilities were completed a year ago as a part of the contract for Dormitory No. 7. The average investment for each of the 738 students in Dormitories 6 and 7 is $3,778 and the average area per occupant is 199 square feet. The dormitory complex, identified as Robert Sharp Bean Hall, is located between Fourteenth and Fifteenth Streets and between Columbia and Moss Streets, Eugene. Plans and specifications for the project were prepared by Architects Wilmsen, Endicott & Unthank of Eugene.

The Board confirmed the acceptance of Dormitory No. 6.

On October 26, 1963, the Chancellor inspected and accepted the work of contractors for the construction of the classroom building, laboratory building, mechanical and electrical equipment building, the heat exchanger building, and outside utilities, all identified as Phase I-B construction, at Oregon Technical Institute, subject to the completion of a few minor items. The revised costs of the work, which may require minor modification when all miscellaneous expenses are determined with finality, are indicated below in comparison with the budget approved by the Board on April 25, 1962:

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget</th>
<th>Original Budget</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction Costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Work - Todd Building Company, Roseburg</td>
<td>$932,121</td>
<td>$906,686</td>
<td>$25,435(1)</td>
</tr>
<tr>
<td>Mechanical Work - Lord Bros. Contractors, Inc., Portland</td>
<td>409,138</td>
<td>400,000</td>
<td>9,138(2)</td>
</tr>
<tr>
<td>Mechanical Work - Pease &amp; Sons, Inc., Tacoma</td>
<td>143,000</td>
<td>143,000</td>
<td>-</td>
</tr>
<tr>
<td>Electrical Work - Montgomery Electrical Company, Portland</td>
<td>140,754</td>
<td>138,952</td>
<td>1,802(3)</td>
</tr>
<tr>
<td>Electrical Work - Electric Corp., Salem</td>
<td>90,280</td>
<td>83,585</td>
<td>6,695(4)</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$1,715,293</td>
<td>$1,712,223</td>
<td>$3,070</td>
</tr>
<tr>
<td>Sewer Connection by City of Klamath Falls</td>
<td>32,594</td>
<td>41,000</td>
<td>-8,406(5)</td>
</tr>
<tr>
<td>Total direct construction costs</td>
<td>$1,747,887</td>
<td>$1,753,223</td>
<td>$34,336(6)</td>
</tr>
<tr>
<td>Architects' and Engineering Fees for supervision (and for planning related to change orders)</td>
<td>23,250</td>
<td>21,415</td>
<td>1,835</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>19,362</td>
<td>9,701</td>
<td>9,661</td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Project Costs</td>
<td>$1,790,499</td>
<td>$1,830,000</td>
<td>($39,501)</td>
</tr>
</tbody>
</table>
(1) Includes gravel base on certain roads and parking lots, pump house at well No. 5, revisions in the health service area and other modifications incorporated within twelve approved change orders for the general work.

(2) Includes additional drainage ditch, fibre pipe, modifications of heating piping in laboratory building, pre-lube system for pump in hot water well No. 2, revisions in sanitary sewer and other minor modifications incorporated within a total of eight approved change orders for the mechanical work.

(3) Includes miscellaneous electrical revisions incorporated within a total of four approved change orders for the electrical work.

(4) Includes parallel 15 KV service from pole to mechanical and electrical building and other modifications of outside electrical utilities incorporated within a total of three approved change orders for the electrical work.

(5) Preliminary and final planning fees were paid from 1959 appropriation.

The construction program was financed from state funds appropriated by the 1961 Legislature. The savings of approximately $39,501 indicated above will be used to offset the remaining requirements for movable equipment, landscaping, roads and walks for which funds have been budgeted for expenditure from the 1961 and 1963 state appropriations in order to complete the educational and general plant.

The classroom building has a gross area of 38,800 square feet and the direct construction costs of $659,365 applicable thereto average approximately $16.99 per square foot. For the laboratory building, the gross area is 36,100 square feet and the direct construction costs are $751,945, or an average of about $20.83 per square foot. The remainder of the direct construction costs are distributed between the mechanical and electrical equipment building ($26,326), the heat exchanger building ($15,800) and outside utilities ($261,857), excluding the sewer connection by the City of Klamath Falls ($32,594). Plans and specifications for the project were prepared by Architects Skidmore, Owings & Merrill of Portland.

On June 11, 1963, the Board was advised that a contract award had been made to E. Carl Schieve, Portland, for the Alterations to the Third Floor of the Medical Science Building at the University of Oregon Medical School covering the remodeling of office space for the School of Nursing staff and the converting of adjacent areas into laboratory demonstration and seminar rooms for the Anatomy Department. A budget of $80,000 was approved, including $67,139 for direct construction costs.
The work was completed satisfactorily by the contractor and upon the recommendation of Medical School officials, formal acceptance was acknowledged as of November 6, 1963. The final adjusted contract was $67,695 recognizing several minor adjustments approved by change order. Of the total project cost, $15,000 was provided by the Board from unrestricted funds for the remodeling of the quarters of the Nursing Department and the remaining $65,000 was allocated from building use allowances related to research and institutional contracts and grants as authorized by the Board previously.

The Board confirmed the acceptance of the alterations work.

The University of Oregon Dental School reports that certain residents in the neighborhood of Blocks 90, 91, 92, 79, 80, and 81 of Portland City Homestead subdivision have requested by petition the vacation of that portion of S. W. Grover Street lying between the east line of S.W. Twelfth Avenue and the south line of S.W. Eleventh Avenue. The Dental School reports that it owns three lots in Block 78 of Portland City Homestead Addition and that the proposed vacation will in no way adversely affect the property owned by the Dental School.

Dean Noyes, with the concurrence of the Chancellor, recommended that the Board authorize the appropriate officers of the State Board of Higher Education to execute a Consent to Vacation of that portion of S.W. Grover Street lying between the east line of S.W. Twelfth Avenue and the south line of S.W. Eleventh Avenue.

The Board authorized the recommendation as presented.

President Flemming, with the concurrence of the Chancellor, recommended that authorization be given to purchase the Inman property, located within the campus boundaries of the University of Oregon at 1787 Moss Street, Eugene, Oregon. The property consists of a lot 54 feet by 160 feet which includes a land area of 8,640 square feet. A one-story frame dwelling and single garage are located on the site. Two appraisals were obtained, each in the amount of $10,500. An option has been obtained for $10,500. The property is needed for future dormitory construction and funds are to be provided from the sale of 1963 B building bonds.

The Board approved the recommendation as presented.

President Flemming, with the concurrence of the Chancellor, recommended that authorization be given to purchase the Grantz property, located within the campus boundaries of the University of Oregon, at 1843 East 17th Avenue, Eugene, Oregon. The property consists of a lot 37 feet by 100 feet which includes a land area of 3,700 square feet. A one-story frame dwelling with two bedrooms is located on the site. Three appraisals were obtained: $10,750, $9,400, and $10,500, for an average of $10,217. An option has been secured for $10,217. The property is needed for future dormitory construction and funds are to be provided from the sale of 1963 B building bonds.

The Board approved the recommendation as presented.
President Flemming, with the concurrence of the Chancellor, recommended that authorization be given to purchase the Brownhill property, located within the campus boundaries of the University of Oregon at 1804 Columbia Street, Eugene, Oregon. The property consists of a lot 62.5 feet by 160 feet which includes a land area of 10,000 square feet. A one-story frame dwelling with two bedrooms and a garage are located on the site. Two appraisals were secured: $9,000 and $8,500 for an average of $8,750. An option has been obtained for $8,750. The property is needed for future dormitory construction and funds are to be provided from the sale of 1963 B building bonds.

The Board authorized the recommendation as presented.

President Flemming, with the concurrence of the Chancellor, recommended that authorization be given to purchase the Ada E. Spicer property, located within the campus boundaries of the University of Oregon, at 1823 Moss Street, Eugene, Oregon. The property consists of a lot 50 feet by 160 feet which includes a land area of 8,000 square feet. There is a one and one-half story residence and garage located on the site. Two appraisals were secured: $12,500 and $12,000 for an average of $12,250. An option has been secured for $12,250. The property is needed for future dormitory construction and funds are to be provided from the sale of 1963 B building bonds.

The Board authorized the recommendation as presented.

At the June 1963 meeting, the Board authorized the Vice Chancellor for Business Affairs to submit applications to the federal government for interest-free advances to cover the cost of preparing final plans and specifications for a selected group of building projects expected to be financed during the 1963-1965 biennium. In addition, authorization was granted to the Vice Chancellor for Business Affairs to accept the terms of the agreements which might be tendered by the federal government in a prescribed form for any or all of such projects:

The Housing and Home Finance Agency has offered to advance $66,000 to cover the cost of preparing final plans and specifications for the proposed Library Building, First Addition and Alterations at the University of Oregon, Project No. P-Ore-3167, the appropriate acceptance agreements have been executed, and Architects Hamlin and Martin, Eugene, have been authorized to proceed with such planning.

The Housing and Home Finance Agency has offered to advance $24,000 to cover the cost of preparing final plans and specifications for the proposed Pharmacy Building Addition and Alterations at Oregon State University, Project No. P-Ore-3168, the appropriate acceptance agreements have been executed, and Architect Herman Brookman, Portland, has been authorized to proceed with such planning.

The Housing and Home Finance Agency has offered to advance $13,000 to cover the cost of preparing final plans and specifications for the proposed Library Building Addition and Alterations at the University of Oregon Medical School, Project No. P-Ore-3170, the appropriate acceptance agreements have been executed, and Architects Duke-Hart & Kinne, Portland, have been authorized to proceed with such planning.

The Board confirmed the acceptance of the funds.
On September 10, 1963, the Board authorized the appointment of Architect Robert J. Keeney of Medford to prepare plans and specifications for Units F and G of Cascade Hall, the dormitory complex at Southern Oregon College, each of which was intended to provide housing and dining accommodations for approximately 100 students.

Architect Keeney and Southern Oregon College officials have filed with the Board's Office the completed preliminary plans for these additions to Cascade Hall which will be constructed on the sloping terrain south of the existing buildings, east of Indiana Street. The gross area of each unit is expected to be about 19,136 square feet, providing housing and dining facilities for 105 students each. The buildings would contain three floor levels for study-bedrooms, toilet and shower rooms above a partial ground floor where lounges, recreational areas, laundry, the director's apartment, and other service spaces are provided. It is estimated that the total cost of Unit F would be about $440,000, of which approximately $373,450 would be applicable to direct construction costs, including the built-in study room furniture. This averages $19.52 per square foot. If financing becomes available for Unit G so that it may be constructed simultaneously with Unit F, it is estimated that the incremental cost thereof would be about $400,000, including direct construction costs of approximately $335,636, or an average of $17.54 per square foot. On the basis of the combination of the two units, the direct construction costs would average $18.53 per square foot. The cumulative average investment for each of the 612 students within the Cascade Hall complex (Units A through G), recognizing the proration of the centralized kitchen facilities now under construction, would be about $4,588 per student. The cumulative average area per student for housing, dining and kitchen facilities would be approximately 228 square feet, which is within the range of 215-235 square feet previously approved by the Board.

The proposed additions are designed for reinforced concrete construction similar to the existing units, using SCR brick masonry for corridor walls, and for the walls of lounges and dining rooms. Hot water heat is to be provided by an extension of steam lines from the campus central heating plant.

With the concurrence of the Chancellor, President Stevenson recommended the acceptance of the preliminary plans for Units F and G of Cascade Hall at Southern Oregon College and recommended that the appropriate Board officials be authorized to instruct Architect Keeney to proceed with the preparation of final plans and specifications for both units with the understanding that the planning would be accomplished in such a way as to permit bidding for the construction of only one unit or both units as conditions may require. If it appears necessary or desirable to solicit bids for both units simultaneously, a request will be presented to the State Emergency Board to authorize expenditures for this project in excess of the limitation of $440,000 imposed by Chapter 615, Oregon Laws 1963. Funds for the architectural planning are available to the institution from restricted fund balances.
The Board approved the recommendations as presented, with the understanding that the architect would prepare final plans and specifications to include as alternates air conditioning in the lounges and dining facilities for Units F and G. The Board also indicated an interest in having estimates prepared of the cost of providing air conditioning or making provision for it in the kitchen, dining facilities, and lounges in dormitories at Southern Oregon College previously constructed or currently under construction. In the discussion, it was indicated that debt service for bonds to construct both units F and G could probably be made available, but that additional study needed to be given to enrolment estimates for next year before a final decision could be reached.

At the March 1963 meeting, the Board authorized the appointment of Architects Wolff & Zimmer to prepare plans and specifications for a proposed parking structure to accommodate approximately 500 cars at Portland State College. (A subsequent request from the Department of Finance and Administration to enlarge the project to accommodate vehicles of the State Motor Pool in Portland was not approved in recognition of an opinion from the Attorney General reported to the Board on September 10, 1963.)

Portland State College officials and the architects have filed with the Board's office completed preliminary plans for the parking structure with an indication that the capacity will be sufficient to accommodate approximately 553 automobiles. It is proposed that the five-level structure be located on Block 191 which is bounded by S.W. Harrison Street, S.W. Broadway, S.W. Hall Street, and S.W. Sixth Avenue, east of South Park Hall (Classroom Building-South). The plan contemplates that entrances would be provided on the east and west sides and that exits would be provided on the north and south sides of the structure. This program has been discussed with officials of the City of Portland who have indicated informally their approval of the plan including a recommendation to extend the one-way traffic system to Harrison and Hall Streets.

The proposed unenclosed structure would be constructed of reinforced concrete, using cast-in-place waffle slabs and columns. Exterior surfaces would be of precast prestressed concrete columns with steel rail. Floor slabs would be smooth except for ramp areas which would have a non-skid brushed surface. The gross area of approximately 197,378 square feet would average about 357 square feet per car. Columns and footings are designed for the possible future addition of three more parking levels. Within the total budget of $1,160,000, which is the maximum expenditure authorized by Chapter 615, Oregon Laws 1963, it is estimated that the site acquisition and site clearing costs will be about $349,500 and the direct construction costs will be approximately $741,000. Remaining budget items cover architectural and engineering fees, construction supervision, soil tests, and other miscellaneous project costs, including a contingency reserve.
With the concurrence of the Chancellor, President Millar recommended that (a) the preliminary plans for the proposed parking facility at Portland State College be approved, (b) negotiations be undertaken for the acquisition of the site, and (c) the appropriate Board officials be authorized to instruct the architects to proceed with the preparation of final plans and specifications for the project. Funds are available for the project, principally from Series 1963 B general obligation bond borrowings. If the final plans and specifications are in substantial agreement with the preliminary plans, it is recommended also that the appropriate Board officials be authorized to indicate the acceptance thereof, solicit bids, and award construction contracts within the funds available for the project.

In the discussion it was pointed out that at some future time it might be necessary to provide overhead access across Broadway to the parking structure when the Foothills freeway increases the traffic on Broadway. College officials outlined tentative plans for the regulation of parking, the suggested charge for the use of the facilities, and the anticipated income from the operation.

The Board approved the recommendations as presented.

On October 28-29, 1963, a report was made to the Board of the acceptance of the final plans and specifications prepared by Architects Mockford & Rudd for the proposed Second Addition to the College Center Building at Portland State College. The Board requested that the bidding of this project be deferred pending the results of the special session of the legislature.

In view of the increased enrolments at the institution, not only in the fall term 1963 but in anticipation of even larger enrolments in the next few years, College officials have indicated that, in their opinion, it is essential to construct this project as soon as possible in order to relieve extremely crowded facilities for food services, bookstore operations, meeting rooms and student activities, such as the school newspaper and yearbook.

With the concurrence of the Chancellor, President Millar recommended that authorization be given to the appropriate Board officials to solicit bids, award construction contracts and approve a budget for the proposed Second Addition to the Portland State College Center Building within the total amount of approximately $1,235,000. The project would be financed principally from Series 1963 B general obligation bonds sold August 1, 1963.

The Board approved the recommendations as presented.
Bidding of Central Heating and Power Plant Addition, UO

At the October 28-29, 1963, meeting, the Board was advised that Engineers J. Donald Kroeker & Associates were completing the final plans and specifications for the central heating and power plant addition at the University of Oregon for which funds in the amount of $875,000 were included in the listing of self-liquidating projects to be financed principally from Series 1963 B bond borrowings. In view of the pending special session of the legislature, the Board deferred action in authorizing the appropriate Board officials to solicit bids and award construction contracts for this project.

With the concurrence of the Chancellor, President Flemming recommended that the appropriate Board officials be authorized to accept the final plans and specifications for the proposed central heating and power plant addition, solicit bids and award construction contracts within the previously approved maximum budget total of $875,000.

The Board approved the recommendations as presented.


Pursuant to authorization granted by the Board on September 10, 1963, the University of Oregon prepared plans and specifications for the remodeling of the south end of the Science Building Annex to be used as a research laboratory. The physical plant department undertook a portion of this work and bids were solicited for the remainder, principally for the construction of a cold room, a dark room, and an animal room with constant temperature and humidity control. The two bids received November 26 were in the amounts of $14,080 and $14,619. A contract award was made to the low bidder and the following budget was approved for the project:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Construction - Howard Nelson Construction Co., Eugene</td>
<td>$14,080</td>
</tr>
<tr>
<td>Physical Plant Costs:</td>
<td></td>
</tr>
<tr>
<td>Planning, including engineering fees</td>
<td>$1,494</td>
</tr>
<tr>
<td>Demolition and cleanup</td>
<td>1,071</td>
</tr>
<tr>
<td>Construction and rehabilitation work</td>
<td>9,851</td>
</tr>
<tr>
<td>by institutional staff</td>
<td></td>
</tr>
<tr>
<td>Cabinet work, including laboratory benches</td>
<td>2,550</td>
</tr>
<tr>
<td>Construction supervision</td>
<td>250</td>
</tr>
<tr>
<td>Contingencies</td>
<td>704</td>
</tr>
<tr>
<td>Total</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

Funds for the project, as authorized by the Board on September 10, 1963, are being provided from restricted funds obtained from building use allowances related to research and instructional contracts and grants.

The Board accepted the report as presented.
Deferral of Bidding
Dormitory No. 5, OCE

A report was made to the Board on October 28-29, 1963, concerning the acceptance of the final plans and specifications for proposed Dormitory No. 5 at Oregon College of Education as prepared by Architect James L. Payne. The Board requested that the bidding for the project be deferred pending results of the special session of the legislature.

In view of the postponement which makes it unlikely that the project could be completed for occupancy by the fall term 1964, and in view also of the slight decrease in enrolment at the institution during the current term, President Rice, with the concurrence of the Chancellor, recommended that the soliciting of bids for Dormitory No. 5 at Oregon College of Education be deferred until February or March 1964 with the expectation that the project would be completed prior to the 1965 summer session. It is recommended, therefore, that the appropriate Board officials be authorized to solicit bids early in 1964 and award construction contracts within the approved budget of approximately $565,000. Funds for the construction are available from the Series 1963 B bond issue sold earlier this year, supplemented by restricted fund balances of approximately $70,000 currently available to the institution.

