

**THE UNIVERSITY OF WYOMING**  
**MINUTES OF THE TRUSTEES**

**January 12, 1948**

**For the confidential information**  
**of the Board of Trustee**

A meeting of the Board of Trustees of the University was held January 12th at 10:00 A.M. in Sheridan with the following members present: President Simpson, Mr. Burwell, Dr. Cunningham, Mr. Sullivan, Mr. Watenpaugh, Mr. Hansen, Mr. Del Monte, Mrs. Patterson, Miss Stolt, and Dr. Humphrey.

A motion was made by Mr. Burwell, seconded by Mr. Del Monte and carried, that the minutes of the meeting held October 24 be approved.

Upon the motion of Mr. Watenpaugh, seconded by Mr. Sullivan and carried, the following appointments were approved:

1. That there be authorized, effective February 1, 1948, the appointment of Dr. R. B. Michener as Director of the Student Health Service, at a salary of \$6,300 for eleven months' service.
2. That there be authorized, effective March 1, 1948, the appointment of Mr. Dale Bohmont as Instructor and Research Assistant in Agronomy, at a salary of \$3,600 for eleven months' service.
3. That there be authorized, effective January 1, 1948, the appointment of Miss Anita Stolt as substitute Instructor in Commerce, at a salary rate of \$2,700 per year for the remainder of the academic year 1947-48.
4. That there be authorized, effective February 1, 1948, the appointment of Mrs. Ella Marie Hildreth as Head of the Periodicals and Binding Department of the University Library, at a salary of \$2,520 for eleven months' service. Mrs. Hildreth is at present Periodicals and Binding Assistant. She would succeed Mrs. Norah Fields, who has resigned.
5. That there be authorized, effective January 17, 1948, the appointment of Mrs. Romerta Cook as Periodicals and Binding

*Roll Call*

*Minutes Approved*

*Appointments*

*Dr. R.B. Michener*

*Dale Bohmont*

*Anita Stolt*

*Ella Marie Hildreth*

*Romerta Cook*

Assistant in the University Library, at a salary of \$2,300 for eleven months' service.

Upon the motion of Dr. Cunningham, seconded by Mr. Sullivan and carried, the following leaves of absence were approved:

1. J. R. MacNeel. At the last meeting of the Board of Trustees, Dr. J. R. MacNeel requested leave for study for the period January 2 to March 18. He asked that part of this time be counted on his annual vacation, and that the remainder be counted as sabbatical leave. Now he asks that the entire leave be counted as sabbatical leave. Dr. MacNeel would be entitled to forty per cent of his regular salary during this period, the total amount of which would be \$375.12.
2. A. M. Lee. Dr. A. M. Lee, Professor of Veterinary Science and Head of the Department of Veterinary Science and Bacteriology, requests that he be given sabbatical leave of absence without pay for one year, beginning February 15, 1948.
3. W. G. Solheim. Dr. W. G. Solheim, Professor of Botany and Head of the Department of Botany, requests that he be given sabbatical leave during the 1948-49 academic year.

Mr. Burwell then moved that a special appropriation of \$407.41 be made to the Geology department to cover the financial cost of the new station wagon as the price has increased since the order was placed, and also that \$2,000 be appropriated to the Natural Resources Research Institute for construction purposes. This motion was seconded by Mr. Hansen and carried.

*Leaves of Absence*

*Dr. J. R. MacNeel*

*Dr. A. M. Lee*

*Dr. W. G. Solheim*

*Appropriation.  
Geology*

Dr. Cunningham moved that the following increases in student fees be approved. This motion was seconded by Mr. Watenpaugh and carried.

Five Week Summer School

Resident students--from \$35.00 to \$42.00.

Out-of-state students--from \$40.00 to \$47.00.

Credit hour rate for those taking four hours or less be increased from \$3.50 to \$4.00.

Visitor's charge for regular students attending the International Affairs Institute without credit be raised from \$1.00 to \$2.50.

Chemistry Department

The chemistry department laboratory fees be changed from Class II (\$3.00 per quarter) to Class III \$4.00 per quarter). In research courses, the fee would be \$4.00 per credit hour.

