

THE UNIVERSITY OF WYOMING
MINUTES OF THE TRUSTEES

January 23-25, 1948

For the confidential information
of the Board of Trustee

A meeting of the Board of Trustees of the University was held January 23 at 10:00 A.M. in the Board room with the following members present: President Simpson, Mr. Burwell, Dr. Cunningham, Mr. McCracken, Mr. Sullivan, Mr. Watenpaugh, Mr. Hansen, Mr. Del Monte, Governor Hunt, Miss Stolt, and President Humphrey.

Mr. Sullivan moved that the minutes of the meeting held at Sheridan on January 12 be approved with the following correction: That the fees remitted for band scholarships be changed from \$26 to \$31 for in-state students, and from \$31 to \$36 for out-of-state students. This motion was seconded by Mr. Hansen and carried.

The Board then discussed the examination of textbooks, resolved itself into executive session and received the faculty committee of fifteen. Following this conference, the Board received the faculty textbook reading committee of seven which had been appointed on authorization and direction of the Board of Trustees by President Humphrey. The following five papers or briefs were submitted by the various parties concerned.

1. REPORT OF SPECIAL COMMITTEE APPOINTED
TO EXAMINE SOCIAL SCIENCE TEXTBOOKS

Pursuant to a resolution of the Board of Trustees passed at its meeting October 24-25, 1947, directing the President of the University to appoint a special committee to examine textbooks used in the social science departments of the University "to determine if such books are subversive or un-American", the President appointed the following to membership on the committee: Dean J. A. Hill, Dean R. D. Goodrich, Dr. L. L. Smith, Dr. W. C. Reusser, Dr. L. Floyd Clarke, Professor M. C. Mundell and Dean R. R. Hamilton. The President designated the last named member chairman of the Committee. The members of the Committee were notified of their appointment by the President

Roll Call

Minutes Approved
WITH CORRECTION

Textbook Examination

in a communication under date of November 12, 1947.

The President, in his communication to members of the Committee, indicated further that textbooks in the fields of history, political science, economics, sociology, agricultural economics, and textbooks used in any of these fields in the University secondary and elementary schools should be examined. The Committee restricted its examination to textbooks being used currently in the fields indicated.

Heads of the departments concerned volunteered to make available to the Committee for examination purposes copies of textbooks used in their respective departments. They also met with the Committee and offered helpful suggestions as to ways and means of carrying out the commission of the Committee as effectively and expeditiously as possible. Throughout the period of the investigation the department heads have been entirely cooperative.

The Committee, from the outset, recognized that its task was a formidable one since the number of books the Committee was charged with examining was very substantial and ways and means had to be devised to carry forward its work as expeditiously as possible. Moreover, it was necessary for the Committee to determine the type of material for which it would examine the books involved.

The terms "subversive and un-American" are difficult if not impossible of precise definition so as to bring within the purview of such definition all matters which by all persons might be deemed to fall within that category. In other words, the terms may carry different connotations to different persons, all equally loyal to the democratic form of government

and to American institutions. In fact, the Committee encountered less difficulty in determining what does not fall within the meaning of the terms than in determining what does so fall. Any test or definition, in the opinion of the Committee, would, therefore, be subjective and the Committee has undertaken no comprehensive or precise definition of the terms.

The Committee recognizes the fundamental proposition that the protection of democratic institutions depends upon enlightenment rather than ignorance. Higher education would be remiss in its obligation to American youth if it sought to keep them ignorant of forms of government other than our own or deprived them of the opportunity to compare such forms with our own. In the opinion of the Committee, information on any form of government should be freely accessible to students. Material which frankly advocates other forms should not be denied to students so long as it purports to be what it in fact is and does not seek to conceal advocacy under the cloak of alleged objectivity. It is the function of the instructor, a specialist in his field, to lead his students to view such material in its true perspective, to point out the bias, if any, of the author and to call to his students' attention any fallacies which may appear therein. In the social sciences, as elsewhere, instruction should be shaped by the logic and ethics of scientific principles and procedures. Any instructor who fails in this regard is not a competent teacher. In the final analysis, the loyalty, integrity, and intellectual honesty of instructors are,

and must continue to be, the bulwark against the infiltration of insidious doctrines into institutions under the guise of scientific factual determination.

With these principles in mind the Committee proceeded to examine the books for material which in its opinion paraded under false colors or distorted facts to the end that any forms of government or governmental institutions were made to appear in other than their true light. Our examination failed to reveal any material in any book examined which, in the opinion of the Committee, falls under the denomination of "subversive or un-American".

2. THE IMPACT OF THE TEXTBOOK EXAMINATION ON THE UNIVERSITY:

A memorial of the Committee of Fifteen of the Faculty of the University of Wyoming to the Board of Trustees presented at a conference of the Trustees and the Committee, January 25, 1948.

WHEREAS, the Faculty of the University of Wyoming is deeply concerned with the possible effects upon the welfare of the University and upon their own professional position of the action of the Board of Trustees of October 24-25, 1947, directing an investigation of social-science textbooks to determine whether they contain subversive or un-American material,

MOVED that the Faculty requests the Board of Trustees to give a hearing to a representative committee of the Faculty, and that a committee of fifteen members be elected forthwith. The following persons were elected:

Robert H. Burns (Wool)
Wilson O. Clough (English)
John Goodman (Education)
Richard L. Hillier (English), Secretary
Ruth Hudson (English)
Marshall Jones (Economics and Sociology)
T. A. Larson (History), Chairman
Gale W. McGee (History)
H. T. Northen (Botany)
F. L. Nussbaum (History)
Lillian Portenier (Psychology)

W. G. Solheim (Botany)
 H. D. Thomas (Geology)
 Frank J. Trelease (Law)
 E. S. Wengert (Political Science)

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OPENING STATEMENT

The Laramie Daily Bulletin of October 25, 1947, carried the news that the University Board of Trustees had ordered a search of the textbooks used in social science courses for subversive and un-American ideas. The announcement came as a shock to the faculty. Bewilderment and anxiety gripped the campus. We knew of no cause for the action, particularly since there were assurances that the Board had complete confidence in the faculty. How, we wondered, could subversive and un-American teaching escape the notice of the department heads, the deans, and the students? Department heads supervise the selection of textbooks and visit classes. Deans visit classes. All students, many of them veterans of mature years, submit to the deans detailed annual reports about their instructors.

Anxiety stemmed partly from the fact that, as far as we knew, no governing board of an American university had ever ordered a formal search of textbooks. There have been a few textbook investigations, but they have been confined to the primary and secondary school levels.

Academic people everywhere are very jealous of academic freedom, and many of the faculty believe that academic freedom is threatened by probes of this type. Faculty members do not question the legal authority of the Board, but they doubt that formal textbook investigations are desirable. Disturbed by various implications of the Board action the faculty in a regular meeting on December 9, 1947, voted 123-24 to name a committee of fifteen to ask the Board for a hearing. The committee was elected, and has now prepared this statement.

We beg you to consider carefully what we say here. Members of the Committee of Fifteen believe that the Board has acted with the best of intentions, but they also believe that a probe of this kind is unwise and should not be repeated. Trustees and faculty must find common ground. The University of Wyoming must go forward supported by trustees and faculty working together. Unless faculty fears about the future are allayed, the prospect is a dismal one: there will probably be faculty resignations, replacements will be hard to find, students will demonstrate, the University will be censured by professional organizations, state support will waver, and incalculable damage will be done to the University.

In support of the thesis that the investigation is unwise and should not be repeated, the Committee of Fifteen has assembled the following evidence and arguments.