The Board approved the recommendation as presented.

Appointment of Architect for Cafeteria Facilities, UOMS

University of Oregon Medical School officials advise that an urgent need exists for additional cafeteria facilities to serve the students and staff of the institution. It had been intended that some relief of the crowded conditions would be available if the proposed Outpatient Clinic Building Addition, for which state funds were expected to be requested in 1965-1967, could include kitchen and dining areas adequate to serve approximately 200 professional staff members, as contemplated by the basic studies for this project approved by the Board on September 10, 1963. In view of the probable delay of this major capital outlay, however, it now appears more desirable to plan the construction of a separate cafeteria building of approximately 8,000 to 9,000 square feet which could be built at relatively low cost, possibly in the area between the Medical Research Building and the rear of the Medical Science Building.

With the concurrence of the Chancellor, Dean Baird recommended the appointment of Architects Dukahart & Kinne of Portland to assist the staff of the University of Oregon Medical School in planning cafeteria facilities based upon an estimated direct cost of construction of approximately $175,000, including fixed equipment. The professional services fee would be 5.8 per cent of these costs, including 1.0 per cent for the preparation of basic studies and preliminary plans. The method of financing the project has not been determined, but will be studied as the architectural planning progresses. Funds for the preparation of plans are available from restricted fund balances at the institution.

It was also recommended that Architects Bear, McNeil, Schneider, Bloodworth & Hawes be advised that cafeteria space will not be expected as part of the proposed Outpatient Clinic Building Addition, thus modifying the basic studies previously approved by the Board for this project.

The Board approved the recommendations as presented.
Revision of 1963-1965 Capital Construction Priorities

On November 20, 1963, during their consideration of Governor Hatfield's recommendations for reductions in General Fund expenditures during the remainder of the 1963-1965 biennium, members of the Joint Ways and Means Committee requested a revised listing of capital outlay priorities of the State Board of Higher Education. (Because of the emergency fiscal situation following the voters' rejection of the legislative tax program, the Governor had recommended that a moratorium be placed on all uncommitted capital outlay projects authorized previously by the 1961 and 1963 (regular) sessions of the legislature.)

Giving effect to the action of the Board at the special meeting held in Salem on November 14, 1963, in emphasizing the need for three items of highest priority and giving effect also to other considerations noted below, the Chancellor's staff presented to the Joint Ways and Means Committee the following tentative revised listing of priorities:

<table>
<thead>
<tr>
<th>Priority Number</th>
<th>Title</th>
<th>Amount*</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSC Science Building, including land</td>
<td>1,937,500 $</td>
<td>1,937,500 $</td>
</tr>
<tr>
<td>2</td>
<td>OTI Initial Campus Development</td>
<td>342,386 $</td>
<td>2,279,886 $</td>
</tr>
<tr>
<td>3</td>
<td>OCE Replacement of Campbell Hall</td>
<td>268,500 $</td>
<td>2,548,386 $</td>
</tr>
<tr>
<td>4</td>
<td>Land Purchases</td>
<td>280,364 $</td>
<td>2,828,750 $</td>
</tr>
<tr>
<td>5</td>
<td>OSU Computer Building</td>
<td>138,500 $</td>
<td>2,967,250 $</td>
</tr>
<tr>
<td>6</td>
<td>Heating Plants and Utility Services:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. UOMS Central Heating Plant Boiler</td>
<td>77,750$</td>
<td>3,045,000 $</td>
</tr>
<tr>
<td></td>
<td>b. OSU Utility Tunnel Extensions</td>
<td>451,500 $</td>
<td>3,496,500 $</td>
</tr>
<tr>
<td>7</td>
<td>OSU Space for Mathematics Department Offices, Language Laboratory and Classroom Facilities (Alterations to Old Library Building)</td>
<td>725,000 $</td>
<td>4,221,500 $</td>
</tr>
<tr>
<td>8</td>
<td>PSC Physical Education Building, including land</td>
<td>2,648,500 $</td>
<td>6,870,000 $</td>
</tr>
<tr>
<td>9</td>
<td>SOC Classroom, Laboratory and Office Building, including land</td>
<td>915,000 $</td>
<td>7,785,000 $</td>
</tr>
<tr>
<td>10</td>
<td>OCE Classroom, Laboratory and Office Building</td>
<td>820,000 $</td>
<td>8,605,000 $</td>
</tr>
<tr>
<td>11</td>
<td>EOC Science-Mathematics Building</td>
<td>875,000 $</td>
<td>9,480,000 $</td>
</tr>
<tr>
<td>12</td>
<td>UO Library Building, First Addition and Alterations</td>
<td>2,330,000 $</td>
<td>11,810,000 $</td>
</tr>
<tr>
<td>13</td>
<td>OSU Pharmacy Building Addition and Alterations</td>
<td>690,000 $</td>
<td>12,500,000 $</td>
</tr>
<tr>
<td>14</td>
<td>Land Purchases</td>
<td>697,296 $</td>
<td>13,197,296 $</td>
</tr>
<tr>
<td>15</td>
<td>UO Science Building, Second Addition</td>
<td>2,410,000 $</td>
<td>15,607,296 $</td>
</tr>
<tr>
<td>16</td>
<td>OSU Cordley Hall, First Addition</td>
<td>2,535,000 $</td>
<td>18,142,296 $</td>
</tr>
<tr>
<td>17</td>
<td>SOC Physical Education Building Addition</td>
<td>615,000 $</td>
<td>18,757,296 $</td>
</tr>
<tr>
<td>18</td>
<td>OCE Library Building Addition and Alterations</td>
<td>500,000 $</td>
<td>19,257,296 $</td>
</tr>
<tr>
<td>19</td>
<td>UOMS Library Building Addition and Alterations</td>
<td>290,000 $</td>
<td>19,547,296 $</td>
</tr>
<tr>
<td>20</td>
<td>PSC Library, Second Unit, including land and Alterations to Existing Library for Offices and Air Cooling</td>
<td>2,900,000 $</td>
<td>22,447,296 $</td>
</tr>
<tr>
<td>21</td>
<td>OTI Equipment, Paving and Landscaping</td>
<td>201,634 $</td>
<td>22,648,930 $</td>
</tr>
</tbody>
</table>

* Net of amounts previously released by State Emergency Board and allotted by Department of Finance and Administration.

# Balance of capital outlay funds appropriated by Chapter 611, Oregon Laws 1961, includes amounts indicated above for PSC Science Building, OTI Initial Campus Development, OSU Computer Building and $2,660 for land purchases.
Generally, the revised listing follows the priorities approved by the Board on May 6 and June 11, 1963, with these exceptions:

a. Projects for which funds were appropriated by the 1961 Legislature have been placed at or near the top of the listing.

b. The amount intended to meet the most urgent needs for land purchases has been divided into two amounts: $280,364 as Item 4 and $697,296 as Item 14. The total thereof, $977,660, is the sum of the $2,660 balance remaining from the 1961 appropriation and the $975,000 assigned as Priority No. 1 in the 1963-1965 program.

c. The remaining requirements for the completion of the educational and general plant at Oregon Technical Institute have been divided into two priority items: $342,386 for the most essential needs is listed as No. 2, and the rest are classified under No. 21 in the amount of $201,634. (The Department of Finance and Administration allotted $3,262,240 from the 1963 appropriation for the construction work contracted in June 1963.)

It had been expected that the $11,500,000 originally appropriated by Chapter 548, Oregon Laws 1963, would have financed the construction of the projects now identified as No. 3 and Nos. 6 through 11 in addition to land purchases for $975,000 and the completion of the educational and general plant for Oregon Technical Institute. The remaining projects, assigned Nos. 12 through 20 in the above tabulation were expected to be financed from bond borrowings, subject to voter approval on May 15, 1964, of the proposed amendment to the Constitution of the State of Oregon. In other words, all of the projects listed above were anticipated for construction during the current biennium, or earlier. It now appears probable that sufficient financing will not be available therefor since the 1963 Legislature, regular session, has established a maximum limitation of $12,500,000 for such bond borrowings during 1963-1965, including $500,000 for interest and related bond costs. If state revenues exceed current estimates, however, the State Emergency Board has authority to release funds reinstating budget reductions, including those for capital construction. Furthermore, if federal funds or other gifts and grants are received for construction, they would be used to supplement appropriated funds and the proposed bond borrowings.

The Chancellor recommended approval of the revised priority listing of land purchases, new construction projects and major alterations to existing buildings for which capital outlay funds are needed during 1963-1965.

The Board approved the recommendation as presented.
Inasmuch as the final plans and specifications for the conversion of the research vessel YAQUINA for use by the Department of Oceanography at Oregon State University were in substantial agreement with the preliminary plans for which a report of acceptance was indicated to the naval architects and engineers, W. C. Nickum & Sons, Seattle. Bids for the project are being solicited and it is expected that, if satisfactory bids are received, a contract award will be made, as previously authorized by the Board, subject to the approval of the appropriate federal agencies, including the National Science Foundation from which grant funds for the project are being provided in the total amount of $600,000.

The Board adopted the report as presented.

On September 10, 1963, the Board authorized the acquisition of the E. E. Thompson property at 2107 Philomath Road, Corvallis, Oregon, for $7,240. It was intended that funds for the purchase would be provided from state appropriations for land acquisitions.

The projected campus use and construction program for Oregon State University, which has subsequently been formulated by Architect DeMonte, anticipates that the Thompson property is to be used in connection with the Coliseum and Stadium, not as originally contemplated for the relocation of educational physical education facilities. Consequently, it was recommended that the purchase be financed from athletic funds.

The Board authorized the property purchase as recommended.

At the request of President Wm. E. Walsh, Mr. Chas. R. Holloway, Chairman of the Finance Committee, acted as chairman of the Board during the consideration of the following items related to Finance and Business Affairs:

The Chancellor reported that the Board had purchased out of funds from pooled endowments a mortgage of about $88,000 from the Standard Insurance Company. This investment is in accordance with the policy generally established at the Board meeting of September 12, 1961.

Our information discloses that the mortgagors are Verlin C. and Mary J. Roberts and that the property is located at 621 M Street, Sweet Home, identified as Lot 13, Block 1, Davis Heights Addition. The Standard Insurance Company's evaluation of the property is $126,040, consisting of land in the amount of $34,720 and improvements placed thereon of $91,320.
This property is presently being used as a supermarket and is being rented as an IGA store to the West Coast Grocery Company of Tacoma, Washington, under lease for 15 years.

This mortgage was executed in 1961. Provision is made therein for monthly payments in the amount of $797.70 covering interest at the rate of 7 per cent on the diminishing balance and for the retirement of principal. The last payment of the mortgage is due in 1979. Experience has shown that the monthly lease payments exceed slightly the payments to be made to the mortgagee.

The Chancellor recommended that the Board confirm authorization granted by the Executive Committee to purchase the mortgage from the Standard Insurance Company at par, giving effect to the following as part of the terms of the purchase:

1. The Insurance Company will repurchase the mortgage at par if and when requested to do so by the Board, the objective being to provide protection to the Board in the event of default by the mortgagors.

2. The Insurance Company will collect monthly debt service payments and service the loan.

3. The net return to the Board will be 6 per cent.

The Board confirmed the action of the Executive Committee as recommended.

1964 Summer Session Budget Proposal

The Budget Director presented the annual summer session report showing the financial results of the 1963 sessions followed by budgetary recommendations for the 1964 summer sessions. The detailed report is shown on the following two pages:
I. Financial Results of the 1963 Summer Sessions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Estimated Student Enrollment</th>
<th>Actual Student Enrollment</th>
<th>Student Fee Income</th>
<th>Appropriated Funds</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon</td>
<td>3,871</td>
<td>4,240</td>
<td>$274,593</td>
<td>$186,004</td>
<td>$460,597</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>2,478</td>
<td>2,934</td>
<td>191,261</td>
<td>55,913</td>
<td>247,174</td>
</tr>
<tr>
<td>Portland Sessions, DCE</td>
<td>4,930</td>
<td>5,460</td>
<td>345,486</td>
<td>50,929</td>
<td>396,415</td>
</tr>
<tr>
<td>Oregon College of Education</td>
<td>1,226</td>
<td>1,119</td>
<td>49,905</td>
<td>52,636</td>
<td>102,541</td>
</tr>
<tr>
<td>Southern Oregon College</td>
<td>850</td>
<td>958</td>
<td>54,162</td>
<td>18,995</td>
<td>73,157</td>
</tr>
<tr>
<td>Eastern Oregon College</td>
<td>501</td>
<td>565</td>
<td>32,113</td>
<td>14,367</td>
<td>46,480</td>
</tr>
<tr>
<td>Totals for six institutions</td>
<td>13,856</td>
<td>15,276</td>
<td>$947,520</td>
<td>$378,844</td>
<td>$1,326,364</td>
</tr>
</tbody>
</table>

*Includes reimbursements, such as those received through the State Department of Education and from federal Smith-Hughes summer session funds.

#Expenditures shown do not include the aggregate amount of $157,242 expended through separate accounts for special summer institutes for teachers supported from grants from the National Science Foundation, grants under the National Defense Education Act, and small grants from other agencies.

Summary of Student Fee Income, 1963 Summer Sessions
(including self-sustaining workshops)

Student fee income realized, as above $947,520

Student fee income estimated in the original 1963 budget, as approved by the Board in the 1963-64 operating budget 773,129

Overrealized student fee income $174,391

Note: The realized income of $947,520 shown above includes $33,523 from special self-sustaining summer session workshops which were added to the budgets after the 1963 summer session budgets were approved by the Board, December 11, 1962. The remainder of the fee income, or $913,997, includes an overrealization of $140,868 above the amount of $771,229 estimated in the original 1963 summer session budgets.

II. Recommended 1964 Summer Session Fees

8-week sessions: Fees to be increased to $132 for students carrying 8 credit hours or more (Fee in the 1963 summer sessions was $100.)

11-week sessions: It is recommended that students desiring to accelerate their education by taking advantage of the fourth term opportunity pay the same fee as that charged for the 8-week session, $132. (Available at the University of Oregon, Oregon State University, Portland State College, Oregon College of Education and Southern Oregon College)

Regularly budgeted workshops and part-time students: Fees to be raised to $16.50 per credit hour with a $33 minimum fee
Summer Sessions, 1964, Recommended Budget Plan (Continued)

III. Plan for Recommended Budgets, 1964 Summer Sessions
(to be incorporated in the 1964-65 annual operating budget)

<table>
<thead>
<tr>
<th>Budget</th>
<th>Approved by Board for the 1963 Summer Sessions</th>
<th>Budget Recommended for the 1964 Summer Sessions</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>From appropriated funds for institutional budgets</td>
<td>$ 575,420</td>
<td>$ 361,780</td>
<td>$ -213,640</td>
</tr>
<tr>
<td>From appropriated funds for summer session contingency reserve</td>
<td>25,000</td>
<td>25,000</td>
<td>-</td>
</tr>
<tr>
<td>From estimated student fee income</td>
<td>771,229</td>
<td>1,361,382</td>
<td>590,153</td>
</tr>
<tr>
<td>Total budgets</td>
<td>$1,371,649</td>
<td>$1,748,162</td>
<td>$376,513*</td>
</tr>
</tbody>
</table>

*Total proposed budget increase of $351,513 consists of the following:

<table>
<thead>
<tr>
<th>Appropriated Funds</th>
<th>Student Fees</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases to care for estimated increases in enrollment and other costs</td>
<td>$ -372,424</td>
<td>$ 590,153</td>
</tr>
<tr>
<td>Increases to care for cost of implementing 4th term opportunities at five campuses</td>
<td>45,000</td>
<td>-</td>
</tr>
<tr>
<td>Salary adjustments for teaching staff to correspond to the average 6% salary adjustments provided for academic staff during year 1963-64</td>
<td>76,434</td>
<td>-</td>
</tr>
<tr>
<td>Increase to strengthen the Portland summer sessions</td>
<td>37,350</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total proposed budget increase</strong></td>
<td>$ -213,640</td>
<td>$ 590,153</td>
</tr>
</tbody>
</table>

Summary of Above Recommended Budgets, by Institutions

<table>
<thead>
<tr>
<th>1963 Enrollments</th>
<th>1964 Enrollments</th>
<th>Appropriated Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Head Count)</td>
<td>(Head Count)</td>
<td>(FTE)</td>
</tr>
<tr>
<td>U of O</td>
<td>3,871</td>
<td>4,500</td>
</tr>
<tr>
<td>OSU</td>
<td>2,478</td>
<td>3,200</td>
</tr>
<tr>
<td>PSC &amp; DCE#</td>
<td>4,930</td>
<td>6,280</td>
</tr>
<tr>
<td>OCE</td>
<td>1,226</td>
<td>1,229</td>
</tr>
<tr>
<td>SOC</td>
<td>850</td>
<td>1,000</td>
</tr>
<tr>
<td>EOC</td>
<td>501</td>
<td>580</td>
</tr>
<tr>
<td>SS Reserve</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13,856</strong></td>
<td><strong>16,789</strong></td>
</tr>
</tbody>
</table>

Note: Of the total 1964 summer session budget of $1,748,162 recommended above, it is estimated that 79.0% will be financed from student fee income. It is understood that the recommended budgets indicated above may be increased from self-sustaining workshops and conferences which may develop before the 1964 summer sessions are completed.

#Beginning with 1964 summer session, the Portland session will be divided into two units, one to be operated by Portland State College and the other to be operated by the Division of Continuing Education.
In the discussion of the summer session budgets it was pointed out that the recommended plan for the 1964 summer sessions includes the separation of the Portland session into two units, one to be operated by Portland State College and the other to be operated by the Division of Continuing Education. Under this plan the Portland State College session will include the offering of courses listed in the Portland State College catalog. The Division of Continuing Education session will include the course offerings not listed in the Portland State catalog, but listed in the catalogs of the other institutions in the State System. The Chancellor reported that a similar separation of function is contemplated in the Portland evening classes, most of which are now operated by the Division of Continuing Education.

It was also pointed out that the summer sessions of all the institutions are being developed to provide fourth term opportunities to degree candidates who wish to accelerate their programs. It was indicated that the development of fee policies and other policies followed in the summer sessions will be influenced by the changes, now in progress, toward the provision of a regular fourth term during the summer.

The Board adopted the report and approved the recommendations presented.

At the October 1963 Board meeting, statements of the rationale and procedures governing gifts, grants and contracts for research, instruction and allied purposes were presented to the Board for consideration. Board action on both the rationale and procedures was deferred at that time in order to combine the two statements into a single document which would embody various suggested revisions. The Chancellor presented the revised document for consideration and indicated that he was prepared to recommend the adoption of Part I - Rationale, but that further revisions were necessary to Part II - Recommended Procedures.