Special Examinations

In Special Examinations the fee will be as follows:

"For a current enrollee, \$3.50 for any single course examination in any amount of credit regularly catalogued; for non-enrollees, \$3.50 per credit hour for each credit hour acquired by special examination."

It was moved by Mr. Del Monte, seconded by Mr. Sullivan and carried, that forty band scholarships be offered to high school graduates and music instructors in the state during the summer of 1948. These scholarships would carry with them remission of fees of ~~\$26~~<sup>\$31</sup> each for in-state students and ~~\$31~~<sup>\$36</sup> each for out-of-state students. The summer band will be active during the first five-week term, June 14 to July 16.

The Trustees then approved the following agreement between the University and the Wyoming Livestock and Sanitary Board:

A G R E E M E N T

between

WYOMING LIVESTOCK AND SANITARY BOARD

and the

BOARD OF TRUSTEES OF THE UNIVERSITY OF WYOMING

*Fees  
Five Week Summer  
School  
Chemistry Dept.  
Special Examinations*

*Scholarships  
Forty-Band*

*Agreement  
Wyo. Livestock and  
Sanitary Board*

Pertaining to the establishment and operation of the Wyoming State  
Veterinary Laboratory at Laramie, Wyoming

It is agreed that quarters will be furnished for the Wyoming State Veterinary Laboratory by the University in the Veterinary and Parasitology Building at the University Stock Farm, without charge.

The Wyoming Livestock and Sanitary Board agrees to pay half of the utilities (such as heat, light, water) and half of the future maintenance, and to assume the entire cost of the caretaker and staff of the Wyoming State Veterinary Laboratory.

It is agreed that the University shall pay for those repairs which would normally be done to continue the building in its present use and that the Wyoming Livestock and Sanitary Board shall pay for the remodeling and all new construction. This latter has been estimated by the Superintendent of the Buildings and Grounds of the University as approximately \$6,544.00. The University agrees to expend a comparable amount in what is termed as "going repairs" in order to meet fully the needs of the Wyoming Livestock and Sanitary Board.

It is further agreed that the Wyoming Livestock and Sanitary Board and the staff of the Laboratory will fully cooperate with the University of Wyoming in diagnostic and research work pertaining to livestock diseases within the State and will expect the same cooperation in return from the University.

It is further agreed that all publications of research, work, bulletins, circulars, reports of progress, etc. upon animal diseases will be joint publications of the Wyoming State Veterinary Laboratory and the Wyoming Agricultural Experiment Station.

It is agreed that the University will pay the fire insurance on the building and the Wyoming Livestock and Sanitary Board will pay the insurance on the laboratory equipment.

Upon the motion of Mr. Watenpaugh, seconded by Mr. Sullivan and unanimously carried, the Board voted to endorse in principle the paper entitled "The Future of Higher Education in Wyoming" as written by President Humphrey and appearing in his report to the Board of Trustees at this meeting.

*PRESIDENT HUMPHREY  
"The Future of  
Higher Education  
in Wyoming"*



## THE FUTURE OF HIGHER EDUCATION IN WYOMING

The Challenge to Higher Education

Higher education in the United States is currently in a fluid state and facing revolutionary changes. In the enactment of Public Laws 346 and 16 Congress inaugurated the largest scholarship program ever undertaken in history by any nation and gave substance to the long-cherished American dream that democratic education could be extended to the higher educational levels. In all likelihood, although this specific scholarship program was undertaken for veterans, our people will not willingly relinquish the pattern which has been set. It is possible that, in post-veteran years, the Federal government may embark upon a program of national scholarships and that many states will follow the example of New York and others in establishing a greatly expanded system of state scholarships. Certainly the present widespread demand for higher education, stemming only in part from the veterans' educational program, has long-range and breath-taking implications.