I. HOW THE FACULTY COMMITTEE OF FIFTEEN BELIEVES THAT THE TEXTBOOK EXAMINATION HAS HARMED THE UNIVERSITY

First, the Committee of Fifteen wishes to submit to the Board of Trustees the following evidence that unexpected damage has been done the University by the decision to examine textbooks. The most pertinent harmful effect of the action are those that have been felt, and in some cases publicly expressed, by teachers on the Wyoming campus and in other parts of the country.

The unfortunate effect on our own campus can be characterized simply. This effect is doubt, insecurity, and loss of self-esteem. In brief, faculty morale on our campus is unfortunately low. Now whatever its cause, poor morale is particularly dangerous in this period of national shortage of teachers. Teachers who feel insecure and confused at this time are not only likely to look for positions elsewhere, they are also likely to find them. And the number of teachers who are now contemplating a change is alarmingly high, even when compared with the number of those who resigned at the close of the last academic year.

To make this condition more unfortunate, uncertainty about the local situation is even more pronounced in academic circles off our campus. To teachers elsewhere the unfavorable comments made in newspapers in various parts of the country seem to provide evidence that the Board is hostile to the free expression of thought. Perhaps it is inaccurate to say that these teachers are uncertain. Rather they are certain -- that they will not come to the University of Wyoming. And what is more to the point, the teachers, especially of social sciences, who are now willing to come to the University are those who seem to us to place a lower premium on freedom than is desirable for experts in areas of knowledge in which freedom is such an important concept. The problem, then, of the department heads in the social sciences is acute; how can they replace satis-

factorily the men and women they fear they will lose?

The same doubts cloud other academic prospects as well. Evidence already at hand indicates that it will now be difficult for the University to procure research funds from national foundations. In general, financial grants in aid for scholarly investigations are not made to universities about whose encouragement of freedom of inquiry there exists the slightest shadow of a doubt. Whether these doubts have justifiable basis in fact is, regrettably, not the point. The shadow of doubt is sufficient.

Expressions of uneasiness have also been stated, publicly and privately, by undergraduates, graduate students, an alumni of the University, to say nothing of editorial writers for college and national newspapers and of students and teachers on other campuses.

Some of the harmful effects of the Board's action are curiously different from those already presented. There has always existed in America a distrust of the intellectual. It is only natural under these conditions that those who distrust learning should gleefully seize on the Board's action as evidence that higher education at the University of Wyoming is held suspect. It is unfortunate that the Board's statement that this was not its intention seems to have had so little effect on prejudice on this sort. As one Laramie businessman said recently, "There must be something wrong up there. If there isn't, what's all this investigation about?" Thus the action of the Board has comforted those who, from either ignorance or malice, attack higher education.

A similar danger lies in the establishment of precedent for other school boards to institute investigations less temperate than the one under present discussion. Under these conditions it might be possible for an intolerant school board to forbid the dissemination of information contrary to its special interests. Already there are evidences that some uninformed persons, mistaking the scope and purpose of our local investigation, have rallied to the cause of depreciating liberal education in Wyoming.

It seems clear, therefore, that the University of Wyoming is now in a defensive position between two armed forces. From one side advance those who unfortunately interpret the Board's action as an attempt to curtail academic freedom; and from the other advance those who believe that the University of Wyoming is providing sanctuary for intellectuals whose ideas they fear.

II. WHY THE COMMITTEE OF FIFTEEN BELIEVES THAT THE
TEXTBOOK EXAMINATION CANNOT BRING ABOUT A BETTER
CHOICE OF TEXTBOOKS

Some of the unexpected harm to the University from the textbook investigation stems from the fact that such an investigation cannot reach the evils at which it is aimed. Those who stealthily use textbooks to propagandize and indoctrinate, those who pervert fact and theory to prevent students from developing and using their critical capacities -- these men are not fools. We are fighting a clever and skillful enemy. If his works are to be found out, the University of Wyoming can do no better than entrust that task to the men and women of its faculty, who are professionally qualified to judge the honesty of a textbook.

That these men and women are situated to do this work can, we believe, be made eminently clear by a number of considerations.

First of all, teachers have a professional goal in their teaching as well as in the selection of their texts. This goal is well stated in the Declaration of Principles of the American Association of University Professors:

"Since there are no rights without corresponding duties, the considerations heretofore set down with respect to the freedom of the academic teacher entail certain correlative obligations. The claim to freedom of teaching is made in the interest of the integrity and of the progress of scientific inquiry: It is, therefore, only those who carry on their work in the temper of the scientific inquirer who may justly assert this claim. The liberty of the scholar within the university to set forth his conclusions...is conditioned by their being conclusions gained by a scholar's method and held in a scholar's spirit; that is to say, they must be the fruits of competent and patient and sincere inquiry and they should be set forth with dignity, courtesy, and temperateness of language. The university teacher . . . should, if he is fit for his position, be a person of a fair and judicial mind; he should, in dealing with such subjects, set forth justly, without suppression or innuendo, the divergent opinions of other investigators; he should cause students to become familiar with the best published expressions of the great historic types of doctrine upon the questions at issue; and he should, above all, remember that his business is not to provide the students with ready-made conclusions, but to train them to think for themselves, and to provide them access to those materials which they need if they are to think intelligently . . . The teacher ought to be especially on guard against taking unfair advantage of the student's immaturity by indoctrinating them with the teacher's own opinions before the student has had an opportunity fairly to examine other opinions upon the matter in question . . ." (BULLETIN, AAUP, February 1943, pages 94,95-96)

Not all teachers, perhaps no more than all doctors or lawyers or other professional people, realize their

aim in full. However, like other professional groups, teachers exercise an organized self-discipline that is widely effective. At the University of Wyoming, they are selected after a most careful weighing of their qualifications by their professional colleagues, by the dean of the college, by the President, and finally by the Board. Their work in the University, both during their probation and afterwards, is reviewed and evaluated by students, colleagues, deans, and the President. Thus, teachers at the University are part of an organized discipline that helps assure their reaching their professional goal.

More specifically in the selection of textbooks, the teacher at the University is also part of an organized effort designed to achieve the goals of the teaching profession. How are textbooks chosen at present?

The instructor responsible for a given course examines practically everything available in the field, compares, evaluates, and makes final selection for various reasons -- to avoid duplication, to supplement other books in use, to take advantage of an unusually able presentation of one aspect of a subject even at the sacrifice of other aspects, or to meet certain factors of cost, availability, time limitations, and so forth.

He is usually influenced in text selection also by respect for the standing of the book company publishing the text. He knows how jealously large publishing firms guard their integrity and reputation as well as their profits. He is aware that before a book manuscript is accepted by a company like Macmillan or Scott Foresman, it is submitted to a group of consulting specialists and studied by the company's staff of educators.

He is likely to consider also the fact that the book has the commendation of distinguished colleagues in his field and has been adopted widely in other universities and colleges.

At present instructors and department heads have a clear definition of their responsibilities in textbook selection, and choose books positively rather than negatively. The instructor surveys textbook offerings in his field and discusses his choice with his department head, and frequently with a committee of department colleagues. Then a decision to adopt a given text is reached with the approval of the department head.

A textbook investigation or review that disregards these present arrangements creates real risks for the University. It undermines the sense of responsibility that instructors now have for making sure that textbooks contribute to their goals as teachers. For this sense of responsibility an investigation substitutes review by those without a high degree of specific knowledge, without professional competence, and without familiarity with

materials in specific areas of learning. Thus, if we weaken the responsibility of the teachers concerned and depend on the inadequate technical ability of textbook reviewers, we open wide the door to skillfully hidden propaganda efforts. And it is precisely with these efforts that we believe the University must always be fully concerned.

