

UNIVERSITY BRIEF
STORY

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desire to claim all the survey report concedes to the Eugene institution. While approving in full the principle of a uniform lower division organization, the University would be unwilling to apply this recommendation in a Procrustean fashion if it is actually shown to be inconsistent with the technical programs of the College. If technical work must begin in freshman and sophomore years, the major lines of professional work might include some technical courses from the outset, and the lower division organizations with its basic or foundation courses might be co-terminus with the liberal arts field or the field of basic arts.

In fact the lower division organization at the University applies only to the liberal arts college and students in the major fields of professional work at the University elect a major at entrance and, with the exception of Law and Medicine, introduce some aspects of the professional work even in the freshman year. An analogous arrangement at the College would concede to Agriculture, Engineering and Economics, the right to extend professional courses down to the first year of College study.

U. O. FAVORED FOR ALL ART STUDIES

In the field of art and architecture the survey recommendation apparently makes sweeping concession of all work in fine and applied arts along with architecture to the University.

It is reasonable to assume that the survey commission intended to assign to the Eugene campus all forms of art and architecture based on principles of design leaving in home economics only such subjects as relate to "women's careers in foods." While insisting on the essential soundness of the recommendation, the University does not believe that an immediate transfer of all these courses from the College would be beneficial and desirable.

Ultimately all work in the associated arts at least on a major basis should be assembled in one place. Moreover, the University believes that the work in rural architecture and landscape architecture can be transferred to the University with an inconsiderable increase of expenditure on the Eugene campus and a material saving at the Corvallis institution.

INTERIOR DECORATION AT COLLEGE NOT NEEDED

Interior decoration, so closely associated with the work of the architect, is already adequately provided for at Eugene and in the interests of economy the competing group of courses should be suspended at the College. Certain work in industrial arts and the work in Clothing Textiles and related arts should likewise be moved to the School of Architecture and Allied Arts on the Eugene campus, although in other adjustments that are too abrupt and for reasons that follow in the following lines, the University suggests that for the next two academic years this work remain in connection with related work at Oregon State.

The effect of other survey recommendations, if carried out, will be to bring a larger number of women students interested in art and interior decoration to the Eugene campus and the enrollment of women already greatly exceeds that of the Corvallis campus. This fact, coupled with the close relationship of industrial arts and clothing design to the other arts, should lead to an increased emphasis of these lines on the Eugene campus.

The plant and equipment already provided at the College however prompts the University to concede that home economics as now organized be left intact and that industrial arts remain at the Corvallis plant for the next two years.

COLLEGE JOURNALISM SHOULD BE RESTRICTED

The University again is not disposed to insist on the complete elimination of technical writing from the curriculum of the College. It is willing to recognize a legitimate need for a lower division course in journalistic writing with also provision through the curriculum of agriculture and engineering for continued practice in technical writing directly related to the subject matter of the school. The needs of the College could be met without erecting a department of journalism with a constant tendency to confusion regarding the professional implications of the very name. The small number of technical students attracted to industrial journalism as a career should plan to take at least a year of professional work at the University School of Journalism.

The University in the matter of commerce also is willing to concede most of the college argument so far as it relates to the need for service work in that field. The lower division work in exact parallel to that given at the University of business are given in the first two years, might be taken at the college. Moreover, the need for some training, even more than is now prescribed in certain technical schools like agriculture and engineering, the University freely concedes. Provisions might properly be made for such work in the upper division as a part of the curriculum of the professional school with which it is associated.

Moreover, the University is glad to concede to the college the authority to give a special secretarial training course provided it be confined to the lower division and the same commerce be eliminated from this and all service courses that there can be no public confusion on the subject. This will prevent the movement of a large number of students from Corvallis to Eugene and thus help to preserve the balance of attendance so as to raise no prohibitive

Flapper Fanny Says



A well-groomed girl naturally gets her groom.

lems regarding dormitories, fraternity houses and living conditions.