The growth in enrollment in higher education in the United States from 1900 to 1947 has been phenomenal. In 1900 only 4 per cent of the population between 18 and 21 were enrolled in institutions of higher learning, or fewer than 250,000 students. By 1940 enrollment had risen to 1,500,000 students, or approximately 16 per cent of those in the 18 to 21 age group. By 1947, according to the last tabulation made, enrollment had risen to 2,354,000. It is necessary, of course, to consider the fact that the 1947 enrollment included approximately one million veterans, most of whom were about average college age, and that in ensuing years there will probably be a levelling off in this tremendous increase. However, indications point to a larger enrollment in 1948 than in 1947, and it has been conservatively estimated that by 1949-50 total college enrollment will reach two and one half million students. It is predicted in the

report of the President's Commission on Higher Education, Vol. I of which was released last week, that by 1960 college enrollments should be doubled, or reach a figure of 4,600,000.

The very existence of a President's Commission on Higher Education is of utmost significance. It calls attention eloquently to the fact that, even in the midst of grave national and international economic and political problems, the national government could not overlook the implications of the startling demands for higher educational opportunities. In July, 1946, President Truman appointed his Commission to "re-examine our system of higher education in terms of its objectives, methods, and facilities; and in the light of the social role it has to play." The President specifically requested the Commission, among other things, to concern itself with "ways and means of expanding educational opportunities for all able young people."

#### Significance of the Challenge for Wyoming

President Truman's charge to his Commission was, in effect, a charge and a challenge to all those responsible for the administration of higher education in the United States. In response to this challenge, the University of Wyoming initiated this past year an extended developmental study of the institution. Every effort is being made to re-appraise our state system of higher education in terms of its objectives, methods, and facilities, and in the light of its obligations and opportunities in a period of revolutionary changes. Along with the other states, Wyoming has an unprecedented opportunity to give positive direction to these changes and to move forward with courage and vision.

Since the social and economic pattern of Wyoming is essentially different from that of the composite national picture, it is unwise to assume that college attendance in this state will increase at approximately the same rate as in the United States as a whole. All estimates of future

enrollment are dependent upon many uncertain factors and upon possible economic developments within the state and the nation. Changes in the relatively fluid social and economic structure of the state may, of course, lessen or increase the demand for college-trained people. If the trend from a raw materials economy in Wyoming to a more complex and mature one is accelerated, the demand for higher education to provide the processes of specialization will also increase. Any pronounced shift in the direction of concentrating larger groups of people in urban or semi-urban areas generally results in increasing materially the percentage of high-school graduates who enter college. The possibility of such a population shift in Wyoming within the next generation cannot be ignored.

More important, however, than any other attempt to predict the future development of Wyoming is consideration of a very real and sobering fact in the state's educational picture. Far too many "able young people" within a state richly endowed with material resources are not sharing the opportunities of higher education. For example, according to the last census report, a little less than 32 per cent of the population of Wyoming within the age group 18 through 21 were enrolled in any kind of school, and even this figure was heavily weighted by the large group of 18 year olds included, probably chiefly in high schools. Perhaps more immediately significant is the picture of what happens to high-school graduates within the state. Of the 2,432 Wyoming high-school graduates of 1946, only 910, or about 37½ per cent entered college anywhere. Of those attending college, 500, or about 55 per cent of the 910, came to the University of Wyoming. It would seem, therefore, that one immediate problem in Wyoming is to expand our educational system so that it attracts and serves fruitfully a larger number of the state's young men and women.

This is not to say, however, that the higher educational facilities of the state should be limited in scope or purpose to the needs of



youth alone. Adult education must be elevated to the position of importance it rightfully deserves, and the concept of higher education must cease to be campus-bound. Because of the higher educational level of Wyoming citizenry in comparison with that of the nation as a whole, there is a more lively intellectual curiosity and a greater eagerness for continued educational stimulation than in many areas of the United States. It would seem that the possibilities of adult education in Wyoming are limited only by the limitations of our facilities in developing such a program.

#### The Structure of Higher Education in Wyoming

Wyoming is in a singularly fortunate position to take a long-range view of its higher educational system and to face the tremendous import of impending changes. Because of its youth and the relatively simple nature of its higher educational structure, it has fewer mistakes to remedy and fewer complications of vested interests and conflicting policies to harmonize.