III. WHY THE FACULTY COMMITTEE OF FIFTEEN BELIEVES THAT ACADEMIC FREEDOM IS INVOLVED IN THE TEXTBOOK EXAMINATION AND THAT ACADEMIC FREEDOM ALONE CAN GUARD AGAINST TOTALITARIAN INTRUSION INTO THE UNIVERSITY

We Americans, all of us, are frightened about a new method of seizing power that has been manifested of recent years in many societies, including our own. The rule-or-ruin method of the Communists challenges a principle of social action to which all of us pay lip service and to which nearly all of us feel a religious devotion, namely, respect for majority action determined in freedom. We all believe that Communist policy wherever it threatens the establishment of control by an active minority over even an inert majority must be defeated. We sympathize with the intent of the Board of Trustees that the University of Wyoming should not be seized by such a Communist minority and subverted by them to their purpose.

We have no intention of losing touch with elements in American society that protect us from totalitarianism. We have no intention of aiding possible Communist infiltration by raising petty technicalities about academic freedom. But no such possibility exists if the University of Wyoming fulfills its academic responsibilities. The examination of textbooks, as a blow at Communism, at subversion and un-Americanism, is a blow in the dark, a policing action without warrant in fact or rumor.

Under these circumstances, we submit that we cannot too jealously guard all the American liberties, including, as our special concern, the freedom of thought, of expression, and of teaching, which in the University we call academic freedom; for the fight against totalitarianism, Communist or otherwise, must be carried on in an atmosphere of freedom.

What is academic freedom, especially in connection with the problem which has been troubling all of us? That there is a connection seems to be a widespread conviction. Certainly the five-to-one majority of the University faculty which commissioned this committee thought so. Certainly the general interest of the press and of the columnists, of student and alumni letter writers indicates that they think so. Our colleagues who write from other institutions think so. The Board of Trustees at least thought that a connection might be inferred when it denied in advance that such an inference was correct.

Both the record of the University and the statement

of the Board of Trustees inspire in us the gratifying confidence that they and we have a common belief in the importance of academic freedom as a necessary condition of the proper development of the University. That agreement makes it possible to limit this discussion to the practical question, how does the Board's interpretation of academic freedom, to include an investigation of textbooks, operate in the University, now and prospectively?

Broadly speaking, university instruction is not textbook instruction. University instructors are supposed to be of at least equal calibre with their colleagues who write textbooks. In the courses which they offer, textbooks are perhaps a very large factor for the student who barely gets by, but a very small factor among other more important ones for the serious student. It is to be hoped for the sake of the reputation of the University that in whatever statement is made about the results of this investigation, occasion will be taken to say that it was found that textbooks were relatively unimportant in the instruction offered in the University of Wyoming.

Such as they are, the textbooks are the tools of experts. The Board of Trustees is in the position of performing for the state the function of hiring and handling a body of some two hundred experts, in such a way as to get the most out of them for the purpose for which they were hired and in the ways in which they are expert. Telling them what tools to use is not the best way to handle carpenters or doctors and it's not the best way to handle university teachers. It's not illegal, it just works badly. Academic freedom is certainly in one aspect the policy of treating university teachers as experts.

We commend to the consideration of the Board the record of attempts to control ideas. It is so dismal that it gives reason to wonder if the attempt to repress isn't a certificate of validity. Galileo was repressed for saying that the earth moved; the University of Paris repressed the teaching that quinine was useful, because it was not in the old books. Cornell University summarily fired a distinguished economist for saying that labor unions had a place in the industrial world. In Iowa State College it is "subversive" or "un-American" or both to teach that margarine is a good edible fat. In the history of higher education in the United States, the attempt to control ideas has hurt the institutions where it was attempted; or the other institutions where such attempts have been scrupulously avoided enjoy the highest prestige and exert the most influence.

Textbook investigation scares us. "Subversive" and "un-American" scare us. These were the catchwords of a long campaign during the 1920's that struck at all independence of teaching in the public schools. "Subversive and un-American," then, of course, meant something quite different from what it does in 1948. It meant then pro-

labor, pro-social betterment, pro-world organization -- in other words, "subversive and un-American" meant almost everything that will be supported in national party platforms of 1948. As happened so many times before, repression was used to hinder ideas so useful that they became the common belief of a large majority of Americans and the basis of national policy. The University as an organ of higher education has the function of providing a constant and constantly increasing output of leadership for our society. That leadership will not come from a generation who have been taught to fear ideas, to close their eyes to them or to try to close other people's eyes to them. Or, if it does, God help America!

We, the hundred thousand or so who teach in the American universities are economically and politically weak. Almost by definition, no one understands us. Nothing is easier than to defeat us. If our function is important -- and a thousand years of persistence and patience with us seems to indicate that it is -- it must be defended by others, not only in its external form but in its essence. We cannot accept the position that we are here to defend the faculty from the Trustees. We cannot be content with less than that the Trustees, the President and the faculty should carry in common the obligation of interpreting and defending the free search for truth, the free play of ideas, the unhampered revision of our ideas in accord with the movement of our times. If such an integration should come from these discussions, the task to which Board and faculty alike are committed by the highest obligations, the maintenance and development of the University of Wyoming to the maximum of its possibilities, would be greatly advanced.

IV. TWO PROPOSALS FOR ACTION

Harm has been done to the University --unexpected but nonetheless serious. Nor can the Board's action strengthen the University in its battle against all totalitarian thinking and acting. Rightly or wrongly, a textbook investigation is widely understood as a threat to free inquiry. Thus it gives aid and comfort to those who would destroy the very foundations of a democratic society -- who would thwart people in their search for truth. We, as representatives of the faculty, feel the obligation to suggest to the Board for its consideration ways to tell the world that the University of Wyoming fights ignorance, prejudice, and superstition through the tireless pursuit of truth.

We believe that the University needs to neutralize the effects of the views now widely held that free inquiry is threatened at the University of Wyoming. In our judgement the means for achieving this end would be a rescission by the Board of its original action. Such a move could convert the unfortunate results of a series of misunderstandings and misinterpretations into a positive gain for the University. Such a decision would be heralded across the nation as an admirable revision of an act, the implications of which

were not apparent at the time. Such a revision would attest to the wisdom and foresight of a group entrusted with the welfare of a great University and would add to the prestige of the University as a whole.

We suggest rescission of the original action, not as a retreat, but as a way of affirming the University's devotion to the tasks of education in and for democracy. As in warfare, so in battling insidious totalitarianisms, our best defense is a vigorous offense. That offense, in view of the unforeseen developments from the textbook investigation, can now be carried forward by a rescinding action. Thus, the real objectives of all Board decisions -- the welfare of the University -- would be well served. For we would then assure the world that the University of Wyoming has recognized the threat of totalitarianism and is equipping itself for battle with it through devotion to the full and free pursuit of truth.

Our second suggestion aims also at helping the outside world understand more fully the real aims of the University of Wyoming. We believe that the Board and the faculty could further such understanding by reaffirming the principles that have always been part of the University's great tradition. We submit for the Board's consideration the following four points of a policy:

1. The people of Wyoming expect the University of Wyoming to serve them by training students in such a way that they will become mature, responsible members of a democratic society.

Education in a democracy plays a dual role in training for citizenship. It should function so as (1) to produce free men who have a sense of responsibility for the exercise of that freedom in a free society, and (2) to nourish growth of a strong common faith in the virtue and rightness of democratic ideals. The exercise of responsible freedom means sharing in policy-making, choosing wisely those who will execute those policies, and appraising constantly the effectiveness of policies and chosen representatives. Thus, competency as a citizen requires knowledge, ability to think, and capacity for evaluating and making judgments. A faith becomes strong, not by proclamation, but through intellectual labor, vision, trial, and willingness to subject its tenets to stern scrutiny and sharp skepticism.

The University subscribes firmly to the belief that American democratic institutions have nothing to fear from an honest and constructive evaluation of them in comparison with dissimilar institutions. It reaffirms its faith in the principle of freedom of inquiry and freedom of discussion as fundamental to the development of responsible citizens and the preservation of a free society.

