U. O. Head For Cooperation On Federal Survey, While Kerr Assails Report

Federal Education Report Is Generally Acceptable To University, Says Hall

(CONTINUED FROM PAGE 1)

resources to increasing efficiency and effectiveness of the major functions of each institution, clearly indicated by the special place it occupies in a state-supported system of higher education.

Report Valuable

The University believes that the Survey Commission's report is a valuable piece of work presenting much evidence with painstaking analysis. Particularly outstanding is the introduction in which are set forth in a masterly way the salient economic factors determining the state's ability to support higher education, the extent to which educational opportunities are furnished to the citizens of Oregon and of other states and the relationship of the instruction given to the vocational needs of the commonwealth of Oregon. University authorities, moreover, have no quarrel with the findings of the Survey Commission that "Oregon's higher educational program is considerably distorted" and that "instead of a distribution of students between the major fields of study in accordance with the economic and occupational requirements of its people grave deficiencies are found in a number of the fields while others have been expanded to an exaggerated degree." For this incoordination of the higher education program of the state the University feels no sense of responsibility.

Throughout its entire history the institution at Eugene has sought only a normal development of those department and schools which are universally recognized as a necessary part of a university program. It has developed no professional schools that belong to a land-grant college, a school of agriculture and mechanical arts or an institute of technology. Whatever limitations have been implied in the name have been faithfully observed. The work has not been expanded beyond the appropriate fields by the annexation of unrelated disciplines or used to disguise a major carried in some liberal arts subject only distantly related to the nominal "major."

U. Holds Down

In the College of Literature, Science and the Arts several important fields that belong in a liberal arts college have been left undeveloped such as astronomy and anthropology or handled in a limited way in closely related disciplines. The one service department, namely household arts, has not only observed the limitations imposed and implied by the name but has never exceeded in any way the quota of work (36 term hours) assigned by definite rulings of the Board of Higher Curricula in 1925. If the educational program of the state has been "distorted" the blame can not be laid at the door of the University.

In developing at Eugene, the natural science work into the upper division and graduate field, the University merely included subjects and disciplines everywhere regarded as an indispensable part of a university program and entered fields freely conceded to it by orders of the Board of Higher Curricula. It can not therefore be rightfully accused of either unnecessary duplication or of adding to the distortion of the state's educational program.

Distortion Obvious

The Survey Commission's report itself makes it easy to discern the reason for the distortion. After pointing out that liberal arts majors in Oregon institutions fall far below the normal (20.5 per cent as against the U. S. average of 51.8) the report goes on to point out that "this deficiency (of liberal arts majors) is explained in part, however, by the fact that at the State College a very large number of students who are in fact pursuing arts and science work are enrolled and reported as Home Economics and Commerce students" and again, on page 87, referring to the abnormally high percentage in business courses ("almost one-fourth of the entire enrollment") the Commission attributes the apparent excess of enthusiasm for business careers by "the fact that students at the State College whose major interest is arts and sciences are reported as commerce students."

It is plainly apparent that for years the State College has been using a commerce major to disguise a major in liberal arts or even more remotely related subjects that have been developed out of harmony with the primary responsibility of a college of agriculture and mechanical arts and in fields, which, according to the rulings of the Board of Higher Curricula, the College had no right to carry a major. Through the School of Commerce majors have been smuggled into forbidden fields and the real content of their course disguised or "distorted."

Since the straight and narrow way was not open they "climbed up by some other way" and helped by their presence and the courses they pursued to divert the College from its normal purpose and to assist in invading the traditional field of the University. A table which appears on page 511 of the report indicates the occupational objectives of students as indicated by questionnaires filled out by them. By combining two headings "Trade" and "Business" it is possible to state the number at the University and the College that were intending to enter business.

College Figures Cited

At the University 609 were headed for business, a figure that corresponds very closely to the major enrollment in Business Administration. At the College on the other hand the trade and business group aggregate 775 which falls almost exactly 300 below the number of majors in Commerce. When it is remembered that many students really intending to enter business do not carry majors in the business school the excess of "majors" in commerce is still more significant as an index of the number of those who enter in by some other gate except the straight and narrow one of an undisguised major. Bulletin number 38, U. S. Office of Education, makes it possible to classify the major interest of all students in land-grant colleges separately maintained and to compare O. S. A. C. with the normal. In agriculture and engineering the Oregon figure falls below the average for all nineteen separate land-grant colleges.