The first legislative Commission of Visitors to the University in 1887 recognized and praised the wisdom and economy of centralizing Wyoming's higher education, a plan, it is true, which was followed under more or less protest for more than half a century. The desire of other state localities to share in the benefits and prestige of a college community, the example set by the multiplication of institutions of higher learning in neighboring states, and certainly the very real difficulties resulting from the geographical location of the University in the extreme southern part of the state and augmented by the limited means of transportation within the state--all these causes contributed to produce the pressure frequently brought to divide the institution into separately located units. Only in 1945, after the state and university had reached a degree of maturity, was the first step in decentralization taken by the founding

of Casper Junior College. For this reason, Wyoming's task is relatively simple when it is called upon to concern itself with "ways and means of expanding educational opportunities for all able young people."

In the light also of a clear trend in higher education which is emerging nationally, Wyoming's pattern for a higher educational structure in the future is fairly well-defined. In an article in the Spring Bulletin of American Association of University Professors (vol. 33, no. 1) Dr. George F. Zook, President of the American Council on Education and Chairman of the President's Commission on Higher Education, pointed out that certain conclusions could already be drawn from the initial stages of the Commission's study.

We know, for example, that higher education must be organized at the state level. We can no longer tolerate individual boards of a dozen state institutions in the same state going hat in hand to their respective state legislatures without reference to one another's needs. In each state, from Nevada and Wyoming with their single state universities on the one hand, to Texas or Georgia with their multiplicity of state institutions, there needs to be a coordinated state program which makes higher education available to the largest possible number of qualified people in terms of the social needs of the state.

Dr. Zook pointed out further that this need had already resulted in bringing colleges and universities in some states under one general administration. He added that an attempt was being made to solve the problem of widespread establishment of junior colleges by close cooperation with local high-school systems on the one hand and by integration, since they duplicate much of the program of the first two years of undergraduate education, into the state's system of higher education. No generally acceptable means of effecting this two-way integration of the junior colleges has been found, according to Dr. Zook. "Indeed," he added, "each state will have to go about it in its own way, but here again the trend toward unified administration in a coordinated state program of higher

education is both necessary and inescapable."

Wyoming's Solution - University Centers

"In its own way" the University of Wyoming has already made a splendid beginning in developing a unified state program of higher education by establishing one University center and by preparing plans to institute a system of statewide coverage by means of other University centers.

Although the plan for University centers seems peculiarly adapted to the situation in Wyoming, with its large area and sparse population, the idea of such centers is by no means unique. Throughout the United States, there has been a general movement on the part of universities and colleges to establish such centers in various service areas. Pennsylvania State College has developed some six permanent and approximately thirty temporary centers. Wisconsin, Illinois, and Indiana Universities have likewise established numerous centers throughout their states, some temporary and others permanent in nature. In California a similar extension of educational facilities has been made through the opening of so-called community colleges. This movement apparently parallels the expansion of University extension services and the development of adult education programs throughout the country.

The Wyoming plan visualizes these centers, or community colleges, as operating under public auspices as part of a statewide system of higher education. At the same time, they are to be local or regional in scope, deriving their support from the local community supplemented by aid from state and perhaps Federal funds.

It is proposed to organize these centers in such a way as to offer two years of education beyond high school, providing both for a terminal two-year program of general education and/or semi-professional training and for a transfer program designed to equip students for con-

tinuing later with advanced standing in a four-year institution, with emphasis perhaps at present upon the terminal educational offerings.

Such centers would permit the statewide planning requisite to an economical and effective system of higher education. They would operate as part of a large, strong institution in program-planning, supervision, and financial support rather than as independent, locally financed junior colleges. They would prove less expensive, both to students and to local communities, than independent junior colleges; and at the same time it would cost the state less to cooperate in the education of students in University centers than to provide for all of them on the campus.

Since this entire program would be operated in part at the expense of local communities and would be supported in part by student fees, it would not prove too heavy a financial responsibility for the University. There should be, however, an adequate appropriation specifically for University centers and extension work, sufficiently generous to permit sound planning and expansion as needed.