Board members and institutional executives expressed their reactions to the administrative procedures to be developed in conformity with the rationale, particularly in regard to the responsibilities to be assigned to the institutions and those assigned to the central office and the establishment of a control system to assure that the prescribed policies and procedures are followed. Institutional executives stressed that frequently they needed to have freedom to move rapidly in the negotiations in order to obtain gift and grant funds. They reported that delays could result in fund losses. It was the consensus of the Board that centralized controls should be at least adequate to assure compliance with the Secretary of State's auditing demands. Board members were advised that the comprehensive reports of the research activities were being developed for presentation at a later date.

Although the Board indicated acceptance of the rationale in principle, it deferred approval until a later meeting in order to consider the rationale and the revised control procedures together and to permit any minor changes in the wording of the rationale which might develop as the procedures were reconsidered.
At the request of President Wm. E. Walsh, the Chancellor presented the following items related to Academic Affairs, Personnel and Public Affairs:

Amendment of Section L-3-B of the Administrative Code - Terms of Service of Staff Members

"Staff members may be appointed on the academic-year basis, the fiscal-year basis, or on such other basis as may be arranged in individual cases.

"Staff members on an academic-year appointment are subject to service for three terms during the fiscal year.

"The three-term period of service normally will extend from September 16 of one calendar year through June 15 of the next calendar year, or for a comparable period of service within the fiscal year, whichever best serves the particular type of work involved, as may be required by the institutional executive. Nothing in this regulation shall be construed to prevent a staff member employed on an academic-year basis from being employed during the remainder of the fiscal year, in the summer sessions or in other service for any of the institutions, provided his responsibilities for the regular academic year have been fulfilled to the satisfaction of the department head and the dean or director of his division."

The Board approved the recommendation as presented.

The Chancellor recommended that the provisions of the Administrative Code D-23-A be amended to read as follows:

"In accordance with state law (ORS 180.060), the Attorney General is the legal representative of the Board unless other legal services are authorized by the Attorney General. To avoid complication and conflict of policy, all opinions from the Attorney General shall be requested by the Secretary of the Board, the Vice Chancellor for Business Affairs, the Chancellor, or by a Board member."

The Board approved the recommendation as presented.
Meeting #321-27

President Fleming recommended approval of a study tour in Mexico as a project of the 1964 University of Oregon Summer Session. The proposed program includes a two-week period of seminar study in Mexico City, followed by a three-week work-activity period in Jocotepec, Jalisco. Students will be enrolled in an Education 508 Workshop and may receive six term hours of credit.

The total cost of the program, estimated at $10,890, is to be met from payments of $495 to be assessed each student. A condensed budget summary is shown below:

**Estimated expenditures:**

- Seminar and workshop costs, including instructor's salary, $1,510 and instructor's expenses, $300: $5,060
- Transportation: $3,080
- Meals and lodging: $2,750
- **Total expenditures, estimated:** $10,890

Estimated income, payments from 22 students at $495 each: $10,890

The Board approved the recommendation as presented.

The Board approved Item 18 - Personnel and Item 19 - Gifts and Grants as detailed in a later section of these minutes, and previously printed in the docket under the item numbers shown above.

The meeting was recessed at 3:35 P.M., December 9, 1963, and was reconvened at 9:00 A.M., December 10, 1963, with the following Board members present:

- Mr. J. W. Forrester, Jr.
- Mr. Allan Hart
- Mr. Chas. R. Holloway, Jr.
- Mrs. Elizabeth H. Johnson
- Mr. George H. Layman
- Mr. John Merrifield
- Mr. John W. Snider
- Mr. Wm. E. Walsh

**RE ABSENCES**

R. E. Purvine, M.D., was absent for business reasons.

**PRESIDENT'S REPORT**

President Wm. E. Walsh announced that the next meeting of the Board would be held in Portland on January 27-28, 1964, on the campus of Portland State College. At that time, the schedule of meeting dates and places for the remainder of 1964 will be determined.

**Next Meeting Dates**

**REPORT OF THE CHANCELLOR**

The Chancellor announced the proposed retirement of Dr. Frank B. Bennett, President of Eastern Oregon College, effective August 31, 1964, with the following statement:

"Dr. Frank Bennett, one of the men we have all had the pleasure of working with during recent years, has distinguished himself, among other things, by having had before him as his chief guiding question throughout his career, 'What is there in it for boys and girls?"
"He is a native Oregonian, and since 1921 his professional assignments have been in Oregon, and he has served the State System since 1953 as President of Eastern Oregon College.

"Two years ago, soon after I became Chancellor, President Bennett reported to me his wish to retire effective June 30, 1963, his normal retirement date. Especially because of an unusual number of new administrative appointments in the System, including my own as Chancellor, I asked President Bennett to continue for at least two additional years. He graciously agreed to postpone his retirement.

"When President Bennett again expressed the hope a few weeks ago that he might retire effective August 31, 1964, I reluctantly agreed to recommend to the Board that his request be granted.

"I am, therefore, recommending to you that one of our most experienced and competent administrators, a man all of the executives love and respect, be permitted the luxury of retirement from his position as President of Eastern Oregon College effective next August 31."

Board members expressed their regret at Dr. Bennett's resignation and conveyed their appreciation of his sincerity, his deep concern for education, and the standards and principles which he has held throughout his career.

The Board approved the retirement of President Bennett, effective August 31, 1964, as recommended. The Chancellor indicated that he would present plans and procedures for the selection of Dr. Bennett's successor at the next Board meeting. The Chancellor also asked the Secretary of the Board to read the following communication pertaining to the retirement of Dr. Bennett:

"It has come to my attention that the retirement of Dr. Frank Bennett is to be announced to the Board of Higher Education at their meeting next week. As you know, Doctor Bennett has been a member of the Public Employees Retirement Board for many, many years and that appointment will terminate at the same time as does his employment with the Board of Higher Education.

"I would like to express at this time my appreciation to the Board for the work done for us and for all public employees in the State of Oregon by Doctor Bennett. His service on the Retirement Board has been invaluable, and his advice, suggestions and support have been of tremendous assistance in the administration of his program. His background knowledge of education in Oregon has been of assistance on numerous occasions when the Board was faced with formulation of rules and procedures regarding school district employees.

"I am sure that when Doctor Bennett's retirement takes effect, he will be greatly missed by the Retirement Board, the staff, and, in a less concrete manner, by the public employees of Oregon whom he has served so faithfully."

Sincerely,
/s/ Max M. Manchester
Max M. Manchester
Executive Secretary
The Chancellor asked Dr. Miles C. Romney to present the two items for policy discussion by the Board. Dr. Romney read the following introductory statement:

"The two statements, included as Supplements A and B to these minutes, are intended to inform the Board with respect to some aspects of the teacher education programs in the State System institutions, and with the work of the Community College Committee of the State System.

"The first statement, "A Commentary on Conant's The Education of American Teachers" is a brief discussion of the major recommendations made by Dr. James B. Conant with respect to teacher education, and of the relationship of teacher education policies and practices in State System institutions to Dr. Conant's recommendations. No Board action is required, though questions or comments from the Board with respect to matters discussed in this statement will be welcomed.

"The second statement sets forth the policies and practices under which the Community College Committee of the State System is operating. Again, no Board action is required, but questions or comments relating to matters dealt with are invited."

Dr. Romney noted that because of Dr. Conant's eminence as a scientist, administrator in higher education (former President of Harvard University), and government official (former High Commissioner to Germany), his views carry weight with people. Hence, it seems useful to examine his major recommendations concerning teacher education as they are contained in his book The Education of American Teachers, and to relate them to the current policies and practices in teacher education in the State System institutions.

Most of Dr. Conant's recommendations seem sound, Dr. Romney stated, though serious question may be raised concerning some. For purposes of discussion, the recommendations made by Dr. Conant can be divided into three categories: (1) those which recommend policies and practices which have been long in effect in State System institutions, (2) those which seem sound, and the implementation of which would likely improve teacher education in Oregon, and (3) those which seem unsound.

Among those in the first category of recommendations (those already in effect in State System institutions) are the following, Dr. Romney indicated:

1. Teacher education should be an all-institution program, drawing upon the entire resources of the institution.

2. Bachelor's degree requirements for prospective teachers should give some assurance that the prospective teacher will have a good general education, with sufficient opportunity for specialization. The inference to be drawn from this recommendation is that in some of the institutions visited by Dr. Conant, the teacher education program was felt by Dr. Conant to be long on "professional" education and short on academic work.
3. All future teachers should be guaranteed an adequate practice teaching experience under conditions approved by the State Department of Education.

4. Certificates in art, music and physical education be issued without any grade certification.

Dr. Romney then gave some illustrations of current practices in the State System institutions which indicate that State System institutions have had in effect for some time before Dr. Conant's study, policies and practices which recognize the worth of the foregoing recommendations. In these important recommendations, Dr. Conant follows, rather than leads, the Oregon State System institutions.

In the second category of recommendations (those whose implementation in Oregon would improve the pre-service or in-service preparation of teachers) Dr. Romney noted the following:

1. Provision of state financial aid to local school boards in the districts in which the practice teachers are assigned, in recognition of the fact that teacher preparation is a state responsibility.

2. Establishment of clinical professorships in the teacher education institutions at the full professor level, with salary and other emoluments appropriate to that elevated status in the academic community.

3. Recognition of the importance of practice teaching by according to supervising teachers in the public schools higher salaries and lightened work loads.

4. Provision of financial assistance to teachers for study in summer schools.

5. Provision of leaves of absence with pay for public school teachers to promote full-time residence at a teacher education institution for the purpose of earning a master's degree. Conant recommends state funds be provided.

6. Provision, at school district expense, of short term seminars for the in-service education of teachers.

7. Revision of public school salary schedules to provide "a large jump when a teacher moves from the probationary status to tenure."

8. Development of a loan policy for future teachers "aimed at recruiting into the profession the most able students; . . . the amount of the loan should be sufficient to cover expenses, and the loan should be cancelled after four or five years of teaching in the public schools of the state."

9. Provision to the beginning teacher during the initial probationary period of every possible help in the form of such matters as limited teaching responsibility, advice of experienced teachers whose own work load is reduced so that they can work with the new teacher, aid in gathering instructional materials, etc.
Dr. Romney noted that all of the foregoing nine recommendations would require greater financial support, and that only the second recommendation relates to matters over which the teacher education institutions have any control.

The third category of recommendations (those concerning which serious question is raised) includes the following, according to Dr. Romney:

1. Change in function of the regional accrediting associations, and of the National Council for Accreditation of Teacher Education. Dr. Conant would have these agencies serve only as advisory bodies to the teacher-preparation institutions. He would remove from them all power of accreditation.

2. Change in the function of the State Department of Education. The State Department's functions vis-a-vis teacher education would be reduced by Dr. Conant's recommendations to: (1) approving the practice teaching situations in the teacher education programs, (2) serving in an advisory capacity to teacher education institutions, and (3) developing enforcing regulations insuring that a teacher will be assigned only to those teaching duties for which he is specifically prepared, (4) developing and disseminating to school boards and colleges and universities of data relevant to the preparation and employment of teachers.

3. Opening to every "legitimate" college and university the freedom to develop its own teacher education program without restraint or prescription from any outside agency except for the stipulation that the teacher education program should: (1) include a "practice-teaching" situation of which the State Department approves, and (2) represent an all-institution approach to teacher education.

4. Provision of complete certification reciprocity among states.

5. Limiting of a teacher in grades 7 to 12 to a teaching certificate in one field only.

6. Limiting of credit applicable to master's degree, to residence, campus work.

Dr. Romney pointed out the continuing need for accreditation of teacher education institutions. He noted the need for (1) guidelines concerning basic requisites in teacher education to guide education institutions in planning their teacher education programs and (2) accreditation machinery to review periodically the qualifications of institutions wishing to prepare teachers. He also noted the need in Oregon for teachers to be allowed to prepare themselves for teaching in more than one field in high school.

He acknowledged the desirability of limiting master's degree work to campus residence work, but questioned the feasibility of adopting such a policy at present.
Board members questioned whether the institutions now have enough freedom to develop the teacher education programs as recommended by Dr. Conant, or whether certification requirements present too many restrictions. In response to this, it was indicated that the Oregon institutions and the State Department of Education work together very closely and that the new certification requirements which will go into effect July 1, 1965, were developed by a committee composed of State Department of Education representatives and representatives from both public and private institutions of higher education. Board members expressed the view also that in keeping the education courses to a minimum, it is especially important to be certain that the courses which are required are meaningful and are the best that can be offered. It was pointed out that there is always room for improvement in any program, and that this is true not only in teacher education but in the academic programs as well. It was emphasized also that a major portion of the required hours in education courses for teacher preparation is devoted to practice teaching, which is one of the areas emphasized by Dr. Conant.

The institutional executives discussed the general problem of the control of the teacher education programs by the various interest groups and the relationship of that control to the development of the programs over the years. It was pointed out that when one knows which group is criticizing teacher education it is easier to evaluate the criticism. Also discussed was the adequacy of the established requirements for teaching various subject fields and the availability of graduate work for prospective teachers in the academic fields other than education. Attention was also called to the fact that in order to do a good job in the small school teachers must be prepared with multiple competencies.

Dr. Romney indicated that the aim of the Community College Committee is to work with the State Department of Education and the presidents of the community colleges, to approve transfer credits from these colleges and to facilitate the transfer of students from the community colleges to the four-year institutions. In accordance with these aims, the statement of procedures and the suggested course list in Supplement B were developed.

The Board indicated an interest in having a follow-up on the performance of community college students after they transfer to four-year institutions. It was stated that such data are being accumulated.

The Board adopted the program presented in Supplement B of these minutes as the policy of the Board.

Over an extended period of time, Crown Zellerbach Corporation has been doing extensive research work in connection with dialkyl sulfoxides. During the last year or so, several staff members of the University of Oregon Medical School have been working closely with personnel of the corporation relative to the potential application of said research work in the field of medical science. Because of the joint efforts and the possibility of applying for patents without delay, authorization was granted by the Executive Committee of the Board to enter into an agreement with the corporation. The
agreement recognized that the Medical School is primarily interested in the advancement of medical science. However, any income which may be realized from patent inventions will be shared equally by the corporation and the Board on behalf of the Medical School. Moneys which might thus be received by the Board are, pursuant to law, dedicated for restricted purposes.

Dean Baird, with the approval of the Chancellor, recommended that the Board confirm the action of the Executive Committee.

The Board approved the recommendation as presented.

PERSONNEL

Personnel Adjustments

The Board approved the following personnel adjustments as submitted by the institutional executive concerned, the necessary funds being provided in the 1963-64 budgets:

University of Oregon Medical School

M. C. Hines, Increase in Salary

Increase in annual salary for Dr. Marvin C. Hines, Associate in Ophthalmology, from $8,500 to $9,700 effective November 1, 1963, in recognition of increased responsibilities in connection with the graduate training program in the department. The additional funds required are to be paid from a U.S. Public Health Service training grant.

H. Jacob, Increase in Salary

Increase in annual salary for Mr. Heinz Jacob, Research Assistant in Ophthalmology, from $6,060 to $6,660, effective October 1, 1963, with funds for the increase being provided in the research grant under which Mr. Jacob is employed.
The Board accepted the following gifts and grants and authorized the Secretary of the Board to make suitable acknowledgement to the donors:

**Oregon State University**

Gifts and grants totaling $36,611.22 from the following donors for scholarships and fellowships:

- African-American Institute, New York City: $5,052.00
- S. A. Agnew, Brookings: $300.00
- Rotary Club, Baker: $330.00
- Benson Polytechnic High School, Portland: $100.00
- Dillard Parent Teacher Association, and Winston-Dillard Fire Department Auxiliary: $200.00
- The Electric Club of Oregon, Portland: $300.00
- Electrical Women's Round Table, Portland: $150.00
- Elks Lodge No. 1680, Burns: $300.00
- Elks Lodge No. 326, Roseburg: $600.00
- Elks Lodge, St. Helens: $200.00
- Elks Lodge No. 1664, Toledo: $200.00
- Elks National Foundation, Boston, Massachusetts: $2,400.00
- Fraternal Order of Eagles, South Bend, Indiana: $110.00
- The General Foods Fund, Inc., New York City: $4,000.00
- Glide High School Girls' League: $100.00
- Gyro Club of Wallace, Idaho: $100.00
- International Longshoremen's and Warehousemen's Union Local 21, Longview, Washington: $100.00
- Jewel Ice Cream Company, St. Helens: $150.00
- The Kamehameha Schools, Honolulu, Hawaii: $1,581.97
- Ralph Kappler, Mulino: $894.00
- Kinzua Pine Mills, Hapner: $125.00
- Kiwanis Club of Glide: $100.00
- Madison High School Dads' Club, Portland: $200.00
- Marshall High School, Portland: $200.00
- McKenzie River High School Boys' League, Finn Rock: $100.00
- National Association of Secondary-School Principals Scholarship Board, Washington, D. C.: $1,000.00
- Omark Industries, Inc., Portland: $867.00
- Oregon Congress of Parents and Teachers, Portland: $2,868.00
- Oregon Federation of Business and Professional Women's Clubs, Inc., Corvallis: $500.00
- Oregon Pepsi-Cola Bottlers Scholarship Foundation, Seaside: $100.00
- Oregon Sportswriters and Sportscasters Association, Portland: $500.00
- Oregon State Elks Association, Madras: $1,906.25
- Oregon State Mother's Club, Klamath Falls Chapter: $100.00
- Rotary Club, Pendleton: $300.00
- Portland Public Schools District #1: $200.00
Reedsport High School Parent-Teachers-Student Association $ 150.00
Roseburg Rotary Ann Club 100.00
Roseway Lions Club, Portland 100.00
St. Regis Paper Company, New York City 800.00
Shell Companies Foundation, New York City 2,900.00
Sherman High School Booster Club, Moro 150.00
Joseph E. Simmons Trust Fund, Corvallis 200.00
Society of American Foresters, Southwestern Section, Albuquerque, New Mexico 100.00
Standard Oil Company of California through the Oregon Association of FFA, Salem 900.00
John Straus Trust Fund, through the U.S. National Bank, Portland 300.00
Teachers of Milton-Freewater 414.00
Trico-B League, Eugene 100.00
Confederated Tribes of the Umatilla Indian Reservation, Pendleton 1,000.00
Edward L. Ward Junior Memorial Scholarship Fund, Portland 500.00
Western Electric Company, Inc., Portland 425.00
Lions Club, Yoncalla 330.00
Yoncalla Parents-Teachers Association 100.00
Coburg High School 100.00
Corvallis Junior Chamber of Commerce 158.00
The Dalles Rotary Club 100.00
Hyslop Agricultural Research Memorial 1,200.00
Lions Club, Mapleton 250.00

Grants totaling $319,100.00 from the National Science Foundation, Washington, D.C., effective September 1, 1963, through August 31, 1966, unless otherwise indicated, for research and instruction as follows:

1. $26,000 - "Mechanisms of SHI Reactions", under the direction of Dr. John L. Rice, Associate Professor of Chemistry.

2. $52,100 - "Seasonal Distribution of Intermediate Oceanic Consumers in Relation to Environment", under the direction of Dr. William G. Peary, Assistant Professor of Oceanography.