On the other hand, the data show clearly the exaggerated development in home economics, education and commerce. On the average 8.4 per cent of students enrolled in land-grant colleges pursue majors in commerce. At the Oregon institution this figure rises to 29.1 per cent or more than three times the typical proportion. Although the Corvallis institution has only one-tenth of the total enrollment in all separate land grant colleges it has nearly one-third of the majors in commerce. The responsibility for distortion is quite clearly indicated and the direction of remedial action is also made manifest.

The University is, moreover, in harmony with the spirit and intent of the report as it aims to create a system of higher education capable of being operated with the minimum amount of friction and the maximum degree of economy and efficiency. Only by recognizing the principle of division of labor and cooperation between the institutions in matters that require coordinated and common effort in research and extension can higher education in Oregon profit by intensive specialization on the one hand and combination of effort on the other. The Survey Commission is sound in allowing that measure of duplication involved in the creation of lower divisions at four of the five institutions with proper emphasis on broad, basic, fundamental and liberalizing subjects, as approach to professional or technical work or departmental specialization in the upper division. To facilitate the degree of cooperation implied throughout and to minimize the difficulties involved in the sharper division of professional work and departmental specialties between the institutions in the upper division and graduate fields uniformity in content of the lower division curriculum should be emphasized as far as it is reasonably possible.

Down With Rivalry!

The University is wholly in accord with the recommendation of the Survey Commission (pages 593-594) affecting institutional publicity and the feverish rivalry in the recruiting of students so ably discussed in the report. Pamphlets and bulletins mailed to prospective students have been elaborate and costly. Conferences for high school students have been organized in such a way as to make unnecessary demands on time and energy of faculties and resident students and largely for the purpose of making favorable impressions on prospective college and university students. Students in secondary schools have been visited, advised, tested and vocationally guided and, in the opinion of many, not entirely out of disinterested incentives to serve.

The University can with clear conscience and with some measure of satisfaction endorse without reservation the constructive recommendations for centralized control of publicity and advice to prospective students. The President of the University has repeatedly called attention to the wasteful and irritating situation that has developed under intense rivalry attended by a constant temptation to overstate the educational opportunities which certain institutions can rightfully offer. He has deplored the devices which the Survey Commission condemns and has been willing at all times to acquiesce in a constructive program of centralized advice organized with a view to inform rather than persuade.

The University also is in harmony with the suggestions regarding a severer sifting of applicants for admission and the elevation of standards for graduation and even for continued residence in higher educational institutions. For the past five years the University has sought to maintain a high standard for students who enter from neighboring states and who may be drawn to Oregon for no more worthy reason than their inability to gain admission to high standard institutions in their own state. The impression has prevailed that the standard set for admission of out-of-state students is not uniformly high at other Oregon institutions. At any rate the University believes that a frank appraisal of these admission requirements with a view to adopting a uniform set of regulations would make for better understanding and closer cooperation.

Keep Up Standards

In adopting such uniform entrance requirements, care should be taken that the highest existing standards should in no way be relaxed. Coincident with the adoption of these standards affecting out-of-state students the University took steps to place on special probation students who come from the lowest twenty-five per cent of graduating classes from Oregon high schools and to begin a number of personnel studies to determine what degree of success or failure attended the efforts of such students to make good in a university atmosphere. The University stands ready to adopt any reasonable standard which sound educational policy approves and which is necessitated by the increasing demand for economy in the support of higher education. The University must insist, however, that the standard adopted must be uniform for all institutions and applied with unflinching impartiality to the individual student.

The University administration also accepts with satisfaction the recommendations affecting athletics and the organization of athletic work as a branch of physical education. The University's position on this point has been made clear not only by public statement of its officials but through the long-standing organization of the School of Physical Education. The University has, moreover, sought, so far as its limited resources permit, to organize its program of health and recreation with proper emphasis on intra-mural sports the benefits of which are widely diffused. The emphasis on intercollegiate athletics, perhaps less pronounced at Oregon than at other Pacific Coast institutions, and the fact that athletics have been largely student controlled and largely student supported has not in any material degree interfered with the intra-mural program.