Once established, University centers would afford a solution for the University's program of General Extension and Community Service. The widely scattered population of our state and its vast distances have in the past hampered the functioning of an effective system of extension classes and community service. Operating from centers, college staff members could serve their respective regions by organizing and teaching extension courses and by giving a variety of community services. Furthermore, the centers would serve a vital purpose in stimulating acquaintance with and desire for higher education. Statistics show that proximity to a university is an important factor in increasing the demand for higher education. Institutions all over the country tend to draw students in large per cent from local communities. Studies also show that the number of high-school graduates attending college increases materially where a



college is close at hand. This increase in college attendance does not reflect solely, however, on local institutions. Attendance at other colleges also tends to increase.

Establishment of the Northwest Center at Powell has given the University a chance to test and study the feasibility of opening such centers throughout the state. In its second year of operation, the Northwest Center has demonstrated fully the practicality of such centers, both financially and educationally.

It is, therefore, the recommendation of the President to the Board of Trustees that the University seek to develop, through the next few years, several centers, or community colleges, in order to broaden the services of the University and extend to all regions of the state opportunities for higher education. The accompanying map shows the principal regions into which the state might be divided: Northwest, Northeast, Central, Southwest, and Southeast. Strategic locations for centers might be Powell, Northwest; Sheridan, Northeast; Casper Junior College serving Central; Rock Springs, Southwest; and Torrington, Southeast. This plan places centers in the larger cities, which is an important consideration from the standpoint of students and financial support. In addition to these main centers, a number of secondary centers might well be established in locations such as Newcastle, Lander, and possibly Evanston or Kemmerer. These secondary centers might serve also as extension centers in which one or more field workers could be located.

A well-articulated and unified system of higher education in the state would of course call for closer cooperation with Casper Junior College. Such cooperation would permit the offering by the University of courses and services not given by the Junior College and the utilization by the University of Junior College staff members as extension teachers. Because of its virtually unified structure of higher education, Wyoming



has an unrivalled opportunity to answer economically and wisely the present challenge to higher education--a challenge that every citizen--youth or adult--be given encouragement and a chance to carry his education as far as his desire and his native capacity permit.

Following is the proposed form of agreement between the University of Wyoming and the school districts for the operation of University Centers:

THIS AGREEMENT between the UNIVERSITY OF WYOMING, hereinafter referred to as the University, and School District No. \_\_, \_\_\_\_\_ County, hereinafter referred to as the School District, WITNESSES:

1. Subject to the terms and conditions set forth herein, the University and the School District agree to operate jointly a University Center in said District at \_\_\_\_\_, Wyoming, to be known as the \_\_\_\_\_ Center.

2. It is understood and agreed that the University will furnish supervision and direction and a sufficient number of full-time and/or part-time instructors to provide for the instructional needs of the Center at University expense and that the school district will furnish buildings, heat, light, power, water, administrative and instructional supplies, janitorial services and supplies, secretarial services, furniture, and such equipment as laboratories, libraries, gymnasium and shops.

3. The fees charged at \_\_\_\_\_ Center shall be those listed in the catalogue of the University, except that fees for health, gymnasium, and associated students may be adjusted to the requirements of the Center. All fees shall be collected by the University. Fees for laboratories, library, health and gymnasium shall be remitted to the Treasurer of the School District. The associated students fees shall be deposited locally to the credit of the associated students of the \_\_\_\_\_ Center.

4. It is understood that the University contemplates the

operation from the Center of a general extension service if there is sufficient demand; and expects to provide agricultural extension demonstrations, and undertake agricultural research appropriate to the needs of the region in which the Center is located.

5. It is understood and agreed that the School District will levy a tax on the property of the District or use funds otherwise available to meet its share of the cost of operation of the Center and for capital outlay.

6. It is further understood and agreed that the Director of the Center will be responsible for the work of the Center, including registration, collection of fees, academic records, and instruction of students enrolled for work at the college level. The Director and the Superintendent of Schools shall cooperate in making joint plans for the use of buildings, use of libraries, making the calendar, janitorial service, and other administrative details involving the School District and the Center. The Director shall be responsible to the University.