3. $7,700 - "Undergraduate Science Education Program", August 26, 1963, through August 31, 1964, under the direction of Professor Glenn W. Holcomb, Head of Civil Engineering Dept.

4. $23,000 - "Unstable Liquid-Liquid Dispersions", November 1, 1963, through October 31, 1965, under the direction of Dr. James G. Knudsen, Professor of Chemical Engineering.

5. $65,000 - "Oregon Oceanographic Studies", September 1, 1963, through August 31, 1964, under the direction of Mr. Richard W. Shafer, Associate Professor of Oceanography.

6. $40,500 - "Chemical Oceanography off Oregon", October 15, 1963, through October 14, 1965, under the direction of Dr. Kilho Park, Assistant Professor of Oceanography.

8. $61,100 - "Physical-Chemical Properties of Sea Water", September 15, 1963, through September 14, 1964, under the direction of Dr. Peter K. Weyl, Professor of Oceanography.

Benton County TB & Health Association
Grant of $5,638.48 from the Benton County TB and Health Association, Corvallis, for loan funds for students in Health, Education and Pre-nursing.

Friends & Associates of E. N. Sidor, Boeing, Seattle, Wash.
Grant of $2,400 from the Friends and Associates of E. N. Sidor at Boeing, Seattle, Washington, to be used for loan funds for students in Engineering.

U.S. Air Force
Grant of $33,852.76 from the United States Air Force, Washington, D.C., effective November 1, 1963, through October 31, 1965, in support of research entitled "Nuclear E2 Spin Transitions in Tetrahedral Lattices", under the direction of Dr. William L. Pierce, Assistant Professor of Physics.

Grant of $56,046 from the U. S. Atomic Energy Commission, Richland, Washington, effective November 1, 1963, through October 31, 1964, in support of "Low Energy Nuclear Research", under the direction of Dr. E. A. Yunker, Chairman of the Physics Department.

Office of Naval Research
Grants totaling $50,400 from the Office of Naval Research, Washington, D.C., effective September 1, 1963, through August 31, 1964, in support of research as follows:

1. $50,000 - "Surface-Ship Gravity Investigations", under the direction of Dr. Peter Dehlinger, Professor of Oceanography.

2. $4,000 - "Fluoro-borane Chemistry", under the direction of Dr. T. D. Parsons, Associate Professor of Chemistry.

U.S. Public Health Service
Grants totaling $95,958.00 from the U.S. Public Health Service, Washington, D.C., effective September 1, 1963, through August 31, 1964, unless otherwise indicated, for research as follows:

1. $15,044 - "Metabolism of Herbicides and Transformation Products", under the direction of Dr. Sheng C. Fang, Associate Professor of Chemistry.

2. $13,444 - "The Dissimilation of Nitrate Nitrogen", under the direction of Dr. Campbell M. Gilmour, Professor of Microbiology.

3. $10,849 - "Role of Adenine Compounds in Methionine Biosynthesis" under the direction of Dr. Leo W. Parks, Associate Professor of Microbiology.

5. $16,759 - "Comparative Enzyme and Metabolic Patterns During Development", October 1, 1963, through September 30, 1964, under the direction of Dr. Vernon H. Cheldelin, Director of Science Research Institute.

6. $18,806 - "The Chemistry of Cheddar Cheese Flavor", July 1, 1963, through June 30, 1964, under the direction of Dr. E. A. Day, Associate Professor of Food Science.

7. $12,546 - "Vitamin K₅ as a Food Preservative", July 1, 1963, through June 30, 1964, under the direction of Dr. N. Y. Yang, Associate Professor of Food Science.

Grants to the several Agricultural Experiment Station Departments and divisions for research and other purposes from various donors as follows:

Agricultural Research Foundation

$7,650 - "Research on Hop Production, Breeding, Disease and Quality Investigations", under the direction of Dr. D. E. Bullis, Professor of Chemistry; "Research on Pesticide Residues, Their Nature, Distribution and Persistence in Plants, Animals and Soils", under the direction of Dr. V. H. Freed, Professor of Chemistry; and for "Research on Brush Control", under the direction of Dr. V. H. Freed.

Bonneville Power Admin.

$625.00 - "Research on Inspection and Preservative Treatment of Poles in Line", under the direction of Mr. Robert D. Graham, Associate Professor of Forest Products.

Chemagro Corporation

$3,175 - "Testing Co-ral and Neguvon Pour-on Solutions for Grub Control on Cattle, and also Co-ral Spray for Cattle Grub and Ectoparasite Control", under the direction of Dr. R. L. Goulding, Associate Professor of Entomology.

$3,643 - "Research on Liver Fluke", under the direction of Dr. S. E. Knapp, Associate Professor of Veterinary Parasitology.

Cove Cooperative Cherry Growers Association

$100 - "Leaf Analysis Study on Sweet Cherries", under the direction of Dr. O. C. Compton, Professor of Horticulture.

Louis W. & Maud Hill Family Foundation

$8,631 - "Embryo Development of Douglas-fir Seeds in Relation to Time of Collection and Elevation of Sources", under the direction of Dr. W. P. Wheeler, Associate Professor of Forest Management; "Seed Orchard Problems-Pollen Collection and Storage and Grafting Practices", under the direction of Dr. H. Irgens-Moller; Assistant Professor of Forest Genetics; and "Variability of Wood Characteristics Among Races Within Species of Conifers", under the direction of Dr. M. D. McKimmy, Associate Professor of Forest Products.
$4,920 - "Use of Radar in Studying Fire Weather in Cascades", under the direction of Dr. Fred Decker, Associate Professor of Physics.

$229.62 - "Research to Develop Workable Procedures for Sampling Wood from a Population of Western Hemlock Trees, Determine Certain Strength and Related Properties and Cost Factors", under the direction of Dr. James D. Snodgrass, Professor of Forest Products.

$4,000 - "A study to Identify and Evaluate Characteristics of Top Breaks and of the Fungus -Fomes Subroseus - in Forest Management", under the direction of Dr. L. F. Roth, Professor of Forest Pathology.

Pacific Power & Light

Pendleton Grain Growers

Pennsalt Chemical Corporation

U.S.D.A. Farm Economics Division, Economic Research Service

U.S.D.A. Agricultural Research Service

U.S.D.A. Animal Disease & Parasite Division


Western Oreg. Onion Growers Assoc., Inc.

Wood Fibreboard Company

$3,750 - "Inspection and Preservative Treatment of Poles in Line", under the direction of Mr. Robert D. Graham, Associate Professor of Forest Products.

$500 - "Analysis of Dry Fertilizer Market in Hermiston Area - Umatilla County", under the direction of Mr. Forrest S. Baker, Assistant in Transportation Economics.

$450 - "To Study Metabolism of Endothal", under the direction of Dr. V. H. Freed, Professor of Chemistry.

$12,000 - "Alternative Methods and Costs of Housing Migrant Farm Workers", under the direction of Dr. M. J. Conklin, Assistant Professor of Agricultural Economics.

$4,200 - "Research on Verticillium Wilt of Peppermint", under the direction of Dr. C. E. Horner, Associate Professor of Plant Pathology.

$8,000 - "A Study of the Nature and Control of Ornithosis in Birds", under the direction of Dr. E. M. Dickinson, Professor of Veterinary Medicine.

$4,800 - "Improvement of Beef Cattle through Application of Breeding Methods", under the direction of Dr. Ralph Bogart, Professor of Animal Breeding.

$875 - "To support Research on Onion Root Diseases", under the direction of Dr. E. K. Vaughan, Professor of Plant Pathology.

$700 - "Research on 'Deflection Characteristics of Particle Board from Panels'", under the direction of Mr. George H. Atherton, Associate Professor of Mechanical Engineering.
University of Oregon

Scholarships & Fellowships

Gifts and grants totaling $50,885.67 from the following donors for scholarships and fellowships:

- African-American Institute, New York City: $2,812.05
- American Legion Auxiliary, Dept. of Oregon, Dundee: 100.00
- The Asia Foundation, San Francisco, California: 554.00
- Association of Industrial Advertisers, Oregon Chapter, Portland: 200.00
- Bellevue High School Associated Student Body, Bellevue, Washington: 100.00
- The Board of Education of the American Baptist Convention, Division of Christian Higher Education, Valley Forge, Pennsylvania: 100.00
- Brookings Plywood Corporation: 1,000.00
- Business & Professional Women's Club, Eugene: 100.00
- Business & Professional Women's Club, Kodiak, Alaska: 250.00
- Business & Professional Women's Club, Roseburg: 100.00
- The Carpenter Foundation through School District 6, Central Point: 133.33
- Coburg Parent-Teacher Association: 200.00
- Delta Kappa Gamma Society, Fort Worth, Texas: 500.00
- Delta Sigma Theta, Beta Psi Chapter, Portland: 100.00
- Lions Club, Drain: 100.00
- Elks National Foundation, Boston, Massachusetts: 2,200.00
- Elks Lodge No. 1934, Brookings: 300.00
- Elks Lodge No. 358, Heppner: 300.00
- Elks Lodge No. 1663, Lebanon: 250.00
- Elks Lodge No. 288, Pendleton: 250.00
- Elks Lodge No. 142 and Roosevelt High School, Portland: 215.30
- Elks Lodge No. 1814, Prineville: 150.00
- Elks Lodge No. 326, Roseburg: 300.00
- Elks Lodge No. 174, Tacoma, Washington: 350.00
- Elks Lodge No. 1664, Toledo: 200.00
- Elmira High School: 260.00
- Elmira High School Parent-Teacher Club: 540.00
- Emblem Club No. 255, Brookings: 250.00
- Emblem Club No. 187, Kodiak, Alaska: 200.00
- Evans Scholarship Foundation through Western Golf Association, Golf, Illinois: 902.00
- Firestone Tire & Rubber Company, Akron, Ohio: 470.00
- First Presbyterian Church, Astoria: 150.00
- Fraternal Order of Eagles Memorial Foundation Fund, South Bend, Indiana: 200.00
- Fullerton IV Parent-Teacher Association, Roseburg: 200.00
- General Motors Corporation, Detroit, Michigan: 3,100.00
- Hemet Hospital Auxiliary, Hemet, California: 200.00
- Heppner Band Parents Club: 200.00
- Heppner High School Student Body: 125.00
- Walter Hyatt Scholarship Fund, Corvallis: 100.00
- Illinois Valley High School, Cave Junction: 100.00
The Jackson Foundation through the U. S. 
National Bank, Portland $ 5,000.00
Jefferson Parent-Teacher Association 100.00
John Jacob Astor Parent-Teacher Association, 
Portland 110.00
Kimberly-Clark Foundation, Inc., Anderson, Calif. 250.00
Kiwani Club of Northgate, Seattle, Washington 150.00
Lane County Oregon Education Association, Eugene 630.00
Austin E. Lathrop High School Associated Students, 
Fairbanks, Alaska 250.00
Madison High School Dads' Club, Portland 200.00
Mrs. Jennie L. Mainwaring, Salem 110.00
Bill Murphy Athletic Award, Culver City, Calif. 500.00
National Honor Society, National Association of 
Secondary-School Principals, Washington, D.C. 1,500.00
Oregon Association for Health, Physical Education 
and Recreation, Portland 200.00
Oregon Coast Veneer, Brookings 700.00
Oregon Collectors Association, Portland 500.00
Oregon Federation of Women's Clubs, Monmouth 200.00
Oregon Nurses Association, Springfield 100.00
Oregon State Elks Association, Madras 2,528.50
P.E.O. Sisterhood, Oregon State Chapter, Portland 250.00
P.E.O. Sisterhood, Chapter CV, Umatilla 100.00
Pendleton Senior High School Girls' League 100.00
Pepsi-Cola Bottling Co., Portland 100.00
Phelps-Stokes Fund, New York City 550.00
Phi Beta Patronesses, Eugene 440.00
Poitiers American High School, Poitiers, France 500.00
Portland City Club of Alpha Gamma Delta, Portland 200.00
Ricketts Music Store, Inc., Roseburg 200.00
Roseburg Senior High School Associated Student Body 100.00
Roseburg Senior High School Nebo 
Scholarship 300.00
Rotary Club of Pendleton 600.00
Royal Esquire Club of Portland, Inc. 400.00
Saudi Arabian Training Project, Austin, Texas 900.00
Scio Booster Club 200.00
Shasta Film Society, Redding, California 300.00
Sherman County Scholarship Association, Inc., Moro 133.34
Silverton Union High School 750.00
Soroptimist Club, Heppner 100.00
South Eugene High School Girls' League 150.00
Supreme Lodge Knights of Pythias, Cedar Rapids, Iowa 500.00
Sutherlin High School Student Body 185.00
Thurston Senior High School, Springfield 100.00
Triangle Lake Parent-Teacher Association, Blachly 150.00
Edward M. Turner Educational Trust through U.S. 
National Bank, Portland 150.00
Union High School No. 2, Sweet Home 100.00
Union Usher Board of Portland 200.00
University of Puget Sound, Tacoma, Washington 360.00
The Confederated Tribes of the Warm Springs Reser-
vation of Oregon, Warm Springs 1,000.00
Washington High School Associated Students, Portland 400.00
Wy'east Parent-Teacher Association, Hood River  $  300.00
Lions Club, Yoncalla  165.00
William W. Stout Estate through the Wells Fargo Bank, San Francisco, California  10,012.15

Agency for International Development
Grant of $79,675 from the Agency for International Development, Washington, D.C., "for support of an educational program in Cambodia", September 1, 1963, through May 31, 1964, under the direction of Dr. J. Francis Rummel, Professor of Education.

American Cancer Society through UOMS
Grant of $1,500 from the American Cancer Society through the University of Oregon Medical School, for research entitled, "Control of Protein Synthesis and Regeneration in Crabs", October 1, 1963, through June 15, 1964, under the direction of Dr. B. T. Scheer, Head of the Department of Biology.

J. C. de Matta
Gift of volumes 5 and 6 of Portualiae Monumenta Cartographica, valued at $150, from Professor Jose Caiero de Matta, Lisbon, Portugal, to be placed in the Rare Book Room of the Library.

E. A. Cykler
Gift of sheet music, scores, and phonograph albums, valued at $150, from Dr. E. A. Cykler, Eugene.

The Ford Foundation, Fund for Advancement of Education through St. Dept. of Ed.
Grant of $80,000 from the Ford Foundation, Fund for Advancement of Education, through the Oregon State Office of Education, Salem, to support seminars on internships for teachers from districts participating in the Oregon Program under the direction of Dr. John Suttle, Assistant Professor of Education.

General Electric Foundation
Grant of $5,000 from the General Electric Foundation, Ossining, New York, "to be applied to work being carried on by Dr. Ray Hyman, Associate Professor of Psychology, in his study of factors which inhibit or stimulate creative aspects of problem solving", September 1, 1963, through August 31, 1964.

Housing and Home Finance Agency
Grants totaling $27,240 to provide for additional planning work in Lakeview and Salem and for initiation of a planning project for Polk County, September 10, 1963, through June 9, 1965, under the direction of Mr. Herman Kehrl, Director of the Bureau of Municipal Research, to be provided as follows:

| Source                               | Amount  
|--------------------------------------|---------
| Housing and Home Finance Agency      | $18,160 |
| Municipal funds                      | 8,746   |
| Bureau of Municipal Research         | 334     |
| **Total**                            | **$27,240** |

National Science Foundation
Grants totaling $141,916 from the National Science Foundation, Washington, D.C., for research, training institutes, and other purposes as follows:

1. $39,600 - "Pressure Effects of Foreign Gases on the Absorption Lines of Cesium", October 1, 1963, through September 30, 1965, under the direction of Dr. S. Y. Ch'en, Professor of Physics.
2. $38,200 - "Summer Institute in Marine Biology for College Teachers of Biology", November 6, 1963, through September 30, 1964, under the direction of Dr. Eugene N. Kozloff, Dept. of Biology at Lewis and Clark College. The Institute will be conducted at the Oregon Marine Biology Laboratory during the summer of 1964.

3. $40,800 - "Summer Institute in Anthropology for Junior College and College Teachers of the Natural Sciences", November 6, 1963, through September 30, 1964, under the direction of Dr. Albert C. Spaulding, Professor and Head of Anthropology.

4. $23,316 - "To cover the services and travel of Dr. and Mrs. Phil Schoggen, Associate Professor of Psychology and Research Associate respectively", October 1, 1963, through August 31, 1965, under the direction of Dr. Schoggen. The grant is provided through the University of Kansas.

Western Data Processing Center
Grant of $2,100 from the Western Data Processing Center, Los Angeles, California, to provide a research stipend for Wendell T. Beyer, September 1, 1963, through June 30, 1964, under the direction of Dr. Donald A. Trux, Acting Director, Statistics Lab and Computing Center, and Dr. D. A. Baerncoof, Associate Professor of Business Administration.

Office of Naval Research
Grant of $20,962 from the U. S. Office of Naval Research, for research entitled, "Dynamics of Bloch Electrons in Solids", September 1, 1963, through August 31, 1964, under the direction of Dr. Gregory H. Wannier, Professor of Physics.

Oregon State Department of Education
Grant of $14,850 from the Oregon State Department of Education, Salem, "for the purpose of assisting in operating an educational evaluation center for children with learning problems", under the direction of Dr. R. N. Lowe, Professor of Education.

U.S. Public Health Service
Grants totaling $43,950 from the U. S. Public Health Service, for research and fellowships, as follows:

1. $27,083 - "Applications of Statistical Thermodynamics in Biology", September 1, 1963, through August 31, 1964, under the direction of Dr. Terrell Hill, Professor of Chemistry.

2. $5,700 - "Predoctoral fellowship on behalf of Mr. David A. Stevens", September 1, 1963, through August 31, 1964, under the direction of Dr. Roger T. Davis, Visiting Professor of Psychology.

3. $5,500 - "Predoctoral fellowship in behalf of Mrs. Lila J. McQueen", October 1, 1963, through September 30, 1964, under the direction of Dr. Leona Tyler, Professor of Psychology.

4. $500 - "Fellowship supply grant in behalf of Dr. Edward M. Eisenstein", July 1, 1963, through June 30, 1964, under the direction of Dr. M. J. Cohen, Associate Professor of Biology.
5. $4,667 - "Postdoctoral fellowship grant in behalf of Dr. Channa Shalitin", December 1, 1963, through July 31, 1964, under the direction of Dr. Franklin W. Stahl, Associate Professor of Biology.

6. $500 - "Fellowship supply grant in behalf of Dr. Robert J. Sauer", August 1, 1963, through July 31, 1964, under the direction of Dr. Virgil Boekelheide, Professor of Chemistry.

Mrs. M. Sponenburgh
Gift to the library of miscellaneous books and one Oregon broadside, valued at $500, from Mrs. Mark Sponenburgh, Corvallis.

U.S. Air Force
Grant of $3,159 from the U.S. Air Force, Maxwell Air Force Base, Alabama, to provide flight instruction to six students, under the direction of Lt. Col. John W. Kocher, Head of Military and Air Science.