In carrying into effect the Commission's recommendations affecting reorganization of intercollegiate athletics on a more academic and less commercial basis the Board of Higher Education must not be unmindful of a competitive situation. Quite apart from the fact that the coaching staff is hired under contract for a more or less extended period at stipulated salaries, other conference schools in the Pacific Coast area with larger gate receipts are able to command the services of outstanding men as coaches and Oregon institutions must meet the competitive situation by paying the price. As soon as it is possible to obtain concerted action by conference schools the University will be the first to advocate placing the coaches on professorial basis, assimilating athletics entirely into a program of physical education and perfecting such system of control as will give proper emphasis to the academic side of the work.

O. K. on Schools

The University again wishes to signify unqualified approval of the principle under which the assignment of professorial schools is made by the Survey Commission. Although opinions may differ regarding the proper proportion of art and of structural engineering in the profession of architecture the University School of Architecture with a brilliant record in preparing for this profession and a nation-wide reputation for the excellence of its work has proceeded on the assumption that architecture is primarily a species of art and that the structural aspects are of secondary importance. University authorities may reasonably raise the question why landscape gardening, the natural complement of the architect's work, involving the principles of design and related only in minor degree to agriculture and plant husbandry, should not also have been more closely associated with the School of Architecture.

The school of journalism, having its foundation in literature and the social sciences belongs properly at the university and since the state of Oregon does not need and can not afford two schools of journalism the establishment at the college should in the interest of economy be restricted and placed in organic relationship to the major school on the university campus. The administration pledges its support in perfecting a joint curriculum adequate to the needs of technical writers in the field of agriculture. The general demand for instruction in journalistic writing might reasonably be satisfied by a single course organized as a part of lower division work in written English, cataloged as technical English and divided into sections with the work definitely suited to the needs of vocations demanding contact with the periodical press and the popularization of scientific material.

Bring Commerce Over

The transfer of all business and commerce to the university is in keeping with recommendations of seven state surveys of higher education and this line of work should naturally seek the closest possible alliance with major departments in the social sciences. Analysis of upper division courses taken by recent graduates from our own school of business shows that they took nearly as many junior and senior hours in the social sciences as in the field of major interest. The two fields especially business and economics (called by Seager "the social science of business") are inter-related at every point in the curriculum.

The university has developed strong social science departments with well trained staffs and with a curriculum of advanced work leading to masters degrees and the degree of doctor of philosophy in two departments. In economics, sociology and political science not a single member of the faculty lacks the doctor's degree. In economics and sociology conspicuous contributions are being made to the literature of the subject. Within the last year three books of outstanding importance have been published by members of the economic staff. With upper division and graduate courses in social science fully developed and available at the university there is no longer any need for the "extensive and expensive" duplication referred to by the survey commission. As long as commerce remains at the college an excuse will exist for the extensive duplication of courses in the social science field at the university. Moreover, these "service" departments will aspire to major work in forbidden fields and majors in economics and sociology will be masquerading under the name and guise of commerce students.

Save $100,000

The transfer of commerce to the university will make possible a substantial saving estimated at near $100,000 for the biennium—the only substantial saving indicated in the survey report. This saving can be realized even when proper provisions are made for expansion in business courses and in social science at a few points in the university curriculum. The claim is already made by adherents of the college that the transfer is undesirable and even impossible "because the university can not house the added enrollment."

Even before the results of the survey were known the university had contemplated the remodeling of Friendly hall which, because of its central location, should be converted to class room and office use. This alteration will cost not over $5000 (architect's estimate $4000) and will afford ample room for the social science departments now localized in the basement and first floor of Commerce building. With the removal of social science, Commerce hall would be left for the exclusive use of business administration. Class room and office capacity available for the use of the school would be approximately doubled. Thus for a modest expenditure social science departments widely scattered and at points poorly housed would be assembled in one place and room for expansion set free for the school of business.

The need for a modicum of business training for agriculturists and engineers could be taken care of by lower division courses in elementary economics and principles of accounting followed by specialized courses in farm accounting and accounting for engineers given as a part of the technical curriculum of these schools. Either because of a failure to recognize the necessity for this business training or an unusually crowded program of technical subjects, college authorities have prescribed but little in this field for either agriculture or engineering.

In the last named course for example a year sequence only in introduction to economics, national government and accounting for engineers aggregating nine term hours satisfies the entire requirement. In agricultural economics (more economics than agriculture) a series of important social science courses find a place in the upper division schedule. This type of training of rapidly growing importance is, however, adequately met by the joint curriculum provided in the survey commission's recommendations.