7. It is further understood and agreed that the University and the School District, working through their duly authorized officials, may employ teachers jointly for the University Center and the School District; also that the School District may employ instructors for college courses beyond the number provided by the University, provided that all such instructors shall be approved by the University.

8. Each year the Director and the Superintendent of Schools shall jointly prepare a budget for the operation of the Center. Such budget shall contain estimates of the cost of all expenditures, classified so as to show the items chargeable against the University and those chargeable against the School District. The budget must be approved by the Trustees of the University and by the Trustees of the School District. After such approval, the Director shall be entitled to draw requisitions

upon the University and the School District to defray the cost of the Center. Such requisitions must be approved by the University, if University funds are involved, and by the School District, if District funds are involved. Amendments to and revisions of the budget shall be approved by both the University and the School District in the same manner as the original budget.

9. It is further understood and agreed that the University will provide academic and terminal education courses at the Center. All courses offered at the Center shall be approved by the University.

IN WITNESS WHEREOF the University and the School District, by their officers thereunto duly authorized, have subscribed their names hereto at \_\_\_\_\_, Wyoming, this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_.

UNIVERSITY OF WYOMING

SCHOOL DISTRICT NO. \_\_,  
\_\_\_\_\_ COUNTY

By \_\_\_\_\_  
President, Board of Trustees

By \_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Secretary, Board of Trustees

\_\_\_\_\_  
Secretary, Board of Trustees

The Board then received twenty-six Sheridan citizens who are interested in the establishment of a University Center in Sheridan. This group included the School Board, the Superintendent of Schools, the County Superintendent of Schools, the Advisory Committee for higher education in Sheridan, the President of the Chamber of Commerce, the President of the Junior Chamber of Commerce, a representative of the Sheridan press, the Sheridan school architect, and others. President Humphrey read his brief "The Future of Higher Education in Wyoming" to the assembled group. After discussion it was the unanimous opinion of the University Board, as well as the Sheridan representatives, that a University Center should be established in Sheridan, and President Humphrey was directed to meet with the Sheridan authorities and given power to act in working out details of curricula and finances.

*University Center  
Sheridan*

Mr. Sullivan then moved that the following recommendations of President Humphrey be approved:

- (1) That the Engineering College offer the degree Bachelor of Science in Architectural Engineering.
- (2) The Civil Engineering department be changed to the department of Civil and Architectural Engineering.

*Engineering College  
B.S. degree Arch. Eng.  
Civil Arch. Engr.*

This motion was seconded by Mr. Burwell and carried.

Mr. Sullivan then moved that the contract between the University and Marts and Lundy covering the promotion of the Wyoming War Memorial be cancelled immediately and that the Secretary notify them giving them the thirty day notice in accordance with the terms of the contract.

*Memorial  
Marts and Lundy  
contract cancelled*

The Comptroller reported that General Irwin, executive Secretary of the Alumni Association, is ill and has been confined in the army hospital in Denver since November 8, 1947, and that under the sick leave policy of the University his salary would cease January 8, 1948. The Board declared that it would not be wise to establish a precedent by making an exception in this case and that University rules should be observed.

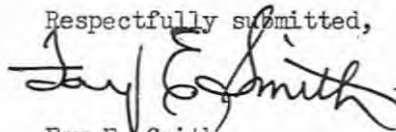
*Alumni Relations  
General Irwin's  
salary ceases Jan. 8  
due to illness*

President Humphrey presented for the information of the Board a report on the study of noise in dormitories and sororities. This report was made by the Dean of Women upon the request of the Board at their meeting on October 24-25, 1947.

For the information of the Board, President Humphrey presented a report which Dr. Denniston wrote concerning his work at the Jackson Hole Field Station last summer.

The Board adjourned at 6:30 P.M. January 12.

Respectfully submitted,



Fay E. Smith  
Secretary

*Dean of Women  
Report on noise in  
dormitories and  
sororities*

*DR. DENNISTON  
Report on Jackson Hole  
Field Station*