2. The people of Wyoming expect the University of Wyoming to serve them through sound instruction of its students.

In collegiate instruction, sound teaching opens up to students the major ideas and experiences of men in their efforts to solve their problems. To sharpen the critical capacity of college students, sound instruction demands that no major controversial question in a specific field be left unconsidered, in order that students may learn how to deal with such issues as responsible members of society.

Because textbooks are a part of teaching, the University chooses them to further the aims of sound instruction. Books that fit these requirements provide adequate factual information and make students aware of the theories that guide men's judgements. Naturally, and properly, these books may raise many controversial questions and may advocate solutions even for debatable problems. But as in teaching generally, so in textbooks, the University is concerned with honesty. A textbook that conceals the assumptions on which its arguments rest violates the principle of free and scientific search for truth. A competent faculty can and should guide the student in evaluating the solutions advocated in a particular text by pointing out the bias or the freedom from prejudice of the author.

The University adheres, therefore, to the principle that sound instruction requires the honest and objective presentation of both fact and theory.

3. The people of Wyoming expect the University of Wyoming to serve them through honest and objective research..

In a democracy where many views compete for the support of the people, the University must stand out as a center where people can find help in their search for truth. It should engage in constant and fearless sifting and winnowing of facts and theories to provide the people with a surer base for their attitudes and actions. In situations where some men may profit from the ignorance of their fellows, the University can be of immeasurable value in helping the people of the state to find the truth.

The University believes, therefore, that, however, controversial an issue, the institution has an obligation to the people of Wyoming to stand firm against any who would keep the truth hidden, and, to further this end, has the additional obligation.

of encouraging the publication of its research workers' findings, whatever their implications may be.

4. To reach these goals of training for citizenship, sound instruction, and objective research, the University follows well-established policies and procedures to insure the competence and integrity of its faculty.

To assure the people of the state of the competence and integrity of the faculty, the University has established policies and procedures to govern the selection and tenure of faculty members. The professional background of each prospective instructor or research worker is carefully scrutinized prior to his being employed. He is placed upon probationary tenure for from two to four years, and before being recommended for permanent employment his qualifications and his work at the University are carefully evaluated by student appraisal, the department head, the dean, the President's Advisory Committee, the President and the Trustees. Even after achieving continuing tenure, a faculty member's competence is subject to constant review. If a teacher's bias toward any point of view interferes with the fair and objective presentation of his courses, or if a research worker attempts to color his findings to support some particular view, his professional competence is of course in question and he is subject to dismissal after review of the case by the President's Advisory Committee, the President, and the Board. By these procedures the University maintains the professional integrity of its faculty.

Relying upon the soundness of this established procedure for testing, proving, and maintaining in its faculty the high degree of competence and integrity necessary to achieve its educational goals, the University entrusts qualified instructors with responsibility for deciding the content of their courses, the books best suited, and the desirable methods of instruction; and professionally trained researchers, with responsibility for choosing significant research projects and suitable research techniques.

3. Introductory statement of Dr. T. A. Larson, chairman, of the Committee of Fifteen delivered before the Board of Trustees, January 23, 1948.

We are here to discuss the textbook investigation which was recently completed on our campus, and

frankly to protest against it. We were elected to represent the faculty, and we feel that our opinions truly represent the opinions of the great majority of the faculty. It is true that 24 members of the faculty voted against sending us here. I incline to the opinion that they represent the traditional faculty attitude which may be stated as "Stay away from the buzz saw." Frankly we object to the idea that you constitute a buzz saw. We look upon you as prominent leaders in the State--people who at considerable sacrifice to your personal interests give much time and thought to the betterment of the University. Proceeding from that premise we suggest that we are all here to apply our thinking to the solution of a difficult problem, one which is of great significance for the University's future.

We know that you had full legal right to order the recent investigation, and that you acted with the best of intentions. We rejoice that from time to time you have expressed confidence in the faculty. Mutual confidence, then, makes possible this conference. Mutual confidence, I firmly believe, assures a satisfactory solution to the problem before us.

I believe that you as Board members, and many other laymen, were astonished at the reception which the faculty gave the investigation. As far as I know, the faculty of this University have never before lodged a formal protest with the Board about

anything. Why, then, did the faculty rise almost to a man in protest against the probe?

The answer is concern over academic freedom. Teachers everywhere have the same devotion to academic freedom that newspaper editors have to freedom of the press. I venture the opinion that the textbook investigation would have encountered a similar response, or a more violent one, on any other campus in the country. In fact we at Wyoming have been cast as cautious, conservative Caspar Milquetoasts. For example, the Des Moines Tribune in commenting on the controversy said, on what authority I know not, "The University is not only free from Communists, it is remarkably free even from Democrats!" And the New York Herald Tribune, a conservative Republican paper, said "It is generally agreed here that the state and the university are as conservative bodies as could be found."

Part of our disturbance can be attributed to the vagueness, the indefiniteness, the changing meaning of the terms un-American and subversive. Checking what people think and say isn't quite like the work of a tax examiner. Ideas are much more intangible than dollars and cents. Moreover, one hundred bank examiners or tax examiners presumably look for the same thing. They have carefully stated regulations to follow. But one hundred examiners of textbooks would find it most difficult to agree

on a working definition of un-American and subversive--unless Congress passed a detailed law stating exactly what we are to believe. Until such a law is passed, one free American is reluctant to accept even the implication that another free American shall tell him what to think. In a University we are more concerned about how to think than what to think.

Academic people everywhere are very jealous of academic freedom. What do we mean by it? Laymen do not seem to understand what we mean by it. Perhaps we do not make it clear. Perhaps some of us are not too clear on it ourselves. Sometimes the term is used carelessly, much as the words un-American and subversive are used carelessly. Academic freedom does not mean absolute freedom to do as we please. Academic freedom does not mean freedom from supervision and guidance. Even as free government does not mean the absence of compulsion, so also academic freedom does not deny the need for some compulsion. The crux of the matter is what kind of compulsion and by whom?

I say hire a president, deans and department heads you can trust. Make sure that they are loyal and competent. Hold them responsible for the teachers. If a department head, and his dean, and the President's faculty advisory committee, and the President assure you that a teacher is loyal and competent, take their word for it. I

submit, and note it carefully, that a teacher who is loyal and competent will not use textbooks which advocate forcible overthrow of our government. Such a dependable teacher will do his best work if he is allowed to choose freely his methods and his tools--his textbooks, charts, maps, outside reading books, and so on; and is held answerable only through channels to his department head, dean, and president with the aid of his faculty advisory committee. I hope I have conveyed to you some understanding of what I mean by academic freedom, as it applies to teaching. There are several other very important aspects to academic freedom, such as freedom in research and freedom as a citizen, but I am interested here mainly in classroom freedom. The files of the Bulletin of the American Association of University Professors should be required reading for those who would understand academic freedom.

I believe I have made it clear that I do not advocate unlimited freedom for the teacher. Supervision and guidance he should have; and he does get both on our campus, even in the selection of textbooks. We believe that the choice of a sound, well written, useful textbook is important, but the textbook is only a point of departure. As a matter of fact, what the teacher says, is, and should be, more significant than the textbook. From an administrative point of view, the heart of it, then, seems to be in the selection of loyal and competent deans and

department heads. When you are sure you can trust them, give them a free hand. When they in turn can trust the teachers, they will pass on the freedom, with the justifiable expectation that absence of restrictions will bring the happiest results.

I grant that sometime, somewhere, a trusted teacher may go haywire. He might even join the Communist party, although in this western country we would hardly know how to go about it. What then? I submit that in that situation, a seven-man committee of the faculty might be appropriate, if first the department head, the dean, and the President found the problem too much for them.