Sound Principles Seen

It appears to the university authorities that sound principles also underlie the division and co-ordination of teachers training work in the five institutions of higher learning. (Survey report 578-579). The large development of normal schools in Oregon, while an added tax on the state's resources, nevertheless does make adequate provision for a type of training of fundamental importance in the educational system. The division of the secondary field between college and university along the line of allocation of major subjects which form the content is again a convenient device to secure concentration and to define the field of education left open to each aspirant. When accompanied by the machinery for certification of logical combinations in high school subject the scheme of division of labor should avoid duplication of minimize friction between the two schools of education.

This arrangement which contemplates the assignment to the school of vocational education the training of subjects definitely assigned to the college on a major basis and closely allied combinations meets with no objections from the university. Moreover the delimitation of the field leaves to the Corvallis school a wide field of usefulness and service in connection with the secondary school system of the state—a field far more extensive, it may be observed, than was contemplated when the department of industrial pedagogy was organized in 1913 with provision for the "training (of) persons to teach industrial subjects in the common or high schools in accordance with the provisions of the Nelson amendment of 1907 to the Morril act of 1890."

On J. H. S. Training

The university questions only the application of this principle controlling the division of the teachers training field to the training of junior high school teachers. It appears to university authorities that at this point geographical rather than logical reasons determined the location of facilities for the training of junior high school teachers. The assignment of this work (in content subjects more closely allied to university curricula) to the college and the central normal school seems to identify it with vocational education on the one hand and elementary education on the other.

Neither of these assumptions is correct. Expert opinion as well as the plan carefully formulated by State Teachers' association of Oregon identify the junior high school teaching and curriculum with the senior high school in preference to the lower grades. The main reason for the organization of junior high schools lies in the desire to differentiate content and method from the work of elementary grades. The work looks forward rather than backward and belongs with senior high school training at the university. It is true that the university high school attached to the school of education does not now make provision for junior high school work but under arrangements with the Eugene school board junior high schools are open to the university for supervised teachers in these branches. (See brief No. VI, Attitude on Education and Teachers Training).

University authorities can not, moreover, convince themselves that the principle assumed to underlie the division of teachers training has been logically applied in the case of physical education. The right of both institutions to give service work in this field can not be question. The University freely concedes that the professional work in physical education should rest on sound scientific training in biological and related sciences. This requirement can be adequately met in the lower division work or the deficiency supplied by an extra course or two in the physiology of exercise, hygiene, etc., which members of the staff or physical education and the health service are eminently qualified to give.

Moreover, if the University's contention to retain the major work in science is sustained this consideration argues in favor of leaving the professional work in physical education on the Eugene campus. In any event the work in physical education in its upper division relates itself more directly to the work in psychology, education and the social sciences than to the biological sciences, chemistry and bacteriology. It is a form of education grounded deep in the principles of educational and social psychology; it touches problems of community health and recreation, community life and customs and is therefore related to disciplines in which the University is pre-eminent and in which its position will be reinforced if recommendations of the Survey Commission are carried out.

The "service" School of Health and Physical Education at the College has aspired to duplicate the professional school definitely established by a series of rulings at the University. During the past biennium it expended from tax money $93,878, or $20,000 more than the major school at the University. By placing the professional work definitely at Eugene a substantial saving can be realized and unnecessary confusion avoided.

Coordinate Them!

The University endorses with satisfaction the purpose of the Commission in seeking the highest degree of coordination in the fields of research and extension work. So important are the results and so limited are available resources that the public can ill afford to allow any waste of effort or of funds in duplication or feverish rivalry to possess the field for the sake of political advantage. The necessity for cooperative research has been demonstrated very often in Oregon history and the Survey Commission looks with favor on further extension of these enterprises. In proportion as University and College work is segregated along distinct lines the necessity for combined attack on research problems will become more manifest.

The University administration has already had under advisement the development of several state-wide cooperative research projects, including the following: the economic, social and commercial aspects of the lumber problem in the Northwest; geological survey of the state of Oregon; a state-wide survey of the major research projects most immediately essential in the industrial and commercial development of the commonwealth. These projects have already been formulated and efforts were already being made to help finance them by capital from outside the state. Such items could be handled under the proposed type of institutional cooperation in research. While recognizing in full the paramount necessity for closer coordination of both research and extension activity, the University believes that the end can be accomplished more surely and directly by far simpler machinery than through the State Research Council recommended (page 584) or the Extra Mural Council (page 591).