U.S. Dept. of Health, Education & Welfare
Grant of $24,800 from the U.S. Department of Health, Education and Welfare, supporting grants for six graduate students awarded under Public Law 85-926, September 1, 1963, through August 31, 1964, under the direction of Dr. Ray Lowe, Professor of Education.

Gifts to Museum of Art
Gifts to the Museum of Art from various donors as follows:

Mr. & Mrs. J. Mauritz
1. Chinese Tomb Statuette, valued at $3,500 from Mr. and Mrs. Jan Mauritz, Portland

Dr. W. S. Baldinger
2. An American Sculpture by Mark Ritter Sponenburgh, valued at $350, from Dr. Wallace S. Baldinger, Director of the Museum of Art.

Board of Governors Friends of Museum
3. Gifts of two oil paintings and a sculpture, valued at $2,150, from the Board of Governors, Friends of the Museum, Eugene.

University of Oregon Dental School
Grant of $5,000 from the American Cancer Society, Oregon Division, Portland, as an "Institutional Grant for Teaching Purposes", September 1, 1963, through August 31, 1964, under the direction of Dr. W. H. Rickles, Head of the Department of Pathology.

University of Oregon Medical School
Gifts and grants totaling $465 from the following donors for scholarships and fellowships:

American Business Women's Association, Portland $ 115.00
American Legion Auxiliary, Dept. of Oregon, Portland 100.00
Woman's Benefit Association, Port Huron, Michigan 250.00
Gift of $100 from Mrs. Grover C. Bellinger, Salem, "for the unrestricted use of the Pulmonary Function Laboratory", under the direction of Dr. Donald Pittcairn, Head of the Division of Chest Diseases. The gift is in memory of Mrs. Bellinger's husband.

Grant of $5,000 from the Biological Humanities Foundation, New York City, in support of research in the Department of Medicine under the direction of Dr. William H. Sheldon, Clinical Professor of Medicine.

Grant of $2,000 from the Crown Zellerbach Foundation, San Francisco, California, as an unrestricted grant to be utilized at the discretion of Dean D. W. E. Baird.

Gift of a lounge chair and bedside stand, valued at $100, from the Junior Post Departmental Chapeau 8 and 40, Veterans of Foreign Ward, Clatskanie, to complete the furnishings of a room at the State Tuberculosis Hospital.

Gift of $500 for multiple sclerosis research under the direction of Dr. Roy L. Swank, Head of the Division of Neurology. This represents matching contributions of $250 each from Tektronix Foundation and Mr. Robert C. Fitzgibbon, Beaverton.

Grant of $17,178 from the U.S. Atomic Energy Commission, Richland Operations Office, Richland, Washington, in continued support of research entitled, "The Effect of Radiation Upon Membrane Metabolism and Active Transport", September 1, 1963, through August 31, 1964, under the direction of Dr. John T. Van Bruggen, Professor of Biochemistry.

Gift of $1,000 from Westwood Pharmaceuticals, New York City, "for travel of resident physicians in dermatology to Academy of Dermatology meeting", under the direction of Dr. Walter C. Lobitz, Jr., Head of the Division of Dermatology.

Gift of $500 from the Weyerhaeuser Employees, Golden Rule Club, Springfield, in memory of Mr. Robert W. Lockwood, to be used for hematologic investigations under the direction of Dr. Arthur J. Seaman, Associate Professor of Medicine.

Grants totaling $114,995 from the U.S. Public Health Service, for research, supplies, and other purposes as follows:


2. $250 - Research supply grant in behalf of Dr. James E. Haines, July 15, 1963, through January 14, 1964, under the direction of Dr. Tyra T. Hutchens, Chairman of the Department of Clinical Pathology.
3. $20,573 - "Corticosteroid Secretion and Metabolism in Humans", September 1, 1963, through August 31, 1964, under the direction of Dr. Richard E. Bailey, Assistant Professor of Medicine.

4. $10,260 - "Behavioral Aspects of Convulsive Disorders", September 1, 1963, through March 31, 1964, under the direction of Dr. Janice R. Stevens, Assistant Professor of Neurology.

5. $37,624 - "Electroencephalographic Studies in Newborn and Young Infants", January 1 through December 31, 1964, under the direction of Dr. Rudolph C. H. Engel, Associate Professor of Pediatrics.

6. $15,000 - "Therapy of Cardiac Arrhythmias", September 1, 1963, through August 31, 1964, under the direction of Dr. Elton L. McCawley, Professor of Pharmacology.


Oregon College of Education

Scholarships & Fellowships

Gifts and grants totaling $2,500 from the following donors for scholarships and fellowships:

- Astoria Classroom Teachers Association $ 300
- Balsiger Logging Company, Finn Rock 200
- Community Scholarship Fund, Bandon 250
- The Dalles Parent-Teacher Association 150
- Elks Lodge No. 1934, Brookings 300
- Elks Lodge No. 1437, Tillamook 200
- Elks National Foundation, Boston, Massachusetts 600
- Oregon State Elks Association, Madras 400
- Siletz High School Student Body 100

U.S. Office of Education


U. S. Office of Vocational Rehabilitation

Grant of $29,190 from the U. S. Department of Health, Education and Welfare, Office of Vocational Rehabilitation, "to train counselors for Deaf Rehabilitation", September 1, 1963, through August 31, 1964, under the direction of Dr. William N. Craig, Assistant Professor of Education for the Deaf.
Portland State College

Scholarships & Fellowships

Gifts and grants totaling $12,592.93 from the following donors for scholarships and fellowships:

Aurora Women's Club $ 100.00
Benson Polytechnic School, Portland 150.00
Benson Polytechnic High School Student Body, Portland 100.00
Church of the Latter Day Saints of Jesus Christ, Portland Stake Office 250.00
Elks Lodge No. 142, Portland 110.00
First Christian Church, Portland 100.00
Franklin High School, Portland 225.00
Grant High School Dads' Club, Portland 425.00
Grant High School Parent-Teacher Association, Portland 150.00
Gresham Junior Chamber of Commerce 533.37
Gresham Union High School 100.00
The Junior League of Portland 2,000.00
Kiwanis Club of Hillsboro 100.00
Madison High School Dads' Club, Portland 1,800.00
Marshall High School Dad's Club, Portland 300.00
Marshall High School Girls' League, Portland 100.00
Marshall High School National Honor Society, Portland 150.00
Marshall High School Parent-Teacher Association, Portland 500.00
Milwaukee High School Student Funds 100.00
Oregon Association of Club Women, Portland 200.00
Oregon Chapter, National Association of Social Workers, Portland 315.00
Lions Club, Oregon City 300.00
Oregon Congress of Parents & Teachers, Portland 1,290.00
Oregon Pepsi-Cola Bottlers Scholarship Foundation, Seaside 210.00
Oregon State Grange, Portland 200.00
Pepsi Cola Bottling Company, Portland 100.00
Portland City Club of Alpha Gamma Delta 150.00
Portland Junior Chamber of Commerce 245.56
Portland Rose Festival Association 362.00
Reynolds High School, Portland 110.00
Roosevelt High School, Portland 100.00
Southwest Kiwanis Club, Portland 150.00
Sunset High School, Beaverton 110.00
United Scholarship Service for American Indian Students, Denver, Colorado 482.00
Vancouver Avenue Baptist Church, Portland 250.00
B. S. Wakefield Scholarship Fund, Milwaukie 125.00
Washington High School, Portland 350.00
Ralph Prascott Woodbury Endowment Memorial Scholarship Fund, Portland 250.00
Anonymous
Gift of $2,000 from an anonymous source for the establishment of the Nina Mae Kellogg Loan Fund for girls.

Dr. Carl E. W. L. Dahlstrom
Gift from Dr. Carl E. W. L. Dahlstrom, Portland, of books and periodicals to the Library, valued at $1,955.

Mrs. Mildred Flanagan
Gift to the Library of books, periodicals and maps, valued at $195, from Mrs. Mildred Flanagan of Portland.

State Board of Education
Grant of $59,936 from the State Board of Education, Salem, for "the Improvement of Instruction and/or Teacher Education in Keeping with the Principles Set Forth in The Oregon Program - A Design for the Improvement of Education", under the direction of Dr. Walton Manning, Director of the Oregon Program.

U. S. Dept. of Health, Education and Welfare
Grant of $21,554 from the U. S. Department of Health, Education, and Welfare, for support of research entitled, "Benthic Faunal Indicators of Pollution in Coos Bay", under the direction of Dr. James A. Macnab, Professor of Biology.

U. S. Public Health Service, Divn. of Community Serv.
Grant of $19,934 from the Division of Community Health Services, U. S. Public Health Service, Washington, D.C., in support of research entitled, "The Impact of Public Health on Productivity", September 1, 1963, through August 31, 1964, under the direction of Dr. Morton Paglin, Associate Professor of Economics.

Southern Oregon College
Gifts and grants totaling $4,687 from the following donors for scholarships and fellowships:

Delta Kappa Gamma, Epsilon Chapter, Ashland  $ 294.00
Eagles' Memorial Foundation, South Bend, Indiana  200.00
Elks Lodge No. 944, Ashland  343.00
Elks National Foundation, Boston, Massachusetts  700.00
Glide Girls' League  100.00
Glide Kiwanians  100.00
Henley Parents and Patrons Association, Klamath Falls  100.00
Jackson Foundation Scholarship Fund, Oregon Journal, Portland  1,000.00
Mr. Henry Kerr, Brookings  300.00
National Association of Secondary School Principals, Washington, D.C.  500.00
Oregon Coast Veneer (S. A. Agnew Scholarship) Brookings  400.00
Oregon State Elks Association, Madras  350.00
Soroptimist Club, Brookings  300.00
Eastern Oregon College

Scholarships & Fellowships Gifts and grants totaling $1,921 from the following donors for scholarships and fellowships:

Beta Sigma Phi, Alpha Mu and Xi Alpha Lambda Chapters, Milton-Freewater $  100.00
The Dalles Soroptimist Club 100.00
Elks Lodge No. 338, Baker 150.00
Elks Lodge No. 1845, Hermiston 500.00
Heppner High School Student Body 125.00
Neah-Kah-Nie Parent Teacher Club, Rockaway 300.00
Oregon Pepsi-Cola Bottlers, Seaside 100.00
Soroptimist International of Baker 296.00
Elks Lodge No. 288, Pendleton 250.00

Oregon Technical Institute

Scholarships & Fellowships Gifts and grants totaling $1,891 from the following donors for scholarships and fellowships:

Elks Lodge No. 2017, Madras $  150.00
Fraternal Order of Eagles, Klamath Falls 100.00
Jefferson County Tuberculosis and Health Association, Madras 100.00
Madras High School Faculty 175.00
Oregon State Orange, Portland 200.00
South Santiam Educational & Research Project through the Oregon State University Foundation, Corvallis 166.00
Mrs. Sarah F. Wolverton, Pasadena, California 1,000.00

Joe Fisher Motors Gift of equipment to be used as visual aids and for demonstration purposes in the Auto-Diesel Division, from Joe Fisher Motors, Klamath Falls. The equipment is valued at $502.70 and consists of one 1963 Lincoln-Continental automatic transmission, one 1963 Mercury Comet torque convector, and one 1963 Mercury Monterey differential case.

Vaden Pate May Gift of $100 from Mrs. Vaden Pate May, Klamath Falls, to be used for student loans.

Division of Continuing Education

Industrial Forestry Association Gift of $132.50 from the Industrial Forestry Association, Portland, to pay for the cost of the bus used for field trips in the Basic Conservation Workshop, July 28-August 17, 1963.
West Coast Lumbermen's Association

Gift of $397.50 from the West Coast Lumbermen's Association, Portland, to pay for the cost of the bus used for field trips in the Basic Conservation Workshop, July 28 to August 17, 1963.

Western Pine Association

Gift of $279.79 from the Western Pine Association, Portland, to pay for the cost of the bus used for field trips in the Basic Conservation Workshop, July 28 through August 17, 1963.

ADJOURNMENT

The meeting adjourned at 11:55 A.M.

Wm. E. Walsh, President

R. L. Collins, Secretary
Commentary on
Conant’s The Education of American Teachers

Dr. Conant’s report on the education of American teachers grows out of a two-year study involving visitations to 77 teacher preparation institutions in 22 states, and an analysis of the relationships of the state to teacher education and certification in the 16 most populous states of the nation.

Dr. Conant’s 27 recommendations are not presented here in serial fashion. Rather, they are grouped according to the area with which they deal, permitting more effective discussion of them. Following each group of recommendations, is a discussion of the recommendations, including usually, some indication of current practice in Oregon in the area with which the recommendations deal.

The undersigned feels indebted to the Interinstitutional Committee on Professional Education for insights gained from discussing with them Dr. Conant’s recommendations, in advance of the preparation of this paper, and to the Oregon State Department of Education whose analysis of the Conant recommendations has been useful.

Conant’s Recommendations
(Certification, Teacher Education Programs, and Accreditation)

"1. Certification Requirements. For certification purposes the state should require only (a) that a candidate hold a baccalaureate degree from a legitimate college or university, (b) that he submit evidence of having successfully performed as a student teacher under the direction of college and public school personnel in whom the state department has confidence, and in a practice teaching situation of which the state department approves, and (c) that he hold a specially endorsed teaching certificate from a college or university which, in issuing the official document, attests that the institution as a whole considers the person adequately prepared to teach in a designated field and grade level."

"2. Collegiate or University Responsibility. Each college or university should be permitted to develop in detail whatever program of teacher education it considers most desirable, subject only to two conditions: first, the president of the institution in behalf of the entire faculty involved — academic as well as professional — certifies that the candidate is adequately prepared to teach on a specific level or in specific fields, and second, the institution establishes in conjunction with a public school system a state-approved practice-teaching arrangement."

"13. The All-University Approach to Teacher Training. If the institution is engaged in educating teachers, the lay board trustees should ask the faculty or faculties whether in fact there is a continuing and effective all-university (or inter-departmental) approach to the education of teachers; and if not, why not?"
"19. Adequate Staffing of Small Colleges Training Elementary Teachers. Those responsible for financing and administering small colleges should consider whether they can afford to maintain an adequate staff for the preparation of elementary teachers. Unless they are able to employ the equivalent of three or four professors devoting their time to elementary education, they should cease attempting to prepare teachers for the elementary schools."

"9. Function of NCATE. NCATE and the regional associations should serve only as advisory bodies to teacher-preparing institutions and local school boards. They should, on the request of institutions, send in teams to study and make recommendations concerning the whole or any portion of a teacher-education program. They should, on the request of local boards, evaluate employment policies. They should provide a forum in which issues concerning teacher education and employment are debated."

"8. Composition of NCATE. The governing boards of the National Council for Accreditation of Teacher Education and the regional [accrediting] associations should be significantly broadened to give greater power to (a) representatives of scholarly disciplines in addition to professional education, and to (b) informed representatives of the lay public."

"10. Certification Reciprocity Among States. Whenever a teacher has been certified by one state under the provisions of Recommendations 1 and 2, his certificate should be accepted as valid in any other state."

Comments

Recommendations 1 and 2 are two of the most significant of the 27 recommendations Conant makes. Recommendation 1 would open up to every "legitimate" college or university in the land, freedom to develop its own teacher education program without restraint or prescription from any outside agency or source except for the two stipulations Conant would make, namely that the teacher education program should: (1) include a "practice-teaching" situation of which the State Department approves, and (2) represent an all-institution approach to teacher education. The latter condition would be met when the president of the institution could certify "in behalf of the entire faculty involved — academic as well as professional — ... that the candidate is adequately prepared to teach in a designated field and grade level."

What Recommendation 1 Rejects

Dr. Conant rejects, by his recommendation 1, the two approaches to teacher preparation programs and certification which, between them, account for practices in all 50 states. These approaches are (1) state-specified-course approach, and (2) the approved-program approach. A brief descriptive statement concerning these two rejected approaches may be useful at this juncture.

Certification based on the completion of state-specified course requirements. This was in the past, the dominant basis for certification in the United States. It remains the basis for certification in some states at present. It is characterized by the designation in the certification requirements of the specific course and credit requirements needed for certification. The student may accumulate these as he will — all at a single institution, some from each of several institutions, some or all in residence, some or all in extension. He needs the endorsement of no
institution that he has completed their teacher preparation program. In short, all he needs is evidence that he has completed the specified courses and accumulated the required credits. This is the weakness of this approach - a weakness identified for many years by leaders in teacher education, such as the American Association of Colleges for Teacher Education (AACTE) and the National Council for Accreditation of Teacher Education (NCATE). It is for this reason that the leading states in teacher education (Oregon among them) have abandoned this approach to certification. For it they have substituted the "approved-program" approach discussed below. Dr. Conant, like the leaders in teacher education, finds the course requirement approach to be unsound.

Certification on the basis of an "approved-program." Conant refers to the approved-program approach, which he also rejects, as the "newer" approach - newer in the sense that it is tending to replace the discredited state-specified-course approach just described.

The essential assumptions upon which this "newer" approach is based are that: (1) teacher preparation ought to be confined to those colleges and universities that have adequate facilities and resources to do an effective job, (2) there should exist in such institutions a "planned-program" of teacher preparation, based upon guidelines established by the State Board of Education, and including provisions for general education, specialization, and professional education, and (3) individuals wishing to qualify for certification should be expected to seek, and to earn, the endorsement of a teacher education institution, as having successfully passed through the various screening procedures incident to the teacher preparation program, and as having completed the institution's "planned-program." In short, certification under this plan is dependent upon the qualified colleges' and universities' certifying their teacher education students to the State Board of Education as being qualified to enter teaching.

It is this approach that Oregon presently uses. "Approved-programs" are described in the Oregon certification regulations as "standard" programs. The State Board of Education determines whether or not programs in teacher education are "standard" on the basis of visitation made to the preparation institution by the Northwest Association of Secondary and Higher Schools and the National Council for Accreditation of Teacher Education (NCATE), or professional committees which the Board itself designates. Oregon certification regulations put it in these terms

"A program of teacher education shall be considered as standard when offered by a standard college or university and when confined to an area of instruction or administration in which the Oregon State Board of Education or the State Department of Education of the state in which the college or university is located has recognized the institution as qualified to prepare teachers."

Two significant features of this approach to teacher education and certification are the requirements that the individual (1) complete a planned teacher education program in a "standard" institution and receive the endorsement of the institution as being qualified to teach, and (2) complete, in the foregoing program the "norms" established by the State Board of Education. These "norms" are guidelines as to the nature of the content to be included in the preparation program. The "norms", though established by authority of the State Board of Education are, in Oregon, actually developed by committees consisting of representatives from the teacher education institutions (including professors from the academic areas and from professional education), the public schools, and the State Department of Education.
Meeting #321-53

December 9-10, 1963

Why Does Dr. Conant Reject the Traditional Approaches to Certification Now in Use?