I suppose the thought that there might be Communists on the campus may have helped father the recent investigation. I believe that only teachers who are Communists would indoctrinate students with Communism. Teachers who are loyal to American democracy will indoctrinate with American democracy, as a matter of course, even though they will question some of our ways of doing things.

Let us suppose that there is a Communist teacher on the campus. I believe that many students would complain about his teaching. Every year the Wyoming students, unlike those at most other schools, fill out a rating scale sheet for each teacher. I believe that in these reports, which go directly to the deans without passing through the hands of the teachers, many students

would question the Communist teacher's loyalty. And they would speak to the department head and dean. Other teachers would discover that there was a Communist among them. The FBI would probably know about his presence. If the Communist had any real ability to indoctrinate, there would soon be a leftist organization on the campus, although it does not follow that the presence of a leftist student organization would establish that there was a Communist teacher. As you know, we have no leftist organization on the campus. In short I do not see how a Communist teacher could go long undetected. And the time to deal with him would be when he is detected. Probably the problem should be handled as quietly as possible, with first reference to the dean and department head, and with full opportunity for the accused to defend himself.

If you have agreed with me so far, I believe you will agree that formal textbook investigations, like the one we have just had, are undesirable and unnecessary. The president, the deans, and the department heads, and let's not forget the president's faculty advisory committee, provide adequate machinery for supervision of instruction. And they can operate without fanfare.

We believe that several undesirable aspects have appeared in the recent inquiry. These aspects are discussed at some length on the memorial we have placed in your hands. I wish to consider only two

points here. One, the investigation put us in a cross-fire. On one side, pelting us with abandon, we have people who say there must be Reds here, or the Trustees would not have taken action. On the other side we have people who think less of the University because they believe academic freedom is being restricted, or soon will be. This group includes some of the faculty. Unhappily what people think is often more consequential than what is really true. We believe that both groups of doubters should be answered with a forthright statement by the Board, or by a joint statement of Board and faculty.

The second point I wish to emphasize here is that the University is faced with a very serious personnel problem. Teachers like to have every assurance of academic freedom. They take part of their pay in a feeling of freedom. Only positive assurances will prevent the compounding of a personnel problem already very critical.

In the memorial which we have given you, beginning on page 8, are two proposals which we respectfully submit for your consideration. We know that you, like ourselves, want to build a greater University. It is our opinion that action based on our proposals will make a real contribution to that end.

The Trustees adopted the following statement of principles:

4. STATEMENT OF BOARD OF TRUSTEES REGARDING EXAMINATION OF TEXTBOOKS

On October 24, 1947, the Board authorized and directed the President of the University to appoint

a committee of the faculty to "read and examine textbooks at the University in the field of the social sciences to determine if any of such books are subversive or un-American." In so doing the Trustees voiced their belief that this institution is free from the teachings of such doctrines, but they wanted to be certain of it. The best time to silence any charges of the subversive is before they are raised.

Accordingly, the investigation has been made by the appointed committee. The Trustees, faculty, and student body should be of one mind in their satisfaction with the report of this committee that its examination "failed to reveal any material in any book examined which in the opinion of the committee falls under the denomination of subversive or un-American." The Board expressed its gratitude to the splendid committee for its excellent work. The University of Wyoming and the State may well be proud of the findings.

Among the many portions of the report of the examining committee to which the Board wholeheartedly subscribes is the following: "The Committee recognizes the fundamental proposition that the protection of democratic institutions depends upon enlightenment rather than ignorance. Higher education would be remiss in its obligation to American youth if it sought to keep them ignorant of forms of government other than our own or deprived them of the opportunity to compare such forms with our own. In

the opinion of the Committee, information on any form of government should be freely accessible to students."

In the consideration of the entire subject, the Board of Trustees has appreciated the opportunity to meet with the committee of fifteen elected by the faculty to discuss the matter with which both are deeply concerned, namely, the welfare and continued progress of the University.

With respect to policy, the Board does itself set forth the following additional principles:

1. Re-affirmation of academic freedom as defined by the joint statement of the American Association of Colleges and the American Association of University Professors.
2. Sound instruction requires honest and objective presentation of both fact and theory.
3. In the final analysis, the loyalty, integrity, and intellectual honesty of instructors must and should be relied upon to prevent the infiltration of subversive and un-American doctrines into University classrooms.
4. Complete freedom of discussion of pertinent issues and ideas, however controversial, should be encouraged in all classes, and certainly in the social sciences.
5. A teacher who, under the guise of objectivity, distorts facts which tend to lead students to erroneous conclusions is disloyal to his students, his profession, and the institution.

The governing board of the University believes the foregoing expressions conflict not at all with the institution's long-established policy in the matter of Americanism. The Board knows that ours is a splendid, patriotic University taking its important part in the development of a strong and growing state, and it will be kept that way.

Although members of the Board of Trustees have made it abundantly clear to all that they had no thought of interfering with academic freedom, the Board wishes firmly to reiterate its stand that it will not suffer or tolerate subversive teachings or practices within the University. This great institution has not been and will not be allowed to become a breeding ground for insidious un-American propaganda.

In the matter of textbook selections, no one, including any faculty member, has ever for a moment contended that the Trustees did not have full legal authority in ordering the investigation. Wyoming state law decrees that the University of Wyoming Board of Trustees shall "prescribe the studies to be pursued and the textbooks to be used." The Board can not and will not shirk this legal duty. Judging the future by the past, the Board confidently believes that, except upon extraordinary occasions now unforeseen, it will be unnecessary to deviate from the traditional procedure of textbook selections. However, when in its estimation

estimation something more than routine examinations is advisable, the Trustees will of course so direct, after conferring with the President and the deans and department heads concerned.

The Board agrees with the committee of fifteen that "academic people everywhere are very jealous of academic freedom." American people everywhere must be very jealous of American freedom, which provides academic freedom, freedom of speech, freedom of religion, and all the freedoms we enjoy. Wyoming wants her students to be tireless in their zeal to defend and safeguard that American freedom and to be ever mindful of the fact that those who attack or attempt by any method to undermine the American system of government are endangering that freedom so cherished by all. Communistic states have no freedom of speech, academic freedom, freedom of labor, freedom of industry, or any other true freedom.

The Board knows that a nation will rise or fall according to the standards maintained by its youth. Students at our University must have the highest standards--physically, morally, mentally, and spiritually--so that from this pioneer West may continue to come the courageous, patriotic leaders of a greater America.

5. FINAL STATEMENT FROM THE FACULTY

The Committee of Fifteen regards the statement of policy by the Board of Trustees as a definitive and creditable solution of the situation created by

the textbook investigation. It will so report to the Faculty. We particularly wish to recognize the great service of President Humphrey in conciliating the different points of view.

/s/ T. A. LARSON

Mr. Hansen moved that the Board, by this resolution, express its appreciation to the Board Committee, composed of Vice President McCracken, Mr. Del Monte, and Dr. Cunningham, who wrote the "Statement of the Board of Trustees regarding Examination of Textbooks" and conferred with the subcommittee of the faculty regarding its approval of this statement, and also to President Humphrey for his efforts in bringing about the amicable settlement of this controversy. This motion was seconded by Mr. Burwell and carried.

*Textbook Examination
Appreciation to the
Board Committee*

Upon the motion of Mr. Burwell, Mr. George McNeil, Assistant Professor of Art, was granted a leave of absence, without pay, during the spring quarter of the 1947-48 academic year in order to go to Teachers College, Columbia University, to complete his studies toward the Doctor of Education degree. This motion was seconded by Dr. Cunningham and carried.

*Leave of Absence
George McNeil*

President Humphrey reported on the financial condition of the several veterans housing projects.