Cooperation Planned

As regards extension work arrangements have already been made between directors of extension at the University and the College, which, if they receive the sanction of the Board, will insure the same measure of cooperation and coordination contemplated by the report. Moreover, the University acting in union with the College authorities propose a commonwealth extension council consisting of the director of agricultural extension at the College, director of general extension at the University and one representative from the Normal Schools. This type of organization would insure coordinated effort and at the same time safeguard the interests of the institutions that have achieved national distinction in the type of extension work carried out. Established fields of work are protected and coordinated under the direction of two men with a background of extensive experience while at the same time insuring the entrance of the Normal Schools into the field with their appropriate contribution.

In like manner the supervision and coordination of research work with an inter-institutional aspect could properly be placed under the direction of a commonwealth research council with the three types of institutions represented by one member for each. This council of three would combine men whose interest and insight and specialized knowledge of research administration would insure enthusiasm tempered with insight and insure that degree of cooperation so necessary to fruitful results in problems affected by varied aspects.

Science Cut Rejected

The one most important recommendation in which the University finds it impossible to concur is the proposed transfer of natural science in the upper division and graduate field to the Oregon State Agricultural College. The University does not question the right of the College to occupy a pre-eminent position in the field of applied science and all of its technical relations, but we find no precedent either in previous survey reports or in the published catalogues of state universities for truncating or dismantling the teaching of pure science in the upper division and graduate field in state universities. There is no precedent for creating a monopoly in favor of land-grant colleges in the upper domains of natural science.

University authorities finding no precedent for this unusual departure and believing it to be in conflict with sound principles of educational policy and administration, are obliged to enter protest against the proposed action affecting the allocation and dislocation of science work. They do so with reluctance after having concurred in so many recommendations of the Commission's report. Pure science, an inseparable part of a university program, necessary to the completion of the liberal arts curriculum and developed at the University in strict conformity with rulings of the Board of Higher Curricula, we can not help but regard as a rightful possession. It is, therefore, difficult to understand why the Eugene institution should be deprived of a function necessary to the existence of an American university, when it is not essential to the well rounded development of the College and when its transfer would accomplish no financial saving.

Plan Not Sound

The removal of physical and biological science from the University is out of harmony with sound educational policy and in conflict with recommendations made by previous survey commissions. Examination of catalogues in nineteen states where universities and land-grant colleges are maintained separately supplies no precedent for such action. To follow this recommendation would involve a loss of prestige to the University and would interfere with the retention of scholars whose contributions through research have given name and fame throughout the country and commanded generous support from educational foundations.

The division of premedic work with the concluding year or years at the College is out of harmony with the organic unity of medical school and university. It is anomalous to say the least that a great school of medicine freely conceded to the University should be associated with an institution which has no right to give the foundation work in premedical training. The University atmosphere must afford an opportunity for close and vital contacts and interchange of viewpoints between the social sciences on the one hand and the more exact sciences of physics, mathematics and biology on the other. Each is necessary to the nurture of the other.

Moreover the proposed change would be fruitful of no material savings. Three different lines of investigation show that the maximum saving on the University budget from the elimination of upper division science could not exceed $40,000 annually. Against this must be reckoned the expense of enriching the offerings in pure science at the College to satisfy the major demand extending far into the graduate field. The Survey Commission in addition recognizes the necessity for added outlays in buildings to accommodate the accessions of work in chemistry and biology implied in the recommended transfer. The net saving becomes negligible or even negative and the University believes that the savings, if any, are not worth the sacrifice involved in the uprooting of long established departments fruitful in research and tested in teaching efficiency.

How University And College Regard Survey Plan

Institutional attitudes toward the federal higher education survey show the University of Oregon accepting the survey with reservations and Oregon State college attacking it from almost every angle.

MUSIC

Survey—Proposes all music at university, except "institutional music." No private lessons at state college.

U. of O.—Accepts survey proposal, offers suggestion that private lessons should be given at other schools but not under school auspices, or should be given there by U. O. teachers.

O. S. C.—Rejects survey proposal, stating that "opportunities available in music at the college, excessively limited at present, would be well nigh intolerable if the inhibitions recommended by the commission were adopted."

JOURNALISM

Survey—Proposed centering all journalism at Eugene and joint curricula between Eugene and Corvallis for students in "agricultural journalism."

