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Higher Education in Oregon IT few Commitheo hour study of the report of the sharvee made py

 fear previous attitudes rather than al dispassionate analysis
by pret
of the findings and recommendations of the committe Thus partisans of particular institutions will react as their
favorite schools are helped or benefited by the report Those with preconceptions as to individual institutions
the program as a whole will seek to find in the report con
the report as it ratifies those ideas.

Then we have another fear that the report will be acsomething must be done. The survey thus might becon
the bible of higher education, and the recommendations
the college professors who made it be followed with ing literalness. There may be a counter tendency on the
other hand to condemn the report out of hand, to thrust it
aside as worthless. Fsither attitude survey report should be carefully studied. Its applieation
depends upon the definite conviction of the board of higher
education the The report brings out certain facts. One is that the sively". Thus the state is expending $\$ 276.99$ per student
enrolled in the state higher institutions to $\$ 14.92$ for the
United States as \& whole. For capital investment Oregh has $\$ 3,93 \mathrm{per}$ million doilars of weath as ars compared wit
$\$ 8200$ for the nation as a whole. The value of the capita
investment per thousand of population is $\$ 13$. investment per thousand of population is $\$ 13,241$ for Ore
gon and $\$ 6,314$ for the United States as a whole. Thes
figures of comparative costs however need to be weighte figures of comparative costs however need to be, weighted
by two factors the larger percentage of Oregon's popula-
tion attending higher institutions and the high perentage
of higher education performed by state as against private
schools. Thus while for the United States as a whole only 49 students per ten thousand population were in college in
1928 for Oregon the number was 112. And while for the
United States as a whole only $50.6 \%$ of students in higher schools were being educated in state institutions and 49.6
in private schools, Oregon educated $75.3 \%$ in state schoo
and only The report dienounces "high pressure recruiting"
students, which it holds accountable in part at least fo
the fact that the Oregon institutions "are receiving larg ability". It recommends uniform standards of admission
for out-of state students. The committee found too a high
"mortality" rate after admission, the university graduating ing in 1925 , while the average for 35 similar institutions
is $40 \%$. the first two years at Corvallis and Eugene be mande stib-
stantially identical, allowing the students to shift from one school to the other for the upper division work. The upper
division or final two years would be sharply differentiated
with the humanities exclusively exclusively at Corvalis. To accomplish this the committee
recommends the shifting of professors back and forth or
the shifting of students back and forth.
This would ly on a factory basis, with Corvallis and Eugene each get
ting "milling in transit" privieges the product to be com-
pleted at one or the other institution. This type of organ ization is artiricial and would he frankiy experimonta be
would ereate two half-universities. Eugene would
cloister for training long-hired poets and Corvallis a mil
for polishing long-noed chiemists. For ourselves we find for polishing long-nosed chemists. For ourselves we find
it rather hard to conceive of two separate institutions thus
mutilated. It is hard to think of a university without or ganic chemistry advanced biology. It is hard to conceiv
of the study of economics with courses in statisties fort
orites away or of the study of chemistry and engineerin in a school without immediate access to departments o
economies and history. It is a question too whether th
shuttle system would work: shifting students and profe sors back and forth with consequent loss of time and cost The only way such a program would work, it seems to
us, is by creating a single university, with a single execu-
tive organization, with the divisions at Eugene and Corval
lis of equal rank might prove raonk. Even then the practical difficulties
ortain it is that the board should
study the proposals very carefully before putting them int study the proposals very carefulty before putting them into
effect, and listen to the criticisms of the public and of the
institutions which are concerned. The objective is economy, but it is costly economy
functional efficiency is mutilated. We offer this question
would it not be better to achieve would it not be better to achieve economy by curtailing
wing spread, and still leave each institution an organic
whole rather than to maintain each as a half-are of the
circle? As to the minor recommendations, many of them are
wise, notably those for the strengthening of the supervision
of the common schools, for higher standards of admission, of the common schools, for higher standards of admission,
for diminished rivalry in recruiting, in limitations of ath
fetic exeesses. Tion in oreport is an invitation for the leaders of educa
ful study to the state's educadeation of affairs to give care bottom, and ought to stimulate those in authority to effec
such definite solution
the the bitterness which have prolongd regrettable controversy






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