*Veterans Housing
Report by President*

The President also reported at length on the "Problems Facing the University Administration in Planning a Budget for the Remainder of the Biennium." The report showed the difficulties of financing the coming year and that the only feasible source of new income is to secure additional appropriations from the Legislature. The need is current. The University cannot wait until the next regular session without being seriously handicapped.

*Budget
Need for Special session
of Legislature*

Mr. Simpson then moved, it was seconded by Mr. Sullivan and carried, that Dr. Laura A. White, Professor of History and Head of the Department of History, be placed on limited service status, effective September 1, 1948, at a salary of \$1,500 per year and with the title Professor Emeritus of History; also that Dr. Clara Frances McIntyre, Professor of English, be placed on limited service, effective September 1, 1948, at a salary of \$1,500 per year and with the title Professor Emeritus of English.

Mr. Burwell moved, it was seconded by Mr. Sullivan and carried, that the following appointments be approved:

1. That there be authorized, effective January 26, 1948, or as soon thereafter as he can report for duty, the appointment of Mr. Leslie E. Milam as Assistant County Agent in Fremont County, at a salary of \$2,904 per year.
2. That there be authorized, effective February 1, 1948, the appointment of Miss Frances Olson as Home Demonstration Agent-at-Large, at a salary of \$2,808 per year.

Mr. Sullivan then moved that the recommendations of the President concerning new appropriations for the Correspondence Study department be approved as follows:

For reorganization of courses	\$350.00
For increasing lesson correction fees	<u>1100.00</u>
Total	\$1450.00

The amount of \$1,450 represents an increase of \$123.00 over expected income from Correspondence courses. Mr. Sullivan also moved that a differential fee of from 30 cents to 60 cents for lesson correction be established, based upon the time required as revealed by records kept during the past two years. This motion was seconded by Mr. Watenpaugh and carried.

Mr. Watenpaugh moved that the following appropriations be made for

Limited Service
Dr. Laura White
Dr. Clara F. McIntyre

Appointments

Leslie E. Milam

Frances Olson

expenditures at the Archer farm:

Contractual services	\$270.00
Materials (for painting buildings	900.00
Equipment	<u>600.00</u>

Total	\$1770.00
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Anticipated receipts from sales should cover the amount of these appropriations. This motion was seconded by Mr. Sullivan and carried.

Upon the motion of Mr. Sullivan the summer school budget for 1948 was approved as a tentative budget with the understanding that a study is to be made of the number and size of classes, and that the budget be revised downward if possible. The tentative budget is as follows:

*Summer School
Budget '48*

1948 SUMMER SESSION BUDGET
January 19, 1948

Estimated Expenditures for 1948 Summer Session

Salaries	\$73,756.95	
Contingent	7,725.00	
Administration of Summer School		
Science Camp, Conferences, clinics,		
Institutes	15,861.37	
Emergency Salary Expense	<u>1,967.01</u>	
		\$99,310.33

Estimated Income for 1948 Summer Session

Based on \$47 out-of-state, \$42 in-state fees; average \$2 laboratory fee; \$9 for student activities.

First term:

Out-of-state (480 students @ \$40)	19,200.00
In-state (1120 students @ \$35)	39,200.00

Second term:

Out-of-state (360 students @ \$40)	14,400.00
In-state (840 students @ \$35)	<u>29,400.00</u>

102,200.00

Estimated Operating Surplus	\$ 2,889.67
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Mr. Burwell then moved that the designated rank equivalent for the Dean of Women and the Dean of Men be that of Professor, and further, that the Development Committee composed of Dean Bruce, Professor Hudson and Professor Reusser be requested to make recommendations concerning tenure for members of the University staff other than those engaged in instruction, and that their recommendations be submitted to the faculty and on approval of the faculty to the Board for its approval. This motion was seconded by Mr. Hansen and carried.

*Tenure
Dean of Women - Professor
Dean of Men - Professor*

Mr. Burwell then moved that field summer schools be conducted during 1948 as outlined and detailed in the President's report with tentative dates as follows:

Field Summer Schools

Afton - - - - - May 24 - June 18
Powell - - - - - June 7 - July 2
Sheridan - - - - - July 26 - August 20
Casper - - - - - August 9 - September 3 or
May 31 - June 25

This motion was seconded by Dr. Cunningham and carried.

Upon the motion of Mr. Sullivan, the Board approved the establishment of a campus magazine under the direction of a publications committee of ASUW Senate, and that the magazine be underwritten by the University in a sum not to exceed \$250.00 an issue for the first and second issues. This motion was seconded by Mr. Hansen and carried.

Campus Magazine

Upon the motion of Mr. Hansen, the Board approved the constitution and by-laws of the University of Wyoming Athletic Concessions Association as follows: This motion was seconded by Mr. Sullivan and carried.

*Wyo. Athletic Concession
Assoc.
Constitution and By-
Laws*

CONSTITUTION AND BY-LAWS
OF THE
UNIVERSITY OF WYOMING ATHLETIC CONCESSIONS ASSOCIATION

ARTICLE I. NAME

The name of this organization shall be THE ATHLETIC
CONCESSIONS ASSOCIATION OF THE UNIVERSITY OF WYOMING.

ARTICLE II. PURPOSE

The purpose of this organization by agreement with the President and with the approval of the Board of Trustees of the University of Wyoming shall be to operate on the campus of the University all capital outlay concessions so as to provide sufficient concession services to adequately care for the needs of the student body and general public. Capital outlay concessions are those requiring an original property investment in order to re-sell the commodity offered for sale.

The working agreements with the Student Senate Concession Committee are attached hereto.

ARTICLE III. GOVERNMENT

THE ATHLETIC CONCESSIONS ASSOCIATION shall be governed by a Board of Directors composed of the Athletic Director and those members of the regular staff of the Men's Department of Health and Physical Education holding shares in the operating account of the Athletic Director and those members of the regular staff of the Men's Department of the Health and Physical Education holding shares in the operating account of the Association.

ARTICLE IV. MEMBERSHIP

The membership of the corporation shall consist of 17 operating account shares valued at \$60.00 per share. These shares shall be divided as follows:

1. Athletic Department - 12 shares. These 12 shares shall be represented by the Athletic Director.
2. The Department of Health and Physical Education for Men - 5 shares. These 5 shares shall be held individually by members of said Department.

Membership may be gained in the corporation by individuals or groups who purchase shares at the face value of \$60.00 per share. Such purchase of additional shares shall be approved by the Board of Directors.

Any member may withdraw from the corporation by giving written notice at least two weeks in advance and shall be reimbursed for the number of shares held at the value of \$60.00 per share.

Any share holder may be expelled, placed on probation or reinstated by majority vote of the Board of Directors.

ARTICLE V. ORGANIZATION

THE ATHLETIC CONCESSIONS ASSOCIATION shall have an operating account of \$1020.00. This operating account may be increased or decreased by the addition of new share holders or the withdrawal, expulsion or probation of present share holders. The account at all times will

be adjusted to the 5 to 12 ratio.

After outstanding obligations for commodities and services have been paid, the revenue accruing to the Association over and above the operating account shall be termed net proceeds.

The net proceeds of the Association shall be distributed as follows:

1. Seventy percent (70%) of the net proceeds will accrue to the Athletic Department for such use as that Department may see fit.
2. Thirty percent (30%) of the net proceeds will accrue to the Department of Health and Physical Education for Men for such use as the members of that Department may see fit.
3. With the approval of the Board of Directors permanent property of the Association may be resold or otherwise disposed of and the proceeds from such disposition be distributed on the same 70-30 basis. The value of any item of permanent property shall be determined by the Board of Directors.
4. All commodities provided for press box disposal at athletic contests shall be authorized by the Director of Athletic Publicity and approved by the Board of Directors. Such commodities shall not be credited as sales and the cost of these commodities shall be assumed by the Association just as any other obligation. The cost of these commodities shall be deducted prior to determining net proceeds.