U. of O.—Accepts recommendation as made.

O. S. C.—Rejects plan as inconsistent with purposes of industrial journalism at Oregon State. Insists technical journalists must have complete course in technical subject, teacher who knows technical field, and that journalism is necessary for students to work on campus publications.

COMMERCE

Survey—Proposes moving school of commerce to Eugene and presumably fusing it with school of business administration.

U. of O.—Accepts proposal, submitting (1) college commerce course now confused with U. of O. business administration; (2) removal Eugene can handle commerce work with building alteration costing $4000; (3) that secretarial training has no place in higher education; (4) that no hardship will be worked on professional students at Corvallis; (5) that this plan will save the state approximately $100,000 biennially.

O. S. C.—Rejects proposal as denying college one of four original cornerstones of land grant colleges. Insists commerce is interdependent with technical study offered at the college. Insists one of missions of land grant college is to offer full education for business and industrial pursuits.

EXTENSION

Survey—Proposes consolidation of all extension work, under intra-mural council.

U. of O.-O. S. C.—Reject proposal as made and offer joint plan in its place, proposing close cooperative plan with conferences between directors but in no way jeopardizing federal funds now coming to college.

RESEARCH

Survey—Proposes inter-institutional research program, with a state research council of representatives of five institutions, board of education and department of education.

U. of O.—Accepts theory of inter-institutional research as sound, but proposes make-up of research council of three members appointed by presidents of two large schools, and third by presidents of three normals. Favors some separate institutional research, but with projects definitely announced and approved.

O. S. C.—Accepts theory of inter-institutional research, but doubts advisability of research council at this time when no funds available. Offers suggestions for limited cooperative projects under present funds and personnel.

PUBLICITY AND RECRUITING

Survey—Proposes discontinuing institutional bulletins and leaflets, coordinating catalogues, discontinuing recruiting and student visits to the campuses.

U. of O.—Accepts proposal with some reservations regarding certain types of informatory materials.

O. S. C.—Rejects commission's criticisms of past practices and proposes continuance of present plan of institutions issuing materials under approval of state board.

UPPER-LOWER DIVISION PLAN

Survey—Proposes organization of junior college plan in two large schools and two normals, giving fundamental lower division work leading into specialties at Eugene and Corvallis.

U. of O.—Accepts proposal.

O. S. C.—Dissents from plan, insisting that technical education necessitates special grouped study throughout college career. (This gathered from informal statement as brief not yet available.)

HOME ECONOMICS—ART, ARCHITECTURE

Survey—Proposes home economics school at Corvallis, but in centralizing art courses, such as interior decoration, at Eugene, indicates tendency to remove some work from Corvallis now given under home economics school.

U. of O.—Accepts proposal to give Corvallis all home economics, and accepts centralizing of all art and architecture at Eugene, insisting this in line with general practice.

O. S. C.—Accepts school but insists on keeping courses other than those directly related to cooking.

UPPER DIVISION SCIENCES

Survey—Proposes all upper division science be located at Corvallis.

U. of O.—Rejects this proposal en toto, insisting sciences needed for well-rounded university and that influences of upper division sciences necessary to social sciences, journalism and other studies offered by university.

O. S. C.—Offers no brief.

College Attacks Federal Figures as Inaccurate and Defends Commerce School

(CONTINUED FROM PAGE 1)

purpose of which would be to reduce cost and insure harmony. In considering a single institution or two institutions, however, there should be no exaggerated idea regarding the cost to the state resulting from the maintenance of separate institutions—as is the case in Indiana, Iowa, Kansas—as compared with combined institutions—as in the case of California, Wisconsin, Illinois. The fact is, according to statistics from the United States office of education, that the cost per student in the combined institutions mentioned, and in others, varies little from the cost per student in institutions in those states that maintain separate land-grant colleges and state universities.

* * *

In differentiating between the scope and function of these two state institutions, and in defining, in broad yet definite terms, the limits of their respective fields of service, the board of higher ecurricula is conceded to have performed an important public service and to have done it wisely. The Oregon survey commission expressly recognizes this fact in saying with reference to the character of the two institutions on page 98 that "each is devoted to large areas of educational endeavor that are peculiarly its own and within which it has no competition from the other state institutions." Many other statements in the report confirm the fact that the board of higher curricula helped to develop the institutions in essentially distinct and unified fields.