The foregoing two approaches to certification are, according to Conant, almost totally lacking in virtue. Their faults, which he considers fatal, are identified by him as follows:

1. They permit the "dominant public school forces" to impose their orthodoxy on teacher education. Conant says: "Unfortunately, the newer approved-program approach, which is intended to afford increased flexibility and freedom, involves the State Department to such a degree that the dominant public school forces can use it to impose their own orthodoxy as easily as they used the older system [course requirements approach]." (pp. 54-55)

Colleges and universities are thus unable to give full rein to their creative energies in devising teacher education programs, Conant feels. This appears to be his principal objection, though there are others.

2. These two approaches, says Conant, "... have critical defects in common; they cannot be enforced in such a manner that the public can be assured of competent teachers, and they involve the states in acrimonious and continuous political struggles, which may not serve the public interest." (p. 55)

3. "Moreover, in either case the layman cannot know, without special inquiry, that pupils are being taught by a teacher specifically prepared and certified to teach on that grade level or in that subject." (p. 55)

4. Should a teacher be working "on less than a standard certificate, the layman has no way of knowing whether the requirements not yet met are in fact crucial ones." (p. 55)

5. Even if the teacher has met full state certification requirements, the public cannot be sure that ". . . competent people observed him teach in a well-conceived practice-teaching situation. . . ."

6. In summary, Conant says: "In most cases all that the public can know is that the teacher somehow rang up the required number of credits in courses whose catalog descriptions appear to some state education officer to meet state specifications for courses in professional education, general education, and a field of specialization." (p. 55)

Does Oregon's Certification Approach Have the Shortcomings Suggested by Conant?

It should first be noted that some of the shortcomings Conant ascribes to the present approaches to certification stem not from certification programs, but rather from failure strictly to enforce the existing certification standards. Consider item 2, above for instance. It is said that approved-program certification regulations ". . . cannot be enforced in such a manner that the public can be assured of competent teachers." Dr. Conant notes that his findings indicate that:
"Certification requirements are not rigidly enforced in any state; in all of the 16 most populous states it is relatively simple for a local school district to circumvent them. The exact nature of the escape clauses or end runs varies, but the result is the same in every state; large numbers of people are teaching in American classrooms who do not meet the state's current minimum requirements for provisional, much less, permanent, certification. To anyone who takes the state requirements seriously, this is surely a national scandal." (p. 51)

Illustrating these escape clauses, Conant refers to regulations permitting the issuance of emergency certificates or permitting a teacher to be assigned to teach a part of his time in a subject for which he is not certified.

May it not reasonably be asked what there is about Dr. Conant's recommended approach to certification that will assure competent teachers in the classroom so long as the escape clauses to which he refers, remain open. And, if these escape clauses to which he refers, are closed, cannot the "approved-program" approach to certification be quite as effectively enforced as the regulations that Dr. Conant proposes?

Failure rigidly to enforce the highest certification standards under existing regulations in Oregon stems not from the fact that ours is an "approved-program" approach, but rather, from the fact that teacher supply and demand being what they are, escape clauses have been built into the regulations to permit districts to employ teachers who cannot meet the highest certification standards.

Again, in item 4 of the enumerated shortcomings listed above, Dr. Conant lays at the door of the "approved-program" approach to certification a fault that seems rightly not to belong there. So long as a "less than standard" certificate is issued by the state, laymen will not know precisely how well trained teachers with these sub-standard certificates are, irrespective of whether the standard certificate is based on an approved-program approach, as in Oregon, or on a certification program similar to that proposed by Conant. In either case, it is the "less than standard" certificate that is the villain in the piece - not the nature of the standard certificate.

Others of the faults cited by Dr. Conant seem not applicable to the Oregon "approved-program" approach to certification. For instance:

1. In item 3, above, Dr. Conant asserts that under the approved-program approach, "the layman cannot know without special inquiry, that pupils are being taught by a teacher specifically prepared and certified to teach on that grade level or in that subject."

Under Oregon's certification law, beginning July 1, 1965, both the Basic and the Standard certificates will indicate the subject fields, the areas of specialization, or the grade level for which the preparing institution states the holder of the certificate is qualified to teach. Further, the county school office will be asked by the State Board of Education to check on the assignments of teachers to determine whether they are assigned to teaching in those areas for which they are qualified by preparation. Moreover, basic school support funds can be withheld from schools which do not assign teachers according to their preparation.
It would seem that Oregon's approved-program approach may offer to the layman the same assurances concerning the appropriate assignment of teachers, as would Dr. Conant's proposed certification regulation.

2. Item 6, above, of Dr. Conant's listed objections to the approved-program approach is not applicable to Oregon's certification program. Dr. Conant implies that under the "approved-program" approach, people are necessarily awarded certificates on the basis merely of the accumulation of courses and credits. This is not true of Oregon's program. In Oregon, the "approved-program" approach specifically provides that the teacher preparation institutions shall certify to the State Board of Education those persons who have met the requirements of the institution's teacher preparation program. Such requirements are stated in terms of a planned program - planned quite as much as would be the programs planned under Dr. Conant's proposed pattern of certification. Certificates are issued on the basis of the institution's recommendation of the student.

How Determine Which Institutions are Qualified to Provide High Quality Teacher Education Programs?

Conant's proposal to give almost complete freedom to the individual college or university in the designing of its teacher education program raises certain practical problems.

There are presently something more than 1,100 colleges and universities which prepare teachers at some level for some school positions. Of this number, approximately 950 are regionally accredited, making them eligible for accreditation by the National Council for Accreditation of Teacher Education. The Council accredits approximately 400 of the 950, leaving approximately 550 colleges and universities that are not specifically accredited for teacher education at the national level.

Are all of these institutions, and others that may hereafter seek to enter teacher education, properly staffed and equipped to do an effective job? What provision does Dr. Conant make to discourage the ill-qualified institutions from entering or remaining in teacher education? He does not intend that the regional or national accrediting associations have any real power, as they now do. He specifically recommends that the regional accrediting associations and the National Council for Accreditation of Teacher Education (NCATE) be deprived of their accrediting powers and that they become purely advisory bodies to teacher education institutions and to local school boards. How then would the ill-qualified institutions be identified and discouraged from entering or continuing in teacher education?

Presumably, Conant's recommendation that the prospective teacher have experience in teaching under the direction of college and public school personnel in a practice-teaching situation of which the state department approves, would serve as one control on institutions entering the field. Apart from this restraint, Conant hopes that some self-discipline will be exercised by the individual colleges and universities in the decision as to whether to enter or remain in teacher education. He expresses the hope, for example, that small colleges preparing or aspiring to prepare elementary teachers not do so unless they are able to "employ the equivalent of three or four professors devoting their time to elementary education. . . ."

(Recommendation 19). Experience with aspiring institutions suggests that Dr. Conant's hope may be a forlorn one, without some provisions for policing institutions in a
manner not dissimilar from that employed by the regional and national accrediting associations, whose accrediting powers Dr. Conant would remove from them.

The need for accreditation grows out of the need to promote the establishment of acceptable levels of quality in institutions of learning, and in the programs they offer, and to stimulate the institutions to seek continuing improvement of their programs. These needs are similar in nature, whatever the program—engineering education, business administration, medical education, legal education, teacher education, or whatever.

To fulfill this accreditation function engineering education has the Engineering Council for Professional Development, business administration the Association of Collegiate Schools of Business, medical education the American Medical Association and the Association of American Medical Colleges, legal education the American Bar Association and Association of American Law Schools, and teacher education has state and regional accrediting agencies and the National Council for Accreditation of Teacher Education (NCATE).

The accreditation of teacher education is in its initial stages. Its accrediting agencies need, therefore, to emphasize standards. When institutional programs in teacher education generally attain maturity, NCATE and the state and regional accrediting agencies may then appropriately assume the role of advisor and stimulator in the refinement and improvement of already sound teacher education programs.

The standards to be applied must, of course, be stated in general terms in recognition of the fact that teacher education can be carried on effectively in a variety of colleges and universities, in a variety of patterns. There must be room under the standards to accommodate institutional programs reflecting differences in objectives, organization and curricular patterns, and there must be opportunity for experimentation and innovation.

If all institutions bearing the title of college or university were as well staffed as Dr. Conant would like them to be, we would have much less concern with Conant's proposal to give each institution entire freedom in devising its own teacher education program. Unfortunately, however, the evidence is clear that many institutions are not adequately staffed for teacher education. There remains, therefore, a need for: (1) guidelines concerning basic requisites in teacher education programs to guide institutions in their planning ("norms" in Oregon), and (2) accreditation machinery to review periodically the qualifications of institutions which wish to prepare teachers. In this need, teacher education is not unlike some of the professional preparation programs cited above.

In Oregon, colleges and universities are accredited for teacher education according to well-defined standards. Some institutions (including all State System colleges and universities) are accredited to prepare both elementary and secondary school teachers. Other institutions are accredited to prepare only elementary teachers or only secondary school teachers. Still others are not accredited at all for teacher preparation.

The "norms" in Oregon, the completion of which forms one of the bases for certification of teachers, were developed by qualified personnel from the academic and professional education staffs of Oregon's colleges and universities, representatives
of the State Department of Education, and qualified public school personnel. Within these "norms" there is opportunity for expression of institutional personality in teacher education, as witness the Oregon Program activities in teacher education.

Composition of the National Council for Accreditation of Teacher Education (NCATE)

Dr. Conant would broaden representation on the governing boards of NCATE and the regional associations to give greater power to the scholarly disciplines and representatives of the lay public. The NCATE governing board presently consists of ten representatives from colleges and universities and nine from noninstitutional groups concerned with the quality of teacher education programs (i.e. Council of Chief State School Officers, National Association of State Directors of Teacher Education and Certification, National Education Association, National School Boards Association). The regional associations such as the Northwest Association of Secondary and Higher Schools include on their accrediting bodies for higher education representatives of the colleges and universities, but none from either the legal agency responsible for the certification of teachers, or the lay public.

The validity of Dr. Conant's recommendation would seem to depend upon the nature of the functions to be performed by the associations.

Reciprocity Among States

Dr. Conant's recommendations that the regional and national accrediting associations be deprived of their accrediting powers insofar as these relate to teacher education makes difficult the acceptance of his recommendation that there be reciprocity of certification among the 50 states. The State Department of Education reports that Oregon annually employs approximately fifty percent of its teachers from other states. Such teacher mobility suggests the stake Oregon has in the nature of teacher education offered in other states. At this juncture in the development of teacher education, it is our feeling that regional and national accreditation of teacher education programs gives us greater assurance of the quality of teacher education programs in other states than we would have without such accrediting agencies. Reciprocity is greatly to be desired, but under appropriate safeguards, such as those afforded by the National Council for the Accreditation of Teacher Education, and the regional accrediting associations.

Teacher Education - An All-Institution Function

That teacher education should be an all-institution function is accepted without any question by the institutions of the State System of Higher Education. All-institution committees have been established which give voice to both academic professors and those in the professional schools or departments. To illustrate, consider the situation at Oregon State University, Portland State College and the University of Oregon.

At Oregon State University the University Council on Curriculum and Academic Policy is the teacher education committee. All curricular proposals affecting teacher education must be submitted for consideration to the Council. When the requirements for a teaching major are under consideration, the appropriate academic division appears before the Council with its recommendations on the matter.
At Portland State College only two of the six members of the Teacher Education Committee are from the Division of Education. The Committee on Selection and Retention of Students, in some ways more influential than the Teacher Education Committee, consists of five members, only one of whom is from the Division of Education.

At the University of Oregon, the Teacher Education Committee is an all-institution committee appointed by the President. It consists of 16 members, nine of whom are from the College of Liberal Arts, three from the School of Education and four from other professional schools in the University. Under these circumstances, the School of Education personnel exercise influence on the decisions of the committee only through the power of persuasion.

The accreditation requirements of the National Council for Accreditation of Teacher Education are largely responsible for hastening the implementation in our institutions of this all-institution approach to teacher education.

Conant's Recommendations
(Practice Teaching)

"5. Programs of Practice Teaching. The state should approve programs of practice teaching. It should, working cooperatively with the college and public school authorities, regulate the conditions under which practice teaching is done and the nature of the methods of instruction that accompany it. The state should require that the colleges and public school systems involved submit evidence concerning the competence of those appointed as cooperating teachers and clinical professors."

"4. State Financial Responsibility for Practice Teaching. The state should provide financial assistance to local boards to insure high quality practice teaching as part of the preparation of teachers enrolled in either private or public institutions."

"3. Cooperating Teachers in Practice Teaching. Public school systems that enter contracts with a college or university for practice teaching should designate, as classroom teachers working with practice teaching, only those persons in whose competence as teachers, leaders, and evaluators they have the highest confidence, and should give such persons encouragement by reducing their work loads and raising their salaries."

"16. The Establishment of Clinical Professors. The professor from the college or university who is to supervise and assess the practice teaching should have had much practical experience. His status should be analogous to that of a clinical professor in certain medical schools."

"21. Clinical Professors in Institutions Educating Secondary Teachers. Every institution awarding a special teaching certificate for secondary school teachers should have on the staff a clinical professor for each field or combination of closely related fields."

"18. Practice Teaching for Elementary Teachers. All future elementary teachers should engage in practice teaching for a period of at least 8 weeks, spending a minimum of 3 hours a day in the classroom; the period must include at least 3 weeks of full responsibility for the classroom under the direction of a cooperating teacher and the supervision of a clinical professor."
Comments

Importance of Practice Teaching

Like many leaders in teacher education Dr. Conant singles out practice teaching as perhaps the most significant of the teacher preparation experiences. He endows it with a special significance, for this is the only aspect of teacher preparation over which he would give some measure of oversight to the State Department of Education. "I believe," says Conant, "that if the state provides for a careful examination of the student teacher in the actual act of teaching it will have the most effective device by which to insure itself of competent teachers."

Improvement of Practice Teaching

One can only applaud Dr. Conant's concern with the improvement of the practice teaching experience. He would require that student teachers engage in practice teaching under the direction of college and public school personnel in programs in which the state department has confidence.

The college personnel involved he refers to as "clinical professors". He describes them as persons with successful classroom experience, a demonstrated ability to work effectively with children and youth, and with special competence in the field or fields in which they are to supervise. Invested with the high university rank of professor, they would be paid at the same rate as the full professors on campus, and would be relieved of the obligation of doing research and writing, so that they might more fully devote themselves to the practice-teaching program.

The supervising teachers from the public schools would be selected from among those in whose competence as teachers, leaders, and evaluators, the public schools have the greatest confidence. The importance attached to practice teaching by the public schools would be signified by the higher salaries paid supervising teachers and the lightened work loads accorded them. A significant aspect of Conant's recommendations is that the state recognize its interest in teacher preparation by allocating to the public schools participating in practice teaching programs funds with which to meet the added costs occasioned by the higher salaries paid the supervising teachers. This seems like a most reasonable suggestion, though one not observed in Oregon, or most of the other states of the union.

The college personnel working with the student teachers, in State System institutions, are in many instances of precisely the calibre that Conant recommends, though they are often not of the same academic rank or paid at the same rate as Conant suggests. And for the most part, the public school practice teaching supervisors in Oregon are not the recipients of the higher salaries recommended by Conant.

Unquestionably, the application of Conant's recommendations concerning the rank and salaries to be accorded college and public school personnel supervising practice teaching would have a most salutary effect on the recruitment of such personnel in Oregon, and on the calibre of the student teaching programs offered by our institutions. It would also necessarily result in higher expenditures for practice teaching.

In this connection reference should be made to efforts currently underway in Oregon to improve the practice teaching programs. One of the important features of the Oregon Program is to give public school districts a greater share of the responsibility for teacher preparation than they have hitherto had. The student
internship proposals of the colleges and universities in the Oregon Program have not been approved by the State Board of Education until the department "has been assured of the mutual understanding of responsibilities in teacher preparation on the part of the college or university which is placing teacher interns and the school district which is receiving them."

Also, under the Oregon Program, a series of study conferences will be held for school district and college supervisors of teacher interns. According to the State Department of Education:

"These conferences will be followed by programs on the campus of each of the colleges and universities participating in the Oregon Program to identify additional supervising teachers and to improve the supervisory skills of those already serving in this capacity. Oregon Program funds provide the risk capital for these conferences. Staff from the State Department of Education are assisting in the organization, development, and implementation of these programs. The goal of such conferences is to prepare a sufficient number of qualified supervising teachers so that every person completing a teacher education program in an Oregon college or university may receive the quality of supervision necessary to help him develop, insofar as he is able, the kinds of competencies expected of those who teach children and youth in Oregon. The identification and preparation of supervising teachers is seen as a joint responsibility of the teacher education institutions and the participating school districts with the State Department of Education playing a supporting role."

In short, the colleges and the universities in the State System are aware of the importance of student teaching in the preparation program. They are working with the public schools and the State Department to improve this aspect of the program. If ways could be found to give to college and public school personnel engaged in this work the status and the salaries proposed by Dr. Conant, further steps might be taken to the advantage of our teacher education programs.

Amount of Practice Teaching Desirable

The length of practice teaching experience for elementary teachers recommended by Conant is already exceeded by the State System colleges and universities. He recommends at least 8 weeks with the student spending 3 hours of each day in the classroom and having full responsibility for the classroom under the direction of the supervising teacher and clinical professor, for 3 weeks. State System colleges and universities require the student to be in the classroom the full school day for the full term, which varies from 10 to 12 weeks, according to the term.

It is to be hoped that Dr. Conant's suggested minimum length of student teaching experience will not be misread to be the optimum length.

Conant's Recommendations
(Teacher Preparation)

"14. Requirements for Collegiate or University Teacher Education Programs. The board of trustees should ask the faculty to justify the present requirements for a bachelor's degree for future teachers with particular reference to the breadth of the requirements and to spell out what in fact are the total educational exposures (school and college) demanded now in the fields of (a)
mathematics, (b) physical science, (c) biological science, (d) social science, (e) English literature, (f) English composition, (g) history, (h) philosophy."

"17. **Basic Preparation of Elementary Teachers.** (a). The program for teachers of kindergarten and grades 1, 2, and 3 should prepare them in the content and methodology of all subjects taught in these early school years. Depth in a single subject or cluster of subjects is not necessary. (b). The program for teachers of grades 4, 5, and 6 should provide depth of content and methods of teaching in a specific subject or cluster of subjects normally taught in these grades with only an introduction to the remaining elementary school subjects."

"20. **Single-Field Diploma for Secondary School Teachers.** An institution should award a teaching certificate for teachers in grades 7 to 12 in one field only."

"15. **Foreign Language Preparation.** If courses are required in a foreign language, evidence of the degree of mastery obtained by fulfilling the minimum requirement for a degree should be presented to the board of trustees."

"22. **Teaching Diploma for Art, Music and Physical Education Teachers.** An institution offering programs in art or music or physical education should be prepared to award a teaching diploma in each of these fields without grade designation; institutional programs should not attempt to develop competency in more than one field in four years."

**Comments**

**College or University Requirements for Teacher Education Programs**

Recommendation 14 is aimed at insuring that the prospective teacher has a liberal education. State System institution programs of teacher education exemplify this same interest in liberal education, as a comparison of the existing teacher education programs in Oregon with Dr. Conant's recommended programs will indicate.