COLLEGE'S MUSIC NEEDS RECOGNIZED

In the case of music also the university would be the last to insist that the terms of the survey commission should be applied to the letter. The University has repeatedly asserted the place that music should have in cultural development and recommends that a liberal construction be given to the reference in that report to institutional music. The University believes also that satisfactory arrangements can be made for private instruction in music on the Corvallis campus without in any way confusing the fact that the one professional school of music belongs with the fine arts, literature and the humanities on the Eugene campus.

On the question of teacher's training the university concedes to the college a wide field of activity and usefulness insisting only that, in the interest of harmony and economy the field of teacher's training left open to vocational education shall be more clearly defined. The two apparent exceptions taken to the survey commission's recommendation on this point are in reality in harmony with the principle enunciated and are supported by the logic of the situation and by expert opinion. Graduate work in education relates itself so closely to problems of finance and administration which the survey commission says should be "emphasized at Eugene" and to the science of psychology and social science in which the university occupies a pre-eminent position, that in the interest of sound educational policy and much needed economy all post graduate work in education should be concentrated at the university.

Such work, although of vast importance to educational progress, is unavoidably costly and divide it between two institutions when the need can be adequately cared for in one place, is poor economy. The survey commission's report on the question of training junior high school teachers. The recommendation on this point is without precedent among the findings of the National Educational association, the Oregon plan of education and the vast preponderance of educational authorities to have given painstaking consideration to the problems of secondary education. In opposing this recommendation the university feels that it is upon a solid and defensible ground.

SURVEY SCORED ON PHYSICAL EDUCATION

The survey commission's report is somewhat ambiguous on the question of physical education. The university believes that the principle underlying the division of the teacher's training implies the assignment of professional and graduate work in physical education to the university, giving the institution which includes the work in medicine and public health. The division of the work between two institutions with the costly duplication of courses in the upper division and graduate fields is again a species of poor economy.

ON PURE SCIENCES

The major point at which the university opposes the survey recommendation is in its insistence that pure sciences, a necessary part of a university's curriculum, should remain at Eugene. The recommendation that the transfer should be made to the land grant college is without precedent either in survey recommendations or in the practice of state universities in any of the states where separate institutions have been developed along different lines.

The university opposes this recommendation because it has no support in educational theory or practice and its effect would be unfortunate not only on the Eugene institution but would result in distortion and distortion of the higher education program of the state. Nor would it do to the efficiency of the college as a great school of applied science nor to the encouragement of pure sciences. On this latter point also the university has the overwhelming support of professional opinion.

U. O. STAND IS HELD DEFENSIBLE

The university believes that every stand taken on the survey recommendations rests on defensible grounds, has the support of important educational surveys made by nationally known authorities and are in keeping with increased efficiency of higher education at lower cost to the state of Oregon.

University authorities would be disappointed if they are charged with a desire to dismantle, disrupt or seriously cripple any other institution of higher learning in the state supported system. They see in the position they take the possibility of ending confusion, "distortion," incoherence by proper definition and coordination of functions.

The opportunity is at hand to reorganize along rational lines to allocate in a logical way and no other solution of the problem certainly are essential to the progress of higher education and permanence can be secured along lines of policy that are both defensible and constructive.

The University feels that without presumption it can take such functions as the board may assign to it and administer them with both efficiency and economy. Attention has been frequently called to the fact that the university has during the past ten years absorbed an increase of nearly four per cent in residential enrollment with an increase of barely twenty-two per cent in total income. Moreover, the university's costs per credit hour of instruction are low.

U. O. COSTS SHOWN BELOW COLLEGE

It will be noted that in every case comparisons are possible between corresponding departments or schools on the two campuses, the university's cost per credit hour of instruction runs considerably below that at the college.

In business and social science the university's cost is \$2.23 as compared with \$2.92 at the college. Instruction in liberal arts subjects costs at Eugene \$2.78 as compared with \$3.75 at Corvallis. A credit hour in education at the university costs \$1.40 as against \$3.78 at the college.