* * *

To the rulings of the board of higher curricula the college has always conformed in a spirit of absolute fidelity. It has had authorization for and major curricula, all service courses and all types of instruction offered by the institution. It has sought to develop its work only in the peculiar field of the land-grant college, and only in so far as the board has recognized its right to occupy this field. It has consistently endeavored to respect the rights and privileges of the other higher educational institutions of the state. It has been friendly to all efforts for their development in their respective fields.

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It is a matter of profound regret that no opportunity was given the several institutions for conference with the commission before the final preparation of the report, especially in respect to fundamental economic data regarding production, occupations, manufacturing, etc.; curricular procedure peculiar to a given institution, making comparisons with another institution anomalous; use of measuring units of unequal value; and various other matters of fact that, if clarified, could have obviated many errors and misconceptions in the report. Such inaccuracies as appear may have been due in the main to inadequate information furnished the commission. When basic data regarding agricultural production and manufacturing are at variance with the facts by millions and even hundreds of millions of dollars however, the situation is not reassuring.

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The development of a program of higher education, that will be beyond the progress made in other states, that will be so conceived as to better the **"typical American organization of education,"** that will be organized with such uderatanding of the needs in preparation for life careers, and with such correlation to the social, economic, and other needs of a great commonwealth as to be a model of coordination in the field of higher education, is a **grave responsibility.**

The application of the "guiding principles" of fundamental co-ordination to the building of such a program of higher education for the state of Oregon should be critically considered.

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An analysis of the Survey's discussion of duplication, which led to this serious charge in the docket, has been made by Dean Smith of the school of basic arts and sciences, so far as College courses are concerned. The conclusions drawn from the investigation by Dean Smith are summarized in his report somewhat as follows:

1. The Survey study of duplication of courses seems to have made no distinction between courses at either institution running for a term and those running for a year. Without taking account of length of course offerings comparisons between the two institutions have little significance.

2. The Survey study likewise seems to have erroneously regarded courses at the College as upper division if they carry course numbers of "300" or above, whereas no proper comparison can be made between College and University courses on the basis of course numbers, as the two institutions do not employ the same system of numbering.

3. By failure to consider the difference in the course numbering system of the College, the report charges the College with a great amount of duplication.

4. The error is further aggravated in that general courses without prerequisites in the sciences are also counted in upper division because of being indexed with a higher number.

5. In all departments in the School of Basic Arts and Sciences, aside from work in biologic and physical science leading to degrees in Agriculture or Engineering or involved in studies in related aspects of applied science, the total amount of work offered (i. e., number of credits for all courses) **is less by nearly one-third** at the College than **in lower division only** in these same departments at the University. This amount, so much less in entire scope than the lower-division work only at the University, can hardly be held to involve much duplication in the upper-division field.

The facts brought out in Dean Smith's detailed study of the situation appear to indicate clearly that duplication of University work by the College is almost exclusively in lower-division fields, and that duplications in upper-division work is either negligible or altogether justified. All of this work has, of course, been specifically authorized by the Board. Finally, Dean Smith's study shows that the total of all arts and science courses offered at the College is far less than the offerings in these same courses at the University in lower-division only. They are less, therefore, than the amount the College would teach if the recommendations of the Survey Report to establish lower-division work on a common basis at both institutions were put in operation.

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It would seem a prodigal waste of sound educational information, in the judgment of the College, to discontinue issuing such bulletins, published by authority of the Board of Higher Education, as give a clear and informing message about the respective institutions.

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The value of farm products as given in Survey Table XII, page 44, a basic source of figures from which several important conclusions are drawn, is in error by approximately $12,000,000. In comparing agricultural production with manufacturing, the Commission states that "The value of the state's farm products is $255,384,000 less than its manufactured products." This, Professor Breithaupt shows, is a misleading statement, and that as a matter of fact the value added by manufacture by all Oregon industries in 1927 exceeded the cash income from farm products of that year by $31,221,000—a sum quite different from the $255,000,000 published in the Survey Report.

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On a foundation of data that reveals many inaccuracies, the Commission attempts to prove that "Oregon's higher educational program is considerably distorted," that because of the higher proportion of students in agriculture, engineering, commerce, etc., there is "incoordination with the state's needs." As a matter of fact the commonsense view, almost universally entertained, that Oregon's economic interests rest chiefly upon land products, with agriculture and forestry leading, is thoroughly sound. It is irrefutably supported by the facts.