On page 159 of his book Dr. Conant sets forth a proposed curriculum for the education of elementary school teachers, with a distribution of hours as follows:

<table>
<thead>
<tr>
<th>Summary</th>
<th>Semester Hours</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Requirements</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>Concentration</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Professional</td>
<td><strong>30</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td></td>
<td><strong>120</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

State System institutions compare favorably in their professional requirements with Conant's recommendation. In a document prepared for the Oregon Program, dated January 15, 1962, (p. 23), three of the six institutions reported that they were requiring in their elementary teacher preparation programs more than 45 term hours of professional work. But in the proposed new program under the Oregon Program, four of the institutions reported that they would require fewer than the 45 hours of professional work and two reported a 45 term hour requirement.
Dr. Conant recommends several secondary teacher education programs, each designed in terms of the area in which the student teacher aspires to teach. He provides in each of these programs for 15 semester or 22.5 term hours of professional work. In State System institutions, the professional work required ranges from a low of 21 to a high of 36 term hours. Included in these hours are from 10 to 15 term hours of practice teaching, in addition to the special methods required for the one or two teaching fields in which the student is preparing to teach. In view of the importance that Dr. Conant ascribes to student teaching, it seems strange that he does not allocate more time to it in his proposed program. It ought also to be noted that the prospective secondary school teacher in the State System institutions has available to him for general education and for specialization anywhere from 165 term hours (institutions requiring 21 of professional work) to 150 hours (in the case of institutions requiring 36 term hours of professional work), assuming a requirement of 186 total hours for graduation.

The foregoing facts ought to lay to rest the old bromide that teacher education is a sort of no-man's land where the "educationist" holds sway. In Oregon, we consider teacher education an all-institution function, drawing upon the total resources of the institution — from the academic sphere very freely, and judiciously from the professional area.

So much for the requirements in professional courses in State System institutions. To what extent are prospective teachers enticed or coerced by their advisors to "load up" on education courses as electives, to the detriment of a liberal education? Though we do not have data for every State System institution, we do have some interesting data from a University of Oregon study relating to this question. The study was done in 1958-59 by Dr. Marshall Wattles, Assistant Dean of the College of Liberal Arts, and Henry Osibov, a graduate student. They made a detailed analysis of 108 University of Oregon graduates who had: (1) completed work for the baccalaureate degree at the University of Oregon in June 1958, (2) qualified for a secondary teaching certificate in Oregon upon graduation, and (3) enrolled for first college work not earlier than September, 1953. The following is a brief statement quoted from their findings:

"What conclusions can be drawn from an analysis of these programs?"

"In the first place, the charge that teacher education programs are heavily weighted by courses in the School of Education is not justified on the basis of their first four years at the University of Oregon. Only those who majored in education, and this is less than one teacher in five, averaged as much as 20 percent of their work in professional education courses. For the others, the time spent in education courses ranged from 10 to 15 percent of the entire four years. Also, the tendency to concentrate rather heavily in the major area suggests that subject matter specialization is not lacking in most programs."

With respect to elementary teacher preparation programs Conant observes that on the basis of his examination of these programs:

"There simply is no basis for concluding that the so-called general education of elementary school teachers is better or worse than the general education of other college students." (p. 153)
Basic Preparation for Elementary Teachers

On the issue of whether four years or five years are requisite to the preparation of a well qualified elementary teacher, Dr. Conant suggests that: "Four years of college are adequate for the breadth and depth of education needed for teaching in elementary schools, assuming that two of the four college years are devoted to a general education more or less like that suggested earlier." (p. 154) "What I am suggesting here," says Conant, "amounts to . . . a four year program with advanced study coming later if so desired." (p. 160)

An assiduous effort has been made in Oregon in recent years to examine the elementary teacher preparation programs with a view to reducing the amount of professional education required and to provide more surely for a strong liberal education. Despite these efforts, there exists a strong sentiment among leaders in teacher education in Oregon that a fifth year of work is necessary to provide adequately for both the general education and the professional education required in the preparation of a well-qualified elementary school teacher.

Differentiated Preparation for Elementary Teachers

Dr. Conant's view of appropriate preparation programs for elementary teachers is shaped by his expectations as to elementary school organization during the next 10 years.

He anticipates that kindergarten through grade 3 will operate as "self-contained" classrooms. That is, the teacher will be expected to teach all of the subjects taught in those grades. Hence he sees no need for the teacher to seek depth in a single subject or cluster of subjects. Rather, the teacher should be conversant with "the content and methodology of all subjects taught in these early years."

Team teaching will, in the future, play a prominent role in grades 4 through 6, Conant feels, permitting teachers to specialize in a given field or a cluster of subjects. He would, in addition to this specialization, expect, however, that these teachers would need "an introduction to the teaching of all subjects commonly taught in the elementary school." He suggests for these upper-grade teachers a series of workshops in the senior year, to provide these insights. (p. 158)

In Oregon there exists among leaders in teacher education a feeling that the elementary teacher is quite as much in need of a liberal education as the secondary teacher. During the past year or so much attention has been given nationally, as well as in Oregon, to a review of the elementary teacher preparation programs, with a view to insuring both a broadly based general education, and sufficient specialization and professional education. In general, it is fair to say that in Oregon the trend is toward a reduction in the amount of professional education required, and an increase in the general education of prospective students.

Single Field Diploma For Secondary School Teachers

Dr. Conant's recommendation that a secondary school teacher be certified to teach in only one field may be desirable, but it is simply not feasible, given the situation in Oregon. There are too many small high schools which need persons competent to teach in two fields to foreclose the possibility of prospective teachers qualifying themselves for two fields. Nor would such a certificate as Dr. Conant
suggests be feasible for the teachers in Portland, in grades 7 and 8, at present. For these grades are "self-contained", requiring the teacher to handle instruction in several fields. There are some special art, music, and physical education, industrial arts, and home-making teachers in the larger schools to assist with instruction. There is underway some experimentation with team teaching in Portland, though it is limited.

The Basic and Standard certificates which the State Board will begin issuing as of July 1, 1965, will be endorsed with the teaching norms which the holder has completed. It is anticipated that the school administrators will exercise responsible judgment in assigning teachers to fields in which they have completed the norms suggested. Abuse of such discretion by school administrators could ultimately lead to their loss of basic school support funds.

Foreign Language Preparation

The recommendation made here (Recommendation 15) is unclear, consequently no comment is made concerning it.

Teaching Diploma for Art, Music and Physical Education Teachers

Dr. Conant recommends that certificates in art, music and physical education be issued without any grade designation. Oregon has followed this practice for many years in these fields, as it has in homemaking and industrial arts. The new certification program to become effective July 1, 1965, retains this same characteristic.

Conant's Recommendations
(Assignment and Induction of Beginning Teachers)

"7. Assignment of Teachers by Local Boards. The state education authorities should give top priority to the development of regulations insuring that a teacher will be assigned only to those teaching duties for which he is specifically prepared, and should enforce these regulations vigorously."

"11. Initial Probationary Period of Employment. During the initial probationary period, local school boards should take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility; (b) aid in gathering instructional materials; (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom; (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter."

Comments

Assignment of Teachers by Local Boards

Assurances that teachers are assigned to teach in those areas in which they are fully qualified are greatly to be desired. Dr. Conant would hope that the state education authorities would police the assignments by local boards. At the present time in Oregon, the State Department has no satisfactory way of enforcing proper assignment of teachers, though it seeks to do so.
There is some hope that as consolidation and reorganization of districts occurs in Oregon, and larger school districts are created, there will be less disposition to make the kinds of improper assignments of teachers that are sometimes found in school districts. The larger the school, the greater the opportunity for specialization on the part of teachers, and the more likelihood that the chief school administrator is a person professionally prepared for his job, and therefore sensitive to the need for proper assignment of staff.

Initial Probationary Period of Employment

If local school districts were to follow Conant's recommendations with reference to the induction of new teachers into the service, they would be doing what has been advocated by leaders in teacher education for many years. The incidence of such provisions is greater now than ever before, though much yet remains to be accomplished in this area.

Conant's Recommendations

"12. Loan Policy for Future Teachers. Each state should develop a loan policy for future teachers aimed at recruiting into the profession the most able students; the requirements for admission to the teacher-training institutions within the state would be left to the institution, but the state should set a standard for the recipients in terms of scholastic aptitude; the amount of the loan should be sufficient to cover expenses, and the loan should be cancelled after four of five years of teaching in the public schools of the state."

Comments

Loan Funds for Future Teachers

State System institutions have some loan funds, available to all students alike, irrespective of their field of interest. A number of the institutions have National Defense Education Act loan funds which have a special advantage in that they require no interest to be paid until the student is out of school, and then 10 percent of the loan is forgiven the student for each year he teaches, up to a maximum of 5 years (50 percent). Such funds are in short supply, and additional funds of this type, as well as the regular loan funds of the institutions could with real profit to the students, be increased.

On this issue the Oregon State Department of Education says:

"Oregon has had some experience with scholarships for teachers preparing to teach mentally retarded children. Undoubtedly these scholarships have been a help and an incentive for teachers to prepare for this assignment. In the decade of the 1940's when the shortage first made itself felt in Oregon, Dr. Roben Maaske recommended a scholarship program as a means to alleviate this shortage. His proposal was not accepted by the Oregon legislature. Emergency or substandard certificates were accepted as the means to alleviate the shortage. After twenty years they are still issued. What started as an emergency measure has become the way of life in staffing Oregon elementary school classrooms. A new and different approach to resolving the shortage might help."
"26. Master's Degree Program. The graduate schools of education or their equivalent (in universities organized without such separate degree-granting schools) should devise a program for increasing the competence of teachers as teachers with the following characteristics:

(1) It should be open to any graduate of the same institution in the same field of endeavor (e.g. elementary education, secondary school social studies, etc.).

(2) Courses should be allowed for credit toward the 30 semester hours whether or not the courses are of an elementary nature, provided they are clearly courses needed to increase the competence of the teacher.

(3) No credit toward the degree should be given for extension courses or courses taken on campus while the teacher is engaged on a full-time teaching job.

(4) Passing of a comprehensive examination should be required for the master's degree, as is now the case in some institutions.

(5) The summer-school sessions should be arranged so that four summer residences will complete the degree requirements, or two summers plus one full-time semester residence.

(6) If the offering in the arts and sciences is not wide enough to provide meaningful work in the summer session (as it would not be in some state colleges), arrangements should be made for the transfer of credit from a university summer school with a good offering of courses in subject-matter fields.

(7) For elementary teachers, the degree should be Master of Education in Elementary Education; for secondary teachers, Master of Education in English (or Science, or Social Science or Modern Languages or Mathematics)."

**Comments**

**Master's Degree Program**

The only features Conant suggests for the master's degree program concerning which there is question are items (3) and (7) above.

Dr. Conant recommends that no credit toward a master's degree be allowed for work taken in extension or on campus while the teacher is engaged on a full-time teaching job. There is no question but what full-time campus residence, whether during the school year or during the summer, is devoutly to be wished for as a means of improving teacher education. Up to the present we have not thought it feasible to establish regulations requiring full-time campus residence.

It may be that the questions raised concerning item (7) stem merely from the terminology used by Dr. Conant. Institutions in the State System are agreed that for secondary school teachers desiring a master's degree program the interdisciplinary degree is the best program available. Such a program provides for 30 to 36
hours in approved academic work and from 9 to 15 hours of approved professional work. This kind of degree is available at Oregon State University (Master of Arts in General Studies, Master of Science in General Science), Portland State College (Master of Arts and Master of Science in Teaching), and the University of Oregon (Master of Arts and Master of Science in Interdisciplinary Studies).

The Deans and heads of teacher education in the State System institutions are agreed that all institutions authorized to prepare teachers ought to have such a degree. Board action taken October 28, 1963, provides that those institutions not presently having such a degree may apply to the Board for the same.

With the exception of the Portland State College program, State System institutions make more provision for professional education in the master's degree program for elementary school teachers than called for in the interdisciplinary degree programs above. The regional institutions, for example, require minimums of 18 hours of professional education and 15 term hours of general education, with electives bringing the total to the required 45 hours. It seems likely that in the years ahead we shall see a continuing emphasis on the need to draw heavily upon the academic areas in the master's programs for both secondary and elementary school teachers.

Conant's Recommendations
(Local Board Support of Teacher Improvement)

"23. Revision of Salary Schedule by Local School Boards. School boards should drastically revise their salary schedules. There should be a large jump in salary when a teacher moves from the probationary status to tenure. Any salary increments based on advanced studies should not be tied to course credits earned (semester hours), but only to the earning of a master's degree, based normally on full-time residence or four summer sessions in which the programs is directed toward the development of the competence of the teacher as a teacher. Such a salary increment should be made mandatory by state law."

"24. Financial Assistance to Teachers For Study in Summer Schools. School boards or the state should provide financial assistance so that teachers may attend summer school after enrolling in a graduate school for the purpose of completing a program of the type stated in Recommendation 23."

"25. Leaves of Absence for Further Education of Teachers. School boards should provide leave of absence with salary for a full-time semester residence at a university to enable teachers to study toward a master's program, provided this program is designed to increase the competence of the teacher; state funds should be available for this purpose."

"27. In-Service Education for Teachers. To insure that the teachers are up to date, particularly in a period of rapid change (as in mathematics and physics), a school board should contract with an educational institution to provide short-term seminars (often called workshops) during the school year so that all teachers, without cost to them, may benefit from the instruction. Such seminars or workshops might also study the particular educational problems of a given school or school districts. (No credit toward salary increases would be given.)"

Comments

Recommendations 23, 24, 25, and 27 all relate to actions which the local school
boards, and to some extent the state, might take to encourage continuing efforts on the part of teachers to improve themselves through study.

Revision of Salary Schedules

Oregon school districts do not presently follow Conant's recommendations for salary schedules. There is no "large jump" in salary when the teacher moves from a probationary to a tenure status. Generally, the beginning salary on the schedule is reasonably high in relationship to the maximum salary on the schedule. Teachers move from the beginning to the maximum salary by fairly consistent steps. Teachers generally attain tenure status after a three year probationary status. A large jump in salary at that point would of course be welcomed by teachers, provided it does not have an offsetting adverse effect on later salary increments.

Generally, school districts do recognize in their salary schedules the completion of a fifth year of work whether or not the master's degree is earned. Usually, too, they give greater salary recognition to the master's degree than they do to the completion of a fifth year.

As noted earlier, leaders in teacher education in Oregon consider that a fifth year of preparation is desirable for both elementary and secondary school teachers, whether or not it culminates in the receipt of a master's degree. If a fifth year of preparation is to be encouraged and rewarded, the salary schedule should probably provide for a salary increment recognizing the fifth year, with a somewhat higher increment or perhaps an extra one if the teacher completes a master's degree.

One can only agree with Conant that full-time residence is to be preferred over part-time residence in graduate work. That we have been unable to adopt such provisions in Oregon does not negate their desirability.

Financial Assistance to Teachers for Study in Summer School

Again, Conant's recommendation here is a desirable one. Not commonly provided by school districts, such aid would be welcomed and would contribute to the attractiveness of teaching. Districts having a 12-month program and whose contracts with teachers cover the 12 months have often considered attendance at summer school one of the acceptable options for teacher activity during the summer months. Such school districts are relatively few, however.

Leaves of Absence for Further Education for Teachers

Leaders in education have long advocated that leaves of absence be provided by school districts to encourage teachers in their professional preparation. Relatively few school districts have any such provisions. Perhaps if the state were to provide funds for this purpose, as Conant recommends, this policy would become more widespread. It would undoubtedly have a salutary effect on teacher preparation.

In-Service Education for Teachers

Extensive programs of in-service seminars and workshops have been and are in operation in Oregon for teachers in service. The National Science Foundation and
the National Defense Education Act funds have given impetus to this program, as has the Oregon Program.

**Conant's Recommendation**
(State Information Service)

"6. **State Information Service.** State Departments of Education should develop and make available to local school boards and colleges and universities data relevant to the preparation and employment of teachers. Such data may include information about the state and information concerning supply and demand of teachers at various grade levels and in various fields."

**Comments**

The State Department of Education has for a number of years provided the information service Conant here recommends.

Miles C. Romney  
Vice Chancellor  
for Academic Affairs
Community College Committee: Policies and Procedures

(Approved by the Oregon State Board of Higher Education December 10, 1963)

Chapter 341, Oregon Revised Statutes, provides that the State Board of Higher Education approve courses offered by Oregon community colleges established under its provisions "which are to be recognized for credit by institutions of higher education." Moreover, "Until the community college operated by the district becomes accredited, the district board shall obtain the approval of the State Board of Higher Education before employing any person to teach courses required to be approved by the State Board of Higher Education."

The State Board of Higher Education at its January 1960 meeting directed the Chancellor's Office to carry out the provisions of ORS 341 in respect to approval of courses and instructors for the college-transfer programs of the Oregon community colleges and report periodically thereon to the Board.

Constituency and Responsibility of the Community College Committee

The Community College Committee of the State System of Higher Education is the instrument through which the provisions of ORS 341 are carried out. Committee members are appointed by institutional presidents, one each representing faculties of the University of Oregon, Oregon State University, and Portland State College, and one representing faculties at Oregon College of Education, Southern Oregon College, and Eastern Oregon College. A fifth member of the committee is from the Division of Continuing Education. The Vice-Chancellor for Academic Affairs is the Chairman of the Committee.

Committee approval of a course and instructor in effect guarantees to students certification to System and other four-year institutions, and to the State Department of Education and community colleges, that credit earned in the course represents a learning experience comparable to that offered in the same course taught on a State System campus.
Rights Reserved to State System Institutions

Note should be made that the institutions of the Oregon State System of Higher Education are individually accredited and as such individually establish and administer degree requirements. Approval of courses which will be recognized for credit by the institutions of the System does not deny the right of institutions and their professional schools to determine applicability of credit transferred from the community college toward meeting specific degree requirements. The general policy concerning such applicability is that work completed at the community colleges in approved courses taught by approved instructors will be accepted toward meeting lower-division English composition, health and physical education, and general education course requirements and in calculating grade point averages. At most System institutions, after a student has completed 93 term hours of work toward the hour requirements for the baccalaureate degree, regardless of where the work was taken, the remaining hour requirements must be completed at a four-year institution. Exceptions to the 93-hour requirement are made for good and sufficient reason but usually only after the student has enrolled in the four-year institution, unless, of course, he has obtained approval of the institution for the added work prior to taking it. Community college students, just as other transfer students, are responsible for determining the requirements of the institution and program into which they plan to transfer. In some professional fields, transfer must be made at the end of the freshman year if professional degree requirements are to be met within the normal four-or five-year program of study. In a few fields, the entire program must be completed at the major institution if professional requirements are to be met within the usual four-or five-year period.

Groups and Agencies Concerned with the Quality of the Committee's Work

The integrity with which the Community College Committee carries out its responsibilities is of critical importance to the following agencies and groups:
Community College Students. These students are attending as yet unaccredited institutions. They depend entirely on the Committee for assurances as to transferability of their courses. They rightfully assume that, having completed approved courses taught by approved instructors, they will be able to continue their educations at System institutions with little or no disadvantage.