The major school of journalism gives instruction at a cost of \$5.80 per credit hour. The cost of instruction in industrial journalism, mainly on the lower division basis according to Corvallis authorities, amounts \$13.75 per credit hour. The major school of administration at the university costs \$4.42 per credit hour as against \$8.23 in the service school at Corvallis. Household arts at the university represents a cost of \$5.52 as against \$7.92 on the Corvallis campus. The average for all comparable departments is \$2.99 at the university and \$4.10 at the college.

The allocation of function to these two institutions so as to avoid all unnecessary duplication with its attendant expense, to establish clearly in the public mind the special function assigned to each campus, avoiding all duplication of effort and thereby eliminating competition for students, to establish a basis for mutual understanding and friendliness between the two institutions in which each will rejoice and cooperate in the achievements of the other, would constitute a public service of the utmost importance.

It would place our institutions of higher learning on a sound basis of economy and efficiency, it would restore them to public esteem and would assure both increasing service and increasing efficiency as the years go by. If the university has been able to make any contribution to the board in the achievement of this ideal, it will feel that its efforts have been amply repaid.

DUPLICATION MUST END, POINTED OUT

In conclusion, again the University wishes to urge upon the attention of the Board its viewpoint and the guiding principles that it has sought to follow in the preparation of its original and supplementary reports. We recognize the financial condition of the state and the distress of the taxpayer. While not at all abandoning one of the University's fundamental tenets, that money invested in higher education, if able and economically managed, constitutes the soundest possible investment of public funds, the University recognizes the necessity of eliminating from our educational program all needless expenditures, such as those caused by unnecessary duplications with their attendant friction and rivalries.

To continue duplications unless absolutely essential to educational and scientific efficiency, justifies aroused public opposition, destroys public confidence, and undermines the real effectiveness of our institutions in their specially designated fields. In the present financial crisis none of the institutions can possibly do more than the barest justice to their special functions after effecting every saving possible through rigid economy, definite and extreme, and the rigorous elimination of all unnecessary duplication.

To fail to remove all such duplication in the face of these conditions would be to far down the very institutions we are striving to strengthen and preserve. The diversion of our limited funds from the major function logically allotted to each institution to the support of numerous convenient but unnecessary courses can bring only loss of prestige and dis-

tinuation to the institutions that are involved.

Sound educational policy and the accumulated experience of the nineteen states where the institutions are separated indicates that the natural dividing line between the two major institutions of higher learning in Oregon is to create at the College a great school of agriculture and applied science and at Eugene a great university.

NATURAL SCIENCES PART OF UNIVERSITY

The unanimous experience in all American colleges and universities is that the natural sciences are a necessary integral and cognate part of university life as we understand it in this country. Not a single instance can be cited to the contrary. On the other hand, the evidence gained from the experience of educational institutions elsewhere, as well as the research experience of private laboratories bears equally overwhelming testimony to the fact that pure science prospers in a university atmosphere, whereas in an institution of applied science, it is generally ignored and ultimately abandoned.

Because commerce and business administration are unanimously recognized as having a cognate relationship to social science, and with social science are based upon the study of human behavior, and since social science, including psychology is definitely assigned to the University we have urged that the school of commerce and business administration be located at that institution to which its cognate disciplines are definitely allotted.

The University has been unable to find a single professional authority in the field of business administration, located either at a united university or an endowed institution, who does not unquestionably sanction the view just expressed. The fundamental methodologies and the basic disciplines that are involved in business administration, psychology and social sciences are so obviously identical or analogous to no conflicting authority has been found.

In the long run, we believe this recommendation will add to the prestige and the reputation of the College, for it will relieve that institution of a subject that has no cognate relationship to its fundamental disciplines and will free its time and funds for concentration upon the splendid work it is doing in agriculture, engineering, and allied subjects.

Without being in any way critical of the College, it can be safely affirmed that the reputation and the achievements of that institution will ultimately be found in its contribution to agriculture and applied science, and not in the field of business administration.