* * *

The question is raised, how is music to wield its influence in the lives of students on the campuses other than Eugene if lessons for which the student pays free are prohibited? The problem of providing an adequate program in music at the various institutions can not be solved on a basis merely of prohibitions. If music is to be taught at all, the instruction should be of the highest type obtainable and should meet the needs of the students studying it throughout their college career—in the case of the College four years. That the report does not offer any solution to the problem of suitable provision for music at the College is apparent. The opportunities available in music at the College, excessively limited at present, would be well nigh intolerable if the inhibitions recommended by the commission were to be adopted.

* * *

Oregon State College has no desire to maintain or develop a school or major department of journalism in competition with the school of journalism at the University of Oregon, never did have such an ambition and entertains no such ambition now. It does, however, believe that it is clearly within its function to maintain a department of Industrial Journalism in order to give service courses adapted to the needs of students specializing in the fields of agriculture, home economics, engineering, forestry, mines and vocational education, and incidentally to train students in an elementary way to conduct efficiently the various student publications on the campus.

* * *

Home economics has long been recognized as a distinctive part of the functions of a land-grant college. There are 42 land-grant colleges maintaining divisions of home economics. In all of these institutions a unified program of home economics is offered. Nowhere is there a divided program between natural sciences and arts and social sciences such as the commission seems to suggest. In the new reorganization of the curricula of the University of Chicago, home economics in all its phases—foods, nutrition, clothing, textiles, home management, institution economics, child care—is a unified curriculum in the division of biological sciences.

* * *

Hits Commerce Move

Undoubtedly from the standpoint of its effects upon the state and upon the institutions concerned, the most momentous of all the issues raised by the survey is the commission's recommendation regarding commerce. The effects of depriving the college of its school of commerce, on (1) the thousands of alumni of the school of commerce; and (2) the welfare of campus and community life, involving as it probably would the net transfer of some 600 students, are serious enough, but these developments, as the brief of the school of commerce suggests, would be borne with tranquility on the score that such was the price to be paid for progress, were the College convinced that the contemplated action lay in the direction of progress.

* * *

That commerce was intended from the beginning to be one of the four corner stones of the land-grant colleges, along with agriculture, engineering, and home economics, is unmistakable from the language of the Morrill Act and the supporting statements of its author.....

These specific assignments of the field of commerce, as it was interpreted in those days, to the land-grant colleges are unmistakable evidence that the field was regarded as an indispensable element of their curricula. It must be remembered, moreover, that this was more than forty years ago when the fundamental interrelations of business and agriculture, business and engineering, business and industry were not realized as they are today. Since then the principle of the interdependence between economics, marketing, finance and accounting, on the one hand, and agriculture, engineering and other productive pursuits on the other, has become universally established.

The more progressive institutions are developing combinations between commerce, engineering and other technical fields. At the Massachusetts Institute of Technology, for example, under a group title called "Industrial Management," students may major in commerce and take strong minors in engineering subjects. Under the arrangement proposed by the survey commission, students would be denied this opportunity at the college....

* * *

The assumption of the survey commission that the needs of an institution of higher technology, such as the college, can be met by commerce courses of a lower division or service character, seems not to harmonize with the experiment and practice of other separate land-grant institutions comparable to the college in size and influence.

* * *

"The college feels obliged to reiterate its conviction that a strong school of commerce on the campus of a land-grant institution is an indispensable need, fully justified by considerations of service to the state and economy of operation. The college believes therefore, that it should be permitted to continue intact its present school of commerce with degree granting privileges as heretofore."

LANE COUNTY CEDAR PILING IS ORDERED

An order for 1000 pieces of cedar piling for use on the Great Northern's rail extension south of Klamath Falls has been received by W. J. Lichty of this city, he announced Tuesday.

Shipments of the timber will be started just as soon as he can get the piling together, Mr. Lichty said. Securing a large order of cedar may be difficult to obtain in this section of the state at the present time but he hopes to be able to make the shipment from this district without going to other parts of the state for it.

The contract calls for delivery of the piling within 30 days and on account of the short time Mr. Lichty says he will have to rush the work. If he were able to secure the entire shipment in one place or even in several localities he would have no difficulty in filling the order in a few days. The shipment will consist of about 60 carloads.

CHARIS, 395 W. Broadway, Ph. 1909

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