ARTICLE VI. OFFICERS

The officers of this Association shall be a president, a Treasurer and a Purchasing Agent selected by the Board of Directors.

ARTICLE VII. MEETINGS

The President shall call at least one meeting of the Board of Directors each fiscal year and at such other times as any Board member may request.

ARTICLE VIII. QUORUM

The presence of a majority of the Board of Directors shall constitute a quorum.

ARTICLE IX. VOTING

All decisions regarding policy shall require a majority vote of the members of the Board of Directors present. Each member shall have one vote and no member may be represented by a proxy.

ARTICLE X. AMENDMENTS

At any regularly called meeting, the Board of Directors by a majority vote may revise, amend, delete or add to the provisions of this Constitution and By-laws.

BY-LAWS

I. ORDER OF BUSINESS

The order of business shall be as determined by the President of the Association.

II. PROCEDURE

The procedure shall be based upon ROBERTS RULES OF ORDER.

III. FUNCTIONS AND DUTIES OF OFFICERS

1. President

- a. He shall preside at all meetings of Board of Directors and direct all functions of the organization.
- b. He shall issue calls for all meetings.
- c. He shall be the official representative of the Association.

2. Secretary-Treasurer

- a. He shall keep an accurate and complete account of all business transactions, including minutes of all meetings.
- b. He shall submit monthly and annual financial reports, and the annual report shall include all items of permanent property. The fiscal year of the association shall be from September 1 to August 31 and annual statements will be submitted accordingly.
- c. He shall pay all accounts duly authorized by the Purchasing Agent.

3. Purchasing Agent

- a. He shall make all decisions as to the type, quantity, and quality of the original purchases of all equipment and supplies and the resale or disposal of perishable items.
- b. He shall make all purchases chargeable to the organization.
- c. He shall hire and organize the working staff of the Concessions setup. He shall approve vouchers for payment for services rendered. It shall be a general policy that the sales

personnel shall receive 15% of the sales price of commodities sold for services rendered. This policy may be set aside for special sales functions such as dances, checking concessions, and other special functions, in which case the sales personnel shall receive a fair wage for services as determined by the Purchasing Agent.

- d. He shall approve all accounts for payments.
- e. He shall determine sales price of all items handled by the Association.
- f. He shall keep an adequate inventory of all expendable and nonexpendable supplies and equipment.

CONTROL OF CONCESSIONS
on the
University of Wyoming Campus

All concessions operating on the University of Wyoming Campus shall be under the administrative control of the University.

The following definitions are accepted in the making of this agreement:

Concession: The granting by the University administrative head of the right of an individual or group to offer for sale certain articles, commodities or services on the campus of the University of Wyoming, or within groups under the control of University authority.

Free Enterprise Concession: Those concessions requiring no capital outlay and largely a principle of the services or goods offered for sale being carried to the individual fraternities, sororities and dormitories.

Capital Outlay Concessions: Those concessions requiring an original property investment in order to resell the commodity offered. Also included as being under the auspices of the Athletic Department are the concessions granted at

gatherings of any size, if such gatherings pertain to University functions.

Capital Outlay Concessions are the sole responsibility and under the authority of the Athletic Department, University of Wyoming. Free Enterprise Concessions are the sole responsibility and under the authority of the Student Senate Concessions Committee.

Capital Outlay Concessions now in practice are all Coca-Cola machines on the campus, not including those in the Union, the candy vending machines, checking functions in the gym, full concessions at large gatherings.

Free Enterprise Concessions now in practice are the sandwich, milk, and candy concessions.

Prior to the installation of any new Capital Outlay Concession, the Athletic Department will meet with the Student Senate Concessions Committee to discuss fully the type of concession and prospective concessionaires. No new Capital Outlay Concession can be let without the consent of the Student Senate Concessions Committee.

Prior to the installation of any new Free Enterprise Concession, the Student Senate Concessions Committee will meet with the Athletic Department to discuss fully the type of concession and prospective concessionaires. No new Free Enterprise Concession can be let without the consent of the Athletic Department.

Under the terms of this agreement, a joint enterprise may be entered into in the matter of concessions by the Athletic Department and the Student Senate Concessions

Committee, provided that all details affecting the cooperative venture are mutually agreeable to both parties.

Athletic Director

Chairman of Concessions
Committee

Dr. Cunningham moved, it was seconded by Mr. Hansen and carried, that the following changes in the fee structure be approved and will become effective the beginning of all quarter.

*Fees
Changes in fee
Structure*

For full-time enrollees:

Wyoming resident fee - \$42.00 per quarter.

Non-resident fee - \$112.00 per quarter.

* Student activities fees as follows:

- (1) Undergraduate men: \$11.50 per quarter
- (2) Undergraduate women: \$12.00 per quarter
- (3) Graduate students: \$1.00 less per quarter than undergraduates.

* Student activities fees to be optional for part-time students.

For part-time enrollees:

A credit hour charge of \$5.00 for Wyoming resident and \$13.00 for non-residents.

The following special charges are retained:

(1) Physical education charges:

- (a) Gymnasium privileges: \$3.50 per quarter.
- (b) Skiing and golf transportation: \$3.00.
- (c) Horseback riding: \$15.00.

(2) Breakage deposits in chemistry, pharmacy, and zoology: \$3.00 per quarter.

(3) Military deposit: \$15.00 annually.

(4) Late registration: \$5.00 to \$10.00.

(5) Change in program after seven days: \$1.00.

- (6) Transcripts: \$1.00 for second copy, 35 cents for additional copy at the same time. (First copy free)
- (7) Visitor's card: \$1.00, except International Affairs, which is \$2.50.
- *(8) Flight and ground school: \$7.50.
- (9) Special examinations: \$3.50 per course for current enrollees, \$3.50 per credit hour for non-enrollees.
- (10) Check sheet, if late: \$2.50 to \$5.00.
- (11) Music lessons: Same as at present.
- * Contract flight charges are additional.
- (12) Required year book charge (fall quarter): \$5.50.
- (13) Graduation: \$6.00.

The only increase over present charges is for late registration. Such assessments are now \$2.00 to \$5.00. Matriculation, Library, Health Service, and separate laboratory charges are transferred to the registration fee.

Mr. Hansen then moved that the sum of \$35.00 per quarter be the amount of credit against fees granted holders of high school honor, county commissioners', athletic, war orphan, summer band, and inter-American scholarships, subject to the scholarship regulations contained in the catalogue. This resolution also abolishes the \$10.00 pre-registration deposit. This motion was seconded by Mr. Sullivan and carried.

Mr. McCracken moved that the resolution adopted on January 10, 1947, defining off-campus athletic contests not under institutional control, be rescinded. This motion was seconded by Dr. Cunningham and carried.

President Humphrey informed the Board of a request from Adjutant General Esmay that land be sold or leased to that department for the construction of a national guard armory. After discussion, a motion

*Scholarships
Fees*

*Athletics
Resolution for off-campus
athletic contests
Rescinded*

was made by Mr. Watenpaugh, seconded by Mr. Hansen and carried that Comptroller Smith be requested to contact Colonel Esmay and, with the advice of Director Quayle, study the request to have this armory located on the University Experiment Farm at Afton and report back to the Board.

*State Farms
Nat'l. Guard Armory
Afton*

Upon the motion of Mr. Burwell, seconded by Mr. Sullivan and carried, the Board adopted the following resolution concerning the death of President Roy Munroe Green of the Colorado Agricultural and Mechanical College. President Humphrey will mail a copy to Mrs. Green, to the Secretary of the Board of Trustees and the Secretary of the faculty of Colorado A. & M. College.

*Resolution
Roy Munroe Green*

Roy Munroe Green

In the death of Roy Munroe Green higher education throughout the United States, and especially in the Rocky Mountain Region, has suffered a grievous loss.