In support of this suggestion, may I submit the fact that the admittedly outstanding schools of business administration and commerce are to be found in the American Association of Collegiate Schools of Business, and it is a significant fact that not a single business school connected with a land grant college enjoys membership in this association. Both experience and sound educational theory justify the conclusions that the most effective place for training a student in the science of modern business is at the University and not at the College.

MUCH PRECEDENT FOR VIEWS CITED

In the briefs dealing with allocation of funds, the university has resorted to the wisdom and experience of the other 18 separated states for the purpose of finding a guide to the solution of this problem as it now confronts us. The University has not first considered its own interests and then gone out to find supporting evidence like some lawyers do in the preparation of a brief. It has rather sought out those principles and teachings of experience which seem to have offered the wisest and soundest solution to this, perhaps the most difficult and subtle problem with which we have to deal.

Those principles applied to our situation allow more money per student to the college than to the university. Because of the established work in research and agriculture of such definite importance to the people of the state, our principle allows a vast differential in the monies available for these two functions at the university. We have done this because we believe that such principles, when applied to our situation, will render the largest possible service to the people of Oregon, and that is the ideal we have tried to follow.

As already affirmed, we believe that the suggestion here outlined will, in the long run, add to the prestige and glory of the college as they will to the achievements of the university. They allow more money per capita to the college and vastly larger sums for extension and re-

UNIVERSITY PLAN STORY

search when all public support is taken into account. When the unnecessary duplication is eliminated, this would seem to mean that with the funds so released to devote to its special field, such a program will operate mutually to the advantage of both institutions by creating in each place a complete operating educational unit with its interests, energies, and funds concentrated upon those lines of endeavor which it is most competent to serve and in which it will achieve its most lasting fame. It is upon such a theory that the university has sought to build its case. It has sought only to bring to your attention those arguments and principles which it sincerely believes throw light upon the difficult problem that confront the board.

GREAT OPPORTUNITY SEEN BY PRESIDENT

The board faces a unique opportunity of revamping and reshaping the higher educational institutions of Oregon into a system of essential unity, in which each school has a definite and complete program to carry out in fundamental harmony with its sister institutions under a system of allocated functions in which each member has its own peculiar field of opportunity and ideals. In the achievement of which all the schools can unite in a mutual spirit of co-operation and helpfulness. For when overlapping functions have been removed, unwholesome competition will disappear and each institution will recognize that in the achievements of each individual school, all members share in its reflected glory.

It is this vision of unity and co-operation that the university has tried to realize. It is toward such a scheme of greater efficiency for the students and greater saving for the taxpayer that the university has sought to make contribution and it is to the ultimate realization of such a vision that the university pledges its unceasing effort and devotion.

REDUCTIONS IN RESEARCH

The university plan also included reductions and reallocations in research, following a principle proposing that "the budget for research at the college shall be limited to amount of continuing appropriations and to the matching of federal funds, and to the university to an amount equal to that at the college with the exception of matched funds."

From calculations on this principle, the state research funds of the two schools would be:

1929-30	1930-31
University \$ 70,000	\$ 97,500
College 269,000	192,000

Totals \$339,000 \$249,500

In spite of the reduction in state support for college research, it would still have more than three times the support at the university for the present biennium because of federal support amounting to \$175,000. The

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Voile is Inviting

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COLORS:
Tans—Blue
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Orange—Yellow
Lavender

You'll choose one of these dresses for its cool freshness—practical washing qualities—perfect fit—careful finishing—or just because it's so feminine and becoming. In bright colorful prints of flowers and conventional effects.

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are practical and much the rage

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Pink—Tan
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are quaint and as lovely as chiffon

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COLORS:
Peach—Pink
Green—Yellow
and Blue
Prints

Lovely, fine, sheer voiles in exclusive prints that will wash like a handkerchief and that you'll wear to luncheon or tea. They're as smart and as pretty as more expensive dresses. Many charming models so rich in correct style that you'll be certain to find the model most becoming to you.

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