The Board of Higher Education, the Chancellor, and the Institutions Accepting Transfer Credit from the Community Colleges. State System and other four-year institutions rely upon the Committee to uphold the integrity of college work in the courses certified as of college level.

The Community Colleges and the State Board of Education. The community colleges will, in due season, be seeking accreditation with college-transfer programs and staffs approved in detail by the Committee. The community colleges and the State Board of Education should be assured that these programs and staffs are of collegiate quality and therefore worthy of an institution seeking accreditation.

The Committee's Function

The Community College Committee's responsibilities are clear. The problem is to establish policies and procedures which will enable it to fulfill them. The Committee must (1) assess the strengths and weaknesses inherent in the community college transfer program, (2) determine criteria by which a course taught at a given community college at a given time may be judged as to whether it is equal in level and quality to similar courses offered on System campuses, and (3) establish methods by which information required as a basis for approval of courses and instructors may be obtained and evaluated.

The Committee's approval of a given course and the instructor therefor is an indication that the Committee feels the course is appropriate to a transfer program and the facilities, including the library and the instructor, are sufficiently comparable to the quality available in the four-year campuses to warrant transfer of credits earned in the course. Final test for both the Committee and the community college is the performance of students after transfer to four-year campuses.
Understandings Important to a Conception of the College Transfer Aspect of Community Colleges

Though Education of the individual is a continuous, life-long process, formal education proceeds in a series of steps fairly clearly defined: (a) kindergarten to elementary school; (b) elementary to high school; (c) high school to college; (d) college lower-division to upper-division; (e) baccalaureate degree to graduate school. Some of these steps are simple, almost imperceptible transitions. Others require of the student, the teacher, and the administrator a clear awareness of the nature of the change being made. To students and staff in community colleges steps (c) and (d) are of special concern.

Step (c) - High School to College. The majority of students, on entering a four-year college or a university, find themselves in a new world. They no longer live in their own homes but in dormitories or other establishments run by the institution or in some degree supervised by it. They no longer move in groups of familiar friends but in an academic community numbering perhaps ten thousand persons, most of them strangers. In larger classes than they are accustomed to, students quickly discover that they are expected to work with a measure in independ- dence not heretofore demanded and, at the same time, that they are in severe competi- tion with scores of their fellows for scholastic distinction - with hundreds for academic survival.

Important elements in the pattern of the student's life have changed radically. In his adjustment to that change lies the student's opportunity to develop his capabilities and direct them toward worthy ends.

For the student in a community college the change here sketchily described is less radical. More often than not he continues to live at home and to move in the world of places and persons long familiar to him. He may attend classes in build- ings he has frequented for years and be instructed by teachers with whom he has
been long acquainted. His associates are in most cases old friends or students from near-by areas.

These conditions are not in themselves disadvantageous to the student bent on furthering his education. They may well provide an atmosphere of stability and friendliness in which he can happily put forth his best endeavors and which may stimulate in him pride in the community of which he is a part. This is all to the good. But as educators we must fact the fact that an atmosphere of stability and friendliness and a too-long association with the familiar can sometimes act to pull the intellectual powers to a performance below their potentialities.

One problem, then, that a community college of its very nature as a community college faces, is that of using what resources it has to make its entering students aware of the fact that their passage from high school to college is not part of a drift onward but is a step forward deliberately taken.

1. Whatever the student's motives for going to college, the institution, through its faculty and administrators, should instill in him the love of learning and the ideal of intellectual excellence.

2. The student's maturity - naturally a matter of degree - should be brought to increase through encouraging him (even obliging him) to accept growing responsibilities as a student and as a member of his community.

3. The student's "learning" skills should be sharpened by critical evaluation of the results he achieves in his studies, and the enlargement of his knowledge should be made a source of satisfaction to him, his teachers, and his college.

4. Community college instructors and counselors should give no quarter to habits of inattention, laziness, the "get-by" attitude; but respect honest effort, and be helpful where help is needed.

The essence of what has been said so far is that the responsibility of the community college in academic matters is to give its students a broad liberal education beyond what they have received in high school. This broad liberal education is the basis of an enriched life and the foundation - for those who go on to four-year institution - for effective academic performance.
Step (4) - Lower-division to Upper-division. The student who remains in a single institution for the full program leading to a baccalaureate degree passes smoothly from lower to upper division. His environment stays unchanged. Guided in part by counselors and by advisors selected from the faculty, he has fulfilled the lower-division course requirements set up by the institution to provide him with the broad base of a liberal education and has taken some courses leading into the field in which he plans to major. His scholastic performance has been found acceptable by the institution from which he expects to receive his degree. He is ready for work at that level of depth implied in the terms "major" or "field of specialization", and must be prepared to meet the standard of scholastic performance without which those terms would be meaningless.

That all transfer students find themselves in a situation very different from that just described is obvious. It is the responsibility of the community college to see to it that those of its students who transfer to four-year institutions do so under little or no disadvantage. To accomplish this is not a simple task. Nor can one say that this, that, or another measure will do the trick. However, one can say with conviction that, unless courses offered by a community college are really of college caliber and instruction is effective, students who transfer into a four-year institution will be at a grave, or even crippling, disadvantage.

Requisites for Effective College Transfer Courses

The Instructor. A basic requirement for college-level instruction is a qualified instructor. In Oregon community colleges, at their present stage of development, the instructor finds himself in a new and rapidly growing institution. He will often teach in temporary or borrowed facilities, with minimal equipment and library resources he, himself, may have to select. Moreover, he may be the only person in his field on the staff, indeed, a portion of his teaching assign-
ment may be in his minor field of study. Thus, a community college instructor has somewhat greater responsibility than the new instructor at a large established institution. To assure an equivalent level of instruction, the instructor desirably should have had several years of college teaching experience at an accredited institution as well as a master's degree in each field of instruction. The Committee recognizes that such is not always possible and has made provisions for approval of instructors of lesser qualifications as listed below.

**Instructional Resources.** Laboratory courses, taught at a college level require more elaborate equipment than the same subject taught at the high school level. If instruction is to be substantially the same as that offered on the four-year campuses, equipment must be reasonably comparable. The same is true of library resources. Comprehensive texts are available in some standard lower-division courses which alleviate the need for extensive library resources. Other courses can only be taught through reliance on library references.

**Suitability of Courses.** The Committee urges that community colleges counsel transfer students to concentrate their time on courses applicable toward meeting general baccalaureate degree requirements rather than special interest courses useful only as elective credits.

**Class Size.** The Committee believes that class size affects the quality of work and suggests that lower-division courses cannot generally be taught most effectively on a reading and conference basis or with such small enrollments that neither a discussion nor a lecture situation is feasible. The Committee also believes that no matter how well qualified the instructor, it is difficult for him to maintain college-level instruction if he is regularly required to teach four or more different courses, especially if some of them are in fields outside of his area of major study.

**Policies and Procedures for Approval of Courses and Instructors**

The Committee has reviewed its experience with approval of community college
courses and instructors and revised its procedures and policies more effectively to meet its obligations to the students, four-year institutions, and the community colleges. The Committee now proposes the following guides for the development of the most effective programs of college transfer work in community colleges.

Adoption of Basic Course List. The basic general education programs of the four-year institutions of the State System have been analyzed and a basic course list reflecting those programs is attached hereto as a suggestion to community colleges of the transfer courses that seem most effectively to meet the lower-division general education requirements for the baccalaureate degree. Laboratory courses on the list will be approved only if equipment reasonably comparable to that used for the equivalent course taught at four-year institutions is available. The Committee strongly urges that the community colleges be guided by this list. Other courses not on the list will be approved only when the Committee is convinced they are appropriate for a transfer program and can be offered at the community college at a level comparable to the parallel courses offered at System institutions.

Periodic Review of Approved Courses

The periodic, systematic, and orderly review of curricula constitutes a significant and necessary part of the curricular planning of institutions which mean to keep abreast of developments. State System institutions provide for such reviews, which often result in curricular changes. It is in this spirit that the Committee suggests that the transfer programs offered in the community colleges be subject to such periodic review to insure that these programs continue to mesh effectively with the changing programs in the State System institutions.

Accordingly, the Committee suggests that, in the planning of the transfer programs for the 1964-65 school year, there be a review of the presently approved transfer courses in the light of some of the considerations suggested in this paper. Such a review by the community colleges, the State Department of Education,
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and the Committee would permit any necessary up-dating of the transfer programs to the extent that conditions in the colleges and the State System offerings necessitate.

Due Dates for Course Requests

Requests relating to course changes in college transfer programs of community colleges for the ensuing school year are due in the offices of the State System of Higher Education by March 15. Upon receipt of these requests from the State Department of Education, the Committee will take action, reporting the results of its deliberations to the State Department of Education on or before April 10.

Emergency requests for approval of courses after the foregoing dates will be considered on their merits, though such requests should be kept to a minimum.

Minimum Standards for Community College Instructors

Teaching College Transfer Courses

A master's degree in the field of principal assignment and substantial work at the graduate level in any other subject to be taught will be the minimum acceptable qualification for community college instructors. Exceptions will be rare and made only under such circumstances as the following:

(1) when the candidate is completing an appropriate graduate degree program, in which case approval will be for one year only and continued approval will be contingent upon satisfactory progress toward completing of the degree program;

(2) when the candidate is engaged in full-time professional work in the field and wishes to teach on a part-time basis only;

(3) when the candidate, in an interview, demonstrates competency to teach a foreign language in which fluency has been attained through learning the language as a native or through residency in a country where the language is spoken, rather than through formal academic work.
The request for approvals of instructors should list the courses to be taught and be accompanied by transcripts of the candidate's academic preparation and letters of recommendation concerning his preparation and experience. The community college should not seek approval of the proposed instructor by one of the institutions of the State System before submitting the candidate's credentials to the Committee. Personal interviews and requests for assessment of credentials by institutions, when deemed desirable by the Committee, will be arranged by the Committee at an institution of its selection. Report of the interview or other assessments will be given by the institution to the Committee and not to the candidate or the community college. The State Department of Education will be notified of the Committee's action.
The courses listed below constitute the basic general education program of the institutions of the Oregon State System of Higher Education. No additional courses are needed to meet lower-division general education baccalaureate degree requirements. A community college student who satisfactorily completes a properly planned program selected from these courses should be able to continue his studies on transfer to a four-year institution without handicap or loss of time:

1. **At the junior level** if he plans to complete requirements for a degree in general studies, a departmental major, or secondary education program in the humanities, social sciences, or sciences; or an elementary teacher program;

2. **Upon completion of the preprofessional program** if he plans to enter a professional field requiring a general education preprofessional program (one or two years);

3. **At the sophomore level** if he plans to major in engineering, business, or pharmacy, or, with the optional course in botany, in agriculture or forestry.

Students planning to enter professional studies are responsible for knowing the requirements of the school they plan to attend. Curricula in which professional work must be begun in the freshman year must be entered at that time if loss of time is to be avoided. The student who plans to transfer from one institution to another during his undergraduate career is advised to concentrate the work he will transfer in courses meeting general education requirements. Such a concentration permits maximum flexibility in completing professional and upper-division requirements after transfer and lessens the possibility of "lost time". Community colleges should offer basic, generally applicable academic courses, not a "cafeteria" of courses usable upon transfer only as elective hours.
The basic general education courses recommended for the college-transfer programs comprise:

1) **Science.** A standard course in each basic science discipline which will fulfill maximum requirements of the System institutions for curricula in the physical, biological, and health sciences and engineering and meet general education science requirements for students planning to major in other fields. Limitation of offerings to the maximum course in each field assures that no community college transfer student will have to repeat a science course because the one he took was incomplete for his major curriculum.

(Note: Basic science courses are laboratory courses. By definition, they cannot be offered at a level comparable with System offerings without comparable laboratory equipment. The Community College Committee will not approve these courses for transfer credit until it has ascertained that proper laboratory equipment is to be used.)

2) **Social Science.** Standard lower-division social science courses in the basic disciplines.

(Note: The laboratory course which accompanies the course in general psychology at System institutions is omitted because psychology laboratory work is not required in most curricula, considerable equipment is needed to offer the course, and - if desired - the one-hour-per-term sequence can be easily picked up after transfer.)

3) **Humanities.** Standard lower-division courses in English Composition and speech and three standard literature courses which can be offered without extensive library resources. If a community wishes to offer a program in foreign languages, it is suggested that selection be made from the languages most commonly offered in undergraduate collegiate programs with preference given to French, German, and Russian (the languages usually required for graduate work) and Spanish.
4) **Health and Physical Education.** Service courses meeting lower-division degree requirements of System institutions.

5) **Music and Art.** Appropriate courses recommended by the Committee in cooperation with System schools and departments offering major programs of study in these fields.

6) **Business.** Appropriate courses recommended by the Committee in cooperation with the System schools and divisions offering major programs of study in business.

A course not on this list may be approved when the Committee is convinced it is appropriate to a transfer program and can be offered at a level comparable to the parallel course offered at a System institution.
Science and Mathematics

Mth 100. Intermediate Algebra. 4 hours.
Prerequisite: one year of high-school algebra or Mth 60. No credit allowed if taken after Mth 101 or any more advanced mathematics course.

Mth 101. College Algebra. 4 hours.
Prerequisite: one and one-half years of high-school algebra or Mth 100.

Mth 102. Trigonometry. 4 hours.
Prerequisite: Mth 101.

Mth 200, 201, 202, 203. Calculus with Analytic Geometry. 4 hours each.
Standard sequence for students in science and engineering.

*Ph 201, 202, 203. General Physics. 5 hours each.
Standard first-year college physics. 3 lectures; 1 recitation; 1 three-hour laboratory period. Prerequisite: Mth 101, 102, or equivalent.

*Ch 204, 205, 206. General Chemistry. 5 hours each.
Professional course for students majoring in science, health sciences, and engineering. 3 lectures; 2 three-hour laboratory periods.

*GS 101, 102, 103. General Biology. 4 hours each.
Biological principles applied to both plants and animals. 3 lectures; 1 three-hour laboratory period.

*GS 104, 105, 106. Physical Science. 4 hours each.
Fundamental principles of physics, chemistry, astronomy, and geology; development and application of the scientific method. 3 lectures; 1 two-hour laboratory period.

G 201, 202, 203. Geology. 3 hours each.
Earth materials, processes, and structures; history of earth and life.

G 204, 205, 206. Geology Laboratory. 1 hour each.
Laboratory and field work to accompany G 201, 202, 203.

Optional

*Z 201, 202, 203. General Zoology. 4 hours each.
For zoology majors and premedical, predental, prenursing, prepharmacy students and others. 3 lectures; 1 three-hour laboratory period.

*Course will be approved only if laboratory equipment is comparable to that used for similar course on System campuses.

**Ch** 226, 227. Organic Chemistry. 5 hours each. Chemistry of the carbon compounds; the aliphatics, aromatics, and derivatives. For preental, preveterinarian, and medical technology students. 3 lectures; 2 three-hour laboratory periods. Prerequisite: Ch 206.

**Ch** 234. Quantitative Analysis. 5 hours. Principles of gravimetric analysis and volumetric analysis. Designed for preental, premedical, and medical technology students. 3 lectures; 2 three-hour laboratory periods. Prerequisite: Ch 206.

**Social Science**

**Anth** 101, 102, 103. General Anthropology. 3 hours each. Fall: man as a living organism; biological evolution; the human life cycle. Winter: evolution of man; human races, nature and problems. Spring: the development of culture; organization of culture; man, participant in and observer of culture.

**Ec** 201, 202, 203. Principles of Economics. 3 hours each. Principles that underlie production, exchange, distribution, etc. Prerequisite: Sophomore standing.

**Hst** 101, 102, 103. History of Western Civilization. 3 hours each. Origins and development of Western civilization from ancient times to the present.

**Hst** 201, 202, 203. History of the United States. 3 hours each. From colonial times to the present.

**Geog** 105, 106, 107. Introductory Geography. 3 hours each. A general introduction to the field of geography; 105, physical geography; 106, regional survey of the world; 107, cultural geography.

**PS** 201, 202, 203. American Governments. 3 hours each. 201: principles of American constitutional system, political process, and organization of national government; 202: powers and functions of national government; 203: practical operation and contemporary reforms in government at state and local level.

**Psy** 201, 202, 203. General Psychology. 3 hours each. Basic principles and theories of behavior. Discussion of individual differences, intelligence, aptitude, methods of psychological measurement and testing, drives and motives, emotions and reactions to stress, perception, learning, thinking, reasoning, personality; the response mechanism, communication processes, attitudes and social processes, frontiers of psychology. Sophomore standing recommended.

*Course will be approved only if laboratory equipment is comparable to that used for similar course on System campuses.*
Soc 204, 205, 206. General Sociology. 3 hours each.
The basic findings of sociology concerning the individual, culture, group
life, social institutions, and factors of social change.

Humanities

Wr 111, 112, 113. English Composition. 3 hours each.
The fundamentals of English composition; frequent written themes. Special
attention to correctness in fundamentals and to the organization of papers.

Eng 101, 102, 103. Survey of English Literature. 3 hours each.
Study of the principal works of English literature based on reading selected
to represent great writers, literary forms, and significant currents of thought.
Provides both an introduction to literature and a background that will be
useful in the study of other literatures and other fields of cultural history.

Eng 201, 202, 203. Shakespeare. 3 hours each.
Study of important plays—comedies, histories, and tragedies.

Eng 253, 254, 255. Survey of American Literature. 3 hours each.
American literature from its beginning to present day.

Sp 111, 112, 113. Fundamentals of Speech. 3 hours each.
Projects in extemporaneous speaking. Primary emphasis on content and organization,
with attention also to the student's adjustment to the speaking situation,
effective delivery, audience motivation, and language of speech.

Foreign Languages

Two years each of no more than two foreign languages (German, French, Spanish, or
Russian)

-- 50, 51, 52. First-year ________. 4 hours each.

-- 101, 102, 103. Second-year ________. 4 hours each.

Physical Education

PE 180. Physical Education (Women). 1 hour each term, six terms.

PE 190. Physical Education (Men). 1 hour each term, six terms.
Physical activities taught for acquisition of skill and for adaptation in
social life of the student.

HE 250. Personal Health. 2 hours.
Study of the personal health problems of men and women with emphasis on
implications for family life. Mental health, communicable diseases, degener-
erative diseases, nutrition.

Music

Specific recommendations to be made following discussion now underway with repre-
sentatives of major schools and departments at System institutions.
Specific recommendations to be made following discussion now underway with representatives of major schools and departments at System institutions.

Business

BA 211,212,213, Principles of Accounting. 3 hours each.
Introduction to field of accounting, technique of account construction; preparation of financial statements; application of accounting principles to practical business problems; proprietorship studies from standpoint of single owner, partnership, and corporation.

Additional courses may be recommended as the result of discussions now underway with representatives of major schools and divisions at System institutions.