Roy, as he was affectionately known to thousands of co-workers and citizens, was a born leader. He gave generously of his time and strength for the betterment of Federal and State enterprises. His work with the Production Credit Corporation, and with the Federal Land Bank ably fitted him for the business demands encountered in the presidency of a great western institution of higher learning.

The methodical and carefully considered study which he gave to each problem that came to him for decision was helpful not only in his own area, but also to neighboring colleges and universities.

Because of our great personal respect and love for Roy Munroe Green, and our deep appreciation for his many contributions to education in this region.

Be It Therefore Resolved:

That we, the President of the University of Wyoming and the Board of Trustees of the University of Wyoming in session assembled, hereby extend our heartfelt sympathy to his wife, his children, and the college which he served; that this resolution be spread upon the minutes of this Board; and that a copy be sent to Mrs. Green, the Secretary of the Faculty, and the Secretary of the Board of Trustees of Colorado Agricultural and Mechanical College.

/s/ Milward L. Simpson
President, Board of Trustees
University of Wyoming

/s/ G. D. Humphrey
President, University of
Wyoming

At 2:00 P.M. on January 24 the Board received, opened, and publicly read bids for the remodeling of Old Main. After discussion and upon the motion of Mr. Del Monte, the Board voted to accept the low bid of the Spiegelberg Lumber and Building Company in the sum of \$168,089 for all of the work with the exception of Alternate #1, steel windows. The University administration, with the help of the architect is authorized to negotiate with the contractor concerning the installation of steel windows as funds may allow. This motion was seconded by Mr. Sullivan and carried.

*Old Main Building
Bid given to Spiegel-
berg Lumber + Bldg. Co.*

	<u>Spiegelberg Lumber & Bldg. Co.</u>	<u>J. P. Steele Construction Co.</u>
Basic Bid	\$156,156.00	\$158,200.00
Alternate No. 1		
Steel Windows	18,881.00	21,610.00
Alternate No. 2		
Metal Handrail	2,362.00	1,800.00
Alternate No. 3		
Oak Doors	1,518.00	1,760.00
Alternate No. 4		
Rough in Temperature Controls	4,135.00	3,240.00
Alternate No. 5		
Terrazzo Work	<u>3,918.00</u>	<u>3,630.00</u>
Total	\$186,970.00	\$190,240.00

Upon the motion of Mr. Hansen, President Humphrey was authorized to proceed with the reorganization and management of the Wyoming War Memorial fund drive. This motion was seconded by Mr. Sullivan and carried.

Memorial

President Simpson, Mr. Del Monte, and Mr. Hansen were then appointed a committee to interview the Wyoming State Building Commission and President Humphrey was authorized to join them or by letter communicate with the Commission in an effort to get University building funds released for construction purposes.

Mr. McCracken then moved that Frederic H. Porter be employed at the usual 6% commission to be architect for the construction of the new field house with the understanding that he will collaborate with some other firm of Wyoming architects. This motion was seconded by Mr. Burwell and

*Architect, F. H. Porter
Construction of Field
House.*

carried.

It was then moved, seconded and carried, that Dr. Robert Lindenstruth be appointed Acting Head of the Department of Veterinary Science and Bacteriology during the time of Dr. Lee's absence, effective January 26, 1948.

*Appointment
Dr. R. Lindenstruth*

Then followed a discussion of the reports of the "faculty committee appointed by the President", the Wyoming Union Management Committee, the audit of 1945-46, and President Humphrey concerning the Wyoming Union. Professor Forest R. Hall, Administrative Assistant to the President, Assistant Comptroller Lawrence G. Meeboer, Professor Mundell of the College of Commerce who is a member of the Union Managing Committee, and Glen Daniel, Chairman of the Union Managing Committee and President of the Student Senate, were appointed a coordinating committee to study the affairs of the Union, make use of the reports above mentioned, including the audit reports in an effort to select the best recommendations of all reports and thereby arrive at a more efficient operation of the Union and report back to the President and the Board of Trustees.

*Wyo. Union
Management Com.*

Mr. Hansen then moved that the retirement of Wyoming Union bonds should be accelerated as payments of dues and fees received would permit. This motion was seconded by Mr. Sullivan and carried.

*Wyo. Union
Bonds*

Mr. Hansen moved that the Union fees paid by faculty members should be placed in the bond retirement fund. This motion was seconded by Mr. Del Monte and carried.

*Wyo. Union
Fees*

Dr. Cunningham then moved that the sum of \$6,312.90 be appropriated to remodel the dairy at the stock farm. This appropriation for the dairy will come from increased sales at the stock farm. This motion was seconded by Mr. Burwell and carried.

The President then presented a proposed Memorandum of Agreement between the University and the U. S. Bureau of Reclamation. After discussion and upon the motion of Mr. Sullivan, seconded by Mr. Burwell and

*Memorandum of
Agreement Between
Univ. & U. S. Bureau
of Reclamation*

carried, it was agreed that action on this memorandum should be postponed until more information is available. Mr. Hansen moved that copies of the memorandum be mailed to the Wyoming Agricultural Advisory Committee, members of Congress, and others at the discretion of the President. This motion was seconded by Mr. Del Monte and carried.

Mr. Watenpaugh moved that Professor H. T. Person and Professor A. J. McGaw be appointed as engineers at 3.5 per cent of the contract for the construction of the stadium. They are to draw the plans and specifications, prepare advertisement for bids, and supervise the construction of the building, with full responsibility for the construction. Work on this project by Person and McGaw is to be performed outside of University working hours. This motion was seconded by Mr. Hansen and carried.

The Board then acknowledged receipt of the oil painting "Old Washakie, Chief of the Shoshoni Nation" by George DeForest Brush, the gift of W. R. Coe. The Trustees and the Secretary are requested to write letters of thanks and acknowledgement.

Mr. Sullivan moved that the agreement between the University and School District #3 of Goshen County for the establishment of a University Center be approved in all respects except that instruction cannot be furnished by the University unless fees collected meet cost or until the Legislature makes an appropriation to supplement fees in paying the cost of instructors. This motion was seconded by Mr. Del Monte and carried.

The Comptroller reported that requests had been received from persons wishing to purchase the State Farms at Lyman and Lander. President Humphrey mentioned the entire State Farms situation, that certain farms had been abandoned as experiment stations and that sufficient funds were not available for the efficient operation of the experimental substations. The Board then appointed Dean Hill, Mr. Hall, Mr. Quayle, and the Comptroller to be a committee to investigate these farms and report back to the Board

*Memorial (Stadium)
H. T. Person
A. J. McGaw*

*Gift
"Old Washakie, Chief
of the Shoshoni
Nation"*

*University Center
Goshen County*

*State Farms
Investigation by
Committee*

at the meeting February 28.


The request of Attorney Vincent Carter of Cheyenne for an oil lease covering the grazing section at the Gillette Farm was then placed before the Board. After discussion a motion was made by Mr. Watenpaugh, seconded by Mr. Hansen and carried, that Mr. Sullivan, Horace Thomas, State Geologist and the Comptroller be appointed a committee with power to act to negotiate with Mr. Carter or others in this matter.

Mr. Watenpaugh then moved that the working drawings and specifications, as prepared by Architect Porter for the new Men's Dormitory be approved. This motion was seconded by Mr. Hansen and carried.

It was then declared that the next meeting of the Board shall be held at 10:00 A.M., February 28, 1948.

The Board adjourned at 1:30 P.M., Sunday, January 25.

Respectfully submitted,



Fay E. Smith
Secretary

*State Farm
Gillette
Oil Lease*

*Architect F.H. Porter
DRAWINGS APPROVED
FOR NEW MEN'S DORM.*

*Next Meeting
Feb. 28*

Adjournment